

Government of Odisha
Women & Child Development Department

No. WCD-ICDS-G-MISC-0122-2023- 28228 /WCD, Dtd. 21/12/2023

From

Durga Prasad Maharana, OAS
Additional Secretary to Government

To

Chief Instructress, HETC, Barpali/ DSWOs, Koraput/ Berhampur/ Dhenkanal

Sub: Concept Note on establishment of Prarambhik Centres

Ref: This Deptt. Memo Nos. 27683/WCD dtd 14.12.2023 and 27686/WCD dtd 14.12.2023

Madam,

I am directed to invite reference to the subject & memos cited above and to enclose herewith the Concept Note on establishment of **Prarambhik Centres** at HETC, Barpali and in the AWTCs, Koraput-II/ Berhampur and Dhenkanal.

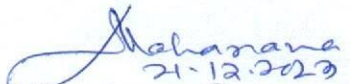
You are requested to take immediate necessary steps for establishment of the Prarambhik centres in respective institutes and furnish action taken report to this Department at the earliest.

Yours faithfully,


Additional Secretary to Government

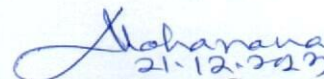
Memo No. 28229 /WCD, Dt. 21/12/2023

Copy forwarded to the PS to Commissioner-cum-Secretary to Government, Department of W&CD / Steno to Director, ICDS & SW, Department of W&CD for kind information of Commissioner-cum-Secretary to Government and Director, ICDS & SW respectively.


Additional Secretary to Government

Memo No. 28230 /WCD, Dt. 21/12/2023

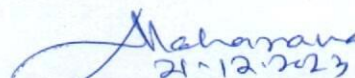
Copy forwarded to the Principals, AWTC Koraput-II/ Berhampur/ Dhenkanal for information and necessary action.


21.12.2023

Additional Secretary to Government

Memo No. 28231 /WCD, Dt. 21/12/2023

Copy forwarded to Ms. Priyadarshini Mohanty, ECCE Consultant for information and necessary action.


21.12.2023

Additional Secretary to Government

Note on Prarambhik Room

1. Background and context

Early Childhood Education provides a nurturing and stimulating environment where children can explore, play, and engage in age-appropriate activities. Anganwadi centres are the crucial platform where activities are conducted to foster cognitive skills, language development, motor skills, and social interactions. It often includes activities that promote creativity, imagination, and critical thinking. The importance of play as a vehicle for learning is important and play-based activities not only makes learning enjoyable but also contributes significantly to various aspects of a child's development.

2. Prarambhik room at the Anganwadi Centre

To enhance the appeal of Anganwadis for children and make them more child-friendly, it is essential to implement new strategies. Utilizing creative and innovative teaching methods contributes to the overall growth and development of children, positively impacting their physical, emotional, social, cognitive, and linguistic skills. Transforming Anganwadis into beautiful and child-friendly learning spaces encourages interactive learning, creating a joyful atmosphere. Ensuring a safe, aesthetically pleasing, and creatively stimulating environment is crucial for children. Incorporating dance, song, play, stories, and visual aids enables children to learn and identify various elements such as animals, birds, flowers, fruits, vegetables, the Sun, the Moon, vehicles and shapes.

3. Setting up a Prarambhik (early-year) classroom

The ECCE classroom setup should be adaptable to lesson plans, accommodating both large group activities like singing and storytelling and smaller group activities like drawing and playing with blocks for individual play. Additionally, it should feature designated learning corners such as a creative corner, book corner, and games corner, allowing children to engage based on their interests and preferences. An illustrative example of maximizing classroom space for flexibility is given below.

4. Classroom arrangement during small group activities

The classroom should enable the ECCE teacher to involve a specific group of children in small-group activities. While this is happening, the children independently engage in free play at one of the four corners. Encouraging children to select a corner based on their interests motivates them to participate in the learning process. Simultaneously, in the small group, the ECCE teacher can concentrate on guiding activities.

The four corners in a Prarambhik room indicate spaces for important activities for the children. These four corners – **Creative Corner, Reading and Story Book Corner, Puzzles and Block Corner, and Dramatic Play Corner**, will help in the holistic development of the children.

In an ECCE environment, the physical space is organized into interest areas where children can explore, create, experiment, and pursue their interests. These learning corners are strategically placed in the classroom, equipped with resources that actively engage children and may change based on themes or topics. Young learners acquire valuable knowledge

through interaction with their surroundings, driven by natural curiosity. Essential areas in a preschool classroom include dramatic play, reading, storybooks, puzzles, blocks, and drawing or painting corners.

Additional corners like creative art, writing, science, and music can be incorporated on a rotational basis.

4.1 Creative Corner:

The Creative Corner is meant to provide opportunities for the children to explore and respond to various simulations to develop their creativity. Through drawing, painting, and working with clay children begin to understand that real-life objects and events can be represented in many ways. This fosters symbolic thinking which is an important pre-writing skill. In addition, these activities provide opportunities to exercise fine motor muscles of the fingers and hands which shall prepare them to write.

Example of the materials for the corner includes the following:

Different types of paper; pencils; different coloured chalk, crayons, washable markers, and paints; slates; paintbrushes; tape, play dough or clay, rolling pins, and boards; ice-cream sticks; old newspaper and magazines for collages.

4.2 Reading and Story Book Corner

Providing young children with the chance to touch, feel, and smell books is crucial. Exposure to books helps them recognize the front and back covers and understand the process of turning pages after a story is read in class. This initial involvement cultivates a passion for reading as the children grow. Following a story in class, it's beneficial for the children if the Anganwadi Worker leaves a copy of the book in the Reading and Story Book Corner. This allows children to independently access and attempt reading. With exposure, children develop connections with various books, often having favourites based on stories or pictures. Interacting with books is essential for children to acquire pre-literacy skills through such experiences.

Example of the materials for the corner includes the following

A variety of children's books, children's magazines, and books made by children in the classroom; these can include large board books, picture books, local folk tales, simple story books, and theme-related books.

4.3 Puzzles and Block Corner

Playing with blocks allows children to grasp concepts of shapes, sizes, and colours. They might compare, and arrange blocks into shapes like a railway track, bus, or building, creating intricate three-dimensional structures. Blocks stimulate creative thinking, encouraging

children to construct diverse structures. Furthermore, collaborative construction enhances communication and teamwork as children work together to build structures.

Example of the materials for the corner includes the following

Blocks of different colours, shapes, and sizes; puzzles; matching cards; lacing strings or lacing cards; threading strings and beads; small toys such as cars, trucks, animals, figures, and other toys that relate to children's current interests or objects from the environment.

4.4 Dramatic Play Corner

Children often enjoy acting like a teacher, parent, police official, doctor, and so on. While these may seem to be just a child's fantasy, it is an important mechanism for children to learn. By acting out what they see in their environment, they strengthen their memory. This is also a way for the children to solve problems and engage in building their perspective.

Example of the materials for the corner includes the following

Various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (e.g., pots, dishes, spoons), pretend food (vegetables or fruits made of clay), dress-up clothes (e.g. scarf, cap, stole, jacket, small sari, long pieces of cloth), combs and a mirror, doctor's set etc.

5. Apart from the four important corners Prarambhik Room needs to have the following:

5.1 Centre Space

During this time, the children sit in a circle along with the Anganwadi Worker. Center Space-time may be used for engaging the children in a discussion, reading a book, or singing songs or rhymes. Sitting in a circle allows all children to face each other. The teacher sits on the same type of chair or mat as the children which conveys that the Anganwadi Worker is a facilitator rather than a director.

5.2 Children's Portfolio Corner

- Details of children attending preschool should be displayed on the wall for easy reference, mentioning date of birth for birthday celebrations and access for Parents and the community.
- Creatively designed Name Cards (Identity Cards) for each child to be developed by the Anganwadi Workers for easy recognition by the child.
- Considering the height of the children, install colourful boxes at a lower level on the walls to display their work and store materials for monthly activities.
- Creative work of the children, such as paintings and dolls, and Development Assessment Cards should be placed in individually marked bags matching the symbols of the Name Cards and hung on the wall at a lower height for easy reference of the Anganwadi Workers and Parents.

- On each of the walls a green section has to be demarcated for children to scribble freely.

6. Some points to remember :

- Once the corners have been set up, the children in groups will be guided to these corners to take out whatever toys they choose and play in those corners. In the meantime, the Anganwadi Worker sits in the center with another group of children and engross them with value-based, folk, or old stories and poems in the local language.
- All the materials should not be displayed at once as this will be too overwhelming for the children. Consider changing the materials in each corner after every two weeks. Children need time to practice, but if the materials are not changed intermittently, they will get bored and lose interest in the corner.
- Keep active and noisy corners like building puzzles and block corners away from the creative and quiet corners like painting and story book corners.
- All corners should be labelled using words along with illustrations.

Rough sketches of the Prarambhik Room

