

INNOVATIVE PRACTICES FOR PRE-PRIMARY EDUCATION

Mrs. Pratiksha Goutam Talangkar

Research Student, School of Educational Sciences,
Swami Ramanand Teerth Marathwada University Nanded - 431606

Email – ptalangkar@gmail.com

Abstract: *Pre-primary education is the most important factor for students over all development. Our education system are not properly reliable for pre-primary student's learning perspective because the awareness of parents regarding pre-primary education are very poor. Teachers are aware about it. It was being affected on the learning of the student's. Teaching of teacher are good and needful to enhance learning skill of the student with innovative technique and approaches. Lower age group of School students are not properly known about pre-primary education and their things. They are unknown theoretical and practical base of life. The researcher tried to find out the answer about awareness of parents on secondary school curriculum and pre-primary articles. Can teachers teach pre-primary education in the school and what type of teaching methods used in the classroom? Teaching is mainly focus on that and what problems are faced by the teachers to teach pre-primary education in secondary school. What type of queries happens at school level and it should be studied by the researchers.*

Key Words: *Pre-primary Education, Innovative Practices, teaching learning process.*

1. INTRODUCTION:

The basic definition of pre-primary are moral principles or norms (James Nickel 2013) Pre-primary education is an integral part of the right to education and is increasingly gaining recognition as a pre-primary in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO's work in pre-primary education is guided by the World Program for Pre-primary Education. students from secondary school are important to observe and imbibe the basic fundamental principles from Indian constitution and they are must be aware regarding the basic structure of Indian constitution as well as preamble and articles within constitution what type of articles used for citizenship in India through Indian Constitution. The Universal Declaration of Pre-primary s states that everyone has the right to education; hence the right applies to all individuals, although children are considered as the main beneficiaries. The rights to education are separated into three levels: Primary (Elemental or Fundamental) Education. (UDOHR1948) Protection of Pre-primary s Act 1993 Section 12 (h) "To spread Pre-primary literacy among various sections of society and promote awareness"³ several schools offer pre-primary s education as part of their curriculum (Wikipedia.org)

We must to read the Universal Declaration of man Right in 1948 because of teachers must be known about this declaration Information and Communication Technology play a vital role to enhance and basic awareness point of view of students the thinking style of students are basically encrypted from institutional and psychological conditions. The teachers play a vital role to enhance the awareness of pre-primary s at various levels because their role is too much important for growth of independent thinking style of students. However the awareness of pre-primary articles as well as constitutional values and maximum students are unaware regarding pre-primary education as well as values mention in the preamble of Indian constitution. Pre-primary education is needful to all students as well as teachers for preventing violence between them or happens in the society because through the learning of pre-primary s students and teachers must be known the basic facts of Universal Declaration of Pre-primary s 1948.

There are some books available in market regarding pre-primary but some teachers are not unknown about their rights and how to use it in proper way in their own life as well as he could not suggest others life. Basic reference of pre-primary education are included Directive Principles of State Policy in Indian Constitution and it included in civics book in upper primary and secondary schools syllabus. There are some educational institutions are playing vital role to enhance awareness of pre-primary s and their education in public sector as well as social sectors.

2. NEED OF THE RESEARCH :

The researcher tried to find out the basic answer regarding how much students are aware for Pre-primary Education at school and social level. Can all students are getting their self-recognition and express things regarding pre-primary in school and which type of environment provided in the school for enhancing and using student's rights at school level This paper focus on some innovative practices to implement in teachers teaching practices through different mode of teaching at secondary level school and it's important to understand and use of basic methods to inculcate Pre-primary Education as a main subject for secondary level students perspective as well as it included in our curriculum it enhance the basic awareness of the students regarding Indian constitution and its values attached to other connecting principles to use it on proper way of life in the students. Therefore what is the current status of awareness regarding pre-primary education for secondary level students and it is important to understand the basic facts regarding how the teachers are teach about pre-primary education.

3. INNOVATIVE PRACTICES FOR PRE-PRIMARY EDUCATION

3.1 TEACHING METHODS:

Teaching Methods to Enhance Content Knowledge of Pre-primary Education to students there are some innovative methods will be used in classroom as well as without classroom teaching in the school these methods mostly used by teachers to enhance learning point of view of the students in school level these methods and techniques is not only useful but also important to use four pillar of learning - *Learning to live together, learning to be, learning to do, and learning to know.*

- **GAME PLAYING METHOD – (Teaching techniques mainly use as Simple to complex)**

There are some basic dimensions added in this teaching method, strengthening game play for the human personality and its dignity. Teachers must be play a vital role for enhancing strengthening game play within all students and they must know basic differentiate of students learning personality.

- **STUDENTS CENTER METHOD – (Teaching techniques mainly use as Concrete to Abstract)**

These fully developing student centre learning method whenever teacher will use this technique and method they had aware about the development of self and student's personal development regarding

- **TEXT-BOOK METHOD – (Teaching techniques mainly use as Analysis to syntheses)**

Promoting understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples, and racial, national, ethnic, religious, and linguistic groups. Basically cognitive development of the students are depending upon their basic understanding regarding any content or concept to realize in their own life not only evaluate the structure of syllabus but also measures general point of view regarding pre-primary education.

- **OPPORTUNITY BASE TEACHING – (Teaching techniques mainly use as Syntheses to Analysis)**

Enabling all students to participate effectively in a free educational culture in the school. Teachers role to enhance learning capability as well as participation of the students in every event happens in the school teachers can't be ignore all students in teaching learning process and they will give full of opportunity for developing themselves in school and society.

- **PLAYING MODE ASSIGNMENTS – (Teaching techniques mainly use as Simple to complex)**

Furthering the activities of the schools will be maintaining the game in playing mode, and Teachers must be used the basic learning game in playing mode for students perspective and include it should be included in students life and the growth of students with all over development through this learning method.

4. CONCLUSION:

Thus in a nutshell it is important to understand and how to reshaping teacher role regarding pre-primary education from different teaching techniques as well as gives the basic information regarding pre-primary education. These techniques and methods are used properly at every level it must be reflected the awareness of teacher and knowledge from them to improve and added some basic examples in teaching learning process and teachers must be used some basic teaching methods in classroom teaching as well as without classroom activities so we will follow the recommendation which is suggested by the researcher depending upon the mainly use of some teaching techniques for enhancing basic awareness and information regarding pre-primary education.

REFERENCES :

1. N. K. Upasani and K. V. Kulkarni – “Successful Teaching” Shree Vidya Pub. Pune.
2. Dr. Sou. Kiran Nagtode - “Adhayan Kartyacha Vikas” Vidya pub. Pune.
3. Bhintade V. R. – “Educational Research Methodology” Nitya Nutan Pub. Pune.
4. L. P. Agrawal. – Modern Educational Research Dominant Publication.
5. Best J. W. & Khan J. V. Research in Education, (2006) New Delhi Prentice hall of India.
6. K. V. Kulkarni – “Educational Psychology” Shree Vidya Pub. Pune. (2007).
7. Dr. H. N. Jagtap “Educational and Experimental Psychology” Nitya Nutan Pub. (2008) Pune.
8. Dr. Suresh Karandikar “Educational Psychology” Phadke Pub. Kolhapur.
9. Pranati Panda, Pre-primary Education in Indian Schools: Curriculum Development,
<https://www.hurights.or.jp/pub/hreas/4/11panda.pdf>
10. Dr. Mujibul Hasan Siddiqui, (2012) Strategies and Methods for Imparting Pre-primary Education (IJMSSR) ISSN: 2319-4421 Volume 1, No. 3