

PRIMARY STAGE

Std I – V

PRIMARY STAGE EXPECTED OUTCOMES

Primarily, the major expected outcome of the primary school education is a well laid foundation for linguistic and mathematical skills related to literacy. In addition, the students are expected to gain the basic computational literacy and demonstrate their fluency in the use of both text and computer based literacy for learning and communication.

Other learning outcomes are indicated in terms of Minimum Levels of Learning (MLL):

At the cognitive side, the learning outcomes are:

- Recognition of objects from the immediate environment
- Recalling the names of objects and nursery rhymes
- Looking through the relationships between structure and function, understanding similarities and differences
- Distinguishing between objects and processes
- Ability to classify objects, processes and events based on
different criteria
- Capacity to rationalize or give reasons for the observed
phenomena

Physical and Psychomotor Developments: Some of the important physical and psychomotor skills, which could be developed in classes III to V through various subjects of study include skills related to Drawing, Painting, Modeling, Music, Drama, Computer and Indoor and Outdoor games.

Affective Development (of Human Values)

Some of the vital dimensions of value developments are indicated below. The appropriate values ought to be integrated while formulating Teaching-Learning strategies based upon the syllabus outlined for different subjects.

Respect for the National Flag and National Anthem

Regard and respect for the Constitution of India and the resolve to abide.

PRIMARY STAGE GENERAL INTRODUCTION

The Primary education is the first stage of formal schooling that begins at the age of 5+ and spans over the next 5 years in the life of the child .It is the stage in which the children are taught with basics of literacy and numeracy that are the foundations for further learning. The languages and basics of mathematics constitute what is understood as literacy and numeracy. Making children well versed in literacy and basic arithmetic are the prime objectives of the primary education. If the primary education is well designed and provided, the success of the subsequent stages of school education-middle and secondary stages-is well assured. Quality of primary education holds the key to all further learning and achievements of the individuals and the society at large.

The five years of primary education is divided into two stages for practical purposes, the first one comprising classes I and II and the second one classes III, IV and V. At the first stage, the students are gradually inducted into formal learning and the rigors of schooling. The first stage also brings in a smooth transition from informal play based activities to the structured learning. The second stage will mark the beginning of serious interactive learning in the classroom to consolidate the earlier gains and to enhance further, the literacy and related skills. This will also be the stage to promote the interest of the students in knowing the nature around and prepare them to the middle school.

As the children are already exposed to play-based learning experiences in languages like English, mother tongue and others at the pre primary stage, the same strategy is to be adopted with advantage at the first two years of primary education. The basic literacy-related skills like listening, group singing, recitation, acting, listening to music, drawing and painting gained at the pre-school stage can be further strengthened without straining them with the formal mode of educational transactions. More formal-educational methods like classroom transactions are suggested for the second stage of the primary education.

Student Profile

Students entering Primary Schools are generally 5+ years of age and would continue for five years to complete the primary education. By the time they are 8 years old, their brain should be 90% of the adult weight. However their physical developments like the height-weight increase seems to slow down than that at infancy. They become slimmer, more muscular and master new skills which enable them to run, jump, chase and play dodging games better and enable them to compete effectively against their peers. Mentally, they are well developed to acquire quickly many of the academic skills and are able to communicate in their language coherently with a sizeable vocabulary. From the basic knowledge of addition and subtraction they are familiar with, they are now ready to do some complex arithmetic like learning multiplication and division facts and even fractions. Depending upon their eco-cultural and developmental niche, which nurtures different motor skills, they now become better coordinated. Their thinking is governed by the fundamental rules of logic. Here, the concept of the zone of proximal development (ZPD) acquires significance. The ZPD refers to the distance between ones actual development level and the higher-level potential. It is the difference between what children can achieve independently and what their potential level of development might be if given help and guidance. Their cognitive capacities are enhanced when instruction is focused on the individual potential rather than on the level of their actual development. At this stage they move from the ego-centric speech (which serves to control their behaviour

and is usually verbalized), to inner speech which consists of self-talk. Emotionally they tend to be insecure, afraid of many things and volatile. Anxiety is common and is expressed in the forms of irritability, restlessness and sensitivity. They are quick to learn as to what are acceptable, understand what are good and bad and able to control the outward expression of the negative emotions. Socially they have the tendency to develop friendships with others and begin to form groups among themselves. They crave for company and are easily influenced by the suggestions of others, especially their peers. Interaction with peers gives them social values of cooperation and sharing.

Goals and Objectives

The major objective of the primary school stage of education is to lay a strong foundation for literacy including basic numeracy. Basic literacy and numeracy are in fact the fundamental basic skills needed for learning at all stages and ages. Therefore, the focus is on developing the basic skills related to the use of languages for communication and for learning. The secondary goal is to familiarize with objects and events around not only to make the students knowledgeable about the world they live in but also to create a sense of curiosity leading to the habit of 'inquiry'. The students are now introduced to the formal learning of two or more languages right from the alphabets and the basics and symbols of arithmetic through which they can establish a two-way communication between themselves and the rest of the world. In addition to language literacy, they are also exposed to computer literacy, (Computeracy) which is gaining importance in the information and communication technology. Requisite attitudes, discipline and ability for concerted learning are the additional secondary goals towards which the students will be trained for five years. The following are some of micro details of the overall objectives of the primary stage of schooling:

- Lay the foundation for quality communication skills to understand and express thoughts and feelings in fluent, correct and clear speech to begin with and
- Stimulate awareness and comprehension of the environment
- Develop intellectual abilities and academic skills.

- Develop right social attitudes and social behavior, emotional stability to express, understand, accept and control the feelings and emotions
- Develop a good physique and muscular co-ordination through good health habits, and personal hygiene
- Promote independence, creativity with learning resources for self-expression

Strategies

Language literacy will be developed through the selected languages starting right from the letters of the alphabet through interactive teaching and repetitive training. In addition to the mother tongue, English will be one of the languages to be taught systematically. Computer education is introduced for the first time from standard III . The following are the subject curricular content through which the goals and objectives of this stage of learning will be achieved:

- Mother Tongue \Regional Language
- English
- Mathematics
- Environmental sciences/studies
- Computer Education
- Health and Physical Education
- Basics of moral and value Education
- Work experiences and Social Service related activities

Evaluation

Continuous evaluation at periodic intervals will be the strategy to monitor the effectiveness of the education provided and incidentally it is also a measure of student's achievements. It is therefore the responsibility of the teacher to ensure proper development in students of the expected traits, skills and knowledge through extensive use of evaluation procedures. Well-designed evaluation methods will reveal

the success or otherwise of the teaching strategy adopted. It would provide all the students opportunity to display their individual potential.

Apart from the oral and written tests, assignments and project work will also be used for the purpose. Continuous and comprehensive evaluation will be undertaken with special focus on diagnosis and remediation for weak students and enrichment for the brighter ones. Criterion referenced tests will be employed periodically for ensuring the acquisition of competencies up to the mastery level in different curricular areas. The evaluation of co-scholastic activities will be carried out continuously using observation, rating scales and check-lists and will be reported as a feed-back to the students, parents and the head teacher for necessary follow up.

Time Allocation In Periods Per Week For Subjects

Class	*Tamil/ Other Language	English	Mathematics	Environmental Studies (EVS)		Scientific Tamil	Computer Education	L.O.E, & Arts Education	Value education	Physical & Health Education	Total
I & II Stds	5	7	5	8		2	-	2	2	4	35
III – V Stds	5	7	6	4 EVS- Science	4 EVS – Social Studies	2	2	2	1	2	35

*- Any one of the languages – Tamil, Telugu, Malayalam, Urdu, Kannada, Hindi, Sanskrit, Arabic or French

Note :

1. Total Number of working days in a year will be 200. The number of working hours per day will be 5 hours.

$$\begin{aligned} \text{Forenoon} &= 4 \times 45 \text{ minutes} = 180 \text{ minutes} \\ \text{Afternoon} &= 3 \times 40 \text{ minutes} = 120 \text{ minutes} \end{aligned}$$

Total = 300 minutes

2. Environmental Studies will have the components of History, Geography, Civics and Science.
3. Life Oriented Education – LOE will be planned to consist of activities for the development of a variety of skills useful for life.
4. Value Education will be integrated with all other subjects in the curriculum.