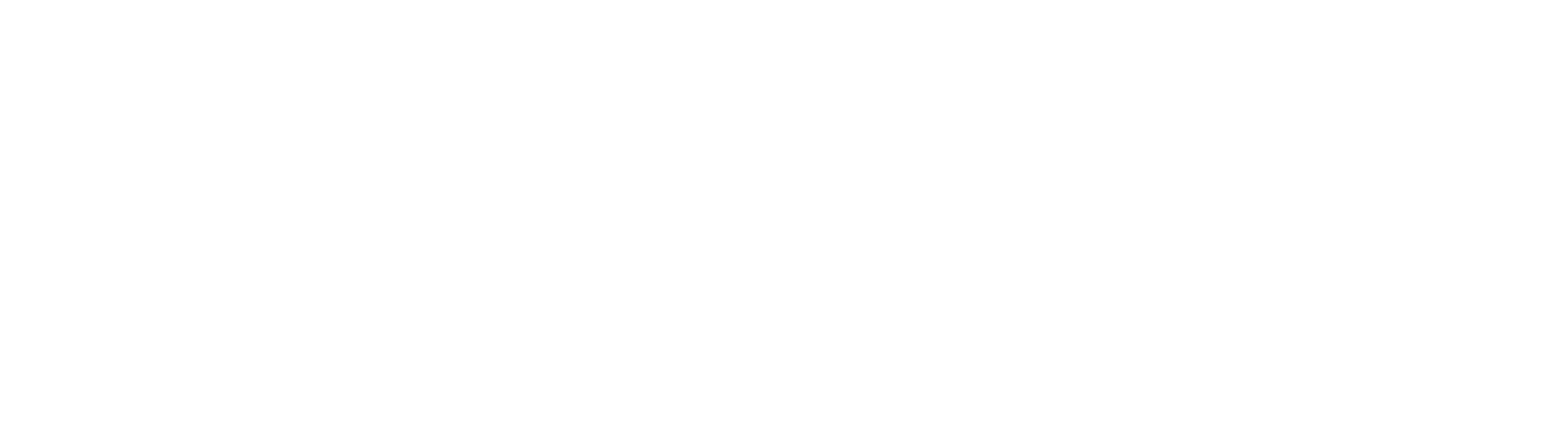


**REPUBLIC OF SIERRA LEONE**

**MINISTRY OF TECHNICAL AND HIGHER EDUCATION**

**Teacher Licensure**

**Examination Benchmark**



**2021**



**REPUBLIC OF SIERRA LEONE**

**MINISTRY OF TECHNICAL AND HIGHER EDUCATION**

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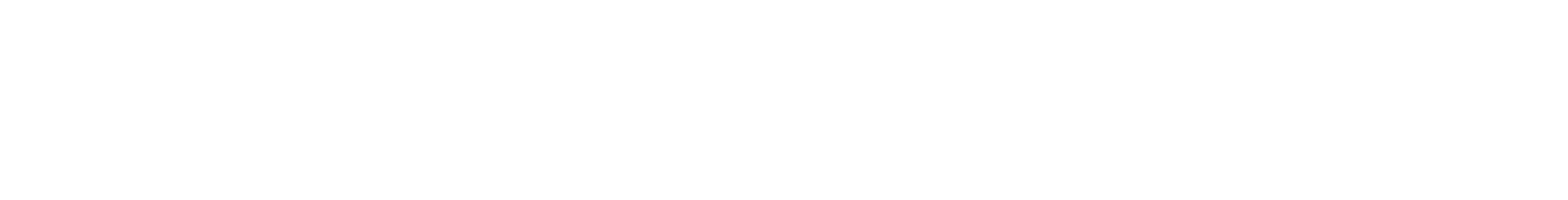
**Teacher Licensure Examination Benchmark**

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# FOREWORD

**Professor ………………………..**

**Minister of Technical and Higher Education**

**ACKNOWLEDGEMENT**

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The following are members of the **Core Group** that led the development of the Teacher Licensure Examination Benchmark.

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**CONTENT**

# I. TEACHER LICENSURE EXAMINATION: AN INTRODUCTION

## 1.1 Teacher Licensure Examination Defined

Teacher Licensure Examination (TLE) is a programme that evaluates the competences of individuals seeking to be registered and licensed as teachers. It provides the teaching regulatory authority with the evidence about the level of knowledge, skills, and orientation possessed by individuals to determine their suitability for admission into the teaching profession or for licensing them for specific roles within the teaching profession. It is a process of sifting and sorting the qualified from unqualified teachers. According to the Committee on Assessment and Teacher Quality, National Research Council, USA “teacher licensure testing is intended to distinguish between those who are competent to enter the classroom in terms of the skills measured by the test and those who are not,” and as in the other professions, it helps to limit “the supply of teachers only to those who are competent” (Mitchel, Robinson, Plake, & Knowles, 2001, p. 116). Therefore, TLC is a testing to ascertain whether an individual possesses the qualities expected of a professional teacher.

## 1.2 Teacher Licensure Examination and Teacher Qualifications

The Teacher Licensure Examination is exclusively for candidates who possess the relevant teacher qualifications from approved teacher education institutions. Candidates teaching in the school system without recognised teaching qualification are not eligible to take part in the examination. In other words, the examination is for professionals only, and those who have not met the professional requirements are not ripe to be tested as they are unregistrable as teachers. Again, the possession of a teaching qualification (from a teacher education institution) does not automatically confer on a candidate a professional status. A candidate achieves the professional status, rights, privileges, and obligations only after a successful licensure examination, registration and licensing by the teaching registration and licensing authority. Furthermore, licensure examination is an international best practice among many professions (Teaching, Law, Engineering, Medicine, Pharmacy, etc.). The licensing authorities test professionals before registering and licensing them as a way of assuring themselves that the candidates they register possess the qualities stated on their certificates from the training institutions. This does not mean that the licensing authorities doubt the standards of the training institutions, rather the tests serve as an independent validation of the training received in the institutions. Therefore, the licensure examination is part of the important checks and balances in the professions and closes the loopholes that some unqualified individual may exploit to illegally enter the profession. The professions command the highest public trust in the respective specialisations, and any opportunity given to quacks to invade the profession will destroy the public trust and bring it to ridicule.

## 1.3 The Registration and Licensing Authority

In any country, every recognized profession has a registration and licensing authority (generally called the professional regulatory authority) empowered by law to register and license individuals deemed to have met the criteria for the membership of the profession. A vocation without a professional regulatory authority cannot be called a profession because individuals can move in and out of the vocation at will and cause harm because there will be no standards of practice or even a code of ethics to guide the vocation. It is for this reason that the professions have advanced to a stage where they are distinguished with some important features. These include the existence of a professional regulatory authority, code of ethics, professional standards, career path, the registration and licensing of members, and other measures. In Sierra, teaching is recognized as a profession and a professional regulatory authority, the Teaching Service Commission (TSC) was created by law to regulate it in accordance with all the relevant professional tenets. The TSC is, therefore, the only authority empowered by law to administer Teacher Licensure Examination as a precondition for the registration and licensing of a teacher at the Early Childhood Care and Education, and Basic and Senior Secondary Education levels in Sierra Leone.

# II. THE CONTEXT OF TEACHER LICENSURE EXAMINATION

## 2.1 The International Umbrellas for the Regulation of Teaching

The emergence of the world and continental umbrellas for the regulation of teaching underscores the fact that teaching has become formidable as a profession. Therefore, every country is expected to work in tandem with these global movements as no country can be an island. At the world level, the *International Forum of Teaching Regulatory Authorities* (IFTRA, [www.iftra.org)](http://www.iftra.org/) is a coalition of the teaching registration and licensing authorities in the various countries of the world. There is also the United Nations International Task Force on Teachers for Education 2030 ([https://teachertaskforce.org/)](https://teachertaskforce.org/) comprising the governments, international development partners and non-governmental organisations across the world committed to restoring teaching as first among equals in the comity of the professions. At the African continental level is the Africa Federation of Teaching Regulatory Authorities (AFTRA, [www.africateaching-authorities.org)](http://www.africateaching-authorities.org/) comprising the Ministries of Education and Agencies that regulate teaching all the 55 African countries. The Ministries of Technical and Higher Education, Ministry of Basic and Senior Secondary Education and Teachers Service Commission are members of AFTRA. These global and continental teaching regulatory authorities are working relentlessly to ensure that the relevant critical features of a profession are restored for the teaching profession and Sierra Leone must demonstrate its support by implementing all those tenets and practices already declared for the teaching profession by the global and continental bodies.

## 2.2 The Global Teacher Frameworks

Over the years the status of teaching as a profession has been strengthened by series of instruments and frameworks issues by the various international organisations, for instance, UNESCO, International Labour Organisation, Education International and International Task Force on Teachers. For instance, the International Labour Organisation/UNESCO (1966) “Recommendation concerning the status of teachers” and UNESCO (1997) “Recommendation concerning the status of higher education teaching personnel” assert that teaching is a profession and teachers must enjoy the full rights and privileges as professionals. The 1966 Recommend, describing teaching as a profession states that “it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge” (ILO/UNESCO, 1966, III.6). Regarding the responsibilities of teachers, the Recommendation goes further to posit that “professional standards relating to the teacher performance should be defined and maintained with the participation of teachers’ organizations … Codes of ethics should be established by teachers’ organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles” (UNESCO/ILO, 1966, VIII. 71 & 73).

The above position has been reinforced by the “Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4” (UNESCO, 2015). The Declaration created what is now popularly known as the Sustainable Development Goal (SDG) 4c which aims at “substantially increase the supply of qualified teachers”. It is a common belief that without achieving the SDG4c, SDG 4 which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” cannot be realized. Therefore, the issue of teacher quantity, quality and professionalism is at the heart of the efforts to achieve an inclusive and quality education for all by 2030. In the context of these realities, the teacher licensure examination is a sure way of consolidating the professionalization of teaching and moving Sierra Leone towards achieving the SDG 4c.

## 2.3 The African Union Teacher Frameworks

With the adoption of the United Nations SDGs, the African Union came up with a comprehensive policy document to address developmental issues in Africa. The document, titled, “Agenda 2063: The Africa We Want” (African Union, 2015a) envisaged Africa that will become a prosperous and global political and economic player by 2063. Realising that Africa’s development will be predicated largely on educational quality and inclusion, the African Union further released the Continental Education Strategy for Africa (CESA 2016-2025). The CESA has seven strategic objectives and the first of these is to “revitalize the teaching profession to ensure quality and relevance at all levels of education” (African Union, 2015b, p. 8). Prioritising the resitalisation of the teaching profession demonstrates the faith of the African Union in the power of the teaching profession to drive education and the development of the continent.

To translate the CESA number strategy into action, the African Union has developed four important teacher frameworks as follows: a) African Continental Teacher Mobility Protocol (2018)

1. African Framework of Standards and Competences for the Teaching Profession (2019a)
2. African Teacher Qualification Framework (2019b), and
3. African Continental Guidelines for the Professionalisation of Teaching (2019c).

These very recent continental frameworks have prescribed clear path to the professionalization of teaching. Among them are the institutionalization of teacher professional standards, teacher career path, teacher licensure examination, minimum teaching qualifications, registration, and licensing of teachers. It is important that Sierra Leone should keep pace with these developments so that the teachers could count themselves among the best anywhere in Africa.

## 2.4 The Sierra Leonean Laws and Education Policies

Teacher Licensure Examination is also strongly rooted in the Sierra Leonean Vision of a socio-political and economically vibrant nation driven by high quality education. These are clearly articulated in the Education Act (Sierra Leone, 2004), the Education Sector Plan 2018-2020 (Ministry of Education, Science and Technology (2018), among others. The latter stated the Education Vision of Sierra Leone as “an appropriately educated, entrepreneurial and innovative citizenry, tolerant, productive and internationally competitive”. Earlier in 2011, the country has enacted the Teaching Service Commission (TSC) Act to regulate the Teaching profession. The Act gave TSC the following functions:

(a) serve as an advisory body to the Minister on all matters pertaining to teachers; (b) register and license all teachers; (c) maintain and upgrade annually a register of all licensed teachers and publish the register in the Gazette; (d) vet all teachers’ qualifications and determine their equivalence based on a qualifications framework; (e) advise the Minister on the preservice training of teachers; (f) recruit, promote, post, transfer and dismiss teachers in Government and Government assisted schools; (g) develop and review standards and codes of professional ethics for teachers; (h) define the rights and obligations of teachers in relation to their employers and the management of the institutions where they serve; (i) define the rights and obligations of school management in relation to their employees; (j) discipline teachers in Government and

Government assisted schools in accordance with the provisions of the Code of Ethics for Teachers prescribed by it;

(k) serve as an advocate body for the improvement of the conditions of service of teachers in Government and Government assisted schools including a reward scheme for teachers in service; (l) recommend to the Minister programmes for training of non-professional teachers in service; (m) organize regular induction and orientation programmes for newly licensed teachers; (n) organize continuing professional development programmes for serving teachers; (o) advise the Minister on measures for sanctioning schools which are in violation of laid-down standards for professional practice; (p) appraise the performance of headteachers and principals in accordance with subsection (3) of section 35 of the Education Act, 2004; and (q) perform such other functions as are incidental to the achievement of the object for which the Commission is established. (TSC Act 2011, section 9:2)

The provisions above show that it is the function of the TSC to determine the value and equivalence of qualifications with regards to teaching to register and license teachers. While performing these functions, the TSC has the powers to administer teacher licensure examinations and to take other appropriate steps which it deems necessary to assist in the effective discharge of its statutory responsibilities. It is important to further note that the Act confers independence on upon the TSC by which it shall not be influenced by any other authority, except the Minister, in the performance of its functions. Thus, the Act states as follows: “In the performance of its functions under this Act, the Commission shall not be subject to the control or direction from any person or authority except the Minister” (TSC Act, 2011, section 10).

## 2.5 Teacher Registration & Licensing Policy for Sierra Leone

In pursuit of the mandates conferred on TSC by the Act of 2011, it has come up with a policy document of registration and licensing of teachers (TSC, 2018), which makes the teacher licensure examination mandatory for all teachers (whether already inside or outside the school system) seeking registration and licensing. The Policy is very elaborate about the procedures for registration and licensing and must be read jointly with the Benchmark. The following are just a few of the provisions of the Policy:

* The minimum academic qualification for registration as a professional teacher is the Teachers’ Certificate (TC) or its equivalent. Any qualification lower than this cannot qualify a person for registration.
* Acceptable qualifications for registration are TC, HTC, B.Sc.Ed. B.Ed., M.Ed, PhD in Education, Degree in other fields plus education qualification (e.g. PGDE).
* A non-citizen of Sierra Leone (foreign applicant) seeking to be registered and licensed to practice teaching shall be required to have his/her qualifications evaluated by the TSC or the body charged with the evaluation of certificates in Sierra Leone. S/he would also need to obtain and complete a TSC registration form…
* Teachers will be exposed to a professional assessment, test or examination just like other professions before they are registered and licensed. This is an international best practice and an important feature of professionalism that adds value to the sorting and screening of candidates to ascertain their suitability for independent and professional practice. The assessment/ test/examination of teachers before registration is aimed at helping Sierra Leone Teaching Service Commission (TSC) to ensure that those who are to be registered to teach in Sierra Leone have the requisite knowledge, skills, values and attitude to perform the duties of teachers in the schools. Professional qualifying test or exam will guide against prevalence of teachers who are qualified (by academic certificate) but incompetent. The dynamic nature of the teaching profession and its critical role in the safety, well-being of the people and nation demands that those to be granted entry into its practice must be screened to ensure that they will not be threats to the education sector and society in general. Entrusting the responsibility of teaching to incompetent persons may be detrimental to the growth of the nation.
* For effective and objective assessment, TSC may consult an independent test development expert or professional to develop the question bank that may last for about five years covering such areas as the basic principles or foundations of teaching and the competencies expected of teachers. The independent test developer or expert will as well conduct the examination or test. The test will be measuring competency on what to teach and how to teach especially as contained in the Professional Standards for Teachers and School Leaders. The test will be a criterion referenced objective test based on assessment designed to measure expected knowledge and skills stipulated in the standards for each category of teachers and will be 50:50 theory and practice.
* Registration of Teachers Previously Registered by the Ministry: The Teaching Service Commission Act empowers TSC to register and license all teachers in Sierra Leone. This is entirely new and different because the names of teachers who meet the requisite qualifications for registration need to be entered in the professional register or database of teachers, which never existed. However, the TSC by its dual responsibility as a regulator and employer of teaching shall maintain the existing data of teachers from the Ministry of Education for teacher administration, management and other official purposes. **(Excerpts from TSC, 2018, pp. 6-8)**

# III. EXAMINATION GUIDELINES

## 3.1 Category of Qualifications for Teacher Licensure Examination

The examination will cater for all categories of teacher qualifications recognized by the Teaching Service Commission for registration and licensing. Table 1 illustrates the category of teacher qualifications in Sierra Leone recognized currently for this purpose.

### Table 1: Recognised Teacher Qualifications in Sierra Leone and their Features

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher Qual.** | **Primary School Status of Candidates** | | **Secondary School Status Candidates** | | **Teacher Education Institution Awarding the Teacher**  **Qualification** | | |
|  | **Duration** | **Qualif. obtained** | **Duration** | **Qualif. obtained** | **Type of Institution** | **Entry Qualif.** | **Duration** |
| TC Primary | 6 | NPSE | 6 | WASSCE, NVQ | Teachers Training  Colleges,  Polytechnics, and Universities | Attempted WASSCE;  2 credits in WASSCE; or  Pass in Entrance Examination | 3 |
| HTC Early  Childhood  HTC Primary  HTC  Secondary | 6 | NPSE | 6 | WASSCE, NVQ | Teachers Training  Colleges,  Polytechnics, Universities. | 4 credits in WASSCE for HTC Secondary;  3 credits in WASSCE for  HTC Primary; HTC Primary; TC + Experience | 3 |
| B.Ed/  Bachelors with  PGDE/NDE | 6 | NPSE | 6 | WASSCE, NVQ | Universities and Polytechnics. | 5credits in WASSCE | 4 mainly or 3 years for  those with HTC or higher  qualifications  (direct entry) |
| M.Ed/  Masters with  PGDE/  NDE | 6 | NPSE | 6 | WASSCE, NVQ | Universities |  | 2 |
| PhD in  Education/  PhD with  PGDE/  NDE | 6 | NPSE | 6 | WASSCE, NVQ | Universities |  | 3 or 4 |

**Key:**

Duration is in years.

**TC**: Teacher Certificate

**HTC**: Higher Teacher Certificate

**NDE**: National Diploma in Education

**NPSE**: National Primary School Certificate

**NVQ**: National Vocational Qualification

**PGDE**: Post Graduate Diploma in Education

**Qualif**.: Qualification

**WASSCE**: West African Senior Secondary School Certificate

For the teacher licensure examination, teachers shall be grouped into four as follows:

1. Teacher Certificate
2. Higher Teacher Certificate (Primary)
3. Higher Teacher Certificate (Secondary), and
4. Graduate Teachers (Bachelors, NDE, PGDE, Masters, and PhD)

The examination of the groups above shall be different and vary in complexity from the Teachers Certificate moving upwards to the Graduate Teachers level. This shall measure the natural levels of proficiency in terms of knowledge, skills, responsibility, and autonomy stated for the various levels by the Sierra Leonean National and African Continental Teacher Qualification Frameworks (African Union 2019b).

## 3.2 The Status of Teacher Certificate

In accordance with the African Teacher Qualification Framework (African Union, 2019) which has made Bachelor’s degree in

Education (or Bachelor’s degree with Education) the minimum qualification for entry into the teaching profession in Africa, the Teaching Service Commission, Ministry of Basic and Senior Secondary Education and Ministry of Technical and Higher Education shall engage the education stakeholders in Sierra with a view to release a blue-print for upgrading the Teacher Certificate to three year post-secondary teacher education qualification with increased level of proficiency. This shall serve as a stopgap pending the time the country is able to fully comply with the Bachelor’s degree as the minimum teaching qualification.

## 3.3 Examination Modules

There shall be four modules for each of the four groups identified earlier. Table 2 illustrates the modules. Teachers shall write examination only in the modules for their respective groups.

Table 2: Modules for Teacher Licensure Examination

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Modules** |  |  | **Category of Teachers** | |  |
| **Title** | **Code** | **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teachers** |
| Professional Standards | TLE 001 | √ | √ | √ | √ |
| Education | TLE 002 | √ | √ | √ | √ |
| English Language | TLE 003 | √ | √ | √ | √ |
| Basic Mathematics | TLE 004 | √ | √ | √ | √ |

## 3.4 Teacher Licensure Examination and Teacher Career Path

The Teacher Licensure Examination shall be taken by all teachers seeking registration and licensing by the Teaching Service

Commission. Therefore, the examination targets the competences stipulated for the “**New Teacher**” in the Teacher Professional Standards. The Teaching Service Commission shall later come up with detail of the examinations, evaluations, and procedures for the upgrading of teachers along the career path (**New Teacher > Proficient > Highly Accomplished > Distinguished**). Therefore, the Teacher Licensure Examination is a general examination for admission into the teaching profession in Sierra Leone and must be taken by all teachers before they are eligible to seek upgrading to a higher status on the teacher career path.

## 3.5 Examination Format

In keeping with the international trends, priority shall be given to computer-based testing (CBT) and standardized test items with multiple choices. The benefits of this format including the following: (a) The candidates can take the examination from any location in Sierra Leone or anywhere in the world; (b) The logistical costs involved in the manual administration of examination will be drastically reduced for both the Teaching Service Commission and the candidates; (c) The security of test items are better guaranteed than when they have to be manually moved to various Provinces; (d) Human errors involved in manual marking of examinations are eliminated; (e) The standardization of tests shall increase validity, analysis, and comparability of results among candidates and with other teacher licensure examinations internationally; (f) results of examinations can be released instantaneously; (g) web publication of results are possible enabling candidates and education authorities within Sierra Leone and anywhere in the world to check the result of any teacher.

For the purpose of the Teacher Licensure Examination, the Teaching Service Commission may establish testing centres and/or go into partnership with other public agencies and private proprietors in Sierra Leone or anywhere in the world to designate testing centres for the examination. Similarly, the Teaching Service Commission may seek the collaboration of the world-renowned computer-based testing organisations (e.g., Educational Testing Service, USA; Pearson VUE, USA; Teachers Registration Council of Nigeria; etc.) to facilitate the administration of the examination. Apart from the computer-based testing, the Teachers Service Commission reserves the right to use any other examination format (e.g., “pen-and-paper”, interview, essay, etc.) as necessary for prevailing circumstances. For instance, the Teaching Service Commission may use these other formats for candidates with disabilities as may be dictated by their respective situations.

## 3.6 Re-Sit and Probation

Candidates who fail the teacher licensure examination can re-register to take the next available examination. Candidates who fail the examination in two consecutive attempts will automatically earn a probation and will not be eligible to register for the examination for one academic year. During the period they are encouraged to participate in remedial programmes which may be provided by the teacher training institutions, other stakeholder agencies or private tutorial classes. Candidates who fail the teacher licensure examination after probation will be permanently barred from re-registering for the examination. Therefore, they cannot practice teaching in Sierra Leone unless they obtain fresh teacher qualification which will entitle them to take the teacher licensure examination as a fresh attempt.

## 3.7 Conduct in Examination

All the relevant rules, regulations and laws guiding examinations in Sierra Leone shall be observed in the teacher licensure examination. All forms of examination malpractice are prohibited. These include copying other candidate’s answers, exchanging of information between candidates, entering the examination hall with incriminating or unauthorized materials and gadgets, loitering, disturbance of public peace, refusal of legitimate instructions by invigilators, and impersonation. These offences shall be investigated by the Teaching Service Commission and offenders shall receive appropriate punishment which may include cancellation of results, and temporary or permanent ban from teacher licensure examination.

## 3.8 Registration Modalities and Examination Fees

The Teaching Service Commission shall publish the registration procedures and fees payable by the various categories of teacher for the teacher licensure examination. To be eligible for the examination, candidates are expected to abide strictly by the procedures and pay the fees.

## 3.9 Examination Result

The Teaching Service Commission shall publish the result of the examination as soon as possible through any channels deemed fit at the time. These may include text messaging and/ or emailing the candidates and making the results available at its Headquarters and relevant offices in the Education Districts. Results of candidates may also be available on the Commission’s websites, but terms and conditions shall apply.

## 3.10 Examination Preparatory Tutorials and Resources

Candidates preparing to take the teacher licensure examination are free to take tutorial classes in private centres of their choice. The Teaching Service Commission may accredit some private centres for this purpose to ensure that they candidates are not unduly exploited and that the centres are offering quality instruction. Other public agencies may also organize programmes aimed at preparing, motivating, or assisting teachers to come out successful in their teacher licensure examination. The Teaching Service Commission, in collaboration with the various testing centres and/or organisations handling the examination shall also release important online or offline instructions and resource materials to assist candidates in their preparation for the examination.

## 3.11 The Teacher Licensure Examination Benchmark and Teacher Education Curricula

The Benchmark has not sought to ‘re-invent the wheel’ by creating an entirely new curricula. Rather, it is a condensation of the curricula of the various teacher qualification programmes in the teacher training colleges, polytechnics, and universities. It has also condensed the relevant domains and standards of the Teachers Professional Standards. The primary aim of the examination, therefore, is to *independently* validate the competences of the holders of the qualifications using the same modules operating in the teacher education institutions. In other words, the examination establishes an independent and unbiased opinion about the ability of the candidates by testing them in those modules they studied at school. However, the Benchmark has structure and other prescriptions in accordance with the international best practices to give the examination international status and comparability.

The practice of licensure examination, which is common to many professions, does not doubt the capacity of the training institutions but only ascertains the capacity of individuals who passed through their training. Expectedly, many of the individuals will excel in the examination while others may reveal deficiencies. Such data are useful to the training institutions for their curricular reforms and sustainable march towards academic excellence. To the profession, the examination ensures that only individuals with demonstrable academic and professional competences are admitted, thereby the profession is able to remain esteemed and accountable to the public.

## 3.12 Classification of Result and Pass Mark

The candidates’ final score in the examination shall be expressed as a percentage and classified as follows:

### Table: Classification of Result

|  |  |  |
| --- | --- | --- |
| **Score** | **Class** | **Interpretation** |
| 75 and above | A | Distinction |
| 65-74 | B | Credit |
| 50-64 | C | Merit |
| 0-49 | F | Fail |

Based on the above classification, candidates with a final score of 49 or less shall be deemed to have failed the examination. Candidates with scores of 50 or above shall be deemed registrable by the Teaching Service Commission.

**IV. MODULES OF THE LICENSURE EXAMINATION**

**TLE 001: TEACHER PROFESSIONAL STANDARDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Knowledge** | | | |
| **Standard 1: Know and understand the International context and goals of education.**  1.1 The teacher as a global change agent  1.2 The United Nations Sustainable Development Goals (SDG) 2030  1.3 SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.  1.4 African Union Agenda 2063: The Africa We Want.  1.5 African Union’s Continental Education Strategy for Africa (CESA 2016-2025)  1.6 West African Teacher Professional Qualification Frameworks and Standards developed by UNESCO and other international stakeholders | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 2: Know the Sierra Leonean context and goals of education.**  2.1 Historical, political and socio-cultural backgrounds of education in Sierra Leone  2.2 National Development Plan - vision, goals and development objectives of Sierra Leon  2.3 Education Sector Plan - Sierra Leonean national philosophy, goals and objectives of education  2.4 Sierra Leonean National education structure and system  2.5 Relevant provisions on teacher education and professionalism by the Sierra Leonean Constitution, Teaching Service Act and  other Acts and policies, e.g., Education Act 2004, Education Sector Plan, the White Paper on Gbamanja Commission, National Council for Technical, Vocational and other Academic Awards Act of 2001, Tertiary Education Commission Act of 2001.  2.6 Vision, mission, challenges and prospects of education at the District and National levels  2.7 Sierra Leonean national school curriculum requirements | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 3: Know subject content.**  3.1 Content of the subject  3.2 Curriculum prescriptions relevant to the subject | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 4: Know how to teach the subject.**  4.1 Basic fields of education – psychology, sociology, philosophy, measurement and evaluation, comparative education, Guidance and Counselling, etc.  4.2 Lesson plan  4.3 Key stages of lesson delivery  4.4 General teaching/instructional methods  4.5 Learner-centred and individualised teaching strategies  4.6 Critical inquiry and reflective approaches  4.7 Sourcing of Instructional aids  4.8 Application of instructional aids  4.9 Educational technologies  4.10 Classroom organisation and management  4.11 Innovative strategies for management of large classes  4.12 Communication  4.13 Handwriting  4.14 Writing Board and Flip Charts  4.15 Literacy and numeracy  4.16 Questioning Techniques | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 5: Know physical, socio-cultural and psychological characteristics of learners.**  5.1 Diversity among learners, e.g. gender, language, urban-rural, economic and social background  5.2 Impact of diversity on school achievement  5.3 Management of diversity and multi-cultural education, including conflict management and peace building  5.4 Inclusive education  5.5 Holistic education  5.6 Identification of Students with special needs  5.7 Treatment of learners with special needs  5.8 Provision of tools and equipment for people with special needs  5.9 Stages in physical, emotional, social and cognitive development of learners  5.10 Sequencing and progression in learning | | | |
|  |  |  |  |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 6: Know how to assess learners.**  6.1 Philosophies, approaches, types and choice of assessments  6.2 Reporting of assessments  6.3 Records of assessment  6.4 Application/uses of assessments; and selection of appropriate assessments for specific situations  6.5 Ethical issues in assessment | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 7: Know fundamentals of education governance and channels of communication.**  7.1 Levels and roles of education governance  7.2 Channels of communication (Adherence to appropriate channel of communication)  7.3 The teacher as instructional leader  7.4 School leadership and management | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Professional Practice** | | | |
| **Standard 8: Plan learning activities and programmes.**  8.1 Long and short term learning programmes  8.2 Scheme of work  8.3 Preparation and availability of Lesson plan  8.4 Develop lesson note  8.5 Mastery of subject  8.6 SMART and challenging learning objectives  8.7 Progression of lesson objectives  8.8 Sequenced subject content  8.9 Prior assessment outcomes  8.10 Global and wider curriculum needs  8.11 Gathering of instructional materials needed for the subject  8.12 Improvisation of instructional resources  8.13 Internet based resource materials  8.14 Team planning and Team teaching where applicable, and inter-disciplinary/whole approach  8.15 Teaching methods  8.16 Classroom teaching arrangement  8.17 Grouping of learners  8.18 Management of large class size  8.19 Differentiation of learning activities.  8.20 English language  8.21 Local languages  8.22 African/Sierra Leonean culture | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 9: Deliver lessons.**  9.1 Management of classroom activities  9.2 Conducive classroom atmosphere and positive learner attitude  9.3 Classroom discipline  9.4 Entry behaviour  9.5 Eligible/Clear handwriting  9.6 Instructional communication  9.7 Educational technologies  9.8 Instructional aids  9.9 Presentation of lessons  9.10 Learner-centered  9.11 Group approaches  9.12 Learners with special needs  9.13 Equality of learning opportunities  9.14 Spirit of enquiry and critical thinking  9.15 Questioning techniques  9.16 Reinforcement of learning  9.17 Holistic education  9.18 Time management  9.19 Attendance records  9.20 Care of classroom facilities  9.21 Review of outcome of previous assignments  9.22 Lesson summary  9.23 Remedial Lessons | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 10: Assess learning.**  10.1 Evaluate personal performance  10.2 Test blueprint  10.3 Marking schemes  10.4 Assessment strategies  10.5 Nature of assessments  10.6 Domains of learning  10.7 Team and peer assessments  10.8 Validity and reliability of assessments  10.9 SMART assessments  10.10 Matching assessment with lesson objectives  10.11 Preparation of learners for assessment  10.12 Administration of assessments.  10.13 Home work/Field Trip/Project  10.14 Fairness in assessments  10.15 Feedback to learners and other stakeholders  10.16 Acting on outcome of assessments  10.17 Records of assessments | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
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| **Standard 11: Participate and Supervise Extracurricular Activities.**  11.1 Participation in decision-making  11.2 Organise programmes and learning opportunities beyond the classroom.  11.3 Supervision of meals where applicable (for boarding schools)  11.4 Supervision of siesta where applicable (for boarding schools)  11.5 Supervision of prep, assignments and practical  11.6 Coordination of clubs and societies  11.7 Coordination of games and sports  11.8 Organisation of competitions within the school and between schools  11.9 Participation in professional development and union activities  11.10 Supervision of environmental sanitation activities within the school compound  11.11 Organisation of field trips and school exchange programmes.  11.12 Organisation of remedial classes/summer activities/fast track activities  11.13 Participation in staff meetings/team building  11.14 Supervision of agricultural activities for learners  11.15 Provide guidance to learners on educational, academic and career issues.  11.16 Supervision of students under disciplinary action  11.17 Supervision of religious activities  11.18 Coordination of “Open Days’  11.19 Organisation of cultural activities | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 12: Safeguard human rights and lives.**  12.1 Human rights laws  12.2 Maintenance of safety and security of learners  12.3 Safe use of ICT  12.4 Provision of health services  12.5 Prevention and control of HIV/AIDS/STIs/Ebola/Covid-19.  12.6 Safe environment | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Professional Engagement** | | | |
| **Standard 13: Engage professionally with statutory and administrative authorities.**  13.1 Registration and licensing of teachers by TSC  13.2 Statutory, administrative and organisational requirements and policies  13.3 Constitution, Acts, policies and regulations on education  13.4 Education Vision and Mission | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 14: Engage professionally with learners.**  14.1 All-round development of the learner (Holistic education) – Knowledge, skills, values and attitudes  14.2 Diligence and confidentiality  14.3 Learners’ dignity  14.4 Responsibility for diagnosis and treatment of learners’ academic challenges  14.5 Empathy for learners  14.6 Teacher remuneration  14.7 Zero tolerance to sexual exploitation, child labour and other related offences  14.8 Zero tolerance to examination malpractice  14.9 Zero tolerance to cultism  14.10 Zero tolerance to corruption.  14.11 Zero tolerance to ideological indoctrination of learners  14.12 Modelling for learners  14.13 Teacher’s dress code | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standards 15: Engage professionally with Colleagues.**  15.1 Team spirit and Team work among teachers  15.2 High integrity  15.3 Zero tolerance to touting (undue publicity of self to undermine colleagues)  15.4 Zero tolerance to plagiarism and other academic misconducts  15.5 Inspiration of peers, seniors and juniors  15.6 Objectivity  15.7 Democratic decision making. | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 16: Engage professionally with parents and guardians.**  16.1 Rights of parents and guardians  16.2 Involvement of parents and guardians in educational matters  16.3 Communication with parents and guardians  16.4 Zero tolerance for bribes from parents and guardians  16.5 Teachers and Parents/Guardians Partnership (Community Teacher Association) | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 17: Engage professionally with employers.**  17.1 Cooperation with employers  17.2 Professional independence  17.3. Adherence to professional competence | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 18: Engage professionally with society.**  18.1 Community involvement in education (Community- Teacher Association, etc.)  18.2 Professional Commitment  18.3 Professional ethics  18.4 Exemplary citizenship  18.5 Advisory to government on educational matters  18.6 Tolerance  18.7 Healthy and decent personal habits  18.8 Acts of omission or commission  18.9 Constructive criticism  18.10 Open-mindedness | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
|  |  |  |  |
| **Standard 19: Engage professionally with own development and academic leadership.**  19.1 Need for professional growth and development  19.2 Career path  19.3 Self-appraisal  19.4 Holistic professional development e.g. cognitive, affective and psychomotor dimensions  19.5 Engagement with peers for professional development  19.6 Professional development networks  19.7 Application of knowledge, skills and values acquired from professional development programmes  19.8 Teachers as change agents  19.9 Academic excellence and productivity  19.10 Leadership  19.11 Efficiency and effectiveness | | | |
| **Teacher Certificate** | **HTC (Primary)** | **HTC (Secondary)** | **Graduate Teacher** |
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**TLE 002 EDUCATION MODULE**

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| **Higher Teacher Certificate (Secondary)** |
| **1. Principles of Education** | |
| 1.1 Definition of terms | 1.2 Types of education |
| 1.3 Aims and objectives of education | 1.4 History and development of education in Sierra Leone |
| 1.5 Reforms in Sierra Leone education | 1.6 The 6-3-3-4 system of education |
| 1.7 Basic education | 1.8 History and development of teacher education in Sierra Leone |
| 1.9 Some great educators |  |
| **2. Psychology of Education** |  |
| 2.1 Meaning and concept of psychology | 2.2 Physiological basis of psychology |
| 2.3 Heredity and environment | 2.4 Learning, remembering and forgetting |
| 2.5 Transfer of learning | 2.6 Nature and scope of social psychology |
| 2.7 Personality, society and culture | 2.8 The self |
| 2.9 Social interaction in a child | 2.10 Group |
| 2.11 Schools and social problems | 2.12 Prejudices in the school |
| 2.13 The social significance of age and sex | 2.14 Cognitive development |
| 2.15 Language development | 2.16 Reasoning development |
| 2.17 Development of affection | 2.18 Nature and development of personality |
| **3. Measurement and Evaluation** |  |
| 3.1 Meaning and functions of measurement and evaluation | 3.2 Forms of evaluation |
| 3.3 Uses of measurement and evaluation | 3.4 Educational statistics |
| 3.5 Data collection and presentation | 3.6 Accuracy and approximation |
| 3.7 Continuous assessment | 3.8 The essential characteristics of a good test |
| 3.9 Test | 3.10 Measures of central tendencies |
| 3.11 Point measures | 3.12 Measures of dispersion and variability |
| 3.13 Standardization of scores | 3.14 Objective and essay tests |
| 3.15 Classroom test construction |  |
| **4. Guidance and Counselling** |  |
| 4.1 Meaning and concept of guidance and counselling | 4.2 Differences between guidance and counselling |
| 4.3 Aims of counselling | 4.4 The goals of school guidance and counselling |
| 4.5 Importance of guidance and counselling | 4.6 Principles of guidance |
| 4.7 The needs of guidance and counselling in the Junior secondary school | 4.8 The guidance counsellor |
| 4.9 Guidance services in schools | 4.10 The role of guidance and counselling in the 6-3-4-4 system of education |
| 4.11 Significant factors for successful counselling in school | 4.12 Methods and techniques of guidance and counselling |
| 4.13 Guidance in relation to classroom management | 4.14 Guidance through the curriculum |
| 4.15 Problems of guidance | 4.16 Guidance in schools |
| 4.17 Traditional counselling | 4.18 Counselling approaches |
| 4.19 Western counselling | 4.20 The counselling process |
| 4.21 Special needs and inclusive education | 4.22 Stress and trauma |
| 4.23 Teacher counsellor role in helping students cope with stress |  |
| **5. Educational Methods** | |
| 5.1 Introduction to educational methods | 5.2 Lesson planning |
| 5.3 Micro teaching skills | 5.4 Motivation |
| 5.5 Individual differences | 5.6 Teaching-learning resources |
| 5.7 Categories of teaching-learning materials and equipment | 5.8 Preparation of visual materials |
| **6. Principles of Education (Curriculum)** |  |
| 6.1 Definition of concepts – curriculum, syllabus, scheme of work, lesson plan, etc. | 6.2 Curriculum models |
| 6.3 Curriculum design or approaches | 6.4 Identification of reliable instruments to evaluate the curriculum |
| 6.5 Problems or obstacles to curriculum development |  |
| **7. Educational Research Methods** |  |
| 7.1 Meaning and concept of research | 7.2 Limitation of educational research |
| 7.3 Research design planning | 7.4 Research problem |
| 7.5 Research format | 7.6 Chapter one |
| 7.7Literature review | 7.8 Description of research methods |
| 7.9 Research instrument | 7.10 Source of data |
| 7. 11 Data collection instrument | 7.12 Description of the method of presentation and analysis of data |
| 7.13 Result | 7.14 Research techniques |
| 7.15 Referencing |  |
| **8. Educational Administration and Management** | |
| 8.1 Definition, purpose and types of educational administration and Management in Sierra Leone | 8.2 Structure for the governance, finance, accountability and discipline in Sierra Leone. |
| 8.3 Hierarchical structure of the administration of education, its advantages and disadvantages to the school | 8.4 Tasks and processes in educational administration |
| 8.5 Leadership styles, types, roles and skills in educational administration and management | 8.6 Administrative structure of schools |
| 8.7 School management system | 8.8 Structure and functions of Sierra Leone Teachers Union (SLTU) in educational administration and Management in Sierra Leone |
| 8.9 School records – definition, importance, categories, functions, etc |  |

**TLE 003 ENGLISH LANGUAGE**

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| **Higher Teacher Certificate (Secondary)** | |
| Nouns | Definition, types-proper, common, concrete, abstract, collective.  Number; singular /plural (Rules of grammar)  Gender; Masculine/ Feminine  Position: Subjects /complements  Case: Subjective, objective, possessors  Age: Young versus old (number) :people, animals, birds |
| Pronouns | Definition, types:-Personal, relative, possessive, demonstrative, indefinite  Reflexive, Intensive, finite and Infinite pronouns etc. person -1st 2nd 3rd singular/ plural,  Gender: Masculine, feminine  Objective case  Possessive case |
| Verbs | Definition, types: transitive and intransitive, regular and irregular, finite and non-finite  Principal parts: Present, past, past participle, present participle (regular & irregular)  Tenses: Simple: present, past, future (continuous/ (progressive) perfect: present, past, future (continues/ progressive.  Mood: indicative, imperative, subjunctive |
| Adjectives | Definition, types: quantity, demonstrative, interrogative, predicative, possessive Position: before or after a noun  Nouns used as adjectives  Comparison: positive, comparative, superlative and irregular) Order of adjective |
| Adverbs | Definition, types: Manner, place, time etc Order of adverb |
| Conjunction | Definition, types: coordinating, subordinating Functions |
| Preposition | Definition, words used as preposition eg during, into, in spite of, instead of etc |
| Phrases | Definition, types: verb, prepositional, participle, gerund, infinitive.  Functions: noun phrase, adverbial phrases, adjectival phases, absolute phrase, etc |
| Clauses | Definition, types: independent and dependent  Dependent Clauses: functions:  Adjectival Clause: Restrictive and non–restrictive, adverbial clause and adjectival clause |
| Sentences | Definition, function: expositing, exclamatory, interrogative, imperative  Types by structure: simple, compound and complex  Sentence faults: fragment fused etc. |
| Paragraph | Definition, topic sentence  Development: unity, completeness  Function |
| Mechanics/punctuation | Terminal period question, exclamation marks,  Internal comma, column, dash, quotation, parentheses. Etc. |

**TLE 004 BASIC MATHEMATICS**

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| **Higher Teacher Certificate (Secondary)** | |
| **Theme/Topic** | **Content** |
| Number and numeration | 1. Numbers and their operations    * Place value systems    * Directed numbers    * Fractions and decimals    * Approximations- decimal places, significant figures, nearest whole numbers    * Factors and multiples, prime numbers, even numbers, odd numbers    * Number base arithmetic    * Ratios, rates(electricity, water etc) and proportions    * Profit and loss, simple interest, amount. 2. Percentages- increase and decrease.    * Expressing one quantity as a percentage of another.    * Discount and commission 3. Set theory   Operations on set- union, intersection, complement, Venn diagram |
| Basic algebra | * Use of letters and coefficients * Like and unlike terms. * Simple substitution. * Linear equations in one variable * Simultaneous linear equations on two variables. * Quadratic equations(factor method) * Change of subject of the formula * Variation * Linear inequalities. * Linear graph * Indices and logarithm (simple cases) |
| Geometry | Review on basic concepts on angles.  Construction of lines and angles and triangles.  Polygon (definition, types, facts about polygons). |
| Statistics | Data and data types  1. Sampling methods-random, stratified, systematic and quota. |
|  | 2. Methods of data collection-interviews, questionnaire, observation  3. Presentation of data-Frequency table,-pie chart, pictograms etc.   1. Frequency distributions-frequency table for grouped and ungrouped data 2. Measures of central tendency-mean, median, mode.(ungrouped data only)   6. Measures of dispersion-standard deviation, range, mean deviation,  7. Standard normal curve-Z-score, t-score and uses.  8. Scales of measurement-Nominal, ordinal, interval and ratio |
| Trigonometry | 1. Pythagoras Theorem;    * Solution of right-angled triangles    * Word problems 2. The ratios-Sine, Cosine, tangent and reciprocals. Degrees of integral values. 3. Angles of elevation and depression |

**TLE 005 INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

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| **HIGHER TEACHER CERTIFICATE (SECONDARY)** | |
| **Theme/Topic** | **Content** |
| **1.** Introduction to ICT | 1.1Definition of ICT, Importance of ICT and Related basic concepts and terminologies  1.2 Communication cycle (Data/Information)  1.3Communication Devices  -Mobile phones, MODEM, Radio, Television, Fax Machine  1.4-Technological Devices:- Computers, Notebook, Laptop, Ipad/Tablets and Smart Phones |
| **2.** Introduction to computers | * 1. Definition of computers (What is a computer)   2.2 Brief History of computers: The generations of computers  2.3 computer (Hardware):-Keyboard, mouse, monitor, system unit (SU) etc  2.4 What makes the computer works? (Software Programs)  2.5 categories of computer Hardware  - Input: Keyboard, Mouse, Scanner, Joystick, Microphone, etc  - Processing: CPU RAM(primary storage)  -Output: Monitor, Printer, Speaker, Projector ,etc  -Secondary Storage: Hard disk, Floppy disk , CD/DVD’s, Flash Drives, Memory Card  -Communication: MODEM, Router |
| **3** Types and Classification/Categories of computers | 3.1 Types of computers:- Mainframe, Mini computers, Micro Computes, Super Computer  3.2 Classification/Categories of computers |
| **4** Introduction to Keyboard | 4.1 Identifying the sections of the keyboard (Function , alphanumeric keys, special purpose keys, numerical key pad and cursor keys)  4.2 Identifying 10 important keys of the keyboard (eg. Space bar, backspace, delete key, shift, caps lock, enter, tab etc.)   * 1. Short cut keys ( eg. ctrl + c to copy, ctrl + x to cut, ctrl + v to paste etc.)   Basic keyboarding:- Fingering position (home keys – ASDF -JKL;) |
| **5.**Software | 5.1 System Software (Operating system)  5.2 Types of operating system  5.3 Application Software (AP)  5.4 Elements /Characteristics of computers |
| **6.**Basic Steps in Interacting with the computer (Practical) | 6.1 Connecting and Booting the desktop computer   * 1. Types of Booting( Cold and Warm)   6.3 Working with Windows (Desktop Environment)  Desktop display (Windows Environment)  -My Computer  -Task Bar  -Creating folders and Files  -Recycle Bin  -My Document  -Tool bar  Understanding the mouse and keyboard, Functions of the mouse and Proper handling of the mouse |
| **7**. Uses and Importance of ICT to society | 7.1 Education, Industries, Business, E-Commerce, E-Learning, Health etc. |
| **8** Number System in Computing | 8.1 Binary and Decimal,  8.2 Basic computation (addition, subtraction, multiplication and division)  8.3 Conversion number system(eg  8.4 Conversion from binary to decimal and Conversion from decimal to binary) |
| **9.**Introduction to word processing using MS Word | 9.1 Microsoft word:- Opening MS Word, Identifying the user interface of MS Word and Creating a document |
| Edit and save word document using common editing tools | 2.0 Creating a document   * Saving a document using the save as command * Editing a document using common editing tools * Spell check functions * Copies cut and paste facilities * Undo & Redo Functions   Search and replace |
| Edit and save word document using common editing tools | 2.0 Creating a document   * Saving a document using the save as command * Editing a document using common editing tools * Spell check functions * Copies cut and paste facilities * OVR * Undo & Redo, Search and replace functions |
| 11.Introduction to the Internet | 1.0 concept, requirement and Terminologies   * Web browser(ge. Mozila, google chrome) * Charts * WWW(World Wide Web) * HTML (Hyper Text Markup Language) * Search engine * Download, upload etc * Basic requirement for internet connectivity * Computers * Mobile phones * Telephone Line and modem   -Brief discussion on rules and rules and regulations in the use of the internet.   * People privacy * Intellectual property rite * Spam unsolicited names   1.1 Creating e-mail account:   * Sending, accessing e-mail messages * Using internet social media |
| 12. Introduction to Spread sheet application using MS Excel | 12.1 Spread sheet Packages eg: Excel, quatropro , calc  12.2 Importance of Spreadsheet  12.3 Related concepts and terminologies eg: Cells, row, column, spreadsheet, work book  12.4 Features in Spreadsheet, windows tool bars:   * Formatting Bar * Standard Bar * Formula Bar * Help Facilities   12.5 Types of data and their uses eg:   * Number * Date * Text * currency   12.6 Creating and saving work book  12.7 constructing and inserting simple formula and functions  12.8 Formatting worksheet using formatting tools eg:  change column width, row and height |