

NATIONAL SEMINAR ON INDIGENOUS TOYS for NURTURING EARLY CHILDHOOD DEVELOPMENT

Report



National Seminar on Indigenous Toys
for
Nurturing Early Childhood Development

(30th September 2022)

A Report

Table of Contents

S. No	Contents	Page No.
1.	Introduction	2
2.	Objectives	7
3.	Seminar Agenda	7-8
4.	Modalities of Conduct	8
5.	Profile of Participants	9
6.	Seminar Contents	10
7.	Inaugural session	10
7.1	Welcome Address by Secretary, MWCD	11
7.2	Launch of National Repository on Toys & Early Childhood Care and Education	14
7.3	Unveiling of Report of the Taskforce on Early Childhood Care and Education.	15
7.4	Keynote address by Hon'ble Minister MWCD	16
7.5	Launch video: Creation Workshops for Anganwadi Workers (AWWs) on Inclusion of Indigenous Toys and Teaching Learning Material (TLM) in Anganwadi's	21
8.	Detailed Sessions Deliberations	23
9.	Vote of Thanks	41
10.	Recommendations & Suggestions	42
11.	<i>Annexure-I - List of Participants</i>	44
12.	<i>Annexure-II – Seminar Agenda</i>	49
13.	<i>Annexure- III- Kit Material</i>	53
14.	<i>Annexure-IV – Resource Persons Presentation</i>	58
15.	<i>Annexure-V – Glimpses of Seminar</i>	113

1. Introduction

Play is an integral part of every childhood. It is essential for child's development and for learning life skills. Play is how children learn to have fun, to socialize, to think, to solve problems and to work. Play connects children with their imagination, their environment, and the people around them. Toys are tools children use in play. It impacts the learning and development in children. Toys of value enhance a child's natural ability to engage in imaginative and meaningful play. Toys vary across country, culture, and families.

It is often said that play is a child's work. Play provides an outlet for children's imagination, creativity, and ingenuity. Toys are tools that children use to play. They learn essential skills through their playtime with toys. Communication, fine and gross motor skills, cognition, creativity, problem solving, learning ability and social interaction are a few of the developmental areas that are stimulated by play activities. Toys can be categorized into various groups, depending on the part of the child it helps to stimulate. Toys can be categorized into various groups, depending on the part of the child it helps to stimulate like Sensory Toys, Communicative Toys, Cognitive Toys and Physical toys.



Toys are a very useful learning resource. Toys can be used to promote experiential learning in interesting ways. They are useful in the teaching learning of mathematics, languages, science etc. The major benefits of learning with toys are that, toys help children to connect with their culture. The use of traditional Indian games and toys in schools will make children connect with their heritage and will have a lifelong positive impact. Toys can also be used to teach many difficult concepts very easily exploiting a child's interests and curiosity. They also help in speed up language development.

India has a rich culture of storytelling through its toys. Our ancestors have been preserving this culture by making toys which show a perspective of life. The religious influence also led to a different set of toys depicting stories from epics like Ramayana and Mahabharata. Indian traditional games don't require expensive equipment and

accessories. Playing conventional board games and outdoor games have always brought children together encouraging teamwork and social interaction.

India is home to several toy clusters and thousands of artisans who produce indigenous toys which not only have cultural connect but also help in developing psychomotor and other life skills among children. The use of Indian traditional toys and games in classrooms contributes to the appreciation of indigenous products and their usefulness. Children also get introduced to Indian culture and start taking pride in their identity. This happens as a gradual process but if it starts germinating in the foundational and preparatory stage.

The indigenous toys are cost effective because they are made from the locally available eco-friendly materials for instance waste clothes of tailoring units, paper toys from waste papers, cloth and rag dolls/puppets. Wood, bamboo, newspaper, waste materials are generally used in making indigenous toys and thus, this helps children

to learn about the texture, colour, size and shape etc. Sometimes the local toymaker uses seeds, feathers, coconut shell, areca, nuts etc and here children



can learn the names of the different trees and learn about their environment. The indigenous toys give them emotional satisfaction because they depict the familiar figures and the children can easily connect with them. Our indigenous games are also very popular, and they keep children and adults engaged for longer duration. Such games generally promote agility, strength, balance, reflexes, hand-eye coordination, accuracy, strategy, intuition, and patience along with the skills of problem solving, decision making etc.

Toys can be classified into many categories such as rattles (dug-dugi, etc.); dolls (wooden and soft dolls); classic board games (Pachisi, Bagh Chal, Chaduranga etc.); bhatuki (miniature kitchen utensils); Outdoor games (Gilli -danda, Appa-rapi etc.); spinning toys (Lattoo, Firki, etc.); Dynamic Toys (Gravitational toys, Drum toys etc.); Walking Toys and Puppets. Toys can be used from preschool to higher secondary education. If a variety of rattles, spinning toys, puppets, stuffed toys can be used for children up to the primary stage, then toys such as board games, completing

circuits, etc can be used for older children. Hence the classic toys of India, can be divided broadly and categorized the games into four distinct categories, i) Cognitive Toys: Toys that stimulate thinking and problem solving are cognitive toys, ii) Physical Toys: Toys that



helps in developing the gross and fine motor skills are physical toys, iii) Sensory Toys: Toys that stimulate the senses of hearing, smell, touch, sight, and taste are sensory toys., and iv) Social Toys: Toys that help children to develop social skills and understand emotions are social toys.

Toys are an important part of childhood, as they educate the child on basic physiological, mental, and emotional development. The activities and control that is required to understand and operate varying types of playthings instil in the child the sense of shape and colours, enhances cognitive ability and flowers creativity. However, toys may also pose as an important cultural asset. They tell stories of ancient lives and put into display the beliefs and traditions that exist among communities of people. They teach lessons and complete the mood and decor of a room. Consumers are attracted to traditional toys as they are a means to preserve the heritage, and the craftsmen and artisans depend upon the production for their livelihood. With the change in lifestyle and flourish of western influence, however, many of the indigenous industries of India are gradually nearing extinction. National social organisations as well as worldwide agencies have stepped forward to extend their help for some cases.

Indigenous toys while using toy-based pedagogy promotes ease in learning and is a cost-effective access to the population. Anganwadis/ Pre schools / formal Schools

can create a 'Toy Library or a Toy Area'. Toy as a teaching- learning resource has the potential to transform classroom pedagogy. In the pre-service teacher education curriculum or Anganwadi workers job training curriculum, the use of indigenous toys as a pedagogic resource should be added. NCERT have come up with various strategies to promote indigenous toys.

These following strategies may be used to promote the use of indigenous toys:

- i. **Creating awareness:** Curriculum may include indigenous toys as learning resources for preparing them to explain scientific principles behind them. **Pre-school learning resource:** Given the recommendations of National Education Policy-2020 for promoting preschool education, there is a felt need of adding structured curriculum on indigenous toys as learning resources.

- ii. **Activities can incorporate them as well.**

Developing Skills: Toy-making can be identified as a job role under vocational education and following platforms may be used to promote them - Kala Utsav (a regular activity being conducted by NCERT): Indigenous toy-making can be included as a theme. Toy Hackathon (may be initiated under Samagra Shiksha): This can be conducted



across the states/UTs like Yoga Olympiad with innovative toys to be given recognition and prizes.

- iii. **Puppet Show Hackathon:** This may also be initiated under Samagra Shiksha under vocational education for secondary and higher secondary students. **Creating Archive of Toys:** A competition for schools may be conducted on developing the 'Archive/toy room' or under Samagra Shiksha. **Using Toy as a pedagogy:** In the pre-service teacher education curriculum and also in service teacher education programs, the use of indigenous toys as a pedagogic

resource may be added. Toy as a teaching- learning resource has the potential to transform classroom pedagogy.

Important Points to be considered while selecting Indigenous Toys are, i) toys should be aligned with the Indian culture and ethos, ii) it should be connected with the regional culture to get the ideas of culture of the region and iii) suitable to the age and development and safety of the child

Indian Toys are made of various kinds of material like wood, cloth, bamboo, metal, paper, plastic, clay, rubber, coir, papier-mâché, shells etc. Lacquered wooden toys from Channapatna village in Karnataka, Kondapalli in Andhra Pradesh, Varanasi in Uttar Pradesh and Sawantawadi in Sindhudurg district of Maharashtra are well



known all over the world. Intricately carved walnut wood toys of Kashmir are in demand worldwide. Stuffed hanging cloth toys in vibrant colors are made in many parts of Rajasthan and Gujarat. Bamboo toys are primarily made in Assam, Tripura and parts of West Bengal. Shell toys from Puri in Orissa, and Pondicherry in Tamil Nadu catch the attention of every passerby. Toys made out coconut shells are popular in Kerala. Clay toys from Bihar, West Bengal, and Tamil Nadu, coir toys of Orissa, papier mache toys of Kashmir, and metal toys of Moradabad in Uttar Pradesh are popular



countrywide. Indian Toys are known for its craft value and the rich culture it represents. Ironically, nowadays low cost materials like plastics are used in the manufacturing

toys. Plastic toys are available easily in both urban and rural India and are more affordable.

To conclude, toys are vital part of every childhood. Playing with toys help children learn about the world around them in a much better way. Toys nurtures healthy overall growth in children.

2. Objectives:

2.1 The major objectives of the National Seminar were to:

- i) Discussion on role of indigenous and locally-created toys in age-appropriate development and nurturing of children;
- ii) Exposure of stake-holders to creation of indigenous and locally-created toys; and
- iii) Discussion on universalization of indigenous toys through networking between stakeholders.

3. Seminar Agenda:

3.1 The key highlights of the seminar was launch of National Repository on Toys & ECCE Material and Key Note Address by Hon'ble Minister of Women & Child Development and Minority Affairs ,Smt. Smriti Zubin Irani. After the successful launch the first session of the day, "Nurturing Development in Children" was commemorated by Shri Sanjay Kaul, Chairperson, ECCE Taskforce Member. This was followed by live display of indigenous toy creation by master craftsman. The minute to minute seminar agenda is placed at Annexure – II.

3.2 The sessions were planned with the aim of rediscovering the role of toys in cognitive development of children and to promote the art of creating toys with help of low/no cost material which are environmentally sustainable and which ignite creativity, collaboration and problem-solving skills in children. During two days of the Webinar, focus will be on different aspects of toys at all stages of school across all subjects and their mapping; pedagogical implications of toys; toys and games as learning through play and make; living/ local tradition of toy making; courses for designing toys and

games as skill courses in school Education. Each Session of the Webinar will have Panel Discussions by experts from India and other countries and paper presentations. On the day of the seminar, parallel events were held for Anganwadi Services Scheme functionaries wherein live demonstration of preparation indigenous toys was integrated with sessions chaired by professionals, academicians and social research scientists on the need and importance of propagating indigenous toys at home and at anganwadi centres. The seminar has laid a roadmap for infusion and integration of toys and games in growth, development and education at all stages.

4. Modalities of Conduct:

The one-day Seminar was conducted in three sessions (programme enclosed) and attended by the cabinet Minister, bureaucrats, professionals from industry, academia, Umbrella ICDS officers, NGOs, Functionaries of Anganwadi Services Scheme, think tanks, and scholars.



The poster features a blue and white color scheme with a scalloped border. At the top, it displays logos for POSHAN Abhiyan, the Ministry of Women and Child Development, and the 75th Azadi Ka Amrit Mahotsav. The central text reads: 'NATIONAL SEMINAR ON INDIGENOUS TOYS for NURTURING EARLY CHILDHOOD DEVELOPMENT Under the Chairpersonship of Smt. Smriti Zubin Irani Hon'ble Minister, Women & Child Development'. A blue box contains the date 'Date : 30th September 2022'. The venue is listed as 'Venue : Bhim Hall, Dr. Ambedkar International center, New Delhi'. Two images are included: a young girl playing with colorful toys on the left and a collection of various indigenous toys on the right.

POSHAN Abhiyan
For Healthy
Diverse and
Resilient
Children and
Women

Ministry of Women and Child Development
Government of India

75
Azadi Ka
Amrit Mahotsav

NATIONAL SEMINAR ON INDIGENOUS TOYS
for
NURTURING EARLY CHILDHOOD DEVELOPMENT

Under the Chairpersonship of
Smt. Smriti Zubin Irani
Hon'ble Minister, Women & Child Development

● Date : 30th September 2022 ●

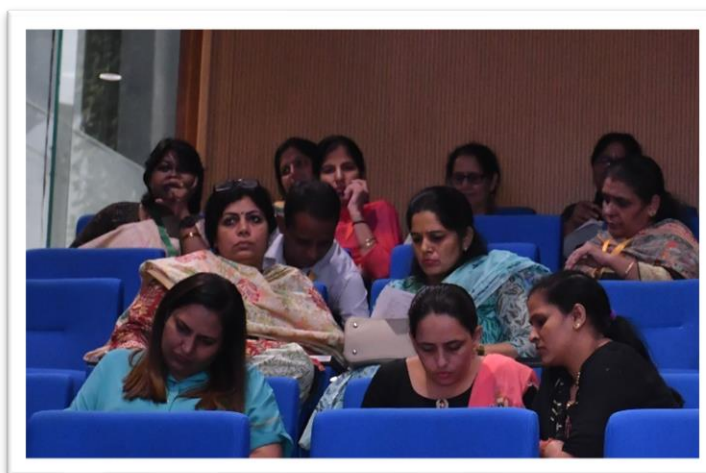
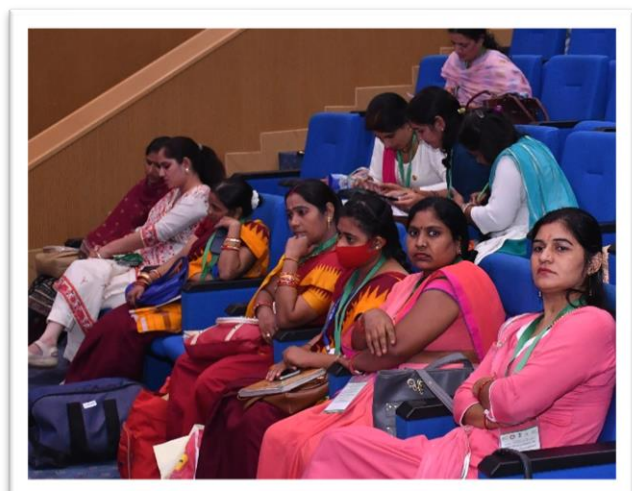
Venue : Bhim Hall,
Dr. Ambedkar International center,
New Delhi

5. Profile of Participants:

5.1 The seminar reported a mixed gathering with officials from Umbrella ICDS to academicians and artisans as well from 14 State/ UTs to share their experiences. Altogether, seminar was attended by 144 participants from varied backgrounds and areas of interests. The list of officials is enclosed at Annexure- I and Agenda of the workshop at Annexure- II.

5.2 A summary of Table of number of participants from various States/UTs is as under:

S. No.	States/ UTs	No. of Participants
1.	Andhra Pradesh	1
2.	Bihar	1
3.	Chandigarh	12
4.	Delhi	38
5.	Gujarat	2
6.	Haryana	58
7.	Jharkhand	1
8.	Karnataka	1
9.	Madhya Pradesh	4
10.	Maharashtra	1
11.	Meghalaya	5
12.	Odisha	4
13.	Uttar Pradesh	15
14.	West Bengal	1
	Total	144



6. Seminar contents

The Programme contents of seminar were –

- nurturing development of children
- role of toys in development
- toys and teaching leaning material for Anganwadi workers
- indigenous toys
- toy making and marketing of indigenous toys
- age-appropriate toys during early childhood education and development and networking for universalization of indigenous toys.

7. Inaugural Session

The seminar started with inviting Hon'ble Minister Ministry of Women and Child Development and Minority Affairs, Smt. Smriti Zubin Irani for lightning of the lamp.





7.1 Welcome address by Secretary, MWCD

Shri Indevar Pandey, Secretary, Ministry of Women and Child Development (MWCD), Government of India welcomed Hon'ble Minister Ministry of Women and Child Development and Minority Affairs, Smt. Smriti Zubin Irani ; Shri Sanjay Kaul, Chairperson, ECCE Taskforce Member and all dignitaries who had arrived for the seminar to participate or knowledge sharing. Shri Pandey informed everyone that National Seminar on Indigenous Toys for Nurturing Early Childhood Development is very important area to focus on. Also, in last one year and Hon'ble Prime Minister and Minister MWCD, has been very clear that we should be making toys as for the local requirement by the local artisans and they should be on the scale, it should not be like we are getting all the toys from China and other countries.

Whereas, we had such a strong tradition of toys, and which played very well in early development of children, our richest of cultural practices for simulating the development and inculcating the *Sanskaras* or basic value or social skills of children. Always play very important role. In the past, this was delivered primarily by the joint.

It's right. Within the joint families, through traditional child, caring practices, but lately due to changes in the family structure that is moving from joint family to nuclear families. Children lack authentic, interaction with adult members, and not mostly and close with gadgets and technology which also lower their physical activity.



Saksham Anganwadi and Mission Poshan 2.0, which have been launched this year in mission mode, It promotes holistic development, and active learning of all children below six years of age, by promoting free universal, inclusive equitable joyful, and contextualize opportunities for

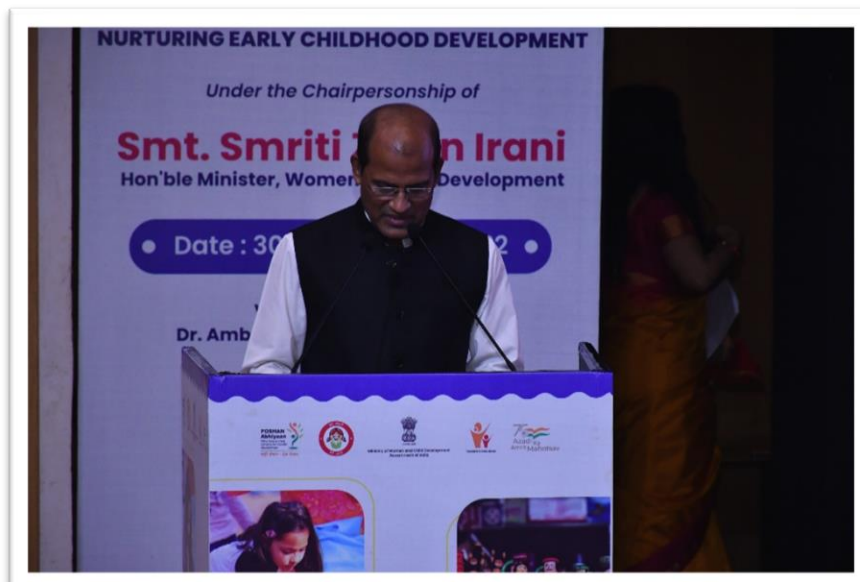
laying foundation and attaining their full potential. We all know that children in the preschool years love to listen to songs and stories and enjoy working with toys and play way material that are available in the immediate environment. Early Childhood stage being indispensable for building foundation for lifelong development. Our Ministry has accorded highest priority attention to ECCE and to invest in it in most cost effect, intergenerational cycle of multiple disadvantages and remove the inequity.

Shri Panday affirmed that, our vibrant anganwadis have adopted play way method, activity based learning and learning through music drawing painting, etc, for maximized learning support children. It is our constant endeavour to provide all support in terms of provision for anganwadis; infrastructure digitization of teaching, and learning materials enhance preschool education kits, capacity building of front-line workers. As for the provisions of the new education policy. Play being central to the child's learning and development. Most cyclical effectively playing with toys opportunity, to children for exploration experimentation discussion problems solving that are essential to construct knowledge at early age.

Secretary, MWCD echoed that playing with toys is more rewarding and satisfying for the children to always stipulate child's thinking, while playing with toys

children, learn to understand conceptual cooperative social behavior, follow rules and develop self- control. Traditional pre- activities and indigenous toys as compared to modern day gaming, through computer, make the children, physically active, and encourage more social interaction. It also helps in prevention of lifestyle diseases. Playful children are more physically active, creative, humorous, imaginative, and emotionally expressive. Now, we do believe that toys and other teaching learning material should be safe, age and developmentally appropriate durable, appealing and interesting to the children.

Anganwadi workers should have enough knowledge skills and understanding about selection of toys, so that it will create interest and sustain interaction among the children. It is a platform being provided by the Ministry and NIPCCD to all Saksham Anganwadi functionaries, other central ministries, development partners and experts working in this unique field to discuss about toys, its design, specification and opportunities for its use at AWCs for different development goals and come up with certain specific recommendations. Shri Indevar Pandey welcomed everyone to the seminar and was hopeful that by the end of it we will have a clear roadmap about how we should go ahead with ECCE program in Saksham Anganwadi in the coming days.



7.2 Launch of National Repository on Toys & Early Childhood Care and Education

Before the keynote address a short movie on toys was shared with the audience to set the tone for the seminar and focus on the importance of Indigenous toys. On the occasion, Repository on Toys and ECCE Material was launched by pressing a button by the Hon'ble Minister.



7.3 Unveiling of Report of the Taskforce on Early Childhood Care and Education



7.4 Keynote address by Hon'ble Minister Ministry of Women and Child Development and Minority Affairs, Smt. Smriti Zubin Irani

Hon'ble Minister Ministry of Women and Child Development and Minority Affairs, Smt. Smriti Zubin Irani started her keynote address by welcoming Secretary, MWCD and Shri Sanjay Kaul to the seminar and congratulated him for his sustained passion for early childhood care and education and all the participants and dignitaries attending the seminar. Smt. Irani started her address by remembering Hon'ble Prime



Minister's address on Independence Day from the Lal Quila, when he presented before a dream and vision of, "Amrit kaal". It coaxed us to search within ourselves that, how and where we want to see ourselves. Hon'ble Prime Minister Sir said that the next 25 years should not be seen in terms of its achievements but should viewed as New India and what it would be like. She continued by saying that somewhere, somehow this has been foreseen and envisaged with this workshop. The foundation stone for the course has been laid. However, it is our responsibility to ensure that this foundation is strong, bold, and invigorating.

Hon'ble Minister Ministry of Women and Child Development and Minority Affairs, Smt. Smriti Zubin Irani continued her address by stating that not many in administration or popular narratives will give that much of semblance of importance to a workshop such as this, but those who have been party to many a policy initiatives programs, over for that matter efforts, which proactively look at mediums and methods of developing, cognitive skills amongst children, truly know the importance of this workshop. Your presence today. Highlights that you recognize the importance of your contribution, not only to one report or one task force, one video or one amalgamation of the best of minds, What you give merit to what you give importance to is the development of children of a nation state. That is waiting now to surpass many a global expectation.

She further stressed that today, Secretary MWCD, Shri Indevar Pandey along with other officers and specialists will work towards the success of this workshop. Hon'ble Minister proposed few submissions to all. She focussed on the ECCE taskforce report and pointed out that it's not just only, mother, women who should support in ECCE activities, but father's have also an equal role to play. She further questioned the audience that, to be an emancipated women do we have to deny men's presence? and what is that we teach our children from such projections. If we want to respect women, then can we teach our children disrespecting other gender? The second point of discussion was the role of women indicative on the cover page of report., it is need of the hour to broaden ur perspective towards women. So when we talk about toys and when there is conversation around toys possibly, those are the little details, we need to look at.

Smt. Irani explained her reason for the submission which is because, possibly this mindset and thinking pattern can be prevalent among many people., but today is the time when we can reflect upon it administratively, narratively and in terms of policy. So, we have to think, do we repeat the problems of the past, do we repeat the biases of the past? Or do we now proffer a way forward which is to the better of our ability, she said that she is obliged with the efforts of Shri. Panday, Secretary, MWCD and Shri Kaul , chairperson, ECCE taskforce. This is not in easy job and both these

gentlemen have a background in education of some kind, or higher education or technical education. But what is it? That is dynamic. What is dynamic is the impact of technology and family systems in our country. What is



dynamic is impact of technology in how cognitive skills develop? what is dynamic is also, how genetically, pedagogically children, now assimilate information for instance when we were growing up what were the toys we use to play with? game. She remembered the fact that usually we give tea set to girls and cars to boys but her mother gave pebbles to her to play with which is predominantly a boy's game. If we ask parents to let children play in soil instead of giving play dough, the probably, the new age parents will say that the soil is so polluted, and it is so dirty. Imagine the amount of sanitizer I have to use, number of times we have to make children wash their hands.

So, there is dynamism in the properties of what constitutes a toy there is dynamism, how families will accept a particular toy. There is also dynamism, when it is who decides what should be a toy who formulates policies about it and who receives that policy, so this complexity needs to be definitely reflected in this workshop. Hon'ble Minister said that she believes it will be done. The second point is the quote used in the report, Who's the person quoted? Did you not have not have learning systems in our country?, Could we not have had?, and this is a workshop so the point is being raised to study further and need reflection. This is not a bad job. In fact, this is one of the best reports one can ever hope for as a minister. But if we want to work towards Ek Bharat, Shrestha Bharat, and want to represent ourselves through our toys, and if this goes to our AWCs, then what kind of knowledge systems we are propagating again and again repeatedly. We must not forget that as a teacher, Chanakya is remembered as one of the best teachers, till today in our country mother is considered as first teacher to a child, it's a belief which we need not to teach.

Smt. Irani, expressed that in our country grandparents, joint families and even the new age couples are learning from elderly's to teach the child. So if we present books in the form of instructions manuals. Every State has its own family systems, stories, idioms, language and tradition. Our instruction manuals can reflect that diversity because those instruction manuals, will go to our inventory workers, not every day. They will become a part of the sustained nomenclature; they will become a part of that sustained



literally intervention that every hunger very has which means it will require a little bit of effort but we cannot have one size fits all instruction manual. Can we send Hindi manual to bangla speaking workers or odiya manual to workers from Haryana?,

Minister Madam continued her address and said that when Hon'ble Prime Minister envisaged Ek Bharat Shrestha Bharat the idea was not to feel exalted about their State, it meant that we should be proud about the diversity of country and be ware about it. We should be mindful about it. The last two requests proposed were, we need to recognise the challenge that digital availa blity of toys which actually are just digital games brings to cognitive skills. As minister of education everyone propagated OECD device at that time. I was a bit resistant and asked for the appropriate age to introduce a digital device for learning. Today everyone accepts it that if you introduce these mediums. However three things are happening because of it, one, the diversity of your language is diminishing because technology now is heavily available only in English and Hindi has lost credit, and that includes parents, like me. So, in a linguistically diverse situation, What is the problem that technology presents for cognitive skills?, Second recent research shows, that when children use multiple digital social media or diverse areas and dip into it, it increases the amount of dopamine in them which desensitizes you as you grow older, there is medical research available about it. Can you throw toys up? We still remember our toys, so we have in

our toy shown technological progression. The issue is you are also looking at post adolescent or adolescent children, now focusing extremely on gaming. How is your workshop enabling children? for that transition. Enabling parents for that transition to say are we meticulously digital world may or transition me? We have to make way forward for the child for this transition and present parents with some material so that awareness is there. That we are teaching for these instructions and requests to work for to reflect on this and then the last request proposed was to think about children with learning disabilities and children with disabilities. We need to work on toys that are depicting tradition, language, culture and how toys can help these children. Instructions for AWW so she work with children with learning disability or other disabilities using the same toys. How can we help children with vision disability, if you have to teach a girl about menstrual hygiene, how the issue can be communicated.

Hon'ble Minister concluded her address by, congratulating everyone to see toys so distinctively and appreciated the efforts and said that toys must not be seen just as play way material but how it can propagate sanskars, how it can help in respecting elders, there must be some medium. It's not that who made the report are biased, those who are inherently and knowingly biased, always, hide their bias, but those who are distinctly unaware, that there is a deep seated bias, do it because it is matter of fact. So, how do you do the best of your ability? Create a non-biased gender sensitive society? It is intention. This is not only about toys, this is about a larger narrative about children and the future of your country and for that, she said she was grateful that she has such an esteem presence, and extended her best wishes for the workshop.



8. Detailed Sessions Deliberations:

8.1 Session 1: Nurturing Development in Children

8.1.1 Introductory Note

Shri Sanjay Kaul, Chairperson, ECCE Taskforce Member

Shri Kaul in his introductory address welcomed Hon'ble Minister, Minister of Women and Child Development and Minority Affairs, Smt. Smriti Zubin Irani and thanked Secretary, MWCD Shri Indevar Pandey for organising a seminar that was need of the hour. Picking up the momentum from the Hon'ble Minister's address, Shri Sanjay Kaul agreed that much emphasis need to bridge the gender gap not in toys, but the patriarchal and conventional mindset needs to be changed. He emphasised that the Task force of Early Childhood Care and Education (ECCE) is also of opinion that the whole issue of nurturing the child is not just the responsibility of mother alone. An equal parenting and responsible parenting should be an integral part of child's development. Shri Kaul also highlighted that indigenous toys are important, but we must adapt as well. As some of the colours and sharp edges in the toys can cause serious injury to the children. We must not forget the digital transformation and new age research while discussing use of toys.

He shared that it is delightful to have presence of craftsmen in the seminar and thanked Ministry for focussing on the core of toys i.e, manufacturing units and inviting craftsmen to the seminar so that solution exchange can



take place. He further stated that Government has a principal role in working with craftsmen, institutions, civil society organisations, to re orient the toys so that the toys are gender neutral, they are safe and something at large that society recognises and

finds useful. He reiterated that there is a need for constant upgradation, re-engineering and innovation in toys so that they are more engaging and helps in cognitive and physical development of the child.

Shri Sanjay Kaul, categorically said that we should be discussing the two categories of the toys, one that will be used at anganwadi centres and second will be at household level wherein emphasis should be laid on local procurement and making toys at household level. This will improve the outreach to children in the age group of 0-3 years, which is critical. Shri Kaul said that fathers, and other care givers need to be trained so that they can develop play way material and support and promote holistic development of the child. He further raised concerns on centralised procurements of Toy Material and advocated decentralised procurement of toys at gram panchayat level. He reemphasised on importance of ICT and awareness generation campaign to propagate and promote importance of role of fathers in nurturing a child. Shri kaul concluded his address by thanking Hon'ble Minister and Ministry for hosting a seminar on indigenous toys.



8.1.2 Role of Toys in Development of Children

Prof. Rekha Sharma Sen, Director, SoCE, IGNOU, New Delhi

Prof. Rekha Sharma Sen started her deliberations by valuing academically sound and context specific speech of Hon'ble Minister. She appreciated efforts of



NIPCCD in organizing seminar that is tune with dreams of Make in India and Vocal for Local campaign of Hon'ble Prime Minister Sir. Prof. Sen, emphasized on four domains of development and said that, Children are valued citizens with the RIGHT to developmentally-appropriate

and high-quality learning experiences. She further said that play is critical to the healthy social, emotional, language, cognitive, physical and motor development of children.

Prof. Rekha discussed the definition of toys An object for a child to play with, typically a model or miniature replica of something, such as a "a toy car". She reiterated that however the definition is self-explanatory but as an early childhood developmental expert we can further add on to the definition that toys can be defines as, any object that children use to entertain themselves which simultaneously enables them to explore the world around them, learn, develop social competence and express their emotions. Even with objects that aren't initially designed to be toys, children will quickly re-assign them as such, especially if that is all they have available. A stick, a rock, a container, a box...all of these are examples of non-toy 'toys'.



Toys play a vital role in the development of the child and hence Prof. Rekha continued by explaining, toy varieties, their linkage to developmental domains and their developmental progression. She further explained sensory toys, that stimulate the senses of hearing, smell, touch, sight, and taste are sensory toys. Anything that infants and toddlers can manipulate to make a sound, or feel different textures on, is a good toy. They are most appropriate for children, between birth to two years who are in their sensorimotor stage.

The second category of toys are Cognitive Toys, that stimulate thinking, problem-solving and creativity are cognitive toys. These are an avenue to explore science and mathematics. It begins to interest children towards 2nd birthday and are very relevant for preschool children to develop school readiness especially early numeracy.



Prof. Rekha Sharma Sen, stated that toys stimulate thinking. Many toys are an avenue to explore science, technology and mathematics. She continued by saying that the child builds a tower with blocks and watches it fall to the ground: this is a lesson in physics. She also added that using a remote control to move a car makes the child curious about how it all works: introduction to radio waves and a puzzle helps children to explore patterns. The third category of toys are Toys that helps in developing the gross and fine motor skills are physical toys such toys are suitable for all ages.

She continued by explaining fourth category of toys i.e., Social Toys, Prof. Sen explained that, toys that help children to develop social skills, understand and express emotions are social toys. Such toys begin to interest children between 2-3 years of age because child is now able to use toys and props symbolically due to advance in cognitive development. They are very popular with preschool children since with advance in language development, they are able to develop consistent and extensive narratives, maintain rules and roles, and plan play scenarios from beginning to end.

Prof. Sen, concluded by communicating that, toys provide emotional security. Toys provide connection and positive memories. Children usually have a favourite toy. Children associate their toys with love, attention, and happiness. In this way these provide emotional security. Toys helps to promote healthy and positive bonding. Small toys, such as dolls, cars, and blocks that fit into the child's hands are easy to hold and carry. Using their hands to position their toys or put them into their pockets gives children a sense of control. Larger toys that children manipulate with their whole body give them a sense of mastery and confidence. Toys help to expand the child's brain and this, in turn, helps them to see the world more broadly.

8.2. Session 2: Indigenous Toy's creation and Enriching Childhood Development

8.2.1: Live Display of Indigenous Toy creation by Master Craftsman

Demonstrator: Shri Vinod Vishwakarma from Livelihood and Beyond Foundation, Budhani, Madhya Pradesh

Shri Vinod Vishwakarma, an artisan from Livelihood and Beyond Foundation, Budhani, Madhya Pradesh demonstrated the preparation of wooden toys in the seminar by setting a mini workshop. In his demonstration he explained the type of wood and colours being used in the preparation of indigenous toys. He emphasised on the fact that artisans are very much aware about the concerns of new age parents hence they use natural dyes to colour the toys so that child's health is not compromised. Shri Vinod shared that they use "doodhi- wood" and sealing wax (laak) for colouring the toy. In order, to colour the toys, they use turmeric, beetroot



juice, crushed leaves juice. Shri Vishwakarma, then demonstrated the process of preparation of toys.



8.2.2: Indigenous Toys: Enriching Childhood Development and Education with Heritage and Folklore

Moderator: Dr. Reeta Sonawat, Prof.& Head, Human Development, S.N.D.T.

Women's University, Mumbai

Panellist:

- *Ms. Sreekala Kadidal, CEO & Independent Director, Channapatna Crafts Park, Karnataka (videoconferencing)*
- *Shri. Udayagiri Sessa Rao, Master Craftsman, Kondapalli, Andhra Pradesh*
- *Shri Daulat Ram, Consultant, ODOP, Varanasi, U.P.*

Moderator, Ms. Manisha Dubey welcomed all the panellist and moderator to the dais and invited moderator, Dr.Reeta Sonawat, Prof.& Head, Human Development, S.N.D.T. Women's University, Mumbai to initiate panel discussion. Dr. Sonawat appreciated efforts of MWCD and NIPCCD in organising a seminar on indigenous toys and inviting panellist from various fields and having a mix group of audience who work at field level, policy level and at teaching level.

Dr. Sonawat started her dialogue by posing a question to the audience that, what kind child we have for whom we are making toys, she said that we must not forget that whenever we think of child, we must bear in mind that the child is creative, innovative, is full with potential and has knowledge. The child is interested in playing and whatever is in and around the child that forms its environment become a play material for the child. When such children come to anganwadi centres we should be mindful of the kind of toys that we are giving to them. The toys provided to the child should be such that, s/he is able to express themselves and should be engaging the child. She discussed Montessori and Jiju bhai and his usage of stories in play way method for engaging children.

Dr. Sonawat, invited Ms. Sreekala Kadidal, CEO & Independent Director, Channapatna Crafts Park, Karnataka. Ms. Sreekala joined the panel discussion through videoconferencing. She begins her discussion by thanking NIPCCD for organising a seminar that will promote toy hubs in India.

She stressed upon the fact that toys must enhance curiosity, creativity. Children have ways of learning from simple things. In villages children can find entertainment and learning from simple things, they find finger dexterity and

stimulation by just rolling cycle tyres, they learn sensory stimulation by building castles from sand etc. However, with indigenous toys, one need to replicate life as it was in India like in Chenapatna, toys are made depicting village life. She pointed out that we need to focus on making indigenous toys relevant to present life and create toys based on scientific principles.

Ms. Sreekala concluded by stating that indigenous toys must be used for contemporary usage like for sensory stimulation, motor skills, recognition of hsapes, for eye to hand coordination and this is how we can make indigenous toys relevant to present day situation. We need to shift our focus on making indigenous toys relevant to present life and create toys based on scientific



principles like climate change, water harvesting, afforestation, farm management etc.

After Ms. Sreekala Kadidal oration Dr. Sonawat invited, Shri. Udayagiri Sessa Rao a Master Craftsman from Kondapalli, Andhra Pradesh to share his experiences in making and marketing of indigenous toys. Shri. Udaygiri said that there are 80 artisans families in Kondapalli which are dedicatedly working from several years and carrying the tradition of making toys. He appreciated the vision of Hon'ble Prime Minister, in advocating indigenous toys in his "Mann ki Baat" address. He shared that Government of India is supporting them in promoting the kondapalli toys.

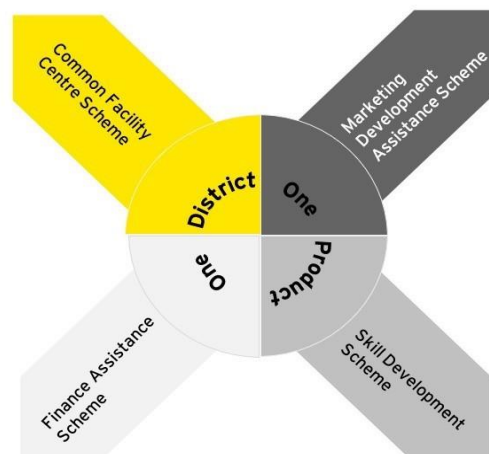


Shri Sessa Rao ji then explained the process of making the famous kondapalli toys. He then showed *Ambari elephant* and shared that it is very much appreciated in the foreign countries and is mostly exported. The toys made by Shri. Udayagiri Sessa Rao reflected the

daily lives of Indian households.

The next panellist for the discussion was Shri Daulat Ram, Consultant, ODOP (One District One Project) from Varanasi, Uttar Pradesh. He explained that banaras is not just the oldest city or the holy city but it is also a toy industry hub. He further said that in the seminar the focus of ODOP would be on wooden toys as very few people are that wooden toys are made in Varanasi.

Shri Daulat Ram shared the concept of ODOP and shared with the forum that, on 24 January 2018, the Hon'ble Chief Minister of Uttar Pradesh launched the One District One Product (ODOP) Scheme to promote traditional industries of the state and to increase the sales of indigenous products /handicrafts of Uttar Pradesh. The objectives of ODOP are to, provide employment to youth & artisans, preserve and develop local crafts/skills and promote the art, add to incomes and employment, thus preventing migration for jobs, improve product quality and skill development, transform products through packaging and branding, connect the production process with tourism, resolve issues of economic disparity and regional imbalance, take ODOP products to national and international markets.





Shri. Daulat Ram shared that Varanasi Wooden Lacquerware & Toys are important component of life at every level, from children's toys to marriages. This craft is much popular from Varanasi to across the world, traditionally made by Kunder Kharadi Samaj and Vishwakarma community in the city area like

Kashmiriganj, Khojawan, Kirahaiya, Lahartara, Ramnagar and rural area of with various type of traditional motifs and designs including the wooden mask, figure of God & Goddess, flying style, various type of faces, Sindurdani, different type of Latoos (spinning tops), flower pot, dolls, decorative items through Lacquerware and painting technique. Nearly 2500 artisans are involved in this craft and after GI Registration, this craft is in high demand at National and International level. He shared that the total turnover of the cluster was 25 crores and has 400 (household based) micro units.

Varanasi is house of lacquer toys, many artists made beautiful wooden toys and for some of the family's toys making is only one source of income. Most of these products are prepared in Khujwa and Kashmiriganj area of Varanasi into various categories. These toys are classified into various categories as, religious, cultural, traditional, animals and birds and modern toys. He then discussed the raw materials and preparation of toys. He concluded by saying that 70 per cent of artisans are female artisans. He reiterated that they are focussing on packaging, marketing and display of the product and it is the biggest intervention being observed in the Indian Toy cluster.



8.2.3: Expectations: Toys for Children – Voices from the Stakeholders in field (Feedback – AWWs, Supervisors, CDPOs)



After deliberations of Shri Daulat Ram, Shri Vinod Vishwakarma the artisan from livelihood and beyond demonstrated the making process of indigenous toys. As the seminar progressed questions from the audience. The audience appreciated the knowledge sharing platform and were delighted to part of the learning process. Many anganwadi workers wowed to use indigenous



toys at anganwadi centres.

8.2.4: Creation of Toys by Anganwadi Workers from different Regions of the Country (N.E. States, Odisha, U.P.) Live streaming on YouTube

During the seminar it was explained that the aforementioned, session is in tune



with the current POSHAN Maah theme, Poshan bhi padai bhi and bacha aur siksha. functionaries were invited dais to share their experiences and their low-cost teaching learning material with the audience. This session was streamed live via YouTube.

Smt. Anamika Singh, Auril, CDPO and AWW from Kanpur Urban Project initiated the discussions by showing fruits and vegetables made from soil. Smt.

Anamika who is a supervisor in the project explained that the purpose is to create low cost material that is attractive for the child and can engage them in AWC for a longer duration of time. She explained how pulses can be used to teach colour concept and serration to the child. She also showed toys that are used in her anganwadi area to tell nutritious status of the child.



The session continued with sharing of experiences from the Meghalaya team represented by one DPO, Smt. Yoosarda Nagar and three AWWs; Smt. Balarisha Umbha, Smt. Aromaiakai, Smt. Thaidis Khongiong. Smt. Umbha showed Cars

and buses she made from the waste wooden pieces with the carpenter for the AWC children. She concluded by saying that AWWs are like mothers and parents to the children attending AWC and if children are happy, they also feel delighted. Her demonstration was followed by Smt. Aromaiakai, preparation of dolls by AWWs to promote language development among children.



The demonstration by Meghalaya was followed by odisha team led by Ms. Priyadarshni Mahati followed by Ms. Sabita Behera, Ms. Subhalami Das, Ms. Santosh. Ms Puspaeeta Maharane explained the concept of “pattachitra” (story telling on palm leaves. She concluded by showing ghare ghare Arunima booklets.



8.3 Session 3: Age-Appropriate Toys and Making Toys for Children

8.3.1: Age-Appropriate Toys during Early Childhood Education & Development

Moderator: Shubhra Chatterji, Vikramshila, West Bengal

Panellist:

- *Sh. Shekar Bhattacharjee, NID, Gandhinagar*
- *Sh. Austin Davis, NID, Gandhinagar*
- *Dr. Veenu Wadhwa, Associate Professor, Department of Human Development, Institute of Home Economics, University of Delhi*

The session started with brief introduction of all panellist and moderator and were requested to start the panel discussion. The moderator Smt. Shubhra Chatterji from Vikramshila, West Bengal explained the modalities of the discussion and initiated the discussion by introducing her organisation Vikramshila and its vision. She said that Vikram shila works closely with AWWs and AWCs and helps in promoting Indigenous toys in Anganwadi centres in Assam, West Bengal, Jharkhand and Uttar Pradesh. She

further explained various projects that Vikramshila is running in various parts of the states of Assam, West Bengal, Jharkhand and Uttar Pradesh. Smt. Shubhra emphasised that The community people extended



commendable support for the same. These toys are purposefully used with children during storytelling, poems, and concepts related activities.

Smt. Shubhra further discussed the toy making activities and toy workshops organised by her organisation to promote indigenous toys in AWC as learning tool. She then welcomed Sh. Shekar Bhattacharjee, NID, Gandhinagar who works with the design elements of the toys at National Institute of Design in Gandhinagar. He also works closely with AWWs in making low cost TLM for AWCs to promote child pedagogy. Prof. Bhattacharjee initiated his oration by explaining the need for age



appropriate toys and if the emotions of the child are suppressed and not come forward can have a long lasting impact on the psychosocial development of the child. He emphasised that a teacher/ AWW must ask the child their preferences and must promote their decision making.

Prof. Bhattacharjee focussed his discussion on introducing age-appropriate toys. If the toys are given without having clear idea about it, there could be a misfit. He continued by saying that Intervention of systematic design process should be there to generate age-appropriate toys. Also, Interaction with users through various design research process to know majorly the play pattern of users. This helps in understanding the likes, dislikes and preferences Ideation of play objects or systems. He sustained that toys must be tested with users before being introduced in the market. He concluded his presentation by showing projects of students of NID.

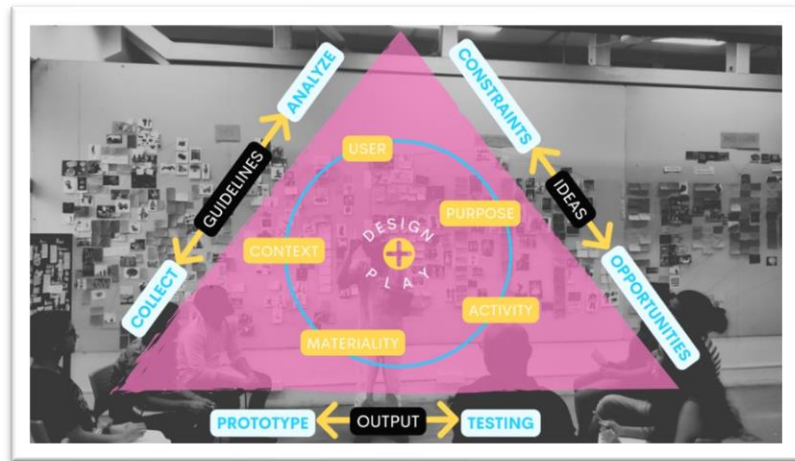
The panel discussion continued with the introduction of Dr. Veenu Wadhwa, Associate Professor at Department of Human Development in Institute of Home Economics of University of Delhi. Dr. Wadhwa discussed that it is important that primary care givers or parents must interact with children while they are giving toys to the child. She

discussed her research study with the audience which was on indigenous toys in Rajasthan. The key learning from her session was to work on designing a strategy for procurement and distribution of indigenous toys to the



AWCs. She also emphasised that a kit of indigenous toys for AWCs can be prepared, that is region specific and manufactures can be roped in for better service delivery.

The final panellist for the session was Sh. Austin Davis, NID, Gandhinagar to his credit he has various toy kits for children and people of various ages. These toy kits are engaging and helps in developmental journey of the child. He focussed his discussion on improving the design element in the play and toys that are given to the child.



Shri. Davis shared his strategy of design, play and impact. He further explained that, how do strengths of a design process & elements of play co-exist. He further said that play or toys must challenge the narrative learning and motivate intrinsic learning. Focus of the industry should be on material, age property options, safety proportions and most important purpose. He emphasised on making users collaborations as it helps in creating a better toy. He concluded his presentation by sharing some his field projects with users and collaborations.



8.3.2: Video Presentation: Making Toys for Children by Anganwadi Workers

A video was shared with the audience on how AWWs are making toys for the children coming to AWCs. The video showed workers from various parts of the country and how they are making toys to promote teaching learning environment at AWCs. The video explained how the toys made by workers are used in promoting physical and cognitive development.



8.4 Session 4: Networking for universalization of Indigenous Toys: Way Forward

Moderator: Smt. Shubhra Chatterji, Vikramshila, West Bengal

Panellist:

- *Ms. Sreekala Kadidal, CEO & Independent Director, Channapatna Crafts Park, Karnataka.*
- *Shri Rajnish Murab, Livelihood and Beyond, Sehore, Madhya Pradesh*
- *Shri Santosh Kumar Chitrakar, Proprietor, Kinnal Art, Koppal, Karnataka*

The last panel discussion for the day was on Networking for universalization of Indigenous Toys and way forward. The moderator for the session was Smt.

Shubhra Chatterji, Vikramshila, West Bengal. She invited Ms. Sreekala Kadidal, CEO & Independent Director, Channapatna Crafts Park, Karnataka to start the

discussion. Ms. Sreekala said that, we must use traditional skills to create toys. To make educational aids we must work with academicians as well and not only with designers to improve the learning outcome. She emphasised on training the artisans as well so that the gap can be bridged. She continued by saying that we also need more artisans to work for indigenous toys. She concluded that a group should be formed where in the toy centres, designers, artisans, policy makers can think and develop skills to promote child development.



The second orator for the session

was, Shri Rajnish Murab, Livelihood and Beyond, Sehore, Madhya Pradesh. Shri Rajnish thanked everyone and started by saying that a strategy needs to be developed for marketing of the toys. He continued by saying that we need to understand the toy market and where actually the distribution should take place. He gave example of toys shared by AWWs and indicated that AWWs are talented, hardworking, and innovative but lack the resources to support them. We must address the challenges at ground level before thinking of universalising the toys,



as there are sponsors who are willing to support but are unaware of the innovations like indigenous toys that require funding.

The third panellist for the session was, Shri Santosh Kumar Chitragar a Proprietor from Kinnal Art, Koppal, Karnataka. He shared with audience that he is an artisan and has a group of 14 artisans who are working on the design element and develop the toys. he has learnt a lot during the journey of toy making and will continue to motivate more artisans.

The discussion ended with, moderator Smt. Shubhra tanking the panellist and applauding the Ministry of Women and Child Development and National Institute of Public Cooperation and Child Development for a new beginning in the toy study of Indian Indigenous toys.

9. Vote of Thanks

The Seminar concluded with vote of thanks from Dr. Rita Patnaik, Joint Director, NIPCCD. She thanked all the panellists and workers who carried forward the seminar and appreciated the efforts of AWWs from Odisha for making easy to use toys. She reiterated the importance of inner child and need for holistic development of the children. She continued by saying that the way forward from the seminar was to make the Child's world more creative, interactive, and interesting. The joy of indigenous toys must be taken forward. She thanked Hon'ble Minister Women and Child Development and Minority Affairs, Smt. Zubin Irani, Secretary MWCD, for her esteemed presence. Dr. Patnaik thanked Shri. Indevar Pandey and Ms. Tripti Guruha, Joint Secretary, MWCD for the brains behind the seminar. She presented special thanks to Shri. Sanjay Kaul, chairperson ECCE taskforce and all the other members of the ECCE group.

She extended her greeting to all the dignitaries and participants who are working on nurturing early childhood development. She continued by thanking Smt. Aditi Das Raut, additional secretary, MWCD for moral support and guidance for the seminar . She concluded vote of thanks by appreciating and thanking all the distinguished speakers who shared their thoughts in the seminar. Dr. Rita Patnaik thanked everyone for making the seminar a enormous success.

10. Recommendations & Suggestions

The recommendations and suggestions received during presentations and panel discussions were as follow:

1. Adapting indigenous toys as per the new age requirements and child developmental norms.
2. Reworking and re-engineering toys with craftsmen to meet the new age norms and current aspects of child development.
3. Bridging the gap of gender divide through toys and making gender neutral, inclusive and explorative toys that can enhance creativity of the child.
4. Toys should not focus on developmental domains but also invigorate fun for child while playing with them.
5. Parents/ care givers should avoid purchasing toys that are too simple or too complex for the child.
6. Parental awareness needs to be increased in choice, usage and need for age-appropriate toy for the child.
7. Toys provided to the child should be engaging the child and promote creativity of child.
8. Shift of focus on making indigenous toys relevant to present life and create toys based on scientific principles like climate change, water harvesting, afforestation, farm management etc.
9. The biggest intervention needed in indigenous toys is packaging, marketing, and display of the product to increase the outreach.
10. Fathers and primary care givers should also be encouraged to make toys (clay/sand) / play with children with the toys to promote healthy socio environment support to the child.
11. The idea to create low cost TLM is to promote play way activities in AWCs.
12. Children should be encouraged to use construction toys and it can be part of low cost TLM as it promotes eye hand coordination, sensory, physical and motor development. It also promotes exploration in children.
13. Traditional toys must be encouraged to make taking apart and putting it together or puzzles or board games so that it can enhance cognitive development of the child.

14. Play possibility should not be too hard or easy and introducing age-appropriate toys help in learning environment.
15. Parents/ workers should not be too focussed on the safety of the child as over safe environments also create hinderance in the development of the child. Hence age-appropriate safety is key in development of the toys.
16. Children's opinions, views and interactions with them must be carried out while designing toys for them.
17. Designing a strategy for procurement and distribution of indigenous toys to the AWCs.
18. Preparation of indigenous toy kit for AWCs that is region specific will promote culture, tradition, and ethos of that region.
19. Local artisans need to be educated in the marketing and promotion of indigenous toys.
20. Improving and introducing the design element in the play and toys that are given to the child to enhance the acceptance of the toy in children.
21. Any toy that is given to child must first be tested in the field, improved upon and only then distributed on the large scale.
22. Toys must challenge the narrative learning and motivate intrinsic learning.
23. To propagate indigenous toys we need networking of makers, users and designers.
24. Organising Toy based seminars with a group where in the toy centres, designers, artisans, policy makers can think and develop skills to promote child development.
25. A strategy needs to be developed that must focus on the toy market and where the distribution needs to be done.

List of Participants

**National Seminar on Creativity and Indigenous Toys for Nurturing Early
childhood Development**

Date: 30th September, 2022

Venue: Dr.Ambedkar International Centre, New Delhi

List of Participants

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68.	Ms. Anita	-do-	WCD, Bahadurgarh (R-1)	Haryana	7027981449
69.	Ms. Pinki	-do-	WCD, Kathura (Sonepat)	Haryana	8053199807
70.	Ms. Anjani Rai	-do-	ICDS, G.B.Nagar	UP	7532085761
71.	Ms. Sunita Devi	-do-	ICDS, DPO, Kathura (Sonepat)	Haryana	8570001843
72.	Ms. Vandana Saxena	-do-	ICDS Mathura	UP	9634417125 8279385405
73.	Ms. Shonimdra Sharma	AWW			9871523882
74.	Ms. Meena Kumari	AWW	ICDS Project-II	UT of Chandigarh	6283363167
75.	Sh. Ram Murli	AWW	ICDS Project-II	UT of Chandigarh	6283363106
76.	Smt. Pawna Devi	AWW	ICDS Project-II	UT of Chandigarh	6283363308
77.	Ms. Ramandeep Kaur	AWW	ICDS Project-II	UT of Chandigarh	6283363325
78.	Ms. Karamjit Kaur	AWW	ICDS Project-II	UT of Chandigarh	6283363386
79.	Ms. Deep Kaur	AWW	ICDS Project, Jhajjar	Haryana	9996867699
80.	Ms. Lalita Kaur	AWW	ICDS, Chandigarh	UT of Chandigarh	6283363170
81.	Ms. Ritika Sharma	AWW	ICDS, Chandigarh	UT of Chandigarh	7837664846
82.	Ms. Komal Kumari	AWW	ICDS, Chandigarh	UT of Chandigarh	9592090440 6283363638
83.	Ms. Daljit Kaur	AWW	ICDS, Chandigarh	UT of Chandigarh	6283363644
84.	Ms. Poonam	AWW	ICDS, Jhajjar	Haryana	7056495384
85.	Ms. Sarita Devi	AWW	ICDS, Jhajjar	Haryana	8683971839
86.	Mrs. Balarisha Umbha	AWW	Social Welfare	Meghalaya	6009904062
87.	Ms. Aromaiakai	AWW	Social Welfare	Meghalaya	9774423463
88.	Ms. Thaidis Khongiong	AWW	Social Welfare	Meghalaya	9362782655
89.	Ms. Hansho	AWW	Gohana, Sonepat	Haryana	9671010210
90.	Ms. Seema Singh	AWW	Kanpur Urban	UP	6394333676
91.	Ms. Gayatri Devi	AWW	Kanpur Urban	UP	7052203334
92.	Ms. Indra	AWW	Meerapur, Palwal	Haryana	8901410638
93.	Ms. Raj Kumari	AWW	Karna, Palwal	Haryana	7011235430
94.	Ms. Saroj	AWW	ICDS, Khandsa	Haryana	9268425761
95.	Ms. Renu	AWW	ICDS, Khandsa	Haryana	8010135187
96.	Ms. Sabita Behera	AWW	ICDS, Cuttack	Odisha	9337352327
97.	Ms. Seema	AWW	ICDS, Gurgaon	Haryana	8800315448
98.	Ms. Saroj	AWW	ICDS, Gurgaon	Haryana	8588842158
99.	Ms. Nutan	AWW	ICDS, Gurgaon	Haryana	9650248076
100.	Ms. Priyadarshni Mahati	AWW	Min. of WCD, Odisha	Odisha	9437400419
101.	Ms. Subhalami Das	AWW	ICDS, Pipli	Puri	9556343089

S.No.	Name of the Participant	Designation	Name of the Organisation	Address	Contact No.
102.	Ms Puspaeeta Maharane	AWW	ICDS,Puri	Puri	6372867361
103.	Ms.Santosh	AWW	ICDS,Bhaswala kala		7428534473
104.	Ms.Bhateri	AWW	ICDS,Badli	Badli	9306321858
105.	Ms.Nidhi	AWW	ICDS,Thaska	Sonipat	9992393856
106.	Ms.Neelam	AWW	ICDS,Ahulana	Sonipat	9992287929
107.	Ms.Abha Das	AWW	ICDS,Sec.-8, Noida	UP	9871770910
108.	Ms.Rajbala Rani	AWW	ICDS,Sec.-66 Noida	UP	7678507544
109.	Ms.Revil Tyagi	AWW	ICDS,Sec.-66 Noida	UP	9312780453
110.	Ms.Urmila Singh	AWW	ICDS,Sec.-9 Noida	UP	9871527051
111.	Ms.Kiran Chowdhary	AWW	ICDS,Sec.-9 Noida	UP	9717988367
112.	Ms.Mamta Srivastav	AWW	ICDS,Sec.-5 Noida	UP	9717474659
113.	Ms. Seema Singh	AWW	ICDS,Sec.-4 Noida	UP	9953695270
114.	Ms. Manorama Devi	AWW	ICDS,Sec.-10 Noida	UP	9958231201
115.	Ms.Anita Devi	AWW	ICDS,Sec.-8 Noida	UP	8527758526
116.	Ms. Shyano Devi	AWW	ICDS, Mathura	UP	8791132137
117.	Ms.Saroj Kumari	AWW	ICDS, Mathura	UP	9808479895
118.	Ms. Vijay Laxmi	AWW	ICDS, Mathura	UP	9719361624
119.	Ms.Meenu Kanojia	AWW	ICDS, Mathura	UP	9457487774
120.	Ms. Jyotsna Sharma	AWW	ICDS, Mathura	UP	7017644543
121.	Ms.Vinita Parisar	AWW	ICDS, Mathura	UP	7078644819
122.	Ms. Veena Sharma	AWW	ICDS, Mathura	UP	9897069157
123.	Ms. Manju Kangar	AWW	ICDS, Mathura	UP	8171930881
124.	Ms.Kavita	AWW	ICDS, Mathura	UP	9917248023
125.	Ms. Priyanka	AWW	ICDS, Mathura	UP	7451087870
126.	Ms.P.S.Pandy		ICDS, N.B.Pur	D-18, N.Delhi-2	7701907512
127.	Dr. Priyanka Suryavanshi		IGNOU, New Delhi (Child Development Discipline)	Vasant Kunj, Delhi	9621306045
128.	Sh.. Aviral Kumar	CDPO	Kanpur	UP	9918915861
129.	Ms. Sushila Devi	CDPO	WCD, PO-Guhana	Sonipat	9416946902
130.	Ms. Aaru Vashist	CDPO	WCD	WCD, Sec-4, PKL	7888824770
131.	Ms. Sabita	CDPO	WCD PO office	Dighal	7404326025
132.	Ms.Meenakshi	CDPO	WCD Farruk Nagar	WCD Farruk Nagar	9813091821
133.	Dr.Manju Sheoran	CDPO	WCD, PO-Faridabad	Haryana	9812908607
134.	Smt. Vikal Dist. Coordinator	DPO	WCD, Faridabad	Sec.-15, Old ADC bulding, WCD,	9205188288
135.	Ms. Nachiketa	DPO	WCD, Jharkhand	Project Building Jharkhand	9661690439
136.	Ms. Nirmala Devi	DPO	WCD-Katura	The.Gohana, Block	9215012343
137.	Ms.Shalu Yadav	DPO	DPO-Jhajjar	Jhazzar	9813417114
138.	Ms. Poonam Jain	DPO	WCD-Jhajjar	Panchayat Bhavan Jhazzar	9810755779
139.	Smt. Yoosarda Nagar	DPO	Social Welfare-Maghalaya	Social Welfare Meghalaya	9856951378 8414027659
140.	Ms. Ritika Sharma	AWW	ICDS, Chandigarh	UT of Chandigarh	7837664846
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144.	Ms. Sarita Devi	AWW	ICDS, Jhajjar	Haryana	8683971839

Seminar Agenda



National Seminar on Indigenous Toys for Nurturing Early Childhood Development

Dr. Ambedkar International Centre, New Delhi
30th September, 2022

Time	Session
9.00 a.m. -10.00 a.m.	Registration
10.00 a.m. -10.30 a.m.	Inaugural Session
10.00 a.m.-10.05 a.m.	• Lighting the Inaugural Lamp
10.05 a.m.-10.15 a.m.	• Welcome by Shri Indevar Pandey, Secretary, Ministry of Women & Child Development.
10.15 a.m.-10.30 a.m.	• Launch of National Repository on Toys & ECCE Material and Key Note Address by Smt. Smriti Zubin Irani, Hon'ble Minister of Women & Child Development and Minority Affairs
10.30 a.m.- 11.00 a.m.	Nurturing Development in Children
10.30 a.m.-10.40 a.m.	• Introductory Note: Shri Sanjay Kaul, Chairperson, ECCE Taskforce Member
10.40 a.m.- 10.50 a.m.	• Creation Workshops on Toys & TLM for AWWs : Launch Video
10.50 a.m.- 11.00 a.m.	• Role of Toys in Development of Children: Prof. Rekha Sharma, Director, SoCE, IGNOU, New Delhi
11.00 a.m. - 11.15 a.m.	Tea
11.15 a.m. -12.30 p.m.	1. Live Display of Indigenous Toy creation by Master Craftsman - Shri Vinod Vishwakarma from Livelihood and Beyond Foundation, Budhani, Madhya Pradesh
11.15 a.m.-11.45 a.m.	2. Indigenous Toys : Enriching Childhood Development and Education with Heritage and Folklore
11.45 a.m.-12.30 p.m.	(An Interactive session with Toy-making & marketing Experts and Professionals from Toy Making Hubs)
	• Dr. Reeta Sonawat, Prof.& Head, Human Development, S.N.D.T.Women's University, Mumbai. (Moderator)

<p>12.30 p.m. – 1.30 p.m 12.30 p.m. - 1.00 p.m.</p> <p>1.00 p.m. – 1.30 p.m.</p>	<ul style="list-style-type: none"> • Ms. Sreekala Kadidal, CEO & Independent Director, Channapatna Crafts Park, Karnataka (video-conferencing) • Shri. Udayagiri Sesha Rao, Master Craftsman, Kondapalli, Andhra Pradesh • Shri Daulat Ram, Consultant, ODOP, Varanasi, U.P. • Shri Saket Chaudhary, Chitrakoot, U.P. <p>Expectations : Toys for Children – <i>Voices from the Stakeholders in field</i> (Feedback – AWWs, Supervisors, CDPOs)</p> <p>3. Creation of Toys by Anganwadi Workers from different Regions of the Country (N.E. States, Odisha, U.P.) Live streaming on YouTube</p>
<p>1.30 p.m. - 2.30 p.m.</p>	<p style="text-align: center;">Lunch</p>
<p>2.30 p.m. – 3.30 p.m.</p> <p>2.30 p.m. – 3.15 p.m.</p> <p>3.15 p.m. – 3.30 p.m.</p>	<p>Age Appropriate Toys during Early Childhood Education & Development</p> <p style="text-align: center;"><i>(A Panel Discussion)</i></p> <p><u>Panelists:</u></p> <ul style="list-style-type: none"> • Ms. Shubhra Chatterji, Vikramshila, West Bengal (Moderator) • Sh. Shekar Bhattacharjee, NID, Gandhinagar • Sh. Austin Davis, NID, Gandhinagar • Dr.Veenu Wadhwa, Assoc. Professor, Department of Human Development, Institute of Home Economics, University of Delhi • <i>Video Presentation : Making Toys for Children by AWWs</i>
<p>3.30 p.m. – 4.30 p.m. 3.30 p.m. – 3.40 p.m.</p>	<p>Networking for universalization of Indigenous Toys: <i>Way Forward.</i> Moderator: Ms. Shubhra Chatterji, Vikramshila, West Bengal</p> <ul style="list-style-type: none"> - Ms. Sreekala Kadidal, CEO & Independent Director, Channapatna Crafts Park, Karnataka. - Shri Rajnish Murab, Livelihood and Beyond, Sehore, Madhya Pradesh - Shri Santosh Kumar Chitragar, Proprietor, Kinnal Art, Koppal, Karnataka
<p>4.30 p.m. – 5.00 p.m.</p>	<p>Vote of Thanks</p>
<p>5.00 p.m. – 5.30 p.m.</p>	<p>Tea</p>

Kit Material



Ministry of Women and Child Development
Government of India



POSHAN Abhiyaan
PM's Overarching Scheme for Holistic Nourishment
सही पोषण - देश रोशन



75
Azadi Ka
Amrit Mahotsav



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Azadi Ka
Amrit Mahotsav

POSHAN
Abhiyaan
PM's Nutrition
Scheme for Women
and Children
सब से पहले - सब को



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Toys always fascinate children. Playing with toys is more rewarding, satisfying and also stimulates child's thinking. Toys help children's imagination about their culture and tradition. Children will learn concepts like space, shape, seriation, colour, texture, pre-numbers etc., by using these toys.

Toys are made of mud & clay, wood, coir, cane & bamboo, and soft toys made of cloth, cotton and wool create an excellent opportunity for children to engage in authentic interaction. Child will be an effective communicator.

Effective use of toys can facilitate learning, reading and number concept. Children learn about animals and birds available in their immediate environment. Playing with toys can facilitate cooperative behaviour among children.

Children get exposure to new learning experiences by means of new shape, colour, texture, and sound. Children at foundational stage require toys which should be safe and stimulating. Rattles and toys produce music or sounds are the most favourite toys for infants. Toys with contrasting colours stimulate development of vision.

Playing with clay, mud, sand, water, leaves and other materials is the child's natural mode of learning. Playing with clay helps in expressing emotions, promotes fine muscle development, create something new out of the box and also develop eye hand coordination. Toys can be used for pretend play, imagining various roles, understand relationships and learn how things go together.

Age and development appropriate Toys should be encouraged at home and Anganwadi Centres (AWCs). Care would be taken to include toys which are well constructed, durable, appealing, and contextual to the child's immediate environment. Children will be involved learners and connect with their immediate environment.

REPORT OF THE TASK FORCE ON EARLY CHILDHOOD CARE AND EDUCATION (ECCE)



AUGUST 2022

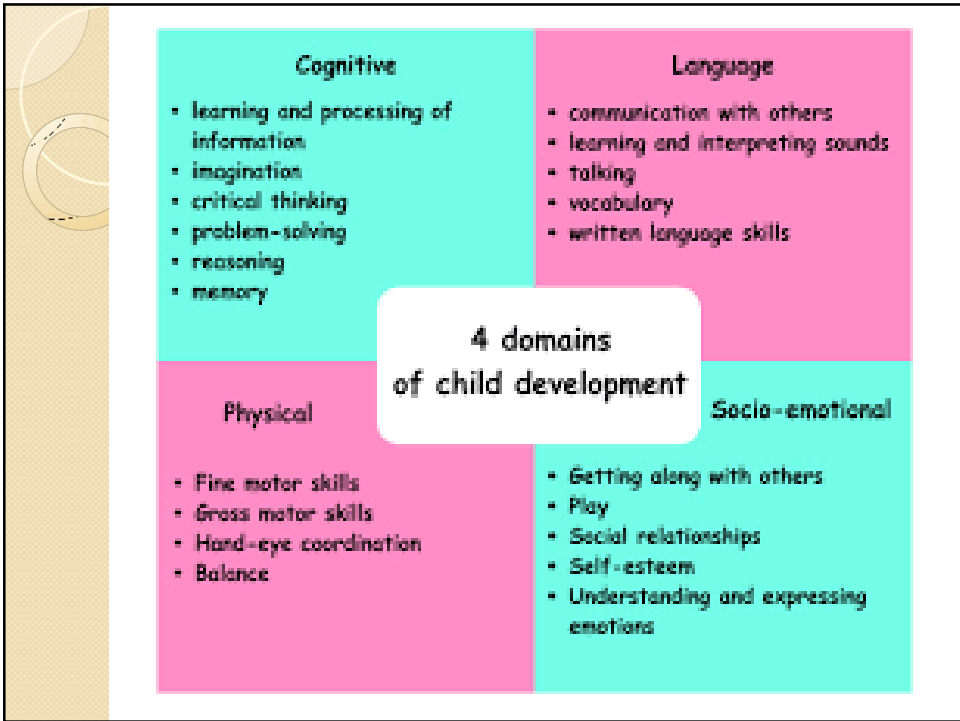
Presentations

National Seminar on Indigenous Toys for Nurturing Early Childhood Development

Role of Toys in Children's Development

30th Sept., 2022
Rekha Sharma Sen
IGNOU

1



2

Why Toys?

Children are valued citizens
with the **RIGHT** to
developmentally-appropriate
and
high-quality learning experiences.

3

Why Toys?

Play is critical to the healthy
social, emotional, language, cognitive,
physical and motor development of
children.

**TOYS ENABLE
AND
SUPPORT PLAY**

4

What is Toy?

- An object for a child to play with, typically a model or miniature replica of something, such as a “a toy car”

An Early Childhood Education Definition!

- Any object that children use to entertain themselves which simultaneously enables them to explore the world around them, learn, develop social competence and express their emotions.
- Even with objects that aren't initially designed to be toys, children will quickly re-assign them as such, especially if that is all they have available.
- A stick, a rock, a container, a box...all of these are examples of non-toy 'toys'.

5

- Toy Varieties
- Their Linkage To Developmental Domains
- Developmental progression

6

A. Sensory Toys

Toys that stimulate the senses of hearing, smell, touch, sight, and taste are sensory toys. Anything that infants and toddlers can manipulate to make a sound, or feel different textures on, is a good toy.

Most appropriate for children

- ✓ Between birth to two years
- ✓ Sensorimotor stage

7

Mobile – Visual Exploration



8

Mobile – Sense of Sight, Colour



9

Rattles and Teething Rings – Sense of Touch, Hearing, Vision,



10



11

B. Cognitive Toys

Toys that stimulate thinking, problem-solving and creativity are cognitive toys. These are an avenue to explore science and mathematics.

Begin to interest children

- ✓ Towards the of 2nd birthday
- ✓ Very relevant for Preschool children to develop school readiness especially early numeracy

12

Cause and effect toys : if string is pulled, the arms and legs move



13

Seriation Dolls Big/ Small, Smallest/ Biggest



14

More-Less/ Counting / Colours



15

Shape



16

Maze - Problem Solving



17



18



19

Toys stimulate thinking

Many toys are an avenue to explore science, technology and mathematics.

- ✓ The child builds a tower with blocks and watches it fall to the ground : this is a lesson in physics.
- ✓ Using a remote control to move a car makes the child curious about how it all works: introduction to radio waves
- ✓ A puzzle helps children to explore patterns

20

Balancing Doll- Why does it not fall?



21

C. Physical Toys

Toys that help in developing the gross and fine motor skills are physical toys.

Suitable for all ages

22

Pull along Toys - 1 ½ years



23

Pull along Toy – Clay Drum



ROLL THE TOY
ON THE GROUND
AND HEAR THE
WONDERFUL
BEAT OF A DRUM!

24

Balance in Motion



25

2.

Pincer Grasp



26

Eye hand Coordination

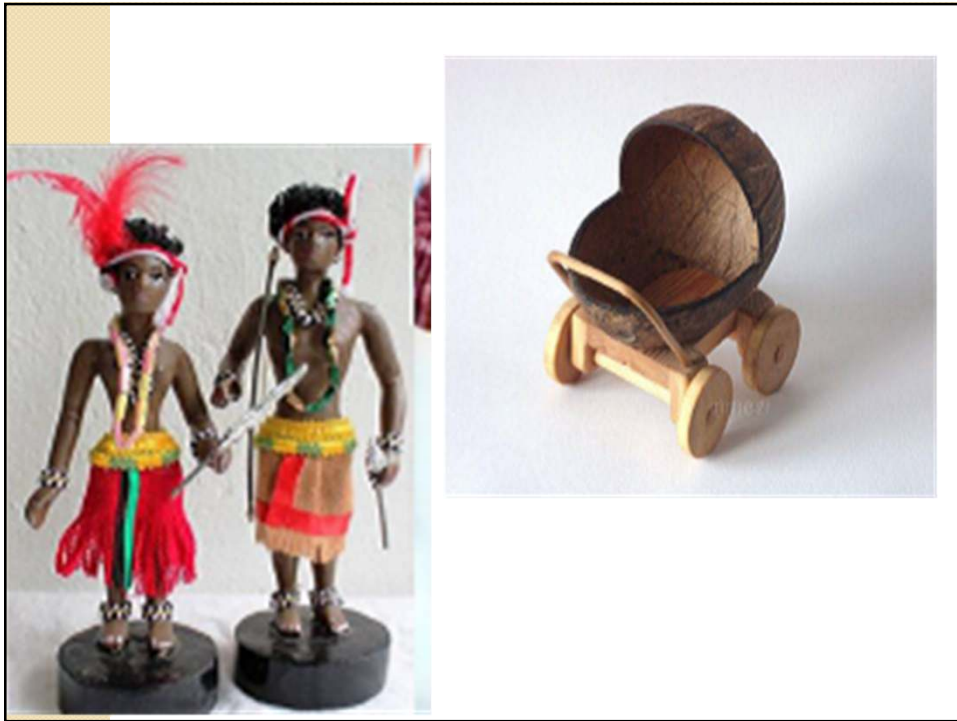


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D. Social Toys

- Toys that help children to develop social skills, understand and express emotions are social toys.
- Begin to interest children between 2-3 years of age because child is now able to use toys and props symbolically due to advance in cognitive development,
- Very popular with preschool children since with advance in language development, they are able to develop consistent and extensive narratives, maintain rules and roles, and plan play scenarios from beginning to end.

28



29

Mummy and Papa Dolls



30



31




32



Toys provide emotional security

- Toys provide connection and positive memories. Children usually have a favourite toy. Children associate their toys with love, attention, and happiness. In this way these provide emotional security.
- Have you ever noticed how attached children become to their toys? This helps to promote healthy and positive bonding.

33

- 
- Small toys, such as dolls, cars, and blocks that fit into the child's hands are easy to hold and carry. Using their hands to position their toys or put them into their pockets gives children a sense of control.
 - Larger toys that children manipulate with their whole body give them a sense of mastery and confidence.

34

Open ended Toys

Toys that can be played with in a multitude of ways spark creativity and imagination.

Help to expand the child's brain and this, in turn, helps them to see the world more broadly.

Examples: blocks, dolls, animal toys, balls, mini-cars, or pretend food

35

Thank you!

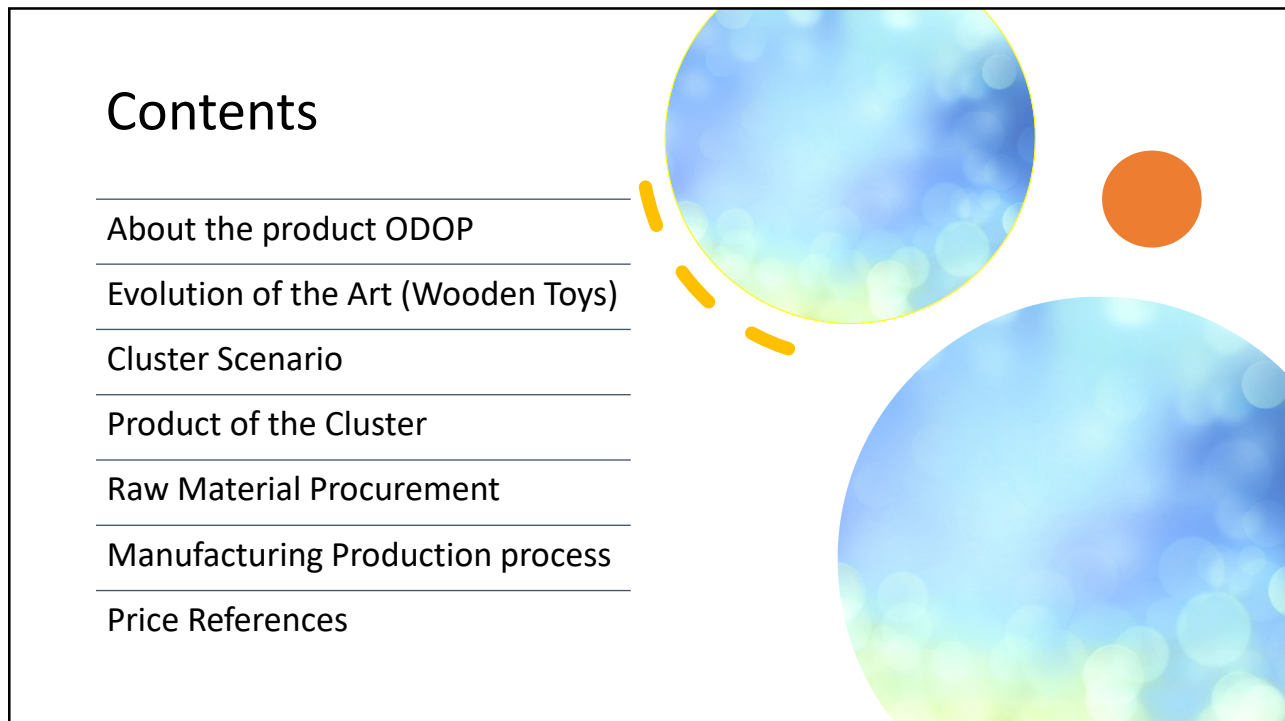
- Acknowledgement:
Ms. Himani Saini, IGNOU



36



1



2

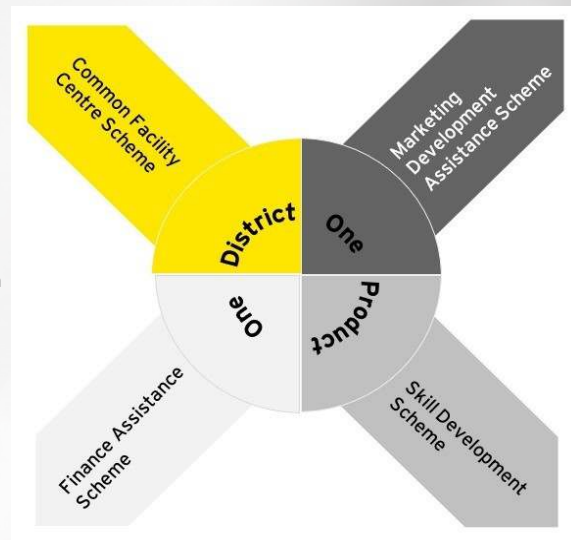
About the Project-ODOP

Launch:

On 24 January 2018, the Hon'ble Chief Minister of Uttar Pradesh launched the One District One Product (ODOP) Scheme to promote traditional industries of the state and to increase the sales of indigenous products /handicrafts of Uttar Pradesh

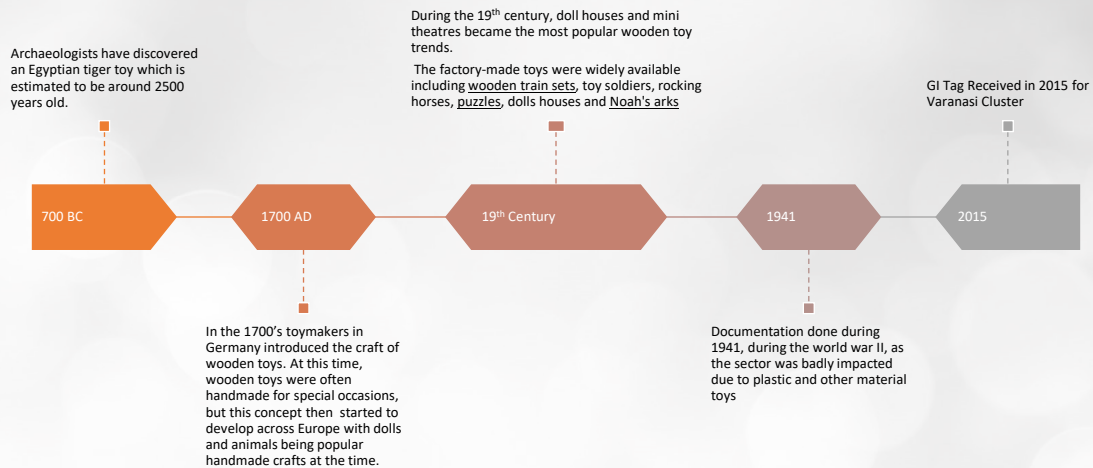
Objectives:

- ▶ To provide employment to youth & artisans
- ▶ To preserve and develop local crafts/skills and promote the art
- ▶ To add to incomes and local employment, thus preventing migration for jobs
- ▶ To improve product quality and skill development
- ▶ To transform products through packaging and branding
- ▶ To connect the production process with tourism
- ▶ To resolve issues of economic disparity and regional imbalance
- ▶ To take ODOP products to national and international markets



3

Evolution of the Art (Wooden Toys)



4

Cluster As scenario

Varanasi Wooden Lacquerware & Toys are important component of life at every level, from children's toys to marriages. This craft is much popular from Varanasi to across the world, traditionally made by Kunder Kharadi Samaj and Vishwakarma community in the city area like Kashmiriganj, Khojawan, Kirahaiya, Lahartara, Ramnagar and rural area of with various type of traditional motifs and designs including the wooden mask, figure of God & Goddess, flying style, various type of faces, *Sindurdani*, different type of Latoos (spinning tops), flower pot, dolls, decorative items through Lacquerware and painting technique. Nearly 2500 artisans are involved in this craft and after GI Registration, this craft is in high demand at National and International level.

Brief about the Cluster- Varanasi Wooden Lacquerware and Toys

1	Total Turnover of the Cluster (INR)	~25 Cr
2	Total Exports from the Cluster*	Indirect Only 1000 (For Lacquer work)
3	Total Employment	1000 (Wood Carving) As per DC Handicraft data 250 Skilled artisans (Master Artisans) are for Wooden work who are earning directly from this art.
4	No of small and medium Units	2
5	No of Micro Units	400 (Household based)
6	Spread of the Cluster	Cluster's spread is in and around Varanasi City. Khujwa, Kashmiriganj, Lahartara & Ramnagar (Carving) are the major areas of concentration

5

Products of the cluster

Varanasi is **house of lacquer toys**, many artists made beautiful wooden toys and for some of the family's toys making is only one source of income. Most of these products are prepared in Khujwa and Kashmiriganj area of Varanasi into various categories. These toys are classified into various categories as

- ▶ Religious
- ▶ Cultural
- ▶ Traditional
- ▶ Animals and Birds
- ▶ Modern Toys



6

Some Popular wooden toys – Varanasi



7

Raw material procurement

Primary raw material for the product is **wood** which is being purchased by the Master artisans locally and distributed to artisans on need basis.

The most common wood for the cluster is Keria or Quraiya and Eucalyptus, as per artisans the most suitable wood is kuraiya but due to some policies it is banned by the government in 1989



Storage to save the same from Rains



Natural Seasoning of wood

The procurement of the same may be distributed into four stages as

Preparation of the good, pre-requisite for the process of drying the wood, is *seasoning*. The wood came from the mills are not good for the product is mostly contains water content and it has tendency to absorb the water.

Drying in Air, Wood is seasoned by normal air-drying process for 4-6 months. The wood is then chiselled while rotating on an electrically operated spindle to get the required shape

Artificial Seasoning, in order to remove water content of the wood, the seasoning is done through fire where the skin of the wood to be removed completely to avoid burn or black spots or carbon deposit and ultimately scraped.

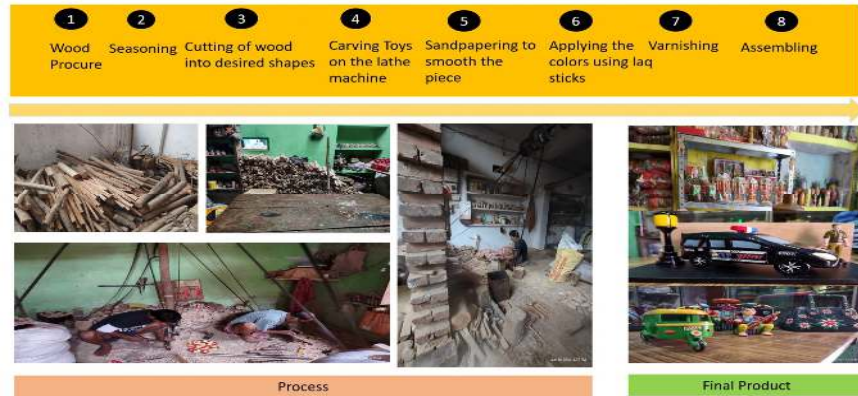
Procurement of lacks does only require places with no moisture and cool with unsaturated air, same as wood storage. Which helps lak sticks degrading, however artisans do not purchase lak till the final order is not placed by the wholesaler.

8

Manufacturing/ production process

The Production process comprises of mainly eight steps

- a. Storing
- b. Cutting
- c. Turning and Shaping
- d. Sand Papering
- e. Painting
- f. Polishing
- g. Varnishing
- h. Assembling



9

Lacquering Process

- **Lacquering** is the most important process in this production, in this, artisans use dry flakes locally known as Chapra are stuck on raisin gum stick, these sticks may be given different colours by adding different chemicals and then applied on the wood for coloring, different colours may be used on different portions on single product.
- After Carving and Lacquering, **painting** is done for various combination, firstly they immerse the toy in distemper. Followed by a lacquer coat, two more coats are applied for shine on the surface of the toy. Mostly applied on one of the piece to understand or test the final colour then it is applied for other objects. Brushes made of squirrel tale may also be used for fine coloring as eyes, nose of doll.
- Final touch is given **polishing** through Kewda leaf and other finishing material as Caster oil, paraffin oil. Buffing is required to maintain translucency of the finished product.
- Clean varnish is used for the **varnishing** the final product it is a orange hue and transparent



Lacquering Process

10

Product range & Prices

Name of the Product	Price Range (INR)
Italian or Nesting Dolls	150-250
Spinning Top (Lattu)	100-150
Child Krishna flying on a very large bird	200-500
Sindhura	100-1000
Contemporary mobiles of fish	100-400
Duck or Birds	50-100
Cow, Elephant, Horse	100-400
Puzzles	100-300
Wind Chime	100-200
Jhun-Jhun	50-150
Joker	200-300
Kiddu	50-100
Damrug	60-120
Latkan	150-500
Dibba-Dibbi	30-100
Box	100-1000
Photo frame	150-550
Beads with Necklace	400-1500
Beads	10-100
Auto Rikshaw	1000
Ship	750-4000
Ashoka Pillar	3000-5000
UP Dial 100 Van	1000-1200
Beti Padhao Beti Bachao Memento	-

11



Thanks

12

Promoting Indigenous toys in Anganwadi centres in Assam, West Bengal, Jharkhand and Uttar Pradesh

Shubhra Chatterji

Vikramshila (www.vikramshila.org)



Open ended toys are best!

This is the picture of a 3 year old child. It is a very indigenous construction toy, devised from discarded objects. And yet so rich in terms of learning ! While constructing this tower she had to figure out relative attributes of weight, shape, size of different objects, she had to analyse, problem solve... this is the beauty of simple open ended toys, the simpler they are, the better!

In Assam

- *The ECE platform was enriched with indigenous toys made by the Anganwadi Workers.*
- *The community people extended commendable support for the same.*
- *These toys are purposefully used with children during storytelling, poems, and concepts related activities.*



Use of indigenous material such as clay, cane, paper, wood, etc. was encouraged so that parents could prepare the same at home



Toy making workshops were organized with parents in 4 districts of Assam - Baksa, Rural Kamrup, Sonitpur and Goalpara to create open ended toys and puppets from indigenous materials – paper, clay, straw.



Children making clay toys at home

A father preparing clay toys with his children at home



Puppets prepared in the workshops are used by children during free play for story telling, and imaginative play





They are displayed in the centre for free and easy access. While playing together children learn to share, resolve conflicts, and give free rein to their creativity and imagination



In Jharkhand :

Themed play-sets made out of clay were prepared in workshops with AWWs. They are displayed in activity corners for children to use during free play time



Construction Toys



West Bengal:

Construction toys are good for promoting spatial understanding, collaboration, concentration, creativity and imagination.

They can be easily prepared with locally available materials



Playing around with sounds

A simple musical instrument made with indigenous materials for children to explore sounds and rhythm.



Board Games



Uttar Pradesh
Age appropriate
Board games
based on concepts
of colours, shapes,
vocabulary games
are also very
popular with
children in the
anganwadis.



Thank You!









USERS
Play is voluntary



DESIGN

DEVELOPMENT
PREFERENCES
NEEDS

PLAY
CHALLENGE
NARRATIVE
LEARNING



ACTIVITY

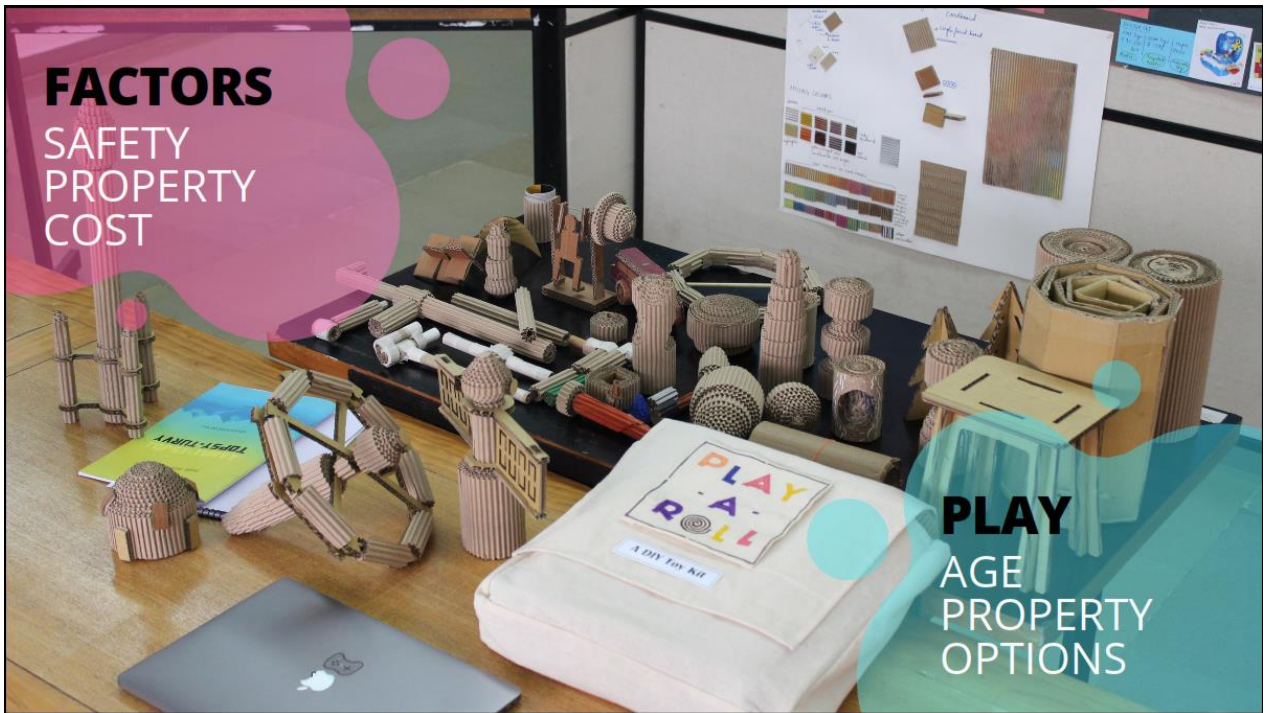
Play is intrinsically motivated

A promotional image for a board game titled 'ADHIKAR'. The central focus is the game box, which is black with a white fist icon and the word 'ADHIKAR' in white. The box is surrounded by various game components: a grid board with several white pawns, stacks of black cards with white icons, a small hourglass, and several gold star-shaped tokens. The background is a light grey surface with a white wall. Text overlays are present on the left and right sides of the image.

FACTORS
ENGAGEMENT
UNDERSTANDING
PURPOSE

PLAY
INTRINSIC
MOTIVATION
LEARNING





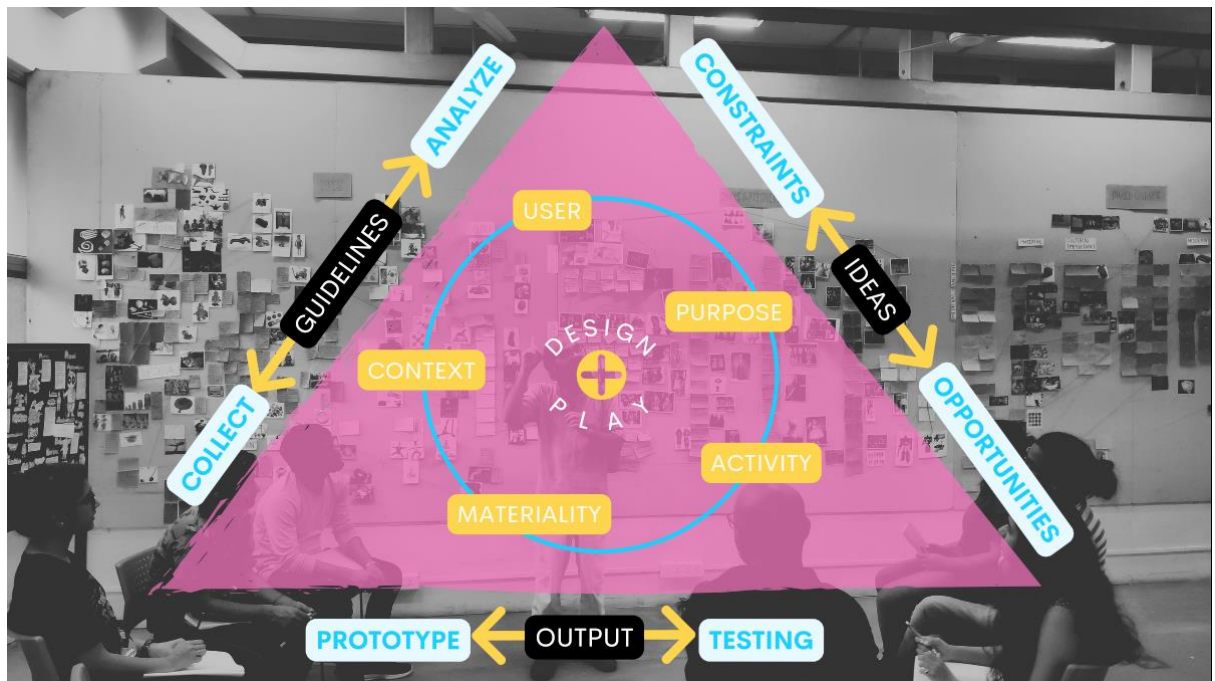


FACTORS
SKILL
AWARENESS
HEALTH
DEVELOPMENT

MEDO For every child to
Imagine,
Learn,
Communicate.
Ages: 3-6 years

PLAY
DOING
THINKING
BENEFICIAL

APPLE









Age Appropriate Play

Shekhar Bhattacharjee
Toy & Game Design



राष्ट्रीय डिज़ाइन संस्थान
NATIONAL INSTITUTE OF DESIGN

Every age of human has different capacity:
physical/cognitive
Also has different preferences for play



<https://nannyoptions.ie/parenting-guide/parents/first-time-parent/crawling-and-walking/>

Cultural narrative has very important role to play



Without having clear idea about it, there could be a misfit.

Example:

To play logical game, 10-12 years age is needed. Or if we give push toy to an infant it will be of no use



Play possibility should not be too hard or easy.



<https://www.amazon.in/Good-Shot-Rubber-Cricket-Tennis/dp/B07C94SS31>

Different safety aspects are important related to age.



<https://www.blendspace.com/lessons/q88pGGufPkyhVQ/toy-safety-act>

- Interaction with users through various design research process to know majorly the play pattern of users. Then likes, dislikes and preferences
- Ideation of play objects or systems



Intervention of systematic design process should be there to generate age appropriate toys.

Process:

- Secondary study from area of Human development and psychology.
- Interaction with expert to know better the user

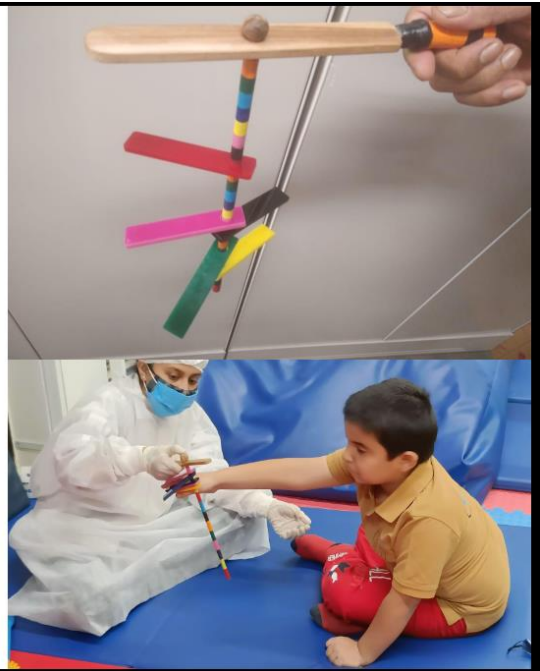


<https://online.maryville.edu/online-bachelors-degrees/human-development-and-family-studies/resources/stages-of-human-development/>

<https://edpsych.education.wisc.edu/academics/human-development/>

<https://www.amazon.in/Psychology-Learning-Human-Development-Ahmad/dp/8183244106>

- Prototyping
- Testing with users.



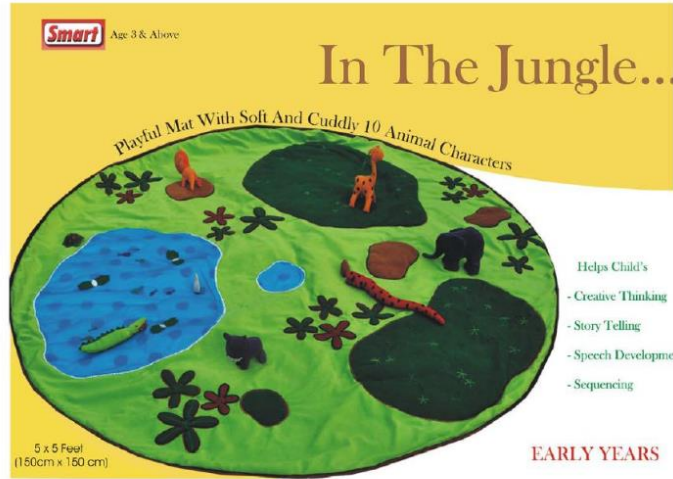
Graduation Project:
Ashish Kumar
Language and literacy learning kit
Sponsor: Creative Educational Aids Pvt. Ltd. Greater Noida UP
Guid: Gayatri Menon

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Graduation Project:
Purvee Jain
To Design a story telling kit for preschoolers using soft materials
Sponsor: Smart playthings pvt. Ltd. Noida
Guide: Gayatri Menon

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Graduation Project:
Gunjan Agrawal
Earth Ethos
Sponsor: Sunlord apparels Mfg. Co. Ltd.
Guide: Gayatri Menon

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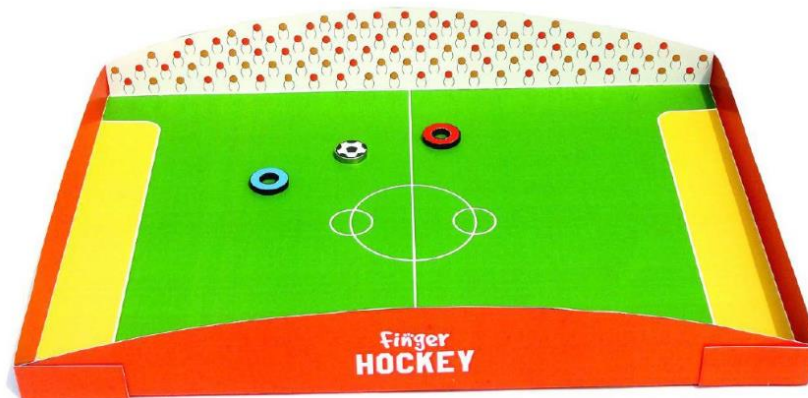
Graduation Project:
Roshni Ray
Games to Initiate questioning
Sponsor: Mind edutainment Pvt. Ltd.
Guide: Gayatri Menon

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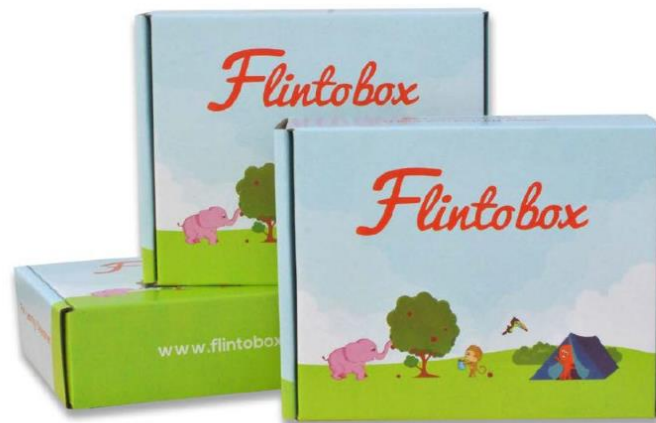
Graduation Project:
Sandip Jiya
Playful activities for learning science
Sponsor: Think Labs, IIT Mumbai
Guide: Shekhar Bhattacharjee

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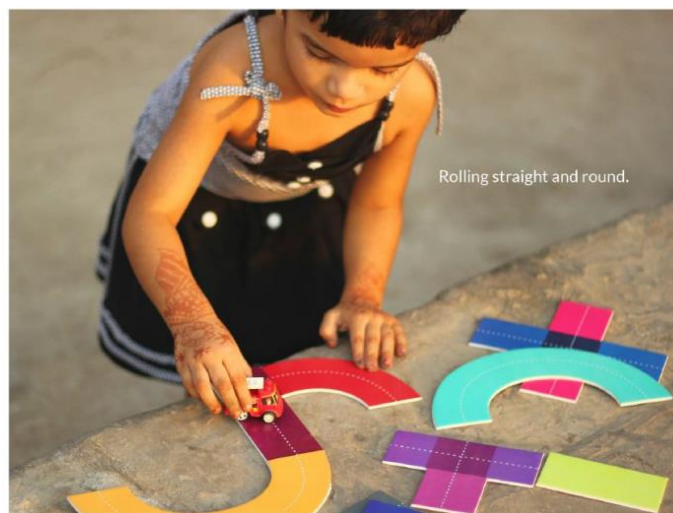
Graduation Project:
Tanmay Kupekar
Monthly activity kits for children aged 3-6 years
Sponsor: Flinto Learning Solutions, Chennai
Guide: Shekhar Bhattacharjee

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Graduation Project:
Abhidnya Alhad Mayekar
Free play & cross generational activities for toddlers on the base of fine motor skills
Sponsor: Yabadoo solutions
Guide: Shekhar Bhattacharjee

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Graduation Project:
Bhavya Agrawal
Learning Solutions for preschoolers
Sponsor: Flinto Learning Solutions , Chennai
Guide: Gayatri Menon



Graduation Project:
Glenn L. Chhange
JIYO: toy project
Sponsor: Asian Heritage Foundation , New Delhi
Guide: Gayatri Menon



Graduation Project:
Mukhtiyar Shaikh
Facilitating learning through multi – sensory experiences
Sponsor: TATA Design Research Chair
Guide: Gayatri Menon

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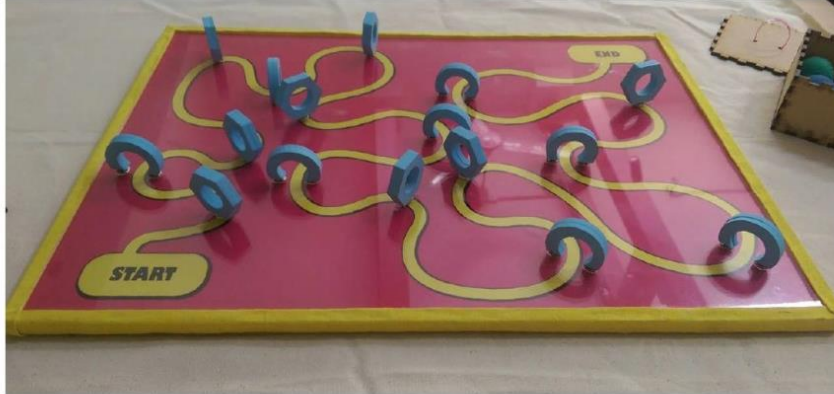


Graduation Project:
Snehasish Saha
Gamification of educational methods
Explorar, Pune
Guide: Shakhar Bhattacharjee

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Classroom Project:
Regina Kuruthukulangara
String-a-loop : A board game based on fine motor skill development activities
Guide: Shekhar Bhattacharjee



Classroom Project:
Hannah M George
Ecko se Seekho
Guide:



Classroom Project:
Bhavya Agrawal
Swoosh – Whoosh : Blow Play and Learn
Guide: Shekhar Bhattacharjee

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Thank you

Annexure-V

Glimpses of Seminar







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3. <https://www.newindianexpress.com/cities/delhi/2020/sep/04/learning-with-toys-more-fun-and-creativity-2192148.html>
4. <https://www.thehindu.com/news/national/indigenous-toys-to-promote-learning-in-anganwadi-centres/article65923057.ece>
5. <https://www.dsource.in/resource/indian-toys/introduction>

