EXPERIMENTATION
CHAPTER - IV

EXPERIMENTATION

4.1 CURRICULUM TRANSACTION

This chapter deals with the experimental phase i.e. transaction of the activity centered curriculum. To study the effectiveness of new curriculum, a sample consisting of 3-4 year old children who enrolled themselves for nursery class (session 1998 - 1999) was taken for conducting the experiment. The following four schools were randomly selected for the implementation of the curriculum.

- St. Joseph Convent School, Jalandhar
- Innocent Hearts School, Jalandhar.
- Green Field Nursery School, Jalandhar.
- Red Roses Nursery School, Jalandhar.

The Principal and the staff incharge were briefly oriented about the suggested curriculum. For smooth carrying out of the activities, the investigator used to visit these schools twice a week. Along with verbal guidelines, printed material for some activities was also provided to the teachers. The teachers were asked to carry out the suggested activities in the light of feasability and effectiveness.

In the light of all these factors the objectives were outlined, a curriculum was chalked out, a yearly, monthly, weekly and daily schedule was made. Under these schedules monthly and weekly activity plans were worked out.
4.2 YEARLY SCHEDULE

Yearly calendar was made keeping in mind the:

- School Opening (Seasons)
- School Vacations
- Celebration of Festivals
- National Celebrations

The whole academic year was then divided into working months. The first two weeks of the session were "adjustment to school" during which the children indulged only in making a rapport, free play, creativity, singing, dancing and story listening.

The yearly schedule included projects like My house, exterior - interior, My family, My pets, My body, Parts of the body, Air, Water, Concept of height, time, colour, plant life, vegetable, fruits, etc.

4.3 MONTHLY SCHEDULE

Every month of the prepared calendar was assigned weekly projects like trees, weather, pets, bird songs etc. A recapitulation week after every three projects was kept to retain the knowledge related to each project. A total of twenty two projects were therefore planned to cover the entire curriculum.

Projects were assigned by keeping in mind some important aspects:

- Continuity and order both in theory and implementation.
- Developmental interaction approach that sees all learning – learning at home, at school and in the community as interrelated.
• The interrelation of the projects within a month.
• The local climatic conditions.
• All projects are pleasureful for young children.

The teacher was allowed to make flexible arrangements for the repetition of popular activities and for the teacher's own innovations.

4.4 WEEKLY SCHEDULE

Every week had a detailed activity plan, keeping in mind the activities, attention span and practically possible preparation on the part of the teacher by making use of locally made inexpensive materials. Teachers were given liberty to prolong or shorten any activity depending on the interest of the children.

One theme was selected for a particular week. The time table was focussed on that particular theme including activities for physical, social and cognitive development along with the experience and knowledge related to that particular theme. Some weekly schedules are given in table No.4.01.

4.5 DAILY SCHEDULE

For the efficient administration of the weekly activity plans a daily time table was chalked out (Table 4.02 and 4.03). Though this time table was organised yet it provided scope for the flexibility on the part of the teacher.
### WEEK - I

**THEME : PLANT LIFE**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Cognitive activity</th>
<th>Experience</th>
<th>Physical activities</th>
<th>Indoor activities</th>
<th>Creative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flower, leaves, grass, trees, flower pots, seeds, food for plants, insects.</td>
<td>To collect leaves of different types, nature walk.</td>
<td>Watering plants, trees give fruits, sowing, germination. cutout of insects on flannel boards.</td>
<td>Visit to a garden, sand play, gardening, shadow play, swings on trees, object grab bag.</td>
<td>Pressing flowers and leaves. Sorting objects related to plants. Simple flower arrangement. Butterfly collage</td>
<td>Drawing of flower, tree, vegetable painting, greeting cards.</td>
</tr>
</tbody>
</table>

### WEEK - II

**THEME - WATER**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Cognitive activity</th>
<th>Experience</th>
<th>Physical activity</th>
<th>Indoor activity</th>
<th>Creative activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of water, uses of water, drinking, washing, food for plants, properties, floating, sinking, water plants and animals.</td>
<td>Pouring water from bottle to tumbler, drinking, washing hands, toilets, measuring cups.</td>
<td>Washing, steam formation, ice formation, floating, reflection, fountains, brushing.</td>
<td>Watering plants, water games, fishing.</td>
<td>Low - level water painting, spray painting.</td>
<td>String painting, flow of water.</td>
</tr>
</tbody>
</table>
## TABLE 4.02

Sample full day schedule 9.00 am - 3.00 pm

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-9.15</td>
<td>Greeting Song, Health check up</td>
<td>Greetings Prayer,</td>
<td>Greetings, Prayer</td>
<td>Greeting Song, Health Check up</td>
<td>Greeting Prayer</td>
<td>Celebrations (National)</td>
</tr>
<tr>
<td>9.15-10.15</td>
<td>Activity Time, outdoor play (free)</td>
<td>Activity Time, outdoor play (organised)</td>
<td>Activity Time, Indoor Play (free)</td>
<td>Activity Time, Indoor play (organised)</td>
<td>Activity Time, Outdoor or Indoor play in bad weather</td>
<td>Celebrations (Local)</td>
</tr>
<tr>
<td>10.15-11.00</td>
<td>Music and movement</td>
<td>Yoga</td>
<td>Dance (free)</td>
<td>Yoga</td>
<td>Singing</td>
<td>Puppet Show</td>
</tr>
<tr>
<td>11.00-11.45</td>
<td>Group time (Theme), Cognitive Activities</td>
<td>Science Experience</td>
<td>Cognitive Activities</td>
<td>Science Experience</td>
<td>Cognitive Activity</td>
<td>Outdoor Trip</td>
</tr>
<tr>
<td>11.45-12.00</td>
<td>General Conversation</td>
<td>Story and Dramatisation</td>
<td>General Conversation</td>
<td>Poem and Dramatisation</td>
<td>General Conversation</td>
<td>Picnic or P.T.A.</td>
</tr>
<tr>
<td>12.00-12.30</td>
<td>Lunch</td>
<td>Eating &amp; Toileting Care (Whenever needed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30-1.30</td>
<td>Rest Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30-2.00</td>
<td>Creativity</td>
<td>Art &amp; Craft</td>
<td>Creativity</td>
<td>Art &amp; Craft</td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td>2.00-2.30</td>
<td>Personal care, Buttoning, polishing shoes</td>
<td>Personal care, Tying laces</td>
<td>Personal care, Polishing shoes</td>
<td>Personal care, Self help clothing</td>
<td>Personal Care, Combing</td>
<td></td>
</tr>
<tr>
<td>2.30-3.00</td>
<td>Winding up Dismissal</td>
<td>Winding up Dismissal</td>
<td>Winding up Dismissal</td>
<td>Winding up Dismissal</td>
<td>Winding up Dismissal</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.00-9.10</td>
<td>Greeting, Prayer, Health Check up</td>
<td>Greeting, Prayer</td>
<td>Greeting, Prayer</td>
<td>Greeting Song, Health Check up</td>
<td>Puppet show</td>
<td>Celebrations (local)</td>
</tr>
<tr>
<td>9.10-9.45</td>
<td>Activity time, Outdoor play (free)</td>
<td>Activity time, Outdoor play (organised)</td>
<td>Activity time, Outdoor play in bad weather</td>
<td>Activity time, Indoor play (organised)</td>
<td>Activity time, Indoor play (organised)</td>
<td>Celebrations (local)</td>
</tr>
<tr>
<td>9.45-10.00</td>
<td>Music and movement</td>
<td>Dance (free)</td>
<td>Yoga</td>
<td>Music</td>
<td>Movement, Yoga and Dance (Free)</td>
<td>Celebration (National)</td>
</tr>
<tr>
<td>10.00-10.45</td>
<td>Group Time Themes (Project)</td>
<td>Science Experience</td>
<td>Cognitive Activities</td>
<td>Science Experience</td>
<td>Cognitive Activity</td>
<td>Outdoor Trip</td>
</tr>
<tr>
<td>10.45-11.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MID - DAY - SNACKS ... Eating and Toileting Care.</td>
<td></td>
</tr>
<tr>
<td>11.00-11.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Picnic or P.T.A. Meet</td>
<td></td>
</tr>
<tr>
<td>11.30-11.45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Picnic or P.T.A. Meet</td>
<td></td>
</tr>
<tr>
<td>11.45-12.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Winding up Full - Break</td>
<td></td>
</tr>
</tbody>
</table>
4.6 IMPLEMENTATION OF THE ACTIVITIES

Prior to actual administration of the activities, a pilot study was carried out by administering only one month's plans and taking feedback from experts in the field of pre-school education. Based on the suggestions, changes were made and the rest of the activity plans were administered.

To conduct various activities smoothly and efficiently, parents were also taken into confidence. The parents and teachers had slight reservations initially regarding the lack of emphasis on written and oral learning of alphabets and numbers. Mothers showed low preference for certain activities for cognitive and emotional development like painting, clay molding but preferred activities like counting, reading alphabets and poem recitation. Later on when teachers invited them on parents evening and were appraised through video cassettes, their cooperation led to greater enthusiasm. They expressed satisfaction on the amount of learning and development that was shown by the child in various areas i.e., immunizations, lunch packs, colourful hankies etc.

The children seemed to love to come to school, feel free and confident to carry out various activities of their choice, interact with peers, teachers and express their thoughts freely. The carrying out of some of the activities has been displayed through photographs (Fig. 4.01).

For health and safety of the child a special concern was shown. A complete record of health check-ups and immunizations was kept in the school for each child. For maintaining and up-keeping this record parental help was taken. All the parents were asked to fill-up the immunization schedule (Appendix IV) as suggested by Indian Academy of pediatrics. An expert from the
health department was engaged to visit the schools and physical check-ups were done twice a year. The complete record was kept in the school and the parents were also appraised of the health-status of their child.

The experiment continued for one full session. The physical environment of the school was also improvised to suit to various activities. Sufficient opportunities were given to the child by encouraging independence, creativity and providing outlets for self expression. Cultural settings and language were also considered. Teachers were encouraged to develop stories and rhymes related to the theme of the week, leading to holistic development of the child.

After the completion of the experiment, post tests were administered to the experimental as well as the control groups. The data thus obtained yielded scores on physical, social and cognitive development. The scores obtained were subjected to statistical analysis.
IMPLEMENTATION OF ACTIVITIES
Activity - "Foot prints" - Left right discriminations.

Activity - "Foot prints" - Waiting for turn
Activity - "Problem Solving" - Jumping inside-outside a circle

Activity - "Jumping" - Peer performance.
Activity - "Sharing" - Lunch time

Activity - "Learning healthy eating habits"
Activity - "Managing Self"
Passing through tyre.

Activity - "Managing Self"
Passing without touching
Activity - "Free indoor play"
Activity - "Free outdoor play"
Activity - "Sorting property blocks"

Activity - "Sets" - Sorting blocks into subsets
Activity - "Fine motor development"

Activity - "Motor development" - Throwing and catching
Activity - "Musical stimulus" - Clapping

Activity - "Musical stimulus" - Song of the animals
Activity - "Cleaning the classroom" - Laying and cleaning the table

Activity - "Using our senses" - Body parts
Activity - "Use of lines"

Activity - "Curved lines" - Nature play
Activity - "Difference in me and my friends"

Activity - "Evaluation" - Along the rope
Activity - "Triangular things" - Making triangle with the limbs

Activity - "Slanted things" - Inclined plane
Activity - "Object grab bag" - Game

Activity - "Object grab bag" - Matching pairs
Activity - "Measuring heights" - How big I am
Activity - "How much I weigh"

Activity - "Prayers" - Thanks giving
Activity - "Up and Down" - Drawing lines away from body

Activity - "Guided indoor play" - Queuing up
Activity - "Balancing on one foot"

Activity - "Jumping"
Activity - "Balance on wooden block"

Activity - "Identifying immediate environment"
Activity - "Free play (Individual)"
Activity - "Guided play (Group)"