

EdCLAN

A New wave in Education

Empowering Educators, Nurturing Young Minds

www.ecdforum.org

**MOVEMENT AND MUSIC -
GATEWAY TO THE WORLD**

Help Me to Help Myself

Inclusion

 **The 6 Ps of
Perfect Speech**

 **Art in
Early Years**

PROCESS ART

CONSTRUCTIVE PLAY





An Initiative of DN Acharya Foundation for Children and Women Welfare

The Early Childhood Development Forum (**ECDF**) launched in 2019, is an initiative of the DN Acharya **FOUNDATION FOR CHILDREN AND WOMEN WELFARE (DNAF)-2014**. **ECDF** endeavours to work towards empowering children from all cross sections of the society and create a bonhomous environment for children in their early childhood years, so that they grow up to be sensible, happy and confident individuals. Early Child Development Forum family believes that it can be done only, if all the stakeholders work in a synchronised way towards this goal.

VISION

To bring all Preschools, NGO's, Children Activity Centres, Parents, Educators, Balwadi's, Anganwadi's, Corporate entities, Media Houses, Companies dealing in Children Products and anyone related to children in their early years of growing, to come together to Brainstorm, Advocate, Interact, Exchange Ideas and to bring about a coherent change in the domain of Early Childhood Care and Education. It is a platform where we ideate, initiate, innovate and implement the best practices in ECCE. The Forum essentially endeavours to assist children from the economically challenging sections of the society, both from the urban and rural areas, in attaining quality early childhood education and care.

MISSION

To empower **EDUCATORS, PARENTS, CHILDREN and OTHER STAKE HOLDERS** by sensitising them and then facilitating them with training programs, awareness campaigns, leadership programs, Workshops, seminars and webinars and community activities that would enable them to become positive contributors in the domain of Early Childhood Care and Education. We work towards capacity building of individuals, organizations and communities in delivering early childhood development and care programs.

GOAL

Early childhood education can be defined as "...warm, nurturing care and enriched learning experiences designed to simulate a child's development in all key developmental areas."

Early Childhood Development interventions include sensitising, educating and supporting parents, delivering services to children, developing capacities of caregivers, teachers and children, using mass communications to enhance parents and caregivers knowledge, practices and by counselling the stakeholders. Our programs for children are center or home-based, formal or non-formal, and also include parents' education.

MEMBERSHIP

Any Preschool, NGO working in the domain of early years, Children Activity Centres, Parents, Educators, Corporate entities, Media Houses, Companies dealing in Children Products and anyone related to children in their early years of growing can be a member of the forum. For further details contact us at ecdinfo2019@gmail.com or visit www.ecdforum.org

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Dear Readers

We are glad to come up with another issue of the Ed CLAN journal and we are overwhelmed at the response we are getting from our dedicated readers. It is really motivating and the whole team is encouraged to come up with more enriched issues, in the years to come.

I thank all our contributors for sharing their invaluable knowledge through their writeups and look forward to contributions from them in the future too.

This June 25th, I was a part of a very interesting panel discussion at the Education Excellence Conclave held in Delhi, wherein the panelists discussed the importance of imbibing 21st-century skills in children from the early years. This I believe is extremely crucial as children need to be given the opportunities to explore, analyze, predict, evaluate and make sense of the information they have, in order to make a decision. Facilitators have a big role to play in this process as they are the ones who are responsible to create an environment for maximum learning, by exposing the children to a STEAM-based learning framework. In the Early Childhood Years, STEAM is an essential framework to integrate the 21st-century skills which are - critical thinking, problem-solving, collaboration, communication, creativity and ethics/ action, and accountability. These can be instilled through simple activities in their day-to-day curriculum so that they learn from their environment -for example, sprouting seed experiment. This simple activity can help children move seamlessly through the various disciplines- Science, Technology, Engineering, Arts, and Mathematics by blurring the borders and enabling the whole brain to learn, thereby helping them develop 21st-century skills. Facilitators need to be co-researchers in the child's learning process and ask them open-ended questions. I must say that STEAM enables a child to live the **process of learning**.

As we live in a world where technology has become an integral part of our lives, and children spend a lot of time engrossed in it, there was a discussion as regards the right amount of technology children need to be exposed to, the content, and the appropriate manner to do it. How much is too much? Where can we draw a fine line between overuse of technology vs appropriate use of it?

It is time we equip ourselves with the most effective means of education delivery and stay abreast with the latest development through training and so forth. I wish all educators the very best in keeping up this continuous process of upgrading one's skills and also salute them for their dedication and passion for this service to society.

Love

Vasavi Acharya

Dr. Vasavi Acharya

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EXPERTS SPEAK

DARCEL WASHBOURNE

Darcel Washbourne is a British Governess with a degree in TEFL and Spanish from the Middlesex University, London. She has trained as a Montessori teacher and is pursuing her studies in Midwifery. She has been a governess in Dubai for 8 years and has been teaching for 15 years.

Her career has taken her worldwide as far as Honduras, Spain, Uganda, England, Saudi Arabia and the United Arab Emirates. As a Governess, Darcel implements Montessori in the lives of the children. She works with ensuring that creativity and independence are the core foundation of their development. A strong advocate for STEAM, she has done numerous talks on the benefits of STEAM and metacognitive development.



“HELP ME TO HELP MYSELF”— Fostering Independence in Early Childhood Education — the Montessori Way”

I remember my first day as a student-teacher at a Montessori school based in Dubai. I was in a class mixed with 3–4-year-olds. It was 12pm and everyone was preparing for lunchtime. Without the teacher saying a word, the children got ready by washing their hands while some others had to be reminded by their peers. They then plodded along to the canteen where it felt like everyone knew their place and role. Plates, cutlery and glasses were set by other students before

lunch so everything was in order by the time the group came. Food was placed in front of them by a fellow student and they proceeded to help themselves to their own meal. Each table was assigned someone to pour water into their glasses (made of real glass may I add). Children were nattering away and everything flowed so beautifully. When some were done eating, the children took their plates to the cleaning station and each station had its own container where they would sort out the

knives, forks, glasses and plates - plus any leftover food would go in the waste bin. All this was done entirely by the children. At the end of the meal, each child was responsible for cleaning their eating area. The teachers (otherwise known as directresses), watched on as this simplistic ritual unfolded in front of them. The feeling in that room was electric. The sense of pride, confidence and independence was a testament to the incredible work of Maria Montessori. This really got me thinking, what are the key aspects to allow children a sense of independence?

Montessori's thorough observations on child development fostered a well-rounded understanding of child independence and that each child has an inner drive towards certain skills. This unique constructivist approach (that is; the child is in charge of his learning and encourages exploration of one's environment and oneself) allows children to question, experiment, and observe deeply. In a nutshell, they learn by using all their senses and being given the experience to make sense of life around them.

The Sensitive Periods

Montessori's identification and observation of the sensitive periods for children gave educators and parents a deeper understanding of the unfolding powers of young children. The sensitive periods are a series of developmental phases that allows the child to focus on a specific aspect that piques their interests and curiosity. She explained that all children are acting on an innate natural feeling that guides the child's instincts. It is an unconscious force that stimulates the child's actions to perfect themselves. She classified the sensitive periods as:

- **The period of bonding:** from 0–1-year-old, children focus on developing relationships with main caregivers
- **The period of order:** from 0-6 years old, children thrive in a predictable environment that is ordered with carefully established ground rules
- **The period of movement:** from 6 months to 6 years old, gross and fine motor skills come to life in the surrounding environment by the urge to experiment with their body movements
- **The period of language:** from 0-7 years old, children learn to order their environment through language and communication
- **The period of the senses:** from 0- 6 years old, a fascination with sensorial experiences that stimulate the five senses (taste, sound, touch, sight and smell)
- **The period of small objects:** from 18 months to 7 years old, a fixation on small objects that encapsulates their focus
- **The period of social life:** 2- 6 years old, developing friendships with others and awareness of being part of a group

Tools to Independence

With the sensitive periods in mind, Montessori set out to create an education that prepare the child for adult life, giving them the tools to discover their independence at an early age. Her scientific observations are based around the needs of the child to gain full autonomy by ensuring:

- *Learning is calm and gentle*
- *Being guided and supervised in a non-*

controlling environment that offers freedoms within limits of responsibility

- *No “one class fits all” approach, children work at their own pace according to their sensitive period*
- *Learning is untimed, they can repeat the same task until their vital impulse has been fulfilled*
- *Making their own choices in a safe and favourable environment*

It was realised that children are far more capable than adults believe. When children are given the freedom to make their own choices within the Montessori environment filled with support and guidance, the child's self-esteem and self-confidence is awakened, thus causing a sense of place and purpose.

Quote:

“No one can be free unless he is independent. Therefore, the first active manifestations of the child's individual liberty must be so guided that through this activity he may arrive at independence.”

— Maria Montessori, *The Montessori Method*.

What we as guides need to offer children is patience, time, and an understanding that competence can be achieved by practice. Giving children the time to practice and listen to their inner drive, is an essential component of the learning environment reiterating the phrase ‘Help me to help myself’. This can only be raised when the directress provides a structured

environment, that allows for free choice to happen. In a favourable environment, teachers carefully prepare the classroom by facilitating maximum independent learning with an array of developmentally appropriate activities that range from simple to complex and concrete to abstract.

Beyond the physical and ideological structures, Montessori-based activities track the child's ‘natural physiological and psychical development’ and can be categorised under three sections: ‘motor’, ‘sensory’ and ‘language’ education (1965). The sequence of activities prepared by the directress must cater to the sensitive periods of the child and gradually build upon their existing knowledge by working from ‘active’ to ‘passive’ learning; matching the developmental needs and interests of each individual child. Montessori education promotes the notion that intrinsic motivation can be achieved if it is in a setting that embodies mastery, autonomy and purpose.

Benefits of Cultivating Independence from an Early Age

We aspire as educators and parents to give children the tools to make them contributors in an ever-changing world. When we give the gift of independence, we are letting them know that they are valued and capable. The outcome is for children to feel safe and empowered in their choices. Ultimately, when we encompass a sense of trust in children, they, in turn, learn to trust themselves and their capabilities building a sense of internal harmony. Through independence, the child builds up responsibility for caring for themselves, the environment and their community.

EXPERTS SPEAK



Nellie Ahmed

Nellie Ahmed is an Education Futurist and Founder Managing Trustee of Maria's Public School, Guwahati with over 25 Years of work experience in Education Management and Small and Medium Enterprise. In 1988, she founded Maria Montessori House of Children with one child and today, Maria's Public School imparts holistic education to 2000 plus children with her unique vision of 'Learning Beyond the Classroom' and is listed in Fortune Future 50 Schools of India. With her in-depth understanding of Education system, Business Incorporation and People Management Capabilities, she developed 'The Maria's Braveheart Eco-camp' in 2015 at Gelpur, Rajasthan to facilitate

Biodiversity and Environmental Studies while guiding every student to stash advantageous information and broad perspective of life amongst student communities.

In recognition of her initiative and effort in many spheres of education in Northeast India, Mrs. Ahmed has been bestowed with various honours by different organizations. Mrs. Ahmed has been conferred with coveted awards like Rajiv Gandhi Shiromoni Award in 2012, Best Entrepreneur Award in Northeast India by FICCI in the year 2012, the NEDFi Award 2015 for her entrepreneurial initiative in the Northeast region, 'Be the change- Stree Udhyaami Award' by the Indian Institute of Entrepreneurship (IIE) in 2016 and Woman Achiever's Award for Education by the Institute of Chartered Accountants in 2016 and Future 50 School Shaping Award in 2017. She is a member of the Confederation of Indian Industries (CII) and FICCI FLO in the Northeast region. She has also been honoured as a member of the Assam Police State Accountability Commission, Government of Assam for her relentless works towards the betterment of the society.

Believing that there is little difference between obstacle and opportunity, she has led her team to make the school as one of the most prestigious schools in India with a global perspective.

CREATIVE A...R...T

What a child experiences during the first years of their life have a lasting impact on the development of their brain. While genes set the roadmap, experiences create the neural connection inside the brain that sets the foundations of their emotions, language, motor skills, vision and memories. If one reason of the brain gets additional stimulation the neural pathways within that area and connections to the other areas grow stronger.

Montessori-School Education is based on the principles developed by Maria Montessori in Rome in 1907; the school was called 'CASA DEI BAMBINI' Home for Children. Montessori inculcated the mode of education that enabled children to engage their all forms of senses repeatedly, free to move around and play with

materials that develop motor skills. Montessori observed that children showed episodes of deep concentration and multiple repetitions

of the same activity. Given free-choice kids shows more interest in practical activities. She concluded that giving children the environment to work independently gives children the opportunity to reach different levels of autonomy and become self-motivated learners.

This approach of Montessori in educating children has been used by me for the past 30 years now which gave me the expansion of my understanding of children of almost all sorts. Montessori's postulation of educating children inclined more towards early childhood education development and care. This early model of education can be seen as a positive contribution



to children's long-term development and learning since it can facilitate the creation of an enabling and stimulating environment in the foundational stages considerably for toddlers to children of age group 5+ for lifelong learning.

There are multiple ways to engage children in learning but practical learning is prominent for all human types. A rigidly formed society gives a structural form to the families which play the prime goal in educating children whereas conventional modes such as grading a child's capacity by homework and tests can rather lead to only convergent and standardized forms of processing autonomy. Involving children at an early stage in art-making, and discussing problems allows them to receive attention, respect and exchange love and their feelings. Letting children experience the environment through the senses, seeing, hearing, smelling and feeling physical movement and being in the midst of socially responsive adults are the basis of learning for toddlers. Toddlers increasingly use language, toys and other learning materials in their play, giving ample opportunities to the child for self-initiated repetitions, practicing newly acquired skills and experiencing feelings of autonomy and success is the most appropriate learning technique. Realistic toys may enable the children to engage in increasingly complex types of toys. They need simple books, pictures, puzzles, music, and time and space for active play such as jumping, running and dancing.

Then there comes the age group of three-year-olds, they love to talk and listen. However, activity and movement with major emphasis on large-muscle activity are equally necessary. They enjoy dramatic play, moving toys and climbers, puzzles and blocks, and opportunities to talk and listen

to simple stories. The four-year-olds need variety of experiences with a larger focus on fine-motor activities such as using a pair of scissors, doing artwork, playing with manipulative objects like puzzles, and cooking. Children of this age become enabled of concentrating, remembering and recognizing objects by shape, color, or size. An understanding of basic mathematical concepts and problem-solving skills starts getting developed in the four-year-olds. An expansion in the size of the playgroup of the children is also noted after 3 years of age. At 3+ children like to play with two or three others; by 4+ they can readily participate and cooperate in activities involving five to eight children in a group. They are also ready to manage and handle group play independently.

The ability to combine ideas into more complex relations is generally exhibited by the children completing 5 years of their age. Their memory and fine motor physical skills improve remarkably. Children of this age also display a growing interest in the functional aspects of written language such as recognizing meaningful words and trying to write their names. Activities designed and exhibited in a print-rich environment are more appropriate for the children of this age group to stimulate the development of their language and literacy skills in a meaningful context. This is the verge of the age where a child can go beyond his/her immediate experience of self, home and family. They also show growing interest in the community and the world outside their own. They enjoy special events, trips and excursions. This becomes the crucial stage for children to propend unto various creative aspects. What becomes more feasible for children is creating art and developing the aesthetics of music.

In an experiment conducted by me at my primary



school children belonging to the age group of 5+ showed improved and independent creative participation in drawing. The children in the classroom were asked to draw whatever they liked or observed in their lives and were given no time limits. This experiment resulted in understanding various psychics of each individual that helps the teacher as a facilitator to evaluate them and understand their baseline intellectual activity. Children learn to use the primary colors in identifying objects around them and portray them in their level best ability which becomes an intuitive trait and strong self-acquired development feel more natural. Concerning children, the creative arts are activities that engage a child's imagination, they stimulate and help children cultivate their abilities across virtually every domain and they are open-ended activities, fostering flexibility of their mind. And the most important of all, the creative in arts emphasizes the process, teaching kids in a world that is more and more product-driven that the method by which you arrive at the destination is as or more significant than the destination itself. Childhood utilization of

creative aspects is critical to later adulthood abilities. The creative arts provide an outlet for young children to explore and gain control over their emotions and explore their emotional range so that they will be better equipped to deal with the ups and downs that will become a part of their lives as they grow older.

The creative arts are often thought of as unimportant and are frequently the first program to cut down when it comes to focusing on children's conventional educational foreground. However, the creative arts not only cultivate children's imagination, so they become more flexible and inventive thinkers but also help develop their physical, emotional, and mental capabilities. As such, we must work to integrate greater chances for young children to engage in the creative art, for such measures will provide the foundation for later successes. When we know, we happen to be in charge we must keep in mind that the extra minute we spend encouraging and talking to the little troublemaker, we may be doing our bit of favours for them in the longer-term perspective.



GINA BALE

Gina Blae is the owner of “Littlemagictrain. She has qualifications of teaching movement and dance from the Royal Ballet School, Trinity College and Royal Academy of dance and has spent 27 years in the mainstream.

Did you know Movement and Music can be a Gateway to the World?

Movement and music bring us joy, but if you add some extra ingredients and a little bit of magic, it can become a gateway to the world!

I am passionate about the use of movement and music to create a fun multi-sensory experience that extends the learning process using play.

For example, when we go on our “Amazon Adventure”, we get out our binoculars to see what we can find as we push our way through the Amazon. Why not become monkeys, snakes, jaguars, and parrots – think of all the opportunities to develop their physical literacy and communication skills!

From such a simple idea you can find so many ways to extend the children’s knowledge and understanding of the world around them.

Creative sessions that use movement allow you to

approach things from a different way and capture their imagination. Remember a moving child is a learning child!

I thought it could be nice to give you some examples on how you can extend your little ones learning, on an “Amazon adventure” in a creative and fun way.

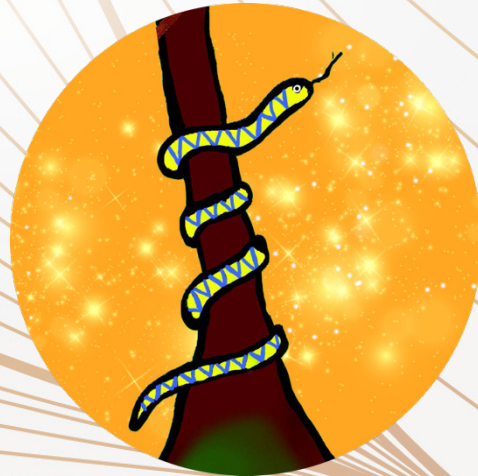


Hold on tight this is going to be fast!

What will we pack?

Talking about clothes enables you to discuss the environment and weather. But most importantly, for me, you need clothes that spiders and snakes can't crawl up or in!

Don't forget a pair of binoculars to spot and avoid the creepy crawlies and any sleeping or scary animals in the Amazon!



No 1: Build the excitement

Where is the Amazon?

Create a map with the journey from your setting to the Amazon rainforest in South America. Discuss the different countries that the Amazon spans across: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana. The older children can find these countries on a globe or search for the countries in an atlas.

Put the landmarks around the room so the children feel the excitement of travelling so far away from home.

How will we get there?

Of course, I use my Little magic train, as he is my magical bridge between the real and the imaginary world. This is a great opportunity to discuss different types of transport you can use, and which would be the fastest and most environmentally friendly.

Emotions

How will they feel being so far away from home? Are they excited or a little bit scared?

**You can see that there are so many learning opportunities before you even start your adventure.*

No 2: Set the scene

When you arrive at the edge of the Amazon Rainforest, get out your binoculars (imaginary or made from loo rolls) and look for lots of different creepy crawlies and beasts to keep safe!

**This is the perfect opportunity to talk about the different animals that live and can only survive in the Rainforest.*

Using Movement and Music as you enter the Amazon

Put on the music and “look out!” as you step over, under and around the trees, branches and rocks in the rainforest. So many opportunities to use positional language as you make your way to safety.

A little bit of extra sensory fun and learning

1. Create an obstacle course. Rescue some old tights, stuff them, and hang them from the ceiling so the children physically push their way inside the Amazon as they travel over the obstacle course. Don't forget to keep searching for animals and creepy crawlies as you move further and further into the Amazon.
2. Fill a spray bottle with warm water and spray the children as they enter so they can feel the humidity and warmth of the Amazon.
3. Create a “Scavenger Hunt” sheet to tick the animals they see as they enter the Amazon.

When you go further into the adventure and become the monkey. Move to the music jumping

from tree to tree. Play a game of hide and seek.

This is an ideal springboard to learning about the different monkeys that live in the Amazon. What they look like, where they live (which countries of the Amazon), sleep, and what they eat.

Why not compare the food we eat to the monkey's diet. Did you know some monkeys are vegetarian, and some are carnivorous just like us? This is a great opportunity to feed in new words such as “carnivorous”, “vegetarian”, “vegan” and my personal favourite “folivorous”.

Folivorous is a diet that mainly comprises leaves, soft fruits, flowers, and buds and is the diet of the Howler monkey. The Howler monkey is doing his bit for the environment and a more pleasant diet compared to that of the Tufted Capuchin monkey who eats eggs, insects, small mammals, birds, squirrels, small reptiles, nuts, nectar and they are a confirmed predator of the Titi monkey. Not very nice!

There is so much to discover when you add a little bit of imagination combined with movement and music. They are having fun while developing their cognitive skills. Most importantly the world becomes a magical and engaging place, so they are ready to learn.



No 3: A little bit extra

Here are just a few of the ideas, focusing on knowledge and understanding of the world, shared with me by some wonderful early year's practitioners. This very short list will give you an idea of how much children can discover when they are taken on a multi-sensory adventure with a little bit of magic!

Knowledge and understanding of the world

Talk about hibernation

The environment in the Amazon

Issues of extinction and rainforest

Life cycles (butterfly kit)

Weather in the Amazon home

Trees in the Amazon and the levels of the canopy

Species of trees here and in the Amazon

Grow plants/veg with the children and compare them to the plants/food in the Amazon

What do animals make to live in - webs/nests/burrows etc

What do the animals eat?

What sounds do the animals make?

Where do the animals live?

Introduce them to the Harpy Eagle

Recognizing different animals and speeds

Walking through the jungle – DANGER

Hot/cold air – our environment compared to Amazon

Compare the rainforest to our woodlands

Importance of the Rain Forest and why we need to protect it.

Recycling – why do we do it?

Look at our own pets: Guinea pigs and their relatives the Capybara



**AMRITA
RAJPAL**

Amrita Rajpal is the founder of **Edu Learn Grow** and cofounder of **THE ABCD SHOW**. She is the Territory Head Mumbai at Early Childhood Association of India.

Her education includes a Post-Graduate diploma in Early Childhood Education from New Zealand Tertiary College. In addition, she has various certificate courses to her credit – a few of which are ‘Using Multiple Intelligences as a Tool to Help Students Learn’ from Harvard Graduate School of Education- USA and ‘Understanding Learning Disabilities’ from Arya Vidya Mandir Institute of Special Education.

She has had the good fortune of applying this assembly of research, experience and education as a content and service provider to some of India’s premier educational institutes, and digital companies and has set up more than 200 preschools. She’s passionate about creating learning environments that are engaging, meaningful and fun for children. This is done through specially designed, innovative, effective and research-based products from her companies to transform the mindsets of the teachers and children. She is the recipient of the Gurupnishad Samman and The Maharana Pratap International Educators Award 2021 for her contribution to her domain.

Art in the early years

This article exhibits how I acquired, cemented and altered my perception my beliefs about art and how it had influenced my actions in my work of being an educator.

I am not an artist!

I have always been academically inclined, preferring to curl up with a book rather than indulging in any

visual art activity. The school I attended also gave visual arts a marginalized status thinking that this would not be of too much assistance in acquiring a lucrative financial career in the long run. Sansom (2011) explains that this thought is prevalent in the minds of many educators and parents and they consider that an education that gives children more career opportunities is better and thereby they lay

less emphasis on the arts. My parents and siblings were also not too disposed towards visual art and hence my childhood exposure to art mediums and tools was practically non-existent.

When I was in the second standard we had to do a craft activity. Each child was given a straw mat and some sheets of different coloured felt paper along with scissors and glue. We were to draw balloons on the coloured felt paper and cut them with scissor. We were also to take another felt paper and cut thin long strips to make the strings of the balloons. Finally, we were to stick this on the mat to make a colourful wall hanging. I attempted to draw perfect circles on the felt paper but they were far from perfect. I then attempted to cut these circles but my scissors had a life of their own and these cut circles weren't cut perfectly either. My teacher came to inspect and remarked that it was worse than kindergarten work. She then went on to draw and cut the circular balloons for me. She

proceeded to cut the strips of paper. She applied the glue and gave it to me and told me to stick it. Conscious that I was the centre of attention of the whole class I nervously stuck it on the mat. She then commented that I couldn't even do that right and it was too close. She went on to sticking the balloons and the strings and completed the wall hanging for me.

This was a turning point in my life. I felt that I was not an artist. I created a belief system that you had to be innately good at art to do art work. I had pre-determined that I would never be good at art. I also believed that you had to be very talented to be good at art.

Ever since I have always been apprehensive about conducting visual art sessions in the kindergarten classroom. I always felt that since I was not good at art and I had no business teaching it. Being a teacher for me is teaching from your authentic

Alyina's artwork



self and exemplifies the positioning of a person within multiple roles which impart knowledge, monitor and inspire each child. There were all these different facets of myself that made me reassess my stance, question and attempt to comprehend my approach and attitude about visual arts and with this intention I plunged into taking up a course in visual art.

I went in on the first day explaining my predicament to the teacher. She said that I was the perfect student and I didn't have to be 'anything' to make a pretty picture. She made me choose a picture from some photographs she had on her iPad. I loved one which was a riot of colors. It was a scene of a million flowers all overlapping each other. There were dots of orange, crimson, vermillion, yellow, green and blue. The sky peeped out from the top and there was a large sun. It looked absolutely divine and nothing I imagined I could do.

She assured me that I would not have to pick up a pencil to draw anything. We would be using paints in several colours, one thick flat brush, earbuds, a toothbrush and a sponge. I was jubilant as I was familiar with using these kinds of indigenous painting tools in kindergarten. We encouraged children to use cut vegetables, earbuds, pencil backs, and toothbrushes, etc. to paint.

I started off with painting the canvas with large stripes of colours. There was a large block of pink at the bottom, followed by red and finally a block of blue at the top for the sky. She showed me how to blend all these colours together so that they merged into each other. I already loved the effect. We then took a round sponge with a little water in it and pressed it down on the paper. This absorbed the blue paint to leave a white circle. We dipped the sponge in yellow paint and pressed it down on the blank space to make a yellow sun. The painting was left to dry and in the subsequent



sessions, I used a toothbrush to splatter paint all over my sheet and dipped an earbud in paint to make several coloured dots that would become flowers. We spoke about spacing the colours and balancing the composition. We looked at how when we view things from close proximity, they appear larger and if they are at a distance, they seem smaller. So, I deduced that the flowers at the bottom would be larger and the ones on the upper part of the page would be smaller. I was totally engaged in the process. My picture was finally ready. It looked absolutely marvelous. And it was something I had done. I could identify myself with it. It was my pretty picture, made by myself with support from my guide.

This experience transformed my belief system from needing to have an innate talent to make a piece of visual art to one that you don't have to be 'anything' but yourself to be an artist. Art making for me as an individual has changed from being a stressful, activity that always made

me feel inadequate to becoming a source of joy and creativity, an expression of my identity, a relaxation. I now feel confident of passing on this experience to the children in my classroom. My belief is now of being a teacher that works from the surroundings, the backdrop of where the child is at, where the curriculum suits the child “ where changes happen in-between, without fixed endings, following the flow of imagination”. (Whyte, M., & Naughton, C. (2014)

To sum up I would like to say that visual art experiences are very important for both the child as well as the educator. It's important to give the child the freedom to express himself as much as it's important for the educator to know when to intervene, support, and scaffold. All this can happen if the educator has an intrinsic knowledge of the child which can be acquired through listening, responding, and reflection rather than having professional knowledge of the art.

Alyina's artwork



Kirti Tandon

Kirti Tandon has done her Graduation and Post-Graduation from Indraprastha College for Women, Delhi University post which she was awarded the PC Memorial Award for being the Best All Round student of English Literature. She is also an MBA graduate specialising in Finance. She started her career with Amity International School, Saket. An active member of the Poetry Society of India, she has had the opportunity to read her self-written poems before many contemporary poets. As a member of the Core Editorial Team of CBSE, she helped in editing The Literature Reader, The Workbook and the Main Course Book for both classes IX and X in 2017. Her name appears as a member of the Editorial Board in the above cited books.

Kirti has been appointed as a Resource Person by CBSE and has conducted many Capacity Building Workshops across Delhi NCR for teachers teaching classes IX to XII. At present, she is the Founder Principal of St. Xavier's High School, Delhi NCR.

THE SIX P's of PERFECT SPEECH

The spoken word may not be magical but it holds magic. The best orators in the world hold the wand of words to create that magic and have the propensity to propel people with their perfect speech.

The first of the five Ps of perfect speech is the **PACE** at which a person speaks. If the speech is too fast, the listener is unable to comprehend the meaning and if it is too slow it shrouds the listener in boredom. The pace of one's speech varies with the time,

occasion, context and topic on which the speaker is expressing his/her thoughts. The pace of one's speech should be such that each syllable is clear and the person hearing it is able to understand the meaning of a spoken sentence or a group of sentences. For a very large audience, one has to give strategic pauses to drive in the meaning of the spoken words. For smaller audience the pace has to be

set in accordance to their age group, level of understanding and semantic barriers if any.

The second of the five P's is the **PITCH** at which a speech is delivered. If the pitch is too high, it hurts the ears but on the other hand if it is a murmur, the listener is unable to grasp it. The pitch has to vary and this variation adds to the beauty of the spoken word. A flat sentence has the least impact when pitched against a sentence spoken with proper expression and tone. The role of laying stress on certain words changes the meaning of a sentence altogether. A very common example to

The third in the list is the correct **PRONUNCIATION** of words. The way we pronounce 'breath' and 'breathe' or 'dessert' and 'desert' makes all the difference. If a word is spoken without paying heed to the correct pronunciation it can change the sense of the entire speech and a mispronounced word can lead to mangled understanding in the mind of the listener. Due care has to be taken by the speaker to ensure that the word is pronounced the way it should be.

The fourth yet often ignored 'P' stands for **PUNCTUATION**. Each punctuation mark has its own identity. The Punctuation Marks are used more on paper than in speech which should actually be vice versa. The twist in a question mark is significant as it suggests that to read a question the speaker has to raise his/her tone higher and bring it down with a little variation in the voice whereas an exclamation mark as the symbol suggests is like a blown balloon held in one's hand. Your exclamation must also have that same pop-tone. A full stop or period is a pause that should not be missed and a comma is a full stop cut short. The entire impact of a speech depends on the actual application of the punctuations in one's speech.

The fifth P stands for **PASSION**. Passion comes with absolute involvement and leads to confident conviction of a topic. A passionate speaker will speak straight from his/her heart and would be able to persuade the audience with the point of view that he/she wishes to bring forward. The passion of the speaker will make the audience see the world through their ears.

The last but not the least of Perfect P's is **PANACHE**. According to the Cambridge Dictionary, panache literally means a stylish, original, and very confident way of doing things that makes people admire you. In this case, it is the style that you develop over a period of time which becomes your panache. It not only makes your speech distinct but adds flamboyance and flatters you as an individual.

The way you speak is the way the world perceives you. Your perfection in speech connects you to your audience and once the speaker has caught the pulse of the crowd, he/she can win their adoration and respect. Quite often, the quality of perfection in speech are not innate but have to be cultivated and refined from time to time.

A good speaker has the power to hold the interest of his/her audience. The content has to be adequately appropriate but the way the content is delivered leaves the impression that lasts. English as a language must be spoken with clarity and confidence. After all, as the saying goes, 'If you can speak, you can influence; if you can influence, you can change lives. The five Ps should be a mandate of every curriculum right from early years as when children are learning the language and absorbing its nuances, they should be exposed to every aspect of speech for them to acquire the skills to be good orators in life. Communication is the key to success and we must inculcate these skills from early years.



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FEATURE

ECDF has been conducting many online and offline programs since its inception such as teacher training workshops, one-day online certificate courses, webinars, conclaves etc.

This year ECDF decided to conduct an online storytelling workshop which was led by the core team members of the ECDF MUMBAI Chapter. The theme of the workshop was **Stories: Narration and Creation ~ arts one can master**.

The workshop was conducted on 23rd of April'22 from 11 am- 2 pm virtually. The workshop was conducted by some of the best storytelling trainers in India, to the likes of **Usha Venkataraman**, the Founder of Mumbai Storytellers Society, awardee, author, classical vocalist, **Geetanjali Chandrasekharan**, an expert in crafting stories from memories and dreams and **Amrit Nagpal**, the National Head of Preschools and ECCED Birla Open Minds Educational services, Mumbai. The entire workshop was wonderfully convened by our ECDF member Smriti Agarwal who is also the Zonal Head of ECDF (West).

The first session was conducted by **Amrit Nagpal on the topic: Storytelling and Brain Science**. This session was based on neuroscience and threw light on how storytelling can affect the mind and leave a lasting impact on a child. This session was followed by the second session conducted by Geetanjali Chandrasekharan on **How to Build a Story: Creation**. The session was about creating or writing stories by educators. The last session was conducted by Usha Venkataraman **Making Stories and**

Storytelling Interactive: Narration. This session was extremely interesting as it showcased the nuances of storytelling and the tricks of holding children's attention during a session.

The day-long workshop was finally wrapped up by the Founder and Chairperson of ECDF Dr. Vasavvi Acharjya. The one-of-a-kind storytelling workshop conducted by ECDF was well appreciated and well received by its participants.

Witnessing the overwhelming response from our participants, ECDF is coming up with another Story Telling workshop in Chennai on 9th July 2022, themed **The Art of Story Telling and Creating Original Stories** by Renu Narayan at Campus K International School, Chennai.

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Pre-Primary Content Lead
Amersand Group ECDF
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USHA VENKATARAMAN
Award winning storyteller, author,
classical vocalist, puppeteer and
radio show host, founder and festival
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EDUCATORS SPEAK

Anam Mojib

Anam Mojib is an Early Childhood Development Advocate and Parent Educator. She is an experienced early childhood practitioner with an M.A. in Early Childhood Development from Jamia Millia Islamia, New Delhi. She has worked with the parents of very young children in rural areas across India. She believes in creating an environment of learning that can generate a new path for opportunities by disclosing child potentialities without pressurizing the children.

Process Art: A Joyful Occupation for Young Children

In the dim light of a train compartment, I found two girls fighting over the turns to paint the snowman in a jumbo drawing book. “It’s my turn, didi!” “No, It’s my turn. Give the paintbrush back to me!”

The sweet fight scenes continued until the paint from the small paint bottle fell on the drawing book and vanished the snowman’s existence.

To my surprise, the cranky fight between both kids turned into a happy mess where they started touching and dipping their fingers in the splattered paint and started enjoying the process together. The whole idea of “my turn, my turn.” fled away. One such incident cemented my faith in process-based art again.

What is process art?

Process art is the act of creating art without focusing majorly on the end result. It revolves around the experiences that children undergo as they create it. As the name suggests, it is all about the process of making art. It is an open-ended art where children do not have to worry about the end results. They get the opportunity to embrace the process of making something rather than worrying about the end

products and perfections that are required to make the end product.

Parents often think that art is a serious professional activity that requires a lot of instructions, concentration and perfection. However, it is not the case with young little hands! It can be far more exciting to paint a sheet of cardboard with a tree leaf instead of a paintbrush. Children love to be the creator of their art rather than follow the command to draw a “snowman in blue colour and a snowflake in white colour.”

Why Process Art?

Art enables us to find ourselves and lose ourselves at the same time. - Thomas Merton

Art allows children to explore and discover their world. Process-based art helps children focus on the investigation of the materials and the discovery of the process. It allows children

to demonstrate gained knowledge, ideas, and feelings in nonverbal ways. Process-based art provides children with a sense of authority. This “sense of authority” can help a creative child transform into a confident adult.

Engaging children in process art activities help them build cognitive skills, socio-emotional skills, language skills and fine motor skills. It expands

children’s capacity to learn.

It gives access to children’s memories and feelings that are stored pre-verbally.

Process-based art is a mind-body experience that reduces stress, helps calm childhood tantrums, allows children to access their unconscious, and allows to express themselves effortlessly.

What can a child learn from process art?

Process art engages children’s senses in open-ended play and helps stimulate all areas of development. It helps in developing fine motor skills, gross motor skills, hand-eye coordination, problem-solving skills, thinking, cooperation, free- expressions, building independence through choice, team-management, exploration, innovations, creativity, attention skills, observations, confidence, language, socio-emotional skills, self-evaluation skills, valuing aesthetics, encouraging a positive attitude to new experiences and also developing an appreciation for beauty in everything.

What tools can be used to promote process art?

Let us ditch traditional paintbrushes and expensive art supplies and switch to some of the easily available tools in our surroundings to foster creativity and self-confidence in young children.

Toothbrushes	Leaves	Egg trays
Forks	Beads	Toy animal
Combs	Cardboard squares	Children Fingers
Brushes	Whisk	Scouring sponges
Cotton Balls	Rolling pin	Scouring Pads
Spray Bottles	Bottle caps	Lego blocks
Feathers	Craft sticks	Cloth pin
Wooden Stick	Marshmallows	Play dough

How to encourage children's artwork?

Art is a learning experience that provides pleasure and joy in taking on challenges. In the process of playing with paints, children make their masterpieces. It is our responsibility to make them realize their achievements. Children love to talk about their mastery. Children love it when we encourage them. They want us to talk about their work. They want us to treat them as adults. Encourage open-ended conversations where children can freely share their thoughts about the creative pieces and the artworks.

Start a conversation with a few starters like...

- Tell me about your painting.
- I love the way you used three colours together.
- What part did you like the best?
- I can see you have used a lot of pink colours.
- I can find a monster in this painting. What can you see?
- How did you make such an awesome design?
- I can see the eyes of the girl saying something.

When we talk about learning experiences, it is the process not the product, that is important to the children.

Process art can help children develop the 5Cs of 21st-century education. It fosters creativity, critical thinking, communication, cooperation and compassion in young children.

Let us provide materials from our environment, free space and a lot of freedom for the children to explore.



PRAGATI SHARMA

Founder of EdMonger

HOW DOES **CONSTRUCTIVE PLAY** HELP IN LEARNING NEW THINGS?

Have you ever seen a happy child! What was he doing – playing or doing a given task under supervision? He was playing. Children like to play and explore more than doing a task, following orders, or being supervised. Leave them to their own devices and see them learn and grow. However, there are ways to learn constructive play that plays a very important role in a child's life in the early years.

WHAT IS CONSTRUCTIVE PLAY?

To put it in short – it is creating or building. In constructive play or construction play, a child is provided with safe objects and tools that can

be easily handled to be used for playing by building something, giving shape to an object, and mostly trying to make something new. Such games require hand and eye coordination, critical and imaginative thinking, and the use of so many skills. Therefore, it can motivate children to develop a set of new skills – all as a part of the game that he is playing and becomes one of the ways to learn constructive play.

RESEARCH IN CONSTRUCTIVE PLAY

Jean Piaget was a child development expert. He had done a lot of work in trying to understand how children learn. He concluded that children have their ideas about things and the world in general. Their learning occurs when they embark on a journey to find out about the world and put it against their ideas. The interaction between their ideas and what the real world is and how it works gives them the knowledge they unknowingly seek. Children are very eager in trying out their ideas. They rapidly generate new ideas as well, which leads to ways to learn construction play. For them, this is the key to how they would open the lock to the world of learning and gain knowledge and obtain skills.

STAGES OF PLAY

This was Piaget's answer to the learning puzzle. He explained it by saying that a stage of

functional play precedes construction. In the functional play stage, the children look at what is given to them, take it in their hands, smell it, touch it, feel it, taste it, note the different objects, accept their sizes, listen to their sounds, check their roll, slide or movement and so on. In this stage, they understand different sizes and, with this experience, explore ways to learn constructive play.

MATERIAL AND THEIR USES

When providing the material to children, it should be in consideration that they are non-toxic and safe to a large extent and given in limited amount initially,

- Sand – used in making castles, shapes, boundaries, puddles etc
- Water – used for making wet mud, puddles etc
- Wooden blocks and sticks – used for making houses or as accessories
- Clay, soil or play dough – used for making pots, shapes etc
- Construction blocks like LEGO – used for making objects of various shapes and sizes.

BENEFITS OF CONSTRUCTIVE PLAY

Each child has her/his liking and propensity. Some go for natural and raw material, whereas others go for readymade shapes like LEGO more often. Every material has the potential to give the child happy hours and ways to learn constructive play. With them, the child is always engaged, is doing something, and intends to make something. Being creative is the motto of providing the material and is the flag borne by the child. Their curiosity makes them explore the material, and their ideas make them think of using them. This leads to construction and meaningful learning.

WHAT A CHILD LEARNS

By exploring the shapes and sizes they learn geometry. Handling the material makes them learn to count. The movement of objects makes

them understand gravity, balance, and physics. Children like to name their objects and constructs and like to talk about them. This makes them obtain verbal ability and learn language and grammar. By comparison of their creation with the real world, they understand the likeness and differences. Playing easily makes them understand the value of making contacts and relations and becoming a team player. Children should be allowed to play in groups to teach this value. Their confidence and self-esteem also increase as they take pride in their construction. It is useful in making them aware of and teaching them human values too. Above all, they improve upon their creativity.

There can be no doubt about the utility of constructive play in the early years of a child's life in providing him with an opportunity to learn, develop skills, and grow. The skills acquired in the early years influence mental growth, preparing the child to take on the challenges of higher studies later in their life. Learning and growing should go hand in hand. Let us not detain the child from taking on this journey.



Educators Speak

Overprotective Parenting

EKTA BAGADIA

Ekta Bagadia is an entrepreneur and a passionate Early Childhood Educator for the past 20 years. She has been in a leadership position for the past 15 years. Her passions are ECE, training teachers and counseling parents. Currently engaged as the Director of Hello Kids Champs and Content Head @ SSI Pvt Ltd. Which is making AI-based educational products for Schools.

Of course, you want to protect your child, we all do but there is a thin line between being protective and being overprotective. As a parent we all make mistakes by trying to fix everything trying to protect our children so they won't fall or make mistakes but if they don't fall then how they will learn to get up and walk again? How will they know what is the right way till they experience it on their own? We all want to become the umbrella for our kids where they will feel safe and secure but sometimes protecting them will make them weak and they lose their confidence. Nowadays

kids are becoming over-sensitive because parents want to give them everything before they ask for it and because of that, kids are losing the value of the materialistic things and facilities parents are providing them. It can actually reinforce anxiety in children. An overprotective parent can create a child who's unprepared to deal with what life may throw their way. They will learn from their mistakes, it's okay if your child fails to do something stop fixing everything for them, and let them experience it. Let them try and figure it out as a parent observe and be there for a child.

We are living in an era where we are constantly bombarded by information. The prevalence of the internet and smartphone usage means media needs to use creative ways to compete for our attention. Oversensitive parents often feel concerned about their kids' physical safety, and their child's ability to perform or manage but if a parent always rescues their child from everything then how does a child understand risk or failure!

Hyperbolic news media leads parents to believe that the world around them is far more dangerous than it actually is. It makes every assault against a child seem like a personal threat. As a parent, you can just observe to protect them from physical harm. Likewise, the impact of stress associated with overprotective

parenting can't be ignored. Therefore, even though our society is, on the whole, safer than any previous generation in history, it doesn't feel that way. Parents' brains are wired to protect their offspring. But when taken to the extremes and the level of risks does not match the extent of protection, overprotection will do more harm than good. Psychologists have found that when parental responsiveness is not given at age-appropriate levels, the child, or adult child, is more likely to develop pathologically narcissistic traits²⁴.

Oversensitive parents will always pass on their stress to a kid and the impact will be seen on the child as they lose confidence. They will in turn lack decision-making ability. Be an observer make sure you are around your child when they need you. Try to encourage them and help them become a confident child. Nowadays overprotective parenting become a hallmark of Indian parenting. I would urge all the parents to be protective and sensitive but don't be overprotective or over-sensitive. Have faith and let your child be independent, only then we are able to invigorate the optimism. Parenting is a journey, and you and your kids can and will evolve. Have faith in yourself and your children, you can do this together.

RAKHEE CHHABRIA

With more than 2 decades of experience in the field of education, Rakhee has realized that people only complain about the way our system is, but few dare to plunge and attempt to change! This got her to form a community of educators where each one could contribute in their own way to bring about a change, hence the name TeachersHelpTeachers. THT is a vibrant community of educators and the main aim is to help upskill and provide opportunities to earn supplement income. Having done her Masters in Special Education from S.N.D.T and specialization in curriculum design, Rakhee has worked with special schools as well as Norm-based schools in city and rural areas! She states “My work is my passion and that’s what keeps me going with my two children, oops ..boys! :)”

INCLUSION

Inclusion remains a debatable concept in education, especially in India. Inclusion has come a long way. The “United Nations Convention of the Rights of Persons with Disabilities” (UNCRPD), 2008 Act and the “Divyangjan” Act 2016, have really promoted inclusive practices. The Government and the laws of the country have created several pathways for inclusion. The stakeholders in the disability sector have lobbied and fought for the rights of these people and have

changed attitudes and created inclusive spaces for such people.

There might have been many articles published on resources available for special children and how a family with a child with special needs child should cope up with it. But how about an article on **HOW A SOCIETY SHOULD COPE UP WITH CHILDREN WITH SPECIAL NEEDS?**

If the family members, as well as the teachers, have to be equipped to handle a child with special needs, then isn't it the responsibility of society as a whole to be able to deal with children with special needs as well.

Action-based research conducted by the National Resource center for Inclusion (NRC) in mainstreaming disabled children, which began in 1992 in Dharavi's Noorani Memorial Karuna Sadan School, has spread to 12 anganwadis (playschools). Persuading parents of 'normal' children to accept disabled children as classmates certainly wasn't a cakewalk, given deeply entrenched social prejudices. It involved counseling the parents who believed in the myths and felt that disabilities were contagious.

Research has shown that Inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interactions because learners are exposed to a real environment in which they have to interact with other learners each one having unique characteristics, interests, and abilities. The non-disabled peers adopt positive attitudes and actions towards learners with disabilities

as a result of studying together in an inclusive classroom. Thus, inclusive education lays the foundation to an inclusive society accepting, respecting, and celebrating diversity.

The apathetic attitude of the people toward the disabled is indeed a matter of concern and is also obstruction in the path of inclusion. The child has to be given a place in the society where we, normal people occupy the territory and are proud enough to not let space be made for those who are not normal (like us). But the question that arises is, 'What are we proud of?'

The corruption that prevails and is spreading like a disease? The communal fights which take away the lives of innocent people? The increasing rate of crime? The increasing inflation? The Law where it takes years to fight for justice? Well, if this is a society that is made by people who are normal then we are the ones who are disabled as we cannot fight most of the causes raised above. It's we who feel handicapped when it comes to even raising our voice for a social cause, and this despite the fact that we are normal and have the ability to assert our opinions.

It is we who are not at peace with ourselves as we are engulfed by the growing desires that the rat race brings. Each time a question arises in my mind as to why am I in the rat race and the answer that I get is because of the principle of "survival of the fittest"

But then God makes even a tiny insect survive, so who are we to decide who is capable of surviving in which society and who is not? Who are we to segregate children with special needs or adults with a disability?

It is an irony that we want peace at the end of the day which is replaced by stress for the next day as if it's a God's curse on mankind for not being sensitive to the needs of others. Well, this exactly is the opposite in the case of people with disability.

Then where does the remedy to this problem lie? Yes! It lies in changing one's attitude to bring about inclusion in the true sense. An inclusion represents change and the more we resist it the more we are faced with it.

Inclusion! A word that is often heard but, is it practiced in the true sense? Inclusion is all about enabling people with disability to be a part of the society they are born in. This goal can be achieved, only if people come forward to provide support to this cause, which is indeed the need of the hour. It is often wondered whether inclusion is legally required and what is best for children. There are no simple answers to these questions and the one who gets caught in this tug of war are the parents of children with special needs, who are confused and do not know what is best for their child.

The government has made provisions under Sarva Shiksha Abhiyan that no child shall be denied admission on grounds of special needs, (child with special needs shall be included in regular schools) but the reality is that we are not equipped to handle children with special needs in a regular classroom. The majority of the schools do not have enough corpuses to set up a resource room or appoint a special educator, which puts the load on the general

teacher who is not equipped to cater to the needs of a special child in her classroom.

It is believed that children are born good, it's the education that ruins them. (Rousseau a philosopher who propagated naturalism). It is only when the child comes in contact with the outside world that he starts forming boundaries of bias, culture, and status in his mind. So as educators and parents are we responsible for creating a negative social or are we doing a good job of raising our kids? This question needs to be answered by all those who are shaping the future for tomorrow.

On the other hand, it's amazing to see how children work together as a team when they are paired with children with special needs. They learn to respect them and also become sensitive towards their needs which by itself is an essential quality if we are aiming at inclusion.

Inclusion begins when we free our minds of barriers toward people, who are different than us. So, we have the responsibility of changing our attitude, and what is our attitude towards children with special needs? Will I as a parent encourage my child to interact with children who have special needs? The question is simple to answer if only we had the time to think about our attitude towards children with special needs which is reflected in our children who will be the world that we live in future.

Inclusion is an appeal not to a society that is made up of normal people where "I" matters, but to a society that is made of people where "WE" matters.



UMA Chandrakala

A professionally trained Early Years Advisor with over 2 decades of experience in the field of Early Childhood Education. Associated with an Ed-Tech company as Director of online classes.

Offline and Online learning

Should the online and offline education go hand-in-hand?

It is always the **Holistic** development in the preschool. The offline schools have always played a fantabulous role in moulding our youngest generation by providing the best education. Until the last couple of years, if we had not tried the method of online teaching in the preschool, we would never know what we were or perhaps would miss. In a way, the pandemic has taught and allowed us to widen our perspective about

using the best of the technology in preschool learning. Holistic technology-enhanced learning is the new proven and researched pedagogy that every child deserves at the foundational level.

Offline and online learning

Offline schools help pre-schoolers develop their social, emotional, and physical motor skills. The traditional methods of teaching are effective. The learning objectives are clear for the holistic development of the child. Online schools are technology-based with digitalized

learning tools. In today's world, where everything is digitalised, holistic technology-enhanced learning is a must for the developmental milestone. The instructional and synchronous approach in an offline preschool is equally important as the facilitation and asynchronous learning approach in an online preschool. Digital communication and collaboration are equally important as the face-to-face communication and collaboration of an offline preschool.

Online LIVE Interactive Preschool for Your Child

The myth is untrue

Gone are the days of the belief that preschool can be only offline. The pandemic made us believe in the new approach to preschool learning. Online preschool is as effective as offline preschool. The concepts taught in an online preschool are similar to those taught in an offline preschool. Both online and offline preschools work towards holistic development.

What are the differences that haunt most of us as parents?

As an early years' expert with two decades of experience with the offline preschool structure, it was demanding to accept the online approach initially. Physical and social developments were the two main domains that were a challenge. Now the myth remains untrue. It's, in fact, the same, and somewhere we can even say it's much better-taken care of in an online preschool.

What proves an online classroom effective?

Early years' curriculum is always skill-based besides the holistic domains as pivotal. The framework

remains the same globally, making it universal guidelines for early years education. Every preschool follows the same activities customized to the infrastructure and community requirements.

In a classroom of 1:10, there is a nanny who helps when required. And this is the scenario of a physical classroom. Imagine the same 1:10 in an online classroom! We have ten parents who support or volunteer the learning with the teacher.

Who can assist better than a parent?

The parent involvement in their children's learning has made the learning fun and engaging. Parents can help the child with the post-session practice that rarely happens in an offline school. The triangular learning approach of the educators, students and their parents. **Isn't this amazing?**

The social interaction that was limited to one particular school and classroom is multicultural in today's times. One virtual classroom brings in various cultures, having students joining from different places. The multicultural approach was and is the best educational practice. So, the myth about social development is dejected again.

Physical skill development is essential during the early years. There is no compromise with this. The learning time is reduced to 45 minutes to 1 hour compared to 3 to 4 hours in a physical school allowing the parents to enroll their children in co-curricular activities like swimming, dancing, yoga, singing, art and craft, boxing, karate, etc.

The second myth about physical skill development is all vanished!

Isn't it a time to make a wise choice?



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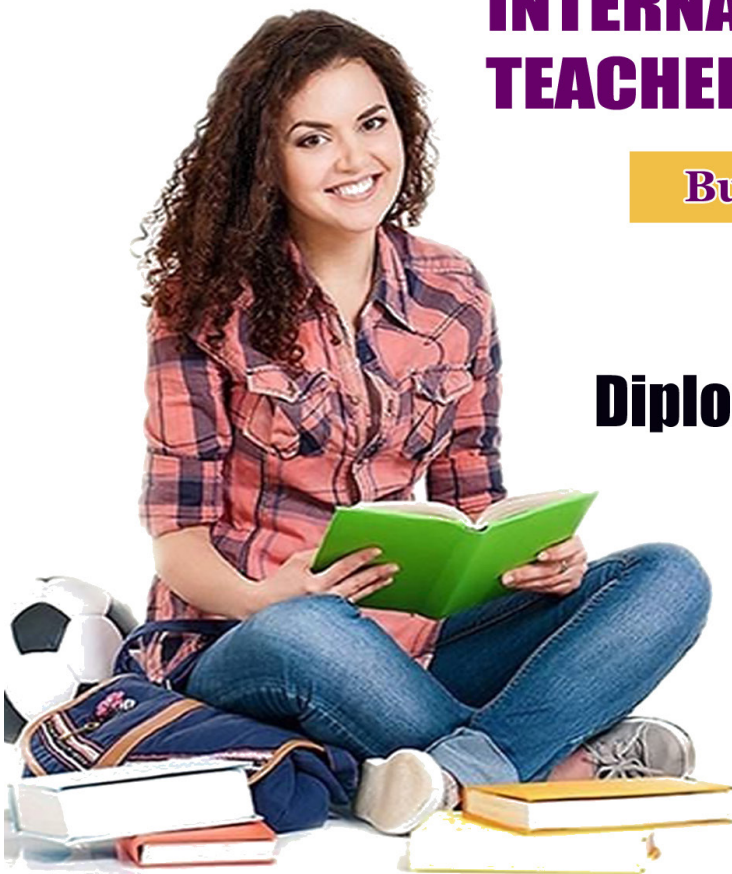
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WEBINAR

World Environment Day Special





Dr. Vasavvi Achariya
Chairperson - ECDF/DNAF/CEDRC
& M.D. IIFPL / Tender Petals Preschools



TOPIC:
**Reduce Carbon Footprint,
Increase Handprint !**



Moderator
Smruti Samantray
Climate Reality Mentor and Manager -
Communication and Campaign, India &
South Asia, The Climate Project Foundation

6th, June, 2022, MONDAY
4:30 pm - 5:30 pm IST

Join us
 **LIVE** [ecdforum](https://www.ecdforum.org)

Panelists



Amy Bivin, Italy
* Elementary Educator
* School MAnymount Coordinator
* Ambassador for Climate Action
Project for Italy



Susan Thomas, India
* Climate Reality Leader and Mentor
(trained by Nobel Laureate Al Gore)
* British Council School Ambassador
* Former Head of The Foundation
School, New Delhi.



Lidia Tavani, Italy
* Anthropologist-pedagogist
* Tutor outdoor education



Ashim Bery, India
* Environmental Educator
* Facilitator of forest bathing
walks and excursions for
citizens of Delhi

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1 Day Online International CERTIFICATE COURSE

**TOPIC : The Importance of the first 1000 days on Early
Years Practice - Involving the Parents in Learning**





CLARE STEAD
Creator and founder of the award-winning
Oliiki app, an app for parents and parents-to-
beto spark their baby's adventures in learning
and build parenting confidence one play activity
at a time in the first 1000 days.

Learning objectives:

- * To understand the importance of the first critical days
- * Understand the importance of building parent partnerships
- * Understand the implications of this on practice and children's outcomes

Fees : 599/-

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Today

14th | 2022 | TIME:
MAY (SAT) 4-5:30 PM (IST)

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**TOPIC : Montessori Pink Series
Reading ages 3-6**

Course Highlights :

- * Learn to use the process of encoding and decoding- using short three letter words.
- * A series of simple lessons designed to practice the basic skill of decoding while also developing stamina and comprehension skills will be presented.
- * Pre-literacy skills, oral language and phonological awareness using the Science of Reading.



Darcel Washbourne

British Governess for 8 years
and Teacher of TEFL and
Montessori

10th June, 2022 (Friday) | 4 - 5:30 PM (IST)

Fees : 599/-

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23rd April, 2022

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Chairperson - ECDF/ DNAP/ CEDRC
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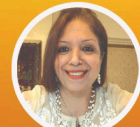
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Trainers



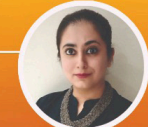
**USHA
VENKATRAMAN**

Award winning storyteller, author,
classical vocalist, puppeteer and
radio show host, founder and festival
director of Mumbai Storytellers Society



**GITANJALI
CHANDRASEKHARAN**

Former Journalist and Runs
Tailored, Creates Customised
Books and Games, Crafting
Stories from Memories and Dreams.



**AMRIT
NAGPAL**

Head of Preschools and
ECCEd at Giris Open Minds,
Mumbai

**VENUE : Thana Vardhaman Jain Sthanak Vardhaman Sthanak, Opp Talao Pali Boating
Thane (W) Mumbai, Landmark - Bright Beginning International Preschool and Learning Centre**

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S. Gomathi

- * ECCE Researcher.
- * Erasmus Plus Scholar.
- * An Early Childhood Educator at Shiv Nadar School.
- * Theatre artist, worked with CRY, Enfold India, IIT Nursery school and National school for handicapped children.

Support partners



STORY KA PITARA

(A unique live Storytelling session for Educators, Parents and Children)

21st April 2022 (Thursday)

Time - 4.00pm to 4.30pm (IST)

Join us in :



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WEBINAR

TOPIC: Strategies to Prevent Teacher Burnout



DR. VASAVI ACHARJYA

Chairperson - ECDF/DNAF/CEDRC
& M.D. IIFPL / Tender Petals Preschools

28th APRIL, 2022 (Thursday)

4:30 pm - 5:30 pm IST

MEETING ID - 865 3056 3740

PASSCODE - 081737

Join us



**Moderator
Simran Ballani**

Pedagogical Director & Communications Head at Council for Creative Education (CCE) Finland

Speakers



Shaheen Sahibole

- * Director & Co-Founder - Euro Finishing Systems India Private Limited, Mumbai
- * Electronics Engineer with a passion for STEAM Education and Skill Development.



Rajni Julka

- * Educationist cum Pedagogist
- * Advisor & Strategist - Curriculum, Innovation & Technology (STEAM)
- * NEP Expert



Shamila Nazim

- * A Government (KJHDA) approved Nursery Manager with over 21 years of experience.
- * Dedicated to providing a safe, stimulating and nurturing environment for all children



Dr. Rabihaah' Bhatia

- * Edupreneur-Momprenuer
- * Founder- eD WebStudio Channel
- * Member of Board of Directors @ IDYM Foundation]

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WEBINAR

Mother's Day Special



TOPIC:
Motherhood in Modern Age



DR. VASAVI ACHARJYA
Chairperson - ECDF/DNAF/CEDRC &
M.D. IIFPL / Tender Petals Preschools

Date: 8th May (Sunday)
Time: 4:30-5:30 pm (IST)

Join us ecdforum



Moderator
Smriti Agarwal
ECDF Zonal Head (West), Pre-Primary
content lead Ampersand Group

Speakers



Swarleen Kaur

- Author of 'Good Vibes Make Good Lives' and a Motivational Public Speaker.
- Founder and CEO of the organisation 'The Talk Room'



Dr. Monika Dewan

- CEO, Adarsh Educational Solutions.
- Advisor and International Educator.
- Author of LIFE STORIES available on Amazon.



Azura Abrasid

- Head of Early Childhood Programme, Veritas University College, Kuala Lumpur, Malaysia.



Aanchal Vasandani

- Vice president pre-primary content department Ampersand Group Mumbai



Amrita Kaur

- Passionate educationist, mother of a toddler.
- PYP Teacher - Indus International School - Bangalore

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YOUTH Squad

Creating a Desirable Future : Insights
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SPEAKERS



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The Art of Story Telling & Creating Original Stories

1 Day Certificate Workshop

9TH JULY 2022 (Saturday)
CHENNAI





Dr. Vasavvi Acharjya * Chairperson - ECDF/DNAF / CEDRC * M.D. IFPL / Tender Petals Preschools	Resource Person Renu Narayan * Professional Storyteller Who conducts storytelling sessions for children, adults and mixed audiences to promote social causes. * Writes stories. * An award winning public speaker.	Convener Latha Ananth * Professional storyteller * Campus K facilitator
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Topic : Physical Activity during Early Childhood : Best Practices



Dr. Monika Dewan
 * Director of Adarsh Educational Solutions.
 * Author of "Life Stories"

Course Highlights:

- * Importance of PE in early childhood years.
- * Tips to build mindful and responsible learners.
- * Benefits of physical activity for overall health and wellness.
- * How PE is taught at an international level to this age group. Will focus on equity and inclusion.

DATE : 16th July, 2022 (Saturday)
TIME : 4:00 - 5:30 PM (IST)

Fees: 399/-
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SPEAKER SIMRAN BALLANI Psychological Head ECE Training, Zonal Head ECDF (South) India	SPEAKER AMRIT NAGPAL National Head of Preschools and ECDF at Birla Open Minds Edu Ltd., Mumbai	SPEAKER DR. VASAVVI ACHARJYA Chairperson - ECDF (DNAF) M.D. Tender Petals Preschools	SPEAKER SMRITI AGARWAL Pre-Primary Content Lead Anupama Group, Mumbai, ECDF Zonal Head (West)
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HIGHLIGHTS

PLANERAY SESSIONS BY EXPERT EDU LEADERS FROM INDIA WORKSHOP ON STORYTELLING AND EXPERIENTIAL LEARNING AWARDS FOR EDUCATIONAL INSTITUTIONS / PRINCIPALS / TEACHERS / PRESCHOOLS

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INVITING VOLUNTEERS

Have you ever wanted to become the Youth Ambassador for a cause that is close to your heart and be instrumental in bringing about a positive change in the society? This is your chance to become a change-maker of society yourself!

Early Child Development Forum (ECDF) has a platform to offer to the youth in the form of the “ECDF Youth Squad” where teenagers can join hands to help the underprivileged children get quality education. You can volunteer your time and services in various activities to connect to your community and make it a better place.

For young people, volunteering has manifold benefits. Dedicating your time as a volunteer not only helps to make new friends, expand your network, and boost your social skills, but also helps to counteract the effects of stress, anger, and anxiety. It helps to build meaningful connections and provides a sense of purpose

So, gain some experience in leadership and teamwork, and you will become a happier and more confident version of yourself.

ECDF Youth Squad already has Hiyan Kashyap, Hansikha Bora, Agnivh Prakash Bora, and Manveer Amarjyoti Choudhury among its list of young volunteers. Come! Join them for a fulfilling and fun experience.

Reach out to us via E-Mail: ecdffor2019@gmail.com mentioning your name, school or college, residential address, and contact number and we will get in touch with you.

To know more about this global platform -ECDF, visit

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