

# Teaching learning materials in the early childhood care and education centre in Golaghat district of Assam

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■ **ABSTRACT :** The Early Childhood Care and Education favour on the holistic development of the child and prepares child for school. It is expected to provide necessary maturational and experimental readiness to the child for meeting the demands of primary school curriculum. Early childhood development is therefore globally acknowledged as a significant input for lifelong development and successful completion of primary education. The objective of the study is to assess the availability of the teaching learning materials in the early childhood care and education center and to assess the acceptability of teaching learning materials by young children. The schools were from both the urban areas and the rural areas of Golaghat district of Assam. For selection of the samples 20 numbers of schools from each of the five educational blocks were selected. A checklist has been prepared for the teachers of the early childhood care and education centers. For analysis of surveyed data the interview schedule was thoroughly coded and appropriate tables were designed. Preliminary analytical devices expressed in frequency and percentages were used. The observation method was mainly used in the study to see the acceptability of teaching learning materials by young children. 98 per cent of the schools were having the teaching learning materials for the early childhood care and education. 60 per cent replied that the teaching learning materials were locally prepared, 92 per cent of the teachers also replied that the teaching learning materials was supplied from the Government of Assam. The children are more involved with activities when the teaching learning materials are administered to them. It has been observed that the children acceptance is more and learning is more effective with the use of teaching learning materials and the environment created is more joyful and child centric.

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Early Childhood Education is the foundation for the elementary education. The early childhood care and education favour on the holistic development of the child and prepares child for school.

It is expected to provide necessary maturational and experimental readiness to the child for meeting the demands of primary school curriculum. Early childhood development is therefore globally acknowledged as a

significant input for lifelong development and successful completion of primary education. The early childhood care and education also helps in group socialization, creative learning and enhancing scope for over all personality development. The first six years of child life is considered very significant for habit formation, inculcating values, cognitive and brain development and therefore the child should get required stimulus from the environment. Once this crucial period is passed it cannot be compensated by fortified inputs to child later. As the rate of growth and development is fast any stimulation along these lines will have its maximum effect during early childhood. This stage is also crucial in terms of the child's development of interests, attitudes and values. The young child whether he be two and a half, three, four or five years old is one who needs space to be vigorous, alone and or part of an active group, for his happiness, concern and self expression. He needs materials, which are appropriate to his size, ideas and feelings. He needs an understanding adult in the form of his teacher to help him to help himself to explore manually and verbally, and to learn the lesson of life from both people and objects. The more experience the child receives at this stage, the richer will be the dividend. The school with good management, able personal, enough space for free movement and proper equipments to play are the source of these experiences. The early childhood care and education also offers numerous activities for co-ordination and concentration by use of different teaching learning materials. When the children are taught with Teaching Learning Material, the children get more stimulation because the teaching learning materials help them to become more attentive. Joyce and Showers, (2002), stated that effective trainings aim to assure opportunities for trainees to practice key skills in the training setting. In addition student positive attitude generates more interest for the theme. Karr-Morse and Wiley (1997), said that children who are played with, spoken to, and allowed to explore stimulating surroundings are more likely to develop improved neural connections which aid later learning. As a result children seem to participate better in the Early childhood care and education centers.

### **Objective :**

– To assess the availability of the teaching learning materials in the Early Childhood Care and Education

Center.

– To assess the acceptability of teaching learning materials by young children.

### **■ RESEARCH METHODS**

For the present study, 100 numbers of Government Lower Primary School and Senior Basic School where there is provision for early childhood care and education were selected. The schools were from both the urban areas and the rural areas of Golaghat district of Assam. For Selection of the samples 20 numbers of schools from each of the five educational blocks were selected. The educational blocks were as :

- East block
- West block
- North block
- South block
- Central block

The five blocks were selected purposively so that the data collected represents the entire Golaghat district of Assam. The list of names of schools having Early Childhood Care and Education Centers (Locally known as Ka-Sreni) was collected from the office of the District elementary Education office and Axom Sarba Siksha Abhijan Mission Golaghat. The Block wise list of the name of schools was given by the programmer of (Management of Information System section) of Sarba Siksha Abhijan Mission Golaghat.

From the list 20 numbers of schools from each of the five blocks were selected randomly. In this way 100 numbers of Government Schools having Early Childhood Care and Education (Ka-Sreni Schools) were selected from different areas of Golaghat District. A checklist has been prepared for the teachers of the early Childhood Care and Education Centers. Before preparing the checklist 10 numbers of teachers were personally contacted from the nearby school of Golaghat town to find out the availability as well as the proper use of teaching learning materials by the teachers during the classroom interaction. Moreover classroom situations were observed to see the availability of teaching learning materials. Effort was also made to assess the acceptability of the Teaching Learning Materials by young children. Considering the above mentioned point the checklist was prepared. The checklist consists of questions, where the teachers had to reply either in yes or no and there were also questions

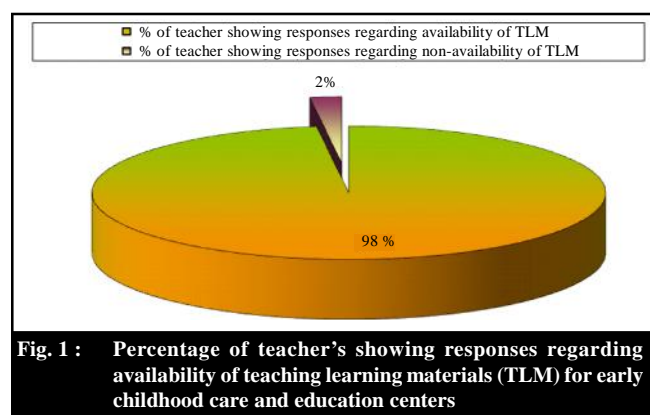
where they had to specify their views against the question asked, and in some questions they had to choose from the alternative given against the questions. For analysis of surveyed data the interview schedule was thoroughly coded and appropriate tables were designed. Preliminary analytical devices expressed in frequency and percentages were used. Observation method was mainly used because it provides the researcher with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participant communicate with each other, and check for how much time is spent on various activities (Schmuck, 1997). Participant observation method helped the researchers to observe events that informants were unable or unwilling to share. Selective observation was used in which the researcher focuses on different type of activities to help delineate the differences in those activities (Angrorino *et al.*, 2000). The observation method was mainly used in the study to see the acceptability of teaching learning materials by young children.

## ■ RESEARCH FINDINGS AND DISCUSSION

The research findings obtained from the study have been discussed under the following sub-heads:

### Availability of the teaching learning materials in early childhood care and education centers:

While conducting the interviews it was found that all the questions were not specifically responded by the entire teacher's. When the responses have been analyzed it has been seen that 98 per cent of the schools were having the teaching learning materials for the early childhood care and education (Fig.1) and when the teachers were asked to specify at least five numbers of



special teaching learning materials available for the early childhood care and education centers they said that 20 per cent of the schools had collages, 51 per cent had charts, 32 per cent had cards, 28 per cent had puzzles, 37 per cent had dominoes, 35 per cent had threading beads, 31 per cent had musk, 28 per cent had blocks of different size, shape and colour and 25 per cent had abacus.

Although all the school had teaching learning materials, when the teacher were asked that the teaching learning materials available in the schools were purchased or locally prepared than 60 per cent replied that the teaching learning materials were locally prepared (Plate 1), 92 per cent of the teachers also replied that the teaching learning materials was supplied from the Government of Assam (Plate 2).



**Plate 1 :** Teaching learning materials prepared by the teacher and used in the classroom

### Qualitative analysis to see the acceptance of the children regarding use of teaching learning materials:

To assess the acceptance of the children regarding the use of teaching learning materials, all the early childhood care and education centers were observed for about 30 minutes to 40 minutes then it was seen that all the children were very much involved with the activities that were taught to them by the use of activity based teaching learning materials. The attention on the task that was given was more by the children when the need based teaching learning materials were used for the children and the environment that was created in the classroom was very joyful and child centric (Plate 3). Ministry of education (2008), notes that learning in ECDE centers enable children to mature holistically. It stresses that the learning environment should be



Plate 2 : Teaching learning materials supplied by the Government of Assam for early childhood care and education centers



Plate 3 : Flash cards and masks use for story telling and rhymes for the young children

organized to meet the needs of the children. Children needs include enjoyment and satisfaction during play. This can be realized only by use of teaching/learning resources. Various materials include toys' dolls, charts and pictures. When the children's needs are fully satisfied, they feel comfortable to move to the next activity.

The objective that is to assess the acceptability of the teaching learning materials by young children was that the children are more involved with activities when the teaching learning materials are administered to them (Plate 4). Montessori (1998), said that use of concrete teaching learning resources assists in the development of five senses of children's. This reduces the monotony of the teacher using only one material to enhance learning. Teaching learning materials plays a major role in clarifying concepts learnt by children.



Plate 4 : Children's attraction in the classroom is more when the teaching learning materials are used in the classroom

It is possible for the teacher to prepare attractive and at the same time low cost and no cost teaching learning materials. In order to increase the effectiveness, the teaching learning materials can also be prepared with the help of children. Muithungu (2003), expressed that materials can be made available by parents and the community as a whole for the ECDE centers within the locality. This can be successfully done by organizing for material making day in school. The community members and parents can collect and others can donate to the school. The main objective in use of teaching learning materials is to make learning more effective. An effective and talented teacher can use teaching learning materials effectively. The teaching learning materials should lend itself for using teaching more than one competency, both the teachers and children can use them with ease, it should also last longer even when made of low cost, it should be remade when required and should be used in continuous and comprehensive evaluation. Smith *et al.* (2003), expressed that the adult has a responsibility to provide rich environments where children are able to explore, touch, manipulate and



experiment with different materials and where children can ask questions, make hypothesis and form new concepts. Moreover for effective use, the teaching learning materials should depends on the numbers of the children. Rich and Drummond (2006), expressed that first hand learning experiences fuel children's imagination and unquenchable thirst for understanding.

From the study it has been observed that the children's are being involved in the activities and teachers are interacting more with them. The teaching learning materials are visible in the classrooms and use of the teaching learning materials also appears to have broaden to some extent in some schools to include other than charts and cards, kit, library books, work books, which is a positive developments. It is also observed that most of the schools have received the teaching learning materials grants also. The classrooms are looking better, the overall classroom practice in term of active learning by children and time on task would still need furthers improvements. Thus it can be said that the learning cycle need to be reinforced and focused upon in all training and support activities for teachers across the formal and alternative systems, since this is critical to ensuring learning outcome.

### Conclusion :

To assess the acceptance of the children regarding use of teaching learning materials, it has been analyzed that teaching learning materials keep the children occupied and prevent boredom. It also gives the children opportunities for exploration and help the children learn, practice and develop new skills all the times. It teaches them to use their hands and co-ordinate them with their eyes. It has also helps them to observe, concentrate and experiment. It teaches them how thing are made and

work and how to take care of their possessions. It has been observed that the children acceptance is more and learning is more effective with the use of teaching learning materials and the environment created is more joyful and child centric.

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