

**CAPACITY BUILDING WORKSHOP FOR MASTER
TRAINERS ON NEWLY DEVELOPED LEARNING
TEACHING MATERIAL (LTM) ON FOUNDATIONAL AND
PREPARATORY STAGES**

ORGANISED BY

NCERT, RIE - MYSURU

22.10.2024 TO 24.10.2024

(3 DAYS TRAINING)

REPORT

SUBMITTED TO

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

CHENNAI – 600 006

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NAMAKKAL 637 001

Consolidated Report: NCERT's New Textbooks Training Programme, Jaadui Pitara, and National Curriculum Frameworks

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Submitted to : State Council of Educational Research and Training (TNSCERT), Chennai

Subject : Participation in 3-Day Training Programme on NCERT's New Textbooks

Training Programme Details:

Dates: October 22-24, 2024

Venue: Regional Institute of Education (RIE), Mysuru

Objectives: The primary objective of the programme was to equip master trainers with knowledge and skills regarding:

1. The use of NCERT's new textbooks for Classes 1 to 3.
2. Integration and application of *Jaadui Pitara*, a play-learning collection designed to engage young learners.
3. Key concepts of NCF-SE 2023 and NCF-FS 2022 for foundational stages.
4. Strategies for implementing NEP-2020 effectively in schools.

Background:

NCERT has introduced new resources to align with the National Education Policy (NEP) 2020. These include textbooks for foundational and preparatory stages, focusing on active learning. The training program aims to equip master trainers to effectively cascade this knowledge to teachers and stakeholders in their respective states.

Our State's Participation:

Objective: Identified 9 key resource persons from our state (DIET faculty) to become master trainers.

Action Plan:

- ❖ Selection Process: 9 experts were selected from our state, ensuring representation from 9 districts of DIETs.
- ❖ Training Content: The program covered NCERT textbooks, *Jaadui Pitara*, NCF-SE 2023, and NCF-FS 2022.

Introduction:

The Regional Institute of Education (RIE), Mysuru, hosted a 3-day training program from October, 22-24 2024, focusing on the NCERT's new text books for Foundational and preparatory stages. This Comprehensive training aimed to equip educators with the knowledge and skills necessary to effectively implement the revised curriculum. As instructed by the Director SCERT, Chennai, this report is submitted. (Ref: 917102/D2/2024-D3, Date: 17.10.2024).

In alignment with the National Education Policy (NEP) 2020, NCERT has developed new textbooks for the foundational and preparatory stages (Classes 1-3) along with the innovative play-based learning resource, *Jaadui Pitara*. These resources are designed to enhance the implementation of NEP-2020 by making education child-centric, holistic, and inclusive. Additionally, the National Curriculum Framework-School Education (NCF-SE) 2023 and the National Curriculum Framework for Foundational Stages (NCF-FS) 2022 were introduced to guide the future course of educational practices across the country.

In support of this initiative, a training programme was organized by NCERT from October 22 to 24, 2024, at the Regional Institute of Education (RIE), Mysuru, aimed at training master trainers for the successful rollout of these materials in Southern States, including Tamil Nadu.



Programme Overview: The three-day training provided an immersive experience to the participants, focusing on both physical and digital resources to foster engaging and joyful learning environments for students aged 3 to 8 years. The training agenda included:

1. **Orientation on Jaadui Pitara:** The participants were introduced to *Jaadui Pitara*, an interactive learning toolkit designed for foundational literacy and numeracy. The kit consists of various components like playbooks, puzzles, storybooks, flashcards, and worksheets. This resource promotes physical, socio-emotional, cognitive, and aesthetic development, along with a focus on language and literacy skills. Digital versions of *Jaadui Pitara* are available on the DIKSHA platform and can be accessed via the mobile app and website.
2. **Understanding the National Curriculum Frameworks:** Detailed sessions were held to familiarize master trainers with the core objectives of NCF-SE 2023 and NCF-FS 2022. These frameworks focus on holistic development across five key domains: Physical, Socio-emotional, Cognitive, Language and Literacy, and Aesthetic and Cultural Development. These frameworks align with NEP-2020's vision of providing an equitable, inclusive, and student-friendly learning environment.

3. **Pedagogical Approaches and Classroom Practices:** Training sessions demonstrated practical pedagogical strategies to integrate the play-based learning materials into classroom instruction. Participants engaged in workshops and group activities designed to illustrate the application of these materials in everyday teaching, thereby making learning joyful and child-centric.
4. **Digital Accessibility:** Emphasis was laid on the accessibility of the learning materials in both physical and digital formats. The master trainers were trained to use digital platforms like DIKSHA to ensure widespread accessibility of these materials, especially in remote areas. Digital translations in 13 Indian languages further support inclusive education by promoting learning in the mother tongue.

Day 1: 22.10.24

Inaugural Ceremony of Capacity Building Workshop

On October 22, 2024, DIET Southern States, including Tamil Nadu master trainers gathered at the AV Hall of RIE Mysore for a capacity-building workshop. This event aimed to delve into the newly developed textbooks and learning-teaching materials designed for foundational and preparatory stages.

The ceremony commenced with a warm welcome from Mr Sandeep, Professor and Mrs.Sujata Professor of RIE Mysore. Distinguished guests, including Professor Sunita Sanwal (Head of the Department of Elementary Education, NCERT), Professor Padma Yadav (Department of Elementary Education, NCERT), Professor Yagnamurthy Sreekanth (Principal of RIE Mysore), and Professor Gowramma IP (Head of the Department of Extension Education, RIE Mysore), graced the occasion.

The inauguration began with the auspicious lighting of the lamp by these eminent personalities. Professor Sunita Sanwal provided a comprehensive overview of the NCF Foundation Stage and NCF-School Education. Professor Padma Yadav, the workshop coordinator, extended a warm welcome to all participants and detailed the agenda, which encompassed an analysis of textbooks for classes 1, 2, and 3, an exploration of the Jaadui Pitara (a magic box of learning-teaching materials), and an understanding of Vidya Pravesh (a 3-month play-based preparation for class 1).

The ceremony featured several significant addresses that set the tone for the workshop. Professor Padma Yadav, DEE, NCERT, New Delhi, and the program coordinator, provided a comprehensive overview of the workshop's objectives and significance. She highlighted the critical role of master trainers in ensuring the effective implementation of the new learning and teaching materials, emphasizing their potential to revolutionize the teaching-learning process.

Professor Yagnamurthy Sreekanth emphasized the paramount importance of the foundational stage as the cornerstone for higher education. He highlighted the significance of joyful learning experiences through diverse activities and advocated for equal opportunities for every child during the teaching-learning process. He exposed the misconception that learning cannot be enjoyable, asserting that children learn most effectively through playful activities. Professor Yagnamurthy Sreekanth, Principal of RIE Mysore, delivered a thought-provoking address that underscored the importance of continuous

professional development for educators. He emphasized the need for training programs that equip teachers with the latest pedagogical approaches and tools. He expressed his hope that the workshop would foster a collaborative and learning-oriented environment for the participants.

With great enthusiasm, participants from Southern States eagerly awaited the upcoming sessions. The workshop presented a valuable opportunity to acquire knowledge and implement effective strategies to establish a strong foundation for their students.





Day :1 Session -1

Overview of National Curriculum Framework Foundation and Stage and School Education -professor Suniti Sanwal, head of the Department of Elementary Education, NCERT ,New Delhi

Professor Sunita Sanwal, the head of the Department of Elementary Education at NCERT, New Delhi, began the workshop with an in-depth overview of the National Curriculum Framework for Foundational Stage and School Education (NCF-FS and NCF-SE). She stressed the crucial role of Early Childhood Care and Education (ECCE) in fostering holistic child development, encompassing cognitive, physical, social, and emotional growth.

The session delved into the specific goals and outcomes for the Foundational Stage, emphasizing the significance of a child-centered approach. Professor Sanwal introduced the concept of Panchakosha Vikas, which highlights the development of five dimensions: physical, energetic, mental, intellectual, and spiritual.

The session further explored key principles for language education and literacy development, including oral language, reading, writing, and vocabulary building. The importance of play-based learning, active learning, and experiential learning was emphasized. The role of formative assessment in tracking student progress and informing instruction was also highlighted. The session concluded with a detailed exploration of key principles for language education and literacy development.

By the end of the session, participants gained a comprehensive understanding of the NCF's vision for foundational education, its implications for classroom practices, and the strategies to create effective learning environments.



Jaadui pitara -Demonstration of Learning Teaching Materials (LTM) – Prof Padma Yadav DEE,NCERT,New Delhi

Session 2: Jaadui Pitara - Learning Through Play

The second session focused on the Jaadui Pitara, a "magic box" of learning and teaching materials (LTM). Professor Padma Yadav, from the Department of Elementary Education (DEE) at NCERT, New Delhi, led the session.

Participants were transported to a Demonstration Model School (DMS) within the RIE Mysore campus to witness the Jaadui Pitara in action. The vibrant walls, beaming smiles of children, enthusiastic parents, and well-equipped classrooms created an inspiring learning environment. Dr. Sujatha B Hanchinalkar, an Associate Professor at RIE Mysore, introduced the participants to the dedicated teachers.

Professor Padma Yadav then led a captivating demonstration. After a warm welcome, she involved the participants themselves in an activity, much to the amusement of both the teachers and children. The session showcased how to effectively utilize the materials found in the Jaadui Pitara to engage students in various activities. It wasn't just the children who were captivated; Professor Padma Yadav also skillfully involved parents in certain activities, explaining how the LTM fosters a child's holistic development.

Professor Padma Yadav's approach was a masterclass in itself. Here are some key takeaways from her engaging style:

- **Motivating Children:** She kept the children enthusiastic throughout the session.
- **Attention to Detail:** She ensured every child felt included and participated actively.
- **Engaging Activities:** She used a blend of activities, including beautiful action rhymes.

- **Interactive Learning:** She encouraged student participation by asking questions during poster readings and providing opportunities to express their ideas.

The session served as an inspiring example of how joyful learning can be achieved through the Jaadui Pitara and effective teaching techniques. Professor Padma Yadav's approach offered valuable insights for the participants, encouraging them to create their own "magic boxes" at home to support their students' learning

The session commenced with a circle formation and a warm greeting. Engaging activities, such as singing, body parts recognition, movement-based exercises, and the Jaadui Pitara demonstration, were incorporated. The session concluded with a final circle, songs, the "ha-ha" snipping game, and a feedback discussion. Overall, the activity session successfully achieved its objectives, promoting social skills, listening abilities, multilingual learning, parent-child interaction, and hands-on learning. The activities were designed to be both enjoyable and educational, seamlessly transitioning participants from their lunch break to subsequent learning sessions. Additionally, activities like the vegetable poster activity and sound recognition exercises provided practical tips for vocabulary building, language development, and auditory skill enhancement. By working together, teacher educators, teachers, and parents were able to create a supportive learning environment that benefited all participants.





Session 3: Unveiling "The Wondrous World" - A Class 3 Textbook Exploration

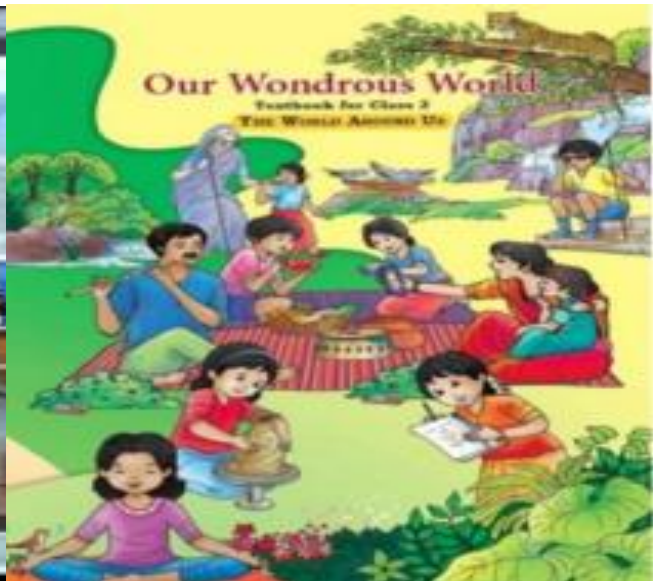
The third session delved into the details of the new class 3 textbook titled "The Wondrous World." Dr. Dhanya Krishnan, Associate Professor at the Department of Elementary Education (DEE) at NCERT, New Delhi, led the session.

Aligning with National Education Policy:

Dr. Krishnan began by highlighting the National Education Policy 2020's focus on Accessibility, Equity, and Quality in education. She emphasized how the new textbook embodies these principles.

Introducing "The Wondrous World":

Dr. Krishnan then introduced the textbook in detail, covering everything from the front page to the back, with a specific focus on the pedagogical considerations incorporated during curriculum development.





Key Features of the Textbook:

- ❖ **Thematic Structure:** The book is divided into four themes, each containing three chapters. These themes include:
 - Our Family and Community
 - Life Around Us
 - Things Around Us
 - Gifts of Nature
- ❖ **Learning Goals:** The lessons are designed to:
 - Foster understanding and appreciation of students' surroundings
 - Develop higher-order thinking skills
 - Connect learning to real-world applications
 - Instill positive values
- ❖ **Content and Design:**
 - **Child-Centric Content:** The text uses simple, age-appropriate language.
 - **Multilingualism and Cultural Integration:** The book promotes inclusion and cultural understanding.
 - **Focus on Health and Gender:** Integration of health and nutrition awareness, alongside gender inclusivity, are key aspects.
 - **Engaging Visuals:** Illustrations and activity-specific icons enhance the learning experience.
- ❖ **Pedagogical Approach:**
 - **Experiential Learning:** The textbook encourages exploration and hands-on activities.
 - **Integrated Learning:** Concepts are presented in a holistic and interconnected manner.

- **Assessment for Learning:** Assessments are seamlessly integrated into the teaching process.

❖ **Skill Development:**

- **Focus on Competencies:** The book aims to develop cognitive skills, positive values and dispositions, and process-oriented skills.

❖ **Cross-Curricular Integration:**

- **Indian Roots:** The content promotes cultural awareness and appreciation of India's heritage.
- **Inclusion:** The book emphasizes inclusivity for students with diverse backgrounds and abilities (gender, children with special needs, etc.).

This session provided participants with an in-depth understanding of the new "The Wondrous World" textbook and its potential to create a more engaging and effective learning environment for class 3 students.

Session 4: Vidya Pravesh - A Play-Based Preparation for Class 1

The fourth session of the capacity building workshop focused on Vidya Pravesh, a 3-month play-based school preparation module designed to enhance school readiness for all children entering Grade 1. Led by Professor Padma Yadav from the Department of Elementary Education (DEE) at NCERT, New Delhi, the session probed into the key aspects of this innovative program.

Vidya Pravesh prioritized play-based learning as a cornerstone of holistic child development. It aimed to achieve three primary developmental goals: promoting good health and well-being, developing effective communication skills, and fostering curiosity, exploration, and critical thinking. The module covered various essential competencies, including cognitive, language and literacy, social-emotional, and physical development.

The session provided practical guidance on planning and implementing play-based activities. It also emphasized the importance of tracking children's progress and involving parents and the community in their learning journey. By creating a joyful and engaging learning environment, Vidya Pravesh aimed to equip children with a strong foundation for formal schooling and a positive attitude towards learning.

Day 2, Session 1: A Visit to the Demonstration Model School (DMS) / ECCE Center

On the pleasant morning of October 23, 2024, all participants arrived at the Demonstration Model School (DMS) ECCE Centre in the RIE campus by 9 a.m. Dr. Sandeep and Dr. Sujata welcomed everyone as they entered the hall. The atmosphere was lively, with children ready for assembly alongside their teachers.

As the participants entered the hall, they were greeted by the sight of adorable children, ready for their morning assembly. The room was filled with a vibrant energy as children recited rhymes and

engaged in various activities. Teachers skillfully narrated stories using puppets, capturing the children's attention and imagination.

The participants were deeply impressed by the teachers' dedication and the engaging learning environment. The activities were thoughtfully designed to address all five developmental areas: physical, cognitive, social, emotional, and language development. This firsthand experience reinforced the importance of early childhood education in fostering holistic development.

In the assembly, the kids engaged in various activities, including:

- Reciting rhymes with actions
- Teachers narrating stories using puppets
- **Storytelling Magic:** storytelling with hand puppets, complete with perfect voice modulation, captivated the children's imaginations.

Participants felt delighted watching the teachers actively engage the children in activities that focused on all five developmental areas.

Key Learning Points

1. **Flash Card Arrangement:** Proper coordination between teachers and support staff (like the Aaya) is essential for facilitating student learning.
2. **Facilitative Activities:** We learned how to provide facilitative activities and manage classroom dynamics effectively while understanding the needs of each child, guided by Dr. Padma.
3. **Integration of Subjects:** We explored how to integrate art, craft, language, and numeracy into single activities, enhancing the learning experience.
4. **Classroom Observation:** There is a desire to observe the entire classroom activity using the Jaadui Pitara, ensuring that learning materials are effectively implemented.
5. **Child Profiles:** Maintaining a profile for each child is crucial for tracking development.
6. **Proper Use of Jaadui Pitara:** Ensuring the Jaadui Pitara resources are used effectively in the classroom is important for holistic learning.
7. **Teacher Training:** There is a need for adequate training for teachers, especially since many are newly recruited.
8. **Classroom Organization:** Pre-KG, 1st, 2nd, and 3rd classes are conducted in different rooms, allowing for focused learning environments.
9. **Child-Friendly Facilities:** Toilets were designed to be child-friendly, promoting hygiene and comfort.
10. **Parent Participation:** Active participation from parents were encouraged, supporting the holistic development of children.

On the first day, after the lunch break, and the second day's initial session, Professor Padma Yadav DEE led a visit to an ECCE Center or Balvatika. To facilitate a smooth transition from mealtime to the next activity, the trainer organized a "Run around the Fire-Circle Time" as an icebreaker. This involved a simple song with clapping and a relaxation technique, fostering a calm and focused environment.

The trainer then engaged both participants and Balvatika students in various activities, such as warm-up songs like "Ilesa Ilesa" and "Row Row," and a welcome song with actions. These activities encouraged participation, social interaction, and a sense of belonging.

The trainer demonstrated the use of the "Jaadui Pitara" learning kit, highlighting its features and encouraging exploration. Activities like sorting, counting, and language development were incorporated, using materials like colorful balls and vegetable posters. The session concluded with a reflective circle, allowing participants to share their experiences and feedback.



Session 2: A New Era of English Language Learning

Mridang and Santoor- English textbooks

Dr Varada Mohan Nikalji, Professor, DEE, NCERT, New Delhi

Dr. Varada Mohan Nikalji, a distinguished professor from the Department of Elementary Education (DEE) at NCERT, New Delhi, led the second session. She began by engaging the participants in a thought-provoking discussion about their language skills and experiences. Dr. Nikalji emphasized that English is a language like any other and that the primary goal of English language education is to enable students to communicate effectively.

She highlighted the significance of experiential learning, where students learn through doing and reflection. The session then focused on the newly developed English textbooks, *Mridang* (for Grades 1 and 2) and *Santoor* (for Grade 3). These textbooks were designed to align with the four-block model of language learning outlined in the NCF-FS 2022, which includes oral language development, word recognition, reading, and writing.

The textbooks covered a range of engaging themes, such as family, nature, food, and travel. They incorporated a variety of activities, including singing, reciting, listening, speaking, reading, drawing, writing, and doing. The books were visually appealing, with colorful illustrations and child-friendly text. They also promote critical thinking, problem-solving, and value-based learning.



Dr. Nikalji further introduced *Anand* and *Unmukh*, two essential resources for early childhood education. *Anand* was an activity book designed for young learners, while *Unmukh* was a comprehensive handbook for teacher trainers. These resources provided practical guidance and support for implementing effective language learning practices in the classroom.

Through this insightful session, participants gained a deeper understanding of the NCF-FS 2022 and its implications for English language teaching. They also gained practical knowledge about using the new textbooks and other resources to create engaging and effective learning experiences for young learners.

Session 3: Physical Education and Well-being Textbook for Class 3

Resource Person: Dr. Atul Dubey, Assistant Professor, Physical Education, DESS, NCERT, New Delhi.

The third session of the training featured Dr. Atul Dubey, an inspiring and lively educator who engaged participants with his dynamic presentation style. Known for his energetic approach and sense of humor, Dr. Dubey captivated the audience, leaving everyone with a lasting smile as he shared insights into Physical Education and Well-being.

Dr. Dubey began by emphasizing the five guiding principles of the National Education Policy (NEP) 2020—Access, Equity, Quality, Affordability, and Accountability. He highlighted how these principles shape the educational landscape and drive the need for an inclusive and impactful physical education curriculum.

The focal point of Dr. Dubey's presentation was the new textbook titled *Khel Yoga*, specially designed for Class 3 students to foster physical education and well-being in alignment with NEP 2020 goals. He outlined the textbook's unique objectives and the potential it holds to transform young learners' experience of physical education. The key highlights of the *Khel Yoga* textbook were as follows:

- ✓ **Joy of Playing:** Encouraging students to experience the sheer joy of play.
- ✓ **Exploration of Activities:** Introducing students to a variety of physical activities that promote exploration and learning.
- ✓ **Thinking and Discussion:** Stimulating students to think critically about physical activities and discuss their experiences.
- ✓ **Collaboration:** Teaching students the value of playing together, fostering teamwork and cooperation.
- ✓ **Kindness and Respect:** Instilling values of kindness and mutual respect among peers.

Additionally, Dr. Dubey emphasized the importance of "Circle Time," a dedicated moment within the curriculum where students can reflect on their experiences, analyze their personal growth, and participate in assessments designed to encourage self-awareness and emotional intelligence.



Dr. Dubey's engaging presentation made a strong impact on participants, underscoring the importance of integrating physical education into the curriculum to nurture holistic well-being in students. His approach inspired educators to envision a classroom where learning, play, and well-being coexist harmoniously, contributing to students' overall development.

Session 4: Joyful Mathematics and Maths Mela Textbook

Resource Person: Ms. Nisha Negi, Senior Consultant, Department of Elementary Education (DEE)

In the fourth session, Ms. Nisha Negi conducted an engaging workshop on the *Joyful Mathematics* textbook, designed to make mathematics enjoyable and accessible for young learners. The textbook's title,

Joyful Mathematics, reflected its purpose: to introduce mathematical concepts in a way that makes learning interactive, fun, and meaningful for students.



Ms. Negi emphasized that the textbook incorporates a variety of activities aimed at fostering a positive attitude toward mathematics. Through these activities, students can learn foundational math skills in an enjoyable and engaging way. Key mathematical concepts covered in the textbook include:

- **Numbers and Arithmetic:** Foundational skills for understanding numbers and basic operations.
- **Operations:** Introducing addition, subtraction, multiplication, and division in child-friendly ways.
- **Geometry:** Familiarizing students with shapes and spatial awareness.
- **Patterns:** Encouraging students to recognize and create patterns.
- **Data Handling:** Developing basic skills in data organization and interpretation.
- **Measurements:** Teaching units and concepts related to length, weight, and volume.
- **Currency:** Introducing concepts related to money and its uses.

The teaching techniques emphasized by Ms. Negi were designed to promote comprehensive learning experiences and include the following approaches:

- ❖ **Blended Strategies:** Using a mix of traditional and modern methods to make learning versatile and effective.
- ❖ **Interest Creation:** Techniques aimed at sparking students' curiosity and enthusiasm for mathematics.
- ❖ **Enhancement of Higher-Order Thinking Skills:** Activities and problems that promote analytical and problem-solving abilities.
- ❖ **Development of Creativity, Critical Thinking, Collaboration, and Communication:** Encouraging students to think creatively, collaborate with peers, and communicate their ideas effectively.

Ms. Negi's session highlighted the importance of using a joyful, hands-on approach to mathematics, making it more appealing to students and helping them overcome any apprehension toward the subject. Through *Joyful Mathematics* and interactive strategies, educators can foster a love for mathematics and equip students with the skills necessary for further academic success.



The "Joyful Mathematics for Class 2" textbook, designed in accordance with the ELPS approach, offers a comprehensive and engaging learning experience. With its simple language, appropriate font size, and captivating illustrations, the textbook introduces fundamental mathematical concepts like number sense, spatial understanding, data handling, and measurement. The 4-block approach, incorporated Oral Math Talk, Skill-based learning, Skill Practice, and Math Games, ensures a holistic development of mathematical skills. The textbook promoted logical thinking, analytical skills, and a positive attitude towards mathematics through real-life contexts, story-based learning, and open-ended questions. By aligning with the NCF-FS 2022, the textbook fosters a joyful and integrated learning experience, encouraging students to explore mathematical concepts creatively and critically.

Report on Session 5: Bansuri - Textbook for Arts, Class 3

Resource Person: Dr. Madhusudhanan P.V., Assistant Professor of Art Education, RIE, Bhopal

The fifth session, led by Dr. Madhusudhanan P.V., introduced the new *Bansuri* textbook for Class 3 Arts. This innovative textbook represented a significant step toward the holistic development of students by encompassing various art forms such as Visual Arts, Music, Movement and Dance, Theatre, and Integration. Dr. Madhusudhanan's dynamic and expressive presentation style captivated the participants, making the session an immersive experience.

The *Bansuri* textbook was structured to provide students with exposure to diverse artistic expressions, encouraging creativity, self-expression, and appreciation of cultural heritage. The themes and their components were as follows:

- **Visual Arts:** Topics include objects in art, plants, animals, people around us, festivals, occasions, and celebrations, offering students an opportunity to explore the world around them through visual representation.

- **Music:** Themes range from understanding our National Anthem, feeling rhythm, exploring musical journeys, recognizing instruments, and enjoying celebratory music, all aimed at fostering musical awareness.
- **Movement and Dance:** This section encouraged physical expression through various themes like *Let us Dance*, *Dance for Joy*, *I Play and Dance*, and *Dance with Nature*, promoting joy, rhythm, and connection with the natural world.
- **Theatre:** Emphasizing imagination and storytelling, this theme included activities like *Explore*, *Imagine*, *Let's Create*, and *Look Around*, guiding students to express their thoughts and emotions through theatrical performance.

Dr. Madhusudhanan's own enthusiasm for theatre and movement was transmittable, as he demonstrated a variety of indoor and outdoor dance steps, creating an atmosphere of joy and engagement. His portrayal of the *Navarasas* (nine emotions) and a live storytelling session brought a dynamic, visual richness to the experience, keeping participants enthralled. His charismatic performance served as a powerful example of how arts education can captivate and energize students.



In summary, the *Bansuri* textbook for Class 3 Arts, as presented by Dr. Madhusudhanan, offers an enriching curriculum that goes beyond traditional learning, nurturing creativity, cultural appreciation, and personal expression in students. This approach was instrumental in achieving a well-rounded, joyful learning experience in the arts.

Day 3, Session 1: Sarangi and Veena - Hindi Textbooks

Resource Person: Prof. Suniti Sanwal, Head of Department, Department of Elementary Education (DEE), NCERT, New Delhi

The first session of Day 3 was led by Prof. Suniti Sanwal, who introduced the new Hindi textbooks for early grades: *Sarangi* for Classes 1 and 2 and *Veena* for Class 3. Prof. Sanwal emphasized how these textbooks are designed to familiarize young learners with the Hindi language in a structured, engaging, and enjoyable manner.

Sarangi (Classes 1 and 2)

The *Sarangi* textbooks were intended for beginners in Classes 1 and 2. They aimed to provide students with a foundational understanding of the Hindi language, including:

- ✓ **Hindi Alphabets:** Introduction to basic Hindi alphabets with a focus on pronunciation and recognition.
- ✓ **Words and Vocabulary:** Building essential vocabulary to help students form simple sentences.
- ✓ **Basic Grammar:** An introduction to simple grammatical structures to support early language development.

The *Sarangi* textbooks employ interactive lessons and activities to make learning Hindi fun and accessible. The content is tailored to engage young learners and encourage an interactive learning experience that makes understanding Hindi enjoyable.

Veena (Class 3)

The *Veena* textbook for Class 3 built on the foundational knowledge provided in *Sarangi*, helping students to advance their Hindi language skills. Key components of the *Veena* textbook include:

- ❖ **Grammar:** An in-depth approach to more complex grammatical rules, enhancing students' understanding of sentence structure.
- ❖ **Vocabulary Expansion:** Introduction of a broader vocabulary to improve comprehension and expression.
- ❖ **Comprehension Activities:** Exercises designed to strengthen reading and understanding, ensuring students grasp the meaning behind texts.

Through *Veena*, students are encouraged to improve their reading, writing, and speaking abilities, enabling them to gain confidence in using the Hindi language.

Prof. Sanwal's session highlighted the well-rounded approach these textbooks adopt in creating a solid linguistic foundation for young learners, fostering both language skills and a love for Hindi. Her presentation emphasized how *Sarangi* and *Veena* offer a progressive learning journey that equips students with essential skills in a structured, engaging, and enjoyable way.

Report on Day 3, Session 2: E-Jaadui Pitara – Online Platform for Teachers, Students, and Parents

Resource Person: Prof. Padma Yadav, Department of Elementary Education (DEE), NCERT, New Delhi

In the second session of Day 3, Prof. Padma Yadav introduced *E-Jaadui Pitara*, an innovative online platform designed to support teachers, students, and parents in the educational journey. The platform aimed to provide accessible, interactive, and meaningful resources that foster early childhood education

and holistic child development. Prof. Yadav highlighted how the platform aligns with the National Education Policy (NEP) 2020's vision of inclusive, creative, and outcome-based learning.



Key Features of E-Jaadui Pitara

1. **Comprehensive Learning Teaching Material (LTM):** *Jaadui Pitara* is designed to address all aspects of child development, integrating resources that encourage creativity and practical learning experiences in early childhood education.
2. **Multimodal Access through Mobile App:** The platform can be accessed via a mobile application, ensuring easy use for parents, teachers, and caregivers. This accessibility allows all stakeholders to support and participate in children's learning anytime, anywhere.
3. **Story Bot (Katha Sakhi):** This feature provides a variety of stories in multiple languages, supporting multilingualism and cultural diversity. It enables children to enjoy stories in their preferred language, fostering language skills and appreciation for diverse cultures.
4. **Parent Bot (Parent Tara) and Teacher Bot (Teacher Tara):** These AI-based tools offer expert knowledge on NEP 2020, National Curriculum Framework (NCF), child psychology, pedagogy, and other relevant educational topics. *Parent Tara* and *Teacher Tara* are designed to assist users with practical guidance and strategies aligned with modern educational standards.
5. **Vidya Pravesh:** A special three-month play-based preparation module for Class 1, *Vidya Pravesh* helps bridge the gap between pre-primary and primary education. Through structured play and foundational activities, it ensures that children enter Class 1 prepared and equipped for primary-level learning.

Insights from the Session

Prof. Yadav's presentation emphasized the importance of integrating innovative and supportive materials like *Jaadui Pitara* in early childhood education. By providing resources that are accessible and adaptable, the platform enables parents, teachers, and caregivers to work collaboratively toward holistic child development. The session received positive feedback from participants, who found the workshop both informative and inspiring. They recognized the potential of *E-Jaadui Pitara* to enhance teaching practices and improve the learning environment for young children through its comprehensive, user-friendly approach.

Report on Day 3, Session 3: Group Work on Textbook Analysis

In the third session, participants engaged in collaborative group work focused on analyzing the newly developed textbooks for the foundational and preparatory stages. This exercise aimed to provide educators with a deeper understanding of the structure, content, and pedagogical approaches within these textbooks, fostering meaningful insights for classroom implementation.

Group Work Process

Participants were organized into groups, each assigned specific textbooks to review. The groups examined various aspects of the materials, including alignment with curriculum goals, age-appropriate content, inclusivity, language accessibility, and the incorporation of NEP 2020 principles. Each group was encouraged to explore the textbooks through the lens of both educator and learner, considering how the content could support developmental and cognitive milestones in young learners.

In this session, participants collaboratively analyzed new textbooks for foundational and preparatory stages to gain insights into their structure, content, and pedagogical alignment with NEP 2020. NEP principles—Access, Equity, Quality, Affordability, and Accountability—were evident, fostering inclusivity, curiosity, and critical thinking. Language materials were noted for skill progression, while hands-on math and science activities enhanced real-world critical thinking. Participants valued the integration of multilingual stories and cultural elements, recognizing the textbooks' potential to enrich classroom experiences and support comprehensive education.

The group work session was productive and insightful, providing participants with a comprehensive understanding of the new textbooks. Participants expressed enthusiasm for implementing these materials in their classrooms, recognizing their potential to enhance students' learning experiences and foster holistic development.



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Report on Day 3, Session 4: Certificate Distribution

In the concluding session, Professor Yagnamurthy, Principal of RIE, Mysore, presented certificates of appreciation to all participants. This gesture recognized their active engagement and commitment throughout the training sessions, marking a successful end to the program. We would like to express our sincere gratitude to the Director of the Tamil Nadu State Council of Educational Research and Training (TNSCERT), Chennai, for providing DIET Educators with the opportunity to attend the three-day workshop.



Key Takeaways:

- ❖ *Jaadui Pitara* is an effective resource that transforms traditional teaching methods into interactive, play-based approaches. It fosters curiosity, creativity, and a love for learning among young children.
- ❖ The frameworks (NCF-SE 2023 and NCF-FS 2022) provide clear guidelines to ensure that foundational education is well-structured and addresses the developmental needs of children.
- ❖ The use of digital tools enhances the reach and accessibility of educational content, ensuring that learning materials are available in multiple languages and accessible in rural areas.

Conclusion: The training programme held at RIE Mysuru was highly effective in preparing master trainers for the large-scale implementation of the new textbooks, *Jaadui Pitara*, and the National Curriculum Frameworks. The successful deployment of these resources will significantly contribute to the realization of NEP-2020 goals, ensuring that education was inclusive, interactive, and designed to meet the holistic developmental needs of every child.

As the Principal of DIET Namakkal, I am confident that the trained master trainers will be essential in pouring this knowledge to schools across Tamil Nadu, ensuring the successful adoption of these initiatives at the grassroots level. The workshop's focus on equipping master trainers with the necessary skills and knowledge is a testament to NCERT's commitment to improving the quality of education in India

The training programme at RIE, Mysuru.

KEY RESOURCE PERSONS -TAMIL NADU

Name of the Faculty & Designation

1. Dr. K.Ramaraj, Senior Lecturer, DIET, Kalluppatti, Madurai.
2. Mrs. M.Uma Maheswari, Senior Lecturer, DIET, Mnnargudi.
3. Mrs.S. Punithavathi Senior Lecturer, DIET, Perundurai, Erode.
4. Mr.J.Rajesh, Lecturer, DIET, Muninjipatti
5. Mrs.B.Amutha Lecturer, DIET, Krishnagiri.
6. Mrs.V.Suganya Lecturer, DIET, Uthamasholapuram, Salem.
7. Mrs.S. Ramya Lecturer, DIET, Chettikarai, Dharmapuri.
8. Mr.S. Kumaran Lecturer, DIET, Kilpennathur, Thiruvannamalai.
9. Mr.E. Sivaperuman Lecturer, DIET, Namakkal.

Submitted by,
Principal, DIET,Namakkal

FEEDBACK

Dr. M Umamaheswari,
Senior Lecturer,
DIET, Mannargudi,
Thiruvarur District

Capacity Building Workshop for Master Trainers on Newly Developed Learning Teaching Material (LTM) of Foundational and Preparatory Stages

Venue: Regional Institute of Education(RIE), Mysuru Date: 22 to 24th October 2024
E mail: dee@riemysore.ac.in

Day:I 22.10.24

Registration Inaugural Session Behalf of RIE & NCERT Officials Welcome & Intro About the Programme by Prof. Padma Yadav, DEE, NCERT, New Delhi (Prog. Coordinator)&Special Remarks by Prof. Yagnamurthy Sreekanth, Principal, RIE Mysuru followed by Vote of Thanks Dr. Sandeep, Assistant Professor, DEE, NCERT.

The first session of the day was taken up by Professor Suniti Sanwal, the head of the department of Elementary Education. The title of the session was an overview of NCF - FS and NCF SE.

Prof. Suniti Sanwal Head, Department of Elementary Education, NCERT, New Delhi
Overview of National Curriculum Framework Foundational Stage & School Education
Early Childhood Care and Education (ECCE)

ECCE is defined as the care and education of children from birth to eight years

QUALITY ECCE LEADS TO:

Brain Development,School Preparedness,Improved Learning Outcomes
,Employability Overall growth of the country

This National Curriculum Framework aims to address the Foundational Stage in institutional settings, within the overall context of ECCE

FOUNDATIONAL STAGE: In Institutional Settings (Age 3-8) 3-6 Years: Early Childhood Education Programmes (Anganwadis, Balvatika) 6-8 Years: Early Primary classes in Schools (Grade 1 & 2)

Correlating the holistic development of the child and the concept of Panchakosha Vikas gave the participants a clear idea of the various domains.

Professor Suniti Sanwal discussed in detail the curricular goals Itaking an example of a curricular goal C-7 that reads... "Differentiates between shapes colours and their shades" and the learning outcomes that are stated under the curricular goal for preschool of 3 years plus class 1 and class 2

ACKERT

The child is a whole being with panchakoshas or five sheaths. *Each layer exhibits certain distinct characteristics.*

The takes holistic development into account the nourishment of these five layers of nurturing a child and Panchakosha Vikas

Correlating the holistic development of the child and the concept of Panchakosha Vikas gave the participants a clear idea of the various domains.

Professor Suniti Sanwal discussed in detail the curricular goals taking an example of a curricular goal C -7 that reads... "Differentiates between shapes colours and their shades" and the learning outcomes that are stated under the curricular goal for preschool of 3 years plus class 1 and class 2.

Furthermore the key principles related to approach to language education and literacy were discussed in detail Curricular Goals ,Domains & Physical Development

At the onset... Professor Suniti Sanwal set the record straight regarding the misconceptions related to early childhood education giving insights about NCF 2020 and ECCE.

Ist day(22.10.24) after lunch break & II nd day(23.10.24) Ist session lead by Prof.PADMA YADAW,DEE, MAM- Visit to ECCE Centre/Balvatika -(Activities & II nd day(23.10.24)Morning prayer)Trainer create a " Run around the fire- Circle Time" as an after-lunch ice-breaker activity for Participants. Here's it:

1. Gather the Participants in a circle.
2. Lead the Participants in a simple song through clapping , with ha- ha, snipping game that they all know and enjoy. This will help them to refocus and transition from mealtime to the next activity.
3. And also introduce a simple relaxation technique such as taking deep breaths sitting together to calm down after the excitement of the meal creating a positive end to the activity. Keeps us this activity light and enjoyable, and use it as an opportunity for the Participants to express themselves and to learn social skills such as taking turns and listening to others and obey trainers' order.

Trainer demonstrates:

1. Trainer Asked To Gather All Participants Start by sitting together and smiling at each one.
2. Warmth With action song like "ilesa ilesa"- "row row "in multilingual .
3. Trainer Asked To Gathered All Balvathika students Present In This Senario With welcoming

Song with actions and encourage Balvathika students to follow along:

This activity will help us to feel welcomed and included, encouraging a happy and social environment.

Activity done with students to teach sorting or counting numbers by touching fingers.

Demo session ,To use the Jaadui Pitara ,to trainers and also to parents

1. Asking which exhibits in outer appearance of Jaadui Pitara- teaching learning kit box
2. Colour shapes, multi languages etc
3. Introducing - mirrors which placed for make upscale our emotional state and chosen the play material(colourful &alphabetical ball) through to the childrens, and also to parents allowing them to touch and explore.
3. Guide the parents to use play activity using the selected material.

Vegetable poster activity which help to learn about vegetables, improve their language skills by conversing with them , and understand the concept of poster. Lying down and closing Balvathika students to identify sounds by keen listening acitivity.

Wrap up this activity session 1. Gather the Participants in a circle.

2. Lead the Participants in a simple song through clapping , with ha- ha, snipping game and with a discussion, asking Participants are they performed or enjoyed.

Ist day(22.10.24)& II nd day(23.10.24) Sarangi and Veena - Hindi Textbooks lead by Prof. Suniti Sanwal, hod, DEE, NCERT, New Delh

II nd day(23.10.24)Mridang and Santoor Textbooks of English lead by Prof. Varada M.Nikalje, DEE, NCERT, New Delhi

THE FOUR-BLOCK APPROACH FOR LITERACY INSTRUCTION

Balanced language and literacy teaching involves simultaneous and daily development of oral language, decoding, reading, and writing. These components are organized into four blocks of instructional time to ensure children work on each component regularly.

Oral Language Development-Reading,Word Recognition&Writing

- And learning of Multi Lingualism SessionsIII&IV are L1,L2 R1R2-& 3domains etc and the workshop represent a very creative approach to teaching students how to access their thoughts, emotions and behaviors. The examples of group activities are very different from those in traditional play way, method programs.
The Wondrous World Textbook Class 3

Dr. Dhanya Krishnan, Associate Professor, DEE, NCERT, New Delhi

The world Around Us (ZWAD) Evs

Integration of EVS-more holistic, wholesome, tap up curiosity abily to discover & learning more values & disposition

Intergrated as Language Maths, EVS. Reflexion based on Experience

Learning styles!-preferensive,kinesthetic,visual and audio.

- Learning To be contextual learning, curiosity in which towards animals,plants family and around us Ways to teach mindfulness and what it is exactly. I like having a concrete curriculum & not having to reinvent the wheel.

II nd day(23.10.24) Joyful Mathematics and Maths Mela- Textbook for Mathematics
Ms. Nisha Negi, Senior Consultant, DEE

Approaches to Teaching Mathematics

Developing mathematical abstract ideas (concepts) through concrete experience (ELPS)
E- Experience,L- Spoken Language,P-Pictures ,S-Written Symbols

Components/ Areas of Mathematics Learning in Early Years

Number and its Relations

& IIIrd Day(24.10.24) session lead by by Prof.PADMA YATHAW Newly Developed Material Physical and e-Jaadui Pitara Demonstration of Learning Teaching Materials (LTM) & - Vidya Pravesh a three-months play based preparation module for class I

Physical Education and Well-being Textbook for Class 3, Dr. Atul Dubey, Assistant Professor, Physical Education, DESS, NCERT New Delhi& Bansuri Textbook for Arts - class 3 ,Dr. Madhusudhanan P V, Assistant Professor of Art

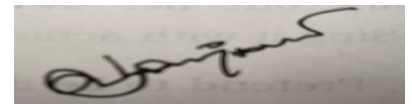
- This isn't "extra". It is essential to teaching, learning & achievement. It gave more deliberate ways to help Master trainers besides feeling pleasure to give responses or answers.
- It gives me a framework for what I already do. The resounding message for me is we have this moment, only this moment, to respond or not.
- That this is a manageable program, with clear and progressive steps, that is very doable in a pre school classroom!

Presentation of Learnings from the Workshop about Textbooks and LTM&
Presentation of Learnings from the Workshop about Textbooks and LTM by the Participants (State-wise)

Then followed the interaction related to the principles of pedagogy followed by the importance of planning for physical education & art teaching learning through play assessment for furthering learning objectives and creating a supportive ecosystem.

Coming to the IIIrd day final session learning teaching material at the foundational stage the importance of procuring and creating effective attractive creative and outcome based resources led to the talk about Jaadui Pitara, its conception and development as a comprehensive LTM that covers all aspects of child development.

- It was very informative and I feel I can use this with my students and staff.
- Excellent workshop – learned a great deal and inspired to learn more.
- This workshop was beautifully executed to bring together research & practice. I appreciated the final discussion regarding implementation. Most important statement for me was that SEL-based problem solving is not enough – Clearly this approach is the next generation of SEL & I think it has real potential for pre school graders.
- Terrific! One of the very best presenters who taught shared relevant practices I can use!
- This is a beautifully crafted curriculum! Thank you!! I look forward to more and because we are behind in the schools, I look forward to finding out how to become more involved in working with this vulnerable population



Day 1 of the 10-day program was a "welcome" day. The students were introduced to the program and the teacher. The students were also given a tour of the school and the surrounding area. The students were also given a tour of the school and the surrounding area.

The students were also given a tour of the school and the surrounding area. The students were also given a tour of the school and the surrounding area. The students were also given a tour of the school and the surrounding area. The students were also given a tour of the school and the surrounding area.

Other notable results included joint Mother's and Father's Day projects. The students were also given a tour of the school and the surrounding area. The students were also given a tour of the school and the surrounding area. The students were also given a tour of the school and the surrounding area.

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Report on Capacity Building Workshop for Master Trainers on Newly Developed Learning Teaching Material of Foundational and Preparatory Stages

Date: 22/10/24 to 24/10/24

By: Dr.K. Ramaraj, Vice Principal , DIET, T.Kallupatti, Madurai.

The three-day Capacity Building Workshop, held from October 22 to October 24, 2024, aimed to equip master trainers with the necessary knowledge and skills to implement the newly developed learning-teaching materials for the foundational and preparatory stages of education. The workshop was organized by the National Council of Educational Research and Training (NCERT) and hosted at the Regional Institute of Education (RIE), Mysore. The sessions covered a broad range of topics, with a special focus on holistic child development, play-based learning, and innovative teaching methodologies.

Day 1 - 22/10/24: Inaugural Session and Core Themes

The workshop began with an impactful inaugural ceremony attended by distinguished experts from NCERT and RIE Mysore. The keynote address by Professor Sunita Sanwal provided valuable insights into the National Curriculum Framework (NCF) for the Foundation Stage (FS) and School Education (SE). The emphasis on holistic development and play-based learning as fundamental components of early education set a clear direction for the workshop.

The first day also featured several key sessions. Professor Padma Yadav led a session on Jaadui Pitara, demonstrating how everyday objects can be used to make learning engaging and joyful. This session highlighted the importance of parental involvement in children's education.

Dr. Dhanya Krishnan's session on The Wondrous World (Class 3 textbook) was particularly insightful, showcasing the textbook's thematic structure that encourages experiential learning and critical thinking. Another significant session on Vidya Pravesh emphasized the importance of play-based learning in preparing young children for formal schooling, stressing the role of parents and the community in supporting children's development.

Day 2 - 23/10/24: Practical Application and Innovations

The second day included a visit to the Demonstration Model School, which left a lasting impression due to its child-friendly and stimulating environment. The innovative teaching practices employed at the school highlighted the importance of creating safe, nurturing spaces for learning.

The session on English language learning, led by Dr. Varada Mohan Nikalji, introduced new textbooks like Mridang and Santoor. The focus was on experiential learning and the four-block model, which aligns with the principles of NCF-FS. Dr. Atul Dubey's session on Physical Education emphasized the importance of physical well-being, introducing the Khel Yoga textbook as a valuable resource for promoting holistic development through play and physical activities.

Other notable sessions included Joyful Mathematics and Bansuri (a Class 3 Arts textbook), which provided hands-on activities to foster creativity, critical thinking, and problem-solving skills in students. These sessions highlighted the integration of various art forms and the role of joyful learning in nurturing a well-rounded child.

Day 3 - 24/10/24: E-Platforms and Collaborative Learning

The final day of the workshop focused on the digital resources and collaborative learning. The session on Sarangi and Veena (Hindi textbooks) discussed the foundational skills required for language acquisition, focusing on vocabulary building and grammar.

A major highlight was the introduction of E-Jaaduvi Pitara, an interactive platform designed to bridge the digital divide and provide access to quality education for teachers, parents, and students. This session emphasized the platform's potential in supporting play-based learning through interactive activities.

The workshop concluded with a productive group work session on Textbook Analysis, where participants discussed the strengths and areas for improvement in the newly introduced materials. This collaborative session allowed for the sharing of insights and practical tips on effective textbook usage.

Conclusion

The Capacity Building Workshop proved to be a highly enriching experience. The sessions were not only informative but also provided practical tools and strategies for implementing the new curriculum. The focus on child-centric, experiential, and joyful learning methodologies have broadened my perspective on teaching. I am confident that the knowledge and skills gained during the workshop will enable me to contribute effectively to the professional development of educators and the holistic development of students in my institution.

S. S. M. S.
(Dr. K. RAMARAT)

Capacity Building Workshop for the master
Trainers at Southern Region on the Newly Developed
Learning Teaching Material (LTM) of the
foundational and preparatory stages

Date: 22.10.24 to 24.10.24

ശ്രീമദ്ദേശം പ്രസിദ്ധപ്പെടുത്തിയ ശ്രീ
പ്രൈം പാഠ്യപുസ്തക വിഷയത്തിൽ പങ്കെടുക്കുന്ന
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പ്രൈം പാഠ്യപുസ്തക (ECCE)

പ്രൈം പാഠ്യപുസ്തക വിഷയത്തിൽ പങ്കെടുക്കുന്ന
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29.10.2024

- 1 - പ്രൈം പാഠ്യപുസ്തക വിഷയത്തിൽ പങ്കെടുക്കുന്ന
- 2) പ്രൈം പാഠ്യപുസ്തക വിഷയത്തിൽ പങ്കെടുക്കുന്ന
- 3) പ്രൈം പാഠ്യപുസ്തക വിഷയത്തിൽ പങ്കെടുക്കുന്ന

4. மதுவிலக்கு துறை

5. എ അഡ്വക്കേറ്റ്, അറിയുന്ന മനുഷ്യനായി എടുത്ത
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Page 23

→ ECCE - Бон-Бонгари дугу - нэрмэл (Balavika)
 үнэмдэгтээс - Габалтан дугуйнхны дүгнэлт.

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*> ગાંધીનું અગ્રણ્ય (vidya pravesh) - 3-4 મહત્વના અંશો
un-^{મહત્વ}વાળાના ભૂમિકા સમજાવે.

[illegible]

Food.

2) Wohlbefinden, DIET, Spürvermögen

Capacity Building Workshop - RIE-mysuru

Date: 22.10.24 - 24.10.24

Notes

x NEP-2020 ನಿರ್ದೇಶನ, ಶಿಕ್ಷಣ ಗುಣಮಟ್ಟ, ಶಿಕ್ಷಣ

ಉನ್ನತ ಶಿಕ್ಷಣ.

x NCF-2023 - ಆಧುನಿಕ, ಗ್ರಾಮೀಣ ಮತ್ತು ಪಟ್ಟಣ.

ಪ್ರಾಥಮಿಕ, ಮಾಧ್ಯಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ.

x Language (English, ~~Hindi~~ Hindi) EVS, Art Education
Physical Education - ಪಾಠ್ಯಕ್ರಮ, ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣ
ಉನ್ನತ ಶಿಕ್ಷಣ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ.

x multilingual, gender ~~Equality~~ (picture) equality,
curriculum Inclusive This Text Book

x, ಆಧುನಿಕ ಮತ್ತು ಆಧುನಿಕ, ಮತ್ತು
ಮಾಧ್ಯಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ
ಮಾಧ್ಯಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ.

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B. KUMARAD

DIT, KILPENNATHUR

Feedback

Capacity Building Workshop for Master Trainers on Newly Developed Learning Teaching Material (LTM) of Foundational and Preparatory Stages

Three days workshop was held on RIE Mysuru on 22/10/24 to 24/10/2024. The workshop was inaugurated and lighting the lamp by Prof. Yagnamurthy Sreekanth, Principal RIE Mysuru, Prof. Suniti Sanwal, HOD, DEE NCERT and other members.

On the whole, Newly Developed textbook like Hindi, English, Maths, Wondrous World (EVS), Bansuri (Arts Education), Physical Education (Khel Yoga) were discussed through PPT. They dealt how the concepts were introduced and what they were emphasised in clear way.

Taaddi Pitara were introduced and the resource person explained all the things in it and how to use it. It also extended to

the parents what has to do in their homes to get the attention and develop cognitive development of children. We were taken to Demonstration School in RIE for 2 sessions. In the previous day session, we engaged and saw the participation of ~~the~~ parents and the next day we saw the classroom and physical Jaadui Pitara in the classroom.

We have ~~chance~~ chance to see the ^{new text} books of NCERT and discussed the activities in that and good exposure for me. Interesting to know Sanskrit (Arts Education) is compulsory subject until 10th std for the first time and happy to interact with Southern states faculties and share their Pedagogy.

- Riti
S. Ramya,
Lecturer;

നിർദ്ദേശം

പരിപാടി: Capacity Building workshop
for Master Trainers on newly Developed
Learning Teaching Material (LTM) of
foundational and Preparatory stages

ദിനം : 22.10.24 മുതൽ 24.10.24

ഭരണ ഭരണ നിർദ്ദേശ (NEP - 2020) ു

3-9 മാതൃ അധ്യയനം അനുബന്ധിച്ച് അനുബന്ധിച്ച്

അനുബന്ധിച്ച് അനുബന്ധിച്ച് അനുബന്ധിച്ച്
Balvatika - 1, 2, 3 and Grade 1, 2 ഉൾപ്പെടെയുള്ള
എല്ലാവിധ പരിപാടി ഉൾപ്പെടെയുള്ള പരിപാടി.

* Jaadui Pitara - LTM ന്റെ ഉപയോഗം

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physical education and well being

Art education - 4th semester ~~and~~ 2nd semester
of the students of the college of education, Mysore
University, Mysore, Karnataka, India.

Developmental goal 1, 2, 3 of the students

~~Developmental~~ Developmental goal 1, 2, 3 of the students
of the college of education, Mysore University, Mysore,
Karnataka, India.

Developmental goal 1, 2, 3 of the students
of the college of education, Mysore University, Mysore,
Karnataka, India. So, emotional,
ethical, physical and motor development, Cognitive
development of the students.

Vidya praveesh - 1st and 2nd
semester (Bridge course) of the students
of the college of education, Mysore University, Mysore,
Karnataka, India.

3 and 4th semester of the students
of the college of education, Mysore University, Mysore,
Karnataka, India. (NIP-2020)
4th semester of the students of the college of education,
Mysore University, Mysore, Karnataka, India.
of the students of the college of education, Mysore University, Mysore,
Karnataka, India.

S. P. Purithawathi

(S. Purithawathi)

SLID 16, Perundurai

**Capacity Building Workshop for Master trainers on
Newly Developed Learning Teaching Material of
Foundational and Preparatory Stages (22/10/24 to 24/10/24)**

Feedback on 3-day workshop

E.SIVAPERUMAN
LECTURER
DIET, NAMAKKAL.

Day 1: 22.10.24

Inaugural Ceremony and Session 1:

The inaugural ceremony of the capacity-building workshop was a grand event, graced by eminent personalities from NCERT and RIE Mysore. The keynote address by Professor Sunita Sanwal provided a comprehensive overview of the NCF Foundation Stage and NCF-School Education. It was enlightening to learn about the emphasis on holistic child development and the importance of play-based learning.

The subsequent session on the NCF-FS and NCF-SE further delved into the specific goals and outcomes for the foundational stage. The inaugural ceremony of the capacity-building workshop at RIE Mysore was a momentous occasion. The insightful addresses by distinguished experts set the tone for the workshop, emphasizing the importance of holistic child development, play-based learning, and effective teaching practices. The focus on the foundational stage as the cornerstone for higher education was particularly enlightening. The workshop provided a valuable platform for master trainers to acquire knowledge and skills to implement the new curriculum effectively. The emphasis on joyful learning, equal opportunities, and continuous professional development resonated strongly with me. I am eager to apply the learnings from this workshop to enhance the quality of education in my institution.

Session 2: Jaadui Pitara

The Jaadui Pitara session was a truly inspiring experience. The demonstration at the Demonstration Model School showcased how learning can be made joyful and engaging through the use of simple, everyday objects. Professor Padma Yadav's enthusiasm was contagious, and her practical tips on how to use the Jaadui Pitara effectively were invaluable. The session also highlighted the importance of involving parents in children's learning.

Session 3: The Wondrous World

The third session delved into the details of the new class 3 textbook titled "The Wondrous World." Dr. Dhanya Krishnan, Associate Professor at the Department of Elementary Education (DEE) at NCERT, New Delhi, led the session. The session on the Class 3 textbook, "The Wondrous World," was insightful. The thematic structure and the focus on experiential learning were particularly impressive. The textbook's emphasis on integrating different subjects and promoting critical thinking is commendable. I believe that this textbook can significantly enhance the learning experience of students.

Session 4: Vidya Pravesh

The Vidya Pravesh session provided a clear understanding of the importance of play-based learning in preparing children for formal schooling. This session Led by Professor Padma Yadav from the Department of Elementary Education (DEE) at NCERT, New Delhi, the session delved into the key aspects of this innovative program. The emphasis on holistic development, including cognitive, language, social-emotional, and physical domains, is crucial for a strong foundation. The session also highlighted the role of parents and the community in supporting children's learning.

Overall, Day 1 was a fantastic start to the workshop. The sessions were informative, engaging, and provided a solid foundation for the subsequent days.

Day 2: 23.10.24

Session 1: Visit to the Demonstration Model School

The visit to the Demonstration Model School was an eye-opening experience. The vibrant and child-friendly environment, coupled with the innovative teaching practices, left a lasting impression. The teachers' dedication and the children's enthusiasm were truly inspiring. The session highlighted the importance of creating a safe, nurturing, and stimulating learning environment.

Session 2: A New Era of English Language Learning

The session on English language learning was informative and practical. Dr. Varada Mohan Nikalji's emphasis on experiential learning and the use of the four-block model was particularly insightful. The new English textbooks, Mridang and Santoor, seem to be well-designed and aligned with the NCF-FS.

Session 3: Physical Education and Well-being

Dr. Atul Dubey's session on Physical Education was a breath of fresh air. His enthusiasm for the subject was infectious. The Khel Yoga textbook seems to be a valuable resource for promoting physical activity and well-being among students. The emphasis on the joy of play and the importance of physical activity for holistic development was particularly noteworthy.

Session 4: Joyful Mathematics and Maths Mela Textbook

The session on Joyful Mathematics was engaging and informative. The textbook's focus on making mathematics fun and accessible is commendable. The emphasis on hands-on activities, problem-solving, and critical thinking is essential for developing mathematical skills.

Session 5: Bansuri - Textbook for Arts, Class 3

Dr. Madhusudhanan P.V.'s session on the Bansuri textbook was a delightful experience. The emphasis on integrating various art forms, such as visual arts, music, dance, and drama, is commendable. The textbook's focus on creativity, self-expression, and cultural appreciation is essential for holistic development.

Day 2 was equally enriching, with a focus on practical applications and innovative teaching methodologies. The sessions reinforced the importance of creating joyful, engaging, and inclusive learning environments.

Day 3: 24.10.24

Session 1: Sarangi and Veena - Hindi Textbooks

The session on the Hindi textbooks, Sarangi and Veena, was informative. The textbooks seem to be well-designed to cater to the needs of young learners. The emphasis on foundational skills, vocabulary building, and grammar development is important for language acquisition.

Session 2: E-Jaadui Pitara

The E-Jaadui Pitara platform seems to be a valuable resource for teachers, parents, and students. The interactive activities and the focus on play-based learning are commendable. The platform's potential to bridge the digital divide and provide access to quality education is significant.

Session 3: Group Work on Textbook Analysis

The group work session was a great opportunity to collaborate with fellow participants and share insights. We discussed the strengths and weaknesses of the textbooks, identified areas for improvement, and shared practical tips for using the textbooks effectively.

Overall, the workshop was a transformative experience. The knowledge and skills gained from the sessions will undoubtedly enhance my teaching practices and contribute to the holistic development of my students.



E.SIVAPERUMAN,
LECTURER,
DIET,
NAMAKKAL..

①

Feedback on the "Capacity Building Workshop for Master Trainers on Newly Developed Learning and Teaching Material (LTM) of Foundational and preparatory stages".

The Workshop started with Prof Sunita Sarin's detailed explanation about ECCE and how ECCE leads to brain development, school preparedness, improved learning outcomes, employability. She also briefed us with aims, curriculum goals, competency and learning outcomes. She also explained about 4 Block approach for literacy (oral language development, reading, word recognition, writing), Learning through play and ~~learning~~ assessment for learning.

We visited Bala Vatika @ RIE campus. Prof Padma Yadav demonstrated to use the material given in Jaadui Pitara. She encouraged the parents to design their own Jaadui Pitara at home which will help children for Joyful learning.

Prof Dhanya Krishna explained NEP 2020. She introduced the E-VS text book named as "The Wonders World". The text book focused on Accessibility, Equity and Quality in Education.

The Wonders World text book focused into ②
four themes

- ⇒ Our family and community
- ⇒ Life around us
- ⇒ Things around us
- ⇒ Gifts of Nature.

The Text book designed for the students to
understand and appreciate the surroundings,
experience real world application

- ⇒ focused on values
- ⇒ Introduce specific items for activities
- ⇒ Give importance for Inclusive Education

As a teacher Educator I learnt many things
⇒ design text book appropriate to the age
of the children.

⇒ Activity based approach for Teaching
and learning.

⇒ Create ^{simple} activities based on ~~learning~~ the
or ~~concept~~ concept

⇒ Training management Strategies

⇒ The Newly developed LTM Workshop
was highly impactful and well organized

The Workshop Successfully equipped us with the knowledge and skills required to train teachers.



V. SUGANYA
LY, DIET, SALAM

Capacity Building Workshop for Master Trainers on Newly developed NCERT Books and LTM of Foundational and Preparatory Stages.

Venue: RIE, Mysore

Date: 22 - 24 October 24

Capacity building Workshop on Newly developed NCERT Books and LTM of foundational and Preparatory Stages Program organised by RIE, Mysore. The important of the workshop and the changes that have been done in the Curriculum and textbooks.

In the capacity building training Program on NCERT New textbooks, I had learned new ideas in joyful manner through various activities. NCERT New textbooks Prepared based on NCF-20 Foundation Stage to be covered Jaadui Pitara (LTM) and 3 months Play based Preparation for Class 1. This is very helpful to the early stage Education for children.

Overview of Curricular Goals and Learning Outcomes, Key Principles of approach to language and Mathematics are 4 block approach explained clear manner. Totally the training has equipped us and expert of expertise has inspired us to strive for excellence.

Thank you very much.

By

B. Anurtha, Lecturer
DIET, Krishnagiri