



**VOCATIONAL  
COURSES IN  
CHILD EDUCATION**

**SYLLABUS BOOK FOR THEORY  
APPLICATION OF MONTESSORI  
METHODS IN SCHOOL LEVEL**



***PUBLISHED BY:***

**NATIONAL CHILD DEVELOPMENT COUNCIL, NEW DELHI**

***ISO 9001: 2015 CERTIFIED***



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## KEY POINTS OF THIS EDUCATIONAL METHODOLOGY

- A method considering all aspects of a person (Body, Mind and Spirit) & the interrelations between them & helping to progress in these areas.
- A method based on the subconscious mind and its power.
- A method considering the eleven senses (5 direct senses, 5 imaginary senses & sense of Athma) & sense orientation in a person.
- A special new language training method for picking a language very quickly.
- A method which helps in building a person's family, society and nature very easily.
- A method which unifies science and spirituality.

## Aims & Objectives of National Child Development Council ( NCDC)

- Protect the rights of children & working for the welfare of Women & Children
- Develop scientific and psychologically moulded training methods.
- Improve the quality of child education.
- Conduct premarital and post marital counselling programs.
- Abolish child labor and child begging.
- Give timely valuable suggestions & advice to govt. and other organisations.
- Conduct Different Training Programs for Parents, Teachers & Children.

As the government abolished Child labor, NCDC initiated a novel program, '*Mother House Project*' to create awareness among the public against Child labour.

***'Let children grow as children.'*** Hundreds of awareness programs are being conducted to impart the message of avoiding child labor.

NCDC honours and recognizes Media, media personnel, organisations, schools and individuals engaged in child welfare activities. Now NCDC is a participant of the United Nations Global Compact, New York, USA.

# **NCDC VOCATIONAL COURSES IN CHILD EDUCATION**

## **MONTESSORI THEORY 3: ACTIVITY COMMITTEES & ROUTINE ACTIVITIES**

### **IMPORTANT GUIDELINES FOR FACULTIES & STUDENTS**

1. Here learning happens by doing and practicing all the 'Learning Activities' mentioned in this book. So, all learning activities should be practiced. Then only you will understand the idea and will become thorough to be usable for the future and career. Before starting all 'Learning Activities' practices in each chapter, students should read the passages in each unit many times & should do all preparations and practices in its maximum. All the assignments should be written in your own sentences. For reference you can use different sources like the internet, books, magazines, subject experts, self-thinking & self-meditation etc.

2. Participatory system, Freedom in practices, development of different skills & intelligences, confidence building, making presence of mind and thereby creating happiness and enjoyment, different types of activities & practices, different presentation skills, life & social lessons & nature friendly living, encouraging others, exchanging positive energy to others, career building, spiritual development etc. is the core of this Methodology. The practices and assignments in this book are to be done for your development and for getting ideas for teaching school children.

3. Theory Assignment Record Book: For writing assignments in this subject, buy a quality A 4 size book for this subject & write all the written assignments in an attractive way & with page designs.

4. All the practices & assignments of the students should be unique. Don't copy any other assignments or text content.

5. Trainees should be given full freedom to do the practices according to their imagination. NCDC Faculty also becomes a student at the time of these practices. Never follow the explaining, copying & by hearting method as per the conventional system. If you follow this Methodology, a student's self-capacity increases & the learned things become deep & become an asset for their future & career & she becomes a unique personality.

6. This book is only a syllabus module & all the things written are for practicing.

7. Students get the result only by doing the practices written in this book.

8. Our examination is also based on this methodology. All the learning way practices & assignments will be taken into consideration.

9. Faculty and students must use English for all formal and informal communication during the academic year (Rule in the back of course reg. form). All Pre and Post Home & Outside Assignments written in this book should be done as home or outside assignments.

Live practices are for practicing in the live as individual, pair & group as mentioned in the practice.

## **ROUTINE ACTIVITIES FOR MONTESSORI THEORY PAPER 3:**

### **APPLICATION OF MONTESSORI METHODS IN SCHOOL LEVEL**

(All together 30 minutes)

Divide students into 4 groups with group names under the leadership of 1 or 2 students.

#### **Groups and their responsibilities:**

##### **Group 1:**

- a. Coordinate the entire day's live class.
- b. Coordinate the group wise signing-in session. Each group as a whole signing in to the class in their own choice activity under the leadership of the group leaders.
- c. Actively participate in the daily lesson related activities.
- d. Coordinate the National Anthem and final bye bye song.

##### **Group 2:**

- a. Coordinate the Open world performance program as per the choice of this group by inviting other group members and judge the performance and declare the winners.
- b. Actively participate in the daily lesson related activities.

### **Group 3:**

- a. Anchor & Coordinate the daily lesson related activities.
- b. Actively participate in the daily lesson related activities.

### **Group 4:**

- a. Coordinate the lyrical musical appreciation during live class and fill the gaps with variety music.
- b. Give appreciation comments to others in WhatsApp groups regarding the forwarded assignments of all group members.
- c. Actively participate in the daily lesson related activities.

### **Group's Roles & Judgement**

1. Group roles are changed on a daily basis (rotating in anticlockwise).
2. Faculty judges each group's daily performance and declares the marks and winners at the end of the daily live class.
3. Faculty judges each individual's daily performance and declares the top 3 performers of the day at the end of the daily live class.
4. Faculty judges the overall performance of each group and declares the marks and winners at the end of this theory paper.

### **Regarding Lesson Preparation, Home Assignments & Examination:**

**1. Pre Home Assignments:** All the students have to prepare for the Live Class activities and should practice all Individual Pre Home Assignments minimum one day in advance. That will help the

students to perform well in the daily live class and in their post home assignments.

**2. Study Group:** All the students have to forward the photo of all Pre Learning Home Assignments to their respective study group. They also have to forward the audio clips of the Post Learning Individual, Pair & Group activities, photos of the writing assignments and other learning materials to their respective WhatsApp study group.

**3. Examination:** Our examination conducts in a way of a continuous, comprehensive and multi-examiner system and all the above elements will be taken into consideration.

**At the end of the session, the Faculty tabulates all the daily marks and declares the best 3 performing groups and best 3 individual performers.**

**DAY 1 - 2**

**UNIT 1**

## **TIPS FOR STARTING A MONTESSORI SCHOOL**

### **Pre Home Assignments**

**Learning Activity 1: Read Book & Write Review:** Read the book of Dr. Maria Montessori- 'The Secret of Childhood' during this theory paper & write review about that book in 3 A4 pages in your Theory Assignment Book.

**Learning Activity 2: Read passage & Meditate:** Should read the passage in this unit minimum 3 times. After reading each paragraph,

close your eyes & think about the paragraph content for a few minutes. Also do the preparations for the Live Class Lesson Activities.

### **Learning Activities for Live Class Session:**

**Learning Activity 1: Face to face Interview:** Two pupils sit face to face like a TV interview. One acts as Dr. Montessori. The other one asks questions to her about tips to start a Montessori school. After one round change the pair and continue practice.

**Learning Activity 2: Guided Imaginary practice with closed eyes:** First Day of Class in a Montessori School. One student leads the Program.

**Learning Activity 3: Job Interview:** Conduct a Job Interview for selecting Directress for a newly started Montessori School. Allow all trainees to act as members in the interview board on rotation basis and as the job applicant.

**Learning Activity 4: Skit:** Present a skit by forming trainees into 7 or 8 members groups. Sub: First day in a Montessori School.

**Learning Activity 5: Parents Awareness Class:** Arrange an Awareness class for parents in a newly started Montessori School and clearing the doubts of parents regarding Montessori methodology. All are taking the roles of welcome speech, presidential speech, Montessori Directresses, School Head, School Manager, Helper, vote of thanks, anchoring, parents etc.



**Learning Activity 6: Group Discussion:** Arrange a Group Discussion like in TV. All students are participating in the discussion.

Round 1: Purpose and objectives of learning and practising the content in this unit

Round 2: How to apply the knowledge and the ideas in this unit in your life, career and in society.

**Learning Activity 7: Learning activity as per students' choice.** Conduct a learning activity as per the choice of lesson activities coordinating group.

### **Self-Home Assignments & with classmates:**

**Learning Activity 1: Self Speech in front of Mirror:** Do a Self-Speech about first day of class in a Montessori school.

**Learning Activity 2: Face to face TV Interview:** Two pupils sit face to face like a TV interview. One acts as Dr. Montessori. The other one asks questions to her about tips to start a Montessori school. Faculty prepare the list & put it in the group.

### **Individual & pair learning activities as Post Home Assignments:**

**Learning Activity 1: Make Time Table in a Chart paper:** Make a Time Table for a day in a Montessori School in a Chart paper in an attractive way.

**Learning Activity 2: Prepare Notice:** Prepare an attractive notice to get admission into a newly started Montessori School.

**Learning Activity 3: Preparation of FAQ:** Prepare 'Frequently Asking Questions (FAQ) and Answers' for a newly started Montessori School.

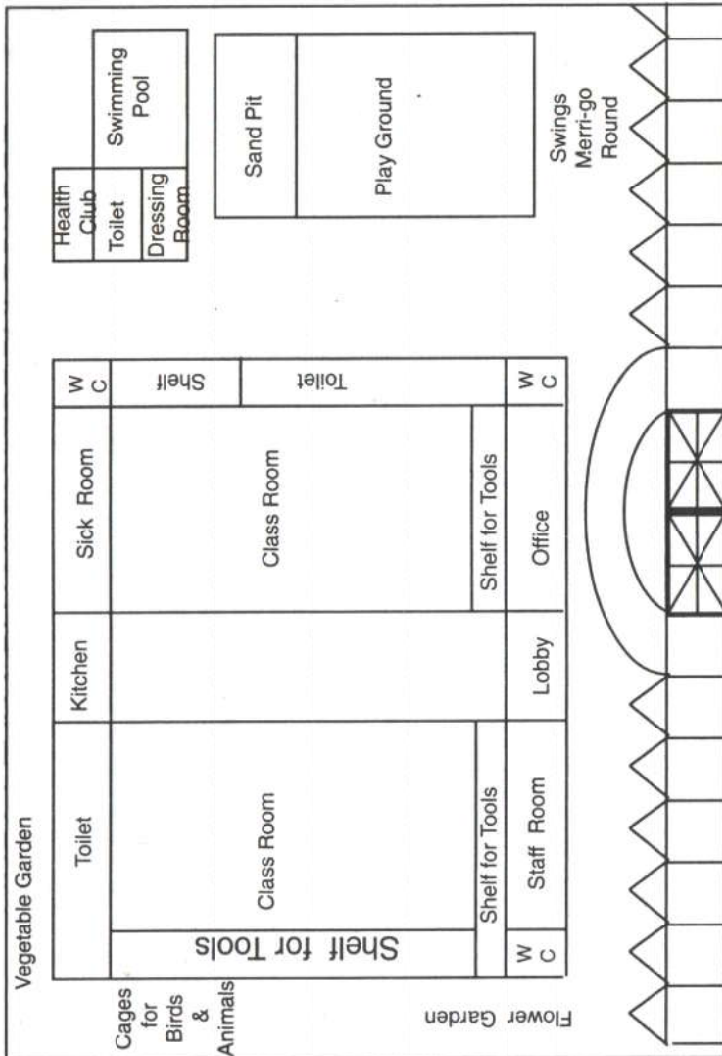
## **TIPS TO MONTESSORI SCHOOL: PLANNING & ORGANISING**

1. Visit a minimum five Montessori schools and understand its nature, infrastructure, surroundings, management, functioning etc. deeply.
2. Prepare a detailed plan for starting your Montessori School.
3. Select a place/ building to start your school. That place should be quiet and peaceful. It should be sufficient to accommodate a minimum 30 to 35 pupils at a time.
4. Arrange furniture and other equipment. Class room tables, chairs, toilets, wash-basins etc. should be 'child size'. Arrange a separate place with tables and chairs for snacks and drinks.
5. Arrange one full set of Montessori Apparatus. One full set can meet the needs of 35 children aged 2.5 to 6 years. All materials will be on display, all the time on shelves, within the reach of children.
6. Appoint trained staff in suitable posts. Two Directors and a trained helper for 35 children, which is for being the ideal teaching staff.
7. Before starting admission, the parents of children should be given awareness about the Montessori system of education.
8. An advertisement in the local newspaper and publicity notices and banners will prove beneficial.

## **4 DIFFERENT PLANS FOR MONTESSORI SCHOOL**

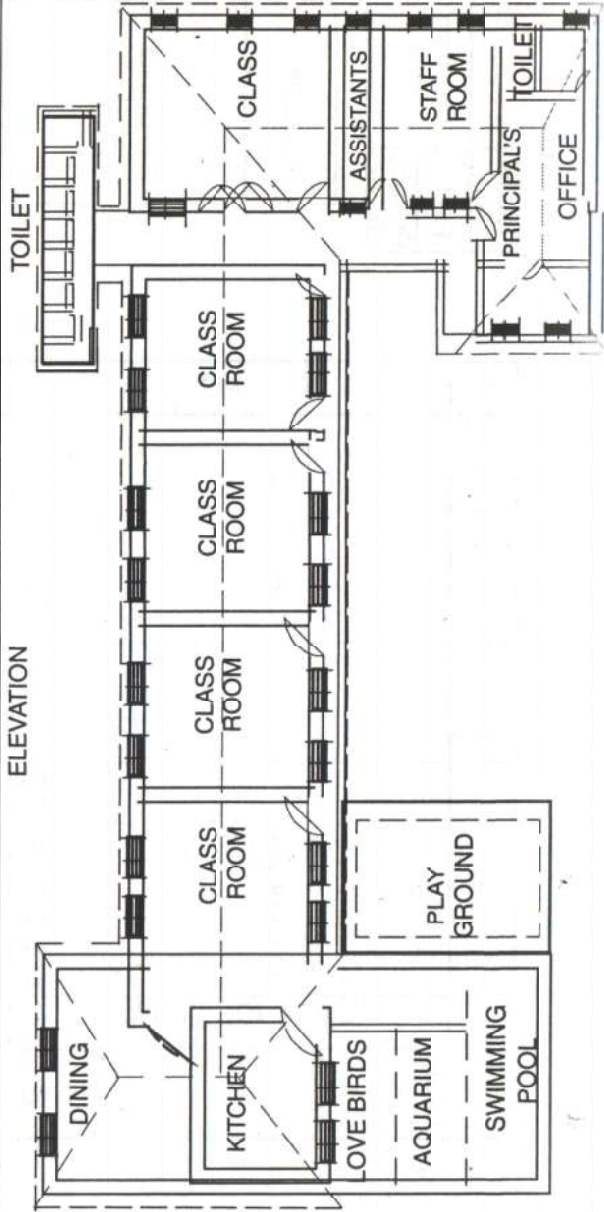
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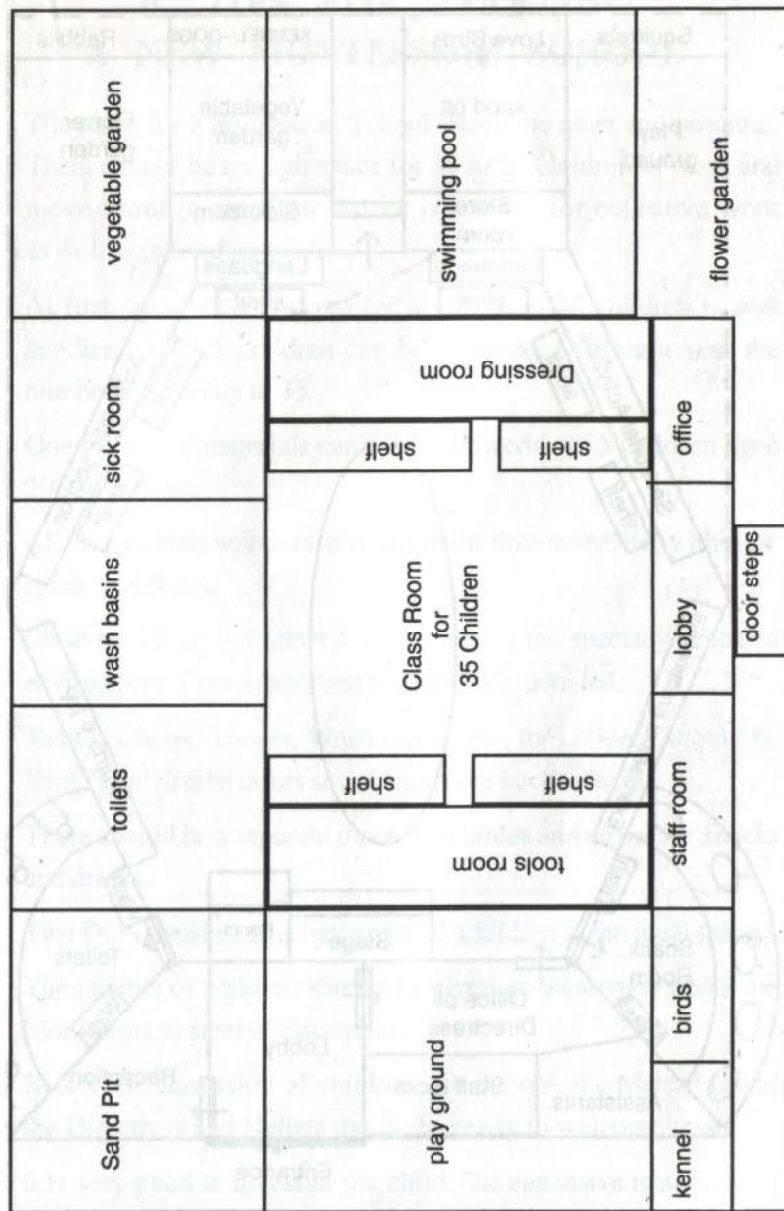
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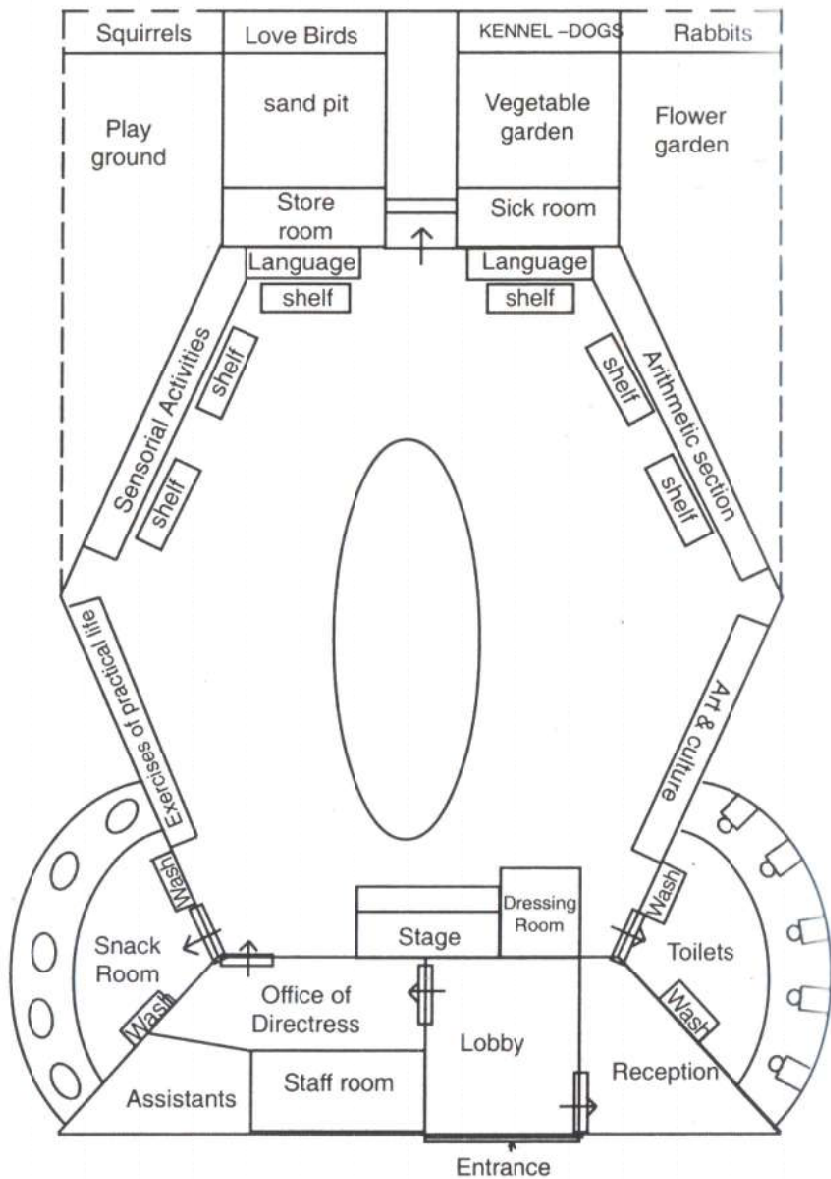




ELEVATION







## ADMISSION IN SCHOOL

Before starting the class, the Management and the Director should make awareness among the public regarding the Montessori Method and the benefits of it. Then only the parents become enlightened and send their children to school. It is good to conduct an exhibition of the Montessori Apparatus with an awareness program.

Montessori School must have a Prospectus giving information about rules and regulations. The Prospectus should contain the aim of school, nature, system, functioning, various activities, fee structure etc.



## FIRST DAY OF CLASS

Well-begun is half done! So special preparation for the opening day would make the new children feel at home. The Helper/ Assistant to the Director should stand at the gate to welcome the child and these parents. The Director may stand near the cloak-room or living room. She will greet the child and parents, show him/her the hook to hang their bags, the shoe-racks and the pigeonhole in the cupboard to leave their tiffin boxes.

When all the children have arrived, the Director should take them in a group to the door of the living room and say, "We are now

going to enter the living room. Inside, we speak softly, move about softly, and do everything softly. Now, let us go inside, shall we?" Then slowly they are taken to the living room showing the interesting things. Later, they are made to sit on their own mats & she introduces herself. Children are asked to tell their names. Thus a kind of social contact is made on the first day. It will help children feel at home in the new Prepared Environment.

### **A MODEL TIME TABLE FOR A DAY AT MONTESSORI SCHOOL**

- 8.30 am - 9.00 am - Teachers arrive at school
- 9.00 am - 10.30 am - Children arrive; individual activity and small group activities.
- 10.30 am - 10.45 am - Break for snacks or drink
- 10.45 am - 11.15 am - Out - door play
- 11.15 am - 11.40 am - Collective " presentation" followed by art skills/storytelling/ looking books/ organised game, gardening. ( A different activities for each day of the week. Teacher demonstrates social education practises, Sensorial Activities, EPL etc.
- 11.40 am -12.00 noon - singing (songs from many languages); sitting in silence; chanting and prayers



- 12.00 noon - 2.5 to 3.5 years children go home
- 12.00 noon 1.00 pm - Lunch
- 1.00pm - 1.30 pm - Lying down in silence
- 1.30 pm - 2.30 pm - Individual activity interspersed with small group activities
- 2.30 pm - 3.00 pm - Guided conversation / art skills/ dramatics/ physical education/ narration of events, stories, rhymes (A different activity for each day of the week)
- 3.00 pm - 3.30 pm - All children go home. Teachers write observations on each child for the day.

## DAY 3 - 4

### UNIT 2

## OBSERVATIONS IN THE MONTESSORI SCHOOL

**Learning Activity 1: Read passage & Meditate:** Should read the passage in this unit minimum 3 times. After reading each paragraph, close your eyes & think about the paragraph content for a few minutes. Also do the preparations for the Live Class Lesson Activities.

### Learning Activities for Live Class Session:

**Learning Activity 1: Face to face Interview:** Two pupils sit face to face like a TV interview. One acts as Dr. Montessori. The other one asks questions regarding Observations in a Montessori school. After one round change the pair and continue practice.

**Learning Activity 2: Guided Imaginary practice with closed eyes:** Observations of a teacher in a Montessori School. One student leads the Program.

**Learning Activity 3: Pair Talking:** Two pupils sit face to face and talk about- What to Observe & how to observe in a Montessori school.

**Learning Activity 4: Group Discussion:** Arrange a Discussion about 'Observations' in a Montessori school. One student can be the moderator of the Program.

**Learning Activity 5: Speech:** Write each of the '15 commandments for parents and teachers' regarding children in a small piece of paper. Fold or roll and keep them together. Let a trainee pick one from the lotto as lotto pick and give a speech about the same for three minutes. Once it's done, remove that from the lotto and continue the process with remaining trainees. One student anchoring the Program.

**Learning Activity 6: Open Forum to Collect Tips:** Collect maximum tips related to training good habits for children in a Montessori school from all the participants. One student coordinates / anchors the program and invites one by one to participate in the program. Collected tips written in your Theory Assignment Book.

**Learning Activity 7: Group Discussion:** Arrange a Group Discussion like in TV. All students are participating in the discussion.

Round 1: Purpose and objectives of learning and practising the content in this unit

Round 2: How to apply the knowledge and the ideas in this unit in your life, career and in society.

### **Learning Activity 8: Learning activity as per students' choice.**

Conduct a learning activity as per the choice of lesson activities coordinating group.

### **Self-Home Assignments & with classmates:**

**Learning Activity 1: Self Speech in front of Mirror:** Do a Self-Speech about '15 commandments for parents and teachers' regarding children in 4-5 minutes.

**Learning Activity 2: Face to face Interview:** Two pupils sit face to face like a TV interview. One acts as Dr. Montessori. The other one asks questions regarding Observations in a Montessori school. Faculty prepare the list & put it in the group.

**Learning Activity 3: Face to face Interview:** Two pupils sit face to face like a TV interview. One acts as Directress in a Montessori school. The other one asks questions regarding what to Observe & how to observe in a Montessori school. Faculty prepare the list & put it in the group.

**Learning Activity 4: Self Speech in front of Mirror:** Do a Self-Speech about 'Observations' in a Montessori school in 4-5 minutes.

### **Individual & pair learning activities as Post Home Assignments:**

**Learning Activity 1: Make Chart:** Write the 15 Commandments for Parents & Teachers Regarding Children, in a Chart paper, in an attractive way.

### **Introduction**

The Montessori approach to education has a modern philosophy and a well-defined process and method. The elements of this



method should be examined thoroughly in our efforts to change the present education system. The etymology of education is 'to draw out, to rear'. However, instead of rearing or drawing out, we generally push in matters which are indigestible and large doses of information which destroy the innate energy and the personality of the child. The fundamental principles of Montessori methods need to be studied. It is correctly assumed that children enjoy learning and an environment is to be created to make it possible and easy for them to learn. The environment includes the teacher, the materials, the classroom and the different programs.

### **WHAT TO OBSERVE**

1. How the kids choose their activities, perform them, repeat them and complete them.
2. How they concentrate on their activity.
3. How they work independently without help.

4. How many times they repeat the same activity.
5. How they interact with one another
6. How they interact with the Directors.
7. How the younger children observe the activities of the older ones.
8. How they return things after completing a work.
9. How they continue their work after any distraction.
10. How they correct their mistakes by self - judgement.

With these different observations, you may also observe their emotions, feelings, orderliness, obedience, cooperation, neatness, dress etc.. If you have doubts to clarify or questions to ask, you can discuss such things with the Directors, later at a convenient time.

### **HOW TO OBSERVE**

1. Remember to leave your footwear outside before entering inside.
2. Maintain absolute silence.
3. Remember it is a place of work and busy activities.
4. Do not walk on the mats.
5. Do not touch the learning materials.
6. Do not disturb the children by talking or touching.
7. If children talk to you, smile at them and remain passive.
8. Observe all the children without any exception.
9. See all the arrangements: on the floor, on the walls, inside shelves etc.

10. At last, come out quickly.

## **15 COMMANDMENTS FOR PARENTS AND TEACHERS REGARDING CHILDREN**

If you want to get the maximum benefit for your child, remember, and obey these modern Fifteen Commandments. They are more important than the old Ten Commandments as far as children's education and development is concerned.

1. Love and honour your child at all times.
2. Consider and treat him with dignity as an adult.
3. Be firm, strict and disciplined whenever necessary.
4. Be constant and consistent in whatever you do or say.
5. Grant enough freedom with some limitations.
6. Provide him plenty of meaningful activities.
7. Exercise patience, observe him and answer his questions.
8. Permit the child to do everything by himself.
9. Permit the child to take his own time in doing things.
10. Discourage the child from misusing things and fighting with others.
11. Do not mould the child as per your plans.
12. Do not criticise, scold, beat or punish him.

13. Do not kill or torment living creatures in his presence.

14. Do not disturb the child when he is concentrating on something, or doing something constructive.

15. Do not allow the child to watch TV Cartoons and Movies for a long time.

### **TRAINING GOOD HABITS OF 3 YEAR OLD CHILDREN**

- Pick up toys and put them in the correct place.
- Put back books, magazines and newspapers on a shelf.
- Sweep the floor with a child-sized broom.
- Keep the plates, spoons, jug and water on the dining table.
- Choose between two different foods for breakfast or lunch.
- Keep back plates after taking breakfast, lunch and dinner.
- Train children to use toilets.
- Train children to brush on their own, to bath themselves and wear clothes on their own with the minimum help of parents.
- Train him to undress himself with some help.
- Encourage him to mop up spills or clear up after accidents.
- Train the child to shop for his own clothing and shoes along with a parent.

## DAY 5

### UNIT 3

## TIPS TO ORGANISE MONTESSORI MATERIALS

### Pre Home Assignments

**Learning Activity 1: Read passage & Meditate:** Should read the passage in this unit minimum 3 times. After reading each paragraph, close your eyes & think about the paragraph content for a few minutes. Also do the preparations for the Live Class Lesson Activities.

### Learning Activities for Live Class Session:

**Learning Activity 1: Face to face Interview:** Two pupils sit face to face like a TV interview. One acts as Dr. Montessori. The other one asks questions regarding tips to organise Materials in a Montessori school. After one round change the pair and continue practice.

**Learning Activity 2: Guided Imaginary practice with closed eyes:** Systematic and scientific organising of Materials in a Montessori School. One student leads the Program.

**Learning Activity 3: Group Discussion:** Arrange a Group Discussion like in TV. All students are participating in the discussion.

Round 1: Purpose and objectives of learning and practising the content in this unit

Round 2: How to apply the knowledge and the ideas in this unit in your life, career and in society.



#### **Learning Activity 4: Learning activity as per students' choice.**

Conduct a learning activity as per the choice of lesson activities coordinating group.

#### **Self-Home Assignments & with classmates:**

**Learning Activity 1: Self Speech in front of Mirror:** Do a Self-Speech about Other Other Tips for Organizing materials in Montessori school in 4-5 minutes.

**Learning Activity 2: Face to face Interview:** Two pupils sit face to face like a TV interview. One acts as Dr. Montessori. The other one asks questions regarding tips to organise Materials in a Montessori school. Faculty prepare the list & put it in the group.

#### **Introduction:**

In a Montessori environment the types of things that we have available may be a bit different than those in mainstream environments. But, they may not be. The biggest difference between a Montessori play space and a typical environment is how the space is organised. Organising your Montessori class space is an important part of making the room engaging and available to your child.

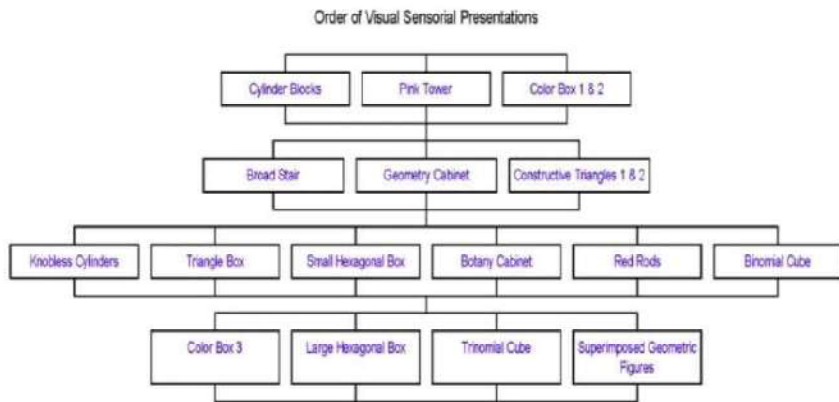
There are many things to keep in mind when organising a Montessori space. Know that your space will be unique and does not need to be a carbon copy of anything someone else has created in order to be "Montessori." Make it your own, and have it fit the needs for your children. Some things to keep in mind before placing materials into your space:

#### ***Open Shelving***

The materials should be arranged either in order by sense and approximate age of presentation or in order by approximate age of presentation. A list of the materials for each sense in approximate age order is provided below.

<u>Visual</u>	<u>Tactile</u>	<u>Baric</u>
<ul style="list-style-type: none"> <li>• The Cylinder Blocks</li> <li>• The Pink Tower</li> <li>• Color Box 1</li> <li>• Color Box 2</li> <li>• Broad Stair</li> <li>• Geometric Cabinet</li> <li>• Rectangular Box A</li> <li>• Rectangular Box B</li> <li>• Knobless Cylinders</li> <li>• Triangle Box</li> <li>• Small Hexagonal Box</li> <li>• Botany Cabinet</li> <li>• Red Rods</li> <li>• Binomial Cube</li> <li>• Color Box 3</li> <li>• Large Hexagonal Box</li> <li>• Trinomial Cube</li> <li>• Superimposed Geometric Figures</li> </ul>	<ul style="list-style-type: none"> <li>• Touch Boards</li> <li>• Touch Tablets</li> <li>• Fabrics</li> </ul> <p style="text-align: center;"><u>Stereognostic</u></p> <ul style="list-style-type: none"> <li>• Mystery Bag</li> <li>• Progressive Exercises (blindfolded sorting)</li> <li>• Geometric Solids</li> </ul> <p style="text-align: center;"><u>Sound</u></p> <ul style="list-style-type: none"> <li>• Bells</li> <li>• Sound Cylinders</li> </ul>	<ul style="list-style-type: none"> <li>• Baric Tablets</li> </ul> <p style="text-align: center;"><u>Taste</u></p> <ul style="list-style-type: none"> <li>• Tasting Jars</li> </ul> <p style="text-align: center;"><u>Smell</u></p> <ul style="list-style-type: none"> <li>• Smelling Jars</li> </ul> <p style="text-align: center;"><u>Thermic</u></p> <ul style="list-style-type: none"> <li>• Thermic Bottles</li> <li>• Thermic Tablets</li> </ul>

In a Montessori environment, materials are arranged on open shelving. This is so a child can see all the choices available and easily remove them. As long as a child is able to access the material, then you're good.



## Limited Choices

Every single toy that you keep does not need to make its way back into your playroom at once. Selecting a few toys and rotating between them is key to making sure that your space is organised, promotes a sense of order, and is not overwhelming.

## Organise Your Choices with Baskets and Trays

Using baskets and trays to organise materials can be an important way to help children maintain order. By using a basket/tray all of the materials can be easily removed from the shelves for use. Using these containers can also be a great way to make the material more inviting to young children to use the materials. These containers should be big enough to keep all of the work together and easily accessible to the child.

When this work is placed on the shelf, it should be complete — so children do not have to look around for pieces. It should also be neatly organised with a clear order.

## Other Tips for Organising

### Toy Placement

In a Montessori classroom materials are arranged from left to right in order of difficulty. This is indirect preparation for reading/writing and helps to provide logic and order to the sequential materials. You could choose to organise your play shelves the same way. So, I arrange shelves in a way that is visually appealing.

### Categories

Your child's current interests should be your ultimate guide about how you choose which materials line your shelves at any given time.

## **Using the Floor**

Using the floor can be a good way to organise certain materials in your space. I find a large basket of blocks, stuffed animals, baby dolls, or gross motor toys. When doing this, though, put the toys in a logical place and dedicate that place to the item.

## **Multiple Children**

It is possible to have multiple children in the same space. This can be done in many different ways including using taller shelves for older children or placing materials in different areas of the room. Choosing materials that work for each child may not be possible, so a set of materials for both may be necessary — depending on the age gap.

## **Open Space**

When organising a play space make sure there is room to play! Keep space clear of clutter, and floors as clean as possible. Kids need the space to move around and really engage with the materials. So, if you are choosing a toy that requires space, a train set, for example, make sure that space is actually there! If there isn't the space to actually use the toy, place the toy in a different area.

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