

RNI No. HARENG/2010/35200
ISSN-2348-8824
Price: Rs. 150/-
Four Monthly
Published in English from Gurugram

NAVNIKA

A JOURNAL OF EARLY CHILDHOOD CARE AND EDUCATION
By Salwan Education Trust

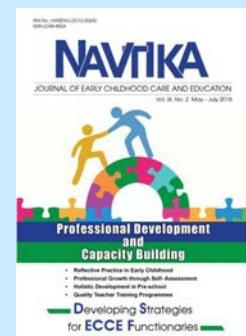
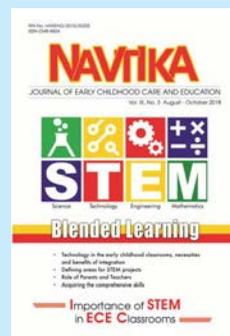
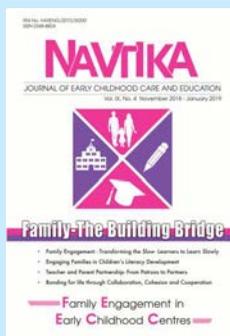
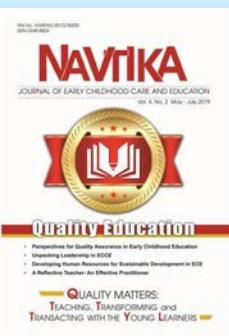
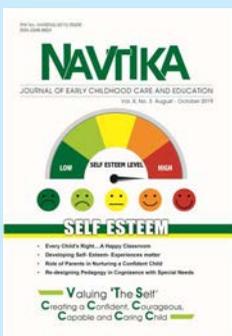
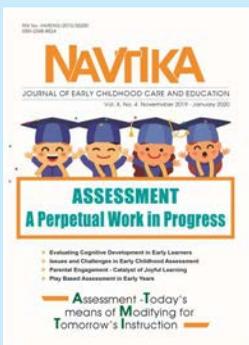
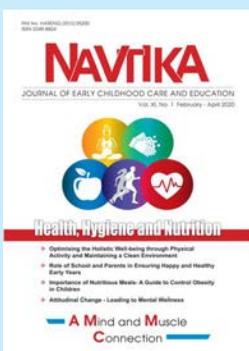
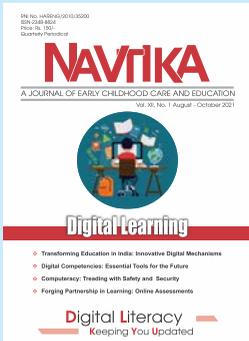
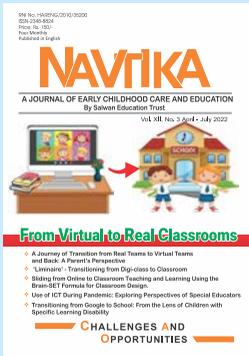
Vol. XIII, No.1 August 2022-November 2022



Innovative Pedagogies & Researches

- ❖ Toy-Based Pedagogy – A Key to Explore & Learn
- ❖ Foundational Literacy and Numeracy
- ❖ Learning Theories, Neuroplasticity and the Indian Advent into ECCE
- ❖ Capacity Building of Early Childhood Educators in Tribal India

For Learner-Centric Education



NAVTIKA

A JOURNAL OF EARLY CHILDHOOD CARE AND EDUCATION
By Salwan Education Trust

Navtika is a journal that serves as a practical guide for teachers, parents and other caregivers who nurture and monitor children during the foundational years, i.e., 3-6 years and 6-8 years. It seeks to provide valuable information, deepen knowledge and address parental concerns, empowering teachers and parents to deliver better care. The journal publishes original work based on standards of excellence and expert views. The articles offer interesting insights into various aspects of children's well-being.

EDITOR-IN-CHIEF

Dr. (Mrs.) Indu Khetarpal

Former Principal
Salwan Public School, Rajendra Nagar, New Delhi-110060

EDITORIAL ADVISOR

Prof. Venita Kaul

Director Emeritus, Centre for Early Childhood
Education and Development Ambedkar University,
New Delhi-110006

EDITORIAL BOARD

Dr. Subhash Chander

Assistant Professor, Central Institute of Education (CIE)
Delhi University, New Delhi-110007

Dr. Romila Soni

Associate Professor, Department of Elementary
Education, National Council of Educational Research
and Training (NCERT), New Delhi-110016

Dr. Parul Srivastav

Deputy Director, National Institute of Public
Cooperation and Child Development (NIPCCD), New
Delhi-110016

Dr. Shraddha Kapoor

Reader, Department of Human Development and
Childhood Studies Lady Irwin College, Sikandra Road,
New Delhi-110001

EDITORIAL TEAM

Editor- Mrs. Priyanka Barara, Principal

Project Coordinator- Ms. Rashi Oberoi, Headmistress

Assistant Coordinator- Ms. Jaswinder Kaur

Peer Review Coordinator- Ms. Aruna Raihan

Design & Illustrations- Ms. Sampati Sharma

From Salwan Public School, Rajendra Nagar,
New Delhi-110060

EDITORIAL OFFICE

Salwan Montessori School, Sector-5,
Gurugram (Haryana)
navtika@salwangurgaon.com
<http://www.navtika.in>

PRINTED AND PUBLISHED BY:

Paramjit Khanna for and on behalf of the owners, Salwan
Education Trust. Published at Salwan Montessori School,
Sector-5, Gurugram (Haryana) and printed by him at Balaji
Ad Prints E-4, Mayapuri Industrial Area, Phase-II New Delhi-
110064. Editor: Mrs Priyanka Barara.

The facts and figures stated, conclusions reached and
views expressed in different contributions are of the
contributors concerned and should not be attributed to the
Editor of the Journal or to Salwan Education Trust.

All disputes under the jurisdiction of Gurugram court.

EDITOR-IN-CHIEF'S DESK

Over the years our education system has evolved from gurukuls to schools to digital learning. Our education system has moved forward from Vedas and Upanishads, following teachings of Purusharth and Manusmriti to self-learning and self-realisation. Evolve or perish is nature's dictum. Thus, it is natural for the educators to work endlessly to innovate and to create strategies to facilitate learning for the changing times. Educators today have been successful to some extent, but we have miles to go before we sleep!

The present approach towards education has transitioned from content to concept. The chalk and talk method has been replaced with learning by doing or experiential teaching-learning system. The fact that the present generation does not face dearth of resources but requires the right guidance looms large. The traditional methods need to make way for technology-based learning. However, technology with its pros and cons needs to be handled with care. This makes the role of the parent and the educator crucial and critical.

With the advent of National Education Policy (NEP) 2020, the classrooms are required to be dynamic areas where learning happens through play. Research has proved that enriching experiences stimulate brain development. This indicates that investing in high quality early childhood education and care (ECEC) has the potential to offer endless opportunities necessary for their well-being and success in life. ECEC is essential for developing cognitive, social and emotional skills in children.

The teacher should not be a sage on the stage. Educator should play the role of the 'guide on the side' and put the students' learning at centre stage. As students gain greater access to information, it is the educator's role to guide the application and assimilation of that information for solving real-world problems. Instructional design should therefore focus on providing tools and environments for helping learners interpret the multiple perspectives while creating their own world.

The articles in this issue will provide the much-required guidance to understand the changing paradigm in the field of education and the evolution of a new education system to nurture the future global citizens. All articles have been peer-reviewed for academic authenticity.

All articles have been peer-reviewed and critically assessed for academic authenticity and accuracy.

Dr. (Mrs.) Indu Khetarpal
Editor-in-Chief

For Learner-Centric Education

3

**Toy-Based
Pedagogy-
A Key to Explore
and Learn**

Mr. Bharat Bhusan Srivastava

9

**Learning
Theories,
Neuroplasticity
and the Indian
Advent
into ECCE**

Dr. Subbulakshmy Natarajan

14

**Foundational
Literacy and
Numeracy**

Ms. Ashu Kumar,
Ms. Neha Checondra,
Ms. Swati Suri, Ms. Yukti Lao

20

**A Study on
ICT Usage of
Teacher Educators
with Respect to
Internet Access
and E-learning
Facilities Available
at Teacher
Education Institutions**

Dr. Balamurugan S

24

**Capacity-
Building of Early
Childhood
Educators in
Tribal India**

Mr. Pranjal Modi

31

**Relevance of
Innovative
Pedagogy
in a Learner-
Centric
Curriculum**

Ms. Saigeeta Priyadarshini

35

**Creating Joyful
Classrooms using
Innovation in
Teaching
Pedagogies**

Prof. Manas Ranjan
Mahapatra

39

Parent's Corner

42

Teacher's Corner

48

Book Review

Toy-based **Pedagogy** – A Key to **Explore & Learn**

Bharat Bhusan Srivastava

ABSTRACT

For pre-schoolers, toys are used for getting children ready to learn. However, they can be used right from pre-school level to the higher secondary level as educational teaching-learning aid. Toy as a teaching-learning resource has the potential to transform classroom pedagogy. Storytelling, drama, enacting real-life situations and role plays can easily be done using toys by linking them with the themes in the syllabus. Toy-Based pedagogy can easily be used by parents as well to make their children's learning experience happier and more enjoyable. It is worth mentioning that the toy-based pedagogy is in alignment with the NEP 2020, highlighting the role played by toys in the cognitive development of children. This pedagogy can be used effectively for igniting creativity and developing problem-solving skills in learners.

According to NEP 2020, Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable. NEP clearly articulates that in all stages, experiential learning should be adopted, including hands-on learning, arts-integrated and sports-integrated education- and story telling-based pedagogy. Further, it also gives autonomy to the teachers to choose the pedagogy. The basic aim of underlining the importance of the above-mentioned pedagogies is to ultimately shift, towards competency-based learning and education. Budget 2021 truly captures this spirit and propagates the unique indigenous toy-based learning pedagogy for all levels of school education.

Toys help in understanding social and cultural aspects of our country, and strengthen psychomotor and emotional aspects of a child's personality. But what should children learn in pre-school? The first answer would be that pre-school programs need to address issues related to social, emotional, and physical as well as cognitive development of learners. Much of the research based on young children's learning investigates cognitive development with regard to the learner's progress in language and literacy, mathematics, and science. Perhaps

Read More