CHAPTER VII

PROPOSED STRUCTURE OF PRE-SCHOOL TEACHER EDUCATION PROGRAMME

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7.1 Introduction

Pre-primary education is the base of the whole educational system. It is a known fact that the wider the base the stronger the structure. Accordingly, if the proper interest, attitude, habits and vision for creative thinking are inculcated at the pre-primary stage, it will pay dividend in the long run. Now it is a problem whether training colleges which are expected to educate their trainees are providing training so as to fulfil the goal of developing interest attitude, habits etc. To find out the solution to this problem the investigator has tried to evaluate the pre-primary training programme. For this she has tried to know the efforts done in the past by various investigators. It is interesting to note that the efforts have been made to evaluate the progress, the climate, the organisational system of primary and secondary schools as well as primary and secondary teachers' training colleges but the evaluation of the pre-primary teachers' training colleges was not undertaken. In the circumstances the investigator made an effort to evaluate the prevailing position of the pre-primary Teachers' Training Colleges.

To evaluate the pre-primary training programme, the investigator tried to take an account of the efforts put in the past. She went through some of the reports regarding the evaluation of the secondary schools, primary schools, and secondary, primary, pre-primary teachers' colleges.
The investigator after collecting the data by the questionnaire from existing pre-primary teachers' training institutions, and interpreted the data. To verify the responses from the questionnaire, the investigator interviewed concerned educationists.

As a result of these observations, conclusions were drawn from the existing position. In accordance with the last suggestion cited, in the present chapter the investigator has tried to propose two schemes of the programme showing the structure for the teacher education at pre-school level. These proposed programmes are prepared with a view to modernizing the teacher education programme keeping in view the present needs of the society and the latest development in the field of child-development and pedagogy.

7.2 Proposed Structure of Pre-School Teacher Education Programme

A pre-primary school teacher is the pivot of all the activities in the school. A teacher needs to have vital understanding of the child. This requires training, experience and study. So the tremendous task of the pre-primary teacher consists not merely of the child but also of the guidance of the child towards integrated growth and development as an individual - a guidance based on observation and understanding of the dynamic aspects of the child's behaviour.
The teacher is the backbone of the pre-school institution and the success or failure of the programme in a pre-school depends on the teacher to a large extent. All adequate teacher-training programmes therefore is of most valuable for the development and expansion of pre-school education programme in India.

b. Objectives

The overall objectives of a teacher training programme is to prepare adequately the teachers to work in institutions for the care and education of pre-school children. The specific objectives of such a pre-school teacher training programme shall be:

a. To provide understanding of the basic principles of growth and development of the pre-school child.

b. To provide understanding of the society and all the external environment forces that affect the growth and development of children.

c. To develop skills, understandings, interests and attitudes which would enable her to foster all-round development and growth of the children under her care.

d. To provide the understanding of the parents and the significant role they play in the all-round growth and development of their children.
e. To provide understanding of the philosophy and objectives of pre-school education under the Indian conditions rural, urban and industrial.

f. To provide understanding of the basic principles of the curriculum appropriate for pre-schools.

g. To provide experiences so that the trainees will learn to make effective practical application of the theoretical knowledge gained by them.

h. To provide knowledge and develop skills in variety of learning experiences through the organisation of musical, rhythmical and dramatic activities, play, work experience, creative art and games.

i. To provide the skills of developing simple visual aids from waste and indigenous materials.

C. Principles (Philosophy)

If the pre-school education is to develop on sound footing it is important to ensure that the training of teachers is based on the modern, progressive philosophy and on the new trends and techniques and methods of pre-school education. The training programme should not be committed to the techniques or methods of any one or particular philosopher or thinker. It should be based on the findings of current research on the growth and development
According to the Education Commission Report (1966)\(^1\) a sound programme of professional education of teacher is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions.

In order to build a sound pre-school teacher training programme it is essential to take into consideration the various roles the teachers in pre-school institutions is expected to accept and different functions a teacher is expected to perform in the institution. It is now universally recognised fact that the pre-school years are the most impressionable and formative years of an individual's life and the kind of experiences an individual has during these foundation years will largely determine the kind of person the child will be in later life. The provision of a rich and stimulating environment therefore becomes imperative during these years. In our rapidly changing society, it is no longer possible for just the home to take up the entire responsibility of meeting all the

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various, complex needs of our children. A large number of the children come from homes that are economically, socially and culturally deprived. As such they are not in a position to provide for the children the kind of environment which is conducive to the child's all round growth and development. It, therefore, becomes the responsibility of other agencies in the society i.e. the pre-schools to assist and supplement the efforts of the home in providing an environment which meets the various needs of the children.

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. She further adds "A good training programme, based on the findings of current research on the growth and development of the pre-school child is essential for the progress of pre-school education".  

All educational institutions have the responsibility of training and preparing children for citizenship in a democratic nation, like India. The teacher in the pre-school institution therefore has a very significant role to play as it is her (teacher) responsibility to:

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2. Education of Teachers in India, Vol. I, Ed. S.N. Mukerji "Pre-Primary Teacher Education" (Dr. (Mrs.) Muralidharan, 1968.)
Promote and foster for spontaneous growth and development of children.

Provide opportunities for spontaneous growth, development and self-expression.

Provide enough freedom for growth and development at the individual's own rate and pace.

Provide an enriched environment which is challenging and stimulating.

Provide experiences which will enrich the child's spoken language.

Provide an environment through which the child will gain an understanding of the world in which he lives and acquire an exhaustive knowledge.

Provide opportunities for exploration and experimentation so that child acquire various concepts.

Prepare the child emotionally, socially, physically and mentally for the tasks of the primary schools.

Provide opportunities through which child will develop motor skills and mental abilities.

Provide the kind of guidance whereby the child acquires internalized controls and learns to discriminate between good and bad, right and wrong etc.
* Encourage and foster creativity, independence, self-reliance, reasoning and problem solving.

* Provide opportunities for contact with other children and guide them to learn to share, wait, take turns etc.

* Provide children with a sense of security and a basic sense of trust.

* Encourage the formation of good habits and good attitudes towards eating, sleep, toileting etc.

* Encourage by extending and enriching children's own interests.

It is the teachers who are going to assist in meeting some of the most fundamental needs of the children. The teachers need to be acquainted with the child's home and neighbourhood. The teacher will also be responsible for guiding and helping the parents in the all important tasks of child-rearing. She will require to have an understanding of what the child has learned, what the parents want for him and for themselves, and what the child himself seems to want. It is the teacher who will create an awareness in the society, understanding and appreciating of the needs of pre-school children and finds out the ways to meet them.

It is, therefore, imperative to ensure that the training programme is broad, based, liberal and is not only
limited courses. Wherever possible provision should be made to permit trainees to select courses in a number of disciplines. The emphasis of the training programme should be on developing teachers with a wide background of knowledge and with a keen desire to learn. If it is not possible to permit elective courses, it would be desirable to conduct evening lectures on different subjects. An institute for training pre-school teachers should be situated in the vicinity of other educational institutions, so that the trainees have opportunities to have contact with other students.

a. Selection of Candidates

A good teacher is not merely the product of a good training programme. Not only a teacher's skill but also her attitudes and feelings will influence the children. It is important an individual has some personal characteristics. The desirable personal characteristics of pre-school teacher are as follows:

* Good physical health.
* An interest in and a liking for young children.
* The capacity to win the children's good will and trust.
* A sympathetic understanding of human nature.
* Good posture.
* Good growing.
A sense of humor.
A well modulated voice.
A balanced and mature personality.
Aesthetic appreciation.
A common sense.
A vast general knowledge.
A good communication skill to deal with children.
A flexible, resourceful and independent in thinking.

It is essential for the training institution to devise proper tests and criteria, for selecting the most suitable candidates to undergo training in pre-school education. These battery of tests should include attitude test, interest inventory, aptitude test, general knowledge test and test of communication ability.

c. Desirable number of trainees in a training institution

It would be desirable not to have more than fifty trainees in a class in a training institution. If the building, staff and laboratory space permit, a maximum of 60 trainees at a time may be enrolled but it would be highly undesirable to exceed this number.

d. Building and Equipment

It would be highly desirable for a training institution for pre-school education to be an altogether an independent unit.
In the construction of the buildings, functional utility should be emphasised. The housing of the training institution should be in standard building and suitable surroundings.

Functional and durable furniture and equipment for offices, class-rooms and libraries should contribute to the effectiveness of teacher education programme.

The minimum requirements for a separate pre-school teacher training institution with a provision of fifty trainees.

**Pre-School Teacher Training Institution**

<table>
<thead>
<tr>
<th>Fifty entrants</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class-room (50 persons)</td>
</tr>
<tr>
<td>2</td>
<td>Seminar rooms (25 persons each)</td>
</tr>
<tr>
<td>4</td>
<td>Staff rooms (each member)</td>
</tr>
<tr>
<td>1</td>
<td>General office</td>
</tr>
<tr>
<td>1</td>
<td>Craft room</td>
</tr>
<tr>
<td>1</td>
<td>Library cum reading room</td>
</tr>
<tr>
<td>4</td>
<td>W.C.S.</td>
</tr>
<tr>
<td>2</td>
<td>Wash-rooms</td>
</tr>
<tr>
<td>1</td>
<td>Lounge</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Circulation 20% space</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
</tr>
</tbody>
</table>
Experimental or laboratory or practicing or cooperating school

In order to carry out the practical activities successfully and in accordance with the spirit of the training programme, it is essential to make provision for the training institution to have under its control a school which may be termed as laboratory school or experimental school or practicing school or cooperative school, where the trainees get the full opportunity for practical training.

This pre-school should have space for 40 children. The building of pre-school should be planned in such a way that the children and trainees can be accommodated while they are participating in the programme, so there is no undue crowding. It is most essential that there should be adequate facilities for the trainees to observe the children without disturbing them because the teacher is always an 'involved observer', or "participant observer".

A provision of at least 35 sq. ft. of indoor space and 75 sq. ft. of outdoor space per child should be made in the pre-school laboratory. The building should consist of 2 large class-rooms with toilets, lockers and storage facilities, one large dining room with adjoining kitchen, store room, a staff office, general office and record...
room, toilet, a small medical room and a library-cum-
leounge for teachers. If possible there should be one
room for special individual or group work with a small
group of children and a small cubicle for parent interviews.

Staff Requirements

If a sound training is to be imparted to the
trainees it is very important that the training institution
is adequately staffed. The overall philosophy of pre-school
education can be communicated to the trainees only if
there is a good team of teacher-educators who are them-
selves well-trained in child education. The staff of the
pre-school laboratory also plays a vital role in imparting
practical training and as such their qualifications should
be as good as those of the instructors in the training
institution. If possible, it would be desirable to have
personnel trained in different disciplines on the staff
of such training institutions so that the trainees get a
multi-disciplinary approach in their training programme.
If not possible, an attempt should be made to obtain the
part-time services or each casual co-operation from
personnel in other fields.
The Minimum Staff Required would be:

1. **Director or Principal (One)**
   - **Qualifications:** M.A./M.Sc. Child Development/ early childhood education (Ph.D.)
   - **Experience:** Minimum 5 years teaching experience plus administrative experience.

2. **Lecturers (Three)**
   - **Qualifications:** M.A./M.Sc. Child Development/ or early childhood education or Post-Graduate Diploma in Pre-school education.
   - **Experience:** Minimum 3 years teaching experience.
   - (Out of three lecturers, one would be research fellow).

3. **Principal for Laboratory-Pre-School (One)**
   - This post should be considered equivalent to the lecturer's post (qualifications = experience).

4. **Assistant Teachers (Two)**
   - **Qualifications:** B.A./B.Sc. Child Development or Diploma in Pre-school Education.
   - **Experience:** Minimum 1 year teaching experience.
5. **Additional Staff**

- **Part-time teacher for Arts and Crafts**
- **Part-time teacher for Music**
- **A Psychologist (once a week)**
  (If there is a secondary teachers training college, the services of a psychologist can be made available for testing etc.)

- **A Pediatrician (once a week)**
  (If there is a local medical college or primary health centre the doctor from there can be requested to offer his services)

- **A Nurse (daily)**
  (If there is a nurses training course, a student nurse can be made available as a part of her training programme).

- **A Social Worker (Twice a week)**
  (A trained social worker from a local welfare agency may be requested to give some time to work with parents and children who require special help.)

- **A dietician or nutrition expert (once a month)**
  (If there is Home-Science College, the services of a dietician can be made available for nutritious food for children).
Office Staff

Pre-school Teacher-training Institution
1. Accountant (one)
2. Clerk-cum-typist (one)
3. Attendants (two)

Pre-school Laboratory
1. Accountant (one)
2. Clerk-cum-typist (one)
3. Attendants (three)

All the above personnel can be kept on part-time basis and can be paid an honorarium for their services. If language, social studies etc., have to be taught, the services of lecturers from other educational institutions should be obtained on a part-time basis.

Two schemes of programme are suggested here for the training of teachers for pre-schools and primary schools (class IV) teaching children of the ages between three to nine years. The courses of study vary according to the basic minimum qualifications expected of the trainees in these two schemes of programme. These schemes suggested are in accordance with the grades of schools that are envisioned in the plan of development of pre-school education.
It should be emphasized that the training at these two levels is basically the same. The only difference being in the depth of the course content and the weightage given to theory and practicals. The course meant for graduates is the most theoretical and academically oriented. The weightage given to practical and field work in second scheme is greater than the weightage given to theoretical courses. The duration of the scheme second is two years as the qualifications required are the completion of twelve years of schooling. It is important not to dilute the training at any level but to frame the same courses at different levels of theoretical content.

Keeping in view these ideas of teacher education programme, the investigator has suggested the following schemes of two structures of teacher education programme for teaching the children of pre-school and primary-school i.e. the children between the ages of three to nine years.

Scheme-I

1. Proposed Structure of Pre-school and Primary-school - Teacher Education Programme for teaching the children between the ages three to nine for graduate student teachers

The following proposed course for the graduate student teachers will enable them for the job-opportunities such as:

1. Teaching pre-school children between the ages of five to nine years:
teaching primary school children between the ages of six to nine years;

work as a head of the pre-school and primary school;

work as a teacher-educator in training institutions preparing teachers for the children between the ages of three to nine years;

work as administrative education officers for pre-schools and primary schools teaching the children between the ages of three to nine years.

Scheme I: 
Duration: One Year 
Award: Degree

Outline of course content

<table>
<thead>
<tr>
<th>Part-A (Theory)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course I</td>
<td>Philosophical foundations of pre-school education and its historical development in India and abroad.</td>
</tr>
<tr>
<td>Course II</td>
<td>Child Development (Paper I)</td>
</tr>
<tr>
<td>Course III</td>
<td>Health, Hygiene, Nutrition and Welfare of the pre-school child</td>
</tr>
<tr>
<td>Course IV</td>
<td>Methods and Materials (Paper I)</td>
</tr>
<tr>
<td>Course V</td>
<td>Child-Development (Paper II)</td>
</tr>
<tr>
<td>Course VI</td>
<td>School Organisation and Parents Community Relations</td>
</tr>
<tr>
<td>Course VII</td>
<td>Creative Arts and Crafts</td>
</tr>
<tr>
<td>Course VIII</td>
<td>Methods and Materials (Paper II)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Part-B (Practicals and Field work) | Marks
--- | ---
1 Participation in Laboratory pre-school | 100
2 Observations and special Child-study | 50
3 Parent and community Education | 50
4 Methods and Materials | 100
5 Practical in Child Health and Nutrition | 50
6 Field work and field visits in child Welfare agencies | 50
Total | 400

Time allotment for the proposed structure of preschool and primary school (upto class IV) Teacher Education Programme for graduate student teachers.

Overview of the courses and time allotment for each term

<table>
<thead>
<tr>
<th>Courses</th>
<th>Theory (hours)</th>
<th>Practical (hours)</th>
<th>Total (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>19</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>1 Course I</td>
<td>90</td>
<td>59</td>
<td>149</td>
</tr>
<tr>
<td>2 Course II</td>
<td>60</td>
<td>48</td>
<td>108</td>
</tr>
<tr>
<td>3 Course III</td>
<td>50</td>
<td>59</td>
<td>109</td>
</tr>
<tr>
<td>4 Course IV</td>
<td>50</td>
<td>105</td>
<td>155</td>
</tr>
<tr>
<td>Total</td>
<td>269</td>
<td>271</td>
<td>540 hrs.</td>
</tr>
</tbody>
</table>

Note: 6 hrs. = one day
540 hrs. = 90 days

Practical work

<table>
<thead>
<tr>
<th>Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field work</td>
</tr>
<tr>
<td>Block teaching or internship</td>
</tr>
<tr>
<td>Observation, tours, visits</td>
</tr>
<tr>
<td>Examination</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Overall Time Allotment

Courses - Theory and Practical 540 hrs.

Practical work 180 hrs.

720 hrs. i.e. 120 minimum working days per term

i.e. 20 weeks a term

So the teacher training institution should work for minimum of 120 days in a term i.e. 20 weeks per term.

Training institutions may allot the time according to their own needs.

The time allotment for each course is less than the time allotted for integrated course (pre-primary-primary upto class IV) for teacher education. The graduate student teachers are mature and having higher educational qualifications than the student-teachers taking integrated course. Hence they are expected to study independently by assignments prepared on the courses.

Evaluation and Assessment

During the year regular class work and assignments will be given in each of the courses and marks will be given out of the marks assigned to each course. The practicals and field work will also be assessed by the supervising teachers. At the end of the year the trainees will be examined by a panel of internal and external
examiners. There will be four papers, a practical and a viva voce.

<table>
<thead>
<tr>
<th>Paper I</th>
<th>courses 1,2</th>
<th>70</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper II</td>
<td>courses 3,4</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>Paper III</td>
<td>courses 5,6</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>Paper IV</td>
<td>courses 7,8</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>Practicals</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Viva voce</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

The final assessment will be determined by calculating the student-teacher's marks as follows:

The aggregate of the marks obtained out of 550 (theory), 400 (Practicals) in the class work and marks obtained in the four papers, practical work and viva voce out of 400 in the examination.

The detail of the course content of this proposed structure of pre-school and primary school (for teaching the children between three to nine years of age) teacher training programme for graduate student teachers is given in the Appendix D.

Scheme II

**M.J. Proposed Structure of Pre-school and Primary School**

(for teaching the children between three to nine years of age) Teacher Education Programmes for the candidates, who have completed twelve years of schooling.
Scheme II - Integration of pre-school, teacher-education and primary school teacher education for two years.

Rationale for the Integration

The studies of the last few decades in child-development indicate that the growth and development of the child from birth to about 8-9 years is best considered as a series of developmental stages along a continuum. The researches of Piaget point to the period 2-7 years as the pre-operational stage.

Even the Kothari Commission has recommended the use of pre-primary methods of education in conducting class I of the primary school thus helping to bring about a sort of integration at the initial stage of the primary education. In this respect the recommendation of the commission was as under:

"The adoption of play-way techniques in class I, for introducing the child to school life in a pleasant way. For this purpose, methods of instruction in class I should be patterned in the light of the techniques utilised at the pre-primary stage and the teachers in charge of this class should be trained or oriented accordingly."\(^1\)

The Outline of the Integrated Course

The course is intended to train teachers who would be capable of teaching children in the age group 3-8 that

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is the pre-school and the first four years of primary school.

The duration of the course is two years. The minimum qualification for admission for the students who have completed twelve years of school education.

The first year will be entirely devoted to the education at pre-school stage so that the trainees who would not like to continue for the second year and to work only in pre-primary school can discontinue their training at the end of the first year. A trainee can complete thus first year can get a certificate qualifying her for service in pre-school if she continues for the second year and after completion of the second year, she can get a diploma which qualifies her for service in a primary school, teaching the children up to the age of nine. Thus it can be summarised that:

1. the student teacher after completion of two years training in the integrated course and receiving a diploma is qualified to teach at both the pre-school and primary school children,

ii the student-teacher after completion of one year training in the integrated course and receiving a certificate is qualified to teach only pre-school children.
Proposal structure of the programme (course content) for the Integrated course for the teachers' training at pre-school and primary school level

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Stage</th>
<th>Age of children</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year</td>
<td>pre-school</td>
<td>3 to 5 years</td>
<td>Certificate</td>
</tr>
<tr>
<td>two years</td>
<td>primary school</td>
<td>5+ to 98 years</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

Practical work

The minimum qualification required for admission to the integrated course would be the completion of twelve years of schooling.

The practicals fall into the following three categories:

1. **Practice teaching** - observation of teacher, conducting class - trainee conducting an entire class by herself for a whole day.

2. **Practical activities** - preparation of aids and material - conducting of practical activities connected with health, nutrition and community relations.

3. **Observation** - It is a significant aspect of the student teachers' work. It must be noted that some amount of observation is required in every paper.
**Teaching Skills of Evaluation**

Learning skills of evaluation is an important part of the teachers' work. The student teachers should be taught to understand, fill and use different types of record cards for evaluating standard developmental growth of children and to record the case study of an individual child. Child-profile proforma should be worked out by the training institutions to note the developmental growth of the child year by year from pre-school stage to primary school stage.

The detail of the courses content is given in Appendix-D.

**Time allotment for the proposed structure of integrated course for pre-school and primary school teacher education programme**

Teacher training institution should work for minimum two hundred and forty days i.e. forty weeks a year. (Training institutions may allot the time according to their own needs).

**Overview of the courses and time allotment (for each year)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Theory (hours)</th>
<th>Practical (hours)</th>
<th>Total (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>18</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>1 Course I</td>
<td>187</td>
<td>118</td>
<td>305</td>
</tr>
<tr>
<td>2 course II</td>
<td>122</td>
<td>96</td>
<td>218</td>
</tr>
<tr>
<td>3 course III</td>
<td>105</td>
<td>118</td>
<td>223</td>
</tr>
<tr>
<td>4 course IV</td>
<td>106</td>
<td>210</td>
<td>316</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>538</strong></td>
<td><strong>542</strong></td>
<td><strong>1080 hours</strong></td>
</tr>
</tbody>
</table>

Note: 6 hrs. = 1 day 1080 hrs. = 180 days
Practical work

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Field work</td>
</tr>
<tr>
<td>2</td>
<td>Block teaching</td>
</tr>
<tr>
<td>3</td>
<td>Observation, tours, visits</td>
</tr>
<tr>
<td>4</td>
<td>Examination</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Overall Time Allotment

Courses - Theory-Practical 1080 hours
Practical work 360 hours
1440 hours
i.e. 240 minimum working days
i.e. 40 weeks a year

Instructional Techniques

A number of practical activities is suggested in detailed course content in Appendix D at the end of each course. These practical activities are illustrative and not comprehensive. The content of each course is devised in such a way that it would be possible to teach through practical activities.

It is suggested that after the actual field observations of the student teachers and by discussing the records, it would be interesting to follow theory discussions.

For the realisation of the objectives of the courses a variety of instructional techniques are desirable. The
teacher-educators should select from the following techniques which are suitable to the course content.

The following instructional techniques are suggested for both the proposed structure of the programmes scheme no. 1 and scheme no. 2.

1. Lecture-cum-discussion, group discussion or panel discussion.
2. Assignments
3. Project work
4. Seminars, debates.
5. Problem solving, both theoretical and practical.
6. Workshops for the preparation of teaching aids, toys, arts and crafts goods.
7. Use of puppets, records, tapes, filmstrips and films.
11. Visits, study tours for providing experiences.

**Evaluation and Assessment for integrated course**

During the first year and second year regular class-work and assignments will be given in each of the courses and marks will be given out of the marks assigned to each course. The practicals and field work will also be assessed by the supervising teachers. At the end of the year the student-teachers will be examined by a panel of internal and external examiners.
There will be papers, practicals and a viva voce at the end of the first year and second year.

For First Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Marks for internal assessment</th>
<th>Marks for external evaluation</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course I</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Course II</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Course III</td>
<td>20</td>
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</tr>
<tr>
<td>Course IV</td>
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<tr>
<td></td>
<td><em>80</em></td>
<td><em>320</em></td>
<td><em>400</em></td>
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For Second Year

<table>
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<tr>
<th>Courses</th>
<th>Marks for internal assessment</th>
<th>Marks for external evaluation</th>
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</thead>
<tbody>
<tr>
<td>Course I</td>
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<tr>
<td></td>
<td><em>80</em></td>
<td><em>320</em></td>
<td><em>400</em></td>
</tr>
</tbody>
</table>
### For First Year

#### Part B Practical work

<table>
<thead>
<tr>
<th>Items</th>
<th>Marks for Internal Assessment</th>
<th>Marks for External Evaluation</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Practice Teaching</td>
<td>120</td>
<td>80</td>
<td>200</td>
</tr>
<tr>
<td>2 Preparation of teaching learning material toys</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3 Participation in practical activities</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>4 Practical work related to theory papers</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>5 Records of observation of children</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>6 Records of field visits etc.</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
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### For Second Year

#### Part B Practical work

<table>
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<tr>
<th>Items</th>
<th>Marks for Internal Assessment</th>
<th>Marks for External Evaluation</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Practice teaching Block teaching</td>
<td>120</td>
<td>80</td>
<td>200</td>
</tr>
<tr>
<td>2 Preparation of teaching and learning material</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3 Development of skills in activities</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>4 Participation in programmes involving parents and community</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>5 Records of observation of children</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>6 Practical work related to theory papers</td>
<td>50</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
<td><strong>500</strong></td>
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The investigator studied the aspects of the programme and proposed the structure of pre-school teacher education programme. The other aspects can be taken as separate subjects of study and the research work can be carried on.
6.6 Suggestions for Further Studies

While reviewing the past work done in the area of pre-school teacher-education programme, it is found that considerable work has been done in foreign countries. While in our country practically nothing has been done in this area. Hence, there is a vast scope for research work in this area in our country. India has not put due emphasis to this crucial problem.

No doubt considerable work has been done in other fields of education in our nation. But now it is high time for research workers to concentrate on the work of pre-school and pre-school teacher education programme.

Improvement in any teacher-education programme is directly connected with the improvement in class-room life. All the aspects of the institutions are the vital aspects and these aspects are necessary ingredients. The teacher-education programme aims at improving the products of the institution, i.e. the teachers and the improvement of the whole climate of the institution which forms a valuable and essential ingredient of the programme. In our country nothing has been done and not due importance has been given in the field of pre-school teacher education programme.
It would not be possible to describe all that is to be done in this field. Still however, few experimental studies of the following types can be undertaken which if carried out, would be of an immense help to teachers, educationists, parents and community at large.

i. An investigation into the quality of the existing teacher-education institutions.

ii. To study the factors which adversely affect the morale and efficiency of teachers at pre-school level.

iii. To develop programmed instruction for the education of teachers at the pre-school level.

iv. To study the finance and administration of Teacher Education Programme at pre-school level.

v. A critical study of the suitability of the text-books and reference books of teacher-education programme at pre-school level.

vi. To study for evolving suitable type plans for buildings of the pre-school teacher-education institutions and for designing and production of suitable furniture, equipment and teaching aids.
vii To study the developmental problems of children at pre-school stage in order to help to prevent wastage in the lower classes of primary schools.

viii To study the physical and material conditions of pre-schools particularly in rural areas and find out their impact on the efficiency of teachers.

ix To study the possibility of utilizing new educational technology, separately in rural and urban teacher education programme at a lower cost.

x To investigate into the factors for making the teacher education programme more effective.

xi To construct and standardised a tool for measuring the personal characteristics of pre-school teachers.

xii To construct and standardized a tool for measuring the personal characteristics of pre-school teachers useful for the recruitment candidates to the pre-school teacher education institutions.

The list of problems that is given here is not an exhaustive one. It is merely indicative to provide an idea that there is a vast scope and possibility of researches in this field.