

State Council of Educational Research and Training,  
(An autonomous body under Directorate of Education, Govt. Of NCT of Delhi)  
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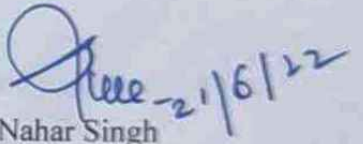
F.No. 1/CPD/SCERT/2022-23

Dated:- 21/06/2022

Subject :- Guidelines For Vidyarambh (School Readiness Package) and ECCE Kit .

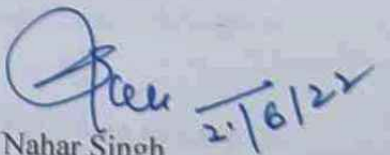
Further to Circular dated 21-06-22 on a three-day capacity building programme from 28<sup>th</sup> to 30<sup>th</sup> June 2022 for Primary Incharges of DoE and Mission Buniyaad Coordinators/FLN Nodal Teachers (MCD) on Vidyarambh and ECCE Kit. The Guidelines for Teachers on using the aforesaid material are developed and shared. The teachers will be further oriented on them during the trainings.

Guidelines as annexed.

  
Dr. Nahar Singh  
Joint Director (Academic)

Copy to:

1. PS to Director, SCERT
2. Joint Director, SCERT
3. All Principals of DOE and MCD
4. WIM, SCERT
5. Guard File

  
Dr. Nahar Singh  
Joint Director (Academic)

## **Guidelines for the Teachers to Use VIDYARAMBH (School Readiness Package)**

National Education Policy 2020 suggests to build an interim 3-month play-based school preparation module to build school readiness in students, teachers and parents (para 2.5, NEP, 2020). In light of the same, guidelines were made by NCERT in the name of VidhyaPravesh. VIDYARAMBH is a school preparedness package built on lines with VidhyaPravesh and NEP 2020.

### **About VIDYARAMBH**

1. A school preparedness package built to develop school readiness amongst children. School readiness here means to prepare children by providing them with a broad range socio-emotional skills while laying foundations for literacy and numeracy, by engaging children in play-based activities.
2. The School Preparedness Package - VIDYARAMBH comprises:
  - a. Book I- Handbook for teachers to give them conceptual understanding on school readiness
  - b. Book II- Three Month Play-based Preparation Module with Week-wise plan and activities to engage students
  - c. Book III- Workbook for students for hands on practice during the three months of School Preparedness.
3. The objectives of the three-month preparation module are:
  - a. To promote school preparedness in all children coming to Grade-I from diverse backgrounds.
  - b. To ensure a smooth transition of children to Grade-I.
  - c. To prepare children with the cognitive and linguistic competencies which are pre-requisite for learning to read, write and develop number sense through a play-based approach.
4. This readiness package is an important package that will expose children to a warm and welcoming environment, necessary specifically after COVID 19 pandemic. It will facilitate smooth transition of children to school by creating a safe and stimulating environment ensuring holistic development of children.
5. It is a 3-month curriculum developed on themes from child's environment. The 3 months planning is divided further into weeks where –

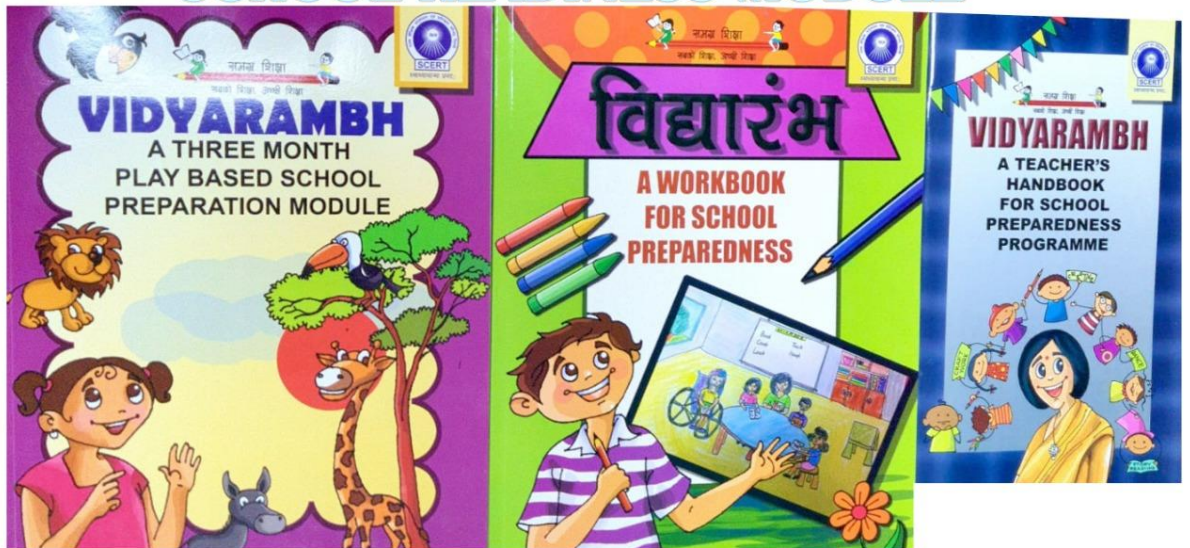
- a. First 4 weeks (first month) has detailed flow of the daily routine activities that is to be conducted for the 4 hours in a day.
- b. Week 5 to 8 (second month) has a semi-structured design. Themes along with some activities and worksheets around them are given.
- c. Week 9 to 12 (third month) has a pool of activities. The structure and flow of activities and the daily routine is to be designed and developed by the teacher.

### **Implementation of VIDYARAMBH by the Teachers**

1. Read the handbook – Book I thoroughly to understand the significance, expectations and your role to make VIDYARAMBH module a complete success.
2. Book II and Book III should be seen together. Worksheets in the workbook are in sync with the activities mentioned in Book II and therefore should be seen together. The worksheets are the follow-up of the activities given in the Book II.
3. Book II comprises daily routine structure for the first 4 weeks, blank templates for the teacher to plan and fill. It also consists of activities, and following assessment rubrics and worksheets that the teacher should do during and post activity implementation.
4. To understand the sections and the information that the Book II gives, scan the given QR code and refer to the slides.
5. The given structure and routine are not prescriptive in nature. The teacher has to implement and adapt them according to the need of the children and environment of the classroom.
6. The daily routine is planned, developed and flexible in nature. The activities have a continuity in their nature. Therefore, it is not mandatory for the teacher to complete all the activities given for one day in a day itself.
7. It is important that children get their time to develop and achieve the learning outcomes through the activities. Completing the activities or filling the worksheets is not important. The teacher should therefore, focus on the process and not the outcome only.
8. The activities have been developed keeping in mind the principles of universal design of learning. Suggestions and tips to include children with disabilities are given across Book I and Book II.
9. Allow children to express, give them space and encourage them to respect their home language and culture.

10. The activities mention the parameters of assessment too, the teacher should continuously observe and assess children in a play-way method. A portfolio of work and development shown by each child should be officially recorded.
11. Organise the classroom space in a manner that allow children to move freely. A, U or circle shaped seating plan, whichever suits the best.
12. Organise classroom in a manner that has 3-4 activity centres for language, cognitive, and socio-emotional development of children.

## SCHOOL READINESS MODULE



# Guidelines for the Teachers to Use Khel Pitara

National Education Policy, 2020 has restructured school education, recognising and making ECCE an important and formal part of school education system. Khel Pitara is a kit developed to address the pressing needs of joyful learning culture at the ECCE level.

## About KhelPitara

1. Khel Pitara is a kit of materials that can be used to deliver the curriculum for Early Childhood Care and Education. The kit targets children from 3 years to 6 years.
2. Each kit provides teaching learning materials to cater to approximately a group of 30 children.
3. The kit comprises set of manipulatives, reading materials, puzzles and games. It comes with an ECCE Manual briefing all the materials that are there in the kit. The manual is divided in four sections namely:

**Section 1 – The materials in the ECCE kit. (red coloured bag)**

**Section 2 – The literacy materials in the kit. (green coloured box)**

**Section 3 – The materials that can be easily developed by the teachers through Do-It-Yourself (DIY) tutorials.**

**Section 4 – The guidelines to store the kit material.**

4. The detailed list of the materials, and to know and use the kit better through the manual access is given in the initial slides of the PPT. Scan the QR code to get it.  
*(Attach QR Code of the PPT)*

## Significance of Khel Pitara

1. The kit ensures holistic development of children. It caters to all the three developmental goals namely:

**Goal 1: Children Maintain Good Health and Wellbeing**

**Goal 2: Children Become Effective Communicators**

**Goal 3: Children become involved learners and connect with their immediate environment**

2. Khel Pitara facilitates overall development of the personality of a child that happens through play, manipulation of concrete materials for discovery, experimentation and exploration.
3. It engages the children to become involved learners, think critically, be creative, collaborate, communicate, and connect with their immediate environment which are well-aligned with the early literacy and numeracy skills.

## **Handling of Kit by the Teacher**

1. Allow children to engage with the materials. Plan different activities that let children work in small and large groups.
2. The activities should allow children to engage in free, unstructured, structured or guided play at different times.
3. Children through their engagement with materials learn different life skills like collaboration, communication, problem solving and critical thinking, cooperation, etc. The planned activities should engage children that facilitates the development of these skills.
4. These materials are not limited only for the cognitive development of children, rather these ensure development of children in all domains like socio-emotional development, physical development, linguistic development, moral development, etc. . The activities should therefore be planned keeping this fact in mind.

## **Storage of the Material and Kit**

1. The storage of the material should be arranged in such a way that children can easily access, pick and use materials. The right balance has to be formed to take care of the materials and make it accessible to children simultaneously. Some suggestions are:
  - Sensitise children towards the materials and build a sense of ownership in them. Build the quality of leadership and responsibility in children towards the material.
  - Do not label the material as someone's personal property. Rather inculcate a sense of belongingness, care and common ownership towards the kit material.

## **Managing Children in Larger Groups**

1. Young children demand constant supervision and care in order to ensure their safety and well-being.
2. Divide children into groups. Assign an area to each group to engage with. Go to each group one by one and guide them the activity they have to do. Give them time to engage with material and perform the given activity. Visit each group on rotation basis and spend some time with them; observing the work they are doing, engaging with children, asking them questions, etc.
3. Rotate material from one group to another. Build a habit among children to engage with all the materials and not to stick to only one they like. Tell them everyone would want to play with everything so we should take turns.

4. Set in-class rules with children. Like, not more than 5 children will be there at one corner otherwise they won't be able to play in that corner.

