**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** |
| --- | --- | --- | --- |
| 1 | Curriculum, Learner centered Pedagogy, Learning Outcomes and Inclusive Education | Describe the educational policies, the NationalCurriculum Frameworks development, functions andthe linkages among intended, transacted and assessedcurriculumExplain perspectives of the National CurriculumFramework-2005 and its translation into syllabiand textbooksDevelop a richer understanding of diversity and acquirethe attitudes for promoting inclusive educationStrengthen existing skills to improve children’s learningoutcomes using appropriate pedagogiesUse and adopt learning activities that foster gendersensitive classroom environment | National Education Policy NEP 2020,National Curriculum Framework NCF 2005, Curriculum, Syllabus Textbooks - NCERT , Teacher Support Material , Learning OutcomesPedagogies 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 qualitiesNurturing of Social Personal Qualities in SchoolsUnderstanding 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 HealthySchool 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 assessmentPeer 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 & WellnessPhysical development - Myths and Misconceptions Related to Growing UpChanges in ChildrenDeveloping a good PostureYoga for Holistic HealthHealthy Habits |
| 6 | Integration of ICT in Teaching-Learning and Assessment |  Explain the meaning of ICTIdentify appropriate learning resources suitable to the nature of content and teaching-learning strategiesExplore 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/eContentICT-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 educationTake 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 EducationComponents, features , schemes , innovative programmes  |
| 8 | Pedagogy of Environmental Studies (Primary Stage) | Appreciate EVS as an integrated curricular area at the Primary StageRelate its objectives with the concepts and issues included in the syllabusLocate the concepts and issues in textbooks and be aware of different approaches to their transaction in classroomPlan and design context and need specific learning experiences for childrenOrganise 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 AreaCurricular Expectations and Learning Outcomes in EVSCurricular Expectations and Learning Outcomes in EVSScope 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 syllabusConduct appropriate pedagogical processes to help children in achieving the class level learning outcomesIntegrate assessment with pedagogical processes to continuously ensure the progress in learning by all children | Understanding the nature of MathematicsMathematics at the Primary levelMathematics at the Upper Primary StagePedagogical Processes - Engagement, Observations , Making hypothesis and verifying them, Problem posing, Problem solving, Visualisation and representation, Making connections, Systematic reasoning, Mathematical communicationClass-wise Learning outcomesAssessment — Misconceptions and Support mechanismThe 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; andenable 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 multilingualismLanguage Across the Curriculum: Promoting Centrality of Language in Learning including, creating language rich environmentLanguage and Literacy in early years (with reference to classes 1 & 2)Literature for ChildrenLanguage Learning Objectives and Learning Outcomes |
| 11 | Pedagogy of Science (Upper Primary Stage) | Have basic understanding of science as a subject at upper primary stageHave basic understanding of curricular expectations and learning outcomes at upper primary stageApply science as a process of inquiry and knowledge constructionexplain how teacher can facilitate learningIntegrate content, pedagogy and assessment during teaching-learning processDesignvarious learning situations for students to transact concepts | What is Science?Curricular Expectations at the Upper Primary StageLearning Outcomes in Science at the Upper Primary StageSuggestive Pedagogical Processes for Achieving the Learning OutcomesExamples 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 societyExplaining 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 phenomenaCreating 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 LifeClass Specific Learning Outcome in the Subject Area — An OverviewA Brief on the Pedagogies for Achieving the Learning Outcomes — Class SpecificExemplars for Transaction in Social Sciences - Examples Geography - Globe, Latitude and Longitude; History - Sources; Political & Social Life - LivelihoodsIntegrated 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 leaderDevelop academic leadership for improving student learning and quality improvement in schoolsGain 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 FrameworkConcept of LeadershipAcademic Leadership for Improving Student Learning - Understanding of Pedagogical-Content Knowledge as a School Head; Supervision Creating a Learning Culture in SchoolSchool Development PlanICT Initiatives in School Education |
| 14 | Pre-School Education | Define Preschool educationDescribe the need and importance of preschool educationDescribe the Pedagogy used in preschool educationDemonstrate an understanding of assessment in the preschool yearsOutline the Role of Parents and Community in promoting preschool educationDescribe how linkages can be made with Primary schools for smooth transition | Pedagogy in Pre-school Education – How do Children Learn?Early Literacy and NumeracyMath Readiness or Early Numeracy |
| 15 | Pre-Vocational Education | Comprehend historical perspectives on work based education in IndiaDescribe the key features of skill development in IndiaDescribe 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 IndiaPresent Scenario of Skill Development SessionNational Occupation StandardsVocationalisation of Higher EducationWork Experience and Pre-Vocational Education ProgrammeVocationalisation 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 studentsDevelop gender sensitive pedagogical processes in transaction of various disciplinesUse 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 NationalCurriculum Frameworks, functions and the linkages among intended,transacted and assessed curriculumExplain perspectives of the National Curriculum Framework-2005 and its translation into syllabi and textbooksDevelop a richer understanding of inclusive education and strategies tocreate inclusive classroomsStrengthen existing skills of teachers for inclusion of children with special needs in regular classroomsReflect on addressing concerns and issues related to curriculum andinclusive education in extraordinary situations like COVID-19 | Unpacking Terminologies relating to National EducationalPolicies, Frameworks, Curriculum, Syllabus, Textbooks, TeacherSupport Material and Learning OutcomesInclusive Classrooms - Legal and Policy FrameworksAccepting Diversity in the ClassroomsAddressing Diversity in the ClassroomsSuggestions for creating Inclusive ClassroomsAssessment for Inclusive Environment |
| 2 |  ICT in Teaching, Learning and Assessment | Describe information and communication technology (ICT)Explain the benefits of ICTIdentify and explain the use of various ICT tools in teaching, learning and assessment Identify appropriate learning resources suitable to the nature of contentand teaching- learning strategiesDesign an ICT integrated teaching-learning plan | Concept of ICTScope of using ICT based on Content, Context and methods of TeachingDiverse eContent and Technologies available for Teaching -Learning - AssessmentCriteria for selection of eContent and TechnologyICT Integrated Teaching-Learning Plan |
| 3 | Personal-Social Qualities for Holistic Development | Build an understanding about the Personal-Social Qualities, PSQsReflect on your own PSQs for the development of the same in yourlearnersDevelop qualities and skills required to provide guidance in the classroomCreate an environment in schools/classrooms where everyone feelsaccepted, confident, cared for and are concerned about each other’swell-being | Develop understanding – perspective taking, PSQs, opportunities inschool where PSQs can be nurtured among secondary stage learners andunderstanding the psychological needs of secondary stage learners.Qualities and skills for facilitating holistic development of learners – sensitivityand care, trustworthiness, positive attitude towards self and others, effectivecommunication skills and empathy. |
| 4 | Art Integrated Learning | Explain what is AILDescribe AIL as a pedagogical tool to make learning experiential and joyful in your subjectConnect with and appreciate regional/ folk arts and explore its potential for making subject learning interestingDesign and organizing stage-appropriate art experiences and projects tomake learning of different concepts in your subject/s joyful and experientialUse AIL as an assessment tool for measuring competency based learningEnjoy art experiences as a medium of exploring your creativity | What is Art Integrated Learning?Art Integrated Learning as PedagogyDesigning of Art Integrated Learning activitiesLinking Art Integrated Learning with various subjects and conceptsAssessment through Art Integrated Learning |
| 5 | Understanding Secondary Stage Learners | Build their understanding about guidance and counselling approach tounderstand the secondary stage learnersRecognise the need for guidance and counselling approach while dealing with the studentsReflect on their personal qualities as a guidance-minded teacher | Understanding Adolescent Learners (at the secondary stage)Need of Guidance in SchoolsRole of PeersRole of Teachers as Guidance FunctionaryGuidance: Concept, Process and TypesCounselling: Concept, Scope and Limitation |
| 6 | Health and Well-being | Recognize the importance of secondary stage of school education as acrucial stage in terms of quality educationRealize that gender is not a ‘women’s’ issue but a people’s issue and create an understanding on issues related to genderRedefine the role of teachers and principals through unlearning ofgendered and stereotypical attitudes and making the schooling processgender inclusiveDevelop gender sensitive pedagogical processes in transaction of variousdisciplines.Use and adopt learning activities that foster gender sensitive classroomEnvironment  | Understanding Gender and Gender Inclusion in Schooling ProcessesSecondary Stage and Adolescent LearnersAdolescence and Importance of Sexuality EducationSchooling Process and the Hidden CurriculumThe Role of the TeacherIntegrating Gender Concerns in Transaction of DisciplinesMaking the School Environment Gender Inclusive |
| 7 |  Integrating Gender in Schooling Processes  | Recognize the importance of secondary stage of school education as acrucial stage in terms of quality educationRealize that gender is not a ‘women’s’ issue but a people’s issue and createan understanding on issues related to genderRedefine the role of teachers and principals through unlearning ofgendered and stereotypical attitudes and making the schooling processgender inclusiveDevelop gender sensitive pedagogical processes in transaction of variousdisciplines.Use and adopt learning activities that foster gender sensitive classroomenvironment | Understanding Gender and Gender Inclusion in Schooling ProcessesSecondary Stage and Adolescent LearnersAdolescence and Importance of Sexuality EducationSchooling Process and the Hidden CurriculumThe Role of the TeacherIntegrating Gender Concerns in Transaction of DisciplinesMaking the School Environment Gender Inclusive |
| 8 |  School Leadership: Concepts and Application | Understand and develop a perspective on context specific challenges ofsecondary school with a view to lead it towards transformationGain knowledge, skills and attitudes to lead the secondary schoolDevelop an understanding on the framework of ‘leadership for learning’ for enhancing teachers’ capacity and improving student learning at secondary levelDevelop School Development Plan considering specific contexts andchallenges | Understand and develop a perspective on context specific challenges ofsecondary school with a view to lead it towards transformationGain knowledge, skills and attitudes to lead the secondary schoolDevelop an understanding on the framework of ‘leadership for learning’ forenhancing teachers’ capacity and improving student learning at secondarylevelDevelop School Development Plan considering specific contexts andchallenges |
| 9 | : Vocational Education | Explain the meaning of vocationalisation of educationDescribe the historical background and policy recommendations on vocational education in IndiaDescribe the initiatives taken for integration of vocational education withgeneral educationComprehend the various components of vocational education for its effective implementation in schools under Samagra ShikshaCombine general knowledge subjects with generic skills and occupation-specific knowledge, skills, and competencesPlan and implement vocational courses in schools. | Introduction to Vocational EducationHistorical Background of Vocational Education in IndiaIntegrating Vocational Education with Academic EducationVocational Education under Samagra Shiksha |
| 10 | School Based Assessment | Understand the genesis and importance of School Based AssessmentFamiliarize with the strategies of School Based Assessment at the secondary stageFacilitate integration of teaching-learning process with assessment practicesDevelop context-based exemplars in the relevant subject areas for the purpose of assessment | Basics of AssessmentWhat is School Based Assessment?School Based Assessment ProceduresMeasuring Complex AchievementsAssessment of Transversal Competencies (TVC)Assessment of Vocational EducationAssessment in Remote LearningReporting and Using Assessment Information |
| 11 | Initiatives in School Education | Understand the meaning and objectives of centrally sponsored schemesAppreciate the initiatives taken by Ministry of Education (MoE) under Samgra Shiksha for quality improvement in school and teacher educationUnderstand the objectives, provisions and grants of several initiatives taken under Samagra Shiksha to improve quality of school educationPrepare, plan and implement initiatives taken under Samagra Shiksha at school level or institution levelExplore and participate in-service teacher education programmes at DIET, BRC and CRC level and support them for improving the students’ learning outcomesAssess the initiatives undertaken by the schools, students, teachers, head teachers and other stakeholders through various online assessment/monitoring toolsEngage 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 countryLink 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 EducationSamagra Shiksha - Integrated Scheme for School EducationComponents of the SchemeSafety and Security in Schools during Covid -19 SituationBest Practices in States/UTsMid - Day - Meal: New Approaches |
| 12 | Toy Based Pedagogy | Explain the concept and features of Toy Based PedagogyDescribe Toys and Games as a pedagogical tools to make learningexperiential and joyful in your subjectConnect with and appreciate regional/ folk toys and explore their potential for making subject learning interestingDesign and create stage-appropriate toys and games to make learningof different concepts in your subject/s as well as in the area of commonconcerns such as values, inclusion, etc., joyful and experiential, andEnjoy toys and games as a medium of exploring creativity | What is Toy Based Pedagogy?Indigenous Toys and Games based pedagogyDesigning of Toys and Game based activitiesLinking 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 learningUnderstand the vision of FLN MissionRecognize the need for FLN MissionBe familiar with the aims and objectives of FLN MissionUnderstand the roles and responsibilities of different stakeholders | Introduction of FLN MissionEarly Childhood Care and Education as foundation of learningVision of FLN MissionNeed for FLN MissionObjectives of FLN MissionRoles 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 FLNConcept of Competency Based EducationLearning Outcomes for FLNShifts in Competency Based Education (CBE) SystemsTowards Competency Based Education in IndiaThe Foundational Literacy and Numeracy (FLN) Framework – Goals and Codification of Learning Outcome |
| 3 | Understanding Learners: How Children Learn? | Explain the ways children learnDiscuss the different learning abilities among childrenAble to create learning environmentDescribe ways to recognise the learning needs of childrenDescribe strategies to promote or address the learning needs of children | Importance of understanding children and their way of learningWays children learnWays to identify their learning needsCreating learning environmentStrategies to promote learning of children |
| 4 | Involvement of parents and communities for FLN  | Appreciate the need for involvement of parents and community forattaining FLNUnderstand the concept of meaningful partnership with parents andcommunityDiscover and develop ways of engagement with parents and communityIdentify FLN related activities, which can be supported by parents/adultsUnderstand 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 inpreschool educationWhat 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 SMCsActivities related to FLN and involvement of parentsChallenges in Eliciting Involvement of Parents and Community |
| 5 | Understanding ‘ Vidya Pravesh’ and ‘Balvatika’ | Describe the aims and objectives of Vidya Pravesh and BalvatikaDescribe Developmental goals and their interrelatednessDescribe ways to plan the weekly schedulePlan age appropriate activities and experiences for childrenTransact the activities and experiences in a joyful wayTrack the progress of the children to support learning | Introduction to Vidya Pravesh and BalvatikaDevelopmental GoalsLearning Experiences related to Developmental GoalsDesigning Vidya Pravesh and Balvatika ProgrammeImportant Considerations for Transacting LearningExperiencesTracking the Progress of Children |
| 6 | Foundational Language and Literacy | Understand the various aspects of language education, such as nature oflanguage, 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 amongstthe learners, for example, the use of a print rich environment, morningmessages, 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 LiteracyLanguage – Nature and FunctionsMultilingualism as a ResourceLanguage and Language LearningPhonological AwarenessSilent PeriodEngagement with Language and LiteracyAspects of ReadingThe Processes and Behaviour Involved in ReadingWriting as a Thought ProcessStrategies of WritingChildren’s LiteratureTeaching Learning ProcessAssessment – Understanding Child’s Self-Reading and Writing Efforts |
| 7 | Multilingual Education in Primary Grades | Describe the nature of multilingualism in the Indian societyAnalyze the language context of children’s educationRealize the importance of using languages familiar to children in theteaching learning processExplain the Multilingual Education (MLE) perspective and its importanceDescribe some strategies for including children’s languages in classroomlearningExplain effective strategies for teaching a second language (L2) | Linguistic fabric of our countryLearning disadvantage due to the difference between home languageand school languageImportance of using languages familiar to children in teaching learningprocessesProvisions for the use of children’s mother tonguesMultilingual Education - Meaning and ImportanceMultilingual Education in Bal VatikasStrategies for implementing Multilingual Education |
| 8 | Learning Assessment | Define assessmentDescribe the need and importance of assessment for FLNUnderstand the usefulness of observation for assessment andmethods of observationDemonstrate an understanding of effective assessment to improveFLNOutline the role of parents and families in promoting foundationalliteracy 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 DegreeInvolving Parents and Families in Continuous Assessment in FLN |
| 9 | Foundational Numeracy | Acquaint yourself with the need for Foundational Mathematics andNumeracy among childrenExplain the terminology and skills associated with FoundationalMathematics and NumeracyProvide appropriate intervention within and outside classrooms tohelp children have a strong Foundation of Mathematics and NumeracyApply 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 SkillsAspects and Components of Foundational Mathematics andNumeracyPedagogical Processes to enhance Foundational Mathematical(Numeracy) SkillsAssessment of Foundational Mathematics and Numeracy |
| 10 | School Leadership for Foundational Literacy and Numeracy | Acquire knowledge, skills, and attitudes to strengthen and leadfoundational literacy and numeracy among children of 3-9 years of ageDevelop an understanding on pedagogical leadership for enhancingteachers’ capacities and improving student learning at foundational stageCreate a collaborative school development plan for integrating FLN as apriority area for school transformationNetwork with parents and community to help build foundational stage of children’s education | Perspective on school leadership for leading Foundational Literacy andNumeracy (FLN)Pedagogical leadership for strengthening FLNDevelopment of strong networking with community and parents to buildeffective school-community relationsPreparation of a context specific school development planImplementation 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 studentsIdentify and explain the use of various ICT tools in teaching, learning, and assessmentIdentify appropriate learning resources suitable to the nature of content and teaching-learning strategiesDesign a teaching-learning plan based on ICT Content-Pedagogy integration for pre-primary/primary gradesExploring multiple ways of developing foundational literacy and numeracy among children using technology | Concept of ICTScope of using ICT, based on Content, Context, and Methods ofTeachingDiverse Digital Resources and Technologies available forTeaching - Learning - AssessmentCriteria for selection of eContent and TechnologyICT 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 learningDevelop skills to integrate TBP across the three developmental goalsAppreciate how Toys and Play develop as PedagogyImplement TBP at the Foundational and Preparatory StageMap the concepts with toys, games and manipulative materialUnderstand role and importance of indigenous and Indian traditional toysPromote cultural connect through Toy-based PedagogySetting up a Toy Area/D-I-Y Area in the classroomCreate Do it Yourself (D-I-Y) Toys from Low cost/No cost materials/resourcesLearn about Technology aided toys | Importance of Play and Toy Based Pedagogy (TBP ) Perception on Toy Based Pedagogy Toys, Games as Play-based PedagogyRole of Indigenous and Traditional ToysPromoting Cultural Connect through TBPMultilingualism and Toy Based PedagogyToy Based Pedagogy for inclusionSetting up Toy Area/D-I-Y AreaCreating D-I-Y toys using Low Cost /No Cost materials and resourcesUse of Technology supported toys for LearningImplementing TBP in classroomsParents and Community participations for TBP |