

## **Role of physical instructional materials in early child learning centres**

**Dr. Pallvi Pandit**

Assistant Professor, Dronacharya P.G. College of Education, H. P. University, Shimla, Himachal Pradesh, India

### **Abstract**

The primary aim of this research is to access the existing situation of instructional material management among various public and private institutions of early child development centres (ECDs) around lekhnath municipality, Nepal. This study is based on primary data collection among 10 sampled pre-primary schools covers 2 primaries, 2 lower secondary, 4 higher secondary and 2 community managed early child learning centres. From the research it was concluded that availability of physical instructional materials among early child pre-schools around lekhnath were low status, however, the community managed Child Care Centre had found the highest physical materials, likewise another Bhabysa Child Care Centre had second highest scored. Similarly, government managed Lower Secondary and Primary schools had the better instructional materials as compared with Higher Secondary schools. This study recommends that the impact of animated books on the vocabulary and language, use of modern information computer technology audio video, free, publicly funded, quality kindergarten programs in all states, mandatory full-day kindergarten learning school run with day snacks, State, local governments and local community should provide the additional funds necessary to manage child friendly pre-kindergarten available for future of any nation's child of two- and four-year old children.

**Keywords:** School Based Early Childhood Development (SBECD), Community Based Early Childhood Development (CBECD), Government Initiatives, INGO/NGO, Early- Childhood Development (ECD), Early Childhood Care Development (ECCD) and Early Childhood Education (ECE)

### **1. Introduction**

Children are often viewed simply as the small form of adults; and little attention has been given to the intellectual abilities, emotional, language usage, and physical growth that occurs during childhood and adolescence. Early childhood development (ECD) program covers wide range of education programs that aims at harmonious development of child before they enter into primary school education. The ECD ranges from formal pre- primary education integrated with national schools through nurseries, kindergartens and pre- primary classes to the community based school's centres. The children of 2-5 years are in their early child group are called ECD. Similarly, National Education System Plan (NESP) defined ECD means the four years' children provide one year's educational program. At this stage, children begin elementary phase of concept formation (Adhikari, 2010) <sup>[1]</sup>.

Increase in the number of student's enrollment at ECD level education are mushrooming in rural and urban areas assuming that student's quality and learning activities are of joyful (Education, Flash report I, 2005) <sup>[7]</sup>. The pre-school education programs benefit poor and deprived communities' people feel free and get time to do work in modern society. In the present context, there are many communities managed schools supported by national agencies, NGOS and other agencies to promote proper childhood.

The concept of child development began to emerge early in the 20th-century, but it could not well manage inside class room and materials which fosters early child learning behaviors. Eventually, researchers became increasingly interested in other topics including typical child development as well as the impacts on development. One of the most important concepts is "Better Classroom Better Learning is". It is the basic principle

behind teacher education program which basically implies that better learning opportunities can only be created through the better classroom practices. Unless we can work very effectively in classroom practices at local level primary schools, it will be almost impossible to improve overall educational situations and materialize the concept of quality education very effectively (Nepal A. G., 2014) <sup>[15]</sup>. The quality of education is generally pre-schools often lack child- and girl-friendly facilities, and Child-Centred teacher-learning environments. Only just over 50% of teachers are trained, although they rely on simplistic Teacher-Centred classroom practices (Nepal M. o., 2004-2009) <sup>[16]</sup>.

Public Schools in Nepal often lack off appropriate funding and resources to adequately hire qualified teachers. Many classes are delivered in English by Nepali teachers, who frequently have only a basic knowledge of English themselves. Therefore, there is limited opportunity for Nepali students to expand their knowledge and use of the English language without direct contact with a teacher fluent in English (Nepal A. G., 2014) <sup>[15]</sup>. The increase in student enrollment at ECD can be attributed to the quality and relevance of education, joyful, learning opportunities and social space available in school (Bhandari, 2007) <sup>[4]</sup>.

ECD programs help to provide various developments of children in early school. The program has been proved to be an important vehicle for ensuring holistic development of young children. Today the need and importance of ECD program is universally recognized but acquires less preference in budgetary and planning in Nepal. The early childhood development programs sometimes called as Early Childhood Care Development (ECCD) and Early Childhood

Education (ECE) is other name but better practices for better national forth coming pillar. However, the first pre-Montessori primary school was open in 2005 in Nepal (Sharma, 2005) <sup>[19]</sup> then mushrooming. Therefore, its study is very necessary to meet the growing demand of human civilization.

Young children learn by doing. Helping with cooking, tasks, and other real work is of tremendous interest and value to them. This hands-on learning is also encouraged with open-ended materials such as the following:

- Materials for drawing, writing and constructing: paper, pencils (thick primer ones are best for young children), coloured sketch, scissors, glue, and tape. Commonly found materials such as cardboard boxes, which offer children many opportunities to represent their ideas.
- Tripod paints and water colours for painting.
- Water, sand, plays dough and clay for sensory experiences.
- Building blocks (hardwood unit blocks are best), Legos, and puzzles for building and manipulating.
- Dress-up clothes, hats and supports for taking on roles even better if children can make their own costumes.
- Dolls and doll clothes, so children can play out roles they have experienced.
- Some simple musical instruments and opportunities to listen to music.
- The outdoors for investigating nature and for running, climbing, and other active play essential for large motor development.

Nursery School, of course, children's learning is the primary focus of parents and teachers. Consciously or not, we are all guided by certain principles of children's development should be available in early school (Lepper, 2014) <sup>[11]</sup>.

### 1.1 Statement of Problem

Early Childhood Development is an emerging area of learning in Nepal. As most of the public school teachers in Nepal use traditional methods of teaching which comprises of lecturing and memorization; they do not know how to introduce student participation to generate a creative and active learning process. It means that the use of Child Centred Learning pedagogy is missing largely. It's more important to study how the child grows, learn, and change from early age at primary school.

Participation of education stakeholders in management, decision making and resourcing has been encouraging and responsive to meet the needs for child development Centre. Parents and communities have demonstrated unmatched commitments to rendering their support to achieving the goals of national education, paving the way for sustainable development of education at the local level. However, the 80% of children national enrolled in grade 1 have ECD experience is not managed completely. Similarly, the national enrolment rate of early child education centre is 93.5 (91% girls and 95% of boy's enrolment). But record shows 56% of grade 1 enrolment is from ECD centre. (District Education Office, 2071).

Pre-school the child takes first step into large world, which is supposed to prepare him/her to ultimately face life on his own. Starting from nursery class room to materials inside these room activities can be regarded as social situation. Each year students passes and goes to another class is supposed to transmit skill and knowledge to be successful in later life in society. (Shakya, 2004) <sup>[14]</sup>. But generally questionning over students are what's about the quality enhanced of students,

their life long teaching, class room equipments, teachers training are the secondary components of teaching learning activities. The rural /urban community society of lekhnath municipality will be the study area.

Pre-Primary education and materials management inside class room are the crucial issues for Nepalese child development institutions. However, there are many studies conducted on child learning but very rarely concerned about child development and instructional management according to emerging theories. Therefore, this study is conducted to find availability of teaching materials their usage and factors affecting regarding child development. So, this study will be useful for educationists, psychologist, planners, stakeholders, policy makers and parents.

### 2. Objectives

The general objective of this study is to access the instructional materials management in early childhood development centre of community schools of Lekhnath Municipality Kaski, Nepal. Specific objectives of this study are to:

- To find out the availability of instructional materials in pre-primary school.
- To identify the familiarities of ECD materials among teachers and facilitators.
- To explore the existing situation of ECD materials usage by facilitators.
- To find out the perception of parents, teachers and other stakeholders about ECD.
- To identify the factors influencing the instructional management practices in the pre-primary schools of Lekhnath.

### 2.1 Literature Review

(Lepper, 2014) <sup>[11]</sup> Explored children learn from actively investigating the world around them. Coming upon a construction site, for instance, a four-year-old will be curious about the activity. The adult with the child should take the time to stop, really look at what's going on, and direct the child's attention to the details.

Open-ended questions encourage children to think and reflect. Giving children time to come up with their own answers, even misconceptions, starts them on the road to constructing explanations and building theories.

A child interested by construction vehicles can look in books at home or at the library. Sand box toys such as shovels, containers, and vehicles can give the child a chance to replay experiences and act out observed roles in order to construct his or her own knowledge.

In a natural, almost unconscious, process, children follow the examples set by others, modeling both behavior and the accompanying emotional tone. When children see their parents reading regularly, they want to read and be read to.

Responding to children positively helps them interact effectively with others. Often an adult's first response to a child's undesirable behavior is negative, controlling, emphasizing what the child cannot do. Play is the child's work, perhaps the child's most important way of learning. This learning process occurs even when it may not be obvious when children actively explore their environment and act on their inborn curiosity. They are experiencing, and helping them elaborate and extend their play.

When children play with siblings and friends, they learn from each other. As questions, challenges, and conflicts arise, they learn how to solve problems. This mixed-age play in particular allows children to learn in two ways, both by modeling the behavior of older children and by "teaching" younger children. It doesn't work just to tell children, at best, such orders are effective only temporarily while adults are present. However, when adults guide children through the process of taking turns or waiting for a turn, the children can internalize those strategies and use them the next time.

"Play is the Work of the Child" (Education, Child Development, 2009-2014 <sup>[16]</sup>, September) Play activities are essential to healthy development for children and adolescents. Research shows that 75% of brain development occurs after birth. The activities engaged in by children both stimulate and influence the pattern of the connections made between the nerve cells. This process influences the development of fine and gross motor skills, language, socialization, personal awareness, emotional well-being, creativity, problem solving and learning ability.

The most important role that play can have is to help children to be active, make choices and practice actions to mastery. They should have experience with a wide variety of content (art, music, language, science, math, social relations) because each is important for the development of a complex and integrated brain. Play that links sensor-motor, cognitive, and social-emotional experiences provide an ideal setting for brain development. (Education, 2010) <sup>[9]</sup>.

(Education, 2010) <sup>[9]</sup> A school that provides a learning environment suitable to the children is a child-friendly school. In such schools, environment for children is conducive to learning and their inherent potentials are developed. Furthermore, in these schools:

Children receive a safe and healthy environment, physically, mentally and emotionally.

Children's aptitude, capacity and level are respected and provision is made for necessary environment and curriculum for their learning accordingly.

Teachers bear the full responsibility for assessing the learner's achievement in terms of learning. Children are encouraged to enrol in school without any discrimination on grounds of their caste/ethnicity, sex, financial status, physical and mental frailty, and are treated without discrimination both within and outside school.

In addition to children's education, special attention is paid to their health and security needs. Children, parents and communities take part actively in policy making, planning, implementation and evaluation of activities in the schools. All types of physical, corporal and mental punishment are prohibited, and constant efforts are made to protect children from abuse and harm.

If the child-friendly environment exists in the schools, children can learn quickly and they will have less mental stress while reading and writing. Keeping in mind such positive aspects, schools are required to be child-friendly. School's physical infrastructure encompasses school land and compound, school building, classrooms, laboratories, library, furniture (pigeonhole, tables, cupboards, and desks/benches), toilet, drinking water, playground, educational aids, black/white boards, audio video materials, cupboards, electric equipment, computers, canteen, hostel and protection room etc. The

physical aspect of school crosscuts other aspects of a child-friendly educational environment.

Every child has a right to receive education of good quality, which is ensured by legal provisions. Most children join grade one with early childhood development experiences. Two thirds of the children enrolled in grade one complete the primary cycle within 5 years. (Nepal M. o., 2004-2009) <sup>[16]</sup>

With the implementation of Basic and Primary Education Master Plan 1992, primary education (grade one to five) to the children with disabilities mainstreamed with integrated resource classes in regular schools in 1994. The main objective of the program was to provide equal access of basic and primary education to all children including children with special educational needs (Dhunghana, 2009) <sup>[5]</sup>.

(Robert J. Marzano, 2012) <sup>[17]</sup> Says a teacher play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. If the teacher is ineffective, students under that teacher's instruction will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement. Current research indicates that students in classes of teachers classified as most effective can be expected to gain about 52 percentile points in their achievement over a year's time. Students in classes of teachers classified as least effective can be expected to gain only about 14 percentile points over a year's time. This comparison is even more dramatic when one realizes that some researchers have estimated that students will exhibit a gain in learning of about 6 percentile points simply from maturation-from growing one year older and gleaning new knowledge and information through everyday life (Hattie, 1992 and 1987) <sup>[10]</sup>.

The effective teacher performs many functions that can be organized into three major roles: (1) making wise choices about the most effective instruction strategies to employ, (2) designing classroom curriculum to facilitate student learning, and (3) making effective use of classroom management techniques (Marzano P. &, 2011) <sup>[13]</sup>. Therefore, effective teachers have a wide array of instructional strategies at their disposal, are skilled at identifying and articulating the proper sequence and pacing of their content, are skilled in classroom management techniques.

In summary, the research over the past 30 years indicates that classroom management is one of the critical ingredients of effective teaching. The research resulted in two books on classroom management; one elementary level and one for the secondary level. The books, Classroom Management for the Elementary Teachers and Classroom Management for the Secondary Teacher by Carolyn Everson, Edmund Emmer and Murray Worsham are considered the primary resources for the application of the research on classroom management to primary education (Marzano P. &, 2001) <sup>[12]</sup>.

The good relationship between effective teachings and using of instructional materials. He argued that ". . . while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning, teachers lagged behind in using instructional materials during teaching and learning. Others expressed doubts that instructional materials will ever incite teaching reform on participation". Instructional materials are integral components of teaching-learning

situations; it is not just to supplement learning but to complement its process. It then shows that, if there must be an effective teaching learning activity, utilization of instructional materials will be necessary.

(Mason, 2004) <sup>[14]</sup> assert that, “teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups”. Instructional materials are made up of objects such as printed, audio, visual that aid in the successful delivery of lesson. To this end, instructional materials are said to be objects or things the teacher can use in the classroom while teaching in order to ease off his teaching activities. However, instructional materials cannot address all the teaching-learning problems but it can go a long way in solving them, simply because, they are additional apparatus that can influence the reality of teaching and learning activities. (Allen, 2008) <sup>[2]</sup> States that besides using touching materials the teacher must ensure that varieties of the same are available in class for effective teaching and learning. They say that the materials and equipment presented in early childhood setting should be chosen to provide many and varied opportunities for learners to practice and master familiar skills through a variety of materials

Although similar type of study was done on qualitative and quantitative study examined effects of participation in preschools on children, parents and communities of participation in 38 ECEC centres in the district of Siraha (Bartlett, 2003). In addition to noting immediate cognitive and social development improvements, the study follows children into primary school to show that participating children, in comparison with non-participating peers: 1) were more likely to enrol in school and had better attendance records, 2) were less likely to be retained or drop out in grades 1 and 2, and 3) had dramatically better results on year-end examinations. Greater entrance, progress and performance of children helped to reduced social exclusion and gender inequity.

### 3. Methodology

**Study design and method:** This will be a mixed study including quantitative and qualitative aspects.

**Study setting:** This study was conducted in the Lekhnath municipality, Kaski, Nepal. There are 27 Early Child Developments in Lekhnath (5 community Based Child Care Centres and 22 School Based ECD Centres) which is heterogeneous universe of this study because some are in rural, urban and lower secondary, higher secondary and primary (District Education Office, 2071).

**Study population:** Teachers of pre-primary school, Head master and key parents of the children was included in this study. Each of the schools is headed by a head master and at least one pre-primary teacher serves as educator for these centres.

**Duration of the study:** December 2015 to May 2016.

**Sample size:** Total of 10 pre-primary facilitators, 10 head masters, 30 students and 10 key informants were constitute the study participants.

**Sampling techniques:** Out of 29 ECD Centres, two community based ECDs and 8 schools based ECDs were be selected randomly. In the second step, all the pre-primary teachers and headmasters of these selected ECDs were the primary participants of the study. Additionally, parents of the

children under ECDs were also be selected in 1:3 ratio 10 key informants from the same area were selected.

**Inclusion and exclusion criteria:** Respondents of the selected schools were included in the study.

**Exclusion criteria:** Denials of the participation were excluded.

**Data collection tools and techniques:** Vermiculated structured questionnaire were being used to collect the data. In addition, a focus group discussion guideline was also being used as data collection tools. Data were collected through individual interview in the school and the convenient place for the stakeholders. Informed consent was taken from each of the participant prior to the data collection. Two focus group discussions will be held with the faculty members to explore details information regarding the utility of the computer and internets. Principal investigator herself involved in data collection along with the data collectors.

**Data management and analysis:** Collected data were managed carefully by taking the consideration of safety. Editing, coding and data cleaning were done. Data were analysed using SPSS 20.0 version software. Appropriate descriptive statistics such as percentage, standard deviation, max and min were applied to draw findings. Thematic analysis will be done for the qualitative data.

**Validity and reliability:** Validity and reliability of the study were maintained by the follow techniques:

Structured and pretested questionnaire was used for the data collection

Expert’s advices were explored.

Pretesting of the tools was carried out amongst 10% samples.

### 4. Results

The Education Regulation (2059) section 68, Nepal clearly guided that the early learning child centre should have in open peaceful, safety and more than half ropani of land with good child favourable building, clean drinking water, toilet and at least two facilitators were set out pre requites for the establishment of child learning centre.

Below table shows the physical facilities available in class room among 10 selected ECDs. The Gogan Higher Secondary School and BharmaRupa Higher Secondary Schools did not have sufficient class room painting; nevertheless, all others ECDs had wall painting were satisfactory. Wall painting is supposed to be minimum physical facility of early learning to attract and maintain the learning environment among children.

The building block and design of different shapes of geometry materials were found in majority of schools where as BharmaRupa Higher Secondary, Nava Durga and Himalayan Lower Secondary Schools were not available. The child loving story books, magazine and painting books were available in Bhaibasya Child Care and Community Centre whereas majority of ECDs were not available. Picture of famous personals and cultural related posters were available in Community Care Centre. Bhaibasya Community Care and BharmaRupa Higher Secondary schools has famous personals pictures rest of others ECDs were not available. The other physical materials calendar was available all schools except Amarsiddha Higher Secondary school. The watch which shoes time difference was available in BharmaRupa Higher Secondary, Community Care Centre and Himalayan Lower Secondary. The rest of the schools did not have such facilities. The mirror and dolls were available in all schools except Nava Durga, Tribhuwan Shanti and Himalayan Lower Secondary



schools. The outdoor games like football were available except Nava Durga, Himalayan Lower Secondary and Community Care Centre. The swing especially children like to play with was not available in Amarsiddha Higher Secondary, BharmaRupa Higher Secondary, Shanti Lower Secondary and

Tribhuwan Shanti Higher Secondary. ECDs led by all the higher secondary school and a Nava Durga Primary school were lacking in different colour cards.

Description of different aspect of child learning

**Table:** Physical Aspect of Child Learning (n=30)

Name of ECD	Proper Walking	Zig-Zak Walking	Stand for one leg	Upstairs/ Downstairs	Jump/Running
Amarsiddha Higher Secondary	3	3	3	3	3
Bhabysa Child Care Centre	3	3	3	3	3
BharmaRupa Higher Secondary	2	2	2	2	2
Community Care Centre	3	3	3	3	3
Nava Durga Primary	3	3	3	3	3
Sayad Smarak Primary	3	2	3	3	3
Shanti Lower Secondary	3	3	3	3	3
Shree Gogan Higher Secondary	3	3	3	3	3
Himalayan Lower Secondary	3	3	3	3	3
Tribhuwan Shanti HSC	3	3	3	3	3

The table shows all sampled students could walk properly, zig-zak walking, stand for one leg, upstairs/ downstairs and proper

jumping except 1 student of BharmaRupa Higher Secondary Schools because one sample students were physically disable.

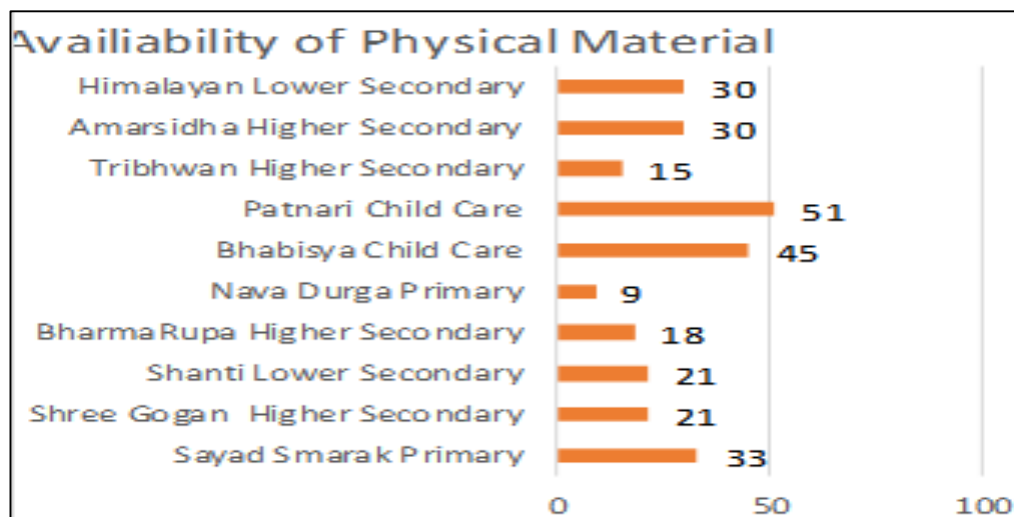
**Table:** Details of playing and recreational materials ECD (n=30)

School Name	Rope	Swing	Blocks	Skipping	Puppet	Puzzle
Amarsiddha Higher Secondary	3	3	3	3	3	3
Bhabysa Child Care Centre	3	3	3	3	3	3
BharmaRupa Higher	0	0	0	3	3	3
Community Care Centre	3	3	3	0	3	3
Nava Durga Primary	0	3	3	0	3	3
Sayad Smarak Primary	3	3	3	3	3	3
Shanti Lower Secondary	0	3	3	3	3	3
Shree Gogan Higher Secondary	0	3	3	3	3	3
Himalayan Lower Secondary	0	3	3	0	3	3
Tribhuwan Shanti Higher S	0	0	3	3	3	3

Table shows the information regarding playing and recreation materials among ECDs are highly used for early learning childhood. The rope, describes length, was available in two community managed schools and two more primary schools (Amarsiddha and Sayad Smarak primary school). The swing was available in all schools except BharmaRupa and Tribhuwan higher secondary school. The different shapes

games were fond except BharmaRupa higher secondary schools. The outdoor game like ball and skipping were absent community care Centre, Nava Durga Primary schools and Himalayan Lower Secondary schools. The puppet and some puzzle were available in all schools however its student ratio was insufficient in primary and higher secondary schools.

Figure: Total Physical Material Availability among ECDs



**Fig 1**

The above chart expresses the total physical materials quantity (17 items) availability among 10 sampled schools. The Community Care Centre had found the highest (51 i.e. 17\*3) all physical materials, likewise another Bhabysa Child Care Centre had second highest (45 i.e. 15\*3) scored. Similarly, Shanti Lower Secondary, Sayad Smarak Primary school and Amarsiddha Higher Secondary had third highest rank (appx.30 i.e. 10\*3). The Nava Durga Primary had least physical materials were available.

This article has briefly highlighted the key challenges faced by ECDs for instructional materials management in Early Childhood Education in Lekhnath. However, there are various other underlying issues like lack of proper guidelines of ECD monitoring which continue to hinder every good gain that could be realized in through effective development of early childhood program.

There has been variation in the management of ECDs managed under government schools and the communities. Furthermore, learning scores by the schools also differed with the highest availability of instructional management scored in community managed schools than public schools. The learning curve was found the highest in Tribhuvan Shanti Higher Secondary school but average was found low in public as compared community managed ECDs.

There were higher variations of materials management among ECDs. The highest management and utilizations of educational materials was satisfactory in community managed ECDs whereas governmental managed schools were lacking off primary materials. Although all the school's management committee were formed but they were only physical presence on decision making procedure. All the head teachers were agreed with the enrollment of ethnic minorities and low income parents was the root cause of low performance in ECDs.

In Nepal, ECD programs are increasing in number but quality varies according to area. In urban area there are different qualities of ECD program expensive, well equipped and low qualities with few facilities. In rural and remote areas, ECD Centres do not have trained teachers and enough learning materials for children.

## 5. Recommendations

**Policy level:** Early childhood is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development. Early year's curriculum needs to be carefully structured. In that structure, there should be three strands: provision for the different starting points from which children develop their learning, building on what they can already do; relevant and appropriate content which matches the different levels of young children's needs; and planned and purposeful activity which provides opportunities for teaching and learning both indoors and outdoors. Thus, there is need to build more realistic policy provisions/ guidelines to educational materials management in order to safeguard the integral development of the childhood in study area.

**At Practice level:** Although, teachers/facilitators work with individual children, small groups, and the whole group at different times during the day. They do not spend all their time with the whole group. Growth of mental and physical abilities progress at surprising rate and a very high proportion of learning take place from birth to age six. It is a time when children particularly need high quality personal care and learning experiences.

Education begins from the moment the child is brought home from the hospital and continues on when the child starts to attend playgroups and kindergartens. The learning capabilities of humans continue for the rest of their lives but not at the intensity that is demonstrated in the preschool years. With this in mind, babies and toddlers need positive early learning experiences to help their intellectual, social and emotional development and this lays the foundation for later school success. The facilitators must address other alternatives ways of learning like as:

The impact of animated books on the vocabulary and language, Use of modern information computer technology, Free, publicly funded, quality kindergarten programs in all states, mandatory full-day kindergarten learning school run with day snacks,

State and local governments should provide the additional funds necessary to make pre-kindergarten available for all three- and four-year old children.

Dedicated funding for early childhood education. Public schools should be the primary provider of pre-kindergarten programs, and additional funding must be allocated to finance them in the same manner as schools.

Practical suggestions that are easy to implement and Ideas that support the development and learning of every pre-schooler.

To provide a strong curricular approach for young children's learning while endorsing a playful pedagogy. The articles in this collection emphasize using play to promote children's skills in problem solving, decision making, and self-regulation; engaging diverse learners in play activities; and partnering with families to further children's playful learning. Specific topics include ways educators can

The e-books can play an important role in young children's vocabulary development. Children in this study demonstrated significantly increased use of relevant vocabulary after multiple exposures to books, regardless of whether they had access to traditional books or e-books.

**Management committee/ Principals:** Although all ECDs having wall painting but the classroom must be decorated with children's original artwork, their own writing with invented spelling, and stories dictated by children to teachers really enhance student quality. Children have access to various activities throughout the day. Look for assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles. All the children should not necessarily all be doing the same activity at the same time. Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance or serving snack provide the basis for learning activities. Children have an opportunity to play outside every day. Outdoor play is never sacrificed for more instructional time. Teachers read books to children individually or in small groups throughout the day, not just at group story time. Teachers recognize that children's different backgrounds and experiences mean that they do not learn the same things at the same time in the same way.

Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend; they do not cry regularly or complain of feeling sick.

Maintaining Group Focus

Common Problems in Conducting Instruction  
Maintaining Group Focus

Common Problems in Conducting Instruction

Effective teachers create a positive learning environment through actions and deeds. The foundation of a positive climate is positive interaction between the teacher and students and among students. A positive environment encourages students to be excited about their school experience and about learning. There are some points to be covered to enhance ECDs learning strategy.

Speak courteously and calmly

Share information.

Use positive statements as often as possible.

Establish a feeling of community

Describing and demonstrating the desired behaviour

Rehearsal/ Role play and

Feedback was strongly recommended.

## 6. Conclusion

This article has briefly highlighted the key challenges faced by ECDs for instructional materials management in Early Childhood Education in Lekhnath. However, there are various other underlying issues like lack of proper guidelines of ECD monitoring which continue to hinder every good gain that could be realized in through effective development of early childhood program.

There has been variation in the management of ECDs managed under government schools and the communities. Furthermore, learning scores by the schools also differed with the highest availability of instructional management scored in community managed schools than public schools. The learning curve was found the highest in Tribhuwan Shanti Higher Secondary school but average was found low in public as compared community managed ECDs.

There were higher variations of materials management among ECDs. The highest management and utilizations of educational materials was satisfactory in community managed ECDs whereas governmental managed schools were lacking off primary materials. Although all the school's management committee were formed but they were only physical presence on decision making procedure. All the head teachers were agreed with the enrollment of ethnic minorities and low income parents was the root cause of low performance in ECDs.

In Nepal, ECD programs are increasing in number but quality varies according to area. In urban area there are different qualities of ECD program expensive, well equipped and low qualities with few facilities. In rural and remote areas, ECD centres do not have trained teachers and enough learning materials for children.

## 7. References

1. Adhikari SP. Early Childhood Development. Educational Journal, 163. 2010.
2. Allen K. a. The Early Years Arrangement for learning. 2008
3. Bartlett KC. What's the Difference? The Impact of Early Childhood Development Programs Kathmandu, Nepal. Kathmandu: Save the Children (U.S.). 2003.
4. Bhandari MP. Early Child Development. In E. C. Development, Early Child Development. Kathmandu: Gyankunj Parkashan. 2007.

5. Dhunghana BR. Special Education in Nepal: Status and Challenges. Education Ministry. 2009, 141.
6. District Education Office, K. Kaski Shakhai Darpan. Kaski, Shakhai Darpan, 2071, 3.
7. Education MO. Flash report I. Ministry of Education, Flash Report I 2005,
8. Education Mo. september). Child Development. Retrieved Dec 24, 2014, from <http://www.It's More Than Just Fun! Child Development & Play Are Related.htm>. 2009-2014.
9. Education, Do. National Framework of Child-friendly School. Kathmadu. Government of Nepal. 2010
10. Hattie, c. 1. (1992 and 1987).
11. Lepper JW. Educational Philosophy "Children Learn by Using Basic Materials". Retrieved from Stanford University: [http://www/aboutbing\\_philosophy\\_learn.html](http://www/aboutbing_philosophy_learn.html). 2014.
12. Marzano P. Class room teaching. 2001.
13. Marzano P. lassroom instruction that works: Research-based strategies for increasing student. 2011.
14. Mason JE. Research in Early Management. 2004.
15. Nepal AG. Education statuus. Retrieved Dec 21 2014, from <http://www.gannepal.org.np>.
16. Nepal Mo. Education for All. Kathmandu: Ministry of Education & Sports.: Ministry of Nepal. (2004-2009).
17. Robert J, Marzano DJ. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement 1st Edition. 2012.
18. Shakya R. Social Change in Education. Kathmandu. 2004.
19. Sharma GN. In Nepalko Shaikshit Itihas. Kathmandu: Lumbani Pustak Bhandar. 2005.