TEACHER ENHANCEMENT TEST-SYLLABI

For class Nursery-class 2-Foundational-level

Paper I and Paper II

PAPER-1.1-TOY-BASED PEDAGOGY

This teacher training program is designed to equip educators with the knowledge and skills to integrate toy-based pedagogy into their teaching practices. Participants will explore the theoretical foundations of toy-based learning, engage in practical activities, and develop lesson plans that leverage the educational potential of toys.

Introduction to Toy-Based Pedagogy

1: Understanding Toy-Based Learning

Definition and principles of toy-based pedagogy

Historical perspectives and current trends

 2: Types of Educational Toys

Cognitive development toys

Social-emotional learning toys

STEM and creativity toys

 3: Benefits and Challenges

Cognitive, emotional, and social benefits

Overcoming challenges in implementation

Theoretical Framework

 1: Piagetian Theory and Toy-Based Learning

Piaget's stages of cognitive development

Aligning toys with developmental stages

 2: Vygotsky's Sociocultural Theory

Zone of proximal development (ZPD)

Collaborative learning with toys

 3: Constructivism and Experiential Learning

How toys facilitate hands-on learning experiences

Designing constructivist activities with toys

Practical Implementation

1: Toy Selection and Adaptation

Criteria for choosing educational toys

Adapting toys for diverse learning needs

 2: Integrating Toys Across Subjects

Mathematics, language arts, science, and more

Developing cross-curricular toy-based activities

3: Classroom Management with Toys

Establishing routines and expectations

Addressing behavior issues and maximizing engagement

Assessment and Evaluation

 1: Assessing Learning with Toys

Formative and summative assessment strategies

Authentic assessment in toy-based pedagogy

 2: Reflective Practice

Incorporating reflection into the teaching process

Continuous improvement through self-assessment

3: Developing Toy-Based Lesson Plans

Collaborative planning exercises

Sharing and peer feedback

Special Topics in Toy-Based Pedagogy

1: Technology and Toys

Augmented reality, coding toys, and educational apps

Balancing digital and physical play

2: Inclusive Toy-Based Learning

Adapting toys for students with special needs

Creating an inclusive learning environment

3: Parental Involvement and Communication

Involving parents in toy-based learning

Communicating the benefits of toy-based pedagogy

Assessment:

Participation in discussions and activities

Lesson plan development

Final project: Implementing a toy-based lesson in the classroom

1.2. EDUCATIONAL PHILOSOPHY

1. Salient features of ancient Indian education,

2. Aims and objectives of secondary education and structure,

3. Education in India- Status, Problems and Issues

4. Concept of Education

5. Indian and Western. Aims of Education;

6. Functions of Education.

7. Education as an instrument of Social Control, Social Change, Preservation of Cultural Heritage and

8. Values, Preservation of Cultural Heritage and Values.

9. School and the society, Culture and Education, School as a Social System.Agencies of Education – Informal, Formal and Non-formal.

10. Salient Features of Ancient Indian Education –

11. Vedic, Buddhist, Islamic Tradition in Education.

12. Major landmarks of British System of Education in Colonial India particularlyfrom the viewpoint of Aims, Structure, Curricula and Methods of Education.

13. Efforts towards evolving a national system of Education with respect to vivekanand, Tagore, Gandhi ,J.Krishnamurti, GijuBhai& Modern View.

PAPER-1.3. FOUNDATIONAL LEVEL EDUCATION

1. General Aims and Objectives of Montessori Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Program of Action 1992, New Education policy2020.

2. Different streams of Education 1) C.B.S.E. 2) I.C.S.E. and 3) State Board with respect to curriculum and Examination Systems.

3. Kinter-Garten School Teacher Qualifications, Competences, Professional Code of Ethical conduct. Role of K.G. school teacher in Emerging India.

4. Programs for enhancing efficiency and productivity of school teachers- In-service training – orientation and content enrichment programs.

 5. Right to Education act 2009(RTE).

6. School-by-laws & Service Conditions,

7. Blooms Taxonomy, Assessment Methods & Blue Print developing,

8. Test construction, Comprehensive and Continuous Evaluation (CCE)

PAPER-2.1. TEACHING: LANGUAGES (ENGLISH, HINDI,)

Learning and acquisition

Principles of Language Teaching

Role of listening and speaking; functions of language and how children use it as a tool

Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form

Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders

Language Skills

Evaluating language comprehension and proficiency: speaking, listening, reading and writing

Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom

Remedial Teaching.

PAPER-2.2. TEACHING -MATHEMATICS:

Nature and scope of Mathematics

Meaning, language, characteristics, significance, practical utility, curricular considerations and psychological considerations.

Trends and Developments in Mathematics

Historical development of Mathematics, latest developments in Mathematics, eminent Mathematicians and their contributions.

Correlation of Mathematics with life, with other subjects and correlation among various branches of Mathematics. Values of teaching Mathematics. Planning of teaching at different stages.

Approach to Mathematics learning

Importance of constructivist learning; Concept of learning to learn; concretization of abstract ideas using learning aids, activities and illustrations; Techniques of individualizing instruction in Mathematics.

Theoretical bases of teaching Mathematics

Learning theories of Piaget, Burner and Gagne and the implications of these theories in the teaching of Mathematics, Learner centeredness.

Modern strategies and Methods of teaching Mathematics

Models of teaching, process-oriented strategies - projects, seminars, field trips, debates etc. Methods of teaching - Inductive method, deductive method, analytic method, synthetic method, laboratory method, project method, problem solving method, heuristic method.

Teaching - Learning materials in Mathematics

Textbooks, handbooks, workbooks, qualities of good mathematics textbook and learning aids.

Curricular Activities in Mathematics learning

Mathematics club, laboratory, library, organization of Mathematics fair;

Evaluation of student performance

Continuous and comprehensive evaluation, grading the performance, achievement test, diagnostic test, diagnosis and remediation, qualities of a good achievement test, types of test items.

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