6. PRE-PRIMARY TEACHER TRAINING

1. INTRODUCTION:

Early childhood education is a programme, which provides a stimulating play environment for Physical, Intellectual, Language, Social and emotional development of the child. It prepares children for the primary and it focuses on the holistic development of the child. It lays the foundation for the development of reading, writing and number work. It is a programme which encourages interaction with the environment, active participation in-group activities and enhances creativity and problem solving in children. It stresses on providing first-hand experiences to children in ways that would ensure, development of skills related to the process of learning. It also stresses on prior planning and scheduling but it at the same time flexible to children's needs. Early childhood education is a programme which indirectly promotes self control and thereby inner discipline in children.

The importance of early childhood education is now a well recognized fact, that children need enriched environment, intellectual stimulation and plenty of opportunity for socialization of the same age group from a very early agree are now known to a large section of people. Along with this awareness there are some economic and social factors which are also compelling people to put their children in schools from a very early age. The fact that children coming from economically and culturally deprived homes need some readiness programme, to put a stop to huge wastage and stagnation in first few grades of primary education has been realized by the planners of universal primary education. All these factors have created a large demand for pre-school education in the country and as such the number of pre-schools and enrolment of children in pre-schools has been increased considerably. The number of teachers working in Primary School has also increased with minimal of required training.

The success or failure of a Pre-school depends on the teacher who is the backbone of the Pre-primary school, Dr.Smt. R. Muralidharan states that the success of the developmental plan in pre school education depends to a large extent on the quality of the teacher education programme in the country. Therefore adequate and extensive teachers training programme is important for proper awareness and expansion of pre-school education programme in this country.

2. OBJECTIVES

1. To train the students in organizing and management of pre-schools.
2. To impart knowledge and skills in planning and implementation of pre-primary educational programmes.
3. To Train the students in organizing parent education programmes.
4. To Train the students to set put pre-schools under self employment schemes.

3. SKILLS TO BE PROVIDED

1. Planning the pre-school programme.

2. Planning long term and short term preschool programmes.

3. Organising and conducting developmental activities in the pre-school.

4. Preparation of teaching and educational materials.

5. Maintenance of records and registers

6. Conducting P.T.A. meetings

7. Arranging guest lecturers in relation to developmental aspects of pre-school children.

4. EMPLOYMENT OPPORTUNITIES

Wage Employment:

a. As pre-school teachers in Govt. and private pre-primary school.

b. As Balwadi, Anganwadi teachers.

c. Lab attenders in Home Science Colleges.

Self Employment:

5. Schemes Of Instruction Per Module

Module	Theory		On Job Training		Total	
	Hours	Weightage	Hours	Weightage	Hours	Weightage
I	72	30	216	70	288	100
Total	72	30	216	70	288	100

Schemes Of Instruction Per Week

Module	Theory	On the Job Training	Total
Modules I/II/III	6 Hours	18 Hours	24 Hours

VOCATIONAL SHORT TERM CERTIFICATE COURSE (ONE YEAR)
IN

PRE-PRIMARY TEACHER TRAINING (3-6 years)

SYLLABUS:
THEORY
Time: 72 Hrs
30 Mark

Module – I

Growth and Development of the child

:

		No. of periods
1)	Meaning and importance of Growth and development during pre-school period. 1.1. Principles of growth and development. 1.2 Factors influencing growth and development. 1.3 Meaning of Maturation and learning.	15
2)	Pre-School Education: 2.1 Need and importance of pre-school education. 2.2 Objectives of pre-school education according to education commission.	12
3)	Pre-School children: 3.1 Characteristics of Pre-school children. 3.2 Developmental needs of pre-school children. 3.3 Interests of pre-school children.	10
4)	Role of pre-school in promoting child's health.	10
5)	Play 5.1 Need and importance of play 5.2 Different types of play	15
6)	Readiness activities. 6.1 Importance of readiness. 6.2 Readiness for reading, writing and Number work.	10

Module – I

ON THE JOB TRAINING

1.	Preparation of readiness activities:			96
	a)	Reading readiness	- Preparation of picture Charts, Picture Dominos, Albums etc.	
	b)	Writing readiness	- Free hand drawing, painting, scribbling, colouring etc.	
	c)	Number readiness activities	- Stringing of beeds, preparation of Number work charts etc.	
2.	Monitoring growth chart:			120
	a)	Periodical check-up of height, weight and head circumference.		
	b)	Preparation of growth chart according to age wise.		

MODULE - II
ESSENTIAL REQUIREMENTS OF PRE-SCHOOLS

		No. of periods
1.	Physical set-up of pre-school 1.1. Location 1.2. Building requirements 1.3. Equipment 1.4. Staff pattern	12
2.	Pre-school teacher 2.1 Characteristics of pre-school teacher 2.2 Role and Responsibilities of pre-school teacher.	12
3.	Records maintained in a pre-school 3.1 Admission record 3.2 Stock Register 3.3 Attendance Register 3.4 Health Register	12
4.	Equipment and play materials 4.1 Selection of Equipment and play materials	12
5.	Budget planning for maintenance of pre-schools. 5.1 Budget planning 5.2 Preparation of budget.	12
6.	Discipline 6.1 Need and importance of Discipline 6.2 Methods of disciplining the child	12

Module – II
ON THE JOB TRAINING

1.	Maintenance of Health record:	15
2.	Preparation of records and registers for pre-schools. a) Admission register b) Attendance register c) Stock register	45
3.	Preparation of reports. a) Progress report. b) Admission form	30
4.	Preparation of teaching aids – Models, puppets and story aids.	126

MODULE III

CURRICULUM PLANNING FOR PRE-SCHOOLS

1.	Different types of pre-schools.		
	1.1	Nursery school	
	1.2	Kindergarten School	
	1.3	Montessori School	
	1.4	Anganwadi	
	1.5	Day Care Centres	10
2.	Pre-School Programme		
	2.1	Importance of pre-school programme	
	2.2	Principles involved in planning the Programme.	
	2.3	Planning of long term, short term, daily, and weekly Pre-school programmes.	10
3.	Evaluation:		
	3.1	Purpose of evaluation	
	3.2	Techniques of evaluation	10
4.	Pre-school activities		
	4.1	Prayer	
	4.2	Out door play/Free play, sand play, water play.	
	4.3	Indoor play – Block play, play with puzzles	
	4.4	Dramatic play	
	4.5	Imeginative play/Make believe play	
	4.6	Creative activity, Drawing, painting, pasting, clay modeling and college work.	
	4.7	Music activities – Rhymes, Songs, Dance & Story telling	
	4.8	Science activities	
	4.9	Field trips and festivals	20
5.	Parent education.		
	5.1	Need and importance of parent education	
	5.2	Methods of parent education	10
6.	Diets for pre-school children.		
	6.1	Nutritional requirements of 3-6 years children	
	6.2	Planning of diets for pre-school children	12

MODULE III
ON THE JOB TRAINING

1)	Visit and study different types of pre-schools observation of Govt. Private and Missionary Pre-primary schools.	36
2)	Planning and preparation of lesson plans preparation of daily lesson plan, and weekly programme.	30
3)	Practice teaching in Pre-schools/participations (Actual teaching in Pre-schools as a teacher trainee).	150

LIST OF TRAINING CENTRES :

a) Local Pre-schools, (Nursery school, Balwadis, Kindergarten & Montessori)
b) Local ICDS Anganwadi centers.

7. LIST OF TOOLS & EQUIPMENT

7.1 Decolom top tables (Rectangular)
7.2 Child Size chairs
7.3 Open steel alimarah
7.4 Wooden rack (for children bags with 20 partitions)
7.5 Carpet (big) and Carpet Small
7.6 Easel Boards
7.7 Display boards
7.8 Swings (double seat)
7.9 Slide and ladder
7.10 Jungle gym.
7.11 Sea-saw
7.12 Try-cycles
7.13 Doll house
7.14 Tyre Swings
7.15 Plastic tubes
7.16 Plastic buckets (small)
7.17 Gardening equipment
7.18 Wooden blocks (all sizes)
7.19 Puzzles
7.20 Picture books
7.21 Models (Plastic / wooden)
7.22 Puppets
7.23 Pull and push toys
7.24 Show cases (three side glasses)
7.25 Display Boards 60” x 40”
7.26 Height and weight measuring instrument

II. Non-Consumables

1. Soaps and detergents
2. Napkins
3. Drawing materials, crayons, colour pencils, Erasers, drawing papers, white papers, glazed papers, water colours, brushes, velvet papers etc.

8. QUALIFICATION FOR TEACHING FACULTY

1) M.Sc., Home Science Child Development and Family Relations.
2) M.Ed., Candidate
3) P.G. Diploma early Childhood care and Education.
4) B.Sc. (Home Science) / Degree in ECCE.

9. REFERENCE BOOKS

a) Early childhood Administration – Bruce D. Grossman Carol Keyes
b) Play exploration and learning – S.Johnhutt, Stephentyler, Connehuttee Helen Christopher.
c) A text book on Child Development – Rajammal P.Deva Das N. Jaya

10. LIST OF PARTICIPANTS

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