ABSTRACT

Thematic Approach is an effective teaching and learning approach that goes from mere monotonous exercise, to free spontaneous, integrated, creative exercise with any concepts/theme. In other words it leads the children from one dimensional learning to multidimensional learning. Thematic approach is based on the constructivist paradigm where in not only is the child an active participant in the process of learning but also controls the dynamics of learning. Every child was allowed to bring-in its prior knowledge into the fore play of the learning process. It brings the children to enhance communication more efficiently.

The present study attempts to explore the effect of thematic approach on communication skills in early childhood education. The study is of quasi experimental in nature with a non-equivalent control group design, were in the experimental group was exposed to the intervention based on thematic approach for about three and half month and the conventional approach was used for the controlled group. The investigator developed and validated a tool to assess communication skills (Receptive, Cognitive and Expressive) and was given as pretest and posttest.

Descriptive statistics was used to summarize the pretest and the post test score. Non parametric test like Mann-Whitney U test, Wilcoxon Rank test, ANCOVA, Spearman Correlation were employed to test the various hypothesis.

It was found that thematic approach was effective in enhancing communication skills in early childhood education, particularly the intervention enhanced receptive, cognitive and expressive skills. On the basis of the finding the insights gained it may be concluded that significance of the thematic approach is fundamentally premised on interactive communication strategies between peers and between child and teacher, thereby providing ample scope for communication development.