

TR.Education at pre -primary and primary level

India has now accepted a ten years general school system, divided into three stages: pre-school education, elementary education and secondary education. Further ,two year diversified senior secondary education with the subject oriented and disciplinary approach.

Objectives and need of teacher education at pre-primary level :

- Pre-primary stage is not the stage for formal education and Literacy.
- It's need is that it prepares children for elementary schools.
- Group activities, play way techniques, language and, number games promote socialization and environmental awareness among children and attaining physical, mental and emotional maturity.

AIM

- To ensure happy and healthy childhood by means of varied activities.

The specific objectives for teacher education at this stage

- To prepare teachers for helping physical, mental, social, emotional, aesthetic and linguistic development of children by means of individual and group activities.
- To impart them relevant knowledge of child psychology, basics of cultural anthropology, sociology, Indian heritage and child's environment.
- To develop among them the capacity and desire for obtaining parental cooperation and establish coordination with the agencies working in similar areas

- To empower them to organize educational games and supplementary activities for children.
- To arrange field trips for nature study and train their power of observation and appreciation.
- To enable them to prepare, select and use different kinds of materials at low cost with a focus on sensory and motor development of children.

- To empower them to develop self-concept, self-esteem and the art of self-expression and sense of discrimination and appreciation among the children.
- To enable them to develop environmental awareness among children.
- To empower them to inculcate the art of living good life.

Teacher Education for primary level :

- It is the **nursery of citizenship**, value inculcation, development of appropriate behaviour and life skills.
- It admits mainly the children coming after completing pre-school education, children from educated families, the first generation learners and from the neglected and oppressed sections of the society.

Objectives of Teacher Education at the Primary level :

- To make the teachers aware of the nature, purpose, problems and issues of elementary education.
- To enable them to understand the nature and maturity of children for imparting education and to ensure their many sided development.
- To enable them to manage and mobilize community resources for the school and teaching

- To empower pupil teachers to impart and organize instruction of unified and integrated subjects, their nature and purpose in the new educational and social context.
- To develop holistic approach for understanding and solving the problems of life.
- To create environmental awareness with the intent of promoting its protection / preservation

- To empower them to evolve need based ,community specific and child centred pedagogy including indigenous learning systems.
- To promote among them the desire, taste and capacity for lifelong learning and make them aware of latest developments in their areas and the needed transactional skills.
- To make them understand/appreciate the advantages of ICT and empower them to use the same in the class.

- To give an elementary knowledge of inclusive, physical, yogic, health and citizenship education in the common school system.
- To prepare them to use the latest constructivist pedagogy and evaluation techniques
- To enable them to impart value education, life skills education, work education and feel their responsibility towards the education of neglected sections of society including those affected by diseases and deprivation of various forms.

STRUCTURE OF TEACHER EDUCATION AT PRE-PRIMARY AND PRIMARY LEVEL AS RECOMMENDED BY NCTE

- **Norms and Standards for Pre-School Teacher Education Programme:**
- 1. Preamble
- This programme is meant for the preparation of Pre-school teachers for teaching children in the age group of 4-6 years. This will enable creation of cadre of teachers for pre-school education of children.
- Has not yet been integrated with the primary school education and it is being run generally as private initiative.

Duration and Intake

- (a) The programme shall be of a duration of one academic year.
- (b) There shall be a unit of 50 students to ensure optimum utilization of physical and instructional infrastructure and expertise of the teaching staff.

3. Eligibility

- (a) Secondary Examination (Class X) or its equivalent.
- (b) Admission shall be made either on the basis of marks obtained by the qualifying examination or in the entrance examination conducted by the state government as per the policy of the state government.
- (c) There shall be reservation of seats for SC / ST / OBC / Handicapped / Women etc., as per the policy of the concerned state government.

4. Curriculum Transaction and Requirement of Teaching Staff

- (a) There shall be at least 150 teaching days exclusive of period of admission, examination etc.
- Every student teacher shall be required to undergo internship in school experiences at least for 30 days in nearby pre-schools.
- To ensure optimal interaction of teacher-trainees with the kids, the programme may also be conducted by an institution having nursery school teaching.

- (b) Curricular transaction should emphasise approaches and methods, like, role playing, games, quiz, material preparation, project work, bal mela etc., by which prospective teachers can be trained to create joyful environment so that children of the age group of 4-6 years may have attraction towards school education.

- For a unit of 50 students, the faculty shall comprise of the Principal / Head, two full time teachers and two part time teachers.
- For intake of students in excess of the prescribed unit, the number of teachers shall be increased proportionately.
- (d) For co-curricular activities like physical education, art, work experience, music, etc. part time instructors may be appointed.

Qualifications of Teaching Staff

- (a) Principal / Head 1. Academic and Professional qualifications will be as prescribed for the post of teacher.
- 2. At least five years experience of teaching in Elementary Teacher Education / Pre-school Teacher Education Institution.

Teachers

- Candidate should have a good academic record with the following academic qualification.
- Good academic record with graduation with B. Ed. / B. El. Ed. / B. Ed. (nursery) OR Graduation with diploma in Pre-school and Lower Primary Education / Diploma in Elementary Education
- Qualification of teachers of physical education art, work experience, etc. shall be as prescribed by the concerned state government.

Administrative Staff

- Administrative and other support staff may be provided as per the norms prescribed by the concerned state government for secondary schools.

Infrastructural Facilities

- a) Adequate number of classrooms and activity room for approved intake of students, rooms for the Principal and faculty members and office for the administrative staff and a store should be available in the institution. The size of instructional space shall not be less than 10 sq. ft. per student.
- b) There shall be appropriate space for outdoor and indoor games.

Instructional Facilities

- There should be a Learning Resource Centre housed in a bigger room and having books, magazines, journals, audio-visual aids, teaching aids, play material, computer etc.

Terms and Conditions of Service of Staff

- a) The appointments shall be made on the basis of the recommendations of the selection committee constituted as per the policy of the concerned state government.
- b) All appointments are to be made on full-time and regular basis.
- c) Institutions may make appointments on deputation or contract basis as an interim measure, in the absence of availability of suitable candidates.

- d) Appointment of part-time instructors and other staff can be made as per the norms of the concerned government.
- e) The academic and other staff of the institution (including part-time staff) shall be paid such salary as may be prescribed by the concerned government from time to time.
- f) The management of the institution shall discharge the statutory obligations relating to pension, gratuity, provident fund, etc.

10. Management

- a) In case of private institutions, the institution shall be run by a society / trust which should be registered with competent authority as per the provisions of the relevant Act.
- b) The tuition fees and other fees shall be charged at rates prescribed by the concerned state government.

11. Affiliation

- The examination would be conducted by the examining body designated by the State Government.

Norms and Standards for Elementary Teacher Education programme

- 1. Preamble .
- The elementary teacher education programme is meant for preparing teachers for elementary schools (primary and upper primary / middle).

- Duration and Intake a) The elementary teacher education programme shall be of duration of two academic years.
- b) For effective curriculum transaction and for ensuring optimum utilization of physical and instructional infrastructure and expertise of the teaching staff, there shall be a unit of 50 students for intake each year.

- Eligibility
- a) Candidates with at least 50% marks in the senior secondary examination (+ 2). Or its equivalent, are eligible for admission.
- b) Admission should be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the State Government, as per the policy of the State Government.

- There shall be reservation of seats for SC / ST / OBC, Handicapped, Women, etc. as per the rules of the concerned State Government.
- **Curriculum Transaction and Requirement of Teaching Staff**
 - a) There shall be at least 150 teaching days in a year exclusive of period of admission, examination, etc. Besides, internship in teaching (including practice teaching / skill development) at least for 30 days in nearby elementary schools.
 - b) Apart from teaching of foundation subjects, there shall be provision for teaching of methods subjects relating to primary and upper primary curriculum, namely, Regional Language / Mother Tongue, English, Mathematics, Science and Social Studies.

- For a unit of 50 students or less (with combined strength of 100 or less for the two-year course), the full-time teaching faculty shall comprise the Principal / Head and at least five Lectures.
- For intake of students in excess of the prescribed unit, the number of full time teachers shall be increased proportionately.
- d) Appointment of teachers should be so distributed as to ensure the required nature and level of expertise for teaching methodology courses and foundation courses.

- For teaching subjects such as physical education, art, work experience, music, information technology literacy etc., part time instructors may be appointed.

Qualifications of Teaching Staff

- a) Principal / Head
 - i) Academic and professional qualification will be as prescribed for the post of Lecturer.
 - ii) At least five years' experience of teaching in elementary teacher education institutions.
- b) Lecturer
 - i) Good academic record with M. Ed. / M. A. (Education) with B. Ed 55% marks, preferably with specialization in elementary education.

- iii) A relaxation of 5% may be provided, from 55% to 50% of the marks, at the Master's level for SC / ST category.
- iv) Qualifications for other academic staff for teaching physical education, art, work experience, information technology literacy etc. shall be as prescribed by the concerned State Government.

Administrative Staff

- The administrative and other support staff may be provided as per the norms prescribed by the concerned State Government.
- **7. Infrastructural Facilities**
- a) There shall be provision for adequate number of classrooms, hall, laboratory space for conducting instructional activities for approved intake of students, rooms for the principal and faculty members, and office for the administrative staff and a store. The size of instructional space shall not be less than 10 sq. ft. per student.

- b) There shall be a library equipped with text and reference books relating to prescribed courses of study, educational encyclopaedia, year books, electronic publications (CDROMs) and journals on teacher education and other software relevant to the elementary stage.
- c) There shall be games facilities with playground. Alternatively, the playground available with the attached school or local body may be utilized and where there is scarcity of space as in metropolitan towns / hilly regions, facilities for yoga, indoor games may be provided.

- 8. Instructional Facilities a) There shall be a multi-purpose educational laboratory with psychology and science sections and a workshop attached to it.
- i) The science hall have the apparatus and chemicals required to demonstrate all the experiments as per the syllabus of elementary schools.
- ii) The psychology section shall have facilities for conducting the following tests : Sensory – motor, intelligence (Performance, Verbal and Non-Verbal), Aptitude, Personality and Interest inventories including Projective Tests : provision for conducting simple Piagetian and Brunnerian experiments.

- b) There shall be hardware and software facilities for language learning.
- c) There shall be an Educational Technology laboratory with hardware and software required for imparting Information Technology (IT) literacy.

- 9. Terms and Conditions of Service of Staff
- a) The appointments shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the Central / concerned State Government.
- b) All appointments are to be made on full – time and regular basis.
- c) Government institutions / Government-aided institutions may make appointments on deputation or contract basis as an interim measure, in the absence of availability of suitable candidates recommended by appropriate bodies set up by the concerned government.

- d) Appointment of part-time instructors and other staff can be made as per the norms of the concerned Government.
- e) The academic and other staff of the institution (including part-time staff) shall be paid such salary as may be prescribed by the concerned State Government from time to time.
- f) The management of the institution shall discharge the statutory obligations relating to pension, gratuity, provident fund etc.

- **10. Financial Management**
- a) The tuition fees and other fees shall be charged at rates as prescribed by the concerned State Government.
- b) In case of unaided institutions, there shall be endowment fund of Rs.5.00 lakh to be operated jointly by the authorized representative of the management and an officer of the concerned Regional Committee, and a reserve fund equivalent to three months' salary of the staff.

D.El.Ed CURRICULUM- THOEORY AND PRACTICE

- The curriculum for Teacher Education at the elementary level, prepared on the basis of suggestions by NCTE.
- D.El.Ed. course is a 2-year diploma level course in the domain of elementary education.
- Modern Educational Psychology, Philosophies of education and pedagogical perceptions are the foundations of this curriculum.

- The general subjects in the elementary education such as, mother tongue, English, Mathematics, Social Science, Basic Science, EVS, Art Education, Physical Education, Work Education and ICT.
- **School Experience Programme (Internship)**
- The teacher trainee get an opportunity to spend 100 days as part of internship in schools. During this time they are made available for applying novel ideas and improving by assessing.

- In the first and second semesters, there are 5 days each and 45 days each in the third and fourth semester respectively should be set apart for internship.
- **Community Living Camp**
- Community Living Camp creating competent teachers. The aim of the camp is to develop qualities, such as, communication skills, capacity in overcoming adverse situations, enriching artistic, physical and creative skills.

- The DIETs should intervene and monitor the camps necessary for ensuring the quality.
- **Study Tour**
- Study Tours are opportunities for learning by seeing and understanding the places and institutions of which are known through learning.

- **Assessment**
- The process of teacher-education should be assessed continuously and comprehensively by focusing its aims.
- The areas of concept, awareness skill in application, attitudes, aptitudes, skills and social emotional qualities should be assessed.
- The teacher students should have opportunity to assess and improve learning for self assessment, assessment by co- learner, and the assessment by the teacher/experts.

Curriculum for pre-primary teacher education programme

- The curriculum include activities to promote physical, cognitive, social, emotional, linguistic and aesthetic development of children upto 6 years of age.
- An awareness of local environment and natural surroundings and inculcate in them appreciation for values and skills that promote joyful learning.

- Develop awareness about literacy programmes, community dynamics, national and local customs, fairs and festivals and community mode of social living.
- Role-play, puppetry, story telling, simulation exercises, dramatization and creative thinking strategies have to be suitably used.
- Due importance has to be given to participatory and interactive situations.

- Help children to learn and develop appropriate language and communication skills, self-expression, social skills and besides promoting manipulative motor skills and eye-hand coordination.

PRE PRIMARY TR.EDUCATIONS THEORY AND PRACTICALS

- SYLLABUS AND EXAMINATIONS
- PART I – THEORY
- The written theory examination will consist of five papers.
- Paper I – Method of Teaching and Child Education
- Paper II – Child Nursing and Psychology.
- Paper III – Pre-School Organasation.
- Paper IV – Nutrition & Welfare of Pre-School Child.
- Paper V – General English & General knowledge.

- PART II- PRACTICAL
- The practical examination will consist:
 - I. Teaching and Lesson Plan Records.
 - II. Teaching Aids, Art & Craft.
 - III. Albums, Library works and Assignment.
 - IV. Viva voce, Co-Curricular Activities & Social work.
- The practical examination will consist of the demonstration of the use of the Teaching Aids after which students will have to answer questions relating to the Teaching Aids.

- **Practicum for Pre-primary Teacher Education**
Collection / preparation of materials for enabling children to arrange objects in terms of size, weight, length, shape, colour, etc;
- Preparation of simple items of children's imagination and linking; Assembling of puzzles and preparation of story charts.

- Collection of materials to make children understand the concept of soft-hard, rough-smooth, thin-thick, etc;
- Collection / writing of 15 to 20 stories and their narration to children with special emphasis on the values embedded in them;
- Designing and using locally popular games;

- Exposing and helping children to identify and discriminate different objects, birds, animals etc. available in the immediate environment of the learner;
- Rhythmic group-singing activities;
- Undertaking case studies, observing and maintaining children's developmental records in the form of cumulative records;

Evaluation

- Evaluation focus on assessment of understanding and skills concerning planning, conducting and evaluating joyful activities for young children
- Assessment of attitudinal change and value orientation has to be an integral part of the total evaluation mechanism.
- Separate evaluation be conducted for theory, practice teaching and field experiences.