



**LLCd Symposium.**  
**POSTER PRESENTATIONS.**

**Name:** Rachel Valles

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**Brief Bio:** Ms. Rachel Valles is the head school counsellor at Christ Church School, Mumbai, and is also a guest lecturer at SIES Institute of Comprehensive Education, affiliated to the University of Mumbai. She has a bachelor's degree in Developmental Counselling from SVT College, SNDT University, Mumbai, and a master's degree in Human Development from Nirmala Niketan College of Home Science, University of Mumbai. Rachel is completing her doctoral studies in Human Development under the guidance of Dr. Anuradha J. Bakshi. Her doctoral research is on assessment of preschool teacher education programmes in Mumbai. Her favourite subjects at undergraduate level included remedial education and children with special needs. She has worked as a remedial teacher with 5-to-12-year-old children from underprivileged families. In helping them succeed in school, she focused on their reading and writing skills and on a positive self-concept. Teaching young children to read has always been an enjoyable experience for her. She is keenly interested in learning more about how young children learn to read.

and

**Name:** Dr. Anuradha J. Bakshi

**Affiliation:** Nirmala Niketan College of Home Science, University of Mumbai.

**Title of Presentation:** How Are Preschool Teachers Trained to Facilitate Language Skills in Young Children? A Study of Preschool Teacher Education Programmes in Mumbai

**Abstract:** The prime objective of language teaching is to prepare children to become autonomous learners by helping them develop their ability to read and write with understanding. Facilitating the learning of language skills in young children is of importance in all preschool teacher education courses. This presentation is drawn from a larger study involving a comprehensive assessment of a majority of preschool teacher education programs in Mumbai (N = 55). Assessed programmes include short-term certificate courses as well as longer-term degree courses, and those training teachers for teaching in formal educational as well as nonformal educational programmes for

young children. For this presentation, the designed and the delivered curricula of preschool teacher education programmes in Mumbai have been examined to ascertain and evaluate the content and methods through which preschool teacher education programmes teach their students how to facilitate language skills in young children.

The designed curricula of 20 preschool teacher education programmes in Mumbai were assessed: this entailed the construction of a tool (including a rating scale) to enable description and evaluation of designed curriculum, the face and content validation of this tool, the compilation of the designed curricula (i.e., description of curriculum in the syllabi and/or prospectuses available as brochures/pamphlets/ information on websites), and evaluation of the quality of the 20 designed curricula by four experts in the field of education with the help of the specially constructed rating scale. Next, the delivered curricula of 12 of these preschool teacher education programmes were assessed. An interview schedule with open-ended questions (to ascertain content) and a rating scale (to measure quality) was developed for each of teacher educators and students. Interviews with 15 teacher educators and 50 students across the 12 programmes yielded rich qualitative and quantitative data.

The findings clarify the weightage given to language teaching in theory and practicum components of the curricula, the content in theory subjects relevant to language teaching, and the nature of supervision and guidance of practical skills (relevant to language teaching) of preschool teachers in training. Differences across types of preschool teacher education programmes have been noted. For example, only degree course students received exposure to current research in language development. Practicum skill development relevant to language teaching was more intensive in longer duration programmes. Recommendations for quality enhancement of teacher training for facilitation of language skills in young children are outlined.