

CAPSTONE PROJECT MANUAL

Program: BS Early Childhood Care & Education (ECCE)

Course Code: 8339



**EARLY CHILDHOOD EDUCATION & CARE DEPARTMENT
FACULTY OF EDUCATION
ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD**

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INTRODUCTION OF THE MANUAL

This manual has been developed for BS Early Childhood Care and Education (BS ECCE) students to provide complete guidance for conducting and writing an action research project. The purpose of this manual is to help student-teachers understand how classroom problems can be identified and solved through research-based and reflective teaching practices. The manual aims to develop research skills, critical thinking, problem-solving abilities, and professional competencies among future ECCE teachers.

The action research project enables students to connect educational theory with classroom practice. Through this process, students learn how to observe children, identify learning difficulties, plan suitable interventions, collect and analyze data, and improve teaching strategies according to the needs of young children. The project also encourages students to become reflective practitioners who continuously evaluate and improve their teaching methods in Early Childhood Education classrooms.

The manual provides step-by-step instructions for completing all components of the research project. These components include school and participant background, topic and rationale, discussion with supervisor or colleague, literature review, variables or constructs, objectives of the study, participants, intervention process, research instruments, findings and conclusion, summary, self-reflection, professional skills, references, and appendices. Each section is designed to guide students in conducting systematic and meaningful classroom-based research.

Students are required to select a topic strictly related to the field of Early Childhood Care and Education (ECCE). Topics should focus on real classroom issues related to young children's learning, development, classroom behavior, language skills, play-based learning, classroom management, social-emotional development, or teaching practices. The selected topic should be simple, practical, child-centered, and researchable within an ECCE setting.

For topic approval, students must send their proposed topic to the course coordinator through email. The email should include the proposed topic only. The coordinator will review and approve the topic or suggest necessary modifications if required. After the approval of the topic, all remaining matters related to the research project will be supervised by the assigned supervisor. The supervisor will guide students throughout the research process, including intervention planning, report writing, formatting, and final submission.

The action research project will normally be completed within one semester of the BS ECCE program according to the academic schedule of the institution. The total marks for the project will be 100 marks. Marks will be awarded on the basis of originality, relevance, organization, presentation, language, and overall quality of the project report. Through this manual, BS ECCE students will gain practical research experience and professional skills necessary for becoming effective and reflective Early Childhood Education teachers.

PART A: GENERAL GUIDELINES

A1. ETHICAL CONSIDERATIONS

Action research involves real children. You must follow these ethical rules:

1. **Permission from School Head:** Take written permission from the school principal/head before starting.
2. **Informed Consent from Parents:** Send a consent letter to parents (see Appendix D). Explain the purpose, activities, and duration. Take verbal or written consent.
3. **Anonymity:** Do not write children's real names in the report. Use codes like S1, S2, S3.
4. **Confidentiality:** Keep all data (checklists, photos, notes) in a safe place. Do not share with anyone outside the research team.

5. **Blurring Faces in Photos:** If you include photos, blur or cover children's faces to protect their identity.
6. **Right to Withdraw:** Parents have the right to withdraw their child at any time without penalty.
7. **No Harm:** The intervention should be positive and beneficial. Never use harsh methods or punishment.
8. **Honesty:** Report actual findings. Do not make up data or results.

A2. LANGUAGE AND TONE

- Use **simple, clear English**. Avoid difficult words.
- Use **past tense** for what you did: "I conducted...", "I observed..."
- Use **present tense** for general truths: "Young children learn through play."
- Use **first person "I"** — this is acceptable in action research because you are the researcher.
- Avoid informal language: Don't write "kids," "a lot of," "stuff." Use "children," "many," "materials."
- Be **professional but personal**. You can express your feelings in the Self-Reflection section.
- **Proofread** your work. Check spelling, grammar, and punctuation.

3A4. ROLE OF THE SUPERVISOR

Supervisor's Responsibilities:

- Guide you in refining your topic and research question
- Approve your research instrument
- Review your draft sections and provide feedback
- Meet with you regularly (weekly or biweekly)
- Approve the final submission

Student's Responsibilities:

- Attend all meetings on time
- Submit drafts before the deadline
- Take notes during meetings
- Revise your work according to feedback
- Ask questions if you don't understand
- Do not plagiarize or copy from others

Note: Your supervisor is there to help you. Be respectful, punctual, and proactive. Do not wait until the last minute to ask for help.

A4. COMMON MISTAKES TO AVOID

Mistake	How to Avoid
Choosing a topic not related to ECCE	Read the topic guidelines carefully
Copying from internet without citation	Always cite your sources (APA 6th)
Writing literature review as a summary	Synthesize and connect to your study
Not linking findings to objectives	Refer back to your objectives in the conclusion
Using complex language	Use simple, clear English
Forgetting to attach appendices	Check the checklist before submission

Mistake	How to Avoid
Not proofreading	Read aloud or ask a friend to check
Poor time management	Follow the 16-week timeline
Ignoring supervisor's feedback	Revise carefully and ask for clarification
Using children's real names	Use codes (S1, S2, etc.)

PART B: SECTION-BY-SECTION GUIDE

SCHOOL & PARTICIPANT BACKGROUND

(10 Marks)

Name of the School (where action research was conducted):

(Write your school name here, e.g., Government Primary School Chak No. 123)

Overall background of the participants; area/school (socio-economic status, occupation/profession – earning trends of majority of parents, literacy rate, academic quality, and any other special trait of the community where the school is situated):

This ECE classroom is located in a rural area of (write district name). Most parents are farmers or daily wage workers. Monthly family income is between Rs. 15,000 to Rs. 25,000. The literacy rate among parents is approximately 45%. Many parents never completed primary school. The school is a government institution. The ECE class has 25 children (ages 4–6 years). Academic quality is low because children lack pre-reading and pre-writing skills when they enter school. There are no learning toys, play dough, or flash cards in the classroom. Children speak their mother tongue at home and have limited exposure to Urdu. Parents are supportive but cannot help with homework due to work and low literacy.

What to write:

- School name and location
- Socio-economic status of families
- Parents' occupation and income
- Literacy rate
- School type (government/private)
- Number of children in ECE class
- Academic quality
- Available resources (or lack of)
- Language spoken at home
- Any special traits of the community

Key Points:

- Be specific with numbers and details
- Describe the context so the reader understands the setting
- Mention challenges (e.g., low literacy, poverty, lack of resources)

QUESTION 1: TOPIC & RATIONALE

(10 Marks)

Why did you select this specific sub-theme and topic? Relate it to your experience/problem in your classroom/institution. (Give background and rationale of the study):

I am the ECE teacher of this KG class. I observed that only 4 out of 25 children could recognize the Urdu letter "Alif" (ا) even after two months of teaching. I used repetition and board writing daily, but children forgot quickly. They became bored and looked away. I realized that my method was not suitable for 4–5 year old children. Young children learn best through play, touch, and movement – not by sitting and repeating. Therefore, I selected this topic to try play-based, multisensory methods. My critical question is: "How can I improve Urdu letter recognition among my KG students using play dough, sand tracing, and songs?"

What to write:

- Describe the problem you observed in your classroom
- Give specific details (numbers, percentages, time frame)
- Explain why the problem exists (your teaching method? children's age? lack of resources?)
- State your critical question
- Explain why you chose this topic

Key Points:

- Start with your personal observation
- Use "I" statements
- Be honest about what wasn't working
- Connect to ECE principles (play-based learning, child development)
- End with a clear critical question

QUESTION 2: DISCUSSION WITH COLLEAGUE/SUPERVISOR

(5 Marks)

What was your discussion with your colleague/friend/senior teacher or supervisor regarding the problem? (Provide your discussion with your colleague or supervisor for better understanding of the problem and alternate solutions):

I discussed this problem with my senior ECE teacher, Ms. Ayesha. She said, "Stop using worksheets. KG children cannot learn letters by writing. Use play dough and sand tracing instead. Also teach a letter song." My university supervisor advised me to use a simple observation checklist before and after the intervention. He also told me to keep the intervention short (15 minutes daily) because young children have short attention spans. This discussion helped me choose multisensory activities as my solution.

What to write:

- Who you talked to (name, role)
- What advice they gave
- How their advice helped you
- What solution you decided on

Key Points:

- Use direct quotes if possible
- Mention at least two people (colleague + supervisor)
- Explain how the discussion shaped your intervention

QUESTION 3: LITERATURE REVIEW

(10 Marks)

What did you find about the problem in the existing literature (books/articles/websites)? (Explore books and online resources to know what and how has been already done regarding this problem):

I reviewed three sources:

1. Piaget (1952) – Children ages 2–7 are in the preoperational stage. They learn through sensory

experiences and play, not through abstract symbols or lectures.

2. NAEYC (2021) – Multisensory methods (seeing, hearing, touching together) improve letter recognition in ECE children. Worksheets are not effective for children under 6 years.
3. Sadaf & Khan (2021) – A study in a Pakistani government school found that play dough, sand tracing, and songs improved Urdu letter recognition from 35% to 85% in KG children after 4 weeks.

Based on this literature, I decided to use play dough, sand tracing, and songs for my intervention.

What to write:

- Cite at least 3 credible sources (books, journal articles, reports)
- For each source, write:
 - Author and year
 - Key finding
 - How it relates to your study
- Synthesize (not just summarize): Connect the sources to your research question
- End with a statement of how the literature informed your intervention

How to Search for Literature:

- Google Scholar (scholar.google.com)
- ERIC (eric.ed.gov)
- JSTOR
- HEC Digital Library
- Keywords: "play-based learning ECE Pakistan," "Urdu letter recognition," "multisensory literacy," "fine motor skills preschool"

In-Text Citation Examples (APA 6th):

- Parenthetical: (Piaget, 1952)
- Narrative: Piaget (1952) stated that...
- Two authors: (Sadaf & Khan, 2021)
- Direct quote: "Children learn through play" (Piaget, 1952, p. 45).
- **Difference Between Summary and Synthesis:**

Summary	Synthesis
"Piaget said children learn through play."	"Piaget's theory of preoperational learning supports the use of play-based methods, which is also recommended by NAEYC (2021) and was found effective by Sadaf and Khan (2021)."
Lists what each source says	Connects sources to each other and to your study

Key Points:

- Do not copy-paste. Paraphrase in your own words.
- Always cite the source.
- Connect each source to your own classroom problem.
- Minimum 3 sources; 5 or more is better.

QUESTION 4: VARIABLES/CONSTRUCTS

(5 Marks)

What were the major variables/constructs of your project? Give definitions/descriptions from literature. (What are the key terms in your topic or study? What do you mean by these terms? What particular meaning will you attach to the term when used in this project?):

Variable	Definition (as used in this project)
Letter recognition	The ability of a child to visually identify the Urdu letter "Alif" and say its name correctly when shown a flashcard (Ehri, 2005).
Fine motor skills	The ability to use small hand muscles to trace, mold, or hold objects. In this project, tracing Alif with finger and molding with play dough (Case-Smith, 2014).
Multisensory learning	Teaching that uses more than one sense at a time – sight (seeing the letter), touch (play dough), hearing (song), and movement (tracing) (NAEYC, 2021).

What to write:

- List each key variable/construct
- Define it from literature (with citation)
- Give an operational definition (how you will measure it in your project)

Types of Variables:

Type	Definition	Example
Independent Variable	What you change/intervene with	Play dough, sand tracing, songs
Dependent Variable	What you measure/outcome	Letter recognition, fine motor skills
Control Variable	What you keep constant	Attendance, age, time of day

Key Points:

- Define terms clearly
- Use citations from literature
- Explain how you will measure each variable

QUESTION 5: OBJECTIVES

(5 Marks)

What did you want to achieve in this research project? (Objective/purpose of the study; what was the critical question that was tried to be answered in this project):

Objective: To improve Urdu letter recognition and fine motor skills among my 25 KG students using play dough molding, sand tracing, and letter songs over a period of 4 weeks.

Critical Question: "How can I improve Urdu letter recognition and fine motor skills among my KG students using play dough, sand tracing, and multisensory activities?"

Purpose: To solve the real classroom problem of low letter recognition by replacing rote repetition with play-based, activity-based methods appropriate for ECE children.

What to write:

- One clear objective (what you want to achieve)
- One critical question (what you want to answer)
- Purpose of the study (why it matters)

Key Points:

- Objective should be specific and measurable
- Critical question should start with "How can I...?"
- Purpose should connect to classroom practice

QUESTION 6: PARTICIPANTS

(5 Marks)

Who were the participants in your project? (Give details of the individuals or groups who were focused in this project, e.g., early-grade students whose handwriting was not good, or students of class VIII who did not have good communication skills):

- **Total participants:** 25 children
- **Class:** KG (Kindergarten) – Early Childhood Education
- **Age range:** 4 years to 5.5 years (average 4.8 years)
- **Gender:** 13 boys, 12 girls
- **School type:** Government primary school
- **Location:** (write district and tehsil name)
- **Focus group:** At the beginning (baseline), only 4 children could recognize letter Alif. The remaining 21 children who could NOT recognize Alif became the main focus of my intervention.
- **Special traits:** Most children speak mother tongue at home. 16 children had no preschool experience before KG. Parents of 18 children are illiterate.

What to write:

- Total number of participants
- Class/grade
- Age range
- Gender breakdown
- School type and location
- Focus group (who specifically you focused on)
- Special traits (language, preschool experience, parental literacy)

Key Points:

- Be specific with numbers
- Explain why this group was selected
- Mention any special characteristics

I conducted a 4-week intervention. Each session was 15 minutes daily.

Week	Activity	What I Did
Week 1	Baseline assessment	Showed Alif flashcard to each child. Recorded who could identify it. Only 4 out of 25 knew it.
Week 2	Play dough molding	Children rolled play dough into snake shape and bent it into Alif. I said "Alif" repeatedly.
Week 3	Sand tracing	Children traced Alif with their finger in sand trays while saying "Alif".
Week 4	Letter song + games	Taught rhyme: "Alif say Aloo, Aloo gol gol". Played "Find the Alif" game with letter cards.
Week 5	Post-assessment	Repeated the flashcard test. Recorded how many children could now identify Alif.

Materials used: Homemade play dough (flour, salt, water, oil), sand trays, flashcards, letter cards.

What to write:

- Week-by-week breakdown
- What activity you did

- What you said/did as the teacher
- What children did
- Materials used
- How you collected data

Key Points:

- Be step-wise and detailed
- Make it easy for someone else to replicate
- Mention time (15 minutes daily)
- Include materials

QUESTION 8: RESEARCH INSTRUMENT

(5 Marks)

What kind of instrument was used to collect the data? How was the instrument developed? (For example: observation, rating scale, interview, student work, portfolio, test, etc.):

Instrument name: Teacher-Made Observation Checklist for Urdu Letter Recognition (ECE Version)

Type: Observation checklist with 3-point scale (✓ = Yes/Can do, Δ = Sometimes/Needs help, X = Not yet/Cannot do)

How it was developed:

1. I listed three observable behaviors: (a) identify Alif on flashcard, (b) trace Alif with finger, (c) mold Alif with play dough.
2. I showed the draft to my supervisor, who approved it.
3. I pilot-tested it on 2 children (not in the main study) to check if it was easy to use.
4. I made the final version (attached in appendix).

Other instruments: Student work portfolio (photos of play dough molds and sand tracings) and anecdotal notes.

Types of Instruments:

Type	Description	Example
Observation Checklist	List of behaviors to observe	Can identify Alif? ✓/Δ/X
Rating Scale	Scale to rate performance	1–5 (1=poor, 5=excellent)
Anecdotal Notes	Written notes of observations	"S5 helped S6 mold Alif today."
Portfolio	Collection of student work	Photos of play dough molds
Interview	Questions asked to parents/teachers	"How does your child talk about school at home?"
Pre-test/Post-test	Test before and after intervention	Flashcard test

Steps to Develop an Instrument:

1. Define what you want to measure (e.g., letter recognition)
2. Write observable indicators (e.g., "Can say the letter name when shown a flashcard")
3. Choose a scale (e.g., ✓/Δ/X or 1–5)
4. Get expert validation (supervisor)
5. Pilot test on 2–3 children
6. Revise and finalize

Key Points:

- Name the instrument
- Describe the type
- Explain how you developed it (step-wise)
- Mention validity (supervisor approval) and reliability (pilot test)
- Attach in appendix

QUESTION 9: FINDINGS & CONCLUSION**(10 Marks)****What were the findings and conclusion? (Provide instruments and analysis as appendix):****Pre-Intervention Results (Week 1 – 25 students):**

Skill	Number who could do it	Percentage
Identify letter Alif	4	16%
Trace Alif with finger	6	24%
Mold Alif with play dough	3	12%

Post-Intervention Results (Week 5 – 25 students):

Skill	Number who could do it	Percentage	Improvement
Identify letter Alif	20	80%	+64%
Trace Alif with finger	22	88%	+64%
Mold Alif with play dough	23	92%	+80%

Conclusion: The play-based, multisensory intervention was highly successful. Letter recognition improved from 16% to 80%. Fine motor skills (tracing and molding) improved even more. Children were engaged and happy. The 3 children who did not improve had irregular attendance (present only 8 out of 20 days). This shows that regular attendance is also important. I conclude that play dough, sand tracing, and songs are effective methods for teaching Urdu letters to ECE children.

(Attach your observation checklist in the appendix.)

What to write:

- Pre-intervention results (table)
- Post-intervention results (table)
- Improvement (percentage change)
- Conclusion (what you learned)
- Patterns (e.g., attendance vs. performance)

How to Calculate Percentage:

text

Percentage = (Number who can do it ÷ Total students) × 100

Example: $(4 \div 25) \times 100 = 16\%$

How to Make a Simple Bar Chart:

- X-axis: Skills (Identify, Trace, Mold)
- Y-axis: Percentage (0–100%)
- Two bars per skill: Pre (light color) and Post (dark color)

Key Points:

- Present data in tables
- Calculate percentages
- Interpret results (what do the numbers mean?)
- Link back to your objectives
- Identify patterns (e.g., attendance)
- Attach instrument in appendix

QUESTION 10: SUMMARY**(5 Marks)****Summary of the Project (What and how was the research conducted – main objective, process, and findings):**

I conducted action research in my KG class of 25 children (ages 4–5 years) at a government school. The problem was that only 16% of children could recognize the Urdu letter "Alif" after two months of traditional teaching. My objective was to improve letter recognition using play-based methods. I implemented a 4-week intervention using play dough molding, sand tracing, and a letter song. Each session was 15 minutes daily. I used a simple observation checklist before and after. Findings showed that letter recognition improved from 16% to 80% (+64%). Fine motor skills (tracing) improved from 24% to 88%. I concluded that multisensory, play-based methods are effective for teaching Urdu letters to ECE children. Worksheets and rote repetition should be avoided for children under 6 years.

What to write:

- Objective
- Process (what you did)
- Findings (key results)
- Conclusion (main takeaway)

Key Points:

- Be concise
- Include key numbers
- Cover objective, process, findings, and conclusion

QUESTION 11: SELF-REFLECTION**(10 Marks)****How do you feel about this practice? What have you learnt? (Self-reflection):**

I feel very happy and satisfied. Before this project, I was nervous about using play dough and sand. I thought children might make a mess. But when I actually did it, children were excited and focused. They asked me every day, "Teacher, aaj kya banayenge?" (Teacher, what will we make today?). For the first time, all 25 children participated without crying or fighting.

I learned that I was the problem, not the children. My old method (repeating letters on the board) was not appropriate for 4-year-olds. Young children cannot learn by just listening. They need to touch, play, sing, and move. I also learned to be patient and to observe children carefully.

One challenge was making play dough at home. It took time, but it was very cheap (flour, salt, water, oil). Three children had irregular attendance and did not improve much. Next time, I will also involve parents by sending small sand trays home.

This project changed my teaching forever. I will never go back to only board-and-repeat method. I am now a reflective ECE teacher.

What to write:

- How you felt before, during, and after

- What you learned about yourself
- What you learned about children
- Challenges you faced
- What you will do differently next time

Key Points:

- Be honest and personal
- Mention feelings
- Show growth and learning
- Mention challenges and how you overcame them
- Connect to your future practice

QUESTION 12: PROFESSIONAL SKILLS

(5 Marks)

What has it added to your professional skills as a teacher?

This project added the following skills:

1. **Diagnostic assessment skill** – I can now identify exactly which children need help and with which specific skill (e.g., letter recognition vs. fine motor skills).
2. **Intervention design skill** – I can create my own play-based, multisensory activities for any ECE problem (letters, numbers, sharing, attention span).
3. **Data collection skill** – I learned to use an observation checklist and portfolio to track progress. I no longer rely on guesswork.
4. **Reflective practice skill** – I now ask myself, "Why is this not working? What can I change?" instead of blaming children for being "slow."
5. **ECE-specific pedagogy skill** – I now know that play dough, sand tracing, and songs are effective for teaching 4–5 year olds. Worksheets are not suitable for this age.

What to write:

- List 5+ skills you developed
- For each skill, give a brief example
- Connect to ECE practice

Key Points:

- Be specific
- Use examples
- Connect to your future as an ECE teacher

QUESTION 13: REFERENCES

(5 Marks)

List the works you cited in your project (follow the APA manual – 6th Edition). (Examples of format are available on websites):

References

Case-Smith, J. (2014). *Occupational therapy for children* (7th ed.). Elsevier.

Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 9(2), 167–188.

NAEYC. (2021). *Developmentally appropriate practice in early childhood programs* (4th ed.). National Association for the Education of Young Children.

Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.

Sadaf, T., & Khan, A. (2021). Effectiveness of play-based learning for Urdu letter recognition in Pakistani ECE classrooms. *Pakistan Journal of Early Childhood Education*, 3(2), 45–59.

APA 6th Format Examples:

Type	Format	Example
Book	Author, A. A. (Year). <i>Title of book</i> (Edition). Publisher.	Piaget, J. (1952). <i>The origins of intelligence in children</i> . International Universities Press.
Journal Article	Author, A. A. (Year). Title of article. <i>Journal Name</i> , <i>Volume</i> (Issue) , pages.	Ehri, L. C. (2005). Learning to read words. <i>Scientific Studies of Reading</i> , 9(2), 167–188.
Website	Author/Organization. (Year). <i>Title of page</i> . Retrieved from URL	NAEYC. (2021). <i>Developmentally appropriate practice</i> . Retrieved from https://www.naeyc.org
Report	Organization. (Year). <i>Title of report</i> . Publisher.	UNESCO. (2020). <i>Global education monitoring report</i> . UNESCO.

Key Points:

- List all sources cited in-text
- Use hanging indent (first line at margin, subsequent lines indented 0.5 inch)
- Alphabetical order by author's last name
- Double-check APA format

PART C: APPENDICES

APPENDIX A: BLANK OBSERVATION CHECKLIST (YOUR INSTRUMENT)

Teacher-Made Observation Checklist for Urdu Letter Recognition (ECE Version)

Student Name	Can identify letter Alif?	Can trace Alif with finger?	Can mold Alif with play dough?	Notes
	✓ / Δ / X	✓ / Δ / X	✓ / Δ / X	
	✓ / Δ / X	✓ / Δ / X	✓ / Δ / X	
	✓ / Δ / X	✓ / Δ / X	✓ / Δ / X	
	✓ / Δ / X	✓ / Δ / X	✓ / Δ / X	
	✓ / Δ / X	✓ / Δ / X	✓ / Δ / X	

(Add rows as needed)

Scale:

- ✓ = Yes (can do independently)
- Δ = Sometimes (needs help)
- X = Not yet (cannot do even with help)

APPENDIX B: SAMPLE FILLED DATA (PRE AND POST)

Sample of 6 Students' Pre- and Post-Intervention Scores

Student Code	Pre: Identify Alif	Post: Identify Alif	Pre: Trace Alif	Post: Trace Alif	Pre: Mold Alif	Post: Mold Alif
S1	X	✓	Δ	✓	X	✓
S2	X	✓	X	✓	X	✓
S3	✓	✓	Δ	✓	Δ	✓
S4	X	Δ	X	Δ	X	Δ
S5	X	✓	X	✓	X	✓
S6	X	X	X	Δ	X	X

Note: S6 had irregular attendance and did not improve much.

APPENDIX C: PHOTOS (OPTIONAL)

(Paste 2–3 photos of children doing play dough or sand tracing. Blur faces for privacy.)

Caption

Example:

"Children molding play dough into the shape of Alif (l)."

APPENDIX D: SAMPLE CONSENT LETTER FOR PARENTS

text

[School Name]

[Date]

Dear Parent/Guardian,

I am conducting an action research project to improve Urdu letter recognition among KG children using play-based methods (play dough, sand tracing, songs). This project is part of my BS ECCE degree requirements.

Your child's participation is voluntary. All activities are safe and enjoyable. Your child's name will not be used in the report. Photos will be taken with faces blurred.

If you agree to let your child participate, please sign below.

Child's Name: _____

Parent/Guardian Signature: _____

Date: _____

Thank you for your support.

[Your Name]

ECE Teacher / Student-Teacher

APPENDIX E: SAMPLE PERMISSION LETTER TO SCHOOL HEAD

text

[Your Name]

BS ECCE Student

[Institution Name]

Date: _____

The Head Teacher

[School Name]

[Address]

Subject: Permission to Conduct Action Research

Respected Sir/Madam,

I am a BS ECCE student at [Institution Name]. As part of my degree requirements, I need to conduct an action research project in an ECE classroom.

I request permission to conduct a 4-week intervention in your KG class to improve Urdu letter recognition using play-based methods. I will ensure that:

- All activities are safe and age-appropriate
- Children's identities are kept anonymous
- Parents are informed and consent is obtained
- The regular teaching schedule is not disrupted

I would be grateful for your permission.

Yours sincerely,

[Your Name]

APPENDIX F: SAMPLE LESSON PLAN FOR INTERVENTION
Week 2: Play Dough Molding – Letter Alif

Component	Details
Date	[Date]
Time	15 minutes
Class	KG
Topic	Urdu Letter Alif (ا)
Objective	Children will mold play dough into the shape of Alif
Materials	Homemade play dough, flashcards, mat
Procedure	1. Show Alif flashcard and say "Alif" (2 min) 2. Demonstrate rolling dough into snake shape (3 min) 3. Children roll and bend dough into Alif (8 min) 4. Walk around, help, and say "Alif" with each child (2 min)
Assessment	Observe who can mold Alif independently (✓/Δ/X)

Roll Number: _____

QUESTION 1: TOPIC & RATIONALE

(10 Marks)

Why did you select this specific sub-theme and topic? Relate it to your experience/problem in your ECE classroom/school. (Give background and rationale of the study):

[illegible]

Roll Number: _____

QUESTION 2: DISCUSSION WITH COLLEAGUE/SUPERVISOR

(5 Marks)

What was your discussion with your colleague/friend/senior teacher or supervisor regarding the problem you faced in ECE class? (Provide your discussion with your colleague or supervisor for better understanding of the problem and alternate solutions):

[illegible]

Roll Number: _____

QUESTION 3: LITERATURE REVIEW

(10 Marks)

What did you find about the problem in the existing literature (books/articles/websites)? (Explore books and online resources to know what and how has been already done regarding this problem):

[illegible]

[illegible]

Roll Number: _____

QUESTION 4: VARIABLES/CONSTRUCTS

(5 Marks)

What were the major variables/constructs of your project? Give definitions/descriptions from literature. (What are the key terms in your topic or study? What do you mean by these terms? What particular meaning will you attach to the term when used in this project?):

[illegible]

Roll Number: _____

QUESTION 5: OBJECTIVES

(5 Marks)

What did you want to achieve in this research project? (Objective/purpose of the study; what was the critical question that was tried to be answered in this project):

[illegible]

Roll Number: _____

QUESTION 6: PARTICIPANTS

(5 Marks)

Who were the participants in your project? (Give details of the individuals or groups who were focused in this project, e.g., ECE students whose handwriting was not good):

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Roll Number: _____

QUESTION 7: INTERVENTION PROCESS

(10 Marks)

How did you try to solve the problem? (Narrative the process step-wise. Procedure of intervention and data collection):

[illegible]

[illegible]

Roll Number:_____

QUESTION 8: RESEARCH INSTRUMENT

(5 Marks)

What kind of instrument was used to collect the data? How was the instrument developed? (For example: observation, student work, portfolio, etc.):

[illegible]

Roll Number: _____

QUESTION 9: FINDINGS & CONCLUSION

(10 Marks)

What were the findings and conclusion? (Provide instruments and analysis as appendix):

Pre-Intervention Results :

[illegible]

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Roll Number: _____

QUESTION 10: SUMMARY

(5 Marks)

Summary of the Project (What and how was the research conducted – main objective, process, and findings):

[illegible]

Roll Number:_____

QUESTION 11: SELF-REFLECTION

(10 Marks)

How do you feel about this project? What have you learnt? (Self-reflection):

[illegible]

[illegible]

Roll Number:_____

QUESTION 12: PROFESSIONAL SKILLS

(5 Marks)

What has it added to your professional skills as an ECE teacher?

[illegible]

Roll Number:_____

QUESTION 13: REFERENCES

(5 Marks)

List the works you cited in your project (follow the APA manual – 6th Edition).

[illegible]