



Accelerating Learning

*An Evaluation of the Balwadi
Programme of Mobile Creches*



PREFACE

Early Childhood Education is widely accepted as an essential and critical component which facilitates and accelerates the holistic development of the 3-6 year old child. Apart from building the human capital of the country, ECE also has the potential to improve enrolment, retention and learning in school thereby contributing to breaking the vicious cycle of poverty. This intervention is seen to be particularly significant in children coming from deprived environments.

Mobile Creches, working with the most vulnerable sections of society - migrants engaged in the construction industry - has over the last 41 years, demonstrated the positive impact of providing an enriched stimulating environment for the under 6's. Individual case studies of high performance levels in schools, of children making a mark in life, pursuing productive lives are testimony to the success of the programme.

In 2006, a need was felt to evaluate the Mobile Creches standard programme being run for children under six living in vulnerable settings, both on construction sites and urban settlementsw to provide empirical evidence of the positive impact of its interventions.. The pre-school programme run by MC was also evaluated in the process to find out its efficacy in terms of impact. The findings indicated that the programme inputs were developmentally appropriate and rich in activities that children enjoy. However, as children progress through the pre-school year, there is need to expose them to and prepare them for performance in more formalized settings, considering the ground reality of state runs schools.

Subsequent discussions with several academic and pedagogical experts highlighted the need to review the current curriculum and introduce paper pencil exercises to strengthen the two dimensional experiences.

An exercise to develop a comprehensive curriculum for 12 months was first piloted and then launched in all the centres at Mobile Creches with the help of Dr. Vinita Bhargava, Reader, Lady Irwin College and Dr. Rekha Sen Sharma,

IGNOU. The emphasis was on language, number exercises and physical games so that the cognitive, social and emotional development of the children took place. A child centred, age appropriate curriculum following a play way approach was followed across all centres.

After implementing the programme for about a year, Mobile Creches evaluated the impact of the programme. We would like to acknowledge with gratitude the technical assistance provided by Dr. Vinita Bhargava, Reader, Lady Irwin College for guiding the research. The document presents the findings of this evaluation exercise which amply demonstrates the importance of adopting and implementing a good preschool curriculum.

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Executive Director

1. Introduction

Recent brain research has reconfirmed folk beliefs that besides nutrition and physical safety, children thrive on stories, rhymes, freedom to explore and happiness of achievement through different forms of play. Linguistically interactive, mentally stimulating, socially responsive and emotionally supportive environments comprise elements for optimal growth, making a scientific argument for early childhood as a period of significance. With the fact of irreversible influences a reality, the case of Early Childhood Education (ECE), as an integrated approach, is strong on the grounds of psychosocial/educational development of children. Early Childhood Education (ECE) is a widely accepted term to describe a programme aimed at providing opportunities of all-round development for children between the ages of three and six years.

Bringing all children into the primary schools, retaining them in the schools and ensuring that they attain at least the minimum levels of learning is the major concern today in the national context. While enrolment rates have soared in the last decade, the corresponding retention and attainment levels continue to remain distressingly low. One of the significant factors identified for this situation is that of the number of children enrolled in primary schools, a very large percentage is that of first generation learners who do not have the necessary preparedness for primary schooling. In most cases the home background of children is also not appropriate for helping them develop the necessary skills, attitudes and motivation. Families were facing difficulties of taking care of some developmental needs of children due to several causes including poverty, illiteracy, maternal employment, and lack of awareness about the value of interacting with children and giving time to them. The immediate environment may also be unable to provide the stimulation or exposure required for realization of the full potential of the young child. Children from the migrant families are at a special disadvantage –uprooted from their traditional habitat and thrown into a threatening environment of urban poverty, they are left to fend for themselves, with no secure home, no medical attention and no school to go.

ECE has, in this context, the potential to serve as an effective compensatory programme which can help children develop the necessary readiness that will enhance their transition-to-school process. It, therefore, becomes imperative to provide children with experiences that strengthen certain prerequisite skills and concepts in them and create an interest in learning. The curriculum framework and pedagogy for ECE, also referred to as 'pre-primary education' or 'pre-school education', must be based on this holistic perspective, taking into account the various domains of development, the characteristics of children at each sub-stage, and their learning needs in terms of experiences. The philosophy and approaches used in ECE over the years have been undergoing change globally as well as in India.

2. ECE and Human Development

Children are the supreme assets of society. The advances in scientific knowledge relating to the importance of early years and the mounting body of research evidence about the impact of early childhood interventions and their long term benefits have reiterated the much-needed impetus to ECE as a persuasive investment to provide impressive economic and human development returns. In order to optimize on the natural process of the development of the child, caregivers and families are also brought into the ambit of the programme. Inputs like health and nutrition education, income generation and gender equity are therefore also included in the intervention package. ECE is thus increasingly being recognized as a multi-sectoral strategy of community development. The rationale of using ECE as an effective strategy is to transform communities and society particularly in developing countries. Childhood care and development can help moderate social inequalities, increase economic productivity, lead to major cost savings, and make other programmes and activities more effective and efficient, thus reaching beyond immediate benefits to children.¹

Nonetheless, the main goal of ECE is to ensure the optimal development of the young child. The child between the ages of 3-6 years is at a stage of rapid development, acquiring language skills, adopting culturally acceptable behaviors, showing curiosity at all that is happening around him/her and learning to assert himself/herself as an individual. It is essential that the young child be provided with experiences/opportunities that respond to the intrinsic thirst for knowledge/learning which is the precursor of the symbolic and logical thinking required in formal schooling. In the learning process of children, social interaction with peers and adults that gives them a sense of warmth, security and trust plays a very important role. The support and assistance provided by them enables the child to move to the higher order mental functions such as conceptualization, imagination and abstract thinking. Spontaneous play, exploration, experimentation and manipulation are essential to construct knowledge.²

Curricular Response to School Readiness

'Readiness to learn' is described as "...a general concept that can be applied to a wide variety of situations". In contrast school readiness is "...a child's ability to meet the task demands of school such as sitting quietly and listening to the teacher and to assimilate the curriculum content".³

Why is School Readiness necessary? As we all know, universalisation of elementary education is today a major national concern. By 'Universalisation' is meant not only giving all children the opportunity to come into school but also ensuring that they stay in school and learn. Research surveys that have been conducted in the country have revealed that as many as 50% of the children that enter school drop out by class-V, of these about 35% drop out in class-I itself. Even among those who continue in school a large percentage go through the primary grades without learning to read and write.⁴

The importance of this period of life, and the need for a curriculum that provides for sound and holistic growth and development of the child has already been established. What kind of curriculum can contribute to such a development?

The curriculum is the sum total of all the experiences available to the child, and cannot be reduced to a syllabus. It has to be constructed to suit the child's requirements in different contexts, and should be in tune with the age, needs, and abilities of the child; it requires the full involvement of the teacher, both in building and in transacting it in the classroom. It is equally important to reiterate that the curriculum should not be the drab, meaningless, often cruel schedule that passes for preschool education today, according to which children are forced to do things most inappropriate for their age and needs. The child has a natural desire to learn, but often what is being done ends up destroying not only the child's urge to learn more and more but also the child's self-confidence and self-worth, leading to poor academic performance and dropping out at a later stage.⁵

A good curriculum covers all the things designed to help children's learning and development. This calls for child-oriented classroom processes that empower the child and make him/her an active participant in the learning process;

promoting a smooth transition to 'formal schooling'. Research from other parts of the world supports a careful introduction of academic instruction to create positive attitudes to lifelong learning. In India, the contextual diversities should be an important consideration in providing for curriculum flexibility. Thus the curriculum should help evolve an environment that is conducive for sociality, provides linguistic richness, and engages children mentally and physically amidst safety and gratification.

ECE is based on these basic principles of child development and suggests the provision of an appropriate environment and activities, introducing of new and stimulating objects and interactions that would foster the child's learning. Exposure to ECE programmes thus enables a child to develop and grow optimally with a positive concept of self and to seek, establish and maintain supportive relationships that continue to produce successful outcomes. Research has also shown that those children who come into class-I after attending an Early Childhood Education programme be it an anganwadi, balwadi or nursery school, show much better rates of retention and better achievement in the primary grades since they come in better prepared.

3. Overview of Research: Building Understanding

Extensive research evidence available regarding the effect of early childhood interventions is mainly from the studies done overseas. Evaluations of Head Start, an integrated programme of ECE, initiated in the 1970's in USA as a 'war against poverty' reported that participation in the programme had a significant short-term positive impact on academic and social development of children.* Children who had attended Head Start showed larger gains on measures of social and cognitive functioning when compared with those who had no preschool experience. The compiled meta-analysis of ECE intervention projects shows an optimistic and encouraging evidence of the positive impact of attendance in the cognitively-oriented programmes on later school competence and avoidance of special education/remedial teaching.

A set of studies have tried to ascertain the long term effects of ECE and suggested that besides the short-term intellectual gains, these children remained in the mainstream education system and had a positive view about themselves and their future.* A classic, often cited in the literature is the carefully controlled longitudinal study that demonstrated long-term benefits of ECE Perry Preschool Project now known as High/scope study.* The programme based on Piagetian theory with a strong component of parental participation has shown striking social and economic benefits.

In Portugal, a study was carried out to compare the outcomes of three approaches (High/Scope, traditional nursery and formal skills) to pre-school education curriculum on children's academic and social development. The result indicated that children who had attended High/Scope had higher educational attainment (reading and writing), higher self-esteem, and lower anxiety; however, the superiority was less than relative to the formal skills group. This study is noteworthy as it points to an important idea that variations in the quality of pre-school curriculum have a bearing on the learning outcomes.

Some evidence about the influence of different pre-school environments on the development of children has also been reported in a few studies. Somehow

due to methodological limitations the studies done so far have not been able to explore whether some forms of provisions have greater benefits than others. A very recent project on effective provision of preschool (EPPE) attempted modeling of the complicated effects of type of preschool provision experienced by children on subsequent progress and development.* In this project assessment was also made of the outcomes related to cognitive and social behaviors. The results available are indicative of links between the educational and children's development outcomes.

4. Indian standpoint

Macro-level studies

Very few macro-level studies have been carried out in India to systematically assess the effect of ECE on children's development. One noteworthy study is the longitudinal study of NCERT on the impact of ECE on retention in primary grades which demonstrated the positive role of ECE in promoting cognitive and social skills and improved participation and learning achievement in primary classes.* The national evaluation conducted by NIPCCD (1992) of ICDS, the largest programme of the government of early childhood intervention, clearly pointed to the positive role played by the ECE component of ICDS when children with ICDS and non-ICDS exposure were compared it was found that ECE component led to higher enrolment, reduction in dropout rate and greater retention in primary schools among children in the ICDS area. Similar findings were reported in NCERT (1993) study conducted in 8 states of India that only about 30% of children with ECE dropped out against 48% of those with no exposure to ECE.

Micro-level studies

There have been several micro-level studies that have reported positive impact of ECE in various inter-related dimensions of child development. To quote:

'Early Childhood Education brings about an improvement in various inter-related dimensions of child development such as social, emotional and cognitive development. Children attending anganwadis* have been found to be better than non-ICDS children in the development of motor skills, language skills and psycho-social behavior. It is observed that children attending anganwadis performed significantly better in tasks involving listening comprehension, object vocabulary, sequential thinking and time perception.'*

The role of pre-school education in improving scholastic performance has also been reflected in the study conducted by Sunder Lal (1981). It was observed that pre-school education results in higher primary school enrolment. Seventy

percent of children who had received pre-school education were enrolled in primary schools. At school, a majority of these children were better adjusted as compared to other children. A series of studies on PSE conducted as a part of NIPCCD's pilot project (1987), pointed out that mere exposure to PSE is not enough to result in positive development of aspects discussed above. Unless an input of good quality, children may not develop and demonstrate the competencies intended to be promoted through PSE.* It was further supported by another study conducted by M.S. Swaminathan Research Foundation that good quality ECE can dramatically enhance children's development outcomes.* Factors that influence quality are creative activities, social development, language and reasoning experiences and personal care and routine supplied by physical setting, learning aids, and fine and grossmotor activities*. The above findings need to be viewed in context as they are against the norms of children's learning patterns. The key is in understanding the home-school continuum. There is no one monolithic form to curricular transaction. There is a need to retain balance between the freedom and warmth of the informal milieu and the system and rigour of a formal teaching-learning environment.

Most of the studies related to the impact of ECE have focused on assessing the gains made by the children during the first 2-3 years in school as a result of exposure to pre-school experiences. It is quite conclusive from the studies that the ECE experience enables children to take the best advantage of schooling in the initial stages. In the context of the thrust to universalize primary education, this evidence is crucial for advocates of ECE to influence policy in India to ensure that every child has access to ECE. At the pedagogical level, it is true that ECE can make a significant contribution in improving the current primary school system which is dogged with problems like high dropout and stagnation rates, particularly with regard to first generation learners.

5. The Study

Rationale for the Study

A large-scale study undertaken by Mobile Crèches (2006)* examined specific aspects of the impact of ECE where the programmes followed different ideologies. Children from different ECE centres were compared for retention, adjustment to formal school and responsiveness to academic curriculum. ECE settings with structured classroom transactions helped children transition to more formal government-run schools better than children who had come from ECE centres that viewed “play as work”. Children from formal academic centres also had higher scores on academic performance. The study also highlighted some gaps in the Preschool/Balwadi Programme of Mobile Crèches. The non-formal methods used were found to be fit in terms of pouncing self-confidence, social development and creativity, however, the role did not prove to be highly conducive for developing literacy skills in children which were crucial for primary schooling in India. Apart from this, developing a holistic and singular programme which would respond to the constant mobility of children posed an invariable challenge. Throughout the year, children keep joining and disembarking the programme.*

Keeping in view the above findings, a new framework with a semi-structured curriculum was developed in an attempt to strengthen the education program in day care centers and bring uniformity in order to ensure quality of the Mobile Crèches program. Activities to develop personality and enhance reasoning, comprehension and thinking skills of children were incorporated in the form of 2-dimensional tasks. The new curriculum was tried out at all Mobile Crèches centers for a full year. Consequently, it is vital to understand the impact of this new initiative so as to quantify the overall development that augmented school readiness skills in children absorbed by virtue of being in a qualitatively rich early childhood education programme.

A careful perusal of the research in this area reveals that there have been very few studies in India which have taken systematic stock of pre-school experiences viz a viz their impact on the school readiness of children. The

fragmented information available has failed to illustrate the inter-dependence of several variables related to the quality and execution of input in an ECE centre and its benefits to the child with respect to his/her period of attendance in that programme.

In recognition to the ground realities, the need was felt to carry out a systematic study with a rigorous research methodology, to evaluate the benefits of the ECE programme being offered by Mobile Creches. Some of the important areas to be addressed were: spell out acceptance of the programme by measures of quality execution of practices by teachers, whether these measures can in turn be linked to measures of children's performance, is it possible to identify specific programme components or practices which are linked with specific domains of learning? With these ends in view, the study was attempted by Mobile Crèches with the specific objectives as follows.

Objectives

1. To observe the transaction of the new curriculum at select Mobile Crèches centres.
2. To assess age appropriate developmental as well as school readiness skills of children in various domains as fostered by the new curriculum.
3. To explore the relationship between components of curriculum transaction and school readiness skills of children.

Concepts and Terminology used in the Study

1. Early Childhood Education

A centre-based ECE programme/service of at least 3-4 hours duration in a day for children between three to six years. The programme/activities undertaken are aimed at promoting overall development of the child and to prepare him/her for formal learning at school.

2. Transaction/Execution of ECE practices

In the context of the present investigation the transaction/execution aspects of ECE were rated by the following criteria:

- Physical setting considered crucial for organizing activities of ECE such as – outdoor and indoor space, cleanliness, safety hazards, and availability of other equipments.
- Programme implementation through personal care given to children, planning of activities and record keeping.
- Execution of the curricular content in the form of reasoning, language, perceptual creative and social development activities through appropriate process and teaching learning material.

2. School Readiness Skills

School readiness dimensions were considered as outcomes of the ECE programme in the context of the study and were assessed as such. These include:

- Cognitive skills through concepts of quantity, number, direction, colour, etc, and skills such as naming, identification, categorization, matching and seriation, cause and effect, sequencing and memory.
- Language skills ascertained through following instructions, action words, personal information, visual discrimination and narration recall.
- Perceptual-motor skills such as eye-hand coordination, fine finger movement, and copying.
- Socio-emotional skills including sympathy, leadership, participation, conformity and personal habits of co-operation, following rules, etc.

3. Variables of the study

The dependent variables ('outcome variables' assessed under school readiness skills above)

- Cognitive
- Language
- Socio-emotional
- Perceptual-motor

The independent variables (the predictor variables) were

- Centre characteristics (physical setting, programme implementation and execution of curricular content).

Methodology

The study was designed as a formal exercise to evaluate the Balwadi curriculum so as to study the school readiness skills in children.

Control Group and Experimental Group: The two groups taken in this study have been based on attendance of the children, counted in terms of number of child days. This was so because there was a great amount of inconsistency in children's attendance, many children enrolled for more than 6 months, but their attendance not consolidated scattered across the year, i.e., per month attendance of the child was found to be low due to migration.

The two extremes of attendance thus was 50-100 days and 200 days or above. The lowest extreme can be treated as a control group, having been less exposed, as it was not practically possible to generate a control group with negligible experience.

The experimental group, on the other hand, is a group of test subjects that are treated to see the impact of a variable. In this case, the higher extreme of 200 days or more would be treated as an experimental group.

Hypothesis: It is thus hypothesized that the educational inputs in the window period of 100 days or three months will impact developmental and school readiness skills of children. To assess this impact, the results of higher attendance group would be compared to those of the low attendance group to see the impact of the MC programme.

Preparatory phase

At the outset, keeping in mind the paucity of empirical studies on this subject in India, and the limited expertise available, the need was felt for a participatory process to formulate a rigorous methodology and research design required to establish and explore the linkages and relationships to be studied. A broad research design was prepared in discussion with the consultant from Lady Irwin College. The group drew up a tentative outline of the research proposal and delineated the research questions to be addressed. However, the basic framework was fine-tuned during the course of the study to fit the field situation.

The work began with a review of literature to assimilate the significance of Early Childhood Education and study its implications on learning competencies of children living in diminished and poverty stricken conditions. During the initial months, researchers visited various Mobile Crèches centres to familiarize themselves with the setting and the programme. It was essential to get acquainted with the construction sites where the Mobile Crèches centres were running in the midst of all the challenges. One introductory session with the field functionaries reinforced the need to involve them to facilitate the researchers during the assessment through their interaction with the children. They were informed about the broad objectives of the study and where and how the research team would require their assistance and support during the project work. Being grass root level workers, they were in direct contact with children and respective communities as well as familiar with the field situations. Thus their facilitative role was acknowledged to be crucial for the research project. Researchers also began looking at the potential tools available to assess both the children and their environment.

Locale of the study

The study was conducted in the selected Delhi NCR construction sites where Mobile Creches centres were running, with a set up in a separate room/space with all the required low cost learning assessment material arranged in child-friendly manner. Observations of the curriculum transaction were carried out in the Balwadi classrooms itself.

Selection of the Sample

The criteria for selection of the sample were framed at two levels, viz. centers and children.

For the centres, it was decided that only the centres running at construction sites would be identified in order to establish the impact on migrating population of the children. The Centres were selected based on the fact of that they should have had at least six months running period with the new curricular structure. The final sample was drawn from 17 centres. It was assumed that six months of minimum functioning of the centre would promote the unique features of the programme with enough stability in terms of infrastructure and resources to show a visible impact on children participating in the programme. All the selected construction sites readily satisfied this criterion.

For the children, the criteria were as follows:

- The child should be between 3-6 years of age at the time of testing.
- The child should have been enrolled in the centre for a minimum period of two months (i.e. >50 days) up to the maximum possible number of days attended (this criterion was chosen to compare and establish the impact of attendance in the centre on child's learning, given the mobile nature of children being tested).
- The child should have attended the centre for at least 50% of the working days in his/her enrollment span. Tools and Techniques

The measurement tools employed for data collection were:

1. Developmental Assessment Measure – Component 1
 2. Developmental Assessment Measure – Component 2
 3. Balwadi Environment Observation Rating Scale
1. Developmental Assessment Measure

It is a composite tool used for testing children's developmental abilities contextualized for its use in the present study context. The tools are to be administered by a trained investigator, working individually with each child, eliciting responses from the child for each item in the tool. The items in the tool are grouped according to the domain and in an order of age-wise gradation from easy to difficult. The maximum score for each domain is separately indicated. A scoring sheet is provided for each child indicating the scoring system and the maximum score for each item. For ease of comparison, since the scores of each domain are variable, the domain scores are converted into percentages. The tool along with the kit was field tested and contextualized and the appropriate language to be used by the testers for children was field tested and finalized.

a) Component I

The tool includes items in two domains of development, viz. Cognition and Language. In each domain there are a variable number of items (see Table 2). Some of the items call for verbal responses, while others include objects to be manipulated or activities to be carried out by the child.

Table 2: Categories in the Development Assessment Measure (DAM-component I)

Cognition	Language
<ul style="list-style-type: none"> • Visual Memory and Observation • Auditory Memory • Classification • Sequential Thinking • Problem Solving and Reasoning • Pre-Mathematical Concepts • Part-Whole Relationship 	<ul style="list-style-type: none"> • Follow Instructions • Information • Analogies • Action Agent • Visual discrimination • Story Recall sequence

Along with the tool, a kit of test items is attached, including common objects like picture cards, toys, etc. For ease of administration, 2 investigators administered the tool at a time, 1 interacting with the child and the other scoring the responses, making the kit materials available in sequence and minimizing environmental distractions. Each item in the tool is scored 0, 1 or 2 on the basis of the acceptability of the answer.

b) Component II

The tool includes items in two domains of development, viz. Perceptual-Motor skills and Socio-Emotional knowledge and Competence. Some of the items include activities to be carried out by the child and in a few child's behaviour was observed. Each item in the tool is scored 0 or 1 on the basis of the acceptability of the answer.

Balwadi Environment Observation Rating Scale (BEORS)

BEORS refers to the version of TECERS (Tamil Nadu Early Childhood Environment Rating Scale) adapted and contextualized for the use in present study and used for rating the ECE centres.

The tool consists of three sub-scales, referred to as components namely: Physical set up, Programme, and Execution of curricular content. Each of the components is intended to measure a particular aspect of the ECE environment, a term including the activities and the teacher's role and behaviour. About two thirds of the BEORS items include an element of transaction of the curricular/conceptual content by the teacher. Hence, higher scores on this scale would indicate programme quality and active participation of children.

Each sub-scale consists of a variable number of items (see Table 3), on different aspects of the component, which together provide an assessment of that component. Each item in the component is rated on a 4-point rating scale, from 0 to 3, indicating an ascending order of quality. The tool is to be administered by a trained observer, who after continuous observation of the ECE setting for a period of 1-2 days, enters the rating for each item against it.

Table 3: Indicators for early Childhood Environment Observation

Physical Set up	Programme	Execution of Conceptual/ Curricular Contents
<ul style="list-style-type: none"> • Outdoor space • Indoor Space • Classroom • Indoor equipment • Sanitary facilities 	<ul style="list-style-type: none"> • Personal grooming and cleanliness • Planning • Records 	<ul style="list-style-type: none"> • Activities conducted • Teaching-learning material • Teaching methods and style • Modifications for children with varying abilities • Child in the classroom • Teacher-child interaction • Language Development • Cognitive Development • Development of socio-emotional skills • Creativity • Development of Readiness skills • Worksheets specific

Training of Investigators

Two field investigators from the field staff of Mobile Crèches were engaged to collect data. The field investigators, being worked as Balwadi teachers in MC centres, were well acquainted with the methods and equipped with the skills of working with children. However, a thorough training for research specific data collection procedures was required.

Training was given for the purpose of:

- Imparting a thorough understanding of the tools
- Imparting uniform level of competence in data collection
- Minimizing error in data collection and achieving high quality and reliability of data
- Reducing inter- and intra-investigator variation, in order to increase the inter-investigator reliability of data.
- Being alert to children's responses and recording those responses verbatim. Fieldwork training included mock testing sessions and on-field observations. Data collection was so planned that a research coordinator was always present with the investigators to sustain quality in the procedures.

The investigators achieved a high level of efficiency and understanding. Testing at the end of the training showed a high degree of inter-investigator reliability and minimal errors in data.

Pilot Testing

The pilot testing included administering the Developmental Assessment Tool and Environment Checklist. Both the tools were pilot tested at Siri Fort and Akshardham Centre of Mobile Crèches. The total sample for pilot testing consisted of 12 children in the age group of 3-6 years belonging to different attendance periods.

Development Assessment Measure- Component I and Component II

Pilot study of the tools developed was undertaken with the following objectives:

- To find out whether children could relate to the test material and whether testing strategies were appropriate for children in the given cultural context.
- To assess whether items were functional for each group.
- To establish a pattern of activities for final testing to assess children in the specific developmental domains.

On Completion of pilot testing: -

- Items that were repeatedly unanswered or seemed to elicit inappropriate responses from all children were removed.
- Instructions for some of the questions were made more clear and explicit and they were repeated to allow each child ample opportunity to respond.
- Repetitive items or additional items within one category were removed.

Balwadi Environmental Observation Rating Scale

A pilot study was undertaken:

- To find out whether categories were mutually exclusive.
- To check appropriateness of the ratings given.

The Pilot Testing highlighted that

- The tool was exhaustive in the areas covered by it.
- There was need to reorganize and regroup some categories.
- As a result, some items falling under common categories were grouped together for precision.

- The 5-point rating scale was converted to a 4-point rating scale to prevent concentration of scores towards the centre (average category).

The reorganization made the tool more tight and effective in evaluating children and their pre-school environments.

Data Collection

The team consisted of 3 investigators who moved from one centre to another collecting data, spending 2-3 days in each centre.

Development Assessment Measure (Component I)

Children were assessed at the ECCD premises. A separate space for two was taken within the centre premises to avoid distractions. Keeping in mind the low attention span of children, the test was administered separately for Cognition and Language items.

During the testing, one investigator interacted with the child while the second recorded the results and dealt with outside distractions. For each age group, testing was begun one age level below, for example, for a 4 yr old child items began at the age level of 3 yrs to allow for developmental variations in the performance on various items.

Under normal circumstances, it took about 45 min to 1 hour per child to complete the testing.

Developmental Assessment Measure (Component II)

Items required for conducting the perceptual-motor activities were pre-arranged with the help of Mobile Crèches. These included items like beads, scissors, crayons, fevicol, charts, brushes, wire, etc.

For conducting the activities children were seated in a circular fashion and material was kept in the centre. One investigator gave instructions about the activities and supervised the children while the other investigator recorded the responses. Group activities also saved time since all children available were assessed simultaneously. Incorporating the assessment of activities in the form of

groups allowed researchers to assess indicators like following instructions, playing in a group of 3-4 children, sharing, etc.

Balwadi Environmental Observation Rating Scale

Two investigators filled the rating scale for each centre to establish inter-rater reliability. The investigators prepared a general observatory note about the environment by observing the activities of the centre for the first 1-2 days and filled the scale. For rating some of the items, it was essential to collect information from the centre staff or the Balwadi Worker. The persons working with the BEORS tool accompanied investigators administering DAM on different occasions.

Data Analysis

An intensive phase of data collection was followed by an even more intensive exercise of scoring the data derived from the tools, data entry and rechecking of entered scores. The tests were scored on the basis of pre-decided scoring criteria. The scores were tabulated. Data entered was rechecked again to take care of any discrepancy that may have arisen due to human error. Frequency tables were generated and means calculated. Appropriate statistical techniques were utilised where required. Scores on relevant data fields were correlated to identify any emerging trends.

Deliberations on the emerging situation with Mobile Crèches Executives, Advisory Committee Members and Administrative Staff helped to place many things in perspective. Further directions were taken and responses of children on the Achievement Tests were analyzed against their attendance and centre characteristics. This was followed by the important and final phase of documentation of the project.

Interviews and focus group discussions with teachers, parents and programme staff of Mobile Creches were conducted according to their ease of availability where an exploratory and research friendly milieu was maintained.

Sample distribution is described in the following table:

Age (yrs)	Attendance (months)																								
	Center I					Center II					Center III					Center IV					Center V				
	≤3	3-6	6-9	9-12		≤3	3-6	6-9	9-12		≤3	3-6	6-9	9-12		≤3	3-6	6-9	9-12		≤3	3-6	6-9	9-12	
3-4	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8
4-5	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8
5-6	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8	2	2	2	2	8
	6	6	6	6		6	6	6	6		6	6	6	6		6	6	6	6		6	6	6	6	
Total	120																								

Balwadi teachers - 22

Supervisors - 10

Parents - 30

Sampling Procedure

The sampling technique utilized for selection of the centers will be purposive and based on the curriculum been tried out at any given Mobile Crèches Center for at least one year. Moreover, it will be governed by the fact that the construction worksites will only be the desired centers for the study. The sample will comprise of children from low socio-economic and varied cultural backgrounds as their parents are migrants, working at construction sites as laborers and live in makeshift shelters near their site of work.

The sampling procedure will be purposive for the child participants, teachers and supervisors and parents. Children who suit the age and attendance requirements will be selected for the in-depth study from different Mobile Crèches centers; however it would not be strictly centre specific. Respective teachers and supervisors from each center will also be selected for exhaustive interviews in order to study the acceptance of the new curriculum at different levels. Parents would also be included through purposive sampling keeping in mind their convenience and availability.

Tools for Data Collection

- Evaluation of children's development using different performance and verbal tasks.
- Checklist for assessing the teaching-learning environment.
- Questionnaires with teachers and supervisors at level I
- FGDs with teachers and supervisors at level II
- In-depth interviews for parents

Procedure for Data Collection

The selected five centers would be approached for data collection. An ethnographic approach for observations of center transaction and the environment would be completed first. After this, a general analysis of the attendance records and baseline information of children from each five

centers would be done in order to identify the sample under all selected categories. This will be followed by the evaluation of other past records, administration and comparison of the developmental tests, socio-emotional development, stimulating games/toys/books would be done to assess their overall development. These would also include activities conducted by Mobile Crèches for imparting the skills for school readiness. The functionaries: teachers, supervisors and the beneficiaries: children and parents; of the Balwadi Program would be then interviewed to obtain their views and perceptions regarding the new curriculum. Pilot study

Pilot study would be conducted in two selected Mobile Crèches centers running the new curriculum for at least one year with the help of tools and materials constructed. This will be done to test the efficacy of the tools in order to become familiar with the field and to finalize contents of the tools and materials. It would also be done to monitor the compatibility of responses and objectives of the study. The technique for sampling exercised during pilot study will be purposive and convenience sampling.

Tools will also be administered with children in RAK child study centre, Lady Irwin College to check appropriateness of the content. An affable and pleasant conduct will be maintained.

Data Analysis

Descriptive data will be subjected to content analysis. The data obtained will be qualitatively and quantitatively analyzed in the light of objectives of the study.

The responses will be categorized into sub-areas and the emergent themes will be listed. Common trends, specific patterns as well as unusual responses will all be noted and significant findings will be coded to respective categories. The responses of the participants will be recorded and transcribed verbatim so as to give lucidity to the data. Different and unique responses will be noted in order to be inserted in suitable sections of the results chapter. Common patterns and frequencies shall reveal the findings.

6. Findings and Discussion

This research has been an opportunity to gain a deeper understanding of effects and impact of an organized interactive environment on children.

Early childhood development programmes aim to ensure for children the synergy of protection, good health and nutrition, supportive and affectionate interaction, stimulation and opportunities for learning. This is achieved in directing attention to children, and influencing the contexts of their everyday lives. The impact of early childhood programme in many respects breaks new ground, examining the programme's influence on children, especially, underprivileged, both during preschool years and in facilitating their transition to the primary school. Research evidence shows that failure to provide early stimulation can lead not just to a developmental stand still but to actual regression.

All the ECCD programmes, whether government, voluntary or private, are aimed at improving developmental indicators of children. However, the effectiveness of any programme depends on its appropriateness to the child's developmental level, 'ecological niche' and capacity for exposure to experiences that supplement, rather than merely duplicate experiences outside the preschool. Physical settings, programme of activities and routines, the teacher and the child's own personality and interests all contribute to the quality of experiences a child will experience during the critical period of development.

Environment-A Vital Ingredient

Cognitive development theories have confirmed that children are active learners, constantly acquiring new knowledge through interaction in a social world. A stimulating environment during the early formative years of life is one that encourages the unfolding of the child's potential. The most striking feature about disadvantaged children's environment is its haphazard, unstructured nature, yet the strides they make from birth to school age are phenomenal. It appears reasonable, then, that if children can learn as much as they do from an

unsystematic and frequently unstimulating environment they could certainly learn better from the more organized efforts of professionals trained in the care and education of young children. Indeed, this reasoning underlies many preschool education programmes. The ECCD approach is based on the proven fact that young children respond best when caregivers use techniques designed to encourage and stimulate progress to the next level of development. Development (mental, motor, social and behavioral) occurs through maturation and daily interaction with the environment. In impoverished circumstances, when this environment is inadequate, children often do not achieve their full potential for development. Given the rapid rate of mental and motor development in the infants and young children, there has been great interest in instituting early intervention to provide a stimulating, responsive environment that nurtures psychological development, and prevents the cumulative deficits often seen among disadvantaged children.

Balwadi Environment Observation Rating Scale

Potential areas for exploring the nature of early childhood environments were identified. Items in three major domains–Physical set up, Programme, Execution of Curricular/Conceptual content were rated on a 4-point rating scale. The following table gives the scores of Mobile Creches centres on the environmental components studied.

Table 1: Mean Scores of BEORS and its Components

Components		
BEORS	Mean	Per %
Physical set-up	37.5	89.2
Maintenance	12.8	71.1
Execution of curricular content	141.9	69.9

The scores signified that MC centres were situated in child friendly and accessible surroundings, had adequate health, hygiene and nutrition facilities and a fair amount of conceptual work going on at the time of assessment.

Table 2: A Comparison of 17 Mobile Creches Centres

	PHYSICAL SET-UP		PROGRAMME		EXECUTION OF CONCEPTUAL/ CURRICULAR CONTENTS		T (263)	%
	Score (42)	Per (%)	Score (18)	Per (%)	Score (203)	Per (%)		
Surajpur	38	90.5	16	88.9	167	82.3	221	84
Vipul Belmonte	35	83.3	10	55.6	70	34.5	115	43.7
GVM	38	90.5	14	77.8	152	74.9	205	77.9
JNS	38	90.5	12	66.7	153	75.4	204	77.6
Palm drive	39	92.9	12	66.7	156	76.8	207	78.7
Shivaji Stadium	31	73.8	12	66.7	120	59.1	163	62
Vatika	39	92.9	16	88.9	165	81.3	220	83.7
Vipul world	37	88.1	13	72.2	160	78.8	210	79.8
Akshardham	38	90.5	11	61.1	155	76.4	204	77.6
I G stadium	39	92.9	16	88.9	137	67.5	192	73
NBCC	38	90.5	13	72.2	155	76.4	206	78.3
Manesar	37	88.1	10	55.6	118	58.1	165	62.7
Siri fort	38	90.5	11	61.1	122	60.1	171	65
Orchid Petal	39	92.9	10	55.6	99	48.8	148	56.3
JMC	37	88.1	16	88.9	153	75.4	206	78.3
Noida Sec-44	38	90.5	11	61.1	160	78.8	209	79.5
Nirwana	39	92.9	15	83.3	176	83.7	224	85.2

MC centres scored well in terms of provisions for the staff reflecting a continuum of good facilities provided by the administration to all its staff members in terms of sufficient rest time, time for refreshments and in-service training. The consistency of scores on several aspects in different MC centres highlight aspects of uniformity.

It was evident from the study that Mobile Crèches aims to provide children with an environment that approximates and hugely supplements their homes in terms of physical, mental, social and emotional stimulation. At the same time, the informal structure of the programme allows children to feel comfortable and connected to the programme in many ways. There is focused initiative on part of MC Field staff to develop a relationship with the community by forming local women's groups for mothers. The mother's groups meet every month to discuss their children's education, cleanliness, health, and nutrition, among other things of concern for the community at large.

Mobile Crèches has built an understanding of child development, from the positive experiences gathered over the past 35 years in the field of child care.

Set Up

The physical set up included the aspects like location of the centre, maintenance and safety of building, surroundings, cleanliness, outdoor and indoor space, sanitary facilities, classroom, and indoor equipment.

Health

The scores of Mobile Crèches centres on this component validated the existence of good health and hygiene facilities and nutrition services at MC centres. Study of scores on the individual items indicated a good caregiver-children relationship at the Mobile Crèches centres, an important ingredient of an environment conducive for child growth. The private centres with an average score of 45.3%, scored fairly low on the criteria for the health and hygiene facilities.

The Mobile Crèches programme was found to be based on the critical understanding of the relationship between nutritional status and psychological

development. Category of health on the environment tool comprises major domains of hygiene practices, health and nutritional facilities. This ensures achievement of the potential gains of combined interventions, enhancing early childhood development as well as improving child health and nutrition. Thus, it presents an integrated model of care.

Conceptual Content

The MC programme aims to promote the all round and holistic development of children. It views the child as an active, autonomous agent who initiates her own development that needs to be nurtured at every stage.

7. Conclusion and Recommendation

Conclusion

During early childhood the concepts children learn depend on the learning opportunities provided to them. Early concept development is based on the range of concrete experiences. The “conceptual” learning is an important component of any institution for children. This aspect of the environment rating scale included the sub components of programme, activities conducted, balance of activities, evaluation, teaching- learning material, teaching methods/style and behaviour, physical motor activities, use of music and movement, language and cognitive activities, development of social skills and facilities for staff. The MC centres recognized that the quality of environment and services provided to children were a vital ingredient.

Addressing Early Childhood through a well-designed age appropriate curricula, a playway methodology and teachers training (orientation and refreshers) had been the key to Mobile Creches' successful intervention with a highly mobile group of children. This has been a result of acknowledging the fact that environment and human resources along with an age appropriate curricula with playway methodology enables the learning of a child thus preparing her for further education and fueling her potential to grow up as a contributing individual.

Recommendations:

1. The exclusion of the under -sixes from the Right to Education granted to the 6 + age group stems from the overall neglect to pre-school education. In view of the critical importance of pre schooling in enabling a child realize his/her Right to Education. ECCE as a Fundamental Right will influence the capacity of the child at further levels of education. This will assist better returns for state investment on education.
2. In the absence of any laid down standards and specifications for preschool education in the country, there is wide diversity in practice from public to voluntary to private sector. It is a situation leading to

developmentally inappropriate practice and undue pressures on children. There is a range from almost negligible preschool activities seen for instance in most of the ICDS centers to academically-loaded primary level curriculum being taught in preschool in the private sector.

3. The education programme forms an important part of the curriculum and is aimed at fostering the holistic development of children. Emphasis is to be laid on language, number exercises and physical games so that the cognitive, social and emotional development of the children takes place. A child centred, age appropriate curriculum following a play way approach is an ideal methodology to follow. Children are curious and love to explore: learning takes place during play. The use of a variety of play materials, teaching aids and a creative and nurturant approach to adult child interaction makes learning a fun filled experience for the children: puzzles, picture books, sand play, crayons and paints widen their horizons and strengthen the foundations for later learning.
4. As with other aspects of preschool education, the planning for human resource requirements for the preschool age group leaves much to be desired. There are multiple training courses for pre-school teachers, each with different eligibility norms - ranging from 8th pass to 12th pass and duration ranging from 4 days to 2 years. This variability in courses not only affects the quality of teachers available for ECE but also has implications for the remuneration they can command. There is a lower value placed on the people opting for ECE as opposed to primary teaching despite the fact that it is well recognized that the years before six years are the foundational years for cognitive, physical, and psycho-social development.

Annexure : Tools

BALWADI ENVIRONMENT OBSERVATION RATING SCALE (BEORS)

Name of the center: _____

Name of the teacher: _____

	Indicators	Scores				Comments
		0	1	2	3	
I	Physical Set Up					
i.	Outdoor Space:					
	a. Enough space for all children for all kinds of activities.					
	b. Safe, fenced and without any hazards.					
ii.	Indoor Space:					
	a. Ample space available for all children for all activities and is well utilized.					
iii.	Classroom:					
	a. Room well lit with natural or artificial light.					
	b. Room is well ventilated.					
	c. Classroom has no hazardous material and cooking area is not inside the classroom.					
	d. Room neat and clean, swept and mopped more than once (whenever required) in a day.					
	e. Room is well arranged with well-defined interest areas such as Doll house, Sand pit, and activity corner.					
	f. Adequate and well utilized sitting arrangement for each child.					
iv	Indoor Equipments:					
	a. Adequate number of the following furniture is present: tables, dari, blackboards, and bulletin boards.					
	b. Usability- Sufficient number, good condition, Durable, Child-sized and Multi-purpose in nature.					
	c. Display- Colourful decoration with pictures and displays of teachers as well as children's works.					

v	Sanitary Facilities:				
	a. Toilet is available and is child- friendly.				
	b. Child is sent once or twice a day with attention to the needs of individual child.				
II	Hygiene				
i	Personal Grooming and cleanliness:				
	a. Teacher takes special care of children to ensure that they are neat and clean. (Wiping nose, combed hair, nails cut and cleaned etc.).				
III	Program				
i	Planning:				
	a. Teacher- child ratio is 1:25 or less.				
	b. Teacher follows the schedule with required modifications and activities are planned flexibly.				
	c. She takes meal time as an opportunity to teach concepts like sharing, cleanliness, personal hygiene, balanced diet and cooperation.				
ii	Records:				
	a. Teacher maintains the progress records of children including worksheets and shares them with parents.				
	b. Observes children's behavior objectively and evaluates their progress in different aspects.				
IV	Conceptual/ Curricular Content				
i	Activities conducted:				
	a. All activities are conducted according to the developmental needs of the different age groups.				
	b. All activities are interest generating and consistent with the purpose of the planned objectives.				
ii	Teaching learning material:				
	a. Sufficient material available and rotated among the children.				
	b. Low cost, teacher prepared material along with commercially produced material are used.				
	c. Variety of teaching learning aids and equipments used such as picture cards, puzzles, books, 3-D objects, beads etc.				

	d. Teacher effectively utilizes all the available material which is used both by her and children.					
iii	Teaching methods and style:					
	a. Teacher uses 5 -6 following teaching methods- lecture method, play-way method, discussions, demonstrations, questioning and project method.					
	b. She encourages active participation of all children; quiet children also.					
	c. She gives children a chance to grow in independence and learn themselves as much as possible by giving them just sufficient initial support.					
	d. Teacher has thorough knowledge about the theme discussed in class.					
	e. She avoids frustrating situations by offering alternative activities that help to sustain their interest.					
iv	Modifications for children with varying abilities:					
	a. Teacher identifies children with under developed skills such as fine motor, self-help, social-emotional adjustment or other special needs.					
	b. Adaptations are done in the environment.					
	c. Provide extra help whenever required.					
	d. Parents are involved in the care.					
v	Child in the classroom:					
	a. Children follow the day's schedule like coming to school on time and attending the afternoon session.					
	b. There is noticeable improvement in their attendance records.					
	c. Children show better understanding of classroom instructions by responding quickly.					
	d. Teacher provides need based individual attention to each child.					
vi	Teacher-child interaction:					
	a. Teacher's voice is polite, clear and audible to all children.					

	b. She is consistent in her responses towards all children.					
	c. She is patient with children and avoids pushing those who are not yet ready for the experience.					
	d. There is frequent two way interaction between teacher and child.					
	e. Physical contact is used for expressing affection.					
vii	Language Development:					
	a. Teacher introduces the use of universal linguistic terms along with their individual cultural codes in the child's basic vocabulary such as colours, shapes etc.					
	b. The teacher regularly asks general questions to children regarding a particular activity being conducted.					
	c. She encourages children to express themselves freely and spontaneously through language as a medium, both oral and written.					
	d. She encourages children to speak in full sentences in correct and clear speech.					
	e. Elaborates on child's explanations by giving clues.					
	f. Enhances comprehension through story telling, introducing alphabets and numbers, songs, rhymes etc.					
viii	Cognitive Development:					
	a. Teacher stimulates in the children, intellectual curiosity concerning their immediate environment.					
	b. Opportunities to: manipulate, explore and handle a variety of objects freely.					
	c. She prepares an environment for the children which will stimulate them to match, classify, seriate, sequence, hypothesize and experiment.					
	d. Encourages children to ask questions by answering them.					
	e. Gives children plenty of opportunities to think creatively and solve problems by providing variety of experiences.					
	f. Regularly revise the learnt concepts with all children to improve retention.					

ix	Socio-emotional Development:				
	a. Provides emotional reinforcement to children through: acceptance, approval and praise.				
	b. She highlights every child's strengths.				
	c. Teacher provides ample opportunities for children to work and play together in small groups.				
	d. Teacher actively teaches and helps children to resolve conflicts through discussion and dialogue.				
	e. She instills in children, the importance of taking care of the classroom property and maintaining order.				
x	Creativity:				
	a. Teacher promotes in the child creativity by providing sufficient opportunities for self-expression such as, painting, music, drama, etc.				
	b. Gives children time and freedom to think and make choices.				
	c. She provides children with play material which gives scope to be used in different ways.				
xi.	Readiness skills:				
	a. Encourages task persistence among children through well-timed activities.				
	b. Teacher develops interest in reading among children using picture books etc.				
	c. She encourages children to handle books so as to initiate liking towards the books.				
	d. She provides sufficient writing tools for children like paper, crayons, chalks etc.				
	e. She promotes early writing attempts to enhance writing skills.				
	f. Develops the ability to identify the sound in the environment and to make fine discrimination between sounds (Auditory discrimination).				
	g. Develops the skill to identify and discriminate objects, pictures etc. (Visual discrimination).				
	h. She helps children to establish associations between sounds and pictures/objects.				

	i. Teacher develops children's skill of working from left to right direction (Directionality).					
	j. She develops eye-hand coordination in children by building blocks, puzzles, threading beads, tearing and pasting etc.					
	k. Promotes the development of fine muscles so as the children may hold and move the writing instrument in the desired manner.					
	l. She develops pre-number concepts in children such as big-small, heavy-light, more-less etc. through creative transition from 3 D objects to 2 D worksheets.					
	m. She promotes space concepts in children like in-out, up-down, front-back etc. by showing 3 D examples and conducting 2 D worksheets.					
xii.	Worksheet specific:					
	a. Before doing the worksheet on a particular concept, teacher helps children to understand the concept practically by using concrete objects/strategies such as practicing on a blackboard/slate, learning through <i>Khazana</i> toys etc.					
	b. Teacher gives complete instructions to children for doing the worksheet, as per the given directions before they start working on them.					
	c. Teacher repeats those worksheets with children which are left incomplete due to children's absence, inability to follow instructions etc.					
	d. Teacher makes age-wise sitting arrangement for children in class for the worksheet sessions.					
	e. The instructions given by her are clear and audible to all children in the class.					
	f. Teacher completes sample worksheet/does the task on blackboard and displays it to the class while giving instructions.					
	g. While giving instructions to children teacher asks questions about the worksheet to clarify their understanding of the instructions of the expected task.					

	h. After children complete the general level worksheets on a given concept, they are exposed to the higher order worksheets to expand their cognitive skills.					
	i. Teacher maintains worksheets of all children in separate folders.					
	j. She helps children learn to take care of their folders and to put back the worksheets after the completion of each worksheet session.					
	k. Children are sometimes allowed to glance through or carry their worksheet folders to their homes.					
	l. She modifies a particular activity or a worksheet in various ways to explicate the child as many details about a given concept as possible.					

Scoring key:

0- Absent

1- Present but unsatisfactory

2- Satisfactory

3- Outstanding

DEVELOPMENTAL ASSESSMENT MEASURE (DAM I)

Background Information

Name of the child: _____

Age: _____

Center: _____

Attendance: _____

MOTOR SKILLS

Gross Motor Skills				
Age level	Item	Indicator	Yes	No
3-4 yrs	1.	Able to walk with ease.		
	2.	Able to walk on tiptoe.		
	3.	Able to balance on one foot for short time.		
	4.	Able to run in straight direction with coordinated, alternating movement.		
	5.	Able to jump from height 2.5 feet without arms stretched.		
	6.	Able to hop at single spot once or twice		
	7.	Able to climb up and down but not by alternating feet.		
	8.	Able to respond to rhythm or beat while clapping.		
	9.	Able to throw ball in general direction.		
	10.	Able to catch a large ball from very short distance with two hands.		
	11.	Able to kick a ball for short distance in general direction.		
4-5 yrs	1.	Able to walk backward and forward with coordination		
	2.	Able to balance on one foot for longer time.		
	3.	Able to run smoothly with speed in coordinated manner.		
	4.	Able to jump from 4 feet with ease.		
	5.	Able to hop on one foot five times.		
	6.	Able to climb up and down with alternating feet.		
	7.	Able to respond to rhythm with body movements like clapping, jumping.		
	8.	Able to throw ball at a target with some precision.		
	9.	Able to bounce and catch a small ball thrown from short distance using both arms.		
	10.	Able to kick a ball at a target with some precision.		
5-6 yrs	1.	Able to walk with ease with rhythm and grace.		
	2.	Able to balance on one foot at a time for longer period.		

	3.	Able to run changing directions.		
	4.	Able to hop for some distance with ease.		
	5.	Able to climb up and down with speed.		
	6.	Able to do simple dance movements in tune with music.		
	7.	Able to throw ball at some target with precision.		
	8.	Able to catch a small ball thrown from short distance using just hand.		
	9.	Able to kick a ball with target with accuracy and precision.		

Fine Motor Skills				
Age level	Item	Indicator	Yes	No
3-4 yrs	1.	Able to put a stiff wire through large hole.		
	2.	Able to crumble and tear paper at random and paste pieces in large outline not neatly.		
	3.	Able to scribble, draw lines, copy circles.		
	4.	Able to colour with in a large outline though not neatly.		
	5.	Able to do simple folding using palm and fingers to form square and rectangular pieces.		
	6.	Snips with scissors.		
	7.	Matches simple objects.		
4-5 yrs	1.	Able to put a stiff wire through smaller holes.		
	2.	Able to draw recognizable figures with crayons.		
	3.	Able to colour within given outline neatly.		
	4.	Cuts curve.		
	5.	Cuts out and pastes simple shapes.		
	6.	Able to make complex shapes through paper folding with adult guidance.		
	7.	Can make simple strokes using pencil such as standing line, sleeping line, etc.		
	8.	Can copy small letters.		
5-6 yrs	1.	Able to put a stiff wire through holes arranged in complex fashion.		
	2.	Able to draw meaningful figures and shapes.		
	3.	Able to colour within given outline neatly.		
	4.	Able to paint meaningful figures though not very neatly.		
	5.	Able to make complex and neat shapes through folding.		
	6.	Tears simple shapes from paper.		
	7.	Copies complex shapes.		

SOCIO-EMOTIONAL KNOWLEDGE AND COMPETENCE

Age level	Item	Indicator	Yes	No
3-4 yrs.	1.	Can be away from parents 2-3 hrs without being upset		
	2.	Sings and dances to music.		
	3.	Follow rules by imitating actions of other children.		
	4.	Greets familiar adults without reminder.		
	5.	Asks permission to use toy that peer is playing with.		
	6.	Takes turns.		
	7.	Follow rules in group-games lead by an older child.		
	8.	Cooperates with adult requests 75% of the time.		
	9.	Plays near and talks with other children when working on own project (30 minutes).		
	10.	Knows home address		
	11.	Recognizes authority		
4-5 yrs	1.	Ask for assistance when having difficulty (with bathroom or getting a drink).		
	2.	Contributes to adult conversation.		
	3.	Repeats rhymes, songs, or dance for others.		
	4.	Works alone at chore for 20-30 minutes.		
	5.	Apologizes without reminder 75% of the time.		
	6.	Will take turns with 8-9 other children.		
	7.	Plays with 2-3 children for 20 minutes in cooperative activity.		
	8.	Engages in socially acceptable behavior in public, e.g., uses correct language, body posture, takes care of own clothes, etc.		
	9.	Shares books, crayons, etc with other children.		
	10.	Is able to stay on a particular task.		
	11.	Maintains self-control.		
	12.	Ask for permission to use objects belonging to others 75% of the time.		
	13.	Relates experiences (social or language).		
5-6 yrs.	1.	State feeling about self- angry, happy, love.		
	2.	Play with 4-5 children on cooperative activity without constant supervision.		
	3.	Explain rules of game or activity to others.		
	4.	Imitate adult roles.		
	5.	Joins in conversation at meal times.		
	6.	Comforts playmates in distress.		

SELF-HELP SKILLS

Age level	Item	Indicator	Yes	No
3-4 yrs	1.	Asks to go to toilet.		
	2.	Removes shirts or frock.		
	3.	Eats with spoon.		
	4.	Reaches for water and drinks it (unassisted).		
	5.	Feeds self entire meal		
	6.	Dresses self with help on pullover shirt and all fasteners.		
	7.	Dries own hands.		
	8.	Wipes nose when reminded.		
	9.	Initiates and completes dressing and understanding except fasteners.		
	10.	Snap or hooks clothing.		
	11.	Blows nose when reminded.		
	12.	Avoids common dangers (i.e. broken glass).		
	13.	Buttons large button on, button board or jacket placed on the table.		
	14.	Washes hands unaided.		
4-5 yrs	1.	Unbuttons own clothing.		
	2.	Buttons own clothing.		
	3.	Cares for self at toilet.		
	4.	Clears place at table on instruction.		
	5.	Washes hands and face unassisted.		
	6.	Uses correct utensils for food.		
	7.	Wipes and blows nose 75% of the times when needed without reminder.		
	8.	Brushes teeth.		
	9.	Goes about neighborhood unattended.		
	10.	Laces shoes.		
	11.	Ties shoes.		
	12.	Combs or brushes hair.		
	13.	Cares for won belongings.		
	14.	Able to zip.		
5-6yrs	1.	Walks to school, playground or store within two blocks of home, independently go to school.		

DEVELOPMENTAL ASSESSMENT MEASURE II

Age group (yrs)	S. No.	Items	Instructions	Material	Desirable response and scoring
		General knowledge and Cognitive skills			
	A	Visual Memory and observation.			
3-4	i.	Tell the object which has been removed (3 objects).	Place three objects in front of the child. After the child has seen them. Ask him/her to close his/her eyes. Remove any object and ask name of the missing object.	Wooden block, comb and pencil.	A score of 1 is given if the child names the missing object correctly. Otherwise 0 is given.
	ii.	Missing part of an object	Show pictures of objects familiar to them with any significant part missing. Ask the child to point out the missing part.	Three picture cards: A cat without leg, tree without leaves and spectacles without an ear rest.	A score of 1 is given if the child is able to point out without help. Otherwise 0 is given.
4-5	i	Tells the object which has been removed (five objects).	Place five objects in front of the child. After the child has seen them. Ask him/her to close his/her eyes. Remove any object and ask name of the missing object.	Flower, stone, wooden block, pencil and button.	A score of 1 is given if the child names the missing object correctly. Otherwise 0 is given.
	ii.	Inverted picture	Show two sets of identical cards to the child. In set 1 invert the pair of triangles and let the child see the other pictures of the set. After 30 seconds invert all the remaining pictures of the set 1. Now ask the child to point to that picture in set 2 which was inverted in set 1.	Two identical sets of picture cards having pairs of four shapes.	A score of 1 is given if the child is able to point to the inverted picture. 0 is given if the child is unable to do so.
5-6	i.	Tell the object which has been removed (7 objects).	Place six objects in front of the child. After the child has seen them. Ask him/her to close his/her eyes. Remove any object and ask name of the missing object.	Bead, pencil, soap, key, button, stone and comb.	A score of 1 is given if the child names the missing object correctly. Otherwise 0 is given.
	ii.	Find pairs of picture cards	Show picture cards of vegetables, fruits and animals to children. After they have seen them for a minute, lay them face down on the floor with the same position. Ask the child to open one card at a time and find its pair from the remaining cards.	Picture cards of two each: animals, vegetables, and fruits.	A score of 1 is given if the child is able to find pair. 0 is given if the child is unable to do so.

3-4	B	i.	Auditory memory Arrange any two objects in the same sequence	Call out any two objects (out of the three kept in front of the child). Ask the child to place them in front of you.	Button, flower and pencil.	A score of 1 is given if the child picks up two objects in the same sequence as called out. Otherwise 0 is given.
				Place the three objects in the front of the child. Ask the child to place the objects on a paper in the same sequence called out.	Key, lock and bead.	1 is given if the child is able to place the objects in the specified sequence. 0 is given if the child is not able to perform the sequential placement.
				Place five objects in the front of the child. Ask the child to place the objects in the sequence called out.	Lock, flower, key, stone and bead.	A score of 1 is given if the child is able to place the objects in the specified sequence. 0 is given if the child is not able to perform the sequential placement.
3-4	C	i.	Classification Classify different objects	Give children three sets of objects: beads, pebbles, and buttons. Ask them to separate and sort out one from the other and put them in different piles.	A set of four each: beads, pebbles, and buttons.	A score of 1 is given if the child is able to group without any help, after one demonstration. 0 is given if the child is unable to do so.
				Give the child a set of coloured discs (four each of yellow, red and black). Ask the child to group red and black separately.	A set of 4 each small discs of yellow, red and black.	A score of 1 is given if the child is able to group without any help, after one demonstration. 0 is given if the child is unable to do so.
				Give children an assortment of leaves, cotton, wood, and pebbles. Ask them to sort out in terms of hard and soft or rough and smooth.	A set of: pebbles, wooden blocks, leaves, and cotton balls.	A score of 1 is given if the child is able to sort without help. 0 is given if the child is unable to do so.
4-5		ii.	On the basis of three sizes (big, medium, small)	Provide the child with three blue coloured big, medium and small circles. Ask them to group these according to their sizes.	Cut outs of three blue big, medium and small circles each.	A score of 1 is given if the child is able to group without any help, after one demonstration. 0 is given if the child is unable to do so.
				Provide the child with cut outs of shapes with different colours and sizes. Ask the child to group them on the basis of colour and shape one by one.	One big red: rectangle, triangle and square; one small yellow: rectangle, triangle and square.	A score of 1 is given if the child is able to group similar cut outs without any help, after one demonstration. 0 is given if the child is unable to do so.
				Provide children picture cards of a variety of objects and ask the child to classify these on the basis of their respective functions.	Picture cards of scissors, knife, chalk, pencil, socks, vest, mango and bread.	A score of 1 is given if the child is able to group without any help, after one demonstration. 0 is given if the child is unable to do so.

3-4	D	Sequential thinking	Ask children to reproduce a sequential pattern using different material under the given pattern.	A set of beads, pebbles, and flowers.	A score of 1 is given if the child is able to reproduce the given pattern without any help, after one demonstration. 0 is given if the child is unable to do so. A score of 1 is given if the child is able to arrange the cards without any help. Otherwise 0 is given. A score of 1 is given if the child is able to arrange the cards without any help. Otherwise 0 is given. A score of 1 is given if the child is able to arrange the cards without any help. Otherwise 0 is given.
4-5	i.	Arrange the sequential cards	Ask the child to arrange the cards in the sequence of melting candle.	Three picture cards depicting a melting candle.	so. A score of 1 is given if the child is able to arrange the cards without any help. Otherwise 0 is given. A score of 1 is given if the child is able to arrange the cards without any help. Otherwise 0 is given.
	ii.	Arrange the sequential cards	Ask the child to arrange the cards in the sequence of water filling in the bucket.	Three picture cards depicting a bucket with increasing level of water.	Otherwise 0 is given. A score of 1 is given if the child is able to arrange the cards without any help. Otherwise 0 is given.
5-6	i.	Arrange the sequential cards	Ask the child to arrange the cards in the sequence of a tree growing from a sapling.	Three picture cards depicting a tree growing from a sapling.	Otherwise 0 is given. A score of 1 is given if the child is able to arrange the cards without any help. Otherwise 0 is given.
	E	Problem Solving and Reasoning			
3-4	i.	Maze: make way for butterfly to reach the flower.	Place the maze in front of the child and ask him/her to find and draw the way to flower.	One sheet of maze.	A score of 2 is given if the child is able to draw the shortest way without crossing the boundary line or making other errors. 1 is given if the child draws any possible way with minute errors. 0 is given if the child is unable to find the correct way.
	ii.	What do you do when you are hungry?	Ask the child.		A score of 1 is given if the child gives acceptable response: any eatable 0 for incorrect response.
4-5	i.	Maze: make way for duck to reach pond	Place the maze in front of the child and ask him/her to find and draw the way to pond.	One sheet of maze drawn on it.	A score of 2 is given if the child is able to draw the shortest way without crossing the boundary line or making other errors. 1 is given if the child draws any possible way with minute errors. 0 is given if the child is unable to find the correct way.

	ii.	What will happen if you do not keep your hair clean?	Ask the child.		A score of 1 is given if the child gives acceptable response: lice/dandruff/will look ugly. 0 for incorrect response.
5-6	i.	Maze: make way for airplane to reach the clouds.	Place the maze in front of the child and ask him/her to find and draw the way to clouds.	One sheet of maze drawn on it.	A score of 2 is given if the child is able to draw the shortest way without crossing the boundary line or making other errors. 1 is given if the child draws any possible way with minute errors. 0 is given if the child is unable to find the correct way.
	ii.	If somebody's house catches fire what would you do?	Ask the child.		A score of 1 is given if the child gives acceptable response: will try to put out the fire with water/sand. 0 for incorrect response.
	F	Pre-Mathematical concepts			
	1.	Concept of Space			
3-4	i.	In-out	Place a dupatta on the floor in circular fashion and ask the child to jump inside as well as outside the circle twice.	A Dupatta	A score of 1 is given if the child jumps inside and outside the circle appropriately. 0 is given if the child stands/jumps on the boundary line.
4-5	i.	Empty-full	Place the picture cards in front of the child and ask the child to point the picture in which the basket is empty.	Two picture cards of a basket filled with fruits and another one empty.	A score of 1 is given if the child is able to point to the correct picture. 0 is given for the incorrect response. A score of
5-6	i.	Left-right	Place the picture cards in front of the child and ask him/her to point the tree standing on left side of the house.	Two picture cards of trees standing on the left and right side of a house.	1 is given if the child is able to point to the correct picture. 0 is given for the incorrect response.
	2.	Concept of Time			
3-4	i.	Which bucket will get filled first?	Place two picture cards in front of the child; one shows a bucket under a tap with full pressure of water and another which shows less pressure. Ask the child which bucket will get filled first and why.	Picture cards that show a bucket under a tap with full pressure of water and another that shows less pressure.	A score of 2 is given if the child points to the bucket under fast running tap and gives reason for his/her response. 1 is given if the child identifies the bucket but is not able to tell the reason. 0 is given if the child is unable to answer either of the questions.

	ii.	At what time of the day do we brush our teeth?	Ask the child		A score of 1 is given if the child says morning. 0 for incorrect response.
4-5	i.	Which candle will get burnt first?	Place two picture cards in front of the child and ask which candle will get burnt first.	A picture showing a long burning candle and another with a small one.	A score of 2 is given if the child points to the short candle and gives reason for his/her response. 1 is given if the child identifies the candle but is not able to tell the reason. 0 is given if the child is unable to answer either of the questions.
	ii.	What comes after Monday?	Ask the child		A score of 1 is given if the child says Tuesday. 0 for incorrect response.
5-6	i.	Which cloth will get dried first?	Place two picture cards in front of the child and ask which cloth will get dried first and why.	A picture showing a cloth kept under sun during daytime and another under moon during night time.	A score of 2 is given if the child points to the cloth kept under sun and gives reason for his/her response. 1 is given if the child identifies the picture but is not able to tell the reason. 0 is given if the child is unable to answer either of the questions.
3-4	3.	Pre-number concepts			
	i.	Big-Small	Place a set of three shapes (circle, square and triangle) in two sizes (big and small) in front of the child. Show a big square to the child and ask him/her to pick out the small one. Repeat the instruction for a small triangle and square.	One big circle, one big triangle, one big square, one small circle, one small triangle and one small square.	A score of 1 is given if the child picks out correct shapes, every time without help. 0 for no or incorrect response.
4-5	i.	Seriation of big and small objects	Place buttons of four subsequent sizes in front of the child. Ask him/her to arrange them in descending order of their sizes.	Three buttons of different sizes.	A score of 1 is given if the child arranges the buttons in descending order. 0 is given if the child is unable to do so.
	ii.	More-less	Make two heaps of pebbles (more) and buttons (less). Ask children which heap has more objects.	A set of pebbles and buttons.	A score of 1 is given if the child gives correct response: Pebbles 0 is given if the child gives incorrect response

5-6	i.	Classify of heavy and light objects	Ask the child to sort light and heavy objects and group them separately.	Four cotton balls, four bottle caps and four pebbles.	A score of 1 is given if the child puts the objects in correct order: cotton balls, bottle caps and pebbles 0 is given if the child makes an incorrect arrangement.
	ii.	Identify more or less water in containers	Place two utensils in front of the child and ask him/her to pour water in both of them, while counting the number of glasses of water being poured in each utensil. Ask which container has more water and why.	Two containers: one big (C1) and one small (C2).	A score of 2 is given if the child says that C1 has more water than C2 because of more glasses of water poured into it. 1 is given if the child is not sure that why C1 has more water. 0 is given if the child gives incorrect response.
	4.	Number Concept (one to one)			
3-4	i.	One-to-one correspondence	Place five stones in a row. Give five beads to the child and ask him/her to place one bead with each pebble.	Five pebbles and five beads.	A score of 1 is given if the child places the beads appropriately. Otherwise 0 is given.
4-5	i.	Pebble cards	Place pebble cards till five in order. Ask a child to place the correct number of beads on each pebble card.	Pebble cards till five and 20 beads.	A score of 1 is given if the child arranges the correct number of beads. Otherwise 0 is given.
	ii.	Pick up the stones.	Place five stones in front of the child and ask him/her to pick one stone, two stones.... and so on.	Five stones	A score of 1 is given if the child picks correct number of stones every time. Otherwise 0 is given.
5-6	i.	Count the number of stones left	Place ten stones in front of the child and let him count all of them. Let the child count three stones. Remove one stone and ask how many are left.	Ten stones	A score of 2 is given if the child is able to count the stones correctly as well as able to tell the number of stones left after one stone is removed from the group of 3 stones. 1 is given if the child is able to perform either of the tasks mentioned above. Otherwise 0 is given.
4-5	5.	Arithmetic reasoning			
	i.	Can you buy more things with Re1 or Rs.10?	Ask the child.		A score of 1 is given if the child gives correct response: Rs.10 0 is given if the child gives incorrect response.

	ii.	If I cut an apple into half, how many pieces would be there?	Ask the child.		A score of 1 is given if the child gives correct response: two 0 is given if the child gives incorrect response.
5-6	i.	If you have two rotis and I give you one more, how many will you have?	Ask the child.		A score of 1 is given if the child gives correct response: three rotis 0 is given if the child gives incorrect response.
	ii.	Can more things be bought with 50p or Rs.2?	Ask the child.		A score of 1 is given if the child gives correct response: 0 is given if the child gives incorrect response.
3-4	G i.	Part whole Puts together 3-piece puzzle	Show the cut-outs of a horse and ask the child to put together all the pieces.	Cut outs of: a horse.	A score of 1 is given for if the child is able to put the pieces together correctly, without help. 0 is given if the child is unable to do so
4-5	i.	Complete the face	Give the child a cut out of an empty face without features. Ask the child put the cut outs of eyes, nose and mouth in place.	Cut outs of: A blank face, nose, eyes and mouth.	A score of 1 is given for if the child is able to place the cut puts appropriately, without help. 0 is given if the child is unable to do so.
5-6	i.	Complete the figure	Place a half drawn leaf in front of the child and ask him/her to complete it.	Incomplete figure of a leaf.	A score of 1 is given for if the child is able to complete the figure neatly, without help. 0 is given if the child is unable to do so.
		Language Skills			
	A	Follow Instructions			
3-4	i.	Pick up that button then pick up that sheet and place it on that book.		A button, a sheet of paper and a book.	A score of 1 is given if the child follows the complete instruction sequence. Otherwise 0 is
4-5	i.	Bring me the ball, put it down and clap your hands twice.		A ball	given. A score of 1 is given if the child follows the complete instruction sequence. Otherwise 0 is
5-6	i.	Hold your ears, blink your eyes, release your ears and then sit down.			given. A score of 1 is given if the child is able to carry out the instructions correctly. 0 is given if the child is unable to perform correctly.

3-4	B		Information	Ask the child.		A score of 1 is given if the child tells his/her first/full name. Otherwise 0 is given.	
	i.	Tells first/full name when requested.					
	ii.	Tells names of children with whom he plays or studies					
	iii.	Points to 10 body parts (eyes, nose, ears, lips, cheeks, teeth, hand, feet, fingers and toes)	Ask the child.			A score of 2 is given if the child mentions 3-4 names 1 is given if 1-2 names are given 0 is given for no response. A score of 2 is given for 7-10 correct responses. 1 is given for 4-6 correct responses. 0 is given for 3 or less. A score of 1 is given if the child tells his/her mother's/father's first/full name. 0 is given for no or incorrect response. A score of 1 is given if the child says they are used for hearing. 0 is given if the child gives an incorrect response.	
	4-5	i.	Tells mother's/father's name				Ask the child.
	ii.	What ears are for?	Ask the child.				
	iii.	How many legs does a horse/dog have?	Ask the child.			A score of 1 is given if the child says four legs. 0 is given for an incorrect response. A score of 1 is given if the child gives the correct response. 0 is given for an incorrect response. A score of 1 is given if the child tells his/her age. 0 is given for an incorrect response. A score of 1 is given if the child is able to recognize the coins. 0 is given for no or incorrect response.	
	5-6	i	Tells what work his/her father does				Ask the child.
	ii.	Tells his/ her age	Ask the child.				
	iii.	Recognizes the given coins.	Ask the child.	Coins of: 50p, Re1, Rs.2 and Rs.5		A score of 1 is given if the child is able to recognize the coins. 0 is given for no or incorrect response.	
	C		Analogies				
	3-4	i.	This is a boy and this is a _____				Show picture card of a boy and then of a girl.
	ii.	An elephant is big and a mouse is _____	Ask the child				

4-5	i.	A bird lives in the nest and we live in _____	Ask the child		0 for no or incorrect response. A score of 1 is given if the child says house. 0 for no or incorrect response.
	ii.	Hair is black and teeth is _____	Ask the child		A score of 1 is given if the child says white. 0 for no or incorrect response.
	iii.	A train moves fast and a cycle moves _____	Ask the child		A score of 1 is given if the child says slowly. 0 for no or incorrect response.
5-6	i.	Ice is cold and fire is _____	Ask the child		A score of 1 is given if the child says hot. 0 for no or incorrect response.
	ii.	During the day there is light, at night it is _____	Ask the child		A score of 1 is given if the child says dark. 0 for no or incorrect response.
	iii.	In water we swim, in the air we _____	Ask the child		A score of 1 is given if the child says fly. 0 for no or incorrect response.
3-4	D	Action agent			
	i.	What barks?	Ask the child.		A score of 1 is given if the child says dog. 0 for no or incorrect response.
	ii.	What flies?	Ask the child.		A score of 1 is given if the child names any bird. 0 for no or incorrect response.
4-5	i.	What writes?	Ask the child.		A score of 1 is given if the child says pen/pencil/chalk/crayon (or anything else used for writing). 0 for no or incorrect response.
	ii.	What boils?	Ask the child.		A score of 1 is given if the child says water. 0 for no or incorrect response.
5-6	i.	What twinkles in the sky?	Ask the child.		A score of 1 is given if the child says star. 0 for no or incorrect response.
	ii.	What pours?	Ask the child.		A score of 1 is given if the child says rain. 0 for no or incorrect response.

	E	Reading readiness				
	1.	Visual discrimination				
3-4	i.	Find the similar pictures.	Ask the child to point the two similar pictures on a picture strip.	Pictures of: two leaves, flower, and a tree.	A score of 1 is given if the child points the correct pictures. 0 for incorrect	
4-5	i.	Visual discrimination cards with a given shape on the top and a simple scene below in which the same shape is used as a part of the picture.	Ask the child to point all the circles in the given picture.	One visual discrimination card with different circular shapes.	response. A score of 1 is given if the child points to the shapes, without any help. Otherwise 0 is given.	
5-6	i.	Point the difference	Place two otherwise identical pictures with only one prominent difference in them and ask the child to spot the difference.	Two face cards: one smiling and one sad.	A score of 1 is given if the child points to the difference, without any help. Otherwise 0 is given.	
	ii.	Point to the like pictures.	Ask the child to point to the like umbrellas in the given picture card.	Pictures of five umbrellas with two of them similar to each other.	given. A score of 1 is given if the child points to correct pictures, without any help. Otherwise 0 is given.	
	F	Writing skills				
3-4	i.	Copy the pattern	Ask the child to copy vertical lines using crayons.	A worksheet with a sample pattern drawn on it.	A score of 1 is given if the child is able to draw the given pattern neatly. 0 is given if the child is unable to do	
4-5	i.	Copy the pattern	Ask the child to copy the given pattern:	A worksheet with a sample pattern drawn on it.	so. A score of 1 is given if the child is able to draw the given pattern neatly. 0 is given if the child is unable to do	
5-6	ii.	Copy the pattern	Ask the child to copy the given pattern: Using pencil.	A worksheet with a sample pattern drawn on it.	so. A score of 1 is given if the child is able to draw the given pattern neatly. 0 is given if the child is unable to do so.	
	G	Story recall sequence				
		Once there was a deer. His name was Heera. He lived in a jungle near Rajasthan. Near that jungle there is lot of dust and sand. One day storm blew in the jungle.				

3-4	i.	Because of storm, some sand blew in his eyes and Heera immediately shut them. He thought, "everyday sand gets into my eyes, what should I do?" then he decided to buy a pair of glasses.	Ask the child			A score of 1 is given if the child says: dust 0 for incorrect answer. A score of 1 is given if the child says: due to storm 0 for incorrect answer.
	ii.					A score of 1 is given if the child says: so that more dust could not enter his eyes/because of irritation caused due to dust which had entered his eyes. 0 for incorrect answer.
	iii.					A score of 1 is given if the child says: to protect his eyes from dust 0 for incorrect answer. A score of 1 is given if the child says: dust 0 for incorrect answer.
4-5	i.	Why did the deer buy glasses?	Ask the child			A score of 1 is given if the child says: desert 0 for incorrect answer. A score of 1 is given if the child says: Heera 0 for incorrect answer.
	ii.					A score of 1 is given if the child says: market 0 for incorrect answer.
	iii.					A score of 1 is given if the child says: market 0 for incorrect answer.
5-6	i.	Where did the deer live?	Ask the child			A score of 1 is given if the child says: dust 0 for incorrect answer.
	ii.					A score of 1 is given if the child says: dust 0 for incorrect answer.
	iii.					A score of 1 is given if the child says: dust 0 for incorrect answer.

FGD for Parents

Questions:

1. Since when is your child attending the MC Center?
2. When did he/she join the Balwadi?
3. Are you aware of the changes in the Balwadi curriculum?
4. Have you noticed any changes in your child's behaviour or any new skills acquired after attending the Mobile Crèches Center? In what ways?
5. Does your child share his/her day's experience at the centre after coming home? What are those interactions about?
6. Would you like to give any suggestion for the better functioning of the centre?

FGD for Teachers

1. Are you aware of the changes in the balwadi curriculum?
2. What are they?
3. Why are these changes brought about?
4. What was the level of your involvement in bringing about these changes?
5. What were the steps taken by the management to inform the teaching staff?
6. What were your contributions in planning of the new curriculum?
7. Were there any challenges/difficulties you faced while implementing the new curriculum?
8. How did the new Balwadi curriculum benefit the classroom transactions and the teacher's daily schedule at the center?
9. Which new skills did you notice in children after the introduction of new curriculum?
10. How does the new curriculum prepare the Balwadi child for formal schooling?
11. Were the results of the new transaction methodology observed in children's behaviour satisfactory?
12. How well are the new changes accepted by the parents?
13. What are the new responsibilities of supervisors and teachers in monitoring and recording the child's progress?
14. After implementing the curriculum for a year, do you have any other suggestions to improve it further?



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