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### Child centered pedagogy for FLN children

Child centered pedagogy refers to a pedagogy that emphasizes to shift teaching to learning as it emphasizes upon enabling children to express their ideas freely. Allowing students to work at their own pace freely and willingly, giving primacy to children voices and their active participation.

**Child centered pedagogy ; guided play based learning for FLN children**



















**STRATEGIES FOR LITERACY & NUMERACY:-** A significant component of structural learning literacy & numeracy especially for Pre-School 1, 2 & Balvatika . Our DIET Leh is also focused on Vidya Pravesh before going to grade 1. In vidya Pravesh we are more emphasized on oral Language, skill engagement like play with toys correlate with family , Society & Classroom situations. In Vidya Pravesh we specially stressed on awareness of , classroom settings, familiar with environment, society and the world too through joyful learnings. It is based on the principle of balanced strategies like, reading writing, oral language development . The important point we have experience the student integrate the maths concept co-relate with real life situation and problem solving abilities.

DIET FLN Team primarily concern about the ELPS , that signifies E :- Experience L:- Language Development P:- Picture S:- written symbols .

For the Familiarization of VIDYA PRAVESH DIET Leh has conducted special training on VIDYA PRAVESH by inviting NGOs like 17000ft Foundation, DEVI Sansthan, Nanritam & Godo Gyan Shiksha. These knowledge partner help in strengthening of FLN Training for the teachers.



Introduction :- For decades the field of early childhood education has experienced an identity crisis. Theoretical ideologies that place emphasizes on developmentally appropriate practice with a constructivist approach to learning have been hindered by educational changes with a focus on standard based learning and accountability . The children are naturally curious . Curiosity creates a disposition of exploration , investigation, and discovery in typically and atypically developing children . Young children with special needs can present diverse development and play limitation , however , the natural desire for children to take initiative in exploring the nature of cause and effect to make them aware of the world around them in a fascinating manner.







Aims & objectives of child centered pedagogy :-

1. To achieve the learning goals of FLN.
2. To achieve the panchkosha in FLN Children .
3. To achieve the learning outcomes .
4. Aims of child centered education , child centered education aims at all round development of a child . So teaching styles and techniques should be geared to the wellbeing of the child which leads to his cognitive affective and conative development.
5. To develop the sense of pride & respect for the country , inculcating values and Sustainable development .
6. To creating a positive /child friendly classroom environment .

Principles of Child centered pedagogy :-

1. Principle of play.
2. Principle of individual attention .
3. Principle of Participation.
4. Principle of NCF approaches
5. Principle of NEP2020.
6. Principle of nurturing relationships between, parents/ home, teacher & child.





7. Principle of learning experiences in the classroom are deeply connected to children's lives and their contexts.



8.

Child centered pedagogy in UT of Ladakh is very important component ; - It has immense pleasure to develop this module child centered pedagogy for the FLN children . DIET Leh FLN Team has developed training module for the FLN teachers on child centered pedagogy. In Leh Govt , School enrollment is declining from previous years in elementary level as compare to private Schools . For noticing these major issues of concern . FLN team of DIET Leh especially focus on training for the child centered pedagogy for FLN Teachers , so that enrollment can improve in next five years. In 2023 Summer vocation, DIET Leh has provided training around 500 FLN Teachers by involving NGOs like Nanritam, 17000ft foundation , Jolly Phonic foundation. All FLN teachers completed NISHTHA FLN , ECCE & NISHTHA Elementary. This winter NCERT rerun of NISHTHA FLN & NISHTHA ECCE also provided for the FLN teachers , Private School Teachers & BRCs & CRCs

Winter Training program:- This winter DIET, Leh has provided 22 days FLN training for around 150 teachers . The Training was focused on Digital literacy , Happy classroom by inviting special educator of SEE Learning team . SEE Learning team facilitate the FLN teachers by providing module of social emotional & ethical learning in schools by involving small children. As we all knew that after COVID 19 maximum children have more exposure to mobile , to check and balance of students emotional aspect these SEE Learning Module is appropriate for the balancing of students from their journey of life . In our training Module we invited URCs from UT Chandigarh to implementation of NEP 2020 & NCF- FS in Schools and its importance . NCF -FS guidelines helps the teachers to prepare their teaching strategies in future course of action in schools .. FLN Team also familiarized the Seven learning GOALS of NCF-FS to FLN teachers . Restructuring of Educational stages of students to Pre- School 1 , Pre School 2 & Balvatika & Grade 1 according to NEP2020 & NCF-FS (5+3+3+4) as previously we stated nursery , LKG & UKG .


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Implementing Contextualizing Jادوي Pitara in Schools









सत्यमेव जयते



**THE ADMINISTRATION OF  
UNION TERRITORY OF LADAKH**

**DIRECTORATE OF SCHOOL EDUCATION DEPARTMENT LADAKH**



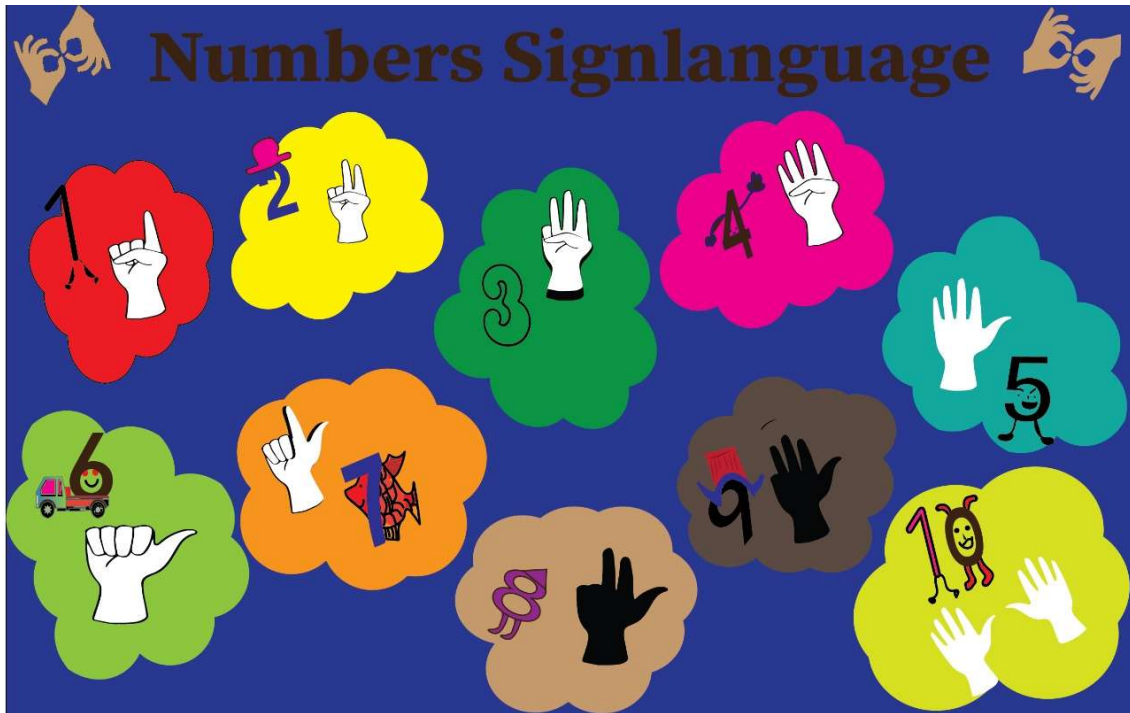
**UT LEVEL**

**FLN TLM**

**MELA 2023**




UT Level TLM promotes best practices of Teachers of Leh & Kargil. This Platform can beautify their teaching with modern Technology.







Nipun Bharat Mission Launched in 2021 for attaining the goals of foundational literacy and numeracy in the country as directed by NEP 2020 aims that to achieve FLN by 2026-27 for all children in the country by Grade 3.

Vidya Pravesh is implemented in all the 150 pilot Schools following the Structure of Education (5+3+3+4) Introducing Balvatika before the age of 5 every child will move to preparatory class or Balvatika before class 1 .

We also have developed guidelines for the preschool including Balvatika. In the training we provide how to prepare teachers activity Books & Children Activity books for FLN . Activity books helps in joyful learning by introducing , play material, toys , language skills , rhymes, music , , Puzzles , Tinkering with locally available material TLM ., Contextualized Jadduai Pitara for the FLN Schools . In Jadduai Pitara we will provide Story Books in Bhoti & English, For future course of action we will provide pen drive containing rhymes in Bhoti, Story books & videos of FLN Content for the learning corner to be displayed in Schools . These FLN content will telecast in DTH Chanel , these contents are translated in Bhoti, & Balti to motivate promote mother tongue .

FLN Team of Samagrah DIET Leh has organized TLM Mela at zone level, District level & UT TLM Mela for the FLN Teachers. To these TLM Mela amongst the teachers may inculcate play based learning & toy based pedagogy in children . In the long run these types of best practices helps in enhancing the quality of teaching & learning in schools by sharing their good practices in such platform. The pedagogy must evolve in enhancing education more experiential, holistic, integrated , joyful & learner centered.

By conducting TLM Mela students and teachers take much enthusiastic towards showcase of ones models on various topics. Learning outcomes get to know by interacting with different interesting and hardworking model. In child centered approach, gives all children the same opportunity to access and participate in all curriculum participating in various activities in school, children get to familiar towards known to unknown things.

### **Positive relationship between teachers and children**

The strong bond between the teachers and the students apparent in the school. The students are shown love, care and respect by the teachers. They are treated like their own children. The way, they spend time in a school is such a enjoyable and great. They help students with schoolwork, manage the classroom well and most importantly they plan fun activities.



The students learn many extraordinary things along with discipline from the school and they start to keep in touch in mind with every activities they have learnt during the day time even after school time also.





Getting to know each child individually-their homes ,their families, their interests ,their pets-helps to understand each child and plan learning experiences for each of them.

Listening to children -this conveys care and respect ,builds trust ,helps children think and communicate ,and gain confidence .



Observing children-this helps to discover how each child thinks, reasons and responds to different situations, which is critical to planning for teaching and learning.

Recognizing and responding to the emotions and moods of children-this helps children to settle better, learn better, learn to slowly regulate their own emotions, and begin to understand and respond to the emotions of other

Visiting their homes regularly-this is important to understand children and their home environment and build trust and appositive bond.

### **Importance of child centered learning**

Child centered design

Learners interact with the teachers and the environment ,thus there is a collaboration effort on both sides to plan lessons, select content and do activities together.

Needs and interest



## **Teachers and environment**

### Learning

Children co-create their learning objectives and goals together with teachers .

Because this design capitalizes on the children's interests and empowers them to take an active role ,therefore children are emotionally invested in their own learning .

When children are emotionally invested , they are willing to explore in -depth and are able to reach deeper levels of understanding.

### Child centered approach

These skills developed are developed through constant use in different contexts and experiences through a play based curriculum by using child centered approach.

### Examples of a child centered approach

1-You provide various art and craft options for children with different fine motor abilities .

2-You meet the child ,their family , school and care professionals before enrolment and then on an ongoing basis ,to discuss support needs and strategies.

## **Role of teacher**

- Student-centered Teaching and Learning focuses on the needs,abilities,interests and learning styles of the students and has many implications for the design of curriculum, course content and interactivity of courses.
- A prominent pedagogy will be teacher as coach ,to provoke students to learn rather than the more traditional teaching which places the teacher at its center in an active role and students in a passive.
- Teachers plan the types of questions and prompts at multiple entry points throughout a lesson, which build students understanding of ,and engagement toward concepts and ideas and their application to real world scenarios.

## **Creating Classroom Norms with Children**

It is best to have conversations with children and agree on norms with them. This leads to an enhanced sense of ownership and responsibility while helping nurture and build a positive classroom culture.

The norms could be :

- a , listen when another person is talking
- b, Raise your hand before speaking in a group
- c , speak respectfully to your classmates and your teachers
- d keep your hands, feet and any objects to yourself

## **Organizing the environment**

**Seating** :Classroom seating at the Foundational Stage should be flexible and reflect the pedagogy being used in the class. Sometimes children need quite individual time ,sometimes they work in pairs or small groups and sometimes they work with the whole group together.

Fixed individual seating is not necessary at this stage. In fact it could come in the way of both teacher and children.

### **Displays and Print Rich Environment**

Classroom displays constitute part of the learning process. Displays in the classroom are not necessarily limited to finished products of what children have created but includes aspects of work in progress e.g., a collection of pebbles or plants that are being used for a particular study. Work of all children is displayed and not only the best ones selected each time.

### **Creating Vibrant Learning Corners in the Classroom**

Learning Corners help to organize spaces in a way that is inviting ,provokes children's thought interest, and curiosity. They promote both independent learning and teacher -guided interactions ,providing opportunities for holistic development through various types of play encouraged in different learning corners. Learning corners include corners for Domestic play, Blocks/puzzles, Math, Art/Drawing, and Books.

Teachers play an active role in setting up and maintaining Learning Corners. They are responsible for keeping these Corners attractive and vibrant, and ensuring that they cater to the learning needs of all children.

a The teachers school choose materials appropriate for different groups of children .The materials should be such that any child, one who has just begun to learn a concept or another who has learnt more about it, finds something suitable.

b The Teacher should encourage children to visit all the corners during the week. If there is limited material, the teacher could decide on the number of children allowed in each corner every day.

**Role of Parents in Child centered pedagogy** :- Parental Engagement , parent who prioritize early , value playful learning and take an active role to engage in building their literacy and numeracy positively affect their Childs performance. Parents play a pivotal role in a child's overall development.. Parenting is an ever evolving the basic, nurturing needs of the child. A good parent also provides a base required for the development of the cognitive and social skills required for the success in school and beyond. Some parents develop child centered pedagogy in their home by engaging the child with their home as a learning environment by entertaining kitchen garden, live stocks, family traditions and moral values . These child centered pedagogy helps to carry the child for future life with skillful & easily cop up with challenges in life .

**Role of Community** :- Community is the mirror of Childs Life . The community exposure nurtures empathy and fosters a sense of responsibility towards others. Community engagement serves as a dynamic platform for the experiential learning. Children through interaction with community elders and relatives . As students embark on their educational journey in early childhood development programmes , its crucial to recognize that their engagement with local communities should extend beyond theoretical.. By involving the community for child centered pedagogy , children learn to give back to the world or society.



**Conclusion:**-Child centered Pedagogy plays a important role in over all development of Children . This module helps to implement the FLN programs in Schools . NIPUN BHARAT MISSION before 2026 to 2027 may achieve by implementing Vidya Pravesh in Schools Jaduui Pitara & Balvatika programs in Schools.Child centered programs is the key components of FLN and NCF-FS.

Prepared by :-

1. Tsering Yangdol HOD DIET Leh
2. Rinchen Angmo Lecturer DIET Leh.