

## Capacity Building Sessions from 15th to 18th May 2023

Under the series of workshops conducted by CES attended by all Pre Primary HMs and Facilitators BBPS Units, Delhi/ NCR

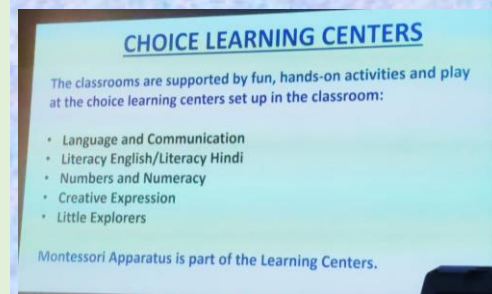
### 15th May 2023, Day 1 (Session 1) 'Learning Centres – The Implementation'

Resource Person: Ms. Nanu Rekhi (Pre School Advisor, CES)  
Team of Facilitators from BBPS, Pitampura

The first day of the session began with Ms. Nanu Rekhi, (Pre School Advisor, CES), lighting the ceremonial lamp along with the HMs, BBPS, Delhi/NCR. She also guided the facilitators on the effective Implementation of the Learning Centers in all the Pre School and Pre Primary classrooms.



Session 1 was conducted by Ms. Nanu Rekhi and the team from BBPS, Pitampura, to train the facilitators on implementing various learning centers in a classroom setting in the most effective manner—Language and Communication, Literacy (English and Hindi), Blocks and Numbers, Little Explorers, and Creative and Aesthetic Center. The Language and Literacy Centers stresses upon fostering language development, reading, and writing skills. The Blocks and Numbers Center lays emphasis on developing mathematical and spatial skills. The Little Explorers Center stimulates children's curiosity, critical thinking, and scientific inquiry and the Creative and Aesthetic Center promotes artistic expression, creativity, and sensory experiences.



Facilitators were encouraged to display labels, charts and posters with relevant vocabulary and concepts. This approach creates an immersive learning experience and enhanced language development. Additionally, integrating activities with the monthly theme provides context and coherence, making learning more meaningful for children. It allows the facilitators to modify activities to align with the specific topics, interests, or cultural events, thereby promoting involvement and active participation.

# 15th May 2023, Day 1 (Session 2) 'Development of Foundational Literacy'

Resource Person: Dr. Romila Soni, Associate Professor, NCERT

The second session conducted by Dr. Romila Soni focused on the significance of storytelling and play in the pre-primary curriculum.

Dr. Soni emphasized that storytelling helps stimulate children's imagination, creativity, and language development. Stories should be age-appropriate, engaging, and relevant to children's experiences. Pre storytelling and post storytelling activities prove supplementary to the learning.

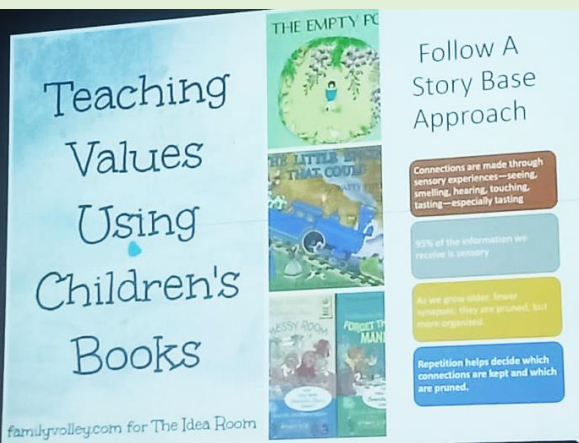
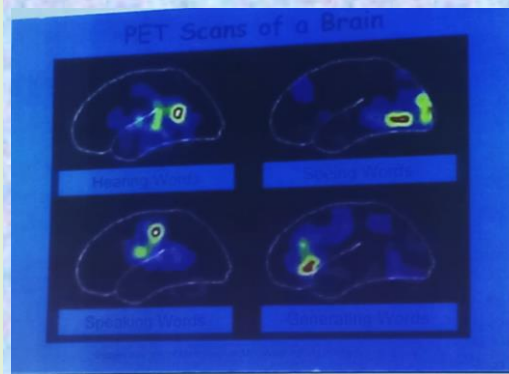
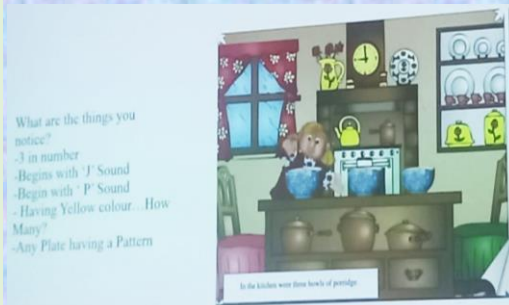


Children are discoverers, investigators, experimenters and explorers.

Language forms the basis to learn and comprehend any other subject. Hence, she laid importance on providing functional literacy and numeracy at the foundational stage.

She also emphasised that play is essential for young children as it supports their cognitive, social, emotional, and physical development. Dr. Soni highlighted the need for providing ample opportunities for guided play, both indoors and outdoors, to foster holistic growth. Play-based activities encourage problem-solving, cooperation, and decision-making skills among children.

She advised the facilitators to start the day with energizers like 'Tell me three things... that we put on our head, gradually taking it to the next level, applying the principle of simple to complex.



Dr. Soni highlighted the potential of constructivism in using the same story across different classes. Constructivist approaches encourage children to actively engage in their learning process, construct meaning, and connect their prior knowledge with new information. This helps the educators create a stimulating and engaging environment that promotes holistic development among young learners.

She guided us to create literacy rich environment for optimum learning.

# 16th May 2023, Day 2 (Session 1) 'Physical & Motor Domains & Early Learning'

Resource Person: Ms. Nanu Rekhi (Montessori Advisor CES)  
Team of Facilitators from BBPS, GRH Marg

The facilitators team from GRH Marg emphasized that the Early learning within the physical and motor domains focuses on providing children with opportunities to develop and refine their motor skills. Activities such as outdoor play, active games, dancing and structured exercises promote the development of gross motor skills.

## Panchakosha Vikas (Five Fold Development)

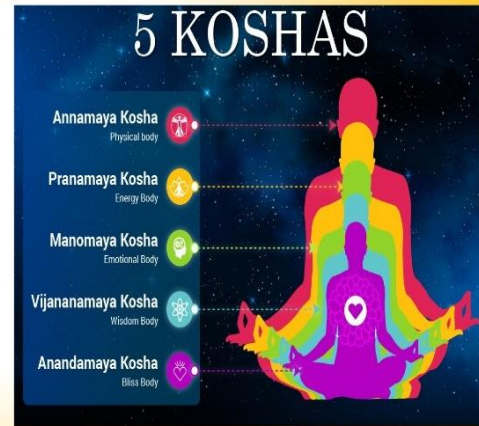
A keystone in Indian Tradition Panchakosha

The child is a whole being with Panchakoshas or five sheaths. The layers are

- Annamaya Kosha (Physical Layer)
- Pranamaya Kosha (Life Force Energy layer)
- Manomaya Kosha (Mind Layer)
- Vijnanamaya Kosha (Intellectual Layer)
- Anandamaya Kosha (Inner Self).

Each layer exhibits certain distinct characteristics.

The holistic development of a child takes into account the nurturing and nourishment of these five layers.



Similarly, activities like drawing, painting, puzzles, building blocks, using manipulative toys and free play enhances fine motor skills. These activities not only enhance physical abilities but also contribute to cognitive, social and emotional development as children learn through their physical interactions with the world.

Team GRH also emphasised on the mental health, nutrition and hygiene of the children. They stated that a balanced diet plays a very vital role in the over all development of the children.

Healthy body leads to a healthy mind, hence, their emphasis on the hygiene of the children.

### SIGNIFICANCE OF PHYSICAL DEVELOPMENT FOR PRE SCHOOL

Physical & Motor domains are ignorable developmental components in the all-round development of Preschoolers because these define certain important developmental tasks like running, eye-hand co-ordination & control, posture control, etc. during the Pre-School stage that the young child is unable to master easily later.

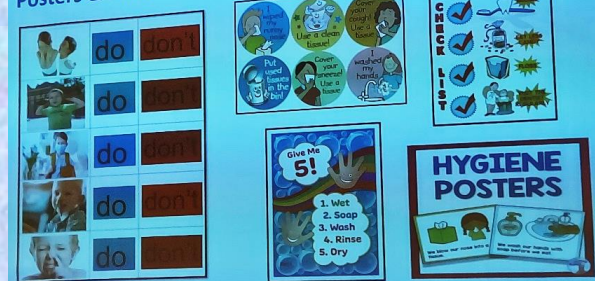
The successful learning of these physical & motor tasks at the right time & stage helps children to face challenges that affirm their self esteem.

WHY DO WE (AS FACILITATORS & CO-FACILITATORS) TEND TO IGNORE THE PHYSICAL DEVELOPMENT

We focus more on other domains like language, literacy, cognition etc.

Lack of parental awareness and acceptance of the significance of these domains.

### Posters & Pictorial Reading matters in Pre- School Years



They stressed on the fact that facilitators play a crucial role in providing a safe and stimulating environment and offering appropriate materials and equipment to the learners. They also told that by nurturing physical and motor skills during the early years, children are better prepared for further academic and physical challenges as they progress through their educational journey. They also demonstrated some interesting activities like animal race and carry the balls. Facilitators whole heartedly participated in these activities.



## 16th May 2023 Day 2 (Session 2)

### 'NCF - Salient Features & Deeper Insights to Work on Upward Continuity in Early Learning'

Resource Person:

Dr. Venita Kaul,

Founder Director(Ex) of CECEd, Ambedkar University.



#### NCF Foundation stage: The Upward Curriculum Some Insights



#### Goals for Foundation Stage ( 3 to 8 years)

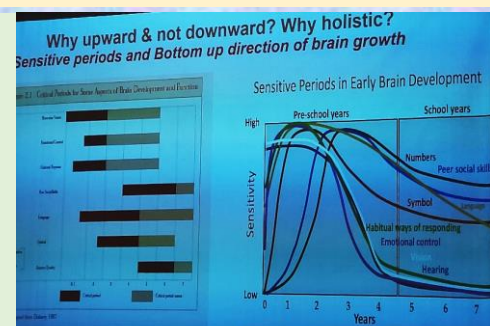


Dr. Venita Kaul enlightened the facilitators about NCF - Salient Features and Deeper Insights to Work on Upward Continuum in Early Learning for Pre School Level. The purpose was to especially apprise the facilitators about National Curriculum Framework - a framework that provides guidelines and principles for curriculum development in education. Dr. Venita Kaul also emphasized that the upward continuum in early childhood learning refers to the smooth transition and progression of skills and knowledge from one educational stage to the next. It recognizes the importance of building upon previous learning experiences, ensuring seamless transition and bridging the learning gaps.

She also advised the make the classes bilingual as there is no medium of instruction at the Pre Primary level, but medium of interaction.

She also discussed about the importance of 5 C's- collaboration, creativity, critical thinking and problem solving, citizenship and creativity and innovation in child's development. She urged the facilitators to focus on the importance of the sensitive period during the foundational stage. She also suggested that facilitators should motivate the learners by providing varied play based, child initiated collaborative activities. She also discussed about the importance of free play and structured play leading to acquiring skills like leadership quality, empathy, sharing, decision making, strategy etc.

It was indeed an enriching and delightful session wherein the teacher-facilitators were once again reminded of the importance of a child-centered approach and aimed to promote holistic development in early learning.



#### What is Play based Pedagogy for children?

Classroom Activities, Experiences and Processes that are:

- ❖ Child initiated & have meaning for children.
- ❖ Keep Child Engaged
- ❖ Interesting & enjoyable for the Child
- ❖ Such that Child relates to & builds on own environment & experience
- ❖ At Child's level in age/ability but with a little challenge
- ❖ Activities that are both open ended and allow exploring the right answer.
- ❖ Balance of Free and Teacher Guided.

**17<sup>th</sup> May 2023, Day 3**

**'Significance and Integration of Art in Foundational Literacy and Numeracy'**

Resource Person: Dr. Sulekha Bhargava and Mr. Vijit Bhargava

The session began with Ms. Nanu Rekhi (Advisor-Pre School, CES) extending a heartfelt welcome to the eminent resource persons, Dr. Sulekha Bhargava and Mr. Vijit Bhargava.



All the facilitators enthusiastically participated in the foot tapping dance and engaging games like 'Good Morning, Colour Game using Body Parts' that made the environment lively, joyful and also proved to be great energizers to kick start the invigorating session.



Dr. Sulekha enlightened the facilitators about the importance of experiential learning. Complex scientific concepts like 'Light and Shadow' were effortlessly presented in a spirited means by way of storytelling in the form of 'Shadow Puppetry'. The concepts, 'Community Helpers' and 'Mathematical Shapes' was very beautifully integrated with the cap making newspaper craft activity. Every new fold unfolded a new surprise for the facilitators and motivated them to create many more 'Ahha and Wow Moments!' for the tiny tots in the classrooms for joyful learning.





The facilitators were guided to create mathematical games like Pattern making (using cardboard and bottle caps) and other TLMs using waste material like newspapers, old boxes, buttons, beads, thread etc., to enhance the essential learning and instill critical thinking.

Art is the medium to express ones emotions and imagination. The honourable resource person further took the facilitators on a creative journey and introduced different types of folds like sleeping fold, standing fold, etc. This led them to create beautiful puppets using paper craft which play a very effective role in the development of fine motor skills. Learning by doing is the best learning as it not only boosts the confidence but also strengthens the belief in the abilities that 'Yes, I can do it'. Paper puppets /toys are really helpful in making the story sessions vibrant and engaging. And the facilitators learnt how simply they can help their children create their own puppets using waste material .



It was, indeed, a wonderful session as it was discussed and demonstrated at length that how the facilitators can make the pedagogy interesting and fruitful by integration of both visual and performing arts in all the learning concepts, be it language, be it literacy or EVS. It is vital to aim for holistic, integrated and enjoyable learning for the tiny tots. It was indeed an enlightening, informative and enjoyable learning session for all the facilitators.

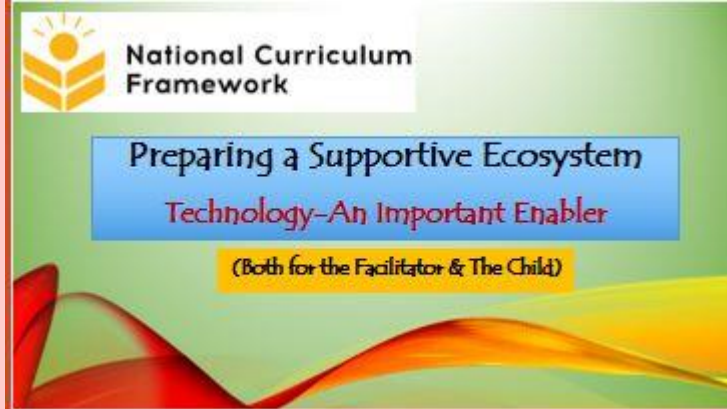


## 18<sup>th</sup> May 2023, Day 4 (Session 1)

### 'Building Age Appropriate Digital Potential For Early Literacy and Numeracy'

Resource Person: Ms.Nanu Rekhi (Pre School Advisor, CES)  
Ms.Sarika Passi (HM, Pre Primary, BBPS, Noida)  
Ms.Vibha Khurana (Facilitator PS, BBPS, Noida)  
Ms.Payal Chauhan (Facilitator PS, BBPS, Noida)

The session began with Ms. Nanu Rekhi, Advisor, Pre School, CES, addressing the participants to focus on the good deeds, blessings and gratitude to the Almighty. The Rendition of Vakratunda Mahakaya in the background set a pious ambience. Ms. Nanu Rekhi reiterated on the Sanskrit phrase - Vasudhaiv Kutumbkam, thereby leading onto Chapter -10 of NCF on creating a harmonious ecosystem, a bubble of life. Building a supportive ecosystem and leveraging technology as an enabler are crucial for promoting early literacy and numeracy skills. By empowering children, equipping teachers, and engaging parents as co facilitators, a collaborative and enabling learning environment can be established.



The skit on promoting Digital India was an icebreaker, followed by an interactive beginning where facilitators shared how effectively they use senses panel in their respective classrooms. Team ND stressed on the fact that children should be made the 'Creators of Technology and not mere Consumers of Technology. Interesting riddles related to the digital tools were asked which initiated an overwhelming response from the audience.



Should our children be the creators or just consumers of Technology?



What did the computer do at lunchtime?



Building age-appropriate digital potential for early literacy and numeracy requires a collaborative approach involving children, teachers, and parents. The integration of digital technologies in early education has the potential to enhance early literacy and numeracy skills, preparing children for the demands of the 21st century by gradually involving parents as co-facilitators. Technology facilitates effective instruction, personalized learning experiences, and inclusive practices. This approach encourages collaboration and enables teachers to guide the students effectively.

WHY IS IT  
IMPORTANT TO  
INTRODUCE  
TECHNOLOGY IN  
EARLY CHILDHOOD  
EDUCATION?



In addition to literacy and numeracy, the focus should shift towards developing 21st century skills that enables students to work together, share ideas, and solve problems, enhancing their communication and teamwork skills. Early exposure to age-appropriate digital tools promotes familiarity, confidence, and digital competence.

## Unit-Wise Task

AUGUST  
2023

Ensure & Submit Two Projects taken up (Hard & Soft (VRS) Forms) one from PS I & II levels each to Ms N. Rekhi, Advisor by 7th August 2023 based on the July themes for PS I & PS II; and two Facilitators to take initiative/assigned these two Projects.

Please decide on theme-based topics & activities in an age-appropriate manner & work upon...meaning, depth, variety, novelty, going from local to global, SD goals etc.

A screenshot of the 'WORD CONNECT' app interface. The title 'WORD CONNECT' is displayed in large, colorful letters. Below it, the year '2023' is shown. There are buttons for 'LET'S GO!' and 'Click to start'. The app is described as a tool for improving vocabulary, spelling, and word recognition skills for kids. It is noted as being easy to use and customizable for a child's age and ability. Learning objectives listed include developing cognitive skills, critical thinking, memory, and improving reading comprehension skills.

Implementing projects based on monthly themes fosters engagement and active learning. Ms Rekhi showcased a project taken up by the students of Podar group of schools based on the 'Father of our Nation', Mahatma Gandhi, which brought to the fore, concepts of curiosity, creativity, communication, collaboration and critical thinking, paving a way to fostering 21st century skills. For preschoolers, projects can focus on various aspects and topics concerning early education. A careful selection of age appropriate projects can delve deeper into more advanced concepts such as story creation and narration, comic strips, understanding of 2D and 3D shapes, colour concepts and building vocabulary. A sample project of creating an audio book was demonstrated by team Noida using a collaborative approach.

NDEAR has been created by the Government of India to enable coherent multichannel, multimodal learning continuum. On the same lines, it was proposed and announced by Ms Nanu Rekhi that PSDEAR (Pre School Digital Education Architecture) will be created that will serve as a platform to share the best practices across all branches of Bal Bharati Schools, pan India. This medium will enable teachers, students, and parents to access and contribute to a repository of innovative digital resources, lesson plans, and teaching strategies that will be duly scrutinised and assessed by a committee before final uploading the same. By leveraging the collective expertise of the Bal Bharati community, the adoption of PSDEAR will ensure the dissemination of effective and age-appropriate digital practices throughout the institution and fostering a culture of innovation and excellence in early education.

Various digital tools (like Auto Draw, Geo Board, Word Connect, Kidslipi, Sworkit, Scratch Junior) which can be effectively used by toddlers on their own, were discussed, explained and demonstrated by Team Noida. Special emphasis was laid on keeping a check and monitoring the screen time for the children by replacing attention and focus on using the platform in more productive and creative ways. It was also proposed by the team that students may be given an exposure to feel and work on the systems by taking them to the Computer Labs once in a fortnight or a month where they can create and collaborate for projects using a variety of digital tools and apps.

A quiz on checking promptness in digital literacy was conducted amongst the facilitators, showcasing the leaderboard. The session ended with a note where all facilitators should provide opportunities to the children focusing on 'How to think?' rather than 'What to think?'



**18<sup>th</sup> May 2023, Day 4 (Session 2)**

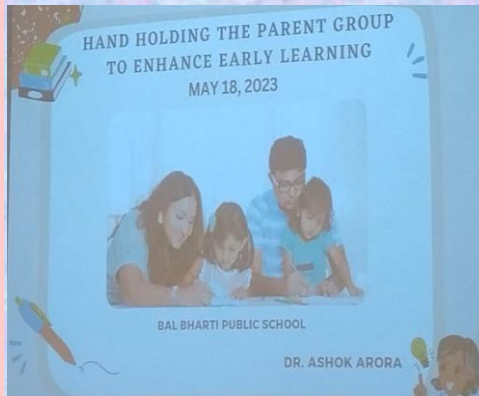
**'Hand Holding the Parent Group To Enhance Early Learning'**

Resource Person: Dr. Ashok Arora (Former Principal, DIET, Delhi)



The session began with Ms. Nanu Rekhi (Pre School Advisor, CES), felicitating the resource person.

Dr. Arora began his session by focusing on the difference between the terms Engagement and Involvement of Parents. Handholding is basically the journey from engagement to involvement which takes place with full willingness.

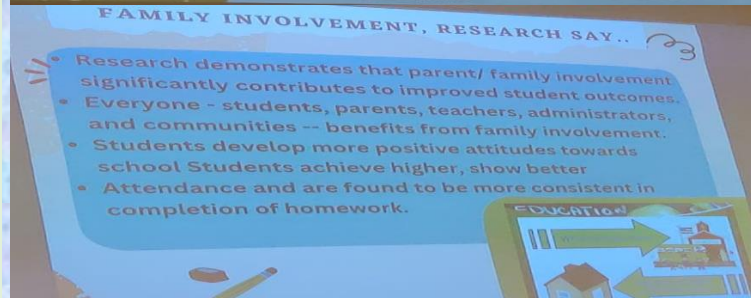
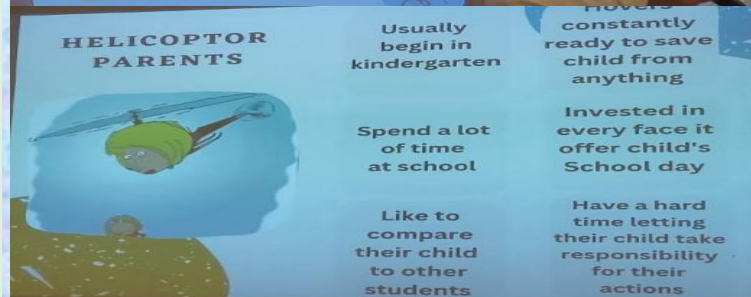
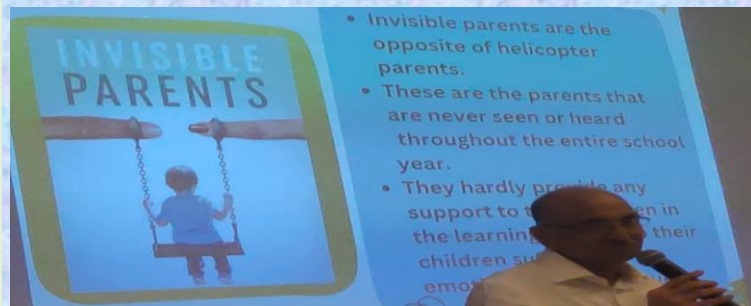


Parents and family are co-partners with the school in the child's learning and development. In the early years, it is even more important for parents to understand and support what happens in school as well as for Teachers to understand the child's situation at home so that they can take cognizance of it in their interactions with the child."

NCF FOR FOUNDATIONAL STAGE 2020

Dr. Arora discussed about the typology of difficult parents as in Pinocchio, Helicopter, Hovering, Invisible, Hands-Off and Submarine type. Dividing the facilitators in different groups, he assigned a particular type of parent to each group and looked forward for a viable solution. He urged the facilitators to be in charge of themselves while interacting with the parent and keep the locus of control to themselves. Reminding that the facilitators are working with someone's 'most important', the resource person requested them to change their perspective and delve deep into the psyche of the parent and find out an amicable solution. He concluded the session by making the facilitators understand that parents are co partners with the School in the child's learning and holistic development, so it is important for the teachers to understand the child's home environment so that they can take cognizance of the same in their interactions with the child.

The Resource Person explained the facilitators that parents have complaints when they are not a part of the school system, hence, he urged the facilitators to keep the focus as the 'child'. He also suggested that the facilitator should give a patient listening to the parents' anxieties or concerns.



## Take-Aways (Implementation Points)

- Learning centres will be set up having age appropriate material.
- Introduction of concepts through age appropriate stories
- Thoughtful planning of pre story and post storytelling activities
- Starting the day with energisers
- Planning outdoor activities that enhance physical health and overall well being
- Ensuring proper health and hygiene of the children by encouraging them to follow healthy eating habits.
- Planning theme based gross and fine motor skill development activities as an important part of the curriculum
- Including Play as a very significant part of Pre School Curriculum
- Medium of interaction to be bilingual
- Creating games and toys from waste material that help to induce critical thinking and problem solving skills.
- Aiming at making our children creators and not just consumers of technology
- Including digital content that enhances students' learning along with their active involvement.

