

VOLUME - VIII, ISSUE - I

*E-NEWSLETTER OF SIES INSTITUTE OF COMPREHENSIVE
EDUCATION*

DECODING NATIONAL EDUCATION POLICY (2020) & NATIONAL CURRICULUM FRAMEWORK (2022)

NEP
2020

NCF
2022

Foundational Stage

Play Based Learning

Holistic Development

Training and Implementation

Leveraging Technology

Learning Outcomes



Editorial

Dear Readers,

Greetings from SIES Institute of Comprehensive Education!

We always wished to bring you an issue which could be a ready reckoner in the field of education or counselling and here it is! This issue focusses on the key components of the National Education Policy (NEP) 2020 and the National Curriculum Framework – Foundational Years (NCF-FS 2022). The NEP 2020 and the NCF-FS have indicated a major overhaul in our educational system. It is a matter of pride that the Early Years have finally been recognized as the Foundational Years and that we have been “included” as part of the educational system. The NCF-FS has clearly charted out the guidelines for exemplary practices in the Foundational Years. While implementation has always been a debatable topic, we at SIES Institute of Comprehensive Education have come up with ready-to use activities and lesson plans for the benefit of the early years’ educators.

Four key themes have been thought of. They are the **Panchakosha Vikas**, the **Panchaadi**, the **Foundational Literacy and Numeracy (FLN)** and **Developing Indian Ethos through Stories**. Looking at the vastness of the topics, we decided to choose two for this issue – **Panchakosha Vikas** – the fivefold development and **Panchaadi** - the five-step learning process. For the first time, we present an issue where our present batch students have joined hands with us faculty to bring together very interesting activity-based articles. The other two FLN and Developing Indian Ethos through Stories will be covered in the next issue. While diverse and unique activities have been designed by our students, we present a few and hope that the remaining will be published as a booklet.

This issue is very interesting as it catches the voice of India’s coveted research and training institute, the NCERT. Dr. Romila Bhatnagar from Dept. of Elementary Education, NCERT, New Delhi has penned a very meaningful article that gives a clearcut list of the pertinent areas where changes are going to be manifested through the implementation of the NEP 2020 by way of the NCF-FS 2022. Having worked avidly with the development of this policy, she has beautifully brought out its transformative nature.

We have tried our best to help our readers understand the ancient Indian concept of the Panchakosha Vikas and implementing it in our urban or rural Indian classrooms using simple, doable, and interesting activities. Our students and I have attempted this task, and we hope it is useful and classroom-friendly.

Every teacher training program would speak of a structured lesson plan that we all know of. The Panchaadi gives a clear step-by-step process from introduction to expansion. Ms. Rashmi Pradhan and our students have worked and present to you a methodical lesson plan to teach an interesting math concept using Panchaadi. Until we meet again with the other two key areas reiterated by the NEP, happy reading to all of you!

We hope you enjoyed this issue as much as we enjoyed making it for you.

Vidhya Satish PhD

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TRANSFORMING EARLY YEARS EDUCATION: THE IMPACT OF THE NATIONAL CURRICULAR FRAMEWORK FOR THE FOUNDATIONAL STAGE, 2022

Dr. Romila Bhatnagar



The NEP 2020 is the first policy of the 21st century and aims to address many of the growing and developmental imperatives of school education in the country. The NCF-FS (2022) is one of the key components of NEP 2020 that enables this transformation and informs the aims, principles, and approaches of national policy at the foundational stage. The foundational stage envisions an integrated approach to early childhood care and education for children from the age of 3 to 8 years old. This stage in school education is transformative in nature and expects qualitative improvements in content, pedagogy, and learning outcomes that impact the future learning of children as envisioned for this stage. The National Curricular Framework for the Foundational Stage, 2022 (NCF-FS, 2022), introduced by the Government of India, marks a significant shift in the landscape of early years education. This framework aims to provide a holistic, play-based, and child-centric approach to early years education in the country. By focusing on the foundational stage, the new curriculum framework, 2022 seeks to lay a strong and nurturing foundation for young children that is meant for the age group of 3 to 8 years. This paper helps the readers explore the potential impact of NCF-FS on foundational school settings, i.e., private preschools, anganwadis, balwadis, and preschools in the government sector, and the essential training required for teachers handling the children during this crucial stage.

How would the implementation of NCF-FS impact the panorama of early years education and training during the foundational stage?

While implementing the major components of NCF-FS, it would impact desirable changes in the following areas:

1. **Structural shifts:** The structural shifts suggested in the NEP made preschool education a compulsory stage of education. It has emphasized that the brain develops at a rapid rate at this stage and almost 85% of the brain develops in the first six years.

2. **Holistic Development:** The emphasis on holistic development in the NCF-FS is expected to revolutionize early years education. All the early years settings across the foundational stage will now be geared towards nurturing not only the academic but also the physical, social, emotional, language, literacy, and cognitive growth as well as the positive learning habits of young children. This shift will create a well-rounded learning environment enriched with basic activity areas that foster overall development. The arts are integrated into various subjects, promoting interdisciplinary learning, and enhancing children's cognitive and emotional development. The arts are considered essential components of a well-rounded education, promoting a holistic approach to learning.

3. **Balvatika prior to Class-1:** The policy emphasized that 'balvatika' prior to the age group of 6; every child moves to a balvatika or preschool-3 (before class-1) which must have an ECCE qualified teacher. This approach would prepare young children with the cognitive and linguistic competence that are a pre-requisite for learning to read (rather than reading to learn). NCERT developed guidelines for this programme entitled as Vidya Pravesh along with the bank of activities-Balvatika module consisting of play based activities.

4. **Emphasis on Foundational Literacy and Numeracy:** While play remains central, the curriculum framework for FS, introduces early literacy and numeracy activities, keeping in mind the holistic development of children. The classes at this stage will employ engaging and interactive methods to lay the foundation for language and mathematical skills. Early but appropriate exposure to these essential skills will help children get ready for their formal education. The children need to be given a skill-based education where they will be given exposure to critical and creative thinking, communication, and problem-solving skills. The NIPUN BHARAT (National Initiative for Proficiency in Reading with Understanding and Numeracy) vision and goals for achieving Foundational Literacy and

numeracy (FLN) would improve the learning outcomes of children across the foundational stage. While achieving the skills of FLN, it would prepare to face the complexities and challenges in a harmonious way with age-appropriate strategies. This would also reduce the learning gaps in the learning areas and the learning levels across the classes.

5. Play-Based Learning: Recognising the significance of play in the foundational years, the new curriculum framework advocates for a play and activity-based approach. The curriculum will integrate various forms of play, such as free play, guided play, and socio-dramatic play, to promote critical thinking, creativity, problem-solving, and social skills. Learning through play will make early education more engaging and enjoyable for all young children. Young children at the foundational stage learn best through play and doing. The learning materials developed for this stage, such as 'ANAND', the activity book for Balvatika have kept in view the learning principles and approaches for improving the early learning process. NCERT has developed a wonder box in the name of Jaadui Pitara, which has plenty of manipulatives, toys, puzzles, dolls, and puppets along with an exemplar activity book and also a trainers' handbook.

6. Child-Centric Approach: The curriculum framework for FS places children at the center of the learning process. ECCE centres will now personalise early learning experiences to cater to individual needs, interests, and learning styles of all young children. The child-centric approach will ensure that each child's unique abilities and potential are recognised and nurtured.

7. Teachers and Teacher Training across the Foundational Stage: The successful implementation of the National Curricular Framework for the Foundational Stage hinges on the preparedness of teachers across the foundational unit. Adequate and practical training classes during the foundational stage is crucial to ensure teachers are well-equipped to provide high-quality early education using toy and game-based pedagogy. A teacher is a strong link between the learner and the learning process, particularly at the foundational stage. NEP 2020 has suggested teacher eligibility test (TET) at various levels of school education that would strengthen the teaching profession and improve the quality of education. Encouraging continuous professional

development will keep preschool teachers updated with the latest research and best practices in early years education. This ongoing training will enhance their teaching skills and knowledge.

8. Inclusivity and Diversity: The NCF-FS places a strong emphasis on inclusivity, recognizing that every child is unique and learns at their own pace. It respects and celebrates the diversity of children's backgrounds, cultures, languages, and abilities. It encourages teachers across the foundational stage to create inclusive and supportive learning environments where all children feel valued and respected.

9. Use of Technology: The teachers should be trained on using age and developmentally appropriate technology to enhance learning experiences. Teachers should learn how to integrate technology responsibly and effectively.

10. Health and Safety: The teachers should be trained in maintaining health and safety standards, especially considering the vulnerability of young children. Proper training will ensure a safe, secure, and emotionally supportive learning environment. No child can learn if the atmosphere is not stress-free.

11. Emphasis on Nature and Environment: The framework highlights the importance of nature-based education, recognising nature as a rich and stimulating learning environment. Children are encouraged to explore, discover, investigate, and connect with their surroundings, fostering environmental consciousness and empathy towards all living beings. Connection with nature needs to be woven into the curriculum, instilling a sense of responsibility for the environment right from the foundational stage.

12. Assessment: The prime focus of assessment as per NEP 2020 during the foundational stage is to provide timely inputs, support in the learning process and guide each child at his/ her own pace of learning. The NEP 2020 has also suggested that 360-degree assessment would not only improve the quality of learning for children, but also improve the assessment process as other stakeholders such as parents, peers and the child himself/ herself would also be considered.

Conclusion:

Education is a great leveler and the best tool for achieving economic and social mobility, inclusion, and equality. The implementation of the National Curricular Framework for the Foundational Stage, 2022, is a transformative step towards improving foundational education. By embracing a child-centric and play-based approach, the schools can provide an enabling and stimulating learning environment for all young children. However, to make this transformation successful, comprehensive training programmes for the teachers working at the foundational stage are essential. Properly trained teachers will play a vital role in shaping the educational journey of children and laying a strong foundation for their future life.

Thus, all these elements of NEP 2020 and NCF-FS when incorporated and implemented in the system, by taking into account the local and global needs of our country.

Dr. Romila Bhatnagar is the Associate Professor, Department of Elementary Education, NCERT, New Delhi. She is an expert in the field of Early Childhood Education and has spearheading various programs for the betterment of children in the foundational years and has contributed to the NEP 2020. Her love for the field can be seen through her writings - be it a book or a scientific research-based article or a newsletter article.



Image source- NCF FS policy document

INTEGRATING PANCHAKOSHA VIKAS, THE ANCIENT INDIAN PHILOSOPHY TO FOUNDATIONAL YEARS TEACHING AND LEARNING

Dr. Vidhya Satish



Importance and prominence to the early years of child's life is not a new concept for us in India. Indian traditions and culture have always attuned to the developing child. Various traditional practices carried out across different parts of our country indeed have a scientific bearing which one may or may not be aware of.

Indian education systems have always focused on not just external development but also on the internal development. A holistic approach that comprises of not only learning about the physical facets of the world but also gaining practical knowledge of various aspects such as good health, socio-emotional well-being, ability to make rational decisions, thinking and reasoning and ultimately realizing the inner self. The focus of Indian learning is right application of knowledge for the development of the individual self as well as the betterment of the society.

One of the important concepts adopted by the National Curriculum Framework for the Foundational Years (NCF-FS) from Indian tradition is the embracement of the Pancha Kosha Vikas (Fivefold development) concept. The Taittiriya Upanishad considers each human being as a spiritual being that experiences the world with the help of the five koshas or sheaths and thus the Pancha Koshas. Pancha kosha Vikas is the age-appropriate development of the 5 layers which would ultimately lead to the holistic development of the child. Before we begin the application of Pancha kosha Vikas to modern day education, let us understand the concept. The child is considered as a whole being with Pancha koshas or five sheaths. They are:

1. **Annamaya Kosha** – the food sheath or the physical layer
2. **Pranamaya Kosha** – Life force energy sheath
3. **Manomaya Kosha** – the mind sheath
4. **Vignanamaya Kosha** – the intellectual sheath or layer.

5. **Anandamaya Kosha** – the bliss sheath or the inner self. It is important to understand that every layer displays unique characteristics. The NCF FS urges that for achieving the holistic development of a child it is pertinent to nurture these five layers. It is crucial for all educators to understand that all the koshas are interconnected. Thus, development of one Kosha would directly or indirectly lead to the development of others. It thus becomes essential that early childhood educators are able to plan, design and implement activities that would foster the development of each of these koshas. When an educator adopts activities such as songs, rhymes, lullabies, stories or prayers it leads to an interconnected development. Not only are language skills fostered, but children also develop insights into culture, traditions, and values along with it.

The Panchakosha Vikas concept has been mapped into the different domains of development which form the basis of the curricular goals that have been charted out by the NCF-FS. The different areas of development as envisaged by the NCF-FS are as follows:

Sharirik Vikas (Physical development): This includes age-appropriate physical development, the growth of physical strength and fitness, sensory development, hygienic diet, and the formation of good lifestyle habits that would enable a person to live a healthy 100 years.

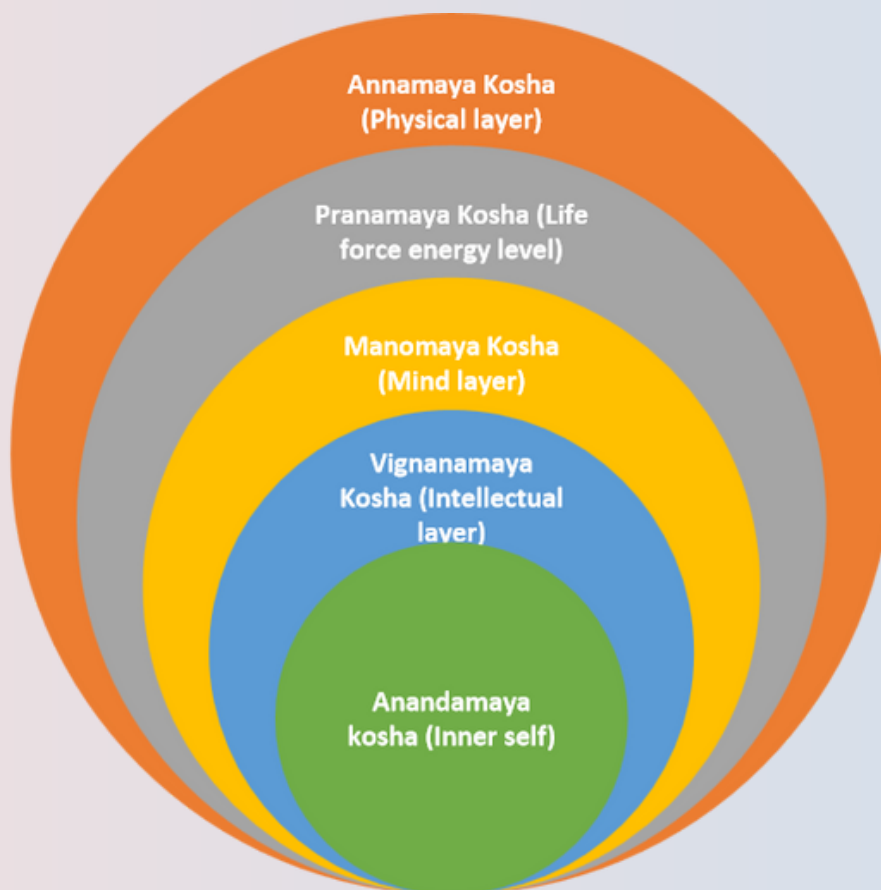
Pranik Vikas (Development of life energy): Aims at the balance and retention of positive energy, as well as the optimal operation of key body systems like the digestive, respiratory, circulatory, and nervous systems, that are brought about by the activation of the sympathetic and parasympathetic nervous systems.

Manasik Vikas (Emotional and mental development): includes the improvement of focus, peace and serenity, willpower, and the capacity to deal with unpleasant emotions.

It also includes the development of virtues, the capacity to attach to and detach from others in challenging situations, happiness, the visual and performing arts, culture, and literature.

Bauddhik Vikas (Intellectual development): This deals with the development of linguistic abilities as well as cognitive abilities like experimentation, observation, analytical thinking, abstract and divergent thinking, synthesis, logical reasoning, and creativity.

Chaitanik Vikas (Spiritual development): This crucial part of development deals with the growth of joy, love, compassion, freedom, and spontaneity as well as aesthetic sense, leading to a journey that causes the person to look within.



The Panchakosha Vikas concept reiterates the ancient Indian philosophy of the integration between the body and the mind to experience and understand life. The NCF-FS clearly states that this concept is a non-dichotomous approach towards human development and displays a trajectory that leads to holistic education.


Our students present to you simple but interesting activities that can be adopted in a foundational years classroom. The core idea behind bringing this is to enable fellow educators to integrate this wonderful and ancient Indian concept into our educational system and paving a way towards implementation of the new National Education Policy NEP 2020 successfully.

Dr. Vidhya Satish is the Director of SIES Institute of Comprehensive Education Sion and Nerul. Being in the field of foundational years education for almost 3 decades, she enjoys reading, researching and writing for and about young children.


ACHIEVING PANCHAKOSHA VIKAS THROUGH VARIETY OF ACTIVITIES

Ms. Riza Shaikh, Ms. Nivedita Shetty, Ms. Vanshika Chheda

Students of SYDECED


<u>Predominant Kosha Stimulated:</u> Annamaya	<u>Class:</u> Sr. K.G.
<u>Name of the Activity:</u> Let's Pretend [Butterfly pose]	<u>Materials Required:</u> Yoga mats
<u>Methodology:</u> <ul style="list-style-type: none">▪ Sit on the yoga mat on your buttocks with a tall spine.▪ Bend your legs with the soles of your feet together.▪ Now flap your legs like the wings▪ And pretend to be a butterfly	
<u>Photograph of the Activity:</u> <div data-bbox="587 956 1040 1352">A cartoon illustration of a young girl with brown hair in pigtails, wearing glasses and a red striped shirt, sitting in a butterfly pose (Baddha Pawanasana) on a light blue mat. The text 'Butterfly pose' is written below her.</div>	
<u>Curricular Goals:</u> <ul style="list-style-type: none">• Annamaya kosha - (Physical body) - Sharirik Vikas• Pranamaya kosha - (Energy body) -Pranik Vikas• Manomaya kosha - (Mental development) - Manasik Vikas	<u>Competencies:</u> <ul style="list-style-type: none">• Reduces Stress and Anxiety• Helps to build Strength.• Increases flexibility.• Trains Motor Skills• Improves balance
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• This practice of posture helps to improve balance and coordination.• Helps children develop a positive image of their body.	


<u>Predominant Kosha Stimulated:</u> Annamaya	<u>Class:</u> Grade I and II
<u>Name of the Activity:</u> Tabletop Push-ups	<u>Materials Required:</u> Desks
<u>Methodology:</u> <ul style="list-style-type: none"> ▪ Children will use their desk ▪ Have them place their hands on the table ▪ Children will focus their eyes on the center ▪ They will inhale while moving down slowly and exhale while pushing their back upwards 	
<u>Photograph of the Activity:</u> <div data-bbox="512 880 1185 1312" data-label="Image"> </div>	
<u>Curricular Goals:</u> <ul style="list-style-type: none"> • Annamaya Kosha- Physical Development - Sharirik Vikas, • Pranamaya Kosha-Development of Life Energy – Pranik Vikas 	<u>Competencies:</u> <ul style="list-style-type: none"> • Physical fitness • Strength and endurance • Expansion of physical ability • Balance and retention of energy and enthusiasm, • Smooth functioning of all major systems in the body • Practices basic self-care hygiene
<u>Learning Outcomes:</u> <ul style="list-style-type: none"> • It is an important stationary movement control skill that helps kids establish a foundation of posture, strength and stability for activities related to sports and daily life. • It is important that as teacher we build this skill which will help children to minimize their frustration. 	

<p><u>Predominant Kosha Stimulated:</u></p> <p>Pranamaya Kosha</p>	<p><u>Class:</u> Jr. K.G., Sr. K.G., Grade I and II</p>
<p><u>Name of the Activity:</u> Silent Ball</p>	<p><u>Materials Required:</u> Squishy Ball</p>
<p><u>Methodology:</u></p> <ul style="list-style-type: none"> • The teacher will make the children sit or stand in a circle • Make children sit quietly in their respective places • The key rule of the game is that children are not supposed to make any kind of noise while passing on the ball • The ball will be passed on without dropping it • The child who drops it will be out 	
<p><u>Photograph of the Activity:</u></p> <div data-bbox="544 987 1241 1368">  </div>	
<p><u>Curricular Goals:</u></p> <ul style="list-style-type: none"> • Development of Lifeforce energy- Pranamaya Kosha- Pranik Vikas • Emotional Development 	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Positive energy • Balance, and retention of energy and enthusiasm • Smooth functioning of all major systems • Concentration • Peace • Will and willpower • People and situation
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • This activity is one of those educational brain breaks that build a positive classroom community, foster friendly competition, and boost non-verbal communication. • Children will learn to enjoy the silence as well. 	

<p><u>Predominant Kosha Stimulated:</u></p> <p>Annamaya Kosha & Pranamaya Kosha</p>	<p><u>Class:</u> Jr. K.G.</p>
<p><u>Name of the Activity:</u> Calm down jar</p>	<p><u>Materials Required:</u> A jar or a bottle filled up with water and few drops of oil, glitter, & stars.</p>
<p><u>Methodology:</u></p> <ul style="list-style-type: none"> • Fill up a jar or a bottle with water and few drops of oil • Add glitter and stars to the jar • Give it a good mix and encourage the children to focus on the glittering • Invite them to allow that calming feeling to flow through their bodies as well, as they watch the glitter swirl and then settle. contents as it settles down. 	
<p><u>Photograph of the Activity:</u></p> <div data-bbox="292 954 847 1272" data-label="Image"> </div> <div data-bbox="991 824 1358 1283" data-label="Image"> </div>	
<p><u>Curricular Goals:</u></p> <ul style="list-style-type: none"> • Develops positive goodness of life force energy, practice acceptance i.e. • Pranamaya kosha - (Energy body)-Pranik Vikas 	<p><u>Competencies:</u> -</p> <ul style="list-style-type: none"> • Improves mental health • Soothes and relax mind • Helps to regulate emotions • Gives Positive energy • Helps to relieve stress • Reduces Anxiety and Stress. • Better Memory • Better sleep
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • This jar helps children to learn focusing skills, calm them down and helps to figure out that paying attention to their senses helps them to regulate emotions. 	

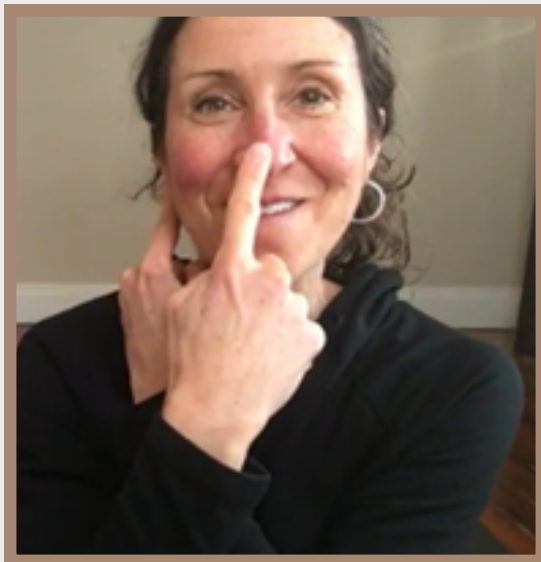
<u>Predominant Kosha Stimulated:</u> Manomaya	<u>Class:</u> Grade I and II
<u>Name of the Activity:</u> Journal your thoughts	<u>Materials Required:</u> A journal/diary and a pencil
<u>Methodology:</u> <ul style="list-style-type: none"> • Keeping a journal is like having your best friend with you everywhere you go. • In a journal you can write or draw about yourself, your thoughts, your feelings, the things you like, and the things that bother you. • Express yourself in your journal. 	
<u>Photograph of the Activity:</u> <div data-bbox="497 927 1264 1384" data-label="Image"> </div>	
<u>Curricular Goals:</u> <ul style="list-style-type: none"> • Manomaya Kosha- Emotional and mental development. • Pranamaya Kosha- Lifeforce energy Layer -Pranik Vikas. 	<u>Competencies:</u> <ul style="list-style-type: none"> • Helps students to organize their thoughts • Helps to alleviate stress • Decreases mental distress • Manages anxiety
<u>Learning Outcomes:</u> <ul style="list-style-type: none"> • Journal writing can benefit students by enhancing reflection, facilitating critical thought and expressing feelings. 	


<p><u>Predominant Kosha Stimulated:</u></p> <p>Manomaya</p>	<p><u>Class:</u> Jr. K.G., Sr. K.G., Grade I and II</p>
<p><u>Name of the Activity:</u> Make your own Feeling Box</p>	<p><u>Materials Required:</u> Small old box, candy sticks, paper, paints or colors</p>
<p><u>Methodology:</u></p> <ul style="list-style-type: none"> • Make children build their own 'Feeling box' by using a small old cardboard box • Ask children to draw smileys of different emotions and colour the faces • Ask children to stick the smileys on ice cream sticks • The teacher will ask the children, 'How are you feeling children? The teacher will show each smiley stick and explain various types of feelings humans go through like happy, sad, lazy, tired, angry etc. • The teacher will further explain using an example by saying 'Right now, I am feeling happy seeing all your beautiful feeling boxes, so I will keep the 'Happy smiley' up as I want you all to know that 'I am happy'. • Each child will then communicate their feelings by placing their respective smileys as per their feelings on their 'Feeling Box' 	
<p><u>Photograph of the Activity:</u></p>	
<p><u>Curricular Goals:</u></p> <ul style="list-style-type: none"> • Manomaya Kosha- stands - Emotional and mental development-Manasik Vikas • Vignanamaya Kosha- Intellectual development 	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Developing Virtues (Maulya Vardhan) • Visual Art • The will to attach and detach from work, people and situations • Abstract and divergent thinking, • Creativity, • Power of discrimination, generalization
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • This activity will help children identify and label their feelings which will also allow them to communicate their feelings with others subtly. 	


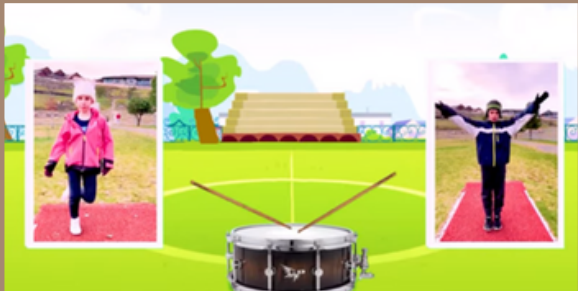
<p><u>Predominant Kosha Stimulated:</u></p> <p>Manomaya & Vignanamaya</p>	<p><u>Class:</u> Sr. K.G.</p>
<p><u>Name of the Activity:</u> Make a Share Box - Share and Care Day</p>	<p><u>Materials Required:</u> Big cardboard box, decorative materials, paper, paints, colours and glue</p>
<p><u>Methodology:</u></p> <ul style="list-style-type: none"> • Celebrate ‘Share and Care Day’. • Make children decorate an old box and name it as ‘Share Box’ with their names written on it • Ask children to bring things like Legos, Crayons, toys, story books, etc. which they are ready to share with their friends in class. • Ask children to keep all their respective things inside the box • Have a session where children will sit in a circle and share their things in their share box with friends 	
<p><u>Photograph of the Activity:</u></p>	
<p><u>Curricular Goals:</u></p> <ul style="list-style-type: none"> • Manomaya Kosha- for Mind Layer - emotional and mental development i.e., Manasik Vikas • Vignanamaya Kosha -Intellectual Development- Baudhik Vikas • Pranamaya Kosha-Spiritual Development – Chaitsik Vikas 	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Developing Virtues (Maulavardhan), handling negative emotions, happiness, visual arts, literature • Observation, experimentation, linguistic skills, creativity, abstract and divergent thinking • Happiness, Love and compassion, freedom, the journey of turning the awareness inwards
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • This will allow children to develop their social and emotional skills. 	

<u>Predominant Kosha Stimulated:</u> Manomaya	<u>Class:</u> Grade II and III
<u>Name of the Activity:</u> Role-Play	<u>Materials Required:</u> None
<u>Methodology:</u> <ul style="list-style-type: none"> • Role-play can benefit children by demonstrating appropriate emotional responses. Divide children into groups and assign each group a scenario • For example, “Your friend stole a chocolate from the store. What would you do?”. • Have students act out the scenario. • Later discuss the outcomes. 	
<u>Photograph of the Activity:</u> <div data-bbox="391 869 1217 1256" data-label="Image"> </div>	
<u>Curricular Goals:</u> <ul style="list-style-type: none"> • Manomaya Kosha- Mental development- Emotional and mental development-Manasik Vikas • Vignanamaya Kosha- Intellectual development- Wisdom/ Balance of mind-Bauddhik Vikas 	<u>Competencies:</u> <ul style="list-style-type: none"> • Develops their communication and language skills • Children explore and investigate • Develops their social skills, as they collaborate with others • Develops empathy • Physical and mental development
<u>Learning Outcomes:</u> <ul style="list-style-type: none"> • Role-Play will develop their social skills, as they collaborate with others. • They will learn to explore, investigate and experiment. • Social and Emotional Development. 	

<p><u>Predominant Kosha Stimulated:</u></p> <p>Anandamaya</p>	<p><u>Class:</u> Jr. K.G. / Sr. K.G.</p>
<p><u>Name of the Activity:</u> Dance Your Feelings out</p>	<p><u>Materials Required:</u> Song</p>
<p><u>Methodology:</u></p> <ul style="list-style-type: none"> • Make children stand in line • Challenge them to make up dances to show what various emotions feel like: • For example, a tired dance – slow movements and sleepy faces to slow music. • An excited dance – Jump around with lit-up faces and a happy tune. 	
<p><u>Photograph of the Activity:</u></p> <div data-bbox="518 1064 1252 1411" data-label="Image"> </div>	
<p><u>Curricular Goals:</u></p> <ul style="list-style-type: none"> • Anandamaya kosha- leads to spiritual development i.e., Chaitsik Vikas • Vignanamaya Kosha- -intellectual development - Bauddhik Vikas • Manomaya Kosha-Emotional / Mental Development-Manasik Vikas 	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Improves Balance and posture • Hand-eye coordination • Body movements • Mobility.
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Through this activity children develop motor skills and emotional expression. 	

<u>Predominant Kosha Stimulated:</u> Vignanamaya	<u>Class:</u> Sr. K.G., Grade I and II
<u>Name of the Activity:</u> Ear-nose switch	<u>Materials Required:</u> None
<u>Methodology:</u> <ul style="list-style-type: none"> • Instruct kids to touch their left ear with their right hand and at the same time touch their nose with their left hand. • Then have them switch their hands and touch their right ear with their left hand and their nose with their right hand. • Switch back and forth a few times. • Then have them close their eyes, take a deep breath. 	
<u>Photograph of the Activity:</u>	
<u>Curricular Goals:</u> <ul style="list-style-type: none"> • Vignanamaya Kosha- -intellectual development - Bauddhik Vikas • Emotional / Mental Development-Manasik Vikas 	<u>Competencies:</u> <ul style="list-style-type: none"> • Observation • Analytical ability • Logical reasoning • Linguistic skills • Power of discrimination • Concentration, will, and willpower
<u>Learning Outcomes:</u> <ul style="list-style-type: none"> • This is a quick and easy challenge to reset the brain. 	

<p><u>Predominant Kosha Stimulated:</u></p> <p>Vignanamaya</p>	<p><u>Class:</u> Grade I and II</p>
<p><u>Name of the Activity:</u> Make like a Blender</p>	<p><u>Materials Required:</u> None</p>
<p><u>Methodology:</u></p> <ul style="list-style-type: none"> • Tell children it's time to make fruit smoothies. • Ask them to pretend they are in a blender, and they are strawberries (or blueberries or bananas, etc.). • Ask children to dramatically pretend to pour orange juice or yogurt into the air in front of you. • Then tell the children to flip the switch and that they need to wiggle and jiggle (separately, not together) until they are each individually blended up. • Start with a slow speed, move up to medium speed, fast speed, and finally turbo speed. And then reverse it! • Start at turbo speed and go back to slow speed. 	
<p><u>Photograph of the Activity:</u></p>	
<p><u>Curricular Goals:</u></p> <ul style="list-style-type: none"> • Vignanamaya Kosha-Intellectual Development- Bauddhik Vikas- • Spiritual development - Chaitsik Vikas 	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Observation • Imagination • Linguistic Skills • Analytical Ability • Abstract And Divergent Thinking • Synthesis, Logical Thinking • Happiness • Spontaneity • Freedom • Power of Discrimination
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Children learn adaptability and also develop their social skills, as they collaborate with others. • This fun activity also enables students to think laterally to make others to understand their point of view through actions. 	

<p><u>Predominant Kosha Stimulated:</u></p> <p>Vignanamaya</p>	<p><u>Class:</u> Sr. K.G., Grade I and II</p>
<p><u>Name of the Activity:</u> Would you rather Workout</p>	<p><u>Materials Required:</u> YouTube access, Digital Board</p>
<p><u>Methodology:</u></p> <ul style="list-style-type: none"> • Play easily available ‘Would you rather?’ videos on YouTube • Each video is approximately 8 minutes long, and students are given two scenarios where they choose which one, they would instead participate in. • Topics range from food items to activity choices to places to visit and more. • As students choose the scenario, they will have to show their choice by moving their body as shown by 2 children for the respective choice. <p>Activity Link- https://youtu.be/JOnQpQn_FZI</p>	
<p><u>Photograph of the Activity:</u></p> <div data-bbox="156 1043 745 1368">  </div> <div data-bbox="810 1050 1410 1361">  </div>	
<p><u>Curricular Goals: Curricular Goals:</u></p> <ul style="list-style-type: none"> • Vignanamaya Kosha-Intellectual Development- Bauddhik Vikas- • Anandamaya Kosha-Spiritual development - Chaitsik Vikas 	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Observation • Analytical Ability • Will • Abstract and Divergent Thinking • Synthesis • Logical Thinking • Happiness • Spontaneity • Freedom • Power of Discrimination • Aesthetic Sense
<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • This promotes critical thinking which will help them think differently for themselves and others. 	

<u>Predominant Kosha Stimulated:</u> Anandamaya	<u>Class:</u> Grade II
<u>Name of the Activity:</u> Positive Plate	<u>Materials Required:</u> Paper plates, sketch pens & two-way tapes.
<u>Methodology:</u> <ul style="list-style-type: none"> • Each child gets one paper plate stuck on their back with a two-way tape • The teacher gives them a sketch pen • The children must write positive things about their friends with their names 	
<u>Photograph of the Activity:</u> No photo or video	
<u>Curricular Goals:</u> <ul style="list-style-type: none"> • Anandamaya kosha- leads to spiritual development i.e., Chaitvik Vikas 	<u>Competencies :</u> <ul style="list-style-type: none"> • Brings positivity • Positively inclined with peers. Try to help more
<u>Learning Outcomes:</u> <ul style="list-style-type: none"> • This is a fun activity where all the children are excited about what has been written by their peers. • This boosts one's self-esteem and also motivates the children to be positive and keep on doing the good work. 	

PANCHAADI – A FIVE-STEP LEARNING PROCESS

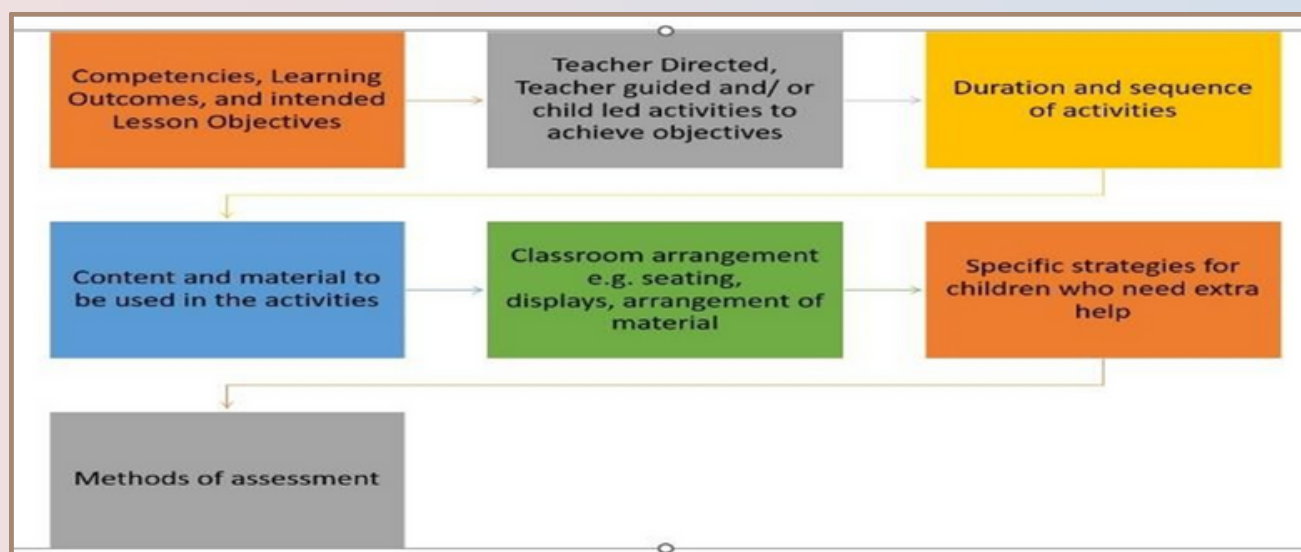
Ms. Rashmi Pradhan



Teaching is a purposeful activity done with the objective of promoting learning in children who learn and achieve more if they feel safe, secure, and at ease in a positive learning environment. An effective learning outcome can be achieved through effective teaching, for which planning is an essential requisite. The plans for the upcoming week, the day, and the lesson are often made by the teachers. The teachers must design the teaching plan keeping in mind the following components:

Figure 1:

Components of a Teaching Plan



The National Curriculum Framework for Foundational Stage, 2022 suggests the five-step learning process which has been titled as – “Panchaadi”, as a useful tool for determining the order that a teacher should use while preparing lessons. The five steps are as follows:

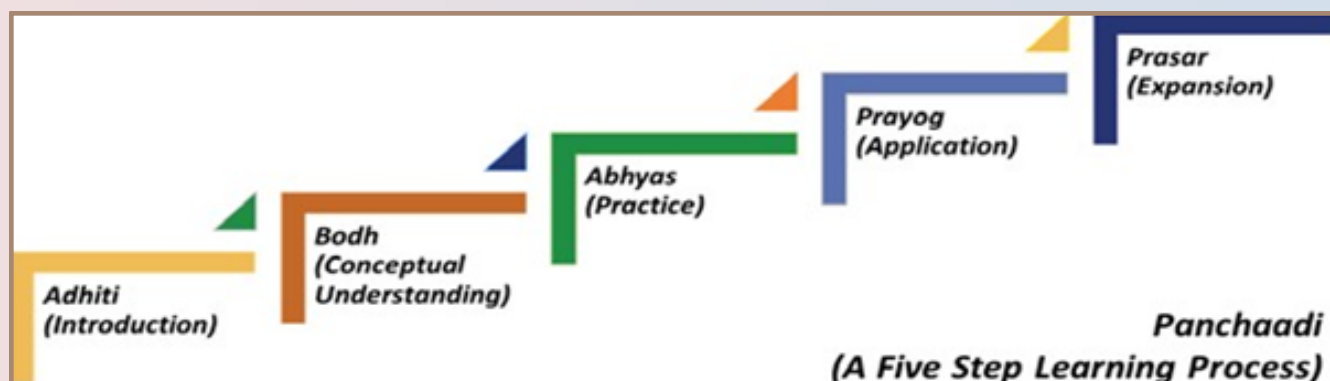


Image Source: National Curriculum Framework Document

Adhiti (Introduction)

A new idea or subject is first introduced by the teacher by making a connection to the student's past knowledge.

Children in the foundational stage (ages 3 to 6 years) have already developed a certain understanding of their surroundings through sensorial experiences. It is important to connect the same with the new information/ concept so that the learning is meaningful to the children. The teacher hence needs to revise the prior knowledge and connect it with the new topic. It is also vital at this stage for the teacher to ensure that she has the students' undivided attention and that they are ready to connect with the teacher. Activities like games, puppetry, rhymes, accompanied with interesting teaching aids are a few of the many ways that teachers can attract students' attention, engage them and introduce the topic.

Innovative ideas, for e.g., a basket of different fruits that are known to children when brought to class will elicit excitement and when a new fruit is added to that basket. The teacher can also introduce addition by adding more fruits of the same kind to the basket. A treasure hunt game leading the students to the topic of sea creatures, a model of a rocket to talk about space, or a catchy song about colours, are some innovative ways to gain children's attention to introduce the topic. Teachers' imagination and creativity is the limit to the number of ways in which new topics can be introduced.

In this initial step, the teacher is responsible to provide stimulus to the students to participate in the learning process. The previously known information, curious questions posed to children and can be mapped on a chart by the teacher. Based on this the teacher can move on to the next step in the learning process where students can then explore, experiment, and further ask questions.

Adhiti, the concept of introduction when used well can not only create interest but also sustain the level of understanding thereby fostering interest in learning newer concepts.

Bodh (Conceptual understanding)

Children attempt to understand the fundamental concepts through play, inquiry, experimentation, discussion, or reading.

This step focuses on bringing in awareness and realisation about the fundamental idea of the new

concept among students by presenting the new information in a manner that is captivating and yet simple and easy to comprehend through variety of examples to validate the concept.

A crucial point that the educator ought to keep in mind is the engagement of all children with different learning styles. The different methods adopted such as play, inquiry, experimentation, and discussion to name a few would help children understand the concept taught, ultimately resulting in self-learning.

For e.g., The concept of colour green, can be presented interestingly in the form of a story depicting how yellow and blue colours got mixed to make green colour. The teacher can demonstrate the same through an experiment and encourage children to predict the outcome before mixing the colour. Children can verify their prediction with the result of the experiment. The story can have many examples of things that are green in colour like leaves, grapes, grass, watermelon, green apples and so on.

Bodh is a crucial step in the teaching-learning process. Variety, creativity, and innovation on the part of the teacher will aid in successful comprehension of the topic learnt.

Abhyas (Practice)

The third step involves practicing through a variety of engaging activities to enhance knowledge and abilities. The teacher at this stage perceives the conceptual understanding or the competency achieved by setting up small tasks which also act as follow up to reinforce the conceptual learning. The students practice individually or in groups without the help of the teacher and the level of success in completing the task is an indicator of children's comprehension. The teacher here is mainly an observer and the students are active participants.

The teacher can set up a task where children are divided into groups and are given a task of identifying cutouts of things that are found in green colour. Children can also take the activity outdoors to find and pick up various objects in green colour. These objects can be observed by all and can discuss the different shades of green that are seen in these objects. Abhyas is key to retention of learning. As an educator, providing mere practice is not enough. The educator must focus on perfect practice.

Prayog (Application)

The fourth step involves implementing the learned knowledge in the child's daily activities.

Learning that has been reinforced and retained in the earlier stage is further illustrated when it is put in application in daily life situations. Learning becomes meaningful and relevant when children can relate it to the things that they see around them. Occasionally when they are unable to relate or find inconsistency between the learning and application, children go through the learning cycle all over. However, they are now equipped with tools to explore and experiment. They try to uncover the reason behind the same by themselves and then design/ devise a solution for that situation. Learning at this stage comes from intrinsic motivation and becomes concrete.

For e. g., The children can be given yellow and blue colours to mix for themselves. Children may get different variations of green colour. Through further encouragement children try adding more or less of each colour to get the desired green colour. The variations of green colour can be painted on paper. Children can then take it to the garden and see which types of leaves match that colour. Similarly, they can match it with the pictures in their books or newspaper or magazines. This will give them exposure to a variety of other objects that they do not see in their immediate surroundings but are green in colour. The teacher too becomes a participant at this stage.

Prayog is an important step in the learning process. It is the step that optimizes learning and converts it into a meaningful activity. This step underscores the need for making all learning to be of practical value.

Prasar (Expansion)

This last step involves sharing the new knowledge with others.

Learning, however concrete, is complete when the learner is able to share the knowledge with others. Sharing of knowledge helps the learner internalize the learning. Sharing gives opportunities for discussion and verifying it against different perspectives. It is also an opportunity for the learner and for others too to adapt to and assimilate and accommodate related information in their perception.

As a culmination activity, Children can pick up any two shades of green and can talk about the objects that they see in that shade of green.

Sharing of the new concept, strengthens understanding, and the brain develops a neural pathway.

At this last step the transition of information from the teacher to the children is complete and children are independent to explore, experiment and explain the concept on their own.

Prasar being the final step ought to be planned with a lot of forethought. Knowledge when shared will be retained. This important step aims at concretizing knowledge.

An efficient plan thus begins with the teacher's understanding of the objectives of the curriculum, learning outcomes, competencies but most importantly knowing about the children for whom the plan is being created, their prior learning and available teaching resources.

Ms. Rashmi Pradhan was the former Coordinator at SIES Nerul Institute of Comprehensive Education. She is now a visiting faculty at SIES Institute of Comprehensive Education Sion and Nerul. As a passionate teacher, Rashmi grew up to become the Headmistress of the Preprimary section at Podar School, Navi Mumbai. She frequently writes articles related to ECCE.

Lesson plan for Forward Counting With Number Line (Level – Sr. K.G)

Name of the student and course:	Sruthi K. S.Y. D.E.C.C.Ed.
Class:	Sr. K.G.
Subject:	Number work
Topic:	Forward counting with the help of number line
Curricular goals:	Children develop mathematical understanding and abilities, to recognize the world through quantities, shapes, and measures
Competencies:	Children will be able to perform simple measurements of length, weight, and volume of objects in their immediate environment
	Uses appropriate tools and technology in daily life situations and for learning.

Procedure:

WARM UP:

The teacher sings the song and asks the class to follow the actions along with her.

“One little two little three little fingers

Four little five little six little fingers

Seven little eight little nine little fingers

Ten little fingers we all have”

ADHITI (INTRODUCTION)

The teacher asks them if they all enjoyed the song. She then tells them to settle down and sit down. She asks the children to build a tower by closing their hands into a fist and counting from 1 to 10.

The teacher then tells the children that before she came to school, she had two cashew nuts along with her breakfast (shows two cashew nut cut outs in her hand and pretends to eat it). When she came to class and her friend offered 3 more cashew-nuts and she happily munched it down (she shows another 3 more cashew nuts cut outs). She then asks the children how many cashew nuts in total did she eat? She waits for the children’s response.

Similarly, teacher tells the children that she picked 3 flowers that were fallen on the road (shows the flower cut outs) on her way to school and found another 4 more on the road and picked them up from the ground (pretends to pick up the flower cutouts from the floor). The teacher asks the children how many flowers in total does she have? (Shows the flowers in her hand). Children answer 7 flowers.

BODH (CONCEPTUAL UNDERSTANDING)

The teacher continues by telling the children that today she is going to tell them a story, but before that she is going to show them something very interesting and they will be learning an interesting concept which is addition using a number line.

The teacher shows the number line (cardboard cutout). She tells the children the number line is a line with numbers placed at equal intervals/ equal spaces along the length of a line. The numbers on the number line are placed sequentially or one after the other and moves her finger along the number line from 0 to 10 as she counts along.

The teacher then begins with the story. She shows a dolphin puppet and tells the children that it loves to swim and jump. It jumps up high and dives back into the water. The teacher makes the up and down movement along the number line. She also tells the dolphin always likes to move forward.

The teacher places the dolphin puppet on number two. She tells the children that dolphin jumps up from the water at two and wants to dive 3 more times forward. She tells the children let us count, how many spaces does the dolphin move. She waits for the answer and asks the children to count along. After two, the dolphin jumps to 3, 4, and reaches 5. So, the dolphin moved 3 more to reach 5. The teacher then writes on the board $2+3=5$.

The teacher tells the children that here the dolphin was at 2 and moved 3 steps more to reach 5. Teacher continues by telling the children that the plus sign is used to indicate to add something more.

Similarly, the teacher keeps the dolphin at 4 and tells the class the dolphin wants to move 5 more steps forward. She asks the children to count along with her 5, 6, 7, 8, 9. She tells the children that the dolphin has reached number 9. She again writes on the board $4+5=9$.

She also tells the class that in this number line the dolphin always moves forward for any given example. Moving forward means we are doing addition. Whenever we do addition, we get a bigger number.

The teacher gives each child a flash card with addition sums. She asks each child to come forward, write the number on the board and solve the problem using the number line. She also asks them to write their answers on the board and asks the class if they are right.

The teacher concludes the class by asking the children if they all enjoyed the class. The teacher reiterates that a number line is a simple straight line with numbers in sequence. When doing addition, we always move forward on the number line. Addition is always represented by a plus sign which indicates more and the equal to sign also represents the total objects counted.

ABHYAS (PRACTICE)

Teacher draws the number line on the classroom floor starting from 0 to 10. Each child is given a problem to solve. The child is asked to start hopping from the given number and asked to move forward to that many times the number given in the card to arrive at the answer. Each child is given a turn to solve the problem.

PRAYOG (APPLICATION)

After learning about number line, the teacher shows the children a measuring tape. She tells them it's like a number line. She continues by telling them the tape is used to measure the length of objects.

She passes the tape around to one group and asks them to measure how long are their pencils, pencil boxes/pouches/ bag / desk chair/ black board.

The teacher suggests that they measure the things at home too. For e.g., a bed, T.V. etc.

PRASAR (EXPANSION)

The teacher tells the class number line is used in day-to-day life and asks them if they know. She gives them a few examples like the ruler, measuring tape, road maps, measuring jars where they can see a number line with forward counting.

Children are asked to find out where they can see line with forward counting.

1. Teacher sets up a height chart on the wall. Children take turns standing at the height chart and other child measures the height.
2. The teacher shows a measuring jar and tells children it is used to measure amount of liquid. The teacher passes the jar around in class. The teacher divides the class into 4 groups and gives each group a measuring jar. Before she passes it around, she pours water into the jar up to about 3 units and asks the group 1 to take turns to add water so that the water in the jug should reach 9 units.

Similarly, she adds water up to 2 units in the measuring jar and asks group 2 to add water such that the water level reaches to 10 and follows the same for the other groups by adding water up to certain number and asking the groups to add more water to reach a certain level

Conclusion:

In this manner, lessons when conducted in a methodical manner will not only help in structured learning, but also in concept retention. When a step-by-step approach is adopted, it not only helps the teacher to plan her lesson well but also aid in its effective implementation.



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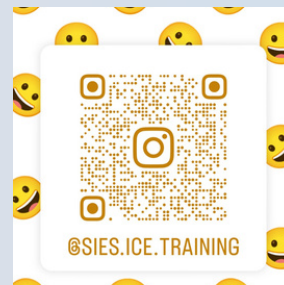
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