**DESCRIPTION OF MODULE/COURSE CONTENT**

| **OVERALL OBJECTIVES** |
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| Improvement in **learning outcomes** of the students.  Creation of an enabling and enriching **inclusive classroom environment**.  Teachers become alert and responsive to the **social, emotional and psychological needs of students** as first level counsellors.  Teachers are trained to use **Art as pedagogy** leading to increased creativity and innovation among students.  Develop and strengthen **personal-social qualities** of students for their holistic development.  Creation of a **healthy and safe school environment**.  Integration of **ICT in teaching, learning and assessment**.  Developing stress free **School Based Assessment** focused on development of learning competencies.  Teachers adopt **Activity Based Learning** and move away from rote learning to **competency based learning**.  Teachers and School heads be sensitised on **new initiatives in school** education.  Transformation of the **Heads of Schools into providing academic and administrative leadership** for the schools for fostering new initiatives |

**NISHTA 1.0**

| **No** | **Module Name** | **Stated Learning Objectives**  **On completion of the module learners will be able to:** | **Key Content** |
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| 1 | Curriculum, Learner centered Pedagogy, Learning Outcomes and Inclusive Education | Describe the educational policies, the National  Curriculum Frameworks development, functions and  the linkages among intended, transacted and assessed  curriculum  Explain perspectives of the National Curriculum  Framework-2005 and its translation into syllabi  and textbooks  Develop a richer understanding of diversity and acquire  the attitudes for promoting inclusive education  Strengthen existing skills to improve children’s learning  outcomes using appropriate pedagogies  Use and adopt learning activities that foster gender  sensitive classroom environment | National Education Policy NEP 2020,  National Curriculum Framework NCF 2005, Curriculum, Syllabus Textbooks - NCERT , Teacher Support Material , Learning Outcomes  Pedagogies for achieving the learning Outcomes - Inclusive classrooms and Role of Teacher  Teacher Skills - Accept and address diversity;Gender Sensitive Education ;Inclusion in Teaching of Languages, mathematics EVS & Science, Social Sciences ; Assessment for Inclusive Environment |
| 2 | Developing Social - Personal Qualities and Creating Safe and Healthy School Environment | Build their understanding about the personal-social qualities.  Reflect on their own personal-social qualities for the development of the same in learners.  Develop qualities and skills required to provide guidance in the classroom.  Create an environment in schools/classrooms where everyone feels accepted, confident, cared and are concerned about each other's well-being. | Social-Personal qualities  Nurturing of Social Personal Qualities in Schools  Understanding Learners  Qualities and Skills Necessary to Provide a Healthy Environment in School and Classroom - Sensitivity & Care , Trustworthiness, Positive, Attitude towards others & Self ,Effective Communication Skills, Listening and Responding, Empathy, Verbal and Non-verbal Communication of Attentiveness, Pace with student's mode of experience  Information to Students about Safe and Healthy  School Environment |
| 3 | Art Integrated Learning | Understanding of ‘Arts’ as a pedagogical tool and of its impact on the holistic learning and development of every child.  Familiarity with art experiences (different art forms) as a medium of exploring his/her creative expression.  Skill of planning and organizing age-appropriate art experiences to make learning of different subjects appealing. | About Art-Integrated Learning  Sessions on art-integrated learning with many activity examples for different subjects |
| 4 | School Based Assessment | Understand the genesis and importance of School Based Assessment,  Familiarize with learner-centred approaches for assessment,  Facilitate integration of teaching learning process with assessment procedures,  Develop context-based exemplars in the relevant subject areas for the purpose of assessment. | About school-based assessment  Strategies for school based assessment  Peer Assessments, Rubrics, Self-assessment  Examples of school-based assessment tasks in different subjects |
| 5 | Health and Well-being in Schools | Understand the concept of health and wellness.  Understand the importance of a healthy environment for children in school.  Develop and understand about pedagogical processes to be adopted in order to develop healthy attitudes and behaviors among children.  Develop life skills for achieving enhanced Learning Outcomes related to health and wellness. | Health & Wellness  Physical development - Myths and Misconceptions Related to Growing Up  Changes in Children  Developing a good Posture  Yoga for Holistic Health  Healthy Habits |
| 6 | Integration of ICT in Teaching-Learning and Assessment | Explain the meaning of ICT  Identify appropriate learning resources suitable to the nature of content and teaching-learning strategies  Explore various eContent, tools, software, hardware for teaching, learning and assessment for different subjects  Design and implement a teaching-learning plan based on ICT-Content-Pedagogy integration | Parameters to be considered while integrating ICT - nature of content,context, Methods of teaching-learning, Technology/Tools/eContent  ICT-Pedagogy-Content integration |
| 7 | Initiatives in School Education | Get awareness about the recent initiatives of the DoSE&L for school education such as PGI, UDISE+, etc. for implementation in the schools.  Understand the objectives and provisions under Samagra Shiksha for improving quality of school education  Take initiatives in schools with regard to promoting reading habits using library books and undertake activities related to sports, kitchen gardens, Youth and Eco Clubs, etc., for providing children experiential learning opportunities and joyful learning | Samagra Shiksha — Integrated Scheme for School Education  Components, features , schemes , innovative programmes |
| 8 | Pedagogy of Environmental Studies (Primary Stage) | Appreciate EVS as an integrated curricular area at the Primary Stage  Relate its objectives with the concepts and issues included in the syllabus  Locate the concepts and issues in textbooks and be aware of different approaches to their transaction in classroom  Plan and design context and need specific learning experiences for children  Organise learning opportunities to engage all learners meaningfully.  Use varied assessment strategies to map the learning progress against learning outcomes in EVS | Environmental studies as a Curricular Area  Curricular Expectations and Learning Outcomes in EVS  Curricular Expectations and Learning Outcomes in EVS  Scope and Pedagogical Dimensions of the Theme ‘Water’ |
| 9 | Pedagogy of Mathematics | Relate the competencies and skills as given in the Learning outcomes with the state syllabus  Conduct appropriate pedagogical processes to help children in achieving the class level learning outcomes  Integrate assessment with pedagogical processes to continuously ensure the progress in learning by all children | Understanding the nature of Mathematics  Mathematics at the Primary level  Mathematics at the Upper Primary Stage  Pedagogical Processes - Engagement, Observations , Making hypothesis and verifying them, Problem posing, Problem solving, Visualisation and representation, Making connections, Systematic reasoning, Mathematical communication  Class-wise Learning outcomes  Assessment — Misconceptions and Support mechanism  The Upper Primary Stage |
| 10 | Pedagogy of Languages | Understand the various aspects of language education viz. nature of language learning, role of language in learning, multilingualism as a resource and a strategy, language-in-education policy, objectives of language teaching in Indian contexts, the ideas and philosophy of National Curriculum Framework-2005;  Familiarise teachers with the approach of integrated skills (LSRW) for literacy and language learning, engaging children in context based activities for developing communicative competence of the children, providing authentic texts and assessment as learning approach;  be able to chalk out the learning outcomes and pedagogical process for language teaching-learning for different stages;  Sensitise teachers on using various strategies to language teaching which include language skills - listening and speaking, reading, writing, and teaching of grammar, vocabulary and so on;  Build an understanding of generic concerns such as knowing the learner, gender issues, special needs, inclusive classroom, school based pre-vocational education and others such pertinent issues;  Understand the processes and use the strategies for continuous assessment and the reporting of learning outcomes; and  enable them to build the capacity of teachers in order to achieve learning outcomes stipulated for every class in different subject areas. | Language and Learning: Language learning situations in India including multilingualism  Language Across the Curriculum: Promoting Centrality of Language in Learning including, creating language rich environment  Language and Literacy in early years (with reference to classes 1 & 2)  Literature for Children  Language Learning Objectives and Learning Outcomes |
| 11 | Pedagogy of Science (Upper Primary Stage) | Have basic understanding of science as a subject at upper primary stage  Have basic understanding of curricular expectations and learning outcomes at upper primary stage  Apply science as a process of inquiry and knowledge construction  explain how teacher can facilitate learning  Integrate content, pedagogy and assessment during teaching-learning process  Designvarious learning situations for students to transact concepts | What is Science?  Curricular Expectations at the Upper Primary Stage  Learning Outcomes in Science at the Upper Primary Stage  Suggestive Pedagogical Processes for Achieving the Learning Outcomes  Examples from NCERT Science Textbooks — Upper Primary Stage (Classes VI–VIII) |
| 12 | Pedagogy of Social Sciences (Upper Primary Stage) | Understanding the relevance of Social Sciences in order to appreciate the phenomena of continuity and change.  Recognising the relevance of the subject in establishing inter linkages with the natural and social environment.  Appreciating the values enshrined in the Constitution of India such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society.  Classifying and comparing the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of society  Explaining the concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our culture and art.  Discussing the need for evolving plurality of approaches in understanding natural and social phenomena  Creating awareness and sensitivity towards diversity, gender disparity, needs of Children With Special Needs (CWSN) and marginalised sections of society. | Brief Introduction about the Subject Area - Geography, History and Political & Social Life  Class Specific Learning Outcome in the Subject Area — An Overview  A Brief on the Pedagogies for Achieving the Learning Outcomes — Class Specific  Exemplars for Transaction in Social Sciences - Examples Geography - Globe, Latitude and Longitude; History - Sources; Political & Social Life - Livelihoods  Integrated Exemplar — Mock Parliament/Assembly Activity |
| 13 | School Leadership : Concepts and Application | **System level functionaries (CRC/BRC/ABRC/BEO/ABEO/DEO/DPO) would be able to:**  Develop a shared vision on leading clusters, blocks and districts for quality improvement in schools  **Head Teachers would be able to:**  Understand and develop a perspective on school leadership with a focus on multiple roles and responsibilities of a school leader  Develop academic leadership for improving student learning and quality improvement in schools  Gain knowledge, skills and attitudes to lead the school through building a collaborative learning culture conducive for student learning | Learning Outcomes for Leadership Development: Knowledge, Skills and Attitudes Framework  Concept of Leadership  Academic Leadership for Improving Student Learning - Understanding of Pedagogical-Content Knowledge as a School Head; Supervision  Creating a Learning Culture in School School Development Plan  ICT Initiatives in School Education |
| 14 | Pre-School Education | Define Preschool education  Describe the need and importance of preschool education  Describe the Pedagogy used in preschool education  Demonstrate an understanding of assessment in the preschool years  Outline the Role of Parents and Community in promoting preschool education  Describe how linkages can be made with Primary schools for smooth transition | Pedagogy in Pre-school Education – How do Children Learn?  Early Literacy and Numeracy  Math Readiness or Early Numeracy |
| 15 | Pre-Vocational Education | Comprehend historical perspectives on work based education in India  Describe the key features of skill development in India  Describe the purpose of work experience and pre-vocational education programme.  Describe the vocationalisation of school education under SamagraShiksha | Historical Perspectives on Work Based Education in India  Present Scenario of Skill Development Session  National Occupation Standards Vocationalisation of Higher Education  Work Experience and Pre-Vocational Education Programme  Vocationalisation of Education under Samagra Shiksha |
| 16 | Relevance of Gender Dimensions in Teaching and Learning Process | Identify existing gender biassed attitudes and behaviour among teachers and students  Develop gender sensitive pedagogical processes in transaction of various disciplines  Use and adopt learning activities that foster gender sensitive classroom environment | Pedagogies for Achieving Learning Outcomes  Integrating Gender Concerns in Transaction of Disciplines - Language, Social Science, Mathematics and Science |

**NISHTA 2.0 (Secondary Stage)**

| **No** | **Course Name** | **Stated Learning Objectives**  **On completion of the course learners will be able to:** | **Course Outline** |
| --- | --- | --- | --- |
| 1 | Curriculum and Inclusive Education | Describe the National Educational Policies, the development of National  Curriculum Frameworks, functions and the linkages among intended,  transacted and assessed curriculum  Explain perspectives of the National Curriculum Framework-2005 and its translation into syllabi and textbooks  Develop a richer understanding of inclusive education and strategies to  create inclusive classrooms  Strengthen existing skills of teachers for inclusion of children with special needs in regular classrooms  Reflect on addressing concerns and issues related to curriculum and  inclusive education in extraordinary situations like COVID-19 | Unpacking Terminologies relating to National Educational  Policies, Frameworks, Curriculum, Syllabus, Textbooks, Teacher  Support Material and Learning Outcomes  Inclusive Classrooms - Legal and Policy Frameworks  Accepting Diversity in the Classrooms  Addressing Diversity in the Classrooms  Suggestions for creating Inclusive Classrooms  Assessment for Inclusive Environment |
| 2 | ICT in Teaching, Learning and Assessment | Describe information and communication technology (ICT)  Explain the benefits of ICT  Identify and explain the use of various ICT tools in teaching, learning and assessment  Identify appropriate learning resources suitable to the nature of content  and teaching- learning strategies  Design an ICT integrated teaching-learning plan | Concept of ICT  Scope of using ICT based on Content, Context and methods  of Teaching  Diverse eContent and Technologies available for Teaching -  Learning - Assessment  Criteria for selection of eContent and Technology  ICT Integrated Teaching-Learning Plan |
| 3 | Personal-Social Qualities for Holistic Development | Build an understanding about the Personal-Social Qualities, PSQs  Reflect on your own PSQs for the development of the same in your  learners  Develop qualities and skills required to provide guidance in the classroom  Create an environment in schools/classrooms where everyone feels  accepted, confident, cared for and are concerned about each other’s  well-being | Develop understanding – perspective taking, PSQs, opportunities in  school where PSQs can be nurtured among secondary stage learners and  understanding the psychological needs of secondary stage learners.  Qualities and skills for facilitating holistic development of learners – sensitivity  and care, trustworthiness, positive attitude towards self and others, effective  communication skills and empathy. |
| 4 | Art Integrated Learning | Explain what is AIL  Describe AIL as a pedagogical tool to make learning experiential and joyful in your subject  Connect with and appreciate regional/ folk arts and explore its potential for making subject learning interesting  Design and organizing stage-appropriate art experiences and projects to  make learning of different concepts in your subject/s joyful and experiential  Use AIL as an assessment tool for measuring competency based learning  Enjoy art experiences as a medium of exploring your creativity | What is Art Integrated Learning?  Art Integrated Learning as Pedagogy  Designing of Art Integrated Learning activities  Linking Art Integrated Learning with various subjects and concepts  Assessment through Art Integrated Learning |
| 5 | Understanding Secondary Stage Learners | Build their understanding about guidance and counselling approach to  understand the secondary stage learners  Recognise the need for guidance and counselling approach while dealing with the students  Reflect on their personal qualities as a guidance-minded teacher | Understanding Adolescent Learners (at the secondary stage)  Need of Guidance in Schools  Role of Peers  Role of Teachers as Guidance Functionary  Guidance: Concept, Process and Types  Counselling: Concept, Scope and Limitation |
| 6 | Health and Well-being | Recognize the importance of secondary stage of school education as a  crucial stage in terms of quality education  Realize that gender is not a ‘women’s’ issue but a people’s issue and create an understanding on issues related to gender  Redefine the role of teachers and principals through unlearning of  gendered and stereotypical attitudes and making the schooling process  gender inclusive  Develop gender sensitive pedagogical processes in transaction of various  disciplines.  Use and adopt learning activities that foster gender sensitive classroom  Environment | Understanding Gender and Gender Inclusion in Schooling Processes  Secondary Stage and Adolescent Learners  Adolescence and Importance of Sexuality Education  Schooling Process and the Hidden Curriculum  The Role of the Teacher  Integrating Gender Concerns in Transaction of Disciplines  Making the School Environment Gender Inclusive |
| 7 | Integrating Gender in Schooling Processes | Recognize the importance of secondary stage of school education as a  crucial stage in terms of quality education  Realize that gender is not a ‘women’s’ issue but a people’s issue and create  an understanding on issues related to gender  Redefine the role of teachers and principals through unlearning of  gendered and stereotypical attitudes and making the schooling process  gender inclusive  Develop gender sensitive pedagogical processes in transaction of various  disciplines.  Use and adopt learning activities that foster gender sensitive classroom  environment | Understanding Gender and Gender Inclusion in Schooling Processes  Secondary Stage and Adolescent Learners  Adolescence and Importance of Sexuality Education  Schooling Process and the Hidden Curriculum  The Role of the Teacher  Integrating Gender Concerns in Transaction of Disciplines  Making the School Environment Gender Inclusive |
| 8 | School Leadership: Concepts and Application | Understand and develop a perspective on context specific challenges of  secondary school with a view to lead it towards transformation  Gain knowledge, skills and attitudes to lead the secondary school  Develop an understanding on the framework of ‘leadership for learning’ for enhancing teachers’ capacity and improving student learning at secondary level  Develop School Development Plan considering specific contexts and  challenges | Understand and develop a perspective on context specific challenges of  secondary school with a view to lead it towards transformation  Gain knowledge, skills and attitudes to lead the secondary school  Develop an understanding on the framework of ‘leadership for learning’ for  enhancing teachers’ capacity and improving student learning at secondary  level  Develop School Development Plan considering specific contexts and  challenges |
| 9 | : Vocational Education | Explain the meaning of vocationalisation of education  Describe the historical background and policy recommendations on vocational education in India  Describe the initiatives taken for integration of vocational education with  general education  Comprehend the various components of vocational education for its effective implementation in schools under Samagra Shiksha  Combine general knowledge subjects with generic skills and occupation-  specific knowledge, skills, and competences  Plan and implement vocational courses in schools. | Introduction to Vocational Education  Historical Background of Vocational Education in India  Integrating Vocational Education with Academic Education  Vocational Education under Samagra Shiksha |
| 10 | School Based Assessment | Understand the genesis and importance of School Based Assessment  Familiarize with the strategies of School Based Assessment at the secondary stage  Facilitate integration of teaching-learning process with assessment practices  Develop context-based exemplars in the relevant subject areas for the purpose of assessment | Basics of Assessment  What is School Based Assessment?  School Based Assessment Procedures  Measuring Complex Achievements  Assessment of Transversal Competencies (TVC)  Assessment of Vocational Education  Assessment in Remote Learning  Reporting and Using Assessment Information |
| 11 | Initiatives in School Education | Understand the meaning and objectives of centrally sponsored schemes  Appreciate the initiatives taken by Ministry of Education (MoE) under Samgra Shiksha for quality improvement in school and teacher education  Understand the objectives, provisions and grants of several initiatives taken under Samagra Shiksha to improve quality of school education  Prepare, plan and implement initiatives taken under Samagra Shiksha at school level or institution level  Explore and participate in-service teacher education programmes at DIET, BRC and CRC level and support them for improving the students’ learning outcomes  Assess the initiatives undertaken by the schools, students, teachers, head teachers and other stakeholders through various online assessment/monitoring tools  Engage SMC members, community and other stakeholders in the initiatives taken by schools under Samagra Shiksha become aware about the new approaches of and operation of mid-day meal scheme in the country  Link with details of best practices/innovations, etc. given on various online platforms  Become aware of new interventions under revamped Samagra Shiksha | Introduction to Initiatives in School Education  Samagra Shiksha - Integrated Scheme for School Education  Components of the Scheme  Safety and Security in Schools during Covid -19 Situation  Best Practices in States/UTs  Mid - Day - Meal: New Approaches |
| 12 | Toy Based Pedagogy | Explain the concept and features of Toy Based Pedagogy  Describe Toys and Games as a pedagogical tools to make learning  experiential and joyful in your subject  Connect with and appreciate regional/ folk toys and explore their potential for making subject learning interesting  Design and create stage-appropriate toys and games to make learning  of different concepts in your subject/s as well as in the area of common  concerns such as values, inclusion, etc., joyful and experiential, and  Enjoy toys and games as a medium of exploring creativity | What is Toy Based Pedagogy?  Indigenous Toys and Games based pedagogy  Designing of Toys and Game based activities  Linking Toys and Games with skills/competencies in different subject/s areas. |

**NISHTA 3.0 (Foundational Literacy and Numeracy FLN)**

| **No** | **Course Name** | **Stated Learning Objectives**  **On completion of the course learners will be able to:** | **Course Outline** |
| --- | --- | --- | --- |
| 1 | Introduction to FLN Mission | Describe the need and importance of Early Childhood Care and Education (ECCE) as foundation of learning  Understand the vision of FLN Mission  Recognize the need for FLN Mission  Be familiar with the aims and objectives of FLN Mission  Understand the roles and responsibilities of different stakeholders | Introduction of FLN Mission  Early Childhood Care and Education as foundation of learning  Vision of FLN Mission  Need for FLN Mission  Objectives of FLN Mission  Roles and responsibilities of different stakeholders |
| 2 | Shifting towards competency-based education | Differentiate between the term ‘Competency’ and ‘Learning Outcomes’.  Describe the need for shifting towards Competency Based Education.  Explain the initiatives undertaken in India for shifting towards Competency Based Education.  Describe the three developmental goals used in the Foundational Literacy and Numeracy (FLN) framework for integrated and holistic development.  Demonstrate an understanding of codification of learning outcomes in the FLN framework | Need for Competency Based Education for FLN  Concept of Competency Based Education  Learning Outcomes for FLN  Shifts in Competency Based Education (CBE) Systems  Towards Competency Based Education in India  The Foundational Literacy and Numeracy (FLN) Framework – Goals and Codification of Learning Outcome |
| 3 | Understanding Learners: How Children Learn? | Explain the ways children learn  Discuss the different learning abilities among children  Able to create learning environment  Describe ways to recognise the learning needs of children  Describe strategies to promote or address the learning needs of children | Importance of understanding children and their way of learning  Ways children learn  Ways to identify their learning needs  Creating learning environment  Strategies to promote learning of children |
| 4 | Involvement of parents and communities for FLN | Appreciate the need for involvement of parents and community for  attaining FLN  Understand the concept of meaningful partnership with parents and  community  Discover and develop ways of engagement with parents and community  Identify FLN related activities, which can be supported by parents/adults  Understand the role of the teacher in involving parents for enhancing FLN skills in children by creating learning environment at home | Need and importance of involvement of parents and community in  preschool education  What are True Partnerships?  Why involve parents and community in FLN activities?  Role of parents, families, community and School Management Committees  (SMCs)  Strategies for engaging parents, community and SMCs  Activities related to FLN and involvement of parents  Challenges in Eliciting Involvement of Parents and Community |
| 5 | Understanding ‘ Vidya Pravesh’ and ‘Balvatika’ | Describe the aims and objectives of Vidya Pravesh and Balvatika  Describe Developmental goals and their interrelatedness  Describe ways to plan the weekly schedule  Plan age appropriate activities and experiences for children  Transact the activities and experiences in a joyful way  Track the progress of the children to support learning | Introduction to Vidya Pravesh and Balvatika  Developmental Goals  Learning Experiences related to Developmental Goals  Designing Vidya Pravesh and Balvatika Programme  Important Considerations for Transacting Learning  Experiences  Tracking the Progress of Children |
| 6 | Foundational Language and Literacy | Understand the various aspects of language education, such as nature of  language, role of multilingualism as a resource, and a strategy, and the role of language in education policy.  Familiarise with the strategies to develop foundational literacy amongst  the learners, for example, the use of a print rich environment, morning  messages, picture books, story reading, etc.  Familiarise with the approach of integrated skills for reading and writing as conceptualised under foundational literacy skills.  Develop sensitivity and bonding with children.  Understand the processes and the strategies for assessment and achieving the learning outcomes.  Understand the role of children’s literature in language enhancement. | Understanding Language and Literacy  Language – Nature and Functions  Multilingualism as a Resource  Language and Language Learning  Phonological Awareness  Silent Period  Engagement with Language and Literacy  Aspects of Reading  The Processes and Behaviour Involved in Reading  Writing as a Thought Process  Strategies of Writing  Children’s Literature  Teaching Learning Process  Assessment – Understanding Child’s Self-Reading and Writing Efforts |
| 7 | Multilingual Education in Primary Grades | Describe the nature of multilingualism in the Indian society  Analyze the language context of children’s education  Realize the importance of using languages familiar to children in the  teaching learning process  Explain the Multilingual Education (MLE) perspective and its importance  Describe some strategies for including children’s languages in classroom  learning  Explain effective strategies for teaching a second language (L2) | Linguistic fabric of our country  Learning disadvantage due to the difference between home language  and school language  Importance of using languages familiar to children in teaching learning  processes  Provisions for the use of children’s mother tongues  Multilingual Education - Meaning and Importance  Multilingual Education in Bal Vatikas  Strategies for implementing Multilingual Education |
| 8 | Learning Assessment | Define assessment  Describe the need and importance of assessment for FLN  Understand the usefulness of observation for assessment and  methods of observation  Demonstrate an understanding of effective assessment to improve  FLN  Outline the role of parents and families in promoting foundational  literacy and numeracy | Need and Importance of Assessment  What is Assessment for FLN?  Assessment for Learning: Planning for Pedagogy and Observation  Learning Environment for Assessment  Activity Areas: Reading, Writing and Math  Observing and Assessing Children’s Learning in Various Activities  Approaches for Developmentally Appropriate Assessment  The Power of Observation and Types of Observation  A Sample Checklist for ‘Print Concept’ and ‘Print Awareness’  Alignment of Learning Outcomes with Pedagogical Practices  Toy/Game based Pedagogy and Integrating FLN  Plan for in-built Assessment Techniques along with Pedagogical Processes (Observations across the Developmental Goals)  Reporting through Holistic Report Card/360 Degree  Involving Parents and Families in Continuous Assessment in FLN |
| 9 | Foundational Numeracy | Acquaint yourself with the need for Foundational Mathematics and  Numeracy among children  Explain the terminology and skills associated with Foundational  Mathematics and Numeracy  Provide appropriate intervention within and outside classrooms to  help children have a strong Foundation of Mathematics and Numeracy  Apply assessment tools to continuously understand the learning strengths and gaps (weaknesses) to provide timely help to each child in the class. | Skills associated with Mathematics and Numeracy: Classification,  Seriation, One to One Correspondence, Spatial sense, etc.  Need of Early Mathematical Skills  Aspects and Components of Foundational Mathematics and  Numeracy  Pedagogical Processes to enhance Foundational Mathematical  (Numeracy) Skills  Assessment of Foundational Mathematics and Numeracy |
| 10 | School Leadership for Foundational Literacy and Numeracy | Acquire knowledge, skills, and attitudes to strengthen and lead  foundational literacy and numeracy among children of 3-9 years of age  Develop an understanding on pedagogical leadership for enhancing  teachers’ capacities and improving student learning at foundational stage  Create a collaborative school development plan for integrating FLN as a  priority area for school transformation  Network with parents and community to help build foundational stage of children’s education | Perspective on school leadership for leading Foundational Literacy and  Numeracy (FLN)  Pedagogical leadership for strengthening FLN  Development of strong networking with community and parents to build  effective school-community relations  Preparation of a context specific school development plan  Implementation of FLN by school heads |
| 11 | Integration of ICT in Teaching, Learning and Assessment | Describe Information and Communication Technology (ICT)  Explain the benefits of integrating technology with pedagogy for the development of FLN among students  Identify and explain the use of various ICT tools in teaching, learning, and assessment  Identify appropriate learning resources suitable to the nature of content and teaching-learning strategies  Design a teaching-learning plan based on ICT Content-Pedagogy integration for pre-primary/primary grades  Exploring multiple ways of developing foundational literacy and numeracy among children using technology | Concept of ICT  Scope of using ICT, based on Content, Context, and Methods of  Teaching  Diverse Digital Resources and Technologies available for  Teaching - Learning - Assessment  Criteria for selection of eContent and Technology  ICT integrated Teaching-Learning plan |
| 12 | Toy based Pedagogy for Foundational Stage | Get familiar with Play and Toy Based Pedagogy as an integral part of experiential learning  Develop skills to integrate TBP across the three developmental goals  Appreciate how Toys and Play develop as Pedagogy  Implement TBP at the Foundational and Preparatory Stage  Map the concepts with toys, games and manipulative material  Understand role and importance of indigenous and Indian traditional toys  Promote cultural connect through Toy-based Pedagogy  Setting up a Toy Area/D-I-Y Area in the classroom  Create Do it Yourself (D-I-Y) Toys from Low cost/No cost materials/resources  Learn about Technology aided toys | Importance of Play and Toy Based Pedagogy (TBP )  Perception on Toy Based Pedagogy  Toys, Games as Play-based Pedagogy  Role of Indigenous and Traditional Toys  Promoting Cultural Connect through TBP  Multilingualism and Toy Based Pedagogy  Toy Based Pedagogy for inclusion  Setting up Toy Area/D-I-Y Area  Creating D-I-Y toys using Low Cost /No Cost materials and resources  Use of Technology supported toys for Learning  Implementing TBP in classrooms  Parents and Community participations for TBP |