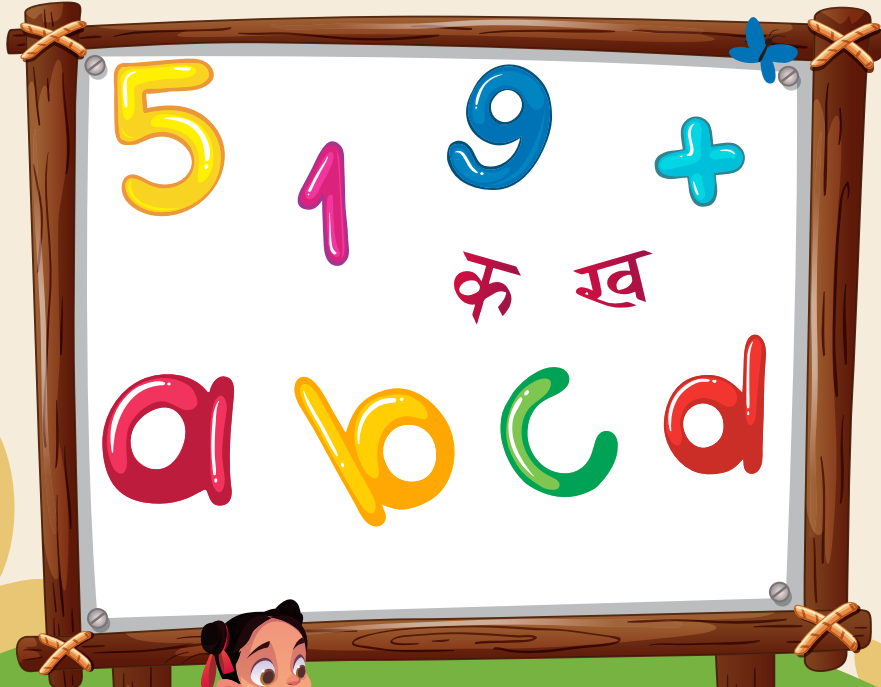


NISHTHA FLN

National Initiative for School Heads' and
Teachers' Holistic Advancement
(Foundational Literacy and Numeracy)

Programme Coordinators
Prof. Suniti Sanwal
Dr. Angel Rathnabai



Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: “By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching -learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding Vidya Pravesh and Balvatika - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

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COURSE 01

**Introduction to FLN
Mission**

Course 01: Course Information

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- Description of the course
- Keywords
- Objectives
- Course Outline

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- Aim and Objectives of FLN Mission
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- ECCE: The Foundation of Learning
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▶ **3. Vision of Foundational Literacy and Numeracy Mission**

- Vision of Foundational Literacy and Numeracy Mission

▶ **4. Need and Significance of FLN Mission**

- Need and Significance of FLN Mission
- Activity 3: Share Your Thoughts
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- Administrative Structure of the Mission

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COURSE OVERVIEW

Description of the Course

The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) Mission and provided guidelines to build literacy and numeracy skills among children at the foundational stage. This course deals with the aims and objectives of the mission and highlights the role of different stakeholders.

Keywords

NISHTHAFLN, FOUNDATIONAL LITERACY, FOUNDATIONAL NUMERACY, FOUNDATIONAL EDUCATION, FLN, MISSION, EDUCATION, EARLY CHILDHOOD, CARE, ECCE

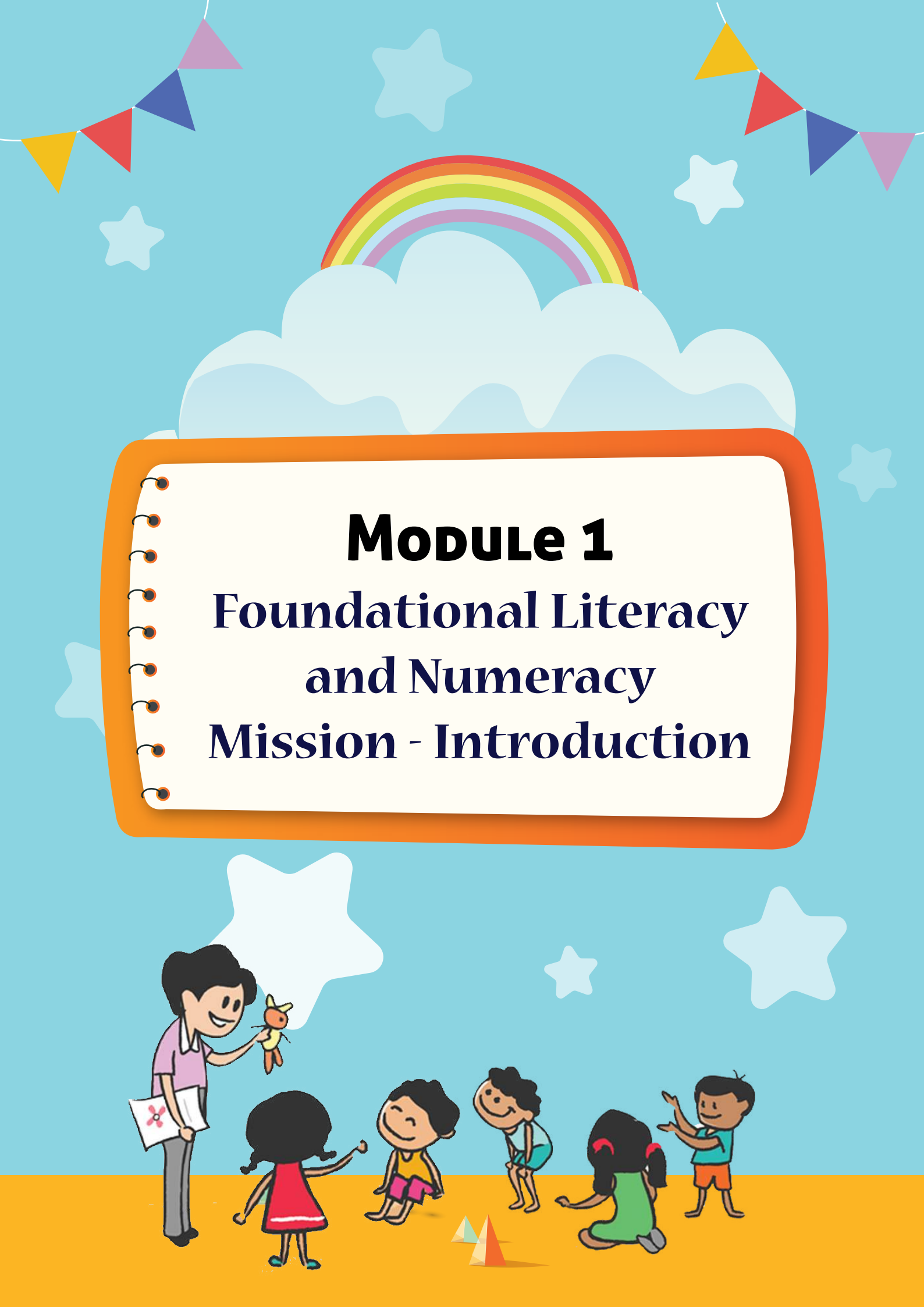
Objectives

On completion of the course, the learner will be able to

- 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

Course Outline

- 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



Module 1
**Foundational Literacy
and Numeracy**
Mission - Introduction



Module 1: Foundational Literacy and Numeracy Mission - Introduction

1.1

Foundational Literacy and Numeracy Mission - An Introduction

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31334057500862054416127

Transcript

Dear learners, welcome.

As you are aware, our country has recently announced the National Education Policy (NEP) 2020. It has been well appreciated for its comprehensiveness and inclusivity. This policy is the first to advocate bringing preschool education into the main fold of the formal institutionally managed education system. Another important emphasis of this policy is on developing foundational literacy and numeracy (FLN) skills in all children by Class III. The prominence attached to FLN by the policy can be understood by its reaffirmation that “The rest of the Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved.” Considering the challenge of equipping every child with basic FLN skills, a national mission for FLN called, National Initiative for Proficiency in Reading with Understanding and Numeracy or NIPUN BHARAT, has been launched by the Government of India.

The vision of the mission is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing and numeracy by the end

of Class III. The mission will cover the learning needs of children in age group of three to nine years. Accordingly, learning gaps will be identified along with their probable reasons, and various strategies will be initiated, keeping in view the local circumstances and the diversity of the country. Moreover, the aim is also to establish a strong link and smooth transition between preschool stage and early grades.

FLN Mission guidelines help develop an understanding of the aims and objectives of the mission and define the expected roles of different institutions and stakeholders so that they can productively and optimally contribute towards achieving the mission goals.

Hope you all will enjoy this course. Happy learning!

1.2 Aim and Objectives of FLN Mission

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31334057987996876817246

Transcript

Dear Learners,

The national FLN Mission is an important step of Government of India towards ensuring that our children attain literacy and numeracy skills by Class III. There is a set deadline of 2026-27 to achieve Foundational Literacy Numeracy Mission targets.

Let us first understand what is foundational literacy and numeracy?

Foundational Literacy means oral language development, Decoding (sounds and symbol relationships), reading fluency, reading comprehension and writing.



Whereas Foundational Numeracy means developing number sense, understanding shapes and spatial relationships, measurement, data handling etc.

Now you must be thinking why this Mission?

There is a strong national concern today regarding the poor learning levels of children at various stages of school education. NEP 2020 highlights that a large proportion of students currently in elementary level – estimated to be over five crore – have not achieved foundational literacy and numeracy. In India, we have children who are first generation learners and do not have an environment of literacy and numeracy at home.

Neuroscience researches highlight that rapid and extensive brain development takes place during early years. The all-round capacities that emerge in 3-6 years age-group are pre-requisite for later success in school and life. Positive experiences received by a child at the foundational stage, supports the child's lifelong learning and development. If there are learning gaps and they are not filled at the earliest, they continue to widen. As a result children start falling behind in their learning levels and their learning outcomes may not be achieved successfully. Besides this, NEP 2020 has highlighted that attaining foundational literacy and numeracy for all children must become an immediate national mission.

Hence, FLN mission has been set up under the aegis of the centrally sponsored scheme of *Samagra Shiksha*, which is an integrated scheme of school education that covers from preschool to senior secondary level. The intent is to systematically tap this phase of child development under NIPUN BHARAT to overcome the learning crisis and build foundational literacy numeracy with understanding, through a play and activity-based approach.

If we wish to implement foundational literacy numeracy mission successfully then we must know what is the aim of the mission. The basic aim of the national mission of FLN is to enable all children to read and respond with comprehension, independently write with understanding, develop number sense, mathematical thinking, problem solving and reasoning.

The focus is on the holistic development of child. All children in the class should be happy, confident, thinking and learning.

The major objectives of the mission are:

- To ensure that an inclusive classroom is built by incorporating play, discovery, and activity-based pedagogies, linking to the daily life situations of children and formal inclusion of children's home languages.

- To enable children to become motivated, independent and engaged readers and writers with comprehension, possessing sustainable reading and writing skills.
- To make children understand reasoning in the domains of number, measurement, shapes; and enable them independent in problem solving by way of numeracy and spatial skills.
- To ensure availability and effective use of high-quality and culturally responsive teaching learning material in children's familiar/home/ language(s).
- To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.
- To actively engage with all stakeholders that is teachers, parents, students and community, and the policy makers for building strong foundation for lifelong learning.
- To ensure assessment 'as, of and for' learning through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.
- To ensure tracking of learning levels of all students.

To lay emphasis and prioritise foundational learning, the programme will be implemented in mission mode, with the use of and strengthening of the existing mainstream structures. The Department of School Education and Literacy, Ministry of Education (MoE) will be the implementing agency at the national level and will be headed by a Mission Director.

Thank you!!

1.3 Introduction to FLN Mission

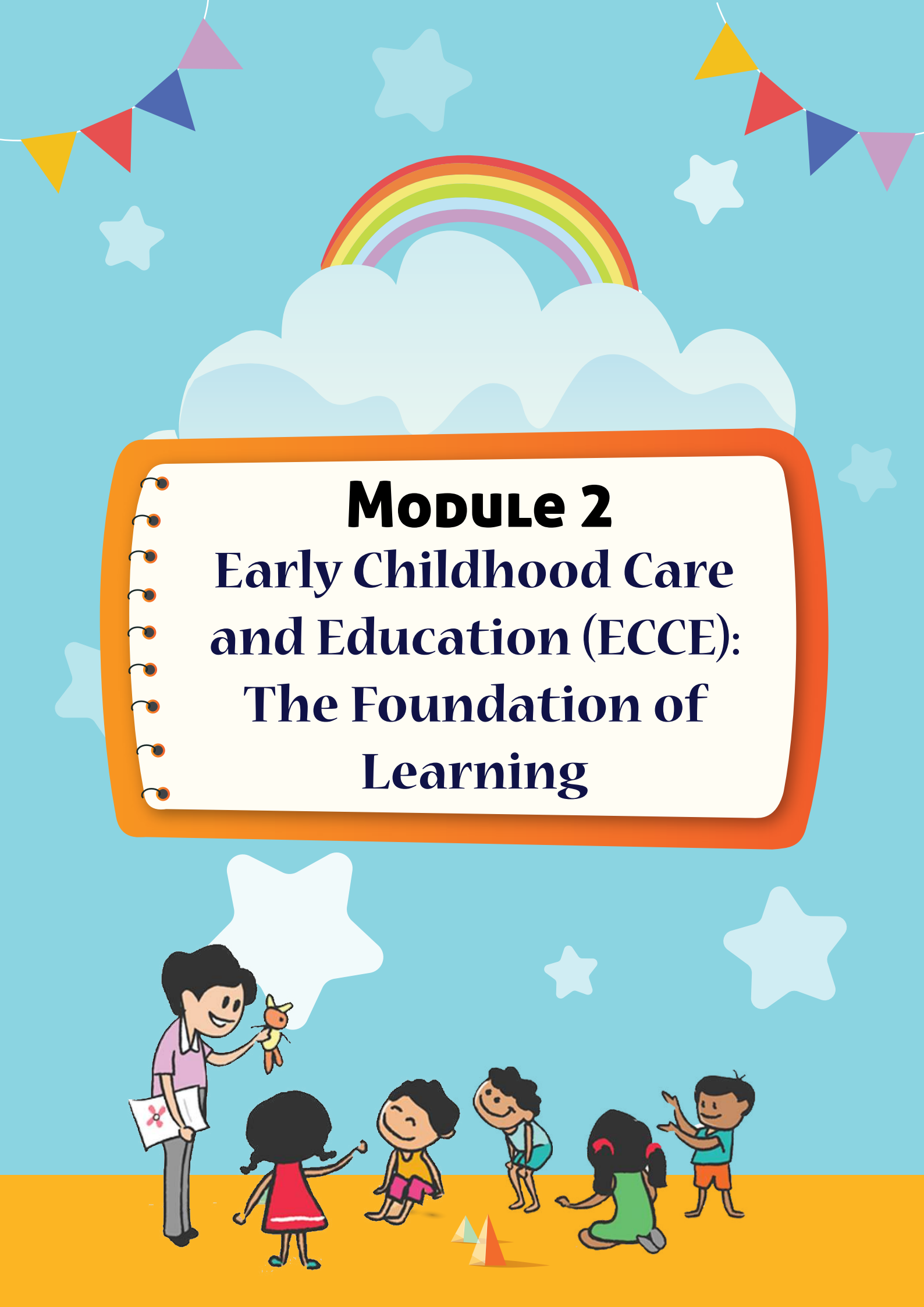
Foundational learning is the basis of all future learning for a child. Not achieving basic foundational skills of being able to read with comprehension, writing and doing basic mathematics operations leaves the child unprepared for the complexities of the curriculum beyond Class III. The mission will focus on five areas – providing access and retaining children in foundational years of schooling; teacher capacity building; development of high quality and diversified student and teacher resources/learning materials; tracking the progress of each child in achieving learning outcomes; and addressing the nutrition and health (including mental health) aspects of children.

FLN will ensure that all children attain grade level competencies in reading, writing and numeracy.

The major objectives based on the recommendations of NEP 2020 are as follows:

- To ensure an inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of children and formal inclusion of children's home languages.
- To enable children to become motivated, independent and engaged readers and writers with comprehension possessing sustainable reading and writing skills.
- To make children understand reasoning in the domains of number, measurement and shapes; and enable them to become independent in problem solving by way of numeracy and spatial understanding skills.
- To ensure availability and effective usage of high-quality and culturally responsive teaching learning material in children's familiar/home/mother language(s).
- To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.
- To actively engage with all stakeholders that is teachers, parents, students and community, and policy makers for building a strong foundation for lifelong learning.
- To ensure assessment 'as, of and for' learning through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.
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MODULE 2
**Early Childhood Care
and Education (ECCE):
The Foundation of
Learning**



Module 2: Early Childhood Care and Education (ECCE): The Foundation of Learning

2.1

Early Childhood Care and Education (ECCE): The Foundation of Learning

Early childhood is defined as the period from birth to eight years of age. Early childhood education has been included as a specific target in the context of Sustainable Development Goal (SDG). Target 4.2 of the SDG, aims to ensure that all girls and boys including those belonging to disadvantaged groups and with special needs have access to quality early childhood development, care and pre-primary education by 2030 so that they are ready for primary education. Early years are 'critical' since the rate of development during this period is more rapid than at any other stage of development. The brain is most flexible and adaptable to learning during these early years. Over 85 per cent of a child's cumulative brain development occurs before the age of six, indicating the critical importance of appropriate care and stimulation of the brain in the early years to ensure healthy brain development and growth. This growth is influenced not only by the nutritional and health status of the child but also by the psychosocial experiences and environment the child is exposed to during these early years. Therefore, investing in foundational years in the form of preschool settings, provisions and programmes are extremely important.

In the new 5+3+3+4 structure proposed by NEP 2020, a strong base of ECCE from age three is included, which is aimed at promoting better overall learning, development, and well-being. NEP 2020 proposes three years of *anganwadi/preschool/balvatika* for three to six years age group before Class I (*ECCE/ECE/preschool or pre-primary education/preparatory class, etc. are synonymously used for preschool education*). In India, preschool education is provided by all the three sectors – government, private and NGOs. In government, it is mainly provided through Integrated Child Development Services (ICDS) centres known as *anganwadis*. There are a large number of private preschools that provide preschool education, and some NGOs that provide preschool education as social welfare for children from marginalised and disadvantaged sections. In 2017-18, two years of preschool education before Class I was added in the school education continuum under *Samagra Shiksha* by the MoE. ECCE in our country is delivered through early childhood education institutions consisting of (a) standalone *anganwadis*; (b) *anganwadis* co-located with primary schools; (c) pre-primary schools/sections

covering at least age five to six years co-located with the existing primary schools; and (d) stand-alone preschools (NEP 2020).

In NEP 2020 early childhood education has emerged as an area of high priority. ECCE ideally is flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.

“The overall aim of ECCE is to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.” – NEP 2020

ECCE ensures holistic development of a child by attending to the child’s social, emotional, cognitive and physical needs, which in turn provides a solid foundation for lifelong learning and well-being. Experiences are provided in a natural, joyful and stimulating environment using a non-formal, play-way and activity-based approach. Preschool education ensures a smooth transition from preschool to early primary classes leading to better performance and better retention rates.

Listening, speaking, reading, writing and numeracy are among the most important skills children learn. Earlier, literacy was thought to be the skill of reading and writing, which was taught to children when they were ‘ready’ for it. Today, we understand that literacy ‘emerges’ gradually in the early years when young babies hear sounds and have them repeated and encouraged by sensitive caring adults. Later, when children get the opportunities to see print in their environment, handle books, listen to stories, look and talk about pictures and make marks on sand and paper, their literacy skills are refined and improved. Early literacy and numeracy skills are very important as children who do not learn to read, write and communicate effectively at the primary level are more likely to leave school early, be unemployed or in low-skilled jobs, have poorer emotional and physical health and are more likely to end up in poverty. Literacy and numeracy carry wide-ranging benefits not only for individuals but also for families, communities and society.

NEP 2020 Highlights

ECCE requires high-quality infrastructure, play equipment, and well-trained *anganwadi* workers/teachers. Every *anganwadi* or preschool should be well-ventilated, well-designed, child-friendly with well-constructed buildings and an enriched learning environment. Children in *anganwadi* centres should take activity-filled tours and meet the teachers and students of their local primary schools to make a smooth transition from *anganwadi* centres to primary schools. *Anganwadis* should be fully integrated into school complexes/clusters. *Anganwadi* children, parents, and teachers should be invited to attend and participate in school/school complex programmes and vice versa.

- It is envisaged that before the age of five, every child will move to a 'Preparatory Class' or *balvatika* (that is, before Class I), which has an ECCE qualified teacher. The learning in the Preparatory Class will also be play-based with focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-day meal programme will also be extended to the Preparatory Classes in primary schools as per NEP 2020. Health check-ups and growth monitoring that are available in the *anganwadi* system will also be made available to Preparatory Class students of *anganwadi* as well as primary schools.
- High-quality ECCE teachers are crucial for the implementation of the ECCE programme. To prepare an initial cadre of high-quality ECCE teachers in *anganwadis*, the current *anganwadi* workers/teachers need to be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. *Anganwadi* workers/teachers with qualifications of 10+2 and above will be given a six-month certificate programme in ECCE. Those with lower educational qualifications will be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes can be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of *anganwadi* workers/teachers will be mentored by the Cluster Resource Centres (CRCs) of the School Education Department, which will hold at least one monthly contact class for continuous assessment. In the longer term, state governments will prepare cadres of professionally qualified educators for ECCE, through stage-specific professional training, mentoring mechanisms and career

mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their continuous professional development (CPD).

- ECCE will also be introduced in *ashramshalas* in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in *ashramshalas* and alternative schooling will be similar to that detailed above. The responsibility for ECCE curriculum and pedagogy will lie with the MoE to ensure its continuity from pre-primary school to primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of ECCE curriculum will be carried out jointly by the MoE, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of ECCE into the school education.

NEP 2020 says that the “highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025.” Therefore, classrooms will need to be strengthened with required resources, print-rich environments, child-friendly textbooks, workbooks and storybooks, etc. for children. Teacher resource material /handbooks, etc. will have to be made available. Capacity building of teachers will be done to deal with multilingual classrooms to contribute towards achievement of FLN mission goals. These changes in the classroom will have to be supported by enabling conditions like increasing instructional time – 90 minutes for language learning and 60 minutes of numeracy in foundational years. The policy recommends that key stage assessments should be conducted in Classes III, V and VIII. The availability of information about the performance of students in the primary grades based on learning data will support parents in making an informed decision. Besides, NEP 2020 also proposes to set up PARAKH – an independent national level assessment centre that will set norms and guidelines for conducting assessments.

2.2 Activity 1: Share Your Reflections

Watch the video film “Khula Aakash” 2014 from the following link:

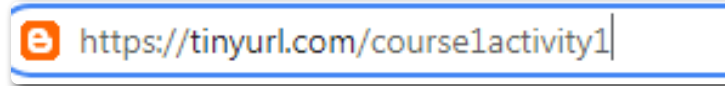
<https://www.youtube.com/watch?v=1XjDHOrcJyw> and reflect on it. Think about what is ECCE? Why is it important? How does ECCE provide a basis for learning in school and life? Share your reflections.

Steps to be followed:

Step 1: Accessing the activity page

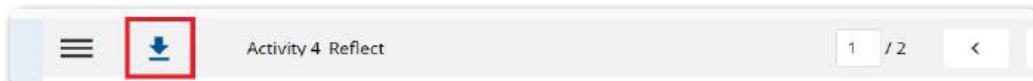
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course1activity1>

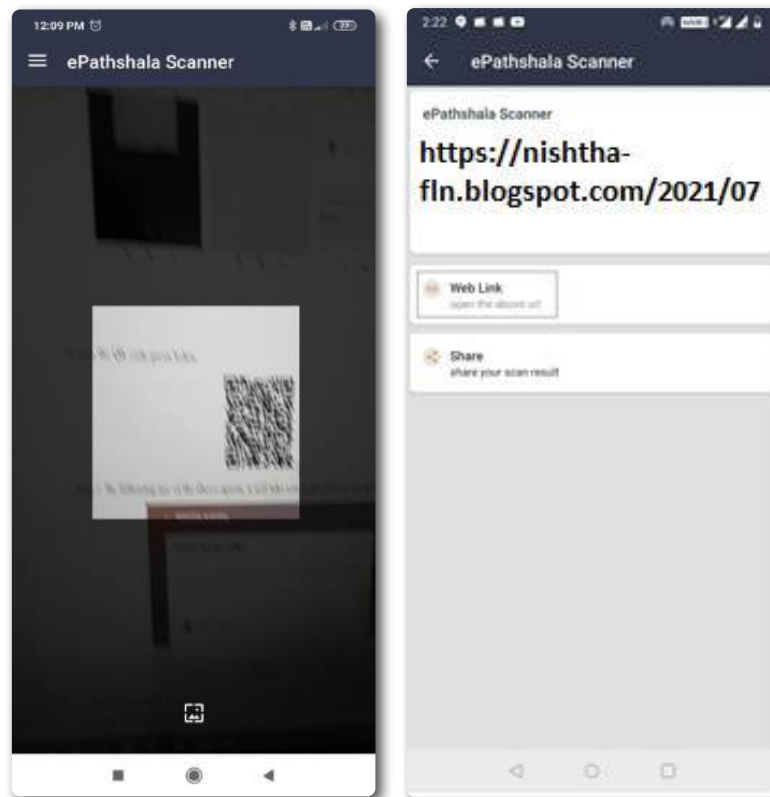


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

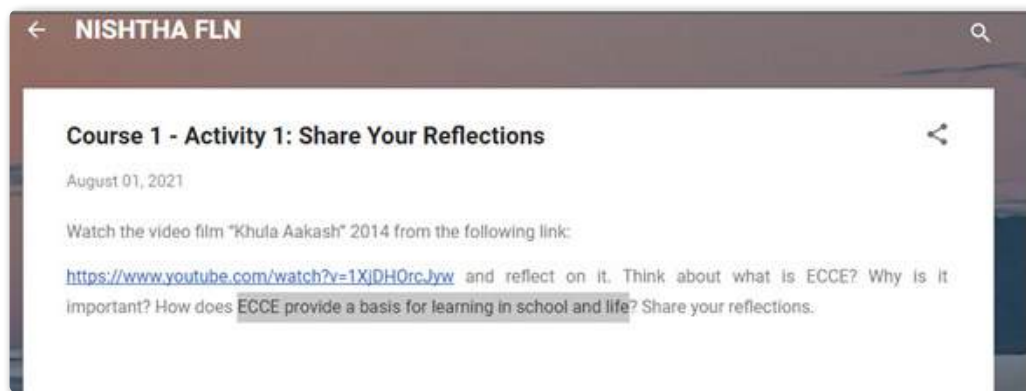
<https://nishtha-fln.blogspot.com/2021/08/activity-1-share-your-reflections.html>



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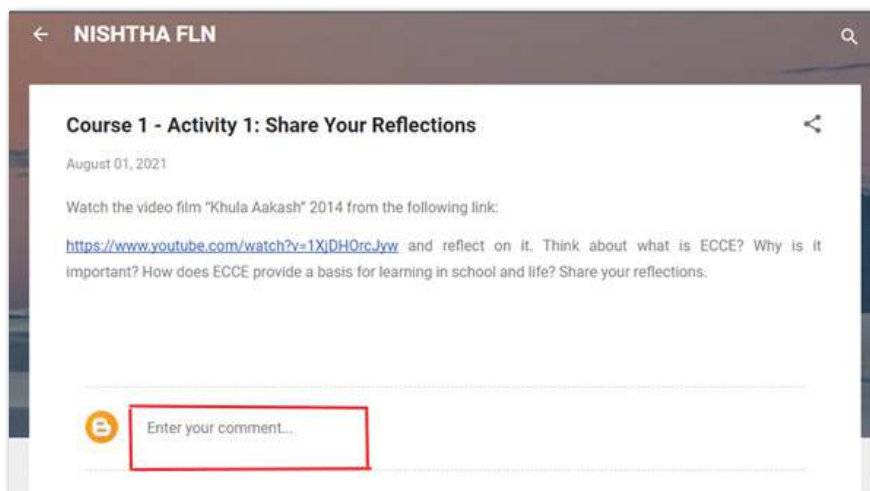


Step 2: Following any of the above option will take to an external site as shown below



Step 3: Post your response

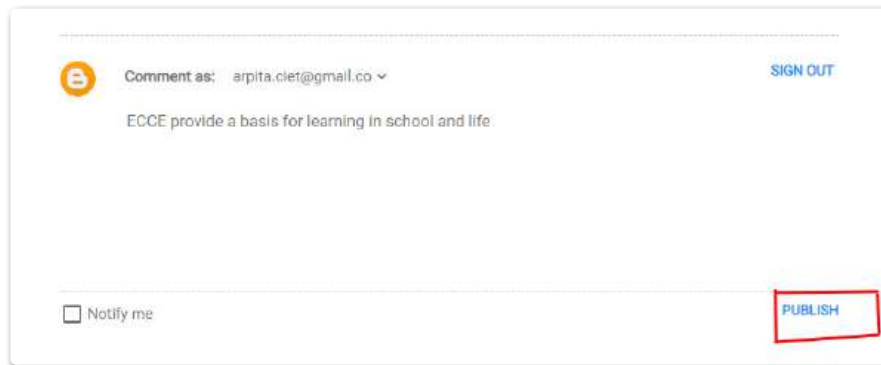
- Read the given activity
- Click on **Enter your comment**



- Type your response in the comment box.



- Click **PUBLISH**

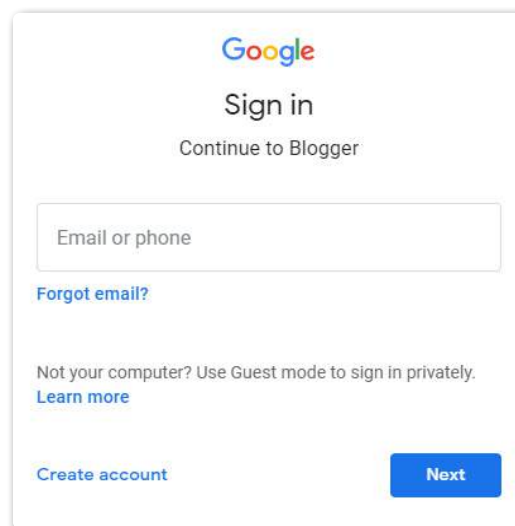


Comment as: arpita.ciet@gmail.co [SIGN OUT](#)

ECCE provide a basis for learning in school and life

Notify me [PUBLISH](#)

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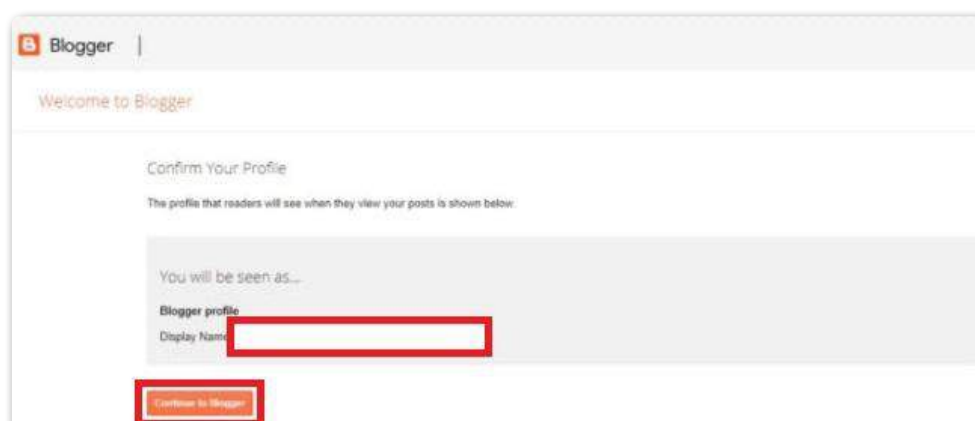
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Course 1 - Activity 1: Share Your Reflections

August 01, 2021

Watch the video film "Khula Aakash" 2014 from the following link:
<https://www.youtube.com/watch?v=1XjDHOrcJyw> and reflect on it. Think about what is ECCE? Why is it important? How does ECCE provide a basis for learning in school and life? Share your reflections.

 **Unknown** · August 2021 at 01:48
ECCE provide a basis for learning in school and life
[REPLY](#)

2.3

Activity 2 : Check Your Understanding

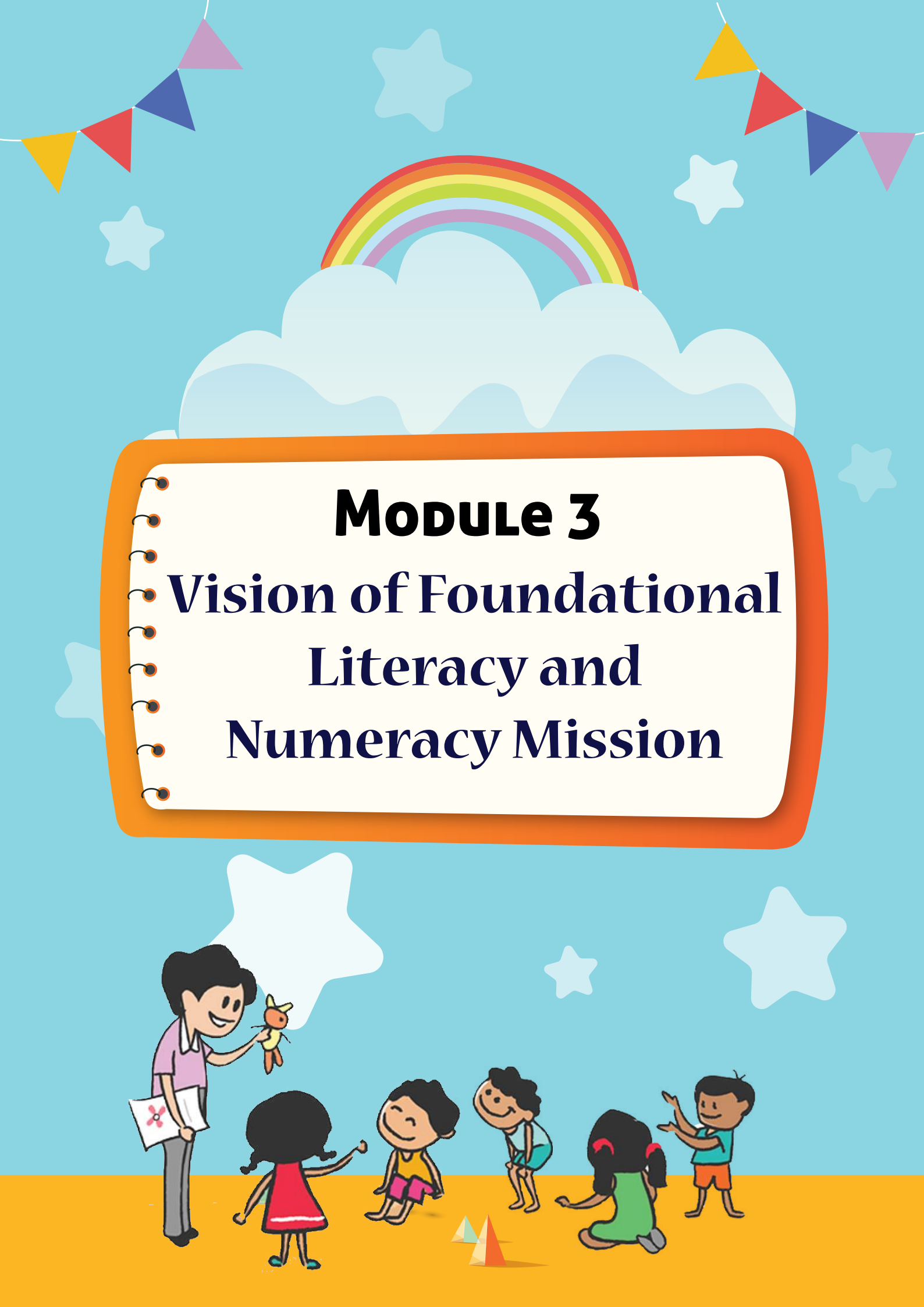
Do the activity by scanning the QR code



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Click on the link

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MODULE 3
**Vision of Foundational
Literacy and
Numeracy Mission**



Module 3: Vision of Foundational Literacy and Numeracy Mission

3.1

Vision of Foundational Literacy and Numeracy Mission

The vision of the mission is to create an enabling environment in all aspects to ensure universal acquisition of FLN in primary classes by 2026-27 so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Class III and not later than Class V. The focus of foundational learning will be on holistic development of students by accentuating their creative potential as envisaged in NEP 2020. Learning will be holistic, integrated, inclusive, enjoyable, and engaging. All children will have access to an equitable and inclusive classroom environment, which will take care of their diverse background, multilingual needs and different academic abilities and make them active participants in the learning process. Attainment of basic reading, writing and numeracy skills in early classes will instill a strong foundation for continuous and lifelong learning for the students. Focus of foundational learning is on holistic development of the child. All children in the class should be happy, confident, thinking and learning.



MODULE 4
**Need and Significance
of FLN Mission**



Module 4: Need and Significance of FLN Mission

4.1 Need and Significance of FLN Mission

As per the FLN Mission guidelines, India has significantly progressed to achieve universal access up to the elementary level with one of the largest schooling systems in the world that has almost 250 million school-going children and 9.2 million teachers. However, studies have shown that ensuring that students are in school does not naturally lead to an increase in their learning. There is a strong national concern today regarding the poor learning levels of children at various stages of school education.

Research has shown conclusively that once students fall behind on FLN, they tend to maintain flat learning curves for years, and are perpetually unable to catch up. This is because until Class III, the curriculum focuses on learning to read or getting children to read and acquire basic skills. After Class III, children are expected to be able to read to learn. The learning gap continues to widen from that point, as the texts in the language textbooks and mathematical concepts become more complex and abstract in later primary grades. Thus, Class III is the inflection point after which children need to read to be able to learn; an antithesis where children, who haven't made it, get left behind. The damage is even greater for children who are forced to study in a language that they do not speak or understand. Children studying through an unfamiliar language face a 'double learning disadvantage' since they must try and learn a new language and at the same time try and learn difficult concepts given in the textbooks through that unfamiliar language. In India, we also have many children who are first generation learners and do not have an environment of literacy and numeracy at home. They are at greater risk of not achieving the expected learning outcomes.

NEP 2020 highlights that a large proportion of students currently in elementary level (estimated to be over five crore), have not achieved FLN. NEP 2020 further reiterates that it is imperative to address this crisis head-on and immediately so that basic learning can be accomplished in schools and all students may thereby obtain quality education. Attaining FLN for all children must become an immediate national mission. Students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning. SDG 4 also lays emphasis on the acquisition of high

quality learning and the same is recognised by its signatories across the world. Research and evidence indicates that learning is fast during the foundational stage. Every positive experience at this stage supports lifelong learning and development. Hence, through this mission efforts are being made to tap these foundational years for development and lifelong learning. For this NEP 2020 recommends, firmly recognises and stresses upon the importance of quality ECCE . It has a major role in achieving the objectives of FLN Mission. NEP 2020 has focused on preschool education and made it an integral part of the education system. To build FLN, teachers, therefore, need to focus more on developing phonological awareness and sound discrimination, and visual perception and visual association right from early childhood stage to help children develop into better readers and writers in future. The foundational learning period is a crucial phase for the development of intellect, ability, physical growth, mental maturity, and values. Hence, teachers will be required to pay more attention to holistic development and learning of children and teach children 'how to learn'. Teachers need to demonstrate equal and appropriate expectations from boys and girls by providing equal attention, respect, and equal learning opportunities; select books, pictures, posters, toys/materials and other activities free of gender bias; and not use gender biased statements while talking to the learners or giving instructions in the classrooms.

Activity

Watch a video for conceptual understanding on FLN and reflect on it to understand its significance.

<https://www.youtube.com/watch?v=HY7OtDAS-t-o>

4.2 Activity 3: Share Your Thoughts

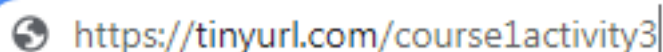
Visualise the significance of FLN Mission and ponder on what can be the role of ECCE in achieving the goals and objectives of FLN? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

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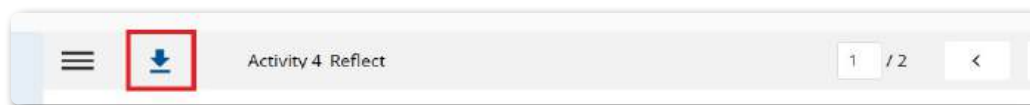
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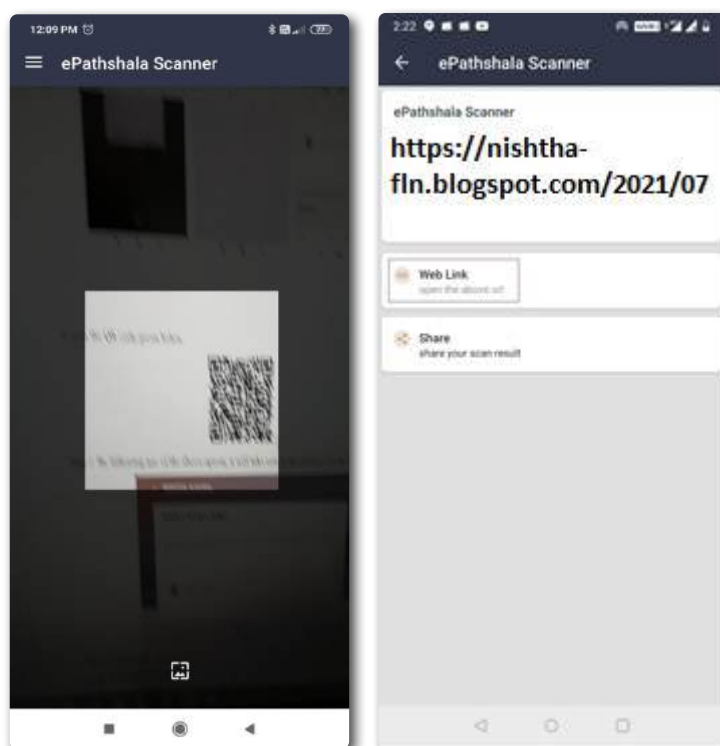
<https://tinyurl.com/course1activity3>

Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

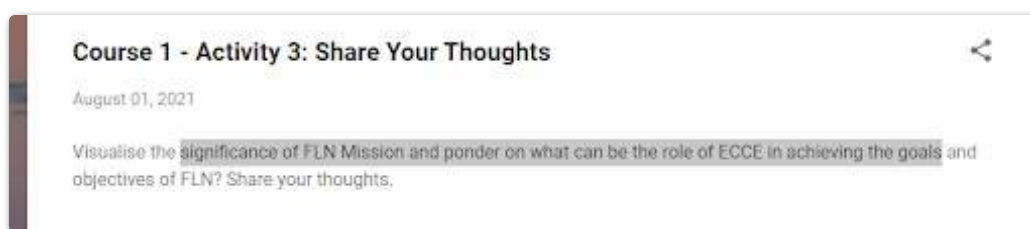
<https://nishtha-fln.blogspot.com/2021/08/activity-3-share-your-thoughts.html>



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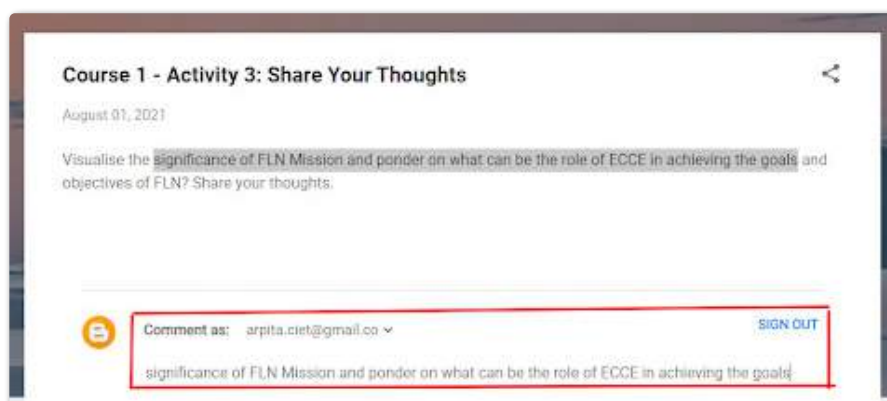


Step 3: Post your response

- Read the given activity
- Click on **Enter your comment**



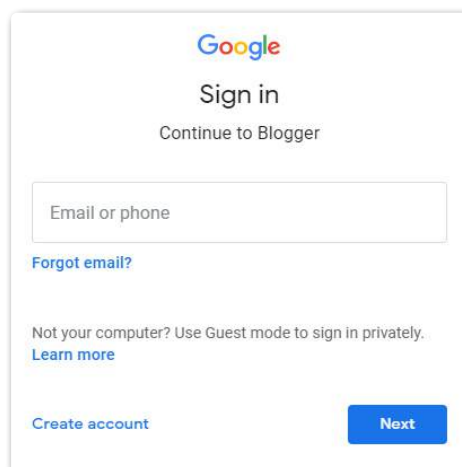
- Type your response in the comment box.



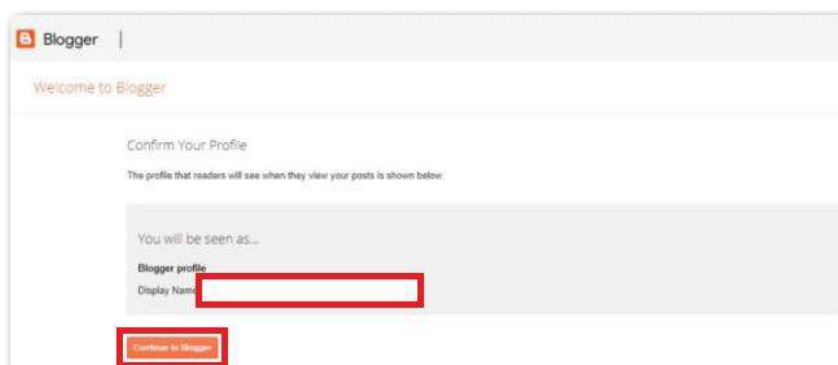
- Click **PUBLISH**



- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted.



4.3

Activity 4: Check Your Understanding

Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_31333860081054515215468

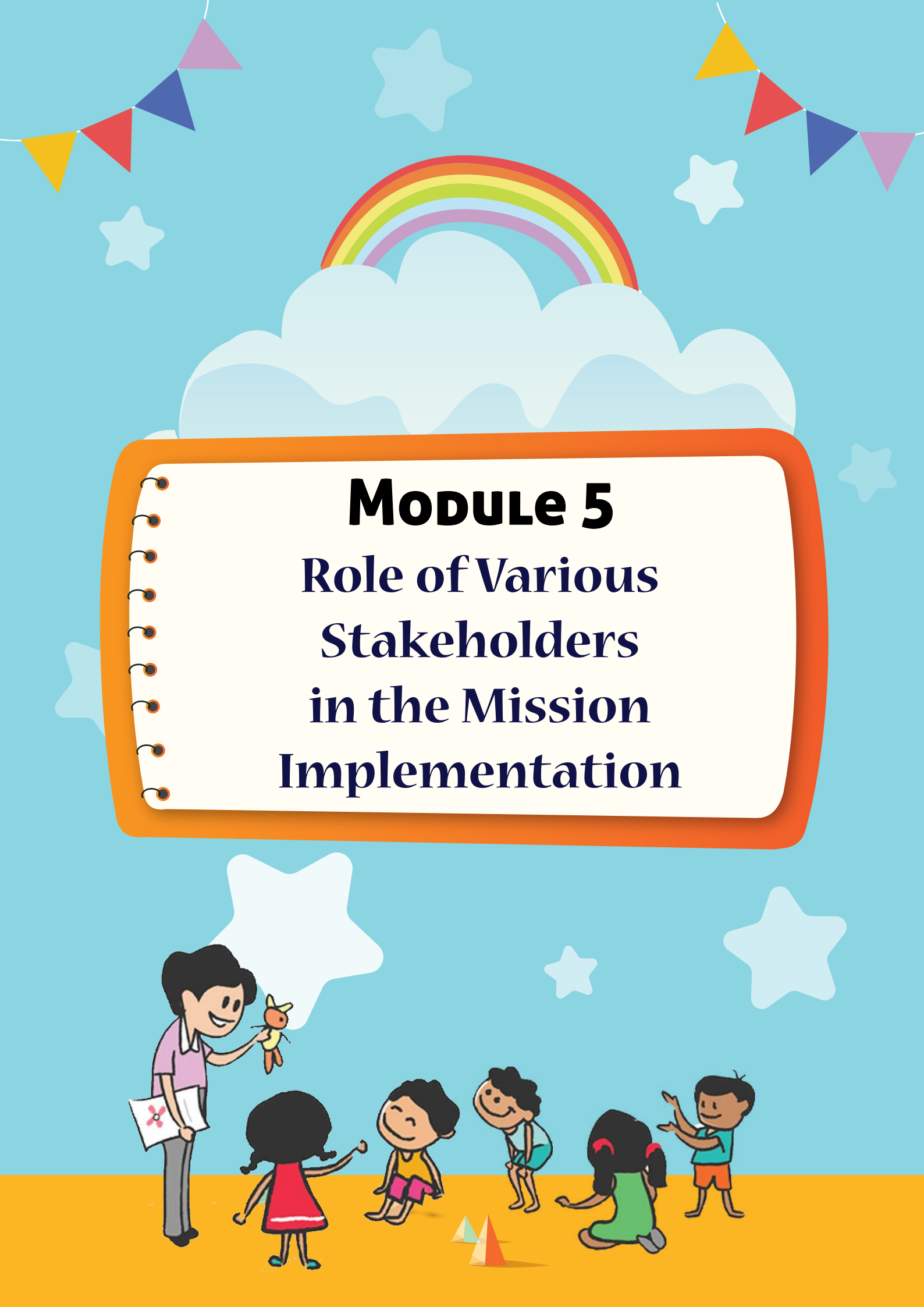
4.4

Administrative Structure of the Mission

The FLN Mission will be implemented by the MoE and a five-tier implementation mechanism will be set up at the National, State, District, Block and School level in all states and UTs.



To lay emphasis and prioritise, the programme will be implemented in the mission mode. The mainstream structures will be primarily used for implementing the programme.



MODULE 5
**Role of Various
Stakeholders
in the Mission
Implementation**

Module 5: Role of Various Stakeholders in the Mission Implementation

5.1

Role of various stakeholders in implementation of Foundational Literacy and Numeracy Mission

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31334058319239577617251

Transcript

Dear Learners,

Prof. Padma Yadav: The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) Mission and provided guidelines to build literacy and numeracy skills among children at the foundational stage. The programme will be implemented in the mission mode.

Administrators and teachers have some queries regarding FLN mission, its implementation and role of various stakeholders in its implementation etc. With me is Mrs. Kavita Bisht, she is headmistress in Kendriya Vidyalaya NMR NCERT, Primary Wing. She wants to ask some questions.

Welcome Kavita, tell me what do you want to ask?

Mrs. Kavita Bisht: Madam, what is FLN mission about?

Prof. Padma Yadav: The Foundation Literacy and Numeracy mission is about building foundational literacy and numeracy skills among children of 3-9 years age group. The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) mission and provided guidelines to build the desired literacy and numeracy skills in children at the foundational stage.

Mrs. Kavita Bisht: Who is the implementing agency?

Prof. Padma Yadav: The Department of School Education and Literacy, Ministry of Education (MoE) is the implementing agency at the national level and it is headed by a Mission Director.

Mrs. Kavita Bisht: FLN Mission is a National programme. How it will be implemented?

Prof. Padma Yadav: Okay! It is a five-tier implementation mechanism, which will be set up at the National- State- District- Block- School level in all the States and UTs.

Mrs. Kavita Bisht: What is the role of NCERT, CBSE and KVS?

Prof. Padma Yadav: The NCERT, is the leading academic institution in the country for school education and it is expected to play very important role in fulfilling and achieving the objectives of FLN; NCERT will provide academic support to teachers, develop curriculum and pedagogical framework focusing on FLN with learner-centric pedagogy etc.

CBSE will work with NCERT, Introduce competency-based education in CBSE affiliated Schools, monitor learning levels of children and reporting the same to DoSEL, it will play a pivotal role in capacity building of Primary teachers for Foundational Literacy and Numeracy. CBSE will identify a pool of outstanding teachers at primary level who could mentor and guide Government Primary Teachers and also develop eContent to support teachers at primary level including lesson plans, use of innovative pedagogies etc.

Kendriya Vidyalaya Sangathan will make efforts to ensure that all children attain Foundational Literacy and Numeracy by 2025, track the progress of each child, KVS schools will be developed as model schools, demonstration classes will be provided in KVS for Government schools teachers, wherever possible all Primary teachers of KVS will be trained.

Mrs. Kavita Bisht: What is the role of States and UTs?

Prof. Padma Yadav: States and UTs have very important role to play. The first step in this direction would be creating multi-year Action plans to achieve the FLN targets. Ensure availability of adequate number of Teachers, preparing database of each child enrolled in foundational grades, map the requirements and ensure basic facilities at primary schools. In addition to all the mentioned, States and UTs would also need to ensure delivery of textbooks and uniforms to students, prepare financial estimates, identify a pool of mentors to render academic support to teachers. Public libraries will be made an integral part of

the teaching learning process and will be made available after the school hours to the community, and particularly to parents. States will document success stories, best practices, innovations introduced, new technologies will be used etc. Training of SMC members, awareness drives for parents and community etc. will be done by the states.

Mrs. Kavita Bisht: What am I as headmistress supposed to do?

Prof. Padma Yadav: Okay, very nice question.

You as headmistress are expected to do

- Capacity building of teachers
- Provide continuous professional development to teachers to impart foundational literacy numeracy skills
- Enhance parent and community participation

Mrs. Kavita Bisht: Who else has role in implementation of FLN Mission?

Prof. Padma Yadav: There are many others such as SCERTs, DIETs, BRCs, CRCs, NGOs or CSOs, SMCs, Community and Parents, volunteers and private schools those have important role in the implementation of FLN Mission. You can read the course and try to reflect what role you and your teachers can play in achieving the aims and objectives of FLN Mission.

Prof. Padma Yadav: I hope your queries are solved.

Mrs. Kavita Bisht: Yes Madam, thank you.

Prof. Padma Yadav: Thank you Kavita.

5.2 Activity 5: Do It Yourself

Imagine your role in attaining the goals of FLN and share how you will implement it.

5.3 Role of SCERT, DIETs and Others in Mission Implementation

Role of SCERTs

State Council of Educational Research and Training (SCERT) will be entrusted with the responsibilities of

- developing locally contextualised teaching learning materials
- extensive capacity building of teachers

- developing training Courses and other resources for teachers in local language
- developing additional learning material for Classes I to V, that are engaging, joyful and innovative

It is expected that for school-based assessment of FLN, a student progress card will be designed by NCERT (for KVS/JNV/CTSA/CBSE schools). SCERTs will adopt/adapt the same for students in states/ UTs in the foundational years. This will be a holistic, 360-degree, multidimensional report of progress, that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains as well as in acquiring of life and learning skills, and values.

SCERTs will continuously develop item banks for Classes I to V that are related to the measurement or achievement of each learning outcome, including standardised criterion referenced tests (at least 500 items per grade, per subject). These should be administered by the school teachers to the children at a pre-defined periodicity in a non-threatening environment.

Role of DIETs

The role of District Institute of Education and Training (DIETs) will be extremely crucial in the effective implementation of the FLN Mission. For this DIETs are to be encouraged to emerge as an autonomous institution at the district level with flexibility to function and be structured to meet district-specific needs.

- Develop an academic resource pool specifically for FLN, comprising of teachers, teacher educators, district education planners and faculty from the University Department of Education
- Effective onsite support and mentoring

Role of DEOs and BEOs

As part of the district and block mission, the District Education Officers (DEOs) and Block Education Officers (BEOs) have a key role to play for attaining universal FLN. DEOs & BEOs will be responsible for-

- Supervision, mentoring and inspection of schools in their jurisdiction
- Ensuring timely distribution of free textbooks, uniforms, teaching learning materials and any other resources provided to schools by the respective state government/UT administration
- Keeping track of the different training programmes on FLN and ensuring capacity building of primary teachers in their jurisdiction
- Fostering a competitive spirit amongst the districts and blocks to achieve the FLN targets before time, for which they will be incentivised

Role of BRCs and CRCs

The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) will function as vital centres. Their role will be:

- Providing academic resource support at primary schools particularly for the FLN Mission
- Monitoring and supervision of the progress of activities against the goals of the FLN mission especially at the block and cluster level
- Designing a comprehensive district level quality improvement plan for FLN, which can also provide a framework for overall coordination and convergence across institutions and implement it in a time bound manner
- Consulting with the school management committee, community members and local authority for formulating school development plan from the FLN perspective

Role of Head Teachers and Teachers

An important step towards achieving the goal of FLN for children will be:

- Capacity building of teachers
- Providing support through continuous professional development to impart FLN
- As a key partner in planning and implementing community participation strategies for the FLN Mission

5.4 Activity 6: Try Yourself

Prepare a chart of your understanding on the roles and functions of various organisations in developing FLN. Also reflect on your roles in the FLN Mission.

5.5 Role of NGO, Volunteers, Community and Parents in the Mission Implementation

Role of NGOs

Civil society organisations have had a long history of involvement in the education sector to which they have significantly contributed in a variety of ways. For achieving their respective FLN targets, States and UTs will be encouraged to work with Non-government organisations (NGOs) specialised in FLN. They will be responsible for

- Capacity building and development of resources for FLN
- Sustained mobilisation and awareness building about the FLN Mission

- Facilitating a process of social audit with community involvement to maintain transparency, participation and accountability in programme implementation

Role of SMCs, Community and Parents

Parents will need to play an active role in school in monitoring the implementation of the FLN Mission. Parents have crucial role in anchoring community awareness and participation efforts. They should have active participation of the School Management Committees (SMCs), community and parents in the teaching learning processes. SMCs and community should ensure that all school children undergo regular health check-up and the nutrition and health of children are addressed through the provision of healthy meals

Role of Volunteers

States and UTs will prepare their own guidelines for engaging peer groups and other local volunteers in contributing towards the goal of achieving FLN for all Class III students by:

- One-on-one tutoring
- Establishing innovative models to foster peer-tutoring and volunteer activities as well as launch other programmes to support learners, in FLN Mission
- Every literate member of the community can commit to teaching one student how to read

Role of Private Schools

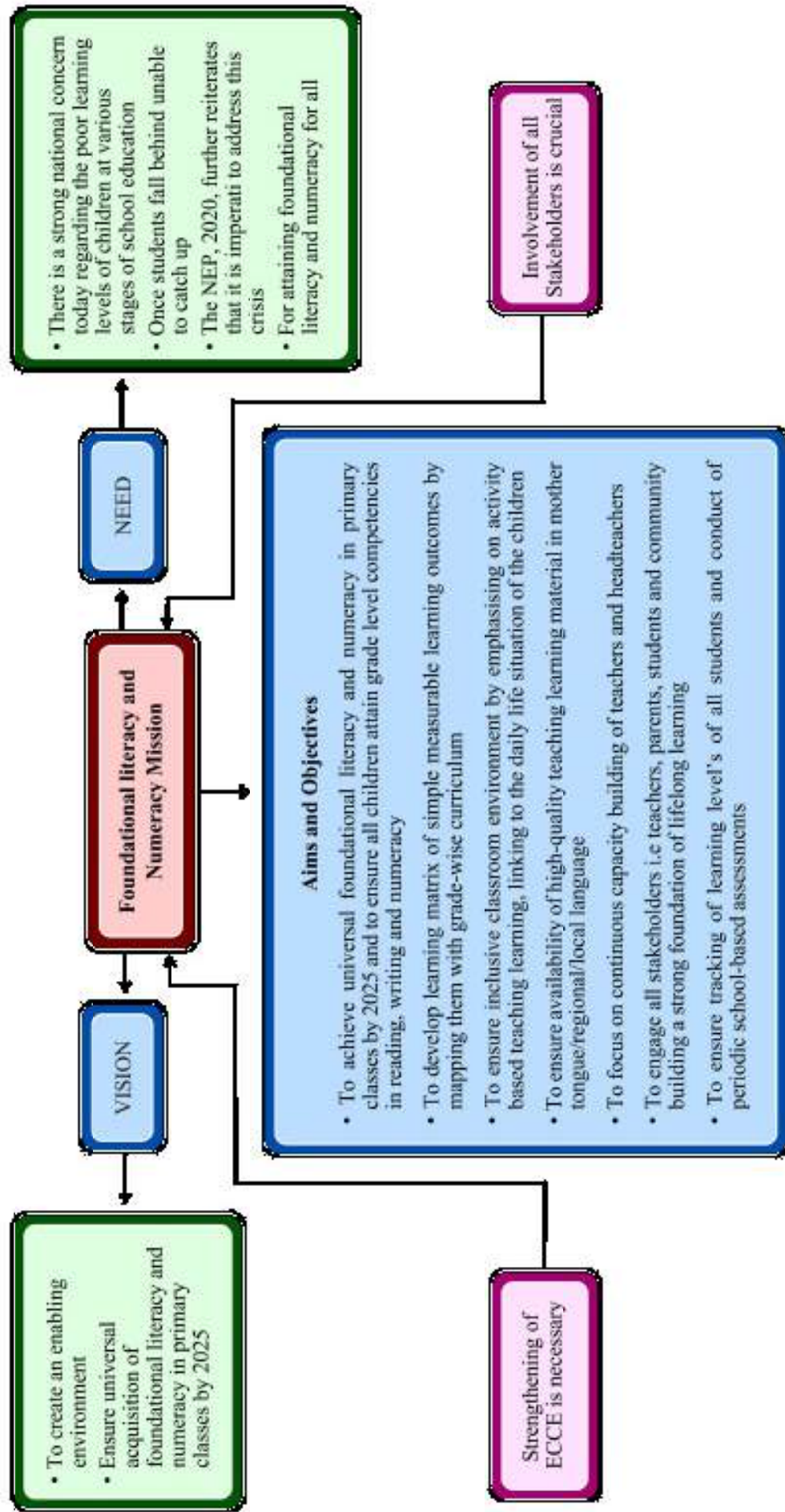
Private schools are important stakeholders in the successful implementation of the national FLN Mission. Their role will be to:

- Increase awareness on the importance of foundational learning and its impact on children learning outcomes

Reflect

Explore in your family and neighbourhood and volunteer to help children read and write in your locality face-to-face or virtually, depending on the situation. Reflect on volunteerism to promote FLN.

Summary



Portfolio Activity

Assignment

Try to develop a strategy plan and a poster for the involvement of different stakeholders in the development of FLN. Identify areas where you can involve different stakeholders and identify the roles they will play and volunteer in the achievement of FLN. Draw posters to motivate them. Write the following details while planning.

- Aim:
- Which stakeholder:
- Area of involvement:
- Plan of action:
- Resources required:
- Time:

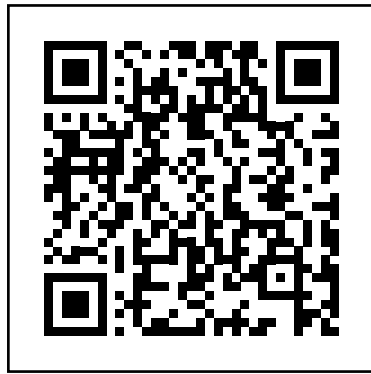
Additional Resources

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<https://ncert.nic.in/dee/pdf/PadanaHaihindi.pdf>
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Weblinks

- Khula Aakash
<https://www.youtube.com/watch?v=1XjDHOrcjyw>
- Pre-School Education
<https://www.youtube.com/watch?v=0GPBUPua7wk&t=872s>
- Pre-School Education - NCERT's Initiatives
<https://www.youtube.com/watch?v=TUXRDzLxHIU&t=203s>
- Early Childhood Care and Education (Hindi Video)
<https://www.youtube.com/watch?v=tQ14uLumU4c&t=6s>
- Foundational Literacy and Numeracy *Shiksha Parv*
<https://www.youtube.com/watch?v=HY7OtDAS-t-o>



COURSE 02

**Shifting Towards
Competency Based
Education**

Course 02: Course Information

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Shifting Towards Competency Based Education - Introduction

- Introduction to Competency Based Education and Learning Outcomes
- Concept of Competency Based Education
- Activity 1: Share Your Reflection

▶ 2. Learning Outcome

- What are Learning Outcomes?
- Concept of Competency Based Education and Learning Outcome
- Activity 2: Do Yourself
- Activity 3: Check Your Understanding
- Activity 4: Do Yourself

▶ 3. Competency Based Education Systems

- Why should we shift to Competency Based Education (CBE) Systems?
- Towards Competency Based Education in India
- Activity 5: Check Your Understanding

▶ 4. Foundational Literacy and Numeracy (FLN) Framework

- The FLN Framework
- Integrated and Holistic Development through Three Developmental Goals
- Goal 1: Children Maintain Good Health and Wellbeing
- Goal 2: Children Become Effective Communicators
- Goal 3: Children Become Involved Learners and Connect with their Immediate Environment
- Activity 6: Share Your Thoughts
- Codification of Learning Outcomes

▶ **Summary**

▶ **Portfolio Activity**

- Assignment

▶ **Additional Resources**

- References
- Weblinks

COURSE OVERVIEW



Description of the Course

This course highlights the need for shifting towards competency based education. It discusses the three developmental goals of Foundational Literacy and Numeracy. It also familiarizes the participants about the codification of learning outcomes.

Keywords

NISHTHAFLN, COMPETENCY BASED EDUCATION, LEARNING OUTCOMES, FOUNDATIONAL LITERACY AND NUMERACY, FLN, DEVELOPMENTAL GOALS, CODIFICATION

Objectives

On completion of this course, the learner will be able to:

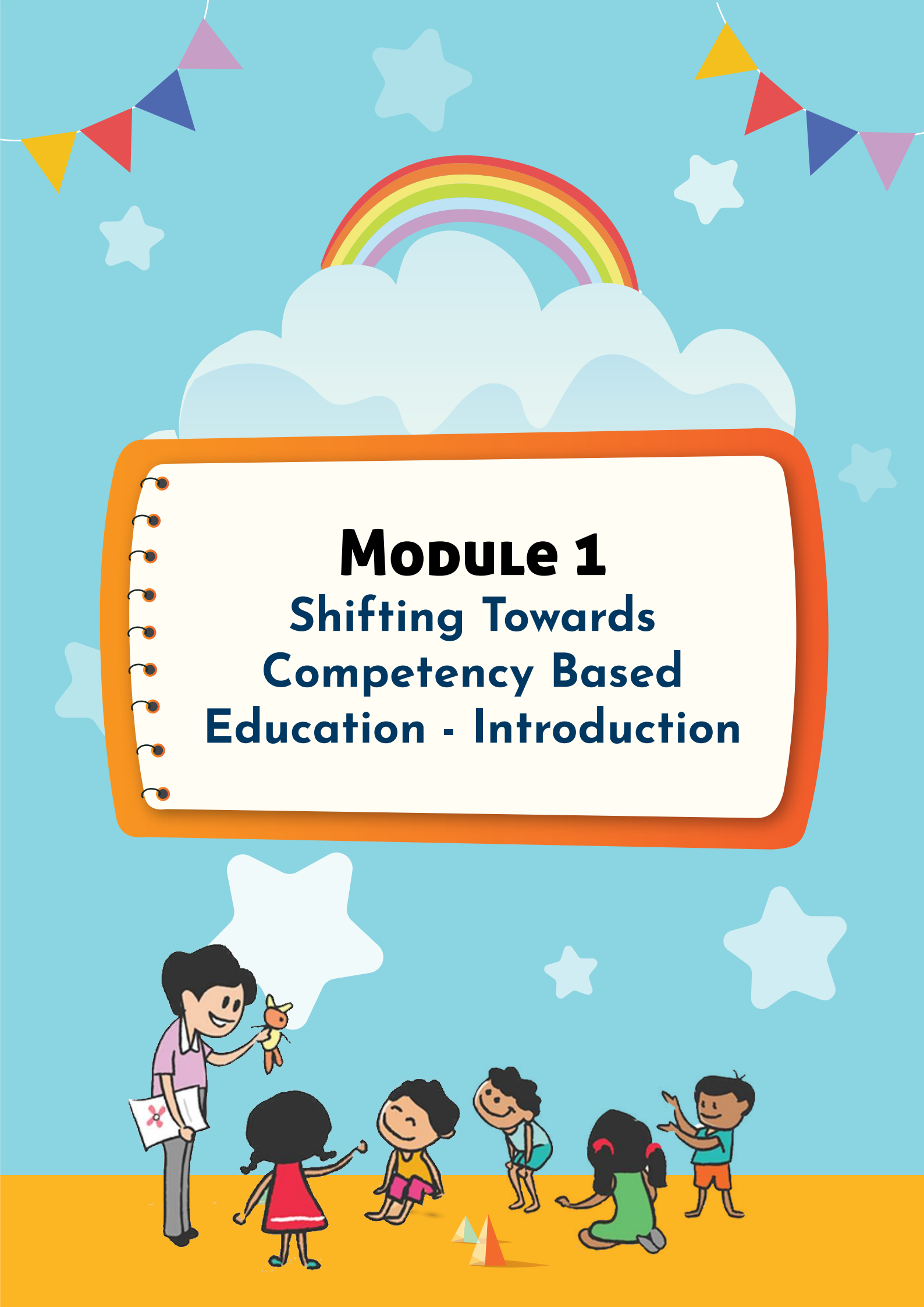
- Differentiate between the term 'Competency' and 'Learning Outcomes'.
- Describe the need for shifting towards Competency Based Education.
- Explain the initiatives undertaken in India for shifting towards Competency Based Education.
- Describe the three developmental goals used in the Foundational Literacy and Numeracy (FLN) framework for integrated and holistic development.
- Demonstrate an understanding of codification of learning outcomes in the FLN framework



Course Outline

- 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





MODULE 1
Shifting Towards
Competency Based
Education - Introduction



Module 1: Shifting Towards Competency Based Education - Introduction

1.1

Introduction to Competency Based Education and Learning Outcomes

Watch the Video



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Transcript

Namaskar. Dear learners, welcome. We are going to learn about the concept of competency based education and learning outcomes, its need and importance and the initiatives taken by the Government of India for shifting towards competency based education. We will also learn about the Foundational Literacy and Numeracy i.e. FLN framework and codification of learning outcomes.

In today's education system we find that all children entering a particular class are expected to learn the course contents in a stipulated time. The weekly tests, half yearly and annual exams are scheduled on fixed times. Most of the lessons are textbook based and the focus of the teachers is on covering the defined syllabus. Same type of instructions are given to the entire class. Differences in the levels of language skills, visual-motor skills, social readiness, varied levels of oral language development, and diversity in home atmosphere may result in different types of learners having different learning needs. This system of education does not take into account the diverse contexts and backgrounds, languages and differential learning needs with which children enter the school. But the learning in students is variable, some learn concepts very fast, some require more practice, therefore, there is a need to shift towards competency based education or CBE.

What Exactly is Competency Based Education?

Although there is no single universally accepted definition of competency based education (CBE), but there are certain common elements in programmes based on Competency based education. CBE tries to shift the emphasis on how the time is allotted for learning to how children demonstrate the competencies. The competencies are well defined and fixed to ensure that each child acquires the foundational learning but the time spent and pathways of learning will be different for each child. The students, teachers and parents know what are the competencies or expectations of learning which helps teachers and students to plan what they need to teach and learn and track their progress. The defined competencies help students understand the key concepts, apply knowledge to meaningful problems and leads to mastery of relevant skills.

In CBE, students know what they need to learn and how they will be assessed. When students experience any difficulty, the teachers and students address the problem. Formative Assessment is used which is aimed to help children acquire the competencies. Teachers determine where each child is in the learning process and adjust their teaching as necessary. Formative assessment gives teachers the ability to adjust in real time by clearly identifying the key areas where students need to improve. Students are taught and supported based on their personal strengths and weaknesses, giving each individual student the same chance for success. The pedagogy is based on activities, experiences, integration of arts/sports/technology, etc. and connecting the learning to real-life situations, so that the child learns to apply knowledge. When students demonstrate a clear understanding of the topic, prove their ability to apply that understanding, and show how they have developed important skills, they move forward.

1.2 Concept of Competency Based Education

Children come to school from different backgrounds and contexts. Some children have parents and adults in the family who engage with them. They play, tell stories, provide interactive language experiences, provide safety, connections and high quality routines, which are enriching and interesting for children. On the other hand there are children who have experienced less fortunate early childhood years, without secure attachments, safety and connection, good nutrition and rest, and without enriched learning opportunities. As a result, children have differences in readiness for school when they begin preschool or kindergarten. Additionally, children in the same class might have 12 months age differences.

There are differences in the levels of language skills, visual-motor skills diversity in socio-economic contexts and home atmosphere.

And when children from diverse backgrounds having different learning needs enter the typical school, all the students are expected to be ready for grade-level content standards to be covered and tested in a time-limited learning system. Most of the time the focus is on completing the syllabus without monitoring whether children are learning to a level of deep understanding and application. When similar instructions are provided and one time testing is used for all the children, without considering their learning levels, children are quickly categorized as winners and losers. By the end of third grade, children have settled into patterns of learning that usually persist for life.

1.3 Activity 1: Share Your Reflection

Reflect on the experiences provided by you to children in the early years. Are all children being provided the same set of instructions and have fixed testing schedules or variation in learning is accounted for? In your opinion, what are the benefits/limitations in using a learner-centred approach? Share your reflection.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course2activity1>

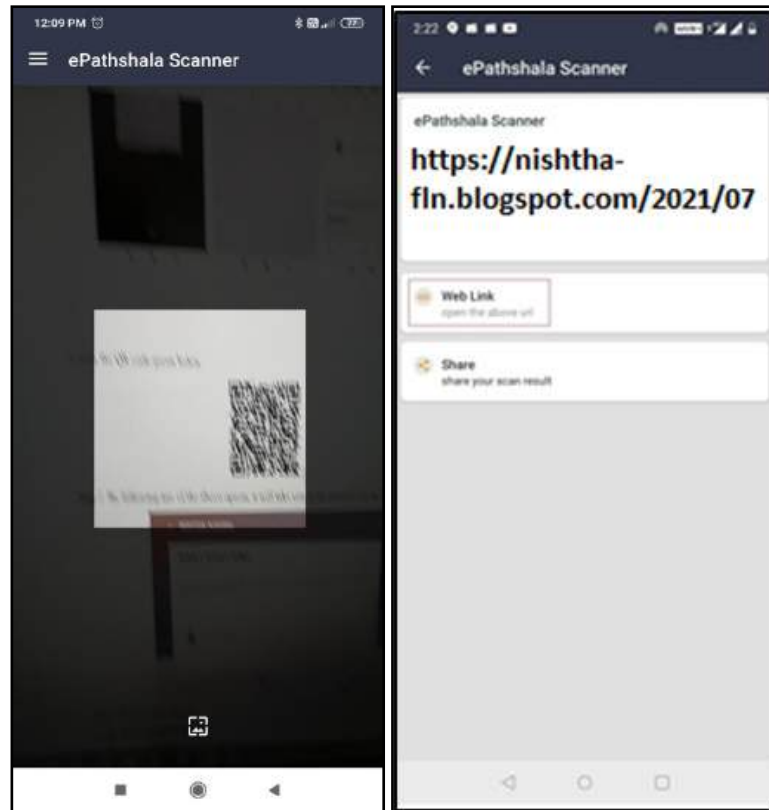


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Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.



Step 2: Following any of the above option will take to an external site as shown below

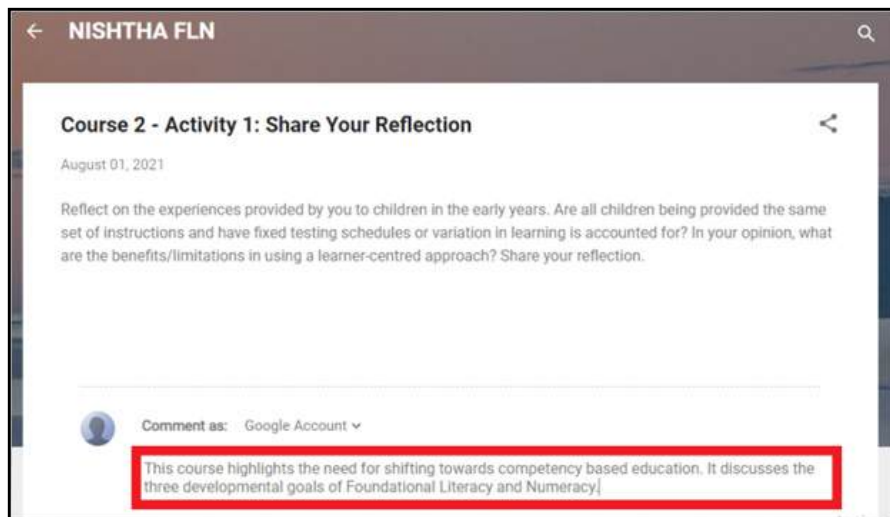


Step 3: Post your response

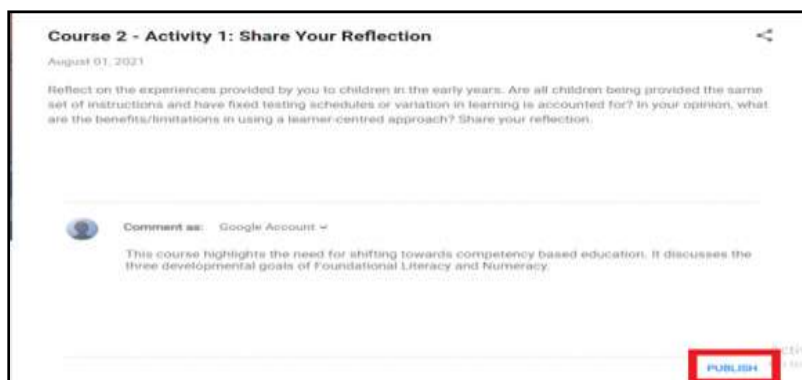
- ☛ Read the given activity
- ☛ Click on **Enter your comment**



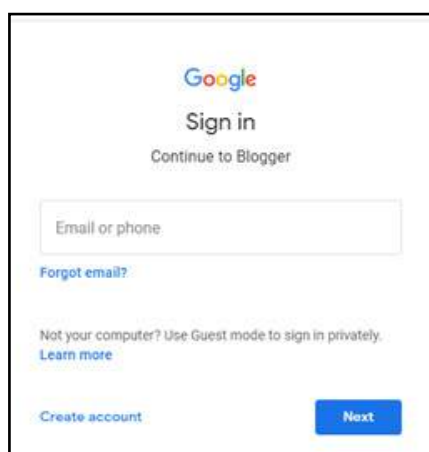
- ☛ Type your response in the comment box.



- ☛ Click **PUBLISH**



- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

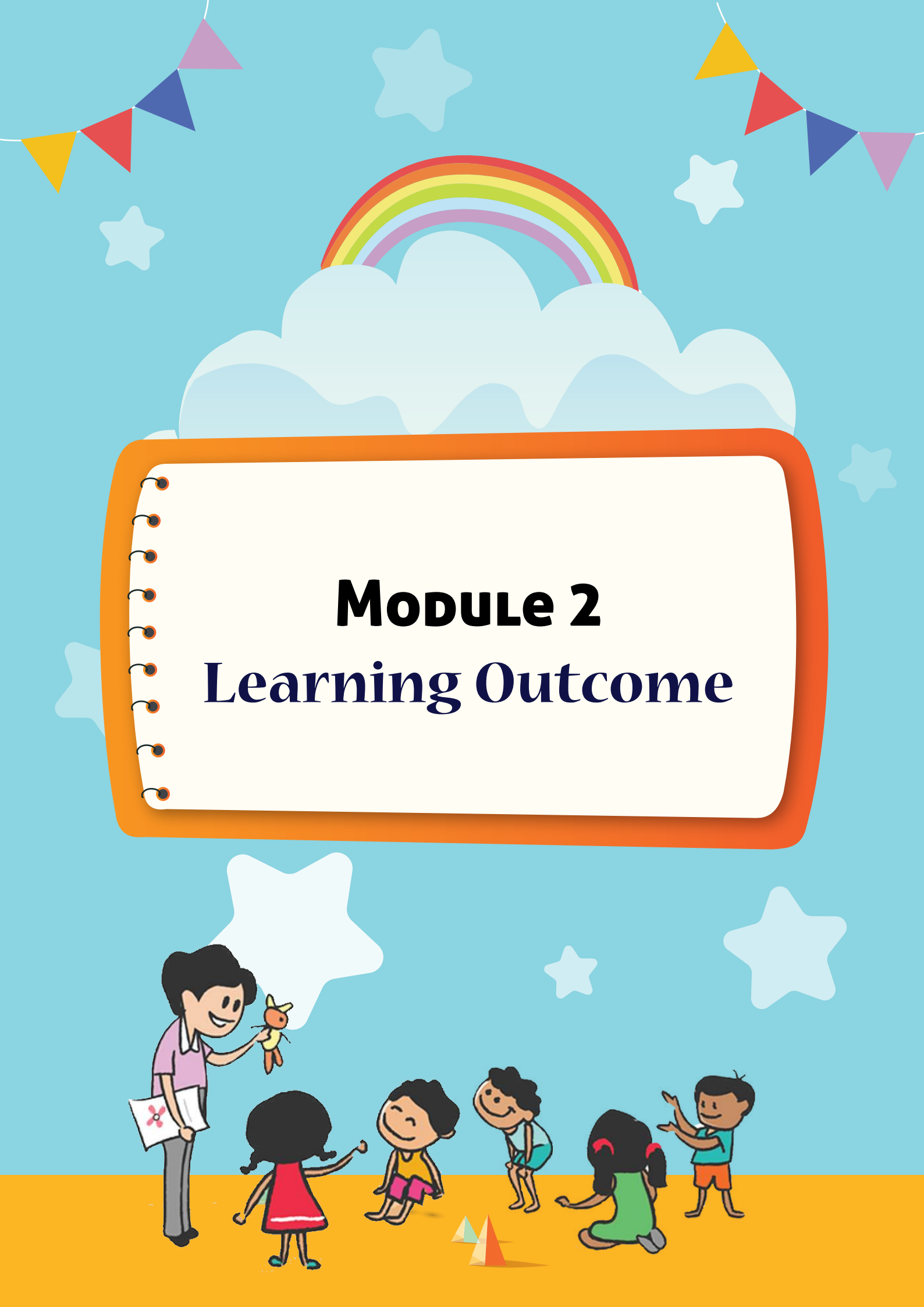


- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.





Module 2

Learning Outcome

Module 2: Learning Outcome

2.1 What are Learning Outcomes?

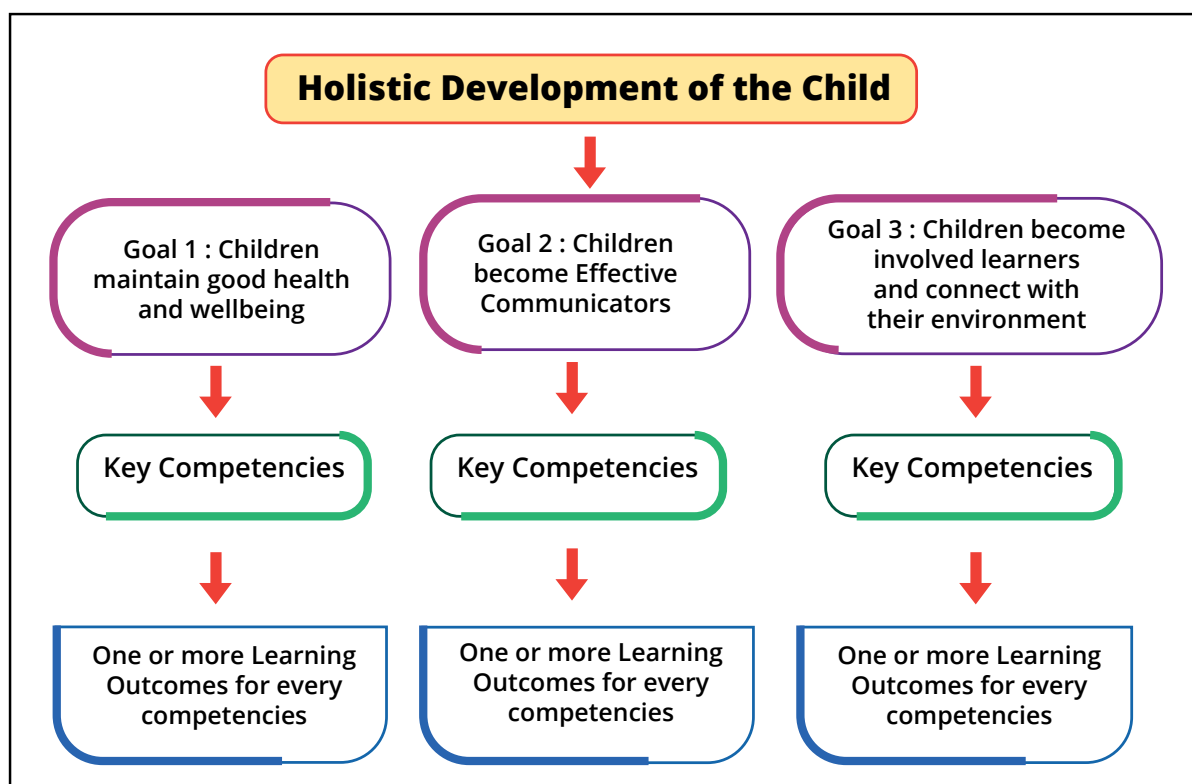
Expected learning outcomes define the totality of information, knowledge, understanding, attitudes, values, skills or behaviours a learner should master upon the successful completion of the curriculum. Learning outcomes are essentially evidence of having acquired the competencies. Learning outcomes are specific statements that describe exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency. Achieved learning outcomes can only be identified following the learning process, through assessments and demonstration of achieved learning in real life, for example, at work. The performance of the child in each subject area needs to be continuously matched with the intended learning outcomes. Children who are not performing up to the expected level need to be provided scaffolding and support by the teachers and parents. Outcomes-based qualifications provide students, teachers, parents and other stakeholders with a common reference point, which allows improved and active learning processes and better quality teaching.

Are the Learning Outcomes Mapped to Specific Textbooks/Chapters?

Textbooks are one of the reference materials for transacting the curriculum. The curriculum content may be transacted by using various other pedagogies. For example, to achieve the learning outcome of Class III EVS 'identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings' children can be taken out to a garden to observe variety of flowers, leaves and plants. They can be asked to trace the bark of the trees or asked to bring different leaves, plants to the classroom from their immediate environment and discussion around its colour, texture, aroma can take place. The teachers can use different strategies to help children construct their own knowledge by asking questions, initiating discussions, engaging them in group activities etc. Also, children can be taught about different leaves, plants, flowers through a poetry in Hindi or a role play/drama/puppet show in English. Experiences/learning from different subjects and different opportunities given to children for self/peer/group learning helps them achieve the learning outcomes. When the processes used are age-appropriate and child-friendly, children are more likely to achieve the expected learning outcomes.

Assessment of Learning Outcomes

Formative assessments are emphasised so that teachers get to understand where students are facing difficulties or having misconceptions. Teachers can extend help and give feedback to children about their performance and areas where they need to improve. Assessment is used as a guiding tool, which is meaningful and provides positive learning experiences for children. Students construct their own knowledge by actively participating, applying critical-thinking and problem-solving skills along with good communication skills, collaboration and cultural responsiveness to help them work in ever-changing, diverse environment. Teachers can use anecdotal records, peer assessment, self-assessment, rubrics and portfolio to track students' progress.



Goals, Competencies and Learning Outcomes – the Hierarchy Text

To ensure the holistic development of the child, the learning outcomes have been defined under three developmental goals. For each developmental goal there are key concepts and skills which are further broken down into learning outcomes for each level. Let us understand with an example (Table 1).

Table 1: Goals, Competency and Learning Outcomes

Goals	Competency	Preschool 1 Learning Outcome	Preschool 2 Learning Outcome	Balvatika Learning Outcome	Class 1 Learning Outcome	Class 2 Learning Outcome	Class 3 Learning Outcome
Goal 1	Demonstrates awareness of self	Begins to state some physical characteristics about self	Describes self in terms of physical characteristics	Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes	Recognises different body parts and uses various body movements	Maintains correct posture, uses various body movements to participate in games and sports	Participates in games and sports to strengthen and extend gross motor skills
Goal 2	Demonstrates phonological awareness-rhyming	Sings/hums words/lines/ parts of songs and rhymes, in own language/L2	Identifies few rhyming words	Enjoys and creates non-sensical - rhyming words	Creates rhyming words based on the available text	Writes selective rhyming words in pair	Uses rhyming words for writing short sentences
Goal 3	Compares and classifies given objects and pictures	Compares two objects based on one observable property, for example, length, weight, or size	Compares and classifies objects by two factors like shape and colour, size and shape, etc. Describes objects using size words like big/small, tall/short	Compares and classifies objects by three factors like shape, colour and size, etc. Correctly uses position words (besides, inside, under) to describe objects	Compares and classifies objects/pictures based on multiple factors and demonstrates understanding of position	Compares and classifies objects/pictures based on multiple factors and describes them using properties	Compares and classifies objects/pictures in different categories and describes the properties used for classification



Lakshya/Targets for Foundational Literacy and Numeracy

Lakshya or targets have been defined from Balvatika to Class III. These lakshya are a summary of the learning outcomes defined for literacy and numeracy. It is to help the States and key functionaries monitor the progress of children in FLN at systemic level. For classroom transaction, the learning outcomes defined from Preschool to Class 3, will be assessed through holistic progress card to ensure the holistic development of the child.

2.2

Concept of Competency Based Education and learning Outcome

Watch the Video



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Transcript

Prof. Suniti: Dear learners. Welcome!

We'll be discussing the Competency Based Education and Learning Outcomes.

As you all are aware that the New Education policy has been released and the FLN Mission NIPUN Bharat has also been launched by Government of India. As per the NIPUN Bharat guidelines, it is recommended to achieve the FLN mission we have to shift towards competency based education. Many of the parents and teachers have lot of queries to make, when it comes to the competency based education. Today with me are two panelists Professor Varada Mohan Nikalje, who is a parent having a child at the foundational stage, and Miss Priyanka Tomar, who is a teacher in the IIT Nursery School. So, we will start with the queries of these two panelist. And we'll start with your query Prof. Varada first.

Prof. Varada: Thank you so much! I have a very basic query. Why should we shift from the present system of education, towards competency based education?




Prof. Suniti: That is a very good question. And we know that children come to the school from diverse backgrounds and context. Some of the children have parents who spend lot of time with them- they read out to them, they tell stories, they play games with them and there are other children who do not get this kind of enriched experience at home. There are children when they come to school their level of readiness is different. Some and between the children there is a gap of about 12 months, but here in present system we assess every child at the same time, every child without considering the context of the child or the diverse background or the language diversity, we give the same kind of instruction to the entire class, and we have half yearly exams, annual exams on a fixed time and expect every child to master the learning without considering the diverse context that they come from. But in the competency based education, the instructions are as per the readiness of the child. And you keep assessing the readiness level and the child moves to the next level, only when he has mastered the competency of the present level. So, the competency based education system is responsive to the needs of the child, and without considering the age or the time the child will move only when he has mastered the present competencies.

Prof. Varada: Thank you!

Miss Priyanka: Ma'am! What is these two terms- Competency and Learning Outcomes? How they differ from each other?

Prof. Suniti: Many people ask what is the difference between the competency, and the learning outcome and many times we see that they are interchangeably used. Now Competency is the combination of the knowledge, skill, and attitude of a child, and learning outcome is an evidence of having acquired that competency. But when I say that the child is able to classify as per one dimension like just the colors, or as per two dimensions that is the color and the shape. So when I specify what am I measuring then it becomes a learning outcome. So, the evidence of having achieved a competency is a learning outcome. And when, like when the child is, as I said classifying wild animals and pet animals, we see that the child is identifying also classifying, and the child has a knowledge of which animal lives where, you know. So, that is everything the knowledge, the skill and the attitude put together is the competency, and the evidence of its achievement is the learning outcome.

Prof. Varada: That was a really interesting example about animals, but then it leads to me to my next query: does each competency have only one learning outcome?



Prof. Suniti: See the competency we said is generic a lot of experiences that we give through various ways can address one competency for example, vocabulary development. So vocabulary development is actually a competency in goal 2 that is language and literacy, but the child develops vocabulary when he's doing mathematics, when he's playing games, or sports. So one competency is being addressed by a lot of experiences. Therefore, it is not essential that every competency will have one learning outcome, some of the competencies may have more than one learning outcome.

Miss Priyanka: Ma'am, I'm a teacher, a question is arising in my mind, how will my classroom practice change into the competency based education?

Prof. Suniti: Oh that is a very good question, Priyanka, that, when we are saying that the competency based education is, as per the need of the child, how are the classroom practices change that is the question. Now, the teacher can use variety of strategies rather than just using a textbook or having a set pattern of pedagogy, so teachers can plan a lot of interaction, they can create atmosphere where the child is able to explore, ask questions, experiment, manipulate objects, play with small group of children with with peers, with you know, individually, so the teacher has to create an atmosphere where the child is able to construct knowledge. So lot of different techniques needs to be used by the teacher for example taking them out on an excursion, no planning some games and sports and involvement of parent can also happen so the classroom has to be very vibrant, and you have to give a lot of experiences to the child, where he can construct his or her own knowledge.

Miss Priyanka: It means the learning outcome is based on textbook?

Prof. Suniti: No textbook is one of the reference material as I just explained that various strategies can be used by the teacher like suppose if you want to talk about a plant or an animal, you can actually take them out to show the actual animal you can take them out on an excursion on a field trip, or you can bring some things the model here in the classroom. So lot of strategies, different strategies have to be given because every child does not understand in the same way. So variety of strategies and pedagogies need to be used with children.

Prof. Varada: Thank you for elaborating on the experiences that the teachers will be facilitating children with. But again I have a concern. How will the teacher assess my child's accomplishments and skills?

Prof. Suniti: Yes. So, in the competency based education system, a formative assessment is used, that is the child after every learning episode has happened

after every, you know, activity has happened, the teacher will assess whether the child has been able to acquire the competency or not, and then identify the hard spots which are there, then plan, the activities in such a way that the child is facilitated to learn more out of that. So it is again. Assessment is used as a guiding tool where the teacher is assessing the child to help him acquire the competency.

Prof. Varada: Thank you.

Miss Priyanka: Thank you Ma'am. Thanks a lot.

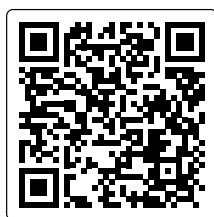
Prof. Suniti: So we just answered a few of the queries which the parents and the teachers had. I hope this answers your questions too.

2.3 Activity 2: Do Yourself

In your opinion, what are the advantages/disadvantages of using learning outcomes for assessing children's progress? Share your thoughts.

2.4 Activity 3: Check Your Understanding

Do the activity by scanning the QR code



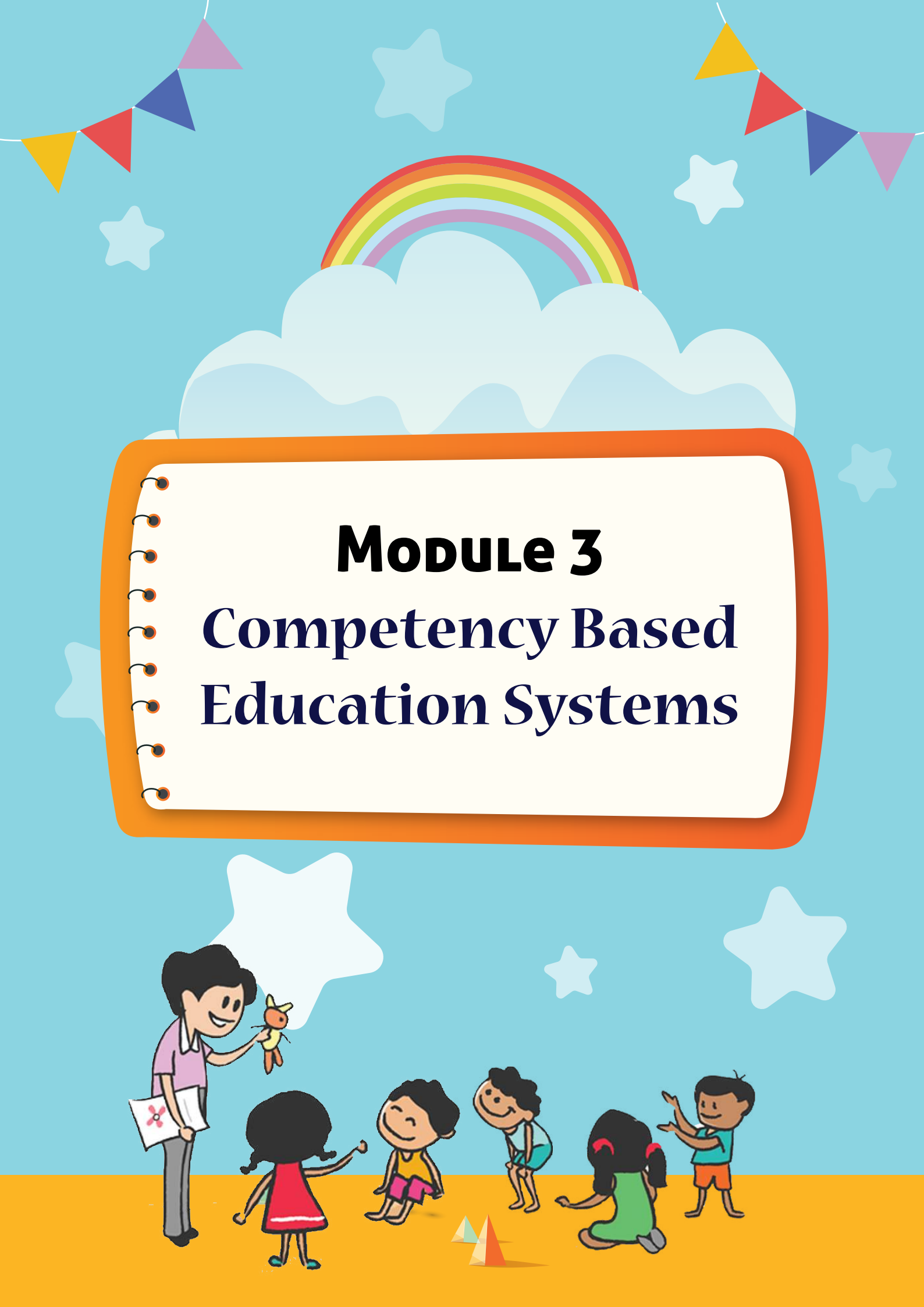
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2.5 Activity 4: Do Yourself

List the difference between competency, learning outcomes and lakshya/targets for FLN.



Module 3
**Competency Based
Education Systems**

Module 3:

Competency Based Education Systems

3.1

Why should we shift to Competency Based Education (CBE) systems?

In the competency model, instruction is designed to match the developmental readiness of the students. Students are given instruction at their personal level of readiness for as long as necessary to achieve complete competency. Moving to the next level is not determined by time or age but by the mastery of the competency. With such flexibility students enjoy learning and become successful learners. For higher rate of success, instructions should be provided at a level that is challenging for children. Competency based education serves as an effective means to improve quality of education in general and learning in particular. Competency based teaching-learning proceeds focusing on small and graded steps. After each learning episode, children are assessed to ascertain the extent of learning on one hand and the remaining hard spots of learning on the other. Appropriate corrective measures based on the feedback are provided through interesting and purposeful activities, peer interactions, and/or self-learning. In this manner competency based education ensures quality learning at all stages of teaching-learning leading to overall qualitative improvement of education. Competency based learning is focused on learning outcomes for students, and is characterised by the following:

1. Children advance to the next level only upon mastering the current level, not age.
2. Explicit and measurable learning outcomes are defined which are the pathways for competency acquisition.
3. Primarily formative assessment is used and skills or concepts are assessed in multiple contexts to ensure that both deep understanding and applications are acquired by children.

Reflect

What steps do you suggest for taking parents on board for shifting towards competency based education?

3.2 Towards Competency Based Education in India

Improving the quality of learning has consistently been the focus of all the schemes related to education like *Sarva Shiksha Abhiyan (SSA)* and *Samagra Shiksha*. The National Policy on Education (NPE) 1986, revised in 1992 and the Programme of Action (PoA) 1992 emphasised that the Minimum Levels of Learning (MLLs) should be laid down and children's learning should periodically be assessed to keep a track of their progress towards ensuring the achievement of MLL. A radical shift came in the form of RTE Act 2009, when the child's capacity to construct knowledge as a natural learner was recognised as central to the transaction of the curriculum, and the teacher's role was visualised primarily as a facilitator of the learning process. Against this backdrop, an exercise was initiated by the NCERT in 2015 to look into the whole process with a fresh perspective and develop learning outcomes (LOs) based on competencies for different curricular areas of the elementary stage (Classes I-VIII). The RTE Act was also amended to include learning outcomes as part of the curriculum and evaluation procedures.

The Right to Education Act

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act), a landmark legislation which aimed to provide free and compulsory elementary education for children between six and 14 years of age, came into effect on 1 April 2010. It is an attempt to deliver quality and equitable education to every child, irrespective of the income levels, caste, creed and sex, in a formal school which would have standard as laid down by the Act. The state and local governments are legally bound to follow its norms. The states have the power to refuse to grant or withdraw recognition to schools that do not adhere to the prescribed minimum quality, standards and rules.

The RTE Amendment

The Right to Education Act, 2009 was amended on 20 February 2017 to include a new provision – the learning outcomes. The amendment of Rule 23 (2) was announced through a gazette notification. According to this notification, all states are required to prepare “class-wise, subject-wise learning outcomes for all elementary classes” and also devise “guidelines for putting into practice continuous and comprehensive evaluation, to achieve the defined learning outcomes.” States were advised to create their own framework of outcomes based on a draft document prepared by the NCERT, on which different state councils could build as per their specific requirements. The learning outcomes are aimed

at improving the quality of school education and increasing accountability in the teaching system.

The National Council of Educational Research and Training (NCERT) developed 'Learning Outcomes (LOs) at the Elementary Stage' in 2017 for each class and subject. These learning outcomes were the result of wide consultations and field trials in different types of schools located in different parts of the country. In continuation, learning outcomes for the secondary stage have also been developed in 2019. These are expected learning achievements which are spelt class-wise. Learners can achieve these outcomes at their own pace and skills. Teachers are provided with pedagogical and assessment inputs for following process-oriented methods of achieving the stated LOs. They can design and provide a variety of learning situations/opportunities as per the needs of different learners in an inclusive classroom. These LOs have served as guiding points for the teachers and the stakeholders and are being used widely to assess the progress of learning by children in different classrooms.

3.3 Activity 5: Check Your Understanding

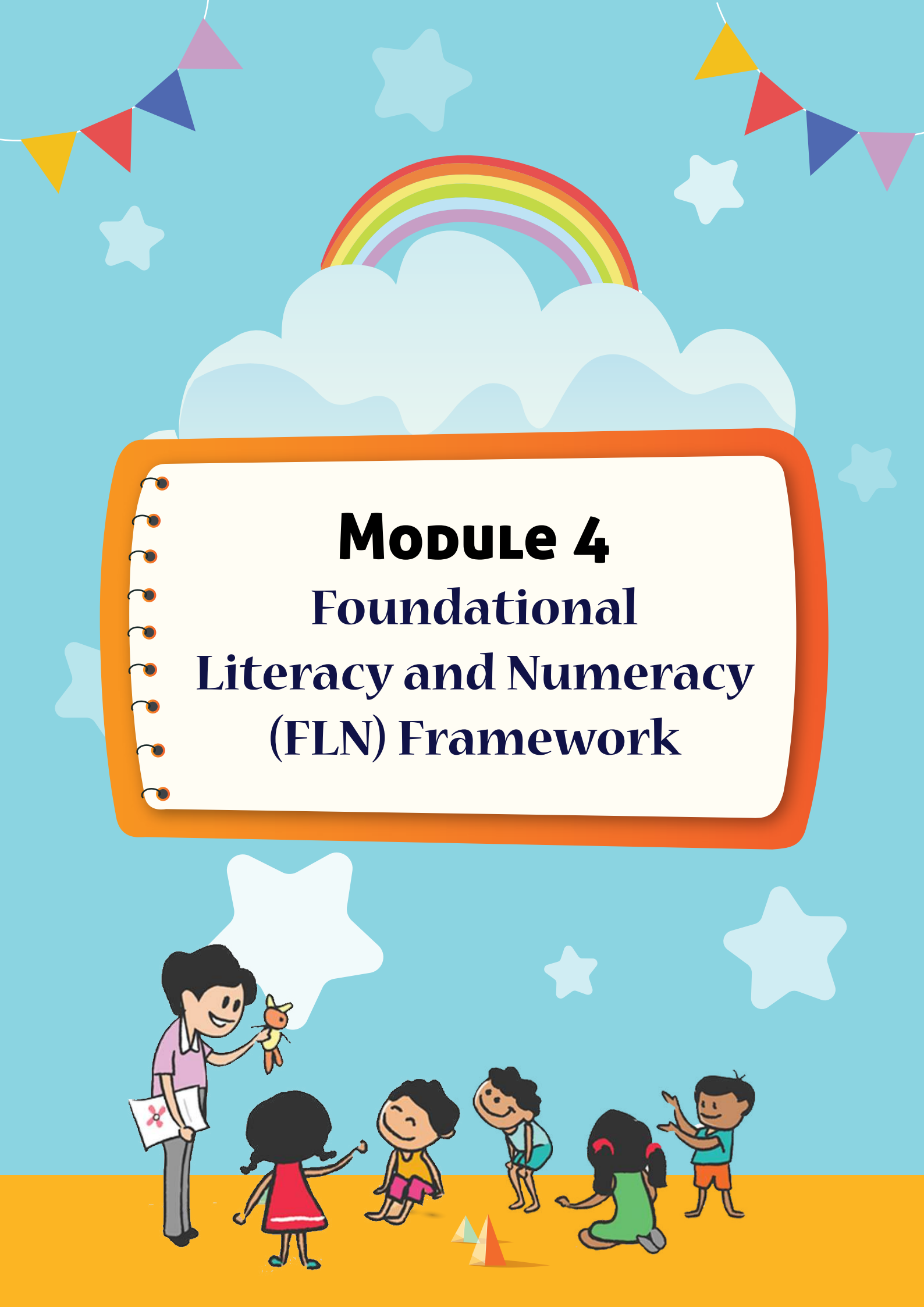
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Module 4
Foundational
Literacy and Numeracy
(FLN) Framework



Module 4:

Foundational Literacy and Numeracy (FLN) Framework

4.1 The FLN Framework

The National Education Policy (NEP), 2020 highlights that India is facing a learning crisis as approximately over five crore students have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction and stated that this issue needs to be addressed in mission mode. Thus, the National Mission on Foundational Literacy and Numeracy (FLN Mission) came into existence aiming at enabling all children to read and respond with comprehension, independently write with understanding, understand the reasoning in the domains of number, measurement and shapes, and become independent in problem solving. In order to provide age-appropriate experiences leading to holistic development of the child, a framework has been developed which defines learning outcomes for 3-9 years in a continuum.

4.2 Integrated and Holistic Development through Three Developmental Goals

The National Education Policy (NEP) 2020 has focused on the holistic development of the child. There are different domains of development like physical and motor development, socio-emotional development, literacy and numeracy development, cognitive development, spiritual and moral development, art and aesthetic development which are interrelated and interdependent. These developmental aspects make child competent to deal with complex life situations.

All these domains have been subsumed into three major developmental goals which are:

Goal 1: Children maintain good health and wellbeing.

Goal 2: Children become effective communicators.

Goal 3: Children become involved learners and connect with their immediate environment.


4.3 Goal 1: Children Maintain Good Health and Wellbeing

To reach their full potential, children need the five interrelated and indivisible components of nurturing care: good health, adequate nutrition, safety and security, responsive caregiving, and opportunities for early learning. The foundational years are of critical importance for laying the foundation for optimal physical, socio-emotional, and psychological health and well-being of children for life. These are the years when children, given the right opportunities and encouragement, are developing the five senses, strengthening their larger and finer bones and muscles and refining their eye hand coordination, which is also one of the prerequisites for being able to write in later years. Alongside, their sense of identity and social skills are developing, as they initiate and engage in more and more play activities with other children, initially in pairs and then gradually in smaller and then larger groups as they learn to play, work, and live with others in harmonious ways. They also begin to appreciate how each one of them is different and how these differences need to be not only accepted but respected. Most important of all, children need to experience a sense of autonomy and confidence in their own growing abilities and achievements and develop good health habits leading to a good physical health and development of self-esteem and a positive self-concept, which if appropriately nurtured, will stay with them for life.

Socio-emotional Development

Early childhood is a critical period of development for learning social and emotional skills, also known as mental health. Social and emotional development includes the child's experience, expression and management of their emotions, and the ability to establish positive and rewarding relationships with others and the ability to explore and engage with the environment. Positive social and emotional development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her. Children's social and emotional development also influences all other areas of development.

The quality of early experiences can lay either a strong or weak foundation, which will affect how children react and respond to the world around them for the rest of their life. During the early childhood period, children's brains are developing rapidly, therefore, children's capacity to experience, express and regulate a range of emotions and the ability to explore and learn is also emerging. Children learn to share toys and materials, play with each other, talk with their friends,



wait for their turn and talk about their feelings and the feelings of others. They also start following the routines at home and in the classroom. The quality of experiences and relationships children have during this time can have life-long implications. Children's early experiences consist of interactions with caregivers—parents, other family members, childcare providers and teachers—and their environment. Children learn social skills from watching others interact and through conversations with adults and peers. Parents and caregivers play the biggest role in social/emotional development because they offer the most consistent relationships for their child. Consistent experiences with family members, teachers and other adults help children learn about relationships and explore emotions in predictable interactions. Children also actively explore their environment and learn, and they need to be provided ample opportunities for exploration and experimentation at home and in school.

Health


Children need to be given opportunities for engaging in indoor and outdoor play. As children grow, their large muscles are developing, and they are also learning better balance and coordination. Lot of activities requiring running, jumping, balancing, cycling need to be provided for large muscle development. For development of fine muscles children need to be given opportunities for cutting, pasting, tearing, stringing the beads, fixing the puzzles, playing with blocks, and playing with clay, dough, sand, water, etc. As children develop eye hand coordination, they find it easier to handle writing tools and then actually write.

Nutrition

Nutrition is fundamental for good health and development during the early years of life as children's brains are developing rapidly and they are growing at a phenomenal rate, therefore, they need a nutrient-dense diet to help them grow. There is a strong relationship between nutrition, health and learning. If children do not eat the right amounts of macronutrients like protein, fat, and carbohydrates and micronutrients like vitamin A, iodine, iron and zinc, they may become ill, have delayed mental and motor development that can have enduring adverse effects beyond childhood. Proper nutrition protects against malnourishment, maintains the immune system, prevents obesity and reduces the risk of chronic diseases. Children, therefore, need to be given experiences to make healthy choices related to the food right from the beginning.

Hygiene, Sanitation and Safety

Promoting good personal hygiene habits does more than protect children from the threat of germs and disease. Children need to be taught proper hand



washing techniques. They should also be taught to cover their mouths when they cough and sneeze, appropriate toilet habits and about taking care of their body, bathing, combing, cutting their nails, and about oral and dental hygiene. Along with personal hygiene, environmental sanitation is also very important, children need to be told the importance of keeping their classrooms, homes and surroundings clean.


It is important to create a warm, friendly, nurturing environment in early childhood settings where children feel safe and relaxed. They need to learn to connect with their peers and develop a healthy view of themselves and the world around them. It is also important to ensure by staff, parents and teachers to eliminate risk conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress. Children also need to be informed about good touch and bad touch so that they can report any and raise alarm if they are being abused by anyone.

4.4 Goal 2: Children Become Effective Communicators

By the time the three-year olds come into a preschool in monolingual cultures, they have typically already begun to communicate their needs, likes and dislikes orally in their home language, which is also the school language. The experiences provided during the foundational years are required to build on all these early experiences and exposure and further children's communication skills so that they can orally share their thoughts and feelings or describe their experiences more effectively. It also ensures that children are able to receive and share information and develop higher order skills—critical and creative thinking. They gradually learn to read and write with comprehension in that language. However, this scenario is possible only in contexts where the medium of instruction or interaction in schools is the same as the child's home.

Given our country's multilingual context, we have a large number of children whose home language is different from the medium of instruction in school or preschool. These include contexts such as that of tribal languages or dialects of regional languages and increasingly now the contexts of English medium preschools where children in most cases come in with a language, in which the child has already gained some competence at school entry with little or no familiarity with oral English.

Starting children on reading and writing without ensuring their oral language base results in children learning to read mechanically through simple



decoding, but without much comprehension. Since all school subjects are language-mediated, this early learning gap inevitably has an adverse impact on children's later performance in school. In addition to this challenge, we have a large number of children who are first generation learners and do not have an environment of literacy at home. They may not have seen books or had anyone reading to them or have a vague concept of print, text or meaning and value of reading and writing activity. When exposed to literacy activities in preschool or school, children from these contexts are unable to connect meaningfully with this experience and fail to develop an interest or motivation to learn and succeed in this area.

4.5

Goal 3: Children Become Involved Learners and Connect with their Immediate Environment

Children are born curious and enchanted about the world – its colours, shapes, sounds, sizes and forms. This ability to connect with others and to share feelings with them lays a special basis for learning — the cultural social basis of human learning. Children notice and explore patterns, shapes and other mathematical dimensions in their immediate world. They begin to understand the world around them by making sense of it as they 'see' it. Children's learning in the cognitive domain needs to be facilitated through development of their five senses and encouragement of the 3Es, i.e., Exploration, Experimentation and Enquiry, based on children's prior knowledge and immediate context.

A major goal of foundational years education is, therefore, to help children move towards more logical thinking by helping them graduate from their perception-bound to more concept-based understanding. This gets addressed by helping children form concepts related to the world around them through direct experience and interactions with the physical, social and natural environment. A sound framework for planning their learning experiences to understand the environment could be to help them develop understanding or knowledge for the environment, through the environment and of the environment.

Mathematical thinking and reasoning is an important subdomain of cognitive development. The foundation for this abstract rule-based thinking gets laid through activities that are meaningful for the child. Mathematical thinking involves thinking about objects and their quantitative and spatial relationships. To begin with, a sense about these relationships emerges and based on these, the patterns and the more abstract concepts develop. During early childhood, we can see a path of development for the foundational ideas of mathematics—from

what are known as pre-number concepts related to a sense of quantity, size, distance, length, width, weight and height to sense of numbers and algebraic ideas and from sense of shape and space to geometrical ideas.

For holistic development of the child, the classroom transactions will be planned in such a way that all the goals are addressed in an integrated manner in a day's schedule. The assessment of learning outcomes will be done through the holistic progress card (HPC).

4.6 Activity 6: Share Your Thoughts

What areas do you propose to monitor on a daily basis to ensure that children are following hygienic practices? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course2activity6>



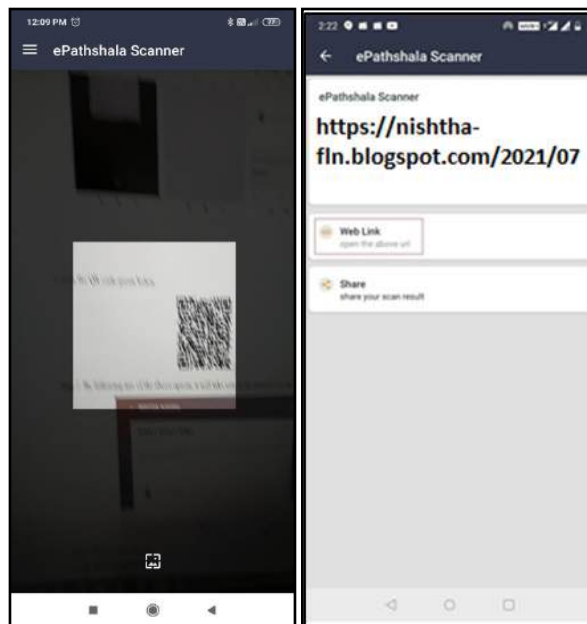
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2021/08/course-2-activity-6-share-your-thoughts.html>



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, scan the QR code given below.





Step 2: Following any of the above option will take to an external site as shown below

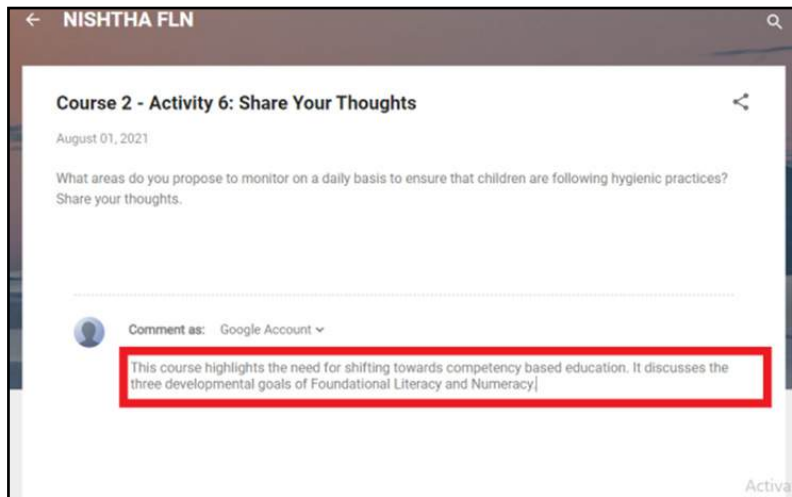


Step 3: Post your response

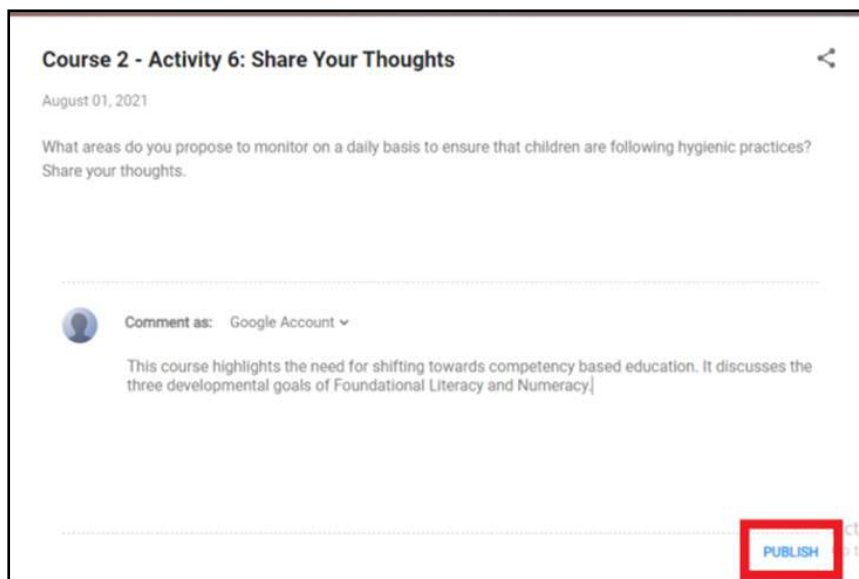
- Read the given activity
- Click on **Enter your comment**



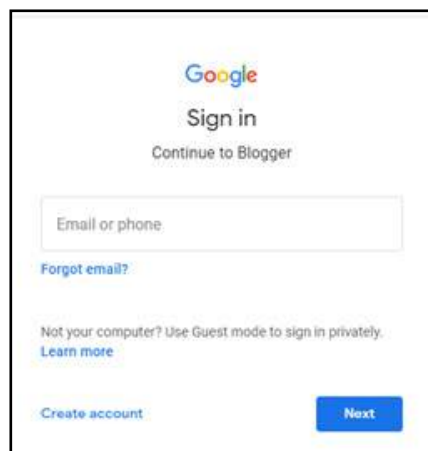
- Type your response in the comment box.



- Click **PUBLISH**



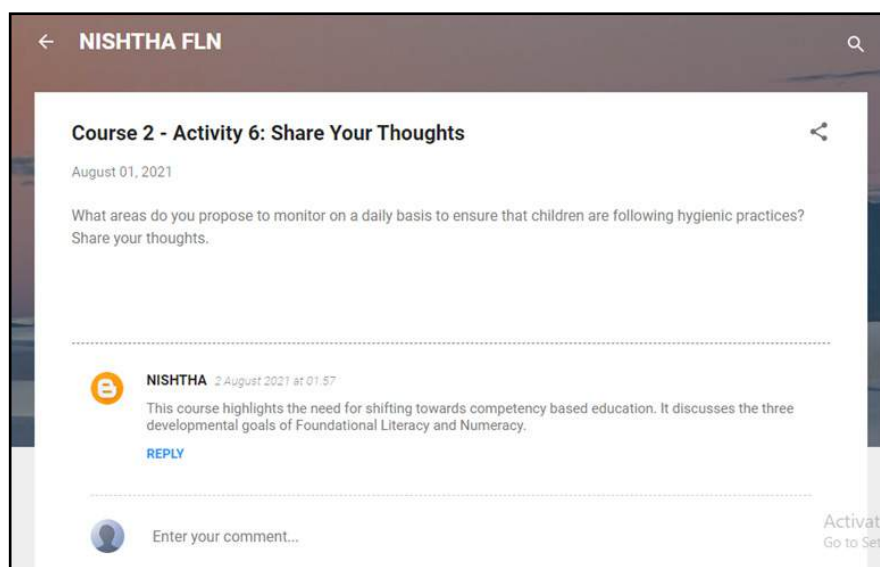
- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted



4.7 Codification of Learning Outcomes

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31336268233686220812103




Transcript

Dear Learners, Welcome! We will be studying the codification of learning outcomes as given in the FLN framework. We know that there are different domains of development like physical & motor; socio-emotional; art & aesthetic; cognitive development; moral & spiritual development; creative development; language and literacy, which the child needs to master for dealing with complex life situations. In the FLN framework, all these domains of development have been subsumed into three developmental goals. Developmental goal one is children maintain good health and well being. This goal covers the physical development, the socio-emotional development, nutrition, health, hygiene, sanitation, and anything that effects the overall health and well being of the child. Goal 2 is children become effective communicators, and this goal deals with talking and listening skills, then reading with comprehension and writing with purpose. Goal 3 is children become involved learners, and connect with their immediate environment. This goal talks about development of senses, development of cognitive skills like classification, seriation, matching, sorting, one to one correspondence, sequential thinking that the child needs to develop to learn science and mathematics. Then this goal also covers the environment, the natural environment of the child that is the flora, the fauna, the animals and the physical environment that is day, night, Earth, Sun, Moon, and the social environment that is the interpersonal relationship of the child with the community, with the family members.


So, all these three developmental goals lead to the holistic development of the child, For all the three developmental goals, competencies have been defined and learning outcomes are also defined.

Let us understand what is the difference between competency and learning outcomes. When we put the knowledge, attitudes and skills together, then it becomes a competency. And when we measure the competency in such a way that it is observable and measurable, then it becomes learning outcome. I will explain with an example,, when the child is young, we start teaching about different colors, and we talk about different vegetables - for example, capsicum is green; tomato is red; and similarly fruits - that apple is red; banana is yellow; and about the animals - that this is a black dog; different colors that come, that the child sees in our day to day life or the child is taught about those colors. When I give a task to this child, and say that you sort different colors into different boxes, and then I see that the child has understood that red is a different color, yellow is a different color, green is a different color. So when I design that activity, where the child is sorting different colors - Then I say that this is a learning outcome,



but the competency is that the child has acquired the concept of color. Now, when the child is differentiating different colors, I know that he is identifying, he is classifying, and he also has the knowledge of the colors. So, the knowledge, the attitude and the skills are seen together when a task is designed in such a way where the child is asked to do something. And the ultimate aim of the competency-based education is whatever the child has learnt he should be able to transfer that knowledge in the real-life situation. So, where does a child use the colors? So, when I have to dress up. I have to match my shirt with my skirt or with my trousers. I have to, you know, buy shoes which match with my dress. So the child, is actually using the knowledge of color, into the real life situation. So this is the idea of the competency-based education that whatever is being learnt, the child is able to use it in the real life situation, as well as transfer that knowledge into new situations.


These competencies which are there in the FLN framework have been taken from the “Preschool Curriculum”, and the “Learning Outcome at Elementary Stage” - both of these documents have been developed by the NCERT. Now, let us understand how do the competencies look in the FLN framework. So I will talk in detail about the health and well being that is the Goal 1, and the competencies. So for the Goal 1, the competency is awareness of self, that means, the child becomes aware of his own self. So here the learning outcome for preschool stage would be that he just defines the body parts, and then it keeps on increasing, then development of positive self-concept is another competency. It is very important that the child needs to be encouraged, admired, so that he develops a positive self-concept. Self regulation is very important that the child needs to learn to focus and refocus. These days we have lot of mobile phones, televisions - lot of distractions. So the child needs to understand when he has to move away from those distractions and focus on, maybe the homework, the classwork so whatever the child is doing. And in order to learn self regulation, our age-old practices like yoga, meditation, visualization, relaxation techniques, breathing techniques are very very important. Then, development of prosocial behavior. So that is helping, sharing, caring, cooperation, so all these behaviors, the child must learn right from the beginning. Then, decision-making and problem-solving, though they look big words but, problem solving, like do I want to play in the library corner today or do I want to play in the mathematics corner. So these are small, like for example, we tell a story of a thirsty crow and then I ask the child - “what if there was no stone, how do you think that the crow would have drank the water?” So, small small problem-solving skills are to be taught to children right from the beginning. Then development of healthy habits - hygiene, sanitation, awareness of self protection- that is the safety, good touch, bad touch - all these habits have to be taught to



the children or they need to master it. Then, development of fine motor skills and eye hand coordination, this is a very important skill because this is a prerequisite to learn to write, so a lot of tearing, cutting, pasting, working with the beads, a lot of experiences need to be given to the children. Then development of gross motor skills - that is the large motor development so - running, jumping, playing outside in an organized manner, balancing. So you know, all those kinds of activities are given here. And then, eventually, it is the participation in individual and team games and sports. So these are the competencies, and then there are learning outcomes so these competencies are generic in nature, and it runs right across the six levels in the FLN framework. Similarly, as we said the competencies of Goal 2 - that is oral language development, that is the talking and listening, listening with comprehension, creative self-expression & conversation, language and creative thinking, vocabulary development, conversation and talking skills, meaningful use of language, these are there. Similarly, for Goal 2 - "reading with comprehension" right from bonding with books to "independent reading for pleasure and various purposes", all these competencies have been highlighted. Then writing with purpose, "early literacy skills" to "writes for different purposes in the classroom and activities" that is from early literacy skills to independent writing has been highlighted. And similarly for Goal 3 the competencies that is the cognitive skill the concepts related to environment, the number sense, number operation, measurement, use of technology, so all these competencies, have been highlighted.

Now let us understand the codification of learning outcomes. As we discussed that there are three developmental goals, and there are six levels. Level one is preschool one; level two is preschool two; level three is Balvatika; level four is class one; level five is class two; and level six is class three. Now, as children move to class one onwards goal one is an overarching goal. And this goal would merge with all the subject areas so the socio-emotional aspect of it, nutrition, health, hygiene will be imbibed in all other subjects that the child will be studying in an age appropriate manner. In Goal 2, after class one becomes the first language, and the second language of the child depending on the languages of the state, and Goal three becomes mathematics, and environmental studies and later on to science and social sciences, along with mathematics. So this is how the learning outcomes have been codified in the FLN framework. Now each goal has been given a code HW is for Goal 1, that is health and well being; EC is for Goal 2 that is effective communicators; and IL is for Goal 3 that is involved learners.

Now we have discussed that there are six levels that is - starting from preschool one to grade three, for each of the goal, and then the learning outcomes have




been numbered from 1.1 to 1.12 for Goal 1 - for L1 it is 1 to 1.09; for L2 it is 1.1 to 1.15; and for Goal 3 it is 1.1 to 1.28. The given codes are only for referencing purposes and for easy identification, they are not hierarchical. That means, the teacher can have any of the learning outcomes designed first.

Let us now understand how the codification looks in the FLN framework, the competency part is not there, it is just for the demonstration purposes that I have included here and let us understand why there is not one to one correspondence between competencies and learning outcome. We saw the competencies, for example, vocabulary development. Now, this vocabulary - the child can learn in english, in hindi, in mathematics, in games and sports. So there are a lot of experiences that the child is learning through different activities that is leading to the development of the vocabulary.

Now let us see here, in Preschool 1 “demonstrates awareness of self” is the competency. In Preschool 1, the child begins to state some physical characteristics about self. In Preschool 2 - “describe self in terms of physical characteristics”. In Balvatika, the child - “described self and others in terms of physical characteristics, gender, interests, likes and dislikes”. In Class 1 - “recognizes different body parts and uses various body movements”. In Class 2 - “ maintains correct posture, uses various body movements to participate in games and sports”. And in Class 3 - “participates in games and sports to strengthen and extend gross motor skills”. So we see that right from beginning to state some physical characteristics, the child has started taking part, but in games and sports, and we are talking about the strengthening and extending of gross motor skills.

Let us understand Goal 2 - the competency “demonstrates phonological awareness that is rhyming”. Now, in Preschool 1 - “sings, hums words, lines, parts of songs and rhymes in own language, or in a second language”. In Preschool 2 - “identifies a few rhyming words”. In Balvatika - “enjoys and creates nonsensical rhyming words”. So initially, for example, if I asked a child, “What is a rhyming word for Bandar?”, which means monkey, the child might say that it is “Andar”, which is alright. Another child might say it is “kandar” which has no meaning. So initially I accept that word, but later on as we go higher in the classes, we don't accept the nonsensical rhyming words. And then similarly in Class 1, it is - “creates rhyming words based on the available text”. In Class 2 - “write selective rhyming words in pairs”. And in Class 3 - “uses rhyming words for writing short sentences”.

For Goal 3, the competency - “compares and classifies given objects and pictures”. For Preschool 1, the learning outcome is - “compares two objects based on one observable property for example length, weight or size”. For Preschool 2 it is - “compares and classifies objects by two factors like shape and color, size and



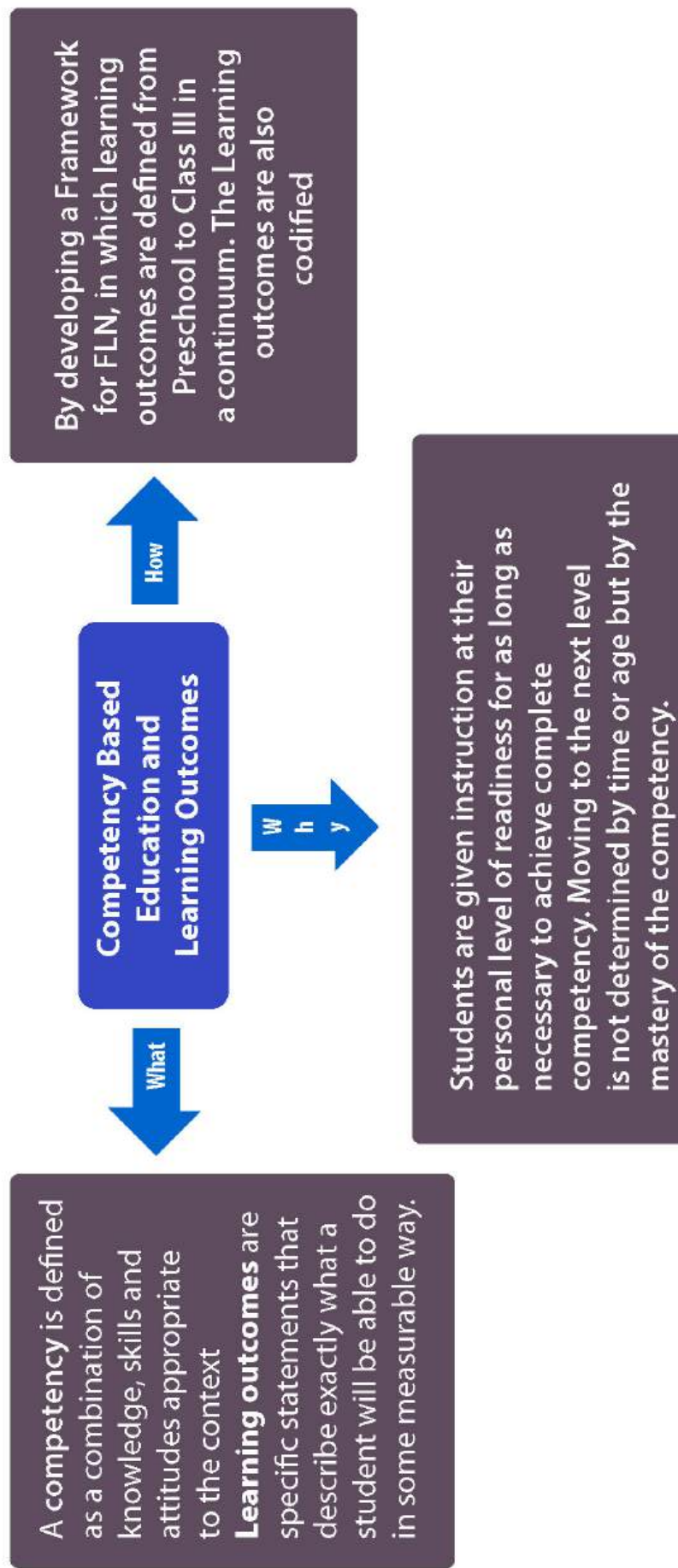
shape, and describes objects using words like big or small, tall or short, etc.” For Balvatika it is - “compares and classifies objects by three factors like shape, color and size, and correctly uses position words like besides, inside, under to describe objects”. For Class 1, it is “compares and classifies objects or pictures based on multiple factors and demonstrates understanding of position”. For Class 2 it is - “compares and classifies objects or pictures, based on multiple factors and describes them using properties”. For Class 3, it is - “compares and classifies objects, pictures in different categories and describes the properties used for classification”.

So now we see that these learning outcomes are progressive, which means that as the child goes higher up in the classes, the expectation of learning becomes higher. And it is also a spiral in the sense that we built on the earlier competencies that the child has acquired, for example, in Preschool 1 it is “compares two objects based on one observable property”, and then two factors, and then three factors. So we keep building on the first competency of the earlier class, and then we go slightly deeper in the next class, and then slightly deeper. So we keep coming back and start building on the previous years competency so that we ensure that the child has achieved the learning outcomes.

So friends this was about how learning outcomes and competencies have been codified in the FLN framework. I hope you enjoyed learning about the codification of learning outcomes.

Thank you.

Summary





Portfolio Activity

Assignment

Based on the learning outcomes, design a week's plan for any class of your choice. Identify play activities and ideas for teaching/learning of your chosen topic and also think of certain ways of using inbuilt assessment techniques for the selected topic and then write the following details:

- ▲ Concept /Topic:
- ▲ Subtopic, if any:
- ▲ Grade:
- ▲ Objectives:
- ▲ Prerequisite knowledge/skills:
- ▲ Learning material and preparations:
- ▲ Key Ideas/Content coverage:
- ▲ Prior knowledge:
- ▲ Learning Outcomes addressed:

Additional Resources

References

- ▲ NCERT. 2017. Learning Outcomes at Elementary Stage, <https://ncert.nic.in/dee/pdf/tilops101.pdf>
- ▲ UNESCO, Competency-based approaches, <http://www.ibe.unesco.org/en/topics/competency-based-approaches>
- ▲ Government of India. 2009. https://legislative.gov.in/sites/default/files/A2009-35_0.pdf

Weblinks

- ▲ NEP. 2020. Competency Based Education and Learning Outcomes <https://www.youtube.com/watch?v=9i2Z1SRZvDE>
- ▲ NCERT. 2019. Curriculum, Learner-centred Pedagogy, Learning Outcomes and Inclusive Education, https://www.youtube.com/watch?v=BWaatwkW_6g&t=208s
- ▲ NCERT. 2017. Learning Outcomes Message from MHRD Minister (Hindi version) <https://www.youtube.com/watch?v=ffjMINGp5Zc>



COURSE 03

Understanding Learners: How Children Learn?

Course 03: Course Information

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Understanding Learners: How Children Learn? - Introduction

- Importance of Understanding Children and their Way of Learning
- Role of Teachers
- Activity 1: Check Your Understanding

▶ 2. Knowing Children or Ways Children Learn

- Ways Children Learn
- Activity 2: Try Yourself
- Activity 3: Share Your Reflections

▶ 3. Identifying the Learning Needs

- Ways to Identify the Learning Needs of Children
- Activity 4: Check Your Understanding

▶ 4. Setting Up a Learning Environment

- Creating Learning Environment
- Setting Up a Creative Learning Environment for Experiential Learning
- Providing Opportunities for Interaction in the Classroom
- Setting Up Activities and Learning Experiences to Support Learning
- Activity 5: Creating Learning Environment - Share Your Thoughts

▶ 5. Strategies to Promote Learning of Children

- How Children Learn?
- Ways to Promote Learning of Children
- Activity 6 : Try Yourself

▶ **Summary**

- Summary (Mind map)

▶ **Portfolio Activity**

- Assignment

▶ **Additional Resources**

- References
- Weblinks

COURSE OVERVIEW

Description of the Course

Children vary in cognitive abilities and learning styles, thus think and behave differently, analyse differently and make decisions accordingly. Such an understanding helps teachers identify learning needs before providing learning experiences. The course is meant to build this understanding.

Keywords

NISHTHAFLN, STUDENT-TEACHER RELATION, LEARNING NEEDS, STRATEGIES, INDIVIDUALISED LEARNING, ACCEPTING DIFFERENCE

Objectives

On completion of the course, the learner will be able to

- 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

Course Outline

- 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



Module 1

Understanding Learners: How Children Learn? - Introduction



Module 1: Understanding Learners: How Children Learn - Introduction

1.1

Importance of Understanding Children and Their Way of Learning

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31337540200786329612453

Transcript

Dear Learners!

Each child is unique and has previous learning experiences from daily social interaction with peers and the environment around them. Also, as they grow up, they develop different abilities that influence the way they communicate, absorb information, analyse situations, make decisions, take on responsibilities, empathise with the situation and act accordingly. This leads to their different learning styles and the pace that sets different learning situations in the classroom. Remember in schools, children are the centre of the teaching and learning process. To become active and autonomous learners, children should be inquisitive or curious, take initiative, confident, inventive or innovative, and reflective. An inquisitive or curious child asks many questions and has a desire to find out and investigate new information in detail. A child who takes initiative is able to make decisions independently and can come up with solutions to the problems better than others. Confidence is very important for children, especially for fearlessness and happiness. This helps children build knowledge, express their thoughts and handle adverse situations. Children should also be inventive or innovative, especially when building individual knowledge. It is important for them to consider things in new ways and transfer ideas into different contexts. Finally,

being reflective helps children use their prior experiences in dealing with new situations and experiences. Some children are more reflective by nature, and they think intensely before responding to a question, drawing a conclusion or making decisions. Others may be impulsive and respond instantly. One of the first tasks for a teacher is to understand children and discover their learning needs before starting the learning experiences. Learning needs are differences between what a child needs to know and learn from learning activities and where the child is now in terms of information and ability. As a teacher, it is important to have some understanding of this process and respond accordingly to their individualised needs, more effectively. In this module, we will delve deeper into this topic.

Namaste

1.2 Role of Teachers

It is important for the teachers to understand that children vary in their cognitive abilities and styles. This makes each one of them think and behave differently as they look at the problems and situations differently and thus, analyse differently and make decisions accordingly. Therefore, the teachers must also be prepared to behave and respond differently, even in a similar situation, keeping each child's perspective in mind. Teachers can tailor the learning plan or the instructional process to help children develop these abilities thus, allowing them to achieve mutual educational goals by understanding both children and their needs. It also helps teachers grab children's attention and persuade them more easily, improve engagement in the activities, enhance knowledge, understand learning preferences, and save time. Teachers should remember that learning is an active, collaborative, and social process where dynamic interactions between teacher-children, material-children, and among children are important considerations. Teachers must act as facilitators and assist children to learn from each other, ask questions, explore existing possibilities and find answers to the questions.

Remember!

Learning is individual. Even if an entire class or a group of children is exposed to the same experience, the learning that takes place will be different for each individual. This is because each individual brings to every situation a unique blend of previous experience. Learning can be tough and at the same time enjoyable. Even making mistakes can be part of fun like 'how many times did you fall off the bicycle when you were learning to ride it?' Learning requires a child's active engagement, in doing and talking. Somebody can teach us but no one else can do our learning for us.

1.3

Activity 1: Check Your Understanding

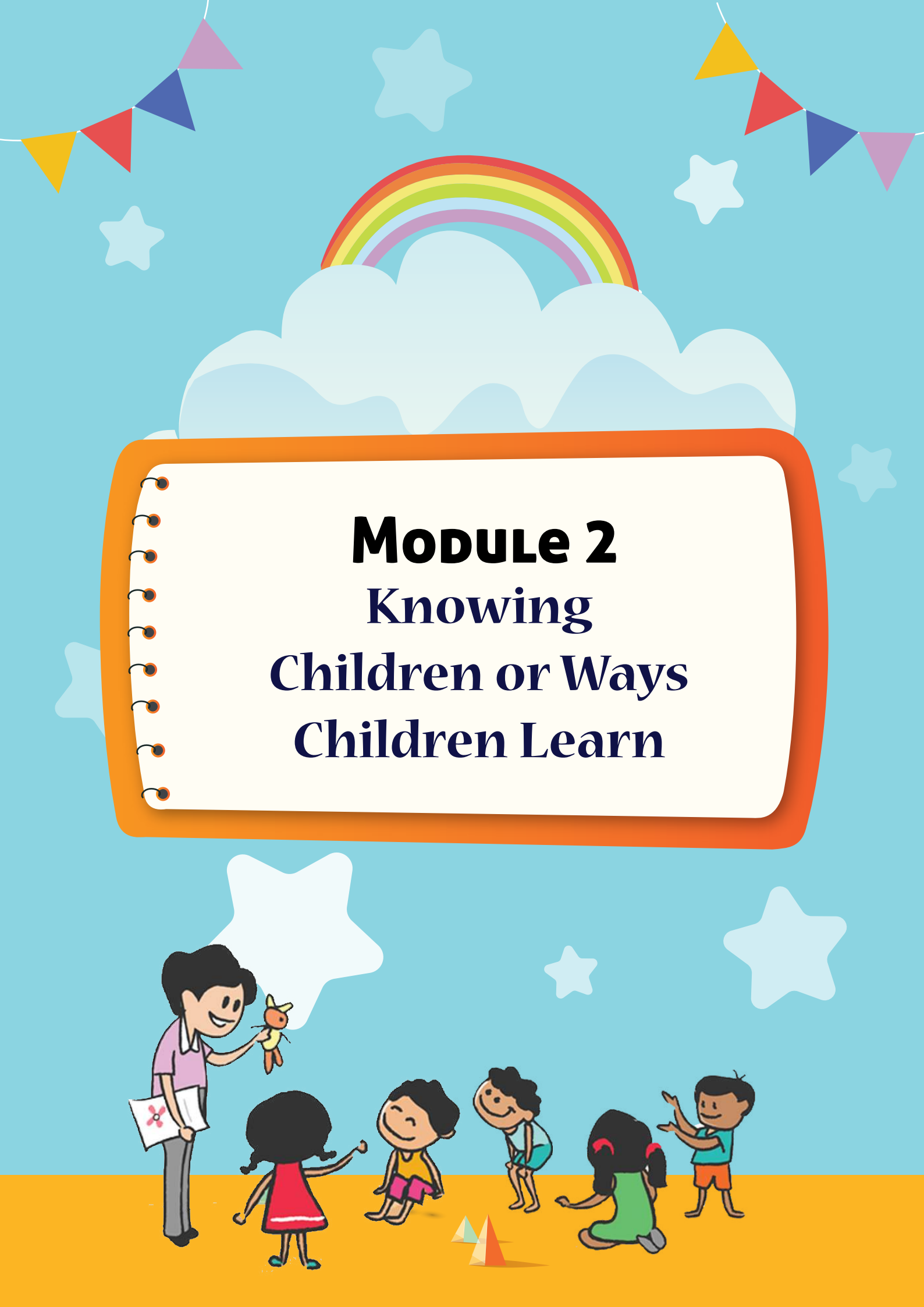
Do the activity by scanning the QR code



or

Click on the link

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MODULE 2
Knowing
Children or Ways
Children Learn

Module 2: Knowing Children or Ways Children Learn

2.1 Ways Children Learn

Most teachers are aware that young children learn better when they engage in hands-on activities, often known as learning by doing. The National Curriculum Framework (NCF-2005) clarifies that “Children learn in a variety of ways – through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing – both individually and with others. They require opportunities of all these kinds in the course of their development.” All these are possible when children are given:

Playful learning experiences: Play is the most effective way to give children hands-on experiences. Children may improve their thought, vocabulary, imagination, speaking, and listening skills through imaginative play, whether they are reconstructing real situations or creating imaginary worlds. This prepares them for communicating and engaging effectively with others. Play that really engages a child, play that a child will focus on and stay with even when problems arise. This type of play aids in the development of children’s learning approaches, or how they adapt to the learning circumstances. Curiosity about the environment, initiative and problem solving, concentrated attention and perseverance are only a few of the learning approaches that children develop. In the early years, parents can help children develop their skills by playing with them these, support learning..

Responsive and supportive interactions: Children learn through the relationship they have with their parents, families, caregivers, teachers, and communities. As a result of these nurturing relationships, they grow to be safe, optimistic, curious, and communicative. These experiences and relationships teach children how to manage their feelings and communicate with others in a healthy manner. With interactive, encouraging, and positive attitudes, children learn well. There are three types of interactions, ‘peer interaction’, ‘adult interaction’ and ‘material interaction’ that need to be provided in the classroom. The details of different types of interactions are given in the consecutive sections.

Creative environment for experiential learning: Children learn by providing active and direct encounters with their surroundings, which enables them to build their knowledge with the help of teachers and peers. To encourage and cultivate a child’s curiosity about the world, a successful early learning environment includes a variety of interactions. Remember Remember, when learning is built, it lasts. Children begin to investigate the next level of knowledge at an early age, and the spiral in learning continues. Children must be equipped with developmentally appropriate resources, interactions, and obstacles to assist them in

building their own understanding. Repetition of assignments, feedback from teachers, and more experienced peers are all part of the process to ensure that each child achieves full potential and is able to accomplish the task independently. A creative learning environment is simply a stimulating early learning environment that includes a mix of well-chosen, open-ended, innovative and developmentally appropriate resources. There is a professional and confident staff team that values good, supportive partnerships with children and parents; welcoming opportunities for families to become active in their children's learning; and leadership that values the creative development of children.

Children learn holistically: Young children learn holistically, which means they absorb information from all sources at once. Something they learn from one experience and they will connect with something else seemingly unrelated and these they form a connection to build context and meaning.

Children learn through senses: Young children learn a great deal through their senses, which become finely tuned even before they master language or thinking skills. They need many opportunities to use all of their senses to investigate the objects and materials around them. This allows them to discover, investigate, create and test ideas, make choices, resolve obstacles, cultivate empathy, build resilience, and solve problems on their own, enabling them to become self-sufficient, optimistic, and capable individuals.

Children learn through the arts: Young children can learn holistically, through play, with all their senses, and at the same time, through the arts. For example, a single body movement session may support physical development by creating body shapes that stabilise, coordinate, and flex limbs; emotional development by establishing trusting relationships while practising balance or massage; cognitive development by counting jumps or devising rhythms and patterns of movement; linguistic development by articulating the sounds of the movement such as wriggle, jump, etc.

2.2 Activity 2: Try Yourself

Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_31337614050274508813995

(apart from the ones mentioned above). Give details as case study of each way (in about 100 words each)

Ways children learn	Case study	
	Case study 1	
	Case study 2	
	Case study 3	
	Case study 4	

2.3 Activity 3: Share Your Reflections

Do you believe that every child is unique and their learning style is different? If yes, how will you cater to the different needs of your students in your classroom? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course3activity3>



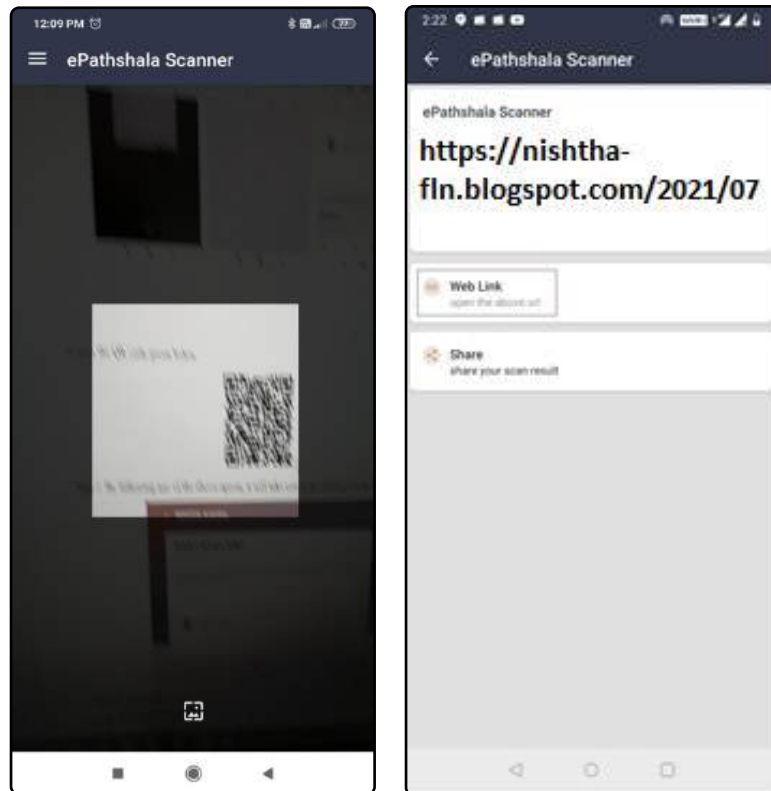
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2021/11/course-3-activity-3-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.



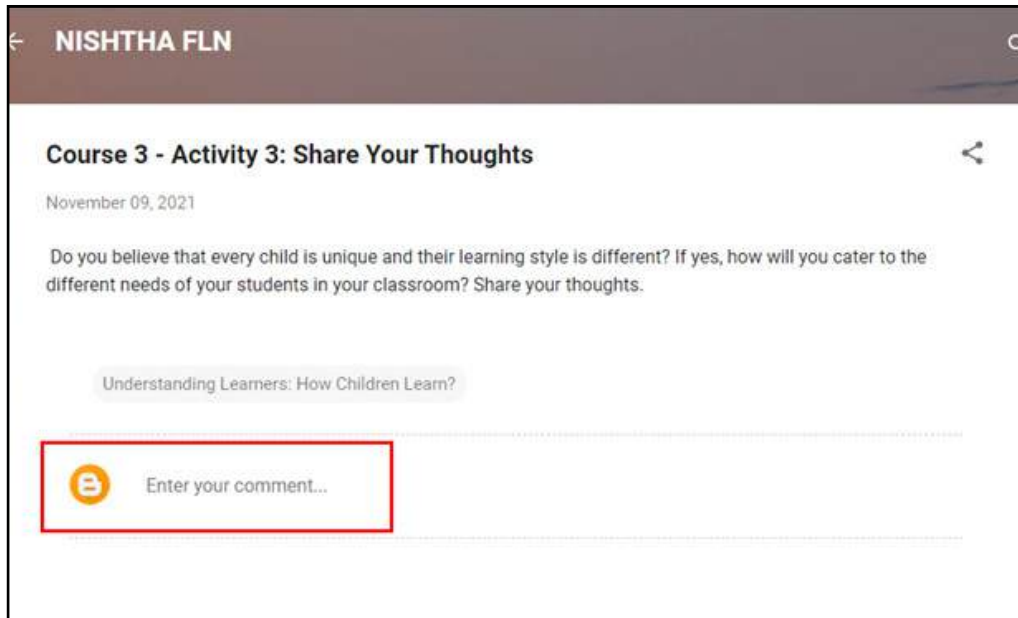


Step 2: Following any of the above option will take to an external site as shown below

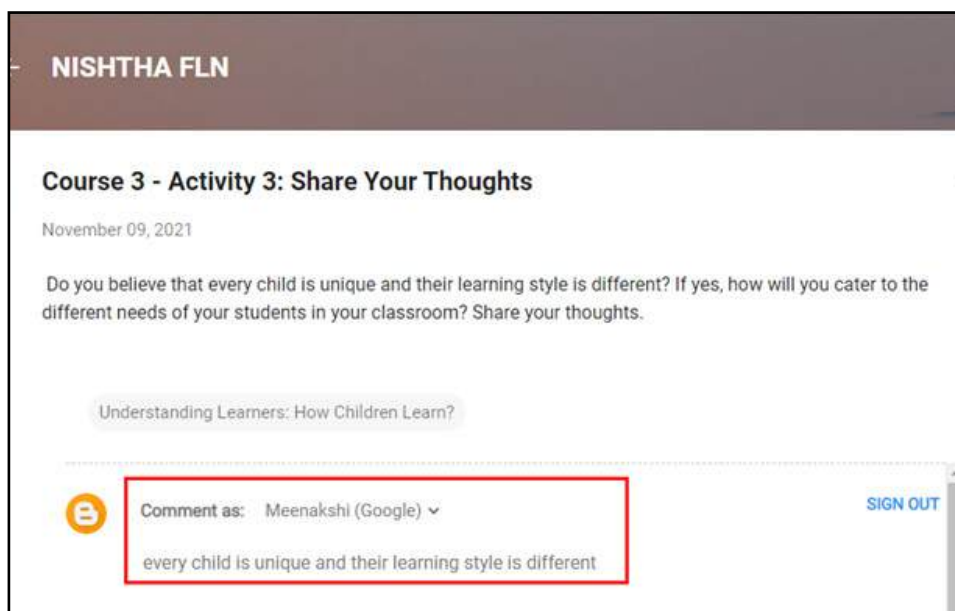


Step 3: Post your response

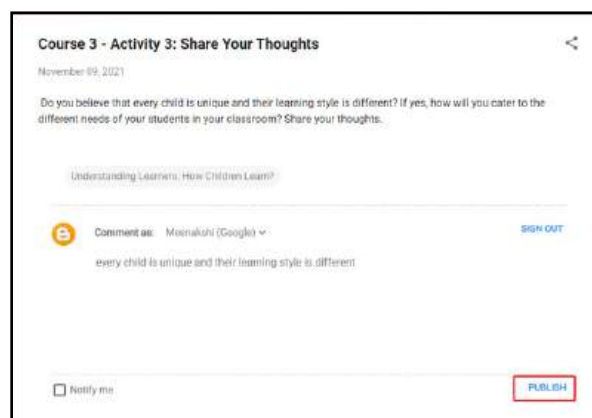
- Read the given activity
- Click on **Enter your comment**



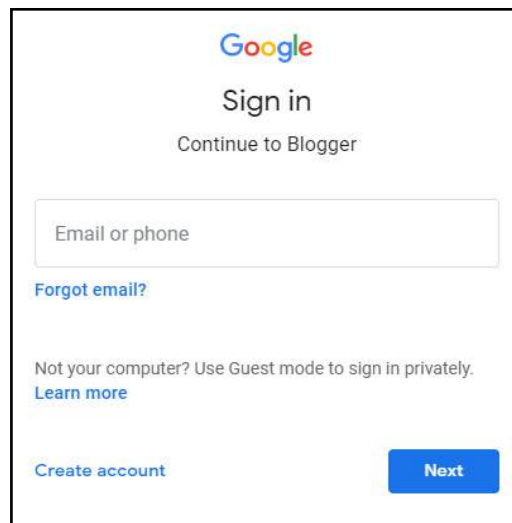
- Type your response in the comment box.



- Click **PUBLISH**



- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

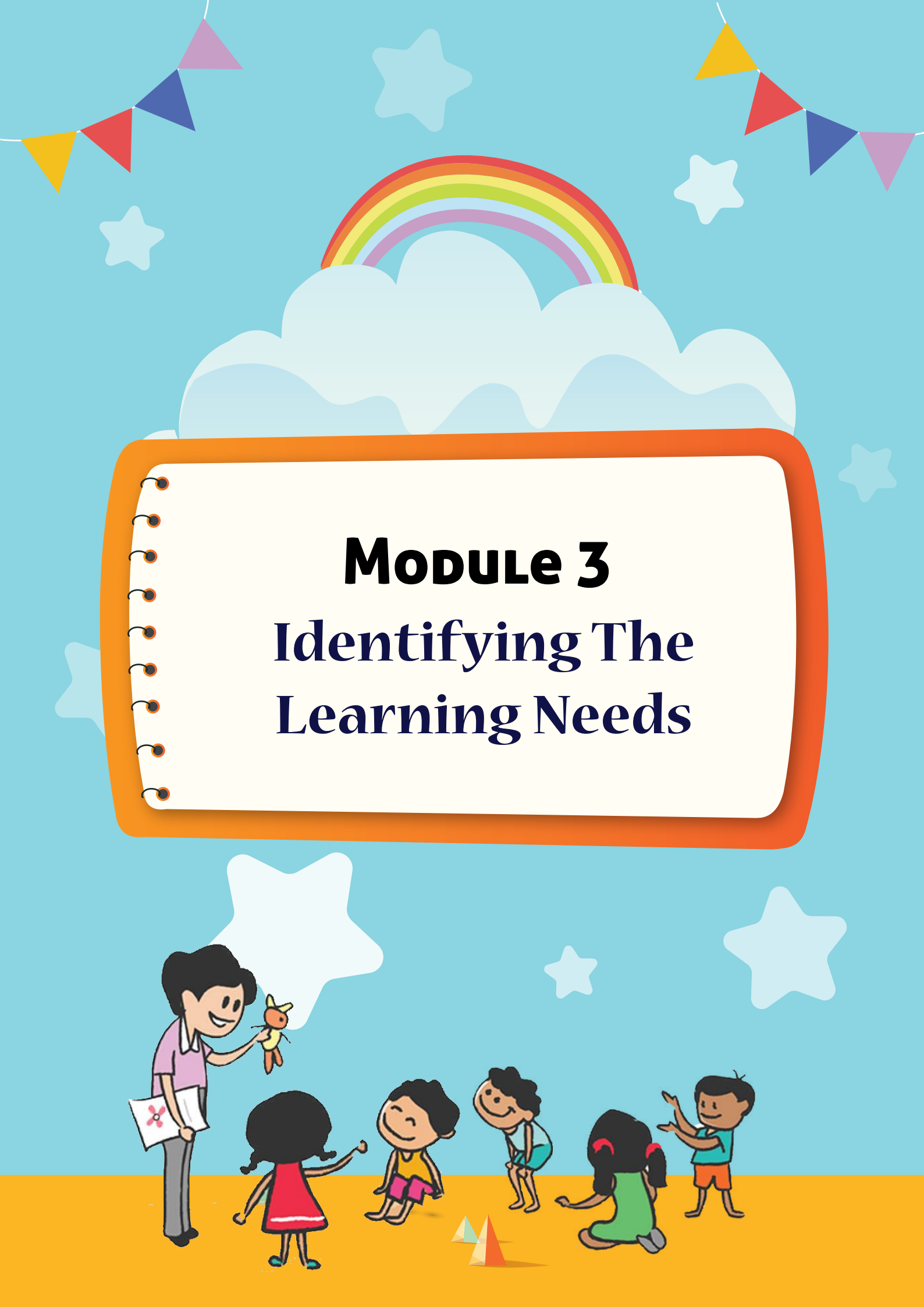


- After logging in, enter Display Name and then click on Continue to Blogger.



- Click on **PUBLISH**. The comment will be posted.





MODULE 3
**Identifying The
Learning Needs**

Module 3: Identifying the Learning Needs

3.1 Ways to Identify the Learning Needs of Children

We are all teachers and do understand that there is no one-size-fits-all approach to gathering data on the needs of children. Yet, in certain cases, teachers can anticipate the needs of children based on their previous experience with those children who have completed similar instructional sessions. Different ways to identify the learning needs will assist the teachers in getting a deeper understanding of the basic facts about the needs of children in a short time. The needs of children must be understood from their current physical, social, cognitive, and emotional growth, as well as the classroom and school environment. Their learning needs can be predicted in different ways. This section will give you the detailed information about each of these ways.

- **Knowing children's interest:** There is a substantial research base that supports a clear link between a child's level of interest and their motivation, achievement, productivity, and perseverance. Another important finding from the research on children's interests and choices is that children who are involved in work that they enjoy are much more likely to see a correlation between their current school work and their future academic or career goals. There are two types of learners' interests:
 - ▲ **Pre-existing interest:** This includes subjects, topics, and pursuits about which a child already has a strong interest or passion. They may be school-based interests (curriculum, extracurricular sports, or athletics) or outside interests in which the children readily spend time and energy for example hobby. The relevance to the children is clear, and therefore, they are immediately engaged.
 - ▲ **Potential interests:** These are subjects, events, or pursuits that the children may not yet be aware of or have been exposed to, but which may prove to be ongoing. Potential interests are just as powerful as the pre-existing interests. So a teacher must weigh their value for the children.

Both pre-existing and potential or future interests are taken into account by effective teachers. When the teacher links the classroom curriculum to the interests of the children, they are tapping into internalised achievement motivation. Where goals are personal, motivation comes from within, and achievement is profoundly meaningful. One of the most effective tools teachers can use to create lifelong enthusiastic children is to mediate interactions between classroom learning and children's interests.

- **Knowing preferences:** Today knowledge is perceived as multifaceted. Howard Gardner's model of intelligence recognises eight distinct forms of intelligence, but many of those who find it interesting scientifically often find it challenging to implement them in the classroom. Gardner himself has pointed out that his idea was never intended for use in

the classroom. Teachers can find it easier to use Robert Sternberg's system of intelligence preferences. According to Sternberg, there are three forms of intelligence – analytical, practical, and creative.

- ▲ **Analytical intelligence** is the most often known and awarded intelligence in classrooms. Children with strengths in this area learn well with traditional school tasks such as organising information, perceiving cause and effect, logical analysis, note taking, and predicting implications.
- ▲ **Practical intelligence** is about relevance. Children who excel in this field must solve problems in a way that is important to them. When teachers have access to the natural world beyond the classroom, their learning is aided. These children need hands-on experience with concepts and skills.
- ▲ **Creative intelligence** addresses ideas and problems in novel and often unexpected ways. Children with high levels of creative intelligence are frequently divergent thinkers who tend to experiment with new ideas rather than 'act' like the rest of the children.

All of us have and we use all three intelligences, but each one differs in terms of interest and the way they combine them. Brain wiring, history, gender, and personal experiences can all influence these preferences. Teachers should enable children to develop their intelligence capabilities while also giving them opportunities to expand their non-preferred areas.

- **Knowing learning styles:** There is no doubt that some learning strategies perform better for some children than others. Since many children find learning difficult, teachers are obligated to do everything possible to make it easier. One way to do this is to be mindful of learning style preferences and integrate them into instructional preparation.
 - ▲ **Modality preferences** is a child's chosen mode of taking in the information – visual, auditory, kinesthetic, or tactual. When children read, they use all four modalities, but in various combinations depending on their preferences. The majority of the children prefer visual learning. These are the children who profit immensely from a graphic representation of the subject to be learned. Those who favour kinesthetic and tactual learning experiences make up the next largest category. Auditory learning is favoured by only a small percentage of the population. Each modality preference can present learning challenges, but it also provides opportunities for personalisation and should be taken into account when preparing instructions.
 - ▲ **Environmental preferences** are the environments under which children perform best. Does a particular child do the best thinking in the morning or afternoon? Does the child become distracted when the classroom is too warm or too cold? When the child is struggling to read, does the child do better in a hard, straight-backed chair or when lounging on a soft pillow on the floor?

Grouping preferences is a child's preferred interaction such as working alone, working with a partner, working in a small group, or working in a large group.

3.2

Activity 4: Check Your Understanding

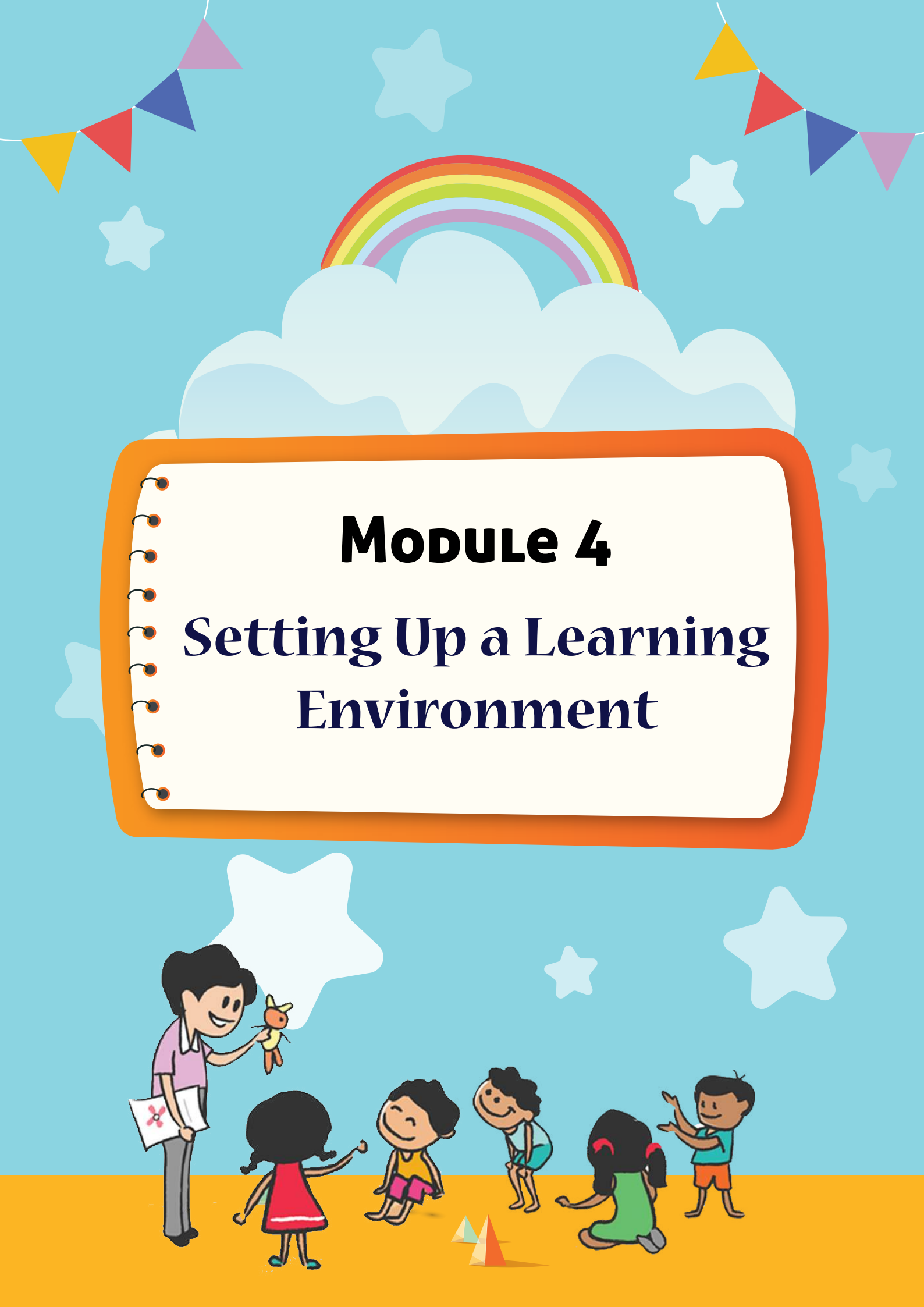
Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_31336759630225408011594



MODULE 4

Setting Up a Learning Environment



Module 4: Setting Up a Learning Environment

4.1 Creating Learning Environment

The learning environment that is creative and welcoming provides children a lot of opportunities for hands-on experience in a joyful manner. Creating a creative learning experiment to support learning (library and literacy area, doll's area/dramatic play area, discovery/science area, block building area, math or manipulative area, art area, music and monument area), and the ample opportunities for interaction (between child to child, child with material, and child with adult), and setting up the activities and learning experiences to support learning makes the learning interesting. This section deals with these three important aspects of learning environment for children.

4.2 Setting Up of a Creative Learning Environment for Experiential Learning

Watch the Video



Scan the QR code to watch the video



or

Click on the link

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Transcript

Dear Learners!

Welcome. We all know that young children learn better in a child-centred environment where they can experiment on their own with things that they are involved in; where they are actively engaged in learning; and where they have a voice and the opportunity to act on ideas and objects in their world as well as feel them. Activity or interest areas play an important role in this process. Learning areas are locations in the classroom where children can engage themselves with materials relevant to a particular developmental domain. These are the places where they learn by play and participation in the events of their choice. Developing activity or interest areas also help teachers in handling multiple age group.

There are different activities or interest areas such as library and literacy area, doll and dramatic play area, , discovery or science area, block building area, math or manipulative area, art area and music and movement area. Activity or interest areas in the classroom should be well designed to create interest in children. They should be built in such a way that they are accessible from all sides of the classroom. This allows the teacher to see all children and ensure their safety. If space is limited then at a time at least four areas should be planned in the classroom. Alternatively, provide or create rotating areas by changing every 15 days. So that the children are exposed to a variety of environments.

Let us understand the kind of areas and the process of creating each one. The 'library and literacy area' should have a variety of age appropriate children's magazines, information books, picture books, story books, big books, local folk tales, thematic books, comics, slates and chinks etc. 'Doll's or dramatic play area' should include various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils such as pots, dishes, spoons, etc.; pretend food like vegetables or fruits made of clay; dress-up clothes such as scarf, cap, stole, jacket, small sari, long pieces of cloth, etc.; combs; and a mirror, walking sticks, old spectacles, non-functional telephones or cameras, briefcases , lunch boxes etc. 'Discovery/ science area' should be well equipped with materials like ramps and wheels, magnifying glass, shells (sea shells, seed shells etc.), plants, seeds, magnets and iron objects, weighing scales and weights, measuring tapes, or any other locally available material. 'Building Block area' should have building blocks of different types, colours, shapes and sizes such as unifix blocks, interlocking blocks, hollow blocks and wooden blocks etc. Ensure that the 'math or manipulative area' is equipped with puzzles, matching cards, lacing cards, seeds, shiels, strings and beads, manipulatives and small toys such as cars, trucks, animals, people figures, take apart toys, number rods, abacus, and other objects from the environment (leaf,stone,pebbles,twigs, flowers etc.). The 'art area' should include different types of papers, crayons, pencils, washable markers, slates, different coloured chinks, pieces of fabric, paints, brushes, tape, play dough/clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks and other locally available material. Finally, the 'music area', which is a very very interesting area should be equipped with different kinds of musical instruments and devices, as per the need and the availability such as dhafli, bell, bowls, flutes, tambourines, string instruments, rattles, utensils of different types of metal, other local musical instruments, music system, tape recorder and a variety of DVDs of songs, poems and rhymes. This area should also have material such as ribbons or scarves for children to use to promote creative movement. These materials and ideas are just suggestive and I know you all are very very creative and surely go beyond what is just suggested. With this I hope you will be able to create all or some of these areas in your class as per the level, learning needs and the interest of your children and of course the class size.

Happy learning!

4.3 Providing Opportunities for Interaction in the Classroom

The significance of engagement in learning cannot be overstated. The interaction between children, the range of environmental and cultural experiences along with meaningful dialogues helps children build a solid knowledge foundation and prepares them for formal schooling. Children also learn by interacting with their social surroundings. They internalise the activities, habits, behaviours, languages and ideas from their social context. In classroom, the teacher can encourage social interactions in many ways such as: by assigning community tasks to the children, creating an environment in the classroom that promotes sharing and collaboration that allows children to communicate and evaluate themselves, and promote involvement of parents and community in the classroom activities. Therefore, plan a variety of opportunities to the children for interaction in as many ways as possible. Three kinds of interaction must be ensured in the classroom – ‘interaction with peers’, ‘interaction with material’, and ‘interaction with adults’. Let us understand each one.

Interaction with peers: Playing with other children offers a valuable learning context in which children can observe, mimic, and draw what they see. When they collaborate, solve problems, coordinate with other children, and make their own games, they develop social and emotional skills. When children learn to wait for their turn and play games with rules, they develop self-control.

Interaction with material: During free and supervised play, children engage with a range of materials. It must be ensured that the content is suitable for the child’s age and developmental stage, and that it offers opportunities for children to play and communicate with one another, as well as solve problems to innovate together. Crayons, dolls, artificial fruits and vegetables, blocks, puzzles, beads, measuring cups and spoons, cubes, buttons, measuring tape, weighing scales, doctor’s sets, dressing-up props, books, crayons, clay, and other items can be found in the activity areas. All of this allows children to engage in pretend play.

Interaction with adults: This is a very important form of interaction. Teachers and parents may help children identify associations with and create links to previously acquired skills using resources and interaction. Adults direct children and create environments that aid in their learning. Teachers play a critical role in expanding learning by implementing developmentally appropriate curriculum that is carefully designed.

Hope that after reading this section you will feel encouraged to create an environment in your classroom that ensures all these kinds of interactions every day.

4.4

Setting Up Activities and Learning Experiences to Support Learning

The teacher should set-up the activities and learning experiences in such a way that young children can learn best by performing hands-on, trial and error, play, sensory discovery, and seeing and imitating positive role models. Children's interest and engagement are drawn to the activities that are developmentally and culturally relevant and they discuss real-life problems and issues. When their culture is expressed in their classroom, they feel inspired and valued, and relate themselves to the learning and the situation better Opportunities for Interaction in the Classroom.

4.5

Activity 5: Creating Learning Environment – Share Your Thoughts

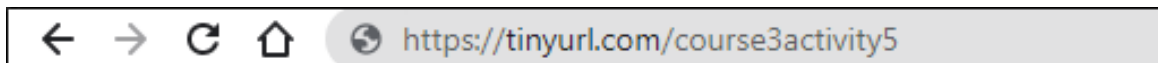
Think of your own ways to create a learning environment for your children. Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course3activity5>

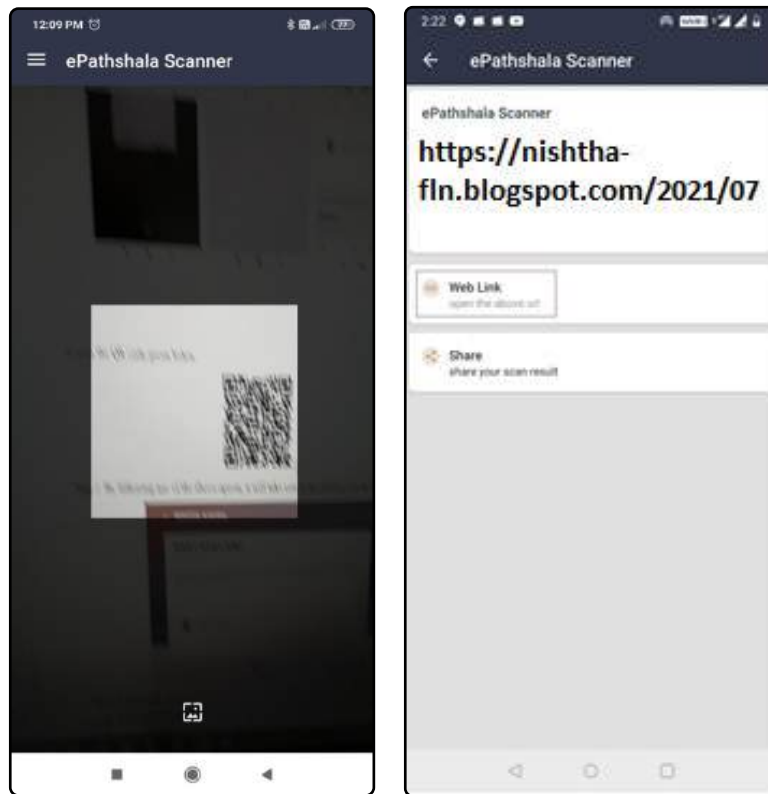


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

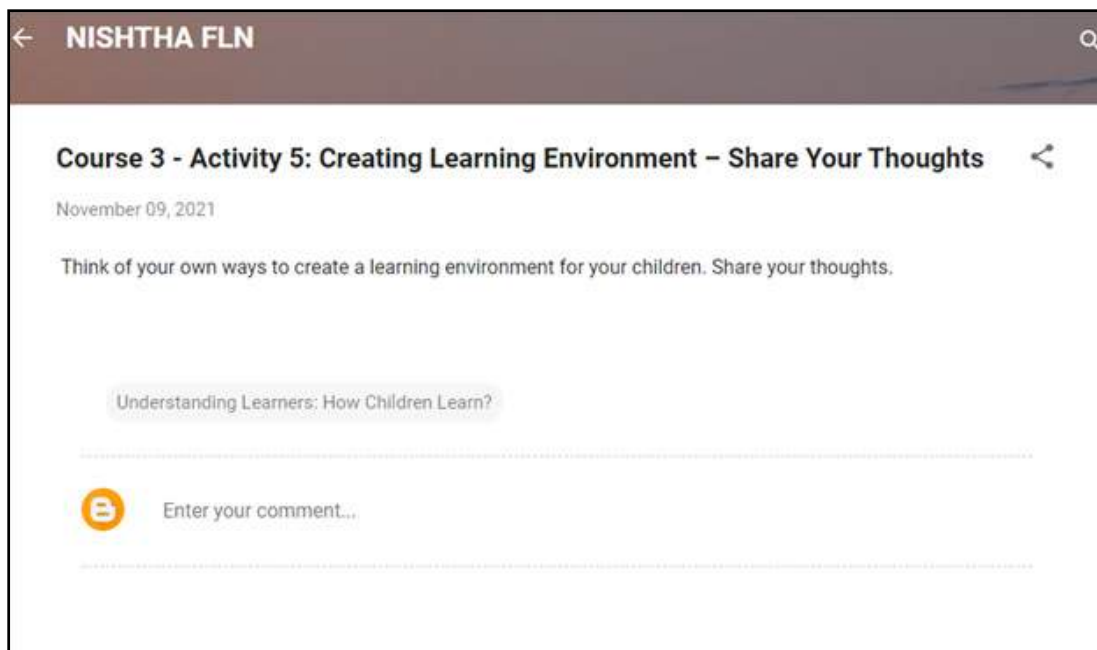
<https://nishtha-fln.blogspot.com/2021/11/course-3-activity-5-creating-learning.html>



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.

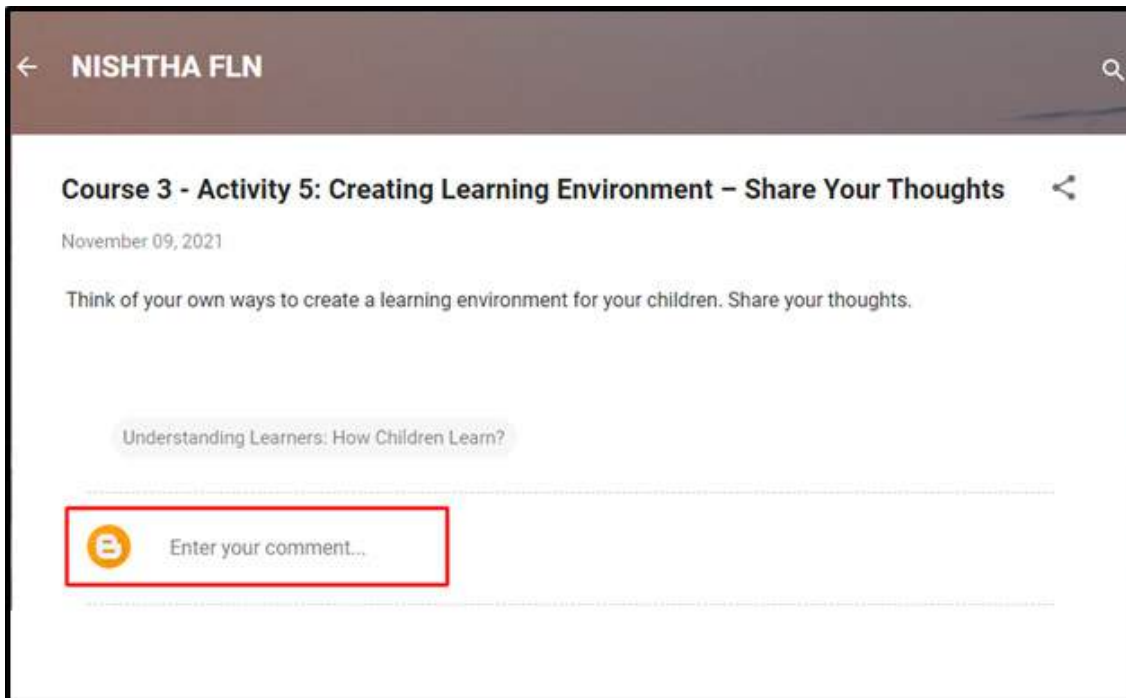


Step 2: Following any of the above option will take to an external site as shown below



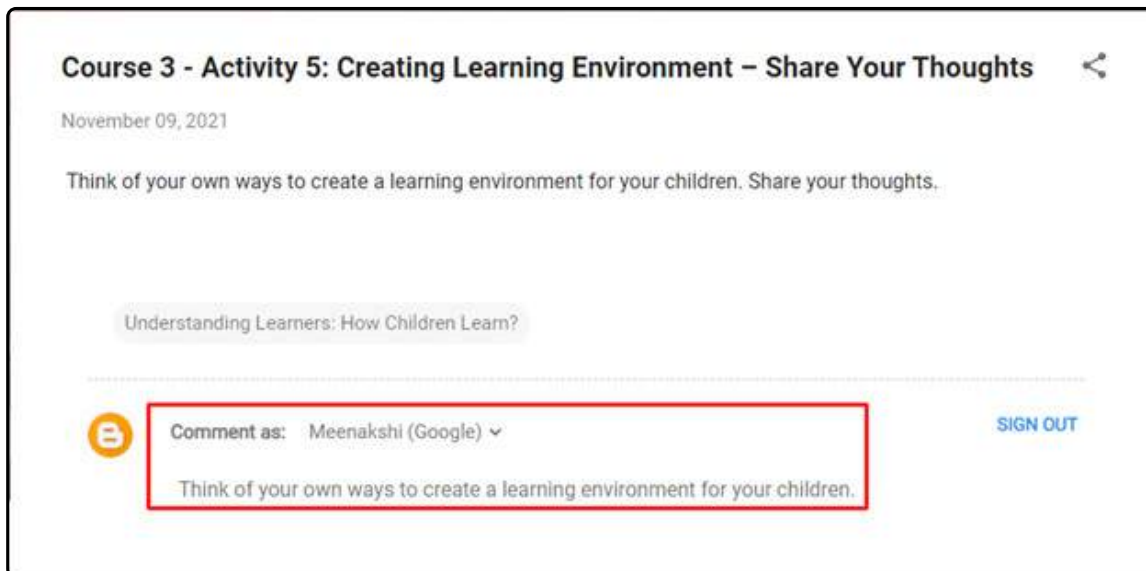
Step 3: Post your response

- Read the given activity
- Click on **Enter your comment**



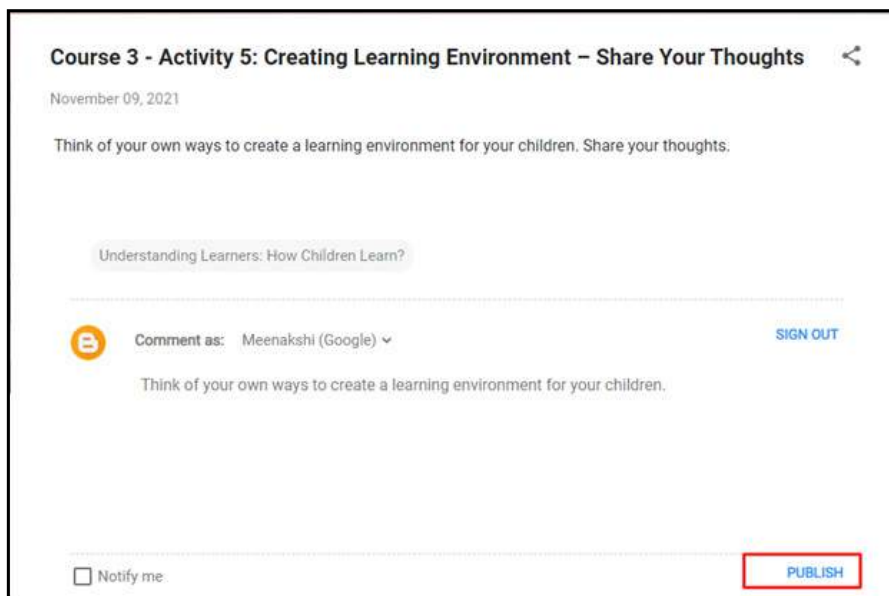
The screenshot shows the NISHTHA FLN interface. At the top, there is a header with a back arrow and the text "NISHTHA FLN". Below this, the title "Course 3 - Activity 5: Creating Learning Environment – Share Your Thoughts" is displayed, followed by the date "November 09, 2021". The main text reads: "Think of your own ways to create a learning environment for your children. Share your thoughts." Below this, there is a sub-heading "Understanding Learners: How Children Learn?". At the bottom, there is a comment input area with a red box around the "Enter your comment..." button.

- Type your response in the comment box.



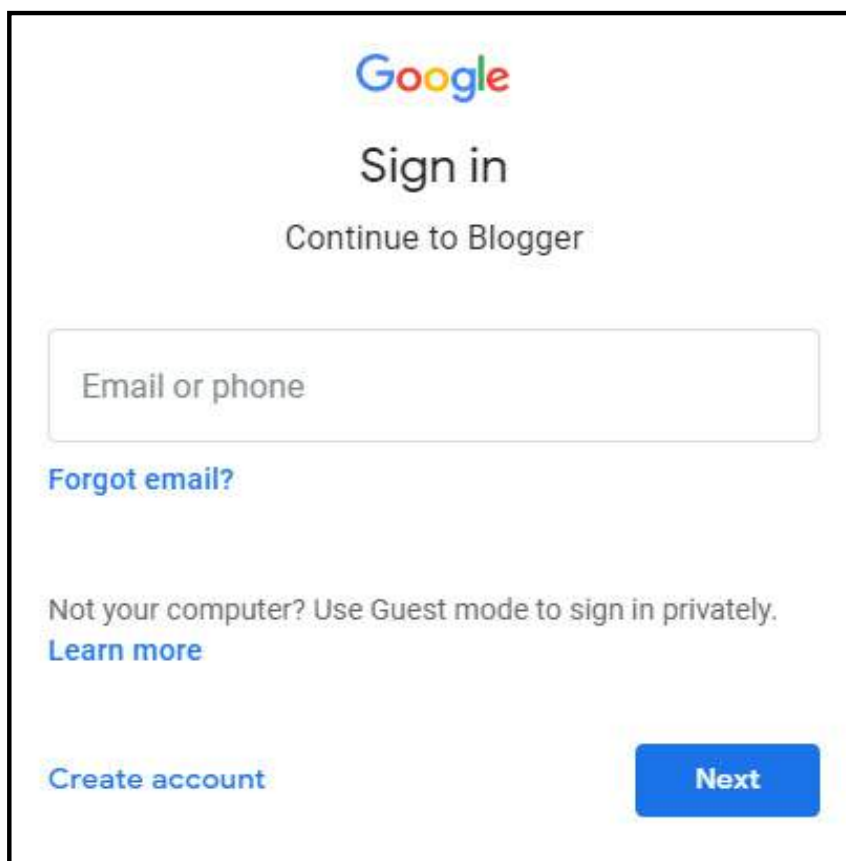
The screenshot shows the NISHTHA FLN interface with the comment box filled. The title "Course 3 - Activity 5: Creating Learning Environment – Share Your Thoughts" and the date "November 09, 2021" are visible. The main text reads: "Think of your own ways to create a learning environment for your children. Share your thoughts." Below this, there is a sub-heading "Understanding Learners: How Children Learn?". At the bottom, there is a comment input area with a red box around the "Comment as:" dropdown menu and the text "Think of your own ways to create a learning environment for your children." A "SIGN OUT" button is visible on the right side.

- Click **PUBLISH**



The screenshot shows a Blogger comment form. At the top, it says "Course 3 - Activity 5: Creating Learning Environment – Share Your Thoughts" with a back arrow. Below that is the date "November 09, 2021" and the prompt "Think of your own ways to create a learning environment for your children. Share your thoughts." There is a topic tag "Understanding Learners: How Children Learn?". The user is logged in as "Meenakshi (Google)" with a "SIGN OUT" link. The same prompt is repeated below the user name. At the bottom left, there is a "Notify me" checkbox. At the bottom right, the "PUBLISH" button is highlighted with a red box.

- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



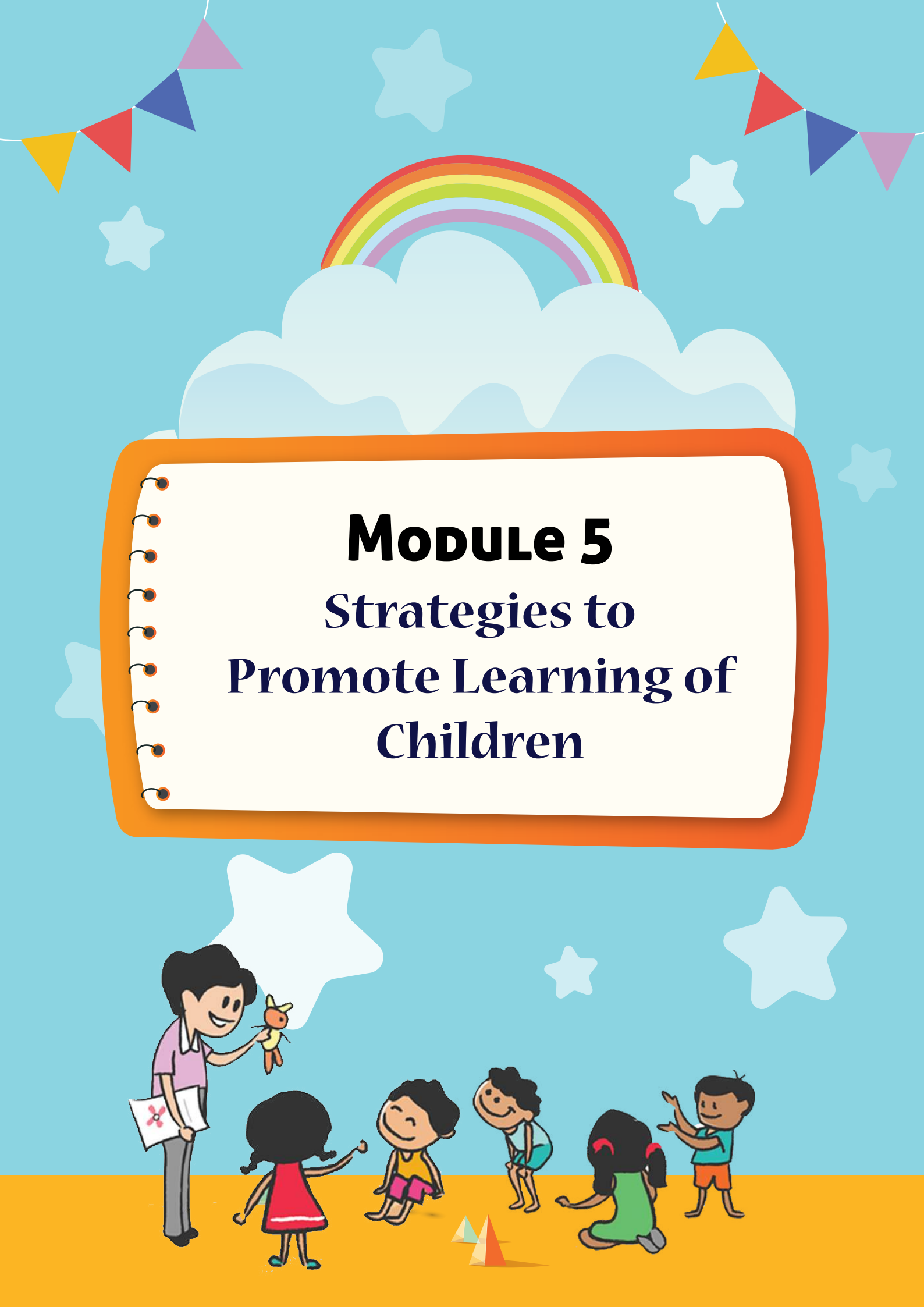
The screenshot shows the Google Sign in page. At the top is the Google logo, followed by "Sign in" and "Continue to Blogger". There is a text input field for "Email or phone". Below the field is a link "Forgot email?". Further down is the text "Not your computer? Use Guest mode to sign in privately." with a link "Learn more". At the bottom left is a link "Create account" and at the bottom right is a blue "Next" button.

- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted.





Module 5
Strategies to
Promote Learning of
Children



Module 5: Strategies to Promote Learning of Children

5.1 How Children Learn?

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31339311262312857611105

Transcript

Let's learn about how young children learn in their foundational years.

First condition is to provide stimulating and enabling environment where children have easy accessibility to toys, books and play materials, where they can act on objects. And such environment needs to be print and numeracy rich environment. The best answer to how children learn is

- Children learn through hands-on experiences
- It means hands-on experiences which is very beneficial to children
- But what exactly do we mean when we say, "hands-on learning"?

Hands-on learning means where children instead of just listening or doing teacher guided activities get engaged with toys, play materials, objects, designing, constructing with objects, talking, and socializing with others and thus learning new words. Hands-on learning means 'learning by doing'. For example, let's look at these children. What they are doing? What and how are they learning?

Himani: Square

Sara: Pink square

Himani: Where is cylinder?

Sara: You need cylinder. Here you need more cylinder then take it.

Himani: No. I need this bird.

Sara: Ok you can take mine also. I can put something else here. I can put this.

Himani: Red blocks.

Sara: Himani.

Himani: I want blue cylinder.

Sara: Ok. I can take this. Himani, can you also help me?

Himani: Yes.

Prof. Romila Soni: As they play with manipulatives, these children try to solve problems, explore, experiment, create and construct something.

Sara: I need this one can I take?

Himani: Yes.

Sara: Now one cute birdy. No, no, no. I wanna remove this. Don't break. You need one bird.

Himani: Yes.

Sara: You can take mine. Himani, you can give me small bird, please. I have an idea Himani, to do. You can keep one bird together. Yeah, I can take small, you have big bird and I have small birds.

Himani: One, two, three, four. I have four cylinders and you have three cylinders.

Sara: One, two, three. I have 3 cylinders, you have four cylinders.

Prof. Romila Soni: Himani, what you have made?

Himani: I have made a bird house.

Prof. Romila Soni: Ok. It's a bird house. Can you tell me one thing, if you will keep this block on the top of your tower, then what will happen?

Himani: It will not have balance and it will break down.

Prof. Romila Soni: Oh, Yes. That's a pretty smart answer. Why it will happen?

Himani: Because it is big and these all are small.

Prof. Romila Soni: Ok. Sara, what you have made?

Sara: I have made a bird nest.

Prof. Romila Soni: This is a bird's nest. Ok. Very good. Whose bird is the big bird and whose bird is the small bird.

Sara: That is a big bird and this is a small bird.

Prof. Romila Soni: This is a small bird. Ok. Very good. Can you tell me how many red squares you have?

Sara: Three.

Prof. Romila Soni: Just show me three.

Sara: One, Two, Three.

Prof. Romila Soni: Yes. Ok and how many yellow blocks.

Sara: One.

Prof. Romila Soni: One. That's very good. Both of you have done very good job, so clap for yourself.

So you have seen how young children learn to solve problems. As they solve and fix puzzles, as they solve maze, as they answer to your open-ended questions. Learning by doing encourages children to manipulate objects, participate in activities, try out new ideas, find solutions to problems, satisfy their curiosity and create new inventions. Such kind of a play experiences offer practice in problem solving, creativity and critical thinking, providing the base for the most needed Foundational Numeracy and Literacy. As these children act on objects they learn about the physical properties of different objects. For example, as they enjoy clay modelling, sand play, they pound the clay, pat it and create things out of it. Let's take an example of playing with a Ball. When they play with a ball they came to know that it can be rolled. Oh, yes it can be bounced. They learn about the texture of objects. Whether it is soft, hard, rough or smooth. When they play with toy vehicles they learn about number of wheels, big wheels, small wheels, their colors and so many things. Another thing is that children learn to make relationships between objects as they explore objects. For example, when a child in the block building area looks for more cylindrical blocks to make a tower taller, she makes relationships between blocks that are cylindrical and those that are not. Similarly block building involves one to one correspondence counting with purpose, matching, sorting and fitting blocks to spaces. Even when they attached one clothes pin to each of the cloth, they are doing one to one correspondence and moving towards foundational numeracy. When children put beads of different colors on a string, what they are doing? They learn cardinal and ordinal numbers as well as patterning and color discrimination. Therefore, you as teachers must support the children's learning about new ideas, concepts by providing variety of play material, toys, objects and concrete activities that lead them to manipulation, exploration, experimentation and thus they will learn new vocabulary. Next thing is to provide plenty of opportunities to children where they can exchange their own view point and ideas with their peers. Let's ask some open ended questions to these children.

Himani and Sara: I have some questions for you. Okay, so you have to listen it very carefully and then you have to answer. Okay, Himani, first is for you. What will you do if you get locked in the classroom? What will you do?

Himani: We will shout and we can knock on the door.

Prof. Romila Soni: Okay, you will shout and you will knock the door and still no one will be there, then what will you do? Okay, let's ask Sara. Sara what will you do?

Sara: I will take a paper and write and throw the paper out of the door then I will wait for some hours.

Prof. Romila Soni: Very good. Ok she will write a note on the paper and throw it out of the window or the door. So that anyone can get it and help Sara and Himani. Very good, a clap for you. Very good. Okay I have other question for you. Tell me in what different ways you can cool a glass of milk?

Sara: I can dip a glass in water in a snow fall.

Prof. Romila Soni: You will keep the glass in the water and you will also keep it under the snow fall. Oh... that is a wonderful answer. And if there is no snowfall then?

Sara: Then I can keep where is ice.

Prof. Romila Soni: Okay, You can keep it near the ice or in the ice. What you will do Himani?

Himani: I will keep it in the refrigerator.

Prof. Romila Soni: Okay. Anything else you can think of? Let Himani answer.

Sara: We can also put it in the wind.

Prof. Romila Soni: Where there is cool wind or breeze we can keep there. Fine! Yes Himani you can answer now.

Himani: We can also put one glass to another.

Prof. Romila Soni: Yes, you can pour the hot milk from one glass to another. Anything else that comes to your mind? Both of you?

Sara: I can also cool it down with a fan.

Prof. Romila Soni: Very good! What she wants to say, she can keep it under the fan. Very good. Anything else you want to say Himani? Okay. Let me ask other very interesting question. But you have to listen carefully and now let Sara answer first and then Himani will answer. Sara tell me the names of three fruits? Listen carefully, you have to tell me the name of three fruits that can be peeled?

Sara: Apple, banana, orange.

Prof. Romila Soni: Very good! What about you Himani?

Himani: Papaya, pomegranate, orange.

Sara: Also litchi

Prof. Romila Soni: Yes, also litchi. Very good! One more last question. Tell me the name of one fruit. Now Himani will tell me that has only one seed?

Himani: Mango.

Prof. Romila Soni: Mango. You like mango?

Sara: Yes, I like a lot.

Prof. Romila Soni: Oh very good. I like a lot. Sara now tell me the name of one vegetable that is red in color?

Sara: Tomato

Prof. Romila Soni: Very good. So clap for yourself.

Sara: Can I tell you which I have found in my favorite fruit and it has leaves?

Prof. Romila Soni: Which is your favorite fruit?

Sara: Litchi

Prof. Romila Soni: I also like litchi. Himani you also like Litchi.

Himani: Yes.

Prof. Romila Soni: Now clap for yourself.

Another very interesting thing you will see that children learn by looking and talking about visuals. Use picture reading posters and ask open ended questions.

Prof. Romila Soni: Let's do this activity of picture reading posters. Okay. Himani and Sara are you ready?

Himani and Sara: Yes.

Prof. Romila Soni: Okay. Look at this. Well let's see and just tell me what do you observe in this picture.

Himani: The boy is giving food to the hen.

Prof. Romila Soni: Ya

Sara: The girl is peeling Mango and giving the boy.

Prof. Romila Soni: What else you can see?

Sara: I can see the man is taking milk from the cow.

Prof. Romila Soni: Himani, can you tell me what this boy is talking to the girl.

Himani: Boy is talking to the girl. He is saying please give the mango.

Prof. Romila Soni: And what the girl is saying.

Sara: She is giving the mango.

Prof. Romila Soni: What reply she has given to the boy?

Sara: Take the mango.

Prof. Romila Soni: Take the mango. How many Mangoes she is giving.

Himani: One.

Prof. Romila Soni: Sara tell me what these two ladies are talking.

Sara: Can you help me to make sit.

Prof. Romila Soni: Can you help me to sit. And what the other lady has replied.

Sara: Ok. I will help you. But only once.

Prof. Romila Soni: Ok. So she has said I will help you but only once. How many hens are there? Just touch, show.

Himani: One, two, three, four, five. Five.

Prof. Romila Soni: And the cock is also there?

Himani: Yes.

Prof. Romila Soni: How many Cocks?

Himani: One.

Prof. Romila Soni: Where is the Cock? Yes. So you enjoyed looking at the picture.

Himani and Sara: Yes

Prof. Romila Soni: Then just enjoy and see what they are doing and talk among yourself, what they are doing?

Ask lots of what-if type questions. What will you do? What will happen? What do you think? type of questions. Children learn by asking and answering questions. So now you have understood children learn more and better by handling and manipulating and designing with objects. They learn faster and better when they act on objects. They learn about print awareness when they look at books, labels and see writing and print in their surroundings. Children learn by imitation when they observe adults reading books to them, magazines, newspapers and they also get motivated towards print. You have also learnt the children think creatively and critically in a safe, secure and nurturing environment. Children think better when they act on objects, they talk, discuss when they play in small groups. They learn faster while working with materials, objects as this would help them develop intellectually and socially.

5.2 Ways to Promote Learning of Children

Ensuring active participation and engagement in an activity: When children participate regularly in a specific activity, they develop solid learning skills. Learning necessitates a child's active and positive participation. Avoid cases in which children are merely passive listeners for an extended period of time. Children should be given hands-on activities such as experiments, observations, projects, and so on. Encourage children to take part in classroom debates and interactions and make decisions about what and how they learn. Encourage their to participate in the creation of learning objectives to ensure that their priorities and future ambitions are aligned.

Assimilating and accommodating knowledge: To prepare any activity, a teacher must first determine what the children already know about the subject to be introduced, and then expand on that knowledge gradually. This will inspire children to participate thus, helping them learn more. As a result, the teacher will discuss the content of a lesson with children and allow them to share their knowledge of the subject. This will assist the teacher in further activating their skills as well as correcting any misunderstandings or misconceptions. Prior experience may often get in the way of learning something new. Children can have preconceived notions or vague understandings that contradict what is being learnt in the school. As a result, teachers should assist children to resolve internal contradictions and restructure conceptions as required. This can be achieved in different ways such as by creating situations where children can express and share alternative beliefs and ideas; building on children's current ideas and eventually guiding them to a richer understanding. Exposing children to the experiments and scenarios in which they can focus on their mistakes and develop a different understanding of a situation is also essential.

Aiming towards understanding rather than memorising: Let children describe a phenomenon or idea to the teacher in their own words. Encourage children on how to use examples to demonstrate how a theory or law works. In the subject areas, children can be supported to solve specific problems. When children gain more maturity, problems can become gradually more complicated. When children comprehend the material, they are able to recognise similarities and differences, compare and contrast, and comprehend and develop analogies. Teach children how to generalise from concrete examples and understand and differentiate general concepts from specific situations.

Addressing variations in learning: In a class where children vary in their learning abilities and learning styles, the teacher ought to plan different activities, maintain a learning environment to accommodate their different learning needs, with focus on what they learn. Design activities in which a child engages to make sense of or acquire the content. Give projects that allow children to practice, apply, and expand what they have learnt about a concept. Encourage children to work in different groups, including those who are at the same level of readiness or mixed-readiness groups, those with common or different interests, peers who learn like them, or in the entire class. Split the whole class into two groups, each with a different set of abilities and ages. While the younger age group with developing abilities engages in free play, the teacher guides the older age group with higher abilities through supervised activities. The teacher can perform supervised activities for the younger age group of children with developing abilities after 30 minutes, while the older age group engages in free play. As a result, the teacher will be able to handle children of different abilities and ages use developmentally acceptable practices.

Using mother tongue/home language as medium of instruction: Mother tongue or language used at home should be used as a means of instruction. It is intimately connected to a child's identity and emotional wellbeing, allowing them to openly share

their thoughts and feelings. However, in a multilingual country like India, where children may arrive at preschool/school with a home language that differs from the preschool's/school's language of instruction, it poses a challenge. According to the researches, children who attend a preschool/school programme and are taught in their mother tongue have less comprehension issues. Teaching children in their mother tongue/home language is also internationally accepted as the most successful way of working with them during their formative years. If more than one language is spoken as a mother tongue, teachers bring in as many languages as there are in the classroom to be used for expression while gradually introducing the child to the school language.

Managing multi-age grouping: In the classroom, multi-age groups support both younger and older children. Children learn from each other in diverse communities and develop cooperative learning skills. To teach multi-age group children, 'differentiation' can be used to address the differing learning styles. A teacher can begin by moderating the learning environment to accommodate a child's different learning needs. The teacher should then concentrate on what children need to learn and how they can acquire knowledge. The teacher should also create activities for the child to participate and understand the content. Projects can be included at the end of each subject that encourage the child to practice, apply, and expand what they have learned.

Ensuring careful inclusion of children with disability: Early intervention in the care of children with disabilities reduces learning delays and accelerates infant development. It also encourages optimum use of financial resources by reducing the need for regular special education services only. Early intervention refers to a range of programmes tailored to a child's particular needs, with the intention of assisting children directly as well as offering help to their parents. Early intervention can take a variety of forms. For children with hearing impairment, speech and language therapy can be useful. It also assists in the use of hearing aids. Physiotherapy can help with motor ability development including balance, sitting, crawling, and walking. Growth and development work therapy can aid in the development of hand and motor skills, cognitive, social, mental, and self-care skills. There is a need to identify assistive technology that a child may need. Screen all children for early developmental issues and recognise their strengths. Make physical changes to ensure that the room is barrier-free. The learning assessment programme needs to be adapted for children with multiple disabilities. Encourage all stakeholders to focus on their own attitudes and, work towards gradually changing them. Use age-appropriate learning and play materials. Parents and the community should be sensitised and orientated, on a regular basis.

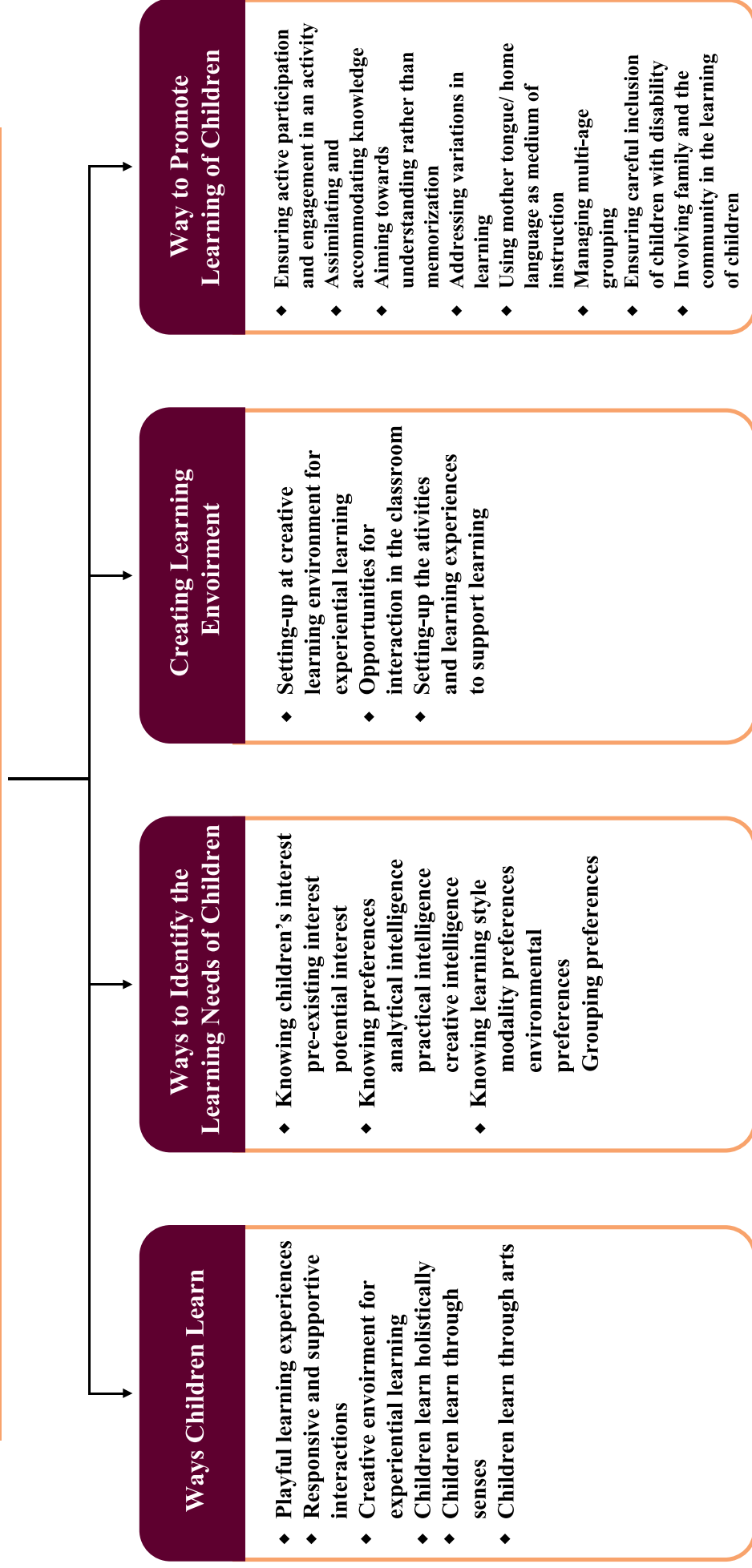
Involving family and the community in the learning of children: Parental and family involvement aids in the learning and growth of children. Families need to be encouraged to participate and be involved in preschools/schools as well as at home.

Preeti is a 10 year old girl with hearing impairment. She wears hearing aids but relies more on lip reading for understanding. As there are 30 children in her class, it usually gets noisy. A special teacher comes twice a week to help her and work with the teacher. However, the class teacher has noticed that Preeti loses concentration and becomes nervous. The teacher has also found her lagging in studies. Answer the following questions.

- What are some of the challenges Preeti may experience in the classroom and the playground?
- What could be the reason for her to lose concentration?
- Why is Preeti lagging in studies?
- What adjustment can Preeti's teacher put in place to help her with her school work/ studies?

Summary

Understanding Learner: How Children Learn?



Portfolio Activity

Assignment

Design an individualised learning plan for a child who demonstrates difficulties in learning.

- Subject:
- Grade:
- Chapter:
- Topic:
- Learning outcome:
- Key ideas/Content coverage:
- Prior knowledge:
- Content presentation:
- Plan for assessment:

Additional Resources

References

- MHRD 2020. National Education Policy (NEP), New Delhi
- NCERT 2019. Guidelines for Preschool Education, New Delhi
- NCERT 2019. The Preschool Curriculum, New Delhi
- NCERT 2005. National Curriculum Framework (NCF)-2005, New Delhi
- NCERT 2006. Position Paper on ECE, New Delhi
- MWCD 2014. National ECCE Curriculum Framework, New Delhi

Weblinks

- Discussion on: "Picture Reading Pre- School"
<https://youtu.be/3gav6BXih4M>
- Oral Language Development during Preschool Years
<https://www.youtube.com/watch?v=S1tSAafINfg&t=497s>
- Problem solving skill for foundational numeracy: Early Years
<https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- Pattern making for foundational numeracy
<https://www.youtube.com/watch?v=L4TMfjqj7Dk>
- Size and seriation for foundational numeracy
<https://youtu.be/mORwL-ZPJ6g>
- Picture Reading and Methods of Storytelling
<https://youtu.be/3gav6BXih4M>
- Discussion on : How to engage Preschool Children at home
https://www.youtube.com/watch?v=EN12s4_8Tjw
- Discussion on- 'पूर्व प्राथमिक स्तर पर बच्चे कैसे सीखते हैं' (Hindi video):
<https://www.youtube.com/watch?v=DELWLVysuTk&t=1310s>
- 'Quality Improvement in PreSchools' (Hindi video):
<https://www.youtube.com/watch?v=PJABNfLXRu0&t=1637s>
- 'Abhivyakti' (Video film):
<https://www.youtube.com/watch?v=T1P-rA-g6Ew>
- Home Based physical Activities for Children (Hindi Video):
https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s
- Nurturing Imagination in Preschool children Class: Pre – Primary (Hindi Video):
<https://www.youtube.com/watch?v=7ex4fvYF8m8&t=1760s>



COURSE 04

Involvement of Parents and Communities for FLN

Course 04: Course Information

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Involvement of Parents and Communities for FLN - Introduction

- Need and Importance of Involvement of Parents and Community
- Activity 1: Check Yourself

▶ 2. What are True Partnerships?

- Let's Know the Essentials of True Partnerships

▶ 3. Why Involve Parents and Community in FLN Activities?

- Involvement of Parents in FLN Activities

▶ 4. Role of Parents, Families, Community and School Management Committees (SMCs)

- The Concept of Meaningful Partnerships
- Activity 2: School Life - Share Your Ideas
- Responsibilities of Parents, Families, and Community Members in Nurturing Partnerships
- How to Make Partnerships with Families and Communities Effective

▶ 5. Strategies for Engaging Parents, Community and SMCs

- Engaging Parents, Enabling Parents, Activities for Meaningful Engagement
- Regular Communication with Parents and Community Leaders is a Must-do Activity by School
- Help Parents Know How to Support Learning of Children in FLN
- Activity 3: PTMs as a Powerful Method for Communication - Share Your Reflection
- Activity 4: Check Your Understanding

▶ **6. Activities Related to FLN and Involvement of Parents (Success without Stress for FLN)**

- Activities Related to FLN and Involvement of Parents
- Guiding Points for Engaging Parents and Families
- Activity 5 : Try It Yourself
- Activity 6: Check Your Understanding

▶ **5. Challenges in Eliciting Involvement of Parents and Community**

- Reasons for Low Response of Parents and Community

▶ **Summary**

▶ **Portfolio Activity**

- » Assignment

▶ **Additional Resources**

- » References
- » Weblinks

COURSE OVERVIEW

Description of the Course

Community engagement is critical for achieving the Foundational Literacy and Numeracy (FLN) Mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Keywords

NISHTHAFLN, COMMUNITY INVOLVEMENT, NEIGHBOURHOOD, PARENTS, FAMILIES, PARTNERSHIPS

Objectives

On completion of the course, the learner will be able to

- 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

Course Outline

- Need and importance of involvement of parents and community
- 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



MODULE 1

Involvement of Parents and Communities for FLN - Introduction



Module 1: Involvement of Parents and Communities for FLN - Introduction

1.1

Need and Importance of Involvement of Parents and Community

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31339015559475200011346

Transcript

Dear Learners,

Welcome. We are going to learn about the need for involving parents and the community for attaining foundational literacy and numeracy (FLN) by children by class III and latest by class V. The NEP 2020 (National Education Policy) has laid lot of emphasis on foundational literacy and numeracy (FLN) skills. Let's call them FLN skills onwards. These skills encompass reading, writing, speaking, counting, arithmetic and mathematical thinking. It has been envisaged that students along with their schools and teachers must get support from their parents, families and communities to achieve desired competencies in reading, writing and numeracy. This will provide a strong foundation for continuous and lifelong learning. The NIPUN document which provides guidelines for implementation of FLN mission mentions that Community participation would be central and overarching factor in planning, implementation and monitoring of the interventions of FLN Mission. The National Mission on FLN would work towards enhancing the participation of community, parents, teachers and children through awareness generation and interventions for community mobilisation.

In order to provide the best possible education, schools must develop strong and meaningful partnerships with families and communities. When a broad range of **community resources** is used for learning, the role of the community in the process of educating the society is acknowledged. When young children learn from and with the community elders, schools become places where learning and living meet. Parents, families, community and SMCs involvement improves, quality of learning of all children.

1.2 Activity 1: Check Yourself

Look at the following Table and according to your current level of communication with parents; please put a tick mark in the appropriate box:

S No.	Communication with parents, SMC	Often 3	Occasionally 2	Hardly/ Never 1
1.	Orient on FLN activities			
2.	Organise monthly PTMs and discuss the overall development of each child			
3.	Provide material support to parents, to assist their children			
4.	Listen to/provide support to the parents of CWSN and children from EWS and other marginalised sections			
5.	Keep communication channel open for all parents in a culturally and linguistically comfortable way			
6.	Discuss specific issues related to classroom and parents with fellow colleagues			
7.	Discuss children's work samples with positive attitude, rather than in a complaining and fault finding manner			
8.	Include parent involvement/ engagement in the annual school calendar			

9.	Include parent's suggestions to enhance FLN skills in children			
10.	Seek support from SMC members to motivate parents			

After filling all the answers, calculate your score, adding all tick marks column-wise, then multiplying the number of tick marks in the first column by three, in the second column by two and in the third column by one. Find out your aggregate score and reflect how this can be improved.



MODULE 2

What are True Partnerships?



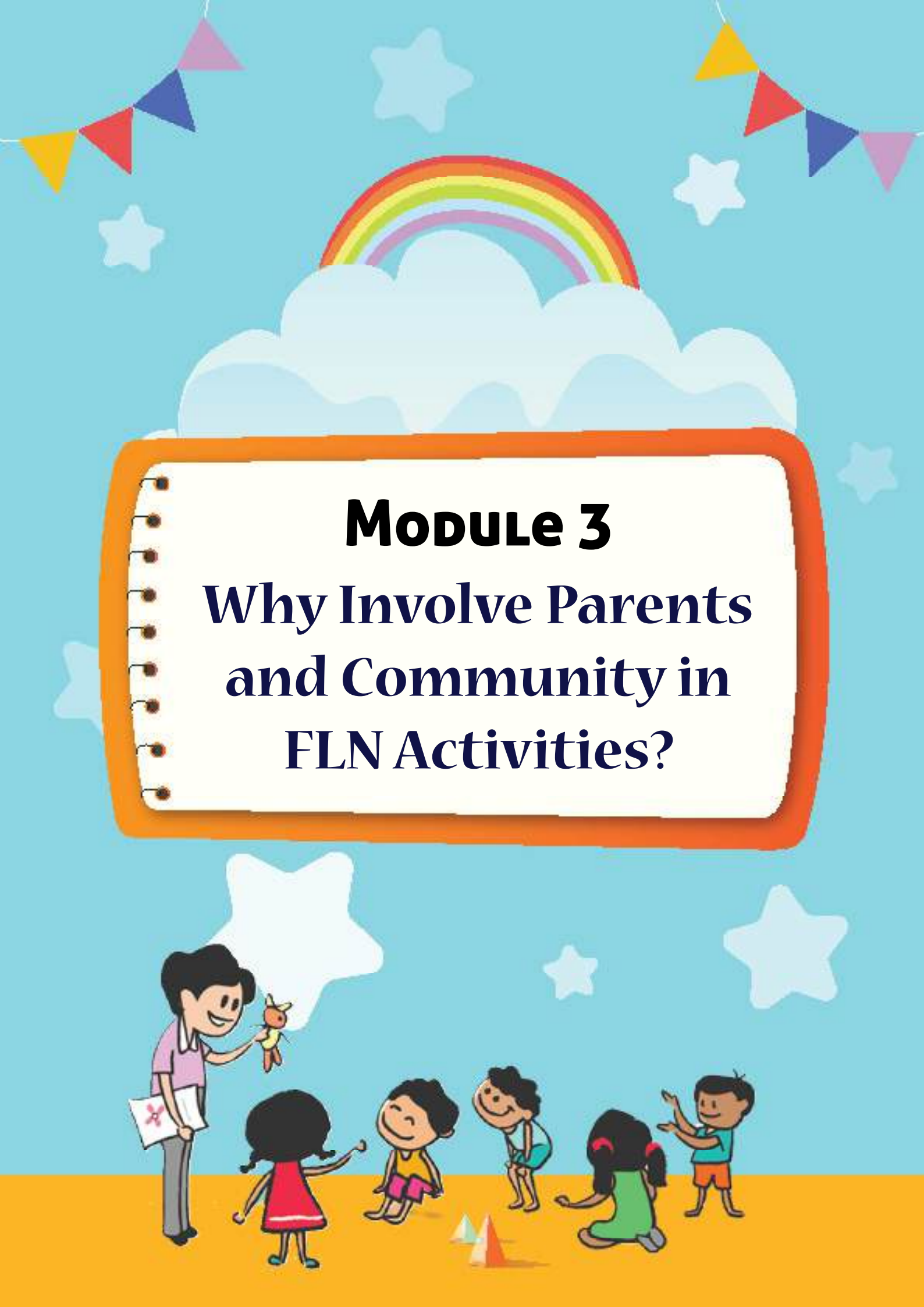
Module 2: What are True Partnerships?

2.1 Let's Know the Essentials of True Partnerships

In some schools there are teachers who often say, "If the family would just do its job, we could do our job." On the other side, there are families who say, "I raised this child; now it is your job to educate her." These words represent a view of separate bubbles of responsibilities between teachers and parents. There could be some teachers who might say, "I cannot do my job without the help of my students' families and the support of this community." Some parents might say, "I really need to know what is happening in school to help my child." These expressions exemplify the theory of overlapping and divergent opinions of parents and teachers or school administrators.

In a partnership way, teachers and administrators create more family-like schools. A family-like school recognises each child's uniqueness and makes the child feel special and included. Family-like schools welcome all families, including those who are difficult to approach. As for parents, in a partnership, parents create more school-like families. A school-like family feels that each child is also a student. Families underpin the importance of school, homework, and activities that develop and nurture student skills and feelings of success. Communities, including groups of parents working together, create school-like opportunities, events, and programmes that reinforce, recognise, and reward students for good progress, creativity, contributions, and excellence. Communities also create family-like settings, services, and events to enable families to better support their children. Community minded families and students help their neighborhoods and other families.

Schools and communities do advocacy about programmes and services that take into account the needs and realities of family life, that are feasible to conduct, and are equitable towards all families. When all these concepts combine, children experience emotional security and feel part of the learning and caring communities.



Module 3
**Why Involve Parents
and Community in
FLN Activities?**



Module 3: Why Involve Parents and Community in FLN Activities?

3.1 Involvement of Parents in FLN Activities

Parents are often keen to support their child's learning, especially during the foundational stage but they either do not know how to support or do not understand why their involvement is important once the child has joined formal school. They think it is fine now that the child is going to school and the teacher is teaching the child. Here it becomes crucial for the school and the teacher to rope in parents, families, community and other stakeholders in the development and learning of the young children.

Every adult has a stake in the education and welfare of the children. It is essential for adults to build bridges with schools to work together so that children feel secure, safe and motivated for learning. It is important to provide children with a rich and supportive learning environment both in school as well as at home. Schools, families, and community members must recognise these common goals and work together for the sake of children. Since FLN skills have been considered fundamental under NEP 2020, the involvement of parents, families and community becomes critical. Children spend a good part of their day at home or with neighbours. If parents and other members of the community can join hands with schools and provide home support to grasp the concepts and ideas discussed in school, the results could be excellent. The importance of involving parents in the education of their children cannot be ignored. Teachers must always remember that parents are the child's first teachers and that a partnership between home and school benefits children, families, and teachers. Their role in the education of their children cannot be ignored. If we see the major benefits of roping in parents in the activities of primary schools, we also find that children feel secure when their families and teachers work together. Teachers also get several opportunities to know critical information about the child to understand her better and an improved learning environment is created in school as well as at home. True partnerships are based on mutual respect. Teachers respect and value parents' knowledge and insights about their children. Parents respect and value teachers' knowledge and insights about the learning process and understanding children's educational needs. These partnerships are valuable for parents as they get regular updates on how children are performing in school and there is an improved personal

communication between parents, children and teachers. Parents also get to know how the teachers guide children's growth and learning. All these benefits cumulatively convert the potential of young children into achievements over a period of time. The FLN Mission can succeed by promoting a sense of ownership at all levels in such a way that families and the communities can support and act as an extension to school based education.

The Guidelines for Implementation of FLN have especially highlighted the need for engaging parents and community as significant stakeholders to achieve the goals of the Mission on FLN.



MODULE 4

Role of Parents, Families, Community and School Management Committees (SMCs)



Module 4: Role of Parents, Families, Community and School Management Committees (SMCs)

4.1 The Concept of Meaningful Partnerships

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31339015574339584011347

Transcript

Prof. Sandhya Sanghai: Partnerships between teachers, schools, parents and community are very important and they help in better development of children as well as community. There are many ways in which these collaborations can be formed. I am sure, you all must have observed all these things in your own school settings. Today i have Dr. Romila Soni, my colleague with me and i would ask Romilla, “Do you think that these partnerships benefit anyone?”.

Dr. Romila Soni: Yes, Definitely. Specially at the foundational stage and for supporting development of FLN skills involving parents is actually very important. Because it supports both children as well as the teachers. and parents, communities and school management committees have their own specific roles and when they work together and collaborate, I think it becomes a very meaningful partnership for everyone and for better results.

Prof. Sandhya Sanghai: Well. Romila, I just observed that you used a phrase like “meaningful partnership”, will you please explain, what is a meaningful partnership?

Dr. Romila Soni: Yes, why not...I think, meaningful partnership becomes actually meaningful when it results in good results.

Prof. Sandhya Sanghai: Yeah....

Dr. Romila Soni: And in our case, I think that is FLN, parents' support and parents' work and how do they perform with their children at home is very very important because, if we take one example like, when the parents read to their children at home or do number work with their children at home, I think children's grasping becomes very strong and they learn concept faster and better. So, I think that it enhances the FLN skills, you know, like when the parents, teachers and the children all work together, that becomes very very important.

Prof. Sandhya Sanghai: Well, I think you have made a very right point and I think the adults who surround the children like their parents, their grandparents and other adults for example we say elder siblings, for example if they are living in the joint family, their uncles, their aunts, so all the adults who surround the children, their role becomes very very important. And we call all of them as stakeholders. So if we see a school scene, we find that primary stakeholders are teachers, parents, grandparents and the children themselves.

Dr. Romila Soni: True...

Prof. Sandhya Sanghai: So there is a need that there is a strong bond between the school and home and if this bond is stronger. I am sure the children will feel very comfortable and they will be carefully engaged, but what is important is that we should engage all the stakeholders meaningfully and carefully.

Dr. Romila Soni: Yes, like you I am also very very hopeful for such strong partnerships so that we get better results and however I feel that each group has specific committed role, so that children will flourish in FLN and children should learn Foundational Literacy and Activities smoothly without pressure. If each of us understand our responsibility and perform role better. What do you think?

Prof. Sandhya Sanghai: I think you have made a very right point but do you think that we need to have some strategies to activate these partnerships?

Dr. Romila Soni: Oh, yes...that's a very important point, how can we forget that?

Prof. Sandhya Sanghai: Yeah, can you suggest some strategies?

Dr. Romila Soni: Well Sandhya, I think there are many ways but what is actually coming in my mind is how can we forget PTMs?

Prof. Sandhya Sanghai: I know, this is very popular also.

Dr. Romila Soni: Absolutely, but do parents actually attend all the PTMs regularly? So, first of all I just want to say that all the parents should attend the Parent-Teachers Meeting regularly and ask the teachers in the school how their children are progressing and support the school also because without Parents' support your child cannot flourish, so that is very very important. Another thing is like schools can organise the fun workshops for FLN. Schools should take care that they should not make it very boring for the adults. It should be a fun workshop where the parents learn about easy literacy and numeracy activities which they can do with their children at home where I think it will bring the family together and these games will be enjoyed by all the family members. So these are the few but I think you must be having some more strategies in your mind.

Prof. Sandhya Sanghai: Well, as you have already said, there can be a number of strategies and every school will have to look at their own resources, the time availability and the kind of parents they are having. So let's not prescribe that these are the ways to involve the parents, let's leave it to the school, let's leave it to the parents, let's leave it to the teachers. But yes, I would like to highlight some elements, you know which should be there which you have to activate these partnerships. For example, I would say that school should have a positive and humble attitude towards parents.

Dr. Romila Soni: Yeah. That is a must thing.

Prof. Sandhya Sanghai: They should also try to find out how the parents as resource can be useful for their school.

Dr. Romila Soni: True.

Prof. Sandhya Sanghai: Then they should have good communication. This communication should be regular as well.

Dr. Romila Soni: Yes

Prof. Sandhya Sanghai: Also they should invite them sometimes to the classroom. They should involve them in the decision making. They should really orient them what is FLN, what are FLN skills, how these FLN skills can be supported at home? So all these things. Little little things I think we should start gradually. We should start very slow and as parents pick up we should also raise our speed and I think with this we will certainly head towards a meaningful partnership.

Dr. Romila Soni: Absolutely.

Prof. Sandhya Sanghai: Between parents and schools' partnerships will be meaningful and productive.

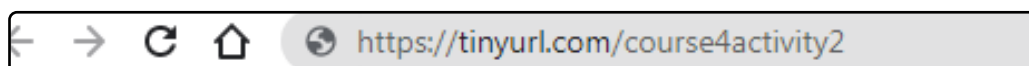
4.2 Activity 2: School Life - Share Your Ideas

Take a moment and think about the difficulties you generally face in school and try to find out which difficulties can be solved by the SMC members and parents around you. Now as teachers try to reflect on how these people should be approached and asked to make the situation better. Share your ideas.

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course4activity2>

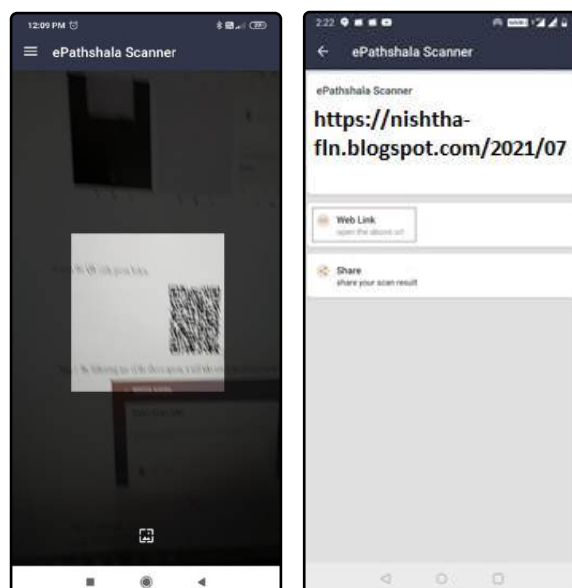


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

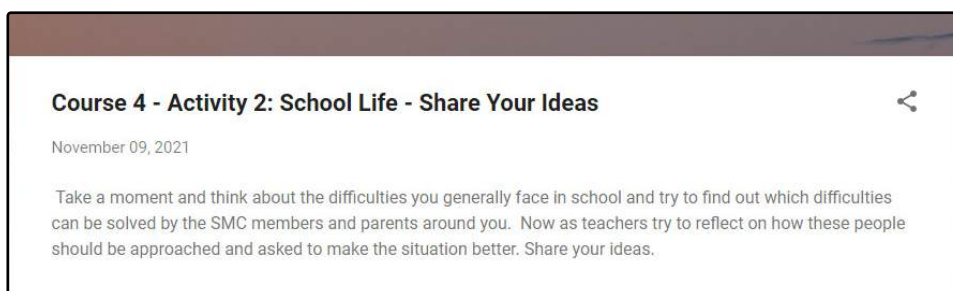
<https://nishtha-fln.blogspot.com/2021/11/course-4-activity-2-school-life-share.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

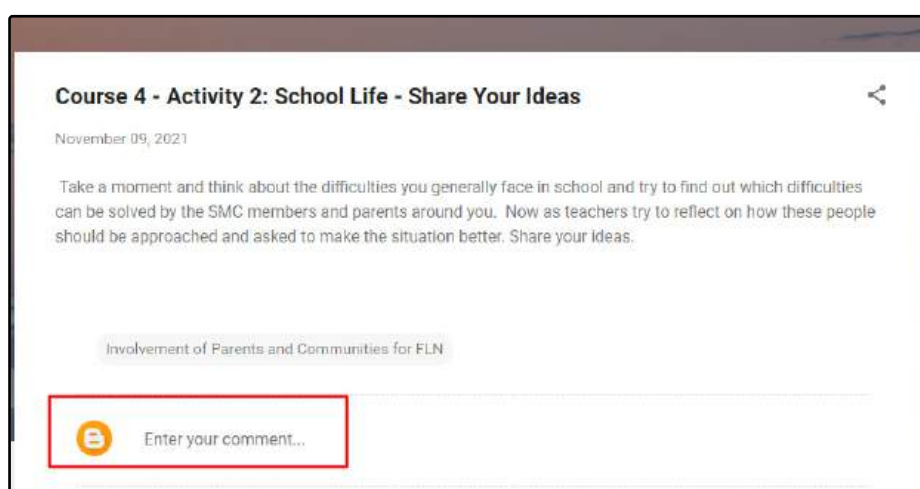


Step 2: Following any of the above option will take to an external site as shown below

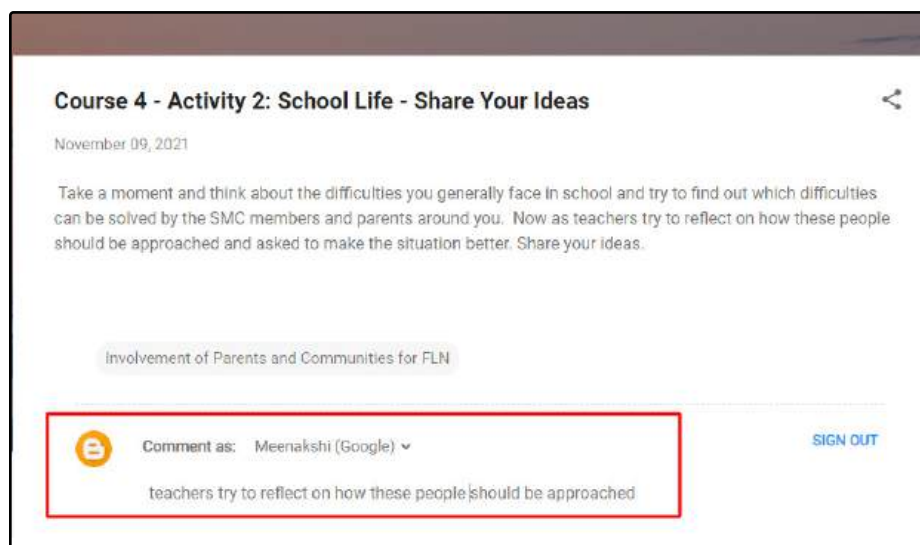


Step 3: Post your response

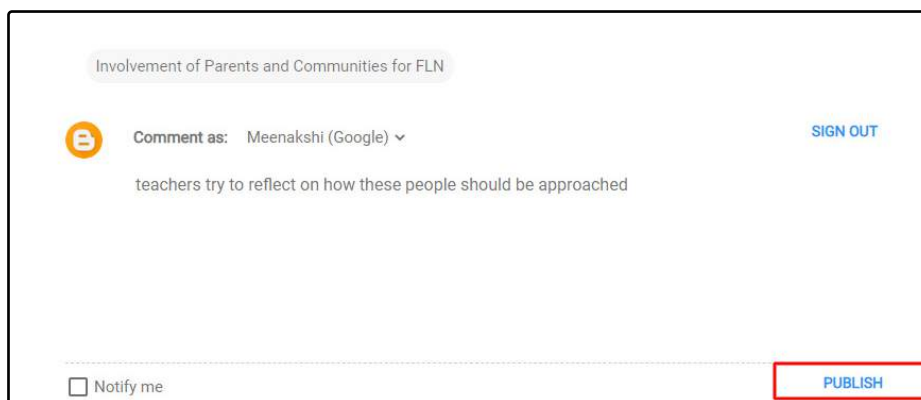
- Read the given activity
- Click on **Enter your comment**



- Type your response in the comment box.

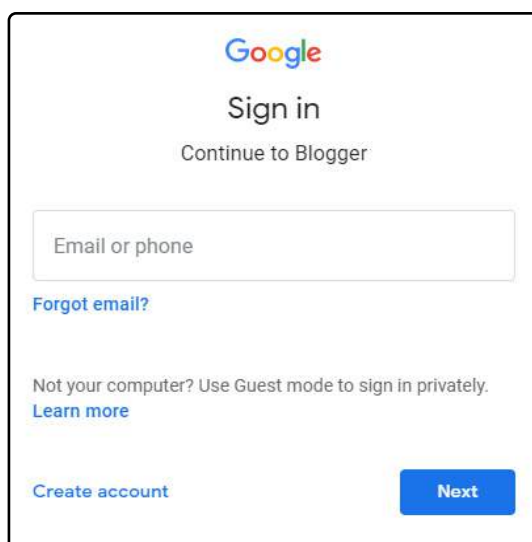


- Click **PUBLISH**



The screenshot shows the Blogger comment publishing interface. At the top, the title "Involvement of Parents and Communities for FLN" is displayed. Below it, the comment is attributed to "Meenakshi (Google)" with a "SIGN OUT" link. The comment text reads "teachers try to reflect on how these people should be approached". At the bottom left, there is a "Notify me" checkbox. At the bottom right, the "PUBLISH" button is highlighted with a red box.

- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



The screenshot shows the Google Sign in page. It features the Google logo at the top, followed by the text "Sign in" and "Continue to Blogger". There is an input field for "Email or phone" with a "Forgot email?" link below it. Further down, there is a message: "Not your computer? Use Guest mode to sign in privately." with a "Learn more" link. At the bottom, there are two buttons: "Create account" and "Next".

- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



The screenshot shows the Blogger profile confirmation page. It starts with the Blogger logo and "Welcome to Blogger". The main heading is "Confirm Your Profile". Below this, it says "The profile that readers will see when they view your posts is shown below:". There is a section titled "You will be seen as..." with a "Blogger profile" sub-section. Under "Blogger profile", there is a "Display Name" field which is highlighted with a red box. At the bottom left, the "Continue to Blogger" button is also highlighted with a red box.


- Click on **PUBLISH**. The comment will be posted.

Course 4 - Activity 2: School Life - Share Your Ideas ↶

November 09, 2021

Take a moment and think about the difficulties you generally face in school and try to find out which difficulties can be solved by the SMC members and parents around you. Now as teachers try to reflect on how these people should be approached and asked to make the situation better. Share your ideas.

Involvement of Parents and Communities for FLN

 **Meenakshi** 10 November 2021 at 03:19
teachers try to reflect on how these people should be approached

[REPLY](#) [DELETE](#)

4.3

Responsibilities of Parents, Families, and Community Members in Nurturing Partnerships

Parents as a Primary Resource in the Education of their Children

Enhancing parental role as a primary resource generally focuses on how parents can help their children through home learning activities and the ways in which learning through such activities can be optimised. 'Home learning' activities take many forms, including home support for classroom learning, leisure reading, family discussions, educational games, and learning enhancement activities. Researchers have emphasised that regardless of parent education, family size, student ability, or level of school, parents are more likely to become partners in their children's education if they perceive that the schools have strong practices to involve parents at school and home. Educational administration and schools play a key role in developing effective school-parent partnerships to encourage home learning. Effective programmes respect and utilise the strengths of all parents, regardless of parental income, education, or social status to form a strong partnership.

Parents and Community Members as Supporters and Advocates for the Education of their Children

The focus in these types of partnerships is on practices that are implemented at the class and school level to encourage the role of parents as supporters of their children's education. The objectives of these practices are to promote contact with all parents, to help parents learn more about their children's school programmes and progress, and to support them by providing information related to home learning activities and home support for education. We change from parent involvement to family involvement because for some children, it is the grandparents, aunts and uncles, brothers and sisters who make the most significant contribution in

supporting their educational development outside of the school. Schools must take the initiative in helping families by providing appropriate and adequate knowledge and skills they might need to provide support to their children. The larger community must also be encouraged to come forward and contribute to the development of the school and children.

What is important to remember in all types of partnerships is that respect and polite communication is the first building block that takes into account the equal participation by all the partners. The major stakeholders in these partnerships are students, parents, families, and community members. They carry a major responsibility in the development and implementation of parent and community involvement programmes. Other important stakeholders may be teachers and administrators.

4.4 How to Make Partnerships with Families and Communities Effective?

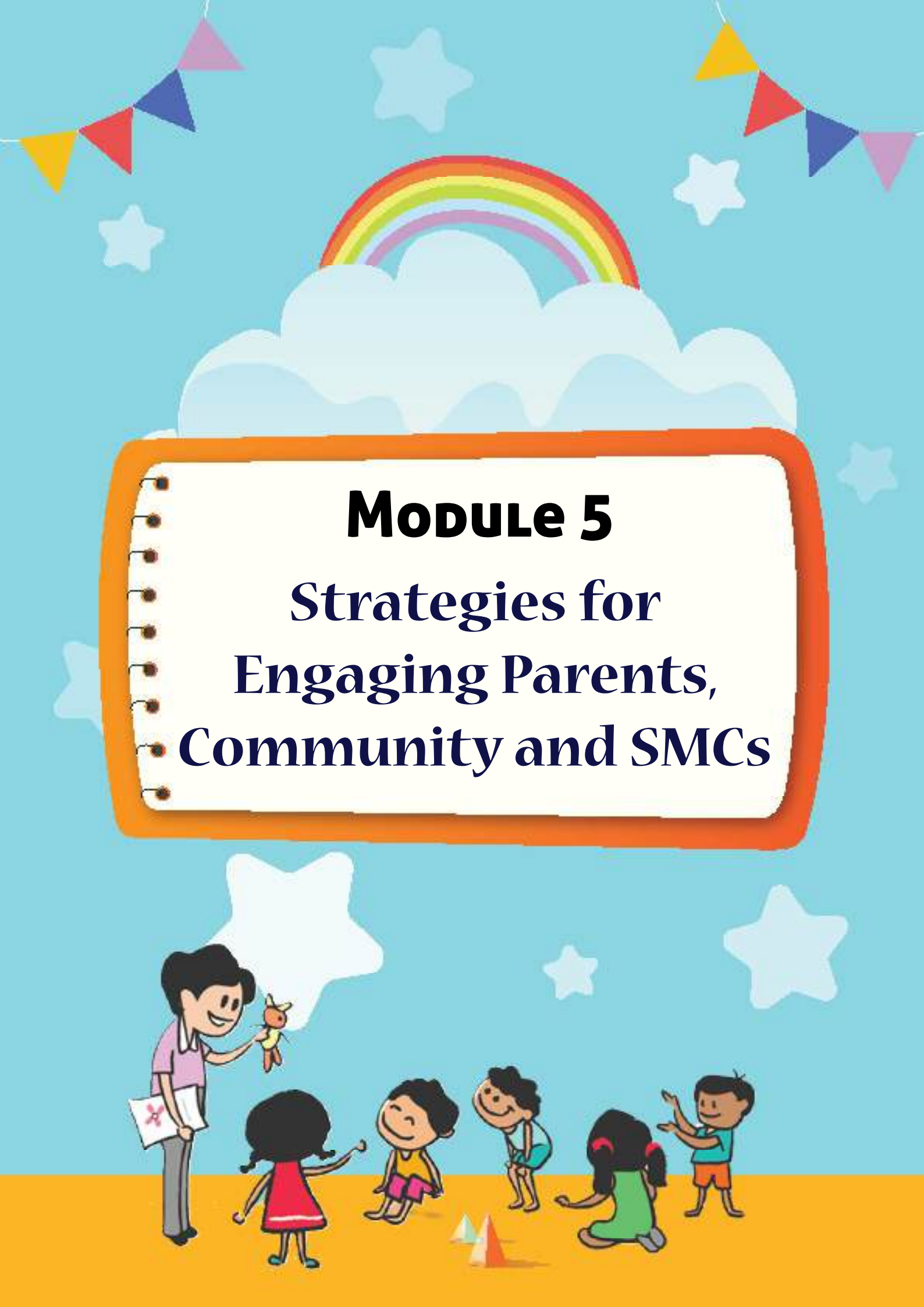
While we just discussed how parents, families, community and SMC members can contribute towards increasing the efficiency level of schools and learning by children, it is also important to know how these collaborations can be made more sustainable and effective. It has often been found that when schools are friendly and welcoming to family members, it is easier to craft successful partnership programmes. Schools can create a family-friendly environment by using the following strategies:

- Develop a parent or family center within the school
- Make frequent, relevant and user-friendly communication with parents/families
- Plan some good after-school programmes that involve parents and community organisations
- Organise social activities for teachers and families
- Arrange parent education and family literacy programmes

Obviously, these programmes will be more successful if accompanied by a friendly and respectful attitude that can be communicated in many different ways. These could be smiles, greetings, signs and decorations that recognise different languages and cultures in the community and a clean, bright and inviting environment.

Likewise a few local members from the community can be appointed in various capacities in the school. They may not be suitably trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards the objectives

and functioning of the school in general, and especially in enhancing FLN skills in various grades. Their suggestions and interventions can be of immense help and they can also have some influence to make parents and families interested in setting up a good learning environment at home.



Module 5
Strategies for
Engaging Parents,
Community and SMCs



Module 5: Strategies for Engaging Parents, Community and SMCs

5.1

Engaging Parents, Enabling Parents, Activities for Meaningful Engagement

The primary purpose of involving parents and community members is to empower them to engage with children and provide support in their learning while they are at home. At the foundational stage children spend a significant time of the day under the care of their parents/ adults in the family. All parents should be trained to use technology based (as far as possible) and in-person models to provide home based learning support to children. They can be helped to conduct easy-to-do fun based do-it-yourself (DIY) activities. Automated reminders and instructions through pre-recorded calls and videos can also be sent to parents to keep them motivated and ensure their sustained engagement. Additionally, community level support by the SMCs/SDMCs can be provided to parents regularly. The dedicated FLN time in schools can be supplemented at the household level, where parents can be motivated to invest time – daily or weekly to do activities with children.

Research and experience suggest that there are certain difficulties in getting a response from different sections of the community. Some of the reasons could be: Parents' belief that their involvement does not make any difference, their feeling that they lack the knowledge and skills to help with their children's school work, their sense of cultural and power gaps between home and school, their feeling that schools do not have the resources to facilitate family-school partnerships, and last but not the least, their feeling that there is a lack of effort on the part of the schools. However these situations call for reflection on the part of the school as well as SMCs and making strategies to involve parents and use other community resources, human, physical or any other, to achieve FLN Mission goals.

Some ways to invite participation of parents and community are as follows:

- **Organising Campaigns and Mega Events**

A variety of events can be planned at regular frequency with participation from every stakeholder including, all types of schools in the vicinity, local elected bodies, school and parents' organisation and the children. When such big events are frequently organised, it helps in sustaining the engagement of different stakeholders. In the context of FLN Mission, the following could be different types of activities:

Events/ Activities	Frequency	What	Who	Participants
National FLN week	Annually	Community event	Gram Panchayat/ Urban local bodies	Parents, children and community members
		<i>Shiksha Samvad</i> : Awareness event	SMCs/ SDMCs	Parents, children, community and elected members
		Reading/ Numeracy fun activities	Schools	Parents, children and teachers
Awareness messaging/ nudges	Fortnightly/ monthly	Messaging through radio, IVRS, SMS,	State education department	Parents and Children
Summer camp	Annually	Activity based fun FLN instruction Other activities	DIET students/ Volunteers	Children
Reading demonstration event	Quarterly	Reading events	SMCs/ SDMCs	Parents, children, teachers and community members

- **Wide Sharing of Assessment Results**

Communities and parents should be made aware of the learning levels of children to achieve better learning outcomes. Such a strategy can help in generating a healthy relationship between parents and teachers about learning by children. For sharing of assessment results at the community level, some mega events like a community awareness *mela* for all school going children can be organised quarterly or half yearly. The focus of such events has to be assessment of children at the foundational stage. Achievement of FLN goals vis-à-vis children's achievement should be critically displayed and discussed in the community. The participants should be encouraged to voice their opinions and suggest ways for better and faster achieving FLN goals. The event can be organised and led by

the Gram Panchayat/Urban Local Bodies (ULBs), in the presence of parents and the community members/SMCs/SDMCs. The report cards on student and school performance should be made available to all parents.

5.2

Regular Communication with Parents and Community Leaders is a Must-do Activity by School

The interest of parents and community persons can be sustained in the activities and governance of school if there is a constant communication between both the sides. Sometimes schools just send communication when there is a PTM or some major event in the school. This alone does not lead to forming of relationships and strengthening of links between the school and families and communities. At the same time parents should also take interest in how their child is engaged at the school. They may also keep asking the teachers about the engagement of their children and how best they can support them at home. This kind of communication brings up a healthy rapport between home and school and the child also feels very secure. Parents' involvement is critical because we are talking of young children at the foundational stage in the age group of three to eight years. They depend on both the teachers in the school and adults at home. There are several ways to promote communication – formal and informal. It is formal if it is planned. For example, parents' orientation programme or Parents' Teacher meeting (PTM) or some meeting fixed either by the teacher or by the parent or other such events. Informal communication is when a teacher and parents or community member meets without planning. For example, when parents drop their children to school or pick them up. Sometimes if the teacher is living in the neighbourhood of the school, they may come across parents or community members in common places like market or any other common place. They may briefly talk about the child or school at such a meeting. Such meetings are informal yet these small frequent meetings maintain a communication between school and home and community. You might have come across such types of incidents in your daily life.

Do It Yourself

Create a poster for the FLN campaign that would be held as a school event. The ideas for the poster can be: Convey to parents, members of SMC and community the 'importance of spending quality time with their children like reading at home'. The poster may be prepared to provide information about how to create a literacy and numeracy rich corner at home. You can also think about more ideas to involve parents and community members to enhance FLN skills among children.

5.3 Help Parents Know How to Support Learning of Children in FLN

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31339015590292684811349

Transcript

Prof. Sandhya Sanghai: Do you really wish that your children should perform excellent in Foundational Literacy and Numeracy? Who will not? So today, let us learn about the advantages of involving parents, grandparents and adults in the learning of children to enhance their FLN skills. Well if you feel a bit excited I hope you will ask what a teacher should do to involve parents and grandparents to enhance the FLN activities and skills of the children? Here I would suggest that, first of all you should guide the parents about FLN activities or about the concept of FLN that FLN means abilities related to reading, writing, listening, speaking and fundamental mathematical operations like addition, subtraction etc. Here you can also tell parents that with small small activities they can really encourage children to learn and they can focus on enhancing their FLN skills. Let us see this video.

Mother: Ok Arush. What is I am hiding behind?

Arush: Storybook

Mother: Yes, This is your storytime. Do you know which story is this? Which story mama is going to tell Arush today?

Arush: The Gingerbread man.

Mother: Okay But you know who is Gingerbread man?

Arush: No

Mother: Okay. You don't know. So let's find out in the story. So let's read Arush. Down By the river live Mr. & Mrs. Salitude. They long to have a child of their own. I bake us a son out of Gingerbread man and we will never be lonely again. So they are Mr. Salitude and Mrs. Salitude. Now see next.

Prof. Sandhya Sanghai: In this video, you have seen that a mother is telling a story to her child with the help of a story book and I hope you have observed that she is doing it in a home setting and both of them are at home. So like this there can be several activities where parents and children can be together and those activities should be directed towards enhancing FLN skills.

Here I have two parents and I hope they will join us when we will discuss about the activities which are possible to be done at home. I will start with one activity, all of us have fruits and vegetables at our home and just in the beginning you can take out a tray and in that tray you can put some fruits and some vegetables different in number. Then you can ask the child to identify which one is a fruit, for example pomegranate is a fruit, brinjal is a vegetable. So you can ask the child to identify the fruits and vegetables. You can also ask them to make two groups: fruits separately, vegetables separately. Again you can ask them to count. How many fruits are there and How many vegetables are there? So there can be such activities which are very simple, which can be done with the help of objects which are available at home and with which the child is familiar and the parents, grandparents and adults are also familiar. Well Mamta will you please add if you are doing such type of activities at home.

Mamta: Yes Madam, I also do these types of activities with my daughter. My daughter is in class 1. We do these type of counting activities, we count, toffees, biscuits at the time of sharing but you have rightly explained that how this activity can be useful for active learning and for FLN skill enhancement.

Prof. Sandhya Sanghai: So like Mamta has done it, I will ask now Priyanka.

Priyanka: Yes ma'am, the same way I also have a son. He usually comes with me in the kitchen and he always help me. He always give me vegetables from the

basket, giving utensils for serving dinner. Ok give me just two spoons, give me three onions. So this way we enjoy this time.

Prof. Sandhya Sanghai: I think Mamta. I think Priyanka and Mamta both of you, you know that when you are doing it you can add some more concepts. For example when you said spoon, bring spoon like that. So the child will identify the objects and also name of the object. So this is both like this is a literacy skill, this is also identification. So like that the child gets engaged. You see we have to take child gradually to formal learning and I think, with the activities as you are saying, the children can be made interested to learn. First of all Would you like to add something Mamta?

Mamta: Ma'am, Can you please tell me some numeracy related activities?

Prof. Sandhya Sanghai: Yes definitely, well Priyanka and Mamta when we are talking to children, you will see we are combining both literacy and numeracy activities. When we say numeracy we mean mathematical learning and when we say mathematical learning we try to bring in the idea of shapes, number and all like space, all these concepts in the minds of children. For example Priyanka as you are saying that your child comes with you in the kitchen. So when you are in the kitchen you can use these things, for example you can show them, children are very familiar with these things generally they carry in their school bags as tiffin boxes. So you can tell them about the shapes that this is a round shape of your tiffin. Suppose some day you are giving your child this tiffin. You can tell the child is it a different shape and then you can tell this shape is called a square. These are few things only, you can use, home is treasure you know we have so many things and you can very easily make your child to learn about the basic concepts of literacy and numeracy and this is what is foundational literacy and numeracy. Well Priyanka, I would expect you to speak more on this.

Priyanka: Ma'am can you please give a glance on that because when I go to buy some story books, I am always puzzled. What can I keep in mind when I choose story books for the children?

Prof. Sandhya Sanghai: Okay. That is a very good question Priyanka I tell you. You know we should be very careful when we bring in books for our children. Sometimes we flood our house with so many story books but we very soon find that the child is not interested. You know when you are buying books for your children especially the story books, you should know that children like colorful books. So you should buy picture story books. Secondly if your child is in class I, you should see that on one page there are not more than two lines at best three lines along with the picture. So that the child can relate the text and the picture.

Likewise the font should also be bit big you know, it should not be a small font. So these are precisely small small things which can be very helpful in the selection of story books.

Mamta: I also have a question on the same topic. So Can I ask?

Prof. Sandhya Sanghai: Sure.

Mamta: Maam my daughter likes to read picture story books. So Can you suggest what is the proper way to read the story books?

Prof. Sandhya Sanghai: That is a very good question Mamta. Priyanka you also think?

Priyanka: I also agree with it.

Prof. Sandhya Sanghai: So for that I will say, I have a story book here. Like this is a story book okay. So whenever you are reading a story book to your child you should always start from the cover. You should give some time to the child to look at the cover then you should tell the child that this story is about this title and you call this as the title of the story and then you should open the story book, show him each page, wait for a while that and observe the reaction of your child. So when you read the story, you should try to show the child that this is a story book, this is a picture and when you are reading just read slow slow moving your index finger from left to right showing them that when they should read the flow should be from left to right and each word should be read. So as the story progresses you should also keep moving your finger you see as I am doing as you should read it like this left to right with your index finger so that the child also knows that the story is progressing as your index finger is progressing. So I hope you get my point.

Mamta: Yes ma'am. And Thank you so much. But ma'am is it possible that can we get guidance from the teachers in a short time interval. I think it will be a great support.

Prof. Sandhya Sanghai: Well teachers support is essential rather I would say that whenever you are doing activities at home these activities should relate to whatever teacher is planning for the classroom. So ideally it is suggested that teachers and parents should keep talking and definitely you should ask the teacher and teacher should also tell you from time to time on week basic or once in two weeks that what they are doing in the classroom and how they can support the classroom learning of the child by doing activities at home. I think both of you have asked very interesting questions and very relevant questions for foundational literacy and numeracy and I hope that the role of parents and

grandparents and adults who surround the children besides they are being in the school becomes very very important and all these adults have a great role to play. They can really take the learning of the child to a greater level or to a higher level. So parents I invite you to support your children's learning and enhance their foundational literacy and numeracy skills.

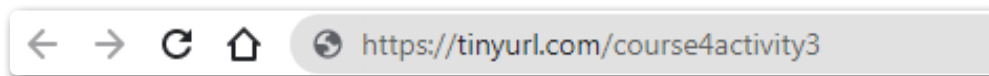
5.4 Activity 3: PTMs as a Powerful Method for Communication - Share Your Reflection

Think constructively on the following points: How often do you organise PTMs? What kind of discussions do you generally have with parents? Have you tried to explore how best they can help you and the school to work more effectively? Have you also tried to think about the general concerns of the parents and what could be the solutions from your side and/or from the school? Ponder over these questions with a creative and problem solving mind and share your reflections.

Step 1: Accessing the activity page

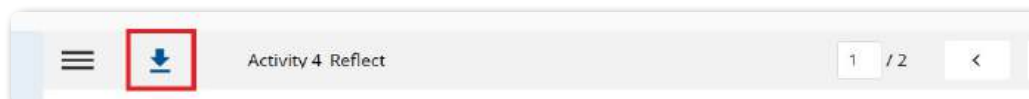
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course4activity3>



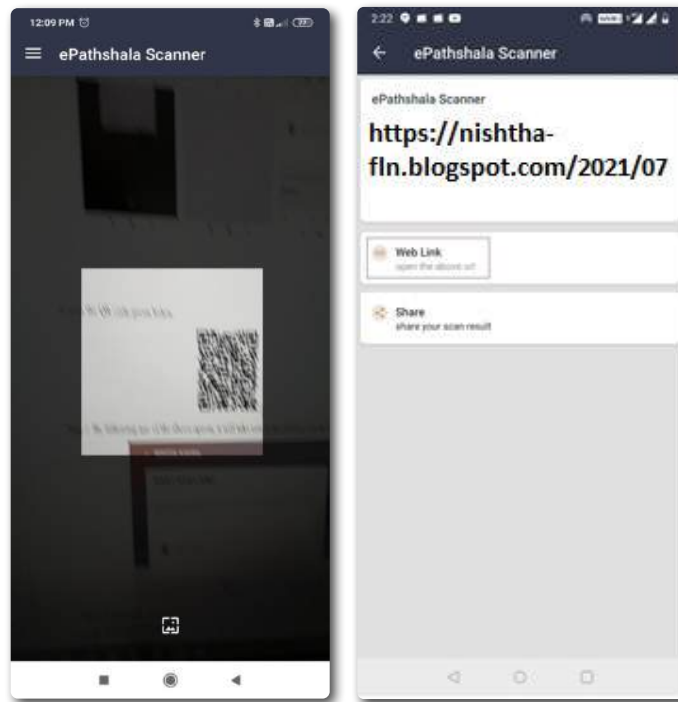
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2023/01/course-04-activity-3-share-your.html>

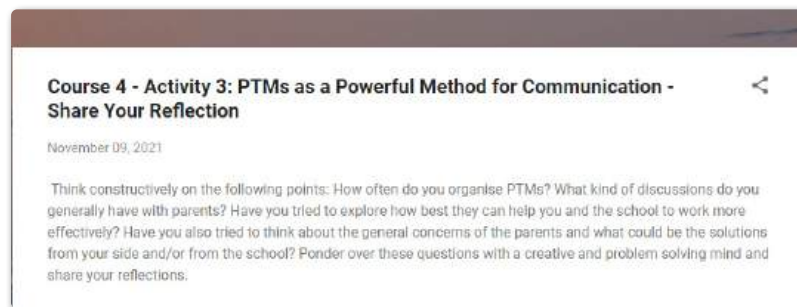


Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.



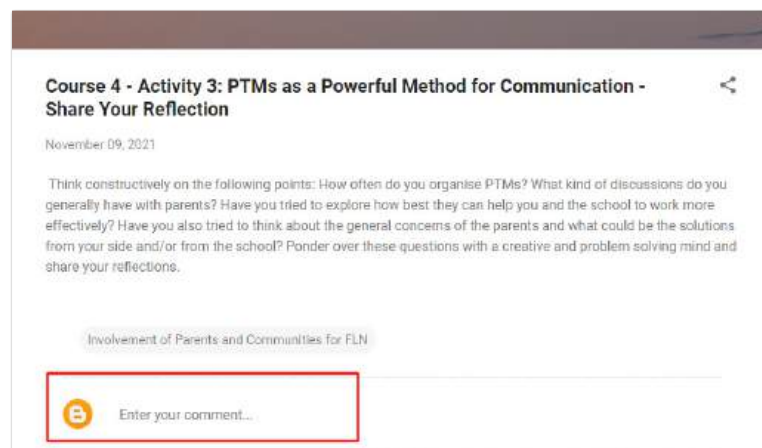


Step 2: Following any of the above option will take to an external site as shown below



Step 3: Post your response

- Read the given activity
- Click on **Enter your comment**



- Type your response in the comment box.

Course 4 - Activity 3: PTMs as a Powerful Method for Communication - Share Your Reflection

November 09, 2021

Think constructively on the following points: How often do you organise PTMs? What kind of discussions do you generally have with parents? Have you tried to explore how best they can help you and the school to work more effectively? Have you also tried to think about the general concerns of the parents and what could be the solutions from your side and/or from the school? Ponder over these questions with a creative and problem solving mind and share your reflections.

Involvement of Parents and Communities for FLN

Comment as: Meenakshi (Google) SIGN OUT

tried to think about the general concerns of the parents

- Click **PUBLISH**

Comment as: Meenakshi (Google) SIGN OUT

tried to think about the general concerns of the parents

Notify me PUBLISH

- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

Google

Sign in

Continue to Blogger

Email or phone

[Forgot email?](#)

Not your computer? Use Guest mode to sign in privately. [Learn more](#)

[Create account](#) Next

- After logging in, enter **Display Name** and then click on **Continue to Blogger**.

Blogger |

Welcome to Blogger

Confirm Your Profile

The profile that readers will see when they view your posts is shown below:

You will be seen as...

Blogger profile

Display Name:

Continue to Blogger


- Click on **PUBLISH**. The comment will be posted.

Course 4 - Activity 3: PTMs as a Powerful Method for Communication - Share Your Reflection

November 09, 2021

Think constructively on the following points: How often do you organise PTMs? What kind of discussions do you generally have with parents? Have you tried to explore how best they can help you and the school to work more effectively? Have you also tried to think about the general concerns of the parents and what could be the solutions from your side and/or from the school? Ponder over these questions with a creative and problem solving mind and share your reflections.

Involvement of Parents and Communities for FLN

 **Meenakshi** 10 November 2021 at 03:31
tried to think about the general concerns of the parents
[REPLY](#) [DELETE](#)

5.5

Activity 4: Check Your Understanding

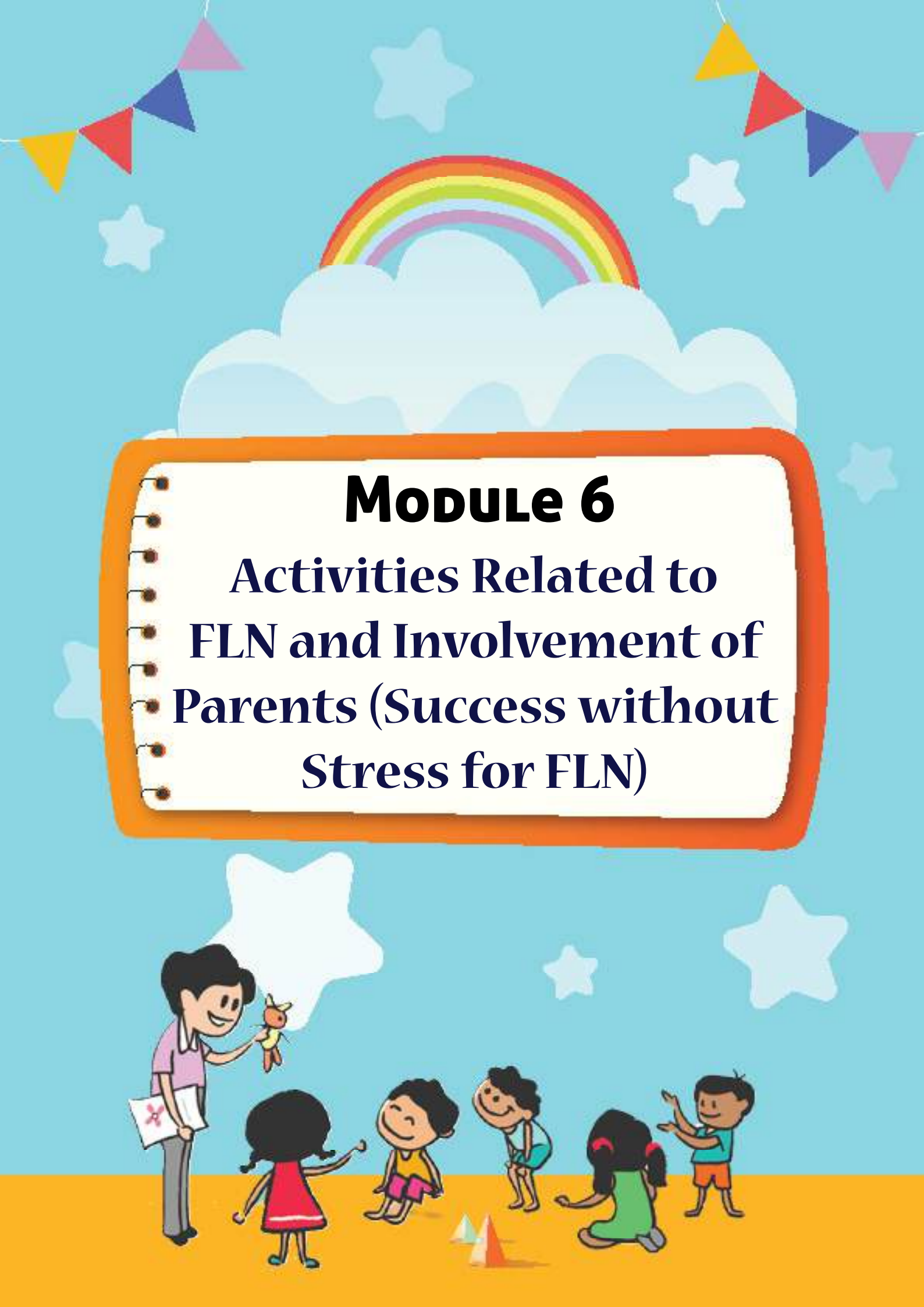
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MODULE 6

Activities Related to FLN and Involvement of Parents (Success without Stress for FLN)



Module 6: Activities Related to FLN and Involvement of Parents (Success without Stress for FLN)

6.1 Activities Related to FLN and Involvement of Parents

The *lakshya* or the Targets for FLN have been stated in four areas- Oral language, Reading, Writing and Numeracy. The goals have been mentioned for each class, from *Balvatika* to Class III, against all these areas. Since children spend a larger part of their time at home in the company of parents or elder siblings, parents and other adults. This category of stakeholder can contribute significantly in achieving the mission goals by providing appropriate home-based support to young children. Following are some activities related to literacy and numeracy in which the involvement of family or neighbourhood can change the picture.

Engaging Parents in Activities Related to Foundational Literacy (FL)

Making Home Environment Print Rich

Print rich environment provides several opportunities to young children for interaction with the print. Parents can create this environment by labelling different parts of the house, such as the room, kitchen, toilet, door, etc. The names of family members along with their photographs can be put in an album or on a paper board. Bins and containers in the kitchen, dustbin, and wash basin can be some of the spots in the home environment which gives scope to making the home print rich. Reading corners in whatever way possible must be created in the home for language and literacy development.

Read Aloud, Songs and Rhymes

Read aloud is a simple activity in which parents and elders can choose an engaging story from a book and read it out (Aloud) to the child. Variations in tone, pace and volume attracts the attention of the child and creates interest. Pauses, eye contact, questions, and comments make it an enjoyable experience for children. Children must be allowed, rather encouraged to ask questions or make comments while the story is being read to them. Reading aloud develops listening and comprehension skills in children. Children may be encouraged to talk about the story in any way they like – extend it, substitute/ add characters, or make up their own stories.

Like stories, children enjoy songs and rhymes. The rhyming words in the rhymes help children notice and play with oral language and construct their own words

and lines enriching their vocabulary. These simple and no-cost activities can yield good learning outcomes.

Free Conversations

Children are generally very fond of talking and speaking out spontaneously. This habit of children should not be checked; rather it can be used as an opportunity to check their vocabulary development, correct usage and pronunciation of words. Children may be encouraged to share their school experience in the most convenient and unchecked way. This not only develops their oral language but also makes parents aware of their school experiences.

Shared Reading

Shared reading is important for early literacy and it is quite effective especially for children of classes I, II and III. In shared reading, big books with pictures and text are read in pairs by children or by the teacher involving children. At home, the book can be shared with siblings and instead of the teacher; parents can read the story along with the children. The book should have a large font, colourful pictures and simple text so that all children enjoy reading and talk about the story. This also builds up their vocabulary and comprehension skills while reading and facilitates peer reading.

Engaging Parents/ Families in Activities Related to Foundational Numeracy (FN)

Parents individually or as a group can set up appropriate activities contextual to the child's surroundings and experiences. Experiential learning and use of manipulative and concrete material should be central to all the activities. Some of the numeracy activities, which can be conducted at home, are given below:

Providing Opportunities to Stimulate Mathematical Thinking

Young children should be given more and more opportunities in their surrounding that implies some mathematical thinking. There are a number of situations, which can be created informally and will support children's learning in school. For example, competencies related to counting, addition, subtraction, etc. Parents should be made aware of the targets and learning outcomes related to numeracy identified for different class levels. They should be encouraged and if need be, teachers should guide them to set up some activities at home.

Use of Manipulative Material and Local Toys

Experiential learning and learning through concrete material is the most recommended strategy for the foundational stage. Parents can find locally available toys and material, which are not harmful, to make them learn

mathematics in their own exploratory way. Many toys are sold in a local fair (mela). Sometimes parents also know how to make small toys with paper or local clay. If they involve children and allow them to make their own toy or object simultaneously, it helps in the development of not only creative skills but children also get a sense of proportion and background on spatial and shape concepts. This helps in the development of mathematical concepts in a subtle way.

Do It Yourself

1. Using objects and toys available at homes, such as bottle caps, cut out of shapes, buttons, fabric pieces of different designs, calendars, blocks, etc., what specific FN activities can you devise for your children? How will you involve parents/families in such activities? Ask parents how do they blend math into their daily home routines? Think aloud certain ideas to guide the parents.
2. Regular sustained communication with parents and motivating them to maintain it is quite important to involve parents and families for FLN. Draft a letter for the parents/families explaining what FLN activities (language and mathematics related) you are conducting with the children and how parents can make it more interesting and engaging by extending it to their homes.

6.2 Guiding Points for Engaging Parents and Families

The Guidelines for involving parents must explicitly speak on the following points:

- Involvement of parents of children of all ages and grade levels.
- Participation of parents who lack literacy skills or who lack confidence in communicating.
- Opportunities for all parents to get informed about how the parent involvement programme will be designed and carried out.
- Opportunities for parents to assist in the instructional process at school and at home.
- Regular information for parents about their child's participation and progress in specific educational programmes and the objectives of those programmes.
- Availability and contacts of social service agencies and community groups to address key family and community issues.

- Recognition of diverse family structures, circumstances and responsibilities, including differences that might impede parent participation.
- The person(s) responsible for a child may not be the child's biological parent(s). Therefore policies and programmes should include participation by all persons interested in the child's educational progress.

6.3

Activity 5: Try It Yourself

Look at the following sample questionnaire for parents. Create a similar one or add more activities according to your context and invite parents to complete it. You will find that it gives you valuable information about each child and also let you know the special interests of each child that can be further built upon. You can add more activities.

S No.	Activity	Often 3	Occasionally 2	Hardly/ Never 1
1.	How often do you tell bedtime stories to your child?			
2.	Do you also ask the child questions related to the story?			
3.	Do you use mathematical vocabulary in your conversations with your child?			
4.	Would you be interested in telling a story in the classroom?			
5.	Would you be interested to teach a rhyme/ poem in the classroom?			
6.	Would you be interested in helping with a math activity in the classroom?			
7.	Is there any special activity that you would like to share with the children in the classroom?			
8.	What is your time availability during the weekdays?			

6.4

Activity 6: Check Your Understanding

Do the activity by scanning the QR code



or

Click on the link

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Module 7

Challenges in Eliciting Involvement of Parents and Community



Module 7: Challenges in Eliciting Involvement of Parents and Community

7.1 Reasons for Low Response of Parents and Community

While it is well admitted that partnership between parents, families, community and schools is crucial and community mobilisation is one of the major strategies for achieving universalisation of primary and elementary education, we as a country have not been able to make a major breakthrough. Though we have several examples where communities, local bodies and parents have significantly transformed the conditions of the schools, these are very few considering the number of schools and communities in the country. There have been several efforts to explore the reasons for the low response from the community and its members. The major reasons that can be identified for this state of affairs are:

- ▲ Overlapping working hours
- ▲ Other commitments
- ▲ Lack of time
- ▲ Misconceptions on the part of schools about the capabilities of parents
- ▲ Lack of understanding from parents on the communications sent by schools
- ▲ Lack of confidence on the part of parents to demonstrate an activity
- ▲ Illiteracy and lack of exposure
- ▲ Lack of able leadership at the community level
- ▲ Lack of resources with the schools to involve more people
- ▲ Fear of interference (by school) by community
- ▲ Lack of communication skills and methods on both the sides
- ▲ Reluctance and indifference of schools and community to collaborate towards each other

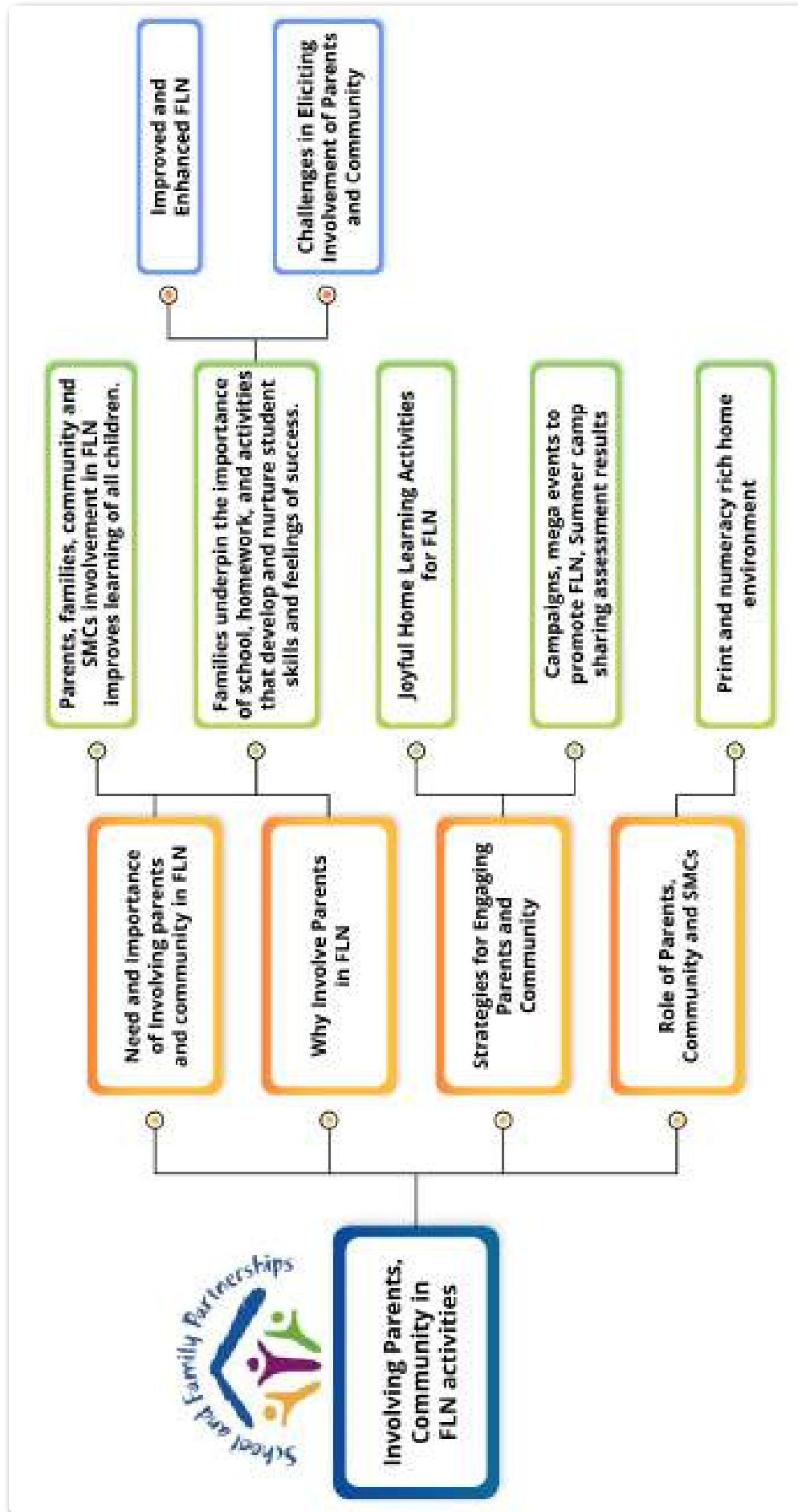
The factors cited here are what we observe very often. There can be additional factors for schools remotely located or having other disadvantages. In such cases involvement depends on the initiative of the local community and elders.

Reflect

Are Parents and Communities Shy to Participate in School Life?

You might have observed how parents and other persons from the community visit schools and participate in school activities. What is your observation on the quality and amount of their participation? Do you feel that they are shy to express and participate or you have a different opinion? Share your observations with others.

Summary



Portfolio Activity

Assignment

Develop a schedule for Parents' Orientation Programme focusing on exploring their interest in the activities of the school and children's holistic development. Identify DIY activities for them and ideas that you would suggest. Also think of some exercises for break intervals to break the monotony and then write the following details:

- Concept/ Topic:
- Subtopic, if any:
- Grade: *Balvatika*/ Class I-III:
- Objectives:
- Prerequisite knowledge/ skills:
- Learning material and preparations:
- Key ideas/ Content coverage:
- Prior knowledge:
- Early Learning Outcome:

Additional Resources

References

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Weblinks

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- 'Early Childhood Care & Education' (Hindi Video):
<https://www.youtube.com/watch?v=tQ14uLumU4c&t=6s>
- 'Preschool Education' (Hindi video):
<https://www.youtube.com/watch?v=0GPBUPua7wk&t=61s>
- How Children Learn/ *Poorva Prathamik Star Par Bacche Kaise Seekhte Hain* (Hindi video):
<https://www.youtube.com/watch?v=DELWLVysuTk&t=1310s>
- Home Based Physical Activities for Children (Hindi Video):
https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s
- Nurturing Imagination in Preschool children Class- Pre-Primary (Hindi Video):
<https://www.youtube.com/watch?v=7ex4fvYF8m8&t=1760s>
- Size and Seriation for foundational numeracy
<https://youtu.be/mORwL-ZPJ6g>
- One to One Correspondence Class: Pre-Primary
<https://www.youtube.com/watch?v=A-ZvzhKczRQ>
- How Can Parents Support their Young Children's Early Learning at Home
https://ncert.nic.in/dee/pdf/booklet_for_Parents.pdf
- Classification Activity for Preschool and Class I
<https://www.youtube.com/watch?v=48dnjqXTZHY&t=20s>
- Pre-Number Concept (size and seriation) for Preschool Education and Class: Primary
<https://www.youtube.com/watch?v=mORwL-ZPJ6g>
- Guided Conversation: Me and Myself for Preschool Children
<https://www.youtube.com/watch?v=fWs-e7p3XWU>



COURSE 05

**Understanding
'*Vidya Pravesh*' and
'*Balvatika*'**

Course 05: Course Information

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Understanding '*Vidya Pravesh*' and '*Balvatika*' - Introduction

- Introduction to *Vidya Pravesh* and *Balvatika*
- Format of *Vidya Pravesh* and *Balvatika*
- Activity 1: Do It Yourself

▶ 2. Developmental Goals

- The Developmental Goals
- Interrelatedness of Three Developmental Goals
- Activity 2: Check Your Understanding
- Additional Reading: Ways to Promote Language Competencies

▶ 3. Learning Experiences Related to Developmental Goals

- Developmental Goal 1 Related Learning Experiences
- Planning Joyful Experiences for Language and Foundational Literacy
- Developmental Goal 2 Related Learning Experiences
- Planning Joyful Experiences for Foundational Numeracy and Environment Connect

▶ 4. Designing *Vidya Pravesh* and *Balvatika* Programme

- Important Considerations while Planning Programme
- Activity 4: Check Your Understanding
- Creating a Print Rich and Numeracy Rich Environment in the Classroom
- Activity 5: Share Your Ideas

▶ 5. Important Considerations for Transacting Early Learning Experiences

- Transacting Learning Experiences
- Activity 6: Do It Yourself

▶ **6. Tracking the Progress of Children**

- Introduction to Tracking the Progress of Children
- Tracking Children's Progress

▶ **Summary**

▶ **Portfolio Activity**

- Assignment

▶ **Additional Resources**

- References
- Weblinks

COURSE OVERVIEW

Description of the Course

The course is designed to introduce the purpose and transaction process of Vidya Pravesh (school preparation module for initial three months of Grade-I) and Balvatika programme (one year programme before Grade-I), which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Keywords

NISHTHAFLN, CHILDREN, CHILDHOOD, EDUCATION, BALVATIKA, SCHOOL PREPARATION, MODULE, PLAY-BASED, QUALITY, FOUNDATIONAL STAGE, NEP-2020, ICT, VIDYA PRAVESH

Objectives

On completion of this course, the learners will be able to:

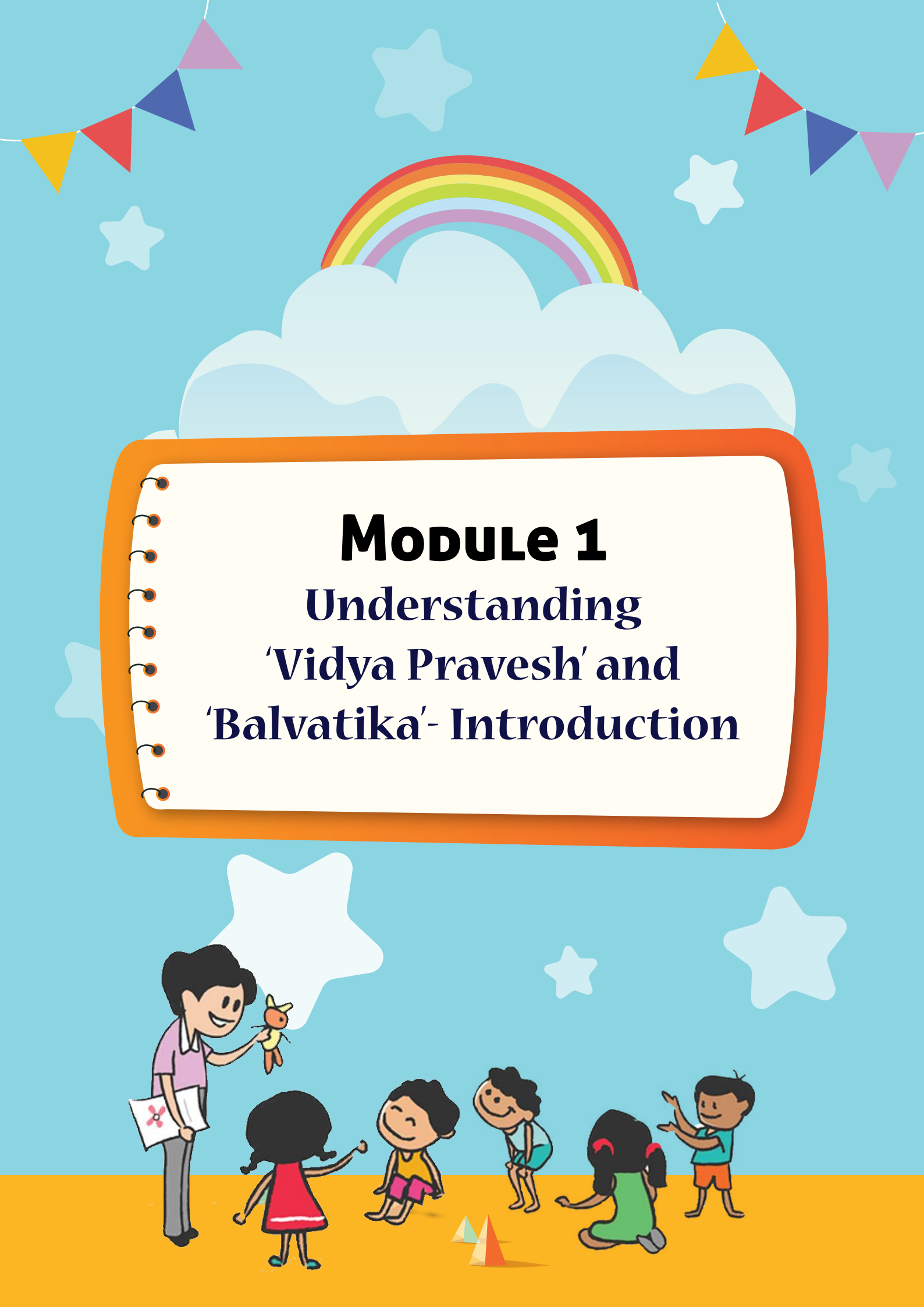
- Describe the aims and objectives of *Vidya Pravesh* and *Balvatika*.
- Describe Developmental goals and their interrelatedness.
- Describe ways to plan the weekly schedule.
- Plan age appropriate activities and experiences for children.
- Transact the activities and experiences in a joyful way.
- Track the progress of the children to support learning.



Course Outline

- 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





MODULE 1

Understanding 'Vidya Pravesh' and 'Balvatika'- Introduction



Module 1: Understanding 'Vidya Pravesh' and 'Balvatika' - Introduction

1.1 Introduction to *Vidya Pravesh* and *Balvatika*

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643488473907211332

Transcript

Dear learners,

We all know that the National Education Policy- 2020 advocates for the learning of children in continuum from preschool to early primary grades I and II known as foundational stage, i.e., from 3 to 8 years. It is important to nurture these early years because this is the stage when young brain develops at a rapid rate more than at any other stage in life. Their ability to grasp the concepts, learn new skills and develop socially and holistically is quick and fast. The NEP, 2020 has pointed out that a large proportion of children currently in primary schools are under learning crisis. Especially in terms of foundational literacy and numeracy due to lack of universal access to early childhood care and education. The policy advocates for the universal provisioning of quality early childhood development, care and education by 2030. It further recommended that prior to age of 5, every child will move to a 'Preparatory Class' or 'Balvatika' i.e. before Grade-I with a focus on developing cognitive, affective, and psychomotor abilities and also early literacy and numeracy. Till the universal provisioning of Early Childhood Care and Education is achieved, to ensure that all children are school ready, an interim 3-month play-based 'school preparation module' has been recommended. The

three month school preparation module under the Foundational Literacy and Numeracy Mission, i.e. NIPUN Bharat has been named 'Vidya-Pravesh'. The Mission aims to enable all the children to read with comprehension, independently write with understanding, understand the reasoning in domain of number, measurement and shapes, and also become independent in problem-solving. The purpose is to ensure that every child in the country, necessarily attains foundational literacy and numeracy by the end of Grade-III, and not later than Grade-V by 2026 and 2027. Accordingly, the 'Vidya Pravesh-Guidelines' developed by the NCERT has been launched by the Honourable Prime Minister during the celebration of one year completion of education policy. It is an attempt to make children learn necessary concepts and strengthen their skills vital to prepare them for Grade I. 'Vidya Pravesh-Guidelines' are aligned to the key competencies and the learning outcomes of Preschool III or Balvatika that is level-3 under NIPUN Bharat and are built upon three developmental goals. These developmental goals are directed towards maintaining good health and wellbeing of children, make them a good communicator, and also ensuring that they become involved learners and are able to connect with their immediate environment. This shows the interlinkage and interdependency of each domain of development and also helps children develop holistically. Also, an attempt has been made to address the inclusion and mainly in terms of gender and children with special needs or disabilities i.e., Divyang. The guidelines can be followed not only for the development of Vidya Pravesh Module but also 'Balvatika' programme. It is recommended that the programme should be designed and implemented for five days a week and four hours per day. However, in schools which function on Saturdays, the teachers may recapitulate the activities done and also plan for the next week. The focus of this module is to help you understand the aims and objectives of Vidya Pravesh and 'Balvatika' programmes; how to plan or design these programmes as per the need and context; development, planning and transaction process of the age appropriate activities and experiences for children; and also the tracking of children's progress. An exemplar Vidya Pravesh module has been prepared by the NCERT that focuses on the process of delivery of experiences to the children to make them learn necessary skills and concepts around all three developmental goals in play way and interactive manner where they get ample opportunities to explore the environment and phenomena around them and also participate and engage in learning. The module may also be treated as handbook or the guidelines to help in understanding the process of providing learning experiences to all the children in a joyful way. Everyone, including the parents would find the content that includes pedagogy, activities, illustrations, and worksheets easy to

understand and transact even when children are at home. The States, Union Territories, and schools are free to adapt or adopt it. Teachers may develop their own detailed set of contextualised activities and worksheets based on the key competencies given in this module leading to the achievement of learning outcomes. They are also expected to follow the pedagogy and the process of transaction given in this module at least till Grade-III to make sure joy in learning continues. It is hoped that this module would be helpful to the teachers and those who are involved in shaping the lives of young children.

You can access the 'Vidya Pravesh-Guidelines' and the 'Module' using the links given on your screen:

Vidya Pravesh- Guidelines: <https://ncert.nic.in/pdf/vidyapravesh.pdf>

Namaskar!

1.2 Format of *Vidya Pravesh* and *Balvatika*

The States/UTs are expected to prepare their own school preparation module that is 'Vidya Pravesh' for the initial three months of Grade-I and a one year programme (before Grade-I) i.e. Balvatika for their teachers. The following objectives of Vidya Pravesh and Balvatika must be kept in mind while developing the documents:

1. To promote school preparedness in all children coming to Grade-I from diverse backgrounds.
2. To ensure smooth transition of children to Grade-I.
3. To provide play-based, age and developmentally appropriate learning experiences in a joyful and stimulating environment leading to holistic development.
4. To prepare children with cognitive and linguistic competencies, which are a pre-requisite for learning to read, write and develop number sense through a play-based approach.

These documents should have a brief introduction to the programme; guidelines for planning and transaction of the programme including planning of activities, tracking children's progress or assessment, involving parents and communities in the learning of children, addressing inclusion of children with disabilities (Divyang), development of day-wise weekly schedule, and ways to implement the daily or routine activities. There should be a set of age and developmentally appropriate activities aligned to the three developmental goals to promote holistic development of children with specific reference

to prepare them with cognitive and linguistic competencies. These are prerequisites for learning to read, write and develop number sense through a play-based approach. Developmental goal-wise, supporting illustrations for picture reading or discussion, and worksheets should also be a very interesting part of the programme. These are meant to be given to the children, after they have sufficient opportunities to play with concrete objects or toys and play-based activities. The focus should be on developing key competencies required for supporting learning at the preparatory stage. Therefore, all the activities, illustrations, and worksheets should be key competency based, leading to the achievement of learning outcomes in a joyful learning environment. Apart from this, the programme needs to be supported with detailed learning outcomes of the FLN Mission as reference, day-wise weekly schedules, suggestive list of material for each activity or interest area, exemplar stories, glossary of important terminologies used, and the exemplar assessment formats to track the progress of children at different intervals.

1.3 Activity 1: Do It Yourself

Read the following two sections of NEP-2020

- ▲ Early Childhood Care and Education: The Foundation of Learning
- ▲ Foundational Literacy and Numeracy: An Urgent and Necessary Prerequisite to Learning

Now, write the recommendations and main features given in NEP-2020 for the development of the following two documents listed in the box below:

Documents	Recommendations and main features as per NEP-2020
Three-month play-based school preparation module for Class I children (<i>Vidya Pravesh</i>)	
<i>Balvatika</i>	



Module 2

Developmental Goals

Module 2: Developmental Goals

2.1 The Developmental Goals

NEP-2020 focuses on the holistic development of children. This includes development of physical-motor, socio-emotional, literacy, numeracy, cognitive, spiritual, moral, and art or aesthetic sense. The purpose of Vidya Pravesh and Balvatika programmes is to facilitate optimum development of children under these aspects to its fullest. These developmental aspects, which are inter-related and inter-dependent make children competent to deal with complex life situations. All these domains have been subsumed into three major developmental goals, each having different aims that are directed towards the holistic development of children. This section will help you understand each of these developmental goals and related activities.

Developmental Goal 1: Children maintain good health and well-being

We all know that the foundational years are critical for the health and wellbeing of children. It includes the physical, social, mental, and emotional aspects of their personality. Their response to the environment, people and experiences is also determined and strengthened by their sound health and wellbeing. It also helps them cope with new, challenging or stressful situations. Therefore, this developmental goal continues to provide experience for physical and motor development; socio-emotional development including pro-social behaviour such as caring, sharing, helping, etc; nutrition; hygienic practices; sanitation and safety throughout the foundational years and later are included. The activities and experiences under this developmental goal is covered under broad key competencies like awareness of self and development of positive self-concept, self-regulation, decision-making and problem solving, development of pro-social behaviour, development of healthy habits, hygiene, sanitation, and awareness for self-protection, development of gross motor skills and participation in individual and team games and sports, and the development of fine motor skills and eye-hand coordination. Some of the learning outcomes associated with the above said competencies are: expression of self and environment through verbal and non-verbal modes (gestures, drawings), carrying out activities independently, completing activities related to gross motor and fine motor skills, maintaining and displaying basic hygiene, sanitation and health practices with increased independence, following basic rules, demonstrating awareness about good touch and bad touch, demonstrating sensitivity and acceptance towards

others from diverse backgrounds, focusing attention to complete tasks, making choices and taking responsibility for those choices, helping peers and others, suggesting solutions to problems and making age appropriate adjustments, exploring space and activity and participating creatively in various activities.

Developmental Goal 2: Children become effective communicators

Children's ability to communicate helps them to express themselves, understand others, think critically, solve problems, and maintain relationships. Learning to understand, use and enjoy speaking in any language is a critical first step in literacy, and the basis for learning to read and write. As young children begin to talk to others, spend time with books and experiment with different writing tools for drawing and scribbling, they learn to become effective communicators. When adults provide children with opportunities to talk and participate in meaningful reading and writing activities, they support the acquisition of language and literacy. To engage and interact meaningfully with children, teachers need to have a basic understanding of early language learning and recognise the learning potential of the children in the classrooms. The programmes for foundational years should provide opportunities to develop emergent and foundational literacy skills, which enable children to successfully learn to talk and listen, read with comprehension and write with purpose. Key competencies such as engaging in conversation with others, expressing interest in stories and poems/rhymes, reciting poems with proper intonations, modulations and actions, narrating stories, reading with understanding of print awareness, taking interest in writing, using language(s), attempting scribbling, drawing, and writing with increased precision are expected to be achieved by the children.

Developmental Goal 3: Children become involved learners and connect with their immediate environment

By the time children are five to six years old, they already have some knowledge and experience of numbers, shapes, colours, patterns, space, etc. from their social environment. They might have seen numbers, calendars, calculators, clocks, letters, symbols and possess a repository of rhymes, songs, and stories. They will have also engaged in several tasks and games involving numeracy like stacking blocks, rings, stones, etc. in order, with the biggest at the bottom and the smallest at the top, grouping and sorting objects/ blocks/toys, etc. All these experiences help in the development of senses in children. Sensorial perceptions naturally dominate a child's mind in the early years. Thus, further learning should be based on their natural learning abilities by providing opportunities that are appropriate for their development. They should be allowed to explore and manipulate objects in the environment like touch and feel, listen to the sounds

of words representing objects that they hear, observe and see pictures of objects, recognise symbols in their daily play experiences, think and talk about what they are doing while problem-solving through mazes, puzzles, use of language, etc. Children are born with a natural curiosity and the innate potential to interpret and respond to the world. This gets strengthened through direct experience and interactions with the physical (water, air, seasons, sun and moon, day and night), social (me, family, transport, festival, community helpers, etc.) and natural environment (animals, fruits, vegetables, etc.). Early learning gets strengthened when they communicate with adults and interact with the immediate environment. Language also plays a very important role in helping children form concepts. This process later helps in learning Environmental Studies (EVS) as a subject. In Grade-I and II, environmental concepts are integrated with language and mathematics. Studies in cognition and neuroscience show that numeracy is an innate ability and early numeracy knowledge develops spontaneously in everyday contexts. It may be initially fragile and incomplete and may need to be supported. This support can come from peers, early educators, and parents/caregivers. The intuitive early numeracy skills like comparing, sharing, ordering, pattern making need to be supported by integrating them into everyday tasks. Designing specific learning experiences for association, counting, number sense, shapes, spatial sense, measurement, and patterns is also important. Explicit use of 'maths talks' in everyday interactions is also known to enhance foundational numeracy critical in paving the way for a smooth transition to schooling. Some of the learning outcomes related with Developmental Goal 3 are: using all the senses to explore the environment, describing specific aspects of immediate environment, demonstration of cognitive skills (such as comparison, classification, arrangement, explanations, problem-solving, etc.), demonstrating awareness towards environmental concerns, drawing inferences, etc.

2.2 Interrelatedness of Three Developmental Goals

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

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Transcript

Dr. Romila Soni: Let's understand how to plan play activities for the Developmental Goal 1 – i.e. “Children maintain good health and well-being”. Just have a look at these activities and try to understand how the particular activity although planned for goal 1, but how it is also covering goals 2 and 3. In other words it would help you to understand how these three goals are interdependent and interconnected.

Look at these children and try to understand what they are doing and how they are learning and what developmental goals the activities are catering for...

Teacher (Priyanka): Vividh now I am going to throw this big ball catch

Vividh: I will throw you this big ball to you

Teacher (Priyanka): Yes, now one more time I am going to throw this small ball. Try to catch.

Vividh: Okay Now you can catch this small ball.

Teacher (Priyanka): Now vividh come here. Which one is the biggest ball?

Vividh: This one is the biggest ball.

Teacher (Priyanka): Yes, now which one is the smallest?

Vividh: This one is the smallest.

Teacher (Priyanka): Very good, this one is the big. This one is the...

Vividh: Small.

Teacher (Priyanka): Very good.

Dr. Romila Soni: So, you have seen how children enjoyed playing ball games for gross motor skills planned for Goal-1. Although it was planned for goal-1, but the child also learnt mathematical vocabulary; i.e. when the child was calling out the words big, small, smallest ball, biggest ball... also covering foundational literacy and numeracy. So, you have also touched Goal-2 "Children are effective communicators". The child also learnt the pre-number concept i.e. size and seriation with no efforts and in a fun and play way manner. So, in a fun way, you have also covered the Goal-3 -"Children are involved learners and connect with their environment". As the ball game activity covered the pre-number concepts under the foundational numeracy. Let's watch this very joyful musical activity where all the three goals are covered.

Hum aage aage aate hai

Hum aage aage aate hai.

Hum peeche peeche jaate hai

Hum peeche peeche jaate hai.

Aur phir hum ghoom jaate hai

Aur phir hum ghoom jaate hai.

Hum upar upar jate hai.

Hum upar upar jate hai.

Hum niche niche aate hai.

Dr. Romila Soni: Similarly, you can think about some story and link or plan the activities catering to all the three developmental goals. For example, tell children a story of "the pigeons and the hunter" and later do a dance drama or dramatization on the story where children can enact like pigeons and one child can become a hunter. This would help them to release their pent-up feelings as they act out the story.

- ▲ They learn also the new words.
- ▲ They will also learn about spatial sense during dramatization and role play.
- ▲ They will also learn about the values of "staying together" in a very easy way without you emphasizing on the moral of the story.

So, you will find that –

- ▲ Children are moving their bodies
- ▲ Learn socialization when work together
- ▲ Deliver the dialogues and express emotions
- ▲ Learn about spatial sense and also
- ▲ Learn counting when they are counting the number of pigeons

Think about more such activities, how you can make stories connected to all the three developmental goals. Let's have one more example of DIY toys i.e. do it yourself toys using waste materials. So kids, today we are going to make a DIY. Look at here ,what is this ?

Children: Giraffe

Teacher (Priyanka): Yes, we make this giraffe with the DIY. So you all are ready for this?

Children: Yes.

Teacher (Priyanka): You all are excited? Both of you excited?

Children: Yes

Teacher (Priyanka): So let's start. So this is a shoebox and this is what is this ? Look and tell me.

Children: Play cap

Teacher (Priyanka): Play caps. So, we can use as a wheel. Okay. So we will decorate it and how we decorate it, you decorate it with the help of..

Children: Paper

Teacher (Priyanka): Paper

Children: Colourful paper.

Teacher (Priyanka): Colourful paper.

Children: Yeah. I'll put it here. Then pull it.

Teacher (Priyanka): Yes. This is your wagon car.

Dr. Romila Soni : What the children have learnt from this activity?

- ▲ They have developed Fine motor skills.
- ▲ Imagination and Creativity.
- ▲ Language development.
- ▲ Math and related vocabulary.
- ▲ Working together which is very good for their well-being.

I hope now you understood about, how these three developmental goals are interconnected, interrelated and interdependent.

2.3 Activity 2: Check Your Understanding

Do the activity by scanning the QR code



or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1652

2.4 Developmental Goal 1 Related Learning Experiences

Let us understand the ways to promote language competencies:

- **Oral language:** In the classroom, it is important to expose children to language through listening and speaking. Allow children to express themselves using a mixture of languages. It is important to use the child's mother tongue/home language as a bridge to teach other languages. Focus on oral language development by providing many opportunities to talk with each other and express themselves such as:
 - » Conduct circle time activity to share children's experiences, feelings and ideas.
 - » Provide opportunities for free conversation, ask questions, and seek information.
 - » Sing rhymes, read aloud, play games, engage them in drama and dialogue.
 - » Enhance vocabulary by teaching them newer words and ways of expression.
 - » Acknowledge and promote as many languages as children bring to the classrooms.

- **Foundations of reading**

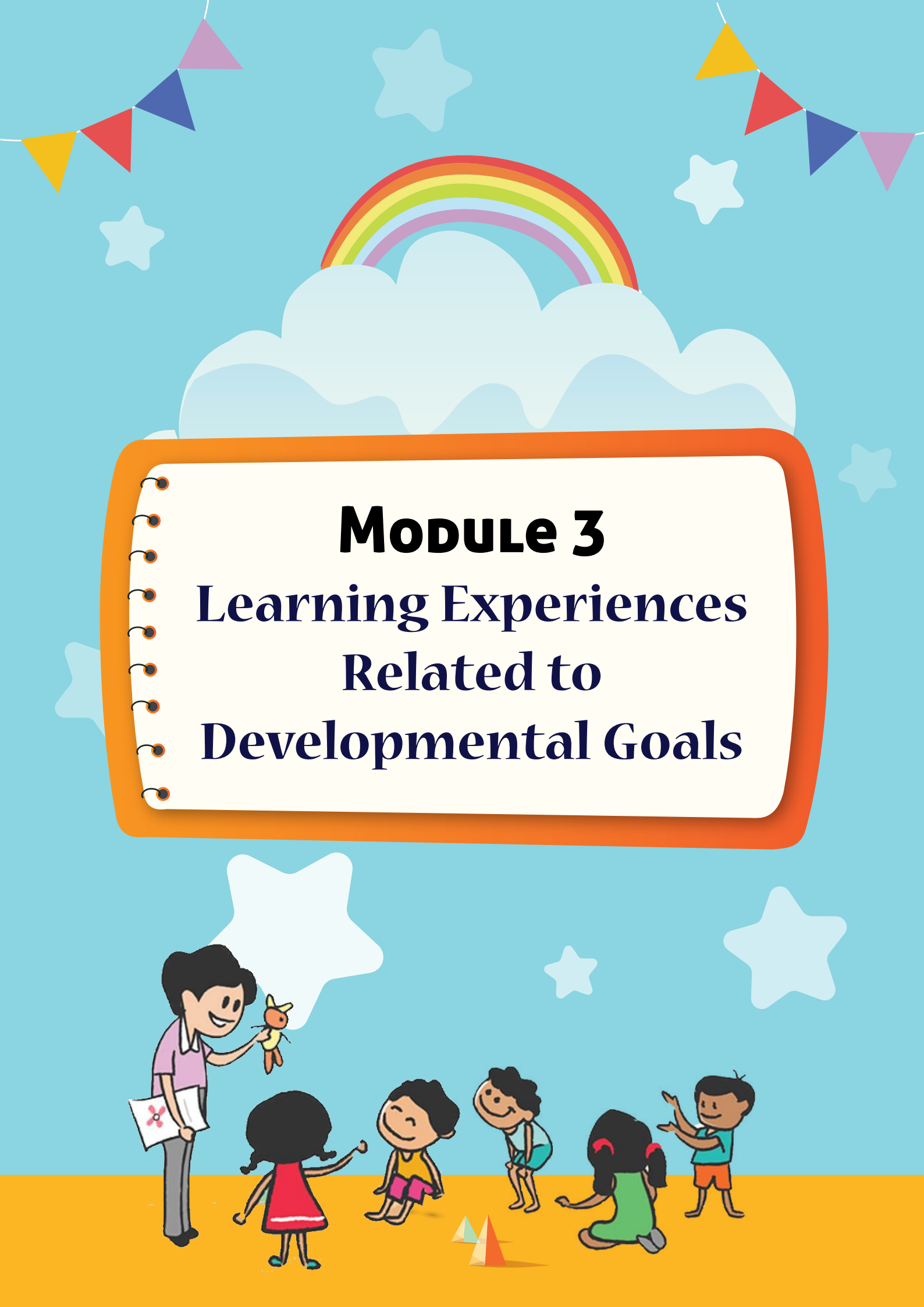
Print awareness and bonding with books: Children must be familiarised with what print looks like, how print is connected to sounds, and how print has meaning. Some of these concepts are:

- » **Conventions of print:** It is developed when children are given opportunities to flip pages of a book from front- to-back, holding a book the correct way and pretending to read. This helps children to understand that print and pictures carry meaning and books are for reading, and understanding that oral language can be written and then read.
- » **Concepts of books and print:** It is developed when children are made aware that there are spaces between words and sentences, punctuation marks, logos and labels on everyday objects, when they identify concepts like the book's title, author, illustrator, front page, back page, etc. These concepts can be reinforced by asking questions about books, such as: 'Where is the cover of this book?'; 'From where should I start reading this page?'; 'Where does this sentence start and finish?'

- **Phonological Awareness:** It helps children to use the sound-symbol relationship to read and write words. Children usually go through a progression of becoming aware of words in a sentence followed by identifying rhyming words, syllables, and sounds of the letters. This is called phonological awareness. Activities for phonological awareness involve:

- » **Awareness of words and syllables:** Counting or separating words or syllables
- » **Rhyming:** Being able to rhyme monosyllabic words. For example, cat-bat-rat; makdi-kakdi-lakdi (listening to words that rhyme the same and creating new words)
- » **Blending and segmenting:** Join sounds to make a word, such as /खा/ + /ना/ is खाना, or break a word into its different sounds. For example, खाना is broken into खा/ and /ना/.
- » **Identifying beginning/middle/end sounds:** Identifying words that begin with the same sound. Which of the following begins like balloon? Rain, sun, bat, / पानी, बंदर, जहाज़.

- » **Manipulating sounds and syllables:** Making new words by removing or replacing sounds in a word. For example, 'b' without /bat/ becomes /at/, by replacing the first letter we can make words like जल-फल-कल.
- **Sound-symbol association and word recognition:** The sound-symbol association helps children in decoding explicitly and supports the process of deciphering print. Children also learn to visually identify frequently used words **without decoding them**. They are **called sight words**, which are used in common speech and the child has exposure to them even before learning to decode. For example, the child will learn to decode a word like 'c-a-t', but will be able to identify words like 'the', 'sky', 'blue', simply by looking at them as they are present in the child's immediate environment.
- **Reading with comprehension:** It is important to expose children to books, stories and rhymes, to give them glimpses of the world around them. Comprehension is the ability to understand and make meaning from spoken and written language.
- **Writing with purpose:** Writing begins when a child scribbles, draws, and invents spellings to represent the physical and social world around her/him. This developmental aspect of children learning to write is emergent writing. Expressing oneself in written forms is an important milestone for children to become effective communicators. Support children's emergent writing attempts by:
 - ◇ Ask them what they have scribbled, drawn or written.
 - ◇ Model the process of writing by showing them what you think.
 - ◇ Suggest topics to write about.
 - ◇ Encourage their writing attempts in all forms.



Module 3
Learning Experiences
Related to
Developmental Goals



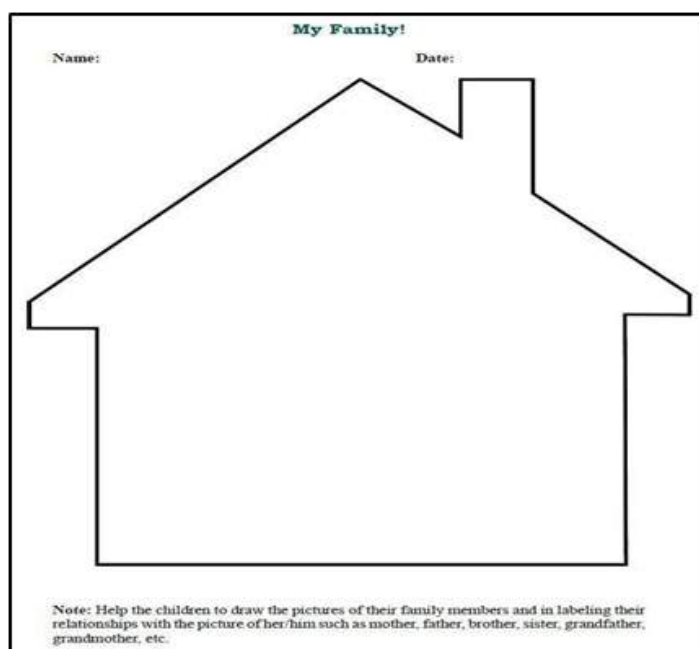
Module 3:

Learning Experiences Related to Developmental Goals

3.1 Developmental Goal 1 Related Learning Experiences

Knowing My Family! (Exploring Social Relationships)

This is an interesting activity to make children explore social relationships and understand their family members and their relationship. Start the activity by asking children to bring a family photograph to show and speak about. If not possible then, children can use clay to make symbolic statues of their family members. Give children a blank paper or a worksheet 'My Family' (prepare as per the sample given) and ask them to draw pictures of their family members, write/scribble their full names, label their relationships with the family member such as mother, father, etc. Discuss things they do as a family such as, share and clean the house, eat, sleep, go out, entertain or play, celebrate festivals, etc.



Tell stories and songs about family members. Discuss the role of different family members. While doing so, try to break gender stereotypes about the family member's roles, discuss big and small families through role-play and family puppets, stories, and songs. Be sensitive to children who belong to single parent families or have no parents and are staying with relatives or in an orphanage.

3.2

Planning Joyful Experiences for Language and Foundational Literacy

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643860330086415579

Transcript

Dr. Romila Soni: Let's understand how to plan activities and games for goal 2 that is children are effective communicators. First of all, oral expression provide plenty of such opportunities where children can interact, talk and converse with their friends, adults and their family members. Oral expression is the basis for language and early literacy development. So, try to incorporate one question for each day. Ensure active free conversations for every day. Encourage children to tell and share stories. Encourage parents to tell bedtime stories to their children. Look how this teacher is talking to children and doing free conversation and calling it aaj ki taja khabar.

Teacher (Mamta): I have a news.

Lavanya: What?

Teacher (Mamta): You Know, when I came here in the morning, suddenly it started raining outside.

Teacher (Mamta): So now you have four?

Vivek: Yes

Teacher (Mamta): Okay! Lavanya, you also want to say something?

Lavanya: yeah

One big puppy and two of her also puppies and cute cute.

Teacher (Mamta): Okay

Dr. Romila Soni: How the children are engaged in the conversation, listening to her and answering her questions. It becomes so easy for the teacher to observe and assess how the children are developing listening comprehension, so many words children are learning from the simple free conversation activity and this is the first step towards foundational literacy. You can also do show and tell activities with the children. You can also have some conversation starters and let children talk in detail about it.

Dr. Romila Soni: Ok Vivek, now we will do another activity and you will talk about this car. This is show and tell. Talk about this car whatever you want to talk.

Vivek: This car is a toy car.

Dr. Romila Soni: This car is a toy car. Oh, yeah

Vivek: It has four wheels and it has a number plate.

Dr. Romila Soni: Okay, you can see a number plate. What number is written there? Can you read it out?

Vivek: 1989.

Dr. Romila Soni: Oh, great.

Vivek: Here also a number.

Dr. Romila Soni: Okay, It has two doors and it also get opened. Okay, very good.

Vivek: It has two lights.

Dr. Romila Soni: Two lights. Two headlights, yes. Great. Okay clap for Vivek. Very good. I will give this to Lavanya. Can you talk about the spoon?

Lavanya: Spoon helps eating.

Dr. Romila Soni: You eat with the spoon right, you want to say that. Anything else you want to talk about.

Lavanya: Yeah, We sometimes also play the game.

Dr. Romila Soni: With the spoon? Which game? Can you tell me what is the initial sound in spoon?

Children: 'S'a

Himani: Yes. We drink water with glass. This glass is in blue color.

Dr. Romila Soni: Yes. Anything else?

Himani: We also drink juices and cold drinks in this.

Dr. Romila Soni: Absolutely.

Dr. Romila Soni: To enhance foundational literacy and language development, you need to provide a stimulating print rich environment. Let's look at this classroom, isn't it print and numeracy rich environment? Can you see the display at the eye level of children? Have you seen that all the materials and play areas are duly labeled. Can you see interest or activity areas? This is print rich environment which helps children to develop concept of print and print awareness. Observe how these children are looking at books doing pretend reading and getting print awareness. Look at these children, how they are learning new vocabulary from storytelling activity.

Okay Himani tell me who threw the net on the lion?

Himani: Hunters

Teacher (Mamta): A hunter. Okay. Lavanya who cut the net?

Lavanya: A mouse.

Teacher (Mamta): Okay. Himani, tell me what initial sound you can hear in the word lion?

Himani: 'l'a

Teacher (Mamta): la Okay very good. Lavanya, What is the initial sound in the word mouse?

Lavanya: 'm'a

Teacher (Mamta): Very good. Himani, can you tell me any one rhyme word with mouse?

Himani: House

Teacher (Mamta): Very good.

Dr. Romila Soni: They learn about print awareness. They develop listening comprehension. They understand that writing has some meaning and so many other things. You can also plan some activities for phonological awareness, sing and play lots of age appropriate rhyming games like solving riddles, singing rhymes that have rhyming words and repetition. For example, see the

bug on the rug, I see him run finally caught him in the mug. I have a cat who is so fat. She cannot even sit on the mat. You need to plan a culture of reading among children right from the beginning. So bring age developmentally appropriate graded books for your children and help them develop a bond with the books.

Do sound discrimination activities like asking children the initial sounds in familiar words also in their names, later ask the end sound in their names then ask them to tell you more words that they can think about that begin with the same sound like, this is a book. I can hear ba, What other words you can think that begin with the initials sound ba? What is the end sound in the word book - ka. What words can you make with the end sound ka? Do lots of rhyming game activities. For example, bat, cat, rat, sat, hat. I can give you one more example: boat, goat, coat, note and so on.

Similarly, you can try, makdi, kakdi, lakdi and moti, roti, goti. Try to find or create rhyming riddles at the childrens' level. Let me give you one example: What drives in the street uses wheels and not feet? Its name rhyme with star I call it a_____ yeah you are right. It is car.

Dr. Romila Soni: Children, I am going to do one very fun activity with you. Are you ready?

Children: Yes ma'am.

Dr. Romila Soni: Okay. I will be calling few words but I break those words into parts. Listen carefully, I break the words into parts, so you have to clap for each broken part. Right, okay. Ready?

Children: Yes.

Dr. Romila Soni: Okay. Pen-cil.

Children: Pencil.

Dr. Romila Soni: Okay. Very Good. What is this?

Children: Elbow.

Dr. Romila Soni: Now listen carefully. El-bow.

Children: Elbow

Teacher (Mamta): Very good, so clap for yourself.

Children also begin showing interest in writing when they observe adults are writing in front of them.

Himani: Why are you writing my name?

Dr. Romila Soni: I am writing your name so that I can keep your work in the portfolio in my file folder and it becomes very easy for me to see which child has done what work. And I will also give a logo for your name. So that you can easily identify your name. I have written your name Himani. This is your name and I have also drawn a dove picture with it, so you can easily identify wherever the dove logo is there your name is there. So I will keep it in the file folder. Okay.

Himani: Yes.

Dr. Romila Soni: Very good. So now you can recognise your name?

Himani: Yes

Dr. Romila Soni: Very good.

So you have understood by these exemplar activities how to plan and provide opportunities for your children so that they develop a desire and motivation towards reading and love for reading.

3.3 Planning Joyful Experiences for Foundational Numeracy and Environment Connect

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341644091074150415581

Transcript

Dr. Romila Soni: Let's understand how to plan activities and games for Goal 3 : i.e., "Children are involved learners and connect with their environment". And also, how you can observe the learning progress of your children. So, let me

show you some play based activities for some of the math process skills. Begin with some Classification activities that you can do with your children in the school and as well as parents can also do this at home. You can collect leaves, flowers and pebbles, and so many other environment material and ask children to sort these into 3 different bowls. You can ask them to classify leaves into small and big leaves, yellow and green leaves, red leaves, smooth and rough leaves.

Teacher: So these are

Both children: Pebbles

Teacher: And these are

Both children: Leaves

Teacher: These are?

Both children: Flowers.

Dr. Romila Soni: Such activities also help you to connect with environment and you can also do this. You may also ask children to sort vegetables and fruits. You may give them real fruits and also the picture cards.

Teacher: Do it...good...done?

Lavanya: Yes

Teacher: You are collecting fruits?

Lavanya: Yeah.

Dr. Romila Soni: Further to make this activity a little more complex, ask them to group them as fruits with one seed, fruits with few seeds and fruits with many seeds.

Lavanya: Mango

Teacher: Yes, good. Can you tell me the fruits name which are having the few seeds?

Himani: Cheeku and apple...cheeku and apple having few seeds.

Teacher: Very good....Okay.

Himani: Lichi is also having one seed.

Teacher: Ohh yes thank you Himani good. Lichi is also having one seed Lavanaya. Okay. Watermelon, papaya and pomegranate are many seeds.

Dr. Romila Soni: You can engage your children in these simple sorting or classification activities as it is the basis to learn foundational numeracy. Let's

observe another activity on pattern-making. Begin with identifying the pattern and follow the pattern and then ask children to extend the pattern and create their own pattern. Then watch and observe how they are extending the pattern. You all are familiar with another very important math skill ie. problem-solving skill- Jigsaw-Puzzles, Maze and open-ended questions are few of the activities for problem solving skill. You can also develop jigsaw puzzles using DIY, involving children like- give them child-friendly scissors and ask them to cut big pictures from magazines and let them paste them on old thick card like greeting card and then cut into 4 or 5 or more pieces. Your own DIY (do it yourself) Jigsaw Puzzles is ready- for problem solving. So, Creativity is also involved, and it is so good for children's well being-and it also develops and strengthens children's fine motor skills. When children are involved in music and movement activities and other such activities, they get to know about spatial sense and understanding.

Video of children playing and singing

Teachers and Children: Hum aage aage aate hein

Hum aage aage aate hein

Hum peeche peeche jaate hein

Hum peeche peeche jaate hein

Dr. Romila Soni: During their play, they also learn to seriate the things in order. For example they seriate from heaviest to light.

Teacher: Yes, do it Lavanya. Good, Himani. Done?

Himani: Yes

Lavanya: Done

Teacher: Very nice. Okay tell me which is the biggest leaf?

Himani: This.

Teacher: And which is the smallest leaf?

Himani: This.

Teacher: Lavanya, which is the biggest leaf?

Lavanya: This.

Teacher: Okay and which is the smallest leaf?

Lavanya: This.

Teacher: Very nice.

Dr. Romila Soni: They also learn to compare the objects as they explore and manipulate them. Like this is heavy, this is Light, this is bigger than this, this is the smallest and so on. Thus they use mathematical vocabulary and learn so many related terms. As children play in group, they also learn to socialize with each other. So you have understood that how to plan activities for goal-3 and how to observe children's progress.

3.4 Developmental Goal 3 Related Learning Experiences

Who Goes Home with Whom? (Matching by association)

The activity, Who Goes Home with Whom?, is meant to develop matching skills by association. Bring a set of objects that are associated and spread them out on the table or on the floor. For example, lock and key, toothbrush and toothpaste, pencil and eraser, plate and bowl, glass and bottle, fork and spoon, bucket and mug, etc. Begin the activity by telling children that they will have to identify which two objects are related and can go home together. Show the display of items and ask, 'With whom can the toothpaste go home?' Similarly ask for lock and key, shoe and sock, etc. Also, talk about their relationship/association. Now, invite children to do the same with more sets. Ask them to not just show the two objects together but also explain why they are related or associated. Once this round is complete, encourage children to explore around the classroom and their environment and pick a set of associated objects. Prepare a worksheet, 'Find My Match', as per the sample and give it to the children to reinforce matching by association.

3.5 Activity 3: Share Your Thoughts

What is going to be the most challenging moment or issue while providing learning experiences related to all the developmental goals in the classroom and why?

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course5activity3>

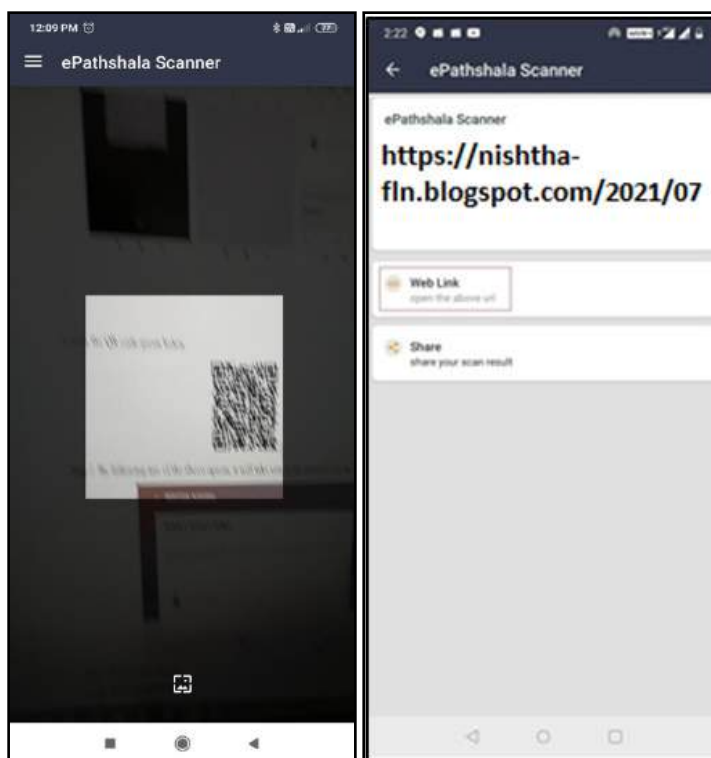


Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-5-activity-3-challenging-moments.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

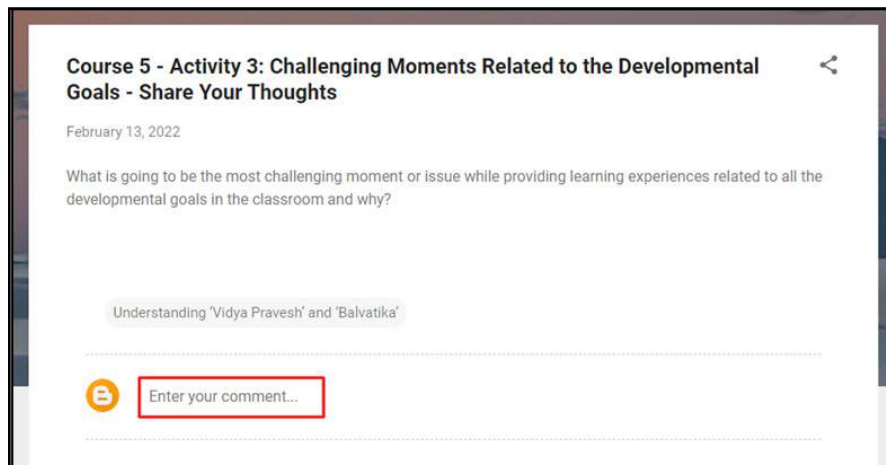


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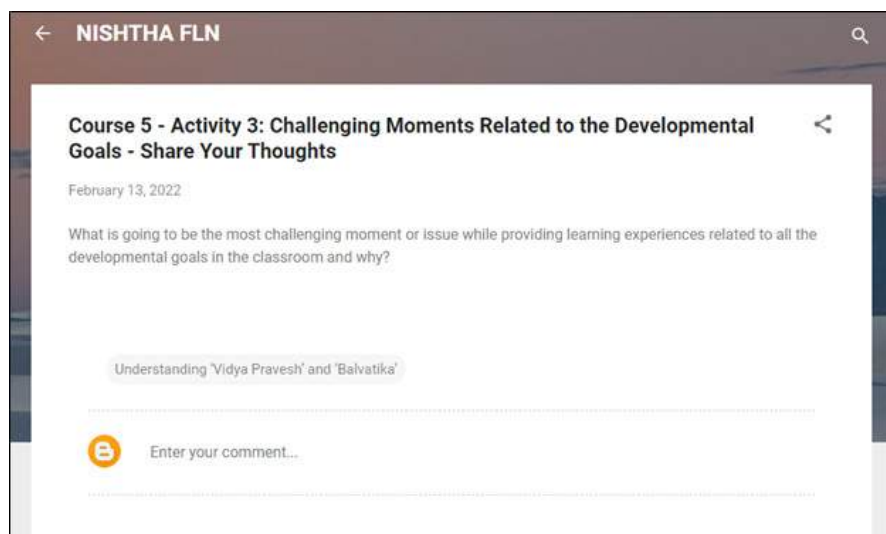


Step 3: Post your response

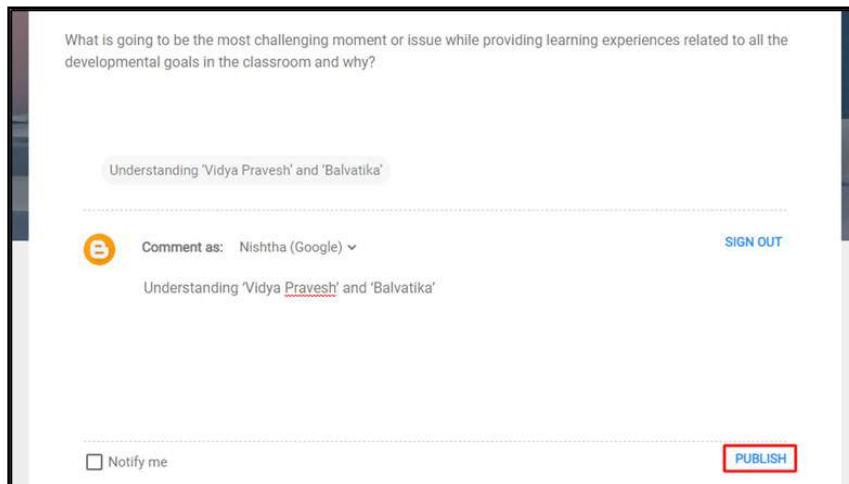
- ☛ Read the given activity
- ☛ Click on **Enter your comment**



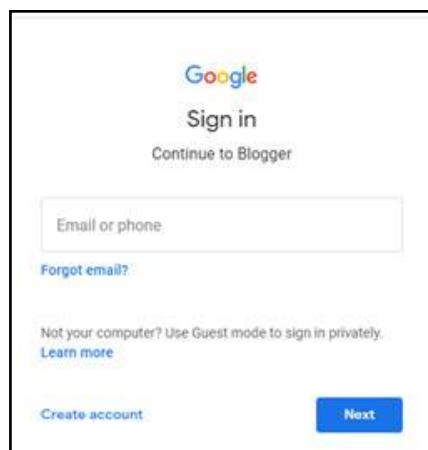
- ☛ Type your response in the comment box.



☛ Click **PUBLISH**



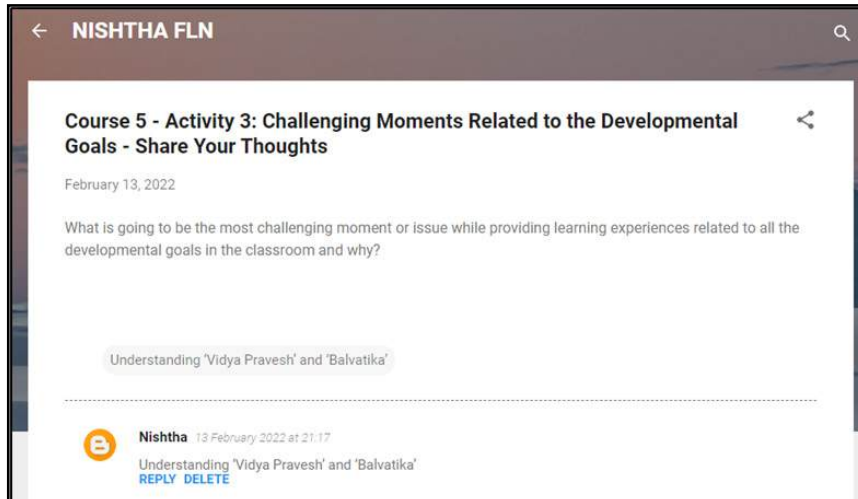
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

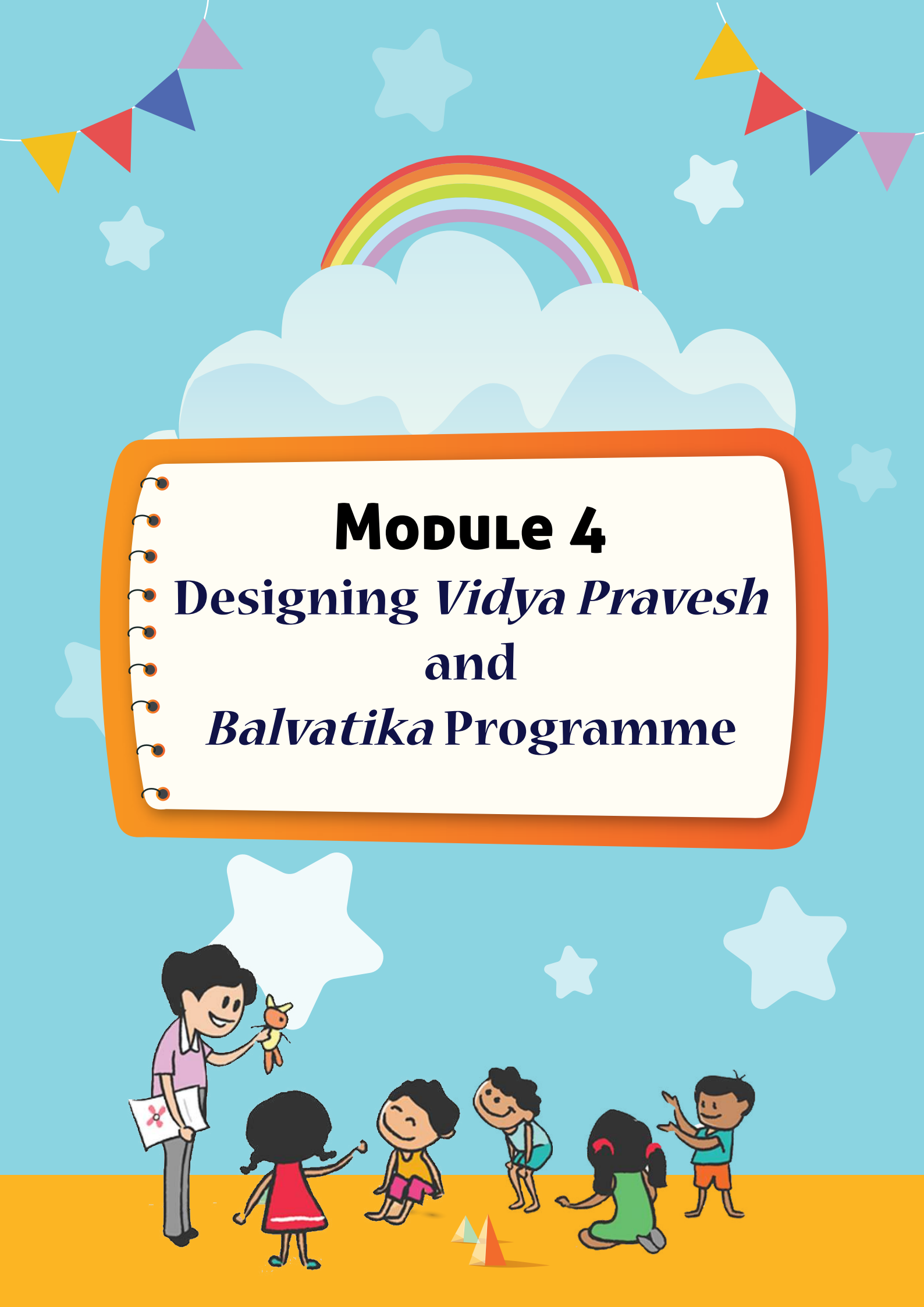


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MODULE 4
Designing *Vidya Pravesh*
and
***Balvatika* Programme**



Module 4: Designing *Vidya Pravesh* and *Balvatika* Programme

4.1 Important Considerations while Planning Programme

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643387837644815413

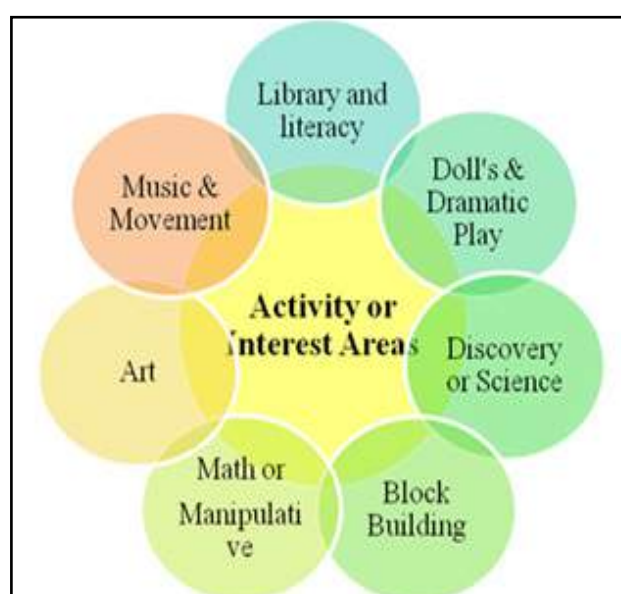
Transcript

Dear learners,

Planning and preparation of any programme is an important aspect of its transaction and better implementation. The purpose is to create age and developmentally appropriate learning opportunities for children and improve the way we work with young children. It also helps to plan according to the set goals and provide quality programmes to help children learn required skills and concepts and also build the understanding about the phenomena around them. Before planning for the transaction of the School Preparation-module and Balvatika, the teachers and the educational planners must read the 'Vidya Pravesh- Guidelines' and 'National Education Policy 2020', carefully. This will help them understand the concepts and activities better, and also get the overall focus of the programme. Let us understand the important considerations while planning the learning experiences.

- ▲ First start with considering the key points such as purpose, target, format, duration, pedagogy and the kind of learning opportunities to be provided to the children to achieve the learning outcomes.

- ▲ Go through the 12 weeks day-wise sample weekly schedules for designing the activities, worksheets and plan a day's programme. Also refer to the activities and worksheets provided in the Vidya Pravesh- module. This will help you modify or design the schedule as per the requirement.
- ▲ While developing and planning the schedule, there has to be a balance between teacher-initiated and child-initiated activities, indoor and outdoor activities and large and small group activities.
- ▲ Display the day-wise weekly schedule in the classroom and try to list what materials are required, how to make the seating arrangements for each of the activities and how to observe children?
- ▲ Arrange beforehand the teaching- learning materials required. You may develop the material using local resources, low-cost or no cost materials. Some of the ready-made teaching-learning materials can also be procured. Plan to include natural resources as learning aids such as leaves, twigs, pebbles, etc.
- ▲ Create activity or interest areas for free-play and equip these areas with a variety of play materials that are easily accessible to the children. There are different types of activities and interest areas which also help you in handling multiple age groups.



Activity or Interest Areas

- » Classroom displays such as charts, posters, activity worksheets, models etc. may be used to convey a theme being covered in the classroom. This makes children curious and interested in the theme or the activity. The following points must be kept in mind while displaying children's works.

- ◇ Displays should be at the eye level of children so that they can see them easily
 - ◇ Displays should be changed regularly
 - ◇ Work of each child should be displayed
 - ◇ Displays should be purposeful
 - ◇ Too much displays should be avoided as it makes the classroom look cluttered or over-stimulating.
- ▲ Plan the seating arrangement for the selected activities keeping in view the children with special needs (CWSN). It is important that seating arrangement should be flexible and adaptable.
 - ▲ Ensure that clean indoor and outdoor spaces and equipment or materials are accessible to all the children which are safe, age appropriate and adequate for children to engage in free and guided play like sand or pit, balls, ropes, bricks, beam, old tyres, musical instruments, etc.
 - ▲ Plan to observe and assess children regularly. You should maintain periodic progress report for each child and prepare summary of achievements at the end of three months and share with the parents.

The teachers must always remember that each child learns on their own and the job of a teachers is to motivate them, touch their heart and develop a loving bond with each child. Therefore teachers must be supportive and understand the background of each child, their environment at home and previous education that they have gone through such as pre-primary, Anganwadi or direct admission at grade 1. So, if possible, visit home of each child and try to establish positive relationships with their family. Although planning is done beforehand, it should be flexible enough to accommodate any change that might become necessary depending on the interest shown by the children at a particular moment.

I am sure these tips would help you create warm and welcoming environment and plan joyful and developmentally appropriate learning opportunities for your children.

Stay connected.

4.2 Activity 4: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1653

4.3 Creating a Print Rich and Numeracy Rich Environment in the Classroom

Create opportunities in the classroom for children to interact with print in a meaningful, inviting and relevant manner to make children understand the purpose of print in everyday life. Design the classroom in the following ways:

- ▲ Label objects around the class, for example, book racks, pencil stand, shoe rack, washbasin, etc.
- ▲ Display numbers wherever possible.
- ▲ Create a word wall with common words, rhyming words, and new vocabulary which is of interest to the children. Also create a number wall showing a clock, calendar, toy telephones/mobile phones, etc.
- ▲ Arrange the classroom library or reading corner with a variety of books that children can browse through on their own or with their friends.
- ▲ Keep a variety of stationery in the writing area, where children can draw, write and cut-and-paste.
- ▲ Create math and manipulative area with blocks, puzzles, mazes, stacking toys, etc.
- ▲ Have a corner where children's drawings, scribbles and emergent writing can be displayed.
- ▲ Display theme related labelled charts and posters, groups of letters/ aksharas, poems and rhymes that the children might be learning in class.

4.4

Activity 5: Design a Print-rich Classroom Environment - Share Your Ideas

What do you mean by 'print-rich learning environment'? How can you create such an environment for children in your classroom?

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course5actvy5>

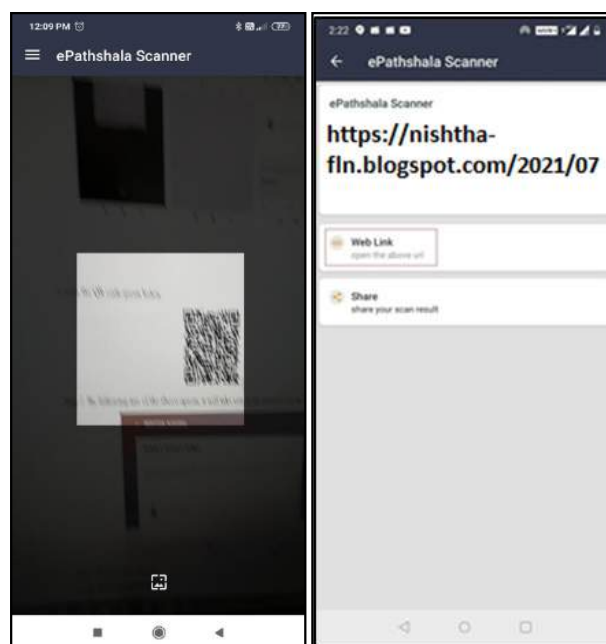


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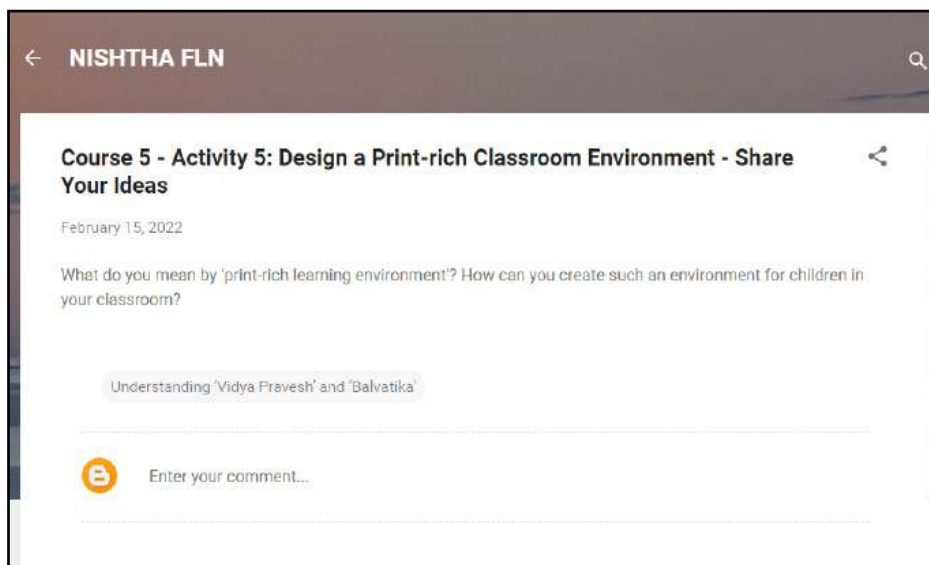
<https://nishtha-fln.blogspot.com/2022/02/course-5-activity-5-design-print-rich.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

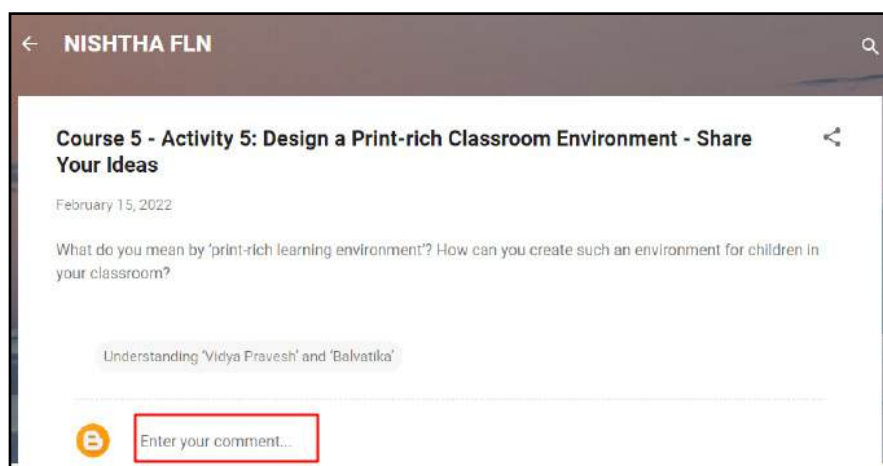


Step 2: Following any of the above option will take to an external site as shown below

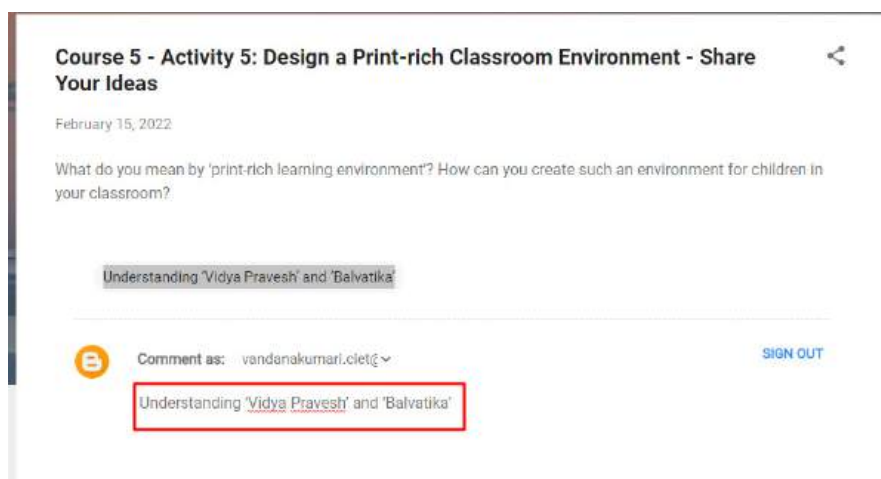


Step 3: Post your response

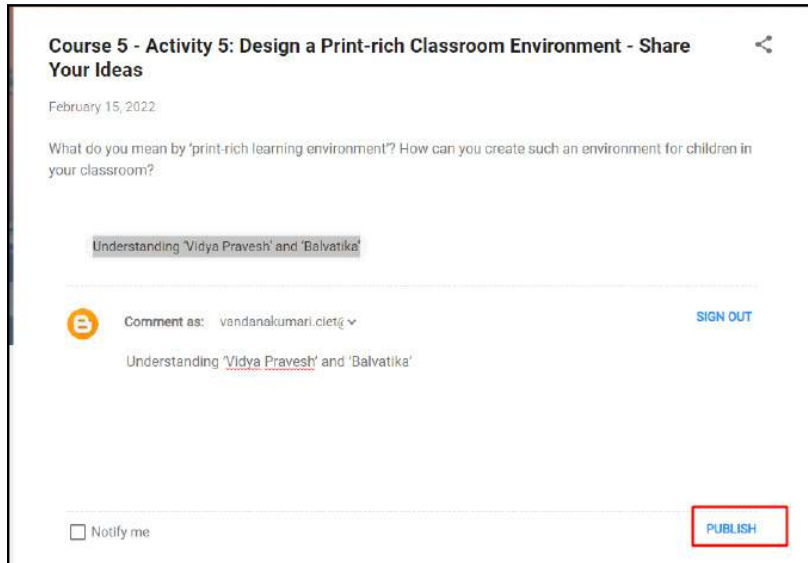
- Read the given activity
- Click on **Enter your comment**



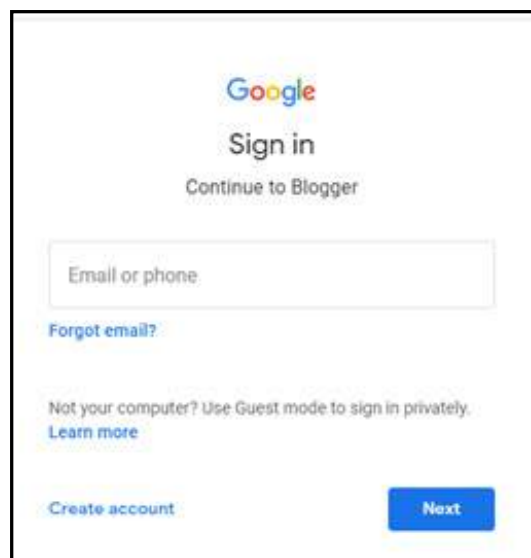
- Type your response in the comment box.



- ☛ Click **PUBLISH**



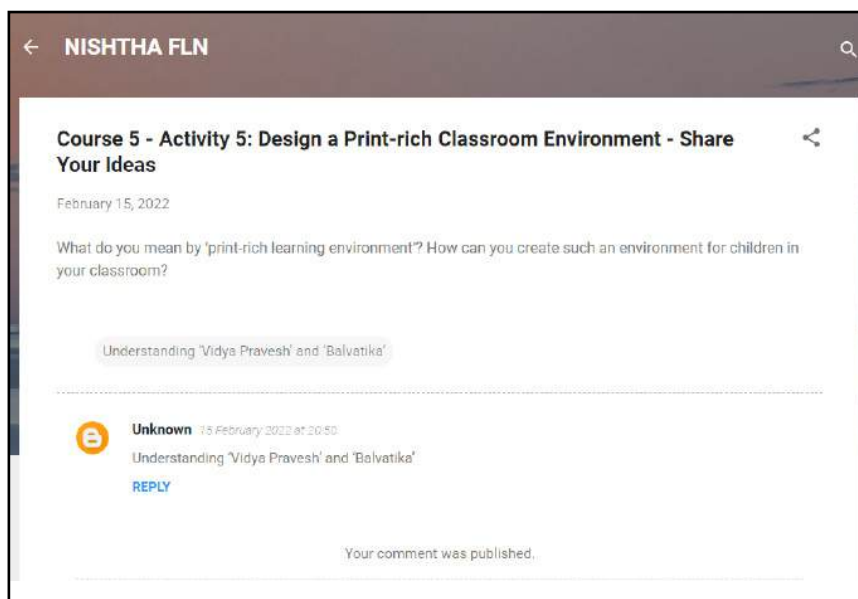
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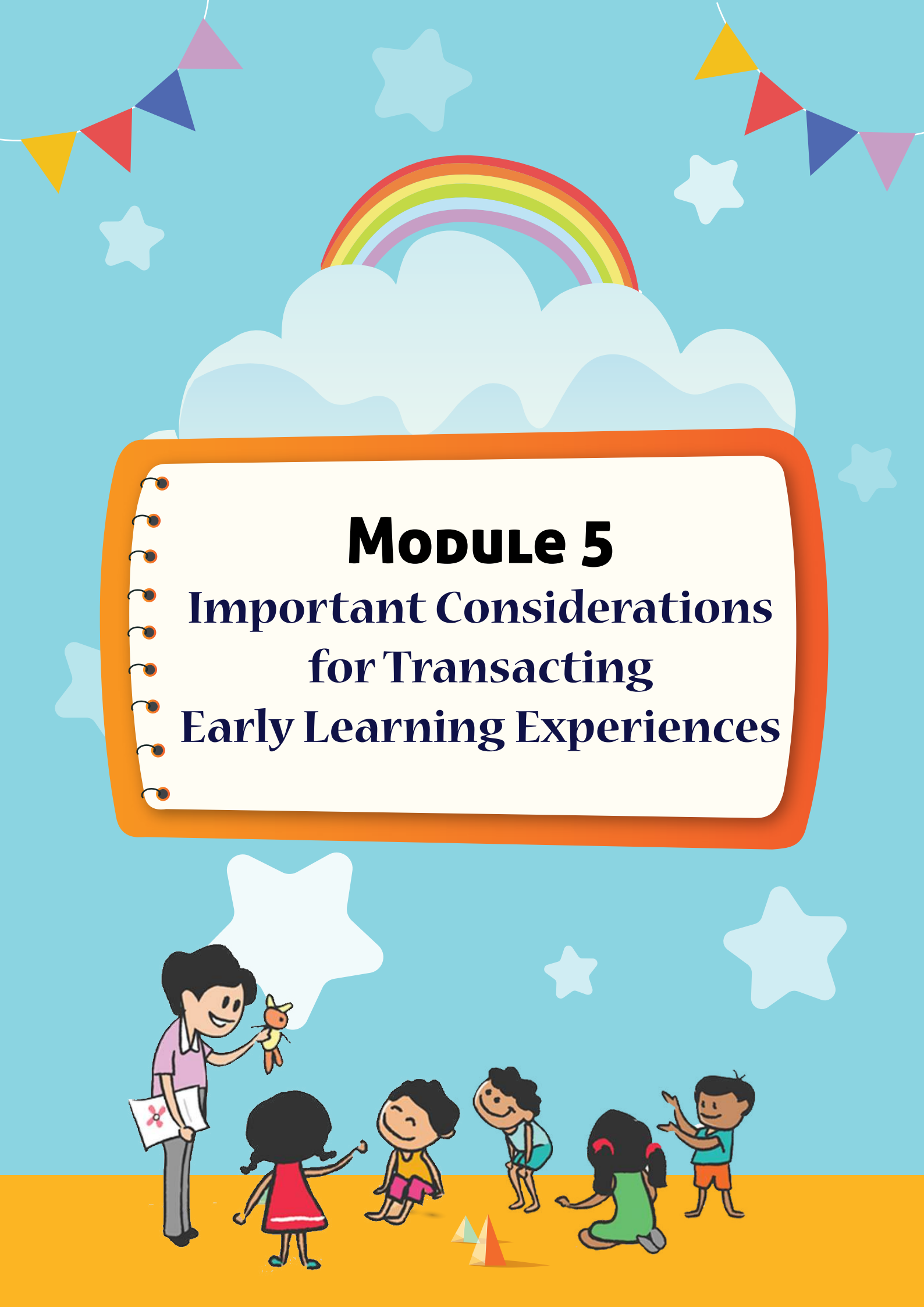


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Module 5
**Important Considerations
for Transacting
Early Learning Experiences**



Module 5:

Important Considerations for Transacting Early Learning Experiences

5.1 Transacting Learning Experiences

The purpose of transacting learning experiences is to provide age and developmentally appropriate learning opportunities in a favourable learning environment for each developmental goal. Let us understand the important considerations to be kept in mind while planning and transacting the learning experiences.

- ▲ Create a balance in activities, between teacher-initiated and child-initiated activities, indoor and outdoor activities, large and small group activities.
- ▲ Use mother tongue or a language familiar to most children in the class as a medium of instruction. In case there is more than one language as mother tongue/home language, teachers can allow as many languages as are in the classroom to be used for expression with gradually exposing the child to a school language.
- ▲ Children coming to preschools and schools, come with different skills based on the opportunities they received in their home and Anganwadis. Provide opportunities of varying abilities to them, so they can flourish and learn in the same classroom. Some ways to plan differentiated instruction are:
 - » Make flexible and small learning groups as per the interest and needs of children.
 - » Use different levels of the same activities (difficulty-wise) by modifying them.
 - » Include a variety of languages and learning materials in your classroom.
 - » Encourage children to help each other in activities and offer peer-support.
- ▲ Use indigenous/locally available materials which are low-cost or no-cost.
- ▲ Use concrete objects that are familiar and are from the environment, which children can hold, observe, and manipulate to learn concepts and skills quickly, instead of dealing with abstract numbers on the blackboard.
- ▲ Use transition activities, rhymes, songs, or short stories, etc. to help children move from one activity to another. For example, it can be from numeracy time to story time or clean up time to snack time.

- ▲ Track children’s progress regularly. This will help to focus on their strengths, on what they can do, and what more is required. It will also help to adapt and modify teaching-learning strategies, play material, activity areas, etc.
- ▲ Follow the day-wise weekly schedule but be flexible. Conduct the routine or daily activities every day as per the approximate time duration given for the holistic development of the children, such as greet meet/circle time, free play, numeracy, environment awareness and scientific thinking, art activities for creative and aesthetic development/ fine motor development, language and literacy skills, outdoor play, story time and finally, goodbye time. Saturday can be considered as the day for recapitulation five days’ activities and prepare for next week’s programme.

Sample Weekly Schedule							
Session Name	Mon	Tue	Wed	Thurs	Fri	Sat	
Greet Meet/ Circle Time and Prayer (teacher-initiated large group activity)							Reca pitula tion
Free Play (child-initiated small group activity)							
Numeracy, environment awareness and scientific thinking (teacher-initiated activity)							

Art activities for creative and aesthetic development/ fine motor development								Reca pitula tion
Language and Literacy skills (teacher-initiated large group activity)	Oral							
	Reading							
	Writing							
Outdoor Play (Gross Motor activity)								
Story Time								
Goodbye Time								

- ▲ Involve children with disabilities (Divyang) in all the activities. Make suitable modifications for them with inputs from the parents and others working with children.
- ▲ Utilise play and meal opportunities to encourage good work habits in children like putting away materials after playing, not making the room dirty, etc.
- ▲ Be friendly and interactive with all children. Ask questions regarding their play and activity individually to help them extend their thinking and encourage conversation. but don't be intrusive or directive in your approach, to allow for children's initiative and imagination to flourish.
- ▲ As children manipulate and play with different materials, teachers can provide them with the language to articulate and discuss their ideas, ask questions and stimulate their thinking. Encourage children to talk about and share with others how they have completed a task or solved a problem.
- ▲ Provide time for children to observe, think and try out different ways to solve a given problem, for example, how to build a house with seven sticks/ matchsticks?
- ▲ Try to evoke the interest of early learners. Use any activity or task that is based on an interesting context such as stories, songs, rhymes, and games.

Use the stories effectively to talk about the sequence, what happens before, after, at the end, and so on. Also, arrange organised indoor and outdoor games that are a great way to practice skills and concepts, for example, counting.

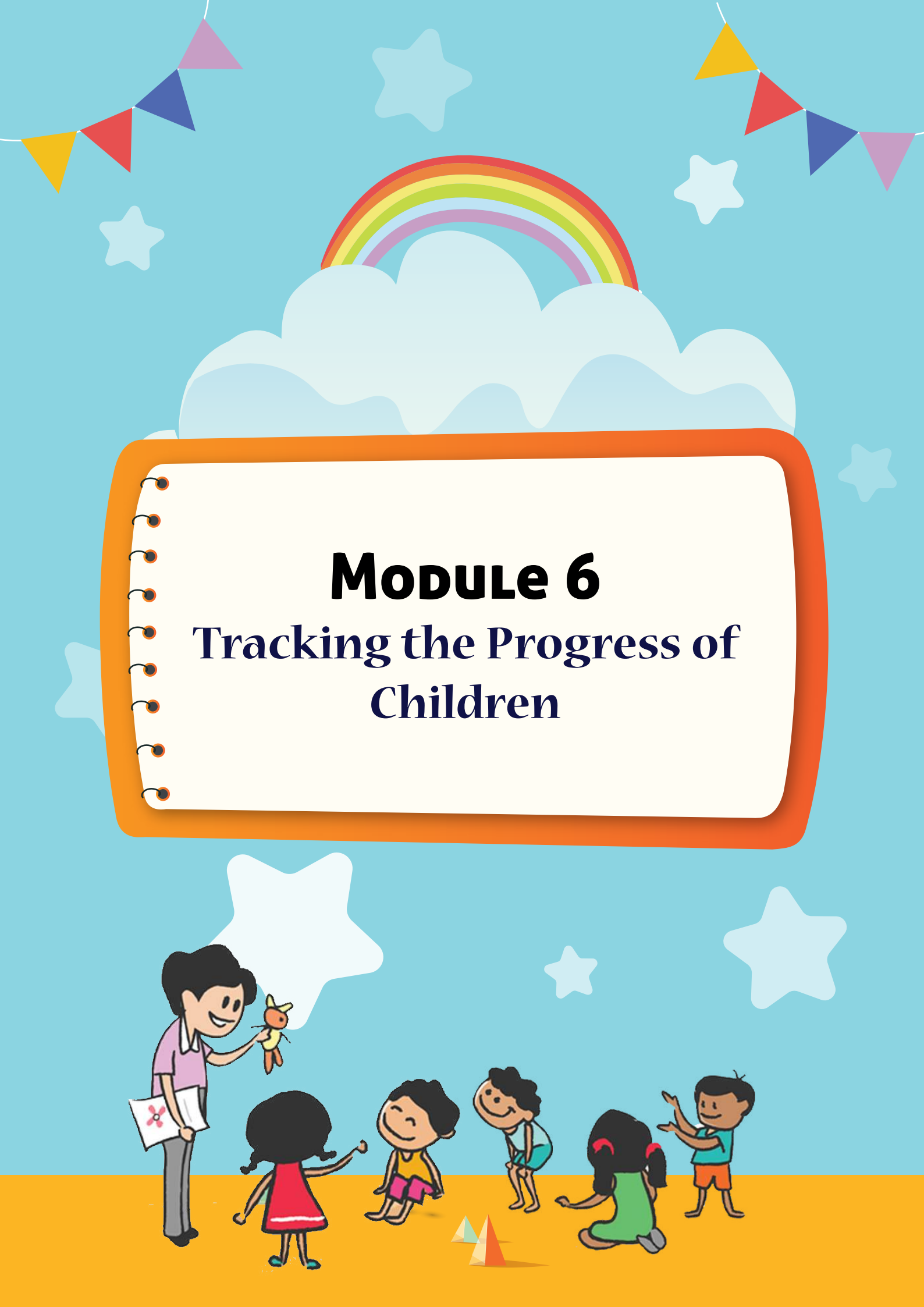
- ▲ Encourage and appreciate each child's efforts, so as to give the child a sense of confidence and self esteem.
- ▲ At least once a week organise circle time discussions for problem solving, conflict resolution, distinguish between right and wrong, etc.
- ▲ Reach-out to parents to ensure continuity of learning experiences and for additional information, support, and communication about things learned in the classroom and how to reinforce them at home.

5.2 Activity 6: Develop Weekly Schedule - Do It Yourself

Think of some activities related to each of the routine/daily activities given in the sample weekly schedule. Now, design a day-wise weekly schedule by mentioning the activities of your choice in the schedule given below.

Sample Day-wise Weekly Schedule						
Session Name	Mon	Tue	Wed	Thurs	Fri	Sat
Greet Meet/ Circle Time and Prayer (teacher-initiated large group activity)						Recap- itulation
Free Play (child-initiated small group activity)						
Numeracy, environment awareness and scientific thinking (teacher-initiated activity)						

Art activities for creative and aesthetic development/ fine motor development							Recap- itulation
Language and Literacy skills (teacher-initiated large group activity)	Oral						
	Reading						
	Writing						
Outdoor Play (Gross Motor activity)							
Story Time							
Goodbye Time							



MODULE 6

Tracking the Progress of Children

Module 6: Tracking the Progress of Children

6.1 Introduction to Tracking the Progress of Children

Tracking children's progress is an essential and integral component of any educational programme. It gives an insight into children's interests, achievements and possible difficulties in their learning. The purpose of tracking is to get useful information about children's learning and developmental levels taught by teachers/caregivers, including families. It helps ensure early identification of developmental delays, special educational needs of children and their specific interests and abilities.

6.2 Tracking Children's Progress

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643842110259213029

Transcript

Dear Learners,

As children go through the learning experiences, it is extremely important to constantly observe and record their progress in a multidimensional manner to determine what children know and understand their difficulties. This introductory information will help teachers in getting answers to some important questions. Such as 'What is the cause of various difficulties in children?', 'Will practice help

in solving them?', 'Is there any other way to solve these difficulties?'. Therefore, repeating only one activity or one type of experience will not suffice in this case. At this stage, observing and recording the children's engagement in learning process during the learning experiences is the best way to keep track of the child's learning progress. However, it is important that more than one similar experience is also provided so that any significant observation can be verified. The assessment also helps to identify children who may need some special assistance. The purpose of assessment should be to provide guidelines for learning new skills. In such a situation, a teacher will have to observe the children's communication patterns, behaviour, learning processes and worksheets to find out if there are any obstacles in their learning. Session-wise three assessment sheets should also be prepared for each child to be filled by the teachers. Assessments can be done in a number of ways to track children's learning progress. Let us understand each of these methods. First is Observation. The observation is made to understand the dimensions of the personality of the children and the process of learning. It is a natural process being carried out in the daily activities of learning. Scientific observations provide appropriate information about the various dimensions of child's personality and progress in learning. Then there is the anecdotal record, which is the brief written note based on the observation of the children. For example, how and where children spend time, their social relationships, language usage, communication channels, information about health and nutrition habits, etc. Now let us understand about the portfolio. Portfolio is a flexible and concise collection of samples of various work carried out by children from time to time, which reflect multiple dimensions of children's learning. This type of assessment focuses on demonstrating the child's, knowledge and skills. Samples of children's art, drawings, skill works and collages, etc. are also included in the portfolio. After this comes the checklist. A checklist is a list of a child's learning outcomes, behaviors or characteristics in a particular developmental domain. Teachers have to determine whether the child has all these characteristics or not in the form of 'Yes' and 'No' response. Rating scale is similar to checklist, except that instead of marking achievements only in the form of 'Yes' or 'No', it tells how much a child has achieved. A rating scale is a tool used to assess the performance of tasks, skill levels, processes, practices, characteristics, qualities or final product. Pictures and video clips also help in assessing the progress of the children and also the progress of the program and increasing the motivation and confidence of the children. Teachers can accordingly create and modify appropriate classroom procedures by listening and viewing the recording, taking into account privacy limits. Children should be assessed according to a prescribed procedure After the completion of the third

assessment, teachers should keep a consolidated record of each child to help them support children, plan learning experiences, share the progress with the parents and modify the program as per the need. Teachers must remember, not to label any child as 'pass' or 'fail'. Similarly, help children learn by appreciating them but not criticizing.

Hope you would follow the points discussed in this video and help in your children's learning by constantly tracking their progress.

Happy learning and keep learning.

6.3

Additional Activity: Assessing Learning Continuously: Reflect

Case Study

Children are busy playing with sand in the sandpit. Their teacher has asked them to play a particular game in groups of three. Each group has a big plastic box and a small plastic glass. They must fill the plastic glass with sand and pour it into the box. They must count how many glasses of sand they have poured to fill the box. While the children are busy with the activity, the teacher notices that some groups are heaping up the glass while the others are not filling it completely. The teacher draws the attention of the class and demonstrates how to fill the glass to the brim. The children resume their task, making the required changes. The teacher observes the process and notices that some groups are not keeping a record of the number of times they are filling and pouring the sand. The teacher has another small conversation with them about the task, and they realise that they were missing an important step. When the teacher asks each group to share how many sand glasses they emptied into the box to fill it, all but two groups had the same answer. The teacher asks the two groups to repeat the process in front of the class.

Questions for reflection

- » What kind of role is being played by the teacher?
- » What would have happened had the teacher not been observing the groups at work?

Summary

National Education Policy (NEP)- 2020

'Vidya Parvesh' (Guidelines and Module)

Part of FLN Mission
*(a three-month play-based school
preparation programme for
children enrolled in Grade I)*

'Balvatika'

*(one year programme
given to the
children before Grade I)*

Foundation

Three Development Goals

- Goal 1: Children Maintain Good Health and Wellbeing
- Goal 2: Children Become Effective Communicators
- Goal 3: Children Become Involved Learners and Connect with their Immediate Environment

Developmental Goal wise Learning Experiences

Designing Vidya Pravesh and Balvatika Programme

Transacting the Learning Experiences

Tracking the Progress of Children

Portfolio Activity

Assignment

Design a day-wise one week programme along with detailed activities and experiences to be given to the children.

Additional Resources

References

- ▲ MHRD (2020). National Education Policy (NEP), New Delhi
- ▲ NCERT (2019,a). Guidelines for Preschool Education, New Delhi
- ▲ NCERT (2019,b). The Preschool Curriculum, New Delhi
- ▲ NCERT (2005). National Curriculum Framework (NCF)-2005, New Delhi
- ▲ NCERT (2006). Position Paper on ECE, New Delhi
- ▲ MWCD (2014a). National ECCE Curriculum Framework, New Delhi
- ▲ NCERT (2020). Balvatika Framework (Draft). NCERT, New Delhi
- ▲ NCERT (2021). Vidya Pravesh-Guidelines for Three-month Play-based School Preparation Module for Grade-I. NCERT, New Delhi

Weblinks

- ▲ Picture reading and methods of storytelling - <https://youtu.be/3gav6BXih4M>
- ▲ Oral language development during preschool years - <https://www.youtube.com/watch?v=S1tSAafINfg&t=497s>
- ▲ Classification - <https://www.youtube.com/watch?v=48dnjqXTZHY&t=104s>
- ▲ Problem solving skill for foundational numeracy - <https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- ▲ Pattern making for foundational numeracy - <https://www.youtube.com/watch?v=L4TMfjqj7Dk&t=19s>
- ▲ Size and seriation for foundational numeracy - <https://youtu.be/mORwL-ZPJ6g>
- ▲ One to one correspondence - <https://www.youtube.com/watch?v=A-ZvzhKczRQ>
- ▲ How to engage preschool children at home? - https://www.youtube.com/watch?v=EN12s4_8Tjw
- ▲ NISHTHA Panel Discussion - <https://www.youtube.com/watch?v=0GPBUPua7wk&t=872s>
- ▲ 'Preschool Education' (Hindi video) : <https://www.youtube.com/watch?v=0GPBUPua7wk&t=61s>
- ▲ How children learn/ poorva prathamik star par bacche kaise seekhte hain (Hindi video): <https://www.youtube.com/watch?v=DELWLvysuTk&t=1310s>
- ▲ 'Quality improvement in preschools' (Hindi video): <https://www.youtube.com/watch?v=PJABNfLXRu0&t=1637s>
- ▲ 'Abhivyakti' (Video film): <https://www.youtube.com/watch?v=T1P-rA-g6Ew>

- ▲ Home based physical activities for children (Hindi Video):
https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s
- ▲ Nurturing imagination in preschool children class: Pre-primary (Hindi Video): <https://www.youtube.com/watch?v=7ex4fvYF8m8&t=1760s>



COURSE 06

**Foundational
Language and Literacy**

Course 06: Course Information

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Foundational Language and Literacy - Introduction

- Understanding Language and Literacy
- Language and Literacy - A Perspective

▶ 2. Multilingualism

- Use of Mother Tongue and Children's Literature in Learning Language
- Multilingualism: Various Aspects
- Activity 1: Do It Yourself

▶ 3. Language and Understanding Literacy Skills

- Language and Understanding Literacy Skills
- Activity 2: Share Your Thoughts

▶ 4. Language Learning - Perspective on Early Literacy

- Phonological Awareness: Integration with Learning Process
- Activity 3: Share Your Thoughts
- Silent Period in Learning

▶ 5. Language and Literacy

- Engagement with Language and Literacy

▶ 6. Reading

- Reading: An Introduction
- Aspects of Reading
- The Processes and Behaviour Involved in Reading
- Activity 4: Check Your Understanding

▶ 7. Writing

- Writing as a Thought Process
- Strategies of Writing

▶ 8. Children's Literature

- Activity 5: Various Resources of Children's Literature – Explore

▶ 9. Teaching Learning Process at Foundational Stage

- Additional Reading: Teaching Learning Process at Foundational Stage - Exemplar

▶ 10. Children's Reading and Writing Attempts

- Understanding Children's Self-Reading and Writing Attempts
- Demonstration - Story telling - CORN
- Additional Reading: Maintaining Teachers' Portfolio
- Activity 6: Do It Yourself

▶ Summary

▶ Portfolio Activity

- » Assignment

▶ Additional Resources

- » References
- » Weblinks

COURSE OVERVIEW

Description of the Course

The course on language and literacy will apprise learners about the aspects of the central question – how children learn to read and write and develop their language skills in social and academic contexts.

Keywords

NISHTHAFLN, LANGUAGE, LANGUAGE LEARNING, LITERACY, READING, WRITING, ASSESSMENT, MULTILINGUALISM, LITERATURE FOR CHILDREN, PRINT RICH ENVIRONMENT, SOCIO CULTURAL ENVIRONMENT

Objectives

On completion of the course, the learner will be able to

- 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.

Course Outline

- 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



MODULE 01

Foundational Language and Literacy - Introduction



Module 01: Foundational Language and Literacy - Introduction

1.1 Understanding Language and Literacy

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31341569574004326413478

Transcript

Welcome dear Learners to course on Understanding Language and Literacy. The course on language and literacy is about understanding how children learn language and enhance their literacy skills. As we know, the early years of learning are very important and language plays an important role in foundational years of education of young children. Here, it is important to understand that young children even before coming to school develop their own sense of what function language can play and how they can make use of language for different purposes in the social context. Teachers and elders associated with their learning need to understand that the already initiated process has to progress for academics and emotional well being of the young children. The use of children's home language is recommended for their cognitive development and inculcation of values. The familiarity with the context of learning will enable them to strengthen their literacy skills. The use of children's literature will give them opportunities for developing language skills of reading, writing, listening and speaking with the sense of purpose. An enabling environment for self learning and assessment will lead them to become independent readers and writers. In this context, we must look for research based pedagogies, authentic learning materials and above all, a mindset to relate to children and their world. I hope you will deliberate upon the issues which we have raised in the introductory video and you will also find the discussion on these issues in the course on foundational literacy and language.

Thank You!

1.2

Language and Literacy – A Perspective


The curricular system stated in the National Education Policy (NEP) 2020 (5+3+3+4) underscores the importance of the initial stages of learning. It has been strongly felt that children must have a strong foundation in the early years to excel in the later years. These are the most productive years for the development of literacy skills, and cognitive development.

The NEP 2020 recommends preparatory classes or *Balvatika* for all children before they enter a formal schooling system. Global studies too point to the fact that children who receive meaningful Foundational Literacy and Numeracy (FLN) skills have better learning levels in primary grades as well as in later stages of education. However, it is a matter of concern that the practices being followed are not yielding desired results. Nation-wide learners achievement surveys conducted by NCERT and other agencies show that the number of children who cannot read is very high despite completing primary school. The studies are constantly drawing our attention to the grim reality of reading in early classes. We need to draw our attention to some of the realities and the environment being created in schools.

It is increasingly evident, however, that traditional notions of literacy need to be expanded to encompass the literacy of the 21st century. We may say that literacy is the ability to use graphic and visual representations of language to read, write, speak, listen, view and think critically about ideas. The potential of new technologies (web pages, Internet-based class projects, etc.) enriches literacy with wider and varied exposure to resources and greater levels of achievement.

Children come to school with fluency in their mother tongue/home language. Schools should make use of child-centric approaches to expand it into literacy skills. The course on foundational literacy is a culmination of courses on ECCE, numeracy, *Balvatika* and multilingualism.

In the early stages of language learning, the focus remains on the constructive process of making meaning, which unfolds into creativity and developing aesthetics and values among children. The developmental process of enhancing language is based on the cognitive and affective domains. Children are naturally motivated to read and write, listen and respond in relevant, interesting, and age appropriate situations. As children progress in grades, they learn to understand the complexity of text and use of grammar in the context. For a successful literacy programme, it is the skills of comprehension and constructing meaning, which are more important than following the formulaic explanations. The nuances of language unfold to children as they engage more and more with listening, speaking, reading and writing (LSRW) activities.



MODULE 02

Multilingualism

Module 02: Multilingualism

2.1

Use of Mother Tongue and Children's Literature in Learning Language

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_3134157423592898561287

Transcript

Good morning and welcome to our discussion on the use of mother tongue and children's literature in developing foundational literacy skills. We all know that mother tongue and children's literature play a very important role in developing early literacy skills. In fact, children begin their journey of exploration of their surroundings and the world around them in their mother tongue. They develop a perception of this world in their mother tongue. They also develop a bond with family and people in their mother tongue. Their initial reactions are always in mother tongue. So mother tongue plays a very important role in developing early literacy skills. Same goes for children's literature; both are very important ingredients of foundational literacy. We will continue with our discussion on the use of mother tongue and children's literature. Here, I would like to add one more point that since we live in a multilingual society, it is important for us that children should learn more than one language and there is a provision also for learning more than one language in our curriculum. Learning more languages, i.e., being multilingual is an advantage and multilingualism is a resource.

Prof. Meenakshi Khar: Now I will introduce you to my co-panelist, she is Ms. Yachana Gupta and she is senior consultant with the Department of Elementary Education. She has a very wide experience of dealing with children, engaging them with language and in the area of children's literature. Yachana, we would like to

know from you that, how children can be engaged meaningfully with children's literature. Please.

Ms. Yachana Gupta: So as you already talked about mother tongue and how mother tongue is going to help the child inside the classroom to learn language. A child when it enters the classroom, they already have immense knowledge and experience about their surroundings in their mother tongue. So keeping mother tongue as an essential part of learning is pivotal for us. Being a teacher or a facilitator we need to understand that mother tongue is an integral part of a language learning, so we need to consider it and need not to replace it inside the classroom. When a child is speaking or writing or giving the response we should allow the child to use mother tongue inside the classroom and eventually the child will be able to gradually get the knowledge in the standard language and will start using it inside the classroom as it's a process. Now we want to talk about children's literature as Ma'am said already that we have to cover it as well. Children's literature is an integral part of language learning; it helps the child to understand language better. It not only gives you the opportunity to engage with the child inside the classroom but it also allows the teacher and other facilitator to get the knowledge and involve the child inside the classroom with the language process. It helps a child to understand and learn with the language learning process as well as it makes language learning more relatable to them.

Prof. Meenakshi Khar: Well said, Yachana. The emphasis I think is on promoting natural ways of learning language, because as you said that when child comes to the classroom he already has an understanding of the functions of the language. So we have to prolong and proceed on the same lines instead of turning the knowledge they have already acquired. So we would also like to add here the criteria for selecting children's literature like when we have to select children's literature we have to keep in mind some points like it should be age appropriate, it should interest children, they should take interest in reading that literature and you know children are very fond of reading fairy tales, ghost tales, tales of Panchatantra and many other stories. So that should be the part and parcel of the reading corners of our classroom. Another thing is that our children's literature should be authentic, that it should be meant for children. They should see their world in their stories or poems or other literary genre whatsoever they are reading and writing about. So that is very important and another important thing while selecting children's literature is that it should have some universal values, human values. Because we do not want that our literature should send direct messages, didactic messages to the children. We want children to construct their own messages after reading the literature, so the literature which we select for

children should have all these qualities and there should be variety in children's literature. We come to another point of discussion that is how this literature should be transacted in the classroom, you know we have understood the importance of having children's literature, we have understood the importance of having children's literature in mother tongue so that children can reflect over it, can respond to the stories and other genres of literature that we have understood. Now the point is when we bring in children's literature in the classroom, how the teacher should transact it in the classroom so that children can get the opportunities of both learning the language as well as of self assessment. Yes Yachana, please.

Ms. Yachana Gupta: You already talked about the point that we need a lot of variety inside the classroom when we are talking about the children's literature, it should not be limited to only few categories or themes that we are talking. It should be multi thematically arranged as well as the child should get the freedom to choose the books on their own. And it's not just limited to the books inside the classroom, we should have the literature that is there and the child is able to see the posters that is displayed in the classroom, be it a picture poster, be it a picture book or big books where they only have pictures inside the books or the posters on the wall where they can themselves imagine the story and use the creativity and imagination to explore the world of language learning. From this, they will be able to make the creativity work as well as the language learning that they are grasping the language, the words they are grasping from their environment, and from the teachers and the peers, they will be able to use them there inside the classroom as well as outside the classroom. So this is going to be a big opportunity for them to use it by themselves. Now we have big books, we have other story books, picture books and then we have narration part, so when we are talking about language and it's literature, the most important and integral part that language learning should have and should be catered inside the classroom is narration of the story, be it a teacher or a facilitator when they are telling a story it should be more engaging when the child would hear it. When we first want them to get the opportunity to be a part of a language learning, we need to make that more interactive and make them interested towards the language and that part only can be done when they listen to a story, when they engage with the story, and when they explore the world of language with the help of story. The narration part that can be done by the teacher or a facilitator whomsoever is there and with the other students if they want to share a story. So that's how we can build the literature inside a classroom from reading to speaking and vice versa .

Prof. Meenakshi Khar: Other language skills as well.

Ms. Yachana Gupta: Yeah sure Ma'am.

Prof. Meenakshi Khar: So the thing which we would like to emphasize here is that engagement with language is very important. We should engage children meaningfully with language and there is no better resource than children's literature and it should be accessible to children. It should not be, I mean hidden from them. It should not be locked in the boxes, it should be made available to children.

Ms. Yachana Gupta: Not just library corners in one room. It should be inside a classroom where they have their reading corner or a corner where they can themselves go and reach to the corner, pick a book and then read it .

Prof. Meenakshi Khar: Yes and one more thing Yachana I hope you will agree with me that along with the books we also need stationary because researches have shown that there is a very close links between these two skills - reading and writing and the moment children read something or listen to something they would like to draw and drawing is their language. Would you like to say something on this before we wind up?

Ms. Yachana Gupta: Yeah. So, when we talk about the language learning, it not just helps a child to learn the words, listening and vocabulary enhancement, it is also linked with the writing part. A child start their writing with the drawing so when they read or hear a story, the next moment when you tell them to express their self they will draw something related to the story. That's the post activity that we can do after a story or in between a story session but it's an initial part of writing process. So it's very important that we should allow 'n' number of opportunity for them to get immersed in the world of writing and reading together.

Before we wind up, we would like to suggest our viewers and learners that they should form reading clubs, write reviews of children's literature, become members of children's libraries and develop tasks based on children's literature. They should also develop an understanding of how children learn, how children learn to read, write and develop other language skills. It is a pleasure to use children's literature and mother tongue in the classroom provided we have relevant and meaningful and interesting activities for children and we are sure that this will give them good academic results as well. So before we say thank you to our viewers, we would also like them to deliberate upon the issues which we have raised here.

Thank you very much.

Multilingualism as a Resource

In a typical Indian classroom there will be children speaking more than one language. The foundational literacy skills can be developed on the linguistic and cultural resources of children. The natural ways of learning language are based on the fundamental idea that the mother tongue/home language is the best medium of comprehending, and learning. The learning achievements decline if children are restricted from using their language for literacy learning. This happens commonly when the focus remains on teaching learning the dominant language. This situation leads to incomprehension among children. The focus of foundational literacy practices should be on promoting multilingualism for learning in the classroom. The accessibility of a wide range of languages and skills help in negotiating the meaning in different social situations more efficiently.

Multilingualism in the Classroom

- ✱ **Possible Situation 1:** Child's language is different from the school language, and textbooks.
- ✱ **Possible Situation 2:** Child's language and the language of the school is common, but children speak different languages.
- ✱ **Possible Situation 3:** Child's home language is a combination of two or more languages, and the language of the school is different.
- ✱ **Possible Situation 4:** In multilingual families, there can be a home language spoken by other family members, which may sometimes be different from the mother-tongue or local language. (NEP, 2020)

Engaging children in multiple languages for the learning activity paves the way towards varied perspectives and the codified realm of knowledge that exists in various languages. It also acts as a means to promote the significant constitutional values of social harmony and respect. It helps them to negotiate in different social situations more efficiently and equip them for divergent thinking.

Understanding Multilingualism

- ✱ Multilingualism subsumes bilingualism.
- ✱ Multilingualism is constitutive of the Indian identity.
- ✱ Multilingualism is a natural phenomenon, which relates positively to cognitive flexibility and scholastic achievement.

- * Bilingual children not only have control over several different languages but are also academically more creative and socially more tolerant.
- * There is also substantial evidence to show that bilingual children excel in divergent thinking.

Now that we also know of the positive relationship between multilingualism, cognitive growth and educational achievement, there is every need to promote multilingual education in schools.

2.3

Activity 1: Do It Yourself

Reflect on the following questions and write your answers.

- * What do I know about learners in my class?
- * What languages do they speak and understand?
- * Is the language of textbooks relevant for them?
- * Do they understand my language?



MODULE 03

Language and Understanding Literacy Skills



Module 03: Language and Understanding Literacy Skills

3.1 Language and Understanding Literacy Skills

In India, the most critical component of today's discourse in elementary education constitutes questions and challenges such as:

- * How do children learn to read and write?
- * How do teachers teach children to be able to read meaningfully and write for different purposes and expression?
- * How should the teachers teach?
- * What is reading and writing? How does reading and writing develop? What can make children acquire language/literacy skills?

In the context of early literacy skills, language is the major component. Hence, it is important to understand that

- * Language is a medium of expression and self-development.
- * Languages of children are different and knowledge-embedded.
- * Language is not only about alphabet learning but is about its usage in the social context specifically in the early years of learning.

What do we mean by language?

A lot of answers come to our mind. The most common is that it is a medium of communication. No doubt it is a natural human urge to converse and send messages to others. But we tend to forget its usefulness as a means to think, respond and feel. In the formative years of learning, language plays a key role in shaping the perceptions of children about the world. It is a subtle yet strong force to understand their capabilities, interests, values and attitudes. Languages of children are great sources for them to function in social and academic contexts. Their languages are markers of their identity. All languages have a system and knowledge embedded in them. The interesting phenomenon is that languages are learnt in the same way, and proficiency in one language (mother tongue/home language) motivates one to learn more languages. The foundational stage is the most crucial for language learning because development of language skills at this level will determine their academic achievements across the curriculum.

Language is composed of phonology, morphology, syntax, and pragmatics. These components are integrated for the purpose of LSRW activities. Young children learn to develop their language and literacy skills by using language as a whole

and not its individual components because meaning is conveyed when all these components are present, but in an integrated manner. At this stage, we want children to understand the usage of language in various contexts and forms and enhance their already developing language skills.

Children's literature is an effective medium for sustainable language learning competencies. The genres of literature, story, poem, rhymes, drama, etc. engage children in meaningful and relevant ways. Stories are the best medium to develop creativity and critical and reflective skills. Poems and rhymes ignite their imaginative powers and phonemic awareness.

There is a major need to orient teachers and teacher educators to understand that children have the ability to learn language on their own. School/curriculum and pedagogy should create an enabling environment for language learning. It is true that humans have the system as well the capacity to develop their language skills, provided they get the motivation and child centric inputs. Children learn to use language as per their need to communicate or express themselves. Children learn conventional usage of language at their pace and through meaningful inputs, which scaffolds their understanding, for example, text with illustration is easier for them to understand than text without it. Phonemic awareness is crucial for language learning but it should emerge from context, for example, letters and sounds, words often repeated in story can be chosen for learning letter-sound relationship. A letter in a word and word in a story is comprehensible than an isolated letter in the alphabet.

Read and Answer

- * How do children engage meaningfully with language?
- * What are the components of language?
- * Why is context important for understanding text or speech?

Languages in the classrooms play a significant role in developing foundational literacy. The language of the child becomes the medium of learning as well as an expression of thoughts, creativity and innovations.

- * Language is whole and it has to be learnt holistically. Young children learn to make sense of language and its function at a very early stage. Haven't we observed that when children speak they have a message to convey and know how to communicate it?
- * Language learning is a developmental non-linear process. There are no steps for learning a language. While using language, children learn the language skills together at their own pace and capabilities. The so-called errors are

attempts to learn and progress. Children develop into independent learners if they are given autonomy of learning.

- * The essential condition for language learning is that we provide relevant opportunities of producing and generating language. For this, the strategies should be conversation, discussion on stories, asking opinions on stories, and informative texts, appreciating poems, creative expressions, etc.
- * Children learn language to know and understand the world around them. Do we know that they learn if they have interaction with real world objects, familiar surroundings and relationships?
- * Children need to have exposure to language for developing their listening, speaking, reading and writing skills. This has to be in a holistic and an integrated way. Teachers need to introspect that, are we teaching language in parts and one skill after another, believing listening, speaking and other skills will follow or as a meaningful whole?
- * Language learning is incidental. Language acquisition takes place more often outside the classroom.

Read and Answer

- * What do we understand by incidental learning?
- * Describe the terms language acquisition, incidental learning and non-linear process.

3.2 Activity 2: Share Your Thoughts

Do we know that children have a natural inclination for learning language and learning through the medium of language? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

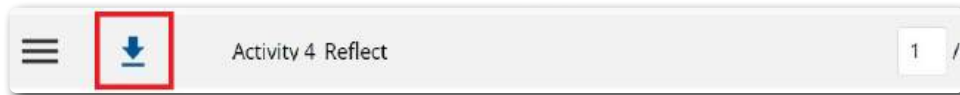
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course6actvy2>

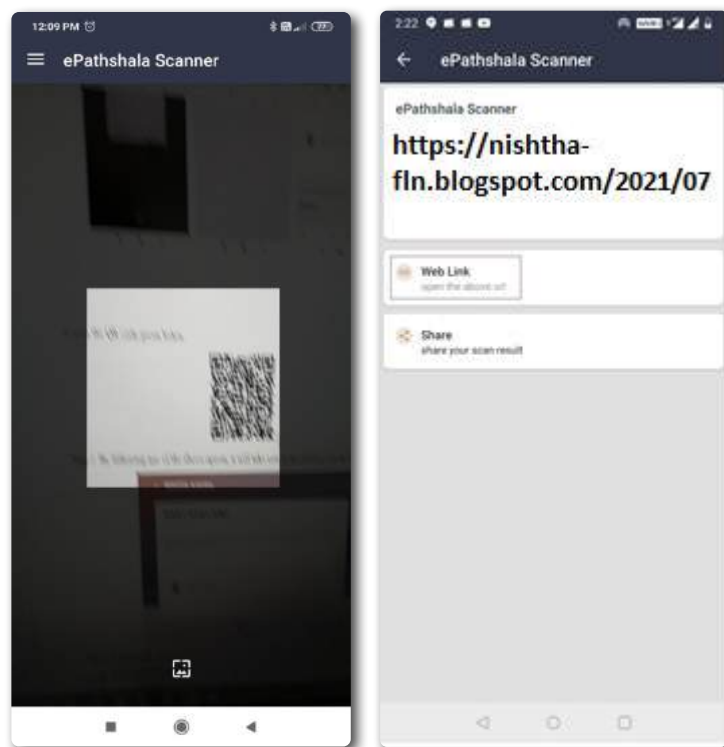


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

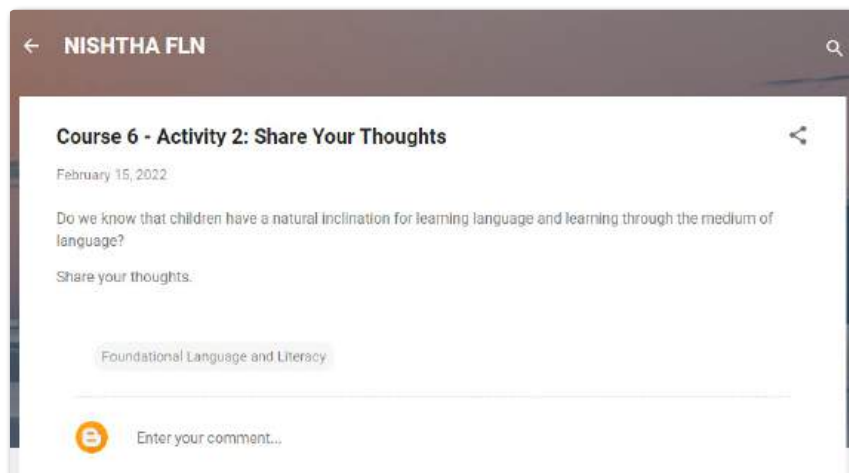
<https://nishtha-fln.blogspot.com/2022/02/course-6-activity-2-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

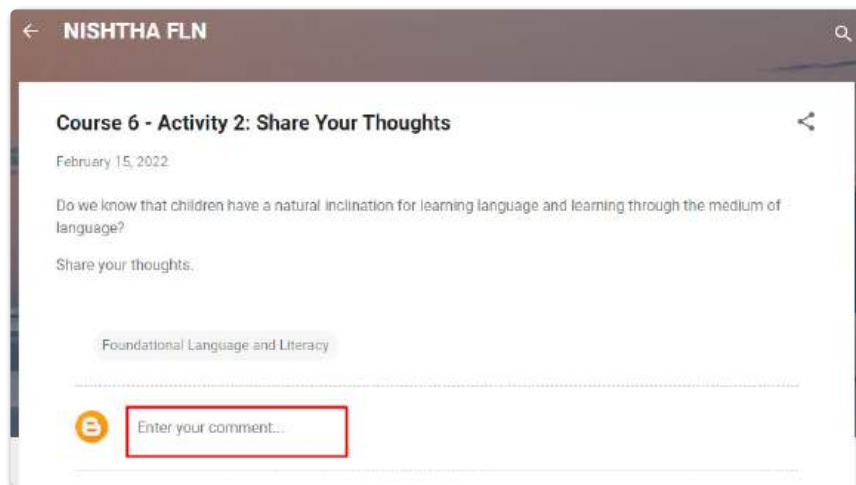


Step 2: Following any of the above option will take to an external site as shown below

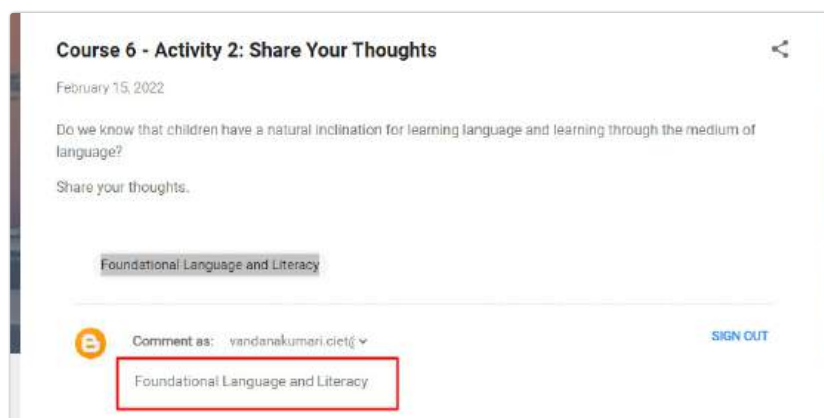


Step 3: Post your response

- * Read the given activity
- * Click on **Enter your comment**



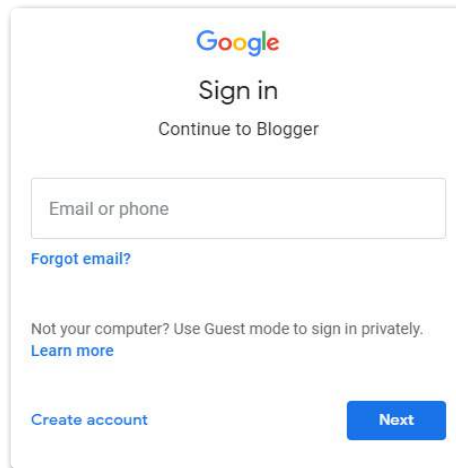
- * Type your response in the comment box.



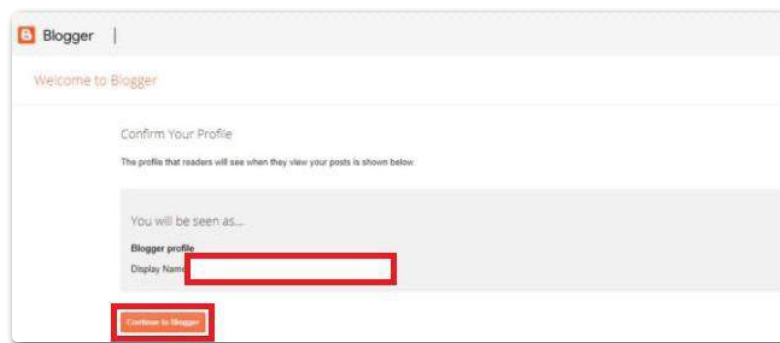
- * Click **PUBLISH**



- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- * After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- * Click on **PUBLISH**. The comment will be posted.





MODULE 04

Language Learning – Perspective on Early Literacy



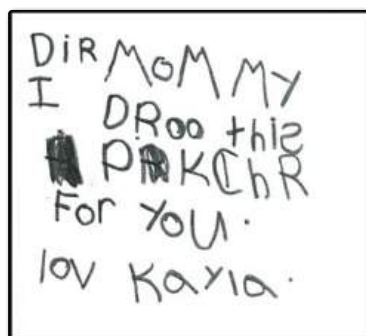
Module 04: Language Learning – Perspective on Early Literacy

4.1

Phonological Awareness: Integration with Learning Process

This is a significant phase in the developmental process of learning to read and write. The transition of children into the developmental stage is non-linear. The methods and strategies of the introduction of phonics are crucial. The reading strategies are motivated by facts that written words have pronunciation; written words are part of a sentence and a sentence has meaning; words are composed of parts, including letters and morphemes; and the ultimate goal of reading is to discover the meaning in the text. Phonics should be meaningfully integrated with phonemic awareness, fluency, and comprehension strategies.

In a literacy rich environment, children are motivated to read with comprehension. They draw support in comprehending the text from the context. The children are guided to think critically, and about the usage of language. At the beginning of the reading stage, it is not suggested to follow introduction to phonics systematically. It should come as and when children are ready to learn the mechanical aspect of language, and when there is already built-up context for reading for meaning. As children attempt to use written language for communication, they will discover naturally that they need to know about letter-sound relationships and how letters function in reading and writing. When this need becomes evident, teachers are expected to respond by providing the instruction. It could be part of invented spelling activities or as a cue (grapho-phonemic) while reading the text. The following is a sample of invented spelling.



- * The message written by the child is an effort to write from what she has learnt and assimilated from experiences of learning language skills holistically.
- * The letter-sound awareness should continue to grow as children learn to engage with language in the context of literacy and numeracy.

- * Phonemic awareness emerges as language skills LSRW develop naturally.
- * There is a close connect between reading and writing skills. The activities based on writing (as given above) are also a reflection on how children are faring in their reading skills as well. Invented spellings are a part of the process of reading-writing and must be seen as an important phase in developing foundational literacy.

Read and Answer

- * Describe with example how children learn language naturally if they find interest in language tasks/inputs, for example, stories, poems, rhymes, language games, meaningful pictures, etc.
- * How can children develop phonemic awareness? Suggest some strategies for developing phonemic awareness and assessment.

4.2 Activity 3: Share Your Thoughts

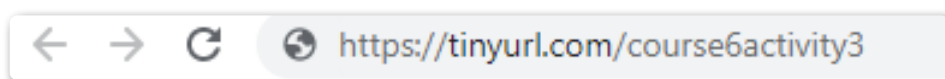
Do we have to start teaching languages by introducing children to the alphabet? Should children be familiarised with the letters in sequence? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

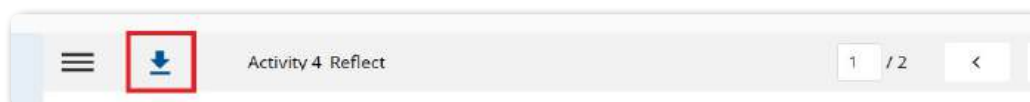
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course6activity3>

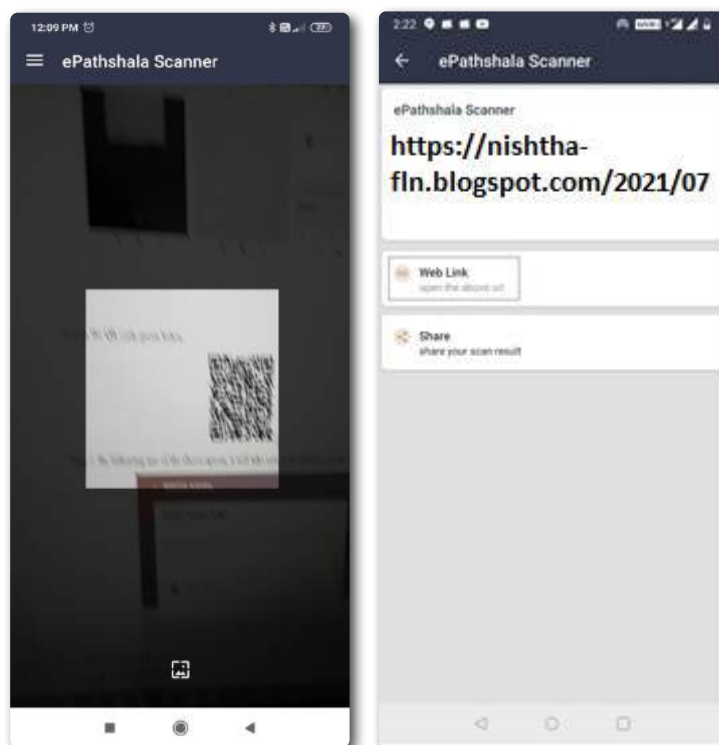


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

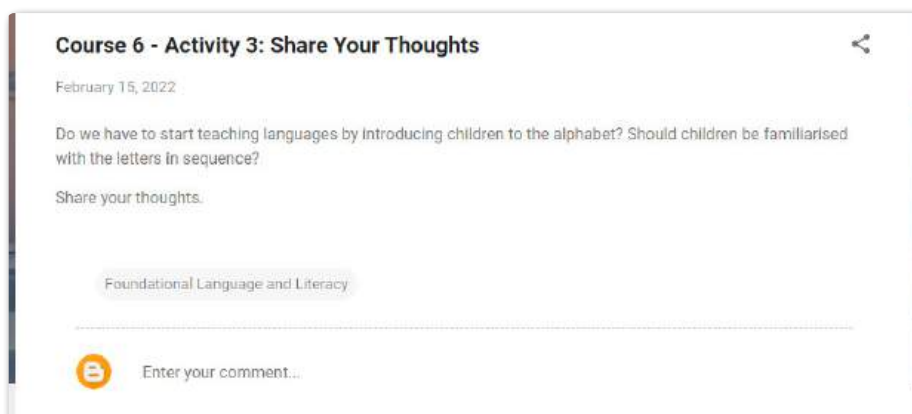
<https://nishtha-fln.blogspot.com/2022/02/course-6-activity-3-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

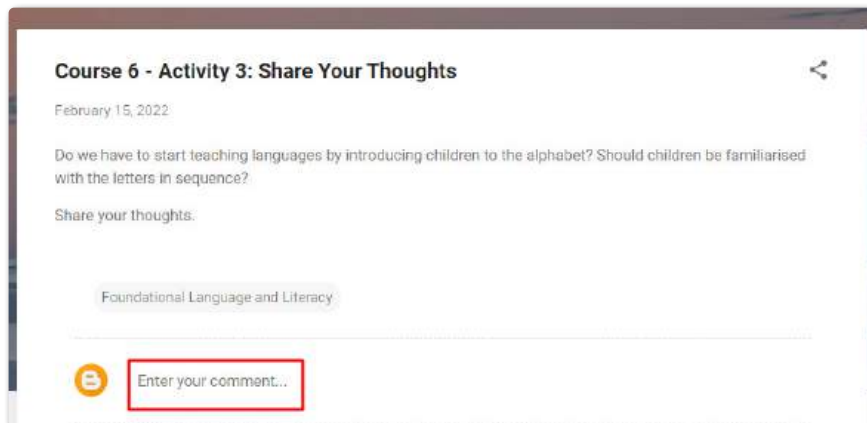


Step 2: Following any of the above option will take to an external site as shown below



Step 3: Post your response

- * Read the given activity
- * Click on **Enter your comment**



Course 6 - Activity 3: Share Your Thoughts

February 15, 2022


Do we have to start teaching languages by introducing children to the alphabet? Should children be familiarised with the letters in sequence?

Share your thoughts:

Foundational Language and Literacy

Enter your comment...

- * Type your response in the comment box.



Course 6 - Activity 3: Share Your Thoughts

February 15, 2022

Do we have to start teaching languages by introducing children to the alphabet? Should children be familiarised with the letters in sequence?

Share your thoughts:

Foundational Language and Literacy

Comment as: vandanakumari.ciet@gmail.com [SIGN OUT](#)

Foundational Language and Literacy

- * Click **PUBLISH**



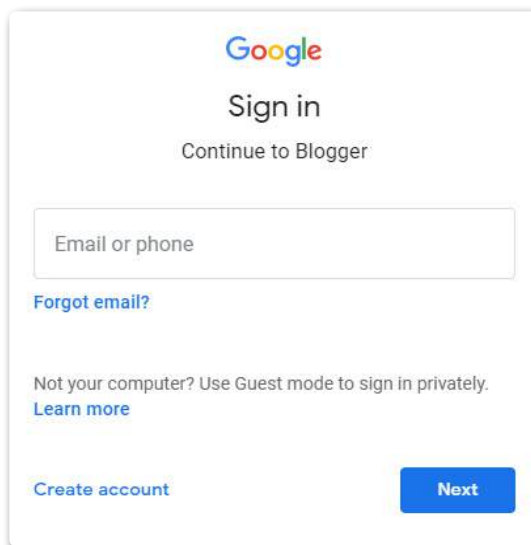
Comment as: vandanakumari.ciet@gmail.com [SIGN OUT](#)

Foundational Language and Literacy

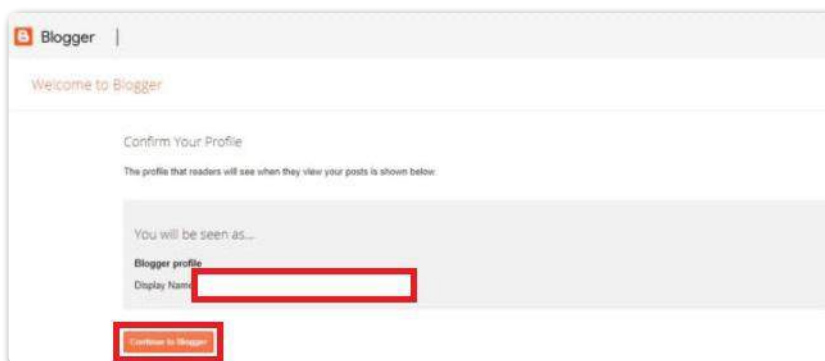
Notify me

PUBLISH

- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- * After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- * Click on **PUBLISH**. The comment will be posted.



4.3 Silent Period in Learning

This is a crucial stage in learning a language specifically, other than the mother tongue/home language or the first language of the child. It is observed that children cease to communicate and become silent for a brief spell of time. This period should not be understood as a no-intake or no-learning period. In fact, during the silent period, the child is assimilating information about how peers, teachers, and parents speak or make use of the language/s. This can be considered as a period of self-negotiated learning of the language. Teachers must engage children in a silent period to communicate in alternate ways, for example, they can respond through drawing, gestures, nods, and uttering words.

Read and Answer

- * Do children get enough time and means for self-expression?
- * How will you plan a story-telling activity to ensure language enrichment of learners?



MODULE 05

Language and Literacy

Module 05: Language and Literacy

5.1

Engagement with Language and Literacy

This aspect of language learning is important because it involves the approaches related to learning language. As we know, children have natural abilities of language acquisition and make use of them to the optimum level. The foundational years of literacy are significant for learning, reading, writing and providing relevant opportunities of oral language. It is the time to support the development of childrens' world view, therefore, it calls for creating space for reflection and articulating opinions based on their understanding. Children at this stage are inquisitive and want to explore the world around them. A thoughtful teacher plans literacy classes with lots of input within and outside the classroom. The open-ended instructions allow the learner to expand their knowledge and experiences. Children learn to be constructive using their cognitive skills, provided teachers and parents give them a supportive environment of learning.

What is expected from the school/teacher is to give them comprehensible/familiar inputs so that they can engage themselves in knowing what the input says. Children can be meaningfully engaged with children's literature and authentic experiences. Their lived-in-experiences form a strong basis for learning. The meaningful inputs are important because these pave the way for them to become independent learners. A story/poem/rhyme/puzzle, etc. would make them learn with meaning, provided it has a relevant and familiar context. The familiarity with the language learning material is important for making out the meaning.

Some of the suggestive strategies are:

* **Print-rich environment**

Creating a print rich environment is considered the first priority of a literacy classroom. The engagement with child-centric print will facilitate meaning making process from the selected text. Young readers are highly motivated to read and write provided there is print available to them in the form of books, pictures, paintings, messages, games, etc. Carefully selected children's literature is the first step to build on the literacy practices. The reading corners with children's literature and stationery (paper, crayons, pencils, etc.) should be within their reach to make use of. The print on the walls should be selected and placed appropriately within their sight and of their use and choice. There could be charts or material prepared by them on display. The material should be regularly replaced to ensure its relevance.

* Oral language inputs

▲ Opportunities to talk about oneself

Given the freedom and chance, all children like to talk about their life, things that have happened and things that they anticipate. Teachers should not avoid using children's personal life as a resource during classroom learning and teaching. It is important to engage with children in conversation about their happy and sad experiences, for example, a fight with a friend and their desire to make up, festivals, celebrations, illness of family members, pets, family issues, even their discontentment over something.

▲ Opportunities to talk about objects and experiences at school

Children are interested in conversing about what they are familiar with.

The school's surroundings may have shops, trees, stones, houses, street, fence, soil, gates, bird nests, beehives, flowers, butterflies, open drain, tap and so on. These can be used as a subject for conversation.

▲ Talking about pictures

Pictures are a great resource for creative and analytical talk. Just about any kind of pictures can be used. Calendars, stamps, labels and posters are other sources of pictures that can be found easily. While reading a picture, children demonstrate oral skills and thinking abilities. The teacher can build a collection of sources for use in the classroom year after year, such as reading corners, story books, big books, posters, cartoon strips/children's films, traditional toys, ICT enabled, and resources available in their environment such as pebbles, leaves, flowers, etc.

Read and Answer

- * Describe the activities that would give children opportunities to write/draw for self-expression.



MODULE 06

Reading

Module 06: Reading

6.1 Reading - An Introduction

Reading essentially is a process of meaning making, and comprehension is an integral part of reading. Children in Classes I and II read text with the support of their experiences, gathered phonemic awareness. Based on these they guess the sense and meaning of the text. Beginner readers are involved in:

- * Shared reading – when most help is given by the teacher.
- * Guided reading – when most instructions are given by the teacher.
- * Independent reading – when minimal support is given by the teacher.

It is important that children work on meaningful print using their abilities and knowledge, while the teacher supports without direct instruction. As children learn to read and write, their information processing strategies also grow. They learn to make links between word/letter and their sounds. They also learn what a story or a poem could say.

6.2 Aspects of Reading

Reading is not only the prerogative of language classrooms but is also an integral part of the whole education system. It involves different facets along with language. There are four major aspects of reading.

Cognitive aspect of reading

This aspect majorly focuses on the mental process and strategies, which are ingrained in the process of reading. It involves:

- * Sustained attention – Focus and attention span while reading the content.
- * Visual discrimination – Distinguishing between different letters and their sounds.
- * Sequential processing – Understanding the pattern of words and sentence structure of the text.
- * Visualisation – Creating a mental image of the content which is being read.
- * Planning – The pattern of reading the text according to its nature, for instance the pattern of reading a newspaper is different from reading an invitation.

Linguistic aspect of reading

This aspect focuses on the nature of language, including the sentence structure

and the process of meaning creation. It majorly believes in the development of the following skills.

- * Grapho-phonetic awareness – Understanding the shapes of letters and the sounds associated with them.
- * Semantic understanding – Comprehending the words and their meaning in the sentences.
- * Syntax clarity – Understanding the sentence structure in different forms of texts.
- * Pragmatics – Using context for comprehension.

Social aspect of reading

This aspect visualises reading as a social process and tries to explore language related inputs that the family, school and society provide for the development of reading skills of the learners. It explains that four major aspects affect the process of reading among learners.

- * Family – Opportunities of reading available in the family.
- * School – Space for reading for different purposes in the school.
- * Society – The social and cultural aspects and their influence on children, for example, gender, environment sensitivity.
- * Print-rich environment – Opportunities available for the learner to engage with print and text in different contexts.

Psychological aspect of reading

This aspect of reading is related to the psychological prerequisites for developing reading skills among the readers. There are various theories and explanations to elaborate upon this field.

- * Information processing – The process of visualising the text and creating a mental image of it to comprehend the same.
- * Schematic approach – Human memory is organised semantically and it facilitates the reading process of the learners.
- * Age and psychological development – The age and psychological maturity of the learner also affects the reading ability of the learner.

6.3 The Processes and Behaviour Involved in Reading

There are multiple factors, which make reading a meaningful activity instead of just pronouncing some words. Some of these factors are:

- * Prediction – While reading, the reader predicts the next word or next sentence.

- * Comprehension – The reader tries to comprehend the content of the picture and the text.
- * Self-correction – The reader tries to re-read the content and sometimes correct own pronunciation.
- * Meaning making – The reader tries to understand the meaning of the content, which he or she is reading.
- * Reading for pleasure should be a joyful process.
In addition to these, there are other behaviour that indicate that a person is actively engaged in the process of reading.
- * Reading the written content from left to right (opposite in some languages).
- * Turning the pages after reading the last sentence of the chapter.
- * Repeating the words and sentences to comprehend their meaning.
- * Reading haltingly (facing difficulty) while reading new or unfamiliar words.
- * Movement of eye along with the text to create the image of the same in the mind.
- * Skipping a few words while reading to develop a holistic understanding of text.
- * Using alternate and contextual words while reading a standard text.

6.4 Activity 4: Check Your Understanding

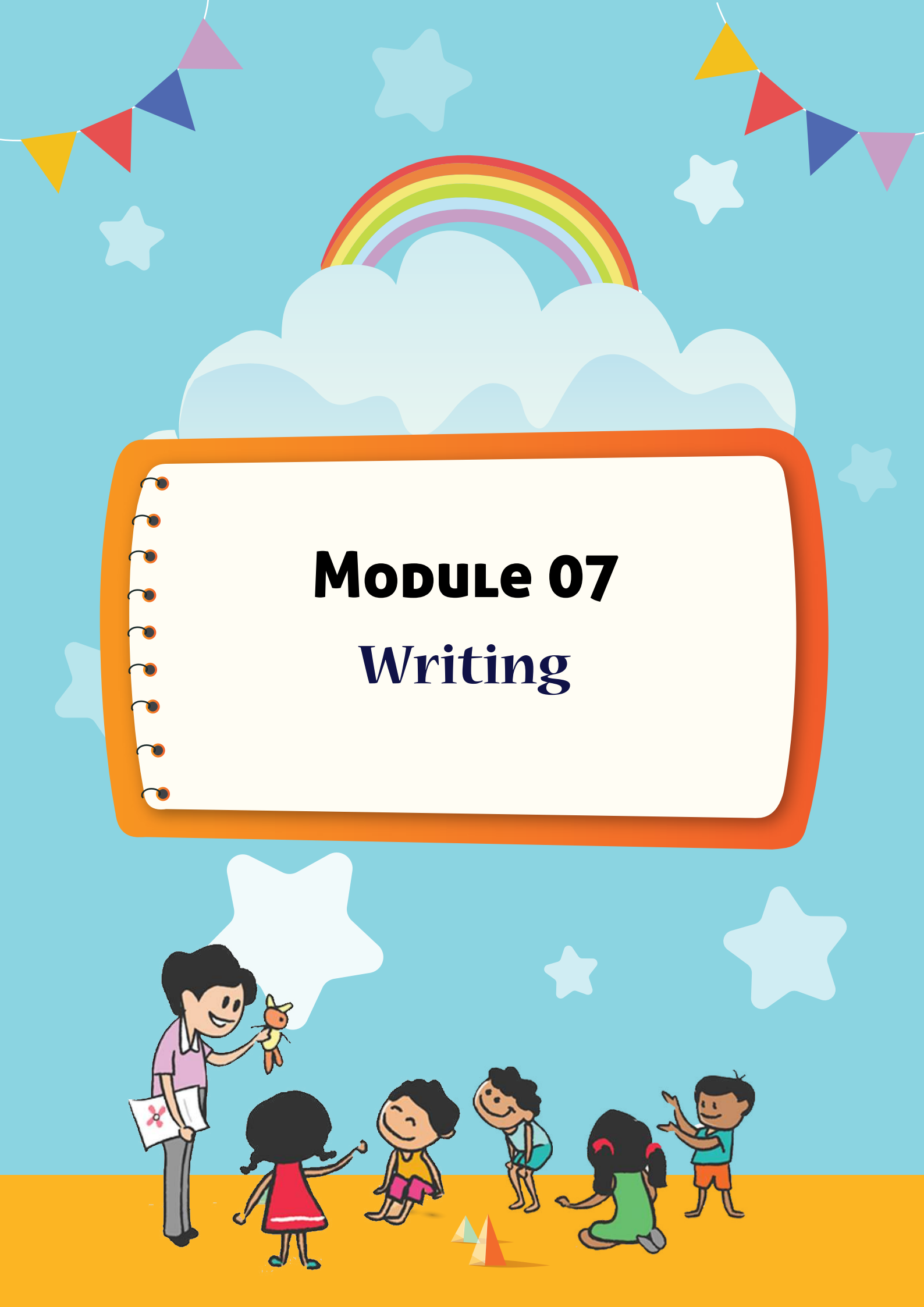
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or

Click on the link

https://diksha.gov.in/play/content/do_31341574280587673613931



Module 07

Writing

Module 07: Writing

7.1 Writing as a Thought Process

It is time we brought in a research-based understanding of writing in the Indian classrooms, which is 'process approach' to writing. Process approach to writing views writing as a thought process. It is our thoughts that go through several drafts and again, it is our thoughts that we revise to make our writing effective and accurate.

It is observed that teaching how to write has to be focused less on techniques and more on the fundamental insights about how children process information for writing. Writing is a complex cognitive process, and it is important to understand the role and participation of the child as a writer in this process. A writer indulges in analysis and synthesis, which requires the breakup of earlier conceptual connections and the making of a new one, thus, making writing an effective tool for negotiation and development of thoughts.

Furthermore, freedom from actual situations, constant evaluation of thoughts, and analysis and synthesis of concepts help the writer to transform their experience into knowledge. Therefore, writing cannot be understood simply as a motor exercise, as encoding or as merely reflecting thoughts, it is also about writing with creativity and imagination.

Writing work should be such that it provides opportunities for children to be active, creative and authentic in their expression. Writing should also be about everyday science and building scientific temper, facts, processes, etc. Another important area is the functional aspect of writing, for example, writing messages, notes, etc. The following points are important to make writing a meaningful and engaging activity for the children.

7.2 Strategies of Writing

- * The activities of reading and writing occur parallel to each other. Therefore, writing should not be delayed until reading is established.
- * The important point here is to give children opportunities for self-expression both in ideas, thoughts, feelings, and the flexibility in using the form, and script of writing. For example, children can use more than one language, draw objects in place of writing words, etc. in their writing.

- * Children entering Class I will have learned different aspects of writing. For example, sentences, letters, words, punctuation marks and images from books and environment. Construct sentences and words with their acquired knowledge of letter and sound.
- * Demonstrate an understanding of spatial features like serial order and spaces between the words.
- * Learn to follow order and sequence rules of print while writing messages, etc.



Can we accept it as writing?

Discuss this sample of writing as an attempt to read and write.



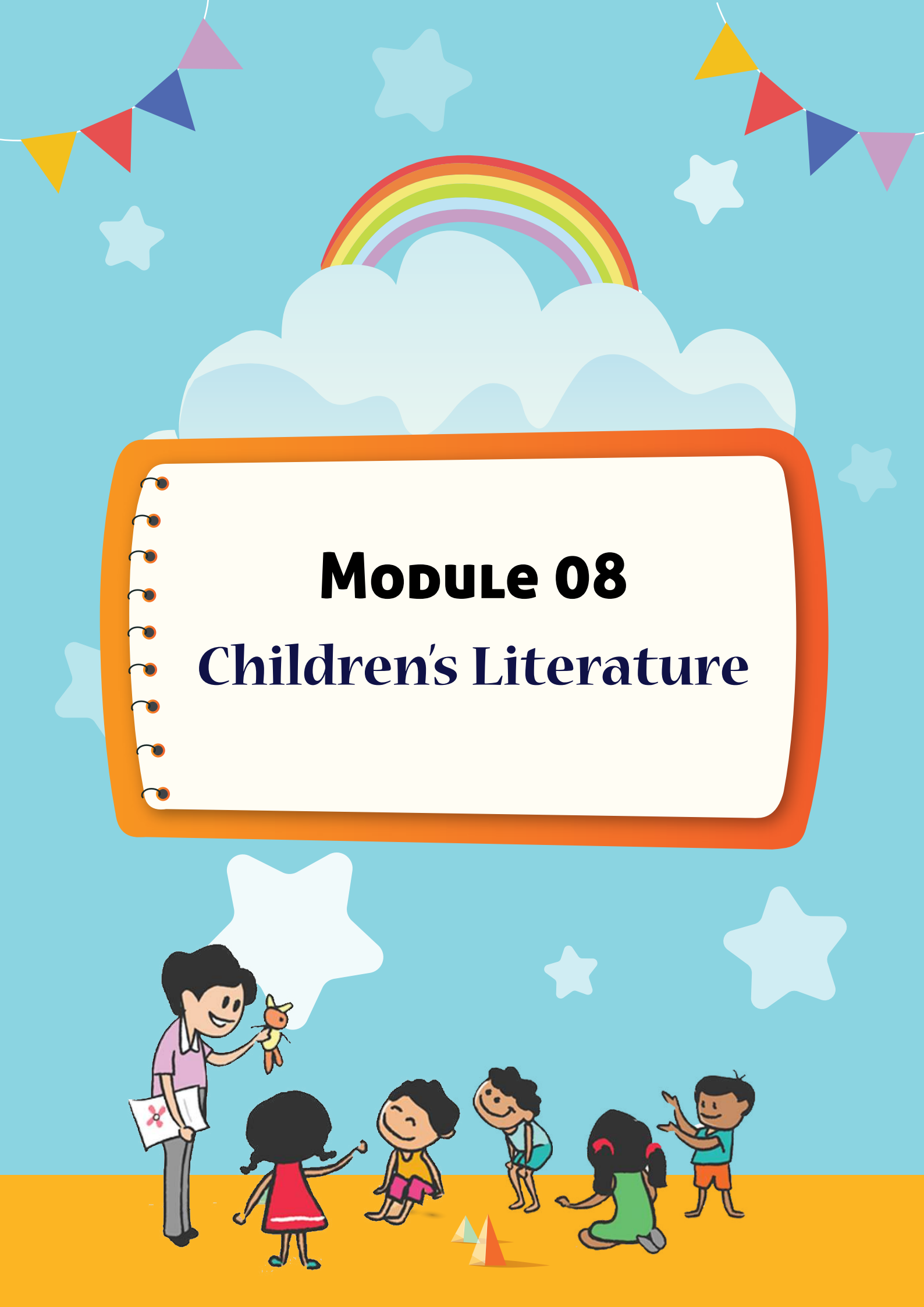
Because:

These pictures not only depict the thought process of the children, but also to convey a message. Such drawings have to be considered as an integral part

of the writing process and must be given space in the trajectory of language learning.

Let Us Reflect - Share Examples

- * Talk time after reading a story is an opportunity for self-expression.
- * It also contributes to incidental learning of vocabulary.
- * Children's language acquisition is a natural part of the whole process of literacy.
- * The integration of reading and writing activities enriches the child's understanding of what one can do with language.
- * Teachers should encourage and support children in their efforts to read and write so that they can learn to expand. They should also supervise their learning.
- * Make a list of authentic children's literature to be used in the classroom for two weeks. Analyse and review some poems, rhymes, stories of children's literature.



Module 08
Children's Literature

Module 08: Children's Literature

8.1

Activity 5: Various Resources of Children's Literature - Explore

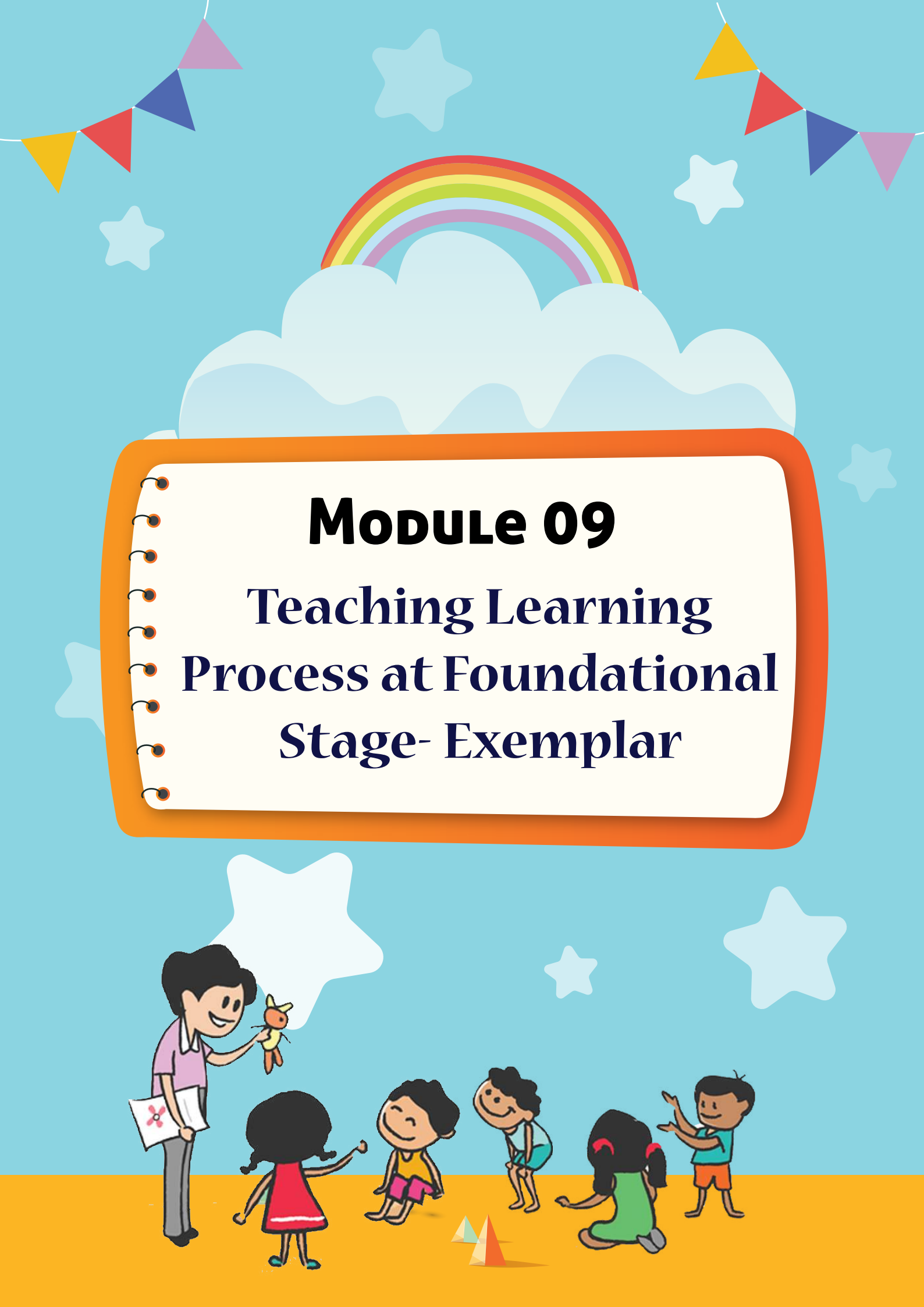
Do the activity by scanning the QR code



or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1616



Module 09
**Teaching Learning
Process at Foundational
Stage- Exemplar**



Module 09: Teaching Learning Process at Foundational Stage- Exemplar

9.1

Additional Reading: Teaching Learning Process at Foundational Stage - Exemplar

Example 1

A Crow's Tale

<https://archive.org/details/ACrowsTale-English-Nbt/page/n17/mode/2up>

Title of the book: **A Crow's Tale**

Writer and Illustrator: **Judhajit Sengupta**

Publisher: **National Book Trust, India**

Classes: **I and II**

Introduction: This is a picture story. The main character in the story is a crow. The crow collects straws and puts them together to make a nest to lay eggs in it. It looked after its young ones till they were able to fly.

Possible activities

Step 1: Weaving a story

- * Teachers should show the cover page of the story to children. Children can be encouraged to give responses, whatever comes to mind: words, phrases, related experiences, etc.
 - ▲ With the help of the pictures given in the book, try to weave a story with the children.
- * Since it is a picture story and children will be introduced to the pictures for the first time, accept their various guesses. Also, give them the opportunity to express the reasons behind their predictions.
- * It is important that the teachers do not try to lead the children towards any pre-determined story. Rather, they should encourage the children to express their imagination and curiosity to guess the next part of the story.
- * Also, encourage children to name the characters in the story. As the story progresses, provide the children with the opportunity to talk about related experiences, eliciting responses to questions, such as Do you have pets at home? Who looks after them and how?, etc.

- * On the bulletin board, develop a list of books to read and keep adding to it. Place the book in the reading corner for children to browse and read.

Step 2: Story writing and reading

Let the children narrate the story and the teacher can write the details on a chart. Then the teacher should read it out to the students, placing a finger under each word while reading.

Step 3: Observation

Provide children an opportunity to talk about their experiences of observing different kinds of birds. This can be an opportunity for children to use their own languages for expression and familiarise them with some of the languages / words. Link the story for exploration; for example: What do birds do? Where do you see birds? Have you seen a nest?, etc.

Step 4: Observation chart

Expanding on the observations, art integrated learning can be introduced. Children can be encouraged to maintain a scrapbook, drawing or pasting pictures of different birds on a chart paper and writing their names in it. This will create a print-rich environment in the class.

After these initial activities, it can be extended further by

- * Talking about the environment.
- * Talking about colours, numbers, size and sounds of the birds.
- * Keeping water and food out for birds.

The teacher can assess children on language skills, communication skills, children's participation and involvement, ability to share experiences with their peers, etc.

Story telling

Storytelling is important for language acquisition. It provides opportunities to engage with language and motivates learners to learn a language. Stories capture the imagination of people of all age groups, particularly children. Reading a story aloud familiarises the learners with the sounds of the target language.

Most stories for children have phrases that are repeated. A teacher should choose, narrate and dramatise a story that has pictures related to the actions in the story. The teacher reads the story, a number of times to provide multiple listening opportunities. This ensures reinforcement, an exposure to variety of vocabulary, phrases, etc. When children repeat, they repeat meaningful chunks of language from the story.

Objectives:

- * To introduce the target language in a meaningful situation
- * To develop socio-personal qualities
- * To inculcate values like sympathy, empathy, fellow feeling, etc.
- * To help learners express through art, role play, etc.
- * To develop LSRW skills with understanding; critical and analytical thinking
- * To enhance creativity and imagination
- * To assess the learners by observing them when they retell the story; their creativity in retelling, extending the story, likes and dislikes for the characters, use of vocabulary, voice modulation, etc.

Activity 1 (Beginners)

The teacher selects a story with words and parts of the story repeated many times and can lend itself to actions. The teacher reads the story over and over again. After some time the teacher pauses for the learners to extend the story by recall. This is an automatic reflex and will lead to learning chunks of meaningful language.

Activity 2 (Primary students)

Learners will help each other create a story. The teacher or one student will tell the beginning of the story. Each learner will continue the story by adding situations, incidents, new characters, etc. They can add expressions, voice modulation, rising and falling tone, exclamation, wonder, sounds, etc. while narrating. Here, learners can switch code or mix code. There should be no attempt by the teacher to correct the grammar, or pronunciation of the students while they are narrating the story.

This activity will make the learners acquire usage of language in a stress-free environment. They will use their imagination and creativity and add dramatic effects through voice modulation. The teacher can present the story created by the learners in the target language later.

Example 2

कहानी कहना - कक्षा की शुरुआत

सलोनी ने बच्चों के साथ अनौपचारिक बातचीत के साथ 'लालू और पीलू' कहानी को भावपूर्ण ढंग से सुनाया – “एक थी मुर्गी! मुर्गी के दो चूजे थे! एक चूजे का नाम था – लालू और ...!” “और दूसरे का?” – शुभांगी ने जिज्ञासावश पूछ लिया! सलोनी ने कहानी को आगे बढ़ाते हुए कहा – “दूसरे चूजे का नाम था – पीलू! लालू लाल चीजें खाता था और पीलू पीली चीजें खाता था। एक दिन गलती से

लालू ने लाल मिर्च खा ली। तो पता है क्या हुआ?!” सलोनी ने जिस भावपूर्ण ढंग से कहानी कही, बच्चों के चेहरों के भाव भी बदलते जा रहे थे। कहानी सुनाने के बाद सलोनी ने बच्चों के साथ कहानी के बारे में बातचीत शुरू की।

- * लालू रोने क्यों लगा?
- * अगर कहानी में मुर्गी का एक और चूज़ा होता – नीलू तो वह क्या खाता?
- * क्या लालू की जलन किसी और चीज़ से ठीक हो सकती थी?
- * अगर तुम्हें मिर्च लग जाए तो तुम क्या करते हो?



लालू और पीलू एक मुर्गी थी। मुर्गी के दो चूज़े थे। एक का नाम था लालू। दूसरे का नाम था पीलू। लालू लाल चीज़ें खाता था। पीलू पीली चीज़ें खाता था। एक दिन लालू ने एक पौधे पर कुछ लाल-लाल देखा। लालू ने उसे खा लिया। लालू की जीभ जलने लगी। वह रोने लगा। मुर्गी दौड़ी हुई आई। पीलू भी भागा। वह पीले-पीले गुड़ लाया। लालू ने झट गुड़ खाया। उसके मुँह की जलन ठीक हो गई। मुर्गी ने लालू और पीलू को लिपटा लिया।

भाषा सीखने-सिखाने के दौरान आकलन

सलोनी ने देखा कि –

- * चारू और अंकित ने आत्मविश्वास के साथ अपनी बात कही। अपनी बात कहने की पहल और संदर्भ के साथ अपनी बात को जोड़ना बेहतर था।
- * नयना अपनी बात कहने में थोड़ा संकोच करती है और उसमें थोड़ी झिझक है लेकिन उसे अपनी बात कहने में रुचि है।

चिंतन-बिंदु

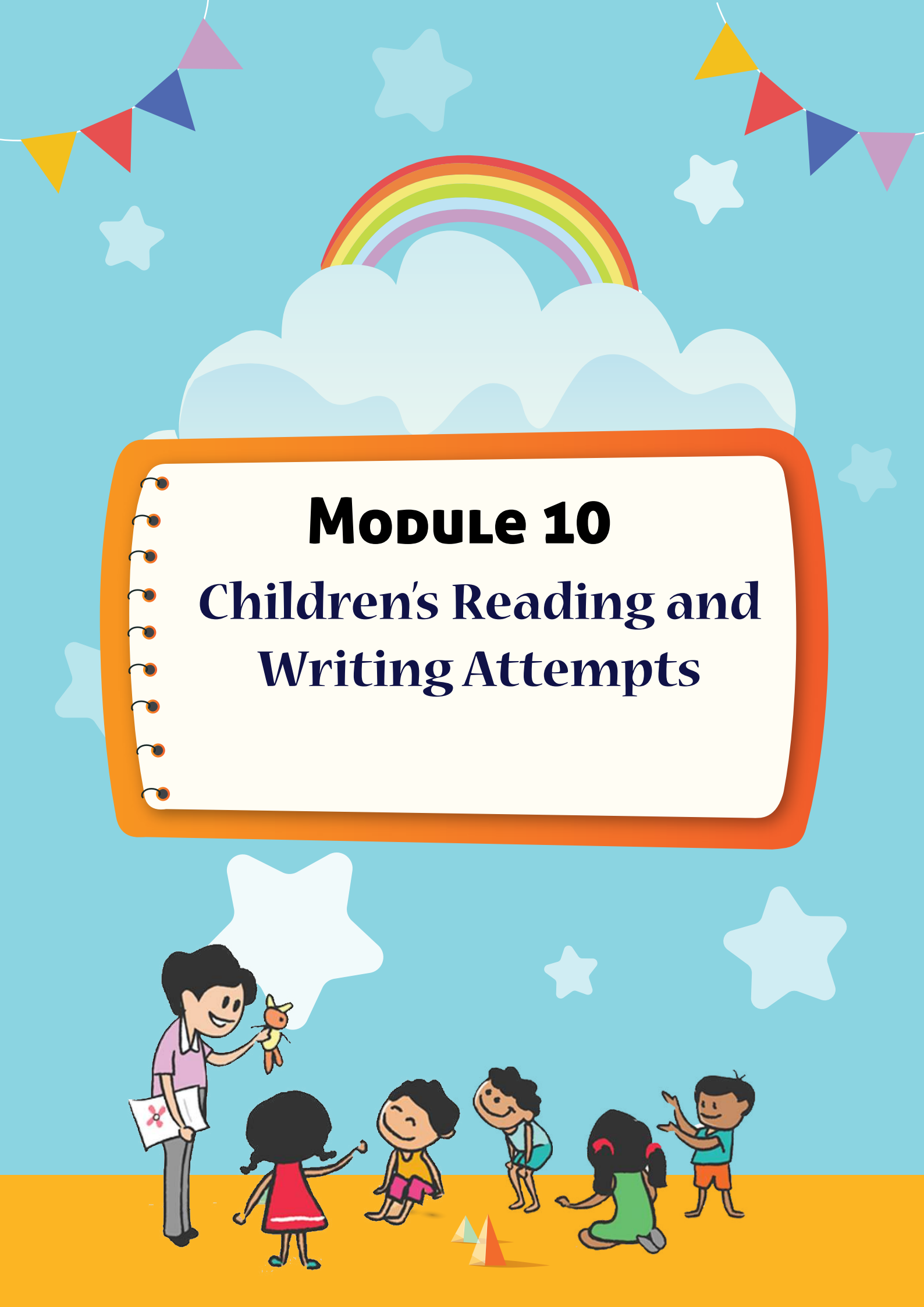
- * कहानी के इर्द-गिर्द बच्चों के साथ बातचीत के और कौन-से सवाल हो सकते हैं?
- * इस कहानी पर कोई ऐसे दो सवाल बनाइए जो बच्चों की कल्पनाशक्ति को बढ़ाते हों।
- * कहानी को विस्तार देने वाले कोई दो सवाल बनाइए।

मन की बातें – लिखना

सलोनी ने बच्चों से कहा – “कहानी में जो बात आपको सबसे ज़्यादा पसंद आई हो तो उसकी तस्वीर बनाओ या उसके बारे में लिखो।” बच्चों की ज़रूरत के अनुसार सलोनी ने बोर्ड पर शब्द लिखे और बच्चों ने उन शब्दों को देखकर लिखा। बच्चे जैसे-जैसे लिखने का काम करते गए, वैसे-वैसे उनका काम सलोनी डिस्प्ले बोर्ड पर लगाती गई। डिस्प्ले बोर्ड पर सबसे ऊपर लिखा था – ‘लालू और पीलू’

चिंतन-बिंदु

- * सलोनी ने बोर्ड पर 'लालू' और 'पीलू' शब्द लिख दिए! आपके विचार से यह सही था? क्यों?
 - * बच्चों के लेखन के आधार पर उनका आकलन कैसे करेंगे?
 - * आप अपनी कक्षा में 'लालू और पीलू' कहानी कैसे पढ़ाएँगे?
 - * कहानी पर आधारित बातचीत के और क्या सवाल हो सकते हैं?
-
- * क्या इस स्तर पर पढ़ने के संदर्भ में इतना पर्याप्त है कि बच्चे केवल शब्दों की पहचान कर लें? क्यों?
 - * अगर बच्चे 'लालू और पीलू' को सही तरह से न पढ़ें, अक्षरों को जोड़-जोड़कर पढ़ें तो आप क्या करेंगे और क्यों?



Module 10
**Children's Reading and
Writing Attempts**

Module 10: Children's Reading and Writing Attempts

10.1

Understanding Children's Self-Reading and Writing Attempts

The human brain is best activated when there are tasks from the real world situations. Children in preschool begin to develop their own theories about what they see and experience. Writing and reading in the early years exhibit a child's efforts to engage with the text and construct the meaning with the support of cues gathered from the exposure to the language. These stages should be attended to with an understanding of how children learn language because this determines the language learning trajectory of the child. While reading, children make their best efforts to make use of whatever they know. For example, the child reads *pony* for *horse* in a sentence with a picture of a *horse*. Similarly, while writing a message to the mother, the child may write *mi deri* for *My Dear*. Such examples need to be understood not as errors. These are indicative of a child's cognitive inputs for language learning. These should become part of progressive methods of formative assessment.

There is an interesting phenomenon in learning languages or when children are processing information from more than one language. It is the interregnum period when they develop a self-contained system of expressing themselves. This is discernible in a multilingual context of language learning. Children might

- * extend patterns from the target language.
- * express meanings using the words and grammar from different languages already known.

This stage is understood as the inter-language or trans-language stage of learning language.

Assessment of literacy is also about the teacher's attitude towards the learning of the children. The knowledge about the cultural, social and linguistic background of the children is important for assessment. The knowledge they bring in should have an expression in classroom activities.

Assessment is representational and interpretive – children learn taking support from their past experiences and they have their own pace, style and strategies of learning. Assessment practices should be flexible and accommodative to the needs of children. Researching in the area of how children learn is highly recommended. Learning is a dynamic part of children's social contexts. Acknowledging this

contributes to developing independent thinking and autonomy in their learning. Assessment should focus on certain values, beliefs, relationships, and ways of being literate.

Checklist for Assessing Early Literacy Development

Name:

Date:

Category/item	Always	Sometimes	Never
Attitude towards reading and voluntary reading behaviour			
Voluntarily looks at or reads books, selects books of choice			
Asks to be read to			
Listens attentively while being read to			
Concept about books			
Knows that a book is for reading, and it has illustrations			
Can identify the front, back, top, and bottom of a book			
Can turn pages properly			
Knows the difference between the print and the pictures			
Knows that pictures on a page are related to what the print says			
Knows where to begin reading			
Knows what a title is			
Knows what an author is			
Knows what an illustrator is			
Comprehension of text			

Attempts to read storybooks resulting in well-formed stories			
Retells stories by code mixing and code switching			
Includes story structure elements in retelling story: * Theme * Events * Sequences * Resolution/conclusion			
Responds to text after reading or listening with comments or questions/draws pictures based on the story			
Concepts about print			
Knows print is read from left to right			
Knows that oral language can be written down and then read			
Knows what a letter is and can point one out on a page			
Reads environmental print			
Reads logos, school name, title of the story, cartoon,			
Recognises some words by sight			
Can name rhyming words			
Can identify and name upper- and lower-case letters of the alphabet			
Associates consonants and their initial and final sounds (including hard and soft c and g)			

Associates vowels with their corresponding long and short sounds (a-acorn, apple; e-eagle, egg; l-ice, igloo; o-oats, octopus; u-unicorn, umbrella)			
Knows the consonant digraph sounds (ch, ph, sh, th, wh)			
Can blend and segment phonemes in word			
Uses context, syntax, and semantics to identify words			
Can count syllables in words			
Attempts reading by attending to picture clues and print			
Guesses and predicts words based on knowledge of sound-symbol correspondence			
Writing development			
Explores with writing materials			
Dictates stories, sentences or words in the class			
Copies letters and words			
Independently attempts writing to convey meaning, regardless of writing level			
Can write own name			
Collaborates with others in writing experience			
Writes for functional purposes			
Check the level or levels at which the child is writing			
<ul style="list-style-type: none"> * uses drawing for writing * differentiates between writing and drawing * uses scribble writing for writing 			

<ul style="list-style-type: none"> * uses letter-like forms for writing * uses learned letters in random fashion for writing * uses invented spelling for writing * writes conventionally with conventional spelling 			
Mechanics for Writing			
Forms uppercase letters legibly in case of English			
Forms lowercase letters legibly in case of English			
Writes from left to right			
Leaves spaces between words			
Uses capital letters when necessary			
Uses periods in appropriate places			
Uses commas in appropriate places			

(Reference: D. Katims, 2000)

10.2 Demonstration - Story telling - CORN

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31341571239356825613527

Transcript

Hello Learners,

This is going to be a storytelling session and the story is “CORN”. We all have a story and everyday communication is also about telling, listening and responding to stories. For teachers, a story is a great teaching resource because it captures the listeners fancy and provides an opportunity to children to enrich their language skills.

When used in the classroom, storytelling goes beyond just simple narration and it involves children’s participation in understanding the story, and moving into the realms of creativity and knowing about the world around them.

Before we begin our our story telling session, I would ask you teachers

- * To ensure that you choose the story as per children’s interest and level. And also ensure that children or learners stay engaged and interested in the story throughout.
- * You must also see that the story-text is made available to children in big fonts so that children can easily read.
- * You may also write the story on a chart paper and paste it on the wall; of course, it has to be within their reach so that learners can make attempts to guess the story.
- * Before coming to the written story, you may try to familiarise them with characters and what it could be about.

Let us begin!

Dr. Jaishree Sethi: Hello everyone. How are you all today?

All: Ma’am Hi, and fine, and thank you Ma’am.

Dr. Jaishree Sethi: Wow you all look so happy and excited. Would you play a game with me?

All: Yes Ma’am

Dr. Jaishree Sethi: Very easy game. Fun game. You will do as I say. Ok. See this is a small box, right? If this is a small box, what is this?

All: Big box.

Dr. Jaishree Sethi: Smart of you. So when I say small box you all will show me small box. When I say big box you all will show me?

All: Big box

Dr. Jaishree Sethi: *Shabash*. So shall we begin? Ok. Small box. Big box. Small box. Big box. Small box. Big box. I think this is easy. Let's make it difficult, right? When I say small box you all will show me.

All: Big box

Dr. Jaishree Sethi: When I say big box

All: Small box.

Dr. Jaishree Sethi: You will show me, small box. So you will do an opposite action. When I say big box you all will show me small box, when I say small box you all will show me big box. Shall we begin? opposite action? Ok. Concentrate. Hear me carefully. Small box. Big box. Big box. Big box. Small box. Big box. Big box. Small box. Big box. Big box. Small box. Big box. Big box. Small box. Small box. Big box. You all did a great job. Let's clap for ourselves *Shabash!*

Dr. Jaishree Sethi: So today, I have got a friend with me and I will introduce her to you. But before that tell me how many friends do you all have? How many friends do you have?

Rehan: One.

Dr. Jaishree Sethi: Just one friend. He is your fast, 'bestest friend'. How about you?

Vedanshi: Twenty.

Dr. Jaishree Sethi: Twenty friends she has. What about you?

Parinidhi: One.

Dr. Jaishree Sethi: She has got one friend. How about you?

Ananya: Three, five.

Dr. Jaishree Sethi: You are showing me five and you are saying three. Three or five how many? *Batao na kitne teen ki paanch?*

Ananya: *Paanch*.

Dr. Jaishree Sethi: Sure, *pakka?* And how about you?

Ayaan: Five.

Dr. Jaishree Sethi: Sure? Ok. Would you like to meet my friend?

All: Yes Ma'am.

Dr. Jaishree Sethi: You all have so many friends, he has one friend, she has

twenty friends. I also have a friend and her name is Sujata. Please say Hi to Sujata.

All: Hi.. Sujata.

Sujata: Nice to meet you all. Would you tell me your names? What's your name?

Rehan: My name is Rehan Shahi.

Sujata: What's your name?

Vedanshi: My name is Vedanshi.

Sujata: Wow, nice name. What's your name?

Parinidhi: My name is Parinidhi.

Sujata: What's your name?

Ananya: My name is Ananya Mishra.

Sujata: What's your name?

Ayaan: My name is Ayaan Rawat.

Sujata: *La. La. la. La. la. Kitne acche naam hain tum logon ke.*

Dr. Jaishree Sethi: Sujata lives with her grandparents and he is Sujata's grandpa. Who is a grandpa?

All: *Dada.*

Dr. Jaishree Sethi: Who is a grandpa? Dada or Nana, yeah? And he is a farmer. He grows flowers, watermelon and corn. So there is a story which I am going to tell. And this story is about a thing and you will guess what that thing is. There is a song,

Luk chhip jana, makai da dana, raja ki beti aayi hai

Luk chhip jana, makai da dana, raja ki beti aayi hai

Dr. Jaishree Sethi: What is this?

All: Corn.

Dr. Jaishree Sethi: Corn?

All: Corn cob.

Dr. Jaishree Sethi: *Shabash.* This is a corn cob and when you peel these leaves off you will see yellow, bright, nice corn. So this is a story about corn. Shall we start the story?

Vedanshi: Yes Ma'am.

Dr. Jaishree Sethi: This story is titled CORN. /c/ /o/ /r/ /n/ corn. Golden, yellow, tasty, healthy, nice corn. He is Sujata's grandpa. We just met him, right. Here he is not wearing a turban but here in this picture he is wearing a blue turban. And he is driving a tractor. Grandpa brings home a tractor load of corn cobs.

Vedanshi: Corn cobs

Dr. Jaishree Sethi: You are smart, since you have seen this corn cob before. Yes, he is bringing home a tractor load of corn cobs. Grandpa roast corn for Sujata. You see in this picture Sujata is standing behind her Grandpa and what is grandpa doing?

Vedanshi: Roasted the corn.

Dr. Jaishree Sethi: Yes, he is roasting the corn and roasted means *Bhuna hua*. Sujata likes to eat roasted corn. You see in this picture she likes roasted *yani bhuna hua* corn. There is salt, there is lemon, she is gonna put it on her *Bhutta*, on her corn cob and when she'll take a bite it will be tasty.

Rehaan: *Chatpata*

Dr. Jaishree Sethi: *Chatpata*

All: Spice, yummy, spicy.

Dr. Jaishree Sethi: *Kurkura*, crunchy and then *gui* and soft. Nice. Grandma boils corn. *Vo ubaal rahi hai* and see Sujata is playing with her Grandma. She is hugging her from behind. Grandpa and Grandma, they eat boiled corn. Why do you think they eat boiled corn?

Vedanshi: *unke dant bahut kamzor rehte hai isliye vo boil corn khatte hai.*

Dr. Jaishree Sethi: *Acha so Grandpa-Grandma ke dant kamzor ho jaate hai.*

All: Yes Ma'am

Dr. Jaishree Sethi: Why?

Ananya: *Ma'am vo old age ke hote hai na to unke dant kamzor ho jaate hai..*

Dr. Jaishree Sethi: Ok. How about your teeth? Show me.

Vedanshi: Strong.

Dr. Jaishree Sethi: So, your teeth are strong?

All: Yes Ma'am.

Dr. Jaishree Sethi: So I believe you like roasted corn because your teeth are strong. Sujata feeds boiled corn to the birds. Do you see these birds here?

All: Yes Ma'am

Dr. Jaishree Sethi: Sujata is feeding them, giving them boiled corn and birds come to eat the corn. See so many birds are here. And they are here because Sujata is giving them corn, and boiled corns. So in the story we just read that Sujata, her grandpa and her grandma, three of them, they like to eat corn. Grandpa and grandma, they like boiled, *ubalaa hua* corn. What about Sujata?

All: Roasted corns

Dr. Jaishree Sethi: Yes, she likes roasted and who else in this story likes to eat corn?

Rehaan: Birds

All: Birds

Dr. Jaishree Sethi: Perfect, and who feeds these birds. *Kaun inhe khana deta hai?*

All: Sujata

Dr. Jaishree Sethi: *Shabash*. You all have heard the story very well. Now imagine, let's imagine, if the grandpa did not bring corn cobs. He brought home flowers. What do you think Sujata would do with those flowers?

Vedanshi: Necklace and bracelet

Dr. Jaishree Sethi: So she will make a bracelet and a necklace.

Rehaan: Perfume

Dr. Jaishree Sethi: Hmmmm Sujata can make a perfume.

Vedanshi: Ma'am Food colour

Dr. Jaishree Sethi: Food colour. Yes.

Ananya: Ma'am *Gajra*

Dr. Jaishree Sethi: *Gajra banayegi aur*

Ayaan: Ma'am *Gajra*

Dr. Jaishree Sethi: You also say *Gajra*. How about, can she make a rangoli?

All: Yes Ma'am.

Dr. Jaishree Sethi: And can she make a *mala*?

All: Yes Ma'am.

Dr. Jaishree Sethi: And a bracelet. Pretty, pretty bracelet. Lovely. Okay. Before I close this session, I have a riddle for all of you. Are you ready for the riddle?

All: Yes Ma'am.

Dr. Jaishree Sethi: Yes, *toh riddle mayne paheli* and the answer of this *paheli* lies in the story. So hear me out carefully. *Taiyar hain aap sab?* Ok.

हरी थी मन भरी थी, लाख मोती जड़ी थी।

हरी थी मन भरी थी, लाख मोती जड़ी थी।

राजा जी के बाग में, दुशाला ओढ़े खड़ी थी।

राजा जी के बाग में, दुशाला ओढ़े खड़ी थी।

All: Corn cobs

Dr. Jaishree Sethi: Yes, corn cob. is the right answer. Now who would eat this corn cob?

All: Ma'am *me, me, me...*

Dr. Jaishree Sethi: Ok, so we will roast it, we'll put some salt and we'll share it and we'll all eat it. Thank you very much. Bye. Bye.

All: Bye Ma'am.

Dr. Jaishree Sethi: Coming to teachers, reading should follow the writing activities. Children love to draw something about the story. You may ask them to draw- what they have liked the most about the story. In the story "Corn", they would like to draw or they may like to draw a corn cob or some flowers or dadaji, grandpa. You may support them in giving titles, captions or some words to their drawings. This will ensure comprehension, and that they have taken interest in the story. Hope you like the session and hope you would take away the relevant learnings from this course.

Thank you!

10.3 Additional Reading: Maintaining Teachers' Portfolio

A teacher's portfolio is

- * a collection of inputs for the process of teaching and learning.
- * a record of reviews and modifications of teaching learning practices.
- * a document of exemplary practices as a part of their professional development.

Maintaining a portfolio gives scope for reflection and brings improvement in pedagogy, and assessment of the learners. It promotes the skills of rational and creative thinking. School heads and teachers can collaborate in maintaining the portfolio by understanding its significance for promoting child-centric ways of learning.

Exemplar

Portfolio Activity 1

Planning for the session

- * Select a story from the textbook/other resources.
- * Read aloud from the big book.
- * If the big book is not available, write the story on a chart paper in big font size with a few illustrations.
- * Classroom arrangement for the read aloud session: some children can be engaged in activities, for example, arranging the reading corner, drawing, etc. if the number of children is large.

Portfolio Activity 2

Engaging children in read aloud activity

- * Discuss the story with the children and gauge their interest.
- * Read aloud with clarity and modulation of voice
- * Plan to bring some deliberate changes in the names of the characters to see their attentiveness and interest.
- * Ask questions, which would lead them to some guesses about the situation, action or the behaviour of the characters.

Portfolio Activity 3

Post read aloud activity

- * Take note of some relevant and thought provoking questions from the children.
- * Write on the board/chart paper some of the responses of the children with their names.
- * Write brief expressions, words which children have said about the character, situation, etc.
- * Leave the read aloud session with some reflective questions.
- * After a gap of a few days the same story can be narrated by the teacher and children.
- * Ask questions that bring children closer to the story's character, situation, action, etc.
- * Ask them to draw their favourite part, character of the story with a brief message, or name of the character, a word of appreciation for the character and story, etc.

Portfolio Activity 4

Assessment

Maintaining a diary

Note down and give feedback on

- * Their responses while reading/narrating the story.
- * The drawings and writings of children in terms of ideas, expression.
- * Taking note of attempts of children in creating grammatical and spelling structures, and building activities on these for the children.

Conclusion

- * The portfolio of the teacher for classroom processes and assessment will depend upon the profile of learners and resources. So, you can always create a portfolio as per the requirements.
- * The most significant aspect is to understand the learning capabilities of children, and focusing on children with special needs.
- * Make a checklist to ensure that all aspects of pedagogy and assessment attempted by you are relevant and children engage and enjoy their classroom and school activities in an inclusive set-up.
- * Reflect and make sure that you are ready to change the methods, and activities as per the demands of children's learning capabilities.
- * Always find ways of bonding well with children, their parents and community to create an enabling learning environment.

10.4 Activity 6: Do It Yourself

Ask yourself the following questions and choose one.

- * Am I a controlling teacher?
- * Am I an autonomy supportive teacher?

Read the following.

Sunanda is attentive, but an average child who is not very enthusiastic about her learning. She has been participating in class activities for some time. Her homework is also not complete, but whatever work she does is good and correct. If you are her teacher what would you do?

Situation 1: Tell her to do her work since it is important for examination.

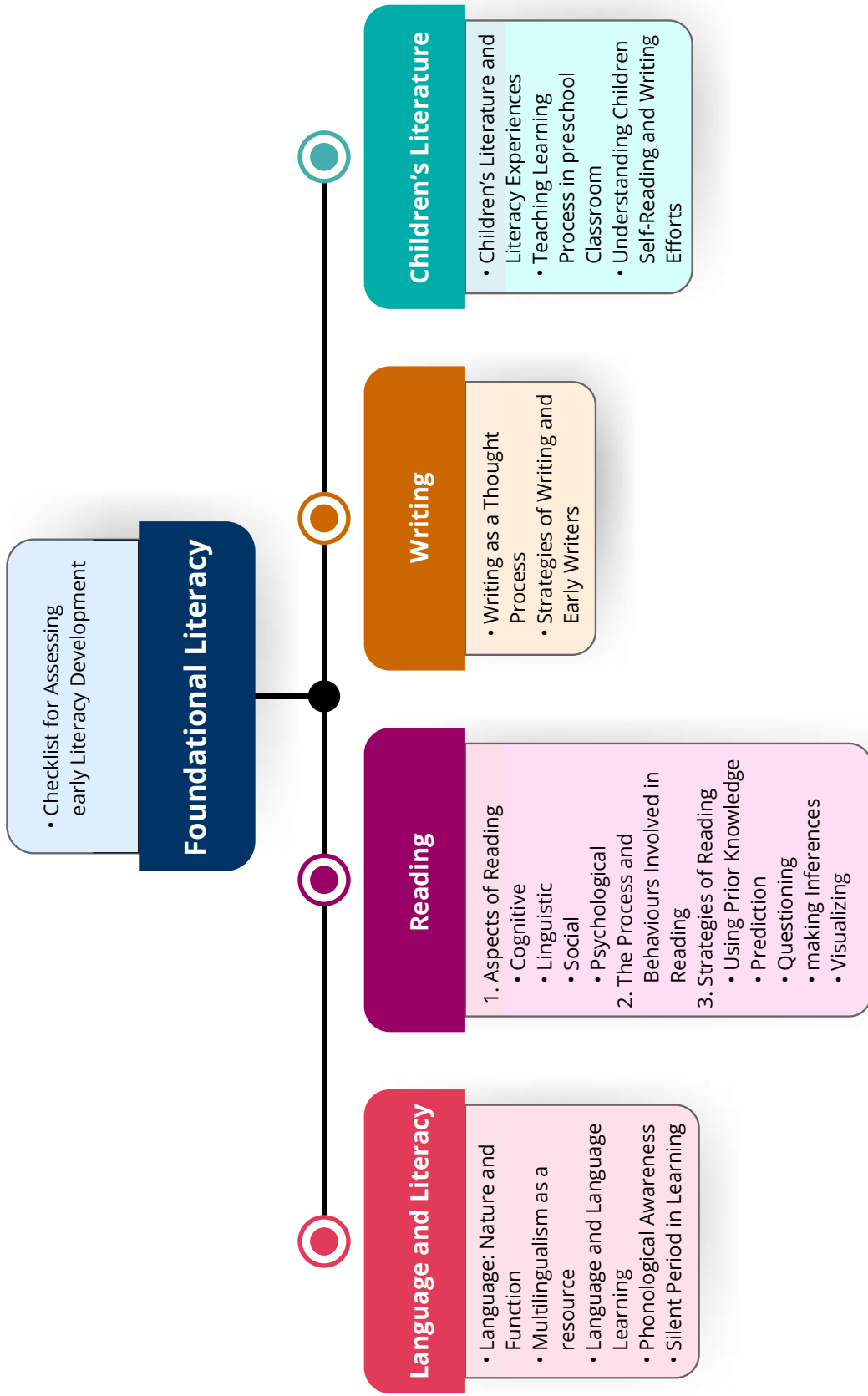
Situation 2: Ask her to stay after school and do her work.

Situation 3: Tell her how others have completed the work and how she will be left behind.

Situation 4: Tell her that she can take more time to complete the work. Talk to her about her everyday life, family, etc.

The answer to these questions will determine the approach and methods of teaching learning literacy.

Summary



Portfolio Activity

Assignment

Develop a comprehensive teaching learning plan for a story-telling activity for Class I children. Ensure that you have:

- * Read the story.
- * Selected a story of children's interest, understanding and preferably on the ongoing theme in the classroom.
- * Developed pre-reading activities/ questions.
- * Developed reading activities and tentative questions.
- * Developed post reading activities and tentative questions.
- * Developed activities with possibilities of writing and enactment (speaking, listening skills) through dance, drama and other art forms.
- * Developed activities to facilitate learning of children with special needs (CWSN).

Additional Resources

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- * Posters for children –
https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf
- * Children's magazine – फिर्की बच्चों की (14 issues) –
<https://ncert.nic.in/dee/firkee-magazine.php?ln=>
- * बरखा क्रमिक पुस्तकमाला
<https://ncert.nic.in/dee/barkha-series.php?ln=>
- * Children's literature-Hindi-2007-08 –
https://ncert.nic.in/dee/pdf/SIctd_BHindi.pdf
- * Children's literature-English-2007-08 –
https://ncert.nic.in/dee/pdf/SIctd_BEng.pdf

- * Children's literature-English-2013-14 –
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
- * Children's literature-Hindi-2013-14 –
[https://ncert.nic.in/dee/pdf/DDE\(pp\).pdf](https://ncert.nic.in/dee/pdf/DDE(pp).pdf)
- * Children's literature-English-2013-14 –
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
- * Children's literature-English-2012-13 –
<https://ncert.nic.in/dee/pdf/list%20Eng.pdf>
- * Children's literature-Hindi-2012-13 –
<https://ncert.nic.in/dee/pdf/listhin.pdf>

Weblinks

- * Foundational Literacy and Numeracy –
<https://youtu.be/HY7OtDASt-o>
- * Picture Reading and Methods of Storytelling –
<https://youtu.be/3gav6BXih4M>
- * Oral Language Development during Preschool Years –
<https://www.youtube.com/watch?v=S1tSAafINFG&t=497s>
- * Literacy Instruction for People with Mental Retardation: Historical Highlights and Contemporary Analysis
<https://www.jstor.org/stable/23879702>
- * क्या है पढ़ना - <https://youtu.be/-2Wr1tvO3wE> अनुभवों की साझेदारी (मौखिक)
Class II - <https://youtu.be/mnihj-1DSL8>
- * आम की कहानी "A chapter from *Rimjhim* class I" –
<https://youtu.be/i4hAXmOB63Y>
- * मैंने कुछ लिखा है .. Part-1 (Class I and II) –
<https://youtu.be/YFC-LBfMy9M>
- * मैंने कुछ लिखा है .. Part-2 (Class I and II) –
<https://youtu.be/0f6Z7Mn0miA>



COURSE 07

Multilingual Education in Primary Grades

Course 07: Course Information

▶ **Course Overview**

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ **1. National Education Policy and Introduction to Multilingual Education**

- National Education Policy and Multilingual Education: Introduction

▶ **2. Linguistic Fabric of our Country**

- Multilingualism in our Country

▶ **3. Disadvantage of Language Gap for children**

- Activity 1: Share Your Reflection
- Unfamiliar Language and Children's Dilemma
- Activity 2: Share Your Thoughts

▶ **4. Importance of Using Languages Familiar to Children in Teaching Learning Processes**

- Using Children's Languages in the Classroom: Why and How?
- Importance of Using Mother Tongue in Foundational Classes
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- Use of Children's home language in Balvatikas
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COURSE OVERVIEW

Description of the Course

This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Keywords

NISHTHAFLN, NATIONAL EDUCATION POLICY 2020, MOTHER TONGUE, HOME LANGUAGE, FIRST LANGUAGE, SECOND LANGUAGE, SCHOOL LANGUAGE, MEDIUM OF INSTRUCTION, FAMILIAR LANGUAGE, UNFAMILIAR LANGUAGE, MULTILINGUAL EDUCATION

Objectives

On completion of this course, the learners will be able to:

- 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)

Course Outline

- 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



Module 1

National Education Policy and Introduction to Multilingual Education



Module 1: National Education Policy and Introduction to Multilingual Education

1.1

National Education Policy and Multilingual Education: Introduction

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31344259546373324813113

Transcript

Dear Learners!

Namaskar to all my fellow teachers. I welcome you to the course of NISHTHA course on 'Multilingual Education in Primary Grades'.

Friends, our new National Education Policy 2020 lays special emphasis on achievement of foundational literacy and numeracy. To realise this vision, the Ministry of Education has recently launched the NIPUN Bharat mission. As part of this mission, we need to ensure that every child in the country acquires strong foundational literacy and numeracy skills by the end of grade 3. There are multiple challenges in the way of achieving this objective. One of the most important is that of the language used in teaching-learning process in primary grades. In this course, we will discuss this challenge in detail.

In India, around 35% of children in primary grades are studying in a language that is unfamiliar to them. When these children enter school in grade 1, they have a limited or no understanding of the school language which is used as the medium of instruction. It is difficult to imagine how these children who are taught in an unfamiliar language can achieve the objective of NIPUN Bharat mission, i.e., to read fluently with deep comprehension and write independently in the school language by end of grade 3.

You may have noted that both NEP 2020 and NIPUN Bharat consider the use of children's languages in the classroom to be of crucial importance in achieving the goals of foundational

literacy and numeracy. NEP 2020 clearly lays out that every possible effort should be made to bridge the gap that currently exists between children's languages and school language in primary schooling. Similarly, the NIPUN Bharat mission maintains that use of children's mother-tongue for classroom instruction is a prerequisite for achieving the goal of foundation literacy and numeracy. Through this course, let us try to understand why it is essential to use children's languages in our primary grade classrooms.

'Language' is the most important medium of learning in school education. In other words, language forms the foundation of all learning that takes place in the classroom. When children speak or listen to others, when they read a story or a poem and engage in processes such as logical thinking, reasoning, drawing inferences from a text, they do so through the medium of language. However, all this is only possible when children have well developed language skills and a strong command over language. In the early years of schooling, children bring with them knowledge of the language they have grown up listening to and speaking at home. By not including their familiar languages in the classroom teaching-learning process, we are depriving these children of their fundamental right to learn. Many research studies pointed out that using children's home or familiar languages in the classroom leads to their active participation in teaching and learning process, improvement in their understanding of concepts in other subjects, as well as improvement in their levels of self-confidence, which is so important for learning. Additionally, a strong foundation in their home language also helps children in developing mastery over other languages.

To ensure that children learn effectively in the classroom, the best possible strategy is to use their home language as a medium of instruction in the initial years of schooling, while gradually introducing new languages into the curriculum. However, we know that the wide acceptance and adoption of this strategy will take time. Moreover, using this approach may also not be feasible in many situations in the country. That said, there are many other ways of incorporating children's languages in the formal teaching and learning process, such as strategic and planned use of children's languages in the oral domain. Simultaneously, it is also important to include appropriate strategies for teaching of unfamiliar languages in the teaching and learning process. In this module, we will discuss these strategies and build our understanding on effective implementation of multilingual education in the classroom.

At a very broad level, multilingual education means the simultaneous use of children's familiar language and other languages in the teaching and learning process. It is an approach that relies on using children's languages to build an initial understanding of ideas and concepts, while gradually helping them build mastery over other languages too.

An important point to be noted here is that including children's languages in the teaching and learning process does not mean to neglect the state language or English. On the contrary, languages complement each other. The true essence of multilingual education lies in the skillful integration of children's languages, the state language and English. The multilingual education perspective also informs us that if children are to be taught other languages effectively, it is done best by building on the foundation of their first language.

We will explore these ideas at length in this module to build a strong understanding of multilingual education. I hope that upon completion of the module, you will be able to engage critically with the principle of multilingual education and introduce some of the strategies discussed in the module in the classrooms.

I will conclude my message with the words of Shri Dron Sahu, a primary teacher in Chhattisgarh, who writes about children and says -

My Education

My Examination

My Assessment

My Evaluation

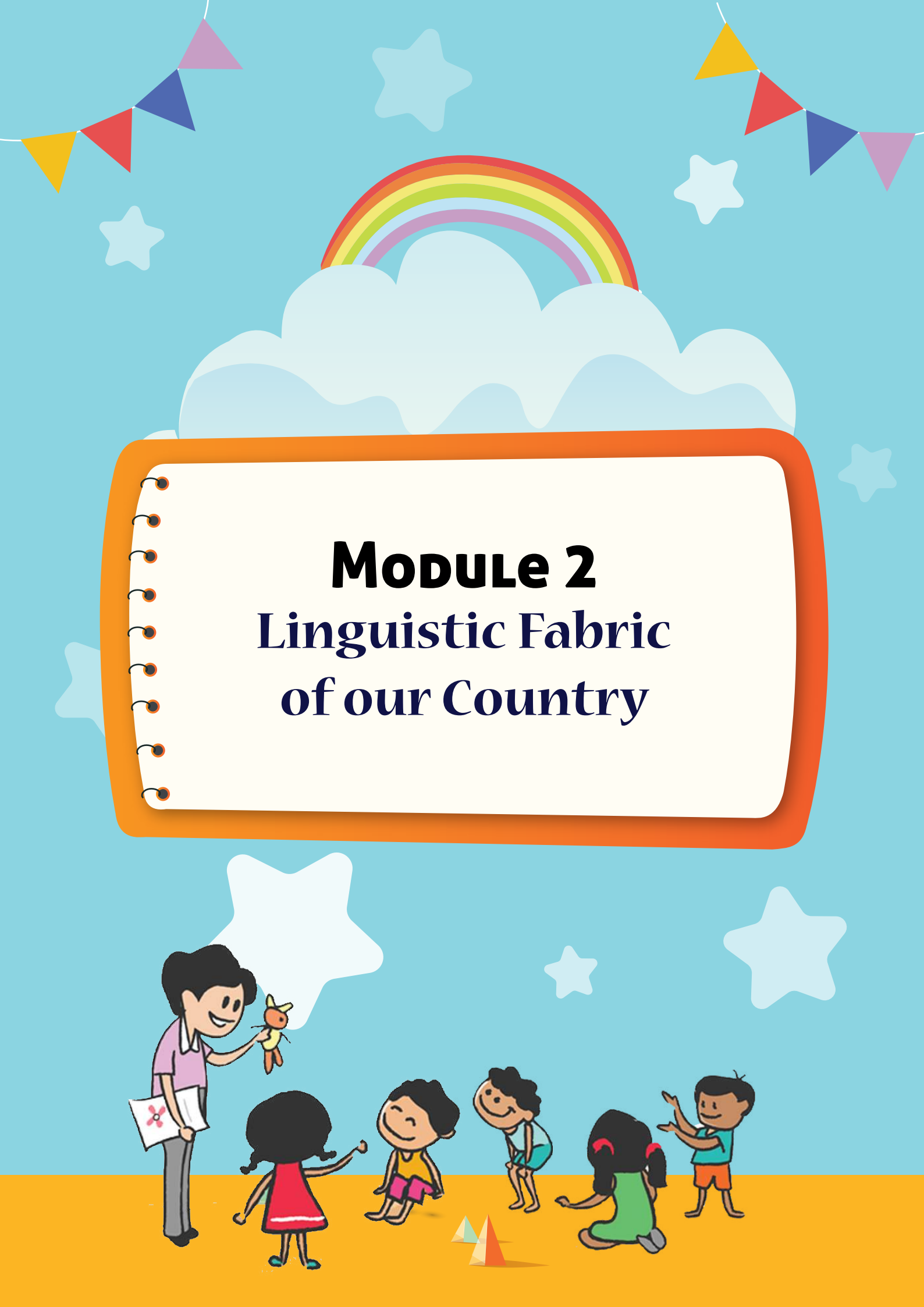
I am being taught

I have to learn

If I am at the centre of it all

Why is my language not?

Thank you!



MODULE 2
**Linguistic Fabric
of our Country**

Module 2: Linguistic Fabric of our Country

2.1 Multilingualism in our Country

India is a multilingual country where thousands of languages are spoken. The findings of various studies conducted over the period of point towards a wide variability in the exact number of languages spoken in India.

Number of Languages	Source
1652 Mother tongues	Census of India, 1961
1369 Mother tongues	Census of India, 2011
462 Languages	Ethnologue (Simons and Fennig, 2018)
780 Languages	People's Linguistic Survey of India (PLSI), 2010

According to the Census of India (2011), more than 25% of the Indian population speaks two languages, while about 7% of the population speaks three languages. In fact, most of us manage to speak in two or more languages, as per our needs.

I am a Warli painter. I am from the Warli adivasi community of Palghar district in Maharashtra. I speak in Warli with my family members. My younger brother and I watch a lot of Hindi films, and also talk to each other in Hindi. In our community, we either speak in Warli or Wadavali. I speak to shopkeepers in the marketplace in Marathi. When I go to Mumbai for work, I speak to my customers in a mix of Hindi and English. Quite often, in the big art galleries, customers from European countries like France and Germany visit as well. I can understand a few words in French and German.

The term '**multilingualism**' represents the use of two or more languages by a person or a community. Multilingualism can also be understood as the ability to speak, understand, read, or write in two or more languages. Multilingualism is an integral part of Indian society and culture.

One must note that multilingualism in the Indian context is not limited to the ability of Indians to speak more than one language. Indian multilingualism is unique and layered. In India, one can often find wide variety of the same language. One can also see people using a mixture of these different varieties in their speech. Let us have a deeper look at multilingualism in India.

Languages of Adivasi Communities

Adivasi communities settled in remote locations of India often use their own languages. For example, Saura adivasis from Odisha and Andhra Pradesh speak the Saura language.

Composite Nature of Languages

One can see that Indian languages are composite in nature; a language has influences of other languages it comes in contact with, thus, making it difficult to neatly label the languages apart.

For example, Saraipali and Basna blocks in Mahasamund district of Chhattisgarh, border Bargarh district of Odisha, where Sambalpuri language is spoken. Therefore, the Chhattisgarhi spoken in Saraipali and Basna features several Sambalpuri words.

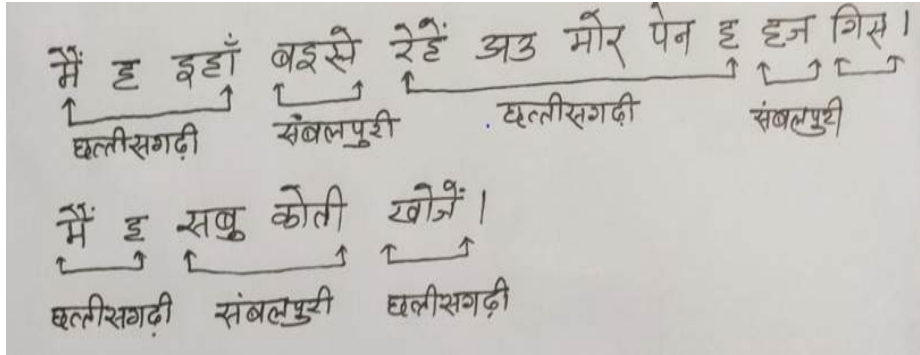


Fig. 1: Composite/mixed form of Chhattisgarhi and Sambalpuri languages

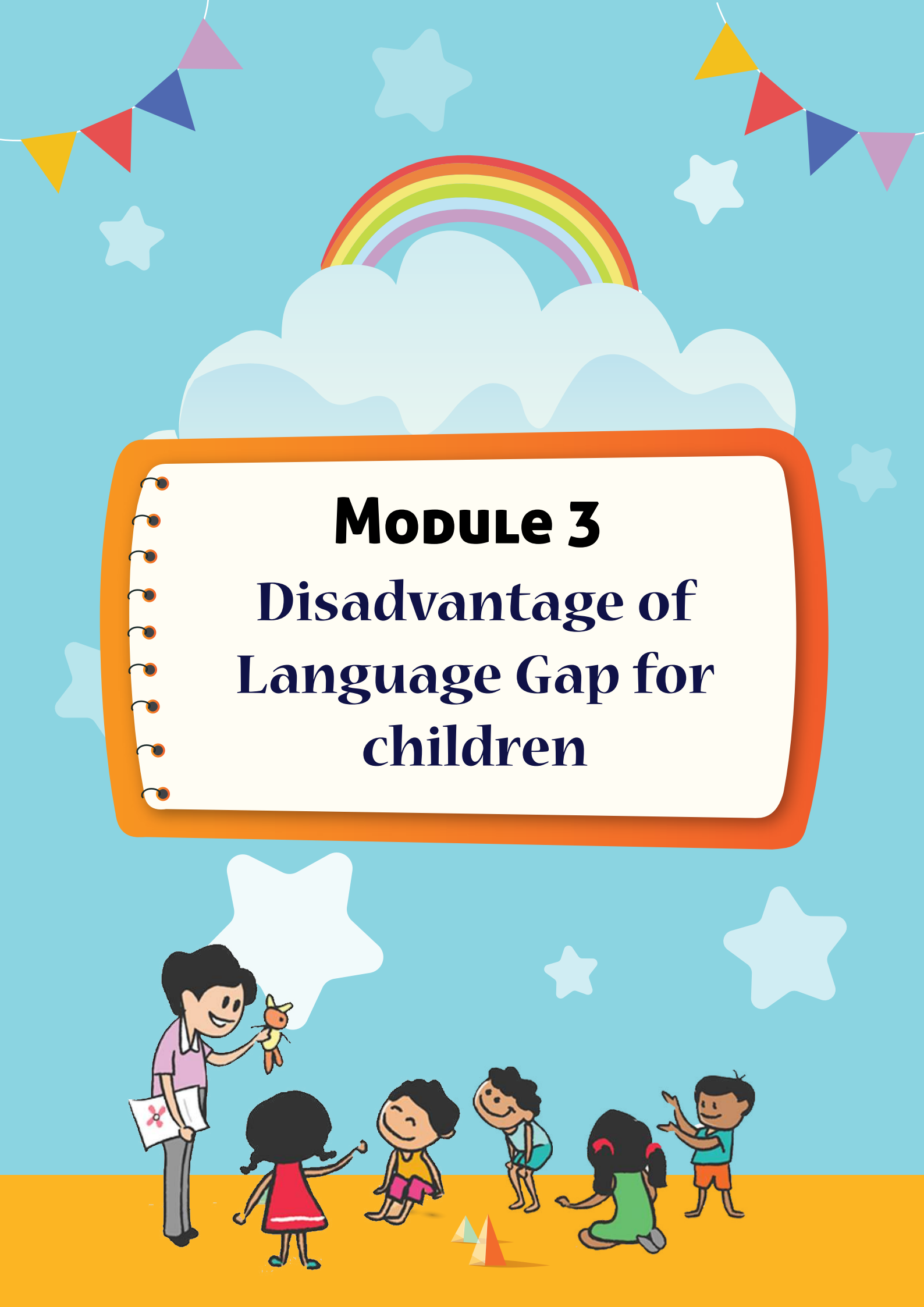
The 'Wagdi' language spoken in Dungarpur district of Rajasthan also has influences of languages spoken in neighbouring areas, such as Marwari, Gujarati and Hindi.

Different varieties of the same language

One can also find numerous varieties of the same language. For example, the Gondi language has distinctive varieties that are spoken across Chhattisgarh, Madhya Pradesh and Andhra Pradesh. In the case of Chhattisgarhi, the central parts of Chhattisgarh alone offer 5 different varieties.

Link or Contact Language

Various linguistic communities co-exist in different parts of India. For these different groups to be able to communicate with one another, they use a contact or link language. This link language could be a mixture of the different languages spoken by these groups, or it could be a different language altogether. For example, in the tea gardens of Assam, the workers from *adivasi* communities speak languages such as *Mundari*, *Kudukh* or *Santhali*; however, they use Sadari as the link language to communicate with one another.



MODULE 3
**Disadvantage of
Language Gap for
children**



Module 3: Disadvantage of Language Gap

3.1 Activity 1: Share Your Reflection

According to the World Bank, 37% of children in the world are forced to read and write in a language which they neither speak nor understand. What kind of challenges these children must be facing? Share your reflection.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course7activity1>



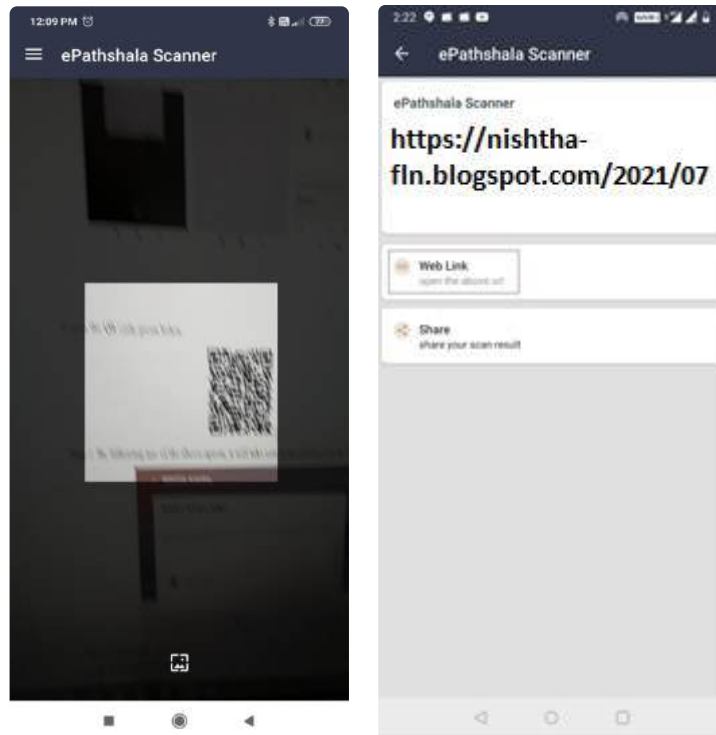
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-7-activity-1-share-your.html>

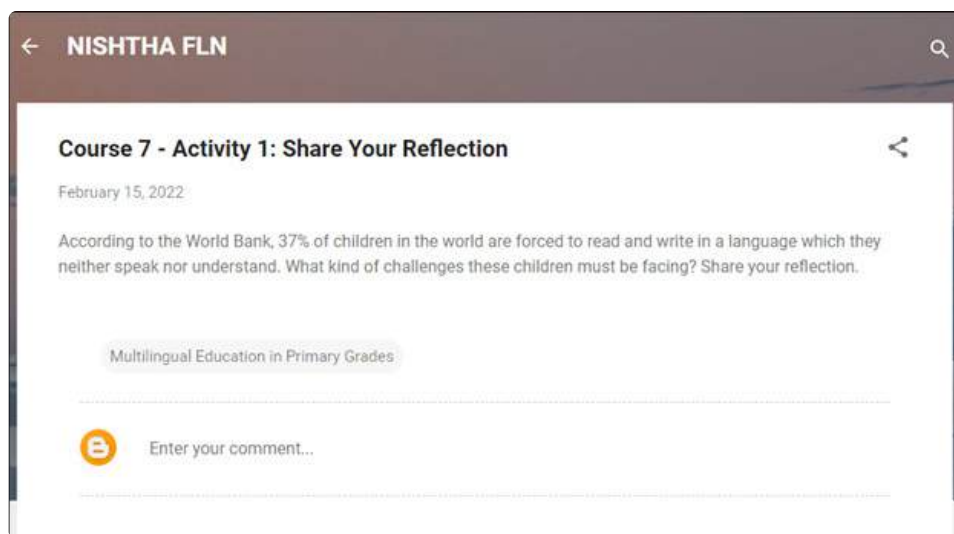


Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.



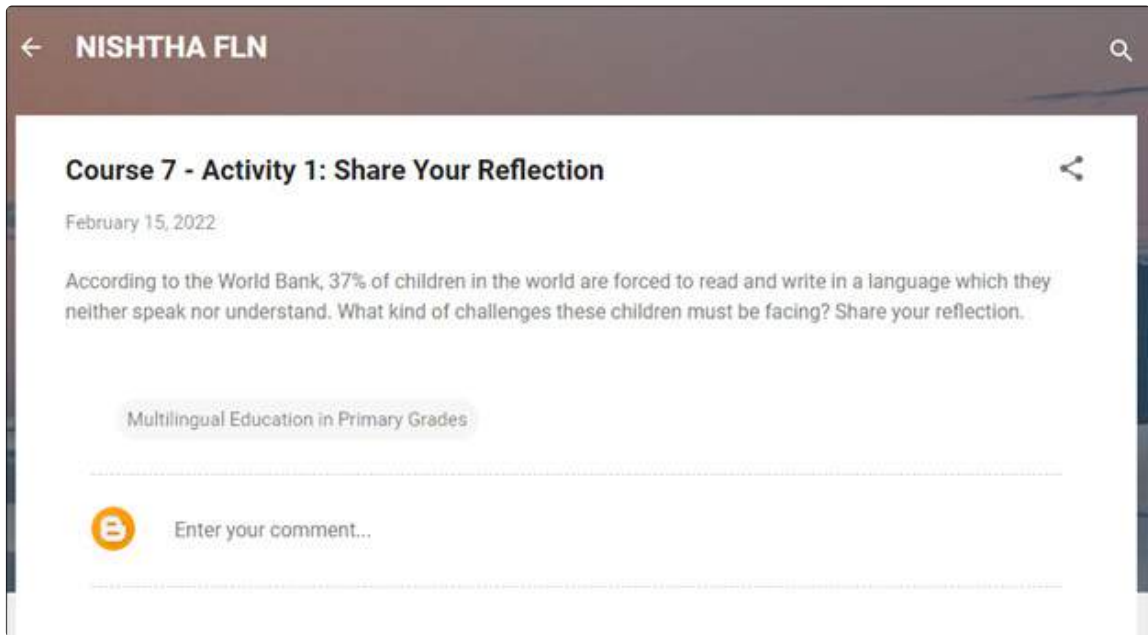


Step 2: Following any of the above option will take to an external site as shown below

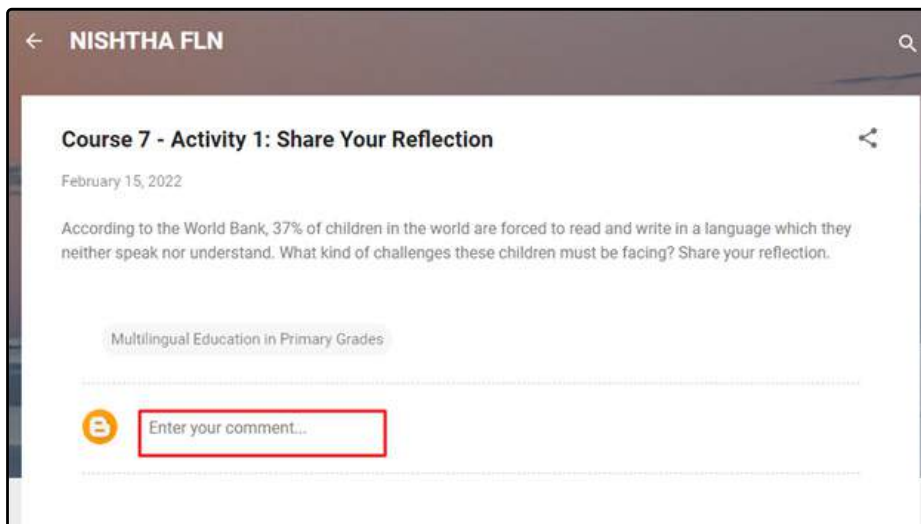


Step 3: Post your response

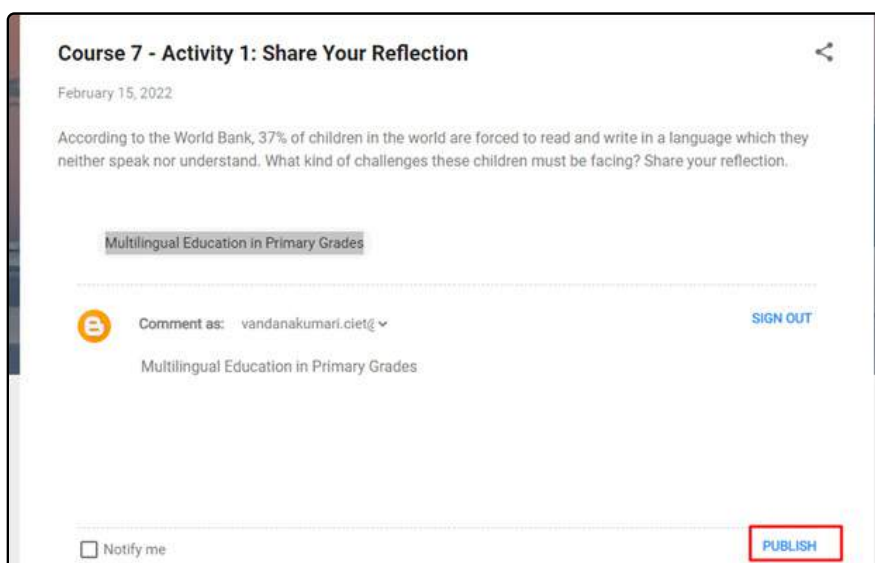
- * Read the given activity
- * Click on **Enter your comment**



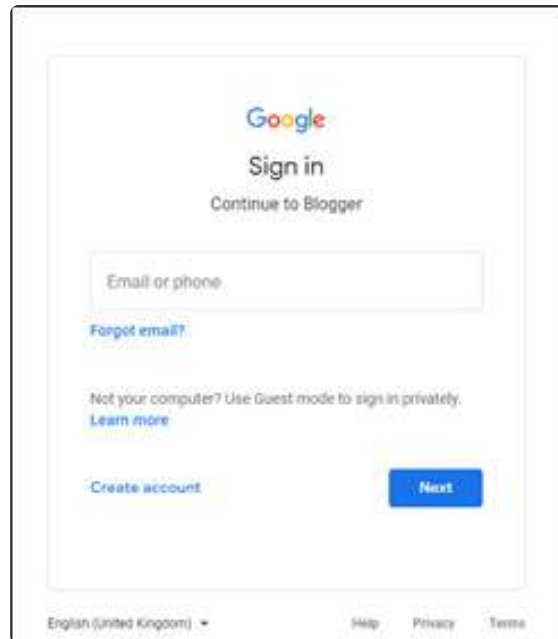
* Type your response in the comment box.



* Click **PUBLISH**



- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- * After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- * Click on **PUBLISH**. The comment will be posted.



3.2 Unfamiliar Language and Children's Dilemma

As teachers, it is important for us to understand that children in our classrooms come from a variety of linguistic backgrounds, however, they are often deprived of the opportunity to learn in school through a language they are most familiar with. Despite the vast array of languages used in India, only 36 of these languages are available as formal medium of instruction in schools.

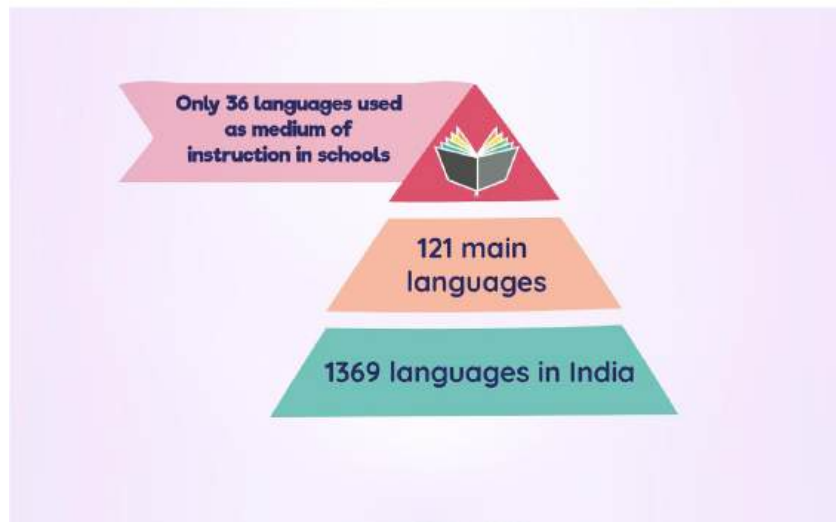


Fig. 2: 36 languages used in the country as medium of instruction (UDISE+ 2019-2020)

Many children do not find their own language represented in their schools and need to learn almost entirely through an unfamiliar language. **For example, languages such as Rajasthani, Chhattisgarhi, Bhojpuri, Magahi, Haryanvi are spoken by crores of people in our country. However, these languages are not used as medium of instruction in our schools.**

A study estimates that around 25% of children in primary schools face severe learning disadvantages due to the gap between their home languages and the school language.

Children who face learning disadvantage due to unfamiliar languages in schools can be broadly classified into 5 types:

1. Children from the Scheduled Tribes, especially those who live in remote areas & tribal dominated areas and speak exclusively in their mother tongues at home.
2. Children who live in a state where the standard regional language is different from their mother tongue or children who live around inter-state borders where they are learning in a language that is not their mother tongue.
3. Children who speak in a language that is considered a 'dialect' of the standard language used in the school. For example, languages such as Chhattisgarhi, Wagdi, Bundeli, Marwari, Bhojpuri are considered to be dialects of Hindi.

- Children whose languages are developed in terms of literature and other written materials, but still these languages are not used as a medium of instruction in schools. There is a big group of such languages including Kashmiri, Dogri, Konkani etc.
- Children who are forced to learn through English as a medium of instruction but have limited exposure to English outside of schools. Many children in our country come under this category.

Consequently, in the primary years of their schooling, these children end up learning in a language that they do not speak or understand. This prevents them from meaningfully engaging with teaching learning processes in school, which can, in turn, lead to feelings of helplessness and develop low self-esteem in children. As a result, their identity and self-confidence are also gravely injured leading to negative impact on their academic performance.

Therefore, as teachers, it is important for us to understand how much difference exists between our student's home and school language, so that teaching learning processes can be moulded to cater to all children. Let us do an activity for this.

3.3

Activity 2: Linguistic Situation of My Classroom - Share Your Thoughts

How is the language spoken by the children in your class in their day-to-day lives different from the language that is used in the textbooks? Please explain with the help of an example in about 100 words. Share your Thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course7acty2>

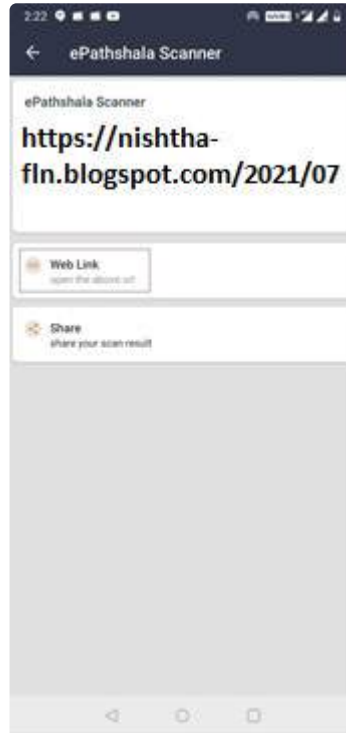
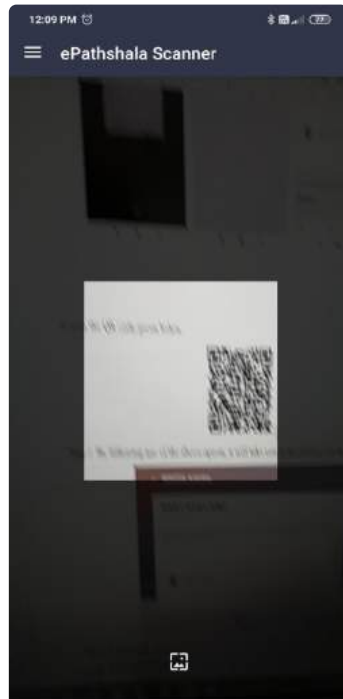


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-7-activity-2-linguistic.html>



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.



Step 2: Following any of the above option will take to an external site as shown below



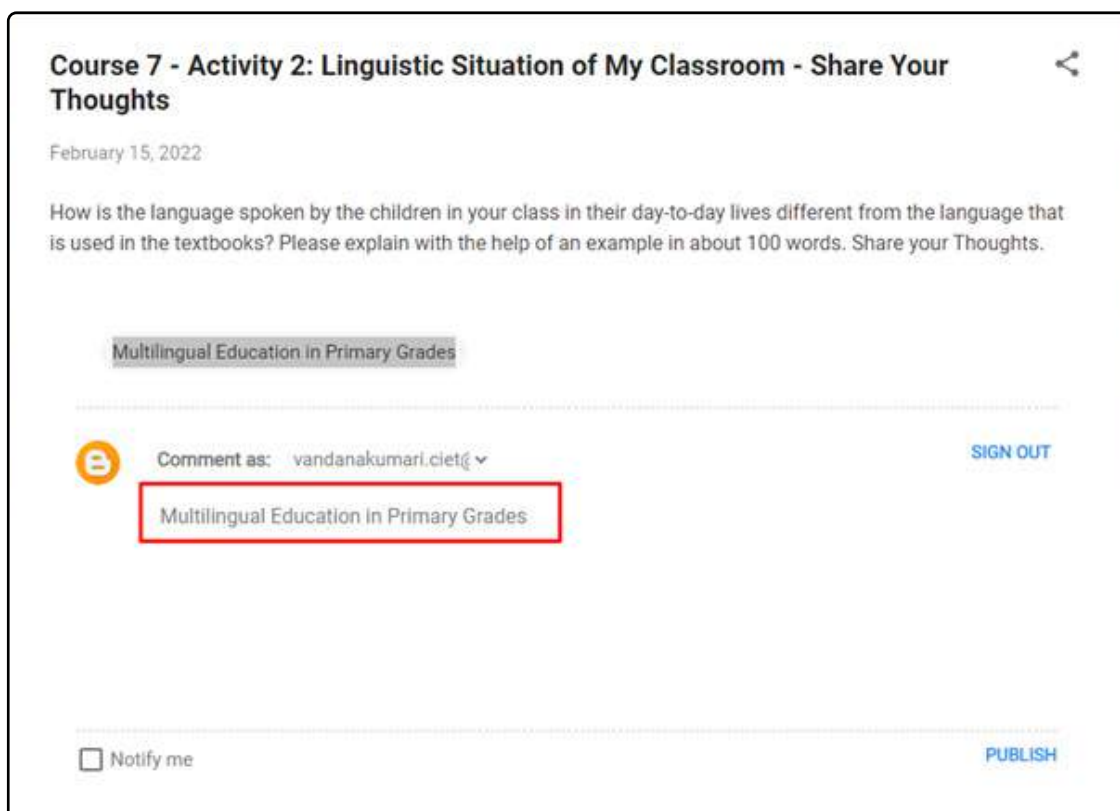
Step 3: Post your response

- * Read the given activity
- * Click on **Enter your comment**



The screenshot shows the NISHTHA FLN interface for 'Course 7 - Activity 2: Linguistic Situation of My Classroom - Share Your Thoughts'. The page includes a title, a date (February 15, 2022), and a question: 'How is the language spoken by the children in your class in their day-to-day lives different from the language that is used in the textbooks? Please explain with the help of an example in about 100 words. Share your Thoughts.' Below the question is a tag 'Multilingual Education in Primary Grades' and a red-bordered text input field with the placeholder text 'Enter your comment...'. A 'SIGN OUT' link is visible in the top right corner.

- * Type your response in the comment box.



The screenshot shows the NISHTHA FLN interface for 'Course 7 - Activity 2: Linguistic Situation of My Classroom - Share Your Thoughts'. The page includes a title, a date (February 15, 2022), and a question: 'How is the language spoken by the children in your class in their day-to-day lives different from the language that is used in the textbooks? Please explain with the help of an example in about 100 words. Share your Thoughts.' Below the question is a tag 'Multilingual Education in Primary Grades' and a comment box containing the text 'Multilingual Education in Primary Grades', which is highlighted with a red box. The comment box also shows 'Comment as: vandanakumari.ciet@' and a dropdown arrow. A 'SIGN OUT' link is visible in the top right corner. At the bottom left, there is a 'Notify me' checkbox, and at the bottom right, there is a 'PUBLISH' button.


* Click **PUBLISH**

Course 7 - Activity 2: Linguistic Situation of My Classroom - Share Your Thoughts

February 15, 2022

How is the language spoken by the children in your class in their day-to-day lives different from the language that is used in the textbooks? Please explain with the help of an example in about 100 words. Share your Thoughts.

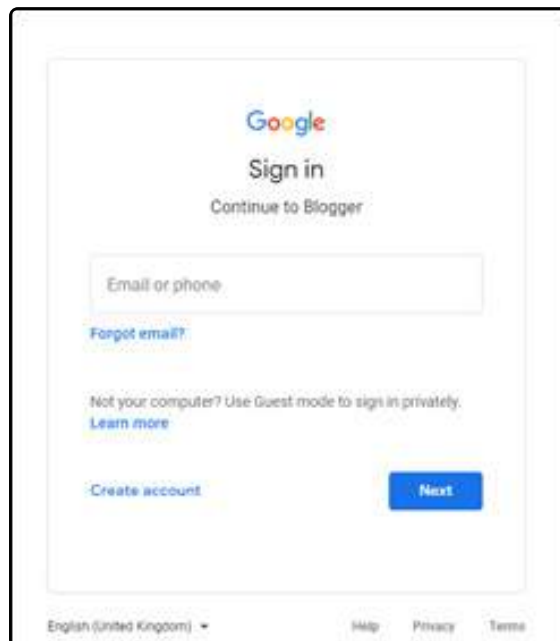
Multilingual Education in Primary Grades

 Comment as: vandanakumari.ciet@... [SIGN OUT](#)

Multilingual Education in Primary Grades

Notify me **PUBLISH**

- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

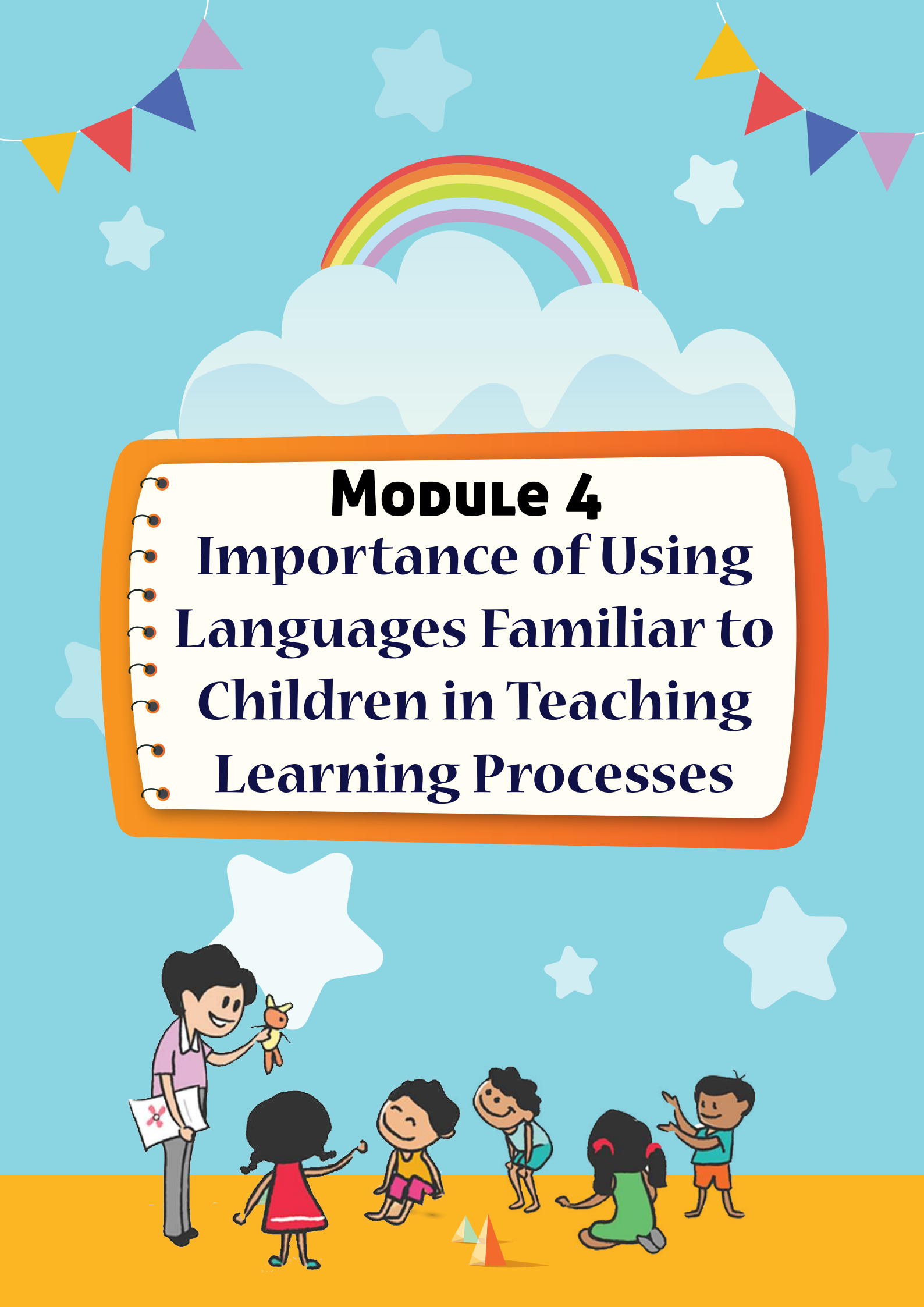


* After logging in, enter **Display Name** and then click on **Continue to Blogger**.



* Click on **PUBLISH**. The comment will be posted.





MODULE 4
Importance of Using
Languages Familiar to
Children in Teaching
Learning Processes



Module 4: Importance of Using Languages Familiar to Children in Teaching Learning Processes

4.1 Using Children's Languages in the Classroom: Why and How?

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31344259576156160012482

Transcript

Friends, let us now move to the next section of the course and understand why it is necessary to incorporate children's languages into the classroom teaching and learning process. Before we begin the discussion, I would like you to watch a video.

This video shows classroom teaching and learning process adopted by two teachers. You will be able to notice some fundamental differences between these two classrooms.

The video will make you think about the reason for these differences. What could the reasons be? Does the inclusion or exclusion of children's languages play any role in this? Let us watch the video carefully to find answers to these questions.

Welcome to the video on 'Using Children's Languages in the Classroom – Why and How?'

Let's visit Mr. Jeevanlal's class.

He is a very hardworking teacher. He teaches in a school in Odisha in a district that borders Chhattisgarh.

In this school, some children speak Chhattisgarhi, and some speak Sambalpuri.

He uses a variety of teaching learning materials in his classroom.

But he is facing a challenge in his class--despite his best efforts, children do not participate much in his classroom. Children's performance in exams is also not very good.

Mr. Jeevanlal believes that children should not use the home languages at all in the classroom. By doing this, children will not be able to learn the school language and will be left behind. His teaching process revolves around this belief.

Come Let's see how he conducts his class.

Teacher: Children, today we will talk about this picture. I will ask you some questions about this picture; whoever knows the answer should raise their hands and I will pick a student to answer. Everyone should answer in Hindi. Okay? Okay Children, what do you see in this picture?

Children raise hands.

Teacher: Tell me, chuleshwari.

Chuleshwari: सर, ये एक ठन रूख ए। (In Chhattisgarhi) (Sir, this is a tree.)

Teacher: What is ठन (than) and 'रूख' (rukhi)? Someone else tell me.

Student: सर, इटा त गच आया (Sambalpuri) Sir, this is a tree.

Teacher: You are wrong too!. Look at the picture carefully. 'ये एक पेड़ है' (Hindi for: This is a tree.) I had said this earlier as well! You should only tell your answer in Hindi. Okay children, let's try again.

Which fruit do you see on this tree?

Ratna, can you tell me?

Ratna: सर, आम त आया (Mixed use of Sambalpuri and Hindi) Sir, it is a mango.

Teacher: Same thing again! Kamlesh, you speak.

Kamlesh: पाचला लेती त आय सरा (Sambalpuri) Sir, it is a ripe mango only!

Teacher: Oho! Keep quiet, everyone.

Teacher: We can see mango fruits on this tree. Even after warning so many times, I don't understand why all of you keep using mixed languages.. Let it be! Now tell me describe the benefits of a mango tree?

After hearing the questions, no child raised their hand or made any eye contact with Mr. Jeevanlal. All the children may have understood the previous questions by guessing the meaning of some words, but this question in standard textbook Hindi was very difficult for them to understand. Later, Mr. Jeevanlal asked the question again by simplifying it a bit.

Teacher: Tell me, what are the benefits of a mango tree?

All the children got scared hearing the question because they knew that their answers would definitely be wrong! This was because the children were unable to express their knowledge in an unfamiliar language 'Hindi'..

One child to another: मुई त जानु छें, लेकिन कहेबार के डर लागुछे। (Sambalpuri)

I know this, but I'm afraid to speak in Sambalpuri.

One girl to another: मुई त जानु छै गा (Sambalpuri) I know this. (the answer).

Mr. Jeevanlal thought that the children did not know the answer to this question, so they were silent. So, he himself spoke in Hindi and explained all the benefits and parts of the mango tree in detail. Feeling disappointed, he left the class. This is how the discussion on the mango tree conducted.

Now, let's meet Ms. Mahima! She has been teaching Class 1 in Rasela Government Primary School, Chura Block, Gariaband, since 2009. This village of Chhattisgarh is close to the Odisha border. The influence of language, customs, food, lifestyle, etc. of Odisha can be easily seen here. In Ms. Mahima's class, some children speak Sambalpuri and others speak in Chhattisgarhi. Let us have a look at Ms. Mahima's class for one day. Ms. Mahima is reading lesson 17, 'Monkey and Squirrel' from Class 1 Hindi textbook to the children.

Teacher: Children, today we will read this story. what do you see in this picture? Can you name them?

Child 1: चिरमूसा (Sambalpuri) Squirrel

Mixed language is used in the classroom.

Children are free to speak in their home language(s).

Child 2: बेदरा अऊ गच (Mixed use of Sambalpuri and Chhattisgarhi)

Monkey and the tree

Child 3: रुख म बेन्द्ररा सुते है (Chhattisgarhi)

The monkey is sleeping on the tree

Teacher: okay, so what is the chirramoosa (squirrel) doing? अच्छा तो चिरमूसा क्या कर रहा है? (Mixed use of Sambalpuri and Hindi)

Child: चिरमूसा माकर की पूंछी को धर के ऐसे खींच रही है। (Mixed use of Sambalpuri and Hindi)

The squirrel is pulling the monkey's tail tightly.

Teacher: अच्छा तो ऐसा करने पर माकर क्या करेगा? (Mixed use of Sambalpuri and Hindi)

So, what will the monkey do if this happens?

Child: ओला फटकारही की झन करा (Chhattisgarhi)

He will scold it to not do this!

उस पर माकर गुस्सा करेगा। (Mixed use of Sambalpuri and Hindi)

Use of mixed language in the classroom helps children in higher order thinking and to express themselves.

Child: The monkey will get angry at it!

माकर ताके हुरबा (Sambalpuri)

The monkey will shout at it.

Feelings of love, belongingness and a sense of ease between the teacher and the children.

Teacher: के काजे गुस्सा करबा माकर ताके? (Mixed use of Sambalpuri and Hindi)

Why would the monkey be angry at it?

Child: क्योंकि उसका लेंज को घीचके से उसको दुख रहा है तो माकर उसको गुस्सा करेगा। (Mixed use of Sambalpuri and Hindi)

When his tail is pulled, it will hurt him. So, the monkey will be angry with it.

Child: नहीं, ओ कुछ नहीं करेगा वो सुते रहेगा तो चिरमूसा चुपचाप गच में चग जाएगा। (Mixed use of Sambalpuri and Hindi)

No, the monkey will do nothing! The monkey will keep sleeping and the squirrel will quietly climb up the tree.

Teacher: माकर कि लेंज यानी बेंदरा की पूँछ कितनी लम्बी रही होगी की जमीन तक लटक रही थी? (Mixed language use: How long was the monkey' tail that it was reaching the ground?)

Children: तार जतका लंबा...

सूता जितना लंबा...

डोर जतका लंबा...

आसमान जितना लंबा...

बाँस जितना लंबा...

बरगच जितना लंबा...

Children use Sambalpuri, Chhattisgarhi and Hindi in a mixed manner to guess how long the tail is. As long as a wire... rope... sky...bamboo...banyan tree...

Teacher: Oh, is that so. Let's read the story and find out what happened.

Enthusiastically, all the children came and sat beside Ms. Mahima to hear what happened next in the story.

Teacher: (In Hindi) Okay, now listen carefully. I will read the story out loud to you. The name of this story is 'Monkey and the Squirrel'.

Then placing her finger on each picture of the text she began to read.

Teacher: (In Hindi) "This is a monkey" and "This is a squirrel". Like Govardhan said earlier, the monkey is sleeping on the tree. (gacch yani ki ped) (tree: first in children's language and then explained in Hindi). Look, the monkey is lying comfortably on the tree (entirely in Hindi). Can you imitate how the monkey is sleeping?

Some children put both their hands behind their heads and slept on the floor, just like the monkey in the picture. Some children lay down imitating the monkey.

Now, you have seen classrooms of both Jeevanlal and Mahima. You must have understood that there were some basic differences between both the classes. The main reason for these differences was that there was no place space for children's languages in Jeevanlal ji's classroom. On the contrary, there was ample space for children to speak in their own languages in Mahima ji's classroom. Come, let us once again review in detail the key differences between both the classes.

Mr. Jeevanlal's class:

- No participation of children
- Scared and nervous children
- No opportunities for comprehension, higher order thinking, imagination, and prediction in the classroom
- An atmosphere of fear and hesitation in the classroom
- No confidence in children to share their thoughts and feelings
- Teacher-centered classroom

Ms. Mahima's class:

- Active participation of children
- Confident children
- Plenty of opportunities for comprehension, higher order thinking, imagination, and prediction in the classroom
- A loving, secure, and enthusiastic learning environment in the classroom
- Children are encouraged to share their thoughts and feelings
- Child-centered classroom

Through this video, we understood how important it is to make space for children's languages in the classroom!

4.2 Importance of Using Mother Tongue in Foundational Classes

"Language is not everything in education, but without language, everything is nothing in education" (Wolff, 2006).

"When children learn a language, they are not simply engaging in one type of learning among many; rather, they are learning the foundations of learning itself" (Halliday, 1993).

You saw clearly in the video that inclusion of children's languages in education has several advantages.

In fact, language is not just a medium of communication, but it is also a tool for thinking, learning, and understanding. Language is at the heart of education and all the teaching learning processes. Children build an understanding of various concepts by speaking and listening to others, reading, asking questions, arguing logically, analyzing, working in groups or by even engaging in imaginative conversations.

If children do not speak or understand the school language, it becomes impossible to meaningfully connect them to these learning processes. **It is of key importance to include the languages that children understand well in educational processes.**

1. Including children's mother tongues helps them to **actively participate** in classroom processes; learning in class becomes more **child centric**.
2. With the help of familiar or home languages, it becomes easy for children to **think, understand, imagine, express, or engage in higher order thinking**.
3. It is easy to **connect with children's prior knowledge** in their home language. NCF 2005 also emphasizes the pedagogic importance of building knowledge from what is already known to children.
4. Use of children's mother tongue in the classroom helps in building their **self-esteem** and **self-confidence**, and also helps in forming a **bond of trust with the teacher**. These **positive feelings** help children to engage with the learning process more easily. Several research studies have shown that a classroom environment that nurtures children's self-esteem and emotional safety, and facilitates trust and love among each other, is very helpful in ensuring better learning outcomes.



**“Denying children’s language in class is akin to denying the children themselves”-
Prof. Jim Cummins (University of Toronto, Canada)**

5. Learning through one's mother tongue can also help in better performance in other subjects such as mathematics and science. Several national as well as international studies support this position-

- * **Studies conducted in India:** *Adivasi* children learning through their mother tongue (L1) perform better in language and mathematics than their peers who study through a language different from their mother tongue (L2). (Saikia & Mohanty, 2004)
- * **A large-scale study in Ethiopia:** A study conducted in Ethiopia found that children who had studied in their mother tongue performed better in grade 8 in subjects such as mathematics, biology, chemistry, and physics as compared to their peers who studied through an unfamiliar language (Heugh et al, 2007).
- * **A 10 year-long research study conducted in the USA:** The key finding of this study was that a prime determinant of children's academic success is the number of early years of education conducted in children's home language (mother tongue) (Thomas and Collier, 1997).

6. Contrary to the general opinion, a **solid foundation of children's first language or mother tongue helps them in learning other languages better.**

4.3 Activity 3: Check Your Understanding

Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_3134298554115604481815

4.4 How Does Children's Language Help them Learn Another Language?

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31344259584340787213114

Can children's home languages help them in learning other languages?

Most of us believe that if children's languages are used extensively in the classroom, it might interfere with learning of the state language or English, or that children will not get adequate time to learn other languages. These are all misconceptions. In fact, scientific research tells us that a strong foundation in their familiar language helps children build mastery over other languages.

To present this research-based reality, I would like to show you a video. Through this video, you will be able to understand how learning a familiar language well helps children in the process of learning other languages too.

Let us watch this video together.

Welcome to this eLearning video on understanding how children's languages help them learn other languages.

Teacher 1: Hey, did you see this news?

News: Children Punished for Speaking in Mother Tongue in the Classroom

Teacher 1: I did not like hearing about this news at all. It is hurtful.

Teacher 2: Yes, you are right. This method is absolutely wrong. But I think it is also necessary to do this. Otherwise, how will these children learn English? I also do not allow the children to talk in Wagdi at all. But I do not punish them like that. I just tell them to talk in Hindi only. There is no need to speak in Wagdi at school. If they keep speaking in their own language all the time, then when will they learn Hindi or English? It is important to teach them Hindi and English too.

Teacher 1: Hmm, I get your point. It is absolutely right that children need to know both Hindi and English, but it's also important to pay attention to a misconception here. We feel that if we start teaching children in another language all the time and ban the use of mother tongue, children will learn other languages better. But it is actually the opposite! Children are neither able to master their own language nor are they able to learn another language well.

Teacher 2: You mean to say that it is not right to think like this. Why? How is mother tongue related to the learning of other languages? If our minds spend all the energy and time in using the mother tongue, then there is no mindspace left for learning new languages. Isn't that right?

Teacher 1: This is the biggest misconception. This is a huge misconception that different languages exist in different compartments in our brain, like different balloons for each language; and if the balloon of mother tongue gets bigger, there will be no space for other languages. Meaning if we spend more time teaching children to learn in home languages, then there will be no time to learn Hindi or English and the children will suffer.

It is completely wrong to assume that other languages get less space to develop if more space in the brain is occupied by the child's home language. Similarly, it does not mean that the other languages will not develop if we provide more time in the classroom to use the home language. Actually, there are many such skills related to any language, that function similarly in different languages. If these skills are properly developed in the mother tongue, then these can easily be transferred to a new language.

Teacher 2: Oh! I didn't know about this. Can you please tell me which are these skills that are common in different languages, and can transfer from home language to other languages?

Teacher 1: Absolutely! Let's watch this video on LLF's YouTube channel. It will help us understand this concept better.

In this video, we will understand how children's home language helps them in learning other languages!

The Common Underlying Language Proficiency was introduced by Prof. Jim Cummins. On the surface, all languages look very different from each other. These differences can be seen in vocabulary, sentence structure, grammar, and speech patterns. This difference is also visible to us in the home language of children and the school language. But we know that language is not just a means of speaking and listening. It is also an important means of thinking, understanding, and learning. You will be surprised to know that there are many such skills or abilities related to thinking which are similar in different languages. Such shared skills and abilities are known as 'Common Underlying Language Proficiencies'. Let us talk about the skills that transfer from one language to another and understand them in some more detail.

1. Conceptual knowledge
2. Skills related to reading and writing
3. Higher order thinking skills

1. **Conceptual knowledge:** If children have learned a concept in their own language, they do not have to re-learn the concept in Hindi or English again. They just need to know what it is called in the new language. For example, if children already know about banyan tree in their own language, then they will not need to know about the form, color and characteristics of banyan tree in Hindi or English. Rather they will only need to be told what banyan tree is called in both the languages and all their other knowledge about Banyan tree would transfer directly from one language to another. All we need to do is tell them the name of that object/concept. Then, children can transfer all the knowledge they have acquired about it in their own language to another language.
2. **Skills related to reading and writing:** There are also many such skills related to reading and writing that have to be learnt only once, not repeatedly in different languages. A lot of research suggests that these skills are best learned in a familiar or strong language for the children. When they learn these skills in the mother tongue, it becomes much easier to learn them in another language. These skills are:

2.1 Phonological awareness

2.2 Understanding the relationship between sounds and letters

2.3 Understanding the use of punctuation marks

2.4 Reading from left to right

2.5 Engagement with different genres of texts

2.6 Making guesses with the help of the context

- 2.1 Phonological awareness refers to the awareness of the fact that a sentence consists of many words and each word is made up of different sounds. If children can blend and segment the sounds of words in their own language, it becomes very easy for them to do this in Hindi or English as well. आज मय ह खेले बर जाहूँ आ ज म य ह खे ले ब र जा हूँ
- 2.2 Understanding the relationship between sounds and letters: It means to understand that every sound has a symbol or a letter associated with it. For example, we show /p/ sound with 'P' letter in English. How is the sound /p/ represented in your language?
- 2.3 Understanding the use of punctuation marks: It means to understand that every language has sentences that end with a full stop or some other sign (example- रानी बाज़ार गई, Rani went to the market.). In English, how do you understand that a sentence is over?
- 2.4 Reading from left to right: It means to develop the understanding that any text is read or written from left to right. To understand that while reading and writing, our fingers and eyes move from left to right. Do you know any language that is read and written in a different direction?
- 2.5 Engagement with different genres of texts: It means to have an awareness that in any language, there are different forms of writing, such as: essays, creative writing, posters, newspaper articles, etc. Taking into account their writing style, understanding the meaning of the text is a skill that is easily transferred from one language to another.
- 2.6 Making guesses with the help of the context: This skill involves predicting or guessing what will happen in the story by looking at the cover page or name of the story. The meaning of the text can also be guessed from surrounding pictures or surrounding sentences. You make this guess in the same way in different languages as well.
3. Higher order thinking skills: Amongst all the common underlying linguistic proficiencies, this is the most important skill. This is a skill that is related to making meaning of a lesson and other linked thinking processes. Once you acquire these skills in your mother tongue, you can easily transfer them to other languages. In a new language,

you will merely need to learn the words of that language. You will not need to learn the thinking skills in that language from scratch. Let us understand these higher order thinking skills in more detail.

3.1 To be able to convey the main idea of a story or text that has been read or heard.

3.2 To be able to summarize a text.

3.3 Finding similarities and differences between characters, objects, and events.

3.4 To be able to argue on a subject and to explain oneself with reason.

If these skills are learned well in the child's strong language, they serve as a strong foundation for learning in another language. This is because the words of another language may be different, but the way of thinking and understanding about a concept remains the same in that language also, and that does not have to be learned from the scratch again.

Teacher 2: Wow, I had never thought that the mother tongue actually provides a strong foundation and does not become a barrier in learning a new language. After watching this video, I have understood that children's home language is like that bridge without using which, they cannot learn any new language.

Teacher 1: Well said! By the way, are you going to change any rules in your class now?

Teacher 2: Yes, of course! The rule of not using Wagdi in the classroom is scrapped now. I will remove the rules that do not allow children to use their home languages in the classroom, for academic discussions as well as conversations. When I am teaching a new concept or when there are any higher order thinking skills involved in a discussion, I will use Wagdi and let the children also do the same. For example, when I ask children to summarize the lesson or express their opinions. And after that I will introduce the children to English or Hindi. From now on, I will teach the children any new language with the help of their home language. But yes, I will continue the work of teaching Hindi or English separately too. Their vocabulary also has to be increased. If possible, please show a video on this too and thank you very much for showing me this video!

Teacher 1: I'll definitely show it the next time! Now, let's return to our classrooms.

4.5 Activity 4: Children's Responses- Do Yourself

Take a story written in a language that is unfamiliar to children and narrate it to children in grade 1 or 2. After narration, discuss the story with children in the same unfamiliar language. Ask them some questions requiring higher order thinking. Note down children's responses.

The next day, use a story from children's own cultural context and narrate it in their own language. Discuss various aspects of the story with children in their mother tongue; ask them higher order thinking questions. Note down children's responses again.

Think about the responses given by children on these two days. Were their responses similar or different? Why? Write your thoughts down.



MODULE 5

Provisions for the Use of Children's Mother Tongues



Module 5: Provisions for the Use of Children's Mother Tongues

5.1 Policies, Laws and the Constitution of our Country

* Article 350A of Constitution of India "facilities for instruction in mother-tongue at primary stage"

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

* Section 29(2)(f) of the Right to Education (RTE) Act, 2009 says that the medium of instruction shall, as far as practicable, be in a child's mother tongue.



Fig. 3: *Right to Education*

* According to the NEP 2020:

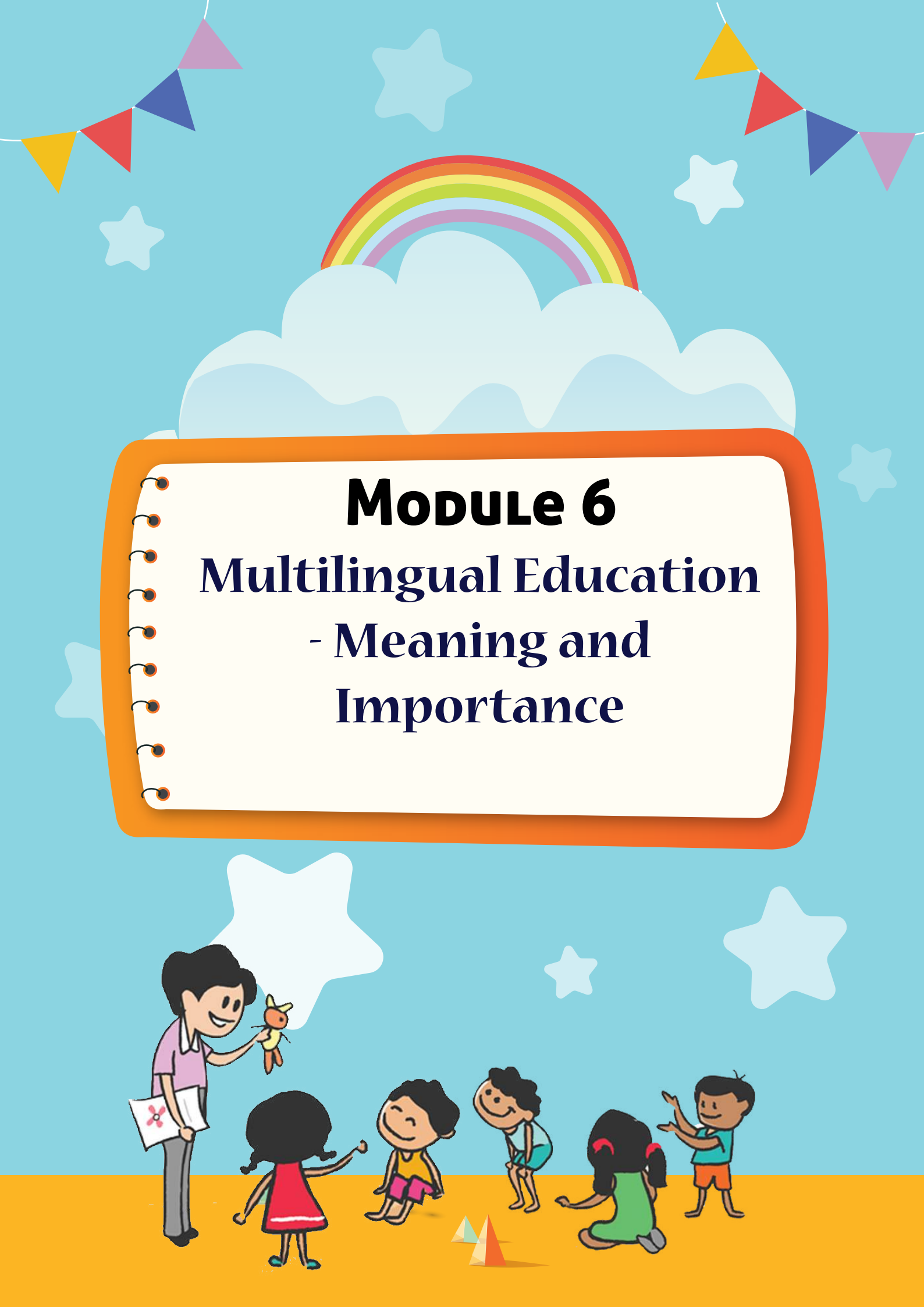
- Young children learn the best through the medium of their mother tongue.
- As far as possible, children should be taught in their own mother tongues at least till grade 5.
- As far as possible, quality textbooks and educational material must be developed in regional languages.

- Multilingual Education should be implemented in classrooms, ensuring careful and systematic use of children’s home language as well as the school language.
- Children’s early literacy work must be done in their own languages.

5.2

Activity 5: My Thoughts on Teaching in Mother Tongue - Try Yourself

The new National Education Policy 2020 has several provisions on education in mother tongue. After reading them, write down any three ideas in the document that you fully agree with. Write your reasons. Share your responses with your colleague, and discuss.



Module 6
Multilingual Education
- Meaning and
Importance



Module 6: Multilingual Education - Meaning and Importance

6.1 What is Multilingual Education?

It is a myth that multilingual education means not learning the languages (other than one's own mother tongue) which can help one to secure livelihood opportunities and develop one's skills and talents.

On the contrary, multilingual education is all about using one's mother tongue as a solid foundation for learning other languages in a gradual and systematic manner.

Multilingual Education = Children's mother tongue + Second language + Third language

National Education Policy 2020 discusses multilingual education at length. Let us understand this further. Multilingual Education means the use of more than one language in the teaching-learning process. In multilingual education, no language is considered to be superior or inferior. Instead, multiple languages (including children's home language and the school language) are used simultaneously in a carefully considered manner. Children's familiar/home language is used to teach unfamiliar and new languages.

In many parts of India, children become multilingual at a very early age. Usually, these children have a solid grasp over one (or more than one) language, as they try to speak and understand another language. At this stage, it is necessary that (all) languages spoken by (all) the children in the classroom are considered as precious learning resources, and not pitted against one another. Instead of putting undue pressure on children to speak "purely" in the school language, they should be encouraged to use all their linguistic resources in a mixed manner so that they can express themselves fully. At the same time, teachers should also not emphasize the use of one language alone but adopt a multilingual approach in their teaching.

In this way, children will be able to develop values and skills such as self-confidence, higher order thinking, creativity, expression, analytical ability, and sensitivity.

To encourage communication and learning within classrooms, mixed and flexible use of children's languages and the school language is an effective strategy.

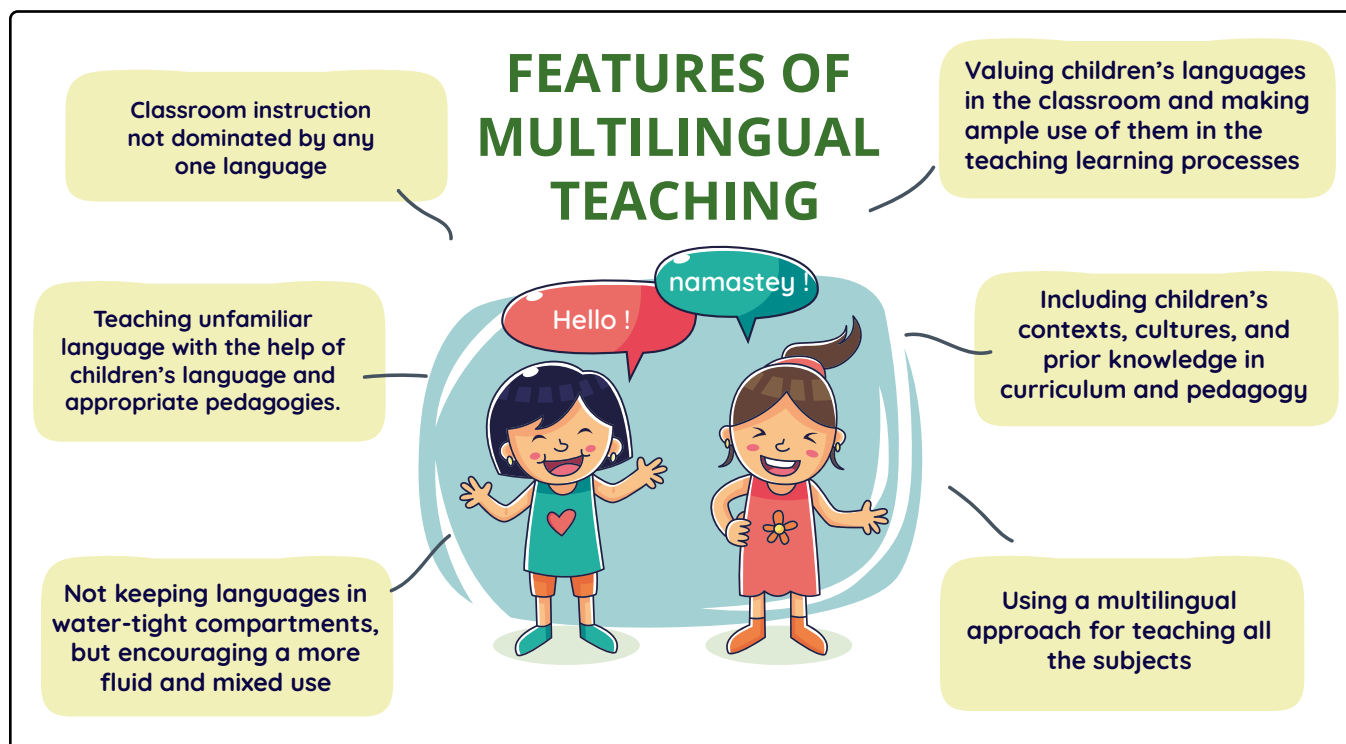
6.2 Benefits of Multilingual Education

There are several benefits of multilingual education, such as:

- Creating a friendly and comfortable teaching-learning environment in classrooms.
- Developing confidence and self-esteem in children.

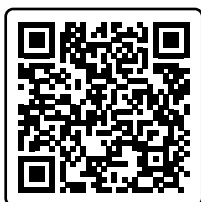
- Connecting children’s prior knowledge with new concepts and knowledge.
- More appropriate strategies of learning second/other languages.
- Developing a deeper understanding of all subjects and higher academic outcomes.
- Instead of rote learning, focusing on understanding, expression, imagination, creativity, and higher order thinking.
- Reducing the rate of school dropouts.
- Stronger relationship between school and community.
- Better opportunities for education and livelihood for students from

Features of Multilingual Education



6.3 Activity 6: Check Your Understanding

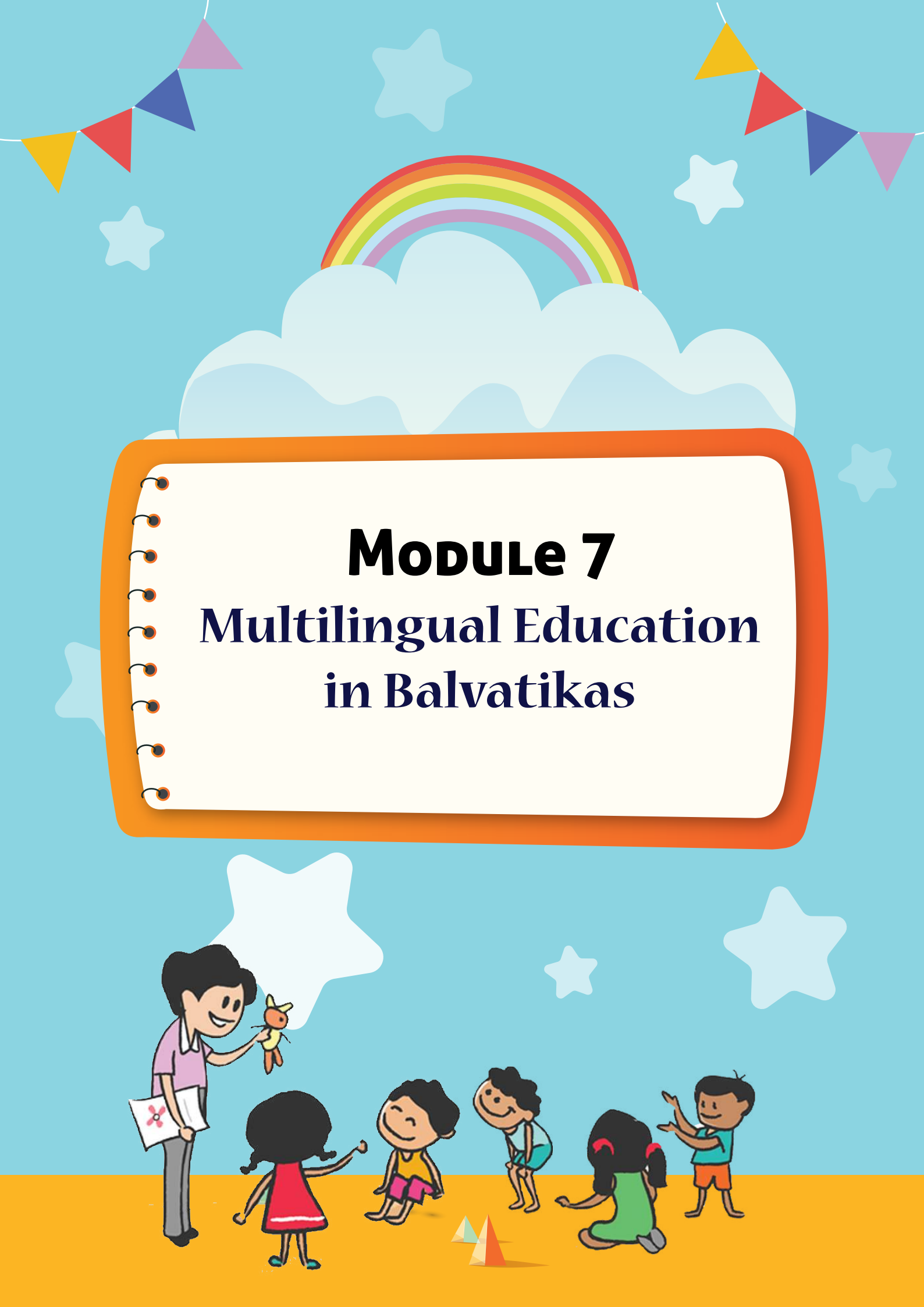
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MODULE 7

Multilingual Education in Balvatikas

Module 7: Multilingual Education in Balvatikas

7.1 Use of Children's home language in Balvatikas

Commencement of formal education for a child should happen in the child's home language. The NEP 2020 also emphasizes this point. Policy documents state that early literacy work in kindergarten or 'Balvatikas' should take place in the children's home language. If children begin their learning process in their mother tongue, it helps them in their later years in learning other languages.



Fig 5 : Use of Children's Home Language in Balvatikas

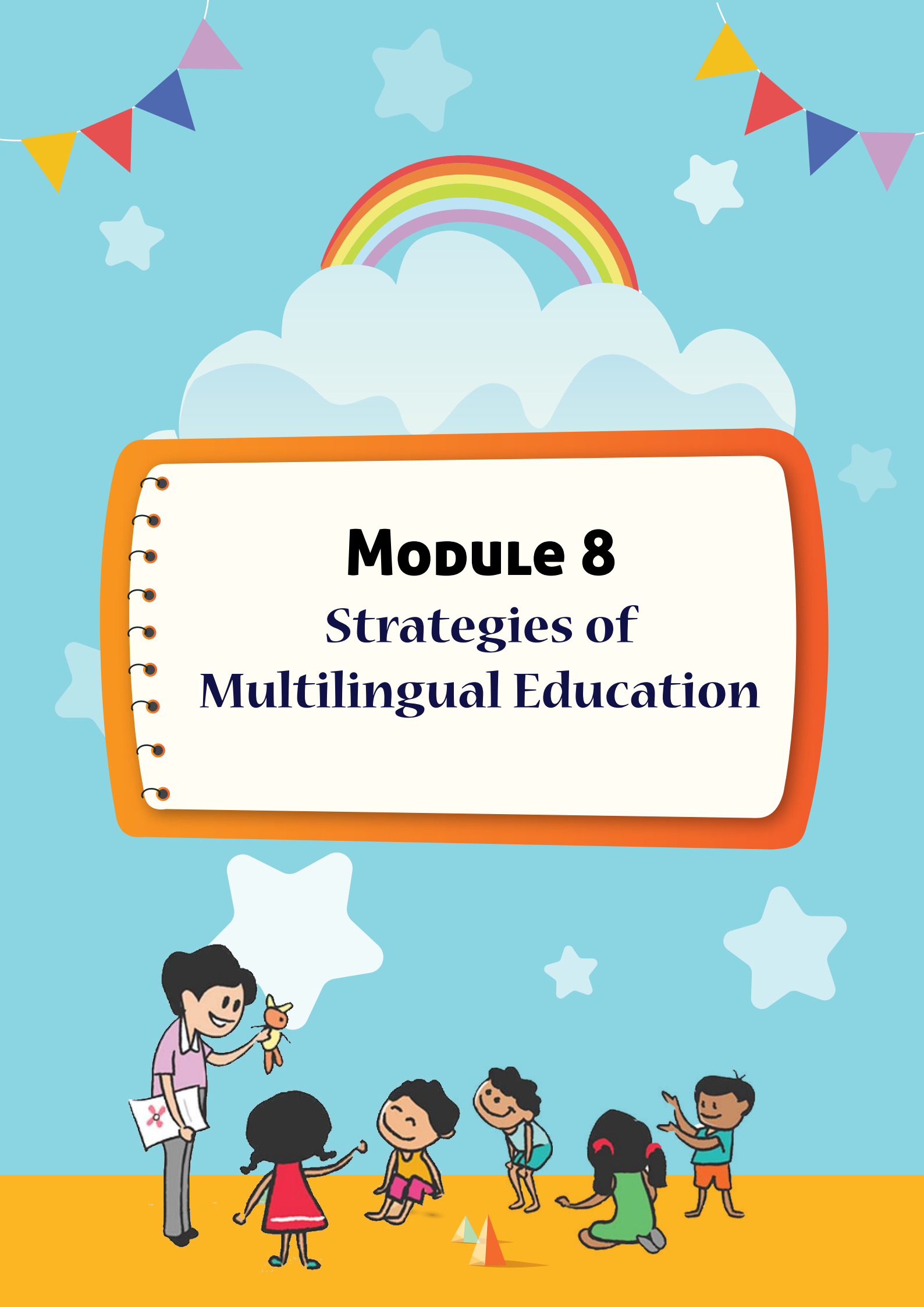
“It is essential that teachers interact with children in pre-school years in their home languages. Once children get comfortable in class and start expressing themselves freely, teachers can then start introducing the school language”.

According to the NEP 2020, learning in balvatikas should primarily be play-based, by means of which children's cognitive, emotional, and psycho-motor skills can be developed. In addition, NEP 2020 also recommends use of multilingual curriculum and pedagogy, and inclusion of children's languages as medium of instruction for learning, so that children from a young age can become aware of the diversity of languages present in their cultural ecosystems.

According to the framework developed for the early language and literacy teaching in balvatikas:

- L1 is the child's mother tongue, L2 is the regional language or Hindi, and L3 is English. It is also possible that in some contexts an extra L4 is present as well.
- L1 is the primary medium of instruction and thus, most of the time in early literacy and language instruction needs to be with L1.
- L2 and L3 can be presented to children through oral activities and environmental print.

- While teaching L2 and L3, children can be encouraged to respond in mixed language including their L1. L1 can be used as a scaffold in the learning of L2 and L3.
- Script should be presented to children largely in L1.



MODULE 8
Strategies of
Multilingual Education

Module 8: Strategies of Multilingual Education

8.1 Use of Children's home language in Balvatikas

As we saw earlier, various linguistic scenarios exist in different parts of the country. Even if it is not possible to make children's home languages the medium of instruction in all of these different scenarios in the immediate future, children's languages can at least be used in the oral domain of teaching and learning in a strategic and systematic manner.

Let us see how in situations where an unfamiliar language is a medium of instruction in schools, children's languages can be incorporated in the oral domain of teaching and learning using MLE principles. These strategies will be effective for teaching all the subjects.

Strategy 1	All the teaching learning processes in the beginning few months of school should be conducted in children's home languages alone
Strategy 2	Balanced and strategic use of children's home languages and the school language in teaching learning processes
Strategy 3	Accept and encourage mixed language use of L1 and L2.
Strategy 4	Include children's cultural and contextual knowledge in teaching learning processes
Strategy 5	Take help of children's home languages in teaching how to read and write

Strategy 1

All the teaching learning processes in the beginning few months of school should be conducted in children's home languages alone, so that children feel a sense of continuity between home and school, and they can feel comfortable in the school environment. During this period, there should be no pressure on children to learn or speak in the school language. One need not start teaching from the textbook, which is written in an unfamiliar language, right away. One can wait for a few weeks or months, as may be necessary. At the beginning, one can start with activities such as storytelling, songs, poems, rhymes and so on. All the discussion and pedagogic activities should be done in the children's languages, so that they feel inspired and enthusiastic to learn. While teaching material from the textbook, the teacher can elaborate upon topics and explain in the children's languages.

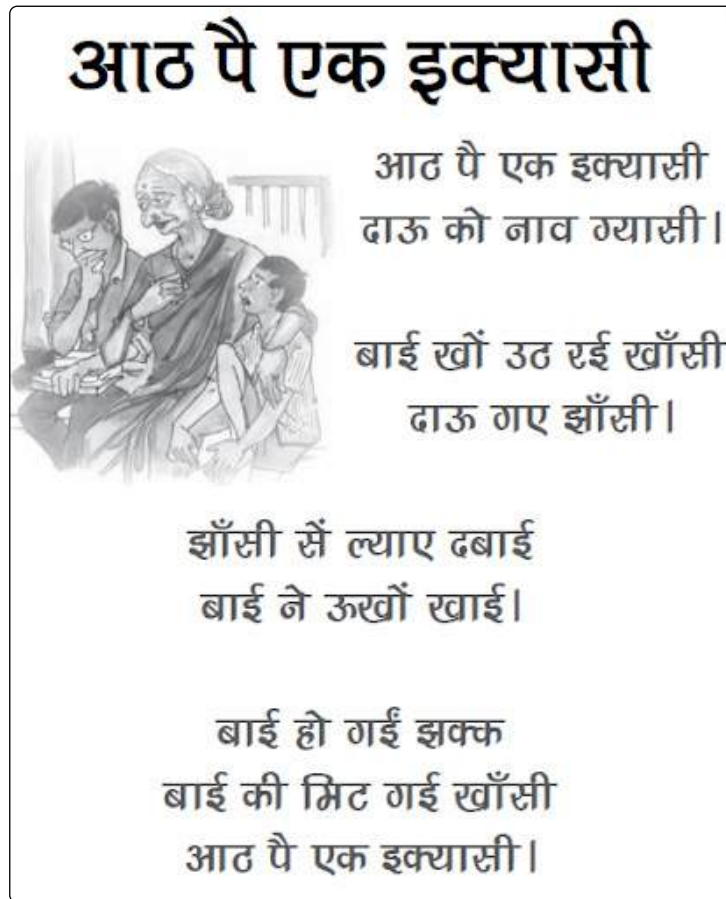


Fig. 4: A poem in Bundeli from Uttar Pradesh

Strategy 2

Make balanced and strategic use of children's home languages and the school language in teaching learning processes. Even when you start using L2 in the classroom to teach from the textbook, remember to use children's L1 primarily for teaching a new topic or during discussions that require higher order thinking.

Strategy 3

Accept and encourage mixed language use of L1 and L2

Various research studies have shown that when children are given the space to make use of mixed languages and when languages are not kept in water-tight compartments, it helps them in learning various subjects and concepts and affirming their identity.

Therefore, encourage mixed language use by children in all the school activities to facilitate meaning-making, understanding and expression. At least in the first two years of schooling, encourage mixed language use in children's writing as well.

These are some of the different ways in which mixed language use can be seen:

- Teachers/ students make use of L2 words in L1 sentences
- Teachers/ students make use of L1 words in L2 sentences
- Children speak in L1 and teachers respond in L2
- Children speak in L2 and teachers respond in L1
- Teachers speak in L2 and students respond in L1

- Teachers speak in L1 and students respond in L2
- Teachers and children speak various sentences in various languages
- Teachers or students make new words by mixing various languages

Strategy 4

Include children's culture and local context in classrooms

All the activities and discussions in the pedagogic context should be connected to children's context and environment. Textbooks, study materials, stories, poems, and posters should also depict the cultural reality of children.

One should note that children's knowledge is encoded in their home languages, and thus it is imperative to use children's languages to facilitate these discussions.


Strategy 5

Take help of children's home languages in learning how to read and write

Make use of words from children's languages in the beginning stages of teaching, reading, and writing. Familiar words from children's languages can be written in the script of the school language, and these words can be used to teach how to read. Learning to read with understanding in familiar contexts can be beneficial for children. Similarly, if children use words from their home languages in the initial stages of learning to write, do not discourage them but accept this as an organic phase of learning how to express in writing. In multilingual contexts, mixed language usage is not only a feature of speaking and listening, but also important while learning to read and write.

Some examples of using children's languages in teaching reading and writing:



अभ्यास पत्रक-5




मकी

म

1. चित्र का नाम और उसकी पहली आवाज बताओ।



2. 'म' वाले शब्द चढ़वाओ और उस फती में रंग करो।

मत

चल

मकान

महल

मटर

जग

गाना

मटका

3. बोलकर लिखो।

म

म

म

म

म

Fig. 5: Use of a Wagdi word 'मकी' for introducing the akshara 'म'

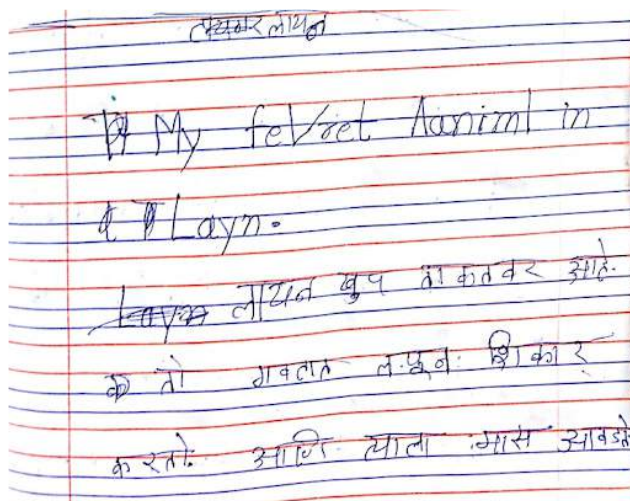


Fig. 6: Mixed use of Marathi, Hindi and English by a girl to express herself in writing.

8.2 Strategies for Second Language Teaching

<p>Emphasis on oral language at the beginning</p>	<p>In the early months/years, emphasize on developing oral language skills in L2. Give children ample opportunities to participate in easy listening and speaking activities. You can use L2 in the context of simple instructions, stories, songs and poems, jokes and so on.</p>
<p>Opportunities for listening to and speaking in L2 in joyful contexts</p>	<p>Design interesting, engaging, and contextual learning experiences where children can familiarise themselves with L2. You can use language games, discussion on local or personal experiences, giving messages to a friend, interesting literature and so on.</p>
<p>Comprehensible input in L2</p>	<p>Make the second language meaningful and easy to understand. Use simple language, clear pronunciations, take aid of pictures and gestures, and use L1 to make L2 comprehensible.</p>

Free of Fear Learning environment	Create an atmosphere in which children feel comfortable and can learn without any fear. (Do not pressurize anyone to learn and understand L2 too soon; accept mixed language use of L1 and L2).
Building L2 vocabulary	Start building children's vocabulary in L2 from the beginning. (Teaching essential L2 nouns and verbs through games and activities, teaching phrases and sentences through action songs)

8.3 Multilingual Teaching in Your Classroom

MULTILINGUAL EDUCATION IN YOUR CLASSROOM


 For thinking-comprehension and for new/difficult topics L1 is used


 For simple/familiar topics L2 is used


 Free expression in L1


 For simple conversation L2

 Mixed use of L1 and L2


 Understanding L2 with the help of L1


 Mistakes part of the L2 learning process

 Expansion of L2 vocabulary


 Plenty of interesting opportunities to listen to and speak in L2

 Use of simple L2 according to children's levels

 No pressure on children to use L2

 Importance given to children's local context and experiences

 Fun and free atmosphere of learning

 Focus on every child

Summary

MULTILINGUAL EDUCATION IN PRIMARY GRADES

Importance of Children's Language

Better Participation

Improvement in thinking and expression

Helpful to connect with prior knowledge and experiences

Nurtures self-esteem and self-confidence

Better Performance in all subjects

Aids learning of other languages

Provision for use of Mother tongue in Education

Right to Education, 2005

National Education Policy, 2020

The Indian Constitution

Strategies of MLE

In the early years, conduct all teaching learning activities in children's languages

Balanced use of both children's language and school language in teaching and learning

Accept and encourage mixed use of L1 and L2

Inclusion of children's culture and local contexts

Appropriate pedagogies to teach L2 to children

Strategies for teaching an unfamiliar language

Emphasis on oral language in foundational years

Ample opportunities to listen and to speak in L2

Learning atmosphere free of fear

Comprehensible input in L2

Develop L2 Vocabulary

Portfolio Activity

Assignment

Imagine that you are a grade 1 teacher. Children in your class speak a language at home that is different from the medium of instruction used in your school. You understand both the school language and children's home language. Create a detailed lesson plan for teaching a lesson from the Hindi/English textbook. You can use this format to make your lesson plan:

- Lesson:
- Objectives:
- Teaching Learning Material:
- Initial Discussion Points in Children's Home Language:
- Plan for Teaching Key Vocabulary Words in L2 from the Lesson:
- Detailed plan for Storytelling and Discussion in Children's Home Language:
- Detailed Plan for Storytelling and Discussion in L2 (or in Mixed Language):
- Concluding Activity and Discussion:
- Practice Work:
- Homework:



Additional Resources

References

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- * Group, W. B. (2021). LOUD AND CLEAR: Effective Language of Instruction Policies for Learning . Washington: International Bank for Reconstruction and Development.
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- * Mother Tongue Education: Prioritizing Cognitive Development- <https://medium.com/wikitongues/mother-tongue-education-prioritizing-cognitive-development-3d2641f8c2c5>
- * Finding Identity, Equity and Economic Strength by Teaching in Languages that Children Understand- https://view.publitas.com/the-citizens-foundation/mtb-mle-research-report/page/16-17?utm_medium=email&utm_source=newsletter&utm_campaign=mtbmle&utm_content=mtb-mle-report-download
- * LOUD AND CLEAR: Effective Language of Instruction Policies for Learning- <https://documents1.worldbank.org/curated/en/517851626203470278/pdf/Loud-and-Clear-Effective-Language-of-Instruction-Policies-For-Learning.pdf>
- * National Education Policy 2020- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf
- * Mother tongue vs. English in primary education

Weblinks

- * Classroom Video for MLE - <https://www.youtube.com/watch?app=desktop&v=vntlWF6VkM0>
- * Module 10: Unit 2, Section 5.2 - MLE Muskaan <https://www.youtube.com/watch?v=3b-N4zjgEyQ>
- * Read aloud and discussion - <https://www.youtube.com/watch?v=2bm7RWsomMo>
- * MLE a Perspective_ UNESCO - https://www.youtube.com/watch?v=YDsDzlhs_Rw
- * International Mother Language Day - Dhir Jhingran's Session at NCERT, New Delhi- <https://www.youtube.com/watch?v=XqnnGguHs7s>
- * Module 10, Unit 3, Section 2.1.3 Mother tongue based multilingual education (UNICEF) - https://www.youtube.com/watch?v=rYwvIV_bzIQ&t=33s



COURSE 08
Learning Assessment

Course 08: Course Information

▶ Course Overview

- Description of the Course
- Keywords
- Objectives
- Course Outline

▶ 1. Learning Assessment - Introduction

- Need and Importance of Assessment in FLN
- Activity 1 : Share Your Thoughts

▶ 2. What is Assessment in Foundational Literacy and Numeracy

- What is Assessment in FLN?
- Assessment for Learning: Planning for Pedagogy and Observation
- Planning the Assessment

▶ 3. Creating Learning Environment for Assessment

- Observation of Children's Play and Work in FLN
- Assessing Children in the Literacy, Block Building and Maths Areas - Explore
- Activity 2 : Try Yourself
- The Power of Observation
- Additional Activity : Explore
- Purpose of Observation
- Activity 3 : Share Your Thoughts
- Guiding Children's Learning with Careful Observation
- Alignment of Learning Outcomes with the Pedagogical Practices
- Activity 4 : Check Your Understanding

▶ 4. Integrating Toy and Game Based Pedagogy into FLN

- Integrating Toy and Game Based Pedagogy into FLN
- Activity 5: Do Yourself
- How to Plan for In-built Assessment for FLN ?

- Holistic Progress Card (HPC): Using a 360-degree Holistic Assessment to Support Learning to Learn
- Activity 6: Check Your Understanding

▶ **5. Involvement of Parents and Families in the FLN Progress of Children**

- Continuous Observation of Children's Progress in FLN by Parents and Families
- Ideas to Involve Parents/Families and Make Them a Part of FLN Activities

▶ **Summary**

▶ **Portfolio Activity**

- » Assignment

▶ **Additional Resources**

- » References
- » Weblinks

COURSE OVERVIEW

Description of the Course

This course provides an overview of learning assessment in the context of Foundational Literacy and Numeracy (FLN).

Keywords

NISHTHAFLN, ASSESSMENT, ACTIVITY AREAS, DEVELOPMENTAL GOALS, FOUNDATIONAL LITERACY AND NUMERACY, OBSERVATION, PEDAGOGICAL PRACTICES

Objectives

On completion of this course, the learners will be able to:

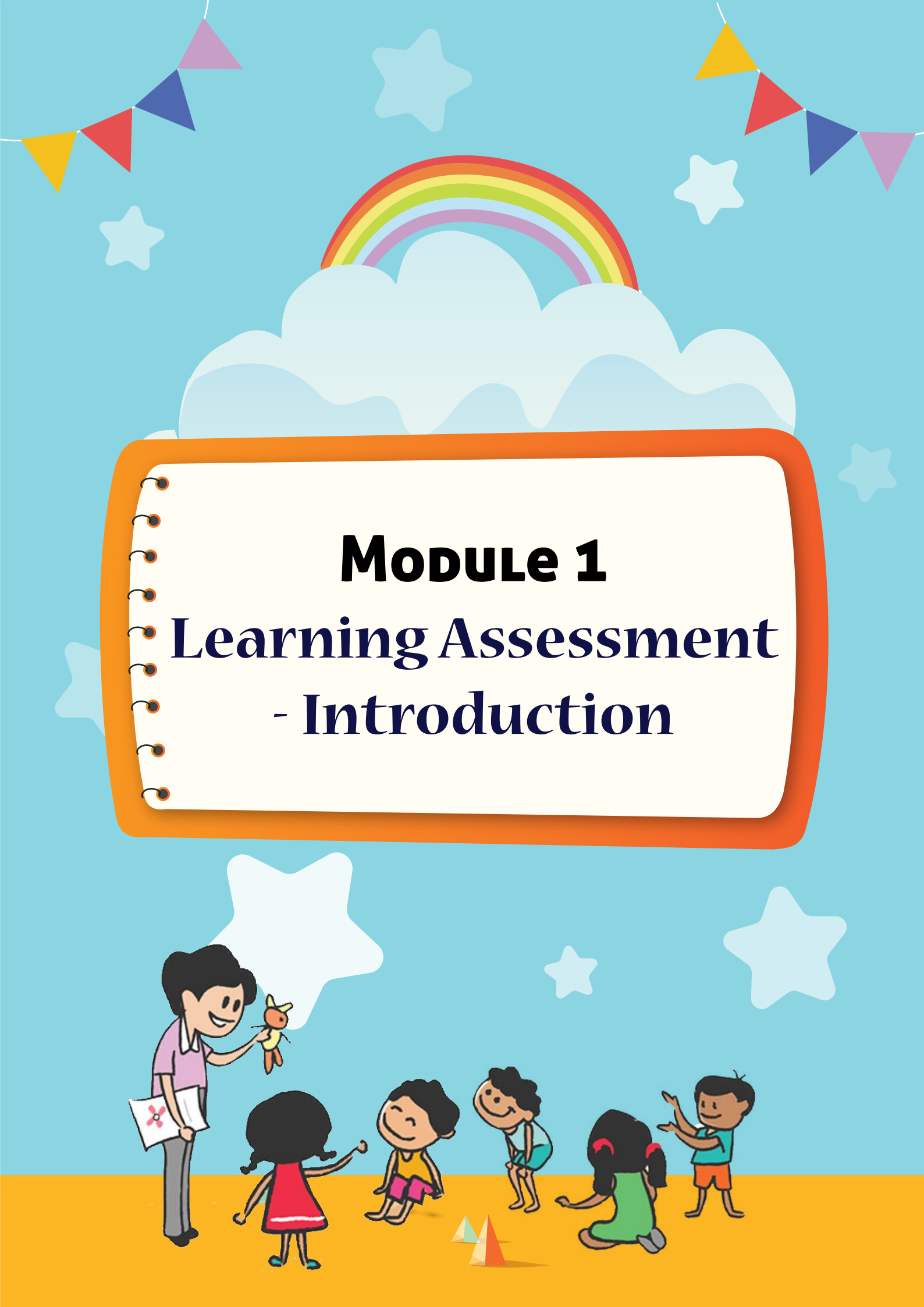
- Define assessment
- Describe the need and importance of assessment for FLN
- Understand the usefulness of observation for assessment and methods of observation
- Demonstrate an understanding of effective assessment to improve FLN
- Outline the role of parents and families in promoting foundational literacy and numeracy



Course Outline

- 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





MODULE 1
Learning Assessment
- Introduction



Module 1: Learning Assessment - Introduction

1.1 Need and Importance of Assessment in FLN

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3134262685874503681842

Transcript

Dear learners, welcome. We are going to learn about assessment and how to do it. Every child is unique, having their own strengths, abilities and areas of growth. Developmentally Appropriate Assessment helps to know each individual child better. Assessment is planned, systematic, and structured and is an integral part of the curriculum or the content. Assessment is to support the children's holistic learning, and here in the context of FLN, the first and most important purpose is to use assessments to provide teachers working at the foundational stage with concrete feedback about the children's learning levels in literacy and numeracy. This particular feedback would become the basis for planning and modifying classroom processes. Children come from various diverse backgrounds and various types of observation provide a genuine detailed data on which the teacher can reflect and develop appropriate plans to bring improvement in a child's literacy and numeracy proficiency level. This focused observation of children's literacy and numeracy levels will help you in supporting children and reduce drop out in school education. This learner-centred timely assessment would help children in preparing for school, and develop them into healthy, cognitive and emotionally competent individuals. Another very important reason for timely assessment of

children is to identify any specific needs or special needs or learning disabilities, difficulties that may require special referral services. Meaningful and relevant learning opportunities to promote foundational literacy and numeracy along with continuous assessment according to the child's needs and context are very critical to achieve the desired competencies.

What teachers need to know? Teachers need to enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through various different methods of assessment across the foundational stage. This would further contribute to the teachers professional growth and also empower the young learners to take an active part in improving their learning in foundational literacy and numeracy. The regular and continuous assessments help in significant reduction of the number of such children who actually experience difficulty in achieving literacy and early numeracy skills.

1.2 Activity 1 : Share Your Thoughts

What are the various forms of assessment that you can use with children at the foundational stage? List the types of assessment – specially think of forms of assessment other than paper-pencil test. Share your thoughts in the blog post.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course8acty1>

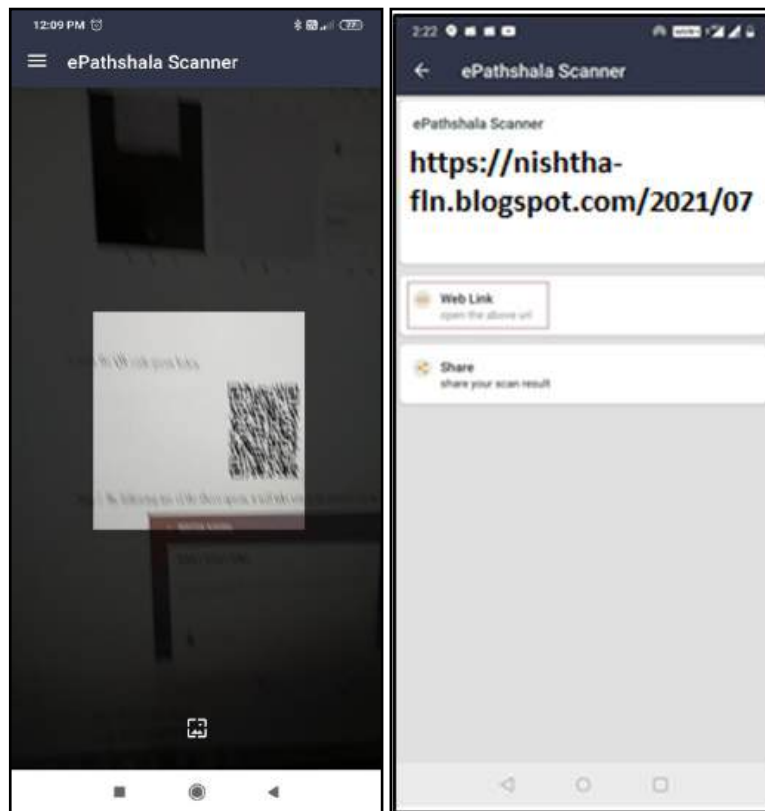


Option 2: Download this pdf from DIKSHA and copy this URL.

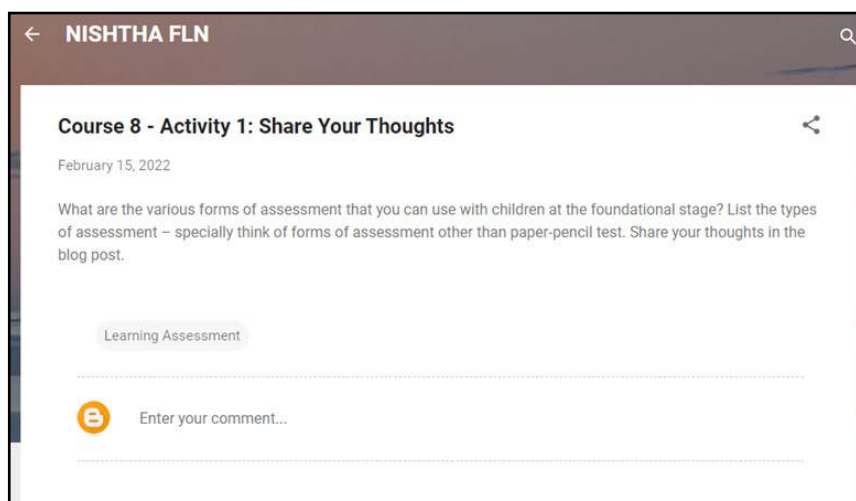
<https://nishtha-fln.blogspot.com/2022/02/course-8-activity-1-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

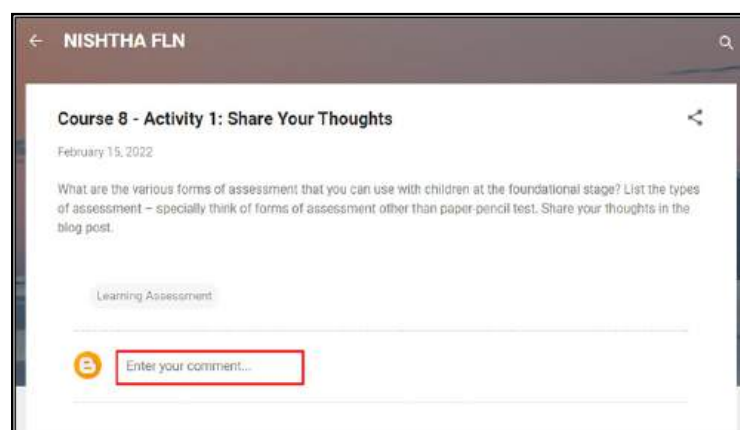


Step 2: Following any of the above option will take to an external site as shown below

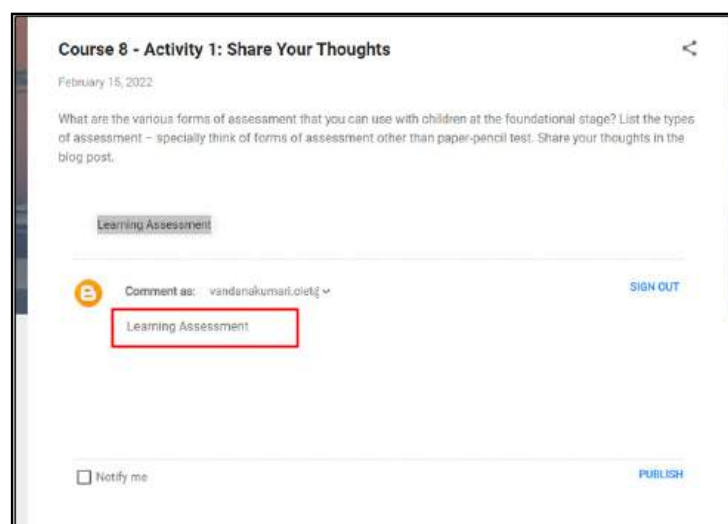


Step 3: Post your response

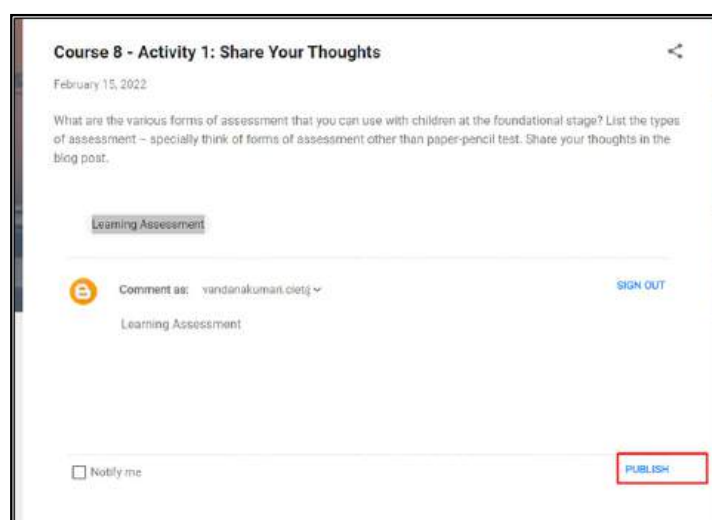
- ☛ Read the given activity
- ☛ Click on **Enter your comment**



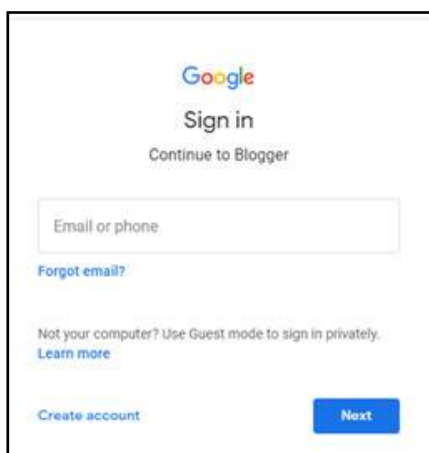
- ☛ Type your response in the comment box.



- ☛ Click **PUBLISH**



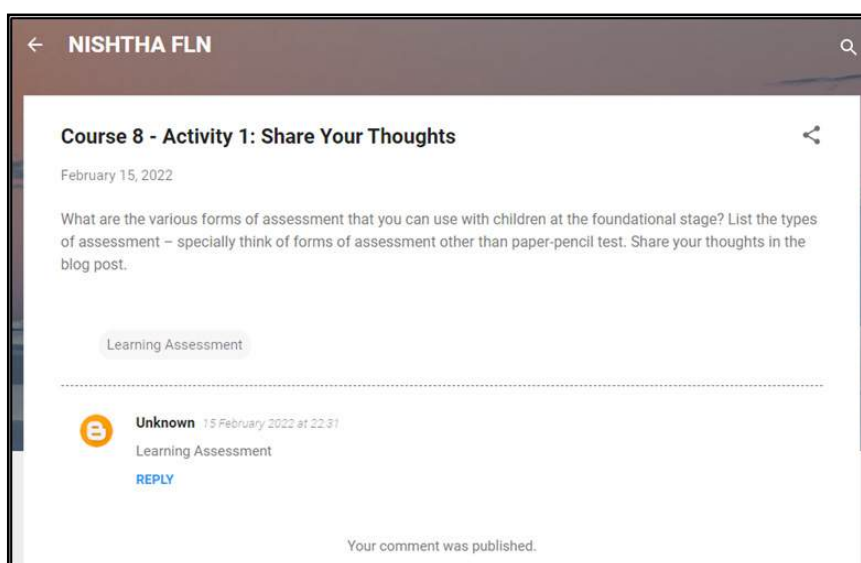
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.





MODULE 2

What is Assessment in Foundational Literacy and Numeracy



Module: 2

What is Assessment in Foundational Literacy and Numeracy

2.1 What is Assessment in FLN?

We know that the beginning of literacy and numeracy development is embedded in the everyday communications, actions, thoughts and drawings of babies, toddlers and young children especially at the foundational stage. Research has also demonstrated the positive impact of attending early years settings on early vocabulary development and foundational literacy and numeracy skills (Barnett & Esposito Lamy, 2007). Therefore, the teachers and parents of children at the foundational stage need to provide developmentally appropriate FLN activities right from the start and enhance all children's foundational literacy and numeracy skills through rich, concrete and contextual learning experiences. Teachers need to use a variety of appropriate methods of assessments for observing children's achievement in Foundational Literacy and Numeracy. It also includes collection and recording of assessment information to:

- ▲ guide ongoing teaching and learning.
- ▲ record the continuous progress in FLN.
- ▲ monitor and evaluate each child's progress.
- ▲ maintain the portfolio of each child's progress in FLN.
- ▲ report achievement to parents and relevant authorities.

Informal assessments are more flexible than standardised/formal assessments because they can be adjusted according to the child being assessed or to a particular assessment context. Teachers make decisions regarding with whom informal assessments are used, how the assessments are done, and how to interpret the results. Informal literacy assessments can easily incorporate all areas of literacy such as speaking, listening, viewing, and performing rather than focusing more exclusively on reading and writing. For example, a teacher who observes and records behaviours of a group of children who look at the poster reading and discuss it, is likely to engage in informal assessment of the child's reading, writing, speaking, listening, and/or performing behaviours. Teachers engage in a multitude of informal assessments each time they interact with their children. Asking children to write down five lines about the poster they just discussed is a form of informal assessment. It facilitates in explaining what the child

has observed and how he/she feels about it. Observing children engage in small group discussions, taking notes while they plan a project, and even observing the expressions on children's faces during a group activity are all types of informal assessment. Likewise, observing children's level of engagement during literacy and numeracy activities is an informal assessment. Some of the examples are like early reading requiring children to read sight words, identify the initial letter and answer story related questions. Teachers should offer flexibility in observing how children are engaged in specific literacy activities.

Teachers need to be better equipped to select appropriate assessment methods so that all the children will benefit from assessment. Assessments in FLN are an important part of educational decision making and, therefore, it is essential that teachers have a thorough understanding of how to use assessment tools, how to interpret information obtained through observation, and actively participate in modifying the strategies and use assessments in thoughtful and meaningful ways. The assessment in FLN is a part of classroom pedagogical practices and builds upon specific literacy and numeracy activities/programmes that support all children to accomplish the desired learning outcomes and smooth transition to next class/stage.

The assessment in FLN requires plenty of resources such as games, stories, toys, literature, play materials that the teacher and children can use for the identified areas of development in reading, writing and language conventions. Similarly, plenty of resources such as toys, puzzles, number rods, manipulatives, etc. to assist teachers for the development in the areas of number and algebra, measurement and geometry, spatial sense and data handling.

2.2

Assessment for Learning: Planning for Pedagogy and Observation

The most important thing in assessment for learning is to plan for the appropriate pedagogy and resources (children's play materials/children's literature and toys to support FLN) supported by carefully planned/spontaneous observation of children's work and play. Assessment for learning supports the teachers across the foundational stage in total planning for FLN and transacting the pedagogical processes in alignment with the desired learning outcomes. The teachers can easily focus on children in her/his classroom and how they are progressing in their learning of FLN (in addition to other areas as well). It becomes a very tedious and tiresome activity if teachers have been asked to do lengthy and too much written notes as it becomes a burdensome assessment that demotivates teachers from observing and assessing children in a meaningful manner.

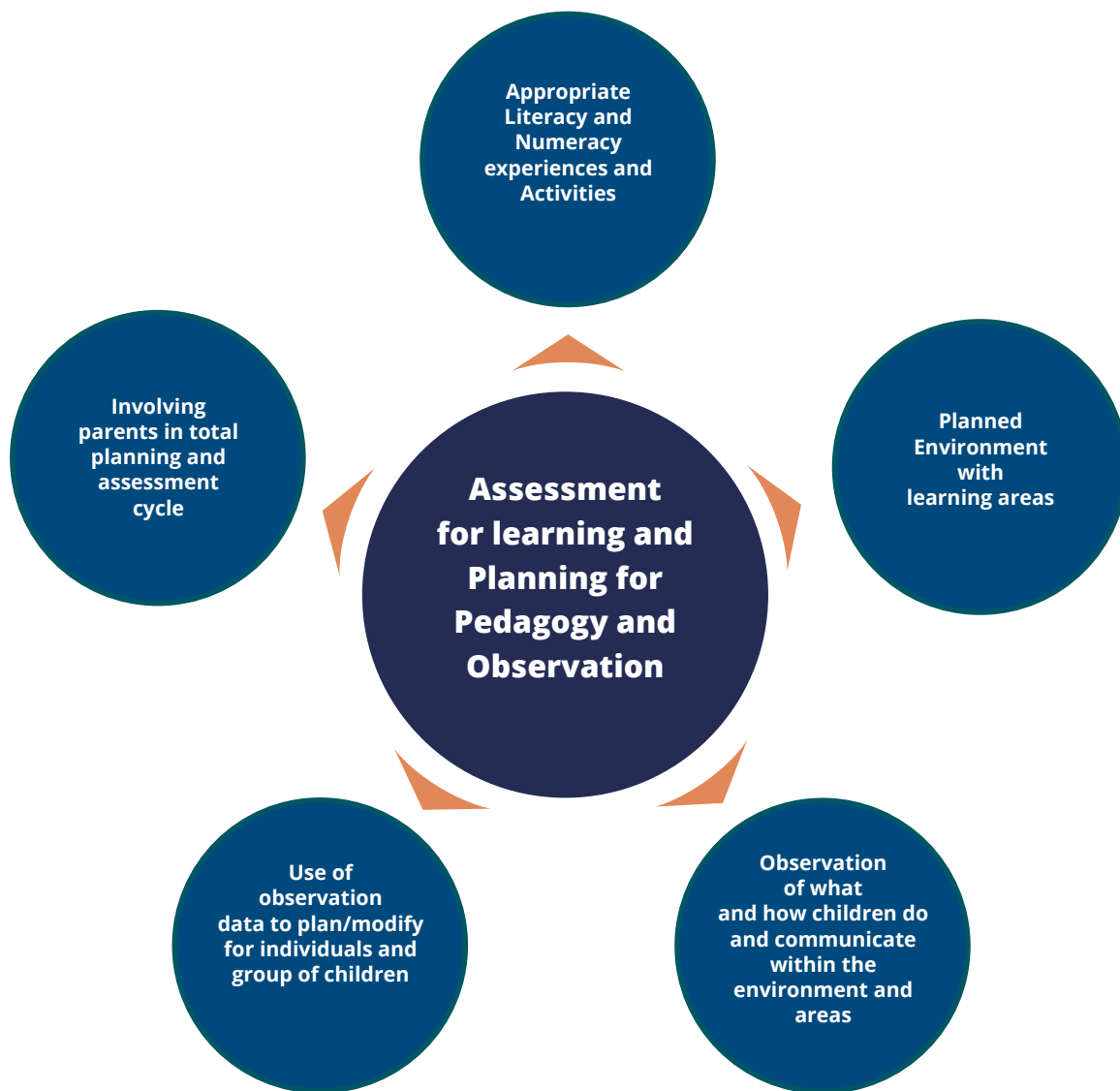


Fig. 1: Assessment for learning and Planning for Pedagogy and Observation

Linkages between Pedagogical Practices (Classroom Processes) and Assessment

Learning experiences need to be planned, and the first and most important thing is to collect information about each child as they enter/take admission in the classroom. Parents have a wealth of information about their children and to know about each child – how s/he talks, reads, writes or the number work will help the teachers and they can build upon further accordingly in the classroom setting. Prior experiences that the children accomplish either in the preschool/balvatika or at home will definitely influence the way in which a child approaches a new learning situation, especially in the context of FLN. Both parents and teachers are important sources of information about young children’s emerging literacy and numeracy development. Parents and families know the most about their children’s development and the teachers are trained professionals who when

collecting the information from parents can work/plan better for their children. Plans can be prepared accordingly for each concept/skill of foundational literacy and numeracy and during teaching-learning processes, observe how children are grasping it. This would enable you to know about the child's progress in each of the concepts/skills, and how the child is moving toward achieving each of the learning outcomes related to that particular concept/skill.

2.3 Planning the Assessment

Watch the Video



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Or

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Transcript

Dr. Romila Soni: There are some points that you need to consider when you plan an integrated pedagogy with inbuilt assessment for foundational literacy and numeracy skills. What do you think about this Moushumi?

Moushumi Bose: I absolutely agree with you but ma'am please tell us how to include ongoing assessment in our classroom processes, because sometimes we do forget to add/include certain things which are important for the children. And also we don't know how to plan for assessment or for observation. Hence, you know we need some help.

Dr. Romila Soni: Yeah...

Moushumi Bose: Right...Also it would be helpful if you know, you could give us help where the children do not understand how that they are being assessed instead we assess them.

Dr. Romila Soni: Right, right...

Moushumi Bose: Yeah, That will be something new for us to learn as well.

Dr. Romila Soni: Right, yeah...I also agree. I think, first of all Moushumi , we need to identify the concepts and skills of Foundational Literacy and Numeracy. Aaaah... So that, you know like, accordingly we can plan the pedagogical practices for each of the LOs and then we need to remember that, we need to plan the pedagogical practices so that we can reach to the competencies or the learning outcomes related to your class. Like related to each of the teacher's class and then I think we need to align the activities and pedagogical practices.

Moushumi Bose: What do you mean by aligning activities and experiences in FLN with learning outcomes? How do you do that?

Dr. Romila Soni: Okay. I think we will begin with Sandhya so that she will be in a better position to explain first. Then I will add the example.

Prof. Sandhya Sangai: I am very happy to have this question here. You see learning outcomes are generally the benchmarks or we call them as competencies and these are decided class wise and subject wise. So when you are doing anything in your classroom, you are just ensuring that the children are moving in the direction of achieving that learning outcome. For example, if you are looking at the slide which is running, so under developmental goal 1, which is children maintain good health and wellbeing there is one learning outcome which is written on the slide. So when you are observing the children or when you, let's say when you are assessing the children, you must keep in your mind the learning outcome and then you should see whether the children are progressing to achieve that learning outcome. In case you feel that they are misdirected or they are not able to follow or they are not progressing in the right direction, there you should check them rather you should guide them. So this is aligning that whatever you are doing, whatever you are assessing in the light of the learning outcomes.

Dr. Romila Soni: In addition to what Sandhya said, I just wanted to add one more example so that it will help you understand it in a much better way. I think we can create some questions and probe those questions to the children during the observation when they are performing, when they are doing the activities. Let me give you an example, when the children are doing the pretend reading, you normally see that during the pretend reading the children are moving their finger beneath the print and they are moving their finger sometimes left to right. So we need to observe how the children are understanding the print, how the children are moving their finger on the print. So, this will give you an understanding of print awareness. So this will become a print awareness assessment. Another very good example for foundational numeracy is block building, where often we see

that children place the biggest block at the bottom and the smallest block at the top and also use the mathematical vocabulary big, bigger, biggest; small, smaller, smallest. So this help the teacher for observation and assessment and it becomes very easy for the teacher to align the pedagogical practices with each of the LOs. So I hope Moushumi now it is clear to you and now, I would like Sandhya to speak on anything, how we can inform the parents regarding this?

Prof. Sandhya Sangai: Very good question Romila again an interesting thing. You know, when we are talking about foundational stage, it's very important that teachers and parents, they are working closely. And there is a strong bond between home and school. Whatever children are doing at school should be supported at home. So it's important that the teachers inform the parents and sometimes even involve the parents in whatever they are doing for enhancing FLN skills of the children in the classroom. Well, Moushumi, I hope you are doing such things.

Moushumi Bose: Yeah, Yes. We do inform the parents whatever is being done with the children in the class like for example if they are doing science experiments in the classroom. Then we inform the parents that this particular experiment has been done in the class and they should also repeat it over the weekend. And the parents do repeat it, in fact the parents don't have to repeat it the children tell the parent how to do it.

Dr. Romila Soni: Very nice! I think everybody has you know like agreed and Sandhya also rightly said that prior planning is very very important for FLN skills and we need to keep in mind the children's needs, interests, abilities and contexts in mind. So that teacher can plan accordingly the complete week plan based on and focused on FLN. So I think, Moushumi, do you have any questions left now?

Moushumi Bose: That means we have to keep specific time for special targets or goals?

Prof. Sandhya Sangai: Yeah, I will say yes. In the FLN document if you see we have certain lakshya, we call them lakshya or the targets. So there we are mentioning certain goals which would be achieved at the foundational stage by class III or by class V latest. So it is important that you plan some activities, you give some activities for home which are directed towards those targets and lakshyas.

Dr. Romila Soni: Aaa... Yes. Here I want to add that please do involve children in the total assessment process but at the same time we shouldn't make children pressurised, you know like, that they should not feel that they are being assessed. And teachers should keep on asking the questions like make it more engaging, for example certain questions which we commonly say, `What-if' type questions,

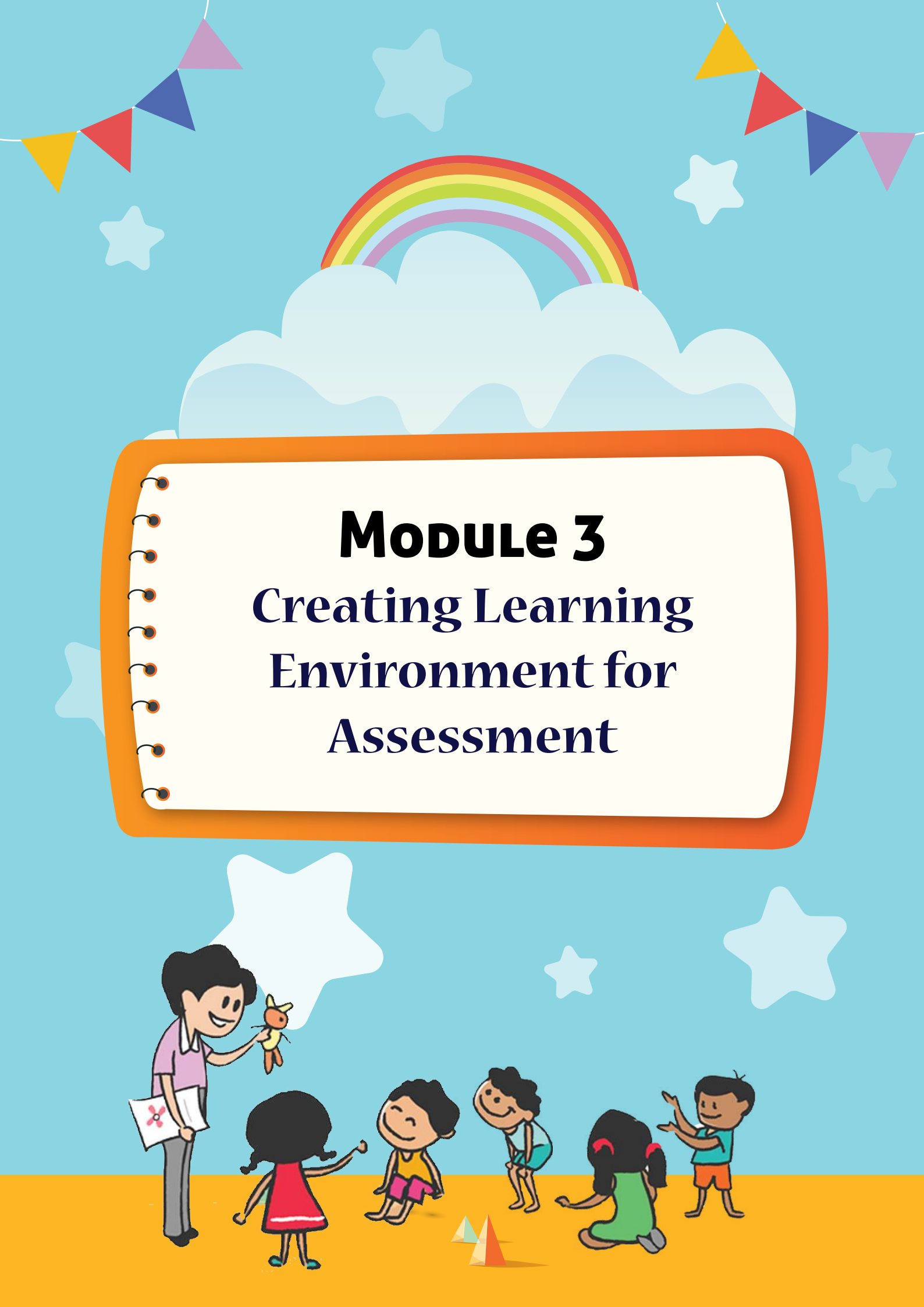
like why do you think so? For example if the children are building blocks, they can ask like, what you have made? Why do you kept the red tower at the top or the smallest block at the top? What do you think if it happens in this way? What do you think if we would fix it this way? So let them think critically and let them communicate with you, you know like... what they are thinking? So probing questions, asking questions where the children can listen to you and give their own answers are very very good. And, I think teachers need to pen down their observations, you know like whatever they are observing. It is very very important to pen down the observations and record, so that assessment become easy and reporting become easy and you know like, the teacher can assess the performance of children against each LOs. So, I think, now, Sandhya Ji should add to it.

Prof. Sandhya Sangai: Well I would say that as you have already mentioned that assessment should be threatfree. It should be informal. Yet we should not lose the purpose of assessment.

Dr. Romila Soni: Yes. So...Finally Moushami, do you want to add something?

Moushumi Bose: I would say planning is so important for FLN.

Dr. Romila Soni: So we all agree that prior planning is very very important. And, Thank you so much Moushami. Thank you so much Sandhya. I think and I hope that Moushami, you will share all these assessment strategies, the power of observation with your fellow colleagues and take it further and make it a regular practice.



MODULE 3

Creating Learning Environment for Assessment

Module: 3

Creating Learning Environment for Assessment

3.1 Observation of Children's Play and Work in FLN

Watch the Video



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Or

Click on the link

https://diksha.gov.in/play/content/do_3134262715124940801898

Transcript

Let's understand how we observe and assess children's activities. Let's understand, first of all about print awareness assessment under Foundational literacy.

Concepts of print are generally learned by children as they are exposed to developmentally appropriate books such as story books, information books and other graded picture books both at home and at school. So these are the books you know like you can show a book and also the sentence. If I'll show you the sentence like where the children can look at the sentences and also the words and also can find out the space between the words. Children also listen to and look at story books as their parents and teachers read to them. First of all, you need to understand that concepts of print include an understanding that print carries meaning. The books contain letters, words, and sentences. Children also start looking at as I've already mentioned that there is space between words. The way you use the books and literacy materials in front of the children, they start understanding what books are used for? When you read to them in an appropriate manner and model literate behaviour they get to know that books have parts such as front cover, back cover and so many things.

Children also come to an understanding that we begin reading on the left. See how I am using begin reading on the left and move the finger beneath the words. We read to the end in the same line on the right, and then we go to the next line. Right. So the parents and teachers need to demonstrate this in front of the children. Now you need to know what it means? When you use the books in such an appropriate manner when you are showing the print to the books.

It means a child understands, that print carries a meaning, that print can be used for various purposes, there is a difference between letters and words, there is a difference between words and sentences, that books have front and back cover, that stories begin at a certain page, that stories end at a certain page, that the print is read from left to right.

Now how to assess in a developmentally appropriate manner so that the child won't even get the feeling that you are actually assessing him or her. You have some assessment questions with you for example, which can be asked orally.

Give the child a story book and you can ask : Can you show me:

Dr. Romila Soni: Himani, are you reading a story book?

Himani: Yes

Dr. Romila Soni: You like this story book?

Himani: Yes .

Dr. Romila Soni: Ok. Can you show me the cover of the story book?

Himani: This is the cover of the story book.

Dr. Romila Soni: Very good. Can you show me the back cover of the story book?

Himani: This is the back cover of the story book.

Dr. Romila Soni: Very good. Can you show me the letter 'R'?

Himani: Here is the letter 'R'.

Dr. Romila Soni: Can you show me the letter 'T'?

Himani: Here is the letter 'T'.

Dr. Romila Soni: Can you show me where should we (we should) begin reading the story?

Himani: Here

Dr. Romila Soni: Yes. Can you show me where the story ends?

Dr. Romila Soni: What is this?

Vividh: Monkey.

Dr. Romila Soni: Monkey. Can you tell me any word that begins with the sound 'Muh'?

Vividh: Monkey, mango

Dr. Romila Soni: Let me show you another activity, for example, use children's names and their name cards to point out initial and end sounds.

Dr. Romila Soni: We have some name cards with me. Ok Vividh. Ok Lavanya pick up your name card. Very good. Vividh can you identify where is your name card .

Vividh: Here is my name card.

Dr. Romila Soni: Very good. Himani, can you pick up your name card? Whose name card is this?

Lavanya: Sarah.

Dr. Romila Soni: Sarah. Yes. Ok. Vividh, what is the initial sound that comes in your name?

Vividh: 'Vah'.

Dr. Romila Soni: 'Vah'. Very good. Can you tell me any name that begins with (the) 'Vah' sound?

Vividh: Van

Dr. Romila Soni: Ok. Himani can you tell me what is the initial sound that comes in your name?

Himani: 'Huh'

Dr. Romila Soni: What is the end sound that comes in your name?

Himani: 'E'

Dr. Romila Soni: Can you tell me (any) one word that begins with 'E'?

Dr. Romila Soni: Ok. Sarah, can you tell me what is the initial sound that comes in your name?

Sarah: 'Sa'.

Dr. Romila Soni: Good. What is the end sound that comes in your name?

Sarah: 'Ha'

Dr. Romila Soni: Can you tell me any name of such animal (such an animal) that begins with the sound 'Ha'?

Sarah: Hippo.

Dr. Romila Soni: Hippo. Very good. And any name that begins with the 'Sa' sound?

Dr. Romila Soni: If your name starts with 'La' sound jump up high, jump up high. Jump twice, one, two. Very good. Whose name starts with 'Va' sound give me one story book. Very good Vividh.

Dr. Romila Soni: So, what you have observed? Can children follow instructions? Can children identify the initial and end sounds of their names?

Dr. Romila Soni: Okay, Let's see what I have...

Lavanya: Paper

Dr. Romila Soni: Ok. Paper.

All: Pencil

Dr. Romila Soni: How do you know this? Awww. My smart little children ok I have 'p' pencil.

All: And 'p' Pen.

Dr. Romila Soni: Yes, per pen.

Lavanya: Your colour is so light that I can see.

Dr. Romila Soni: Ok. Lavanya is saying that the color is so light so she can see. Yes there is a pink cap.

Vividh: Pink paper

Sarah: Paper plates.

Dr. Romila Soni: And paper plates.

Dr. Romila Soni: So, watch for what responses the children give... Other things to look for- Can children orally blend all sounds in two and three sound words? Let's see.

Dr. Romila Soni: I am calling out two or three sounds and you have to blend them orally. Ok, you have to blend them so listen carefully /h/ /a/ /t/.

All: Hat

Vividh: We wear hat on our head.

Dr. Romila Soni: Yes we wear hat on our heads. Very good. Ok let's blend other (blend the other) three sounds.

All: Ok ma'am

Dr. Romila Soni: /b/ /e/ /d/.

All: Bed

Vividh: We sleep on the bed.

These were a few examples for assessing print and phonological awareness under foundational literacy. Let's know and do some activities exclusively for assessing foundational numeracy.

Provide children with lots of materials like twigs, leaves, flowers, buttons, bottle caps, clothespin, seeds, beads and so many other things that you can find in your immediate environment and observe how children use the materials. Do children sort the materials into different categories? Can they describe the different attributes of the materials? Do they see how these materials are same and how they are different? Encourage children to create patterns with the materials. What kind of patterns do they create? Do they create only the same pattern, like ABAB or something else also? Are the children able to extend pattern on their own at any end or only in one direction? After some time, watch for what kind of complexity children are bringing to their designing or pattern making? Do they also count as they are extending the pattern? Do they also compare the patterns, for example, how the two patterns are same and how they are different?

Offer a variety of pattern activities in the class such as, encourage them to explore or do pattern hunting like they can hunt the pattern on their shirts, on their dresses.

So, it all depends on how you observe the children's play and plan the assessment processes and how you notice, recognise and respond to children's interests and strengths in foundational literacy and mathematics.

It would be very good if you design some assessment plan. Let me show you how to make an assessment plan to assess the status and progress of children in FLN. Look at these assessment plan sheet. I hope you can also make it on your own. This is one sample where you can make a table and leave space for: 'What to Assess', 'When to Assess', and 'Recording Procedure'.

You can use another kind of a form also for 'Child's reporting of participation by child'. What I am showing you is just a sample, you may create your own. See. So, this is a sample when the children go to the reading area and children themselves can tick mark if they have visited the reading area and on the left side you can see the children's name. Let me show you another assessment sheet for patterning rubric. So, As I am saying that these are all just the samples you can create on your own. Let me show you another sample assessment sheet for concepts of print. You can notice and write down and record it for yourself so that it become easy for you to observe the progress, how the children are progressing in print awareness. Can the children identify the front cover, the back cover and from where the story begins and ends. So, don't you find it's very easy?

So, you have learnt that observing children helps you to know how the children are progressing. You also understood today how the enabling environment, appropriate resources make it easy to observe and assess children's learning and development in a stress-free manner. This on-going observation with the assessment plan makes the total assessment process very easy and smooth.

3.2 Assessing Children in the Literacy, Block Building and Maths Areas - Explore

Do the activity by scanning the QR code



Or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1617

3.3 Activity 2 : Try Yourself

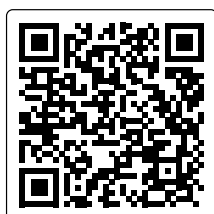
Explore YouTube videos related to FLN where children are engaged in FLN activities and note down all things you observe. List down the strategies that would aid and help to reach the desired competencies or try to observe a situation where two-three children are playing. Note your observations.

3.4 The Power of Observation

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3134262747112816641903

Transcript

Observation is looking at children's work, play, performance, noting their behaviour, learning and recording their specific behaviour. Here, it must be noted that you need to observe how children are performing and progressing in their journey of learning FLN. The anecdotal records, checklist, portfolio, are certain very important tools that can be used for assessment. This can be done *through a holistic 360-degree assessment with teacher, peers, family and friends*. Assessment can support in children's learning, building their competencies and granting them the feedback they need. Therefore, the learning assessment during the foundational years cannot be limited to a paper pencil test at the end of the academic year. The assessments done should necessarily be communicated to the parents, caregivers at appropriate predetermined intervals.

Let me tell you the power of observation and what to observe while assessing the progress of children in FLN ?

Watch for each child's mood and temperament. Is the child able to express her feelings verbally? How does a child interact with other children? Does the child initiate her or his activity or wait to be invited? Does the child show interest in books and other reading materials? How extensive is the child's vocabulary?

How has each child's language development changed or enhanced since the last time? Does the child spend time in reading, writing and math and manipulative areas?

How do children respond to daily routines, schedules of the school especially the FLN activities? How do children invent new ways to use blocks, toys, collections of items or other materials? How many pieces can the child join or fix in order to complete the puzzles? How is the child doing sorting of objects or toys?

3.5 Additional Activity : Explore

Do the activity by scanning the QR code



Or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1618

3.6 Purpose of Observation

Observations can be used by the teachers for different purposes, for example, on-

- **Individual child:** “To focus on one or more specific area(s) of development, e.g., self-expression skills, bonding with books and interest towards manipulatives and blocks, etc.”
- **Groups of children:** “To focus on one or more skill(s), e.g., abilities to communicate, share and take turns, complete tasks in groups, classify on the basis of one category, create or extend simple patterns on their own, etc.”
- **The whole group:** “To assess whether all children have mastered one skill, e.g., solving three-four-piece puzzles of a familiar picture, identifying the initial sounds (phonemes) in familiar spoken words, at least 4-5 graphemes (letters), etc.”
- **An area of the room:** “To assess whether the area is appropriately used (display of print and numbers and creation of maths, reading and writing area) and what activities occur there, whether and how the children are using print displayed in the classroom etc.”

Table 1: A Sample Checklist for ‘Print Concept’ and ‘Print Awareness’

Suggestive Targets/Lakshya/ Competencies	Beginning	Progressing	Advanced
1. Bonding with book 1.1 Identifies the front cover 1.2 Identifies the title/title page 2. Book handling 2.1 Turns pages properly 2.2 Holds the right side up 3. Directionality 3.1 Reads from left to right 3.2 Reads from top to bottom 4. Reading 4.1 Understands that print carries a meaning 4.2 Keeps finger at each word while reading			

<p>5. Letter perception</p> <p>5.1 Identifies and points to a letter in the surroundings</p> <p>5.2 Can identify 'capital' letter and 'small letter'</p> <p>5.3 Is able to distinguish 'a', 'e', 'b', 'd', 'g', 'j' / similar sounds in local Indian language</p> <p>6. Word concept</p> <p>6.1 Speaks/pronounces simple words correctly</p> <p>6.2 Understand word closure – i.e., when the word ends, pause and go to the next word</p> <p>7. Sentence structure</p> <p>8. Punctuation</p> <p>8.1 Recognizes different punctuations</p> <p>8.2 Use different punctuations while reading – short pause, long pause, exclamation, question mark.</p>			
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Following is an example of learning outcomes that are given in progression and are in continuum. Teachers need to track the progress of learning outcomes, linking these with the previous one and the next one. Further, the fact that all children learn at their own pace and style also need to be kept in view while assessing children on each of the learning outcomes. They may show their progress at different levels.

Experiences of working with children show that they often show learning progress at the following levels, as given in the table below:

Table 2: Rubrics Table Showing Children's Learning Progress at Various Levels

Beginner	Progressing	Proficient	Advanced
Trying to achieve the learning outcome with teachers' support in the given time frame.	Achieves the learning outcome with teachers' support in the given time frame.	Achieves the learning outcomes on her/his own.	Helps and supports others to achieve the learning outcomes and also require more challenging tasks.

There may be very few children who need support, and teachers need to take this fact in cognizance and plan intervention to support these children. Also, there may be gifted children in the same class, for whom teachers need to plan more challenging tasks.

For more clarification, assessment of learning outcomes based on exemplar activities are given below in Table 3. The following is an example of Goal-3, and the coded competency is IL,1.3b.

IL, 1.3b-LO: Identifies the missing parts of familiar picture - Exemplar Activity - Observing the picture of an elephant with missing parts, name different parts in the picture and finding the missing part.

Table 3: Children Identifying Missing Parts - Exemplar Activity

Beginner	Progressing	Proficient	Advanced
<p>Child observes the picture and names some parts and points out one missing part without naming it.</p> <p><i>(Teacher will prompt the child to tell the name of the missing part by giving some clues and also encourage for finding out other missing parts.)</i></p>	<p>Child observes the picture and names some parts and points the one missing part using active vocabulary.</p> <p><i>(Teacher will appreciate and prompt the child by giving some clues for finding out other missing parts.)</i></p>	<p>Child observes the picture and names most of the parts and points out all the missing parts using active vocabulary.</p> <p><i>(Teacher will appreciate and encourage the child to support other children.)</i></p>	<p>Child observes and names all the visible parts and missing parts and helps his/her peers in finding out the missing parts giving them clues with the permission of teacher.</p> <p><i>(Teacher will appreciate and encourage the child to keep it up.)</i></p>

3.7 Activity 3 : Share Your Thoughts

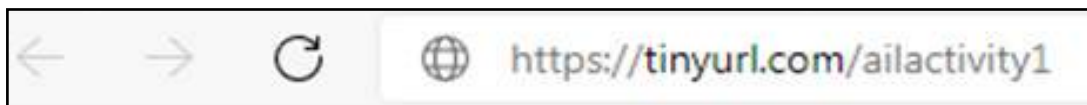
Based on your understanding of various assessment strategies for language, literacy and numeracy, list down the key practices you would like to take forward in your assessment practices with your children. Share your thoughts in the blog post.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course8activity3>

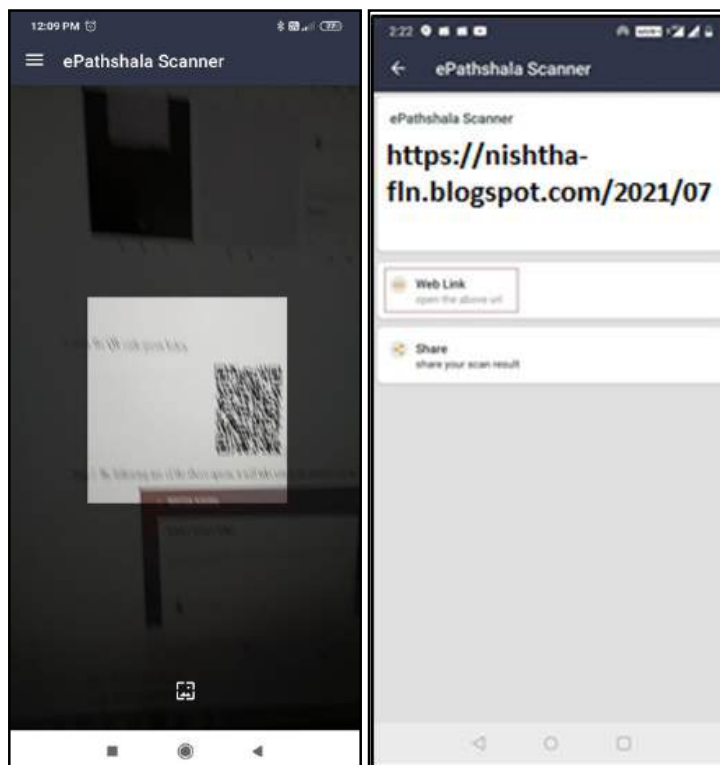


Option 2: Download this pdf from DIKSHA and copy this URL.

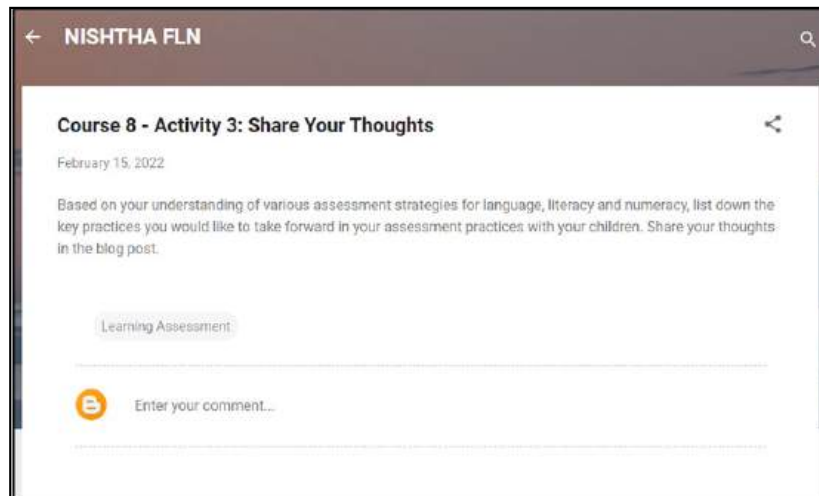
<https://nishtha-fln.blogspot.com/2022/02/course-8-activity-3-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

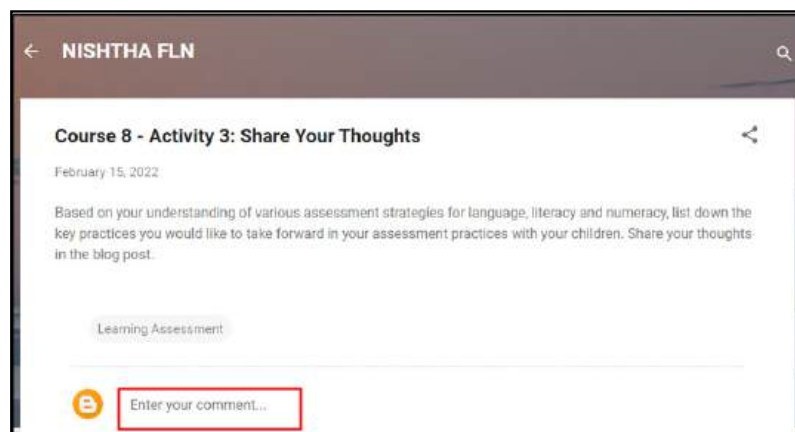


Step 2: Following any of the above option will take to an external site as shown below

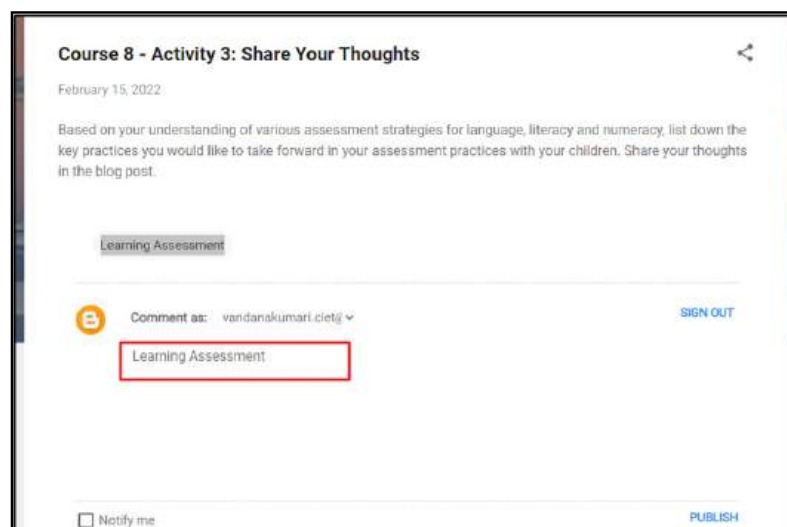


Step 3: Post your response

- Read the given activity
- Click on **Enter your comment**



- Type your response in the comment box.



- Click **PUBLISH**

The screenshot shows a Blogger post editor interface. At the top, it says "Course 8 - Activity 3: Share Your Thoughts" with a date of "February 15, 2022". Below this is a paragraph of text: "Based on your understanding of various assessment strategies for language, literacy and numeracy, list down the key practices you would like to take forward in your assessment practices with your children. Share your thoughts in the blog post." There is a "Learning Assessment" label. Below the text, it says "Comment as: vandanakumari.clet@gmail.com" with a "SIGN OUT" link. A "Notify me" checkbox is visible. At the bottom right, there is a red-bordered "PUBLISH" button.

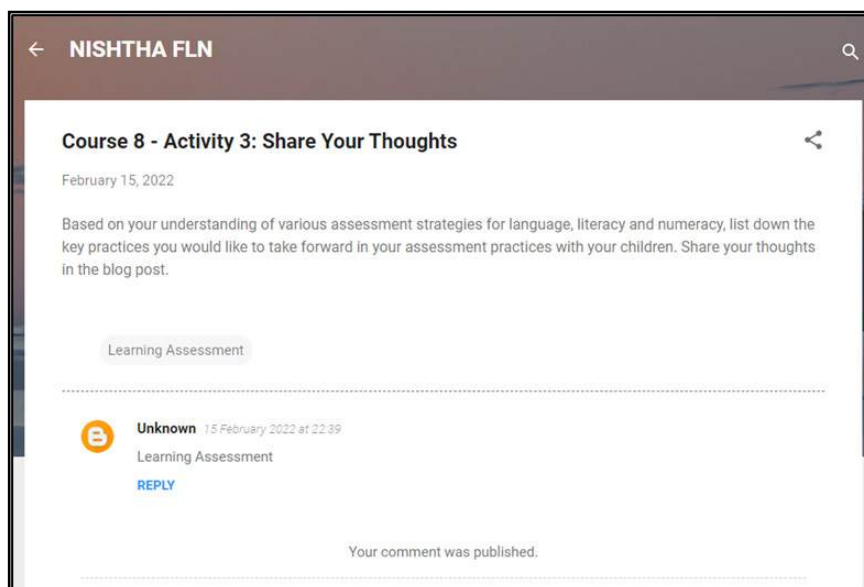
- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

The screenshot shows the Google Sign in page. It features the Google logo at the top, followed by "Sign in" and "Continue to Blogger". There is a text input field for "Email or phone". Below the field are links for "Forgot email?", "Not your computer? Use Guest mode to sign in privately.", and "Learn more". At the bottom, there are links for "Create account" and a blue "Next" button.

- After logging in, enter **Display Name** and then click on **Continue to Blogger**.

The screenshot shows the Blogger profile confirmation page. It says "Welcome to Blogger" and "Confirm Your Profile". Below this, it states "The profile that readers will see when they view your posts is shown below." There is a section titled "You will be seen as..." with a "Blogger profile" label. Underneath, there is a "Display Name" input field with a red border. At the bottom left, there is a red-bordered "Continue to Blogger" button.

- ☛ Click on **PUBLISH**. The comment will be posted.



3.8 Guiding Children's Learning with Careful Observation

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31342627640540364811400

Transcript

Dr. Romila Soni: Concept Video 3 of course 8 "Learning Assessment". The process of observing children should be very systematic so that the teacher can relate progress of children to all of the three developmental goals and learning outcomes. However, this does not mean that the teacher is required to do separate observations for each goal on each child. What do you think Sandhya ji?

Prof. Sandhya: I think Romila what you are saying has a point. When the teacher

is observing the children in the classroom, they are looking at the progression which covers more than one learning outcome. The teacher should also know that which are the learning outcomes which the child is finding easy to achieve and also which are the learning outcomes where the child is finding difficulty. The teacher should also get a feedback whether the teaching learning strategies and the learning outcomes are making a match and whether the alignment of teaching learning strategies according to learning outcomes has been successful. So, this will be very useful for the teachers.

Dr. Romila Soni: Rightly said, Sandhya. I think then the teacher must be familiar with learning outcomes so that she can plan the activities, experiences and opportunities for each of the learning outcomes so that the desired learning outcomes can be achieved. What do you think?

Prof. Sandhya: Definitely! We all know that there are three developmental goals and within each goal, there are learning outcomes. So, now it is for the teachers to see what are the learning outcomes for a particular class, for a particular subject. And also, whether the child is able to achieve those learning outcomes. If the child is not able to achieve, what the teacher should do, what should be involvement of the classroom, what should be the experiences or activities which should be designed to provide experiences to the children so that they are able to achieve the desired learning outcomes and ultimately, the developmental goals.

Dr. Romila Soni: Yeah, I just want to add one-two examples here, like how the teacher can guide with a careful observation. For example, when the children are doing some pattern making activity, so the teacher need to observe whether the child is able to create the pattern, how the child is extending the pattern, is he or she using any kind of a mathematical vocabulary like what comes next, what comes again. So, these kind of mathematical vocabulary. Similarly, when the child is arranging some objects in order like the child is seriating, is the child using the vocabulary- this is lengthier than this, this is heavier than this, this is bigger than this. So, accordingly the teacher can guide the children's learning and help children to move further. So, I think all such kind of information and feedback the teacher has, will help the teacher to plan the FLN content so that she can also plan appropriate pedagogical practices and help each child to reach the desired learning outcomes with such kind of careful guidance and careful observation. Sandhya, you want to add to anything to this?

Prof. Sandhya: Yes, Romila. My message will be for teachers and I would say the teachers should keep observing and while they are observing, they must keep guiding the children. So that, their learning progress is in a certain direction, which

we say, in a desired direction. Here one more thing I would like to say. There are so many ways to assess, we all know. But for young children and for children like we are talking about, FLN stage, I will say that observation is a very powerful act because while you are observing a child, you are looking at the child holistically. So, not only you are assessing the progress of learning in a specific direction but also, you are knowing personal attributes of the child, personal interests of the child, the attention span of the child. So, all these things can be done with the help of observation. So observation is a very powerful technique and teachers should do good observation and based on observation, they must guide the children and their parents.

Dr. Romila Soni: So, I think both of us agreed that the ultimate aim of the assessment is to help every child flourish.

3.9

Alignment of Learning Outcomes with the Pedagogical Practices

In Table 4, you can see how the teacher observes her children and uses the knowledge of how the child develops. Observing children carefully and on-going assessment will help the teacher to organise her teaching practices, planning and interaction with individual children and what specific pedagogy and teaching strategies she is going to use.

Do not forget to include humour or fun in your teaching-learning strategies for easy and better understanding of FLN activities and experiences. Whenever you are planning the pedagogical practices targeting the competencies for smooth transaction, it is suggested to keep in mind some practical ideas for making assessment in FLN more interesting and functional, for example, always check on the previous knowledge of your children and build on that (it boosts up the confidence among children and families). It becomes easy when you keep the communication channel open and remain interactive with children, like talking to them apart from usual routines of the classroom. You will discover more about each child. Keep recording (digital/manual) of your observations and learnings.

The following table helps you to understand how to reflect on children's learning and align or link with the developmental goals and the competencies. This would help you to specify the observable behaviours, indicators or specific learnings that would help a child reach that competency or indicate progress.

The learning outcomes are both educational targets and points of reference for the teachers to determine whether or not a child has reached the expected level.

Table 4: Teacher's Observations and Reflections of Student

Observing the children	Review and reflection by the teacher	Teacher's response and strategies
<p>Music and movement time</p> <p>Sarla starts jumping to the beat or to music.</p> <p>She even identifies the tune of the rhyme and performs actions for the movement activities as soon as it is called out by the teacher. She claps and gallops to a beat or to music and sing along.</p>	<p>Sarla seems to enjoy participating in whole group music and movement activities and follows actions/ directions as given by the teacher. She participates actively in a large group.</p> <p><i>Goal 1: Children maintain good health and wellbeing.</i></p> <p><i>LO HW4-4: Follows three to four instructions/rules at a given time.</i></p>	<p>Watch for sustained enthusiastic performance of the movements; how the child controls the body when moving; sense of external space.</p> <ul style="list-style-type: none"> Plan perceptual motor activities and observe Sarla's directional awareness, ability to move based on watching and listening. Observe her spatial sense as she moves her body to perform a movement. Plan for Sarla to explore music independently.
<p>Foundational Numeracy Activity</p> <p>(Classification: ability to sort and group objects)</p> <p>A small group of children engages and works on sorting a collection of flowers (that they have collected</p>	<p>Akshay enjoys and participates in small group activities.</p> <p><i>Goal 2: Children become effective communicators.</i></p> <p><i>LO HW4-4: Follows three to four instructions/ rules at a given time.</i></p> <p>Akshay completes the given activities/task.</p>	<p>Observe Akshay in activity in areas. Watch for ability to sort and re-sort; with properties/criteria given by the teacher/ or on her own. Watch for how the child has ordered/arranged the objects and how he is explaining it. Ask</p>

<p>during the visit to the garden.) Akshay takes all the yellow flowers and lines them up from smallest to biggest.</p>	<p>Goal 1: Children maintain good health and wellbeing. LO HW5.7: Shows increased attention span and persistence in tasks. He sorts flowers by colour. <i>Goal 3: Children are involved learners and connect with their immediate environment.</i> <i>LO IL 5.5: Compares and classifies objects/ pictures based on multiple factors and describes them using properties.</i> Akshay shows and uses problem solving skills when he lines up the flowers according to size. <i>Goal 3: Children are involved learners and connect with their immediate environment.</i> <i>LO IL 4.7: Seriates/ arranges more than five objects on the basis of particular criteria.</i></p>	<p>open ended questions to extend his critical thinking (such as how you have arranged the flowers like this? How you kept the biggest flower at the end and why?)</p> <ul style="list-style-type: none"> • Provide more opportunities for sorting toys, seeds, pictures, etc. • Provide opportunities for arranging objects in order.
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<p>Foundational Literacy Activity (Ability to tell, retell or complete a story)</p> <p>Storytelling Savita asks the teacher to tell the story 'The Little Red Hen'. In between the story she tells the name of another animal or person even before the teacher.</p>	<p>Savita chooses the story book from the activity area (mini library /reading area) and enjoys listening to the story and actively participates in storytelling.</p> <p><i>Goal 2: Children become effective communicators</i> <i>LO EC-L1 5.5b: Expresses their responses, likes/ dislikes and asks questions</i> <i>She predicts the next character and tries to figure out what/ who comes next.</i></p> <p><i>Goal 2: Children become effective communicators.</i> <i>LO EC-L1 5.7: Understands the events and characters in a picture story/story board</i> She tries to figure out the sounds of the character.</p> <p><i>Goal 2: Children become effective communicators.</i> <i>LO EC-L1 5.7: Talks about characters/events based on the stories/poems and other texts.</i></p> <p><i>LO EC-L1 4.2: Selects books from reading area and talks about story with the help of pictures.</i></p>	<p>Watch for list of events recalled; how the child grasping the story structure (characters, sequence, climax)</p> <ul style="list-style-type: none"> • Provide props/toys in the mini library/ reading area so that she can retell the story on her own. • Plan for more rhymes, charts and language games on phonological awareness. • Keep more age-appropriate books that involve play with sounds of language.
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<p>Foundational Literacy (L-2)</p> <p>Dinesh turns the pages of a storybook in the reading area and does pretend reading and points his finger beneath the words murmuring in the local dialect. He keeps opening other books and does the same.</p>	<p>Dinesh shows interest in the print especially in the story book with attractive pictures in it. Dinesh uses his own dialect while exploring books; he needs books and print in his own dialect to enhance his language and early literacy.</p> <p><i>Goal 2: Children become effective communicators.</i></p> <p><i>LO EC-L2 4.3: Picks the story book from the reading area and tries to read the pictures.</i></p> <p><i>LO EC-L2 5.3: Predicts the story and talks about the character bilingually.</i></p>	<p>Watch for how the child is looking at the books, turn the pages; what language the child is comfortable with; what specific words the child speaks and understands.</p> <ul style="list-style-type: none"> • Offer more children’s literature in different languages. • Create and offer story books in local languages that reflect local context. • Offer more oral expression time or opportunities.
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3.10 Activity 4 : Check Your Understanding

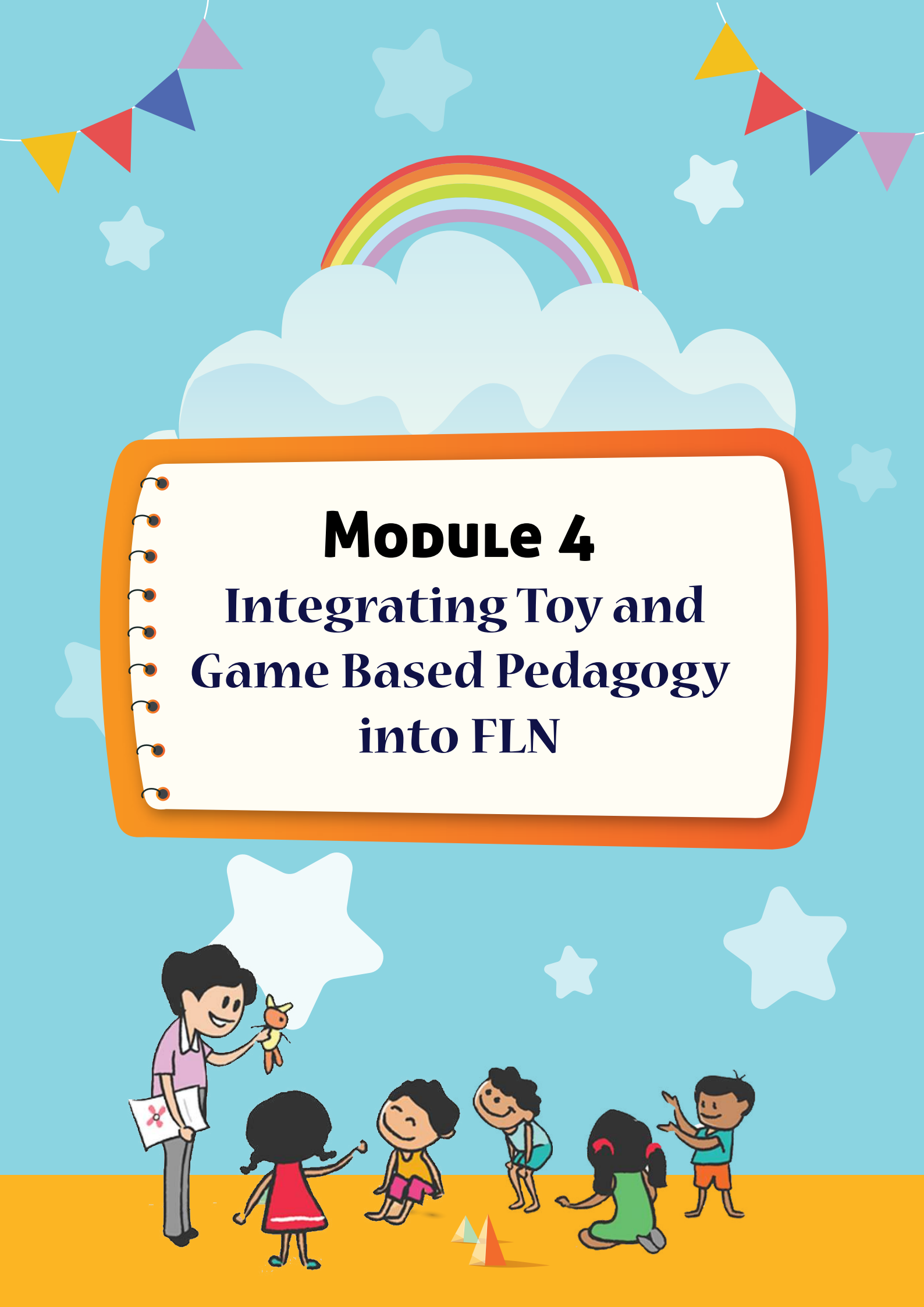
Do the activity by scanning the QR code



Or

Click on the link

https://diksha.gov.in/play/content/do_3133682786174894081360



MODULE 4
**Integrating Toy and
Game Based Pedagogy
into FLN**

Module: 4

Integrating Toy and Game Based Pedagogy into FLN

4.1 Integrating Toy and Game Based Pedagogy into FLN

It becomes easy for the teachers and parents to observe children's learning as they explore the toys and manipulatives. The toys encourage children to talk, very commonly you will see that children want to tell you what they have made. Toy telephones and talking books are tech-aided toys that simply boost their language and communication skills.

Toys also enhance thinking skills that encourage children to solve simple problems and analyse the situation. Children engaged in exploring open ended materials practise skills that they would use throughout their lifetime. While children are exploring the play materials and manipulating them, it is not important what they are making or what would be the end product but the whole process of dealing with the toys, manipulating them, using as props, tools, collaborating with others, experiment, communicate, making discoveries, solving and analysing, creating are some of the skills that they would continue to develop and flourish. Children love to manipulate objects because they are curious and eager to learn by nature and thus you may very commonly find that they love to take things apart—which, we as adults, generally call deconstruction. When the children are taking things or parts apart, they actually want to see how the parts work together or they want to create something new. The ultimate goal behind integrating toy-based pedagogy in teaching-learning processes of foundational literacy and numeracy is to help children think critically, creatively, communicate, enjoy the developmentally appropriate books and express freely, and solve problems. In classrooms where teachers are alert to how children are using toys and what and how they are learning would help enrich mathematical explorations and support teachers in their observation and assessment.

In play, with carefully selected materials by teachers, it becomes easy to target and achieve the learning outcomes and align the learning outcomes to the next stage. This would help and allow children to practise and engage in oral language and transfer it to literacy and numeracy learning. The informal activities with toys give children a head start when they start learning language and math in school. When children play and communicate through play, they are learning how language

works and gaining an understanding of how to interact with other people and children connect the meaning of spoken language to written language, which is the key to success in school. It is crucial to understand how children develop literacy and numeracy through play with toys and materials. It is becoming obvious that by allowing children to play, literacy and numeracy skills develop naturally. Traditional building toys such as building blocks, jigsaw puzzles and play with geometrical shapes make the brain more adept at understanding mathematics. Toys aid the overall development of young children. Finally, toys and educational play materials must be developmentally appropriate, culturally relevant, linked to all children's interests and aligned with the learning outcomes.

Do Yourself

Develop at least two creative weekly lessons emphasising on FLN imbibing lots of contextual activities and appropriate Do It Yourself (D-I-Y) toys with in-built assessment techniques.

4.2 Activity 5: Do Yourself

Watch these two short videos carefully.

- ▲ Arranging the containers in order - https://youtu.be/ruh0EC9_7J0 One-to-one correspondence using bowls and buttons - <https://youtu.be/JtLOIWAhql> Write down what you have observed and how you are going to plan your future strategies for these children to enhance and promote their foundational numeracy.
- ▲ Look at these two short videos carefully. Foundational Literacy - <https://youtu.be/Xkn3wYb2YGA> Picture reading by a six-year-old child video - <https://youtu.be/qhFcemK5b0s> Write down what you have observed and how you are going to plan your future strategies for these children to enhance and promote their foundational literacy.

4.3 How to Plan for In-built Assessment for FLN ?

The activities are to be planned in such a manner that observing children's performance and progress are a part of the pedagogical practices, rather than

making assessment a separate or a formal task. The assessment has to be weaved into the teaching-learning practices/games/play with toys/asking questions in depth, etc.

The teachers need to look for the following in foundational literacy and numeracy development in children that would guide the teachers about the progress of learning in FLN:

- ▲ Use language to express their ideas.
- ▲ Describe the size, shape, colour and position.
- ▲ Control their eye-hand coordination as they stack/build blocks.
- ▲ Combine letters to make words.
- ▲ Provide new words to poems/songs.
- ▲ Follow the print from left to right.
- ▲ Follow directions during class activities.
- ▲ Listen to the story and talk about the story.
- ▲ Notice the letters, words in story books, magazines, food wrappers, etc.
- ▲ Use mathematical vocabulary.
- ▲ Touch and count.
- ▲ Create using shape cut-outs.

4.4

Holistic Progress Card (HPC): Using a 360-degree Holistic Assessment to Support Learning to Learn

According to the New Education Policy - 2020 the progress card of all children for school-based assessment, which will be communicated by schools to parents, will be holistic in nature. By definition, the 360-report is holistic and multidimensional. Looking at it holistically, just like the number 360, the HPC will give an all-round description of an individual's performance over a certain period of time, in addition to identifying the strengths, opportunities, barriers and skills or qualities that may be developed over a period of time. To provide children and the concerned adults with well-planned pedagogical practices, and the desired learning outcomes a holistic 360-degree child-centred report card could yield good trustworthiness. Weaving together toy-based pedagogy and activity-based learning with in-built assessment practices, would be helpful for achieving a 360-degree assessment model. This HPC that reflects in great detail the progress as well as the uniqueness of each child in the cognitive, affective, and psychomotor domains. This 360-degree report card will consist of self-assessment, peer assessment and progress of the child in project-based, inquiry-based learning, and how the child is performing in quizzes, role plays, group work, specific FLN activities, etc., along with teacher assessment. The card will form an

important link between home and school and will be accompanied by regular parent-teacher meetings (PTMs) in order to actively involve parents/families in their children's holistic education and development.

Each child's HPC would also provide teachers and parents with valuable information on how to support each child in and out of the classroom. In the 360-degree report card, all aspects of the personality of a child would be captured and helps to identify not only the gaps but would also be of assistance in solving multi-dimensional issues in any school ranging from child-teacher engagement, progress in learning, drop-out rate (and causes), and barriers to learning. The indicators of a HPC may include the 21 century skills such as Critical Thinking, Problem Solving, Creativity, Communication, Collaboration, etc.

360-degree or Holistic Assessment involves exploring and assessing different aspects of children's learning and development in different contexts, environments, and relationships.

Active engagement of children in activities is key to achieve 360-degree. It helps teachers gain a clear and comprehensive picture of children's learning and development so that they can plan appropriately across all the three goals and help children achieve all the Learning Outcomes. 360-degree assessment and holistic report card needs to be descriptive and analytical rather than merely using numerical. Also, it should not be excessively lengthy which may go unutilised. 360-degree assessment has the following three components:

Self Assessment: Learning is most effective when children are active agents or participants in and contributors to their learning and the assessment of their learning.

Peer Assessment: Children benefit from getting feedback from other children about their learning and development.

Teacher Assessment on Children's Learning and Development: Teachers need to do this by creating sustained interactions and conversations with all their children. They should ask children open-ended questions, encourage them to ask questions, provide explanations at their level whenever required and make meaningful appropriate comments.

Reflect

What are the benefits and challenges of developing a 360-degree assessment model for the foundational stage?

4.5 Activity 6: Check Your Understanding

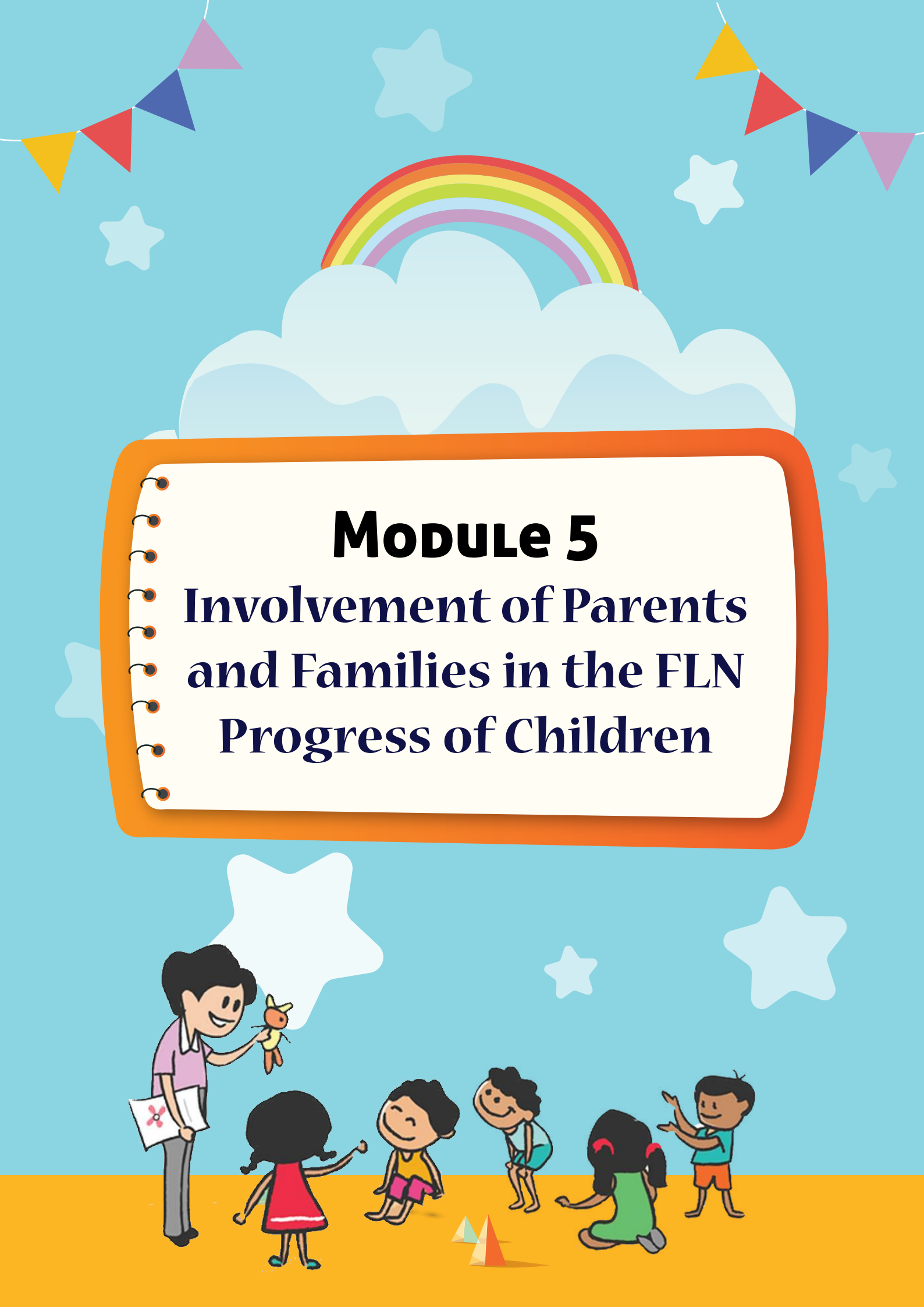
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Module 5

Involvement of Parents and Families in the FLN Progress of Children



Module: 5

Involvement of Parents and Families in the FLN Progress of Children

5.1

Continuous Observation of Children's Progress in FLN by
Parents and Families

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

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Transcript

Dr. Romila Soni: Parent's feedback is very important for the continuous assessment of the children's learning in FLN. First of all, we need to orient the parents in FLN and secondly, we need to engage them as a resource. Let us know how. We have two parents with us, Ms. Mamta Yadav and Ms. Priyanka Tomar. Let us ask them, what they are doing and how they are doing. Actually, how do they observe their children's progress and learning in FLN. I mean, how do they observe whether their children are learning or not. Let's begin with Ms. Yadav.

Ms. Mamta Yadav: Yes Ma'am, we also provide storybooks, puzzles and some math games like ludo. But, I also want to know some more games so that their reading skills and math skills become better. Actually, I want to know some specific activities for FLN. And please explain, what do you mean by observing the children's learning.

Dr. Romila Soni: Right, surely. First of all, I think my question goes to Ms. Tomar. The same question, yeah, what do you think?

Ms. Priyanka Tomar: Yeah Ma'am, I also try but don't know how to guide my child, he loves to play, he never used to go for counting. So Ma'am, please let me know, how to do what kind of activities I can do at home.

Dr. Romila Soni: Yeah, Sure. I think both of you raised very good questions. I think, first of all, I would just want to convey that do not pressurise your children. You know like, by giving lot of activities. Make and provide such activities that the children enjoy and do not bore them. For example, try to involve your children in making DIY toys. I hope you are aware of DIY toys. DIY toys is do it yourself toys. So, when you create such toys using waste materials or low cost materials that you can easily get at your home. Like for example, cutting the pictures from the magazines and making them as puzzles. Similarly, collect the bottle caps and use them as counters even when you are playing the ludo and encourage your children to count the bottle caps. You can write letters on the bottle caps and let them match the letters. They can look at the calendars. So, try to create home-made toys. First of all, they feel very very happy that they have created the toys and try to link those toys with FLN. So, I hope I have given you lot of hints.

Ms. Priyanka Tomar: Yes Ma'am, my son is counting their cars, their toys. Either, they have puzzles, some toy cars, they used to count them. But, the think is that he only wants to listen a story everyday.

Dr. Romila Soni: I think, listening to story is a wonderful idea. I feel that if your child is interested in reading, it means that he is moving towards reading. This is taking him towards the path of reading. So, storytelling is the best part and the first part or the first path towards reading. Like, storytelling will help your child to learn so many things, for example, he can learn new vocabulary and he must be asking you new words like Mumma, what is the meaning of this word, so it means he is interested towards reading. Secondly, he is also learning the sounds of different words. He is getting aware that these are the words and these are the sentences. And, I think similarly, you should make your children interested in foundation numeracy as well. So, you can do this activity of how many. How many is a beautiful activity for foundation numeracy, like you encourage the children to count and say how many. How many will also lead them to addition, for mastery in counting. Similarly, one to one correspondence, like both of you have asked like how to observe, how do you know whether the children are progressing in literacy and numeracy or not. So, if you take the example of one to one correspondence when the children are counting. So, when they are putting their finger on each object, just observe, whether they are touching each object and counting each object or they are skipping the object. Sometimes, you find that the children are skipping the object and saying the number. So, it means that

they have not become proficient in counting. They have to touch. So, these are the simple strategies for observing children's progress. You know like whether we say, it is a foundational literacy, whether it is a foundational numeracy. Similarly, you can do for print. Like, when they are moving their finger beneath the print. You just see whether they are moving it from left to right, can they identify which is the word. Like you can ask, show me a word 'rat', show me a word 'cat'. Can they identify those words? Right? So, they can understand, that what are letters, what are words and what are sentences. Do you still have any questions?

Ms. Mamta Yadav: Yes Ma'am. I also sometimes tell my daughter bedtime stories and I observe that she gets attracted towards reading. And, I have seen she learned new vocabulary, new words. Sometimes, I also get surprised.

Dr. Romila Soni: Yeah, I think both of you are doing wonderful activities and you should continue doing such activities because bedtime stories, I think, this is a must activity which all the parents should do at home because bedtime stories make the children calm and soothe and you already said, that they are learning new vocabularies, they learn the sounds of the words, they learn the sounds of the letters and they get exposed to print. So, all the best to both of you and I think parents should continue to do all such foundation literacy and numeracy activities at home and also, keep a good watch how their children are progressing in foundation literacy and numeracy.

5.2

Ideas to Involve Parents/Families and Make Them a Part of FLN Activities

The following are certain ideas to involve parents and families in the FLN activities:

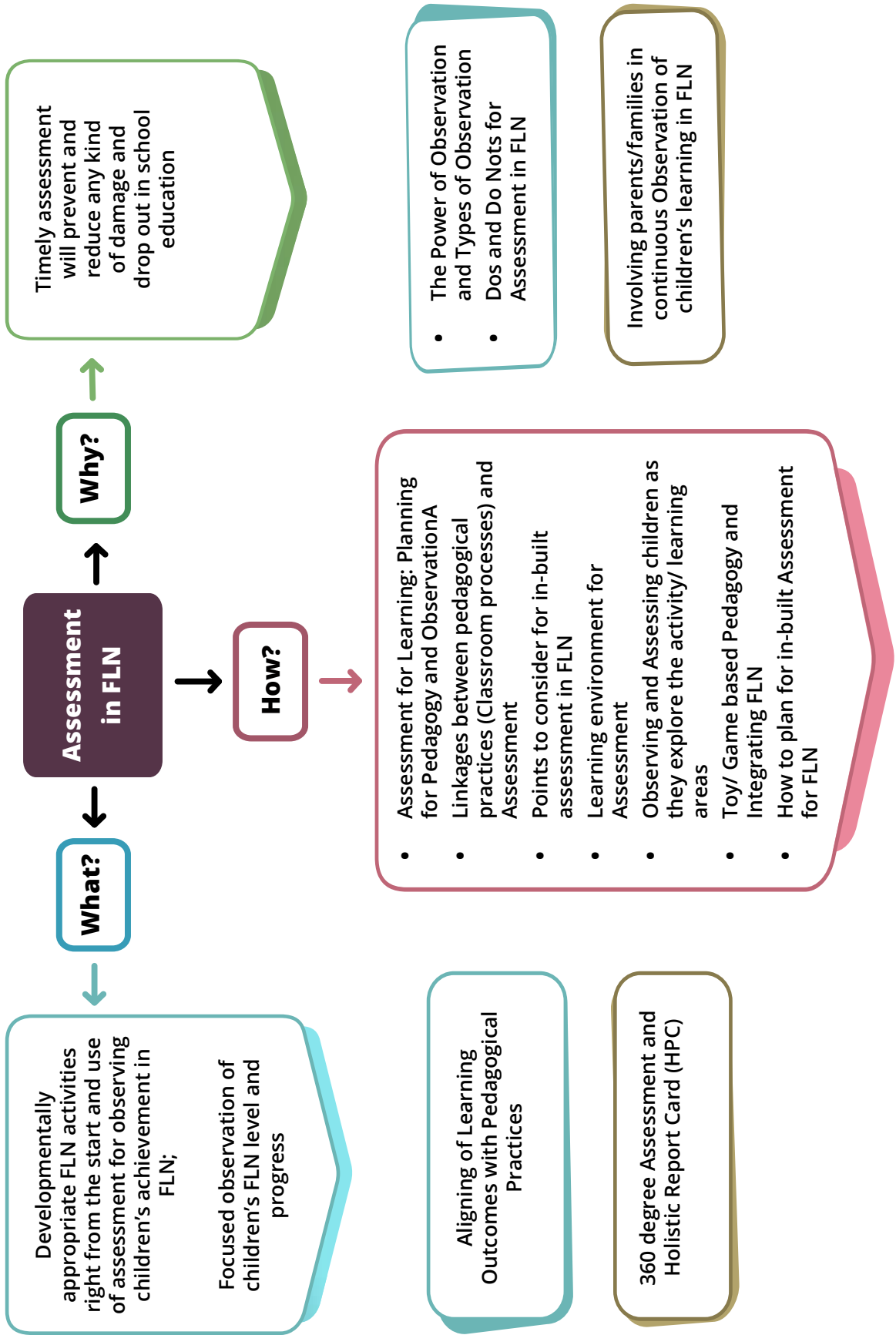
- a. Orientation of parents/families in FLN.
- b. Creating a programme resource centre for the parents of the school.
- c. Organising interactive and practical workshops on FLN for parents (of short duration).
- d. Having a weekly roster where one of the parents can visit a functional classroom and learn about FLN teaching-learning strategies by observing the teachers.
- e. Pick some of children's work to show to parents – worksheets, drawings, clay work – discuss how learning is progressing and not consider it an end product. Specific strengths of their children can be discussed.
- f. Creating a small FLN area for a child at home.

- g. Organising a fun evening where teachers can play FLN games with families.
- h. Involving grandparents to share the traditional stories and other games.
- i. Involving families and children to create D-I-Y toys that promote FLN.

Try Yourself

Design and share at least one activity in progression for balvatika (5 to 7 years old children) and moving gradually to Class III (for 7-7, 7-8 and 8-9 years old children) for literacy or numeracy development and write specifically about what and how do you observe children's learning and align them with the desired Learning Outcomes.

Summary



Portfolio Activity

Assignment

Try developing a balanced day's schedule focusing on children's holistic development as well as foundational literacy and numeracy. Identify literacy and numeracy activities/ideas and also think of certain ways of using inbuilt assessment techniques and then write the following details:

- ▲ Concept/Topic:
- ▲ Subtopic, if any:
- ▲ Grade:
- ▲ Objectives:
- ▲ Toy/Game used /created (DIY):
- ▲ Prerequisite knowledge/skills:
- ▲ Learning material and preparations:
- ▲ Key ideas/Content coverage:
- ▲ Prior knowledge:
- ▲ Early Learning Outcome:
- ▲ Processes involved in assessment:

Additional Resources

References

- ▲ Ministry of Education (MOE). 2021. Foundational Literacy and Numeracy - National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Guidelines for Implementation. New Delhi.
- ▲ NCERT. 2019. The Preschool Curriculum, New Delhi.
- ▲ NCERT. 2005. Little Steps – Readiness Activities for Reading, Writing and Number Readiness, New Delhi.
- ▲ NCERT. 2017. Smooth and Successful Transitions, New Delhi.
- ▲ NCERT. 2015. Every Child Matters - A Handbook on Quality Early Childhood Education, New Delhi.

Weblinks

- ▲ Picture Reading Pre-School - <https://youtu.be/3gav7BXih4M>
- ▲ Problem Solving Skill for Foundational Numeracy - <https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- ▲ Pattern Making for Foundational Numeracy - <https://www.youtube.com/watch?v=L4TMfjqj7Dk>
- ▲ Size and Seriation for Foundational Numeracy - <https://youtu.be/mORwL-ZPJ7g>
- ▲ One to One Correspondence - <https://youtu.be/JtLOIWAhql>



COURSE 09
**Foundational
Numeracy**

Course 09: Course Information

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Introduction to Foundational Numeracy

- Foundational Numeracy: An Introduction

▶ 2. What is the Need of Early Mathematical Skills and Foundational Numeracy?

- Let's Understand the Concept of Numeracy
- Activity 1: Try Yourself

▶ 3. What are the Major Aspects and Components of Early Mathematics and Foundational Numeracy?

- Aspects and Components of Foundational Numeracy
- Activity 2: Check Your Understanding
- Numbers and Number Operations
- Shapes and Spatial Understanding
- Activity 3: Try Yourself
- Measurement
- Patterns
- Data Handling
- Mathematical Communication
- Activity 4: Check Your Understanding

▶ 4. What are the Pedagogical Processes to Enhance Foundational Mathematical (Numeracy) Skills?

- Pedagogical Processes to Enhance Foundational Mathematical (Numeracy) Skills

- Activity 5: Share Your Thoughts

▶ **5. How Can We Assess?**

- Assessment Processes
- Activity 6: Share Your Thoughts
- Assessment Through Rubric

▶ **Summary**

▶ **Portfolio Activity**

- » Assignment

▶ **Additional Resources**

- » References
- » Weblinks

COURSE OVERVIEW

Description of the Course

This course is designed to help teachers and workers in early childhood education and care centres like anganwadis, standalone nursery schools and nursery schools attached to primary schools in building their understanding of numeracy. Thus, the course contains the content knowledge and pedagogical processes to form a strong foundation of early mathematical and numeracy skills integrated with literacy among all children up to the age of 8-9 years.

Keywords

NISHTAFLN, NUMERACY, FOUNDATIONAL, MATHEMATICS, PRE NUMBER SKILLS/ CONCEPTS, CLASSIFICATION, SERIATION, ONE TO ONE CORRESPONDENCE, SUBITIZATION, NUMBERS, NUMERALS, COUNTING, OPERATIONS, ADDITION, SUBTRACTION, SPATIAL SENSE, 3D AND 2D SHAPES CUBE, CUBOID, SPHERE, CYLINDER, RECTANGLE, TRIANGLE, CIRCLE.

Objectives

On completion of this course, the learners will be able to:

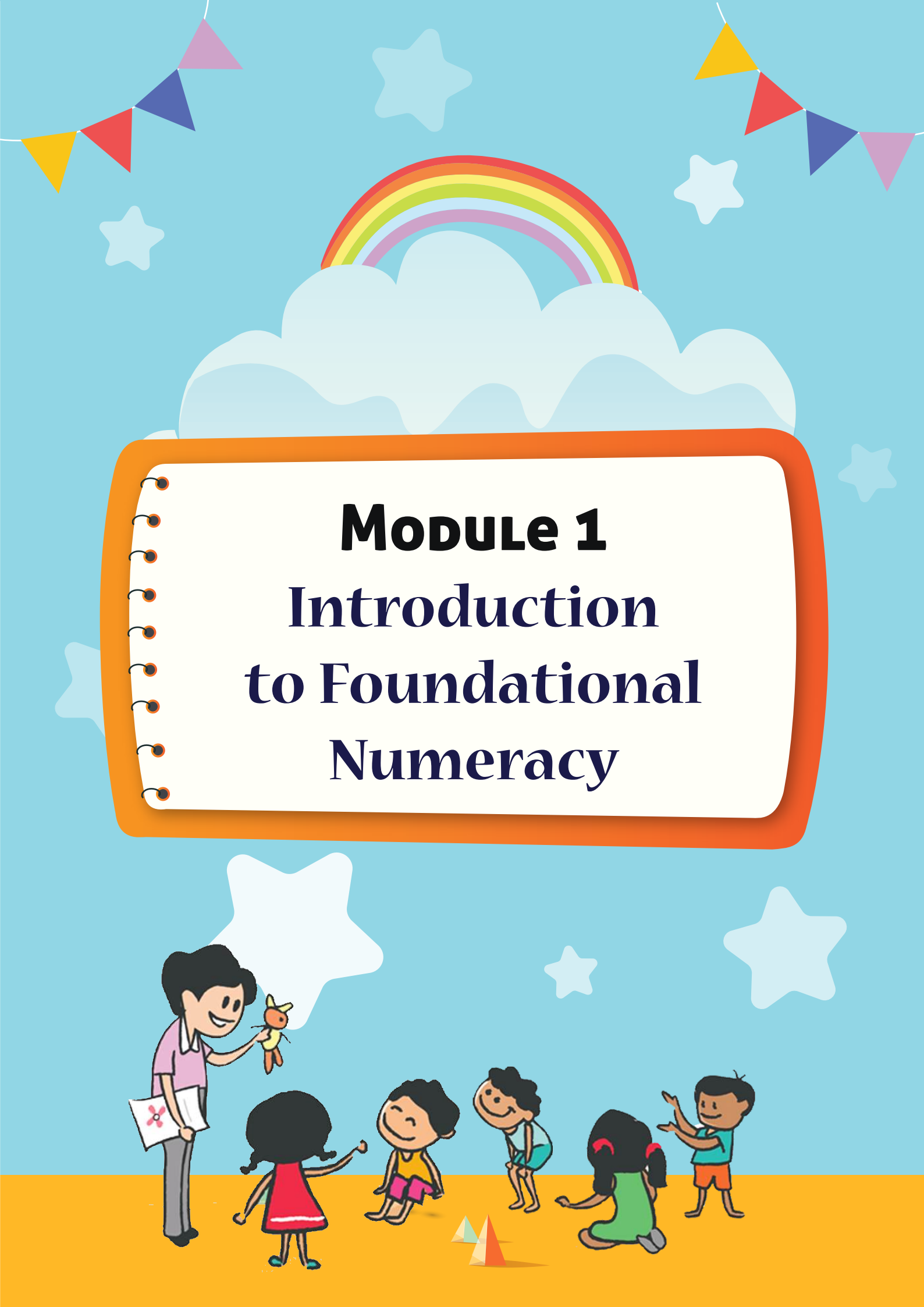
- Acquaint yourself with the need for Foundational Mathematics and Numeracy among children
- Explain the terminology and skills associated with Foundational Mathematics and Numeracy
- Provide appropriate intervention within and outside classrooms to help children have a strong Foundation of Mathematics and Numeracy
- Apply assessment tools to continuously understand the learning strengths and gaps (weaknesses) to provide timely help to each child in the class.



Course Outline

- 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





Module 1
Introduction
to Foundational
Numeracy



Module 1: Introduction to Foundational Numeracy

1.1 Foundational Numeracy: An Introduction

Watch the Video



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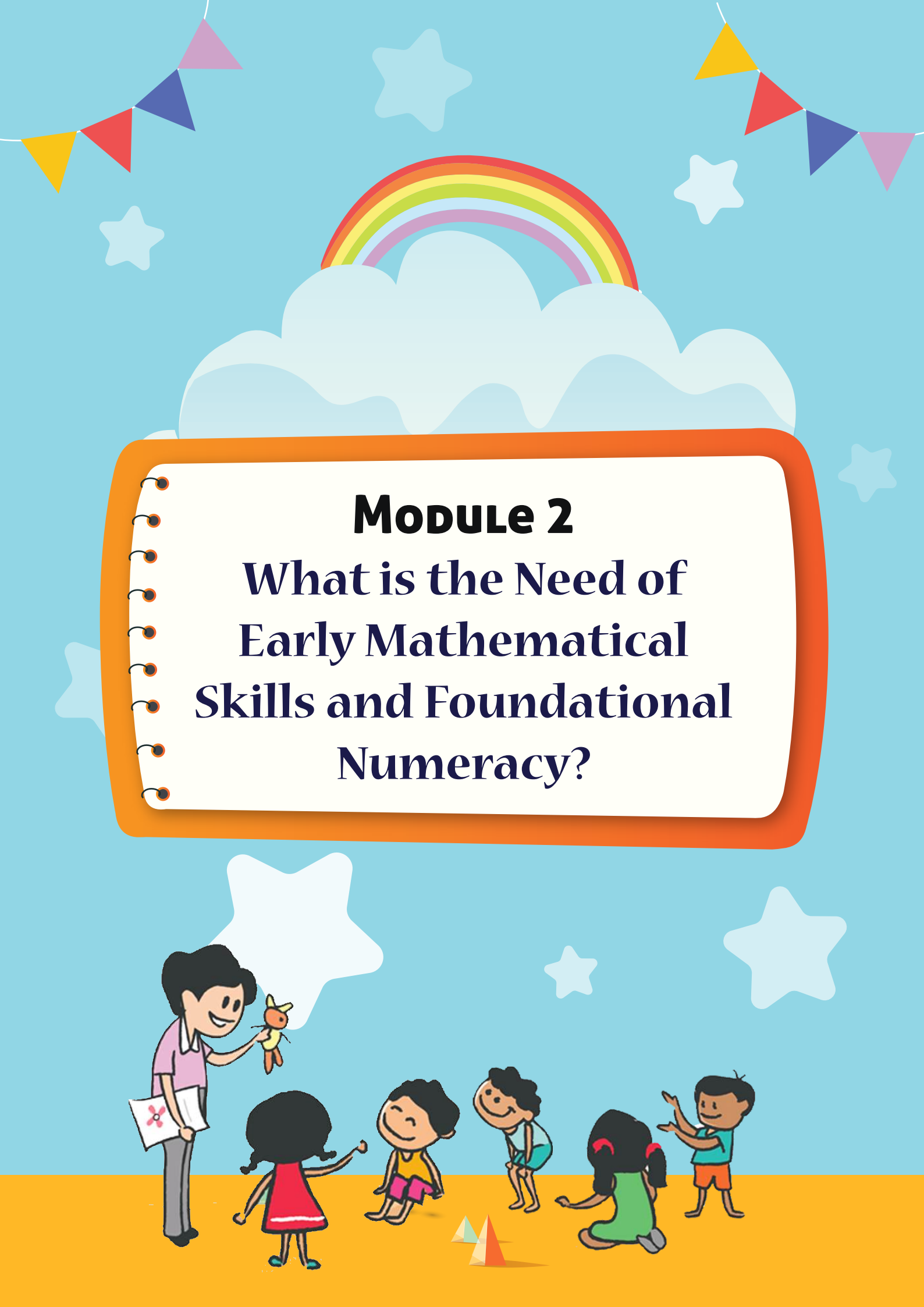
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Transcript

Dear learners,

Hello friends, so we are going to talk to you on another very important aspect of Foundational Literacy and Numeracy and that is Numeracy. In this course you are going to learn about what numeracy is? How it is defined? Over the years the definition of numeracy has changed and what changes has taken place this all is given in this course. You will be able to learn about why it is important to learn about numeracy to give emphasis on numeracy? Why the National Education of Policy has emphasized on Foundation strong Foundation Literacy and Numeracy? This all is given in this course. You will also learn about the pedagogical processes what are required in order to have a strong foundation of literacy and numeracy. For numeracy, what are the basic skills which are required. Those skills have been explained in detail along with the activities which can be conducted with the children in order to make them understand about the mathematical learning. Friends, in this course lot of activities are given which you can conduct and our request to you is while you are going through this course you please conduct the activities with the children surrounding you. You may be having some children in your home, 3 to 6 year age or may be in your surrounding wherever you find may

be in a centre, may be in a school where ever you find you please conduct these activities with the children. You will also learn to contextualise these activities according to the child's context. Some children are from better economic status, some are from some lower socioeconomic status and so on as per the child's status, child's culture you will be able to modify these activities should rather do this along with the course. So, while you are studying the context part of this. Kindly make it useful to the learner so that they should enjoy it, they should learn by joyful act not as a pressure where as say for example while learning numbers we ask them to cram number names in an order which is certainly not required so what is required, that is given in this course and then in the end you will find the processes which are required particularly integrating assessment. Why assessment is important that is also given, you probably may have also learnt in this whole course on Foundational Literacy and Numeracy about assessment but as per numeracy the assessment techniques have also been given here. So you will also have an idea how assessment is to be integrated with day to day teacher learning process so that we should be able to understand whether children are learning appropriately, as appropriately as they should or not or If there are certain learning gaps occurring during teaching then how these learning gaps are to be bridged. So, these all ideas have been given in this course and the major part of this course friends is your own creativity. Your own understanding about this because whatever is written may not be applicable to all the children. So, kindly while you are reading, conduct these activities with children and gather your own understanding about this, write your own journal about how children are learning? What type of learning gaps are there? What type of questions normally children are asking? You have to this is very clearly mention here that you have to provide that opportunities to children to interact because mathematical communication has been taken as a very important aspect. So, the skills which are required those has been explained very exhaustively here in this course and I hope that this will help you in making your own understanding and also to teach students in your schools or at the center to make their foundation on numeracy integrating with literacy very very strong so that while children will enter class III or beyond class III they should work with mathematics in a confidence. In that confidence in which they will not have any fear of mathematics.



Module 2
**What is the Need of
Early Mathematical
Skills and Foundational
Numeracy?**

Module: 2

What is the Need of Early Mathematical Skills and Foundational Numeracy?

2.1 Let's Understand the Concept of Numeracy

Watch the Video



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Transcript

Well friends, so we are going to have an interaction on what is there in the course for numeracy. This course is part of Foundation Literacy and Numeracy course and I hope you may have already read this course and on reading and conducting activities with children, you may be having certain questions in your mind. I have with me Miss Gunjan, who will, who is also having certain some questions. These question may be similar to those which you are having in your mind or may be some different questions are there. So, it will ask Gunjan to ask questions and then I will try to answer your queries.

Gunjan Khurana: So sir, my first question is we usually talk about counting when we start with early learners but the course talks about pre number concepts so what are they and what is their relevance with the counting?

Prof. Anup Rajput: Good.. Now to understand this let us count the number of objects placed here. These are say one, two now.. observe the process of counting. This is one then two then three and so on. What I'm doing? Every time when I am

counting. I am dividing or classifying these complete groups into two parts. One part is of the objects which have already been counted, another which are to be counted. So one, two, three so every time this is classified into two parts. This classification is considered to be a very very important skill while we count, while we talk about numbers. Now again see when I am saying if say one so I have associated a number with this and this will be associated with all those objects which are having as many number of objects as these number of...these.... cubes are there. Say for example this, this is also one, my finger is also one and so on. So, therefore one is associated with this, then two .. number two is associated with this group and when I am saying about two then i every time this type of group is coming into mind or when I am looking into this number two is coming to my mind. So this one two one correspondence between a number name and the number of objects in a group this one to one correspondence is another important skill which we require before we go for counting and the third one is if we say 1, 2, 5, 7, 3 the counting will never be okay. So you now to have a good counting or exact counting what we need is these numbers in an order. So 1, 2, 3, 4 this seriation is very important seriation of number names in an order and if we do not consider this seriation counting will not be appropriately okay. So therefore, seriation is considered to be another important pre number skill and this seriation normally now these three when we develop classification, seriation, we start them without talking about counting. We do not tell a child that you are going to be count objects thats why these are required. They..they enjoy. So we do conduct activities for classification with large number of objects on the basis of colour, on the basis of shapes, on the basis of size and so on. Similarly, we go for seriation on the basis on of size, on the basis of length and so on. Then we go for one to one correspondence between two groups one group is having certain number of object another group is having another certain number of objects, so there is one to one correspondence we make so for example boys and hats so one to one correspondence, one boy one hat, one boy one hat, one hat one boy. So, these one to one correspondence... such activities we conducted, large numbers of activities we are conduct at a preschool stage. So we make learner ready to count before we start counting or before we start talking about numbers.

Gunjan Khurana: Okay ..so the main pre number concepts are classification, one to one correspondence and seriation. Is it Right sir?

Prof Anup Rajput: Absolutely

Gunjan Khurana: So, Sir, how should these skills be enhanced in preschoolers?

Prof Anup Rajput: As I mentioned children are required to be engaged in such activities where in they are having opportunity to classify objects say for example, we are having these objects are placed here. Now, if they have to classify on the basis of colour so the colour classification yellow and the other colour, not yellow so children may classify like this. This is one attribute on the basis of which the classification has been done by the children. There may be more than one attributes but that increases the complexity of the task. So, we should increase the complexity but gradually, slowly when child is of age three year probably only classification on the basis of one attribute is important and then slowly and slowly when child age is of age four year or when experiences are added. This not much related with the age but related with the experience. When experiences are slightly better then you can say introduce one more attribute than on the basis of three attributes, four attributes and so on. So classification. Similarly for seriation, you can say children normally seriate wherein they for example one bigger object and on which smaller object is placed another smaller object, another smaller object, they cannot, ... they normally have this understanding that a bigger object is not to be placed on a smaller object because that may not be stable enough. So that's children already have, they are doing certain seriation but even then on the basis of length for example, sticks of different lengths are given to them and they have to arrange them. There may be say material of different utility they have to arrange them say for example there are pictures of their daily routine activities. They are say waking up in the morning, then taking bath, then taking breakfast, then readying for school, then doing activities in the school and then coming back for home and there are pictures. These picture are to be arranged in an order, there are pictures related to stories, where children have arranged to them so these are activities which are to be conducted for one to one correspondence. There may be say for example two groups where in one group there are boys and another group there are hats. So children have to arrange one boy, one hat, one hat one boy and so on. So they can then also come to know that which one is more, number of boys is more, number of hat is more or both are equal and so on. So, more or less is also coming when children started one to one correspondence.

Gunjan Khurana: Yes Sir, I understood it. And sir one another question is, sir as we all know numbers is an integral part of a child's life but when we talk about number sense or development of number sense, is learning about number same as development of number sense or there is something more to it?

Prof Anup Rajput: No, see, our understanding about learning numbers is only about counting and reciting numbers in an order. If my child is able to recite

names in an order, I understand or people used to understand that my child has understood counting whereas that is not counting. Number one, for counting one simple test is there, see when a child is able to give me number of objects as per the number say for example if I say, if I ask you take out five blocks from here. So will you be able to do it? Take out five.

Gunjan Khurana: Okay, one, two, three, four, five. These are five blocks.

Prof Anup Rajput: So you are able to do it. Now if I ask you how many are these?

Gunjan Khurana: So, one, two, three, four, five, six, seven. So these are seven blocks.

Prof Anup Rajput: These are seven blocks. So two different types of activities the child is able to do. Number one, when a number is told the child is able to extract or form a group of objects as per the given number and second is when a group of objects is given he is able to tell me the number corresponding to this group. When a child is able to do these two we understand that the child has understood the counting process and is now slowly initiated the idea of having number sense. By number sense the child must be able to now understand what is relationship between six and five. See six is one more than five, five is one less than six. Say if five can be divided into two parts, three and two, six can be divided into two parts three and three and so on. When child has this understanding, we say the child had started having number sense.

Gunjan Khurana: And Sir, apart from numbers, a child also encounters shapes around him. So can we include the concept of shapes with numeracy?

Prof Anup Rajput: Of Course! Yes. When we say numeracy we are not only talking about numbers and counting. It is more about the reasoning, more about a way of thinking. Mathematics is a way of thinking, which is logical, for which child is having reason for everything whatever he/she is saying. If I ask why you said this? Child must be having some idea why? So when child is starting explaining why, communication skill is improving, child is having ideas about thinking and so on. Thinking is also involved whatever the child's experience is and shapes are in much more manner in child's experiences rather than numbers. Because shapes are all around the child. So shapes child normally seeing knows the names of those shapes, size of their shapes and so on or the relationship between two shapes. How say, for example if I have now these two shapes with me, so let's see these two shapes. Child must be seeing these two but there are certain relationships, there are some similarities with these two shapes and there are some differences in these two shapes. Child has started making out these differences. Child knows what is the difference between glass and bottle. If you ask a child aged two year

probably he may not be knowing the name of the shape itself but probably yes he will be able to tell you lot many differences or the similarities between the two shapes. And that is what in child's daily life. So, therefore shapes are all around and when we talk about numeracy skills they includes shapes. In addition to shapes there are certain vocabulary related to shapes and positions and that say for example above, below, in, out, right, left and so on. So child must be able to use these vocabulary in an appropriate manner. Means where this word 'in' should be used appropriately used. And this child can do with exposure and experience when child is provided lot of opportunities to work with this and to use this vocabulary child will understand where this is to be used, what is the right use of words here and so on means in is to be used or out is to be used. When you say in, child will slowly or gradually will also make an understanding the relativity of these words, say for example 'in', with certain references something is in and in other references something is out. So child will also consider may be at later stage when experience is enriched child will make out that there is the relativity when we say in or out, when we say anything, when we say large, when we say long, when we say short, when we say tall, tall may be with reference to something it is tall with reference to something it may be short. So, I think this thing is very important aspects, the shape are very important aspects and this we consider in the name of spatial understanding. So, this spatial understanding includes two number one the shapes, their names, their chartersistics, the similarities between two shapes difference between two shapes and another is the spatial vocabulary, their exact meaning, their exact uses.

Gunjan Khurana: Sir, we talked about development and strengthening of problem solving skills in the children. So are these skills relevant with preschoolers also?

Prof Anup Rajput: Of course! why not? See every person may be a child of aged two months has certain problems for which he or she is finding solutions and solving. So problem solving related with numeracy, related with mathematics obviously is there. So, children have lot of such activities surrounding them for which say for example child is already having some number of toffies with him and now he or she has given to younger or elder brother or sister. And now how many are left? how many are given? So if these many are left can I give to mumma also? can I give to some more to other? So there are many such situations which probably child is interested in finding out solutions to them. These are very small simple problems which are around every child and these require to be the..the attitude of solving problems by using the knowledge which is already there. Attempting a solution then testing the solution and then modifying the methods solving the problem, this all is required with the young child also. Say for example addition

of numbers and subtraction of numbers. So, I have 10 rupees with me. I bought something for 5 rupees, bought something for 3 rupees. If I gave 10 rupees to the shopkeeper, how many rupees will I get back? So obviously, lot of mathematics is required. 5 plus 3 is 8, 10 minus 8 is 2. So, child will be able to do all otherwise, there may be 'n' number of different ways. I have 10 rupees. I bought something for 5 rupees, so 10 minus 5, 5 rupees are left. I bought something for 3 rupees 5 minus 3, 2 rupees are left. So instead of adding 5 and 3 child is only subtracted 5 from 10 and then 3 from 5. So, this probably there are many ways of solving. Children should be provided opportunity of attempting such different ways of solving problems and ultimately reaching to problem solving. So, very important aspect. Later on we see when child is entering into some may be higher classes we do not use our knowledge which is required in order to solve problems. We only use that problem to say get good marks in examinations. So, we have to move beyond that and NEP has very clearly mentioned that problem solving is the skill which is to required to be develop among children.

Gunjan Khurana: So Sir, that means we should use contextual situations before introducing a concept? Is it?

Prof Anup Rajput: Of course! Very important. Whatever material is given in this course, all teachers I will request you please read this, try to do these activities with children but contextualize this. Everywhere the situation will not be same, every child is different, different in context. So you have to have different types of activities. You have to modify activity as per child's context. You have to create examples, you have to create situations as per child's own context. So that child should having a relationship between what is happening in the classroom and what is happening at home. So, this continuous relationship should be developed. So therefore contextualization is very important aspect. Until child relates that whatever is given in the book, whatever my teacher is doing with me, that all is my daily life. Until child is realizing that there is no use of any education.

Gunjan Khurana: Sir, my last question is, we usually talk about literacy and numeracy skills together, so are they interrelated or is there any connection in them?

Prof Anup Rajput: Of course. There is a strong connection. See, I used to say this if I extract if I takeout number names, number names from your daily language, will you be able to express yourself, whatever, whenever you want something. For example, now if you have to tell me see, how many are these objects? And without using any number name. Will you be able to tell? Not at all, it will be very-very difficult. Either I have to use my fingers or a group which has as many objects as these are. Or if the number of groups, this numbers of groups became larger

and larger. I will not be having any group associated with this which I can show or otherwise I have to keep that may be say the numbers of pebbles in my bag and I'll say how many objects are? How many sheep are there in your herd? I'll say these many sheep are there in my herd as the numbers of pebbles are. If I do not use the number name. So, therefore number names is very important aspect of say.... my communication. Similarly, thinking, I thinking and I am using words related to vocabulary related to mathematics in my daily life, daily language, I am making out meaning out of that. So, I cannot say child for this is my bifurcation for child that this is numeracy, this is literacy and this is may be mathematical thinking this is social science, this is EVS, this is science and so on. This is our classification. Children are having some problems and they are finding solutions. So, for them, they try to understand the world. And when they try to understand the world, they try to communicate they demand to know what others are saying and they want to tell others what is going in there mind, then a strong language is required for which mathematical language is important aspect. So, without mathematical language no communication can be complete and for any communication, we need language for which mathematical language is also an important aspect. So, we cannot say that number names are mathematical language but say describe its properties of shapes. For example for this object, slowly I will say... Okay. These have these many corners but then later, I'll understand may be at say... class 4, Class 5 somewhere, I understand that these are called vertices. So, I'll say these have these many vertices these many edges, these surfaces have plain surfaces, this surface is rectangular surface. This is a mathematical language. I will be in a better way to express until I use a rectulagar surface I cannot express as appropriately as it is. So, therefore it is essential that I should be able to use this language in order to express this. That's why mathematical language is having another important role in communication. Otherwise we will not be able to communicate appropriately.

Gunjan Khurana: So Sir, can we start by bringing child's own language in maths classroom?

Prof Anup Rajput: Of course! Yes. And this not only in case of mathematical language, this is for any language development. Child's home language/home vocabulary is very important. Child say...for example childs may not having any idea about new words which we are using but child may be saying something else for that. Having the idea of that concepts, having the idea of the object but not the name as such as we are saying in my language. So, probably when I say edge, I may not having the idea of edge. But child say for example which is coming from a Hindi family and he is saying 'Kinara' Toh chalega. There is no problem which

we say child is started saying may be when we are teaching child is started saying this has these many Kinaras. Isme itne Kinare hai, isme itne kone hai toh, when child has started saying, you should accept it. From there gradually we will build up the mathematical language. I hope I am able to answer some of the queries raised by Gunjan Ji. Do you have any other query Gunjan?

Gunjan Khurana: No Sir, you have explained it very well.

Prof Anup Rajput: So friends, I hope you also made out something from this after reading your course. Either if you have already read this course then this interaction will help you. Or if you have not read then now go for reading and try to correlate whatever we have discussed here that with your reading with the material given in the course and you will find that now you are able to develop a better understanding and in case of any other queries you can write to us.

Thank you very much.

2.2 Activity 1: Try Yourself

Most children learn counting early but they may not associate the number with quantity. For example, two-year-old Neha can recite numbers up to 10 easily but cannot make use of her knowledge of the number sequence to count objects. When asked to give six toffees, she gave whatever she could pick at one go.

1. From the above example, think and reflect on these questions.
2. It is evident that the child is not able to count correctly but she is able to count from 1 to 20. Is reciting numbers in order the same as counting?
3. List the possible mistakes that the children in your class make while counting?
4. What are the probable reasons for each of the listed mistakes?



Module 3

What are the Major Aspects and Components of Early Mathematics and Foundational Numeracy?

Module: 3

What are the Major Aspects and Components of Early Mathematics and Foundational Numeracy?

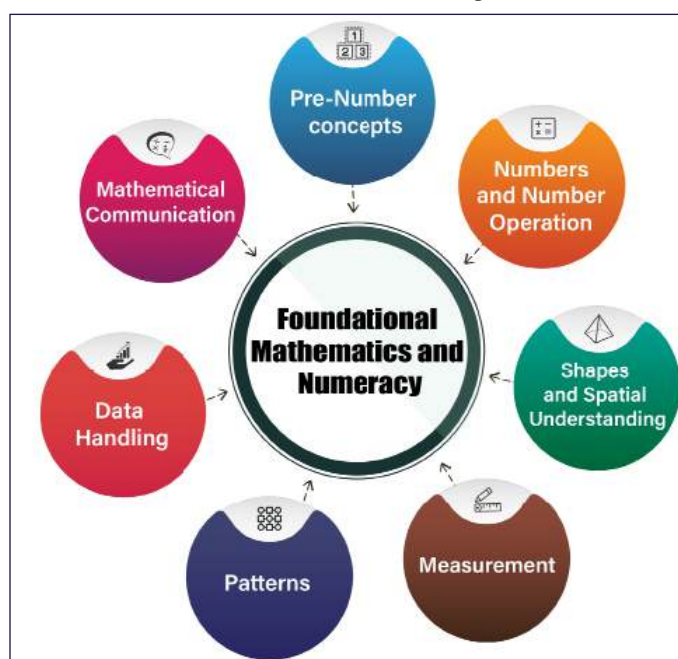
3.1 Aspects and Components of Foundational Numeracy

Aspects of Foundational Numeracy.

During the learning of mathematics in early stages, a child is expected to:

- Count and understand the numeration system.
- Learn conventions needed for the mastery of mathematical techniques such as the use of a base 10 system to represent numbers.
- Perform simple computations up to three-digit numbers and apply these to their day-to-day activities in different contexts.
- Understand and use standard algorithms to perform addition, subtraction, multiplication and division on numbers up to three digits.
- Learn vocabulary of relational words to extend understanding of space and spatial objects.
- Identify and extend simple patterns starting from repeating shapes to patterns in numbers.
- Collect, represent and interpret simple data/information in daily life activities.

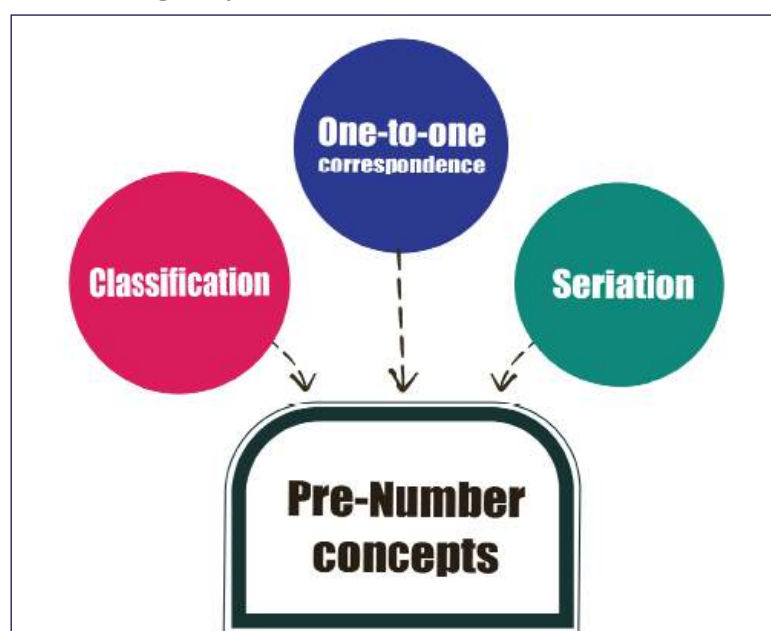
Components of Foundational Numeracy



Pre-Number Concepts

Mathematicians and psychologists have often argued that before children start counting objects or develop an understanding of numbers, they need to be able to classify order and set up one-to-one correspondences to some extent. Since these skills are preliminary to the understanding of numbers, they are called pre-number concepts. Recall the process of counting. The following are the essential requirements for counting:

- Whenever objects in a group are counted they are classified into two sub groups of objects, counted objects and to be counted objects.
- While counting, it is important to organise or serially arrange the objects so that neither an object counted more than once nor are some objects left uncounted.
- Number names in an order or serial need to be known before attempting to count.
- A one-to-one correspondence is established in the groups of objects and the numbers. For example, for every group there is a corresponding number and for every number a group can be formed.



Classification involves putting together things that have some characteristics in common. So, when organising tasks on classification, we must make sure that the activities are meaningful to them and also that they are familiar with the objects that a child has to classify.

Seriation involves ordering a set of objects according to some rule. Intrinsicly it also involves ordering objects in two directions. For example, a child applies the relation of 'bigger than' and 'smaller than' at the same time. It also means

understanding the logic of transitivity which means that if A is more than B and B is more than C, then A is also more than C. Seriation also forms the base for understanding patterns.

One-to-one correspondence involves matching or pairing of objects. Children need to understand the meaning of 'many and few', 'more than/ less than' and 'as many as'. Teachers need to design tasks contextual to the child's context so that the child relates and uses them in daily life experiences.

3.2 Activity 2: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

https://diksha.gov.in/play/content/do_3134595771230535681536

3.3 Numbers and Number Operations

Numbers are the mathematical tool to count and measure. Numbers are used in many forms. Three major types of numbers are: cardinal numbers, ordinal numbers, and nominal numbers. Cardinal numbers are used to measure and communicate the size of a group of objects, for example, 30 students of Class V went for a picnic. Ordinal numbers are used to describe the position of an object when they are arranged in a specific order, for example, the fourth child from the left has brown hair. Nominal numbers are used as nouns/labels to identify the object in a group, for example, train number 2298 has just left.

The objective of foundational numeracy is to develop a number sense in children, which is the ability to think and work with numbers. The key skills that come under this category are number sense, reading of symbols, writing words and symbols, comparison of numbers like bigger than/smaller than, etc., fundamental operations – addition, subtraction, multiplication, division and their applications in daily life.

Problems involving operations such as addition, subtraction, multiplication and division allow the children to move beyond counting concrete objects to more abstract uses of numbers. These operations have wider applications in daily life.

The operations of addition and subtraction are complementary to each other. Addition is a combination/aggregation of distinct sets of like entities while subtraction is the exact opposite that is take away or left over from a set of elements. Similarly, multiplication and division are also complementary to each other. Multiplication is done by repeated addition while division by repeated subtraction. These operations are not just to develop computational abilities in children but to use them as tools for problem solving in daily life context. This would feed into the higher aim of mathematics as a problem-solving tool.

The problems which commonly use addition and subtraction involve an increase or decrease of some quantity, combination of two or more objects and comparison of objects. A common strategy to represent subtraction problems are 'take away'/ 'left over' problems. There are some informal strategies in dealing with addition and subtraction of small numbers as it helps to build a 'number sense'. These operations are useful to interpret, represent and solve simple problems in daily life context.

All children have ample opportunities to develop the ideas of numbers and operations on numbers in their local context within and outside their learning environment.

To achieve skills of handling numbers, the following approaches can be followed:

- » While teaching numbers, the concept of groups of tens should be used using a variety of objects like sticks, pencils, etc.
- » Involve children in matching and sorting objects using one-to-one correspondence and ordering objects that vary in colour, size or other parameters.
- » Encourage children to count different groups of objects and to think about quantity and number.
- » Use strategies that help children learn to count accurately and efficiently such as pointing to/touching/moving each object being counted.
- » Draw attention to numbers and how they are used such as house addresses, prices of objects marked on packets, etc.
- » Use words related to estimation – more than, less than, about, nearly, approximately and in between.
- » Ask children to estimate or how many by looking at a group of objects. Encourage them to test for the actual answer.

- » Play games that include counting and using numbers like simple board games, card or dice games, etc.
- » Give children problem solving situations involving combination, taking away, equal distribution of objects so that they can make the concept of addition, subtraction, multiplication and division.
- » Engage students with some fun loving and learning-based activities so that they can develop the concept of different operators.
- » Encourage children to use vocabulary, such as together, take away, number of times, equal sharing.

3.4 Shapes and Spatial Understanding

Spatial understanding is the area of mathematics that involves shape, size, space, position, direction and movement. It helps describe and classify the world we live in. Spatial sense gives children an awareness of themselves in relation to people and objects. The key concepts include 3D shapes and solids, flat and curved surfaces of solids, 2D shapes as seen on surfaces of a solid shape, for example straight lines, curved lines, shapes made of straight lines, curved lines etc., for example triangles, quadrilaterals, circles, etc.

Since children are familiar with the shapes of objects around them, it is better to explain differences between shapes by making a connection with other objects, such as this is round like a ball, etc. When children use their own language or common vocabulary, they can communicate what they find through their explorations. It helps them to generalise and to understand the concept better. Later, they can relate this base of understanding to the formal mathematical vocabulary.

The teachers may follow the approaches given below.

- ▲ Encourage children to identify different shapes as they draw, look at different objects, work with puzzles, and building blocks.
- ▲ Give children many opportunities to handle objects such as blocks, boxes, containers, shape sorters and puzzles.
- ▲ Encourage children to climb in and out of boxes or large block structures, on or around outdoor equipment, and over, under, around, through, into, on top of, and out of different things to experience themselves in space.
- ▲ Encourage children to make new shapes by putting materials together and taking them apart in different arrangements. They can do this by moulding clay or playing with blocks.

- ▲ Introduce spatial vocabulary, including location and position words – on/off, over/under, in/out, above/below, front/behind, top/bottom; movement words – up/down, forward/backward, toward/away from, straight/curving; distance words – near/far, close to/far from, shortest/longest, etc.

3.5 Activity 3: Try Yourself

In a classification activity for identification of a shape, a circle, the teacher gave the children a few round buttons and a few square buttons. The round buttons were red and the square buttons were yellow. Then the teacher held up a round button and asked the children to select the round buttons from the pile of buttons.

1. Do you think it is an appropriate activity to build the concept of a circle? Justify.
2. Can the teacher be sure that the child who has done the activity correctly has understood the concept of circle? Justify.
3. How can you modify this activity for the development of the idea of a circle?

3.6 Measurement

There are innumerable situations that we face in our daily life, which involves dealing with quantities, for example, buying clothes, constructing wooden items and buildings, cooking a meal for guests, etc. Measurement is an inherent part of human life, which dominates successful and smooth functioning either being used in the accomplishment of routine work or in an occupation. This majorly contains the understanding of the following attributes of measurement:

- ▲ Length/distance
- ▲ Weight/mass
- ▲ Volume/capacity
- ▲ Time
- ▲ Temperature

While comparing and measuring, children should be encouraged to make a guess or do a visual estimate first, and later verify their guess or estimate by carrying out more systematic comparison or measurement (or by using a specific instrument).

Thus, measurement is a topic that is inherently activity-based. There is plenty of opportunity for children to actually measure and to work in groups. We can encourage this. Measurement involves both understanding and skill.

The following approaches may be followed by the teachers:

- ▲ Give ample opportunities to use language of comparison – use appropriate attribute words for different situations.
- ▲ Let children figure out the units of measurement. Children understand standard units like meters, centimeters, grams, litres, etc. better when they have a lot of experiences working with their own way of measuring and comparing in non-standard units.
- ▲ Involve children in activities such as block building, cooking, craftwork and other experiences that involve measurement.
- ▲ Look for opportunities to help children make comparisons and measurements of volume, height, weight, length, and temperature in day-to-day conversation.
- ▲ Provide simple experiences that help children begin to develop an understanding of the concept of time by comparing how long different activities take. Start with daily time references (after the story, before lunch) and proceed to more abstract concepts (yesterday, tomorrow, months, years, etc.)

3.7 Patterns

Patterns are all around us. Patterns can also be seen in numbers, shapes, sounds, etc. Arrangement, repetition, and order are important in many branches of mathematics. Patterns can be identified on the basis of colour, shape, size, etc.

As patterns are all around us, it is important to develop an understanding of patterns. Identification of the pattern helps in enhancing observation and analytical skills as while identifying the pattern, one should observe the similarities, dissimilarities, repetition, non-repetition, growth/decay, etc. Describing patterns helps in enhancing vocabulary and improving language, which is one of the important aspects in mathematics learning. Patterns can be identified on the basis of a particular rule. For example, counting numbers have a pattern, each number is one more than the preceding number and each number is one less than the succeeding number.

Patterns can be of many types like sound patterns, number patterns, patterns in shapes, patterns in colours, patterns based on symmetry, etc. Working with patterns usually consists of four major steps. Teachers need to conduct appropriate activities within and outside classrooms to develop the conceptual idea of patterns among children. Some suggestions are:

- ▲ **Identifying pattern:** Pattern can be identified by observing the rule which the pattern is following. For example, whether it is a repeating pattern, progressing pattern, etc., such as 1, 2, 1, 2 or 2, 5, 8, 11, etc.
- ▲ **Describing the rule:** After identification of the pattern, the next step is to describe the rule and identify the unit of repeat (in case of repeating patterns). Let children see patterns around them and form rules to extend similar patterns on sarees, tiles, borders, etc.
- ▲ **Extending pattern:** Further extending the pattern by using the unit of repeat. For example, in the pattern 1, 2, 3, 1, 2, 3, 1, 2, 3 the unit of repeat is 1, 2, 3. So by recognising this unit of repetition, the pattern can be extended further as 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, and so on. Similarly, for any repeating pattern, once the unit of repetition is recognised by the child, the child can easily extend the pattern.
- ▲ **Creating new patterns:** Once the child is able to achieve the above three steps, the child can start creating new patterns by identifying, analysing, extending and exploring patterns further and using one's own creativity.

3.8 Data Handling

Data refers to information in a raw form, which is collected from various sources. Having access to data and the capacity to interpret data can be a source of power. The availability of data, which is reliably and systematically collected, makes a system transparent. This is important for a democratic society. It is only when people have confidence in their own capacity to handle and interpret data that they will also seek data.

We collect data when we need to answer a specific question, a problem or when we want to understand a situation in general. This may be because we need to make a decision. It is noteworthy that though data answers some questions, at the same time it raises further questions, which cannot be answered from the data. Data collection and handling are usually thought of as a part of statistical activity and so only of interest to people specialising in statistics. We rarely acknowledge the fact that in everyday situations, we are collecting and using data. A teacher is collecting data even when she takes the attendance of children in her class.

The major components of data handling include collecting, representing and interpreting simple data, recording data using tally marks, collecting data and representing in terms of pictograph, choosing appropriate scale and unit for display through pictographs, and drawing conclusions from the data.

The following approaches should be followed:

- ▲ Organise activities and provide opportunities to record information in numbers and to draw inferences or make decisions out of it.
- ▲ Involve children in discussion to highlight the importance of recording information.
- ▲ Create situations in such a way that the child uses own ways to record and present the information in a meaningful manner.
- ▲ Give opportunities to children for exploring ways of recording and presenting data and draw inferences from the data.
- ▲ Encourage children to participate in activities and discussion, raising questions, making interpretations, etc.
- ▲ Engaging students with group assessment where students work as a group and collect and present data and draw inference based on it.

3.9 Mathematical Communication

Mathematical communication refers to a process by which information is exchanged between individuals through mathematical symbols, signs, diagrams, and graphs. It encompasses both listening and reading (comprehension) and both speaking and writing (expressions).

Language plays a crucial role in the construction of knowledge. Thus, it becomes imperative to think carefully about the role language plays in the learning of mathematics. Every discipline has a specialised language. Mathematics also borrows words from everyday language, but gives them special meanings. When the children begin solving simple problems presented through words in the mathematics class, they begin working with the mathematics language. 'How many?', 'Altogether how many?' 'How many are left?' are all examples of the use of mathematical language. Children mix such mathematical language with their ordinary, everyday language while discussing a mathematical problem.

All children need to understand the mathematical language and its relationship with one's home language. They must communicate meaningfully during the course of developing numeracy and mathematics skills. This will help them in having a strong foundation of numeracy.

3.10 Activity 4: Check Your Understanding

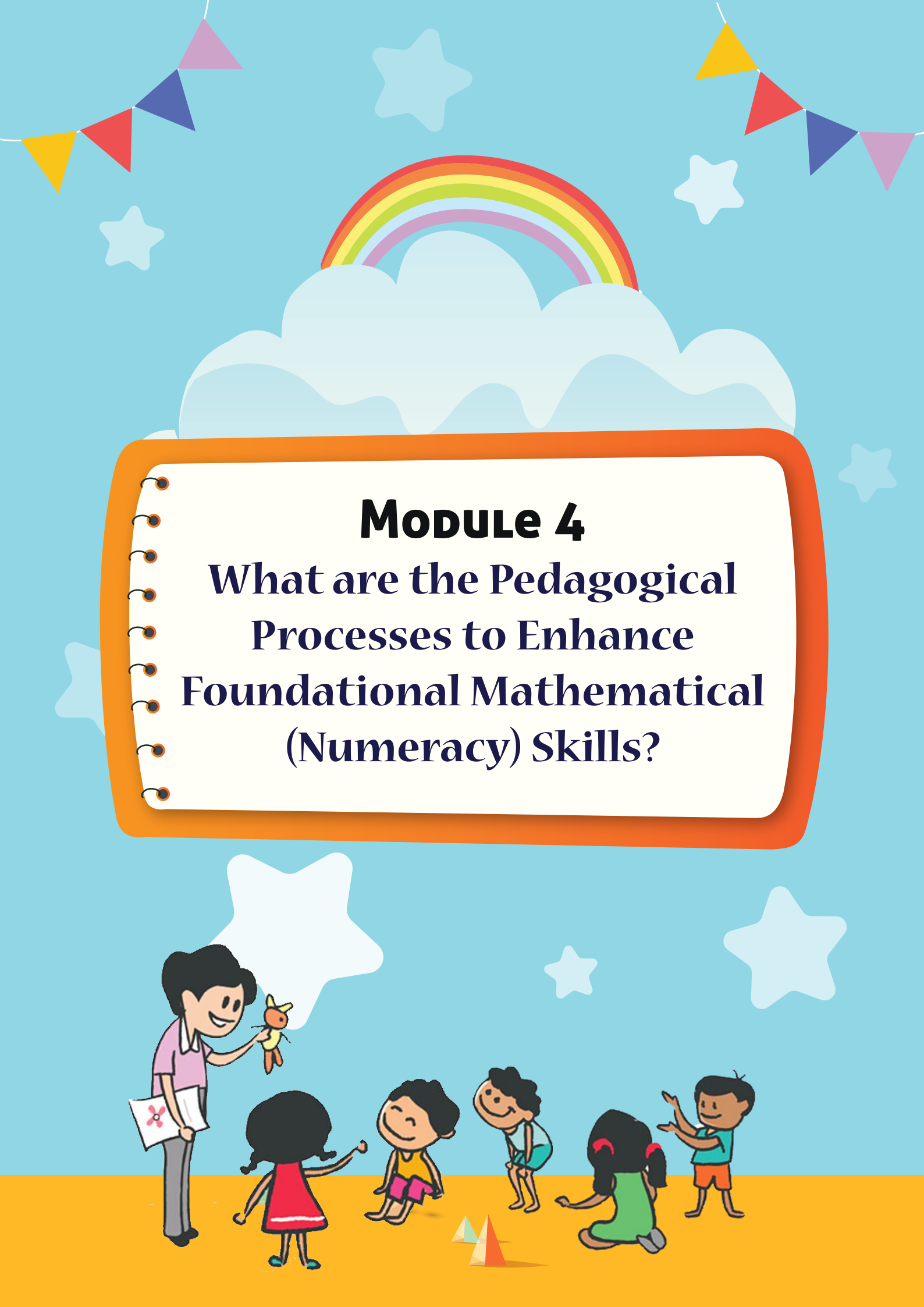
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MODULE 4
What are the Pedagogical Processes to Enhance Foundational Mathematical (Numeracy) Skills?



Module 4

What are the Pedagogical Processes to Enhance Foundational Mathematical (Numeracy) Skills?

4.1

Pedagogical Processes to Enhance Foundational Mathematical (Numeracy) Skills

The teachers and parents have to devise/design appropriate activities and material in context with the child's surroundings and experiences. All activities and interaction with children should focus on experiential learning and use of manipulative and concrete material. Some of the suggested processes are:

- ▲ **Learner centric pedagogy:** A change in the role of teachers from information providers to facilitators has to be done. This should also be re-emphasised in the curriculum, textbooks and teacher training curriculum. The curriculum, textbooks and pedagogy should focus on development of skills rather than content. It should enable children to solve other problems too and not just textbook problems.
- ▲ **Providing scope for exploration and mathematical thinking:** The classroom environment cultivates the spirit of exploration and visualisation of concepts that lead to mathematical thinking. Different ways of calculations and strategies for problem-solving need to be explored (other than employing standard algorithms) along with many diverse ways of communicating the results of exploration. The teacher should modify her role from an information provider to a facilitator who creates situations/contexts for creating understanding and exploration.
- ▲ **Use of manipulative/toys (toy pedagogy):** Providing hands-on experience is an integral part of mathematics especially in the lower classes. It provides an implicit understanding of concepts in children, which a child may not understand when told explicitly. Toys and manipulatives also help children in visualising concepts. Lot of indigenous toys are generally available in every child's surroundings. These should be used as important resources for teaching and learning of mathematical skills.
- ▲ **Mathematics in daily life:** Pedagogy should be such that the understanding with real life applications is given more space like including life application projects and assignments. Assessment of these projects and assignments should be part of the all-round year long school-based assessments.

- ▲ **Medium of instruction:** The language, which a child brings from home, plays a big role in the mathematics classroom. The instruction should be given in the home language so that the child can easily understand it. Mathematics learning should not seem like learning some foreign language for the child. No doubt a strong linkage of the home language with the language of mathematics will help the child in understanding and communicating mathematical ideas.
- ▲ **Integrating mathematics with other subjects:** Mathematics is not just a subject. It is a language, which is used in learning all other subjects like languages, environment, science, etc. Short stories, poems, rhymes, simple riddles, etc. usually involve different aspects of our life and provide opportunities to think holistically and link mathematics with other subjects or vice-versa.
- ▲ **Communicating mathematically:** Creating a classroom environment provides confidence among students to raise doubts, ask questions, participate in discussions and share the child's thoughts and imagination. An environment should be created where the child expresses observations, understanding and the teacher moulds that understanding mathematically. The skill of meaningful problem posing needs to be enhanced to think and communicate mathematically.
- ▲ **Giving space to alternate strategies supporting problem solving:** Creating facts and formula – not promoting rote learning of facts, formulae and procedures should be encouraged in a mathematics classroom. Instead of emphasising on standard algorithms, the teacher should encourage diverse ways of problem solving with peer learning and collaborative learning. A teacher should provide support and confidence to the students when they struggle with problem-solving so that mathematics anxiety is avoided.
- ▲ **Joy in mathematics (recreation with mathematics):** Mathematics curriculum needs to emphasise on experiential learning and provide scope for learning flexibility by integrating the use of poems, rhymes, stories, riddles and puzzles, local art and culture, and games to help students enjoy the learning.
- ▲ **Space for errors in the child's room:** In all mathematics classrooms, every response/question of the student needs to be treated with respect. Care needs to be taken about discussing them with the class. Such an environment will encourage students to raise questions and voice their doubts. Moreover, a child's errors provide a window to the teacher and parents to understand how and what the child is thinking and the way the child is progressing in learning mathematics.

- ▲ **Collaborative learning:** Collaborative or group learning should be practiced with students that is, learning from each other and helping each other to learn. Such an approach will help the teacher focus on many other aspects of the classroom. Peer learning also helps children in developing conceptual understanding and mathematical communication without any fear and hesitation.
- ▲ **Assessment:** There is a need to develop a continuous and comprehensive assessment system, which assesses the student for her understanding, knowledge and problem-solving skills. School-based assessment should be given more prominence to help children to understand the learning strengths and gaps.

4.2 Activity 5: Share Your Thoughts

A child, when asked to subtract $17-9$, wrote 12 as an answer. What does this tell you about the child's thinking and how will you help the learner better understand the concept of subtraction? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course9activity5>



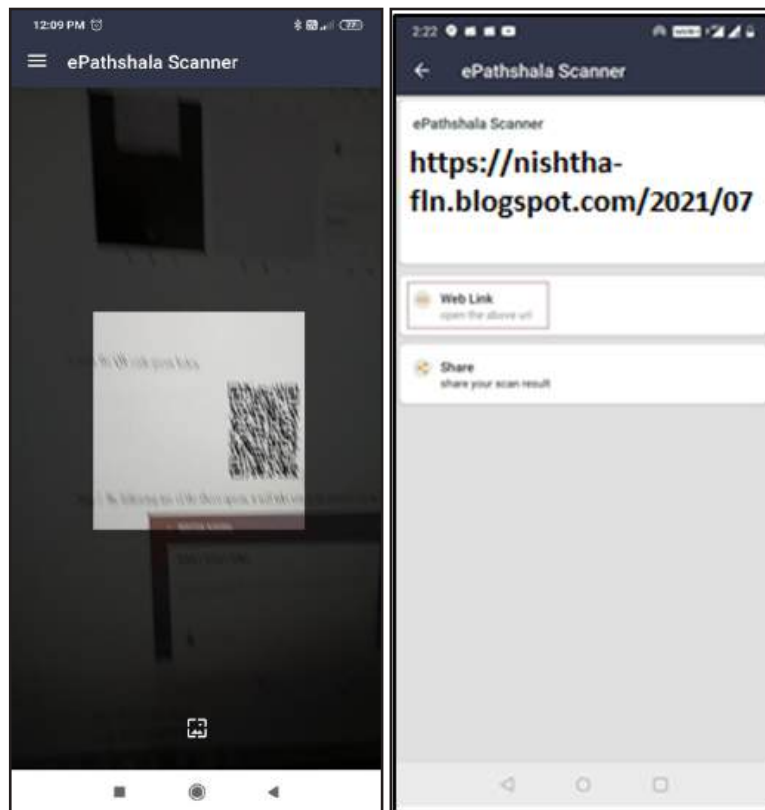
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-9-activity-5-share-your-thoughts.html>

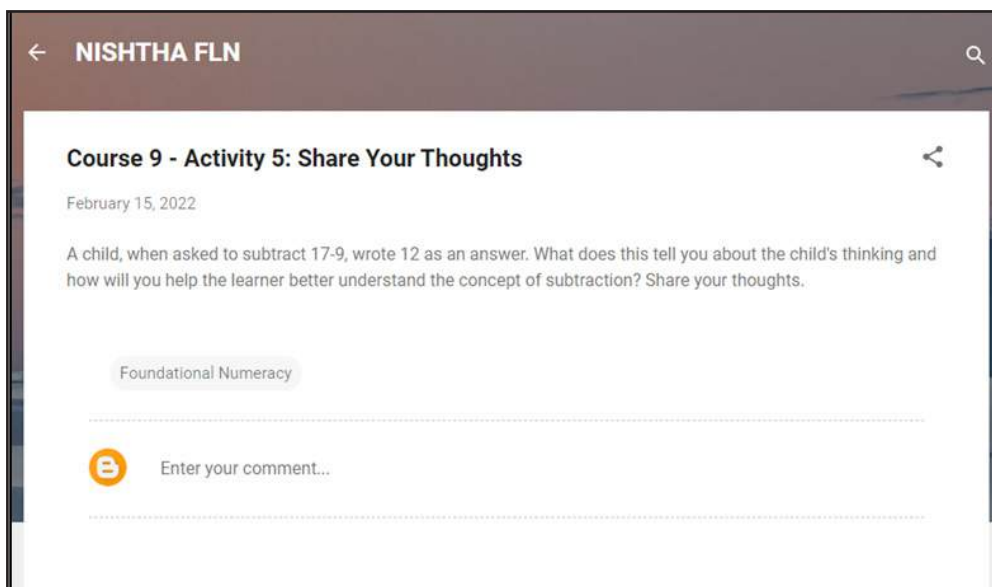


Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.



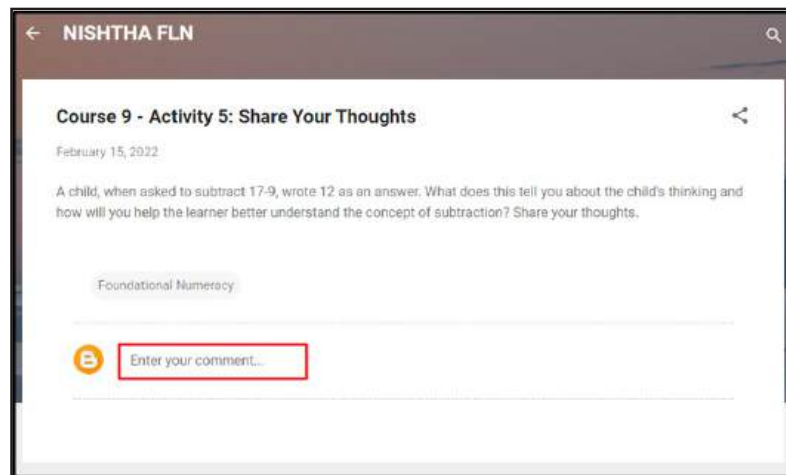


Step 2: Following any of the above option will take to an external site as shown below

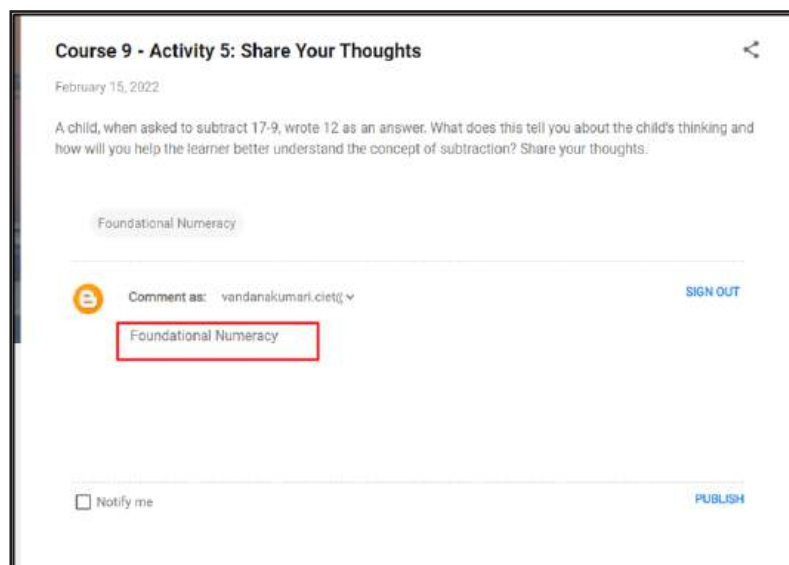


Step 3: Post your response

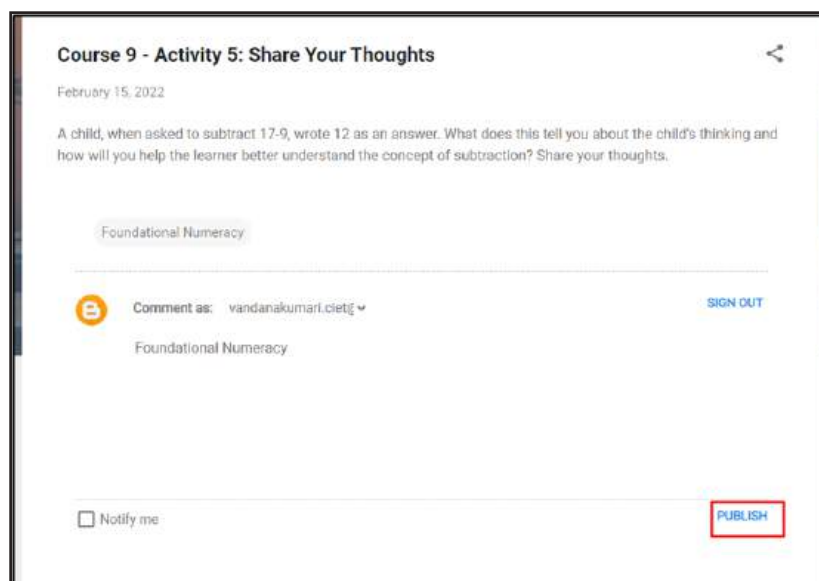
- ☀ Read the given activity
- ☀ Click on **Enter your comment**



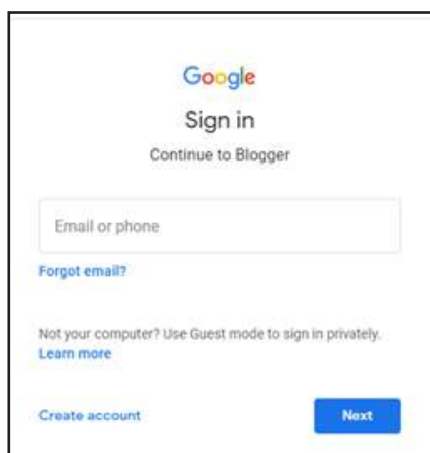
👉 Type your response in the comment box.



👉 Click **PUBLISH**



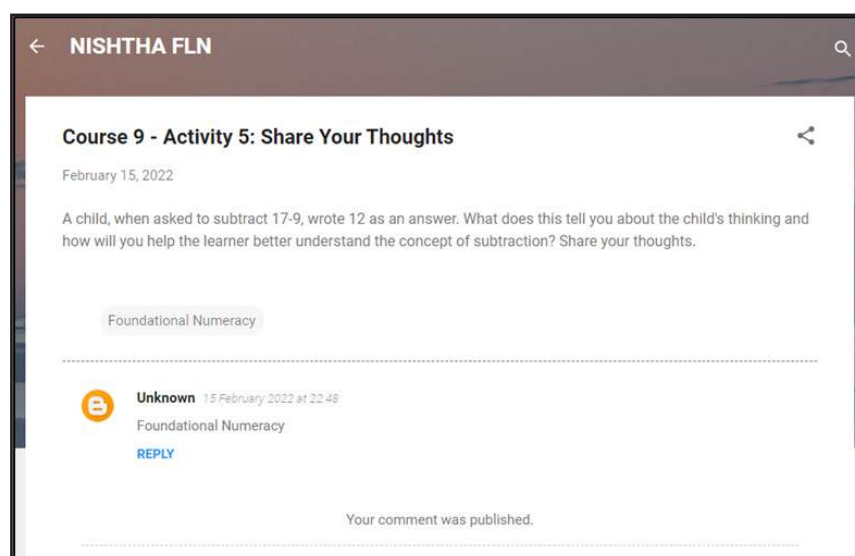
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.





Module 5
How Can We Assess?



Module 5

How Can We Assess?

5.1 Assessment Processes

Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.

Assessment is an integral part of learning. So, it should not focus on testing the memorisation skills of the learner, rather assessment should itself be considered a form of learning. This will help in developing better curriculum, pedagogies and teachers for students. These assessments become very crucial in the context of early grades as some of the skills which are integral in these grades, like listening and speaking, etc. can't be assessed by the standardised paper-pen tests. So, there is a need to bring in some interventions in this field too. Some of the suggestions for the same have been shared below.

- ▲ ***Multiplicity of assessment tests and techniques:*** India is a diverse nation, so 'singular' tests can't be used to assess the numeric skills of all the students of a nation. So, multiple assessment tests need to be created according to the socio-cultural, economic, geographical and linguistic demands of the areas.
- ▲ ***Development of model assessment test based on learning outcomes:*** The assessment tests should be subjective and according to the learning level of children of the classes. This subjectivity should not malign the ultimate aim of attainment of foundational numeracy among the learners. So, the competencies identified for this stage should be the prime focus while developing these assessment tests, so that parity can be maintained in the tests.
- ▲ ***Development of question bank:*** The teachers should develop a pool of questions related to varied aspects of foundational numeracy for the students of different age groups. The learning outcomes/competencies of each class should be considered while developing the question bank.
- ▲ ***Creation of audio-visual tools for assessment:*** Some audio-visual tests can also be developed to understand and assess the attainment of numeracy and mathematical skills among the learners. They may be appropriated by the different state governments as per their needs.
- ▲ ***Learning levels assessment tests:*** Teachers can also devise their own learning levels assessment test for learners, where they can identify the learning gaps in learners and help them in their better understanding. These tests can also help teachers in reflective understanding of their pedagogy.

A teacher can assess a learner using a range of skills which the teacher identifies as essential for understanding. For example: skills for numeracy can be counting, advanced counting, early additive part-whole thinking and advanced additive part-whole thinking, spatial understanding (shapes, sizes, location/positions), etc.

5.2 Activity 6: Share Your Thoughts

To assess the child on number operations, a teacher frames a question paper at the end of the lesson with multiple choice questions only. Another teacher divides the concept of number operations into smaller sub-units and observes how the child responds to activities designed for each sub-unit. The teacher maintains a file of each child's sample work done in that unit in a portfolio and uses it to write the report looking at their portfolio. Which strategy would you like to adopt in your class and why? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course9acty6>



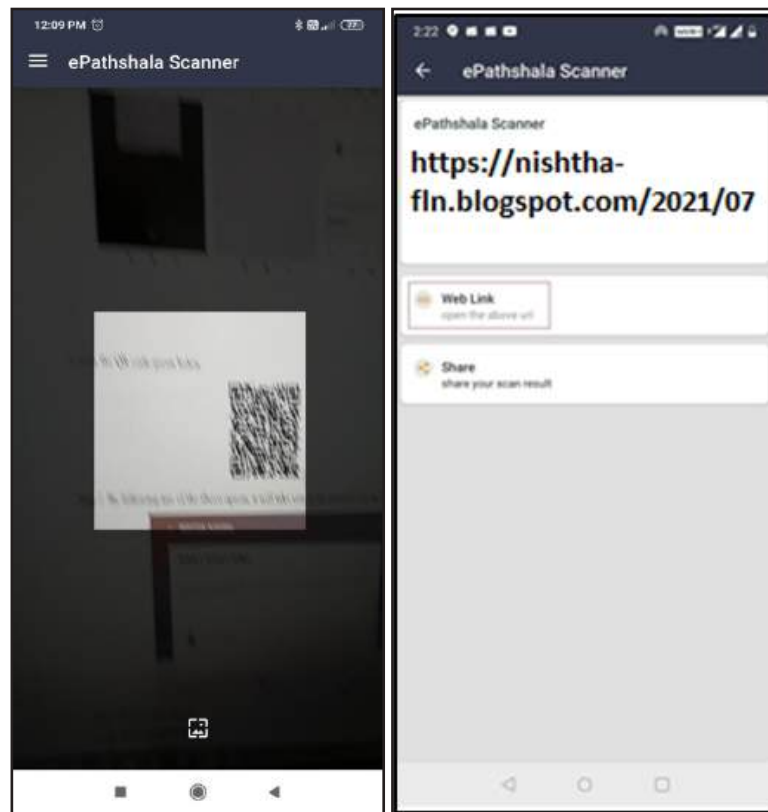
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-9-activity-6-share-your-thoughts.html>

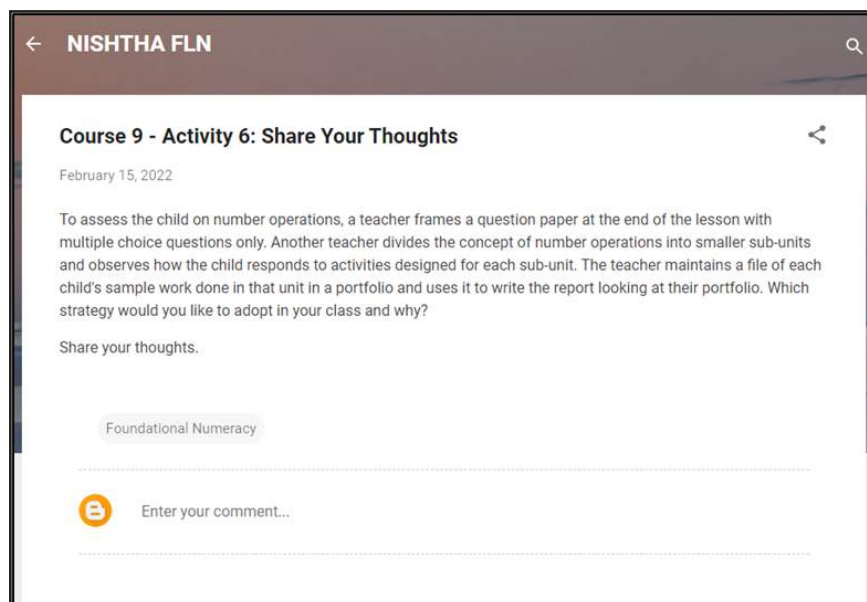


Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.



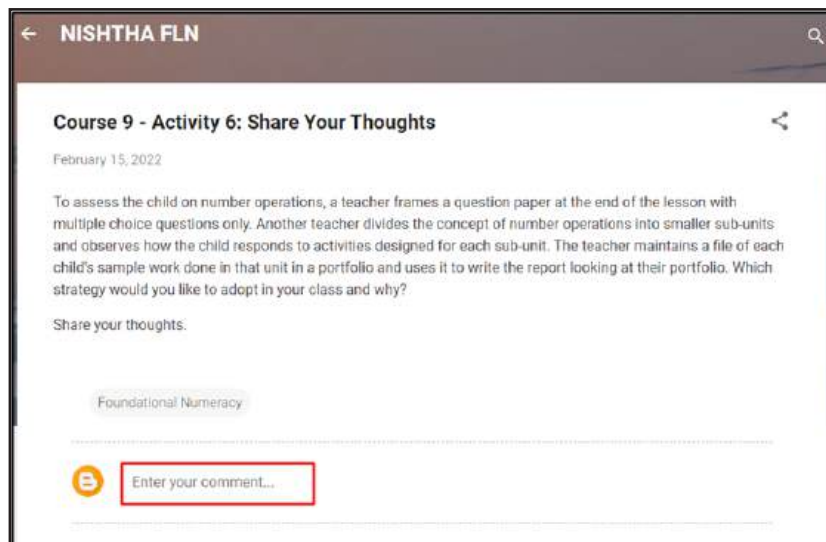


Step 2: Following any of the above option will take to an external site as shown below

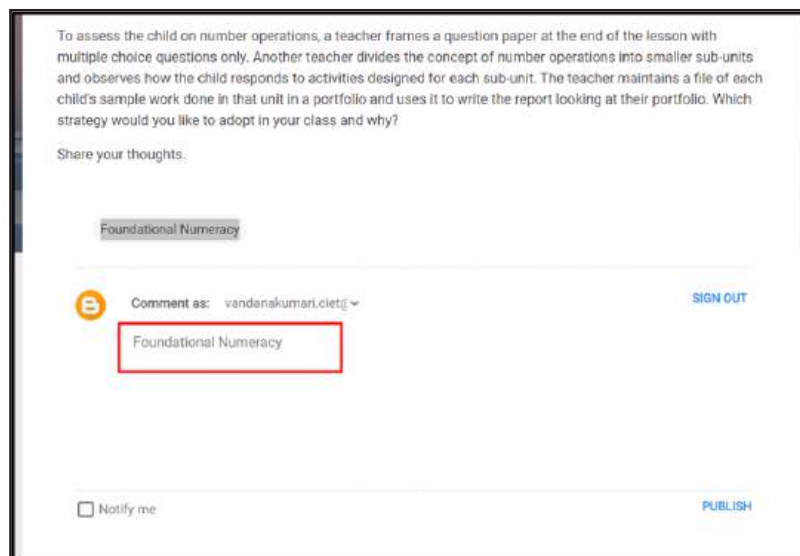


Step 3: Post your response

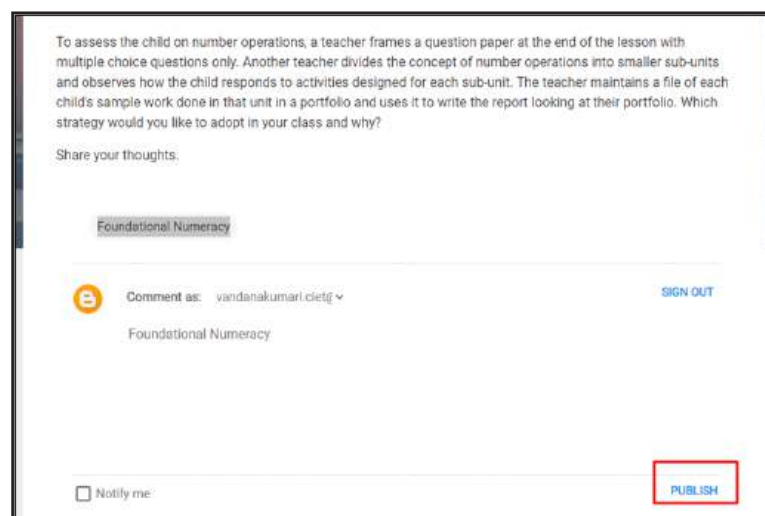
- ☀ Read the given activity
- ☀ Click on **Enter your comment**



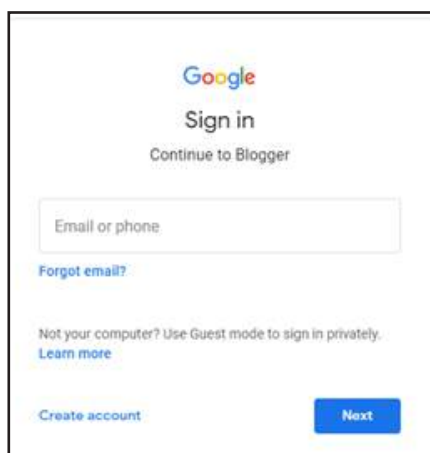
- Type your response in the comment box.



- Click **PUBLISH**



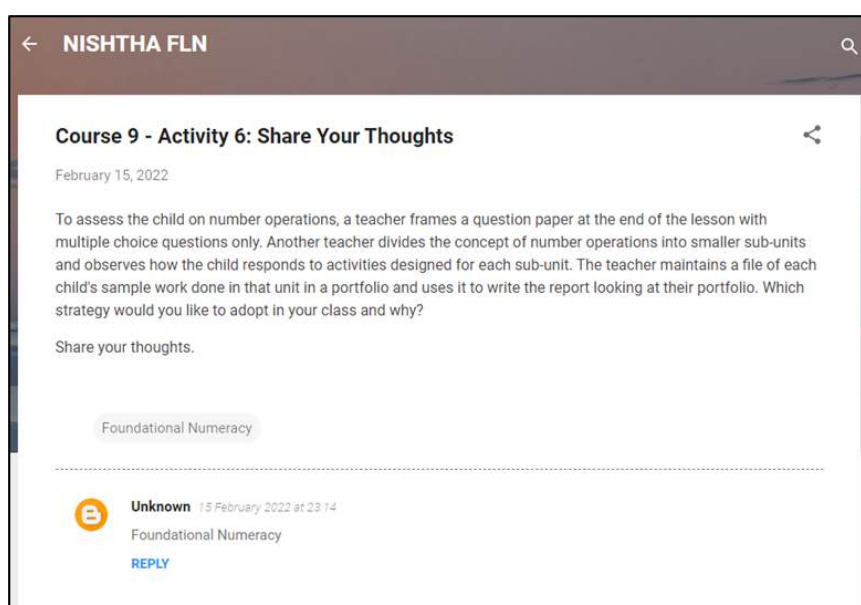
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.



5.3 Assessment Through Rubric

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3134596084752465921669

Transcript

Hello Friends,

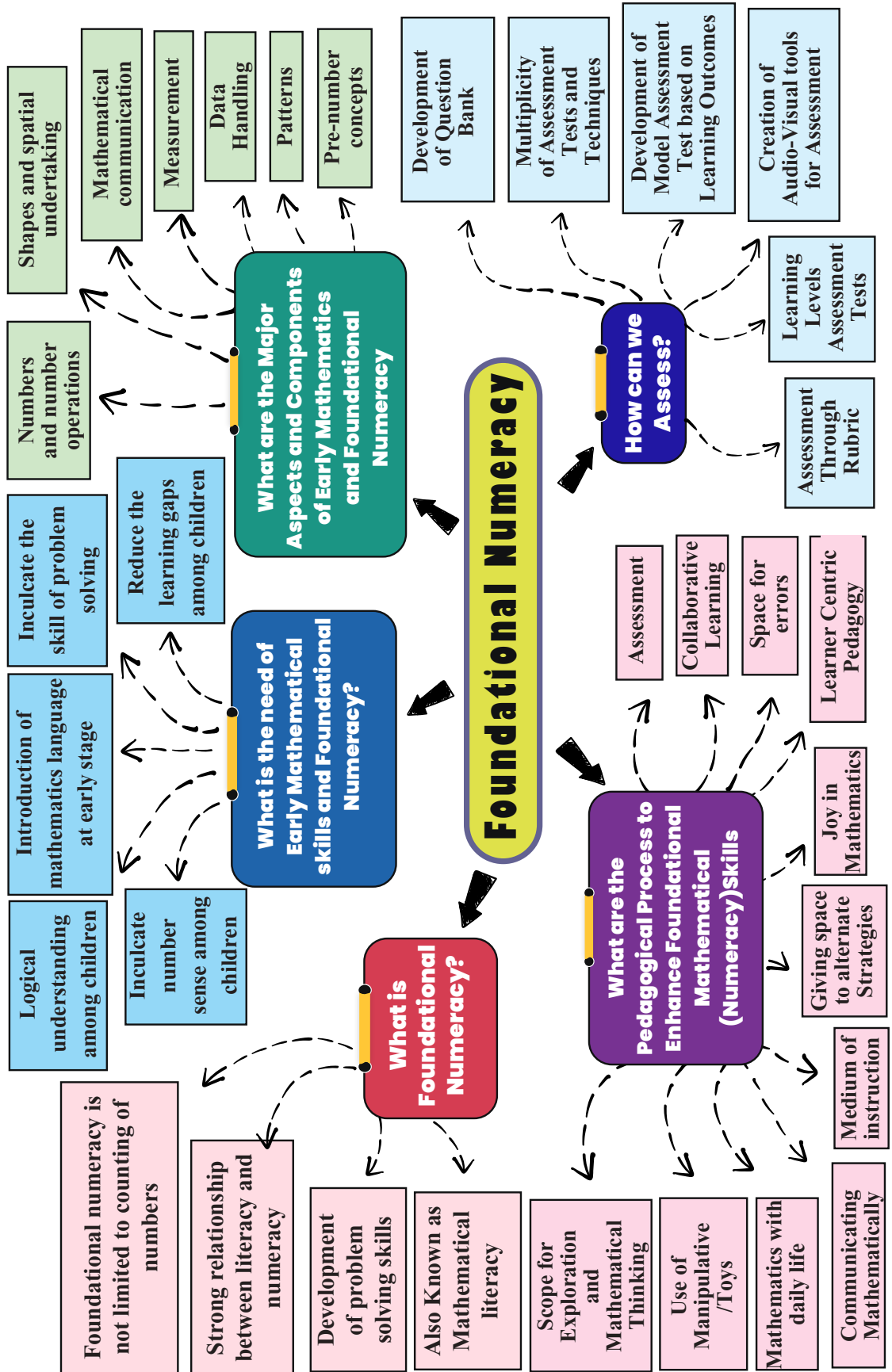
So today we are going to have a discussion on “ Assessment of Foundational Numeracy”. How the assessment may be made useful to the learner? useful to the teacher? But before assessment you have to keep a few points in mind, number one is Every Child is unique. When child comes to the classroom, child comes with a different different atmosphere, different context and that context needs to be considered while we are teaching and while we are integrating assessment. When children are coming to the school or the class they are not coming as they know nothing, they come with a lot of knowledge with them and that knowledge may be taken from home, may be from the society, may be from the peer. Thus every child is coming with different different knowledge and that is to be considered while we are assessing the child. Another very important point is that the progress in learning takes step by step. This never having a jump that today learning is at level A and tomorrow learning will be at level B. This is a continuous process and that continuous process is to be considered while we are assessing the child. Then assessment is to be made an integral part of the day-to-day teaching learning process. It is not an activity which is to be conducted in isolation, so therefore friends it is very important that while you are teaching, while you are making your teaching plan, make the plan for assessment along with the teaching. And then the assessment should support the learning of important mathematics to the child and by important mathematics we need, we mean number one is that child should be able to apply whatever has been learnt

in the daily life, may be about numbers, may be about addition, may be about shapes and so on. And second logical learning, they should have thinking which lead them towards the reasoning and that is very important, that is to be assessed. That is important Mathematics. While we have to assess a child we have to use different strategies and those strategies also to be considered which a child is using while learning. So, every child may have different strategies. Say for example, while adding two numbers one child may count all (4+5) so the child has started 1, 2, 3, 4, 5, 6, 7, 8, 9 some child may count ahead...count on and this count on means when 4 and 5 are to be added, child may have an understanding 4 has already been counted, after four I have to count 5 more. So therefore, child may say 5, 6, 7, 8, 9. So both of the children have different strategies, you have to keep these strategies in mind while you are assessing the child. So child is not only to be assessed only for the end product but to the processes also. Then observe the child and talk to the child. While child is interacting with other children, child is doing something, observe the child, when child is engaged in some activities, observe carefully what child is doing, how child is manipulating the objects and so on and then second talk to the child. Very important aspect is talking to the child that will be a window to the brain of the child, to the thinking of the child, how child is thinking? When you will interact, when you will have questions, when you will ask interact with the child, child will tell you what is happening in his brain, child will tell you how he/she is thinking? Then, very important aspect is feedback. Giving feedback to the children that Okay this much you have learnt, lets now learn ahead. Instead of telling this has not been learnt, tell them what has been learnt and how it is to be used and what are the activities which child is able to do, the task the child is able to perform and the task the child is not able to perform in may cases almost all children will come up with their own understanding that okay we have problem in this, we are not able to complete this task. So, feedback and then follow up, after feedback see what child is doing, how child is progressing and so on? Then choose examples or questions carefully which should be from child's daily life. Because every child is having a different context, so you have to use questions which you are going to ask the child or may be say for younger children the assessment should be totally verbal or may be on observation. You have to use multiple tools and tasks for assessments and this is very important because one tool may not fit for the learning level of the child or the learning style of the child. So therefore, it is essential that you should use say for example many tools like observation, you may use assignment given to the child, you may observe when child is talking to other children, you may ask questions and how child is answering those questions and so on. So there may be many ways of assessing a child, use all those assessment tools and tasks which child can perform differently and you can have an assessment on them. Then,

development of model assessments tasks is very important as per the learning outcomes are there. Because ultimately we have to assess whether the child has achieved learning outcome or not and those can be assessed only when a particular type of tasks are designed for the child and those task may be the learning outcome same for every child but the context is different. So therefore learning levels may be different, so that you have to assess. And then question banks are to be prepared and these question banks may be prepared with the help of the children. Children must be involved/engaged in preparing questions not only the answers, when you are asking a question the child is answering. Why is a child cannot have a question and other children are answering those questions. So this is very important activity with this you can make your own question bank, children can have their own question banks. Then audio video tools are very important which can be created in order to assess the children. Then such assessment tasks are to be taken up which should be able to give me an exact idea of the learning level of the child at what level the child is. Say as I mention there are a few tools, one of them is rubric. A rubric is prepared by the teacher on the basis of an assignment, an activity or a task whatever given to a child. Say for example, child is asked to prepare a chart by coloring say for example there are few shapes triangles, rectangle, then square, then may be an oval, then other shapes and the child has colored them differently and child has then counted how many triangles are there, how many quadrilateral are there and so on. So, if this task is given then there may be many aspects, many criteria which you can fix up, may be their coloring may be one of the criteria, how the child has colored. Drawing those shapes is another aspect, then counting is another aspect, there are may be many criteria with this task. So, you have to make your own rubrics and another important part of rubrics is that you can have multiple levels, multiple grades, say level 1 ,level 2, level 3, level 4 and so on. Those levels you have to define as per the children in the classroom. Then rubrics need to be developed by the teacher in consultation with the students, that is very important. Students should be engaged in preparation of their assessment task, how they should be assessed, how much weightage to be given to the color? how much weightage given to drawings? and so on. So, children when they are engaged they can do their own assessment or peer assessment also. The assessment of other may be done by the the children or there own assessment can be done by the child so that is very important that children should be engaged in their own self assessment, that is very important. Then this will not be threatening if the third party or the third person doing assessment then there may be some fear in the mind of the child that I will be labeled and this assessment is say... stressful to me. But when child himself/herself is doing the assessment and the assessment is only to find out the learning levels as in this examples you may see. Then there may not be

any threat to the child and child may enjoy if child is at level 1 child will strive, child will struggle to achieve level 2 and for that everyone in the class should help the child. In addition to teacher the other children in class must also help the child. So there may not be this competition among the children. Competition of the child is with himself/herself only. Today I am at this level tomorrow, i have to go to other level and so on. This competitive spirit is to be brought into the children, but competition with self not with the others. This example will help you and you can make your own rubric as you wish. Another important aspect keeping a record of child's learning is portfolio. When in this portfolio we have designed the task may be a period wise, date wise and so on. When child was entered the classroom at what level on a particular aspect the child is then after few days what happens, after few days what happen and so on. So we are keep on writing keep on writing. So that anybody who can who see may be the parent, may be the other teacher, may be the child he/she can read, may be the elder sibling, anybody can see how child is progressing. On first day where the child was, second day what happen, third day, forth day. You have to write down the days only notable points. Not everyday this record is to be portfolio is to be maintained. But when the child has done something very extraordinarily different done, may be something very bad, something very good, something may be average but you find that this is something different which child has done, note that point and keep a record of that in the child's portfolio. So, this portfolio even can be prepared online. So when the teacher who have facilities of online assessment, online portfolio they can even keep records online also. Then assessment checklist is very important. This gives idea about child's learning, how are they learning and there only we are putting a tick marks and crosses. The level at which child has achieved we will say tick mark is there but the child is yet to be achieved cross mark is there. And this will help us may be after few days crosses will ultimately turn into tick marks. So, all crosses will in the end are removed and then there should be tick mark for every child. That is very important. That every child should learn and ultimately, we should not say that this child has not achieve the learning outcome. There may be slide difference in level of learning outcome, level of achieving learning outcome but every child should achieve and that is very important with the teachers is to keep in mind and this can be done only when the assessment is done continuously. So friends, this video will help you in having a understanding of assessment how is to be done in classrooms with individual child and second is that how record is to be maintained and how this record is to be used by you, by parents, by anybody who is associated with the child. So friends, kindly go through the course and have your own understanding. Thank you very much for listening to me.

Summary



Portfolio Activity

Assignment

Imagine that you are working with children 4-5 years old. Create a detailed lesson plan to teach any concept in mathematics discussed above. You can use this format to make your lesson plan:

- ▲ **Lesson:**
- ▲ **Learning Outcome:**
- ▲ **Objectives:**
- ▲ **Prior Knowledge:**
- ▲ **Concept/topic:**
- ▲ **Teaching Learning Material:**
- ▲ **Classroom Interactions:**
- ▲ **Integration of Assessment:**
- ▲ **Summative Assessment:**

Additional Resources

References

- ▲ Mathematics Teachers' Resource Book, 2019, NCERT, New Delhi ISBN- 978-93-5292-132-4
- ▲ Mathematics Learning Kit, 2017, NCERT, New Delhi
- ▲ Manual of Mathematics Learning Kit, 2017, NCERT, New Delhi ISBN- 978-93-5007-832-7
- ▲ Mazedaar Hai Ganit, 2019, NCERT, New Delhi ISBN- 978-93-5292-157-7

Weblinks

- ▲ Continuous Comprehensive Evaluation CCE
<https://www.youtube.com/watch?v=X9aS21pYWTY>
- ▲ Teaching of Maths Activities
<https://www.youtube.com/watch?v=eZHItWWBPCY>



COURSE 10

School Leadership for Foundational Literacy and Numeracy

Course 10: Course Information

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Developing a Framework on School Leadership for FLN

- Leadership for Foundational Literacy and Numeracy: Introduction
- Developing a Perspective on School Leadership for Foundational Literacy and Numeracy
- Models on School Leadership Development in the context of FLN
- Activity 1: Try It Yourself
- Activity 2: Reflect (Text - Blog)

▶ 2. Pedagogical Leadership for Foundational Literacy and Numeracy

- Who is a Pedagogical Leader?
- Activity 3: Explore
- Activity 4: Share Your Thoughts
- How to become a Pedagogical Leader?

▶ 3. Building Successful Partnerships of School, Family, Community for FLN

- Engaging Parents, Family and Community to Achieve the Aims of FLN
- Activity 5: Try It Yourself

▶ 4. Planning and Implementation of FLN in Schools

- Conceptualising FLN at Block and School Level
- Implementation of Foundational Literacy and Numeracy by School Heads
- Activity 6: Explore

▶ **Summary**

▶ **Portfolio Activity**

» Assignment

▶ **Additional Resources**

» References

» Weblinks

COURSE OVERVIEW

Description of the Course

School Leadership Development for Foundational Literacy and Numeracy is conceptualised for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy for children in the age-group of 3-9 years.

Keywords

NISHTHAFLN, SCHOOL LEADERSHIP, PRIMARY SCHOOLS, TEACHER LEADERSHIP, SOCIO - EMOTIONAL ATTRIBUTES, DEVELOPMENTAL NEEDS OF LEARNERS, PEDAGOGICAL LEADERSHIP, STUDENT LEARNING, LEARNING CULTURE, SCHOOL DEVELOPMENT, SCHOOL COMMUNITY, PARENTS, CONCEPTS, APPLICATIONS, NCSL, NIEPA

Objective

On completion of this course, the learners will be able to

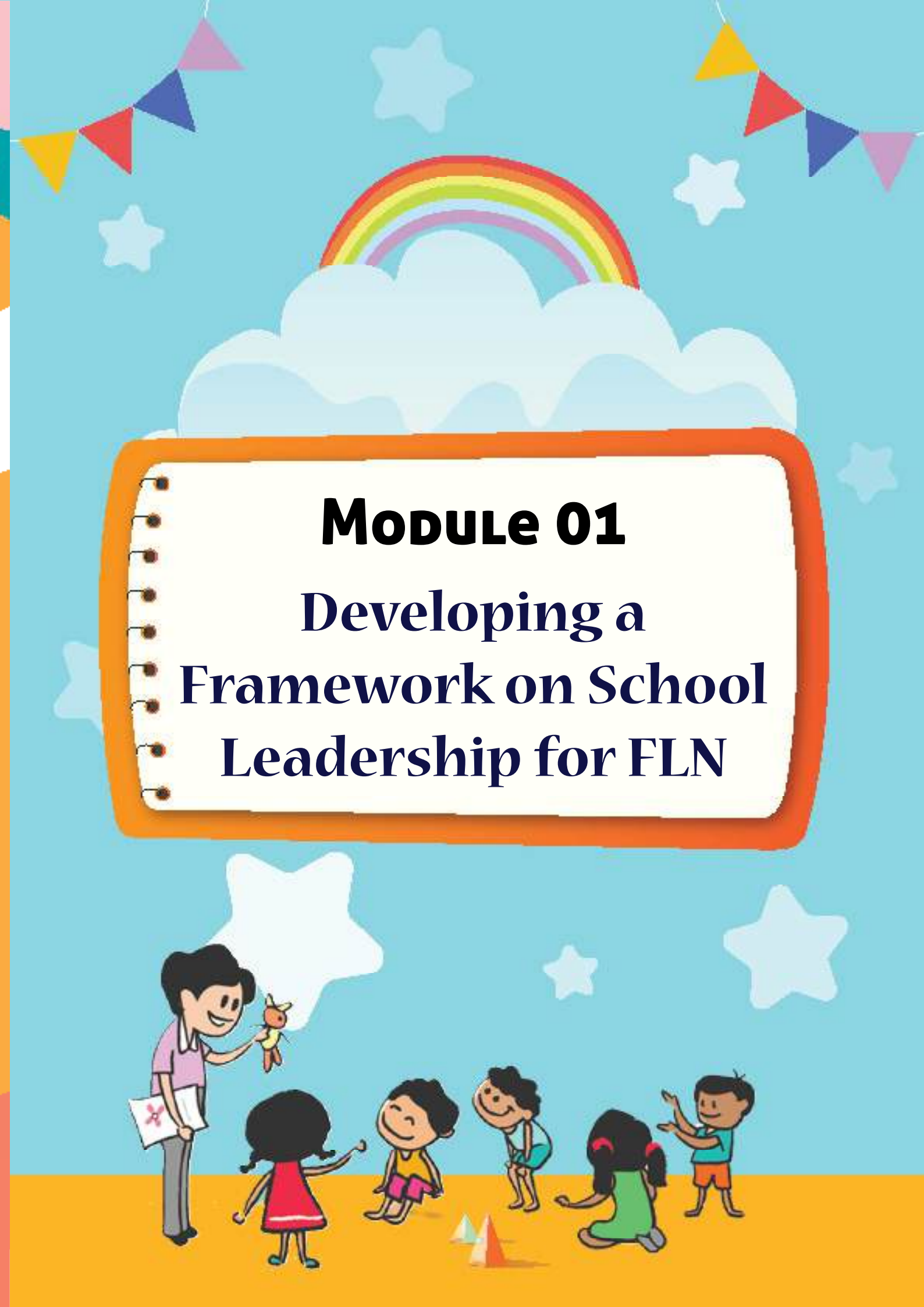
- Acquire knowledge, skills, and attitudes to strengthen and lead foundational literacy and numeracy among children of 3-9 years of age
- Develop an understanding on pedagogical leadership for enhancing teachers' capacities and improving student learning at foundational stage
- Create a collaborative 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



Course Outline

- 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





MODULE 01
**Developing a
Framework on School
Leadership for FLN**



Module 1: Developing a Framework on School Leadership for FLN

1.1

Leadership for Foundational Literacy and Numeracy: Introduction

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_3134601161189539841868

Transcript

Welcome School Leaders and Teachers!

We all are aware of significance of Foundational literacy and numeracy in the overall physical, social, emotional, and cognitive development of the child. FLN empowers children to make meaning, think critically, creatively and reach their full potential. Needless to say, literacy and numeracy are applied across all disciplines and areas of learning in later grades of schooling. It also has a major impact on future learning prospects of the children. Hence, to promote an equitable and inclusive education in India, it is imperative to strengthen literacy and numeracy and skills among all young children.

National Education Policy 2020 envisages the significance of FLN and considers age of 3-8 years as the foundational stage. The policy visualizes the children to be competent in meaningful reading and writing by the time they enter grade 3. However, NIPUN Bharat - National Initiative for Proficiency in Reading with Understanding and Numeracy - Mission has added age 9 into the foundational stage, which means that NISHTHA for foundational Literacy and Numeracy includes children between 3-9 years of age.

FLN is thus, from preschool to Grade 3. Grade 3 is an important turning point for the children to shift from 'learn to read' to 'read to learn' in the later grades. NIPUN Bharat

visualizes the achievement of FLN competencies by 2026-2027. Since, FLN is going to be introduced in the schools for the first time, system level functionaries as school leaders of primary schools have a significant role to play in the implementation of this initiative. Keeping the child at the centre, this course on school leadership has been developed to equip the school leaders and teachers with the knowledge, skills and attitudes required to lead learning competencies among children of 3-9 years of age on Foundational Literacy and Numeracy.

This Course helps the school heads and teachers to build their leadership capacities as adaptive and collaborative leaders, create a vision for learning of children of age group 3-9 in school and learn new ways of networking with the parents and community. The core concept being dealt in this course is of a pedagogical leader, who has knowledge and application skills of various pedagogical practices, is able to coach teachers, develop relevant assessments for FLN and create a conducive learning culture for children in schools. This course is practitioner centred. Hence, to make it user-friendly, self-learning material has been created which includes reflective writing, to-do activities, case studies and video-based sessions.

Friends, I hope this gives you an overview of the concept of FLN in the Indian context. This is just a brief snapshot; however, we understand that every school has its specific challenges. This new leadership role demands of you a specialized set of knowledge, skills, and attitudes that you will learn in this Course in detail.

All the very best!

1.2

Developing a Perspective on School Leadership for Foundational Literacy and Numeracy

Globally, it is an established fact that the foundational stage of learning is the most crucial in a child's developmental trajectory, positively impacting the child's health and learning levels. In fact, achieving competencies associated with FLN are critical for attaining Sustainable Development Goal 4 that promises equitable and quality education to all. These competencies cover socio-emotional skills, literacy, numeracy and even well-being. FLN is considered a 'gateway skill' as it marks the entry of a child into the formal schooling processes.

Despite phenomenal achievements in school education in India, a persisting concern of 'learning crisis', with wide gaps in learning levels remains. These gaps are widened in the context of children coming from poor and disadvantaged sections of population. More so, these learning gaps convert into 'cumulative learning deficit', which in simple terms, can be understood as the adding up of learning gap in a child's progression in school, over the years. A child who is unable to compute basic mathematical functions or read with comprehension by the end of Class III, is often unable to learn competencies that

are required at upper primary or secondary level. As a result, the child accumulates learning deficit.

In India, most of the children enrolled in government schools are first-generation learners, which imply that they do not have strong academic support systems in families. Until now, the entry age to formal schooling remained at 5+ or 6 years of age, as per varying practices among States/UTs. Thus, before enrolling in the school, a child remained at home or at best, engaged in activities at the **anganwadi** or in preschool located in few government primary schools across the country. The significance of the national mission NIPUN to achieve FLN can be understood in this context. The mission seeks to provide a facilitative learning environment to children from 3 years of age and help prepare them to develop competencies needed for higher classes. However, we know that a child at 3 years of age is bound closely with the mother and the family. In the age group of 3-5 years, a child requires close bonding with the family and peers to develop socio-emotional skills, cognitive and nutritional strength. During this phase, the responsibility of the **anganwadi** and the primary school (with which the **anganwadi** is associated) becomes very important.

The ICDS scheme of the Ministry of Women and Child Development with its district and block level monitoring mechanisms and through its key functionaries, the CDPO and the **anganwadi**, is responsible for addressing the cognitive and socio-emotional skill development of children of 3-5 years of age. With the national mission on FLN, now the school leader of the primary/composite school (a school which includes primary and pre-school classes) must take the lead and initiative in ensuring that children of this age group and beyond in the age bracket of 3-9 years, achieve the following three developmental goals depicted in the figure below:



Fig 1: Developmental Goals for Foundational Literacy and Numeracy

Further, the National Mission on FLN has staggered the foundational stage of learning into the following stages with corresponding levels defined for learning outcomes (Level 1 to Level 6). You may refer to the earlier Modules for a detailed understanding on competencies and learning outcomes related to FLN.

- * Preschool is held primarily in *anganwadi* centres or preschool centres located in the campus of primary schools. The age group of children corresponding to pre-school is 3-6 years, of which the first two years, 3-5 correspond to *anganwadi* and 5-6 correspond to *balvatika* under the FLN Mission.
- * *Vidyapravesh*, under the FLN Mission, is a specially designed three-month play-based module to be transacted with all the children in the first three months of Class I.
- * Class I to III grades correspond to the age group of 6-9 years for which classes are held in the primary school.

In case the school is a composite school, the school head of the upper primary or of the secondary/senior secondary will have to take the lead in integrating preschool in schooling processes.

Stages of foundational learning		Corresponding age group	Levels corresponding to learning outcomes as defined in FLN
Preschool	<i>Anganwadi</i>	3-5	L1+ L2
	<i>Balvatika</i>	5-6	L3
Class I, II and III	<i>Vidyapravesh</i> is a three-month play-based module to be provided to all children in the first three months of Class I	6-9	L4+ L5+ L6

What is the concept of ‘learn to read’ to ‘read to learn’ as outlined in FLN?

This concept describes how children at pre-primary stages learn basic literacy and numeracy skills, as outlined in NISHTHA-FLN, so that in later years of schooling they become competent to engage with text, numbers, and knowledge domains on their own. In later stages of schooling, children are confident to ‘read to learn’. However, it does not mean that the role of teacher becomes insignificant. The teacher remains a facilitator and supports children in their learning trajectory. Thus, ‘learn to read’ to ‘read to learn’ implies that the school leadership team has to enable conditions for building foundational skills of children so that they are confident at later stages to lead their process of learning with the support of teachers.

The FLN Mission has presented before us a unique challenge that will have a far reaching impact on the well-being and learning levels of children. Considering academic and administrative requirements at the school level, a leader of a primary school or a composite school needs to build own competency, in terms of knowledge, skills and dispositions, on school leadership. This will give you a brief understanding on how to lead your school to make FLN a success. Following are four models:

- * **Context-specific leadership:** In literature on school leadership, this model has perhaps received most resonance with school leaders. We know that each school's location is unique, and it caters to children from specific geographical diversity and socio-economic contexts. Your school may be in a flood prone area, a conflict zone, surrounded by forests or desert, or even placed in high altitude. The socio-cultural and economic context of children in the catchment area of the preschool *anganwadi* or the school is also specific to that area. In such cases, leadership for strengthening FLN would require a deep understanding of the family background and cultural context of children in the age group of 3-9 years. It would also imply that the school leader and teachers have knowledge of the major language or dialects spoken by the inhabitants as also the developmental needs of children of this age group. There would be many children of the area who do not attend *anganwadi*/preschool. Hence, the school leadership team will have to influence the local people and community to create an environment for enrolling children in preschool. These inter-personal skills will emanate from the context of the school and the people. Context-specific leadership will also mean that the leadership team will have to provide for academic and administrative resources as per the context of the preschool and *balvatika*.
- * **Adaptive leadership:** In the context of FLN, a school leader's responsibility would be to prepare self and teachers to adapt to new challenges emerging from its implementation. This will be a dynamic process. Adaptive leadership equips the leader to deal with problems and challenges that are not clear-cut or cannot be solved only by leaders' authority or expertise. In addition to this, FLN centres on children of a tender age and much of the challenge would emerge from adapting to the needs and time requirements of children and their families. An adaptive leader would need to require engaging and mobilising people, questioning people's assumptions, perceptions, beliefs, attitudes, and behaviours. This would be required to create a common vision to achieve the developmental goals of FLN. A few characteristics of an adaptive leader are:
 - ▲ Exerting influence
 - ▲ Embracing vulnerability of parents and children
 - ▲ Creating trust

- ▲ Leading through difficult, multi-dimensional and adaptive challenges
- ▲ Carving space for creativity
- ▲ Listening to people who are at fringes, marginalised or even deviant – so that all feel valued and heard
- ▲ Creating ‘workable solutions’ by engaging with people

* **Collaborative leadership:** This form of leadership rests on human interactions. It implies collaboration of people, ideas, decisions, and events. Collaborative processes foster shared commitment to achieving important goals, broad participation, and collaboration in decision-making and shared accountability for student learning outcomes. A collaborative leader needs to bring together all the stakeholders and facilitate:

- ▲ Developing a shared vision, people working collaboratively to achieve vision
- ▲ Task distribution
- ▲ Conditions that support effective learning-teaching processes
- ▲ Capacity development of self and teachers on professional learning and exchange
- ▲ Practicing leadership that increases the school’s capacity for improving teachers’ instructional expertise with effect on strengthening FLN skills
- ▲ Creation of mutual respect
- ▲ Stakeholder involvement
- ▲ Shared responsibility

* **Transformational leadership:** This is the process by which the school leader engages with others and creates a connection that results in increased motivation and professional ethics in both the leader and the colleagues. The prime focus of transformational leadership is on establishing a productive school culture and a clear and collaborative vision to enhance the quality teaching-learning processes, developing people, and improving the organisation. The school leaders not only adapt to the changing situation but also try to change and transform the existing system by creating a vision, taking initiative, and adopting a problem-solving attitude.

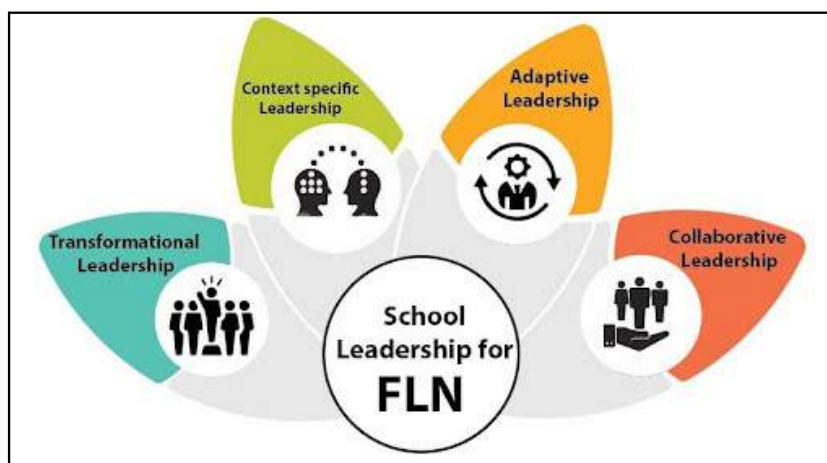


Fig 2: Different Models on School Leadership Development for Strengthening FLN

1.4 Activity 1: Try It Yourself

Activity 1 : Defining context- based School Pathways for Aims of FLN

Aims of FLN Mission	What will be your key action steps (2-3) as a school leader for creating conditions to achieve the aims of FLN?	Which stakeholders will you involve?
Creating an inclusive classroom		
Enabling children to become motivated, independent, and engaged readers and writers with comprehension		
Building numeracy and spatial understanding skills		
Ensuring availability and effective usage of high quality and culturally responsive teaching-learning material		
Capacity building of teachers and resource persons		
Engaging with all stakeholders for lifelong learning of each		
Student assessment through different methods		
Tracking of learning levels of all students		

1.5 Activity 2: Reflect

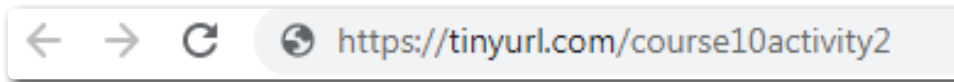
How will you engage with different stakeholders to adapt to the learning needs of children of 3-9 years of age? Reflect on your role as a School Leader.

Steps to be followed:

Step 1: Accessing the activity page

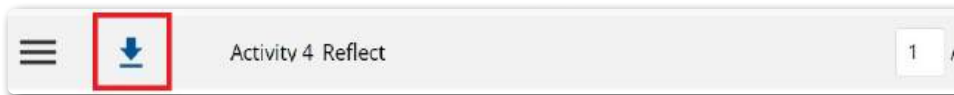
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course10activity2>

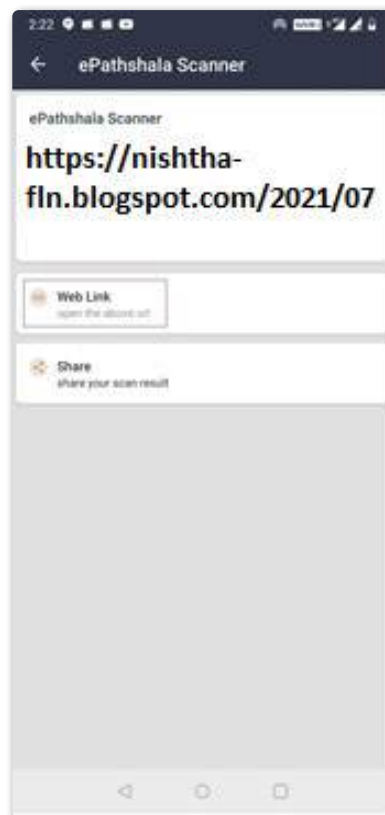
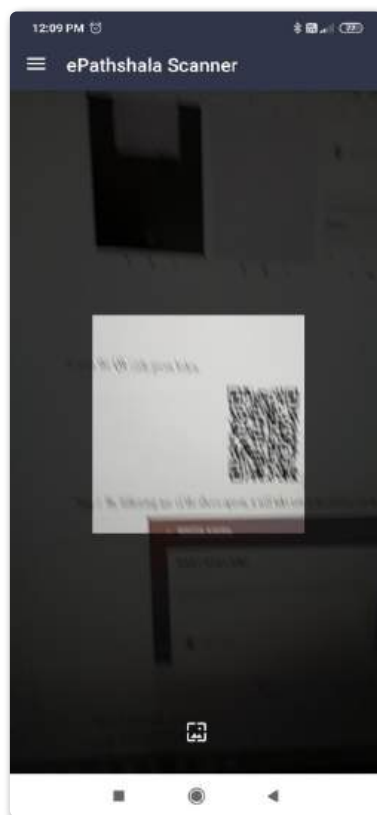


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

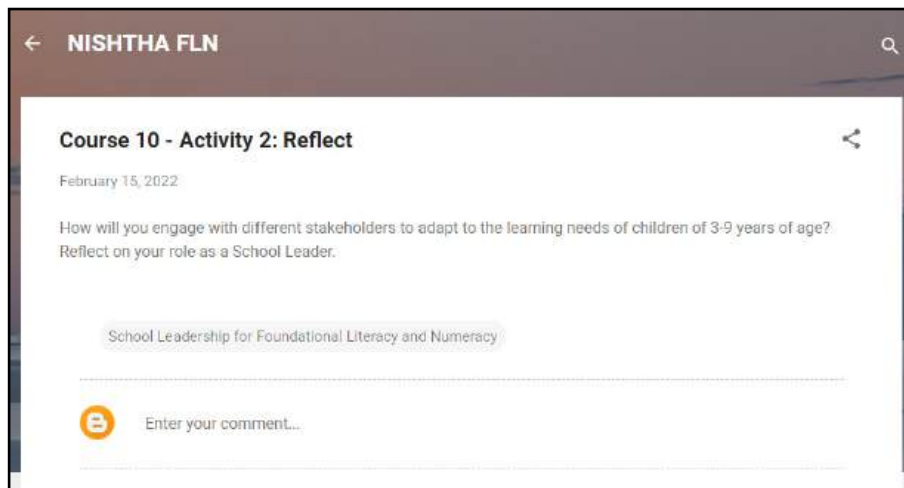
<https://nishtha-fln.blogspot.com/2022/02/course-10-activity-2-reflect.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.

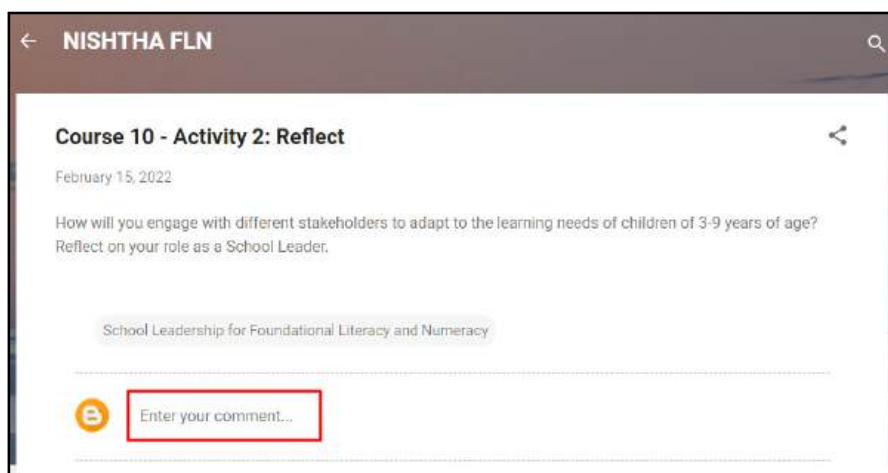


Step 2: Following any of the above option will take to an external site as shown below

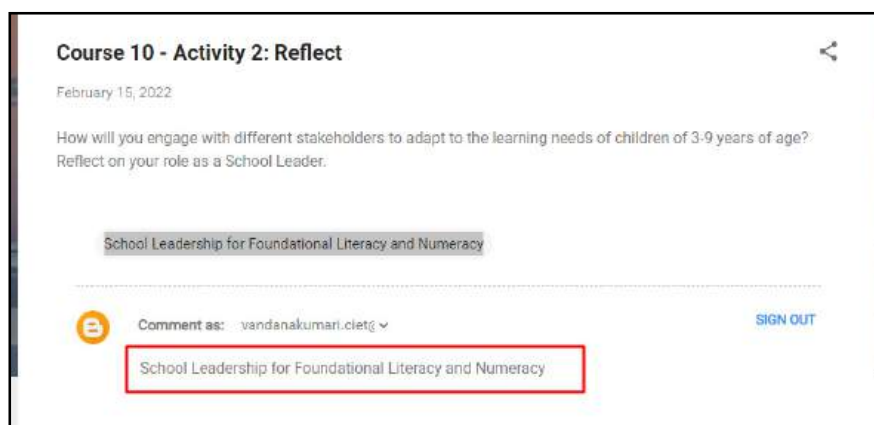


Step 3: Post your response

- * Read the given activity
- * Click on **Enter your comment**



- * Type your response in the comment box.



* Click **PUBLISH**

The screenshot shows a Blogger comment form. At the top, it says "Course 10 - Activity 2: Reflect" with a share icon. Below that is the date "February 15, 2022" and the question: "How will you engage with different stakeholders to adapt to the learning needs of children of 3-9 years of age? Reflect on your role as a School Leader." A text input field contains "School Leadership for Foundational Literacy and Numeracy". Below the input field, it says "Comment as: vandanakumari.ciet@v" with a "SIGN OUT" link. Below that, it says "School Leadership for Foundational Literacy and Numeracy". At the bottom left, there is a "Notify me" checkbox. At the bottom right, there is a "PUBLISH" button highlighted with a red box.

* If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

The screenshot shows the Google Sign in page. At the top, it says "Google" and "Sign in". Below that, it says "Continue to Blogger". There is a text input field for "Email or phone". Below the input field, there is a link "Forgot email?". Below that, it says "Not your computer? Use Guest mode to sign in privately." and a link "Learn more". At the bottom left, there is a link "Create account". At the bottom right, there is a "Next" button.

* After logging in, enter **Display Name** and then click on **Continue to Blogger**.

The screenshot shows the Blogger profile confirmation page. At the top, it says "Blogger" and "Welcome to Blogger". Below that, it says "Confirm Your Profile". Below that, it says "The profile that readers will see when they view your posts is shown below:". Below that, it says "You will be seen as...". Below that, it says "Blogger profile" and "Display Name" with a text input field highlighted by a red box. At the bottom left, there is a "Continue to Blogger" button highlighted by a red box.

* Click on **PUBLISH**. The comment will be posted.

The screenshot shows a mobile application interface for NISHTHA FLN. At the top, there is a navigation bar with a back arrow, the text "NISHTHA FLN", and a search icon. Below this is a header for "Course 10 - Activity 2: Reflect" with a share icon. The main content area contains a date "February 15, 2022" and a reflection prompt: "How will you engage with different stakeholders to adapt to the learning needs of children of 3-9 years of age? Reflect on your role as a School Leader." Below the prompt is a grey pill-shaped label "School Leadership for Foundational Literacy and Numeracy". A horizontal dashed line separates this from a comment section. The comment is from a user named "Unknown" with a profile picture of a blue letter 'B'. The comment text is "School Leadership for Foundational Literacy and Numeracy" and includes a "REPLY" link. At the bottom of the comment section, it says "Your comment was published.".



Module 02

Pedagogical Leadership for Foundational Literacy and Numeracy



Module 2: Pedagogical Leadership for Foundational Literacy and Numeracy

2.1 Who is a Pedagogical Leader?

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_3134601203025346561870

Transcript

Dr. Puja: Welcome school leaders and teachers. We all know that FLN has become a national mission in which the role of the school leader is critical. This course has visualised school leaders as pedagogical leaders to meet the expectations and demands emerging from our commitment to strengthen foundational literacy and numeracy among young children of the age group of 3-9 years.

Let us discuss the prerequisites for becoming a pedagogical leader. We have with us Prof. Sunita Chugh and Dr Charu Smita Malik. I am Dr Puja Singhal.

Dr. Puja to Prof. Sunita: Prof. Sunita, who is a pedagogical leader? What does he and she do?

Prof. Sunita: Dr. Puja, Pedagogical Leader is a person having deep understanding of knowledge and transaction skills to lead the pedagogies of different subjects and disciplines. The aim of a Pedagogical leader is to create a conducive learning environment for all children and help them attain desired learning outcomes. For this, well planned pedagogical practices are required that can contribute in holistic development of a child including all developmental domains- cognitive socio-emotional, language and literacy, psycho-motor, numeracy and creative development that are interlinked with each other. School leaders have to have a knowledge about what the child needs at the age

of 3, what kind of emotional needs are of the child, the health needs of the child and what kind of learning pedagogy are required for the age group of 3-6 years .

Dr. Puja to Prof. Sunita: Mam, now I want to know what is the importance of a pedagogical leader in the context of foundational literacy and numeracy?

Prof. Sunita: Dr. Puja, As you know that the foundational stage of children's education is crucial for their cognitive, socio-emotional, and creative development. The learners belonging to the age group of 3-9 years are beginning their life path; hence, school processes must accord them with exposure, experimentation and free will to learn new skills. As children progress from the age group 3-6 years, where the predominant pedagogy is that of play-way, they can be given different kinds of toys, so that play-way methodology can be adopted in the school. During 6-9 years of age, their foundational literacy and numeracy skills are strengthened. Further, these pedagogies are not based on 'chalk and talk' method but focus on activity-based learning and exposure to experimentation. For example they can be given some kind of blocks where they can learn as to the colours, they can also learn the counting from that. To facilitate this, a pedagogical leadership needs to collaborate with pre-school and primary school teachers, *anganwadi* workers, *balvatika* teachers, educational functionaries and CDPOs (Child Development Project Officers). I hope Dr. Puja, you got the answer to your question.

Dr. Puja to Dr. Charu: Yes madam, this gives us clarity on why a pedagogical leader is needed for young children. Dr. Charu, I would like to know what must be the perspective of a pedagogical leader. How can she create a vision for her school?

Dr. Charu: You know Dr. Puja, vision building is a core element of leading a school. Since the foundational stage of children's education requires support and contribution of several stakeholders – *balvatika* teachers, *anganwadi*, school head, CDPO, parents, community and education officers at the block and district level. A school leader must be able to bring them all together on a common platform to converse around issues of child development. The vision of a school leader must be to prepare the children of 3-9 years with strong skills of foundational literacy and numeracy. This would enable the children to gain learning competencies for Grade III and effective transit into Grade IV. A futuristic and at the same time, a practical vision, helps the school leadership team to realize the goals within a specific time frame. An example of a vision statement could be:-

"Build a safe and happy environment for children where they can explore, experiment and learn skills of foundational literacy and numeracy"

Dr. Charu to Dr. Puja: Dr Puja, I know you have researched leadership attributes. What according to you can be some of the basic leadership attributes of a pedagogical leader?

Dr. Puja: Dr. Charu, since we are dealing with children of 3-9 years of age, it is crucial that one of the core attributes be that of: a positive and a flexible mindset. Within a positive framework, a school leader and teachers need to be flexible in both their mindset as well as in approach. We know that the attention span of children of 3-6 years of age is very short, and they need to be engaged primarily through play-based pedagogies. It is often seen that children switch to multiple objects or perceptions of the outer world. A leader must ensure and coach the teachers to be facilitators in the child's journey. A rigid approach may work against children's dispositions and lead to the child's disinterest and drop-out.

Other attributes of school leaders for foundational stage can be like:

Taking initiative, Bringing people together on a common platform, Building trust, Understanding emotions and feelings, Keen observer, understanding developmental needs of children, Openness, Understanding of pedagogical leadership.

Dr. Charu to Dr. Puja: Yes, correct. Let us delve deeper into pedagogical leadership. Dr Puja, what are the pedagogical approaches that can be employed for learning-teaching processes of children of 3-9 years of age group?



Fig. 3: Pedagogical Approaches for Young Learners

Dr. Puja to Dr. Charu: Dr. Charu there are various pedagogies that can be employed for children of 3-9 years of age group like theme based, play based, activity based, project based and story-telling method etc. These approaches are very helpful in developing creativity and competencies among young children. If we talk about story telling method this has the potential of developing emotional intelligence and enable children to understand human behaviour and relationships. In addition, short stories centering around animals and interactions of humans-animals-plants can relate concepts to the real-world experiences. Children are able to learn new vocabulary and language structures. Next is Play-based approach which is based on the natural

phenomenon of the children, that is their inclination towards playful activities. This is helpful for the children to explore, discover and solve problems in playful manner. For example, playing hide and seek with their friends helps them to understand the concept of team, coordination, critical thinking. Or if we talk about Theme-Based Approach in which various areas of the curriculum are linked together and combined within a theme. Through the theme, children get to recognize their own unique strengths and explore multiple ways of learning. For example, considering fruits and vegetables as a theme, a teacher can facilitate learning the concepts of colours, shapes, numbers, sizes, vocabulary etc.

Dr. Sunita to Dr. Puja: Dr. Puja I would like to add that you know the children should be given stories and poems in their local context and in their local language especially when we are considering children of 3-9 years, then that makes them more friendly to the school environment.

Dr. Puja to Dr. Charu: Dr. Charu, what are the initial steps for a school leader to assess and plan for Foundational Literacy and Numeracy activities?

Dr. Charu: In order to facilitate children, accomplish learning competencies, first school leaders and teachers need to be aware of developmental needs of children. Each child is different and has her own pace of learning. For instance, some children speak clearly at the age of 3 while some may be able to do scribbling well. These characteristics of children progress with age, and there is a difference in abilities of younger and older children. Teachers need to understand this natural process of child development and changing needs of the child.



Fig 4: Three-pronged strategy to attain Learning Outcomes of FLN

The second is to adopt developmentally appropriate practices (DAP) as per the needs of the child and its prior planning is always beneficial for better outcomes. Pedagogical

leaders ensure that teachers plan their activities in a phased manner, which implies that a teacher must gradually introduce new concepts with the child, or we can say they can move from simple to more complex concepts. For this they can emphasize on creating interactive learning through classrooms including print material, accessible toys and other resources like objects, puzzles, etc. Toy based or game-based pedagogy is helpful in engaging the child of 3-6 years of age group in learning process, while experiential and art-based learning is valuable for younger learners of age group 6-9 years.

Dr. Charu to Prof. Sunita: Mam, since you are the most experienced, what do you think is the most important expectation from a school leader who wishes to strengthen Foundational Literacy and Numeracy in his or her school?

Prof. Sunita: Dr. Charu, since foundational literacy and numeracy is going to be introduced for the first time then there are multiple expectations from the school leaders as we know that, leadership is a process of exerting influence on self, others, and school's circumstances. As a leader of the primary or the elementary school, a school head is expected to bring positive changes in how she/he perceives children of such a tender age, his/her understanding of developmental needs of children of 3-9 years of age and what is expected of a school (in terms of infrastructure, resources and print-rich environment); most importantly, influence teachers of the primary school and *balvatika*/ pre-school teachers to act as facilitators in strengthening foundational literacy and numeracy.

At this stage of education, a school leader must have the requisite knowledge, skills, and dispositions to network with the community, parents, and other stakeholders to create a conducive learning environment at both school and home. She/he must also act as the focal point of contact for both the educational functionaries such as the Block Education Officer and the child development project officer of the ICDS scheme. Building trust and understanding inter-personal relations is equally important while networking with parents and community.

Dr. Puja: Friends, hope this discussion with Dr. Sunita Chugh and Dr. Charu Smita Malik helped clarify the concept of a Pedagogical Leader. A pedagogical leader, along with her/his team, builds a collaborative vision and develops a clear roadmap on various strategies such as assessing developmental needs of children, employing different age-appropriate pedagogies to strengthen FLN skills, designing assessments as learning, networking with parents, community and system level functionaries. All these areas of intervention will help in building competencies among children to prepare them for later grades of schooling. However, the most important aspect to remember is that a pedagogical leader has to develop a conducive environment where interactions between child to child and child to adult are fear free and meaningful conversation so that children learn, co-create, explore and experiment in a joyful manner.

2.2

Activity 3: Explore

Do the activity by scanning the QR code



or

Click on the link

https://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1671

2.3

Activity 4: Share Your Thoughts

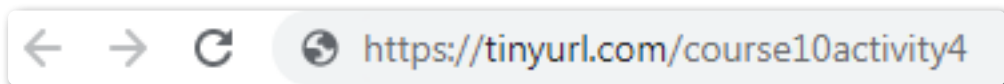
How will you ensure achievement of learning competencies of children in the 3-9 years age group? Share Your Thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course10activity4>



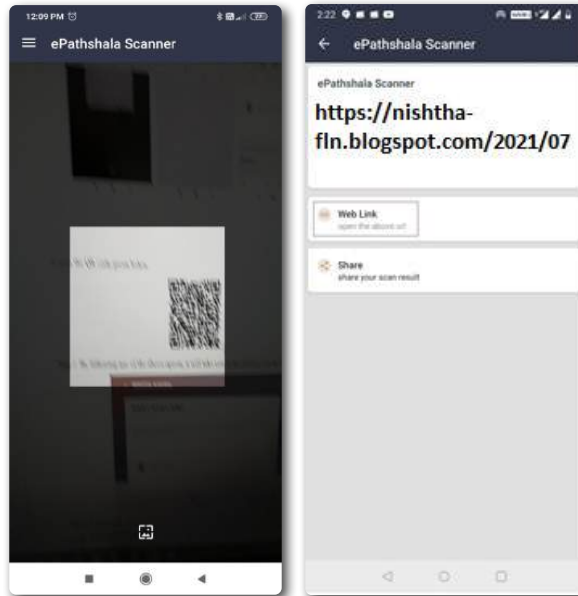
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-10-activity-4-share-your-thoughts.html>

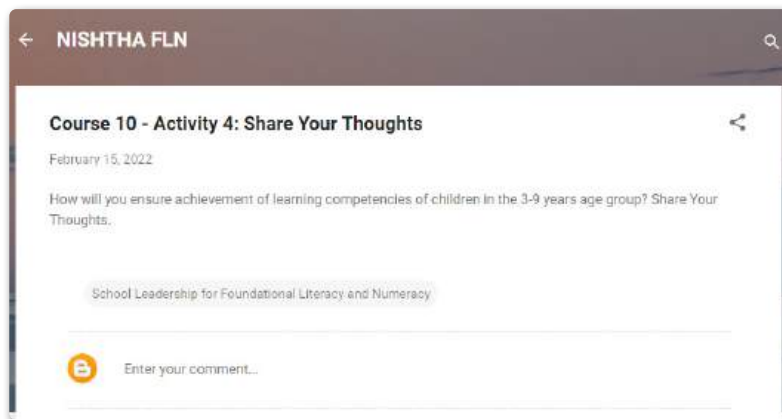


Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.



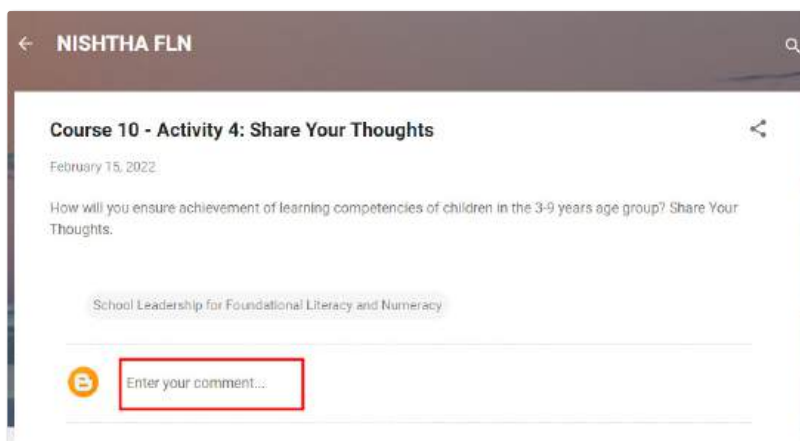


Step 2: Following any of the above option will take to an external site as shown below

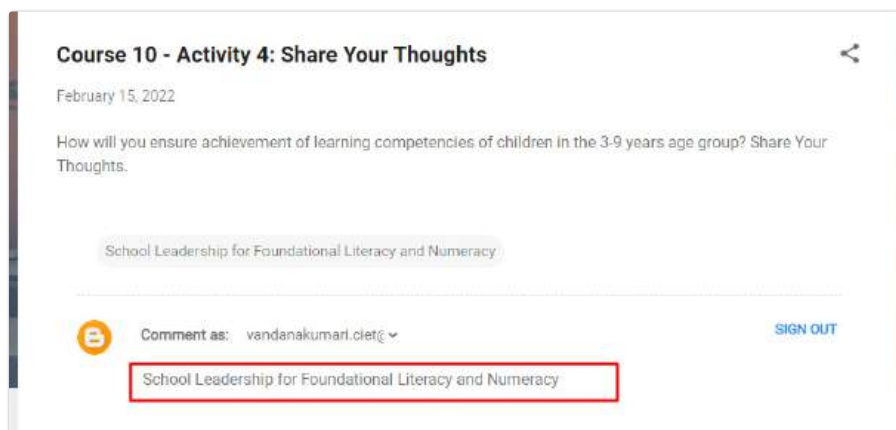


Step 3: Post your response

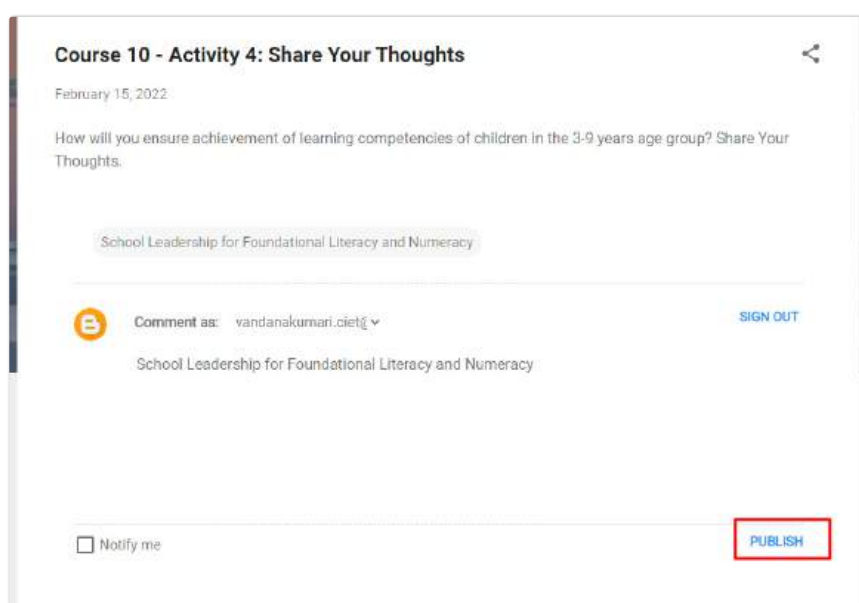
- * Read the given activity
- * Click on **Enter your comment**



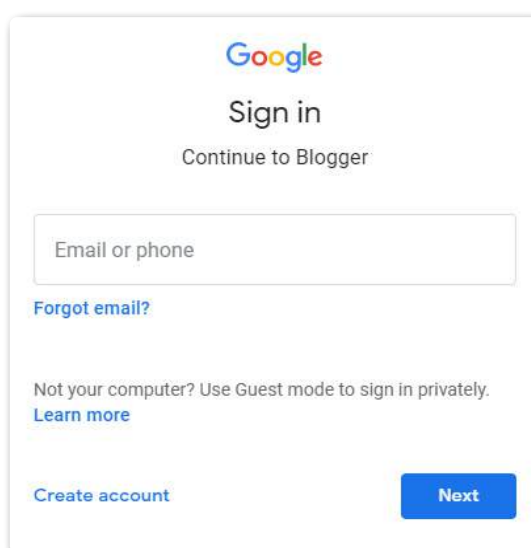
- * Type your response in the comment box.



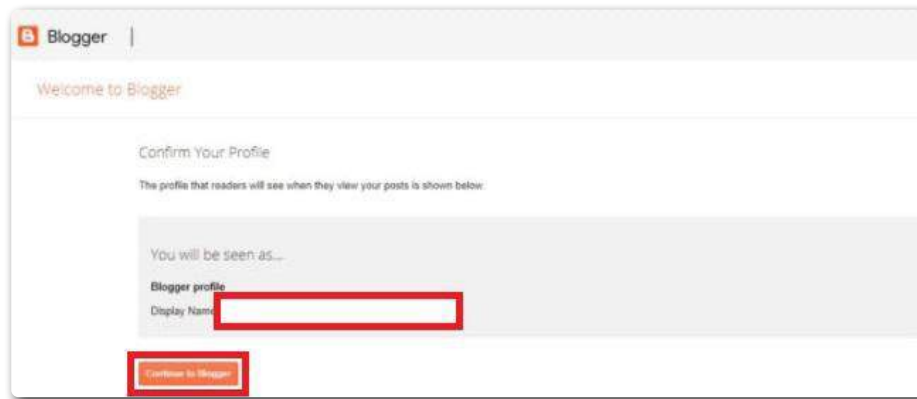
- * Click **PUBLISH**



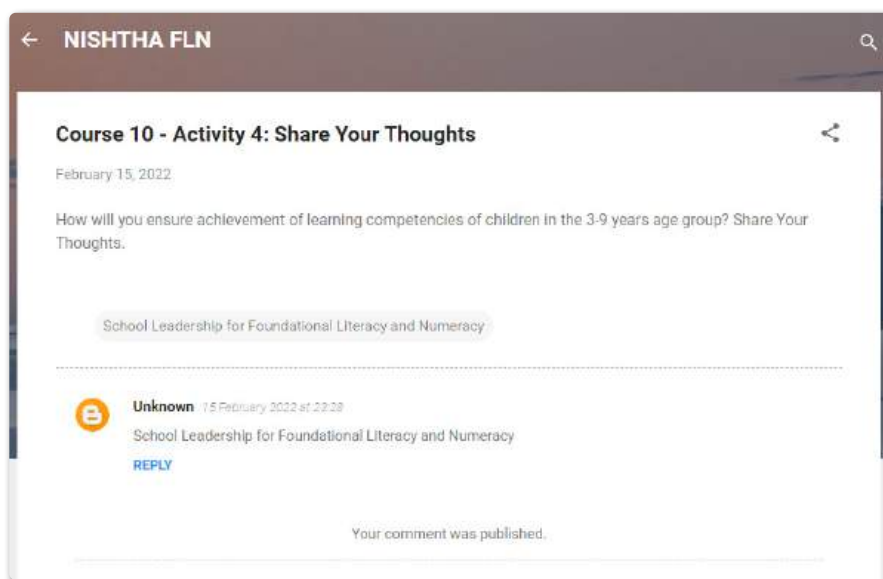
- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



* After logging in, enter **Display Name** and then click on **Continue to Blogger**.



* Click on **PUBLISH**. The comment will be posted.



2.4

How to become a Pedagogical Leader?

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_3134601228048875521871

Sutradhar: Welcome School Leaders and Teachers, in this demonstration of pedagogical leadership, we present before you scene 1. In scene 1, the school leader of the primary school is well aware of the fact that to ensure children are achieving learning competencies in primary grades, the foundational learning needs to be strengthened. Hence, she is discussing pedagogies that are age appropriate in pre school and primary grades with teachers of the pre school and the primary class.

Scene 1

School Head: Dear Teachers, Let us discuss the pedagogy that you employ in pre primary school for strengthening the concept for the age group 3-4 years. Monika ji, would you like to share with us?

Teacher, Pre-School (Monika): Yes madam, I am transacting the number concept with the help of fingers like (by showing fingers) 1,2,3 and repeating it with children again and again to make them remember the numbers. Slowly and slowly, they will be able to recognize and learn to write.

School Head: Ok Monika Ji, don't you think transacting number concept with the help of fingers is a traditional teacher centred method, can we use some new technologies or joyful and engaging methodology for such young children?

Teacher, Pre-School (Monika ji): Yes madam

School Head: Okay, Alka ji, now you tell us about your transaction methodology for young children?

Teacher, Primary Grade (Alka ji): Madam, generally I use play way method like Hop/ jump on number train. I used to cut out papers from 1 to 10 and stick on the floor with the help of coloured tape. Then I ask the students to jump on the particular number. In this process, I also feel like a child with them. I believe in learning by play-way method.

The another way is by asking questions related to the things that they are aware of like, how many eyes do we have? Identify that number

How many hands do you have...? select that number.... and so on.

School Head: Great Alkaji, this sounds really interesting, while transacting number concepts, to the age group of 3-4 years, 'chalk and talk methodology is not useful, and we must use a learning methodology, where the **'child must be at the centre'**. This will develop your trust with the children, and also create a fear free environment in the schools and we can see that this will also connect the children with their real-life experiences. Do you agree with me, Monika ji?

Teacher, Pre-School (Monika ji): Yes madam, I am learning the new pedagogies during this discussion.

School Head: Monikaji, you must be in regular touch with Alkaji for learning new teaching-learning methodologies and we can have a review meeting every week for foundational learning progress in pre-primary schools.

Scene 2

Sutradhar: In this scene, the school leader of the primary school is discussing issues with the parents of children studying in primary grades. The school is located in a rural area.

School Head: Today we are having a meeting with parents, welcome both of you.

School Head to Parent1 (Poornima): Poornima ji, I want to ask you whether your child is able to understand mathematical calculations...and how you are helping your child to revise learnings at home?

Poornima ji: Yes madam... my daughter Gaurangi is in Grade 3. She has understood the concept of calculations very well and is also using it in daily life. Alka ma'am is a great teacher, she listens to all children very carefully and make them understand well. Once I had visited the classroom and I found that all the children were listening to her with great interest and were learning the concept. At home also I revise these concepts by using toys and stories and try to make her understand. For doing all this, I was guided by Alka mam in the last parent teacher meeting.

School Head to Poornima ji: Very good Poornima Ji, at home also you are using storytelling and toy-based pedagogy method for assessing the learning of your child. That will help her to strengthen her mathematical calculations and I want to give one suggestion that You should be in touch with Alka ji. She will share new educational pedagogies with you.

School Head to Satish: How are you Satish ji? How is your son Garwit?

Satish to Principal: Madam ji, I am fine. I am a farmer and I am not well educated. My son plays all the time.... he doesn't listen to me ..pls guide me what to do...how can I help in his learning at home...

School Head to Satish: Relax Satish ji...I know Garvit, I have played with him many times. He is doing fine! Since he is in Grade 1, you can use natural resources to reinforce concepts learnt in school. Since you are a farmer, you can use natural resources like trees, plants, flowers and vegetables to revise his course and strengthen it. I want to give one suggestion that you should be in touch with Suman ji, who is a teacher of Grade 1, she will share new educational pedagogies that will help you.

Satish ji to School Head: Thanks Madam ji, I will use these techniques while Garwit visits my farm!

School Head to All: Thanks to both of you for participating in the discussion of assessing learning of children at home and usage of different techniques for the same.

Poornima and Satish: Thank you Mam!

A pedagogical leader employs various methods to strengthen foundational literacy and numeracy among young children such as coaching and mentoring teachers on child centered pedagogies, involving parents in learning the transactivities of children so that they can achieve age appropriate learning competencies, collaboratively designing assessments that has been integrated into the learning processes etc. The role of a pedagogical leader is critical in shaping young lives for ensuring that foundational literacy and numeracy is strengthened.



Module 03

Building Successful Partnerships of School, Family, Community for FLN



Module 3: Building Successful Partnerships of School, Family, Community for FLN

3.1

Engaging Parents, Family and Community to Achieve the Aims of FLN

FLN concerns itself with the building skills of children in the age group of 6-9 years. It is a known fact that at such a tender age, a child is most close to the mother/guardian, family and the surroundings of home. A school leader needs to appreciate and understand the role of parents, family and community in the foundational stage of learning of children. The school needs to strengthen ties with these stakeholders so that children feel a continuum from the home to the school and back. There are multiple ways through which school leaders can involve parents, families and community members to achieve the aims of FLN. School-parents-family-community partnerships are considered to be more effective when these are able to influence the developmental trajectories of a child including their social, emotional and cognitive parameters. Let us see how to bring these stakeholders together and contribute to strengthening FLN.

School-parent-family-community partnership matrix

The matrix below gives an overview of six types of school-parent-family -community partnerships that can enhance the foundational stage of learning of children. This model has been proposed by Joyce Epstein. The school leadership team can use various strategies in making these partnerships a reality. It is believed that these strategies help the school and community come together to build strong foundational learning of children. The Table below is an adaptation of Epstein's model in the Indian context.

Types	What	How-to (activities/practices)	How will the children and parents benefit?
TYPE 1: Parenting	Assist, support and communicate with parents to create a safe and learning home environment	<ul style="list-style-type: none"> - Co-create age and grade appropriate games and learning material for children - Conduct parent-family learning workshops 	<ul style="list-style-type: none"> - Children will feel a continuum between the home and the school - Children will share their ideas, feelings and thoughts in a fear-free environment at both home and the school

<p>TYPE 2: Communicating</p>	<p>Create proper channel of school-to-home and home-to-school communications about school programmes and children's progress</p>	<ul style="list-style-type: none"> - Encourage empathetic communication between school leader, teacher leader, parents and families - If possible, create WhatsApp group of parents - Share information about school programmes, ECCE day (early childhood and care day of the ICDS scheme), functions and events organised by primary school - Write comments in the diary of the child - Create a time slot for meeting the parents 	<ul style="list-style-type: none"> - Informed parents can support their child in a better way - Interactions and communication can guide parents to work on areas where the child needs help and guidance - Parents encourage their child to participate in school activities with greater zeal
<p>TYPE 3: Volunteering</p>	<p>Engage parents who volunteer in functions and activities of school</p>	<ul style="list-style-type: none"> - Create a temporary space in school for parents where they can come and contribute to learning processes of children - Collect information about talents and skills of parents, families and community members, which can be useful for strengthening FLN - Acknowledge parent, family and community volunteers through school newsletter or hosting some programmes 	<ul style="list-style-type: none"> - Children get a chance to interact with a diverse set of adults and learn from them - Interaction with different volunteers gives children exposure to different types of skills like dance, drama, toy-making, crafts, etc. - Parents and families come closer to their children and the school

<p>TYPE 4: Learning at home</p>	<p>Guide parents and families about how to help children at home with literacy and numeracy skills</p>	<ul style="list-style-type: none"> - Invite parents to utilise the school resource room - Help parents understand about learner assessments - Guide in providing a print-rich environment at home and refer to a list of activities they can do with their children regularly 	<ul style="list-style-type: none"> - Children benefit by relating concepts at home - Print-rich material help children to revise concepts regularly - Children become confident and become self-directed learners
<p>TYPE 5: Decision making</p>	<p>Involve parents in school decisions and management by developing them as leaders</p>	<ul style="list-style-type: none"> - Encourage parents to attend school improvement team meetings - Create space for active parent teacher meetings - Develop networks to link all families with parent representatives 	<ul style="list-style-type: none"> - Children get better connected with school and family - Parents are well aware of school activities and decisions
<p>TYPE 6: Collaborating with community</p>	<p>Co-ordinate resources and services from the community to support school programmes, family practices, and children's learning</p>	<ul style="list-style-type: none"> - Try to involve local community groups for volunteering, mentoring, and providing more exposure to children on varied relevant topics - Regularly organise FLN pertaining community level activities like orientation to <i>Vidyapravesh</i> or <i>Baal-Utsav</i>, etc. where parents can also participate with their children 	<ul style="list-style-type: none"> - Children are able to learn varied skill sets from community mentors, volunteers and other stakeholders - Children can showcase their talents and learn and build self-confidence

3.2

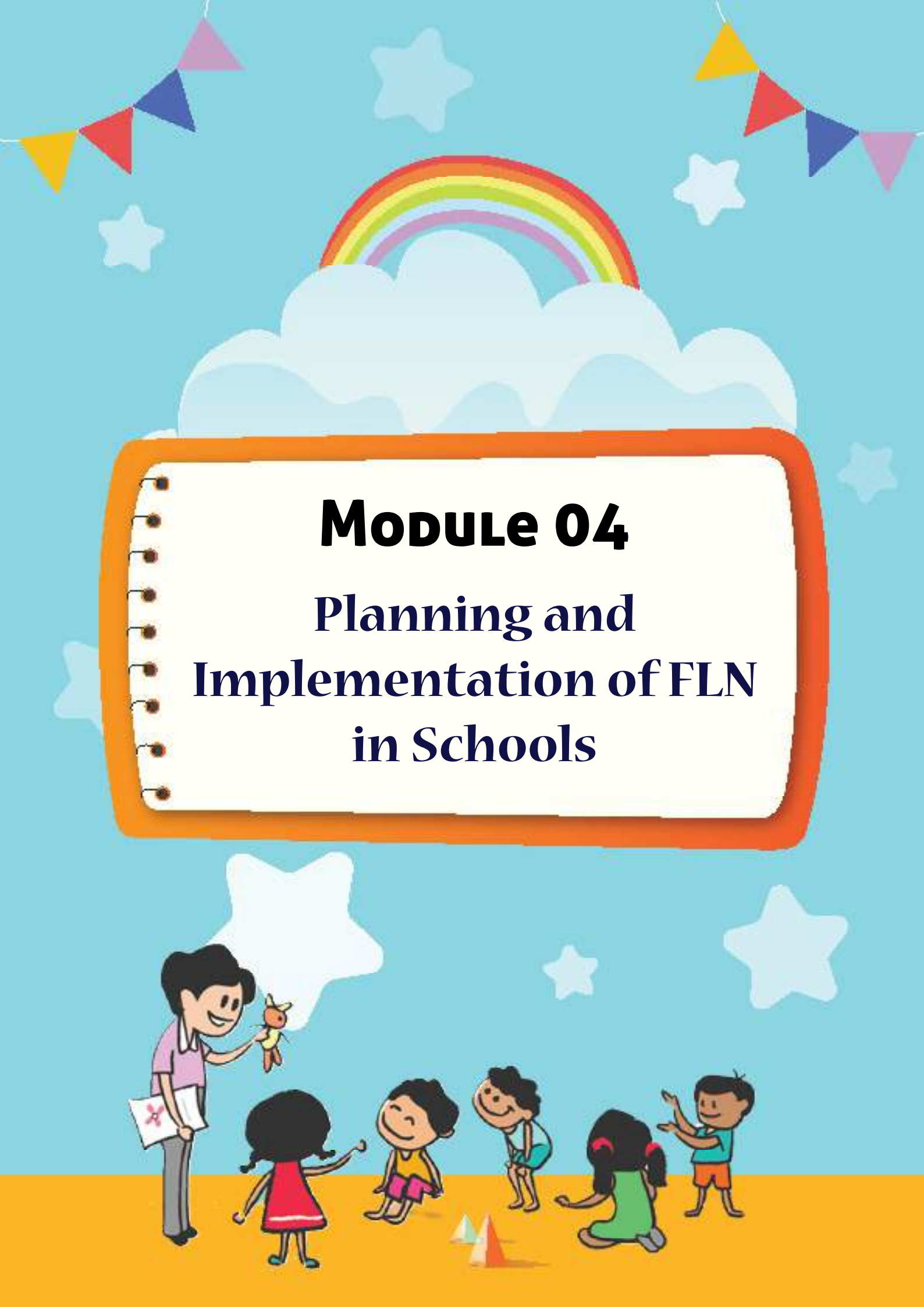
Activity 5: Try It Yourself

As a school leader, describe whether community collaboration is successfully operationalised and practiced in your school and what are the challenges and benefits of collaboration for children, parents and teachers.



After this, attempt the following table. Under each of the six types of partnership, how will you and your school team collaborate with parents, family, and community to strengthen FLN of children of 3-9 years of age? Write down the strategies in the context of your school.

Type	Strategies to foster stronger partnership
Type 1: Parenting	
Type 2: Communicating	
Type 3: Learning at Home	
Type 4: Volunteering	
Type 5: Decision Making	
Type 6: Collaborating with Community	



MODULE 04
Planning and
Implementation of FLN
in Schools



Module 4: Planning and Implementation of FLN in Schools

4.1

Conceptualising FLN at Block and School Level

The programme of FLN, for the first time, integrates the age group of 3-9 years into one continuum. Prior to 2021, the Early Childhood Care and Education (ECCE) of 3-6 years of age group came under the sole purview of the Integrated Child Development Scheme (ICDS) of the Ministry of Women and Child Development, Government of India. However, ICDS is still operational. To give a further impetus to the foundational stage of learning, the Ministry of Education has under the NIPUN mission brought into its purview the age group of 3-9 years, supplementing the first three years that are also part of the ICDS. In this context, it becomes very important that planning and implementing FLN becomes the joint responsibility of both the functionaries of the ICDS, such as the child development project officer and the *anganwadi* worker as well as the educational functionaries such as the block education officer, block resource coordinators, cluster resource coordinators, school leaders and teachers.

FLN envisages that there needs to be convergence between the efforts of ICDS and educational functionaries that include the district/block education officers, school leaders and the teachers. Efforts are continuing to bring about physical convergence whereby *anganwadi* or preschool centres are being relocated in primary school campuses through funds provided by the Ministry of Education. However, wherever this is not possible, it is encouraged that primary schools work in close collaboration with the *anganwadis*. Other than this, it is also visualised that programmatic convergence is also made possible in all aspects. For example, the ICDS celebrates ECCE day once a month. The primary school leader and teachers can also become part of the ECCE day, plan together and operationalise it as a joint function. Similarly, if a primary school leader holds a parent teacher meeting for Classes I, II and III, parents of children enrolled in *anganwadi* can also be invited, so that they are oriented to the requirements of Class I.

In the above context, planning and implementation of FLN can be visualised at two levels, one at the block level and the other at the school level. The next two resources deal with the following:

1. Implementation of FLN by school heads is a demonstration video that shows how a group of school leaders interact with the block education officer and the child development project officer to discuss strategies that can be employed for effectively implementing FLN in their schools.
2. Context-specific school development plan is an interactive activity that provides an outline on how a school leader can initiate the planning and implementation at school level to achieve the developmental goals outlined in FLN.

4.2

Implementation of Foundational Literacy and Numeracy by School Heads

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31346012393095168011045

Sutradhar: Welcome school leaders and teachers. This demonstration is a simulation of how school leaders at block level are discussing the implementation of Foundational Literacy and Numeracy. The school heads belong to elementary and composite schools. They are brainstorming and collaborating on the requirements and implementation strategies for FLN. This discussion also involves the Block Education Officers and the Child Development Project Officer. In this demonstration Jyoti, Anuradha and Nidhi are playing the role of a school leader, Dr. Puja Singhal is playing the role of Child Development Project Officer and Dr. Charu Malik is playing the role of Block Education Officer.

School leader (Jyoti): Namaskar! Welcome to the block level meeting of our school leaders. Today we have school leaders of primary, elementary and composite schools with us. We also welcome our BEO madam and CDPO madam in our meeting. Friends, as we all know, the National Mission on Foundational Literacy and Numeracy has been recently launched in 2021, we have already discussed and read about it in our cluster meetings. So what are your initial thoughts on FLN?

School leader (Nidhi): I think it is a great initiative. For many years, we have seen a deficit in the foundational learning among children of primary schools. So I think, I used to wonder if there can be ways through which we can strengthen foundational learning among the children. Foundational literacy and numeracy is a great initiative in strengthening the learning trajectory of children in their later classes.

School leader (Nidhi): True, and now with the age group of 3-9 years coming in the purview of FLN, children will be equipped with foundational literacy and numeracy from an early age, strengthening their skills, engaging them and making them involved

learners through various methods such as play-way, activity-based and toy-based pedagogies.

School leader (Jyoti) – BEO madam, how do you see this convergence between the pre-school units and primary schools?

BEO: Yes, See, the developmental goals of foundational literacy and numeracy are known to everybody and these are primarily three in number. One ensuring health and wellbeing of children helping them become effective communicators and facilitating the children to become involved learners and it is believed that foundational literacy and numeracy will greatly help them to do well academically in later grades of primary schooling. In Fact the concept of “learn to read, read to learn” is important to understand here, which means that in the early years children will be facilitated and their skills will be strengthen so that they can carry on with their journey of self-directed learning in later grades and I think FLN is a very good mission which is seen as continuum between preschool units and primary schools. So, What do you think CDPO madam?

CDPO: Yes madam, FLN is so important that I request to school leaders to communicate and supervise with the school teachers of our area. I also have some self-instructional modules of ICDS that i will share with you and that will improve the understanding of the developmental needs of young children.

BEO: Thankyou CDPO madam, we will continue to learn and discuss with you from time to time. Now I would like to ask the school leaders, what challenges are you facing in the implementation of FLN.

School leader (Jyoti): Madam, the problem that i am facing is that our teachers are not oriented towards this mission. I have been working with my teachers in enabling them to become the facilitators and not just the teachers. Over the past years, I have mentored my teachers and now they employ child-centred pedagogies and make their classrooms processes interactive and joyful. But we are not aware, how to facilitate children of young age specially 3-6 years. Can we arrange some capacity building programme for the teachers?

BEO: Yes, Most definitely.

School leader (Nidhi): Yes, I have observed the pre primary classes of my school campus have low enrolment. Parents are aware of sending their children to class 1 directly. They do not understand the important of pre primary education. I think we must hold parent sammelan (conference) in our school campus. We have a big playground in our school there we can accommodate a large number of important village representatives, Panchayati Raj Institutions and parents. We can orient the parents and community regarding the importance of FLN and can encourage them in enrolling the children of age group 3-9 years in pre primary and primary grades.

School leader (Anuradha): This is a very good idea. Orienting parents, community, capacity building of teachers of primary and pre-school levels. These are appropriate strategies for achieving the goal of FLN. Since I have been a resource person in my block, I can chalk out an orientation programme whereby teachers of schools in our block can become aware of the pedagogies for children of 3-9 years of age group. We also need to plan resources to make the primary schools become print-rich and toy-rich.

BEO: Yes these are very good strategies for achieving the goals of FLN. In fact, not just teachers, I was thinking that we can also have a capacity building programme for school leaders. And under the mission of FLN, we have visualised school leaders as pedagogical leaders. Who mentor and push their teachers on different pedagogies that are employed for building foundational literacy and numeracy skills among the children of 3 to 9 years of age. This can also act up as a followed NISHTHA-FLN mission. Where school leaders collaboratively design and create vision on how to implement FLN in their Schools? how to collaborate with parents, network with system level functionaries and ensure that FLN skills are strengthened among children of 3 to 9 years of age.

CDPO: Yes that would be good and I can also come for these workshops.

All: Yes

BEO to All: Very well then. Let us collaborate and commit ourselves to achieve the goals of FLN. We must ensure that each child of the age group of 3 to 9 years of age acquire competencies on foundational literacy and numeracy and become prepared to do well academic later grades of primary schools.

4.3

Activity 6: Preparing a Context-Specific School Development Plan-Explore

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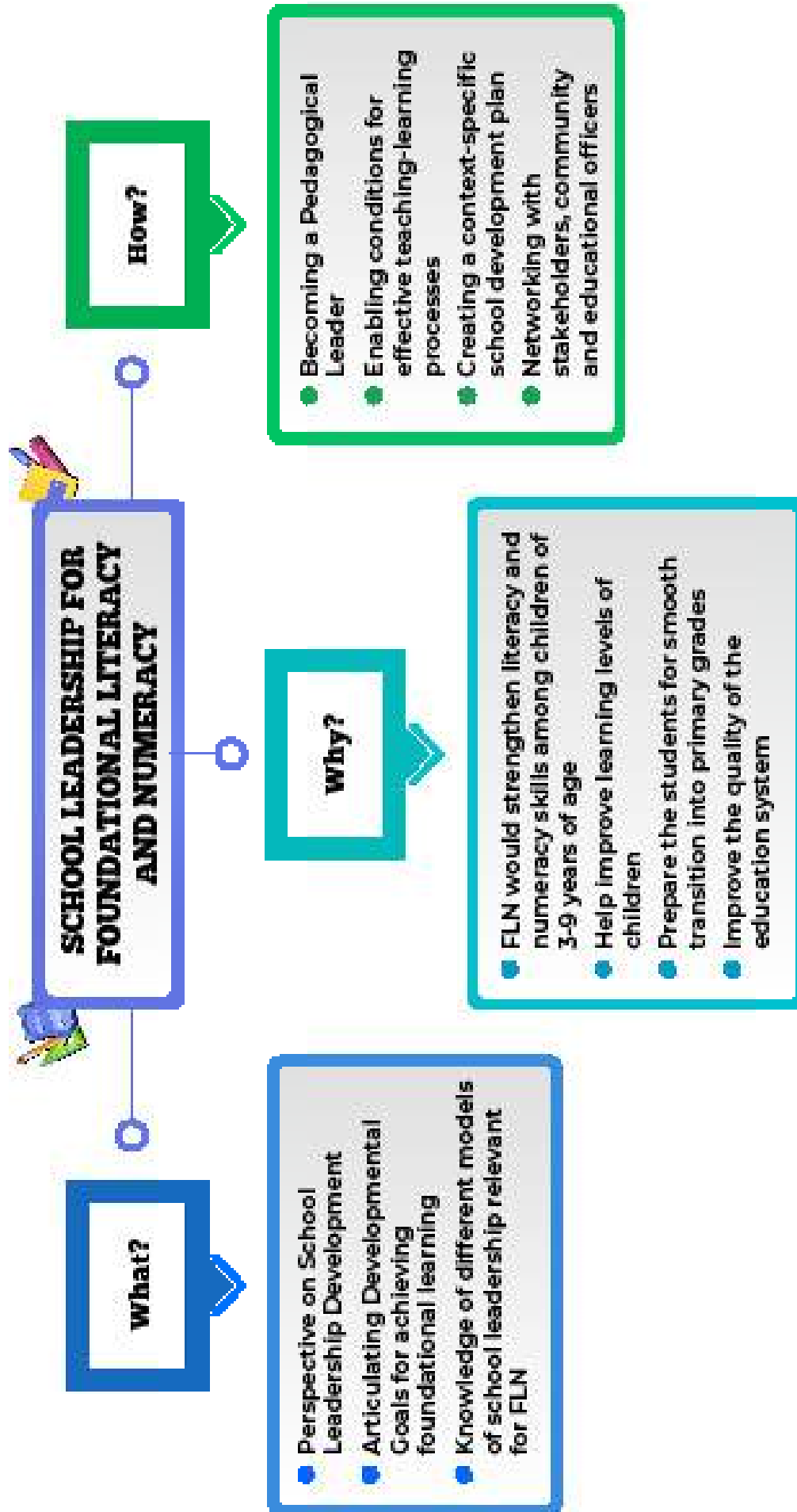


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Summary



Portfolio Activity

Assignment

For School Leader of Primary School

After going through this course, along with other stakeholders, design a framework for implementing your plan for FLN, with clear action points for each of the constituent themes. Clearly define what you, as a school leadership team (school head, teachers, selected students, selected parents) seek to achieve as concrete outcomes with regard to FLN for this academic year. For this you can take help of the course resource on school development plan.

For Teacher Leader of Primary School

After going through this course, as a teacher leader how will you plan for strengthening FLN skills amongst children of 3-9 years of age? What new knowledge, skills and attitudes will you need to enhance to become prepared for this new initiative? Develop a plan for your professional development including the new pedagogies that you will employ to build foundational skills among children.

Additional Resources

References

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- * Margaret E. Vitale et. al., (2017) Key Characteristics of Collaborative Leadership in Elementary Schools: Understanding the Perceptions of Principals and Teachers, Ed.D. Drexel University

Weblinks

- * NIPUN BHARAT GUIDELINES:
https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
- * Continuous and Comprehensive Evaluation Guidelines:
<https://ncert.nic.in/pdf/announcement/CCE-Guidelines.pdf>
- * Students' Learning Enhancement Guidelines:
https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf
- * Learning Outcomes at Secondary Stage:
https://ncert.nic.in/pdf/notice/learning_outcomes.pdf
- * Pedagogical Leadership – An Insight:

<http://www.progressiveschool.in/pedagogical-leadership-an-insight/>

* A Principal's Reflections:

<http://esheninger.blogspot.com/2021/07/pedagogical-leadership.html>

* Nipun Bharat:

<https://static.pib.gov.in/WriteReadData/specificdocs/documents/2021/jul/doc20217531.pdf>



COURSE 11

Integration of ICT in Teaching, Learning and Assessment

Course 11: Course Information

▶ Course Overview

- Description of the Course
- Keywords
- Objectives
- Course Outline

▶ 1. Introduction to Technology in Education

- Technology and FLN: An Introduction

▶ 2. What is Information and Communication Technology (ICT)?

- Concept of ICT
- Activity 1: Check Your Understanding

▶ 3. How does ICT Support the Teaching - Learning Process?

- Activity 2: Share Your Thoughts
- Possibilities of ICT Integration
- Activity 3: Explore

▶ 4. How to Integrate Technology in Education?

- Parameters to Use Technology in Education
- Parameter 1: Nature of Content
- Parameter 2: Context
- Activity 4: Do Yourself
- Parameter 3: Method of teaching/ learning
- Parameter 4: Technology/ Tools/ eContent
- Safety Concerns
- Activity 5: Do Yourself

▶ 5. Which Technology to be used?

- Digital Resources for Foundational Literacy and Numeracy
- Additional Activity: Explore Digital Initiatives
- Digital Tools for Foundational Literacy and Numeracy
- Activity 6: Share Your Ideas

▶ **6. How to design a Content-Pedagogy-Technology Integrated Session plan?**

- Content-Pedagogy-Technology Integration: An Exemplar

▶ **Summary**

▶ **Portfolio Activity**

- » Assignment

▶ **Additional Resources**

- » References
- » Weblinks

COURSE OVERVIEW

Description of the Course

The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Keywords

NISHTHAFLN, ICT IN EDUCATION, ICT-PEDAGOGY INTEGRATION, TPACK, EDUCATIONAL TECHNOLOGY, FLN, ECCE, USE OF ICT

Objectives

On completion of this course, the learners will be able to:

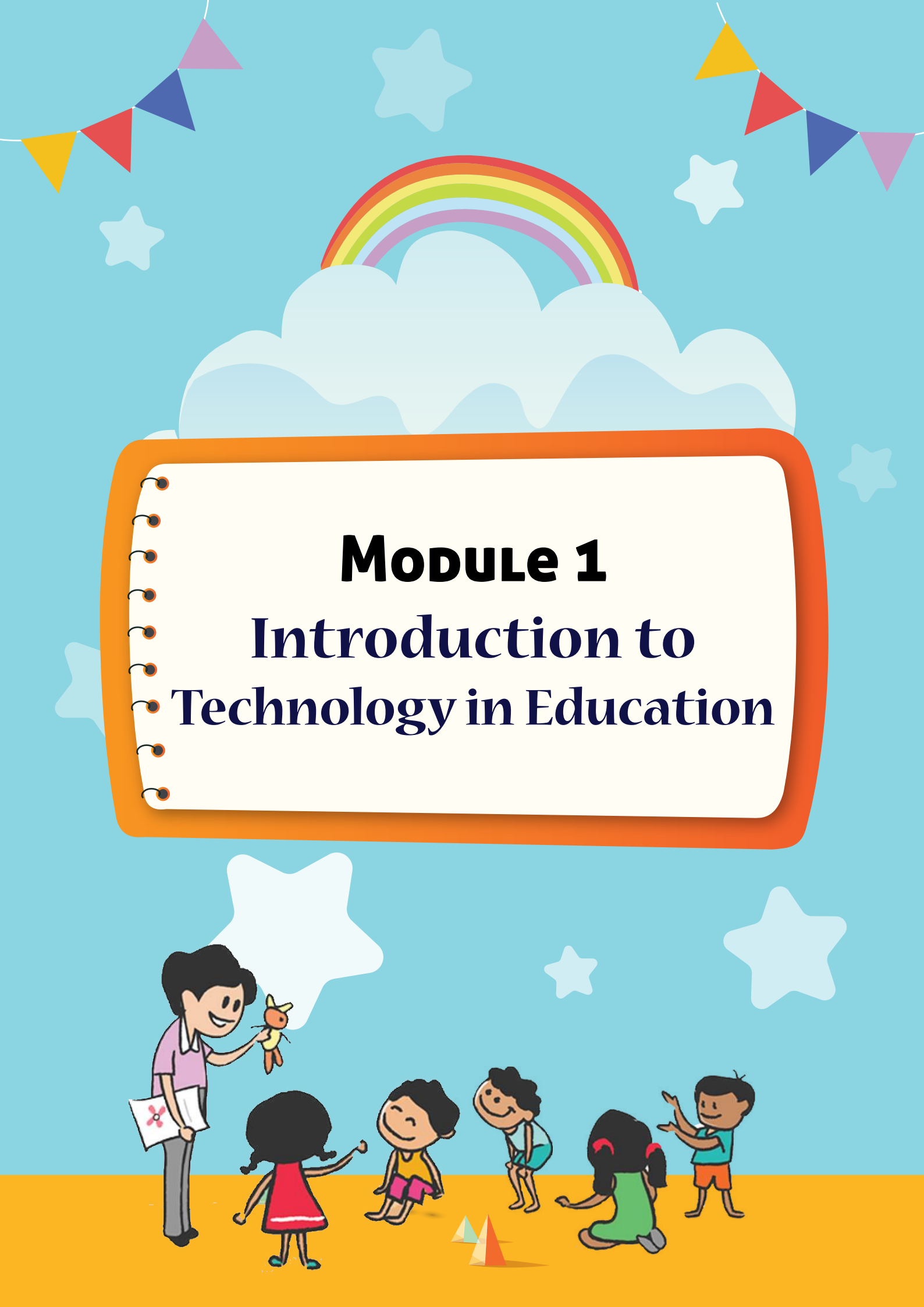
- Describe Information and Communication Technology (ICT)
- Explain the benefits of integrating technology with pedagogy for the development of FLN among students
- Identify and explain the use of various ICT tools in teaching, learning, and assessment
- Identify appropriate learning resources suitable 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



Course Outline

- 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





MODULE 1
Introduction to
Technology in Education



Module 1: Introduction to Technology in Education

1.1 Technology and FLN: An Introduction

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348380941620019211995

Transcript

Hello friends, as we know technology has nowadays penetrated almost every walk of our lives including all stages of life. Many of us adults are amazed to see a very young child even browsing through a mobile and even before they stand, walk even talk, they are able to play videos at ease. Nowadays even kids are accessing and gathering a lot of information about various aspects of life even before they go to school and learn. It is due to technology and the resources which have become directly accessible by them as well. During pandemic, it has been observed that mobile phones used by children has increased tremendously, not only increasing the opportunities to learn but also threat to get exposed to unwanted and unpleasant experiences in the cyber world. It has become a natural phenomenon where no child can escape from this scenario. As Siraj-Blatchford and Whitebread (2003) point out, young children today are growing up in a world which not only contains technology but also is being increasingly shaped by Information and Communication Technologies i.e ICT.

With implementation of National Education Policy 2020, education landscape in India has brightened up lately. Having direct linkage with skill development, employability, and job creation, a vibrant education sector along with

complimenting flagship schemes of the government can help meet the demands of the knowledge economy. The NEP through information and Communication Technologies envisions to create an ecosystem that may provide all necessary tools to impart education to the younger generations of our country, especially in testing times the Covid-19 pandemic.

One of the focus areas of National Education Policy 2020 is Foundation Literacy and Numeracy popularly known as FLN which has established a renewed focus on pre-primary and primary education. As we are aware, foundational literacy which refers to essential literacy and numeracy alludes to building sufficient proficiency and numeracy abilities during the early years of schooling. Foundation Literacy and Numeracy is an essential establishment and a key essential for future readiness and deep-rooted learning as well. The National Education Policy 2020 directs the education system to prioritise and to achieve universal foundational literacy and numeracy in foundational and preparatory stage by 2025. So it is very essential to understand the potentials of technology to be utilised for building Foundation Literacy and Numeracy skills, in a way for contributing to the holistic development of every child. It is expected that all teachers should be competent enough in identifying, using, integrating technology and all other innovative methods to build foundational literacy and numeracy among the students because Foundation Literacy and Numeracy is an urgent need & necessary prerequisite for all future learning.



MODULE 2

What is Information and Communication Technology (ICT)?



Module: 2

What is Information and Communication Technology (ICT)?

2.1 Concept of ICT

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

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Transcript

Hello viewers, We are all now familiar with the term ICT. What is our understanding of ICT? How do we explain the concept of ICT? Many times when this question has been asked, we tend only to give the full form of ICT as Information and Communication Technology, or sometimes we give the uses of ICT in education. As a teacher, it is very important to understand the concept of ICT for the effective use in education. As per UNESCO, ICT refers to a set of technological tools and resources that can create, store and transmit digital information. Whenever we define a concept we try to list the essential attributes, which will help us in categorizing the examples and the non-examples.

Let us try to understand the essential attributes of ICT with an example. What do we really do when we click a photograph? Now let me click a picture of this person. In this photo we have the following information of a person created in a digital form. A person is wearing a maroon checked shirt, he is bald, he has tied a black rope in his hand, he is wearing a mask. So, the very first attribute of ICT is creating digital information. The created digital information gets stored in our

mobile. This stored information can be retrieved from our mobile at anytime, anywhere, whenever we require. The information that is stored can also be manipulated like resizing, changing color or even adding features to it. So the other attributes of ICT are storing, retrieving and manipulating digital information. The photo we have stored in our mobile can also be sent to others using any mediums like instant messenger, e-mails or social media. When it is sent through any digital platform, the person who receives, also has scope of giving feedback in the same digital platform through likes, comments or sometimes even through descriptive feedback. Hence, ICT refers to any software, hardware, a process or a system that can create, store, retrieve, manipulate, send and receive digital information. ICT need not be a single thing. In this particular example which we have taken-smartphones along with the internet connectivity and the medium like Whatsapp that we have used to send communication, forms the ICT. Very often as teachers, we not really use ICT in the classroom, but we claim to use ICT in the classroom. Let us consider this example where a teacher uses a slide presentation in her classroom for teaching and explaining the content by herself, can this teacher claim that she is using ICT? Really cannot, because the teacher was using a slide presentation that she has created digitally, and stored as the digital information. She is able to retrieve and use it in the classroom. Sometimes, when there are corrections to be made, she may also manipulate it. However, most of the time the communication of sending and receiving the information is only happening in the physical form and not through the digital form. Hence, a teacher who just used slide presentation in the classroom, shown from a projector cannot claim that she has used ICT. In case if the same teacher has sent the same presentation through instant messenger or mail or through social media to the students, where the students can also share their feedback in the same digital medium, then all the essential attributes of ICT are being used by the teacher and the teacher can claim that she is using ICT. It does not mean that the teacher should not use any partial part of ICT. The teacher may use only digital resources sometimes created for the classroom purposes, or only as a means of communication; in that case, the teacher can claim that she is using digital technology and not ICT. So, there is a possibility for a teacher to always use ICT in the classroom with the existing resources. Let us reflect where we are and how we can try to use ICT completely so that it is more effective in our classrooms. Let us also think about where we should try to use all the essential attributes of ICT for a meaningful use of ICT in our classroom.

2.2

Activity 1: Check Your Understanding

Do the activity by scanning the QR code



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MODULE 3

**How does ICT Support
the Teaching - Learning
Process?**



Module: 3

How does ICT Support the Teaching - Learning Process?

3.1 Activity 2: Share Your Thoughts

How does ICT support your Teaching-Learning Assessment at the foundational level and preparatory stage of school education? Take a moment to reflect? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course11acty2>



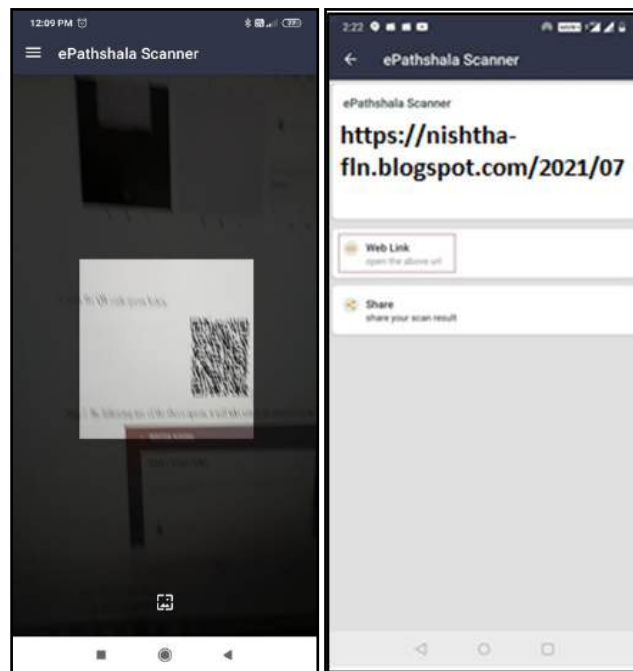
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/03/course-11-activity-2-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.



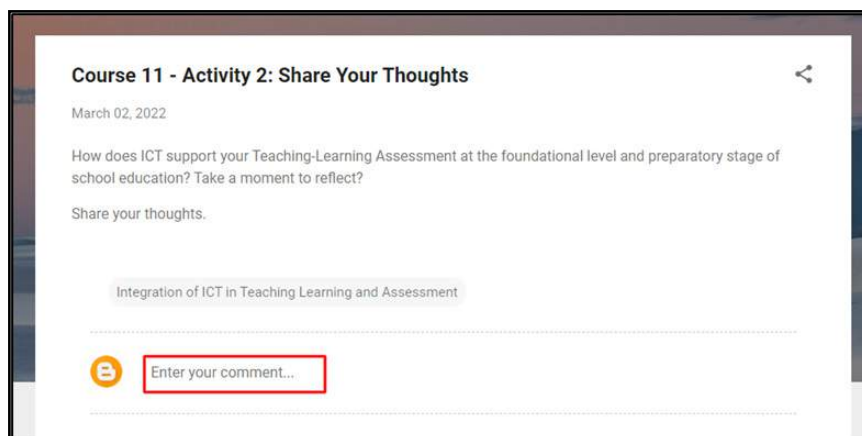


Step 2: Following any of the above option will take to an external site as shown below

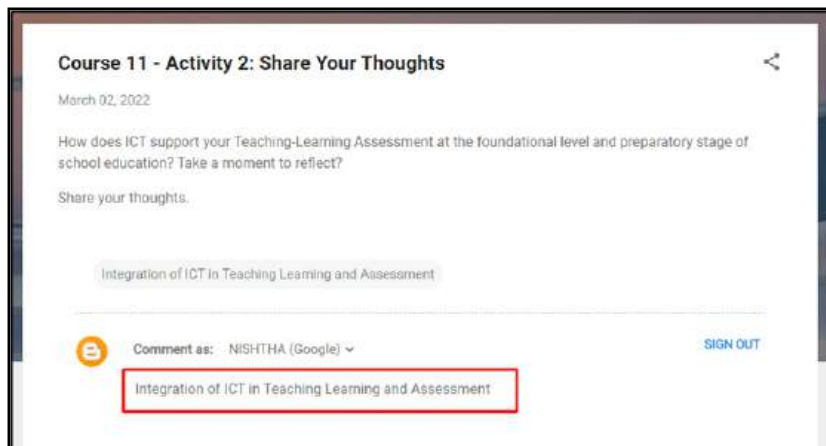


Step 3: Post your response

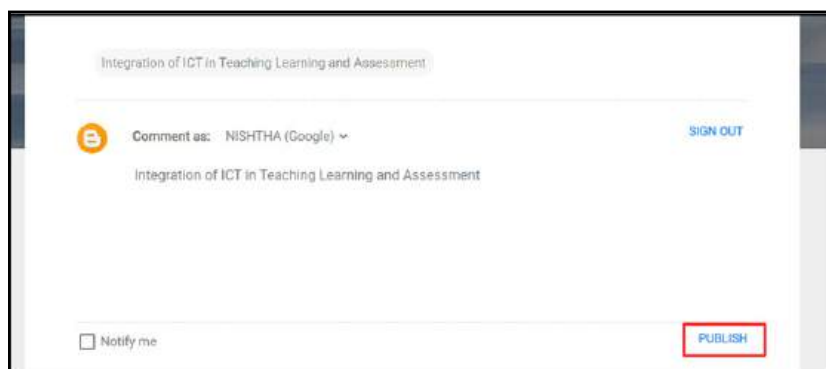
- Read the given activity
- Click on **Enter your comment**



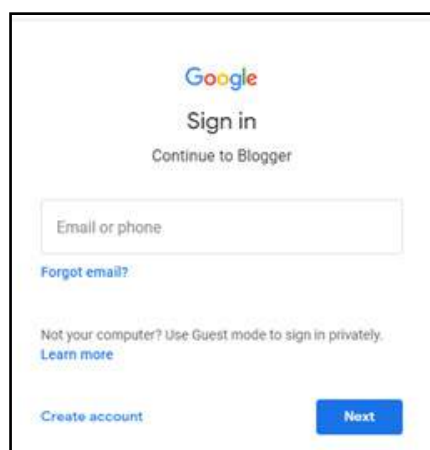
- Type your response in the comment box.



- Click **PUBLISH**



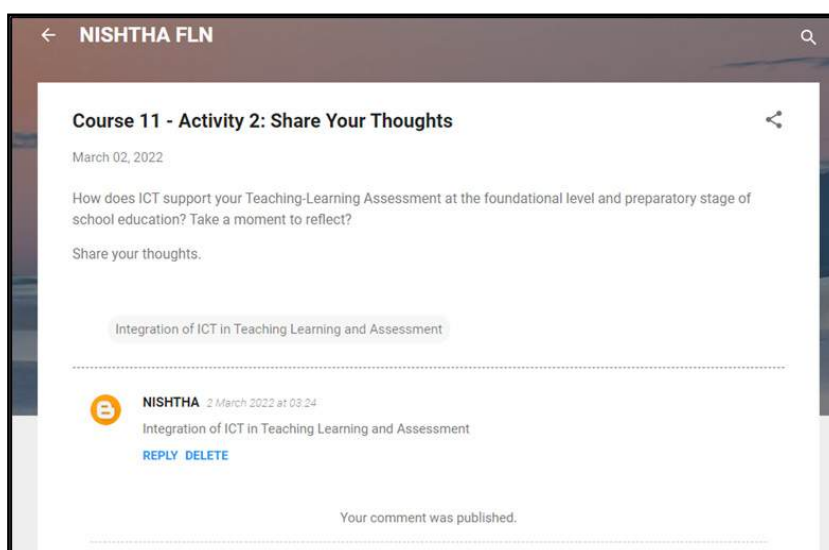
- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.



3.2 Possibilities of ICT Integration

Hello friends,

Having understood that ICT is everywhere, it is important to understand the scope of ICT in education and the possibilities of technology integration at pre-primary and primary levels of Education. We are equipping children for a society where ICT is increasingly prevalent. Our children are using various forms of technology at home, and it is important that they understand their use and are safe when doing so. Digital technology should be used at the foundational level (pre-primary/ primary level) as they are widely used in all fields of a person's life. To properly apply technology is one of the major and necessary outcomes at the foundational level (pre-primary/primary education). ICT teaching material can be more visual and experimental; useful information can be found more easily; it

strengthens students' motivation, and better results are obtained using ICT. It motivates learners to be active and learn independently, it motivates children and allows them to progress in a personalized way. It is very important for fostering students' creativity, cooperativeness, self-esteem, and self-directed learning toward future learning environments. It enhances the learning opportunity by providing an indirect experience where direct experience is not feasible. We show children that computer technologies can be used not only for games but also for creative thinking activities, for learning, and for transforming their ideas and dreams from the real-world into a digital reality.

In the leading innovative Early Childhood Care and Education (ECCE) centers around the world, computers and other ICTs are included in children's learning experiences alongside many other kinds of activities. New digital technologies should not be seen as a way of displacing ordinary experiences. In any case, ICTs use should not be at the expense of other essential activities such as outdoor or indoor experiences which promote the development of gross motor skills through running, climbing, jumping, swinging, and using wheeled toys, among other examples.

- ▲ The process of implementation of technology into FLN learning experiences can be perceived from different perspectives. These can be Macro-at the National Level, Meso-at the regional level, and Micro-which is at the level of the actual classroom where teaching-learning takes place. At the micro level, technology should comprise a rich set of digital tools, environment, and procedures which may be employed as support systems in the holistic development of children especially in developing FLN.
- ▲ Provides opportunities for developing inquiry, exploration and increase motivation and interest
- ▲ enables to play various roles like learner, instructor, collaborator, etc
- ▲ nurture creativity
- ▲ support self learning and g independent thinking
- ▲ provide opportunities to play, visualise, experience, learn and collaborate with peers, teachers, and others
- ▲ increases access, participation and equal opportunity for all
- ▲ supports all areas of learning including communication, collaboration, critical thinking, problem-solving and developing self-esteem.

"To teach" or "not to teach" is not the question due to the inextricable nature of technology nowadays. The real question is, how to harvest the power of technology to meet the challenges of the 21st century and make education relevant, responsive, and effective for anyone, anywhere, anytime? Technologies

have great potential for knowledge dissemination, effective learning, and efficient education services. We do not think any more of the spectacle of printing every time we read a book, the phenomenon of TV every time we watch a movie, or the miracle of the telephone every time we make a call. The ultimate success of ICTs for learning will be attained when we stop marveling about the ICTs and apply our minds and emotions to the wonders of learning.

3.3 Activity 3: Explore

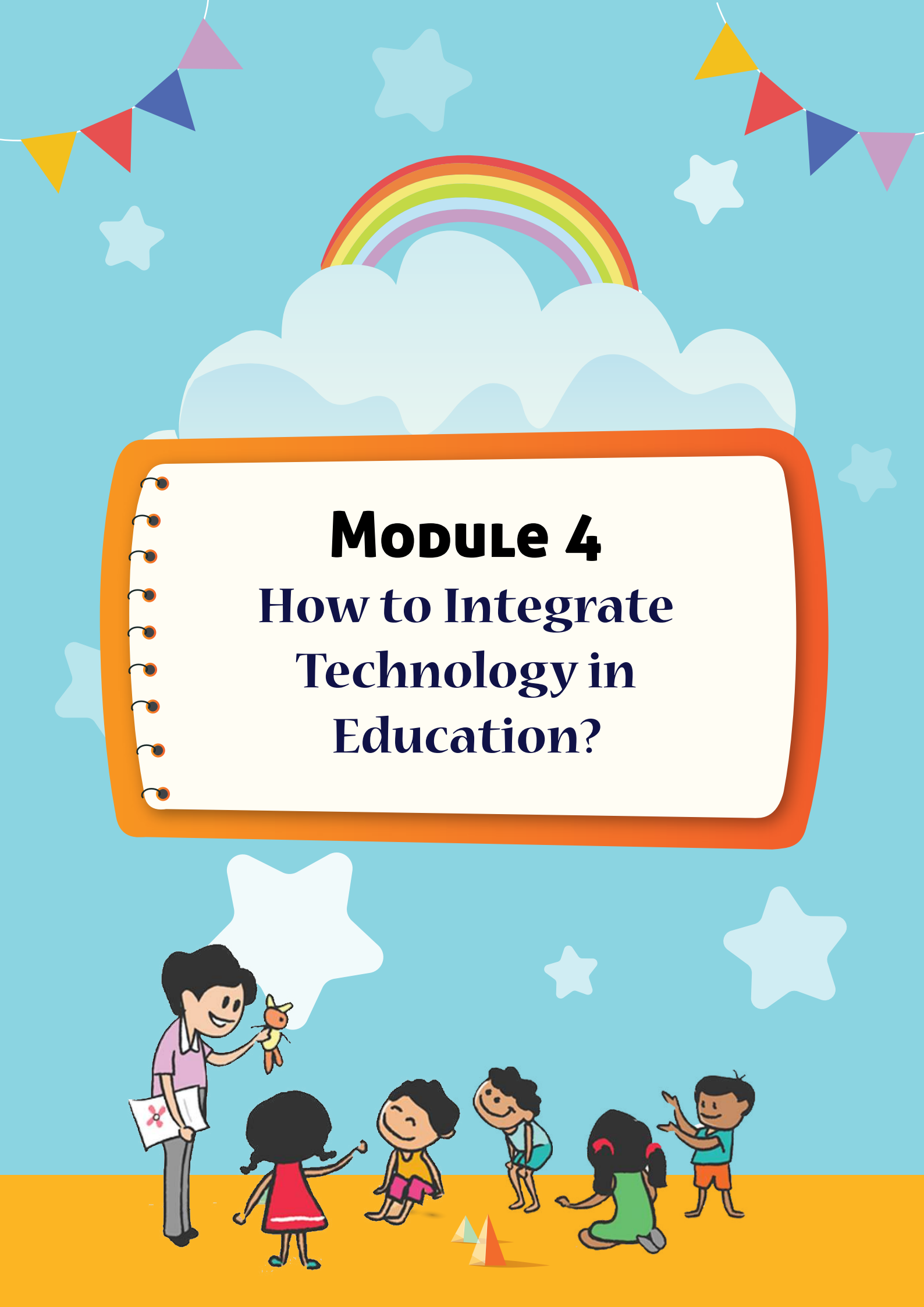
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MODULE 4
**How to Integrate
Technology in
Education?**

Module: 4

How to Integrate Technology in Education?

4.1 Parameters to Use Technology in Education

Keeping in view the advancement in the digital world, teachers need to equip themselves with the necessary professional abilities for using ICT for teaching and learning. ICT integration in teaching-learning does not merely mean the use of the internet and digital devices but to consider using these as a means to achieve the objectives and learning outcomes related to the content to be transacted. Teachers must understand how technology, pedagogy, and content are integrated to facilitate learning leading to the construction of knowledge. Early education must involve the thoughtful use of technology that engages children in key skills such as exploration, expression, and computational thinking, which helps foster a sense of curiosity that results in later success across all academic disciplines and helps maintain children's self-esteem. The preceding Figure - 1 explains how the rapidly changing potentials of technologies may be effectively integrated with a range of pedagogical approaches and content areas.

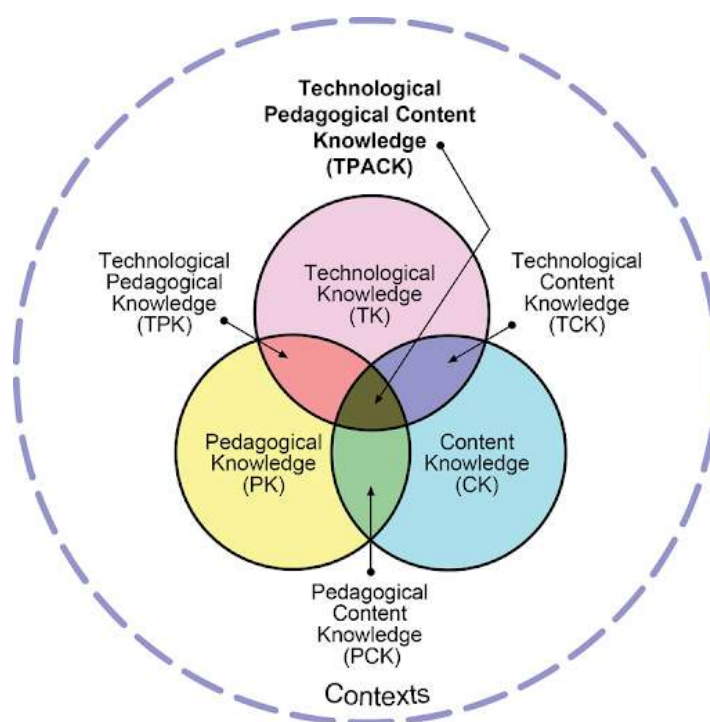


Fig. 1: Integration of Technological Pedagogical Content Knowledge

Source: <https://commons.wikimedia.org/wiki/File:TPACK-new.png>

Parameters to be considered while integrating ICT

The major parameters to be considered are:

1. Nature of content
2. The context in terms of infrastructure and human resource
3. Pedagogy - approaches of teaching and learning
4. Type of technology and its features

4.2 Parameter 1: Nature of Content

Is it essential to use ICT for teaching and learning for all the contents?

Content transacted at the pre-primary/ primary stage may include plurality of resources for listening and readiness for reading, writing, and numeracy

- ▲ Reading readiness: Friendly with print and digital text material, developing vocabulary, getting familiar with books and textual material.
- ▲ Writing readiness: Develop fine motor skills and be familiar with written text.
- ▲ Numeracy readiness: Pre-number concept, categorization, classification, sequential thinking, seriation, problem-solving, and reasoning (shapes, color).

Content transacted at the foundational level (pre-primary/ primary stage) may include facts, concepts, theories, procedures, generalizations, prescriptions, etc. which can be broadly classified under four dimensions of knowledge.

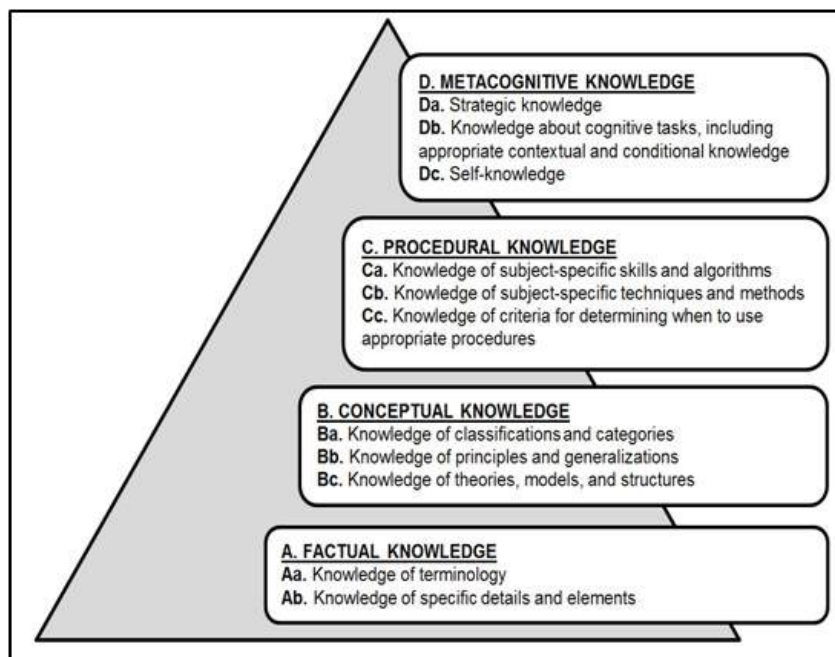


Fig. 2: Krathwohl (2002): "Structure of the knowledge dimensions" of the Revised Bloom's Taxonomy

Depending on the content type, it is necessary to decide whether the use of technology is required. Various digital tools, environment, and procedures emphasize on holistic development of children. Developmental appropriateness should be considered while selecting ICT for the classroom. Certain content requires experiential learning which any slide presentation, video, or multimedia cannot provide. In some cases, due to the unavailability of resources or the impossibility of the action, the use of technology is a must. For example, it may not be always possible to give a direct experience to wild animals in zoos, historical monuments, water bodies (ocean, rivers, lakes, water falls) etc. In such a scenario, use of virtual tours by using mobile apps such as Google Art and Culture may be an appropriate solution. Hence, it is also important to choose the right media or technology, based on the nature of the content. Therefore, the questions to be thought of while choosing media/ technology include:

- ▲ Is ICT necessary for the teaching and learning of a particular content?
- ▲ If yes, what type of ICT/ media resource is to be used?

Go through the text given in the table to understand the nature of the content, media that can be used, and what are the rationales for selecting the particular media.

Sl. No	Knowledge Dimension	Content	Media that can be used	The Rationale for using the media
1	Factual Knowledge	Body Parts- Introduced in Foundational Year 1 with complete illustrations and labels. Children learn - Hair, Ear, Eye, Nose, Mouth, Neck, Arm, Hand, Stomach, Knee, Legs, Foot and etc.	Digital Books, Image and interactive whiteboards	It can help children's eye-hand coordination in specific, and they can learn to use digital devices.

2	Conceptual Knowledge	Learning about festivals enhances creative, emotional, and critical thinking skills. Children learn social skills through festivals when relatives, friends, and family get together to mark the occasion. This concept has children experiencing greetings, embracing, and communicating with others.	Animated Videos/ Stories, Interactive Books	Using visual and auditory methods, children may have more time to explore concepts/ content. Likewise, children's social skills will improve as they are able to share information with their peers.
3	Procedural Knowledge	Drawing shapes based on their physical attribution. (Foundational Year 1 to V)	Digital Geoboard	Here, the students have to understand the similarities and dissimilarities of different shapes as per their properties.

4	Metacognitive Knowledge	<p>Rhymes - Learn how to express what they have learned, by telling stories, rhymes, etc. Communicate their knowledge, skills, and abilities to a specific audience, such as parents, family members, friends, and teachers. Through various modes of communication, children are able to gain a better understanding of what is good and bad for them and can apply it to their everyday lives. (Foundational Year I to V)</p>	Through digital media, like T.V., radio, computers, smartphones	This will enhance language development and increase the span of attention
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This shows that it is essential to understand the nature of the content to identify the scope of using ICT. To make an appropriate selection, teachers should have the knowledge of content as well as of various ICT/ media types. eContent can be broadly categorized as shown in the following figure:

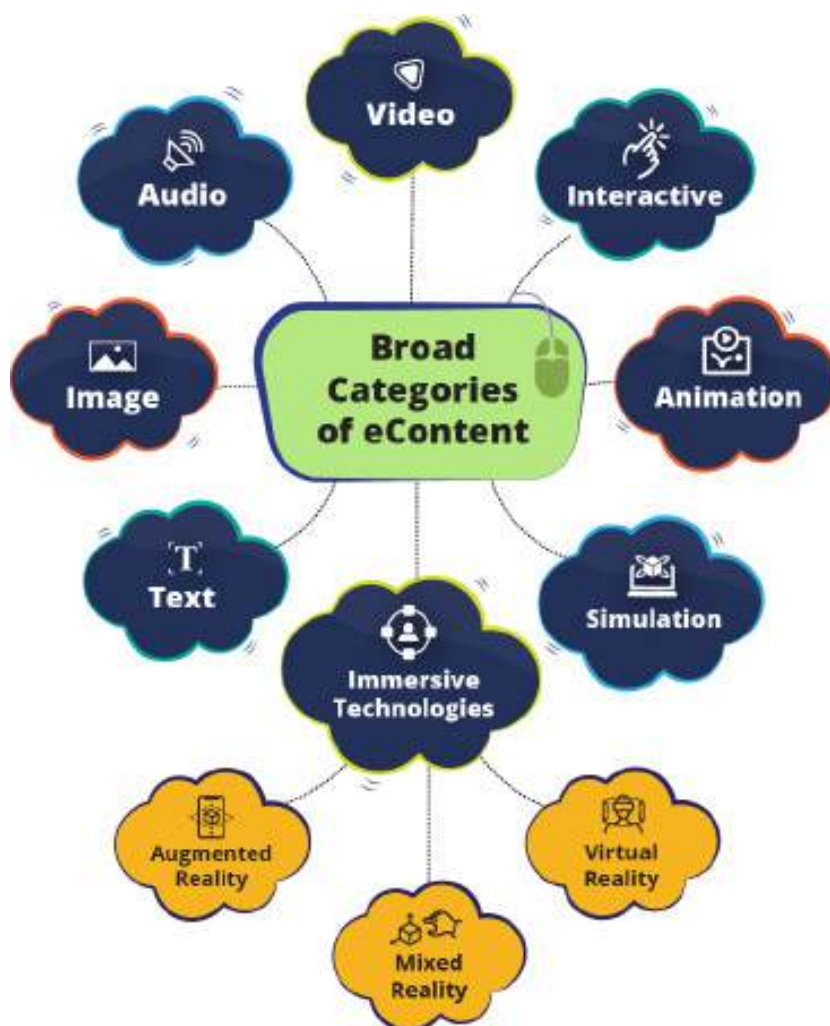


Fig. 3: Broad categories of eContent

Teachers will be able to use ICT judiciously when he/ she is able to do content analysis and choose the appropriate media based on the nature of content and treatment to be given to enable students to understand easily.

4.4 Parameter 2: Context

Context analysis is a method to analyze the environment in which an ICT enabled teaching-learning process operates. Context analysis considers the entire environment of a teaching-learning situation.

Reflect on the following-

1. What are the ICT facilities available in your school or with learners?
2. How does the support system in the school/ home motivate the use of ICT?
3. What ICT competencies should a teacher possess?
4. Could all students use ICT?
5. Are the ICT tools selected based on facilities available and the characteristics of learners?

While analyzing the classroom environment two aspects to be taken care of are, infrastructure and human resources. Infrastructure includes the general infrastructure of a classroom like availability of electricity, projection system, internet connectivity, availability of printers, desktop/ PCs/ laptop/ tablets, etc. Human resource refers to the availability of teachers/ technical persons, competency of the teacher in handling ICT, etc.

Let us consider a scenario where students are not able to attend regular schooling in the face-to-face mode due to some pandemic like COVID - 19. In this context, using technology may help in continuing teaching, learning, and assessment in online mode, partially online, or in complete offline modes like TV and radio. But a few questions to be thought of while planning are:

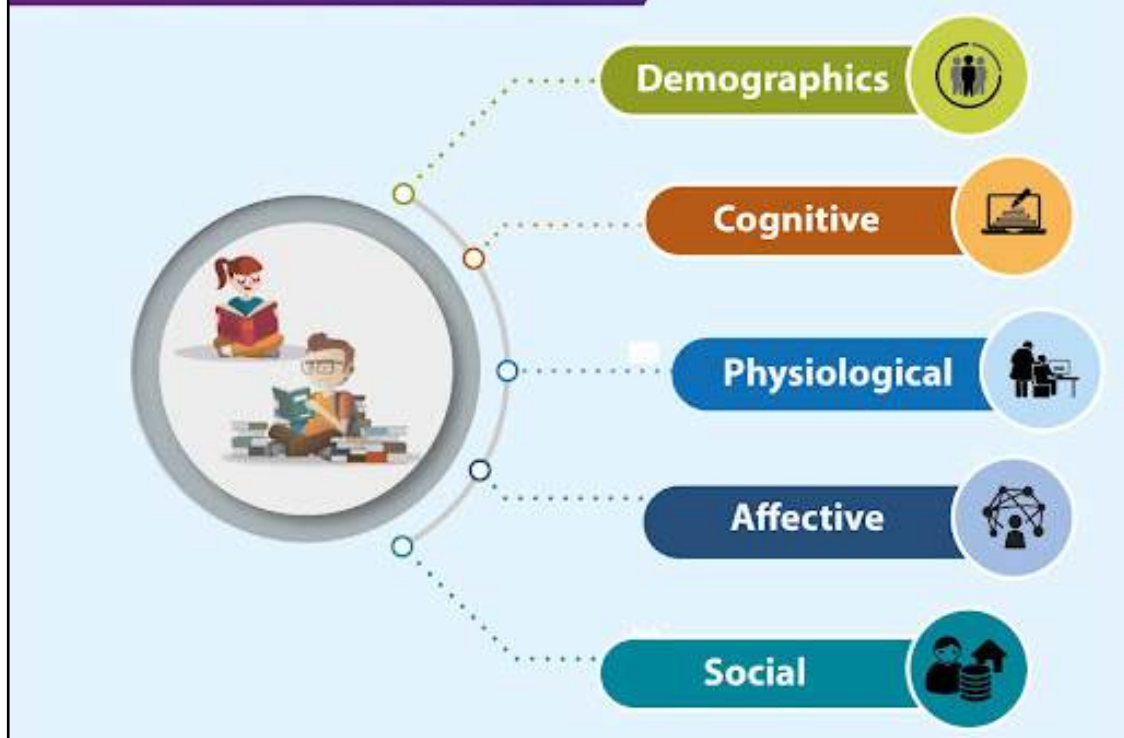
- ▲ What facilities are available for teachers and students?
- ▲ What digital competency do teachers, students, and parents need to have to really benefit from online classes?
- ▲ How diversity could be addressed even while using digital technology?

It is very important for the teacher to plan the intervention keeping the context in mind.

As part of our statutory mandate, we need to regularly check and assess the resources we use to ensure that there are no potential hazards to children. The technology-rich toys and resources that are used by children, must be safe and sound in nature and the use of safe technology should be maintained throughout.

A teacher also needs to understand the learner to select appropriate strategies and ICT tools/ resources to enhance learning. Five dimensions of the learner that need to be understood for using ICT are as follows:

Parameters to be considered about a Learner



The special needs of the children need to be analyzed to choose appropriate technology. Even while using video as a resource, considering students with special needs, the format and the features of the video need to be decided. For example, when there are students with hearing impairment, videos with Indian Sign Language (ISL) need to be used; when there are children with visual impairment, every visual in the video needs to be described, audio books/talking books, audio tactile materials needs to be used.

Consider a situation where there is only a 2G network and only a few students have the computer. During the prevailing COVID-19 scenarios when online education is seen as the only solution, can there be only one solution to continue education?

Keeping in view the context of the learner, it is very important to plan the intervention. May be broadcast and telecast systems can be used instead of conducting classes through video conferencing to address the learners. Parents of the children may be guided through video conferencing how they should handle children at home and introduce different concepts as well.

For example, while providing educational resources to a child who is visually challenged, ICT tools like the Text To Speech (TTS) and audio tactile materials, play a vital role in the communication of the information. Making the resources open

and free, provides equal access to children from lower economic backgrounds. Thus understanding the learner helps in selecting appropriate ICT and makes the classroom more inclusive.

4.4 Activity 4: Do Yourself

Keeping in view the COVID-19 situation, try listing out the challenges faced in the teaching-learning process. Also, think or search for a few articles (newspaper/ journals, etc.) of the possible solutions ICT has offered to address this situation. Make a plan on how it can be utilized for your school/ class.

4.5 Parameter 3: Method of Teaching Learning

Reflect:

- ▲ How does ICT support the implementation of various methods of teaching-learning?
- ▲ What are the innovative and integrated methods that can infuse ICT for the teaching and learning of specific subjects?

ICT tools/ media become effective only when it is used appropriately with the content and the method of teaching-learning. Let us consider an example for class II: a teacher wants to build the competency of grouping and classifying animals by attaining the concept of wild and domestic animals. Though there are several methods that can be used by teachers like the discussion method, project-based method, etc. Concept attainment model is one of the methods that can be used to develop concept.

Following steps may be adapted to teach the concepts of wild and domestic animals:

- ▲ Display a digital activity where different objects like different images of wild and domestic animals, are displayed on the screen.
- ▲ Compare these items by their appearance/ features etc. and a child may be asked to drag and drop the item into a basket named wild animals and domestic animals. Whenever they classify correctly, they may be asked on what basis they classified.
- ▲ Once they complete the activity, further it can be discussed on the attributes that were used to classify and drop them in the particular basket.
- ▲ Give more examples of wild animals and domestic animals based on the attribute.

- ▲ Conclude by defining the wild and domestic animals based on the essential attributes.
- ▲ Ask students to give more examples about wild animals and domestic animals.

Or the teacher can just explain directly about the categories with a slide presentation. But this method would not be considered a judicious and efficient use of ICT for teaching as it mimics the traditional blackboard and chalk approach. ICT tools/ media become effective only when it is used appropriately with the content and the method of teaching-learning. For example, if a teacher wants to teach about the sun, moon and stars, it is necessary for a child to visualize and hence explanation is an appropriate method. Graphics and animation which can help in explanation of the positions and so on, will be a better resource. Similarly, when a child needs to be taught to pronounce the words correctly, demonstration is an appropriate method. Hence a video showing the right movement of the mouth along with the audio is an appropriate media. Thus, depending on the methods, digital resources or technology tools should be selected by the teacher.

Try Yourself

Based on the topics selected in the Activity 1, identify appropriate teaching methods and also think about the rationale for selecting that method of teaching.

4.6 Parameter 4: Technology/ Tools/ eContent

The possibilities of children playing with technology and exploring it should also be explored by teachers and parents. Using digital educational resources spark lots of laughter and good interactions among the children. Innovative tools engage children and make them enjoy learning. Suitable ICT tools and resources may be selected as per the nature of the content and their suitability to the method that is to be adopted. Some of the examples of technology based resources and tools are:

- ▲ **Simulations-** ICT can be utilized to provide those substances which are not easily accessible in the classroom situation. For example, different sounds of birds, animals and various natural audios etc. For this purpose, simulation may be used.

- ▲ **Virtual labs-** Giving a group activity to compare and contrast between the given audios as these audios may not be feasible due to infrastructural challenges, time constraint, etc. During such situations, virtual labs can be utilized to do the virtual testing.

Technology can be used judiciously to show these substances which are not easy to bring into the classroom situation. For example, objects like sun, moon, stars, tree, water, oil, fossil fuels, and natural gas cannot be brought to the classroom. Hence, for better understanding, students may be taken to the field. But ICT can create a real world experience inside the classroom itself.

- ▲ **Interactives-** An activity to compare and contrast between objects based on their exhaustibility. Then objects can be grouped under desirable properties like objects which can be rolled or slided. For such activities, interactive digital activities can be used.

Hence, it depends upon the teacher to use the appropriate tool based on the method of teaching-learning. It is also important to understand that a teacher can also choose ICT/ media resources based on the purpose like introducing, explaining, summarizing, etc. Thus, it is very important to understand the potential of each strategy of teaching-learning and the way it demands ICT to be used as a tool for better comprehension. By analyzing the potentials of a particular method and its demand for ICT, a teacher can make a selection of ICT tools/ media appropriately. Several innovative methods/ approaches like flipped class, blended learning, collaborative learning, etc. are being used to widely improve the learning experiences.

4.7 Safety Concerns

National Education Policy (NEP) 2020 considers early years of children's life as a crucial year for the mental, physical and psychological development of the child.

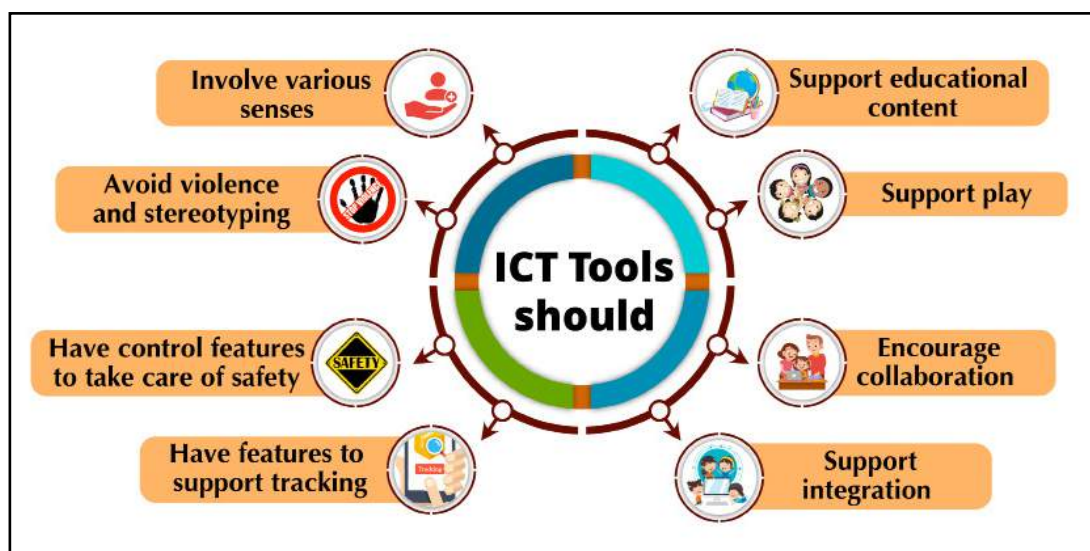
During a time like this, from a very early age children get the exposure to ICT and gradually their world is shaped by ICT. However, technology has its own pros and cons and while looking towards the benefits and productive way of integrating ICT into preschool education and primary education, we should not forget to measure and realise health and safety related risks in using ICT by young children.

UNESCO classifies most of the safety concerns in four categories.

- ▲ **Harmful physical effects-** Use of ICT is beneficial for us to stay up to date with the technologically driven world but it has been seen that excess use of technology harms students physically due to which they have to face long term consequences. It is often seen that while using devices such as computers, laptops or mobile phones, our eyes are in continuous exposure to harmful rays that can affect eyesight of students or alter the sleep cycle of students which can result in headache and nausea. Similarly, using technology for many hours affects spine, posture and can cause orthopedic problems - including imbalance in finger dexterity, fine motor and large motor skills.
- ▲ **Children's learning, cognitive, social, and emotional development-** Technology has become a part of everyone's life, however for kids, technological devices are like toys with which they want to play 24x7 hours. Researchers on the impact of technology on young kids have shown concern about how excessive use of technology, making no physical connection with others negatively impacts the cognitive, social and emotional development of children. Making friends on virtual platforms and not interacting face to face are leading to make children more self-centered and unsocial. Researches have also shown a new concern that is 'multitasking', which can hamper children's cognitive skills. For example, the notion of "screen-stacking" or media multitasking (i.e. using more than one technological device at the same time) is a relatively new and understudied phenomenon that may have implications for children's cognition, behaviour, neural structure and academic outcomes (Uncapher et al., 2017).
- ▲ **Exposure to harmful contents-** Due to COVID-19 situation, schools are forced to be closed. Hence, we are relying totally on technology, schools have been switched to online classes. With this shift in the education sector, students are spending more time on virtual platforms, even pre-primary kids are relying on technology for education as well as for entertainment purposes as all children do not have the necessary knowledge, skills and resources to keep themselves safe online. This unawareness can leave children in vulnerable situations, where they can get exposure to harmful and exploiting sites.
- ▲ **New technologies displacing other important learning and play activities** - "Play" always remains a significant part of early age children. Various researches have shown that play helps in the growth and development of a child. With play activities, children learn to do negotiation, understand

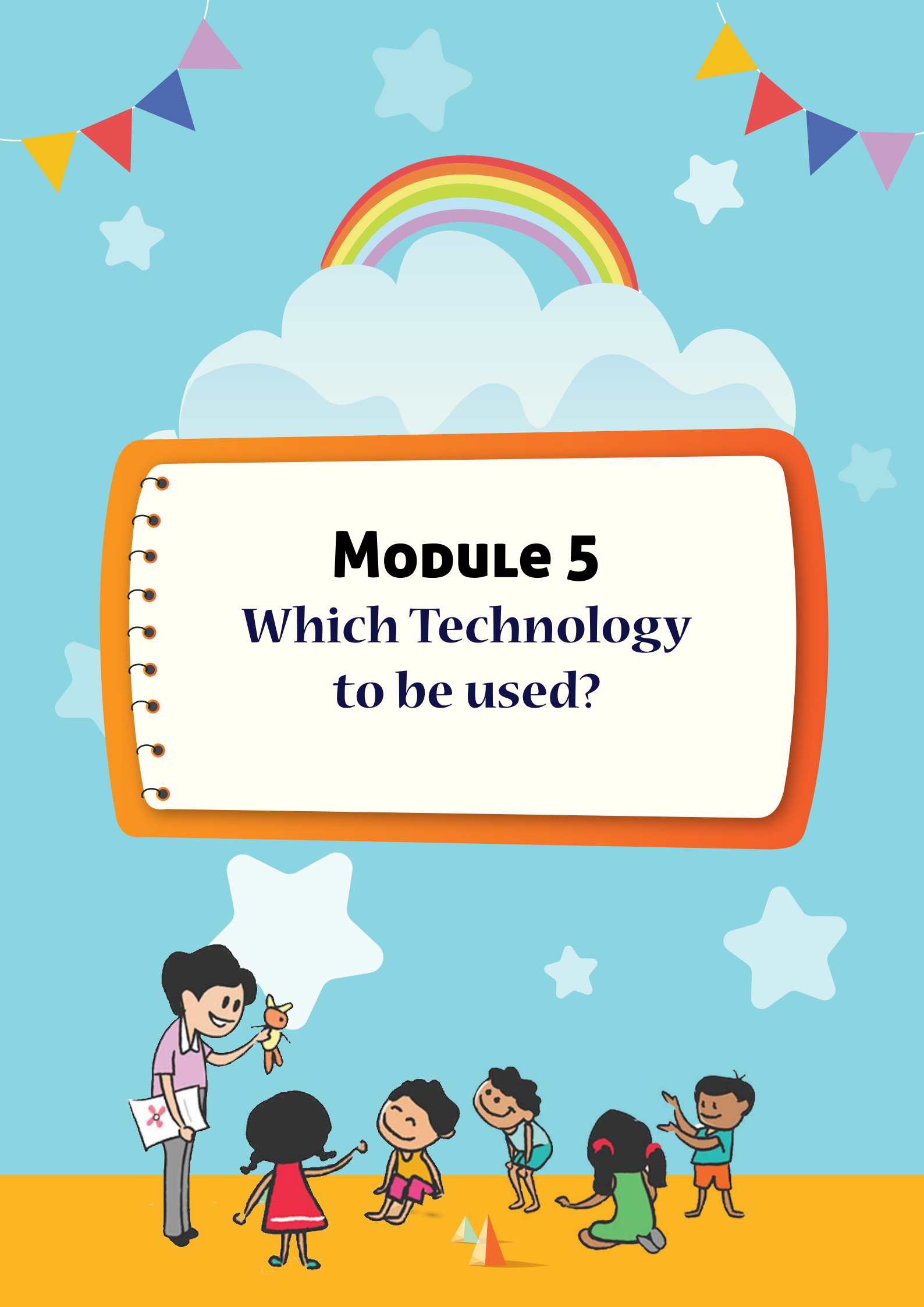
the concept or rules, enhance their communication and imagination skills and help in social as well as emotional development. However, with the advancement in technologies, everyday new games, toys and shows are coming, instead of playing outside children are preferring to spend their time indoors on mobile phones, laptops or TV. This shift in relying over virtual plays and shows over actual play activities are resulting in making children fat, violent, impulsive and unsocial.

First, for educators, it is important to know the risk involved in the use of technology and they should be critical about the use of ICT particularly. As per UNESCO a few points which educators should keep in mind while choosing ICT tools for pre-primary and primary children are shown below.



4.8 Activity 5: Do Yourself

Consider there is a severe cyclone and students are not in a position to come to the classroom. In this situation, keeping your class in mind, plan a few activities that can be conducted for teaching-learning of your subjects using technology.



MODULE 5
**Which Technology
to be used?**

Module 05: Which Technology to be used?

5.1 Digital Resources for Foundational Literacy and Numeracy

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31348381491649740812000

Transcript

Hello viewers, in this video I am going to demonstrate exemplar digital resources for foundational literacy and numeracy (FLN). We will also learn how to access more digital resources on DIKSHA. Before watching the digital resources let us first revisit 3 developmental goals for foundational literacy and numeracy. Goal 1: children maintain good health and wellbeing. Goal 2: children become effective communicator. Goal 3: children become involved learners and connect with their immediate surroundings. We are already aware about codified learning outcomes aligned to these developmental goals. DIKSHA houses developmental goalwise learning outcome based digital resources for teachers and learners. Let us now watch some digital resources which include infographics, worksheets, assessment sheets and byte size videos for FLN. The first resource on a screen is an infographic of EVS for class 3, which is based on the learning outcome, identifies simple observable features such as shape, colour, texture, aroma of leaves, trunk, bark of plants, animals and birds in immediate surroundings. Look at this worksheet which is based on the same learning outcome, here you can see the interesting meaningful activities aligned to learning outcome where identification of plants and leaves need to be done on the basis of simple observable features

like shape, colour, texture and aroma. Some of the activities in the worksheet also involves child's experiences in his or her immediate surroundings.

Let us now see an assessment sheet for the same learning outcome. Here you can see ten assessment questions to strengthen the learning and to ensure attainment of learning outcome. The learning outcome also includes identification of simple observable features in animals and birds so we also have similar infographics, worksheets and assessment sheets depicting simple observable features in birds and animals too. Let's now watch example of a bitesize video for pre-school to developmental goal 3, the learning outcome for this bitesize video is counts and perceives objects upto five.

So these were some forms of resources which we have on the FLN vertical of DIKSHA. Though there are forms such as interactive resources also which are available with us. Let's watch an example. This interactive is developed to learn classification which relates to developmental goal 3 for preschool 1. So you can see four different colours of baskets and fruits on the screen, children need to drag and drop fruits in corresponding baskets to learn classification on the basis of colours.

Let's now learn how to explore FLN resources on DIKSHA. For this exploration I will take you through the Deeksha platform where you will find these resources on FLN vertical. Open your browser, type the URL diksha.gov.in you will land onto this page by clicking on explore you will land on to the page shown on the screen. By scrolling down you will get developmental goal wise e-content for preschool 1, preschool 2, preschool 3, class 1, class 2 and class 3. Let us now click on to explore below class 2, you will get a drop down showing three developmental goals. Now let us click onto developmental goal 2, you can see all the learning outcomes listed on the right hand side and on the left hand side you will see the first resource which essentially will be a resource listing all the key competencies related to a particular developmental goal for example in case of class 3 you can see key competencies of developmental goal three on the screen. Let me know click onto a learning outcome codified as EVS 6.3. Let me read out the learning outcome. Identifies relationships with and among family members. Align to this learning outcome you can see an infographic titled as Rani's family tree. So that is how one can explore FLN based digital learning resources on DIKSHA.

Hope you all will have a very pleasant learning experience exploring all these resources on DIKSHA.

Thank you

5.2 Additional Activity: Explore Digital Initiatives

Do the activity by scanning the QR code



Or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1685

5.3 Digital Tools for Foundational Literacy and Numeracy

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31348381491649740812000

Transcript

Technology has an immense potential to support education. This mind map shows a few ICT tools that can support teaching, learning and assessment. Now let us explore some of these ICT tools to understand its use. At the primary level, digital games can be used by teachers for encouraging participation and promoting joyful learning. Gcompris is one such game package that has several educational games that covers language, science, mathematics etc. Let us see some examples in Gcompris. When I click on this, you can see that there are

games related to calculation, geometry and numeration which are the basic themes in mathematics till primary level. You can also see there are several language games in this. These are all free and open source games which can be translated and also the interface can be made in your own language. Eduactiv8 is also one such open source tool that has games for primary level. Let us take an other example of a tool called TuxMath. TuxMath is a Mathematics software that can be played by individuals in groups etc. The games help a child to play and also learn and practice mathematics. These games can be used by a teacher during teaching or for assessment or sometimes for revision as well. Now, let's watch this video clip to know how a parent can also help a child to learn using digital games. Some softwares can also help a child to express themselves. Tux paint is one such software where a child can express through stamp drawing. Here, I would like to share a case study. After the children learnt about Habitat in EVS class to listen, children were given an activity to draw an underwater scenario. All the children started drawing by stamping various animals like fish, seahorse and some plants which are available in the Sea using the stamps. One child stamped a bird in the sea. This shows that the child doesn't understand the concept of Habitat. We could also observe that children were always stamping two big fish along with small fishes. This was showing that the children are able to change the size of the objects without even somebody teaching them. So, ICT skills have become incidental in the scenario. We asked the child why there are always two big fish with some small fish. They said that everyone will have a family so fish also should have a family. They have learnt about family in class one in English but they are able to apply the concept in class two in EVS activity. This is how a child integrates the existing ideas with what they learn. We could also see that there were two fishes which are big but always one is big and the other is little smaller than the first one. We asked why one fish is little smaller than the other. All the children started shouting that father is big and mother is always small in a family. This shows the understanding of gender from the child's perspective. Immediately another child started typing mother on the big fish and father on the small fish. So, we asked the child why are you changing it. The child said in his family mother pays the fees, comes to school and attends PTA meeting. So, in his family mother is big. This is how a child expresses his or her understanding through digital drawing. We saw another child drawing two fishes with one small fish. We thought she maybe a single child. When we asked the child why you have only one small fish, the child said I have seen an advertisement, 'We two for us one'. We were very surprised to see a class two child, thinking about population control by seeing an advertisement on TV and applying it in the EVS activity. This is how integrated learning happens and such tools can help a child to express the

ideas, views and understanding of any concept. Now let us watch this video clip where children are playing with a mobile app, where it is focusing on augmented reality.

Angel Rathnabai: Children, we are going to have an activity now. Are you ready?

Children: Yes ma'am.

Angel Rathnabai: I am going to give a sheet for you all. You have to pick one sheet for you. So, the task you are going to do is I'll be giving you 1 minute within that you should colour this using your colour pencil. Ok. You are able to know what you should do in this.

Khushi: Yes.

Angel Rathnabai: What you should do?

Khushi: Create your own flag.

Angel Rathnabai: Yaa... You have to create your own flag. You can create, colour and draw any of the country's flag or you can draw your own Flag for yourself, ok. Let us start. I am going to start the timer

Start.

Child: Mere pas green nahi hai. Green kaise hoga

Ashwin: There is no green.

Pihu: ye kar deta hun

Ashwin: Wait you need a green.

Pihu: Because I have flowers and grasses

Ashwin: Why can't you do yellow and blue.

Child: Oh my God!

Ashwin: That also will comes green.

Pihu: I am going to colour the leg in some different colour.

Angel Rathnabai: Shrutu is about to complete.

Child: Ohh yes.

Ashwin: How many seconds do we have?

Angel Rathnabai: Last ten seconds.

Child: ten, nine, eight, seven, six, five, four, three, two....

Khushi: I almost completed my drawing.

Angel Rathnabai: Your time is up now. It's okay you have almost coloured, all of you have coloured so we can now see what you have done now. Okay. Should stop. Okay now I am going to give you the phones. You are going to scan the picture which you have drawn. Okay. So you both will share this phone and you both will share this phone. Okay. Now scan the picture. You can just now scan it.

Angel Rathnabai: Children, did you all like this activity.

Children: Yes ma'am

Angel Rathnabai: Okay now I am going to ask you few things. Ashwin, what did you observe?

Ashwin: Ma'am it was cool and 3D dimensional. It was like so like 3D dimensional.

Angel Rathnabai: Okay. What did you see ? Which one did you saw in three dimension?

Ashwin: 3D is fire engine.

Angel Rathnabai: Fire engine, okay. What could you do with the fire engine there in this paper.

Ashwin: We can put the ladder up.

Angel Rathnabai: Okay.

Ashwin: Right and left and also we can also spray water and drive.

Angel Rathnabai: Very good. So you could see like what all you can do with a fire engine. Right.

Ashwin: Yes.

Angel Rathnabai: Okay good. Khushi what did you see?

Khushi: I learnt that I never it was so amazing. I never saw this before and actually the thing I draw, drew was actually in 3D and also the flag was moving. It was so amazing.

Angel Rathnabai: So you could move or it was moving?

Khushi: It was also moving and I could also change it's place.

Angel Rathnabai: Okay good. Pihu you could do something with your bird?

Pihu: Yes I can also move it and I can also see it's egg on which it was sitting and hatching it. And I can also change it's color.

Angel Rathnabai: Okay. What did you see?

Child: I have seen a flamingo. I can move it and eat earthworms.

Angel Rathnabai: Ohh flamingo eats earthworms. Okay. Shrutu, what did you observe?

Shrutu: There was a 3D flamingo. He was eating worms and it was moving, walking here and there.

Angel Rathnabai: Ohh good. So you all could make a picture which is on the sheet to come live, right.

Children: Yes ma'am.

Angel Rathnabai: You were able to make it movements, you were able to see different things what that particular bird can do and he was able to see what fire engine can be used for, so this is something which you can learn by scanning with your mobile, and also you can start learning yourself.

We have observed the excitement of children in this video clip. The children were not ready to sit in the seat anymore when their mobile was given in their hand. They were happy playing around it and they were also learning from it. We have heard what a child has learned by using a mobile app which is augmented reality-based. They feel the virtual reality as well but it is very important for us to understand that while using such mobile apps at the preprimary and primary level we need to be very careful since the children are not at the age to understand what is virtual and what is real? There was a scenario where a child who played around the fire engine came back to the teacher and asked Sir, when I saw the picture of fire engine with through your mobile I am able to see it moving around it was able to pour water so can you also help me to see my grandmother's picture which is hanging on the wall to see through your mobile so that I can speak to my grandmother. The teacher was taken back. This could happen in your classroom too, because the children at the level of preprimary and primary cannot differentiate between virtual and real. So, whenever we use such augmented reality or watch reality content in our classroom we need to be very careful about the impact it could create on a child. We should never use technology to just create excitement, rather we should always focus to understand what that technology can bring in our classroom. Can really learning happen through that technology? Can there be some misunderstanding that could build or can some miscommunication that will happen through that technology. These are some critical questions that every teacher should think about while using any mobile app or any other technology. Like this several technologies are available for teachers to use in the classroom to improve teaching learning and assessment. The need of the hour is that teachers should explore such tools and select appropriate tools based on the content, pedagogy and the context to

make the classroom more effective. How do you really learn about these tools? or Where do you really explore? There are several free and open source software that can be used in teaching learning processes as well as for the development of e-content. Some of the software and subject specific like Geogebra which can enhance the classroom transaction as well as the learning process. It is the responsibility of the teacher to select the appropriate tool based on the content, method of teaching learning and the context to make the learning more effective. Let's keep exploring.

5.4 Activity 6: Share Your Ideas

Think about one ICT tool that you can use during remote learning. How will you use it to make your teaching learning process interactive and help students to understand the basic content being taught? Share your ideas.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course11acty6>



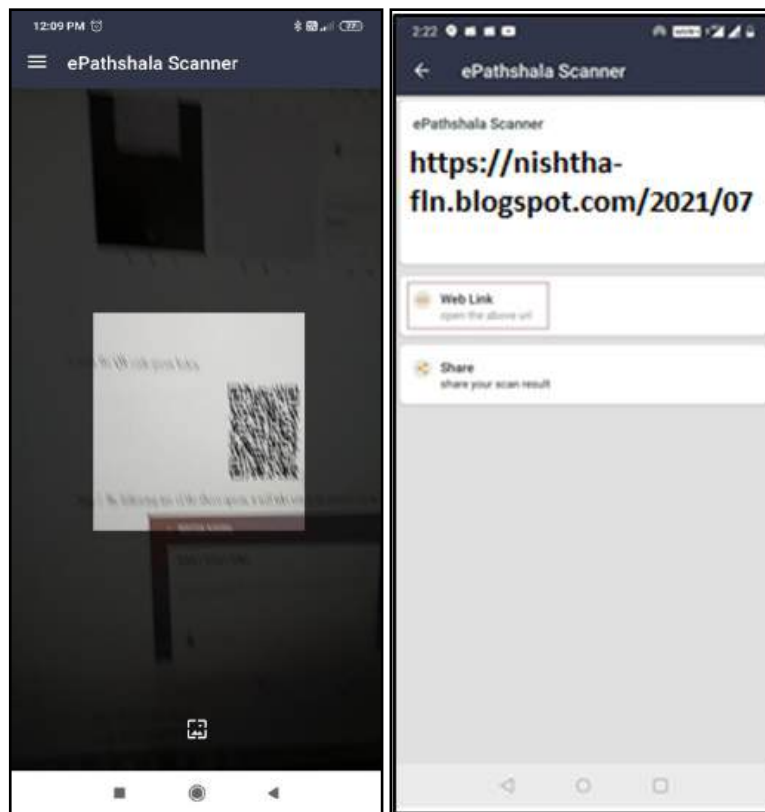
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/03/course-11-activity-6-share-your-ideas.html>

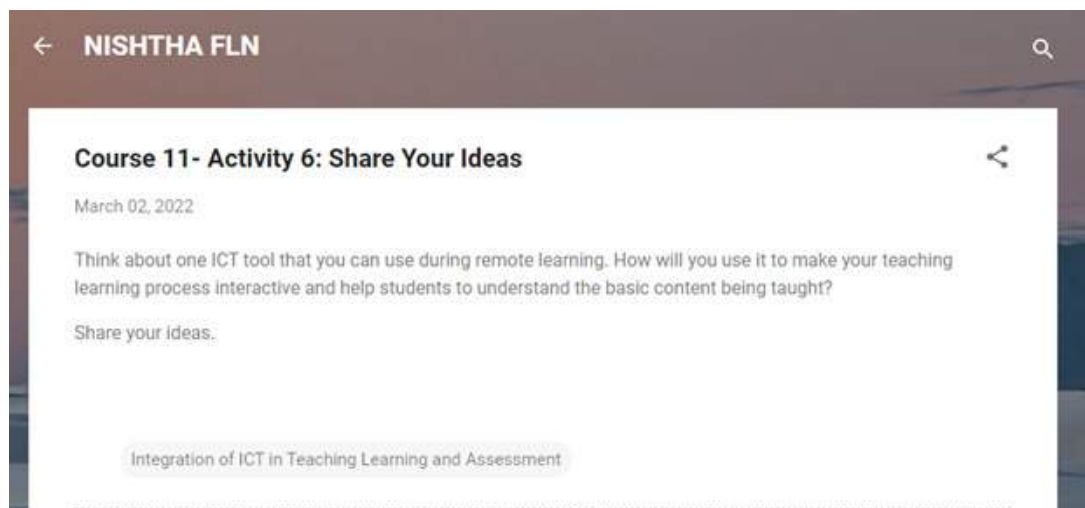


Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.





Step 2: Following any of the above option will take to an external site as shown below



Step 3: Post your response

- ☼ Read the given activity
- ☼ Click on **Enter your comment**


Course 11- Activity 6: Share Your Ideas

March 02, 2022

Think about one ICT tool that you can use during remote learning. How will you use it to make your teaching learning process interactive and help students to understand the basic content being taught?

Share your ideas.

Integration of ICT in Teaching Learning and Assessment



- ☛ Type your response in the comment box.


Course 11- Activity 6: Share Your Ideas

March 02, 2022

Think about one ICT tool that you can use during remote learning. How will you use it to make your teaching learning process interactive and help students to understand the basic content being taught?


Share your ideas.

Integration of ICT in Teaching Learning and Assessment

 Comment as: NISHTHA (Google) [SIGN OUT](#)

- ☛ Click **PUBLISH**

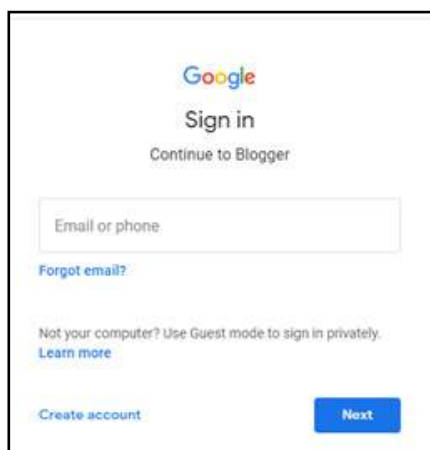
Integration of ICT in Teaching Learning and Assessment

 Comment as: NISHTHA (Google) [SIGN OUT](#)

Integration of ICT in Teaching Learning and Assessment.

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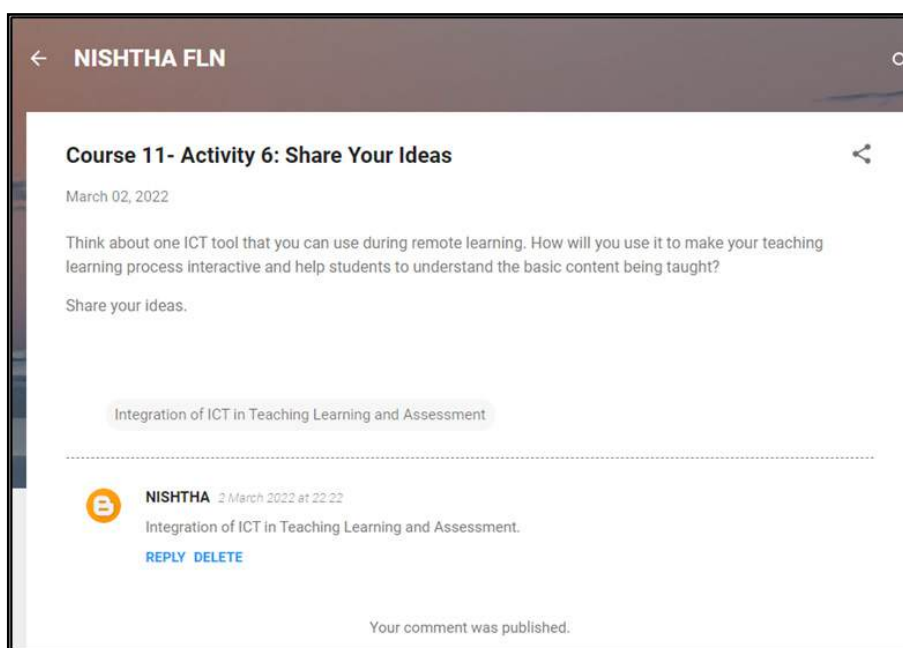
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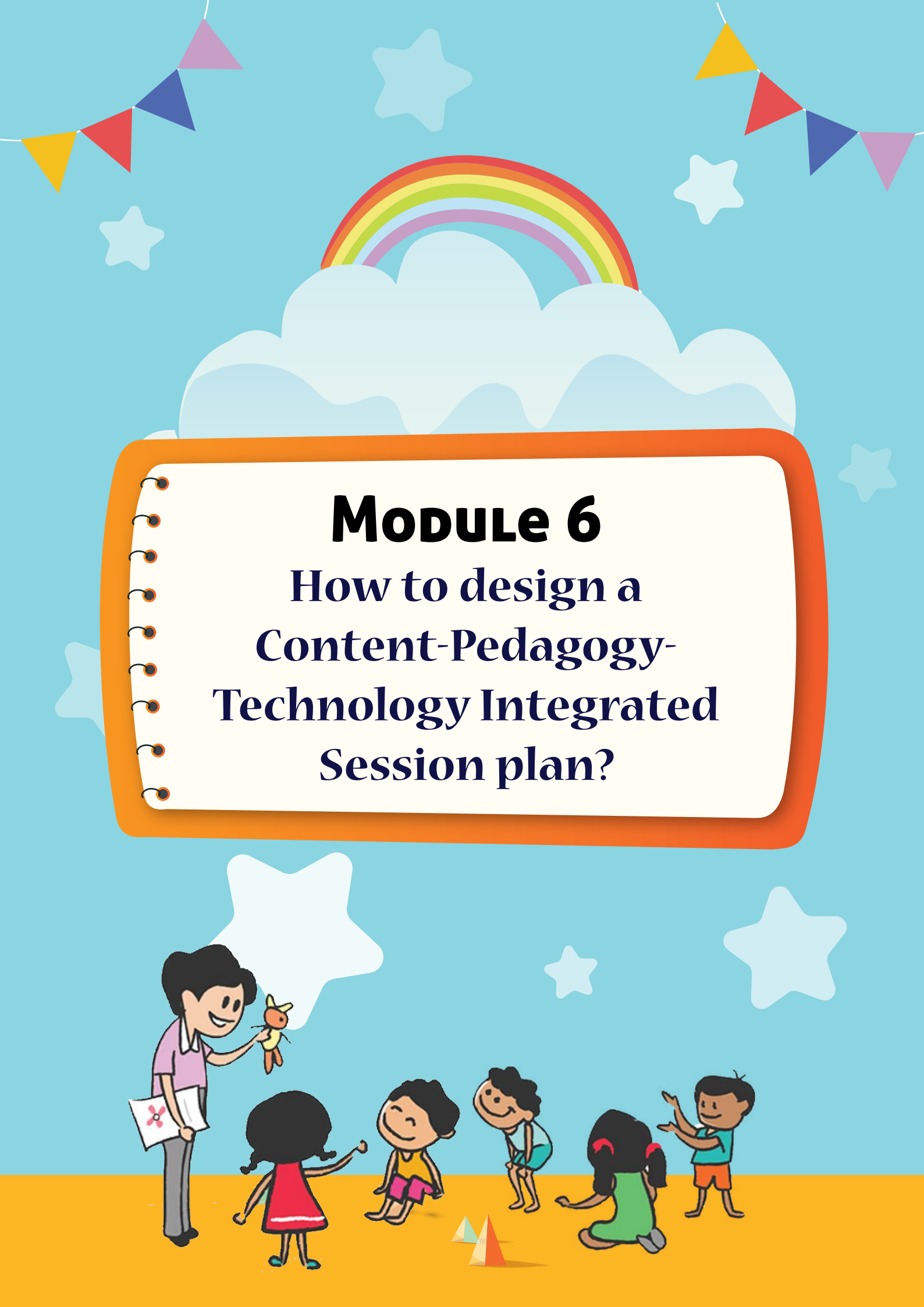


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MODULE 6
**How to design a
Content-Pedagogy-
Technology Integrated
Session plan?**



Module 6:

How to design a Content-Pedagogy-Technology Integrated Session plan?

6.1 Content-Pedagogy-Technology Integration: An Exemplar

ICT integration with content and pedagogy depends on the competencies of teachers. Most of the classes may not be a complete ICT based session, rather it will be a blended approach where ICT based activities are blended with the traditional teaching/ learning experiences. Skill of integrating ICT in teaching, learning and assessment develops, according to the practice and the Technology Pedagogy and Content Knowledge (TPACK). ICT integration should be meaningful such that it promotes construction of knowledge by learners rather than just becoming substitutes of other traditional teaching aids.

Example for ICT Integrated Activities (203 words)

Example: 1

Subject: Mathematics

Class: 1

Chapter: Shapes and Space

Topic: Spatial understanding

Learning Outcome:

Learners will be able to




- ▲ Describe the physical features of various solids/shapes in her own language.
- ▲ Verbalize the properties of shapes/criterion used by them in sorting/classifying solids and shapes.
- ▲ Classify/Sort objects based on similarities and differences through their sense of touch and observations including rolling and sliding.

Prior Knowledge:

- ▲ Familiar with shapes present in the surrounding.
- ▲ Draw various shapes.
- ▲ Compare and contrast shapes.
- ▲ List similarities and differences among shapes.

ICT Integrated learning experiences:

- ▲ Select the Shape - <https://www.geogebra.org/m/ajxye4tq>
- ▲ Exploring Shapes - <https://www.geogebra.org/m/DuJSb8zA>
- ▲ Visualizing solid shapes - <https://www.geogebra.org/m/jWkGNcRq>
- ▲ Recognise shape -
https://diksha.gov.in/play/content/do_3130838195863879681897?contentType=ExplanationVideo
- ▲ Shapes around us - https://diksha.gov.in/play/content/do_312579851823144960210430?contentType=Resource
- ▲ Name the object given below and also tick the objects which can roll or slide. Draw more objects and write their name and tick accordingly.

Object	Name	Roll	Slide
			
			
			

Activities for extended learning -

https://diksha.gov.in/play/content/do_312579851834204160210431?contentType=Resource

Assessment - Quiz for edges and corner

https://diksha.gov.in/play/collection/do_3122470644010844161323?contentType=Collection

Example 2 (453 words)

Subject: English

Class: 1

Chapter: 5 (Unit 3)

Topic: One Little Kitten

Book : Marigold

Learning Outcome

Learners will be able to-

- ▲ Recognize number names in English from 1 to 20
- ▲ Appreciate sound, rhythm and rhyme of the poem
- ▲ Enhance their listening and speaking skills
- ▲ Develop the skills to identify and discriminate between animals
- ▲ Vocabulary building

Key Ideas

- ▲ Recognising number name
- ▲ Identifying different animals and discriminate between their features
- ▲ Exploring features of poem
- ▲ Associating descriptive words

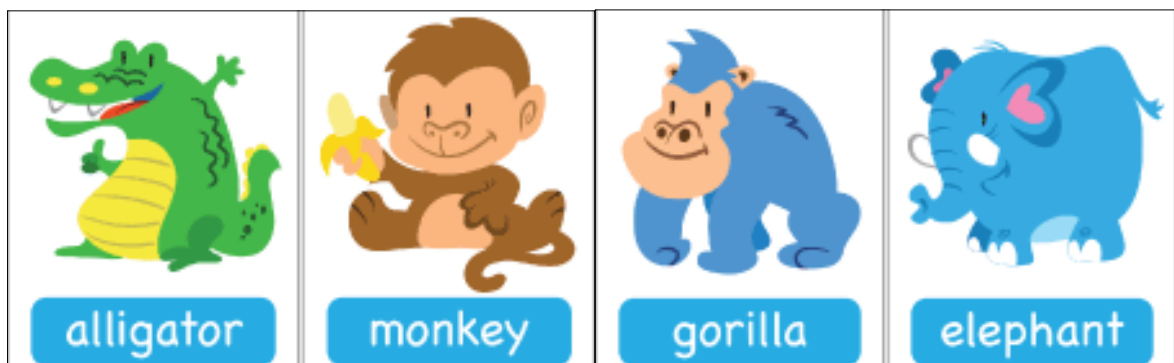
Previous Knowledge

- ▲ Recognising number name
- ▲ Identifying different animals and discriminate between their features
- ▲ Exploring features of poem
- ▲ Associating descriptive words

ICT integrated Learning experiences

1. Pre reading activity: For schema activation teachers can use the game **“guess the animal name”** to evaluate the students prior knowledge about animals. For this activity teachers can use <https://youtu.be/IU3t91UUgF0> video and students will guess the name of the animal based on the picture shown in the video.
2. Model reading: For model reading, teachers should use different gestures with voice modulation while reciting poem or they can use various links for model reading :
<https://youtu.be/DpAivlpEPes>
<https://youtu.be/7L0xLUsneag>

3. Discussion on the theme: The teacher can use various interactive videos such as <https://youtu.be/lhhLrtrdWvg> to make children familiar with the rhyming scheme of the poem, holistic worksheets like <https://www.studiestoday.com/printable-worksheet-english-cbse-class-1-english-worksheets-33-one-little-kitten-212496.html> and online games like <https://www.education.com/game/jump-in-sight-word-mud/> to enhance children's vocabulary. Teachers can use https://youtu.be/m_QkDFF-Hu8 such videos to introduce describing words to students in fun way.
4. The teacher can also use flash cards of animals and number names to demonstrate students while facilitating in the classroom. Teachers can easily download these cards from online sites such as <https://supersimple.com/free-printables/super-simple-songs-animals-complete-flashcards/> . After the use of these flashcards, these cards can be pasted in the classroom.



Assessment

- ▲ The teacher can use MCQ to check the understanding of the poem. Sample questions have been provided in the link <http://www.quiz-maker.com/QTQ0DBDY8>
- ▲ Group assignment through Google Classroom
- ▲ Teacher can use worksheet to assess <https://nirajkumarswami.files.wordpress.com/2015/09/one-little-kitten.pdf>

Additional resources

- ▲ Live Discussion on: Picture Reading Pre-School- <https://youtu.be/3gav6BXih4M>
- ▲ Marigold Class 1, Chapter 1- A Happy Child; Three Little Pigs - https://diksha.gov.in/play/collection/do_31304118073514393611107?contentType=TextBook
- ▲ Kids 1 to 20 Numbers Spelling Practice game- <https://play.google.com/store/apps/details?id=com.valiantkid.kids.onetotwenty.numbers.spelling.learning.game&hl=en&gl=US>

Activities for extended learning

- ▲ The students can explore the habitats of these animals.
- ▲ Teachers can plan the zoo visit for providing real life experience.
- ▲ Students can try to write about their favourite animals with the help of the teacher.

Example 03 (438 words)

Subject: EVS

Class: 3

Chapter: The Plant Fairy

Topic: Parts of Plant and its Function

Book : Marigold

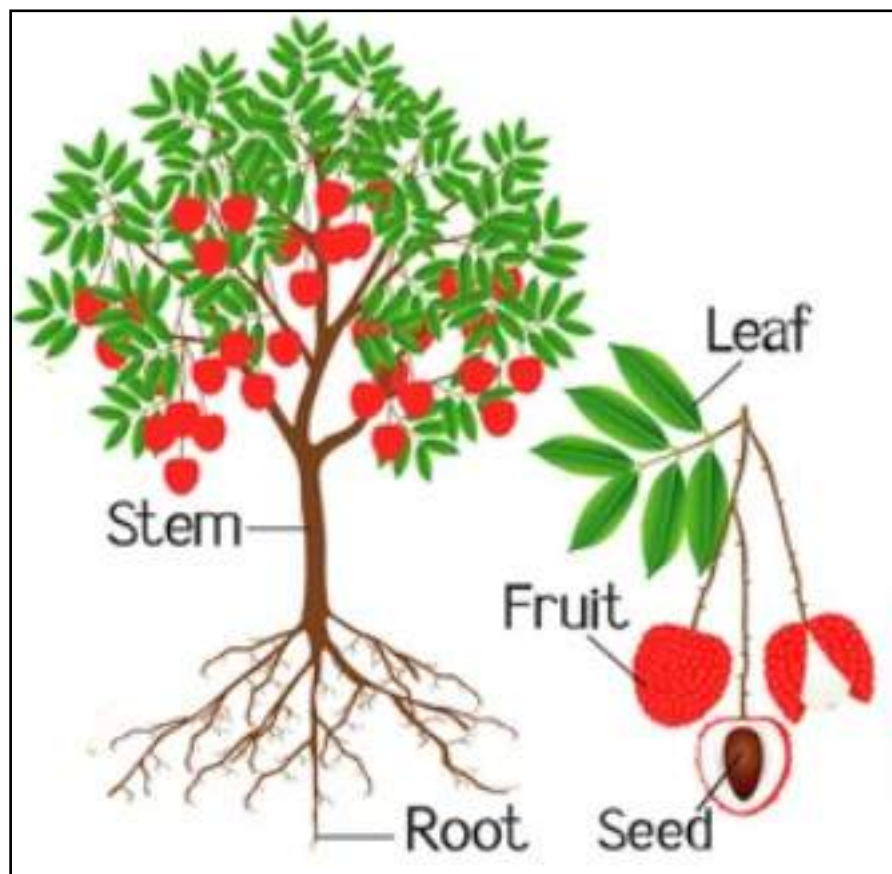
Learning Outcome

Learners will be able to-

- ▲ List out the various parts of the plant.
- ▲ Describe the function of various parts of the plant.
- ▲ Differentiate between root and shoot part of the plant.

Key Ideas

- ▲ **Root:** Parts of the plant below the soil that we cannot see are called the root of the plant. They absorb water and minerals from the soil.
- ▲ **Shoot:** Parts of the plant above the soil that we can see is called shoot of a plant. Shoot system consists of stem, leaves, flowers and fruits.
- ▲ **Stem:** The stem is the part of the plant which is found above the ground. It forms the basis of the shoot system and bears leaves, fruits and flowers. The stem provides support to the plant.
- ▲ **Leaves:** Leaves are the main part of a plant. They contain chlorophyll that assists the plants with setting up their food utilizing sunlight, carbon dioxide and water.
- ▲ **Flower:** Flowers are the most beautiful and colourful part of a plant. They are the reproductive part of a plant. Flowers are the part of the plant that makes fruits and seeds.
- ▲ **Fruits:** Fruits protect seeds. They help plants to spread seed out because animals transport and discard seeds when they eat fruit.



Plant and its Parts

Source: www.shutterstock.com (CC BY: SA)

Prior Knowledge

- ▲ Recognising number name
- ▲ Identifying different animals and discriminate between their features
- ▲ Exploring features of poem
- ▲ Associating descriptive words

ICT Integrated Learning Experiences

- ▲ Videos can be used for understanding the content or teacher can explain with use of visuals
https://diksha.gov.in/play/content/do_31320529505879654416734?contentType=Resource
- ▲ Videos can be used for exploring a plant and to find out different parts of a plant.
https://diksha.gov.in/play/content/do_3129549876363264001118?contentType=Resource
- ▲ Students can explore parts of plants and types of plants by using flash cards.

- Activity for students to check their understanding using H5P - drag and drop activity for example:

https://diksha.gov.in/play/content/do_3130986754326364161271?contentType=PracticeResource

Assessment

- The teacher can use MCQ to check the understanding of the students regarding the parts of the plant.
- Plant Parts and Their Function Worksheet - Turtle Diary
- Using visuals or images teacher can prepare a quiz based on plant parts

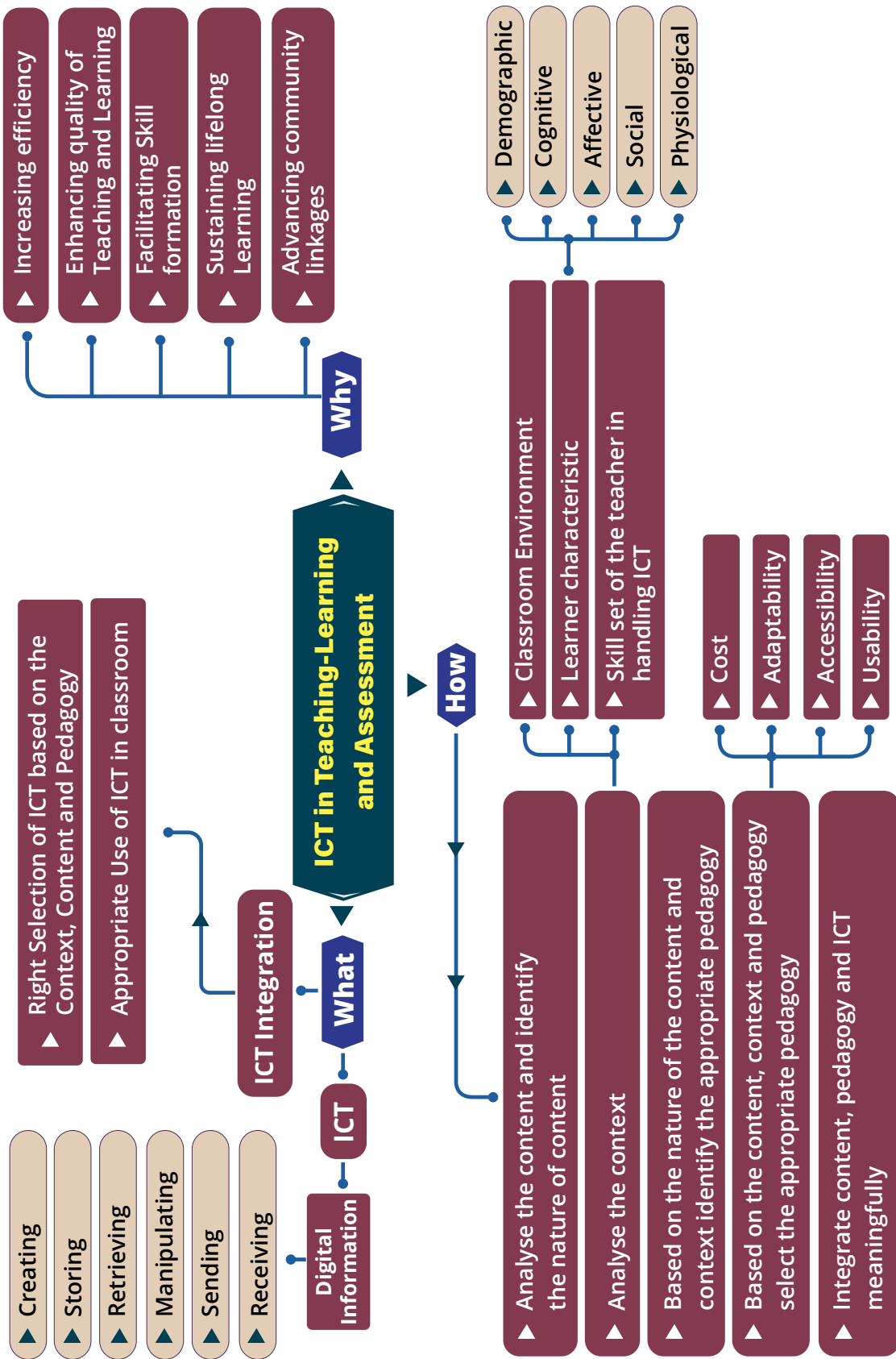
Additional Resources

- https://diksha.gov.in/play/content/do_313068016919199744110632?contentType=ExplanationResource

Activities for Extended Learning

- Students can explore the different types of roots, stems, leaves, flowers and fruits in the surroundings, click photographs and make a PPT of it.
- Students can explore the environment and observe the different types of plants.

Summary



Portfolio Activity

Assignment

Select any topic of your choice from your respective subject. Identify ICT integrated ideas for teaching/ learning/ assessment for the selected topic and present the following details:

- ▲ Subject:
- ▲ Levels/Grades:
- ▲ Developmental Goals
- ▲ Chapter:
- ▲ Topic:
- ▲ Key Ideas/ Content coverage:
- ▲ Prior Knowledge:
- ▲ Plan for ICT Integrated learning experiences:
- ▲ Plan for Assessment:

Additional Resources

References

- ▲ Tools for teachers - https://www.cemca.org/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers_Low.pdf

Weblinks

- ▲ ICTs Initiatives in School & Teacher Education:
<https://youtu.be/bJmQHbIAC3k>
- ▲ ICT Tools - <https://ciet.nic.in/pages.php?id=webinar&ln=en>



COURSE 12

**Toy Based Pedagogy
for Foundational Stage**

COURSE 12: COURSE INFORMATION

▶ Course Overview

- Description of the course
- Keywords
- Objectives
- Course Outline

▶ 1. Introduction to Toy Based Pedagogy (TBP)

- Importance of Play and Toy Based Pedagogy (TBP)
- Activity 1: Try Yourself

▶ 2. Toys, Games as Play-based Pedagogy

- Toys, Games as Component of Play-based Pedagogy
- Activity 2: Check Your Understanding
- Role of Indigenous and Traditional Toys

▶ 3. Promoting Cultural Connect through TBP

- Promoting Multilingualism, Inclusion and Cultural
- Example 1: Toys from Gujarat
- Example 2: Toys from Karnataka
- Activity 3: Share your Ideas

▶ 4. Do It Yourself (D-I-Y) Toys

- Creating a Do-It-Yourself
- Creating Toys Using Low Cost/ No Cost Materials and Resources: 1
- Creating Toys Using Low Cost/ No Cost Materials and Resources: 2
- Activity 5: Share Your Ideas

▶ 5. Gamified eContent for Learning

- Use of Gamified eContent for Learning
- Activity 6: Explore

▶ 6. Toy Based Pedagogy and Developmental Goals

- Implementing Toy Based Pedagogy in classrooms in all the three developmental goals
- Implementing TBP at Foundational and Preparatory 6.2 Stage in all the Three Developmental Goals

▶ **7. Integrating Toy and Game Based Pedagogy into Foundational Literacy and Numeracy**

- Integrating Toy and Game Based Pedagogy into FLN
- Additional Activity: Do Yourself

▶ **8. Involvement of Parents and Families in the Toy Based Pedagogy**

- Ideas to Involve Parents/ Families and Make them a Part of TBP
- Additional Activity: Check Your Understanding

▶ **Summary**

▶ **Portfolio Activity**

- » Assignment

▶ **Additional Resources**

- » References
- » Weblinks

COURSE OVERVIEW

Description of the Course

This course provides an overview of Toy Based Pedagogy across the Foundational Stage. Toy based pedagogy at the foundational stage is where children learn through toys and games as children learn best through play and exploring play materials. Thus this course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

Keywords

NISHTHAFLN, TOY BASED PEDAGOGY, TOYS, FOUNDATIONAL STAGE, DO TOYS, INDIGENOUS TOYS, LOW-COST TOYS, NO COST TOYS

Objectives

On completion of this course, the learners will be able to:

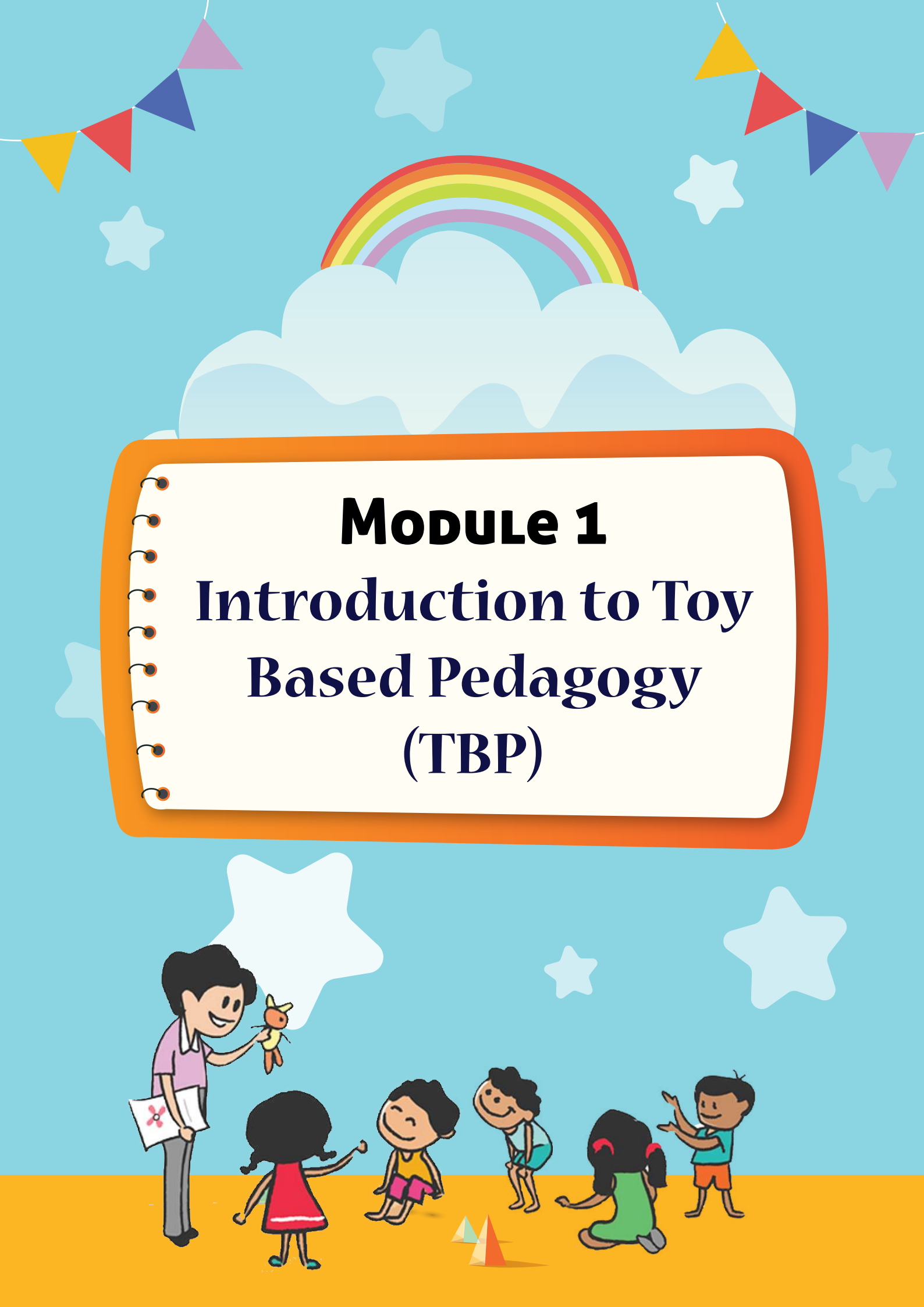
- Get familiar with Play and Toy Based Pedagogy as an integral part of experiential learning
- Develop skills to integrate TBP across the three developmental goals
- Appreciate how Toys and Play develop as Pedagogy
- Implement TBP at the Foundational and Preparatory Stage
- Map the concepts with toys, 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



Course Outline

- 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





Module 1
**Introduction to Toy
Based Pedagogy
(TBP)**

Module 1: Introduction to Toy Based Pedagogy (TBP)

1.1 Importance of Play and Toy Based Pedagogy (TBP)

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348012995960012814055

Transcript

Dear learners, welcome. We are going to talk about Toy based pedagogy across the foundational stage and how it could be used in a very joyful manner for teaching - learning of concepts and skills related to the three developmental goals identified for Early Childhood Care and Education and also included in the NIPUN Bharat Guidelines. These three goals are-Goal-1 (children maintain good health and well-being), Goal-2 (children become effective communicators) and Goal-3 (children become involved learners and connect with their environment). As you know play is one of the most important ways in which children gain conceptual knowledge and important life skills. Children of all ages enjoy creating new things on their own if you provide them with sufficient and developmentally appropriate materials and toys. They make discoveries and give their own vocabulary. For example, when they use interlocking blocks and take apart materials and toys, they are found to use mathematical vocabulary. They make paper aeroplanes, boats and so many other paper toys and learn about how to fly or sail these in water. They love to watch their own creations, and this further instils critical and creative thinking in them, and they show their curiosity and eagerness to learn through toys. Similarly, children feel very empowered when they dismantle or

take apart toys (meant specially for their play) and then create something new with the separated pieces. This also teaches them how to solve problems on their own as they are engaged in such kind of free play with no/less direct teacher guidance. To understand the children's world of fantasy, we need to understand their world of play and what toys mean to them. Toys have travelled a long way to arrive at their present form. They have existed in India since the Indus Valley Civilisation. Unlike the fancy, expensive toys gaining popularity today, traditional indigenous toys and games were simple and took inspiration from nature. But currently, many children do not have access to a variety of toys.

We need to see how we can bring these toys and play to the classroom situation as play is joyful to all the children, and it becomes natural to them. Children learn from meaningful play experiences when they are provided with ample time and adequate space to engage freely in exploring the toys and manipulatives in a stimulating, enabling and well organised setting and environment. You would enjoy learning about Toy based pedagogy across the foundational and preparatory stage and also create meaningful toys for your classroom processes that would provide joy to your children.

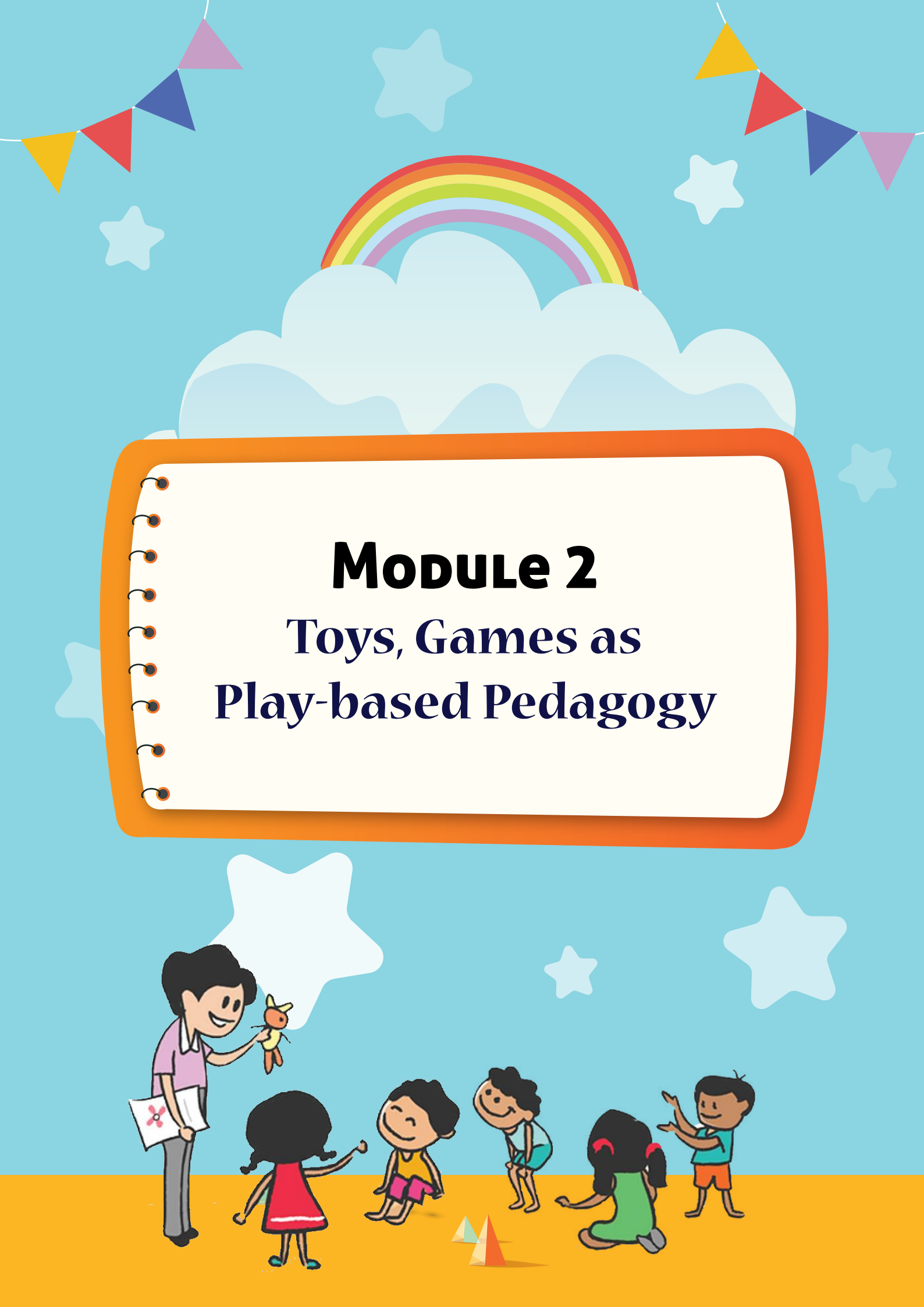
So, you will learn about how teaching-learning becomes very easy and joyful when we bring toys, games, and materials in the classroom for teaching concepts and skills. Toy, as a teaching- learning resource, has the potential to transform classroom pedagogy and toys are not just for entertaining, they play an important role in a child's overall development.

1.2 Activity 1: Try Yourself

- ▲ Recall your childhood memories and list down the kind of toys you played with.
- ▲ Count the number of childhood toys/games you have listed.
- ▲ Which one was your favourite toys/games during your childhood?
- ▲ Make another column on the right side and write down in front of each toy/game
- ▲ the skill/concept you have learned/mastered.

S. No	Name of the Toy/Game	Skill/Concept learned through the toy/game
1		

2		
3		
4		
5		
6		
7		



MODULE 2

Toys, Games as Play-based Pedagogy

Module: 2

Toys, Games as Play-based Pedagogy

2.1 Toys, Games as Component of Play-based Pedagogy

Play requires a child's active participation related to different aspects of development-social emotional, language and motor, cognitive and creativity. It gives a boost to their self-esteem. Play occurs with familiar and favourite objects which children want to explore in their own ways. Toys are such objects and tools which children love to use while playing. Thus toy based pedagogy is a component under play-based pedagogy which is most recommended for the foundational and preparatory stage. According to Vygotsky (1967) play is helpful in the development of language and thought. Mental structures are formed through the use of signs and tools, and play helps in this formation. Play also frees the child from the constraints of the real world that surrounds the child.

An educational toy is expected to educate. It should help a child to learn about a particular concept or develop a particular skill. For a child, anything can be a toy, like a piece of paper or fabric. A child loves to blow the piece of paper and watch it with curiosity. Toys and games help in providing immense joy to all children.

Toys can be classified into many categories such as rattles, dolls, classic board games, etc. Doll accessories and other toys like miniature kitchen utensils give a lot of fun in the dramatic and dolls play. Some games can be like pithoo, four corners, spinning the tops like Lattoo, Firki, etc. Toys can be used as a pedagogy from preschool to higher classes.

Toys also help children to connect with their culture. They also help in speed up language development especially as children get involved in making D-I-Y toys.

There should be toys for all stages i.e., foundational stage (3-8 years) and preparatory stage (8 to 11 years) and also for older children ages beyond 11. Generally, as we move higher in age, the toys overlap with games which may use some toys as props. There could be a variety of games and toys and the purpose of including them in classroom or outside classroom is to make learning more permanent and meaningful. Toy Based Pedagogy starts from a child of two to three years, the emphasis gradually progresses from sensory motor play to symbolic play as the child starts drawing more and more upon her imagination.

Indigenous and Traditional Games (Indoor and Outdoor)

The popular games like *ring-a ring-a-roses, kokila chippaki, Hide and Seek, tag games, circle games, simple board and card games and other games with rules* are especially appealing to children of all ages from 6 to 11 years depending upon the levels of the games. From age five onwards, the children start enjoying the company of their peers, find rules of games easier to follow and feel delighted in games and challenges. The children between six to eight years of age start demonstrating their willingness to play with other children in a structured manner. They enjoy action songs and games like "*posham -pa-posham pa, 'hara samandar gopi chandar, bol meri machli kitna paan*".

The examples given here can be adapted as per the context of the children. These have been mentioned to explain how games can be introduced to enhance learning and developing other skills and competencies.

For the foundational stage they need a variety of balls, Hula hoops for tossing, Slides and swings, seesaw, jumping rope. On the other hand, the popular traditional Indian games for preparatory stage children are- *posham pa -bhai-posham pa, tag games, throw and catch, kho-kho, kabaddi, pithoo* and so on. These games have a lot of utility for health and well-being as well as for problem solving and manipulative skills.

2.2 Activity 2: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

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2.3 Role of Indigenous and Traditional Toys

We need to promote indigenous toys while using toy based pedagogy so that children can have easy and cost-effective access to them. Schools can create a 'Toy Library or a Toy Area'. Toy as a teaching- learning resource has the potential to

transform classroom pedagogy. In the pre-service teacher education curriculum and also in in-service teacher education programs, the use of indigenous toys as a pedagogic resource should be added.

Selection of Indigenous Toys- Important Points

The toys should be

- ▲ aligned with the Indian culture and ethos
- ▲ connected with the regional culture to get the ideas of culture of the region.
- ▲ suitable to the age and development and safety of the child



India is home to several toy clusters and thousands of artisans who produce indigenous toys which not only have cultural connect but also help in developing psychomotor and other life skills among children. The use of Indian traditional toys and games in classrooms contributes to the appreciation of indigenous products and their usefulness. Children also get introduced to Indian culture and start taking pride in their identity. This happens as a gradual process but if it starts germinating in the foundational and preparatory stage. The indigenous toys are cost effective because they are made from the locally available eco-friendly materials for instance waste clothes of tailoring units, paper toys from waste papers, cloth and rag dolls/puppets.

Wood, bamboo, newspaper, waste materials are generally used in making indigenous toys and thus this helps children to learn about the *texture, colour, size and shape* etc. Sometimes the local toymaker use seeds, feathers, coconut shell, areca, nuts etc and here children can learn the names of the different trees and learn about their environment. The indigenous toys give them emotional satisfaction because they depict the familiar figures and the children can easily connect with them. Our indigenous games are also very popular and they keep children and adults engaged for longer duration. Such games generally promote agility, strength, balance, reflexes, hand-eye coordination, accuracy, strategy, intuition and patience along with the skills of problem solving, decision making, etc.



MODULE 3

Promoting Cultural Connect through TBP



Module: 3

Promoting Cultural Connect through TBP

3.1

Promoting Multilingualism, Inclusion and Cultural Connect through Toy-based Pedagogy

India is known for its culture and depiction of cultural values in the form of toys or show pieces made by clay or wood. The country has a truly glorious tradition in toys, back to 5000 years. The excavated toys and dolls found in Harappa and Mohenjo-Daro have been preserved and re-imitated in many of the Indian museums. These indigenous toys have been used by children to entertain and understand about the world around them.

When choosing materials for toys, it is important to consider the children's communities and cultures. Teachers can bring elements of different languages, dress, and music into the classroom. For example, while choosing or making books/worksheets, one can use or provide scope for including different types of culture and language of the children in the classroom. Similarly, dolls, dress-up clothes, and pretend food should represent children's families and communities. Children in the classroom should be permitted to bring their toys and games in the classroom and share it with other children. Every child should be appreciated for such an effort and should be made to take pride in his/her local culture and ethos. In the same way folk songs, dances and props used during dance should be from children's own background. The teacher may thus induce interest among children, at the foundational and preparatory stage, in incredible Indian toys and traditions. There is a need to create a child-friendly environment to implement play way, activity based and child-centred approach to education across the foundational stage and it should continue at least till the preparatory stage of education. Teaching and learning in a very formal way does not motivate young children.

3.2

Example 1: Toys from Gujarat

Dhingli - Cotton Dolls

Dhingli is one of the traditional doll toys from Gujarat. It is made up of cotton with embroidered clothes. Used or new cloth of many kinds is cut and sewn together as a hollow form in the shape of desired toy or doll and then filled with cotton or sawdust. The process of making cloth toys is simple; The figures of these toys are

often provided with intricate dresses to make them look expressive and lively.



Some larger forms of such toys are seen in various puppet shows. The doll can be used in the dramatic play area and they are also used by children to nap with. The *Dingli* doll toys help in developing -

- ▲ creativity
- ▲ communication and self-expression skills
- ▲ problem solving skills
- ▲ fine motor skills
- ▲ social emotional skills

Rasoi



Rasoi is a set of kitchen utensils. They are made of wood and painted to look attractive and appealing. These toys, mainly soft wood, are prepared by wood carvers. These toys can also be placed in a dramatic play corner in the classroom. The kitchen toys also help in developing communication, problem solving and self-expression skills

Kaleidoscope



Kaleidoscope is a toy made up from cardboard, glass pieces, and some random pictures. With this toy children see a variety of coloured designs because of multiple images. This toy can prove to be a good D-I-Y as well as STEM toy for the children. The Kaleidoscope helps in:

- ▲ eye hand coordination,
- ▲ muscular development,
- ▲ fine motor development,
- ▲ creativity,
- ▲ concept of shape and colour,
- ▲ Science concepts of reflection and refraction

3.3 Example 2: Toys from Karnataka

Nesting Dolls

Nesting dolls are beautifully painted wooden dolls. They are made up of wood, with child friendly food coloring or vegetable dyes, to look attractive and appealing. This toy can be used to instill the learning about pre mathematical concept of seriating or ordering, counting, concept of big and small, spatial perception, etc. It also helps in developing following skills:



- ▲ creativity
- ▲ communication, like creation of stories using the dolls
- ▲ problem solving,
- ▲ self-expression,
- ▲ fine motor skills and dexterity

Ring Set Puzzle

Ring set puzzle is a toy with seriated rings; it is made up of wood, with child-friendly food coloring or vegetable dyes to look attractive and appealing. This toy can be used to introduce the learning about pre mathematical concepts of seriation and develops creativity, communication, problem solving, self-expression, fine and gross motor skills along with understanding of colour, shape etc.



Kitchen Play Set

Kitchen play set is a set of kitchen utensils. They are made of wood and painted to look attractive and appealing. These toys can also be placed in a dramatic play corner in the classroom. The kitchen toys help in developing skills, such as:

- ▲ communication
- ▲ problem solving

- ▲ self-expression
- ▲ fine motor
- ▲ social emotional
- ▲ creativity

Thus toys connect the cultures and similar kinds of toys are found in different States like 'Rasoil' toys from Gujarat and 'Kitchen play set' from Karnataka.

3.4 Activity 3: Share Your Ideas

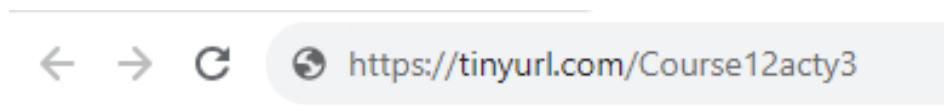
Think about indigenous toys/learning materials that are very famous from your State/ UT and share your ideas how you can use them in teaching learning of different concepts, skills etc.

Steps to be followed:

Step 1 : Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/Course12acty3>



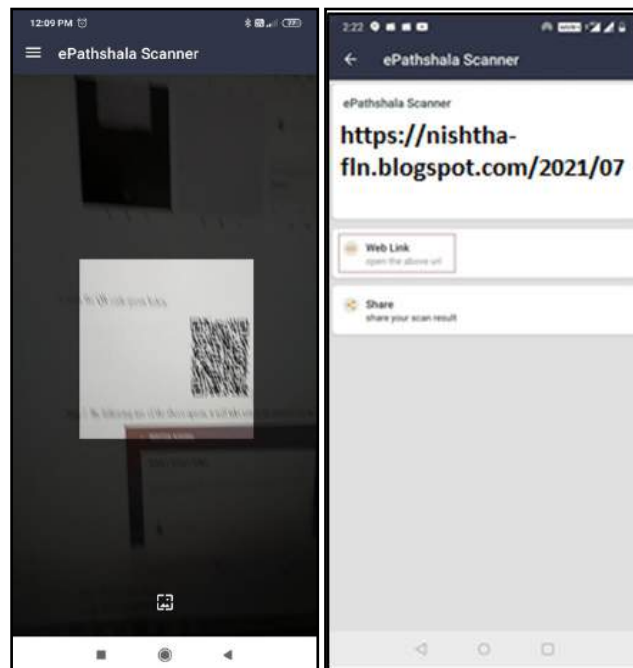
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/03/course-12-activity-3-share-your-ideas.html>

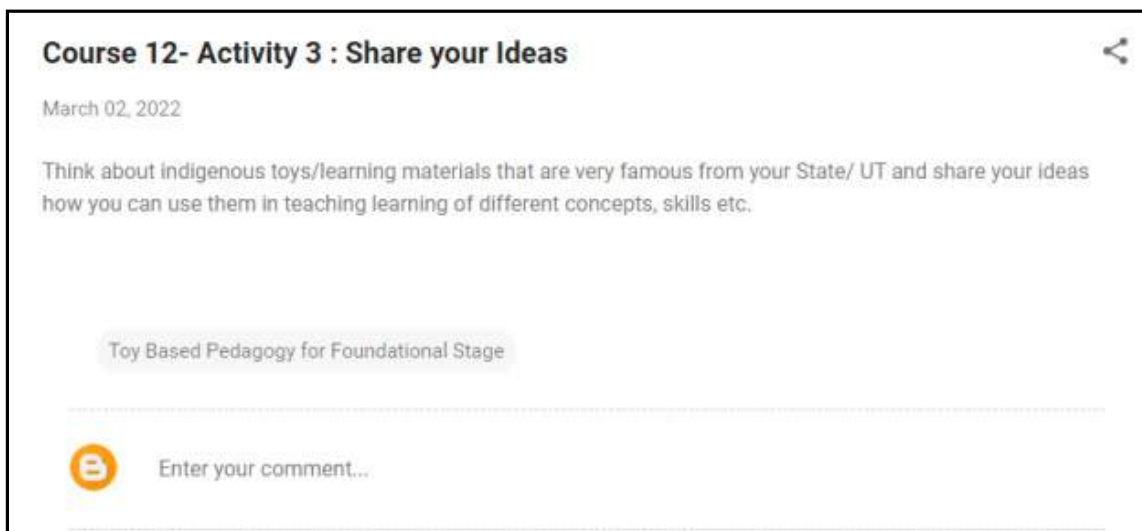


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Course 12- Activity 3 : Share your Ideas 


March 02, 2022

Think about indigenous toys/learning materials that are very famous from your State/ UT and share your ideas how you can use them in teaching learning of different concepts, skills etc.

Toy Based Pedagogy for Foundational Stage





- ☛ Type your response in the comment box.

Course 12- Activity 3 : Share your Ideas 

March 02, 2022



Think about indigenous toys/learning materials that are very famous from your State/ UT and share your ideas how you can use them in teaching learning of different concepts, skills etc.

Toy Based Pedagogy for Foundational Stage

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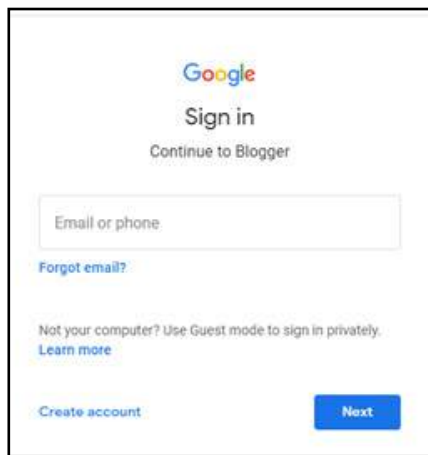
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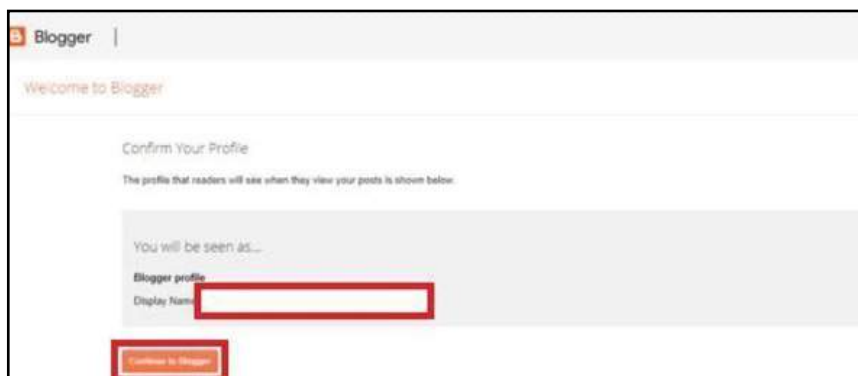
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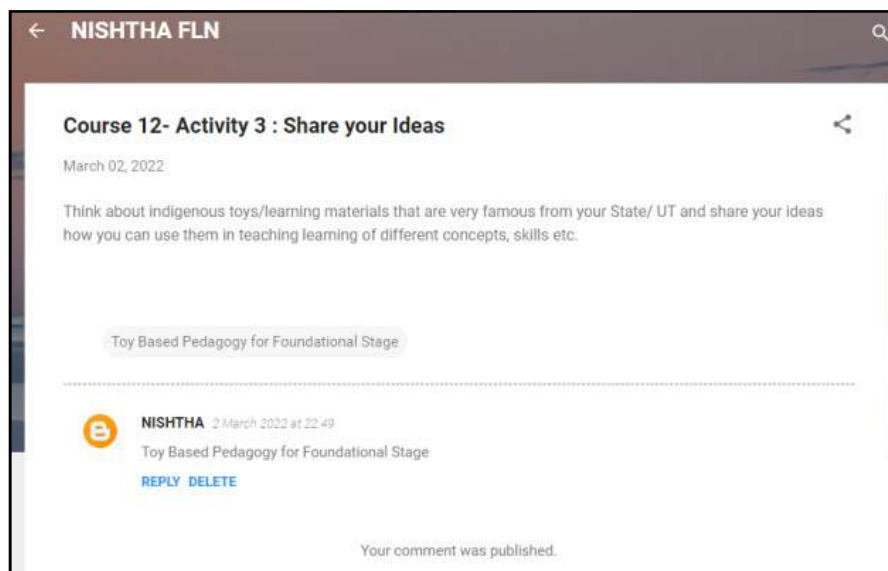
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Module 4

Do It Yourself (D-I-Y) Toys



Module: 4

Do It Yourself (D-I-Y) Toys

4.1

Creating a Do-It-Yourself (D-I-Y) Toy Area : Thinking Out of the Box and Creating the Box and Creating

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3134801316941824001243

Transcript

Let's understand how to plan and create a toy area. This Do It Yourself toy area is one of the interest areas in addition to your block building, maths or discovery area. This area needs to have the loose materials, low-cost/no-cost materials, environment materials like cones, pines, dry leaves, seeds, feathers, bottle caps, lids, spools, paper cups and paper plates and also various sizes of bowls, cardboard boxes, child-friendly scissors, empty jars, books, straws, eye droppers, variety of papers, magazines, flexible waste wires, and so on.

This area must have age and developmentally appropriate traditional Indian toys, which has easy accessibility to all the children. These must not be too small in size keeping in mind the safety of small children.

Of course, you cannot keep all the materials in one go in this toy area, so plan to keep these in rotation observing the children's interest and need, and do not forget to label the area as –"My Toy Area".

Then organise the toys and loose materials/props on the open shelves, that are easily accessible by children or you can also use some old cane baskets or in the waste carton boxes and how can you forget to label the boxes? So label the boxes or the shelves along with the toys or the loose materials, pictures so that the children can easily pick up and keep them back to their storage. You may also keep some 3 to 4 small rugs for sitting where two to three children in small groups can sit and design or create on their own. This you call Do It Yourself Toy area and you need to design this D-I-Y toy area in a very child -friendly manner.

- ▲ Use the walls near the toy area to hang some of their D-I-Y toys that children have develop or prepared
- ▲ Hang the children’s photograph engaged in designing something because it gives them a feeling that yes I have done this and I am going to do this
- ▲ Make sure everything in the toy area is meant for play and creating and must be developmentally appropriate
- ▲ Keep certain props that children can use in their creation
- ▲ Sort the loose parts according to the shapes, colours and size in labelled boxes or baskets

So, think out of the box and create a TOY AREA, equip it with loose materials and watch children enjoy creating and designing on their own but stay there for support wherever required. So, start thinking about how you are going to design and plan the TOY AREA.

4.2 Activity 4: Aligning Toys with Concepts and Learning Outcomes - Try Yourself

The following table shwos the connection between the toy, the concept that can be learnt using the toy and the related learning outcome. One is done for you. Try completing the following tables:

Table 1: Paper Toys

Name of the Toy	Concept/skills	Learning outcome
Paper Boat	<i>Shape</i>	IL 3.25 (As given in NIPUN Bharat Mission Guidelines) Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface
Paper Rocket		
Masks		
Pinwheel		

Table 2: Clay Toys

Name of the Toy/materials	Concept/skills	Learning outcome accomplished
Potter's Clay		
Homemade play dough		

Table 3: Cardboard

Name of the Toy	Concept/skills	Learning outcome accomplished
Spinner		
Clock		
Board games		

4.3

Creating Toys Using Low Cost/ No Cost Materials and Resources: 1

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348376606227660811978

Transcript

Dr. Romila Soni: Engaging and innovative toys are often home made from readily available materials such as fabric, bottles, cardboard boxes, yarn, lids, shoe boxes, pinecones, twigs and so many other things existing in our immediate environment. You can make sure that this happens when you make use of the

play materials with locally available resources for your children. Making toys with locally available materials is a joy itself. Using basic materials and your creativity, you can stimulate play and facilitate children development across all domains including cognitive. The best toys are selected based on their appropriateness for the child's age, development and interests. Use of low and no cost material is especially important for keeping children from economically challenged communities equally benefited. Collect: plastic bottles, old shoe boxes, used and clean toothbrushes, and what do you think? What else you can collect? However, these materials are very good for D-I-Y means Do it Yourself toys as it challenges children for their critical thinking skills, creativity, and problem-solving skills. When choosing materials and planning learning activities for children, you can consider how the toys and games will support development of children within and across domains and three developmental goals. Let's create some sample toys with the help of waste and low-cost materials.

Pramod Sharma: Hello friends, As you have seen any such material in the vicinity of our environment, any such material which we re-use, like we have this paper roll, if children want to make something from this paper roll, then they want to play more around them. Collect the materials, like we have coloured bottle caps, these are many things that once used, we can use them again to make something new.

So with this paper roll, we can also give it the form of a cart by putting four lid wheels which children can pull by tying a thread in it and can use it in playing. so this is one of the small things that we can add to our education. So there is nothing that you cannot create again if you have an idea for creative expression. Now as you see that this is a bottle puppet i have made, what is nothing that just covered a bottle with paper and made a shape by making both ears and one nose and two eyes, now as we need according to the story. We can also make a face from this paper roll that is around, it is also a bottle which is round, so there are many things of this method which we can use as our teaching tool. I saw that these are some small children who are children of pre-primary level, we give activity to them so that they also learn counting and if they come to know about a little colour, then i have found some waste material in this blank. If you had gone you can also use this empty seed, it was a small child's car, it was broken, if i found any left in the middle, then we can give it in the form of a stand, so it is not necessary that buying goods from market, we can make some of our teaching aids using any means. So according to me, there is no such thing which cannot be used and called it waste, the waste is for those who cannot use it. According to me, paper is such a simple medium that even children and teachers can make

it very easily. Now it is his, what will he teach with him, will he make his own way, then if you remember the matter of childhood, then all of you will remember that the relationship of boat has been very deep since childhood. When the water flows during the rainy season, the children make boats in different ways and play inside it, and in the way of making the boat, we can tell the shape to the children that look, we have a rectangular, we doubled this rectangle once, so what have we got, now it is rectangle but if i take one corner of it to make a boat and press it down like this, then it comes in the shape of a triangle, like this press down from the other side if i take it, it comes in the shape of another triangle and if i fold the remaining paper below it, then it will become a very simple triangle, which we can use in a very good way, that of a small child. What became a cap and at the same time we have to give it the shape of a boat, after this we can do it again so that it is spread from the other side and then we fold inside it again upwards, then make another triangle like this on the other side. If folded we get such a shape in total, we can do it once more, according to the size of the paper you get, size of that boat. Now this name got a shape, we have got it and we leave it in the water while moving, then this boat keeps on moving, so in order to teach the teacher, we are also teaching to make this boat in a simple medium and along with that the shape is a triangle, is a rectangle. We can also give a little information to the children about it being square. So here it is, connecting with our childhood the shape of a boat. I am telling you from the paper itself that there is a very simple and very interesting way to count the numbers. I tell you that from this paper I make you a jumping frog. You must have seen it made many times, so what do we have to do for the jumping frog? We need a square of double paper. If we want a double square paper, I mean to say that first we doubled the paper and then after doubling we squared it. See this, the paper is doubled and squared, once we press to square like this, we press the other side down in the same way, then it comes to your other side.

So if we open it like this, then the shape of the square is visible in the center as well, but is 1 inside and 1 is outside, we put both inside, so what is going on outside, once again we paper on the inside. If we press it, it will easily come to us in this way and then this square which is the center has to be overlapped such that this paper above will come in half of this and the other will also be in half of it, the paper will come, now we have double square paper but after doing this, what we can see is that on one side the plain paper has come to us and in the other side we have different four corners. the corner that is, it will be converted into four legs, we will bend in such a way that you will have four legs on the back side, now the legs of this frock have also become like this, if you look at it straight, then there is a visible mark at the center which is behind the face. We

have to make the part, we fold it till the center and the side which has been made 90 degrees in this way, then a shape will be seen and the back triangle which is visible. it will not be disturbed, we will put it from both the sides. till now we have talked about the shape with the child and it has become an object of the frog. but now the quality of it is that of jumping. in this way we will turn straight from behind like this once and then we will double turn it like this, here we can tell the child about the science of action, the reaction of the action that happens, if you press anything from below, then it jumps forward, then it will freeze and it will be able to bend it well. It is also to be seen that it is bent so that the back, balance is not disturbed and we can make it from any paper, we can make it from newspaper, we can make it from simple paper, now we press it from behind as many times as it will forward. So with this we can easily connect the children with counting that inside the class we have to make two frogs, teach the children and it is said that let the children run and in this you will count from 1 to 10 in the beginning you will say to the children that let everytime we say this, we can add this in our education to take with him.

4.4

Creating Toys Using Low Cost/ No Cost Materials and Resources: 2

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348376897627750411979

Transcript

Pramod Sharma: Now when it comes to the puppet, the oldest and easiest way to making puppets out of socks. What about socks and make them the shape of a puppet, then you will see that the name of the movement is puppetry. so its like i didn't do anything with socks, just put socks in my hand, but it came to me and

started seeing it, who can talk like a snake, here we can put its jib, here we can make two eyes then a snake in front of you, a very nice puppet will be ready in minutes with socks and if we want someone to make a man's face, make a woman, make a child or something like that, we want to make something like that even if we don't make snake, what can we do with socks ? or else you put cotton inside it and if by chance you do not have cotton with you then you took any old cloth inside it and have to fill it, now i had put my hand in it, then because of the hand it was attached but now if i take out my hand, a face shape like a ball should be formed for you to make the shape of the face. If we do this in this way, then i started seeing this nose too and if the cloth is also falling short with you, then you can also use the newspaper, that you made any newspaper in such a way, like a paper roll and you put it inside it, then the child can easily find material to cover the object. Now we have seen a shape, now it looks like a neck. Let me see this thing, we will put it on this stick, then this stick will become a puppet, if we connect it with the gloves for the purpose of controlling it then the gloves puppet. If you have to apply two eyes you can also use old wool for hair and children come in between toys, children old clothes they have fur on them can also use fur, means material that is easily available to you is twine, you can make it very beautiful with twine. jute is jute, old jute is found, open it and you will see that very curly hair comes out. so there are many ways that you can make that thing. This means that the content is not imported, it is important that if you get the idea of how to do it, then you can make it. So this was a fun way to make a puppet. You had a bottle of a way to make a puppet and i'll tell you how to make a hand, paper will make a puppet in it too. Now it is not necessary that we are going to class so we have a puppet and we go there and play with the children, with the puppet. If you have this idea that in a little 2 minutes. I doubled it like i did while making the boat and then folded it once again, which means i made the fourth paper. In one fourth paper half mark came, one side was taken half turn such second side was taken half turn and now you see that after doubling that 4 equal parts come back to us, if from above if we open the connected part like this, a triangle will be formed at the bottom which will give us the shape of a hut. For example, children make huts that are the size of the big one we got. After that the walls of the hut were folded backwards from both sides. There is a paper joint from below, double was above, we got two papers, we will take one as much as the one that is folded before and hold it double folded. in the same direction, fold the second paper as well and double fold it. In this way also you can adopt it, your puppet is ready and you do not necessarily have a bottle as a material. Have socks ? if you have an idea of a puppet, then you can get a paper from anywhere, then it is very good, if you get coloured, it can be made from white, it can also be made from white, it can also

be made from newspaper, can be made from magazine paper and opened it like this we pressed it down and it became a shape and it became a shape of fox, then you can do one thing. do it too can be made with paper within 2 minutes, so i told you one way to make a paper puppet. to add one to this, let me tell you that to make, we need a square paper, then if the paper is not square, then first we have to square it, it's a very simple way that the smaller one place the site on the larger site and remove the rest of the paper. Now you have got square paper, see this square paper, you doubled it by joining the opposite sides in. after doubling then you doubled it like this, then you get the mark of exactly half, you took the exide,you added up to half you took the other side like this till half and then it got the shape of a cone, put it on the top side if folded, we will get the shape of a boat but banana is crow, but we assume wings to do this and it was double paper, initially we had doubled it, so after making it single we got two triangles. pressing the front one down, now we have two papers one above the other, double the triangle then a beak will be formed. keep both of them in the same direction, we have done it here, so we will have to do it here too. Both have to keep in the same direction and then take all of them and double it on the back side. So it will appear to you in the shape of a doe, like a bird inside which there will be a movement. We used to put it in our hands and run it like this. like a hand puppet we have a moment attached to its wings. If its wings are opened, then the mouth will open, then it has become a good toy. You gave a fox to everyone and everyone knows that story or if you tell the children, let's make our own story, then it becomes a medium to play. In which this is a puppet who will take the form of our medium and in a good way children will have interest and they will also feel like doing something. Look friends, there is another very simple way that, in which you will cut two strips of a coloured paper in this way, I have doubled the paper then I got two strips together. For this some paper which is hard should be hard, so we use pastel paper and we get two strips together, so we can also stick it in the last and staple it to make it faster. You got a shape and while doing a little more than half in it, I have cut it into halves and folded it in such a way, then a circle will be formed, it will be the shape of the ellipse in front of you. The circle has come, if we connect the circle, then the body of a bird will be seen. Let us see this and this is the remaining piece if we fold it into 3 then it will work as a leg. This we folded and we can add it at the bottom where legs are at the end of it. So we got a shape in a way that we can call the shape of the bird. in this if you have come to know the method, then if you make black, then you become crow, if you made it green then you have become a parrot and if you have made colourful then it becomes a pick and this is also an advantage in paperwork that you can create more things than one at once. now as i have to make wings on top of it, i have to make wings,

have to make a beak, now i am telling you the idea of drawing a little way to make things, on which lets see how big a feather we have needed, so according to the size of our body we take the shape of the wing and we cut it out on the paper what we had drawn, we separated it on the paper. Look at this you have two wings together, as many layers as you make of paper will be made together and then stapled it above its waist, then what did we get in front of you of a pink colour? Now it is the turn of the beak of pink colour, the beak which is black will not look good so for that we take any other colour for which we make the beak and for that we also doubled two papers and a triangle it became big with us when we got bitten. If we want to show a pick we can put one too and if we want to make it look like a talking bird then we have a way to stick it with glue so it's good stapled here. It will not look like in the front. I have glued it on both sides to apply the glue like I had made and in this way added it to the place where it is sold. Put a beak. Simply put, I believe that this is such an easy method that by which you can make any colourful bird, you can make wings of another colour, make it, make a parrot that means any one and then it is called a finger puppet. You can also use it like this and make a ring and keep it on your hairband like you have stapled this over the hair band, there are many ways to play this type of game with children with colours and you can also put two buttons instead of eyes or else you can also draw eyes with the help of sketch pen. If we come here then make it so we have got an object which if you hang from the thread then it can also become hanging, means to use it in your own hands, how to use it. How beautiful will you be able to make it and for interest you can make a pancake on its head, like a peacock has a crest like this you will also put a pancake on top of this bird and it will look a bit attractive that lets go further down the side. I have given it a shape like a pen from paper so we have it. Word size found. So I think that it is a very easy and very simple way that we can easily make in our classroom and teach children that they can also make it and it is such a simple way that children can also make it easily.

Dr. Romila Soni: So, you have seen how making and creating toys using waste materials is fun and easy and you can use it for your classroom teaching-learning processes. The paper toys help to understand the folding accurately, strengthen the fine motor skills and help a child to know the shapes. It instils creativity among children and improves the attention span. Children also learn to follow instructions for example when the teacher is telling them ... now fold the square piece of paper into a triangle and then the second fold into a smaller triangle. It inspires critical thinking and promotes quality time. Paper toys offer endless possibilities as they fold, crumple, create with variety of papers. You may further make a collage using these paper toys and create a display board on

transportation. For example, you can paste paper rocket, paper airplane, boat on the chart paper and let children draw and paint the rest of the scene around these paper toys. Later, ask them to label each of the paper toys. This will also enhance FLN. For older children ask them to look at this paper vehicle board and write a few lines. Definitely children are going to enjoy their creation and they will be happy to talk about it and write about it. This itself is a hands-on activity that would help you to observe and assess the children's learning of concepts and skills. Making a theme board using a variety of paper toys helps children to target many learning outcomes. Above all, creating and designing toys using low-cost/no-cost materials spark joy among young children and promote learning of concepts and skills. Of course, young children need the support of the adults in creating toys from waste. So, engage children in such simple toy-making and craft activities where you give freedom to the children and take their ideas instead of always making and giving them toys to play with. Rather let them get involved with you and enjoy the play with their own creations!

4.5 Activity 5: Share Your Ideas

Think how you will create a TOY AREA in your classroom /school? What are some essential materials and manipulatives that you will keep for helping children to create D-I-Y toys?

Step 1 : Accessing the activity page

Follow any one of the following option to access the activity page:

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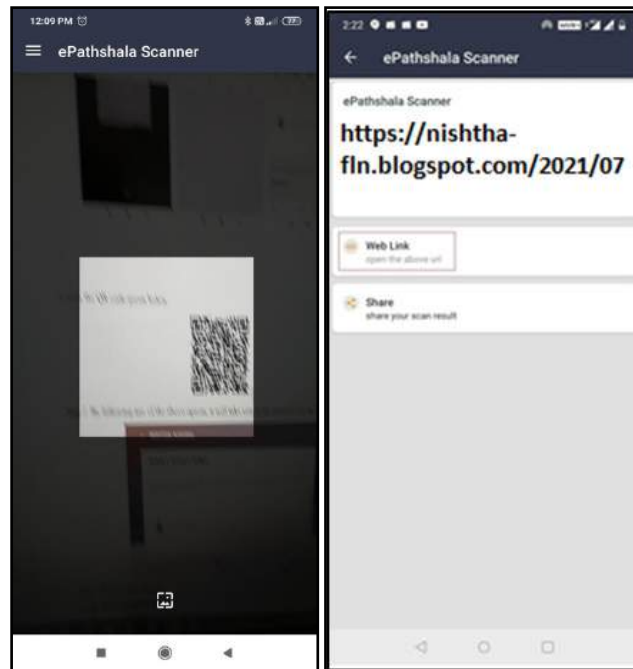


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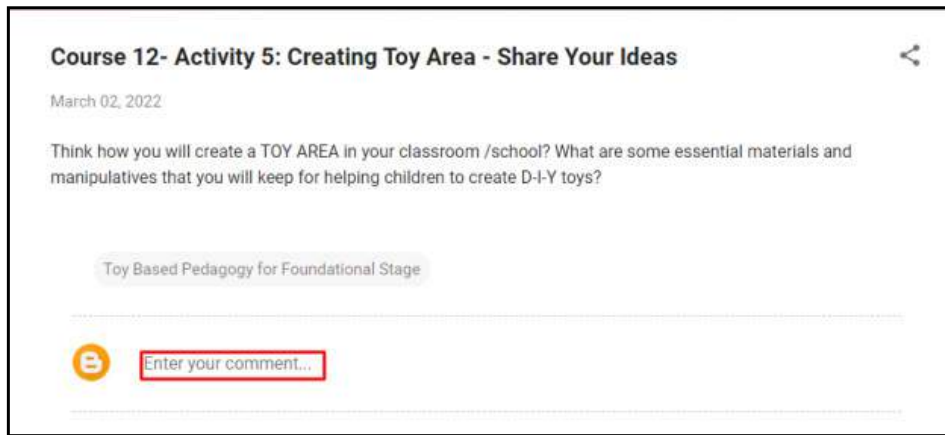


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Course 12- Activity 5: Creating Toy Area - Share Your Ideas

March 02, 2022

Think how you will create a TOY AREA in your classroom /school? What are some essential materials and manipulatives that you will keep for helping children to create D-I-Y toys?

Toy Based Pedagogy for Foundational Stage

- Type your response in the comment box.



Toy Based Pedagogy for Foundational Stage

Comment as: NISHTHA (Google) [SIGN OUT](#)

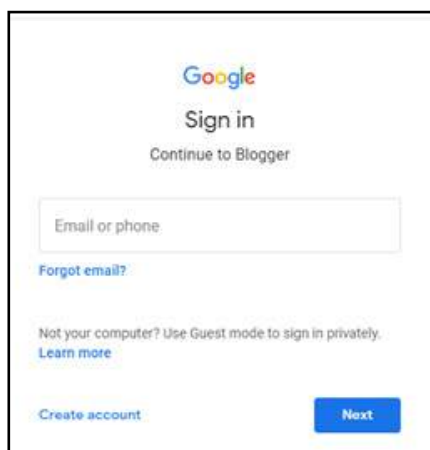
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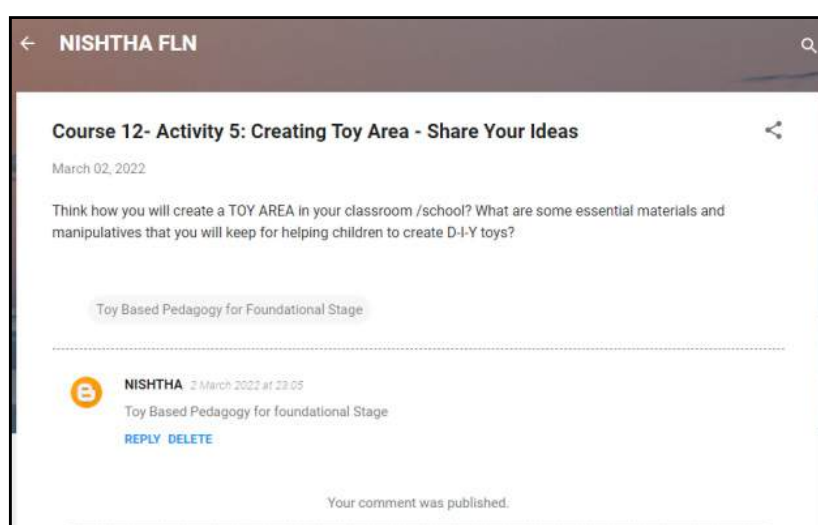
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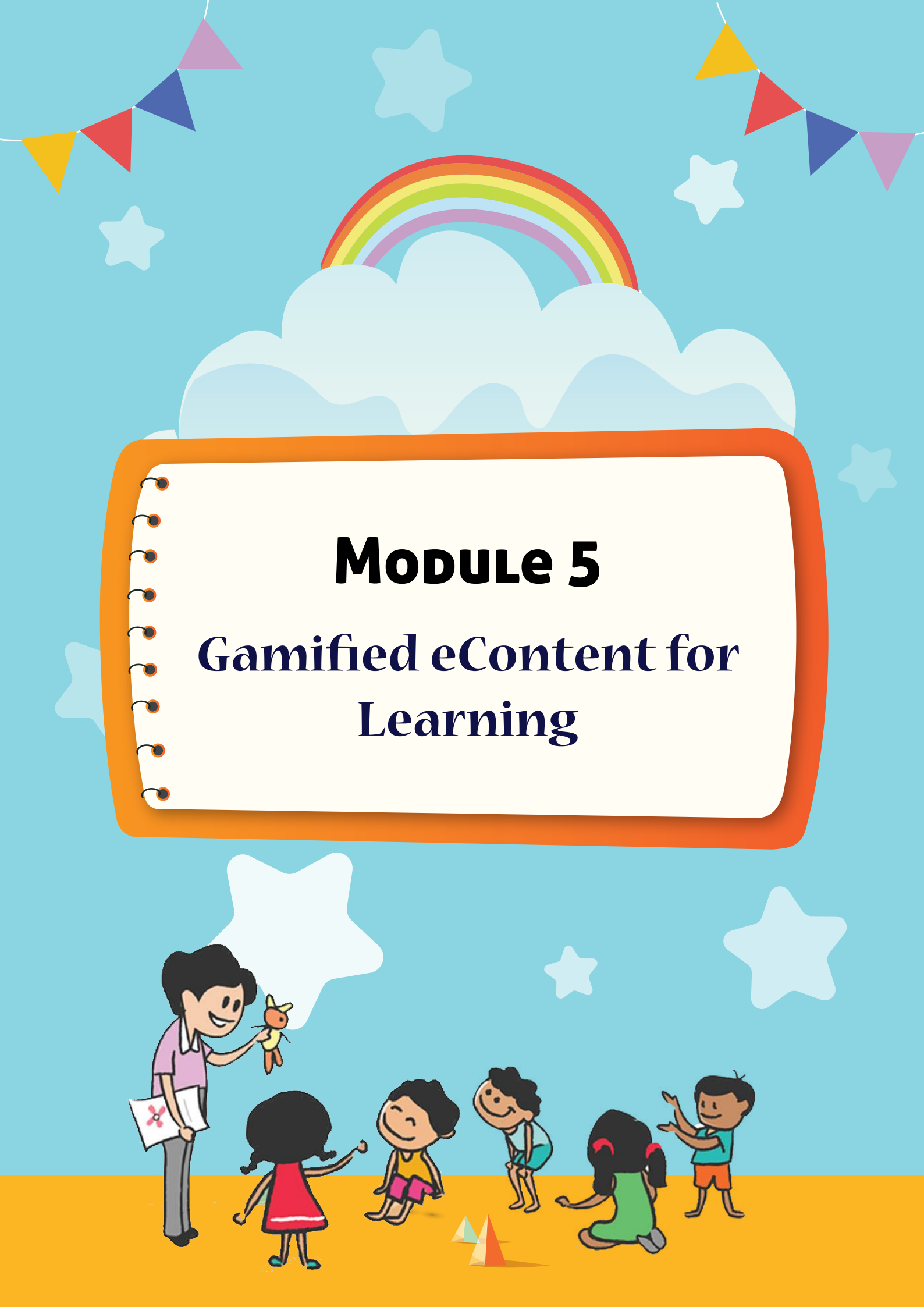


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MODULE 5

Gamified eContent for Learning

Module 05:

Gamified eContent for Learning

5.1 Use of Gamified eContent for Learning

The National Education Policy 2020 recognizes the importance of technology enabled, carefully designed and well researched online and digital education. Chapter 24 of National Education Policy 2020 that is Online and Digital Education: Ensuring equitable use of Technology; page 59 point (d) states- "For fun based learning students-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instruction, will also be created." Keeping the spirit of NEP-2020, the well-designed digital games have been displayed on the website (itfdigitalgames.ncert.org.in) developed by Central Institute of Educational Technology, NCERT. The website showcases curriculum based interactive digital games as per the curricular and pedagogical structure envisaged in NEP- 2020, viz., foundational, preparatory, middle & secondary. URL of the Website is: <https://itfdigitalgames.ncert.org.in/>. The broader aim is to promote utilization of educational and digital technologies in the era of online & digital learning so as to provide gamified learning experience and at the same time enhancing critical thinking, problem solving and creative thinking among students & teachers.

These games 'Digital Games' have been conceptualized and developed for the promotion of meaningful and joyful learning experiences; acquisition of concepts and gamified assessment related to various subjects leading to immersive learning and assessment and for the acquisition of digital skills. The major highlights of the website are interactive digital games, interactive e-books, accessible ebooks (for generating awareness among the stakeholders on accessibility through a gamified experience), heritage games and virtual tours. All these provided a gamified learning experience to promote self-learning habits among learners.

The use of digital play and gaming in education can help children learn many different skills; inculcate values and attitudes they will need in their future lives. This learning can range from development of fine and gross motor skills to problem solving and learning cause and effect relationships, learning how to play with others through compromise, conflict resolution and sharing, nurturing creativity and imagination and most importantly discovering their independence and positive self-esteem.

5.2 Activity 6: Explore

Do the activity by scanning the QR code



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Click on the link

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MODULE 6

Toy Based Pedagogy and Developmental Goals



Module 6: Toy Based Pedagogy and Developmental Goals

6.1 Implementing Toy Based Pedagogy in classrooms in all the three developmental goals

Watch the Video



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Transcript

You are aware about the three Developmental Goals as mention for Foundational Literacy and Numeracy. Let's understand how the Toys and Games can be used for achieving learning outcomes of all the three Developmental Goals. A little creativity combined with basic materials can stimulate play and facilitate a young child's development across all the three developmental goals. For example, teachers can use cardboard boxes, plastic or paper plates, cookie tins and soft puppets to create DIY toys. Toys and materials help promote language and communication skills among children as well as enhance their early literacy skills, when they come across labels and print on the biscuit and cookie wrappers. This relates to Goal 2 which is, children become effective communicators. Carrom Board, Ludo, Similar other board games, Activities like joining dots, Spinning the Top, Marble Game, Dice Games, Maze, Puzzles, Building Blocks etc. should be made a part of indoor games across the foundational stage. This will come under all the three goals. Playing with toys and large group outdoor games help children in solving mutual

conflicts in their way. And this indirectly teaches them about self-regulation and managing aggressive behaviour. Games like ghar-ghar, gudiya ki shaadi are likely to take care of moral, emotional and communication skills and to some extent psychomotor development. Thus, this indirectly covers Goal 1 and Goal 2. These toys help children to explore, discover, investigate and experiment on their own. Children learn about how to figure out things, act on objects, fix on their own to some extent and thus get engaged in problem solving. I think by now you must have understood “How to select toys?”, “Play materials” and “Games”.

For all the Three developmental goals, for making the classroom processes easy, interesting and full of fun for the children to learn.

6.2

Implementing TBP at Foundational and Preparatory Stage in all the Three Developmental Goals

You need to see that every child gets ample opportunities and play materials to explore within all the three developmental goals. For example, under developmental goal-1 (*children maintain good health and well-being*), children must be given age and developmentally appropriate toys and play equipment to strengthen their gross and fine motor skills. The building block play area must have unifix blocks, interlocking blocks, soft blocks and so on.

Dress up clothes for dolls help children to explore, investigate, and experiment. Children must also be provided with toys, games and activities that teach them self-help skills and age appropriate values like sharing, caring, keeping things back to their place, cleanliness etc.

The developmental goal-2 (*children become effective communicators*) requires providing a range of toys, books, materials, talking books, big books, D-I-Y books – where children create their own small books in a pair or in a small group. You can also involve children in creating easy glove and hand puppets, stick puppets, finger puppets that they might like to use as a prop during story telling/creating and also during their play in interest areas. They may also be encouraged to use these puppets during dramatisation as it enhances communication and oral expression skills.

The developmental goal-3 (*children become involved learners and connect with their environment*) requires ample opportunities of free play with toys and materials like puzzles, shape sorters, nesting toys, objects for manipulation and classification, find me type of games, colour sorter, and so on.

Reflection:

1. Do you think creating a learning environment is important for play?
2. How values could be taught through toy based pedagogy?
3. How can you support children to progress towards the desired learning outcomes using the toys and play materials?
4. What do you need to find more about toy based pedagogy?
5. How can you incorporate play with toys in learning different concepts?



MODULE 7

Integrating Toy and Game Based Pedagogy into Foundational Literacy and Numeracy



Module 7:

Integrating Toy and Game Based Pedagogy into Foundational Literacy and Numeracy

7.1 Integrating Toy and Game Based Pedagogy into FLN

Toys enhance thinking skills that encourage children to solve simple problems and analyse the situation. Children engaged in exploring open ended materials practise skills that they would use throughout their lifetime. While children are exploring the play materials and manipulating them, it is not important what they are making or what would be the end product but the whole process of dealing with the toys, manipulating them, using as props, tools, collaborating with others, experiment, communicate, making discoveries, solving and analysing, creating are some of the skills that they would continue to develop and flourish. Children love to manipulate objects because they are curious and eager to learn by nature. When the children are taking things or parts apart, they actually want to see how the parts work together or they want to create something new. **The ultimate goal behind integrating toy-based pedagogy in teaching-learning processes of foundational literacy and numeracy is to help children think critically, creatively, communicate, enjoy the developmentally appropriate books and express freely, and solve problems.** In classrooms where teachers are alert to how children are using toys and what and how they are learning would help enrich mathematical explorations and support teachers in their observation and assessment.

In play, with carefully selected materials by teachers, it becomes easy to target and achieve the learning outcomes and align the learning outcomes to the next stage. This would help and allow children to practise and engage in oral language and transfer it to literacy and numeracy learning. The informal activities with toys give children a head start when they start learning language and math in school. When children play and communicate through play, they are learning how language works and gaining an understanding of how to interact with other people and children connect the meaning of spoken language to written language. Traditional building toys such as building blocks, jigsaw puzzles and play with geometrical shapes make the brain more adept at understanding mathematics. Toys aid the overall development of young children. Finally, toys and educational

play materials must be developmentally appropriate, culturally relevant, linked to **all** children's interests and aligned with the learning outcomes.

7.2 Additional Activity: Do Yourself

Using the following link, watch these short videos carefully.

- ▲ Parent demonstrating D-I-Y Puzzle made out of Magazine pictures- https://www.youtube.com/watch?v=RbA_gxGcfmM
- ▲ Arranging the containers in order - https://www.youtube.com/watch?v=ruh0EC9_6j0
- ▲ Two Piece D-I-Y Shape puzzle - <https://youtu.be/NXsVY-gH1Hw>

Reflect

- ▲ Write down what you have observed and how the play materials are supporting and enhancing the child's learning.
- ▲ What are the concepts and skills learnt by the child?
- ▲ What is the parent doing?
- ▲ What are the learning outcomes accomplished for the age group of 4-6-year-old children?

7.3 How to Plan for In-built Assessment for Toy Based Pedagogy?

The assessment at the foundational stage and for early years should be non-threatening and informal. The purpose of assessment should be to build up for the learning gaps if observed during the performance of children. As it has been discussed in the present module, toys provide opportunities to the children to learn with fun. The teachers are also suggested to assess the children while they are playing with the toys and keep in mind the learning outcomes or the key concepts which she has planned to achieve through a particular activity with the help of toy(s). It is always good if teachers develop their own methods of assessment as they are supposed to plan the learning experiences with the help of toys. Toys can be of many types and can be used in a variety of ways. The learning outcomes that can be achieved through one activity can be across subjects and learning can take place in an integrated manner. Skills across the three developmental goals can be developed and improved using the toys in the teaching learning process. The role of teacher is to continuously observe how children are playing and also to intervene if she feels any need. Following can be some ways to assess the children using toy based pedagogy:

- ▲ rubrics can be developed to assess the level of proficiency
- ▲ some pictures can be taken or some video clips can be recorded to share with parents and children and give them feedback
- ▲ self-assessment and peer assessment can be introduced by asking questions while children are playing with toys

Thus a formative assessment goes hand-in-hand with the pedagogy or teaching learning process. This kind of assessment is desirable for toy based pedagogy during early years of education. When children are playing with toys, they acquire social skills like sharing toys, agreeing on how to play together with given toy(s). Here the teacher should assess the social skills of children. Sometimes children add challenges to their games and this becomes a point of assessment on creativity and problem solving. Under toy based pedagogy children become hands-on learners. Suppose children are given bowls full of variety of objects and they are encouraged to make different patterns using them. Similarly while playing with blocks of different geometrical shapes, children may join two squares and see the rectangle or they can join two similar triangles and see one square. These examples will be helpful to learn the concept of pattern and shapes which are important concepts of foundational numeracy under FLN. Here the teacher should assess how children are doing and provide feedback spontaneously to make concepts more clear to them. She can also keep some



MODULE 8

Involvement of Parents and Families in the Toy Based Pedagogy



Module 8: Involvement of Parents and Families in the Toy Based Pedagogy

8.1

Ideas to Involve Parents/ Families and Make them a Part of TBP

It is on parents, to a great extent, how they help and mould their child's innate learning capability to shape a better future. Educational toys may not necessarily be the ones with alphabets or numbers. Colourful blocks and attractive puzzles are also educational toys which can facilitate learning and development of children while they are at home. Another benefit of learning from toys in the natural cosy home environment is that it does not bring any pressure to young children. Educational toys are generally designed in a way that children would not even notice that they are learning because of the fun it has. The purpose of educational toys is to promote learning through playing. There are no age limits to introduce children to educational toys. In fact all kinds of toys can thoughtfully be linked to some age appropriate concepts. Musical instruments, connecting toys, easy jigsaw puzzles, crafty toys, boxes, blocks and dress-up toys are some of the best developmental toys that infuse creativity and problem-solving skills in children. Child's interest and their stages of development should inform choosing the right toys and games for him/her.

Some of the examples where learning through toys enhances development and learning potential of the children can be mentioned here. Crafty toys and activities improve fine motor, communication and interpersonal or social skills of children. While playing puzzle game, children focus all their energy and attention to solve puzzles. With time and sustained engagement, their mind grows and they develop better problem-solving skills. Toys like dolls or doctor set may put the child through different situations that involve sharing, bonding, caring, waiting, etc. Playing thus develops their emotional intelligence as they respond to emotions such as anger, laughter or sadness. These are some of the activities with toys which can be very useful for good engagement of children with parents. However it is commonly observed in our settings that parents are searching for not only appropriate toys and activities that may help build up key concepts among children, but also for guidance and support for themselves in using toy based learning at home. Here the role of the school and teacher becomes most

crucial and their support can make wonders in learning by children in early years. Parents can also be involved in classroom and school activities related to FLN where their ideas of using toys for holistic development of children can be shared with other parents and children in the classroom can be benefitted.

8.2 Additional Activity: Check Your Understanding

Do the activity by scanning the QR code

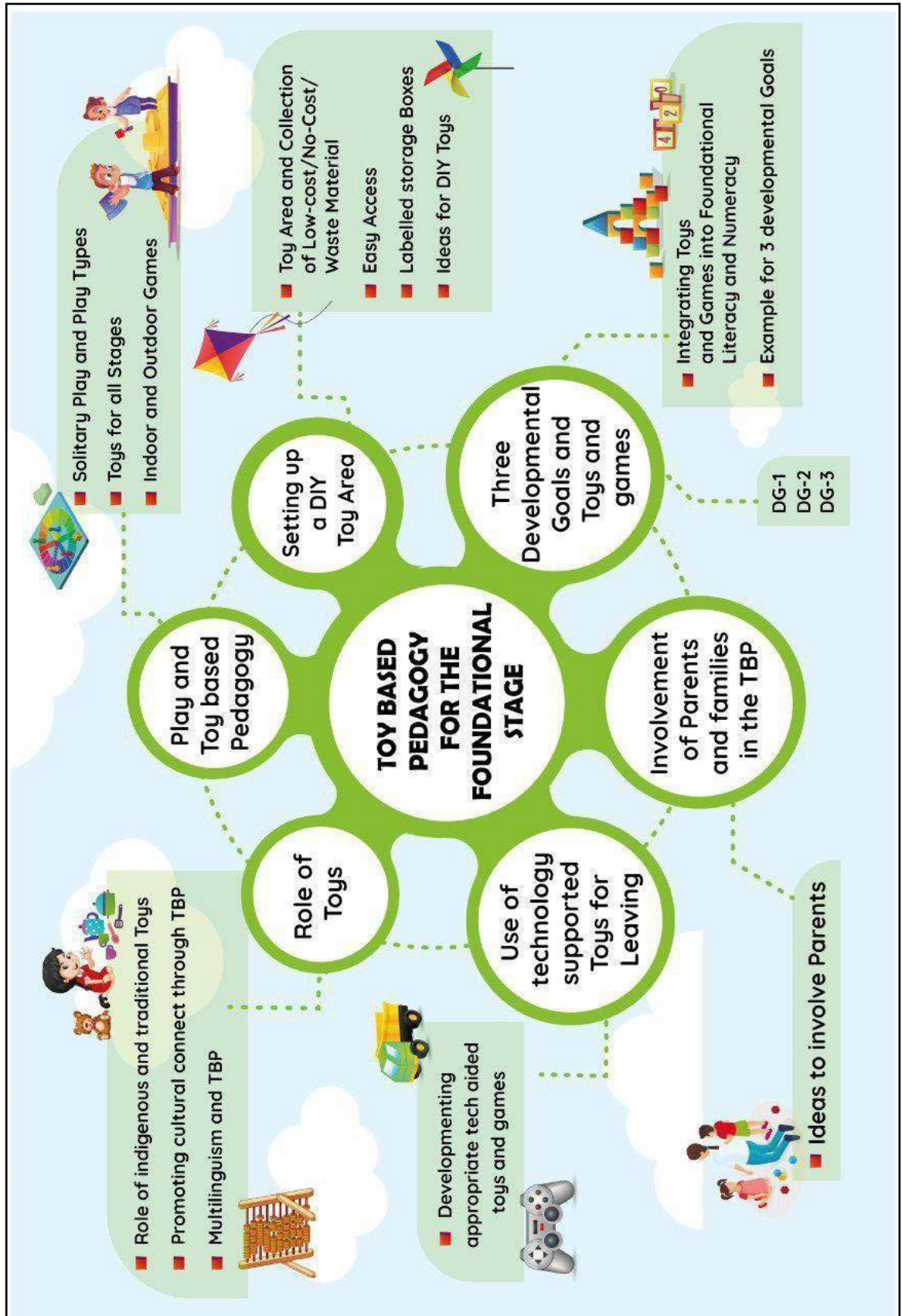


Or

Click on the link

https://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1691

Summary



Portfolio Activity

Assignment

Try developing a balanced day's schedule focusing on children's holistic development and show using toy based pedagogy (TBP) in a day's schedule. Think about certain ways of using TBP and aligning them with concepts/skills and then write the following details:

- ▲ Concept/Topic:
- ▲ Subtopic, if any:
- ▲ Grade:
- ▲ Objectives:
- ▲ Toy/Game used /created (D-I-Y):
- ▲ Prerequisite knowledge/skills:
- ▲ Learning material and preparations:
- ▲ Key ideas/Content coverage:
- ▲ Prior knowledge:
- ▲ Early Learning Outcome:
- ▲ Processes involved in assessment:

Additional Resources

References

- ▲ Ministry of Education (MOE). 2021. Foundational Literacy and Numeracy - National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Guidelines for Implementation. New Delhi.
- ▲ National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- ▲ National Curriculum Framework. 2005. New Delhi. <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
- ▲ Khanna Sudarshan., Joy of Making Indian Toys <https://sudarshankhannablog.files.wordpress.com/2016/06/joy-of-making-indian.pdf>
- ▲ Gupta Arvind., Making Things, Doing Science - <https://www.arvindguptatoys.com/arvindgupta/science-reporter-ag-april2013.pdf>
- ▲ Gupta Arvind Toy Treasures <https://www.arvindguptatoys.com/arvindgupta/4.%20AVINASH.pdf>

Weblinks

- ▲ Problem Solving Skill for Foundational Numeracy - <https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- ▲ Pattern Making for Foundational Numeracy - <https://www.youtube.com/watch?v=L4TMfjqj7Dk>
- ▲ Size and Seriation for Foundational Numeracy - <https://youtu.be/mORwL-ZPJ6g>
- ▲ One to One Correspondence - <https://youtu.be/JtLOIWAhql>



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