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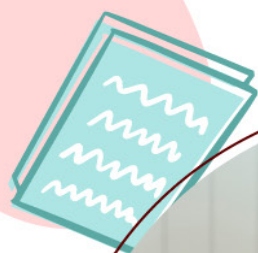
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*A New wave in Education*

# EdCLAN

Empowering Educators, Nurturing Young Minds

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**A Calm Brain is a  
Thinking Brain**



**School  
Readiness**

**Nurturing & Child's  
Well Being**

**Empowering oneself  
to Handle CWSN- A  
Multi-Sensory  
Approach**

**Chores for Little Ones**



**Physical Education  
during Early Childhood**



## **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](mailto:ecdinfo2019@gmail.com) or visit [www.ecdforum.org](http://www.ecdforum.org)



**DN ACHARYA FOUNDATION**  
FOR CHILDREN AND WOMEN WELFARE



Dear readers

This is an auspicious time of the year that reminds us that we have immense power to do good in this world and with the exercise of our willpower, knowledge, and wisdom, we can dominate our inner demons we may choose to live a life of joy and contentment. If we are able to use our power in the right manner, we shall also be able to guide little ones in the right direction.

This issue of Ed Clan will be full of insights for you all as we have a superb line-up of articles from different parts of the globe that will definitely make an interesting read. The importance of physical education for children, the need for a congenial learning environment for children with a classroom setup that encourages learning, special children, and the importance of mindfulness practices from the start, are some of the topics covered in this issue

ECDF is open to students of the social work discipline, who join as interns in the organization and gain experience. We always open our arms to young learners who have the zest to contribute to community development and are ready to delve into a new journey. The write-up by our interns throws light on the work the NGO does and also the work culture in it.

Further, we are so glad to feature the Awardees of the National Education Excellence Summit and Awards held at Guwahati in the month of July. Congratulations once again to all the winners!

Wishing you a very Happy Dusshera and a prosperous Diwali in advance.

Happy reading !

*Vasavi Acharjya*  
Dr. Vasavvi Acharjya

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# CONTENTS

## EXPERTS SPEAK

- 04**     **A Calm Brain is a Thinking  
Brain When Creating a  
Brain-SET Environment**  
- Dr. Kathryn Murray
- 08**     **School Readiness**  
- Vanya Pandya
- 11**     **Physical Education During  
Early Childhood**  
- Dr. Monika Dewan
- 15**     **Empowering oneself to  
handle CWSN- A  
Multi-Sensory Approach**  
- Chandrani Roy Kachari
- 19**     **Learning Environment –  
A Brief Understanding**  
- Maya Alfred Fernandez
- 21**     **Role of Mindfulness in  
Early Childhood Education**  
- Gariasi Dutta

**FEATURE :  
NATIONAL EDUCATION  
EXCELLENCE SUMMIT AND  
AWARDS 2022 – GUWAHATI**

**25**

**EDUCATORS SPEAK**

**Chores for Little Ones**

- Dilpreet Kaur

**28**

**Nurturing and Child's Well-Being**

– Deepali Bhanushali

**30**

**Sports Integration in Early Childhood**

- Reena Elin Thomas

**33**

**NATIONAL EDUCATION EXCELLENCE  
AWARDS**

**36**

**YOUNG VOICE- Why Travelling is Important  
for a Child ?**

– Agnivh Prakash Bora

**38**

**FROM THE DESK OF INTERNS**

**40**

**EVENTS (JULY TO SEPTEMBER)**

**42**

## EXPERTS SPEAK

**D**r. Kathryn Murray is the founder of Future Strong Education Consultancy in Australia. She is an award-winning early childhood specialist, highly sought-after public speaker, workshop facilitator and coach. She has written numerous articles on teaching practices and parenting. She is a Classroom Design Expert using her original Brain-SET Environments Formula© research. Kathryn works globally and uses her 40+ years of experience, research and intuition to support children, educators, teachers, leaders and parents to be all they can be. She feels strongly that children should be given the best possible start in life.

Kathryn's qualifications include Doctor of Education, Master of Education, Bachelor of Education, Diploma of Teaching (Pre-school/Primary), Certificate IV in Training and Assessing and numerous certificates and awards.



**Dr. Kathryn  
Murray**



## A Calm Brain is a Thinking Brain When Creating a Brain-SET Environment

***“The calming spaces are my favourite. It’s really great to find a space to just breathe and slow down. We have a student that uses it frequently in this way. She goes in and basically makes herself feel comfortable and relaxed. She sits, looks around, and hums a tune. Then she lays down and takes that moment to just be. It’s a wonderful addition to our environment.” Anthonette (2 year old room, California).***

Brain-SET Environments© are much more than working out where to put the furniture in an early childhood room. Rich learning environments are being created using the Brain-SET approach in early childhood centers across the world. If you haven’t heard of Brain-SET, then I’d like to introduce you to my life’s work and give you a brief overview. Brain-SET Environments are intentionally designed to align brain development to the learning spaces after a careful selection of materials that promote skill development and learning.

Traditionally, we have organised our classrooms to look nice, inviting, functional and practical. We may put the eating tables near the sink for easy cleaning, a block area away from walkways, a painting near the sink, and a shoe rack near the door. All are perfectly logical and sensible room design decisions.

As educators - experienced or new to the sector, we spend considerable time working out what materials to provide for the children and how to arrange the furniture. We base this on our previous experiences, knowledge, and understanding of the developmental level of the children in the room. We

give time, thought, and effort when setting up the environment. We factor in the size of the room, the number of children, and the



areas for resting, eating, music, stories, and activities.

But what if there was another way? The late Sir Ken Robinson was well known for asking ‘what if’ when considering the quality of the creative experiences, we offer children. I ask you to consider, ‘what if’ we provided a rich, open-ended, play-based, learning environment that aligns with the needs of a child’s brain to ensure that ‘a calm brain is a thinking brain’?

What if we saw the room through the eyes of the child and noticed areas that inspire, add wonder, imagination and natural learning? As busy educators, do we stop to think about how we encourage movement, interaction, relationships, learning, language development, problem-solving skills, and confidence?

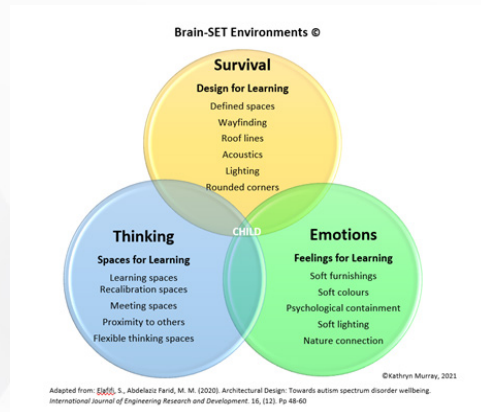
What if we factored in all of these considerations to foster a relaxed, engaging, developmentally appropriate, creative learning environment? What if we used 16 Brain-SET design elements in different ways across the room to ensure the reduction of cortisol (the stress hormone) in the brain, so learning could occur naturally in a calm brain?

Understanding the brain explains why our actions, emotions and thinking are influenced by the environment. When we think about how we feel and act when we are in a movie theatre compared to a church, temple, synagogue or football field, it's clear that the environment plays a key role in how we manage ourselves. The environment dictates how we think, feel and behave and gives us cues to what we can expect, and how we should engage and interact with people and materials. The development of a Brain-SET Environment guides the creation of learning spaces that attend to the needs of the Survival, Emotional and Thinking parts of the brain.

The brain is a complex organ that drives our thoughts, emotions and actions. If we remove the complexity and look at the brain simplistically, we can say that there are 3 levels that make up the S.E. T. in Brain-SET. The **Survival (S)** part of the brain resides in brain stem. It takes care of our automat



ic responses, such as breathing, blinking, digestion, heart pumping and more. The **Emotional (E)** part of the brain is found in the limbic system where the amygdala manages our emotions. Harmonising these two levels of the brain allows the child knows he or she is safe, builds the feeling of security and helps to calm the brain. Children who experience trauma have a heightened sense of survival and emotions are difficult to control. When this occurs, the **Thinking (T)** part of the brain struggles to shine. The neocortex and prefrontal cortex are situated at the top of the brain. These areas function more clearly when the lower regions of the brain are calm and harmonised. Memory, decision making, problem solving, self regulation, adapting to change, and collaboration are some of the outcomes when the three levels of the brain align through careful design of the learning environment (Murray, 2022; Murray 2021; Duncan & Murray, 2021).



A Brain-SET environment has 3 pillars as it's foundation. The child is central to the design and planning of the learning spaces. The 5 – 6 elements included in each pillar are evident throughout the room and are replicated in different ways to create multiple, interest-based learning spaces. The pillars of Design for Learning (Survival), Feelings for Learning (Emotions) and Spaces for Learning (Thinking) align to harmonise the 3 levels of the brain. Having many small 'rooms' within one large room gives children agency, autonomy and security as they find their way from one learning space to another. Ensuring that the materials in the smaller, defined spaces are carefully curated is essential to the successful calming of the brain. Our aim is always to give children the best opportunity for learning. Creating a Brain-SET Environment does exactly that.

***“Each and every space within our classroom has seen a positive change from our time with Dr. Murray. We have seen the benefits of seeing each space through its transformation, and the children’s excited and warm reactions to each area have validated our growth in classroom design.” Marleen, Los Angeles, California.***

If this brief introduction to Brain-SET has

piqued your interest, then please reach out to me to book training for your team using the Brain-SET Environments Formula. I provide onsite and online Brain-SET training for early childhood educators globally. A conversation or email can start the process of making sure that a “Calm Brain is a Thinking Brain”.

**Images:** Kathryn Murray courtesy of Cerritos Early Childhood Development Center, Los Angeles

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## EXPERTS SPEAK



Vanya Pandya

Vanya Pandya has been in the field of Early Childhood Education for the last 17 years. Starting her career in the corporate in Sales and Marketing, a shift to the education sector was inevitable as her dream was always to teach young children. She has worked as Coordinator in the preprimary sections in a few schools and is currently an ECCED Coordinator with RBK Global School. It is always her endeavor to make teaching a fun and an enjoyable process, be it teaching the young minds or the ECCED trainees.

## School Readiness

**'School readiness'**, means the readiness of the child to attend the school, the readiness of the school for the child and the readiness of the family and the community to aid/support the child in his/her holistic and optimal early development.

**Head Start** views 'school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Physical, cognitive, social, and emotional developments are all essential ingredients of school readiness. Managers, teaching staff, caregivers, family advocates, and families can learn more about creating enriching and supportive learning environments for young children ages birth to 5.'

What is the 'Ready Child Equation?'

1. Children's readiness for school
2. School's readiness for children
3. Readiness of parents and community (provide developmental opportunities for the young children)



***'School readiness strategies are most effective when they are responsive to the rich cultural and language backgrounds of families and children.'*** – National School Readiness Indicators Initiative



## Importance of ‘School Readiness’:

It is a known fact by now that a child’s early life experiences can modify his/her learning curve. Therefore, it becomes essential that the early experiences given to a child must be rational, developmentally appropriate, and emotionally supportive. The early experiences that are to be provided to the child need not only be academic. It has been agreed by the Early Childhood educators and researchers that the child must be provided with opportunities which will develop his social, emotional and physical skills as well as instill in him a basic understanding of his surroundings and an undying love for learning. This will benefit the child thus leading to his holistic development.

The responsibility of giving these early experiences to children essentially lies on the parents, community and the ECCE programs, collectively.

***‘Early experiences actually influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional health.’ – National School Readiness Indicators Initiative***

The NCERT has developed Guidelines for a Three-month Play-based School Preparation Module for Grade I children **‘Vidya Pravesh’**.

**‘Vidya Pravesh’** is an initiative by the **Government of India** and is a component of the **NIPUN Bharat program**. The document essentially intends to provide support to the children and address the developmental and learning needs of those children who are entering Grade I and do not have any pre-school experience. The document also

intends to facilitate teachers to make children’s entry to the school smooth, fearless, and joyful. The document also includes and makes a conscious effort to parents and community for being an integral part of the learning, development, and growth process of the child.

## 5 domains of ‘School Readiness’:

A child’s readiness for school is largely defined by his/her readiness in the following five domains of learning:

- Physical and Motor Development
- Social and Emotional Development
- Approaches to Learning
- Language Development
- Cognitive Development

While the domains are by and large very specific and isolated, they still do interact with each other and are inter-related to an extent. The onus of development and learning in all the five domains is on the kindergarten teacher. It is in the early years that the ECCE centre teachers provide varied experiences in each of the domains to the child for a complete and overall development. The educators are also well aware of the fact that a child’s growth will depend on the learning process which he will go through during his/her early years.

## Parents’ role in making the child ‘School Ready’:

For a child to be ready for school, it is important that the parents contribute positively to the mental preparedness of the child. The parents, for starters, can build a positive outlook towards the child’s school and discuss ‘good things’ about the school. More than the physical readiness, it is the mental preparedness that goes a long way in

making the child school ready. Some activities that the parent can do for making a child school ready are: engaging the child in social activities at home, talking to the child in a manner which raises his/her self-esteem, spending time with the child and providing emotional support at all times, reading books to the child and allowing him/her to indulge into playing age-appropriate games and last but not the least to give the child sufficient responsibilities suited for his/her age. The crux of the matter is, good parental support in the readiness programme can induce in a child a passion for life time learning.

### **Community involvement in making the child 'School Ready':**

According to a document released by **Regional Education Laboratory at Florida University**, 'A community that is ready to support its children **ensures access to healthcare, provides quality childcare and early education, and invests in resources for families**'.

It is critical that children are provided necessary and significant community services from time to time and for the same, the connections between children and community services must be established. For example, a healthy child will be able to attend school regularly as compared to an unhealthy one. This is where the immunization and nutrition programmes of the community come into effect. These programmes are carried out to ensure that children at an early age remain healthy and are able to attend school regularly leading to good attendance in class.

### **Emotional Intelligence and Transition to Formal School:**

It is a fact that readiness in all five domains is equally essential for a preschooler to embark on a fruitful and rewarding journey but what sets few of them apart from others is their emotional intelligence. Along with becoming familiar with ABCs and 123s, it is equally important to develop in the child optimum social and emotional skills so that the child can move on from a home environment to an elementary school and then to the formal schooling years, smoothly.

According to the NAEYC (National Association for Education of Young Children), ***'Children with higher emotional intelligence are better able to pay attention; are more engaged in school, have positive relationships and are more empathic'***.

Coping with and dealing better with one's emotions also facilitates and eases the transition period from one level to the other, especially among preschoolers. An individual with a high EQ develops appropriate coping strategies and a positive perspective on self – worth which negates the effects of transition. Having said that, an individual who is not able to handle his/her emotions well, would still transition to the other level, but this crossover could be slightly turbulent and the child might take time to adapt to the new environment. Nonetheless, the path would be exciting and challenging at the same time, for all the children.

To sum up, the child does not have in him to be school ready without an efficient support structure. It is the adults and the environment they provide to the child during his/her early years that make him ready for school. Let us strive to make that effort as enriching and as positive as possible for the child.

*Dr. Monika Dewan*  
*CEO, Adarsh Educational Solutions*



*Monika Dewan, Ph.D has been an international educator, author, and advisor in physical and health education for more than two decades. She specializes in training for PE, Health, life skills, mindfulness, communication skills, program assessment, and curriculum development. She is highly experienced at offering strong extra-curricular after-school and summer programs to students for their holistic development. Dr. Dewan has 25 years of rich experience as an educator and director of the after-school and summer programs at American Embassy School (AES) in New Delhi. She has taught students at all levels.*

## PHYSICAL EDUCATION during Early Childhood

I would like to begin with congratulating and appreciating the early child educators for the amazing efforts they put in for teaching the most important age group. Let us get started with applauding ourselves

Every child deserves the best possible start in life. The early years play a crucial role in laying a strong foundation for future learning, development, and life. If we can inculcate the love of playing, moving, and having fun at this stage, we will ensure a healthy



future with lifelong active learners. A secure, safe, and happy childhood is important. While ensuring their safety at all times, we must ensure children are active. The sooner they fall in love with being physically active, the quicker they will learn about healthy choices in life, and be mentally alert.

There is immense importance of PE in Early Childhood Years.

We are meant to be mobile: physically active and not sedentary. Kids these days can sit on a spot from cradle to grave: Courtesy a digital device!

Early childhood is the foundation in a child's life. The strong base has to be created right here. The contribution of early childhood PE can not be overlooked for the overall development of their future.

Elementary, Middle and High School lead the child further and polish them at upper levels to be visible later in the competitions held at higher levels. Undoubtedly, Physical Education at all levels is important, starting from early years.

PE is an integral part of a child's development. A structured PE program, with trained teachers

to teach age appropriate physical activities to help them develop their skills is the baseline. Do ensure they develop a positive attitude to physical activity. There is a need for developmentally appropriate physical activity to stimulate their body and brain. After all, we are all aware that a healthy mind lives in a healthy body.

Provide equipment to explore, and ENCOURAGE to make their own selection of the activities TO DEVELOP independent learning.

PE is the best place to inculcate social skills: responsible and mindful students.

- Co-operation
- Respect



Children these days have much lesser avenues for playing – parents recognize this and are highly concerned. It becomes the responsibility of us educators to ensure kids get exposure to physical activity on a daily basis. We must provide daily indoor and outdoor structured activities under planned supervision. A learning environment plays a key role in supporting and extending a child's development to stay confident, secure and challenged, and we must create that enabling environment.

Early childhood: The first six years of a child's life, the brain grows at an extraordinary speed. Let us teach kids to have fun the right way at this time. Identify their interests, passions and abilities.

- Tolerance
- Team dynamics
- Decision making
- Self control
- Encouragement
- Caring

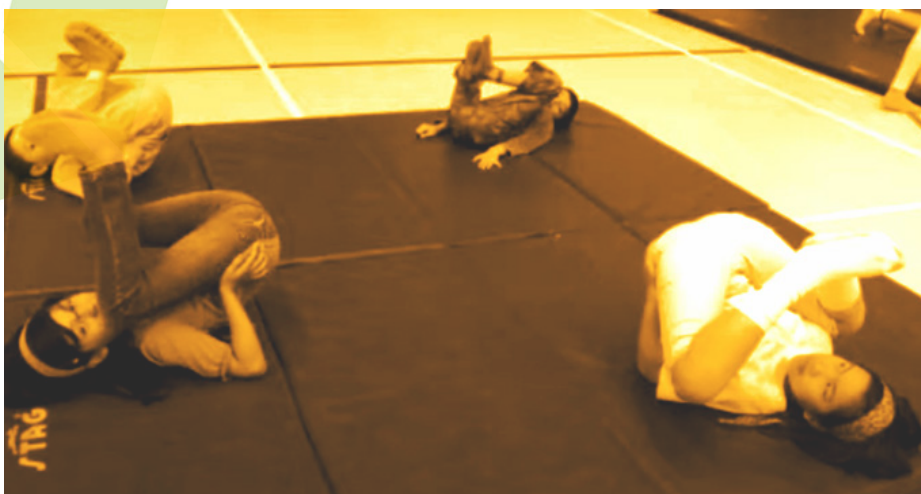
Skills you need as an early childhood educator...

- Teaching credentials
- Enthusiasm and passion
- Perseverance
- Patience, repeat, teach accurately.
- Flexibility/ Adaptability

Early childhood educators are able to deal with sudden changes and unexpected turns in a swift manner, and find an alternative that works well.

You must adjust your pace and accommodate the individual and group needs of the children within your care.

### Looking for some ideas for physical activities in Early Childhood?



tag games that are easy to implement, little or no equipment games that are fun, and help develop fitness.

Avoid games like duck, duck, goose, and elimination games.

Help children develop critical physical literacy, using an interdisciplinary approach, numeracy and language literacy using vocabulary related to children's academic learning through physical education activities.

Addressing all types of learners in PE is essential: Visual, Auditory and Kinesthetic ones. Equity and Inclusion are best addressed in PE.

Moderate to vigorous physical activities often help to build muscles and bones. Energetic play is a natural way for children to move and be active.

- Offer Choices
- Exploration Time
- Free Movements
- Self Space
- Your Own Bubble
- Drive Your Own Car
- Walking quickly, Locomotor Movements.
- Balancing, rolling, dancing, skipping, jumping, swimming, messy play, playground activities, using smaller balls for throws, dribbling etc.
- Apply a variety of action words and movement concepts to low to moderate to vigorous-intensity physical activities.

There are plenty of goal-oriented fitness and



Help them understand various locomotor and non-locomotor movements.

Offer noncompetitive activities that are perfect for use by recess, lunchtime, and before- and after-school specialists as well. Enjoy the relationship with your students. Selecting best practices to ensure age appropriate activities, create lesson plans, and assess your students' learning and progress.

- Increasing awareness about healthy nutrition and healthy bodies.
- Becoming kind and caring about people and the environment.
- Helping children appreciate animals by imitating their movements.

Deliver lessons with confidence, and assess your students effectively as they learn how their bodies function, move, and grow in healthy ways. Children enjoy the movement activities, which are fun. Most importantly, they will be taking a first step towards becoming physically literate learners who will gain the knowledge, skills, and confidence to lead active lives.

Lastly, my message to all the educators is to take care of yourself, and LIVE A HAPPY AND HEALTHY LIFE

Develop a holistic approach for your own self: physical, mental, social, emotional and spiritual health. Do what you love, and love what you do. I am sure you are passionate and love teaching kids. Stay positive and focused on your goal. There will be challenging behaviors,

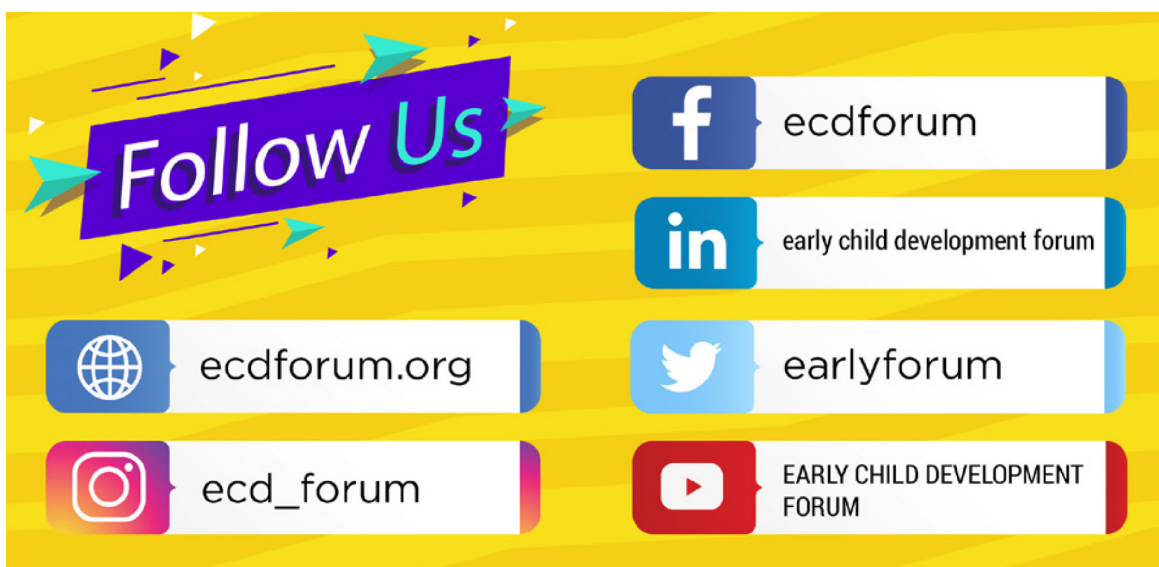
and we can deal with them through effective classroom instructional strategies.

The foremost need is that the mindset and attitude towards physical activity and Physical Education (PE) needs to be changed. It has to be considered as any other academic area. The stakeholders and decision makers must adopt quality PE programs for supporting the health and physical identity of our very young learners. If we want a fitter school, we need to ensure our **“kids stay in motion”**. There can be no academic learning without fitness. I sincerely hope administrators READING THIS ARTICLE have listening ears and actionable hands.

***Physical education is crucially important starting with early years.***

***Always remember, you are fortunate to be dealing with human hearts. They are not machines. Please handle them with utmost care and attention.***

***Thank you again for all your efforts.***



## EXPERTS SPEAK



### CHANDRANI ROY KACHARI

Chandrani Roy Kachari is an MA(Eng.) and B.Ed (Special education). She is the Head Administrator (Academics) of Faculty Sr. Secondary School, Guwahati. She regularly conducts workshops in North Eastern States as a resource person for Inclusive Education conducted by CBSE.

## Empowering oneself to handle CWSN- A Multi-Sensory Approach

As an administrative head of a school, I often come across problems of our regular teachers finding difficulty in handling the children with special needs (CWSN) that we have amongst us. Unfortunately, we have a scarcity of teachers who are specially trained to impart education to children with special needs. So, our regular teachers with an understanding of certain facts can very well handle the children with special needs in school successfully.

Special education, also called special needs education, is the education for children, who differs **socially, mentally, or physically** from the average children to such an extent that they require modifications of usual school practices. There are 21 types of disabilities listed in the RPWD ACT 2016. A Special child might have one or more of these disabilities. The most common disability that we come across is learning disability in our schools.

### ***What is a Learning Disability?***

Learning disabilities are neurologically-based and may interfere with the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. They affect the manner in which individuals with average or above-average intellectual abilities process and/ or express information. A learning disability may be characterized by a marked discrepancy between intellectual potential and academic achievement resulting from difficulties with processing information. The effect may change depending upon the learning demands and environments and may manifest in a single academic area or impart performance across a variety of subject areas and disciplines.

Children with learning disabilities might have the following Characteristics:

Difficulties may be seen in one or more of the following areas:

- Oral and/or written expression
- Reading comprehension and basic reading skills
- Problem-solving
- Ability to listen selectively during lectures, resulting in problems with note-taking
- Mathematical calculation and reasoning
- Interpreting social cues
- Time management
- Organization of tasks, such as in written work and/ or essay questions
- Following directions and concentration
- Short-term

We need a multi-disciplinary team including a psychologist, a therapist, a counselor, a pediatrician etc. to handle these students. But in absence of a special education teacher, a regular teacher who handles a child with a learning disability can try a Multi-sensory approach to handle these students.

### ***What is a Multisensory Approach?***

A **Multi-Sensory Approach** is a term many schools use to describe teaching methods that involve engaging more than one sense at a time.

Involving the use of visual, auditory and \*kinesthetic-tactile pathways, a multisensory approach can enhance memory and ability to learn. A multi-sensory approach to teaching will increase the ability of students with different functioning learning channels- auditory, visual and/ or haptic (hands-on)- to benefit from instruction.

**\*Multi-sensory Instructions: Kinesthetic/Tactile Learning-**

**Tactile instruction** incorporates the usage of hands to do something such as manipulating objects that represent a concept.

**Kinesthetic instruction** involves moving in order to focus and learn.

When kids learn, they often rely on sight to look at text and pictures and to read information. Many kids also rely on hearing to listen to what the teacher is saying. Multisensory teaching isn't limited to reading and listening. Instead, it tries to use all the senses. Not every lesson will use all five senses (taste, smell, touch, sight, hearing, and movement). But in most multisensory lessons, kids engage with the material in more than one way.

For example, say a class is studying apples. Kids might have the chance to visually examine; touch, smell, and taste apples- instead of just reading and listening to their teacher speak about how they grow. Then they might hold a halved apple and count the number of seeds inside, one by one. That's multisensory teaching. It conveys information through things like touch and movement-called tactile and kinesthetic elements-as well as sight and hearing.

All kids can benefit from multisensory lessons. If kids learn something using more than one sense, the information is more likely to stick. The result is better memory of the skill

But multisensory learning can be particularly helpful for kids who learn and think differently. For example, kids who struggle with visual or auditory processing may have a hard time learning through only reading or listening.

Using multiple senses gives all kids more ways to connect with what they're learning. This type of hands-on learning makes it easier for kids to:

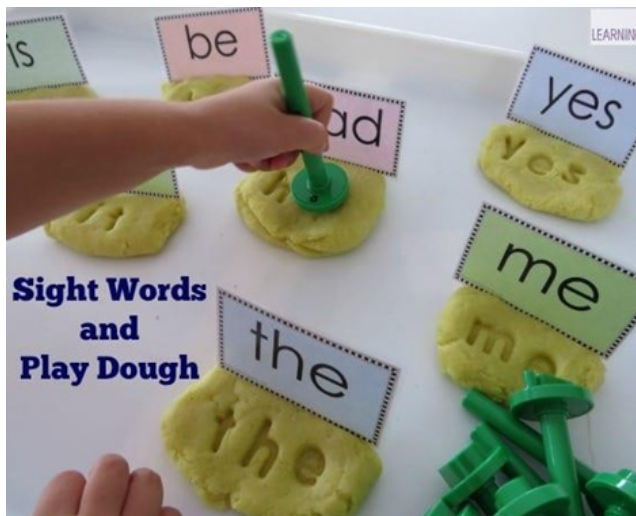
- Collect information
- Make connections between new information and what they already know
- Understand and work through problems
- Use non-verbal problem-solving skills.

**Overall, multisensory instructions take into account that different kids learn in different ways.**

There are endless materials that a committed teacher can develop to help kids learn through a multi-sensory approach. A few ideas are shared here for teachers to start off with:

### 1. Build Dexterity with Clay

Our tactile system helps us gather multiple information about objects around us, such as temperature, texture and pressure. Modeling clay is an ideal tactile learning material as it encourages children to manipulate objects with their hands. This is especially useful in help your child to learn to hold a pencil.

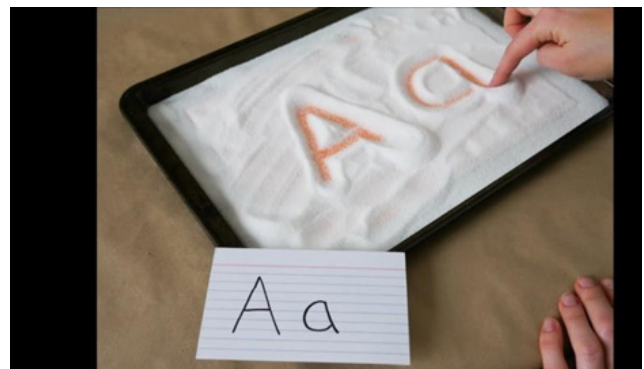


### 2. Learn the alphabet with Powder

Learning how to write requires memory: what does the letter A look like and how would you start constructing it? By drawing patterns using tactile materials, you are helping your child remember images more quickly.

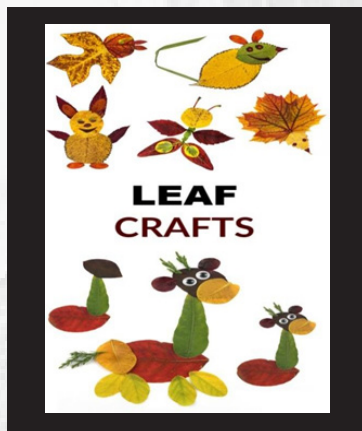
This is because integrating vision and touch creates a holistic experience that improves pattern recognition.

You can engage your child in a fun learning activity by pouring some powder on a tray (you can also use salt, rice or sand) and tracing out the letters of the alphabet or some simple words with your child.



### 3. Make Animal Crafts with Fallen Leaves

Take your child outdoors for some fresh air and collect a bunch of dead or fallen leaves. You can try to identify the plants from which the leaves belong while you're at it.



Using paper and some glue, create animal shapes with the leaves you have collected. This is a great exercise for the imagination and also for learning details-for instance, teaching your child that male deer have antlers.

Educators and mentors, above all, should have a heart full of kindness and compassion to deal with children with special needs. That I feel is the key ingredient to understand and educate them successfully and give them a life of dignity and respect.

Sources: Thrives Literacy corner  
The Learning Lab



# bounce

the activity arena

### FINE ART & DESIGN COURSES

#### Fundamental of Arts

#### Applied Art

Age - 4 years onwards

Conducted by **Bulbul Das**

\* 5 year Diploma from Mancha Jyoti School of Art, 2015 (Assam Fine Arts & crafts society)  
\* Senior Diploma Part II (Sanskrit O Sanskrit Parishad)  
\* Student BFA (Undergraduate) at Govt College of Art and Craft, Guwahati

### SATURDAY CLASSES

Time : 4 pm - 5:30 pm

#### RAAG MUSIC SCHOOL

#### Music Forms

- \* Indian Classical Music.
- \* Borgeet.
- \* Assamese Traditional Folk Song.
- \* Assamese & Hindi Modern Song.

Students will get exposure to Age - 4 years onwards

Participate in TV shows & Stage Performances

Conducted by **Sharat Raag**

\* Singer \* Music Composer \* M.Phil in Classical Vocal from Mumbai University  
\* Asst Professor at Assam Down Town University.  
\* Folkartist of All India Radio.

### MUDRA DANCE SCHOOL

#### Dance Forms

- \* Creative Dance
- \* Sattriya
- \* Modern Dance (Assamese & Hindi Modern Dance)
- \* Folk

Students will get exposure to Age - 4 years onwards

Participate in TV shows & Stage Performances

Conducted by **Banalata Baishya**

\* Sattriya Artist \* Choreographer & Actor

### OTHERS ACTIVITIES

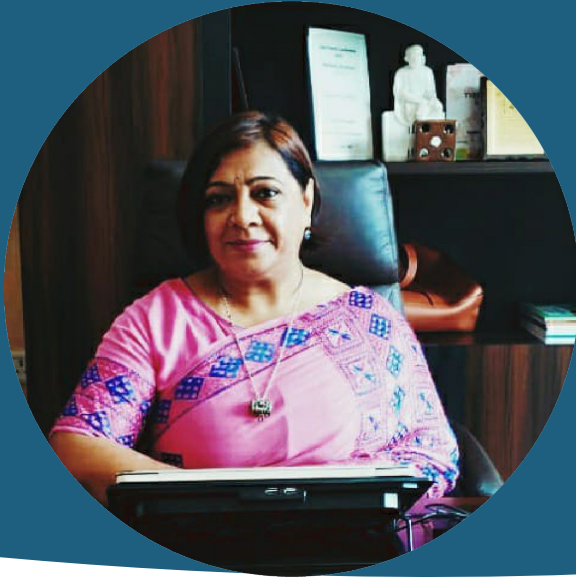
- ✓ Zumba
- ✓ Craft
- ✓ Storytelling
- ✓ Public Speaking
- ✓ Mindfulness Practices

Age - 3 years onwards

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## EXPERTS SPEAK



**Maya Alfred Fernandez**  
Founding Principal  
Assam down town  
School, Guwahati

### Learning Environment – A Brief Understanding

It is a well-proven fact that we adults admire our environment; we can remember it and think about it – but a child absorbs it. The things he sees are not just remembered; they form part of his soul. Learning in a rich environment is like breathing steadily and peacefully. Interestingly, Environment comprises the circumstances, objects, and even conditions by which one is surrounded. When we speak of the learning environment, it is necessary that we consider not just the indoor or outdoor environment but also pay attention to the emotional environment that we are offering to the child especially when we speak of early childhood learning.

A supportive environment thus refers to

aspects of the space, materials, equipment, routines, and activities that are intentionally altered to support each child's learning across developmental domains. Children need the opportunity to explore, observe, take part in and recreate experiences; adding, changing, or combining resources as they want. And a supportive environment is a critically important component that can foster learning because only when a child feels safe, he can take risks, ask questions, make mistakes, learn to trust, share their feelings and grow.

The learning environment impacts directly on the quality of learning of a child. The environment in fact is the third teacher, parents, and faculties being the first two. So, creating an enabling environment for children is like planning an organic and ever-changing garden that can inspire and guide children's imagination and behaviour.

It is primarily for this reason that a preschool needs to be a separate entity from the play school or primary school. A preschool is the first stage of organised education. It caters to children in the age group of 3 to 6 years. Pre-schools are a more formal environment and heavily stick to the 'school' element of their title, following the Early Childhood Care Education curriculum. It requires qualified teachers, where skills are taught intentionally. Skills like following instructions, playing with other kids, eating lunch away from home etc. It also comprises of the environment both physical and emotional, which is supportive for learning these skills. It's more or less like a bridge between a play school and a primary school. It is here the children learn the art of following directives, learn to be disciplined and get a feel of routine and time-bound tasks. A place where physically and metamorphically the child's school years begin.

Each child is unique and has his own pace of learning and exploring. The key is to observe and understand them. The thought process in activity is far more important than the end product. So, planning activities and experiences which offer focus on process rather than the product is necessary. Here are a few ways to create a positive learning environment that fosters learning.

The environment, as discussed early on, is not just the tangible area the child is learning. It also involves the abstract, non-physical aspects of the surrounding which equally contribute to the learning and growth of a child.

The emotional environment refers to the whole mood or atmosphere of a setting, and how it feels. One cannot stress enough how important this aspect is.

The key is to look at things from a child's point of view to get a picture of their experience. Simple things like welcoming a child by her name, arranging home visits, noting their preferences, keeping resources at the level of reach, using adequate furniture, and creating distinctive areas for play, study, and activity can really help.

Children are more settled and confident if they are able to predict the routine of the day. Display the timetable and help them identify faces and places throughout the school to create a sense of belonging and ownership. Involve parents as and when you can.

Learning should be moving along the lines of inquiry, action learning, and application. The idea is to foster the wisdom and intuition of our kids. Each classroom should provide an opportunity for a child to be creative and encourage him/her to be an independent thinker. It is important that we do not insist on leveling the ground but instead change the game as and when needed based on the learning pace of the child, his interests, and competence.

And last but not the least, the strongest role models for an enabling and positive environment are adults. So, ensure that everyone involved has a shared vision for their setting and is clear about what they are working towards and why. I keep saying this often that one unhappy teacher leads to almost 120 children going home sad that day, so keep the environment happy and welcoming for the kids. Develop a love for learning through experiences and activities. Work on fostering their intuition and creativity. That is the best strategy to create an enabling environment, especially in these volatile circumstances.

# ROLE OF MINDFULNESS IN EARLY CHILDHOOD EDUCATION

---

**W**e live in an age that recognises the importance of good mental health and openly discusses and promotes emotional well-being. It is also a time, however, when we, as a society, are feeling more anxious than previous generations. This is particularly true for children (Bitsko et al., 2018; Dooley, O'Connor, Fitzgerald & O'Reilly, 2019).

Children's everyday life contains many events in which regulation skills are required. A wide-range of desires, noise, transitions, large amounts of information and growing requirements burden children's stress systems. Their prefrontal neural connections – which take care of appropriate regulation of stress – are still maturing, and children's tolerance limits are narrower than those of adults (Sajaniemi et al. 2015).

Early childhood is a time of opportunity for interventions that reduce or moderate the effects of stress exposures. Reducing the toxic stress of children and intervening early to improve preschool practices has the potential for improving the life course of children, families and future generations (DeSocio 2015)

Early childhood is the time when the child's self-regulatory mechanisms evolve rapidly and lay the foundation for later development. Good self-regulation helps children in challenging social situations, such as disputes and bullying. As children enter the preschool period, they increasingly use

## EXPERTS SPEAK



### GARIASI DUTTA

Gariasi Dutta is an alumnus of Tata Institute of Social Sciences, Mumbai. She is associated with the downtown hospital, Guwahati as Psychological Counsellor since 2003. Ms. Dutta is certified in addiction management from NIMHANS, Bangalore and also holds a Diploma in Community Mental Health from the same institution. She has recently completed Advanced PG Diploma in Mindfulness and Presence based psychotherapy from TISS, Mumbai and Just Being. She uses mindfulness-based processes in her therapeutic work. She is a regular contributor of mental health issues in the print media.

effortful forms of regulation developed through interactions with the care-giving environment (Posner & Rothbart 2009): the immature brain born into the world requires the more mature brain of the caregiver to allow its social, regulatory circuitry to develop (Siegel 2009). The infant uses social connections to develop regulatory ability. Even the smallest child can be taught in ways that will help in difficult situations (Poikkeus 2011).

The developing brain is especially adaptable to the effects of risk factors during the first 5 years of life (Shonkoff et al. 2009). Children's inability to regulate stress jeopardises favourable advancements in social, emotional and cognitive development and increases the risk of social exclusion (Compas, Connor-Smith & Jaser 2004).

Three distinct types of stress responses can be identified in young children: **positive, tolerable** and **toxic**. **Positive stress** response refers to a physiologic state that is brief and mild to moderate in magnitude (Shonkoff et al. 2009). **Toxic stress** in young children can lead to less outwardly visible yet permanent changes in brain structure and function. Toxic stress can also result from strong, frequent or prolonged activation of the body's stress response systems (McEwen & Gianaros 2011; Shonkoff et al. 2009).

***Mindfulness is a growing area of interest in the early childhood sector and is promoted as a way to reduce stress and anxiety and to improve mental health and wellbeing.***

Mindfulness has **two core** aspects – noticing what is happening now with kindness and curiosity. Noticing involves fostering attention, regulation skills and learning

strategies to anchor us in the present. Using kindness and interest moderates how we are paying attention. The aim of mindfulness is to cultivate the qualities of curiosity, openness, acceptance and love at the same time as we are learning to better regulate our ability to focus.

The need for mindfulness in daily life is quite large and it is a strategy that is only being found to be more and more beneficial. Mindfulness is a practice that can benefit all who use it but if it is implemented at a young age, it has proven to have even more benefits. When using these strategies with children, researchers have found that it improves social and emotional learning, self-regulation, prosocial behavior, and even grades in school (Lemberger-Truelove et al., 2018; Viglas & Perlman, 2018; Flook et al., 2015).

Research shows that mindfulness training increases connectivity in the frontal lobe of the brain, which is linked to improved attention, memory processing and decision making skills. Mindfulness training increases children's ability to self-regulate their emotions, especially difficult emotions such as fear and anger through breathing and other grounding techniques. Mindfulness helps in improving empathy or ability to understand what the other person is thinking or feeling and helps improve children's awareness of others helping in building positive relationships. There is great deal of evidence that children are calmer and experience an overall increase in wellbeing. Their self-awareness is enhanced and they demonstrate pro-social behaviours. Another really critical element is the evidence that shows a decrease in educator stress.

Children can teach us a lot about being in the moment. Have you ever observed a child fully engaged in their play or focused intently on an object? The activity has their full attention, even if only for a short time. The adult's role is less about teaching a child how to 'do' mindfulness and more about creating mindful opportunities for them. As the educator, one can introduce mindful moments in a purposeful way into the daily routine, helping children to tame their thoughts and giving them the skills and language to regulate their emotions. Children of all ages benefit from mindfulness activities.

### Mindfulness-

- Introduces children to the habit of focusing on the present moment and ignoring distractions.
- Helps children to stay calm in stressful times.
- Encourages good habits. When faced with challenges, children come to know they can find some peace by taking a few moments to breathe.
- Helps to promote happiness by lowering social anxiety and stress.
- Promotes patience.
- Improves functions in children's brains like cognitive control and working memory.
- Improves attentiveness and impulse control.

Before beginning it is important to remember that mindfulness is not always about deliberately carrying out a specific 'mindfulness activity', it is also about how mindful moments can be built into what one does every day. For example, when an educator is outside with a group of children, simple, basic activi-

ties like mindful way of walking on the grass in bare feet, being more mindful of your steps or how one is moving one's body, or quietly listening to the sounds from the surroundings. As an educator before carrying out a mindfulness activity with children, one need not worry about finding or creating the 'perfect' conditions, just consider what times throughout the day would work best for you and the children.

When practising mindfulness activities with children:

- Remember all feelings are ok; children should be able to feel their feelings without judgement.
- Be realistic about what you want to achieve.
- Think about what props you need (if any) and prepare these before starting.
- Tap into something that you know the children enjoy.
- Keep activities short.
- Foster a positive atmosphere around mindfulness. Keep it light, don't be too serious.
- Do something energetic beforehand maybe a few jumping jacks!
- Keep instructions simple and use words and phrases that the children understand.
- Model mindfulness by either taking part in the mindfulness activities with the children or, during the course of the day, letting the children see you stop and take a few deep breaths, explaining to the children why you are doing so and encouraging them to join in.
- Practise the activities regularly and repeat them often.



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## FEATURE

### NATIONAL EDUCATION EXCELLENCE SUMMIT AND AWARDS 2022 - GUWAHATI

**ECDF (Early Child Development Forum)** has come a long way since its inception in the year 2019. The forum has been working restlessly for the development of Early Childhood Education and Care in India and worldwide. ECDF has been conducting many online and offline programs which include webinars, workshops, one-day online certificate courses and storytelling workshops, national and international online conclaves.

In the month of July, the forum conducted the **National Education Excellence Summit and Awards 2022** in collaboration with **down town Charity Trust** at the **Assam down town University Auditorium** on 23rd of the month. The day-long event was supported by the JODO as Fintech Partner, Tender Petals and down town School as preschool Partners, IMTTA (International Montessori Teacher Training Academy) as a Training partner, and BOUNCE Activity centre as the Recreation Partner.

The Chief Guest of the summit was **Mr. Debajyoti Dutta, IAS, Govt. of Assam**. The conclave was attended by educators from all-over North-East India and speakers came from different parts of India.

Right after the lighting of the ceremonial lamp, the day started off with a presentation about **ECDF-Its Vision and Mission**, by **Bandita Das, ECDF Coordinator** which was followed by the **Inaugural Address** by the honorable **Chief Guest Mr. Debajyoti Dutta**. He spoke about how a right start in the early years could make one a better human being in all aspects. His enlightening speech was followed by a plenary session on the topic “**Brain Optimisation in Early Years: What a Good Night’s Sleep Does To a Kindergartner**” by **Amrit Nagpal, National Head of Preschools and ECCed at Birla Open Minds Edu Ltd., Mumbai**. She spoke about the importance of a good night’s sleep for child in his/her early years and how it helps them in critical thinking, problem-solving and so forth.

The session was followed by a panel session on “**Creating a Supportive Environment For Children in their Early Years**” which was moderated by **Dr. Vasavvi Acharjya, Founder Chairperson of ECDF and Managing Director of Tender Petals**. The panelist of the session was Nellie Ahmed, Founder Trustee, Maria’s Public School and Maria Montessori House of Children, **Gariasi Dutta**, who is the Psychological Counselor of down town Hospital, Certified Addiction Counselor from NIMHANS, **Chandrani Roy Kachari**, she is the Head Administrator (Academics) Faculty Sr. Secondary School, Guwahati and **Maya Alfred Fernandes**, Principal of The down town School, Guwahati. It was indeed a

a fruitful discussion where panelists spoke about the impact inclusive education has on children's overall learning and growth and how they have seen children with special needs do better that way. The panelists presented many anecdotes pertaining to real-life situations which provided ample takeaways for the audience.

An online booster session was conducted by **Smriti Agarwal**, the Pre-Primary Content Lead, Ampersand Group, ECDF Zonal Head (west) on the topic “**NEP 2020: Boon or Bane**”. The session was very informative where she spoke about the different advantages and supposedly a few drawbacks of NEP implementation in the Indian Education System on how is it going to impact Early Childhood Care and Education. The booster session was followed by a 10 minutes Industry Session on “**2020-Behavioural Inflection Point in Educational Payments**” conducted by **Mr. Sreekar Rao**, Director of Partnerships, JODO, Delhi. It was basically an informative session for school leaders as the financial service provider mainly focuses on hassle-free online payment of school admission fees and tuition fees by parents and also simplifies fee payment collection for educational institutes.



This was followed by a brainstorming session by **Dr. Prakritish Bora** who is the Director of Excelcare Hospitals, Guwahati who did an enlightening session on the topic “**Children's Health and Wellbeing: Pediatric Insights**”. It was a session that gave the participants a lot of insight into a child's well-being and how their daily activities and meals affect a child's proper health and growth. He talked about the importance of limitations on screen time and what a child watches on the television or a mobile phone, the health risks that excessive screen time poses to a child's overall growth and development.

After an hour-long networking lunch, it was then time for the next brainstorming session by **Amrit Nagpal** on the topic “**Nuances of Storytelling: Importance, Narration and Creating Your Own Story**”. It was a session loved by all as it helped the participants to understand the importance of storytelling in the early years. Another booster session was

conducted by **Riina Dey**, a retired teacher Don Bosco School, Franchise and Principal Tender Petals, Rehabari Centre on the topic **“Experiential Learning and Competency-based education in ECY”**

A five minutes long Industry Session was conducted by **Prachi Agarwal** on **IMTTA-The Necessity of Quality Teacher Training**. An online booster session on the topic **“Real-Time Strategies to prevent Educators Burnout”** was conducted by **Simran Ballani**, Pedagogical Head of CCE Finland and the Zonal Head of ECDF South. She gave the participants certain strategies to prevent themselves from burnout after their rigorous work schedule in an early childhood education setup.

It was then followed by a brainstorming session by **Dr. Vasavvi Acharjya**, Founder

and Chairperson of ECDF and Managing Director of Tender Petals on the topic **“Imbibing 21st Century Skills in Preschoolers through the Steam Learning Framework”**.

The summit was followed by an AWARD CEREMONY that honoured educational institutions, education leaders, and educators from all over the country for their commendable contribution to the domain of ECCE. The day was wrapped up with a tour of the down town school campus accompanied by high tea at the school.

The event was a huge success and the ECDF team received immense support and wonderful feedback from all the participants and speakers of the day. There was a lot of coverage by different media channels and print media of the region.



### Feedback

Feeling very resourceful by attending the excellent whole-day program (National Education Excellence Summit and Awards 2022) organized by ECDF in association with down town Charity Trust. Thanks for providing valuable knowledge on different aspects of ECE like the importance of GOOD NIGHT SLEEP, the significance of SUPPORTIVE ENVIRONMENT in both indoor and outdoor, discussion on NEP 2020 BOON OR BANE, CHILDREN'S HEALTH AND WELLBEING, excellent deliberation of NUANCES OF STORYTELLING, implementation of EXPERIENTIAL LEARNING and STEAM EDUCATION IN early childhood years. Very helpful sessions, well organized, and with plenty of details covered in each topic - learnt a lot. My sincere gratitude to all the knowledgeable and well-versed resource persons and of course Dr. Vasavvi ma'am 🙏  
-Soma Dey Das, Franchise Tender Petals, Bhetapara, Guwahati

## NEWS LIVE

### Early Child Development Forum organizes National Education Excellence Summit and Awards 2022

PUBLISHED: July 24, 2022 READING TIME: 2 MIN

Guwahati: On 23rd July 2022, Sat, Early Child Development Forum popularly known as ECDF organized a physical event- The National Education Excellence Summit and Awards, 2022, in collaboration with Downtown charity trust at the Assam Downtown University auditorium.

This event was graced by Mr. Debojyoti Dutta, IAS, as the Chief Guest of the day, and speakers and delegates from all over India participated in the same. There were different sessions related to the best practices of Early Childhood Care and Education, ranging from developing 21<sup>st</sup> Century Skills through STEAM, Preventing Educators Burnout, NEP 2020, Health of Children in Early Years and many others. Some of the speakers include Amrit Nagpal, National Head of Preschools and ECCEd, Birla Open Minds, Mumbai, Sreekar Rao, Head of JODO, Delhi, Dr. Pratikrish Bora, renowned Pediatrician, Nellie Ahmed, Founder of Maria's Public School, Simran Ballani, Pedagogical Head of CCE Finland, to mention a few.

The day-long event was attended by more than 150 school heads, principals, educators, education leaders, and also those who are studying in this field. Dr. Vasavvi Acharjya, Founder and Chairperson of the Early Child Development Forum said that such events help educators stay updated, develop their skills in the domain, exchange ideas, and at the same time build up a network of aware educators who could make a difference to society in a most positive manner.

About ECDF - Early Child Development Forum popularly known as ECDF, is an initiative of DN ACHARYA FOUNDATION FOR CHILDREN AND WOMEN WELFARE launched in October 2019. ECDF is a global forum that endeavors to work towards empowering children from all strata of 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.



## EDUCATORS SPEAK

### Dilpreet Kaur

**Dedicated and passionate Foundation Years Educator at Manav Rachna International school, sec 46, Gurugram, She is a certified Teacher Trainer, trained 250+ teachers on early childhood teaching pedagogies and best practices. Gurgaon.**

## Chores for little ones

One life skill we all wish to emulate in our kids as they grow up is being responsible. But how does one develop this essential life skill? Are we giving them an opportunity to develop and show responsible behavior? *An effortless way is to assign household chores to little ones.* Doing chores makes children responsible, fosters independence, helps to learn organizational skills and when completed, builds confidence and leaves them feeling valued for making a contribution. Most importantly, enables them to empathize with others and understand the dignity of labor. And the mother in me also says 'Why not use the extra help and take some simple tasks off my list!'

The next question that clouds the mind is if the task is too easy or too difficult. Is it interesting enough? Should it be followed with a reward?

Here are 7 age- appropriate chores for 2-6 years old and a few strategies to make them more interesting and rewarding to keep the little ones motivated to do them.

**1. Laundry time chores-** My sweetest memory of childhood is listening to my grandmother's jovial anecdotes every evening as she folded laundry and handed out small napkins to me for folding as well. Start out with napkins and gradually hand over other laundry items but do not forget to add in a song, story or casual talk while doing the same to make it a special bonding time. Try saying "Let's put away our dirty clothes in the laundry basket." "Would you like to help me hang washed socks on the clothesline to dry?"

**2. Taking care of plants-** Inculcate love for nature and responsibility towards the planet with the simple task of watering plants every day. To break the monotony, you may involve them in loosening up the soil once a week with a toy digger or cleaning the leaves with a spray bottle and a cloth.

**3. Meal time chores-** Like many others, my 4-year-old nephew's favorite toy is kitchen utensils- pretending to set up the table, trying to arrange pans of assorted sizes, and hosting a tea party. So why not assign them chores like setting up the table at mealtime, serving a glass of water or chapati to others, packing or unpacking their lunchbox, and arranging washed and dried plates and bowls in the racks.

**4. Organizing Groceries-** My kiddo loves biscuits so here is a rule- she has been assigned to organize biscuits and other munching snacks every time monthly groceries arrive. And she gets a surprise treat once done. Handover

easy to handle groceries that can be put away by the child in places within their reach.

**5. Washing Fruits and Vegetables-** All children love water play. Empty fresh produce in a water tub and let them rub and clean it and transfer it into baskets. Integrate some pre-number concepts along the way-older ones can be encouraged to sort fruits and veggies in separate baskets, count the lemons, and sort big and small fruits.

**6. Tidying Up Toys-** 'Tidy Up, Tidy Up we are done for the day... Tidy Up, Tidy Up, put your toys away' Sing a tidy up song and see the little ones rushing to wind up their toys or crayons and sheets to their places after activity time.

**7. Dusting Furniture-** Do you know that wiping a table or a cabinet involves cross-lateral movements that help to build connections in the two parts of the brain for better cognition! Give them a mop with a handle and assign small areas to be cleaned.

Begin simple, then challenge and you will be surprised at how much they can do and manage. Little ones can be motivated with a simple star or smiley sticker, so you may create a sticker chart to reward, so they can visualize their success. But never reprimand or punish for chores left undone as it may dishearten the child to ever try again. Children may also require little supervision in the beginning, but do not forget to be patient and uncomplaining. **You are making a beginning for lifelong learning!!**



## Nurturing and Child's Well-Being

### Deepali Bhanushali

Deepali Bhanushali is a qualified counselling psychologist. A professional specializing in parent toddlering. She reduces stress and problems for the parents, especially since the toddler's behaviour change over time. She has extensive years of experience in distressing and improving the psychological well-being of her clients. Paralleling, she is also a professional painter and mother of three years old child, eventually that helps her to understand clients and their situations in a better way. In a long run, she helps in modalities and therapies for parents to gain a better understanding of their parenting style, conquer their parenting issues, and even restore the family, bringing back harmony and peace in the household.

A child's physical and mental well-being is very important, it starts from the prenatal stage. The first five years are crucial for their future development. Environment plays a vital role in a child's development. Children learn how to solve social situations by predicting & understanding others' behaviour. The parent-child relationship is the most beautiful journey, so I request all parents to nurture & handle this relationship with care. Parents play a very important role in the character of the child, as it has a great psychological impact on the children which lives an imprint in their subconscious mind which determines their behaviour as a youth.

## For the Parents:

- **Child requires your time & company**

Give your child time by doing fun activities, outings, playing, reading or dining together. Togetherness gives them a sense of security. Change is a must for everyone, surprise your child by making weekday plans, instead of weekends, your child will be more excited.

- **Parenting is a teamwork**

It is equally important for both parents to give time to their child. Also, they should be on the same page, their statements shouldn't contradict, and it will confuse the child. Children have their own state of mind and contradiction in parents, will not lead to a good growing up environment. Respecting each other and avoiding fights in front of children is must, it leads to a healthy environment for the child's development.

- **Express yourselves**

Let the child know it is okay to cry, laugh, and show anger. Emotions shouldn't be suppressed. Parents should channelize their energy in the right way by guiding their children.

- **Happy parents are equal to a happy child**

Having fun, and laughing together every day, opens up the heart. Children learn to love people. Talking positive things about the people and environment makes child focus on the good part, as imitation starts from early childhood.

- **Attend parent-teacher meetings, school**

## events.

Children look up to their parents for approval. They want the caretaker's involvement in their growth. They eagerly wait for their parents to attend the events, as it gives them the motivation to be more creative.

- **Child requires empathy, not sympathy**

Do not pity your child's weakness & hardships. Try to understand their behaviour by putting on their shoes & empathize & then show them the path to overcome their hardships themselves not solve their problems. This will enhance their strength & confidence.

- **Compliment your child**

It's more often seen parents focus on criticism or comparison, rather focus on positive behaviour. Compliment your child and see the difference. It develops your child's self-esteem. The child will be more confident and will focus to do better.

- **Be at their side when they are ill**

Parents' warmth and touch improve a child's blood circulation. When the child is unwell, they need extra care & attention. Be persistent & caring by doing homework, studies, and exercises together. Monitor eating & sleeping habits, this develops a child's physical & mental health.

## For the teachers:

**SCHOOL IS THE SECOND HOME FOR ALL THE CHILDREN**

### • **Preschool Teachers**

Teachers are called many things, educators, mentors, instructors & sometimes the accidental mom & father. Preschool teaching is not just about performing the objective tasks in a routine manner, it is an art. Imagine yourself guiding a bunch of young children who are venturing out of their comfort zone for the first time, & teaching them the basic skills of life. Every child is different and has their own traits and character, to understand them & enable them to start becoming independent & confident in their actions is what preschool teaching is all about. This learning process grows together in parents & teachers along with children.

### • **Communication**

It's very important for a teacher to develop a good rapport with each child, it makes learning fun and easy. The way a teacher communicates plays a strong role in the child's vocabulary and interactions with others. Using affirmative sentences is a must for the classroom environment

### • **Set Discipline**

There is a very thin line between being strict and setting certain rules. Try to understand the child's needs and explain boundaries to them accordingly. Tantrums, hitting, and biting behaviour should be taken care of by giving special attention and channelizing their energy and motivating by doing it in a harmless way.

### • **Reinforcement**

Children wait for the teacher's reinforcement and they look forward to doing activities in a better way.

### • **Social Skills**

Social skills are developing during these years. Some children are shy, some are outspoken and playful, hence, the teacher needs to study each child's behaviour and fulfil the needs as per the child's requirements.

### • **Listen to those who listen to you every day**

It may be seen as unsettling, but listening to children applies to practical teaching for educators. Students can provide good information concerning their teacher, also their practices & effectiveness because the teacher interacts with her/his students on a daily basis.

### • **Classroom environment**

Role-playing, virtual & traditional games, singing, art activities, and free play, are such methods of learning that give creative exposure to the child in a friendly environment with no pressure at all. The focus is entirely on the needs of the child. Let the child be creative and enhance them to grow beautifully. Life is short. Moments fly away & children become adults. Never miss these precious moments that you will cherish life-long.

## Happy nurturing!



## EDUCATORS SPEAK

**Reena Elin Thomas**  
**Director**  
**V R Angels Beginners World**  
**Kottayam, Kerala**

## SPORTS INTEGRATION IN EARLY CHILDHOOD

**Q**uality early education is a necessity for every child because brain development is most rapid in the early years of life. It focuses on the physical, intellectual, language, creative and socio-emotional areas of development to help the child excel in academics, sports and other extracurricular activities. In fact, the holistic development of a child has become the keyword for a successful life.

In this article, I would like to highlight the importance and benefits of sports in a preschooler's life making him/her competent in all walks of life.

The fundamental element of all sports, academics and extracurricular activities is '**SKILL**'.

Sports can be integrated as early as possible by instilling basic skills required for performing various activities. It is also beneficial for children with bodily-kinesthetic intelligence (Howard Gardener's Theory) helping

them understand the concepts better as they have the ability to use their own body to perform skills and solve problems through the mind-body union. This can be achieved through SIL (Sports Integrated Learning) model.

**Sports Integrated Learning (SIL)** is a teaching-learning model which is based on learning through sports, where sports become the medium of teaching-learning. It combines all the sports-based skills with subjects for preschoolers to learn effectively and for early childhood educators to teach.

### **MOTOR SKILLS**

Let's begin by understanding the basic gross motor skills required for sports such as walking, balancing, galloping, skipping, leaping, running, hopping, catching, throwing, jumping, passing, dribbling, shooting, rebounding, kicking, tackling, spinning, hurdling,

sliding, blocking and juking. These are the building blocks of sports and the key to an active and healthy life.

Introducing these actions in early childhood curriculum through agility drills and exercises to explain lines, quantity, quantity association with numbers, letter formation and various theme-based concepts will help the child develop physical, language, sensorial, and arithmetic skills.

### **SOFT SKILLS**

Important qualities required for sports are resilience, time management, stress management, communication, dedication, perseverance, leadership, discipline, ethics, organizational skills, people skills, willpower, self-esteem, social skills, concentration, eye-hand coordination, stamina, and the ability to work as a team player.

Introducing various team-building games both indoor and outdoor like hopscotch,

ball passing, bowling, hit the ball with the bat, toss the ball, toss the ring, human knot, relay race, three-legged race, duck duck goose goose, Hula Hoop based games, team-based games highlighting sorting, pairing, and grading would help children develop and refine their technical and soft skills.

Learning, practicing, and mastering the basic skills by playing and having fun during early childhood days without external influences, pressure, comparisons, or competitions is what makes the foundation for sports, academics, and extracurricular activities. Agility drills and exercises training like crazy hoops, wacky weave, agility ladder, fit- tic-tac, jump the noodle, lateral running, dot drills, shuttle runs, jump box drills, and slide-to-slide drills in all the play-schools, preschools, or pre-primary schools will improve preschoolers physical coordination, speed and balance skills which sets the foundation for sports in future.



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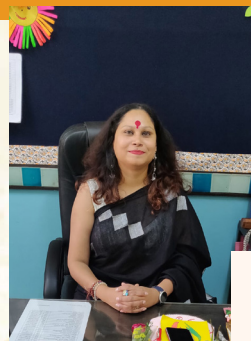
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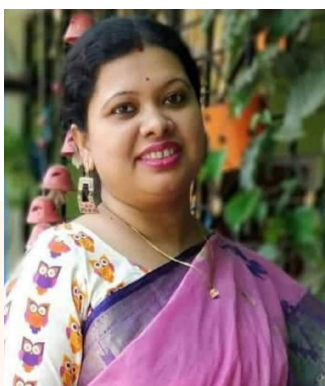


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# YOUNG VOICE

YOUTH SQUAD

AGNIVH PRAKASH BORA  
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Assam Valley School, Tezpur



## Why Travelling is Important for a Child ?

Writing from a personal perspective, I can tell you that travelling is way more than just going to new places. Travelling is, exploring a place, making memories, meeting people and making friends, and knowing about these places in terms of food, culture, architecture, and their people.

For a child, traveling is especially very beneficial. When a child travels, they see things they haven't seen before, and seeing new things opens their mind to a new realm of ideas, for example, a child who hasn't seen the Eiffel Tower of Paris, or the Leaning Tower of Pisa, The Taj Mahal in Agra and the likes, might not know that there can be such marvelous structures around the world. The beauty of these structures can fill the child with awe and open their minds to a bigger vision. Through traveling a child even learns to adapt, as when children are traveling, they have many new experiences like sitting in an airplane, tasting different cuisines, and moving out of their comfort zone (of their house). They start to understand how to start packing, how security checks are done in an airport or railway station, they learn problem-solving skills as they see their parents negotiating, they experience traveling, staying away from their own home, or how to explore a new place and learn and adapt to new places and things. They learn coping skills, also they become smarter and

more confident, they become resilient and so on.

Personally, having travelled from when I was 6 months old, I for one can really say that traveling as a child is very exciting. I remember when I was little, I went to many places in India and abroad and met quite a lot of people, and made friends. They are still in touch even after all these years. The thing with meeting new people is that every time you meet someone new, you're communicating with them and every time you are communicating, you are getting better at communication, so it really helps children to get better at communicating with others and also boosts their self-esteem which is very helpful further in life. And besides, the fact that traveling can have a positive impact on a child, alone is just so thrilling. The chance to make wonderful memories with places and people and being able to live excitingly in the moment is what's great about travelling. Travelling is a break from a child's daily routine, like going to school, studying, eating, maybe watching TV, or playing on a gadget, and opens a new realm for them to experience a world beyond the four walls.

I believe that parents should include children in their travel plans so that they are able to explore and experience and broaden their horizons.



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# FROM THE DESK OF ECDF INTERNS



## ECDF INTERNSHIP

*Neha Baruah and Saurav Gupta are Student Social Workers (MSW in community development at St Joseph's University, Bengaluru)*

As social workers, we have experienced both personal and professional growth in the past four years. The foremost thing that we have learned is how people in different communities face challenges in their respective lives to lead a healthy life. While working with communities and children as social workers we have faced numerous challenges in coping with the situation. We have learned to put theory into practice and the importance of implementing the values, ethics, and principles of the social work profession while working on the ground. We consider the decision of ours to be social workers as a complete change in our lives as it has always helped us shape a better version of ourselves. We resonate with great personalities who had served the nation and touched the lives of people. And this is something that has always inspired us to walk on the path of working for the betterment of society.

Being student social workers has always been thrilling for us as we got the opportunity to travel to numerous places across the Country. It gives us immense pleasure to work for the betterment of society and to empathize with people so that they can help themselves.

Volunteering at ECDF was one of the most remarkable experiences we have had. We are immensely grateful to Dr. Vasavvi Acharjya for giving us this phenomenal exposure to understanding the importance of early childhood education. While working at ECDF, we gained knowledge on education and early childhood development. Words fall short to express our gratitude toward ECDF for all the learning and exposure. During the 25 days of a summer placement at ECDF, we carried out a project proposal for the children of migrant workers along with the guidance of Dr. Vasavvi Acharjya. We have also worked in the setting at 'tender petals' where we interacted with the kids and assisted the teachers while teaching the children. It was an incremental experience to work for the children and with the children. As a part of the project for the children of migrant workers, , we also visited

different constructional sites in Guwahati, Assam to elicit knowledge on how they serve the workers and their children. We have elicited knowledge on education and its importance in a person's life. It was indeed a pleasure interning at ECDF and we look forward to working with ECDF in the near future and bringing a change in the lives of children and the community.



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**Dr. Monika Dewan**

- \* Director of Adarsh Educational Solutions.
- \* Author of "Life Stories"

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**SIMRAN BALLANI**

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- \* Factors affecting educator's wellbeing
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- How?
- \* Learn ways to help yourself avoid or recover from burnout.
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**WEBINAR**

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**Dr. Vasavi Acharya**  
Chairperson - ECDF/INAF/ECDFC & M.J. WFL / Teacher-Parents-Practitioners

**Dr. Smriti Agarwal**  
ECDF/INAF/ECDFC & M.J. WFL / Teacher-Parents-Practitioners

**Speakers:**

- Dr. S. K. Sathya**
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**Dr. Smriti Agarwal**  
ECDF/INAF/ECDFC & M.J. WFL / Teacher-Parents-Practitioners

**Panelists:**

- Dr. S. K. Sathya**
- Dr. S. K. Sathya**
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 \* Certified early childhood teacher  
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 \* Awarded as a Story Maker in Education by the consortium of EduSathi, the Confederation of Indian Industry and Young Indians, Her Hindi poems have been published in 'Earth, Fire, Water, Wind' - a curated anthology of poetry.

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**LIPIKA MOHANTY**  
 \* As a school supervisor, she trained the teachers in storytelling, in making storytelling props & sets.  
 \* She tells stories in schools (both government & private), with NGOs, in storytelling festivals in India as well as abroad.  
 \* She has a formal training in storytelling from Michigan University, USA.  
 \* She holds story telling workshops in teacher's training colleges.

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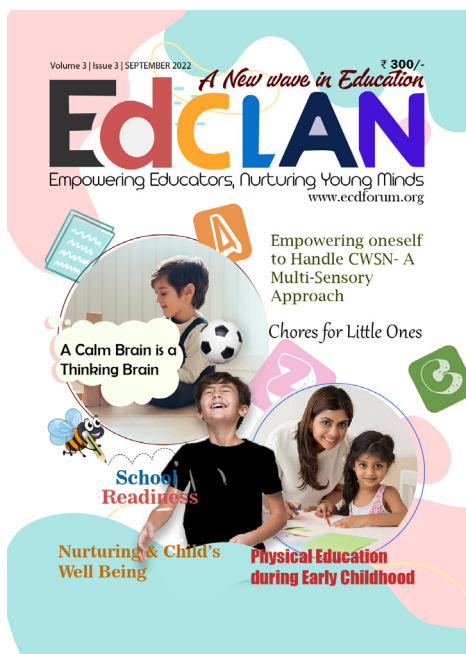
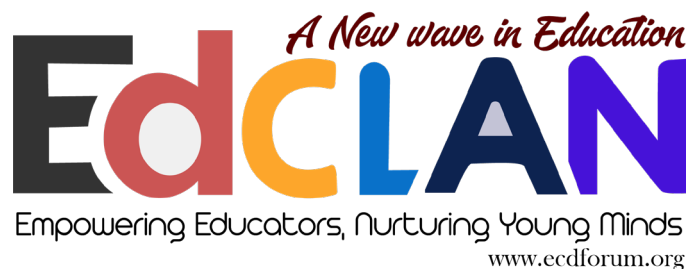
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