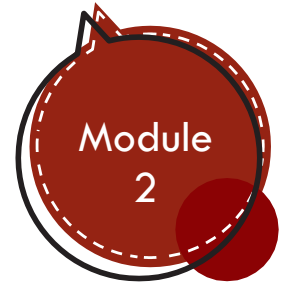


PRE-SCHOOL EDUCATION



Introduction

Session 1

He module hian session pahnih a nei a. Session I-na chu naupang rilru leh taksa than dan mila zirtir dan tur thlirna a ni a. Session II-na chu ziak, chhiar leh chhiarkawp zir tura naupang buatsaihna lam a ni ve thung.

Naupang te chu center hrang hrang crèche, day care, play school, nursery school leh kindergarten-ah te kaltir thin anni tih kan hre theuh va. Heng center-ah te hian naupangte hian eng nge an tih a, eng nge zirtir an nih tih hi i lo ngaihtuah ngai em? Heng center-ah hian naupangte hi an tuiin an hlim reng em tih leh an duh thu nge tihluihnaa kal an nih tih te i ngaihtuah ngai em? He session-ah hian pre-school nihphung dik chu engtin tak nge a awm a, engtin nge naupangte chuan thil an zir a, anni ang rual zirtir thiam turin eng zirtir dan kalphung nge hman tul tihte i hre dawn a ni.

LEARNING OBJECTIVE

He module i zir zawh hunah hengte hi ti thei tura beisei i ni

- Pre-school education hrihfhiah
- Pre-school pawimawhna leh a tulna hrihfhiah
- Pre-school education-a a zirtir dan tur kalhmang hrihfhiah
- Pre-school naupangte hmasawna teh leh endik dan tur kalphung hriatthiam
- Pre-school education changtlung taka kalpui theihna tura nu leh pa leh khawtlang mawhphurhna leh pawimawhna
- Naupangte chuan sikul kal tura inpeihna an neihna tur leh Primary school a kai chhohna atana zirna inkhaidiat siam thiam.

Activity: Participants te chu an naupan laia an thil tawnte sawi ho tura tih ni se (pakhat chu thil hlimawm ni se, a dang chu thil tawn hrehawm lam ni se). Tichuan naupan tet lai pawimawhna leh chutih hunlaia kan thil tawnte'n tun hun thlenga mi a nghawng dante sawi ni sela. Puitling kan nih hnu pawha kan la hriat reng thawnthu leh hla te chu entir nan hman ni bawk se.



Module 2

INTRODUCTION

Naupan tet lai (early childhood) tih chuan naupang pian tirh atanga kum 8 thleng a huam a. Tunlaih chuan naupan tet lai hun hi nasa taka ngaih pawimawh a ni a. Sustainable Development Goal (SDG)-ah pawh naupan tetlai hun hian hmun pawimawh bik a chang nghe nghe a ni. SDG-a target 4.2 chuan inring tak leh inpeih ata primary school an kal theih nan naupang zawng zawng mipa pawh hmeichhia pawh, rualbanlote leh bawrhsawmte pawh kum 2030-ah chuan inenkawl na tha, zirna tha leh ngaihsakna an dawng tur a ni a ti a ni. India chu ram 193 te zinga SDG tawia wma a thil tumte tihlawhtling tura thawhpuitute zingah a tel a ni.

Naupang chu a lo pian atanga kum 6 a nih thleng hi a damlai hun chhung zawnga hun pawimawh ber a ni a, a chhan chu hetih hun laia a than leh a hmasawna ang hi a dam hun chhung zawngin a awm leh tawh dawn lo a ni. Hetih hun lai tak hian thluak hi thil thar zir turin a inkau zau em em a. Neuroscience lama research atanga an hmuh chhuahnaah chuan mihring thluak hi zaah sawmkua lai mai chu kum 5 kan tlin hian a thang a. He thluak chak tak maia a thang hi ei leh in leh hriselna chauh ni lovin naupang enkawl leh kaihruai dan te, chhungkua leh khawtlang boruak hualvelt (psychosocial) te'n a nghawng a ni. Naupangte chu an than len hun atana hlawk zawka nun an hman theihna turin an naupan tet zual lai hun tha taka buatsaihna tura ruahmanna fel, dik leh uluk tak leh chen fakawm tak siam hi a tul hle a ni.

Naupang kum 3 atanga kum 6 chin zirna bik hi pre-school chu a ni mai a (hming chi hrang hrang anganwadi, balwadi, nursery, pre-school, preparatory, pre-primary, LKG, UKG etc tihte hman a ni).

India ramah chuan sawrkar, mimal leh NGO te'n pre-school hi an enkawl a. Sawrkar hnuaiah chuan Integrated Child Development Services (ICDS) in an enkawl a, chung hmunte chu anganwadi tia koh a ni. Anganwadi zaa sawm li lai chu primary sikul behchhana dah anni tawh a. Anganwadi te nena thawh hona tha leh tanrualna a awm theihna turin primary sikul headmaster chuan pre-school nen lam mawhphurhna a la tur a ni. Mimal ina an din leh enkawl pre-school-te chu thuneitute atanga kaihruaina mumal awm lovin hawn a ni nual bawk a, NGO te'n naupang rethei leh chanhaite'n hma an lo sawn ve theihna turin an hawng ve bawk a. Kum 2017-18-ah khan sikul kai tak tak hma kum hnih chhung pre-school zirna chu soawrkar laipui MHRD chuan Samagra Shiksha Abhiyan huang chhungah zirna tha taka inkhaidiat chho a nih theih nan a lo dah tawh a.

Chumi denchhen chuan NCERT chuan “The Pre-school Curriculum” leh “The Pre-school Guidelines” chu a duangchhuak vat a, chu’ng buah te chuan pre-school-in a tum te, a awmzia leh thiamna bik a ngaihna te, Pre-school I leh Pre-school II-a zirtir dan kalphung zawm tur te leh naupang te zual te’n nakin zel atana hmasawna an neih zual theihna tura an zir chhuah ngei ngei turte a tarlang a.

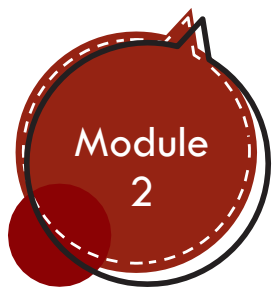
Pre-school zirna hi naupang ‘zawng zawng’ kum 3 atanga kum 6 inkar tan a ni a, (naupang rualbanlo te leh endawngte pawh an tel ngei tur a ni). Naupangte chu kawng tinrenga hma an sawna tur- midangte nena chen hona kawngah te, thinlung lam leh nun dan te, thluak lam leh taksa thanna kawnga an hmasawna turte a tinzawn a, hei hian an lo than lenna leh puitling an nih thlengin nghawng a nei dawn a ni. Zirna, kawng tinrenga hmasawna leh thanlenna chu naupang phur zawng leh nuam tihzawng tak leh naupang rilru mil zawng takin kalpui a ni a. Activity hrang hrangte, infiamna hmang leh sikul pangngai anga inzirtir bur burna awm lovin kalpui a ni a, a chhan chu primary sikula kal tura buatsaihna hmun a ni a, primary sikul tenau emaw primary sikul zauhna a nih loh vang a ni.

Pre-school zirna dik leh tha chuan naupangte primary sikula kal tura inpeihna leh harsatna tawk lo tura a lo buatsaih tawh avangin zirna kawngah a pui nasa em em a; an zirlai pawh an hneh nge nge thin. Chutiang a nih avang chuan naupang bei nawn pawh an tlem phah thin a ni. Naupangte chu an taksa than leh chet velna kawng (physical-motor), midangte nena chenko leh thinlung put hmang (social-emotional), thluak thanna (cognitive), tawng (language) leh thiam thil leh mawi ngainatna (art and aesthetic appreciation) zawnah enkawlina dik an dawn chuan anmahnia theihna awm chu a tam thei ang ber parchhuahtir theih a ni.

Inenletna tura zawhna

Eng vangin nge Pre-school zirna hi investment fin thlak tak a nih theih?

Tih tur: Participants te chu group hnihah then la. Chart paper chu column hnihah thenin caption ah ‘pre-school education dik’ tih leh ‘pre-school education dik lo’ tih ziak la. Group hnihte chuan uluk taka ngaihtuah chungin ziak se la. Chumi hnuah trainer chuan sawihona neihpuiin kaihruai sela.



Module

2

Pre-school naupangte tana zir chhuah tura beiseite

- Naupangte chuan hriselna leh faina, chet fel leh mawihnai taka thil ei leh in an thiam ang.
- Naupangte chuan an tihrawl lian leh te an hmang thiam ang.
- Naupangte chuan mi zinga awm dan mawi te hriain midang dikna leh chanvo a hrethiam ang.
- Duhthlanna siamin mawhphurhna a la thiam ang a, midangte infiampuiin midangte nen thil tih ho te, tanpui te, midangte nena thil intawmte a thiam ang.
- Naupangte chuan an lungngaihna, thinrimna emaw hlimnate midangte tana dawnawm nuam turin a tilang thiam ang.
- Naupangte chu art, music leh lam emaw taksa chet chhuah kawngah hma an sawn ang.
- Naupangte chuan midangte nena titi te, tih tura hirih zawmte, mahni mamawh sawichhuah te leh a ngaihtuahna pholang tura lemziah te a ti thei ang.
- Naupangte chuan a chenna leh a chhehvel vawnfai leh ngaihsak nachang a hria ang.
- Naupang chuan thil awm dan hmuchhuak tura thil han tih chhin (experiment) te chu nuam a ti ang a, an chhehvel leilung leh a chhunga thil awm dan te leh khawtlang nunphung awmzia te dilchhutin zawhna a nei ang.

'Children learn in variety of ways-through experience, making

and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing – both individually and with others. They require

opportunities of all these kinds in the course of their development.'

PEDAGOGY IN PRE-SCHOOL EDUCATION – HOW DO CHILDREN LEARN?

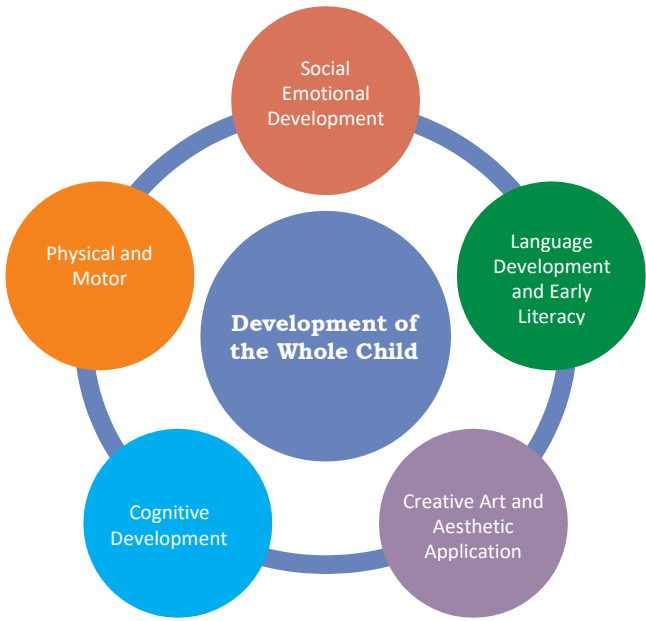
“Naupangte hian zir thiam theih dan kawng chi hrang hrang an neia - tawn hriat (experience)te, thil siam leh thil tih te, experiment te, chhian te, ngaihtlak te, thil chhuta ngaihtuah cheuh cheuh te, mimal leh a huho emawa tawng, taksa chet chhuah leh ziak hmanga rilru ngaihtuahna phochhuah te. Hetiang zawng zawng an tih theihna tura hun leh hmun sia sak hi kawng engkima an hmasawmna atan thil pawimawh tak a ni.”

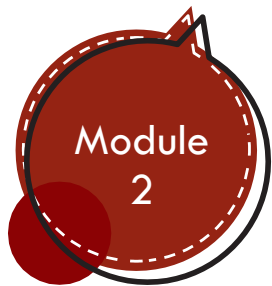
Pre-school pawimawhna leh mamawh a nih dan te leh pre-school kalphung tha leh dik naupangte kawng tinrenga hma an sawnna atan a pawimawhzia in hre tawh a. He section-ah hi chuan naupangte'n a nihna ang tur taka kawng tinrenga hma an sawn theih nana zirna kalpui dan tur kan en ho dawn a ni.

Infiarn

Naupangte zirna kawngah chuan infiamna hian hmun lailli ber a chang a. Infiarnna hi naupangte'n thil an zir dan a ni tih hi thu dik awm sa a ni. Naupangte hian infiam hi nuam an ti a, thil tih chhin leh thil zawng chhuak tura zalenna pek an nih hian an hlim em em a ni. Naupangte kawng tinrenga hma an sawnna (taksa than leh taksa chetvelna, midangte nena chen hona, tawng, thluak lam thanna leh thil mawi ngainatna lam leh thiamthil te) turin hmanraw pawimawh ber a ni a, an hmasawnna enletna tur atan pawh a pawimawh tel zel a ni. Naupangah thiamna a lo thlen theihna turin an chhehvel thil awmte hmelhriata belh chian leh midangte nena thil tih ho a pawimawh hle a, chumi thlentir thei tur chuan infiamna hi hmanraw tha tak a ni a, pre-school curriculum-ah pawh uar takin infiamna hmang tangkai turin min phut a ni. Free play-ah chuan naupangte chuan an duh dan danin puitlingte kaihhruaina hnuaiah an infiam a, guided play-ah ve thung chuan infiamna hmanga zir chhuah tur awmte tinzawnin infiamna chu puitlingin a kaihruai ang. Zirtirtute chuan mipa leh hmeichhe inthliarna siam thei chi tawngkam, entirnan `mipa an

tap ngai lo, mipa naute lem nen an infiam ngai lo' tihte hman hauh loh tur a ni. Naupang zawng zawng vohbikte tiamin an tui zawng leh duh zawng hmanga infiam phalsak tur a ni. Naupangte hmasawnna kil tinah a thlen theih nan zir pui tur leh tihpui turah te chuan infiamna chi hrang hrang ruahman tel ngei tur a ni a, naupangte pawh infiam turin tihphura cho chhuah tur a ni.





Kawng chi hrang hranga naupangte'n hma an sawn theih nana infiamna thenkhat

Taksa thanna leh chet velna atana activity tih turte (Activities for Physical and Motor Development)

Pre-school naupangte chu an kum mil leh an nuam tih zawng tak thil tihpuina hun leh hmun nitin siamsak hi tih makmawh a ni a, an tihrawl liante tha taka a than theihna turin thil lo man te, tlan te, zuan te, inhruizuan te, balancing etc te tihpui thin tur a ni. Hetiang pawn lama infiamna mai bakah hian inchhung lama puitlingte kaihhruaina hnuai zalen taka an infiam theihna tur chi block hmanga infiamna, khalh leh khawih kual theih (manipulative) hmangte, art lama infiamna tur chi rawng, hlum, brush, crayon etc te nitin ruahman tel tur a ni. Heng infiamna te hian an tihrawlte chu a tihmasawn piah lamah an thluak a sawizawi a, an suangtuahna khawvel a tihausa a, creativity lamah a pui nasa a, tin, an mit leh kut tanruaina (eye hand coordination) lamah a pui em em a ni. Infiamna activity te chu thil ho te te atanga a har deuhah, an hriat tawh atanga thil an la hriat lohvah anmahnia theihna awm chu an phak tawk tea cho chhuak bek bek a, anmahni pawhin hlenchhuah tuma an beih vena turin zawi muangin kalpui tur a ni a, chutih rualin naupang zawng zawngte mamawh, vohbik naupangte tiamin ngaihven a, an mamawh phuhruk zel tur a ni.

Midangte nena khawsak ho leh chhunggril nun thununna atana tih turte (Activities for Socio-emotional development)

Midangte nena khawsak ho phung leh chhunggril nun hrisel atana lungphum chu naupan tet laiah hian a inphun tan a. Heta hrisel tih hian taksa leh chhunggril lam hriselna, lungawina leh hlim theihna te a kawk a. Naupangte tana pawimawh em em mai chu puitlingte nena inlaichinna tha, hmangaihna, ngaihsakna leh chhawmdawlina an dawn hi a ni a, chu chuan ngaihngamna, thlamuanna, mahni inngaihhlut theihna leh midangte zah thiamna a tuh dawn a ni. Puitling te'n naupangte zah tak chungka kaihhruaina an kenkawhin naupangte chuan harsatna sutkian te, mahni inthunun theihnate leh mahni nihnaa chianna kawngah a pui dawn a ni.

Free play activity an tih hian naupangte chuan duh zawk thlan te, duhthlanna siamte leh midangte dikna chanvo zah thiam leh ngaih dan hriatthiamna kawngah a pui a ni. Chu mai bakah awm dan mawi leh nungchang tha entirnan, mahni hun nghah theih te, midangte nena thil

intawm te, midangte tanpui te, mahni leh midangte emotions hriatthiam te, midangte hriatthiamna leh midangte dinhmuna indah thiamna te nei turin a pui thei a ni. Mahni tui zawng leh mahni duhthlanna naupangin an hman chuan mahni invawn te, tih hram hramna leh hnathawhna kawnga taihmakna neihna a pe thei a. Thil ei hun leh inthiar hun an hman thinna chuan naupangte chu hriselna vawn kawngah entirnan kutsil te, chaw tha leh hrisel ei te, muangchang leh mawi taka thil ei te leh tui thianghlim chauh in nachang hriat kawngah te a pui dawn bawka ni.

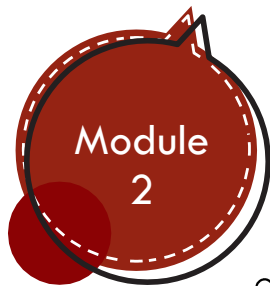
Thiam thil lam leh mahni chungril phochhuahna atana tih turte (Activities for Creative art and expression)

Naupangte creativity tipung a, an suangtuahna khawvel tihhausakna atan rimawi, art leh kutthemthiam thilte tihna hun leh hmun siamsak ngei ngei tur a ni a, chu chuan mahni chungril leh ngaihtuahna phochhuah kawngate, intihlimna atan leh art, rimawi, lam leh lem chan lamte a ngainattir thei a. Naupangte'n midangte kut hnu te an en a, an hmuh hian hnam tih dan phung leh tih thin dan inang lote hriatthiamna leh hlut nachang an hriat phah thei a ni.

Naupangtea thiamthil inphum ru a lan chhuah theihna turin pen emaw, pencil emaw hmanga an duh duh han thai kawi, rawnga chei, milem ziah, rimawi, lam leh taksa chet vel, leh hlum hmanga thil siam hun te siam sak ngei tur a ni a, chu chuan an chhehvela thil awmte hmelhriattirin thil tak leh tak lote leh thil thleng tak tak theite an hria ang a, harsatna sut kian kawngah remhriatna pein a pui thei dawn a ni. Chutiang activity te chuan an tihrawl te sawizawina hun remchang a pe ang a, ziak thei turin a pui dawn bawka ni. Hetianga naupang tana nuam leh an tangkaipui em em activity an tih hian awmze nei takin hmasawn an mamawhna zawnah a pui a, naupangte chuan ngaih dan thar leh hmanraw chi hrang hrang hmangte an hmelhriatin an ngaihtuahna a tithang lianin a tihausa a ni.

Tawng lama hmasawna leh ziak leh chhiar thiam tura bul tanna atana tih turte (Activities for Language Development and Early Literacy)

Kan ram chu hnam chi hrang hrang cheng ho kan nih avangin in lama naupangte tawng hman leh sikul lama zirtirna atana tawng hman inan lohna hmun a tam hle mai a. Mahni hnam bil tawng leh chenna hmuna hman bik tawng nei te pawh kan awm a. Pre-school naupangte'n an han lut phat a, English hmanga zirtir an lo ni leh si a, tawng ber chu an hriatthiam loh thin avangin an bangbo thin hle a ni. Anmahni tawng hman



than ni lo, English hmang veka ziak leh chhiar an zir avangin naupangte chuan an thil zir chu azavaiin an hrethiam ta thin lo a ni. Subject reng reng hi tawng hmang veka zir a nih avangin an zir chhoh zelnaah kar awl a lo awm a, harsatna an tawk ta thin a. Chuta chhapah naupang tam tak chu an chhungkaw thlah zinga sikul kai hmasa ber (first generation learner) te an ni a, an in lamah lehkha zirna atana boruak tha a awm lo fo thin lehngal.

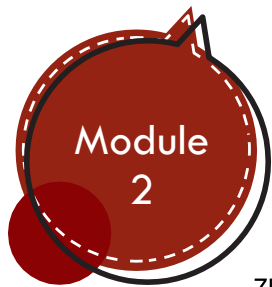
Naupangte chu boruak thlamuang, sawiselna tur zawn renga hnuai ni lo leh t hlauthawngtu awm lohna hmuna tawng, ngaihthlak, midangte nena thil inhrilh tawnte leh an thil tawn sawichhuahna hun pek that an nih chuan midangte nen inhawng taka inbiakpawhna tha tak an nei thei a ni. Chuvangin role play leh lem chan hun, thawnthu sawi leh hla sak hun te siamsak fo tur a ni. Classroom-ah chuan thumal chi hrang hrang- caption, label leh instruction te hmangin naupangte hmuh reng theih tur awm sela, anmahni hming awrhtir te pawh a tha hle a, chu chuan naupangteah ziaka thu awm (print) a neltirin a hmelhriattir thei ang. Phonology lam an hmelhriat theihna turin an chhehvela ri chi hrang hrang thliar hran te, thumal rik dan kalhmang (pattern) hrilh te, thumal tan tir rik dan leh a tawp rik dan te, alphabet leh a rik dan an kungkaihtir thiam theih nana a taka entir chungam rikpui te leh a dangte pawh tihpui thin tur a ni a, chu chuan ziak leh chhiar an zir tannaah nghawng tha tak a nei a ni. Ring taka thawnthu chhiar sak te tih thin tur a ni a, thawnthu bu, comics leh magazine te leh a dangte pawh la khawmin naupangte tui zawng tak leh ngaihnaawm an tih tur te chhiarsak thin tur a ni. Thawnthu chhiar sak atangin zirtirtuin a naupangte chhiar hopui chho sela, class pumpui, group te deuh leh a mimal ang zawngte pawhin chhiar hona hi neih ni thin sela, chu chuan primary sikul an kai tan hunah anmahnia lehkha chhiarna kawngah a pui dawn a ni. Ziak leh chhiar kan hmelhriattir tanna atan chuan nitina an tawn thin thil te nen ziak chu inzawmna neihtir tur a ni a, naupangte hmuh laiin entir nan- lei tur list siam te, thiante emaw nu leh pate ta tur lehkhathawn ziahte leh naupangte'n an thawnthu phuahchawp te chart paper/ black board-a han ziah chhuah te tih thin tur a ni a, chu chuan thuziak chu kan tawng ziaka dahna a ni tih a man thiamtir dawn a ni.

Activities for Environmental Awareness, Scientific Thinking and Mathematical Reasoning

He khawvela thil awmte an hmuh leh hriatthiam dan leh ngaih dan an siamnaah te naupangte hian anmahniah chikna thuk tak te leh chhiarkawp leh science lam hawi thiamna hi an pianpui theuh va. Chu

chu hriain pre-school-in a tum lian tak chu anmahnia chikna leh thiamna awm sa tihpun a, anmahni suangtuahna atanga thil awmzia an lo chhui leh an rin thua thil awm dan te, a chhan leh vangte an lo chhui ve thinna atangin hriatthiamna awmze nei zawk (concept-based understanding) a hlan chhoh hi a ni. Chumi tihlawhtling tur chuan an chhehvela thil awm chi hrang hrangte leh khawtlang nunphungte chu a taka tawnhriatna hmanga hmelhriattir tur a ni. A tirah chuan shape chi hrang hrang te, rawng chi hrang hrang te, thil lian leh te zawk te, thil tam lam te, thei leh thlaithe chu naupangte chuan an hmelhriatin an thliar hrang a, chumi hmang chuan thil nihphung leh awmzia (concept) an man pah zel a ni. Hetiang zir tirhna activity hi naupangte'n an chenna leh chhehvela thil awmte an hmelhriatna hun pawimawh tak a ni a, puitlingin a kaihruiin a thlithlai reng tur a ni. Naupanga concept tuh tur hian tawng hi hmanraw pawimawh em em mai a ni. Thluak lam sawizawi leh tih thanlenna chu thil chi hrang hrang thliar hran theihna (perceptual categorisation) nen a inhnaih hle a (thil chi hrang hrang inanna leh inan lohna hriat theihna atanga lo piangin). Rilru ngaihtuahna hmantir thei chi heng activity- thil inmil zawnchhuah leh khaihkhinna atanga thil chi hrang hrang thliar hran ang chite hian naupangte chu concept mannaah a tuaihriam a. Hetiang activity hian rilru/thluak lam nasa taka hman ngaihna chi thil nihphung leh nihna leh thil chhut cheuh cheuh lam (critical thinking) te, thil kalphung leh awmzia chhui chhuah leh hrihfiah theihna (reasoning) te, hriatrengna (memory) te leh chhiarkawp lam (problem solving)te chu naupangah a tuh a ni.

Chhiarkawp lam thiamna leh chumi piah lama thil nihphung hre Chiang tura thil nihna awmzia phel darha chhut neuh neuh (Mathematical thinking) leh thil kalphung leh awmzia chhuichhuah leh hrihfiah theihna (reasoning) te hi cognitive lam hmasawanna atana pawimawh em em mai pahnih an ni a. Mathematical thinking chuan thil (object) reng reng chu ral atanga en liam puat lova chikna, a nihphung zir chian duhna leh thil dangte nena khaihkhina an inan lohna leh inlaichinna hriatthiamna (spatial relationship) a keng tel a. Naupangteah chuan hetiang a lo awm tan chuan thil hmuh theih leh khawih theih ni lo (abstract) concept hriatthiamna a lo intuh tan tihna a ni a. Naupan tet zual lai hian chhiarkawp zir tura lo inbuatsaihna atan leh chhiarkawp ban phunna atan nambar zir hmaa nambar nihphung/kalhmang (pre-number concept) chu zirtir an ni tur a ni a, arithmetic leh algebra nghet taka an lo man fuh theih nan thil tam lam leh tlem lam te, thil len zawng te, hlat zawng leh hnaih lam te, thil sei zawng leh tawi zawng te, zau zawng te, rihna leh san zawngte an hriat a pawimawh a, tin, geometry zirna tura inngahna



Module 2

pawimawh tak chu thil pianhmang (shape) hrang hrangte leh thil inkar (space) hriatthiamna hi a ni a. Zirtirtu chuan pre-number concept te chu chhiarkawp an zir tan huna an man zung zung theih nan tihpui tur a ni a, a kaihhruaina hnuaiah activity chi hrang hrang chhiarkawp zir nana ban phunna- Thil inang emaw thil in zul zawn hmuh (matching), thil thliar hran (classification) leh thil kalphung emaw zia neia rem (seriation) te tihpui tur a ni. Hetiang activity te hian naupangah chhiarkawp an man theihna turin ngawng tha tak a nei a, nambar kalphung leh thil pianzia chi hrang hrangte hriatthiam kawngah a pui a, chumi an hriatthiam atang chuan anmahni chenna leh an chhehvela thil awmte nena inlaichin dan an hrethiam chho leh thei dawn a ni.

Reflective Questions

1. Pre-school naupangte'n kawng engkimah huapzo taka hma an sawn theihna tura activity kan duan laiin eng nge kan hriat reng tur?
2. Pre-school-ah hian thil rik dan chi hrang hrang (phonological awareness) eng nge a pawimawhna?

Exercise: Sound Substitution

Trainer chuan participants te chu an hminga letter hmasa ber kha ri dangin thlaktir sela. Entirnan, hminga letter hmasa ber ri chu /m/ lo ni ta se la, participants ho hming kha *Seema, Sanjay, Pankaj, Meena, Jyoti, Manoj* lo ni ta se, an hming chu *Meema, Manjay, Mankaj, Meena, Myoti, Manoj* tiin lam rik tur a ni. Tichuan group chuan hming lam rik dan inthlak ve lo te a zat chhiar sela.

Caution

- Admission test (ka chhang/ ziak/ interaction) tih hauh loh tur a ni.
- Pre-school naupangte chu test leh exam tihtir hauh loh tur a ni
- Pre-school naupangte chungah hremna (corporal punishment) leh rilru leh taksa tih nat (child abuse) a thleng tur a ni lo.

Exercise: Participants te chu group 5 emaw 6-ah then se la. Group tinte chu early learning area chi hrang hrang pek ni se la, chumi learning area atana activity tih tur pahnih emaw pathum emaw duantir tur a ni.

Assessment in Pre-school Education

Naupangte thil tih chi hrang hrang- thil ziak, lem ziak, an thil sawi leh an thil tih atangin eng nge an hriat te leh engte nge an hriatthiam tih chu a zawnchhuah theih a, chu chu assessment pawimawhna a ni. Assessment atangin naupangte chungchang, an zir dan leh an hmasawhna te kan hre thei a - eng

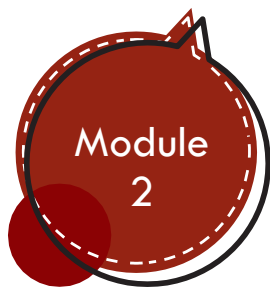
engte nge an lo hriat tawh a engtin nge zir thei leh hmasawn thei tura puih dan tur leh engtia puih tur nge tih kan hriatna turin kawng min kawh hmuhtu a ni. Assessment hi chi hrang hrang hman tur a ni a- observation, anecdotal record, naupang kuthnu chi hrang hrang, checklist, portfolio, rubric leh health cards te hman tur a ni. Nitina naupang che vel leh khawsak dan te leh a kutchhuakte chu thlithlai a, hmasawna tur kawng (area) hrang hrang tinzawnin chhinchhiah thlap tur a ni. Assessment hi pre-school-ah a pawimawh lehzualna chu naupang an than tur leh hmasawn tur anga hmasawn lote, rualbanlohna neite leh harsatna chi hrang hrang neite hma taka hriatchhuah theihna hun a ni a, hriatchhuah hma an nih chuan an harsatna sutkianna turin hma a lak vat theih ang.

Parent and Community Involvement

Pre-school hlawhtling taka kalpui a nih theihna tur leh naupangte theihpatawpa hmasawna an neih theihna tur chuan naupang, chungte leh zirtirtute inlaichinna tha neih hi thil pawimawh tak a ni. Pre-school-a naupangte'n thiamna leh thil zir chhuah an neih chu in lamah lo chhutzui a tul em em a. Pre-school leh nu leh pate chuan naupangte chungchang leh chanchin an inhrilh tawn fo tur a ni a, abikin naupang harsatna emaw, rualbanlohna neih emaw chungchangah te. Hei hian rualbanlohna te leh naupangin harsatna an neihte chu hma takin hriat chhuah a ni thei dawn a, chu chuan zirtirtu chu a hranpaa chu naupang tan bika zir tur leh tih turte a duang thei anga, naupang dinhmun azirin mithiamte hnena kal tur pawhin zirtirtu chuan nu leh pa te hnenah thurawn pawh a pek theih phah dawn a ni. Pre-school-ah nu leh pa ten naupang an rawn thlah a, an rawn hruai pahte pawhin zirtirtute nen inbia in, in lama an fate an lo tihpui tur, an tui zawngte leh an thil tih theihthe an sawi ho tur a ni a. Naupang kuthnu thenkhat te, progress report, leh an hmasawn theih lohna laite chu nu leh pate nen an sawi ho theih nan meeting neih fo tur a ni a. Nu leh pate chu thawnthu sawi te, field trip te, cultural programme etc te tihpui turin pre-school-ah chuan an duh chuan an in volunteer thei ang. A khat mawi tawkin nu leh pate chuan pre-school chungchang leh kalhmangte an hriatthiamna turin awareness programme neih fo tur a ni.

Reflective Questions

- Nu leh pate an inhnamnawih hi eng nge a tulna?
- Pre-school zirna tichangtlung lehzual turin nu leh pa te pawimawhna eng nge ni?



Exercise: Participants te chu group te deuhah then la. Nu leh pa te tana hriat tur pawimawh an tih kha ziahtir la, an duh ber thupui hmangin parent education programme duantir ang che. An programme thuken te, tih dan tur te, bungrua leh thil mamawhte, mihring mamawh te, technology, hmunhma te chu tarlan ni se.

Linkages and Smooth Transition to Primary Grades

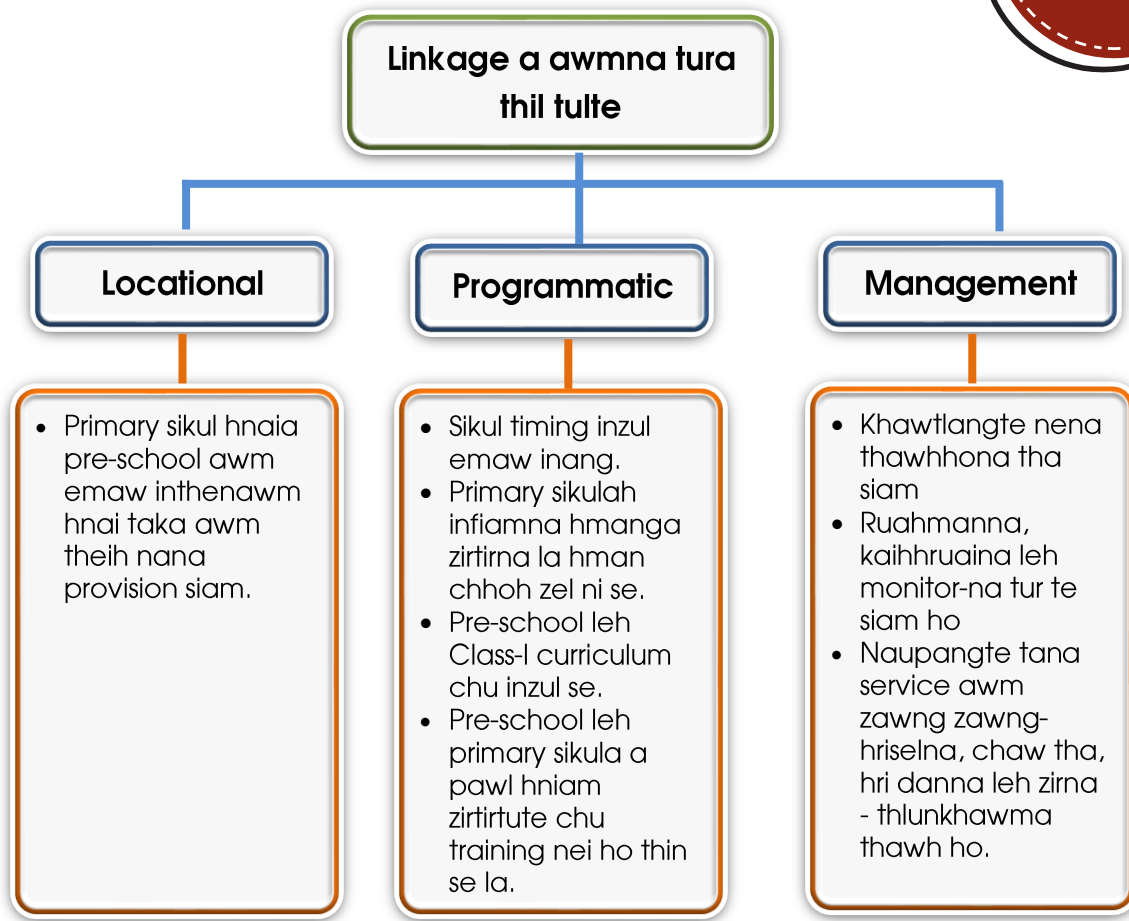
Naupangte tan primary sikula han kai chu thil phurawm tak a nih rualin thil huphurhawm tak a ni thei a. Naupang chu a awmna hmun ngai lovah a awm a ngai dawn a, anmahniah thil thar beisei leh phut an ni bawh ang a, an la hmuh ngai lohte nen an awmho bawh a, thil thar hlir mai an hmachawn dawn a ni. Chuvangin heng zawng zawng thiam taka an hmachawn theihna turin naupangte chu buatsaih a tul hle a ni. Chu thil lo danglam tur chu fel tak leh inpeih ata an hmachawn theihna turin pre-school zirtirtu leh primary sikul zirtirtu chu an inbe pawp tha tur a ni a.

Naupangte chu an mikhual lutuk lohna turin primary sikulah chuan hruai zeuh zeuh ni se la, thil awm dan leh kal hmangte an lo hmelhriat lawk ang a. Pawl 1 leh pawl 2 naupangte awmna hmun chu pre-school ang thova buatsaih tur a ni a- milem leh thu tar te, naupang thutthleng bik te, naupang mil inthiarna leh kut silnate a awm tur a ni. Pre-school zirtirtute chuan an naupangte portfolio leh assessment report chu pawl 1 leh pawl 2 zirtirtute hnenah a entir thin tur a ni, naupang nakin lawka an kuta awm turte chu an lo hmelhriat lawk theihna turin.

Kan ramah hian pre-school chi hrang hrang kan nei a- anganwadi te, balwadi te, co-located anganwadi te leh mimal in an din pre-school te. Primary sikul hnaia anganwadi awm hi 737666 (Source UDISE 2017-18) lai an awm a. Hengah te hian inpawhna (linkage) tha tak- hmun, hun, zirtir dan, thil zir, resource intawm chungchangahte a awm chuan harsatna tam tak hi sut kian a ni dawn a, tichuan pre-school te chu primary sikul chawmtu; thiamna peipunna (investment) finthlak tak a ni ang a, zirna leh hamsawna a lo thleng thei ang.

Linkage thatna te

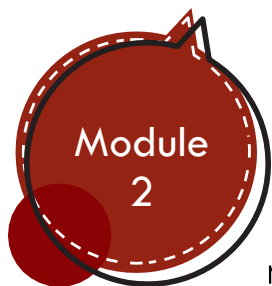
- Naupangte a tiphurin zir chakna a pe
- Enrolment a tihpun bakah pawl ngai suk nawn a titem
- Zirna level hrang hrangah hmasawna a tichak
- Primary sikul tenau ang maia pre-school enkawl a tibo
- Naupangte chuan sikul kal turin inpeihna an nei
- Resource hman danah hmangchang leh remhriatna a awm



Reflective Questions

- Pre-school leh primary school zirlai chu a inkhaidiat a tulna eng nge ni?
- Naupangte chu primary school an chhohna turah ngaihngam leh in peih ata an kal chhoh theihna turin engtin nge pre-school leh primary school inlaichinna tih ngheh a nih theih ang?

Exercise: Participants te chu group te deuhah then la heng thupuite hi sawi hotir ang che (i) anganwadi primary sikul hnaiah emaw sikul chungah sawn luh chungchanga ngaihntuah tur leh harsatnate. (ii) Admisnistrator/ principal nihna anga heng anganwadi sawn luh takte hi zirna tha taka kalpui a nihna tura puih theih dan tur. (iii) Anganwadi sawn luh emaw, sikul hnaia pre-school a awmin emaw primary school tan eng nge a thatna leh hlawkna? (iv) Pre-school leh primary school inzawmna tha in naupangte leh an chungte engtin nge a puih?



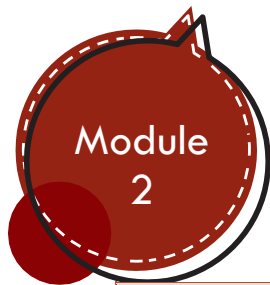
A Sample of a Day's Schedule in Pre-school

Pre-school-a zirtir dan tur leh zirna kalpui dan tur te, nu leh pate nena tanrualna te, leh primary sikul nena inzawmna tha siam chungchangte kan hre tawh a, ni khat hun chhunga hun hman dan tur means of transport tih thupui hmanga duan chhin hi enho ila, chu chuan pre-school programme kalphung hriatthiamna leh kalpui dan tur a tichiang lehzuang. Naupangte attention span ngaihtuah chungin heng activity-te hi minute 15-20 daih tura duan ni se. Zirtirtu kaihhruaina hnuaia activity (teacher guided activities) leh naupangte an duh dan daa activity an tih (child initiated activities) hunte kha a in buk tawh tur a ni a. Hei hi a pawimawhna chhan chu naupangte'n mahnia inringtawh taka thil tih te, thuthlukna siam te, anmahni duhzawng leh duhthlanna siam thiamte an zir theihna hun a ni tlat a ni. Mahnia activity tih leh a huhova thil tih hun te pawh inbuk tawh taka siam tur a ni a, chu chuan naupangte chu midangte nen thil tih ho te, tanrualna te, thil intawm te, mahni hun nghah thiamte a zirtir dawn a ni. He hun hman dan tur duannaah hian faina leh hriselna lam te leh ei leh in tha te khung tel tur a ni. Naupangte thil ti lai chu thil zir tan tir an nih avangin leh zir tura buatsaih hun lai a nih avangin engtik lai pawha uluk taka thlithlai reng a pawimawh a, an tulna zawnah puihna an hmuh vat theihna turin an mamawh te, an tui zawngte leh an zir thiam dan chi hrang hrangte kan hriat a tul a ni.

Zirtirtu in activities tarlan te hmanga hun a hmanpui dan

Topic: Means of transport		Duration: 4 hours
Duration	Details	
30 Minutes	Welcome, activity ti tura naupangte tih phur, an fai leh fai loh endik (zirtirtu kaihhruaina hnuaia a huhova activity)	
30 Minutes	Activity tihna hmun hrang hranga tih tura duan tur a ni. Naupangte chu group te deuha then a, an duh ang activity thlantir ni se. Activity area chu naute lem area, lehkha chhiarna area, block building area, tawng leh ziak leh chhiar lam area te a ni thei a. Pre-school classroom chu a zau lutuk loh chuan zirtirtu chuan activity area hmun hnih khat siam se, chutah chuan naupangte an inbanlek ang a.	
15 Minutes	Thut kual hun: Inkawm hona hun (zirtirtu kaihhruaina hnuaia group liana tih tur) chu naupangte semi circle-a thut kualtirin tan tur a ni a, naupangte chuan eng nge an tih a, khawiah nge an kal, kut ni pawimawhte engtin nge an hman thin tihte chu an sawi khawm ang.	

15 Minutes	Zirtirtu hova inbiangbiakna (zirtirtu kaihhraina hnuai group liana tih tur) Transport lam hawi hla chu zirtirtu hovin sak tur a ni. Tichuan naupangte chu eng ang motor-te nge sikul an lo kalna kawngah an hmuh tih sawitir theuh tur a ni a, an nu leh pa te'n an hnathawhna hmun turin engin nge an kal thin tih zawh bawk tur a ni. Chutah zirtirtu chuan motor lem emaw, a lem ziaik emaw entirin motor chungchang a sawi ang a. Display board lamah naupangte chu hawitirin motor chi hrang hrang lem zawna an hmingte chu a kut a kawk chungin a lam ri ang.
30 Minutes	Chhiarkawp lam activity (Naupang duh dan leh zirtirtu kaihhraina hnuai neih kawp tur) Naupangte chu semi circle-a thut kualtir niin trabsport lem chi hrang hrang inrem tlar chu entir an ni a. Tichuan tuia hman chi te, khawmuala hman chi leh boruaka hman chi transport te chu thliartir tur a ni. Chu bakah an ke neih tam dan azir te, mihringin manual-a khalh chi a nih leh motorised chi ang zawng te'n thliartir ni leh sela. Category in angte naupangin an dah khawm a, an hriat hran a, an thliar hran theihna atan a pawimawh a ni.
30 Minutes	Ziak thei tura inbuatsaihna activity/ early literacy/ art activities (naupangte duh dan anga tihtir) Naupangte chu an duh ber motor lem ziahtir a, cheitir tur a ni a, an lem ziah chu hrilhfiah/sawizautir bawk tur a ni.
10 Minutes	Kut sil hun leh thil ei hun (30 minutes)
10 Minutes	Thil ei zawha kut sill eh intih fai hun
30 Minutes	Pawnlam infiam hun Pawn lam infiamna hmunah naupangte chu hruaichhuah tur a ni. Tlan kual te, zuan te, pipu uai etc tih hun siamsak tur a ni. Hei hian an taksa than leh tihrawl lian hmasawanna atan a pui a ni. Infiamna eng eng emaw zirtirtu kaihhraina hnuai tihpui ni se, mahni hun ngah theih an zir theih nan.
30 Minutes	Thawnthu phuah hun (Naupang duh dan leh zirtirtu kaihhraina hnuai neih kawp tur) Zirtirtu chuan motor ri chi hrang hrang a siam a, eng motor ber nge tih naupangte chuan an lo ring dawn a ni. Hei hian listening skill hmasawanna atan a pui dawn a. Zirtirtu chuan thawnthu a sawi tan a, "Vawi khat chu relah hian ka chuang a. Rel chhungah chuan naupang pakhat hi a lo tap a lo tap a," naupangte chuan naupang tah chhan tur niawm an rin chu sawitir tur a ni, tichuan an duh angin an phuah chhunzawm thei ang. Zirtirtu chuan naupangin idea a neih theih nan hint a pe zeuh zeuh bawk ang a, naupangin nuam an tih zawng taka tihpui tur a ni. Chumi zawhah chuan zaipui leh tur a ni.
10 Minutes	Inthlahna hun (Group-a huhova zirtirtu kaihhraina tih tur) Zirtirtu hovin naupangte chuan an hun hman dan te an sawi ho va. Naupangte chuan activity an tiha nuam an tih ber te sawi theuh se la. An thawnthu sawi chu a indawt danin thlir let leh ni

A decorative graphic for 'Module 2' featuring a dark red circle with a white dashed border and a white number '2' in the center. A smaller solid dark red circle is positioned to the left and slightly below the main circle.

Module 2

se. Naupangte chu an haw kawnga transport chi hrang hrang an hmuhte chhinchhiahin a tukah sawi hona hun hman leh tur a ni tih hrih ni se. Tichuan naupangte chuan an thil zir leh an nitin nun inlaichin dan chu an kungkaih thiam ang a, nu leh pate pawhin in lamah an lo chhuzui thei bawk ang.

Note: Activites tih hun bi siam te khi a tul dan azira tihdanglam theih a ni a. Naupangte tui dan leh nuam tih leh tih loh dan azirin tih hun chung hi pawh sei emaw pawh tawi emaw pawh a theih a ni. Hunbi siam hian activity pakhat an tih atanga a danga pakai thut lovin, transitional time a keng tel tur ani.

Activities for KRPs/Teachers

Activity-1

Participants te chu an chhungkua leh an chhehvela naupangte nena an inkawmna experience an neih atangin naupangte mizia an hriat theihthe sawitir ni se.

Activity-2

Naupangte an tihrawl lian tihmasawn tur activity emaw, domain dang hmasawna tur chi activity emaw han ti chhin ula, chuta naupangin a sawtpui dan tur han sawifiah teh u.

Activity-3

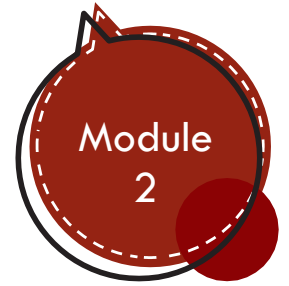
Group li-ah participants te chu then la. Group tin te chu ziak leh chhian naupangte'n an hmelhriatna tura infiamna, thawnthu, hla, rhymes leh creative activity dangte lakkhawmtir ang che.

Activity-4

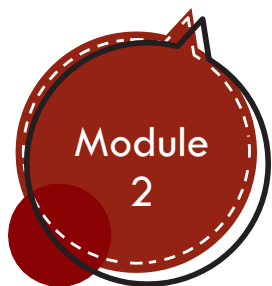
Primary sikula pawl hniam lam leh pre-school inlungkaih theih dan tur sawi hotir la. Chumi atana hmalakna tur thil chi 5 han siam teh u.

Evaluation (Self-Check Exercise)

A hnuai checklist hi mahni inenlet nan a hman theih ang. Module hi i zir chhuah hunah heng zawhna te hi i tih theih leh theih loh a sira column ah hian i thai dawn nia.



S. No	Items	Yes	No
1.	Pre-school zirna awmzia leh nihphung sawifiah rawh		
2.	Pre-school tulna leh a pawimawhna han sawifiah teh		
3.	Pre-school-ah zirna kalpui dan tur leh zirtir dan phung tur han sawi teh		
4.	Pre-school naupangteah assessment tih dan tur i hriatthiam dan entirna han siam teh		
5.	Pre-school zirna tichangtlung tura nu leh pa leh khawtlangin an tih theihthe han tarlang teh		
6.	Primary sikul te nen inzawmna leh inlalawn thaa a awm theihna turin engtia hmalak tur nge han sawi teh		



EARLY LITERACY AND NUMERACY

Session 2

He session-ah hian 'early literacy leh numeracy chu eng nge' tih leh naupang te zawkten engtin nge pre-school atanga primary school an luh chhohna hi kan herrem ang tih kan sawi dawn a. Zirtirtuin heta lo kalten engtin nge ziak leh chhiar thiam chuan awm dan mawi an hriat anga, engtin nge naupang te zawkte ziak leh chhiar an thiamtir ang a, thu tha an hriih ang tih kan zir dawn a ni. Zirtirtute hian an school theuhvah eng ang chiahin nge naupang te zawk, ziak leh chhiar zirtir te an kum milin an zirtir chhoh anga, an thiamna te angtin nge an tihpun anga, a zirtir dan tha ber eng ang chiahin nge an puak chhuah theih ang tih hriatthiam kan tum bawk dawn a ni.

LEARNING OBJECTIVES

Early literacy and numeracy kan zir zawh hunah chuan hetiang hi i ti thei tawh ang-

- Early literacy and numeracy pawimawhna hriat
- Early literacy and numeracy chungchanga kan thil tih tawhna te hmasawhna kan neih theihna tur leh zirtirtu ten thiamna leh hmasawhna kan neih zel theihna tura inenlet
- Print rich environment leh tawng lama hmasawhna pawimawhzia hriatthiam
- Naupang te zawkin an thanlenna tur atana nuamsa taka lehkha an zir theihna tur atan an kum mil activity buatsaihsak thiam a, heng activity te leh an tawnhriatte pawimawhna hriatthiam

Introduction

Early literacy and numeracy skill hi mitin tan thiamna hmanraw pawimawh neih ngei ngei tur a ni a, hei hian naupang rualbanlo te, mipa leh hmeichhia te leh chhungkaw dinhmun hrang hrang atanga seilian te a huam a ni. Naupangin an vela tawng an hriat tam poh leh tawng hmanna hun an ngah ang a, tawngin an nunah hna a thawh dan an hrethiam thei dawn a ni. Tawngin naupangah hma a sawn theihna ber chu tihluihna ni lova, nuamti tak leh awlsam taka tawng an hman theihna a ni a, an velah thu ziak chhiar mai tur (print rich environment) an hmuh tam a pawimawh bawk a ni. Nnaupangte in leh a vela thuziak chhiar mai tur a awm chuan an

'Modeling literate behavior' means when children watch you read and write on the daily basis.

ngaihtuahna te a chawk tho angin, chhiar thiam chakna thinlung an nei anga, ziak leh chhiar thiamna kawnga pui thei tur zawnha tam tak anmahniah a tuh dawn a ni. Enntiran, “saw poster ah sawn eng nge inziak? He lehkhawh hian eng nge inziak? Sawlaia thuziak saw eng nge? Ka hming em ni i ziah kha? Tihna an rilruah a awm anga, an bul vela mite an zawt mai thin a ni. Naupangin ziak leh chhiar a thiam hma chuan early literacy skill activity ang kan tihpui tam hian thumal awmzia anmahniah hriat chakna te a tuhang a, an ngaihtuahna te an sawichhuak thiamin, tawng thiamna tura thil chikna rilrute anmahniah a tuh dawn a ni.

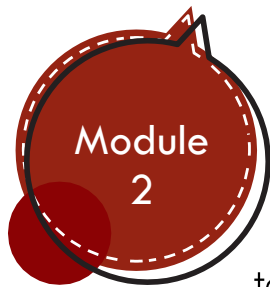
Tawng lama hmasawna kan tih hian ngaihthlak thiamnaah te, thil sawi chhuah thiamnaah te, chhiar thiamnaah leh ziah thiamna (listening, speaking, reading, writing) a hma an sawna a a tel vek a. Naupang tezaw lehkhaw kan zirtirnaah chuan ‘reading readiness’ (chhiar thiam tura hmalakna) leh ‘writing readiness’ (ziak thiam tura hmalakna) kan ti thei awm e, hengah te hian naupangten a tam thei ang bera ziak leh chhiar an thiam theihna turin hun kan siamsak a pawimawh awm e.

How to plan for early literacy experiences and activities

Naupangin pre-school a lo chuankai chiah hian in lama an tawng hman dan te, an then leh rualte bula an tawng hman dan te leh an thenawm khawvenga an tawng hman te an lo senglut a. Heng an thiamthil an lo sengluh te hi an tawng thiamna lungphum atan kan lo hmanthiam tur a ni a. Naupang chi hrang hrang te lo seilenna chungkua leh an tawngkam hman dan inang lo te zahsakin, naupangte tih tur kan buatsaih pawhin an seilenna chungkaw boruak kan hre tel reng tur a ni.

Naupangte chu an pianpui tawng (mother tongue) thiam hle turin kan fuih hmasa anga, chumi hnuah chuan school-a tawng hman flanglawn (anmahni pianpui tawng/English) thiam thei turin thumal hman flanglawn awlai thei ang berin kan hmelhriattir leh ang. Chhungkaw thenkhatah chuan tawng pakhat aia tam te pawh an hmang thei a (an pianpui tawng bakah an chenna a tawng hman lar), churang chuan naupangte pawh tawng chikhat aia tam classroom chungah hman kan phalsak tur a ni. Naupangte chu hetiang hian tawng an thiam theih nan kan pui tur a ni-

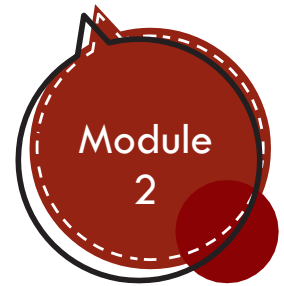
- Development of oral language: Oral language kan tih hian midang nena an inbiakpawhna tura an tawng hman a kawka. Mi tawng an ngaihthlak atang te, mi hnena an thusawi atang te, tawngkam bungraw thar an thiam atang te hian naupangte chuan tawng an



Module 2

hmang a, hengte hian naupangte chu an mamawh te, an ngaih dan te, an ngaihtuahna te leh an rilru put hmangte sawichhuak turin a pui thin a ni. Hetiang taka naupangte zalen taka tawng an hmanna tur hian hun siamsak thiam a pawimawh a, circle time kan tih ang emaw, group-a thil sawi ho theihna hun emaw siamsak thiam a tul a; hetiang hunah hian an ngaihtuahna te, an ngaih dan te midang hnenah an sawi thei a. Tin, midang nena inbiakpawhna hun te, zawhna zawh leh chhan te, thawnthu sawi te, thil kal tawh hnu sawi chhawn te, an thil hriat tawh hnu ngaihtuah chhuah leh na hun te an nei thei a ni. Tawngkama an inbiak mai bakah lam te, lemchan te, inkhualtelem ang chi an tawngkam piah lama taksa chetna leh hmela an tihlan theih ang chi hmanga inbiakpawhna hun tha te pawh siamsak a tha hle a ni.

- Print awareness for early literacy and writing: Print awareness tih hian thuziak hriatthiam leh awmzia a nei tih a kawk ber a. Alphabet-a letter te, thumal (word) leh milem (picture) te bakah thuziak (printed text) te hi tawng nena eng nge an inlaichinna tih te, chhinchhiahna (sign/ label) te hi print awareness atan thil pawimawh ber an ni tih hriatthiam te a keng tel a. Early literacy program tihlawhtling tur chuan awmze nei taka print rich environment siamchhuah hi tih hmasak ber a ngai a, hei hi naupangten ziak leh chhiar an thiamna tur kawnga sulsutu hmasa ber a ni. Pre-school classroom-ah chuan lehkhabu leh thuziak (thumal ziahchhuah) a tam thei ang ber a awm tur a ni. Entirnan: Kawngkharah 'door' tih te inziak se, tukverh ah 'window, 'almirah' tih te pawh inziak zel se, naupangten chhiar tur an ngah khan an tawng thiamnaah nasa takin a pui dawn a ni. Tawngzirna hmuna (language area) chuan letter magnet te, foam magnet te leh letter block te a tam thei ang ber awm se.
- Bonding with books: naupangte chu lehkhabu chi hrang hrang an ban phakah chhawpchhuah sak tur a ni a, hei hian lehkhabu khawih thiam dan te, a phak keu dan te, hriat fiah nan leh hriat thiam nan lehkhabu hman dan te leh chhiar thiam dan te a zirtir tura ngaih a ni. Naupangte hi lehkhabu ngainat kan zirtir chuan thuziak hian awmzia a nei tih an hria anga, thuziak an chhiar hian veillam atangin dinglamah an kal anga, a chung lam atangin a hnuai lamah thil an chhiar thin an tih a zirtir tel bawk ang. Lekhabu hian a kawmah hian hma lam leh hnung lam a nei tih an hria ang a, a bu hming inziahna phak a awm a, ziaktu an awm tih an hriat bakah, a



bul leh a lai hawl leh a tawp a awm tih an hre baw k
anga, thuziak reng rengah hian thu dik a tel ve fo tih an
hrethiam baw k ang

- Phonological awareness: tawng reng reng hi thumala (word), ri awmzat (syllable), tawngri inzul (rhyme) leh thumal ria (phoneme) innghat tih hriatna hi phonological awareness chu a ni kan ti thei awm e. Naupangin mi thusawi emaw, an thumal lamrik emaw a hriata a lo thliarhran thiam dan leh a hriatthiam dan anga a lo ngaihthlak thiam hi phonemic awareness kan tih chu a ni a. He hriatthiamna hi a tirah chuan tawng ri a hriat atangin a ni thei a, alphabet-a letter tin te lamrik dan (sound) an hriat chian a, an hriatthiam hian an phonological awareness chu a chiang a ni tih kan hre thei a ni.
 - Awareness of word:Thumal awmzia hriatthiamna a tih theih mai awm e
 - Naupang te chuan eng word hi nge thui zawk tih an hre thei ang- elephant nge cat?
 - Rhyming- thumal ri khat nei (one syllable) te chu a ri zul pui nen an dahkhawm thiam ang. Entirnan, cat- bat- rat; makdi-kakdi-lakdi (thumal ri inang an hriat atangin thumal thar an phuah belh thei ang)
 - Blending- naupangte chuan thumal bultanna leh a tawpna an zawm khawm thiam ang. Entirnan, /bl/ leh /ack/ hian black tih thumal a siam tih an hria ang.
 - Segmenting- naupangte chuan sentence hi word-ah an then hrang thiam a, word-a sound awm te an hre hrang thiam thin a ni. Entirnan, "I love my school" tihah hian engte hi nge word chu?
 - Identifying beginning sounds- Thumal tantir-a ri (sound) inang.
 - Heng a hnuaia mi-ah hian eng thumal hi nge 'balloon' a sound hmasa ber nge inang?
Rain, Sun, Bat/ Tui, banbun, sam
 - Deleting sound- Nauapngte chuan sound pakhat tihbo/ dahbo hian word thar an sawi thei a ni. Entirnan, Bat hi /b/ tel lovin engtin nge i lam ang? Thingpui tih pawh hi /thing/ tel lo chuan pui a ni a mi.
 - Substituting and manipulating words- Naupangte chuan sound pakhat hi sound danga thlak an thiam thei a ni. Entirnan, I hminga souns hmasa ber kha /p/ sound-in han thlak teh- Lala-Pala, Kima- Pima etc



Module 2

Naupangte chu thu ziak chhiarna hun tha an neih theihna turin zirtirtu in hun remchang a siamsak tur a ni a, a ri a chhiar te, chhiar rual te, puihna hnuaia chhiar te, hla sak te, rhyme leh kutzaizir a thil sawi te, language games te leh sound matching, sound substitution leh sound discrimination te tihpui fo a tha. Hei bakah hian nu leh pate hian tih theih kan nei ve a, eitur bawma thu ziak te, milema thil inziak chungchang zawha sawipui te, milemah chuan eng nge inziak tih sawitir te hian naupangte tawng zir kawngah nasa takin a pui a ni. Nitina kan thil hmuh theih leh hriat reng sa hmangin naupangte chu letter pianhmang leh sound leh word inang te zirtir theih an ni. Entiran, alphabet bu leh puzzle te, alphabet lema thil dahkhawmna hman te pawh a ni thei ang.

Early writing

Naupang te hian ziak an zir tih hian thil awmze neiin an la ziak thiam lova. Thaikawih kual vel chi hrang hrang an thiam a, awmze neiin thil an ziak thiam mai lo. Mahse hei hi an than chhoh zelin letter emaw number angah engtin tin emaw a lo insiam ve zel a. Chuvang chuan zirtirtuten naupangte writing skhill hmasawmna turin an tanpui a ngai a ni. Hetiang hian naupangte chu an tanpui thei ang-

Shared writing

Zirtirtu leh naupangten thawnthu emaw, message emaw an phuah ho ang. Zirtirtu chuan blackboard-ah a ziak anga, “‘mat’ ziah dan chu ka thiam a, mahse engtin nge ‘pat’ ka ziah ang? Te a ti anga, naupangten an chhan hunah ‘m’ chu a nawtreh anga ‘p’ a ziak anga, /p/a/t/ tih chu a spelling leh a word in a sawichhuak ang.

Independent writing

Nitina thil ziahtir an nih hian naupangte chuan thumal leh thumal ri chi hrang hrang an tawn hnem phahin an hriat hnem phah a. Naupangte ziah thiam dan chen a inang vek lova- a then chuan alpabet-a letter-te pawh la thiam lovin milem ang chauh an la ziak thiam mai thei a, a then chuan entawnin an ziak thiam tawh pawh a ni thei. Naupang dang leh chuan letter chhi hrang hrang te ziak thiamin thumala ri awm te leh thumal kaihkawp te pawh an thiam ang, chuvang chuan spelling phuahchawp te an ching anga, henge hi zirtirtu in a pawmsak thiam a ngai a ni.

Naupangten thil an ziahna lama pui thei ziahna hmun bik awm thei se, blackboard thui deuh, naupangte ban phak maiah awm thei se, chutah chuan naupang tupawhin an duh zawng zawng ziah phalsak an nih chuan naupangin ziah chakna an nei thei dawn a ni. Nitin an school

kalnaah zirtirtu chuan thil ziah hi chin thanah nei se, ziak leh chhiar hi an classroom nunah bet tlat se naupangten hma an sawn chak sawt dawn a ni. Naupangte hmaa thil i ziah reng reng in, i ziah dan te hrilh la, entir la, i ziah chhan Chiang takin hrilh thin ang che. Naupangten ziak an zir tanna hi a 'formal' kher tur a ni lo va, an thiam ang leh an kum mil tawka an ziah kha pawm thiam a ngai a ni. Naupangte kum mil leh an mize milin ziah theihna tura puitu tur thil chi hrang hrang chhawpchhuah sak ni se. Heng- poster, reading card, name card, letter cut-out, graded story book, letter-picture puzzles, flannel board etc te hi an ban phakah awm se. Tin, an kum mil ang zelin technology hmangin e-story te, digital games te pawh ziak leh chhiar an zir tanna pui turin hman ni se.

Reflective questions

1. Oral language hi language zirnaah eng nge a pawimawhna?
2. Phonemic awareness hi engtin nge kawng chi hrang hrangin kan tihmasawn theih ang?
3. Naupangten thil ziak an thiam theihna turin eng ang chiahin nge kan buatsaih ang?

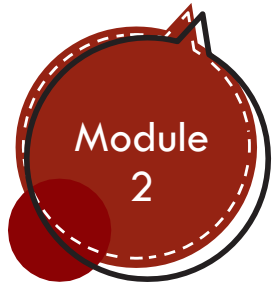
Activity 1

Ziak leh chhiar thiam tan tura inbuatsaihna atan eng nge pawimawh tih sawi hona hun hmang ula. "Thuziak Chhiar hian enfg ang chiah in nge kan nitin nunah min tanpui' tih a bul tanin, heng a hnuaia zawhna te hmang hian sawi hona neih hi se-

- Eng vangin nge mi hian thil/ thuziak an chhiar?
- Engte nge mi hian an chhiar thin?
- Tute hi nge thil chhiar nasa thin?
- Eng vangin nge thil ziah hi a pawimawh em emna chhan?

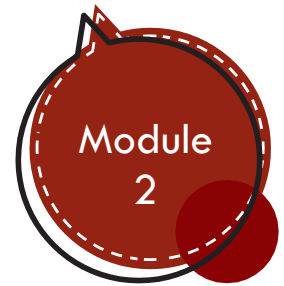
Thil chhiar dan dik leh tha leh print rich environment pawimawhzia sawi la, zirtirtu tel ve zawng zawngte chuan eng ang pawhin zawhna te chhang mahse an pawimahna hriattir vek ang che.

I hna ber chu early literacy-in a tum hriat fiah leh classroom-a tih dan tur hrilh hriat a ni a. Zirtirtu lo kal te chuan heng thiamna hi eng ang chiahin nge naupang te zawk an enkawl naah an hman tangkai ang tih hrittir a ni bawk a. Hei hi tihlawhtling tur chuan, an classroom mila an zirtirna kalpui dan tur an hriat a ngai a, hetiang hian han sawi dawn ila-

A decorative graphic for 'Module 2'. It features a dark red circle with a white dashed border and a small red triangle at the top, resembling a speech bubble or a tag. The text 'Module 2' is written in white inside the circle. There are also two smaller solid red circles overlapping the bottom left of the main graphic.

Module 2

- Ziak leh chhiar an thiam theihnaa pui turin language area siam ni se. Chutah chuan milem bu te, thawnthu bu te, language games te, lemziak leh thu ziak dangte awm se. Naupangte chu sign-in leh sign-out hun an attendance sheet-ah siamsak ni se, hei hian naupangte ziak leh chhiar zirna kawngah a tiphur tura beisei a ni.
- Classrom-ah print rich environment a thil inziak te hriat chiantir ni se, word labelling te, word wall te leh poster awm te chu chhiar kualin tei kual se.
- Napuapngte eye level-ah print rich environment siamsak, Hetah hian bulletin message te lehkhabu te, chhuara label siamsak te, toy box dah te, note te leh naupangte folder bakah naupangte ziak leh chhiar lai thlalak belte, name card te leh naupangte thil ei duh zawng packet ruakte tar ni se.
- Thawnthu chhiar hun te siama, thawnthu bu atanga rhyme te sawitira, sound discrimination an thiam nan activity siamsak te, shape leh symbol an thlair hran thiamna tura activity siamsak te ni se.
- Napangte tawnhriat mil turin an kum millin lehkhabu thlansak
- Zirtirtu leh naupangte tan pawha zirna ni pah fawm turin group/circle time siam a, thawnthu bu te chhiar chhuah ni se
- Ziak hian awmzia a nei tih naupangten an hriathiam theih nan an thil chhiar apiang kha kawk zel se
- Thawnthu phuah leh thawnthu sawi bakah a huhova thuawnthu bu chhiar
- Sound segment chi hrang hrang (sound, syllable, rhyming word) an hriat chian theih nan language games neihpui. Entirnan- I hminga sound hmasa ber kha eng nge tih ang chi phonic games khelhpui te. (entirnan- Pari- sound hmasa ber `pa`/p)
- Naupangten an thu ziak a taka an tihlan theih nan crayon chhah chi te, pencil chhah chi te leh marker te chhawp ni se. Tin, balua thil an ziah nan balu te chhawpsak theih ni se.
- An thawnthu bua milem an hmuhte an hriat fiah theihnan puppet te, toys te dah ni se, thawnthu te pawh naupang tin ten an hriat fiah



theih berna turin han siksawi danglam deuh te ni se. Tin, classroom-a naupang awm zawng zawngte huapzo turin zirtirt in texture emaw, clue chianguang tak pe thin se, hei hian naupang zirna kawnga harsatna chi hrang hrang nei te a huam vek tur a ni.

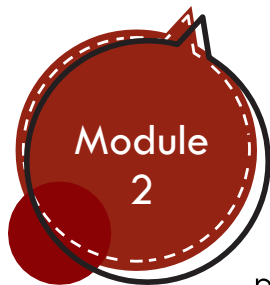
- Rhyme, music leh chetzia naupangten an hriat fiahna turin music video te hman tangkai ni se. Tin letter hrang hrangte an hriatthiamna tur activity pawh siam ni se.

Zirtirtute hnenah chuan naupangte zirna tee dan tur leh endik dan tur i hrilhfiah a ngai bawka. Heng a hnuaia indicator te hmang hian naupangte ziak leh chhian kawnga an hmasawn dan a teh theih a ni. Naupangte chuan-

- An ngaih dan leh an rilrua awmte language hmangin an sawichhuak thiam em?
- Size, shape, colour leh position an sawifiah thiam em?
- Block an remin eye-hand coordination an nei tha em?
- Letter remkhawmin word an siam thiam em?
- Poem/ hla ah te thumal thar an phuah belh thiam em?
- Vei lam atanga ding lam hawiin thil ziak an chhian thiam em?
- Classroom-a activity neihnaah zirtirtute instruction pek an zawm thiam em?
- Thawnthu an ngaithlakin thawnthu chungchang chu an sawi chhawng thiam em?
- Chanchinbua thuziak te, thawnthu bua mi te, magazine-a mi leh eitur funna kawra mi thil inziak te an hre hrang thiam em?

MATH READINESS OR EARLY NUMERACY

Naupangte hi an nungchangah hian mathematician nihna hi a bet tlat a, eng hi nge 'lian zawk' tihah te rilru an pein an duhzawng te chu an 'duh belh' zel a. Naupangte seilenna, midangte nena an inkawmnaah te, puitling ten an chhawngchhiah danah te, an thiante nena an inkawmnaah te leh an nuna thil an chikna atang te hian an mathematics skill hi a lo intan daih tawh thin a ni. Naupangte hi an inkhualtelem lai hi han chik ve mah la thil lei nan te pawisa lem an hmang a, thil tam lam leh tlem lam teh te an thiam a, hengte hi mathematics an zirna kawng sulsutu a ni. Chuting bawka chuan leivungah emaw, baluah emaw an chen a, leivung/balu te an tham hian volume leh quantity chungchang an lo

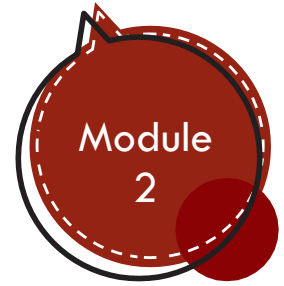
A decorative graphic for 'Module 2' featuring a dark red circle with a white dashed border and a small red triangle at the top. The text 'Module 2' is written in white inside the circle.

Module 2

buai pui daih tawh a, block hmnga inlem an rem te hian an rilruah in an sain an tawngkam thiamna a inbelh bawk a- big/small, long/short te an ngaihtuahin thumal thar pawh an ngaihtuahin an hman phah fo a ni. Heng thil kan sawi zawng zawngte hian naupangte thil hriat chakna leh an phurna a tizual a, hei mai bakah hian naupangte chuan pattern hrang hrangte hriain, quantity te an hriat phah bawk a. Heng infiamna leh inkhuatteleamna atanga an tawnhriat ringawt hmang pawh hian an zirna tur bulpui an tan der a lo ni.

In lamah leh pre-school-a naupangte nitin thil tawnhriat hmang hian naupangte math readiness tan tur a ni tih zirtirtute hneanah sawifiah la, mathematics an zirna tura activity hrang hrang pawh naupangte tawnhriat hmang hian bul tanpui ni se tih sawi bawk ang che. Heng i thusawite hi a finfiahna tha tak nen sawi zel la, hengte hi math readiness leh early numeracy atan kalphung pawimawh te a ni-

- Tehfung awnze nei hmanga thil lem/milem inzawmtir/dah dun
- Dimension pakhat hmanga thil thliar hran te, remkhawm leh khungho thiam tir. Dimension pakhat atanga dimension danga pakai zel pahin.
- Problem solving-fixing puzzles/completing picture/puzzle; completing maze
- Pattern leh shape hrang hrang hriatfiah a, pattern chhunzawm zel dan tur hriathiam
- Reasoning activity- eng leh engte nge inmil/thil inlaichinna hriathiam, puzzle
- Tehkhinna leh tehna thiamtir (pre-number)- len leh tet te, buk rih zawng te, san zawng te, thil sei zawng te. Thil hlat lam te leh thil tam leh tlem te hriatthia tira hriat fiahtir
- Sequential thinking- thil indawt dan hriatthiam- eng nge hmasa a, eng nge hnuhnung tur, hei hian thil indawt dan hriat fiahna naupang rilruah a tuh ang
- Spatial relationships- mathematics thiam tur chuan heng concept te hi thiam a ngai a- thil awmna hmun-a chung ber/a hnuai ber, thil kal dan- chho zawng/ chhuk zawng, thil awmna hmun- a chhungah nge a pawnah, thil pianhmang- a ngil nge a kual tih te leh thil dang tam tak a tel thei awm e.
- One to one correspondence- thil hlawm awmkhawm te cardinal number Milem chhiar pui, odd man out activity neihpui, 4-5 piece puzzle tihpui pa a thil chhiar thiam dan te hei hian a sawi.



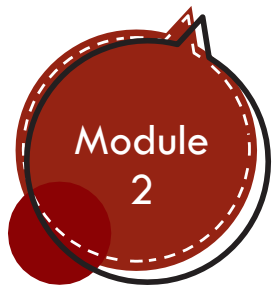
- Thil hlawm khawm chhiar thiam te, number chhiar thiam te
- Number sense- thil zat chhiar thiam a, eng zat nge a nih sawi thiam

Early Numeracy atana pedagogical process thenkhatte:

- Numerical reasoning an thiam nan thawnthu bu hman tangkai
- Ordinal number (first, second, third etc) an hman thiam theihnan an nitin nuna an thil tawn te hman thiam
- Thil an khawih thiama a inzawm dan an hriat fiah theih nan block te interlocking toys te hman thiam
- Picture reading, odd man out activities, completing 4-5 piece puzzles, maze, sorting/ grouping activities (two three attributes at a time)
- Thil indawt dan tur hrih a, chumi mil chuan pattern awmsa rem thattira anmahnia pattern siam thiam ve tir
- Matching, sorting, classification, sequencing, seriating activity tih nan concrete object hmantir
- Anmahni bul vela an thil hmuh theih mai te chhiartir a, number te sawitir
- Thil tehna chi hrang hrang thiamtir, entiran- chi hmet khat/ chini tham khat tih ang chi non-standard measurement leh no hmanga thil teh thiamna tur activity tihpui
- Zirtirtu puihnain naupangte nuam tih chi experiment hrang hrang- toys tuia tih lan te, sertui siam paha chini chawh ral te leh a dang te pawh tihpui ni se
- An thil nuam tih zawng- field trip emaw, khawilo an chhuahna chungchang emaw sawitir
- Piancham lawm emaw, ni pawimawh lo thleng tur hun nghah nan ni la awm zat thil tak tak hmnga chhiartir (hmawlhthe emaw, milem emaw number calendar hmanga hun lo thleng tur atan ni eng zat nge la awm chhiartir)

Zirtirtute hnenah chuan early numeracy-a naupangte hmasawn dan an en dan tur hetiang hmang hian a hrih theih a ni tih i sawi anga-

- An bul vela thil awm hmangin pattern hriat fiah leh siam an thiam ang
- Thawnthu/poem a thil thlen dan indawt an hre fiah thiam ang



- Chhiarkawp emaw, pattern emaw sawifiah nan thumal dik an hmang thiam ang
- An thil khawih te an chhiar thiam anga, an thil chhiar leh khawih te inzawmna an hria ang
- Thil inan dan leh a danglam dan an sawifiah thiam ang
- Comparative vocabulary an hmang thiam ang (entiran- lian zawk, te zawk, sang zawk, tawi zawk etc)

Examples of some activities for Early Numeracy

Classification

Classification hi rawng hmangin emaw, pianhmang leh len zawng hmangin emaw, ramsa leh vahvelna (transport) leh a dangte hmangin a tih theih a. Entiran- naupangte chu hnah eng (yellow) zawng zawng hmunkhatah dahtir a, hnah hring (green) zawng zawng hmun khatah, hetiang hian classification chu an bulhnaia thil awm hmangin a tihtir theih a ni. A tirah chuan thil hmuh mai theih hmangin classification hi i tihpui anga, an thiam deuh hnuah chuan heng aia tam pawh hian classification a tihpui theih a ni. Rawng hmanga classification i tihpuui chuan rawng chi hnih i hmang phawt ang a, tin a len dan pawh inang ni se, a rei hnuah chuan thil len dan inang lo te pawh a hman theih dawn a ni.

Compare and Seriation

Naupangte hmuh theihin hnah chi hrang hrang 4-5 dah chhuak la, naupangte chu hnah lian ber leh a te ber thlantir la, a hming zawt ang che. Tichuan hnah chi dang 3 a len dan inang lo theuh pe leh la, a len dan indawtin remtir ang che. Naupangte chuan hnah chi 3 an rem thiam hnuah hnah chu i dah belh zel dawn nia.

Patterning

- Spatial reasoning leh patterning skill an neih nan thifang emaw, thil dang khawiha a nihna hriat mai theih hmantir ang che. Rawng hmangin emaw, thifang thil hmangin emaw hengte hi a tih theih ang.
- Pattern entawna ziah chhawn leh a milpui zawn te pawh a tih theih a
- Pattern ziah zawhtir te pawh a tih theih

Sequential thinking

- Thil thlen dan indawt milem hmnga remtir te, ding leh vei zawnga thil indawt dan rem te pawh thiamtir tur a ni
- Number 1-10 inkara number pathum indawt eng pawh sawitir

- Eng nge a dawt?- “monkey, monkey, butterfly, monkey, monkey...” (naupang chuan ‘butterfly’ a lo ti chat thiam tur a ni)
- Seriation: Thil indawt dana dah thiam (a lianber atanga te ber, sang ber atanga tawi ber leh a dangte)

Problem solving skill

Pre-school naupangte chuan problem solving activity hrang hrang hi an zirna kawnga puituah an hmang thei a, an eye-hand coordination hmasawna atan pawh a pawimawh em em a ni. Jigsaw puzzle rem thiam te hian nasa takin an zirn ah a tanpui a ni.

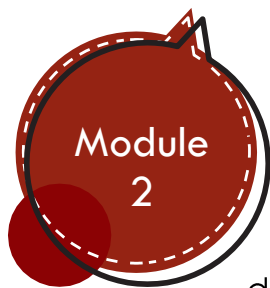
Reflective Questions

- How do children learn by handling manipulative objects?
- Do you integrate numeracy activities in other subject areas? Think about how you could plan and support children’s learning in early numeracy in a joyful manner.
- What kind of opportunities do you provide for language and early literacy and numeracy at your school. For example, does the classroom display is planned in a manner that children can see print? Is it at the eye level? Where can they see number symbols?

Activity for KRPs/ teachers

Activity 1

Participant-te chu group li (4)-ah thenin an activity tihna tur hmanrua pe ang che. Hmawlh/pencil/thing tang te pe la, milem chi hrang hrang-ramsa, sava, lirthei te, thil len dan inang lo leh intiat lote leh rawng chi hrang hrangte pe la. Heng i thil pek hmang hian classification, comparision, seriation, pattern completion leh a dangte i tih tir dawn nia. Min hualveltu atanga kan hmuh theih pangpar te, hnahte leh thlai chi te pawh heng activity atana hman tangkai theih a nih dan te sawi la. Entirna hmangin math readiness leh math an thiamna tura an kumin a phak tawk activity tih dan leh a pawimawhna leh tangkai dan i hrilh bawk dawn nia.



Activity 2

Exploring math/ Numbers outdoors: Participant-te kha group hnih (2)-ah then la. Group 1 chuan pawn lama early math zir dan chi hrang hrang ziak chuak se, Group 2 chuan early math atana tangkai tur thil chi hrang hrang mamawh ni a an hria te ziak chhuak se. Minute 15-20 hnuah group hnih chuan an thil hmuh chhuah te midang hmaah sawi se.

Activity 3

Activities in progression for math readiness and early math: Pre-school 1 (naupang kum 3-4 inkar) leh Pre-school 2 (naupang kum 4-5 inkar) tana progression zirna activity pakhat tal entir ni se. Eng skill pawh zirtir se, a concept an man theih nan activity te kha a harsat dan emaw, a awlsam dan emaw hrechiang se, tin, thiam tirin an tih atana awl deuh an tihtir hnuah an thil tihtir reng reng a har chhoh dan tur te pawh hrethiam se. Heng zawng zawng hian learning outcome hlen chhuahnaah a pui dawn a ni.

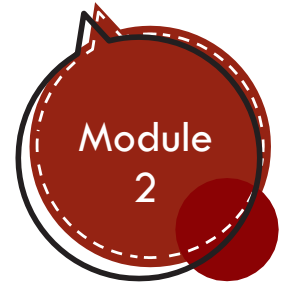
Activity 4

Pre-number concept/ number hmanga weekly plan siam tur

Evaluation (self-check exercise)

Mahni inenfiah nan a hnuai chart hi a hman theih a, hemi hmang hian group discussion a neih theih bawk a. Hei bakah hian master trainer i nihna anga hma i sawn dan the nan i hmang thei bawk a ni. Module I zawh hnu apiangin heng a hnuai list te zinga i hriathiam te i tick zel dawn nia.

S. No	Items	Space for tick mark
1.	Benefits of early literacy and numeracy	
2.	Print rich environment for Early Literacy and Math	
3.	Pedagogical Practices for EL and EN	
4.	Different types of Group exercises	
5.	Language skills Activities	
6.	Number Readiness Activities	
7.	Role play	



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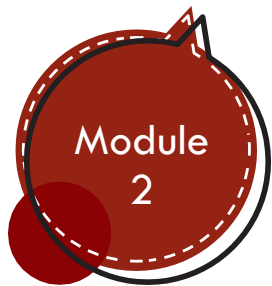
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PRE-VOCATIONAL EDUCATION IN SCHOOLS

Module-in a tumte

He unit i zir zawh a, ithiam turte chu:

- India rama work based education tobul i hria ang.
- India rama skill development-in hma a sawn dan tlangpui i sawifiah thiam ang.
- Samagra Shiksha hnuaiia Vocationalization of School Education i sawifiah thiam ang.

MODULE CHHUNG THU TLANGPUI THLIRNA

India rama work based education tobul kimchang hriat te, tunlaia skill development dinhmun bakah school-a vocational education programme chanchin te hriat nan he module hi buatsaih a ni. Hmanlai education system leh work based education pawimawhna chung changa kan mithiamte ngaih dan leh thlir dan te tarlannain he module hi tan a ni a. Hei hian ram thawh chhuah thipun leh mimal chhawr tlaka chher nana Vocationalization of Education pawimawhzia rawn tinghettu a ni. Chung chu Education Commission hrang hrang Govt. of India-in a din ten a pawimawhna a khat tawka an sawi fo chu a ni. Session pahnihaah chuan-India rama skill development dinhmun a tarlang a, entiran: mawhphurtu hrang hrangte inkara thawh hona te, Vocational skill zirlaia bilh luh dan te, skill development chung changa khawtlang leh sawrkhar thawh dun dan te leh vocationalization of higher education chanchin hrihfiah te a ni. Session pathumnaah chuan scheme hmasaa work experience programme, pre-vocational education programme-class IX and X leh vocationalization of secondary education class XI & XII chung chang te a sawifiah a ni. Heng hian vocationalization of school education hmasawn dan leh harsatna awmte trainees-te a hriat thiamtir ang. India ramah hian class 1 atangin vocationalization of school education hi tan a ni a, skill based activity hrang hrang work experience or socially useful productive work (SUPW) hmangin class XII thleng zirtir an ni a. Vocational education hi class IX atanga class XII a general academic education hrulah hnathawh nana hman mai theih tur vocational skills zir theiha chhawp chhuah a ni bawk. Vocationalization of education-in a

tum ber chu zirlai chu hnathawhna khawvela tangkaina neihtir a, zirlaite chhawr tlaka chher a ni. Session palinaah chuan Samagra shiksha hnuai vocationalization of education in class-VI atanga class-VIII a tan tur pre-vocational education programme leh vocational education programme class-IX atanga class-XII nihphung a sawifiah a ni. Class- IX atanga class-XII vocational education-a bung hrang hrang awmte a hrilhfiah a, school-a vocational education tha taka kenkawh a nih theih nana heng bung hrang hrangte pawimawhna a sawi bawk a ni.

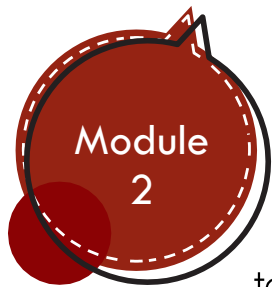


MODULE SESSIONS

HISTORICAL PERSPECTIVES ON WORK BASED EDUCATION IN INDIA

Session 1

Tunlai India ram education kalphung hi Vedic leh Gurukul kalphung atanga rawn piang chhuak a ni a. Gurukul kalphungah chuan zirlaiten khanglai hun khan nun thiamna (life skills) te, vocational skills te leh hriatna (knowledge) an zirlai nena inmil an lo zirtir thin a. Zirtirtu (guru) chuan a zirtir (shishya) nen inkungkaihna tha tak a siam a. Zirtirtu kaihhruaina khauh tak hnuai lehkhah an zir thin a ni. Hmanlai India ram zirna chu a thu mai (theory) ni lovin nitin nunphung leh hnathawh nen inmilin zirlai an kalpui thin. Inchung khawsak rel dan tur zir bakah khawtlang tana hnathawh leh kut themthiamna hrang hranga training-in hnathawh zahawmzia an zir chhuak tel bawk thin. Chu Indian education system chuan hmanlai nunphung a vawngnim a; tin, hnam inpum khatna a chawi nungin nun ho dan leh mawhphurhna lak dan mihringah a tuh. India ram mithiamte-Swami Vivekananda (1863-1902), Rabindra Nath Tagore (1861-1941), Shri Aurobindo Ghosh (1872-1950), Mohandas Karamchand Gandhi (1869-1948), Bhimrao Ramji Ambedkar (1861-1941) leh Sarvapalli Radha Krishnan (1888-1975) ten zirna kalphunga an ngaih dan te an sawi a. Heng mithiam



Module 2

te leh commission hrang hrangte ngaih dan leh hmathlir dan hian kan rama zirna kalphung hi an rawn duang mai ni lovin vocationalization of education pawimawhna leh tulna rawn tarlangin mimal chhawr tlaka chher theitu leh ram thawh chhuah titam theitu a nihna an tarlang bawk.

Vocational Education system mumal tak mamawhna hi 1854 daih atang tawh khan a chhui let theih a, Lord Charlse Wood-an despatch lar tak 'Wood Despatch' India tana education kalphung tur 'Magna Carta' of education tih a hriat lar chu a buatsaih a. 'Wood Despatch' chuan Vocational Education chu general education atang a peng hrang tur zawng a Vocational school te, Technical Institute leh Vocational college din a tul a ni tiin rawtna te a siam a. Indian Education Commission (1882) pawhin Education a harsatna awmte an zir chiang a, high school stage thuang hnihin kal se, pakhat chu zir lai te University-a entrance examination tihna atan ni se, a pahnihna chu hnathawh nana tulte zir nan ni se. Wood leh Abbot Commission (1936) chuan kut hnathawh education a a pawimawhna a sawi uar a, rawtna chu (i) mamawhna laia vocational education buatsaiha, eng ang hna pawh pawimawh lo bik a awm tur a ni lo. (ii) Vocational education hi literacy leh science education nena intluk tlang tur a ni a, a standard pawh tihsan tur a ni. (iii) Vocational education hi education dang tichangtlungtua ngaih tur a ni, (iv) kut themthiam mite industry te nau te tea thawk te pawh vocational training mumal tak pek tur a ni, (v) vocational education tan school chi hnih awm se; pakhat chu junior vocational school ni se, pahnihna chu senior vocational school ni se, grade-VIII junior school hnuah kum thum chung vocational course zir ni se. senior school-ah chuan class-IX zawhah kum hnih vocational course awm se. Junior vocational school chu high school nen in tluktlang se la, senior vocational school chu intermediate college nen intluk tlang se, (vi) vocational training a neih chung a thiamna chiang taka tarlanna certificate chu vocational course a pass veleh pek tur a ni, (vii) Vocational centre awmna bulah vocational school chu din tur a ni, (viii) hnathawhna danga buai tan pawh part-time class hawn sak tur a ni, (ix) vocational school-ah ni 2 ½ kar tinin hnathawkhote hi vocational training hi pek tur a ni (x) part-time school neite chuan chhun khaw en laiin training hi pe thei tura ruahmanna siam tur a ni.

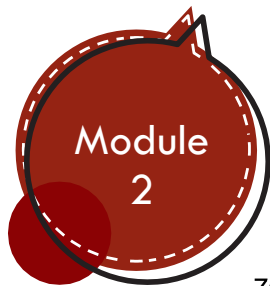
Mahatma Gandhi (1937) chuan kut hnathawh leh thil siam chhuahte chu examination-ah hmun an chang ve ngei tur a ni a ti a. 1938 khan Central Advisory Board of Education chuan Shri B.G. Kher-a chairman-na hnuaih Committee on Wardha Education scheme (Nai

Talim of Mahatma Gandhi) din a ni. Govt. school zawng zawngah Nai Talim chu kalpui ni se tiin he committee hian a rawt a. Zakir Hussain committee chuan Mahatma Gandhi Education chu a ruangam a siam chhuak ta a, tichuan 'Basic Education' (Buniyadi Shiksha) chu elementary stage-a ram pum zirna kalphung ni turin 1938-ah a pawm ta a ni.

India Independence 1947 zawh khan eng ang education system nge India hian a kalpui ang-hnam leh sakhua chawisang chung si a, ram hmasawn zel nana science leh technology lam telh bawk si a zirna kalpui dan tur an debate a. Sawrkhar chuan education siamthat nan commission a ruat nual a ni. Secondary Education Commission (1952-1953) Secondary level leh Teacher Education bik ngaihtuhtu chuan secondary stage-ah zir tur course chu then a rawt a, chu chuan multipurpose school din a rawn hring chhuak ta a ni. Heng school-te hian practical course- agriculture, home science, business and commerce, fine arts and humanities te zir theih turin an chhawp chhuak a. Hemi hnuah Education Commission (1964-1966) chuan zirna huap zau takin leh kimchang takin a ennawn a, ram pumin zirna a kalpui dan tur rawtna a rawn siam ta a ni. He rawtnaah hian vocational education bakah work experience programme chu school tinah kalpui tur a ni a ti bawk.

National Policy on Education (1968) pawhin technical and Vocational Education) (VE) chu tihchangtlun leh tihpun a tulzia a tarlang a. NCERT chuan document a hming- 'Higher Secondary Education and Vocationalization of Education' tih chu September 1976 khan a tichhuak a. Chu document chuan vocation chu awlsam taka thlan theih tura duan ni se, vocational zir tur chhawp chhuahte chu zirin thiam chhuah tur chiang taka tarlan zel ni se tih leh District economic survey atanga thlirin eng ang hna nge tam a, chutiang hnathawk tur mihring eng zat nge mamawh a nih ang tih chhut bawk tur a ni a, tin zirlaite tan an kalna awm kawng kawhhmuh turin Guidance and counseling service awm bawk se a ti a ni. State tlem tein 1976-1977 khan Vocational Education Programme(VEP) hi +2 stage-ah school pangngaiyah kalpui a, chu programme hnuaiyah chuan vocational course eng emaw zat chu kum hnih zir turin a kalpui a ni.

National Policy on Education 1986 chuan education kalphung siamthat nan chuan vocational education chu mumal tak leh chak taka kalpui chu tih makmawh a ni a ti a. School-a vocational tan tulna te a tarlang a, Policy document chuan vocational education chu stream



Module

2

hrang a ni ang a, chu chuan hnathawhna hrang hrang lut thei tura thiamna nei turin zir laite chu a buatsaih ang a ti a ni. Heng course te hi secondary stage zawhah zir tur a ni a, class-VIII zawha zir theih turin siam a tha a ti bawk. 1986-ah Programme of Action a tih chhuahah chuan- policy-in a ngaih pawimawh chu a taka kalpui theih turin a rawn duang ta a. Central Institute of Vocational Education (CIVE) chu monitoring, evaluation, research leh development ti turin NCERT hnuaiah dah a rawt a, Diploma in vocational subject, Advance diploma programme leh degree programme te chu Polytechnic thlan bikah te, affiliated college leh University te bakah special Institute he vocational course kalpuina atana Dinah te tan tur a ni a ti.

Programme of Action (1992) of National Policy on Education (1986) chuan Vocationalization of Education programme secondary stage-in students te chu an hnathawh tur thlang thei turin a buatsaih tur a ni tih chu a sawi uar hle a ni. Vocational lama tuina leh mil zawng hriatna nei tura kaihhruaina chuan mahni tuina lam hna hriatthiamna kawng a hawnsak ang a, hnathawhnaah tel ve in, hnathawh chhuah a titam thei bawk ang.

Activity-1 Group Discussion

Objective

Work based Education pawimawhna hrethiam tura participant-te hirih hriat

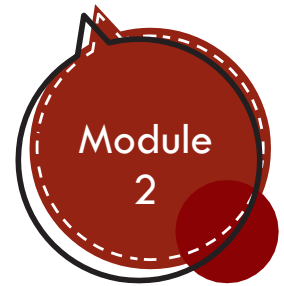
Kalhmang

- Pathum zela inkawpin group siam ni se.
- Work based education leh vocational education tobul leh kalpui dan thin group te chuan sawi ho tur a ni.
- Independence hma leh hnua vocational education India rama a lo than chhoh dan an hriatte chu group-ah chuan an inhirih tlang ang.

Activity-2 Tu nge ka nih?

Objective

Hnathawhna khawvel leh eng hna nge miten an thawh tih trainees te hirih leh kawhhmuh.



Kalmang

- Team pahnih emaw, pathum emawah trainees-te then tur
- Team tin chu hna chi hrang hrang – mason, carpenter, plumber, home appliance technician, floriculturist, micro irrigation technician, beauty therapist, gardener, solar power technician, etc.
- Hna hrang hrang thawkte hna thawh dan ziah tur.
- Team member pakhat rawn pen chhuakin kut themthiam hnathawh dan a rawn sawi ang.
- Team dang chuan a hna hming sawiin an lo in rin siak ang, a dik apiangin point an hmu zel ang.
- Team dangin an ti ve zel ang.

Mahni in endikna

1. Vocational education tih changtlun nan Wood leh Abbot Commission (1936) te rawtna tlangpui eng nge?
2. India independence hma leh a hnua commission ten vocational education a pawimawhna leh tulna eng tin nge an sawi?

PRESENT SCENARIO OF SKILL DEVELOPMENT

SeSSion 2

India rama Vocational Education and Training (VET) hi beisei sang tak neia siam a ni a- thalaite tam zawk tel tamtir te, hnathawk thiam mamawhna leh a thawk theitu inkar zau lutuk thawm that ngai lai endik te, vocational education chu school-ah te, polytechnic-ah te, college leh university-ah te teltir ve te, public-private partnership kaltlanga private lam tel ve tura fuih te, themthiamna lo nei sate chu endikna leh certification hmanga an thiamna nem nghehsak te, hnathawh lai nei ten themthiamna (skill) neih theihna course awmna specialized training Institution-ah te lut tura fuih leh hnathawh tur kalkawng sial sa rana zima National Skill Qualification Framework (NSQF) hnuaia training pekna institution-ah te kal ve thei tura kawng hawnsak te chu a tum a ni.

Skill is an ability to perform an activity or job well, especially because you have practised it.

Comprehensive National Policy for Skill Development and Entrepreneurship chu kum 2015-ah khan duan a ni a, tichuan Skill India



Module 2

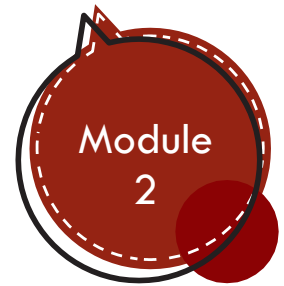
Mission chu Govt. of India-in a tan ta a, a tum ber chu kum 2022-ah mihring 400 million train chhuah a ni. State Skill Development Mission (SDM) chu state eng emaw zatin tanin state miten chhawr tlak thiamna an neih theihna turin skill development kalpui dan tur an duang a ni. Public Private Partnership (PPP) model National Skill Development Corporation (NSDC)-in a Kaihruai chu 2009-a din niin, skill development activities an kalpui deuh vek a, policy duan (policy planning) te , building lam sak te, (infrastructure development) ram puma hna thawk thiam tura zir tur bituk (national occupation standard) training te, endikna leh certification-te a buaipui a ni. NSDC hian kum 2022-ah chuan mi 150 million thiamna pek chu a tih makmawh a ni a, Govt. of India-in a thlan hmasawnnna nei hian eizawnnna sector 20ah thiamna chu a pe tur a ni. India rama skill development ruangam pawimawh zual te chu-

Coordinated Action and coherence

Govt of India chuan he skill development atan hian a mawhphurtu - Central Ministry te, State Govt. te, National Skill Development Corporation (NSDC) leh Sector Skill Councils (SSCs) te thawh hona atanga hmalak chu tih zel atan tha a ti a. 2014 khan skill development and entrepreneurship tan ministry a siam a, hei hi ram puma skill development kalpui dan chu a rualkhai theih nana tih a ni. National Policy of Skill Development and Entrepreneurship 2015 chu July 15, 2015 khan khuh hawn a ni a, chu chuan mite themthiamna a rang thei ang bera pek a tum bakah thiamna tha tak leh tlo pek a tum bawk a, hei hian skill development programme te chu mumal leh rualkhai takin a kaltir thei ang. Policy-in a tum (objective) skill development chu mitin tana zir theih tura kawng hawnsak a ni a, chumi thleng thei tur chuan public sum tam zawk hman leh, hmanrua (resource) awlsam taka hman theih tura siam te, training-na hrang hrang siam te, private inhnawh tamtir te leh enkawlha tha tak pek te a ni.

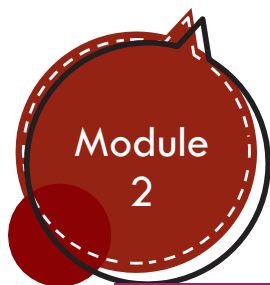
Integrating Vocational Skills with General Education

National Vocational Education Qualification Framework (NVEQF) chu Ministry of Human Resource Development (MHRD) chuan kum 2012 khan a tan a, vocational leh general education suihezawm a nih theih nana tih a ni. Zirlai ten school atanga hnathawhna khawvel emaw, zir zelna hmun emaw tluang taka an zawm theih tura duan a ni. Zir chhuah tur bitukin level eng emaw zat a siam a, chu chu a indawtin level 1 atanga 10 thlengin a zam chho a ni. (table 1 ang hian) Level te chu zir harsat dan indawtin siam a ni a. Level 1 chu a awl ber a, level 10 chu a har ber a ni. Framework zau tak nei class- 9 (NSQF Level 1) atanga diploma (NSQF level



5) advanced diploma and degree (NSQF Level 6-10) hi college leh university level a ni. NSQF level tinah hian zir chhuah tur bituk heng domain-ah te hian siam a ni a – i) Process required (ii) professional knowledge (iii) professional skills (iv) core skills (v) responsibility (table 1)

NSQF LEVEL	Process required	Professional knowledge	Professional skills	Core skills	Responsibility
1	Hna kalhmang bel tura tihrawn tihrawn. Thiam sa neih a ngai lo	Hna/trade a tawng/thu hman thin te, inkawhhmuhna atana thumal hmante hriat thiamtir.	Bel taka tihrawn thiam, himna leh inven fimkhur dan thiam.	Chhian leh ziah, belh leh path, pawisa hman dan, khawtlang leh sakhaw hrang hrang hriat thiam, faina leh chhehvel hriat chian	Mawhphurhna nei lo, mi kaihhrucaina hnuacia hnathawh.
2	Kalhmang bel taka thiam tura buatsaih, hnathawh dan tlem tal hrethiam se practice tam zawk se la.	Hmanruate leh a hman dan tlem thiam a, hna tha leh tha lo hriat thiamna neih.	Hna thiam tur thenkhat thiamtir hmarua tur thlan thiam, hna ngaia midang pui thei, hna tha leh tha lo hre hrang thei	Ziak leh kaa thu pe chhawng thei, chhiarkawp awlsam deuhte thiam, pawisa hman leh dawn thiam, khawtlang, ram roelna, sakhua hrang hrang hriat, faina leh chhehvel hriat chian	Mawhphurna nei lo, mi kaihhrucaina hnuacia hnathawh
3	Hna hautak lutuk lo a khawih thei, hna ngai tihrawn leh hriat sa hna khawih thei	Hnathawh dan kalhmang, nihphung leh a inngahna hriat	A thiamna a takin a kawhhmuh thei, a hriatsa thiamna hna thenkhatah a hmang thei	Tawngka leh ziaka thiam thawkhat, algebra leh arith awlsam a thiam, bank hmang thiam khawtlang leh ram leilung a hrethiam	Kaihhrucaina hnuaciah a thawk thei, mawhphurna mahni hnaah la thei.
4	Hna a tlangnelna sa, bel sa thawk thei, hna kalhmang dik a thlang thei	A hna zirlaia thu hriat turte a hria.	A thiamna a takin a kawhhmuh thiam. a hriat sa thiamna hna thenkhatah a hmang	Tawngka leh ziak a thiam thawkhat, algebra leh arith awlsam a thiam, bank dawr thiam khawtlang leh	A zirna leh hnaah mawhphurhna a la thei.



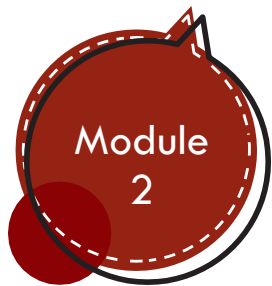
Module
2

			thei, hmanrua leh a hman dan a hria a, a tha dan tur a hre bawk	ram leilung a hrethiam	
5	Thiamna tha tak nei, a tih than hnaah a kalmang dik tak a thlang thei	A hna zirlai mek kalmang, a inngahna leh a nihphung hriat	Hna zawh fel nana hriatna leh thiamna mamawhte a nei, harsatna awm sutkian nan hmanraw thlan dan leh tih dan tur kalmang a hria.	Mathematics thiamna a mamawhte a nei, khawtlang, ram rorelna kalmang a hria, hriat tur khawnkhawm leh chinfel dan a thiam tan, inbiak pawhna nen	A zirna leh hnaah mawhphurhna a la thei. Hna dangah te pawh a la thei tan.
6	Thiamna bik thahnem tak neih a ngai tawh, hna tih tur tam takah hriatna leh tih dan tur chiang tak neih a ngai, tih dan phung pangngai leh pangngai lo bakah pawh	Hna zir lai mekah a thua hriatna leh a taka tih dan zau takin a thiam tawh	A hna zirlaia harsatna bik awm sutkian nana hriatna leh thiamna mamawhte a nei,	Mathematic chhut thiamna a nei tha thawkhat, khawtlang, ram rorelna kalmang a hria, inbiak pawhna, data khawnkhawm leh chinfel a ti thei.	A zirna leh hnaah mawhphurhna a la thei. Midang hnaah pawh mawhphurhna a la thei.
7	Thiamna bik a thu leh atakin thahnem tak neih a phut tawh, tih dan thlak fo ngaihna leh ngaih	Hna zirlai mekah a thu a hriatna leh a taka tih dan zau takin a thiam tawh	A hna zirlaia harsatna bik awm sutkian nana hriatna leh thiamna mamawh thahnem tak a nei.	Mathematics a thiam viau, khawtlang, ram rorelna leh ram leilung kalmang a hria, inbiak pawhna, chanchin khawnkhawm leh chinfel a	pawla hnathawh chhuah leh hmasawnaah mawhphurhna la pum hlum thei

	lohnaah pawh.			thiam, thiamthil tarlan a thiam presentation skill	
8	Harsatna sutkian nana mahni ngaihtuahna hmang thiam, thu thiamna bakah a tak pawha tih thiamna. Zirbingna mahni pawha kalpui thei, mahni finna hmang thei, thil chhut chip chiar tak, tawng lam pawh thiam tha.			Hnathawhna hmun enkawla vil thei, hriat lawk loh inthlak thleng thei thil zirbing thei, midang hnathawha mawhphurhna la thei.	
9	Thiamna sang nei, zirlai hre thuk leh hre chip chiar, a thiam nalin thil thar a hmu chhuak thei, research leh dissertation a tipuitling thei			Hriat lawk loh din hmuna din a, thil tih harsa leh thiamna bik ngaihna hmunah thutlukna a siam a thei.	
10	Research leh scholarship hmanga mahni irawma thil tih chhuah nei thei turin hriatna leh thiamna sang tak leh harsatna sukiang thei tura thiamna neih a ngai.			Hnathawhna hmun/ thil zirbing laia hriat lawk loh thil harsa hmachhawnaa thutlukna mumal tak siamah mawh a phur thei	

NATIONAL OCCUPATION STANDARDS

Thiam chhuah tur bituk chu hmuh theih leh teh theih hriatna leh thiamna hi a ni. VET that leh that lohna teh nana thil pawimawh tak chu thiamna tha ve tawh bituk leh endikna hi a ni. Ram chungang industry emaw, hna ruaitu (employers) emaw ten zirlaite hnena qualification an pek chu VET an thiam chhuah leh thiam tur bituksak an zir thiam danah a inngat a ni. National skill qualification committee in a ennawn leh a endik SSC ten emaw, agency dangin emaw a siam National Occupation Standard te (NOS) chu National Occupational Standard thiamna hlan an ni thin. Hna chi hrang hrang thawh nana thiamna neih tur bithlich te chu National Qualification Register (NQR)-ah hian hmuh theihin a awm. Ram hranghrang heng- Australia, Canada, Chile, Denmark, Japan, Malaysia, the Netherland, New Zealand, Philipines, United Kingdom and the United States te chuan occupational and training standard te siam turin hma an la tan a, a then chuan ramin thiamna a bituk te leh khawvel ram dang tena an pawm theih turin thiamna thlunzawm an tum ve bawh a. khawvela hnathawktu intawma an kal tawn theih nan NSQF hnuaid qualification te chu ram danga hnathawh nana pawm a nih theih nan zirna chu intluk turin hma lak a ni bawh.



VOCATIONALISATION OF HIGHER EDUCATION

Higher Education graduate-te chhawrtlak taka siam an nih theih nan higher education hi skill/thiamna lam hawi a her a tul hle a ni. Chuvangin higher education- community college leh degree college te University zawm (affiliate) NSQF zulzui a vocational course leh Bachelor of Vocational education (B.Voc) kalpui hovah chuan skill/them thiamna hi bilh luh tam deuh deuh a ni a. Horizontal (zawlpui a pawl sawn) leh vertical (a chho zawnga pawl sawn) a kalpui a nih theih nan University Grants Commission (UGC) in a siam choise based credit system (CBCs) te nen inmil turin heng course te hi duan a ni. The Choise Based Credit System chuan (CBCs) course lak tura a duan te (core, elective, or minor or soft skill course) chu thlan theih turin a siam a ni.

Activity-1 Debate

Title

General Education nena vocational skill te suihzawm hi vocational education, school education system-a teltir ve aiin a tha zawk tura ngaih a ni.

Objective

Integrated Model of Vocational Education hriat thiamtir.

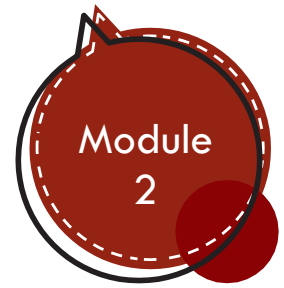
Procedure

- Team pahniha inthen tur-A topic dik ti pawl leh a dik lo ti pawlah.
- A dik ti pawl atangin pakhatin debate chu a tan ang a, a dik lo ti pawlin note te siamin an hnial dan tur an buatsaih ang.
- Dik lo ti pawl chuan an rawn hnial ang a, tichuan debate chu chhonzawm zel tur a ni.
- A tawpna chu judge thu a ni ang.

ACTIVITY-2 Presentation

Title

Skill Development-a agency hrang hrangte mawhphurhna



Objective

Skill development programme/scheme kalpuitu pawl hrang hrangte mawhphurhna leh hnathawh dan participants te hriat thiamtir.

Procedure

- Organization/agency/ Institutions skill development kalpui tute website a luh tur
- Skill Development-a organization/agency/institutions te programme kalpui dan presentation buatsaih tur

Self Assessment/ mahni inendikna

1. Short note (80-100 words) ziaak rawh
 - (i) Vocational skill general education a an bilh luh dan
 - (ii) National Occupational Standards
 - (iii) Vocationalization of Higher Education

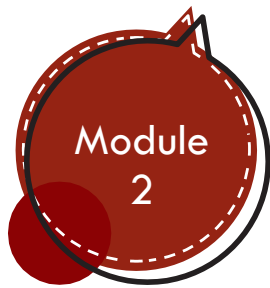
WORK EXPERIENCE AND PRE-VOCATIONAL EDUCATION PROGRAMME

SeSSion 3

India ram school-a kan kalpui Vocationalization of Education hi hming hrang hrang kan pe a. Primary leh Middle school level (class I-VIII) hi Work Experience emaw Socially Useful and Productive Work (SUPW) emaw tih a ni a, class IX leh X-ah Pre-Vocational Education tih a ni thung.

Work Experience Programme

Kothari Commission Report of the Education Commission (1964-66) chuan "school-ah te, factory-ah te, in lamah te, workshop-ah te, huanah te hna kan thawh chhuahna apiang te hi work experience programme a ni," a ti a. He Commission hian work experience mumal taka kut hnathawh inzirtirna hi education stage zawng zawngah hmun pawimawh tak a chang tur a ni tiin rawtna a siam a ni. Kut hnathawh chu hna zahawm a nihna te, mahi intodelh hlutna te, thawh ho thiamna te, tuar chhelna te, mi tanpui duhna te, hnathawh dan dik te, hnathawh chhuah hlutna te leh khawtlang ngaih pawimawhna te hi he work experience hian zirlaiah a tuh tur a ni. Amaherawhchu Work Experience (WE) emaw, Socially Useful Productive Work (SUPW) emaw Pre-Vocational Education (PVE) school-a kalpui te hi eng eng emaw avangin duh thu a sam lo hle a. A chhan awm



Module 2

thei te chu – school time table-ah hun duh tawk pek loh vang te, sum a awm loh vang te, zirtirtu thiam awm loh vang te, chak leh hmanrua a awm loh vang te a ni fo.

Centrally Sponsored Scheme of Pre- Vocational Education in classes IX and X.

Central sawrkhar bul tum Pre-Vocational Education (PVE) chu lower secondary stage-ah 1993-94 khan tan a ni a. Document hming 'Guidelines on Pre- Vocational Education' chu NCERT-in a buatsaih a. Hei hi MHRD-in Pre-Vocational Education scheme kalpui dan tur July 1993-a National Meet a sawi hona an neihna atanga buatsaih a ni. Pre-Vocational Education scheme-a thupui langsar deuh te chu-

- (i) Work Experience chu Pre-Vocational a thlak ni se
- (ii) A tlem berah kar khatah period 6 pek tur a ni.
- (iii) Vocational course te +2 stage a kalpuina school, hmanrua leh bungrua awmsana hmunah chauh he Pre- Vocational Education hi kalpui tur a ni a, chu school-a Vocational course thlan sa chu zawm thei tura kalpui tur a ni.
- (iv) Lower secondary stage-a Pre-Vocational Education an zawh hnu hian zir chhuak te chuan pawnlam hnathawk tlaka thiamna an paw chhuak ngei tur a ni. Endikna chu work experience endik dan tho kha hman tur a ni. Class IX leh X-a endikna chu school-in a kalpui ang nga, grade X-a school-in grade a pek chu board certificate – ah a course thlan hming nen tarlan a ni ang.

National Policy on Education 1986 leh committee hrang hrangte rawtna bawh zuiin Central Board of Secondary Education (CBSE) chuan 1995-96 academic session khan Pre-Vocational Education chu zir tur zingah a telh ve ta a. Pre- Vocational Education-in a tum te chu- (i) class-IX leh XI-ah hnathawhna tlak thiamna tur training awlsam te te pek. (ii) Thawh chhuah tam theihna tur leh mahni tui zawng hna inzawn chhawp thei turin vocational lama tuina leh an mil zawng hriatna tihmasawsak a chu chuan hna thawh chhuah a titam ang a, mahni tuina lam hna a hriattir thei bawk ang. (iii) higher secondary level-a vocational course an thlan thiam theih nana tanpui (iv) academic education duhthusama zir zau a nih theih nana work experience lama tel ve thei tura zirlaite buatsaih; (v) hnathawh dan kalhmang tha hlutna zirlaia tuh.

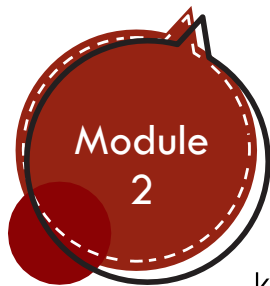
NCERT chuan Pre- Vocational modules hrang tam tak a siam a, chung te chu- khwai khawi, bio-fertilizer, horticulture, pa khawi, vermiculture, basic book keeping, basic office practice, type-writing, internet café, beginning with visual basic, wiring, plumbing, repair and

maintaining of power thresher, repair and maintenance of tillage and sowing equipment, wood craft, blood bank operation, preparation of bread and other yeast leavened products, preservation of fruits and vegetables by drying and dehydration, vinegar and oil, production of cosmetics, soft toys, textile care and design, tie and dye.

Centrally Sponsored Scheme on Vocationalization of Secondary Education (1988)

Kum 10 school system chung a general academic education hrua productive skills tihmasawn nan 1976-77 khan India-ah Vocationalization of Education chu tan a niin, higher secondary stage-a general academic education aia duh tan Vocational Education Programme (VEP) kum hnih course a chhawp chhuak bawk. Kum 1978 khan Shri Malcolm S Adiseshiah chairman-na hnuai a committee chuan +2 stage-a vocational education stream-in a huam tur chu (i) language (15% of the total time) (ii) general foundation course (15% of the total time) (iii) vocational elective subject (70% of the total time) a ti.

February 1988-ah sentral sawrkhar bul tumin Vocationalization of Secondary Education chu tan a ni a. He scheme-in a tum chu- mimal chhawr tlaka thiamna pe tura zirna kawng hawnsak te, hnathawk thiam mamawhna leh a phuhrukna tur mithiam pek chhuah inmil lo lutuk tihlem te, higher education kal tum tana thlan tur dang zirna pek te a ni. He Scheme hian sum lama state puih dan kalhmang kaihhruaina te a siam a-administrative structure tan te, vocational survey neih nan te, curriculum buatsaih nan te, textbook te, work book curriculum guide atan te, training manual te, teacher training programme te, research leh development tih nana technical support tihchak te, training leh evaluation atan te a ni. Tin NGO te leh organization te pawh short term course te buatsaiha project thar an kalpui nan sum lamin a pui bawk. Chu chu 1992-93 khan mumal taka kalpui theiha awmin, +2 level-a school 9000-ah zirlai nuai 10 vel inziak lut thei turin siam chhuah a lo ni ta a ni. Vocational course hrang hrang chhawp chhuah a ni a, chungte chu- agriculture huam chung a mi te, business and commerce huam chung a mi te, engineering and technology huam chung a mi te, health and paramedical huam chung a mi te, home science and humanities leh science and education huam chung a mite an ni. Course hrang hrang leh course material te chu PSSCIVE siam turin mawhphurhna pek an ni a. Kum 2012 khan committee/review group hrang hrang ten an rawtna angin a scheme chu revise a ni a, Centrally Sponsored Scheme of Vocationalization of



Module

2

Secondary Education and Higher Education tiin bul tan that leh a ni ta a ni. Kum 25 chungin State/UT a school 6800-ah vocational course la turin 5% chauh zirlai a ziak lut thei a ni. VEP kalpuina kawng harsatna bulpui ber thenkhatte chu- hmuh hniamna leh hlu tawh lova hriatna, general education nena a inzawm lohna, hna thiam mamawhna leh a phuhrukna tur mithiam pek chhuah inmil lo, Industry-te an inhnamhnawih lo, hmanraw hman a tangkai tawh lo leh zirna quality tha siam turin thawh hona a tha tawh lo, curriculum-ah chhawr tlaka thiamna nei tura inkaihhruaina a tel tam lo, thiamna tha tawh inpe tura hmalakna a tha tawh lo, technology leh automated industry ten thiamna an mamawh ang phuhru thei tura apprenticeship training-na hmun te hmanraw changkang a tih changtlun tum a nawrna a awm lo bawh.

Activity-1 Think-pair-share

Title

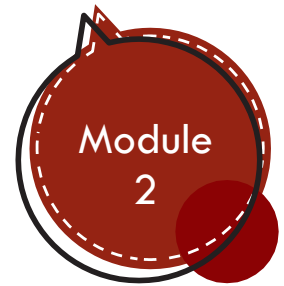
Work experience programme leh Pre-Vocational Education

Objective

Work Experience nihphung hrang hrang hriat thiamna neihtir

Procedure

- Trainees te hnenah KRP chuan mahnia ngaihtuahna hmanga an chhana tur chu duang turin ti se la, zawhna te chu (i) workexperience programme hi school-ah engati nge a kalpui that theih loh? (ii) work based activity ti tur hian school-ah eng tlakchhamna te nge awm? (iii) school-ah work-based education chawikan a tulna chhan (iv) activity based learning hi school-ah eng nge a tangkaina tur? (v) work experience hi pre-vocational education atanga a danglamna eng nge?
- Minute 10 hnuah KRP chuan trainees te chu a bula mi nen inkawp turin ti se la, inthuralin an chhana chu buatsaih se.
- Trainees inkawpte chuan an sawi dun hnuah KRP chuan an chhana chu class hmaah sawitir se la.



Self-assessment

1. Short note thumal 80-100 hmangin ziak rawh-
 - (i) School-a work experience programme
 - (ii) Pre-Vocational Education
 - (iii) Vocationalization of Education.

VOCATIONAL OF EDUCATION Under *Samagra Shiksha*

SeSSion 4

National Policy for Skill Development and Entrepreneurship 2015 chuan kut themthiamna leh lehkha zirna chu pawl IX atanga kal kawptir a tum a, chu chu sorkar sikul 25% ah kalpui a tum a ni. Formal leh Non-Formal skill training programme reng reng chu Dec 2018 hmain NSQF nen a kal kawp ang. He policy-in a tum school education-a tihlawhtling tur chuan skill development a inrawlhna tur leh tih tur Secondary School leh Higher Secondary school-ah te an lo kalpui turte chu (i) academic leh vocational education curriculum te chhunfin, (ii) Ei leh bar zawna leh khawtlang mamawh thiamna tur lam zirna buatsaih. (iii) A tul anga kaihkur theih curriculum, qualification, thiamna leh hnathawk atana rawih tlak thiamna pe thei tur hman (iv) Zirtirtu thiam tak leh trainer tha buatsaih (v) Thiamna paw chhuak thei thiamna neih dan tehna leh (vii) Quality tha pe ngei tura tiamkamna. A tum ber chu naupangte hnenah VET programme zim leh khauh tak nena thlunzawm lo, vocational subject zir tur chhawp chhuahsak a ni.

Pre-vocational Education from Classes VI to VIII under *Samagra Shiksha*

Pre-vocational education hi tunah chuan class VI atanga Class VII thlengin Samagra Shiksha (Integrated Scheme of School Education) hnuaiah vocationalisation of school education anga duan a lo ni ta a. Science, language, social science, etc zirna te chu themthiamna ngai chi tih turte nen inthlunzawm tur a ni. Hnathawhna khawvela hnathawh tur chi hrang tam tak atana thiam ngai (basic skills te) an lo zawnchhuah theihna tur remchang siamsak chu a tangkai hle ang. Hetianga hnathawh behchhan tih tur siam thin ngaihtuahna phena a tum ber chu Class VI leh VII-te scheme of studies awm saa va belhchhah ngawt lo va, zirna leh inzirtirna chhunga bilhluh vek a ni. Lehkhabu chung thu an hriatna leh an thiamna



Module 2

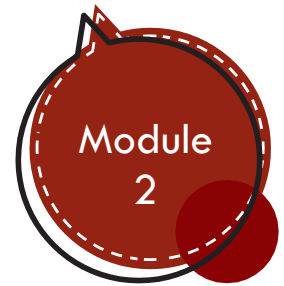
hman chhuah thin kar hla a tihzim sawt bakah naupangte hnenah hnathawh dawna thiamna neih ngaite a hriattir bawkan ang a, an puitlin huna an thawh tur thlan kawngah a pui ang. Hetiang hna hrang hrang thawh thiam hian themthiamna dang soft skills an tih mai thil mawi hlut thiamna te, tanrualna leh team-work te, thil siamna hmanrua uluk leh thiam taka hman thiamna te, mahni irawm chhuak themthiamna, thil tha quality duhna te a thiam tel dawn a ni. Zirlaite chuan organization leh mimal eizawna kawng hrang hranga mite tlawh chhuakin an hmalam huna eizawna awm theihna te leh an thiamna mamawhte chiang takin an hre thei dawn a ni.

Languages, mathematics, science, social science, art, music leh work experience zirtirtute chu anmahni subject zirtir theuhah themthiamna lantir thei lam thil tih huaihawttuah an tel ang. An inzirtir dan kalphung chu thil thlithlai, kuta khawih kual vel, leh tih nawn te. Design, craft leh technology te chu zirna pangngai ken tel a ni tawh a nga, hei hian naupang tam tak inang lo tak tak technology lama eizawna kawngah a hip khawm ang. Zirtirtute chu anmahni subject zirtir dan turah training pek tur a ni a; chungte chu a taka anmahni ngeiin khawiha thil tih, (activity based learning) harsatna sutkian, a huhova project neih, zirlai kawng hrang hranga sawifiah ngai, project work thil hrang hrang atanga hriatna leh thiamna pe thei te a ni. Zirlaite chuan pawl leh mimal kawng hrang hranga hnathawk te an tlawh kualin, nakina eizawna atana thawh tur leh thiamna ngaite a hmuhtiamtir ang.

Soft and hard skills kawhhmuhna vocational module chuan hnathawhna khawvela thil pawimawhte naupangte a thlizautirin vocational subject leh an eizawna tur kawng tur thlan kawngah a pui ngei ang. Soft skills atangin an tuina zawng te, an rilru thlek zawngte leh mahni leh midangte bula awm dan mawi leh tha an zir thei a ni. Soft skills module chuan midangte biak pawh thiamna leh ICT lama hriatna a pe bawkan ang. Vocational skills lama thiamna atan chuan an zirlai pangngai chhunga thupuite behchhanin a tiha tih tur chi chu an syllabus peng pakhat anga siam a ni ang.

Vocational Education from Classes IX to XII

Secondary level (Classes IX and X)-ah chuan vocational subject hi an zirlai pangngai bakah additional emaw, compulsory subject emaw anga teltir a ni. Higher secondary level (Classes XI and XII)-ah erawh chuan compulsory (elective) subject anga lak theih a ni. Vocational subject curriculum chu National Occupational Standards (NOSs) nen eizawna leh hnathawh tur kawhhmuh kawngah a inzul a ni. School-te chuan



vocational subject pahnih, naupang 40 section tina awm thei turin an siam a. State 27/UT-ah hian Samagra Shiksha hnuaiyah School 8433 lai vocational course zit theihna a awm a ni. Tunah hian vocational course, hna chi hrang 55, sector 18 hnuaiyah hian zir theihin a awm mek a ni.

Education programme in schools

Input

- School in leh bungruate (Infrastructure)
- Zirtirtu/Trainers
- Zirlaite
- Zirtirna hmanruate

Processes

- Hming ziah
- Zir tura duan (Curriculum) zirchhuahpui dan
- Hnathawk paha training neih
- Endikna leh tehna

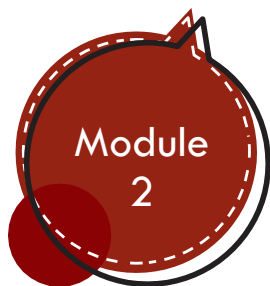
Output

- Mi thiam tak chherchhuah

Sectors

School vocational education kaltlanga Vocational subjects zirna an buatsaihna hmun leh a programme te chu heiang hi a ni:


S.No.	Sector
1.	Agriculture
2.	Thawmhna, Hmai cheimawi, In chung cheimawi (Apparel, Made-ups and Home Furnishing)
3.	Motor khawl thil (Automotive)
4.	Banking, Financial Services and Insurance
5.	Hmelthatna leh Hriselna (Beauty and Wellness)
6.	In sak (Building and Construction)
7.	Electronics leh Hardware
8.	Hriselna lam (Healthcare)
9.	Information Technology-IT enabled Services
10.	Riahbuk leh mamawh dang (Logistics)
11.	Media leh Intihlimna lam
12.	Organised Retail
12.	Tui pipe siam (Plumbing)
14.	Electric Power Sector
15.	Private Security
16.	Telecommunication
17.	Tourism leh Hospitality



Introduction of Vocational Courses

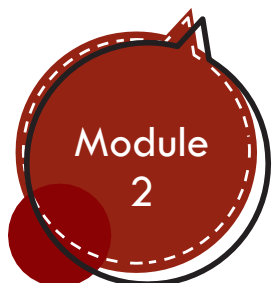
Vocational course tur thlan	State-in vocational course a thlan dan chu ram pum leh mahni khuain themthiamna kawng a mamawhah a innghat a ni.
Classroom leh bungrua (Infrastructure)	Infrastructure classroom-cum-lab/workshop te school-ah siam a, zirlai ten a taka tih chhinna tak tak an neih ngei theih nana tan lak. Lab equipment leh hmanruate chu subject mamawhah leh sum dinhmun azir a ni. Lab /workshop buatsaih tura hmanrua leh bungruate chu PSSCIVE in Sector Skill Council te nena tih ho.
Naupante hming ziah	Zirlai hip luh belh tura hmalak, hmanraw tul bik chhawp chhuah, nu leh pate nena tan ho that, khawtlang behchhan pawlte nena thil tih ho vocational education lama tel an thathnem nan. Mass media (chanchinbu, radio, internet etc) kaltlanga mipuite zirtira vawrhlar. Vocational education chungchanga ngaih dan dik lo awmte nuai bo tura punkhawm leh zirlai naupang zawkte vocational course lama tui tura hip luh.
Vocational guidance and counselling	Counsellor leh mi thiam bikte ruaiin Vocational guidance and counselling lama schoolah nasa leh zuala tan lak. Hmeichhiate tan a bik taka cunselling buatsaih.
Vocational teachers te rawih (Appoint)	Vocational course-te hi Vocational Teachers/ Trainers, State sorkarin a rawihte puihnaa kalpui a ni a, NSDC thawhpui Vocational Training Providers (VTPs) leh mamawh anga guest faculty rawihte pawhin an zirtir thin bawk . PSSCIVE hian vocational zirtirtute qualification tur te, zirtirtu lak dawna dan leh dun te a siam a, an service condition, tehna hmanrua tur, endik dan tur leh chawimawi leh lawman pek awm chite state/UT hrang hrangah pawh rawtna a siam a.

Vocational Curriculum

Learning outcomes based	<p>Vocational curriculum thiam chhuah ngei ngei tur (learning outcomes) behchhan te chu (i) chhawr tlak thiamna (ii) vocational skills. Chhawrtlak thiamna module hian midang nena in pawhna, mahni ke a din theihna , ICT lam thiamna, thil zawrhchhuah, entrepreneurship skills, leh green skills te an ni huam</p> <div style="text-align: center;">  </div>
National development agency te nena tan ho	
Eizawna hna standard	Learning outcomes hi National Occupation Standards (NOSs) ³ Qualification Packs (QP) sectors hrang hranga hnathawh tur ziahah tarlan a ni
National curriculum and courseware development agency	Curriculum leh courseware duan chhuah hna hi PSS Central Institute of Vocational Education, Bhopal-in a thawk a. Inzirtina hmanrua atan chuan textbook, teacher handbook leh e-learning te hman a ni.

Capacity building of key functionaries

State Education Department leh Board-a thawkte tana inhrilh hriatna	State/UT-a Department of Education, State leh District level-a thawktu te, Principal leh Vocational Coordinator-te chu Vocationalisation of education tha taka kalpui a nih theih nan zirtina pek an ni
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Vocational Teachers/ Trainers te tana training buatsaih

PSSCIVE chu zirtirtu training-ah principal coordinating agency an ni ang a. Ni 10 chhung awh induction training chu state/UT tinah vocational zirtirtu thar te, zirtirtu thlan chhuah leh skill trainer tan buatsaih a ni. In-service training programmes ni 5 chhung awh chu PSSCIVE leh State Education Department ten zirtirtu leh skill trainer zawng zawngte tan a buatsaih a. Hetah hian zirtir dan kalphung, subject huam chin leh vocational education lam kaihnawih zirna tur chu Training institution changtlung tawh sa zirtirtu thiam leh tawnhriat nei tha tak ten an lo zirtir a ni. Heng training programme hi State Implementing Agency leh PSSCIVE leh Sector Skill Council-te tang hovin an buatsaih a ni. Hengah te hian training programmes PSSCIVE leh States/UTs ten an buatsaih bawk. Communication skills, self-management skills, ICT skills, entrepreneurship skills, green skills, vocational guidance and counseling leh assessment and evaluation-ah te. Vocational teachers te chu e- learning hmanrua, instructional video-films leh interactive computer aided programmes for supplementing teaching ah te training pek an ni bawk a, zirlaite tan an zirlai mekin tawnhriat tur tam tak a buatsaihsak a ni. Training programme-te chu industry lama mi thiam expert leh Sector Skill Council ten puiin kawng (domain) hrang hranga thiamna an neih theih nan an pui a ni. Pre-test leh Post-test te pawh he zirtirtu training-ah hian tihtir thin a ni a, hei hi training leh pek zel atana mamawh leh tha leh zuala training hi kalpui a nih theih nana tih thin a ni.

Curriculum Transaction

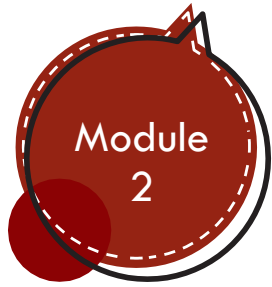
Curriculum chu classroom, laboratory-ah te, a taka thil tih ho (workshop) leh hmunhma flawhna atang tein zirtirna pek chhuah a ni a. Naupangte chu industry leh hnathawh tak takna hmun te flawhpui a, Field Visit nei tura ruahman a ni a, hei hian hnathawh dan leh hnathawhna atana hun leh hmanraw mamawh te hrethiamin an duh zawng an thlang thiam ang. Sumdawnna bul tan chungchangah te zirtirtu leh zirlaite tan special training te buatsaih a ni a. Naupangte pawh mahnia bul tan ve thei turin kaihhruaina pek an ni bawk. Industry leh specialized organisations/ institutions te chuan he training hi tanpuiin zirtirtu tur leh mi thiam expert

leh endiktu turte pein a zirchhuakte tan apprenticeship training an lo pe thin a ni. Hetiang internship training emaw, on the job training, a hmun ngeia thawk chung training lak emaw hi curriculum-a tel flat a ni a, zirlaite chu a tlem berah darkar 80 tal on the job training nei tura tih a ni.

Vocational teacher chuan inbiak pawhna tur tawng tual leng a thiam tur a ni a, ICT skills te, generic skills te, vocational skills leh ngaihhlut zawng dik, sumdawna leh eizawna kawnga thiam tak leh hneh taka a thawh theih nan leh zirlaite tan zirlaia tawnhriat tha tak nei chung tum mumal leh fel tak an thlan thiamna turin. Inbiak pawhna tha leh chiang chuan vocational zirtirtu chu teaching aid hman kawngah leh curriculum zirtir chuh kawngah nasa takin a tanpui thei ang. Vocational teacher chuan instructional video-films tih dan phung tur kawhmuhtu leh interactive computer aided programmes leh audio-visual aids lam a zirtirna pui turin a hmang tangkai thei ang.

Roles and functions of Vocational Teacher

- Zirtir tur leh training tur ruahmanna fel tak siam.
- Theihna leh thiamna tarlan, a bu chung thu leh a taka thawh dan thiamna te, inbiak pawhna tha thiamna te, midang hmuha pho chhuah thiamna te, number hriatthiam riaina te, vantlang bula awm dan thiamna te, zir tur an thiam leh thiam loh endikna te. Thiamna tarlan thiam riaina te. Entiran, a bu chungthu hriatna, a taka tih thiamna, mi va dawr thiamna, mi hmaa tarlan thiamna te, number thiamna te, vantlan bula awm dan thiamna te, zirtir dan tur thianate leh evaluation skills, demonstrate competencies including content knowledge, practical skills, communication skills, presentation skills, numeracy skills, social skills, pedagogy skills, evaluation skills, etc.
- Teaching aid awm te hman tangkai chu zirtirna leh training petu te kutah a awm,
- Ngaihhlut tur leh hnathawhnaa awm dan tur tha (work ethics) leh mi hriatthiamna neih (empathy) dan te zirlaite a kawhmuhtu.
- Himna, hriselna leh kan chhehvel thing leh mau humhalh chungchangte ngaih pawimawh dan a kawhmuhtu.
- Naupangte record hrang hrang a vawng tha. (Attendance, an hmasawn dan, hnathawh an zirna hmuna a thiltih, assessment report, field visit record, an log book leh non-scholastic lama an thil tih record te.



Module 2

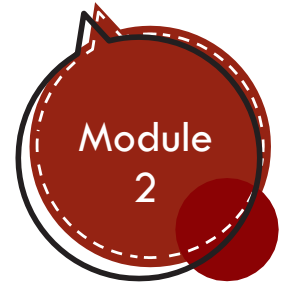
- Naupangte thil tih hrang hrangte engtik lai pawhin a endikin a teh pah reng a, chu chu anmahni a hrilh hre zel ang.
- Naupangte chu taima taka zir turin a fuih reng a, midang rinchhan lova mahni ngeia zirtu ni turin a fuih thin.
- Naupangte theihna leh thiamna te a tehin an thil tihte a endiksak thin.
- A zirlaite chu a taka hnathawhna hmuna training (on- the-job training) an neihna tur leh an zir zawh hnu pawha hun eng emaw chen a tak taka hnathawk paha training (apprenticeship training) an neihna tur kawngah a tanpui thin.
- Action research a ti thin.
- Training programme, seminar, conference leh workshops angah te a tel ve thin etc.

Assessment and evaluation of learners

Zirlaiten thiamna an puak chhuah chu anmahni sikul in-affiliate-na theuh National leh State Examination Board leh Sector Skill Council ten endikin certificate pawh an pe a External assessment leh evaluation chu Classes X leh XII-ah te tih tawh a ni. Exam hian an hriatna (knowledge) te ziaka exam leh an thiamna te chu a taka chhawrtlak a nih leh nih loh practical- a endikna a ni. Zirlaite chuan Classes IX an nih atangin class XII an nih thlengin portfolio an nei a ni. An portfolio te chu an exam dan tur phung (scheme of examination) milin endik tur a ni. Examination Board-in certificate a pek bakah NSDC and SSC te pawhin a zir tluantlingate chu certificate hran an pe bawk a ni.

Vertical mobility of learners

Vocational education lama zir zawm zelna tur pawh tih changtlun zel a ni a, heng diploma, advanced diploma leh degree course-te hi buatsaih a ni.



University Grants Commission (UGC) chuan B.Voc programme a duang chhuak a, chutah chuan eizawna tlak themthiamna (skill) leh zirna tluangtlam pangngai (general education) zir tur inpawlh nakin a siam a, chutiang chuan diploma, advanced diploma and degree thlengin a zir theih ta a ni.

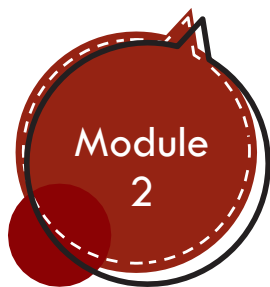
Curicullum-ah chuan general education leh skill education chu 40:60 ratio in siam a ni a. School atanga Vocational zir chhuakte tan hengahte hian vocational course a zir zawm theih a ni, Polytechnics, Industrial Training Institutes leh higher education institutions atangin Bachelor of Vocation (B.Voc.) leh Masters in Vocation (M.Voc) thlengin.

Apprenticeship training

Apprenticeship tih hi mi skill zir duh (apprentice) leh industry/organization neitu emaw a ruai theitu-te inkara inbiakremna awm hi a ni a.

Apprentice te hi an hna thlan bik theuh kalhmang leh tih dan tur zawng zawng a tha leh thar ber berte zirtir an ni a. Hei hi school/college zirlai nih atanga hnathawhna khawvela her luh puitu a ni tel bawk a ni. Apprentice chuan soft skills (mi biangbiak thiam, taimakna, duhtuina, mi bula awm dan etc) te, hnathawh dan leh hnathawhnaah midangte laka awm dan mawi leh tha te, thil huaihawt dan te training a neih lai hian a zir tel vek ang.

The National Apprenticeship Training Scheme (NATS) hi thiamna nei thalai te, hnathawh tak takna khawvela lut tura practical taka an hriatna leh thiamna hman chhuah an zirna tur kum khat course a ni a. Subject 126 zetah graduate/diploma zirlaite tan training-na tur buatsaih a ni a. Heng apprentice te hi heng organization te hian anmahni hmunch training hi an lo pe thin a ni. Heng an training chung hian stipend te pek an ni a, chuta tanga 50% chu Governmnet of India in a ruaitute hnenah a pekir leh thin a ni. An training zawh hian Government of India chuan Certificate of Proficiency a hlan a, chumi hmang chuan India ram hmun hrang hranga Employment exchange-ah a in-register thei tawh a ni. Apprentice te chu Central, State leh Private organisation hrang hrangah, training-na hmanrua tha tak tak neiteah training-tir an ni thin.



Module
2

<p>Apprentices Act 1961. Kum 1973, 1986 leh 2014-ah te siamthat a ni</p>	<p>The Apprentices Act 1961 chu industry-a apprentice-te training-na hriatpuia pawmpui a nihna tura buatsaih a ni a. (industry chuan eng industry pawh, sumdawwna hmun emaw, eizawwna emaw, engineering lam a ni emaw technology leh vocational course eng pawh a huam a) Hnathawk paha training an lakna kawngah hian hmanrua awm ang ang an hmang thei tur a ni. He Act hi 1973 leh 1986-ah te graduate, technician leh technician (vocational) apprentice te tana training theihna tel tura ennawna siamthat a ni. Optional trade awmzia chu eng hna pawh, eng eizawwna pawh, engineering emaw, non-engineering emaw, technology emaw vocational course engpawh a ruaitu-in he Act atana a hman zawng zawng. Aprrentice hi chi li a awm a, trade apprentice, graduate, technician leh technician (vocational) apprentices. Trade apprentices te tana qualification chu class VIII pass atanga class XII pass a ni. Training rei zawng pawh a inang lo va, thla 6 atanga kum 4 a ni.</p>
<p>Apprentices Act 1961 hman a ni</p>	<p>Apprenticeship training scheme te hi Regional Board of Apprenticeship Training (BOAT) pali Mumbai, Kolkata, Chennai and Kanpur-te kaltlangin a tih theih. State Education Department leh District Education Office leh BOATS te hi zirlaiten apprenticeship an neihna turah hian an tangkawp a ni.</p>
<p>Apprenticeship training tura kum naupan lam bithliah</p>	<p>Apprentice Act chuan mi apprentice atana lak tur chu kum 14 tal a ni ngei ngei tur a ni a ti a. Industry lian, taksa tana hlauhawm thei ang chia thawk tur a nih phei chuan kum 18 an tling ngei tur a ni a ti.</p>
<p>Apprentice zat</p>	<p>Central Government chuan trade thlan chhuahah te mi pakhatin apprentice a chhawr theih chin tur a bithlaih a ni.</p>

Training bulthut	Act chuan sumdawwna lama apprentice, institution-a training la nei ngai lote chu practical training atana ziah luh an nih hmain training bulthut (basic training) pek hmasak ngei ngei tur a ni a ti. Bill chuan institution eng pawh training-na atana hmanrua nei tha tawh apiangin he training hi an kalpui thei ang a ti a ni.
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Programme Management Unit

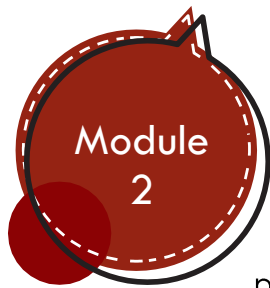
State Level Programme Management Unit (PMU) chu state thenkhatah din a ni a. Hei hi chak leh zual leh uluk zawka endik chung a vocational education programme kalpui a nih nan leh a kalpui dan tura kaihrudaina leh tih dan tur phung duan sa ang a kalpui a nih theihna atana din a ni. Uruk taka enzui tur leh vocationalisation of school education te endik thin turin Management Information System (MIS) pawh MHRD lamin an buatsaih a ni.

Placement of vocational pass-outs

Sector Skills Councilte nena tang kawpin State-te chuan Job Fair te an buatsaih thin a. Hei hi zirlaite tan hna atana ruai theiru turte nena an inbiak pawhna remchang atana siam a ni a; chubakah sawrkar scheme leh ha awm thei angte inhrilhrinatna a ni bawk.

Educational loans

Vocational training leh zirna atana educational loan pek hian an tuition/course fee te, examination/library/ laboratory fee te, lehkhabu leina te, zirna atana hmanraw mamawh leina te leh an security deposit turte chenin a huam a ni. Bank te hian heng zirna school-ah te hian sum a pe ve thin: central emaw, state education board hnuacia mi school te emaw college, recognized university a inziak luta certificate, diploma emaw degree emaw pe thei, NSQF Industrial Training Institutes (ITIs) courses, Polytechnics, National Skill Development Corporation (NSDC) affiliated training partner leh training organisations Sector Skill Councils, State Skill Mission, State Skill Corporation te nena tang ho tein. Training course te chuan certificate, diploma emaw, degree emaw NSQF hnuacia



Module 2

organization te atangin a hlawhchhuak tur a ni. Thu hriatpuitu emaw, third party quarantee emaw neih a ngai lo. Nu leh pa emaw, guardian emaw chu zirlai nen loan latu (co-borrower) niin loan document vel chu an lo buaipui thei ang. An nu leh pa leh anmahni enkawltute bakah kawppui te pawh a mamawh chuan diltu pakhatan an telh thei bawk ang.

Activity 1 Role Play

Theme

Vocational education and training pawimawhna

Situation

Nula pakhat hian a birthday a lawm duh a, mahse buaina eng emaw awm avangin khami ni tak kha bazaar zawng zawng an inkhar vek a. a thiannu pakhat chuan vocational course-ah cake ur a lo zir tawh hlauh mai a. Cake ursak turin a rawn pen chhuak a.

Procedure

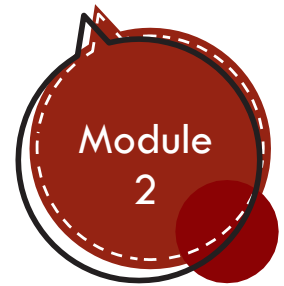
- Zirlai pathum theuh awmna group siam ula.
- Role play-a chan tur theuh thlang chuak ula.
- Mi pathumte chu inbia se la
- Heta tanga zirchhuah eng nge i neih, sawi ho teh u.

Self-Assessment

1. Vocational teacher tana harsatna awm thei hmachhawn ngei ngei ngai nia i hriat thil pathum han sawi teh.
2. Vocational teacher te mawhphurhna leh tih tur kawng nga han ziak chhuak teh le.
3. Vocational lama hriatna leh thiamna (skills) zirlaite hnena hlan chhawng tura zirtirtuten thiamna (skill) an neih ngei ngai pathum tawitein (thumal 50 velin) ziak rawh.

Definitions and Acronyms

Vocational education chu “Kawng hrang hrang leh thiam dan hrang hrang hmanga zir dan, an general knowledge bakah technology leh a kaihhnawih science lam te, a taka thil tih thiamna, hmangchang hriatna, ngaih dan leh sumpai leh khawtlang nun mila eizawna kawng tur hriatthiamna a ni” (UNESCO).

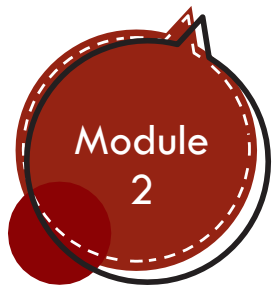


Vocationalisation of Education hian tum chi hnih a nei a: (i) Kum sawm school an kal chhunga an zirlai zir reng paha kawng hrang hrang hmasawna neihtir leh technical skills bulthut thiamtir (ii) higher secondary stage leh post secondary stage an nihah chuan generic leh specialized technical skill an neiha tura tanpuina leh hnathawhna khawvela lut tak tak thei thiamna nei tura buatsaih. (UNESCO,1985).

MHRD	Ministry of Human Resource Development
MSDE	Ministry of Skill Development and Entrepreneurship
NCERT	National Council of Educational Research and Training
PSSCIVE	Pandit Sundarlal Sharma Central Institute of Vocational Education
NOS	National Occupation Standards
SSC	Sector Skill Council
AT	Apprenticeship Training
NATS	National Apprenticeship Training Scheme
GOI	Government of India

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Module 2

Websites

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Ministry of Human Resource and Development: <http://mhrd.gov.in/vocational-education-overview>

Ministry of Skill Development and Entrepreneurship: <http://www.skilldevelopment.gov.in/>

National Apprenticeship Training Scheme: <http://mhrdnats.gov.in/>

National Council of Educational Research and Training: <http://ncert.nic.in/>

National Institute of Educational Planning and Administration: <http://www.nuepa.org>

National Qualifications Register: <http://nqr.gov.in/> National Skill Development Corporation:

<https://www.nsdcindia.org/>

PanditSundarlal Sharma Central Institute of Vocational Education (PSSCIVE):

<http://www.psscive.ac.in/>