



**GOVERNMENT OF TELANGANA
DEPARTMENT OF SCHOOL EDUCATION**

**HANDBOOK ON D.EI.Ed. PROGRAMME
2017-2019**



**DEPARTMENT OF TEACHER EDUCATION
SCERT, TELANGANA – HYDERABAD**

Message

The National Policy on Education 1986 has rightly stated that, "No pupil can rise above the level of its teachers." For development of a country, it is important to have good teachers who can only be produced if we have a good quality teacher education.

The 'Diploma in Elementary Teacher Education (D.El.Ed.) Programme' which is an initial teacher preparation programme has the potential to realize the goal of providing quality education to every child as per RTE-2009. The curriculum of D.El.Ed. has been thoroughly designed to make student-learning effective and efficient.

Teacher Education Programme prepares student-teachers for exhibiting the role a teacher is expected to play in a school. Through Teacher Education teachers need to promote learning by developing competencies in content, transaction by using effective teaching learning materials and intelligent evaluation techniques for joyful learning towards effective school and classroom management.

The teaching community should be updated professionally on a regular basis. They have to acquire the necessary techniques to meet the challenges of a dynamic society. Such teachers can only be produced through organising focussed teacher development programmes.

The 'Teacher Educators Handbook on D.El.Ed. Programme-2017-19', attempted by the experts of faculty members of SCERT and DIETs is expected to be more useful to the Teacher Educators as well as student teachers.

I hope this Teacher Educators Handbook could make the D.El.Ed. Programme a vibrant one in order to play a significant role in professional development of all teachers in the State of Telangana.



Commissioner & Director of School Education
Telangana, Hyderabad.

FOREWORD

Teaching has become one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time through technology. Modern development in innovative technologies has provided new possibilities in the teaching learning process. Improvement in quality of teaching learning process can only take place when educational institutions promote innovations in this process.

The Elementary Teacher Education Colleges should overhaul their approach towards teaching learning process and ensure that the student teachers who pass out from these colleges are equipped with necessary inputs to make teaching learning process a proactive, creative and effective one.

The Diploma in Elementary Education (D.El.Ed.) is a 2 year professional teacher education (pre-service) programme. It aims to prepare teachers for elementary stage of education. The programme plays a pivotal role in preparing teachers with quality, commitment and competence in discharging their duties effectively and efficiently.

The D.El.Ed. programme has enriched content which is more useful and more effective towards teaching learning process rather than general content. The Curriculum of D.El.Ed course has been revised as per the National Curriculum Framework for Teacher Education (NCFTE, 2009) and NCTE 2014 norms. New concepts like ICT in Education, Inclusive Education, Proficiency in English Language, Understanding Self etc., have been incorporated in the curriculum.

The Handbook for D.El.Ed. programme, 2017-19 has been prepared by the experienced faculty members of SCERT, TS & DIETs. I am sure that this Handbook will go a long way in helping the teacher-educators and student-teachers of elementary teacher education institutions in implementing various activities from time to time making the programme a live and purposeful one.


Director, SCERT
Telangana State, Hyderabad

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ఉపాధ్యాయ ప్రతిజ్ఞ

“సత్రవర్తన కలిగిన ప్రతిభావంతులైన పౌరులుగా విద్యార్థులను రూపొందించుటలో నా విద్యుక్త ధర్మ నిర్వహణయందు దీక్షా పట్టుదలతో కృషి చేసి విద్యాలయమును ఆదర్శవంతముగా నిర్వహిస్తానని ప్రతిజ్ఞ చేయుచున్నాను.

अध्यापक - प्रतिज्ञा

सद्व्यवहार सहित प्रतिभाशाली नागरिकों के रूप में छात्रों का निर्माण करने में अपने कर्तव्यनिष्ठतापूर्ण कार्य निभाने में दीक्षता तथा कटिबद्धता से परिश्रम करके विद्यालय को एक आदर्श विद्यालय के रूप में परिणीत करने की प्रतिज्ञा करता हूँ ।

TEACHER'S PLEDGE - عهد معلم

میں عهد کرتا ہوں کہ اپنے فرائض منصبی کو پوری دیانت داری کے ساتھ ادا کرتے ہوئے اپنے طلباء کو علم و اخلاق کے حامل شہری بناؤں گا اور اپنی صلاحیتوں کا مکمل استعمال کرتے ہوئے اپنے مدرسہ کو ایک مثالی ادارہ بناؤں گا۔

TEACHER'S PLEDGE

I do solemnly swear that, I shall discharge my legitimate duties with determination and dedication to shape my students into citizens of good character and knowledge so as to make the institution a model one.

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I. Objectives of D.El.Ed Programme

1. Provide an understanding of the elementary school and elementary school child;
2. Examine the issues in elementary education in the context of the socio-economic realities of the contemporary Indian Society;
3. Provide an opportunity for student teachers how to integrate content, processes and context of learning and organize curricular experiences;
4. Enable student teachers to construe education of elementary school children in continuum and establish organic linkages with the early childhood teacher education and secondary teacher education programmes;
5. Enable student teachers to understand the importance of conceptual blending of theoretical understanding available in several cognate disciplines and to appreciate the gestalt! emerging from the conceptual blending!
6. Empower student teachers in how to integrate the emerging gender, disability, environment perspectives in teaching and learning.
7. Provide an understanding of various perspectives of learning and of how knowledge is constructed by an elementary school child;
8. Develop an understanding of the various child friendly and child –sensitive approaches and strategies of transacting learning experiences in different curricular and co-curricular areas at the elementary level;
9. Develop skills and competencies of organizing learning experiences;
10. Foster the integrated and holistic development of student teachers through life enrichment and development of self;
11. Acquaint the student teachers with the structure and dynamics of school organization and its interaction with the community;
12. Develop an appreciation of the role of the teacher in the prevailing socio-cultural and political system in general and the educational system in particular;
13. Empower student teachers in how to integrate the emerging ICT perspectives in teaching and learning;
14. Provide experiences to student teachers to internalize civic, democratic and constitutional values and make them able to participate in day-to-day life with civic responsibilities and humanistic values.

II. Working Days – Working Hours

Working Hours (9.45 A.M. to 5.00 P.M.)

Suggestive Time-Table for a working day in DIET

09.45 to 10.00 AM - Assembly

9.45 A.M. - First Bell

9.50 A.M. - Second Bell

❖ Prayer – “Vandemataram”
“Telangana State Song”

❖ Pledge and

Teachers’ Pledge in Telugu on Monday & Tuesday

in English on Wednesday & Thursday

in Hindi/Urdu on Friday & Saturday

- ❖ Important news headlines of the Day.
- ❖ Thought for the day.
- ❖ Messages by Principal/Lecturers/Guest
- ❖ National Anthem

10. 00 to 10.50 AM : 1st period

10.50 to 11.40 AM : 2nd period

11.40 to 11.50 AM : Short interval

11.50 to 12.40 PM : 3rd period

12.40 to 01.30 PM : 4th period

01.30 to 02.20 PM : Lunch

02.20 to 03.10 PM : 5th period

03.10 to 04.00 PM : 6th period

04.00 to 04.10 PM : Short interval

04.10 to 05.00 PM : 7th period

Note :

If the above timings are inconvenient to any Elementary Teacher Education Institution due to local reasons they may submit proposals for change of timings to the Director of School Education duly explaining the suitable reasons for such alterations. However, specified timings are only to be followed till revised orders are given by DSE.

Holidays

The Institution shall have the following holidays

- a) All Public Holidays declared by the Government of Telangana.
- b) Five Optional Holidays identified by the Principal in consultation with staff members.
- c) Three discretionary holidays (Local holidays) identified by the Principal in consultation with staff & students.
- d) I term holidays
- e) II term holidays same as in respect of School Academic Calendar.

Note: There shall be no other holidays for the institution except those mentioned in (a) to (e).

Model Time-Table for D.El.Ed. 1st Year

Morning Assembly: 9.45 a.m. to 10.00 a.m.

Time/ Periods	I 10.00 - 10.50	II 10.50 - 11.40	11.40 - 11.50	III 11.50 - 12.40	IV 12.40 - 1.30	1.30 - 2.20	V 2.20 - 3.10	VI 3.10 - 4.00	4.00 - 4.10	VII 4.10 - 5.00
Monday	Paper –II	Paper – III	SHORT BREAK	Paper-V	Paper- I	LUNCH BREAK	Paper- IX Theory	Paper-VI Theory	SHORT BREAK	Paper VI A) (Pr B) P.VII C) P. VIII
Tuesday	Paper – II	Paper – III		Paper-V	Paper- I		Paper- IV	Paper-VI Theory		Paper VI A) (Pr B) P.VII C) P. VIII
Wednesday	Paper – II	Paper – III		Paper-V	Paper- I		Paper- IV	Paper-VI Theory		Paper VI B Paper VII C Paper VIII A
Thursday	Paper – II	Paper – III		Paper-X	Paper- I		Paper- IV	Paper-IX Theory		Paper VI B Paper VII C Paper VIII A
Friday	Paper – II	Paper – X		Paper-V	Paper- I		Paper- IV	Paper-IX Theory		Paper VI C Paper VII A Paper VIII B
Saturday	Paper – X	Paper – III		Paper-V	Paper- VIII		Paper- IV	Paper-IX Theory		Paper VI C Paper VII A Paper VIII B

Note:- VII Period allotted for practicum in groups (A,B,C) in respect of Paper – VI, VII & VIII.

Model Time-Table for D.El.Ed. 2nd Year

Morning Assembly: 9.45 a.m. to 10.00 a.m.

Time/ Periods	I 10.00 - 10.50	II 10.50 - 11.40	11.40 - 11.50	III 11.50 - 12.40	IV 12.40 - 1.30	1.30 - 2.20	V 2.20 - 3.10	VI 3.10 - 4.00	4.00 - 4.10	VII 4.10 - 5.00
Monday	Paper-I	Paper-II	SHORT BREAK	Paper-III	Paper-VI	LUNCH BREAK	Paper-IV	Paper-V	SHORT BREAK	Paper-X
Tuesday	Paper-I	Paper-II		Paper-III	Paper-VI		Paper-IV	Paper-V		Paper-X
Wednesday	Paper-I	Paper-II		Paper-III	Paper-VI		Paper-IV	Paper-V		Paper-VII
Thursday	Paper-I	Paper-II		Paper-III	Paper-VI		Paper-IV	Paper-VIII		Paper-IX
Friday	Paper-I	Paper-II		Paper-III	Paper-VI		Paper-V	Paper-VIII		Paper-IX
Saturday	Paper- X	Paper-VII		Paper-VII	Paper-IV		Paper-V	Paper-VIII		Paper-IX

Almanac - D.El.Ed. Programme – 2017-19
First Year (2017-18)

S. No.	Month	Working Days	No. of Working Days	Holidays	Major Activities
1	Aug-17	18,19,21,22,23, 24,26,28,29,30, 31	11	20,27 – Sundays 25- Vinayaka Chaturthi (3)	<ul style="list-style-type: none"> • Orientation about two year D.El.Ed. Course. • Theory Classes
2	Sep-17	1,4,5,6,7,8,11,12, 13,14,15,16,18,19	14	2- Bakrid 3,10,17 – Sundays 9 – Second Saturday 20-30 Dussehra Vacation (20 Bathukamma Beginning Day) (16)	<ul style="list-style-type: none"> • Theory Classes • Seminars • Workshop (towards self understanding)
3	Oct-17	3,4,5,6,7,9,10,11, 12,13,16,17,19, 20,21,23,24,25 26,27,28,30,31	23	1-(Muharam), 8,15,22,29 Sundays 2-Gandhi Jayanthi 14 – Second Saturday 18-Diwali (8)	<ul style="list-style-type: none"> • Theory Classes • Seminars • Workshop (towards self understanding) • Field based projects
4	Nov-17	1,2,3,6,7,8,9, 10,13,14,15,16 17,18,20,21,22,23, 24,25,27,28 29,30	24	5,12,19,26 – Sundays 4 – Karthika Purnima / GurunanakJayanti 11 – Second Saturday (6)	<ul style="list-style-type: none"> • Theory Classes • SEP - Understanding school and committee - 10 days) • Demonstrations by faculty (Class I& II Language, Mathematics, Art & Cultural Education, Yoga, Phy. & Health Education)
5	Dec-17	2,4, 5,6,7,8,11,12, 13,14,15,16,18, 19,20,21,22, 23,,27,28,29,30,	22	3,10,17,24,31 – Sundays 1 – Eid MiladunNabi 9 – Second Saturday 25 – Christmas 26 – Christmas following Day (9)	<ul style="list-style-type: none"> • First spell - Internship (20 days) • Review and Analysis • Project Work • Assignment

6	Jan-18	2,3,4,5,6,8,9,10,11,17, 18,19,20,22,23,24 25,27,29,30,31	21	7, 21, 28 – Sundays 1-New years' day 12-16 - (Sankranthi Holidays) 26- Republic Day (10)	<ul style="list-style-type: none"> • Theory Classes • Field trip • Terminal Test – I • Review and Analysis • Project Work Assignment
7	Feb-18	1,2,3,5,6,7,8,9,12 14,15,16,17,19, 20,21,22,23,24, 26,27,28	22	4,11,18,25 – Sundays 10 – Second Saturday 13- MahaShivarathri (06)	<ul style="list-style-type: none"> • Seminars • Project Work • Assignments • Second Spell – Internship (20 days)
8	Mar.-18	1,3,5,6,7,8,9,12, 13,14,15,16,17,19, 20,21,22,23,24,26, 27,28,29,31	24	4,11,18 (ugadi), 25 – Sundays 10 – Second Saturday 2- Holi 30- Good Friday (07)	<ul style="list-style-type: none"> • Theory Classes • Workshop (towards self understanding) • Project Work • Assignments • Final Teaching Practice (Final Lessons).
9	April - 18	2,3,4,6,9,10,11, 12,13,16,17,18,19 20,21,23,24,25,26 27,28,30	22	1,8,15,22,29 – Sundays 14 - (Dr. B.R. Ambedkar Jayanthi) 05- Babu Jagjeevan Ram Jayanthi 07-Second Saturday (08)	<ul style="list-style-type: none"> • Theory Classes • Seminars • Submission of Assignments, Records, Project Work.
10	May-18	1,2,3,4,5,7,8 9,10,11,14,15 16,17,18,19, 21	17	6,13,20 -Sundays 12-second Saturday (04)	<ul style="list-style-type: none"> • Submission of Assignments, Records, Project Work. • Revision of syllabus. • Terminal Test – II • Final examination from 23st to 29th, 2018 May
			200		

Final Examinations:

Teaching Practice:

I Spell: 02.03.2018 to 08.03.2018

II Spell: 12.03.2018 to 17.03.2018

Theory Examinations: 23.05.2018 to 29.05.2018

Note:

The Director, Government of Examinations, Telangana State shall issue Hall Tickets to the eligible candidates (as per NCTE, 2014 norms in respect of attendance) before Final Teaching Practice (Final Lessons).

Almanac - D.El.Ed. Programme – 2017-19 (Tentative)

Second Year

S. No.	Month	Working Days	No. of Working Days	Holidays	Major Activities
1	Jun-18	1,2,4,5,6,7,8,11,12,13,14,18,19,20,21,22,23,25,26,27,28,29,30	23	3,10, 17, 24 – Sundays 9 – Second Saturday 15 – Ramjaan 16 – Following day of Ramjaan (7)	<ul style="list-style-type: none"> • Orientation to Second year programme • Theory and Practicum
2	Jul-18	2,3,4,5,6,7,9,10,11,12,13,16,17,18,19,20,21,23,24,25,26,27,28,30,31	25	1,8,15,22,29 – Sundays 14- Second Saturday (6)	<ul style="list-style-type: none"> • Theory and Practicum • Seminar • Workshops
3	Aug-18	2,3,4,6,7,8,9,10,13,14,16,17,18,20,21,23,24,25,27,28,29,30,31	23	5,12,19,26- Sundays 11 – Second Saturday 1- Bonalu 15- Independence Day 22- Bakrid (8)	<ul style="list-style-type: none"> • Theory and Practicum • TLM Workshops • Demonstration lessons by faculty.
4	Sep-18	1,4,5,6,7,10,11,12,14,15,17,18,19,20,22,24,25,26,27,28,29	21	2,9,16,23,30 – Sundays 8 – Second Saturday 3- Janmastami 13- Ganesh Chaturdi 21- Muharram (9)	<ul style="list-style-type: none"> • Internship 1st Spell (20 days) • Review on Internship 1st Spell
5	Oct-18	1,3,4,5,6,8,20,22,23,24,25,26,27,29,30,31	16	7,21,28 – Sundays 2- Gandhi Jayanthi 9-19 – Dussehra Vacation (15)	<ul style="list-style-type: none"> • Theory and Practicum • Summative Examinations-I
6	Nov-18	1,2,3,5,7,8,9,12,13,14,15,16,17,19,20,22,23,24,26,27,28,29,30	23	4,11,18,25 – Sundays 10 – Second Saturday 6- Deepavali 21- Milad-un-nabi (7)	<ul style="list-style-type: none"> • Internship 2nd Spell (20 days) • Review on Internship 2nd Spell • Seminar
7	Dec-18	1,3,4,5,6,7,10,11,12,13,14,15,17,18,19,20,21,22,24,27,28,29,31	23	2,9,16,23,30 – Sundays 8 – Second Saturday 25 – Christmas 26 – Boxing Day (8)	<ul style="list-style-type: none"> • Theory and Practicum • Internship 3rd Spell (10 days)

8	Jan-19	2,3,4,5,6,8,9,10,11, 17,18,19,20,22,23, 24, 25,29,30,31	20	6,20,27 – Sundays 10 –15 Sankranti Vacation 26 – Republic Day 1- New Year Day (11)	<ul style="list-style-type: none"> • Internship 3rd Spell (10 days) • Review on Internship 3rd Spell • Theory and Practicum
9	Feb-19	1,2,4,5,6,7,8,11,13,14, 15,16,18,19,20,21,22, 23,25,26,27,28	22	3,10,17,24 –Sundays 9 – Second Saturday 12- Maha shivaratri (06)	<ul style="list-style-type: none"> • Theory and Practicum • Revision • Summative Exams-II • Submission of Records and Project Work
10	Mar-19	1,2,4,5	4	3 - Sunday	<ul style="list-style-type: none"> • Final Teaching Practice (Final Lessons) • Final Theory Examinations from 29.03.2019 to 11.04.2019
			200		

Final Examinations:

Teaching Practice: I Spell: 06.03.2019 to 13.03.2019

II Spell: 14.03.2019 to 21.03.2019

Theory Examinations - 29.03.2019 to 11.04.2019

III. Subject Wise Papers & Weightages

There are 20 papers in D.El.Ed. Programme @ 10 papers in each year.

D.El.Ed. I Year

Sl. No.	Course Title	No. of Periods per week
General Papers		
1	Childhood, Child Development and Learning	5
2	Society, Education and Curriculum	5
3	Early Childhood Care and Education	5
Methodology Papers		
4	Understanding Language and Language Development at Primary Level (Mother Tongue – Telugu/Urdu)	5
5	Understanding Mathematics and Early Mathematics Education at Primary Level	5
Value Added and Co-curricular Papers		
6	Pedagogy across Curriculum and ICT Integration	5
7	Art & Art Education	3
8	Yoga, Physical & Health Education	3
Self Development papers		
9	Understanding Self	3
10	Proficiency in English	3
	TOTAL	42

D.El.Ed. II Year

Sl. No.	Course Title	No. of Periods per week
General Papers		
1	Education in Contemporary Indian Society	5
2	Integrating Gender and Inclusive Perspectives in Education	5
3	School Culture, Leader Ship and Teacher Development	5
Methodology Papers		
4	Pedagogy of English at Primary Level	5
5	Pedagogy of Environmental Studies at Primary Level	5
6	*Pedagogy of Elementary Level Subject – Optional (A) Pedagogy of English Language Education (B) Pedagogy of Mother Tongue Education (Telugu/ Urdu) (C) Pedagogy of Mathematics Education (D) Pedagogy of Science Education (E) Pedagogy of Social Science Education	5
Value Added and Co-curricular Paper		
7	Work and Education	3
8	Value Education & Life Skills	3
9	Yoga, Physical & Health Education	3
Self Development Paper		
10	Understanding Self	3
	TOTAL	42

*Select any one

IV. DETAILS OF ACTIVITIES

D.El.Ed. I Year

The activities for I year D.El.Ed. course scheduled to be spread over throughout the academic year.

The candidates on allotment to the DIET / Elementary Teacher Education Institutions by the DIET-CET Convener shall report to the principal of the institution concerned.

The institution shall arrange orientation to the student - teachers on the following items.

- i) Facilities offered by the Institution in general.
- ii) The functions of the Institution / DIET.
- iii) The faculty of the Institution / DIET.
- iv) Roles & responsibilities of student-teachers.
- v) Salient features of D.El.Ed. Course.
 - a) Theory
 - b) Practicum

Theory and Practicum shall be arranged as per the curriculum mentioned in the current Almanac. Practicals / Field work should invariably followed by the theoretical presentations in all subjects. Syllabus should be completed before Summative - II Assessment as per the Almanac communicated.

Practicum

- **School Experience Programme**

It is a hands on experience programme through which the student-teacher shall be exposed to different schooling systems to familiarize themselves with existing scenario of the school activities.

The programme shall be organized for a period of 10 days. The student-teacher shall maintain records of different activities and record day - wise programme as shown in the proformae provided. The split up of the 10 days School observation programme is as follows:-

In the first year, the Student-teacher (Teacher Trainee) has to visit different educational institutions for 10 days as given hereunder.

Sl. No.	Type of School	No. of Days	Procedure
1.	Government Primary/ Upper Primary School	2 days	<p>The teacher education institute i.e. DIET/Private Teacher Training Colleges shall conduct a workshop in their institutes and discuss the purpose and other aspects of different types of schools to develop a primary understanding on the nature and purpose of institutions to the trainees. The student - teacher shall visit the school/ institution before school assembly. He/she should observe infrastructure facilities available, process of teaching, day schedule, teaching learning material and other resources and interact with teachers and students. The student teacher must observe critically all the items mentioned above. The student teacher shall visit the school with a check list/ format for observations and recording. The trainee must fill the check list / format and also write descriptively about his observations and feelings and also present a report.</p>
	Private recognized schools	1 day	
3.	KGBV	1 day	
4.	Pre-primary sections - Private schools	1 day	
5.	Pre-primary sections - Anganwadi	1 day	
6.	Any Residential school	1 day	
7.	TS Model School	1 day	
8.	Bhavitha / Special Schools	2 days	
	Total	10 days	

In the 10 day period student teachers are expected to observe and record the following activities.

- School / Institution Environment
- The leadership style of Head Master.
- Teacher Profiles
- Linkages and interface between school and community/ home/ other school / SMC/ Old students association and other agencies connected to school
- Other curricular activities such as Physical Education, Art Education, Work Experience etc.

- Resources available in the school
- Interpersonal relations
- Implementation of Innovative Practices
- Examination and Evaluation system
- Scope for teacher development (in-service programmes, exposure visits, seminars etc.)
- Mid Day Meal Scheme
- School Health Programme
- Records & Registers maintained
- Individual differences among the students.
- Any other specific activity observed in the school

Apart from these, student-teacher is expected to observe progress records / cumulative records of the students in all three domains i.e. cognitive, affective and psychomotor. The cognitive domain of the child can be understood through scholastic achievement record.

With regard to psychomotor domain which covers,

- Yoga, Health and Physical Education
- Art & Cultural Education
- Work experience

The following observations shall be made under Art & Cultural Education: The performance of the Children in dance, music and drawing can be estimated. Under Work Education (Craft), the skills of the children can be observed while “cutting, pasting, threading, painting, clay modelling, buttoning clothes, paper crafts etc., Under Health & Physical education, Health habits like brushing of teeth, taking regular bath, combing hair, washing hands before and after meals etc., can be observed. The student-teacher has to organize a few activities of the above areas during the 2nd Spell of SEP in Primary Schools.

Under physical education child’s performance in games, athletics, yoga, drill can be observed and also observe regular medical checkups being done during the year.

The affective domain comprises the following

- Social & Personal Qualities (SPQ)
- Interests
- Attitudes can be observed
- The details of each of these items under social and personal qualities, are indicated below (Suggestive).
 1. Cleanliness
 2. Obedience /discipline
 3. Co-operation
 4. Regularity / Punctuality
 5. Respect for Elders
 6. Conservation / Protection of Environment

7. Truthfulness / Honesty
8. Patriotism
9. Responsibility

The following indicators are suggested to observe the aspects relating to affective domain.

1) Cleanliness:

- Attends to school neat & clean.
- Washing hands before & after meals
- Maintains Personal cleanliness
- Keeps surroundings clean
- Keeps things clean & in order.

2) Obedience / Discipline:

- Follows instructions given by the teacher
- Follows rules of the school
- Motivates others to maintain discipline

3) Co-operation:

- Shares things with friends and others
- Enjoys group work and games
- Shares school assignments with other students.

4) Regularity / Punctuality:

- Attends school regularly
- Keeps himself update
- Follows the time table of activities.

5) Respect towards elders:

- Maintains decency and decorum while interacting in groups.
- Behaves politely and obediently.
- Always uses good language.

6) Protecting environment:

- Does not waste water
- Does not write on school wall
- Keeps school premises clean and green.
- Watering plants
- Protects flowers & Plants
- Shows Kindness towards animals

7) Truthfulness / Honesty:

- Deposits with the teacher the things found in the class room / school.
- Accepts mistakes
- Appreciates the character in a story which exhibits moral or truthfulness.
- Never speaks lie.

8) Patriotism:

- Likes patriotic songs.
- Narrates life incidents of national hero's.
- Exhibits National pride in his writings or speeches, collecting stamps, Photographs.

9) Responsibility:

- Does work assigned
- Helps fellow students
- Offers his services whenever needed.

Interests: the interests of a child in various activities like literary, Scientific attitude, music, dance, painting, sports & games can be observed.

Attitudes: The positive as well as the negative attitudes can be observed.

School Experience Programme (SEP)

Observation Schedule for Government - P.S. / U.P.S – (2 Days)

Student-teacher should follow the Day wise programme as given below:

Day	To be observed	Observation of the student teacher
1st Day:	School Environment	
	School History	
	Cleanliness, Sanitation	
	Physical facilities of the school such as classrooms, play ground, water facility, toilets, compound wall, furniture, electricity, blackboard, Kitchen Sheds etc.,	
	School Garden	
	Availability of TLM, A.V. Equipment, Free Text Books, Teacher Modules, Children Literature	
	Library, Science Lab	
	School Uniform Implementation and Impact of School Readiness programme.	
	Classroom Observation – Mother tongue, Mathematics	
	Implementation of CCE.	
	Annual Plan	
	Institutional Plan	
	Implementation of Academic Calendar.	
2nd Day:	Staff Particulars (Including Academic Instructors/ Vidya Volunteers)	
	SMC and its functions, Village population, school age children, enrolment and retention average attendance.	
	Time table : Class wise, Teacher wise	

	Maintenance of Registers: Admission and Withdrawal register, Attendance Registers, Periodicals reports, Various Stock Registers, Outward and inward Registers, Census Register, Mid day meal Registers, Assessment Register, Health Records, Progress cards.	
	Coverage of syllabus as per annual plan	
	Homework, class work, projects	
	Implementation of Mid Day Meals Scheme	
	Learning Enhancement Programme (LEP)	
	Implementation of Innovative Activities (Wall magazine, Post box, Honesty Box, Student diary, Balala Sanghalu etc.)	
	Any other activities are being implemented in School / Institution.	

School Experience Programme

Observation Schedule

Private Recognized Schools - (1 DAY)

Day	To be observed	Observation of the student teacher
Day I	Physical Facilities	
	Details of the Academic instructors	
	Registers / Records	
	CCE Records	
	Books / Writing Material	
	Timings / Time table	
	Enrolment	
	Teacher Period Plan	
	Classroom Observations – Telugu, Mathematics	
	Assembly activities	
	Other curricular activities	
	Class room teaching practices	
	Usage of Resources (Session wise details are to be recorded)	
	Teacher Period Plan	
	Implementation of CCE records.	
	Interaction with teachers	
Any other activities are being implemented in School / Institution.		

School Experience Programme

Observation Schedule

KGBVs - (1 Day)

Student-teachers are instructed to record the following observations during 1 day IOP programme on KGBV and submit the record to the lecturer concerned.

Day	To be observed	Observation of the student teacher
Day: I	History of the School	
	Physical Facilities	
	Observation of student profile.	
	Year plan	
	Time Table	
	Registers	
	Academic activities	
	Innovative / Best Practices	
	Remedial Teaching	
	Co-curricular Activities	
	CCE Records	
	KGBV Observation Sheet (SSA)	
	Menu on breakfast, lunch and dinner.	
	Any other activities are being implemented in School / Institution.	

School Experience Programme

Observation Schedule

Pre-Primary Sections – Private Schools - (1 DAY)

Day	To be observed	Observation of the student teacher
Day: I	School Environment	
	School Timings	
	Cleanliness	
	Health checkups	
	Nutrition support	
	Sanitation	
	Physical Facilities of the school	
	Availability of TLM	
	Staff particulars	
	Records / Registers	
	Annual, lesson, period Plan	
	Learning activities	
	Any other activities are being implemented in School / Institution.	

School Experience Programme
Observation Schedule
Anganwadi- (1 Day)

Day	To be observed	Observation of the student teacher
Day: I	History of the Centre / Village	
	Objectives of the Centre	
	Working days / Holidays	
	Timings of the centre / Time Table	
	Physical facilities	
	Instructor/ Helper activities / duties	
	Child Population of the village 0-3 yrs, 3-5 yrs, 5-14 yrs	
	Enrolment, attendance	
	Registers / Records	
	Observation of play material	
	Methods used by the instructor	
	Menu of food item	
	Learning activities	
	Any other activities are being implemented in School / Institution.	

School Experience Programme

Observation Schedule

Residential Schools

{General/ Social Welfare/ Gurukulm/ BC Welfare/ Minority Welfare - 1day}

Day	To be observed	Observation of the student teacher
Day :I	School Environment	
	School Timings and Time Tables	
	Structure of the school / Infrastructure of the school	
	Syllabus	
	Academic Activities	
	Co-curricular activities	
	Study hours	
	Evaluation system	
	Physical facilities	
	Availability of TLM	
	Classroom observation	
	Innovative / Best Practices	
	Any other activities are being implemented in School / Institution.	

School Experience Programme

Observation Schedule

Bhavitha / Special Schools (1-Day)

Day	To be observed	Observation of the student teacher
Day :I	School Environment	
	School Timings and Time Tables	
	Structure of the school / Infrastructure of the school	
	Syllabus	
	Academic Activities	
	Co-curricular activities	
	Study hours	
	Evaluation system	
	Physical facilities	
	Availability of TLM	
	Classroom observation	
	Innovative / Best Practices	
	Any other observations	
	Any other activities are being implemented in School / Institution.	

Working with Community:

The student-teachers of D.El.Ed. shall participate in community developmental activities so that they,

- Realize the importance of establishing good relationship between the school and the community.
- Understand the role of community in school development activities like providing physical facilities, adult literacy activities, enrolment and out of school children.
- Identified the needs of the school and records the resources (Human and Material resources) available. All these activities shall be organized simultaneously while attending Teaching Practice cum Internship activities and also during Institutional Observation Programme.

Summative Assessment:

In the first year two summative exams shall be conducted for 3 general papers, 2 methodology papers, 3 value added and co-curricular subjects.

Demonstration Lessons

Demonstration lesson in each methodology subject is one of the important activities in this course. Every methodology lecturer should give @ 2 demonstration lessons for classes 1st and 2nd in mother tongue (language) and @ 2 for classes 3rd to 5th. In addition to the methodology demonstrations the concerned lecturers are expected to give demonstration lessons in value added and co-curricular subjects @ 1 in Art and Cultural Education, Yoga, Physical and Health Education. Trainees are expected to observe the demonstration lessons given by their respective lecturers that were given on primary classes under normal conditions. One demonstration lesson should be on Micro teaching and the trainees are expected to teach 2 micro skills under the supervision of concerned subject lecturers.

Demonstration should have a brief outline of the lesson plan, followed by a brief discussion during which useful points can be suggested and the doubts of the student teachers can be clarified.

Teaching Practice cum School Internship:

Teaching Practice-cum-school internship shall be organized in 2 spells. Every student teacher shall have to undergo teaching practice-cum-School internship in the co-operative schools. During this period the trainee shall have to undertake the activities assigned by the lecturers concerned / HM of the school in both curricular and other-curricular activities.

The procedural steps to be followed before teaching practice

- Observation of demonstration lessons.
- Micro teaching.
- Participation in the workshops on teaching learning strategies.
- Acquiring required knowledge of the syllabus and teaching learning materials prescribed for lesson and class.

Teaching Practice cum School Internship shall be organized in two spells.

Spell-I:

In this spell, 20 working days shall be allocated to the teaching practice. In this period the student-teacher has to teach for 1st and 2nd classes. Every student teacher should teach 20 periods in Telugu/Urdu and 20 periods in Mathematics (each day one Telugu/Urdu period and one Mathematics period), and also 2 periods in Art and Cultural Education and 2 periods in Yoga, Health and Physical Education.

Spell-II shall be taken up after the completion of 1st spell with one week break as a preparation for 2nd spell.

Spell-II:

In this spell 20 working days shall be allocated to the teaching practice. In this period the student-teacher has to teach for 3rd, 4th, 5th classes. Every student teacher should teach 20 periods in Telugu/Urdu and 20 periods in Mathematics (each day 1 Telugu/Urdu/ period and one Mathematics period) and also 3 periods in Art and Cultural Education and 3 periods in Yoga, Health and Physical Education.

The trainee shall develop two period plans at each level in each subject using ICT i.e., using video, audio, PPT and also other audio visual resources and visuals which can be downloaded from Internet -(digital lessons) and the trainee need to teach technology integrated lessons.

The trainees must observe at least 5 lessons of their fellow trainees of different classes in each spell. The trainee shall attend the school assembly and stay the entire day in the school till the closing of the school and participate in all the activities as a regular teacher.

Records:

During the 20 days period the trainee is expected to complete 1 or 2 units of text book followed by exercise part under each unit and conduct both Formative and Summative tests in each unit. This has to be done during the teaching practice days only.

D.El.Ed. I Year Records

Sl. No.	Title of the Record	Number of Records	Remarks
1	Assignments (10 Papers)	10	Records should be submitted to the concerned lecturers after completion of pre-final examination
2	Field based Projects (10 Papers)	10	
3	T.P. Records		
	a) Telugu	2 (Spell I and II)	
	b) Mathematics	2 (Spell I and II)	
	c) Art & Cultural Education	1	
	d) Yoga, Physical and Health Education	1	
4	Practicum Records		
	a) CCE-Telugu	2 (Spell I and II)	
	b) CCE – Mathematics	2 (Spell I and II)	
	c) Action Research	1	
	d) classroom observation - Telugu	2 (Spell I and II)	
	e) Classroom observation – Maths	2 (Spell I and II)	
	f) School experience programme	1	
	g) Reflective Journal (Academic Year)	1	
5	Final Lesson Records		
	a) Telugu	2 (Spell I and II)	
	b) Mathematics	2 (Spell I and II)	
	c) Art & Cultural Education	1	
	d) Yoga, Physical and Health Education	1	

Other curricular activities:

Other curricular activities which influence the academic activities shall be organized over the academic year during the institutional or out of institutional hours under the guidance of the Lecturers as per the institutional plan. The other curricular activities include:

- Work experience activities,
- Games and sports,
- Cultural activities
- Work shops
- Community awareness activities
- Educational tours, etc.

However, during Teaching Practice cum Internship Programme, student-teacher should also participate in other curricular activities organised in the respective schools.

Seminars / Extension Lectures:

Seminars / extension lectures should be organized regularly over the academic year once in a week and the student-teacher of D.El.Ed. Shall participate actively in the seminars. Topics may be suggested well in advance so that they shall refer books, magazines, journals, etc. The extension lectures shall be given by the experts in different fields of education.

Appropriate weightage shall be given to seminars / extension lectures in the institution plan.

Final Lessons (Practicals):

Final practicals (final lesson) shall be conducted at the end of the first year in 2 methodology subjects and 2 value added and co-curricular subjects as per schedule communicated by the Director for Government Examinations, Telangana State. The final lessons shall be evaluated by the Internal as well as External examiners appointed by the DGE in consultation with the Director, SCERT, Telangana State.

SI. No.	Classes	Subjects	No. of Final lessons
1	I – II	Telugu	1
		Mathematics	1
2	III, IV, V	Telugu	1
		Mathematics	1
		Art and Cultural Education	1
		Yoga, Health and Physical Education	1

Theory Examinations:

Final Theory Examinations shall be conducted in 6 subjects

- 3 general subjects,
- 2 methodology subjects,
- 1 value added and co-curricular

D.El.Ed 1st year students shall be promoted to 2nd year as per the rules. Final theory exams shall be conducted as per the schedule which will be communicated by DGE.

Other activities such as summative exams, field based projects, assignments, presentations and record work shall be conducted as per the Almanac.

D.El.Ed. – II Year

The activities for 2nd year D.El.Ed. course scheduled to be spread over throughout the academic year.

The institution shall arrange orientation to the student - teachers on the following items.

Theory and Practicals shall be arranged as per the curriculum mentioned in the current calendar. Practicals / Field work should invariably followed by the theoretical presentations in all subjects. Syllabus should be completed before Summative - II Assessment as per the schedule communicated.

2nd Year D.El.Ed. Records

Sl. No.	Title of the Record	Number of Records	Remarks
1	Assignments (10 Papers)	10	Records should be submitted to the concerned lecturers after completion of pre-final examination
2	Field based projects (10 Papers)	10	
3	Internship Records – Primary Level		
	a) English (I-II, classes, III-V classes)	2	
	b) EVS (III-V classes)	1	
4	Internship Records – Elementary Level (Optional – Telugu or Urdu /English/Mathematics/Science/Social Studies)	1	
5	Work and Education	1	
6	Value Education and Life Skills	1	
7	Yoga, Physical and Health Education	1	
8	Practicum Records		
	a) Assessment Record – English	2	
	b) Assessment Record – EVS	1	
	c) Assessment Record – Optional Paper (Elementary)	1	
	d) Action Research	1	
9	Classroom observation		
	a) English	1	
	b) EVS	1	
	c) Optional Paper (Elementary)	1	

	d) Reflective Journal	1	
10	Final Lesson Records		
	a) English (Classes I & II, Classes III –V)	2	
	b) EVS	1	
	c) Optional Paper (Elementary)	1	
	d) Work and Education	1	
	e) Value Education and Life Skills	1	
	f) Yoga, Physical and Health Education	1	

Other curricular activities:

Other curricular activities which influence the academic activities shall be organized over the academic year during the institutional or out of institutional hours under the guidance of the Lecturers as per the institutional plan. The other curricular activities include:

- work experience activities,
- games and sports,
- cultural activities
- work shops
- community awareness activities
- educational tours, etc.

However, during Teaching Practice cum Internship Programme, teacher trainee should also participate in other curricular activities, if any in the respective schools.

Seminars / Extension Lectures:

Seminars / extension lectures should be organized regularly over the academic year once in a week. The teacher trainee of D.El.Ed. should be made to participate actively in the seminars. Topics may be suggested to them well in advance so that they refer books, magazines, journals, etc., and the extension lectures should be given by the experts belonging to different fields related to education.

Appropriate weightage should be given to seminars / extension lectures in the institution plan.

Final Lessons (Practicals):

Final practicals (final lesson) will be conducted at the end of the Second year in 3 methodology subjects and 3 value added and co-curricular papers as per schedule communicated by the Director for Government Examinations,

Telangana State. The final lessons will be evaluated by the internal as well as external examiners appointed by the DGE in consultation with the Director, SCERT, Telangana State.

Sl. No.	Classes	Subjects	No. of Final lessons
1	I-II	English	1
2	III, IV,V	English	1
3	III,I V, V	EVS	1
4	VI, VII, VIII	Optional	1
5	III to VIII	Work and Education	1
6	I to VIII	Value Education and Life Skills	1
7	I to VIII	Yoga, Physical &Health Education	1

Theory Examinations:

Final Theory Examinations will be conducted in 6 papers – (3 general papers and 3 methodology papers) for D.El.Ed. 2nd year. Final theory exams will be conducted by DGE, TS according to schedule communicated.

Other activities such as summative exams, field based projects, assignments, presentations and record work will be conducted as per the schedule.

V. DIVISION OF SYLLABUS - MONTH, YEAR, & PERIOD-WISE

D.El.Ed.

I Year

D.El.Ed. I year

Childhood, Child Development and Learning (General Paper)

Paper-1

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August-2017	11+0	11+0	<p>1.1 Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization; Child labor, Child abuse; childhood in the context of poverty.</p> <p>1.2 Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices.</p>	<p>Orientation about two year D.El.Ed. Course.</p> <p>Task 1: Student teachers collate about ten newspaper articles on parenting and childhood, analyze these and hold discussions.</p> <p>Task 2: Hands-on experience of Methods of Studying Children and Varying Contexts in Childhood. The student teachers can identify any child to understand 5-14 year old children in diverse contexts and use case profile approach* to study him/her. The teacher educator could organize the class in such a manner that different students' profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analyzed in groups. The task could be helpful in understanding and supporting</p>

					developmental and educational needs of the marginalized learners; first-generation school goers, street children and children living in slums; children with special needs. *Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.
2	Sept.2017	14+0	14+0	<p>1.3 Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner.</p> <p>1.4 Gathering data about children from different contexts using different methods, techniques and approaches ; naturalistic observations ; reflective journals about children; anecdotal records and narratives; experimental method ,questionnaire ,case study ,Rating Scales, Longitudinal and Cross-Cultural Approaches.</p> <p>2.1 Introduction to Development: Concept of Growth, Development and Maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is</p>	<p>Task 3:</p> <p>Students watch a movie to be identified collectively by teacher educators and student teachers, and reflect on portrayal of children in the same (for instance Salaam Bombay, Blue Umbrella, Tare Zameen Par or other regional language movies). Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.</p> <p>Task 4:</p> <p>Student teachers conduct interviews with 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles and present their reports in class.</p> <p>Assignment I</p>

				continuous/discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards.	
3	Oct.2017	23+0	23+0	2.2 Physical - Motor Development; Growth and maturation 2.3 Social Development: Role of family, peers, school, mass media and culture. Role of competition, cooperation, discipline, reward and punishment and conflict, aggression and bullying in Social Development.	<p>Task 5:</p> <p>Student teachers can take data from an elementary school with regard to the growth of height and weight of children and analyze this data and present their report.</p> <p>Task 6:</p> <p>The student teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrived at the patterns that emerge across the various drawings that children have made. Student teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children responses.</p> <p>Project I</p>

4	Nov.2017	14+10	14+10	<p>2.4 Concept and processes of socialization, Social, economic and cultural differences in socialization, Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood.</p> <p>2.5 Emotional Development: Basic understanding of emotions and their development, Emotional maturity, Role of family and school in Emotional Development.</p> <p>2.6 Language development: Development of speech and language, Perspectives in Language Development – Skinner, Bandura and Chomsky.</p>	<p>SEP-10 days.</p> <p>Task 7:</p> <p>Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighbourhood or schools. Student teachers could identify different games that children play; Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.</p> <p>Project II</p>
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5	Dec. 2017	01+21	1+21	2.7 Moral Development: Perspective of Kohlberg; cultural variations in moral reasoning.	<p>Teaching Practice 21 days.</p> <p>Task 8:</p> <p>Student teachers identify a movie or a cartoon that is popular among children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student teachers.</p>
6	Jan.2018	21+0	13+8	2.8 Play and development: Meaning of Play and its functions: linkages with the physical, social, emotional, cognitive, language, moral and motor development of children; Types and kinds of play; Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict.	<p>Summative Assessment 08 days.</p> <p>Task 9:</p> <p>Student teachers identify a video game that is popular among children. They construct an interview schedule and observation checklist to "Understand aggression in a video game that is popular among children and also critically look at aspects of the game itself."</p> <p>Assignment II</p>
7	Feb.2018	01+21	1+21	2.9A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.	<p>Teaching Practice 21 days.</p>

8	Mar.2018	16+08	16+8	<p>2.10 Culture and Gender Development .</p> <p>3.1 Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence – Multiple intelligences .</p> <p>3.2 Cognitive Development: Social Contexts; Individual differences in the context of learning .</p> <p>3.3 Perspectives on Cognitive Development – Piaget and Vygotsky.</p> <p>3.4 Facilitating concept formation: Building on children’s existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning .</p>	Final TP 08days.
9	April2018	22+0	22+0	<p>environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting,</p> <p>4.1 Contexts of learning: Home, School, Environment</p> <p>4.2 Factors influencing learning: Maturation, Emotions, Learning Personality.</p> <p>4.3 Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry.</p>	

10	May2018	17+0	9+8	<p>Integrated projects Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator</p> <p>4.4 Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning</p> <p>4.5 Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools</p> <p>REVISION.</p>	Summative Assessment-II 08 days
	Total	200	124+76		

D.El.Ed.- I year

Society, Education and Curriculum

Paper – 2

S. No.	Month & Year	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11+0	11+0	1.Aims and Purposes of Education 1.1 Relationship between schooling and education.	Orientation about two year D.El.Ed. Course.
2	September, 2017	14+0	14+0	1.2 Aims and values of education: Constitutional values; NPE 1986; NCF 2005, SCF 2011 1.3 Understanding basic assumption about human nature, society, learning and aims of education 1.4 Exploring and enquiring in to the nature in to the needs of education in human society. 1.5 Schooling and education as visualized by different western and Indian thinkers. 1.5.1 Swamy Vivekananda	. Task – I 1.What does it mean to be educated in contemporary India ? 2. Presenting multiple perspectives on the expectations from education in India.
3.	October 2017	23+0	23+0	1.5.2 Mahatma Gandhi To 1.5.11.John Dewey	Task -2 1.Educational thinkers who have had the most impact on me: Presentations with ‘first person’ accounts by student teachers, followed by questions

4	November 2017	14+10	14+10	<p>1.5.12.Froebel to</p> <p>1.5.15. Doualath singh Kothari</p> <p>II. Education, Politics and State</p> <p>2.1 Political Nature of Education.</p> <p>.</p>	<p>SEP – 10 Days</p> <p>Task – 3</p> <p>What ought to be the aims of education in India today?</p> <p>Task – 4</p> <p>Visiting different types of schools in the neighborhood schools (of different managements with different ideological backgrounds) Student teachers to study their aims, school culture, classroom practices. To prepare and present a report.</p> <p>Assignment – I</p> <p>Project - I</p>
5	December 2017	1+21	1+21	Demo and Teaching Practice	T.P.-21days
6	January 2018	21+0	13+8	<p>2.2 Role of State in Education.</p> <p>2.3 Teachers status in society</p> <p>2.4 Role of community and civil society organizations in education.</p>	<p>Summative – I (08days)</p> <p>Task – 5</p> <p>Comparing curricula and textbooks of different states governments and private organizations: Assumptions on knowledge and learning; learning experiences provided; contextual relevance of examples, analogies and so on; assessment practices.</p> <p>Assignment – II</p> <p>Project -II</p>

7	February 2018	1+21	1+21	Demo and Teaching Practice	Teaching Practice 21days
8	March 2018	16+8	16+8	III. Knowledge and Understanding 3.1. Construction of knowledge, knowledge vs information. 3.2. Concept of belief, information, knowledge. 3.3. Bodies of knowledge 3.4 knowledge and power.	Final TP 08 days
9	April 2018	22+0	22+0	3.5 Children's construction of knowledge 3.6 Forum of knowledge and problem solving. IV. Curriculum and Learning 4.1. Curriculum, syllabus and text books. 4.2. Process and criteria for curriculum selection and construction. 4.3 Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks. 4.4 Hidden curriculum. 4.5 Curriculum, Pedagogy and Assessment of children. 4.6 Designing and implementing curricula for multicultural, multilingual society:	Submission of Assignments and Project works.
10	May 2018	17+0	9+8	Revision of syllabus	Summative II (08days)
	Total	140+60	124+76		

Note:

- 1.All field based practices, projects; assignments, tasks etc. also should be completed in the prescribed months only.
2. Select two Assignments and Two Project works from the given tasks..
3. Seminars, Workshops and co curricular activities will be conducted in leisure periods

**D.El Ed. I year
Early Childhood Care and Education
Paper - 3**

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11+0	11+0	I. Definitions, Nature and Significance of Early Childhood Care and Education 1.1 The nature and philosophy of ECCE – The ideas of educational philosophers Definition and objectives of holistic ECCE curriculum. 1.2 Significance of ECCE as critical period for lifelong learning and development.	
2	Sept.17	14+0	14+0	1.3 Rationale for extending ECCE to 8 years for smooth transition 1.4 Early learning challenges in schools and concept of school readiness. 1.5 Critical appraisal of current practices in ECCE centres of government. 1.6 Children needs: a)Freedom b)Happiness c)Adoptability d)Health well being and health habit, nutrition.	
3	Oct.17	23+02	21+2	II. Principles and Methods of Developmentally appropriate ECCE Curriculum 2.1 How children learn 2.2. Nature of the child needs 2.3Importance of play and active learning methods. 2.4. Guiding Principles. 2.5. Domain and activities of Holistic development of children. 2.6. Emergent literacy and numeracy in early years.	Assignment -1 (Reflective) (02) Project I

4	Nov.17	24+10	14+10	2.7 Components of ECCE and approach to Teaching Learning. (Education ,care ,nutrition ,habit formation, custodian) III. Planning and Management of ECCE Curriculum 3.1. Principles of planning and balancedand contextualized curriculum.	SEP(10)days
6	Dec.17	1+21	1+21	General Objectives of Planning	Teaching Practice (21) days
7	Jan.17	13+8	13+8	3.2 Long and short term objectives and planning 3.3. Project method and thematic approach 3.4. Maintaining a developmentally appropriate and inclusive class environment	Summative Assessment -II
8	Feb.17	1+21	1+21	3.5 Resources for effective functioning of ECCE (Teaching Practice
9	March	16+08	16+08	3.5 Resources for effective functioning of ECCE 3.6 The role and function of instructors Inclusive Classroom Environment	Submission of Assignments and Records Project Work II – Final Lessons-
10	April,17	22+0	22+0	IV. Curriculum for 3 to 6 years of Age Group Children in ECCE 4.1.Language and Communication. 4.34.2. Mathematical concepts. Scientific Thinking V. Assessing Children’s Progress 5.1 Early learning and development and development standards 5.2. Observing and recording children's progress. 5.3. Reporting children's progress	
11	May,17	9+8	9+8	5.4. Ensuring home school linkage Revision of Syllabus	Summative assessment II
		200	124+76		

D.El Ed. I year
Understanding Language and Language Development
at Primary Level (Mother Tongue –Telugu)
Paper - 4

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11	11+0	I. భాష - సమాజం స్వభావం, సమాజం, సమాజం, మాండలికాలు భాషాత్వసనం, ఆరంభ అక్షరాస్యత	<ul style="list-style-type: none"> ● 3 సం॥ల పిల్లల పదాల వాక్యాల సేకరణ, పిల్లల భాషా సామర్థ్య విశ్లేషణ నివేదిక భాషాస్వభావ నివేదిక తయారీ. ● DLED కోర్సు పరిచయం పాఠాలు ప్రారంభం
2	Sept. 17	14	14+0	II. భాషాభ్యసనం - భాషాసాధన సంజ్ఞలు, అరుపులు కేకలు, బాల్యం నుండి భాషాభ్యసనంలో క్రీడలుకథలు, పాటలు, బాల సాహిత్యం తరగతి గదిలో భాష-బాలల అవసరాలు	<ul style="list-style-type: none"> ● 2 సం॥ల పిల్లలు మాట్లాడే మాటల సేకరణ 3,4 సం॥ల పిల్లల మాటల నమోదు బాలలు మాట్లాడే దశలు నివేదిక. ● ప్రకల్పన సెమినార్లు నియోజకం.
3	Oct.17	23	23	III తరగతి ప్రణాళికా తయారీ భాషాభ్యసనంపై మూల్యాంకనం T.L.M. తయారీ వార్షిక, మాస దినవారీ పథకాల తయారీ అభ్యసన మూల్యాంకనం, CCE	<ul style="list-style-type: none"> ● భాషాభ్యసనం సామర్థ్యాలు తదననుగుణంగా రూపొందిన ప్రశ్న పత్రాల తయారీ సెమినార్లు బాలల ప్రగతిపై విశ్లేషణ. ● సెమినార్లు
4	Nov.17	24	14+10	చదవడం, రాయడం IV ప్రణాళికా రచన అవగాహన పాఠ్య పథక రచన, 1,2 తరగతుల పథకాలపై	<ul style="list-style-type: none"> ● 3,4,5 తరగతుల పిల్లల జవాబు పత్రాలు పరిశీలన దోషాల జాబితా తయారీ నివేదిక. పాఠ్య పథకముల రచన పరిశీలన చర్చ.

				<p>అవగాహన, వాచకాలు, అధ్యయనంపై అవగాహన, ప్రాథమికస్థాయి వాచకాలు రూపొందించడం పైన మార్గదర్శక సూత్రాలు.</p> <p>IV ప్రణాళిక రచన - పాఠ్యపథకం తయారీ.</p> <p>3,4వ తరగతుల ప్రణాళిక రచన వార్షిక, యూనిట్ కాలాంశ పథక రచన మాదిరి పథకాలు.</p>	<ul style="list-style-type: none"> ● 1,2 తరగతుల ప్రణాళిక రచన. ● పాఠ్య పుస్తకాలలోని ఇతివృత్తాలు ప్రక్రియల తయారీపై నివేదిక. ● సెమినార్లు ప్రాజెక్ట్ పని ● పాఠశాల అనుభవ కార్యక్రమం. ● SEP.
5	Dec.17	23	1+22	Teaching Practice	<ul style="list-style-type: none"> ● Teaching Practice ● T.L.M. Workshop ప్రకల్పనా T.P 20 రోజులు Class I.IInd.
6	Jan.18	21	13+8	<p>IV ప్రణాళిక రచన - పాఠ్యపథకం తయారీ.</p> <p>IV వాచకాల అధ్యయనంపై 3 నుండి 5 తరగతుల అవగాహన, పద్ధతులు, భాషాబోధన పద్ధతి ఉపాధ్యాయుడు సమన్వయ కర్తగా వ్యవహరించడం, 1-5 తరగతుల అధ్యయన స్థాయిలు అభ్యసన సూచికలు.</p>	<ul style="list-style-type: none"> ● పాఠ్య పుస్తకాలలోని ఇతివృత్తాలు ప్రక్రియల తయారీపై నివేదిక. ● ప్రకల్పన పని ● నియోజనం II ● టర్మినల్ పరీక్ష I
7	Feb.18	22	1+22	Teaching practice బోధనాభ్యసన ప్రక్రియలు నిర్వహణ ప్రణాళికా	<ul style="list-style-type: none"> ● Teaching Practice ● పాఠశాలలో వినూత్న కార్యక్రమాలు. ● T.P. IInd Spell 20 days.
8	March, 18	24	24+0	V రాష్ట్రంలో చేపట్టిన భాషాభివృద్ధి కార్యక్రమాలు CLIP స్నేహబాల, వాన	<ul style="list-style-type: none"> ● బాల సాహిత్యం తయారీ ఏదైన ఒక స్టోరీకార్డ్ Book, Small book తయారు చేయండి.

				<p>చినుకులు కథ వాచకాలు, Read, బాలల డైరీ, గోడ పత్రిక తరగతి గది గ్రంథాలయం పాఠశాల Post Box etc.</p>	<ul style="list-style-type: none"> ● SSA చే సష్టై చేయబడిన బాలసాహిత్యం ● కథావాచకం ● కథా కార్డులు. ● SLIM cards ● పరిశీన ● చర్చ
9	April,18	22	14+8	<p>III ప్రాథమిక స్థాయిలో భాషా సామర్థ్య వికాసం, మాట్లాడడం. చదవడం, రాయడం. VII ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి వివిధ తరగతులలో విద్యార్థులు సాధించిన భాషా ప్రమాణాలు వివిధ దేశాలలోని విద్యా కార్యక్రమాలపై నివేదిక తయారీ</p>	<ul style="list-style-type: none"> ● 1+2 వాచకాల్లోని పాఠ్యంశాలపై భాష కృత్యాల నివేదిక తయారీ. ● 1-5 తరగతి దాకా బాలలు రాస్తున్న విషయాలపై నివేదిక తయారీ. ● క్షేత్రపర్యటన ● నియోజకాల సమర్పణ. ● వివిధదేశాలలో ప్రాథమికస్థాయి విద్యార్థులస్థాయి, విద్యా ప్రమాణాలపై నివేదిక తయారీ ఏదైనా రెండు దేశాల ప్రాథమికస్థాయి విద్యార్థుల విద్యా ప్రమాణాలను పోల్చి చూడడం.
10	May,18	17	9+8	<p>వివిధ తత్వవేత్తల సాహిత్యాన్ని చదవడం, పున:శ్చరణ. వార్షిక పరీక్షలకు తయారీ.</p>	<ul style="list-style-type: none"> ● గిజుబాయి సాహిత్యంపై నివేదిక నూపొందించడం. ● అంతర్గత రికార్డుల సమర్పణ. ● మూల్యాంకనం ● టర్మినల్ పరీక్ష-IIInd.

مادری زبان کی تدریس و تعلیم: سال اول۔ IV

Methods of Teaching Urdu- 1st Year -Paper IV

پر مشتمل مرکزی	پہنچ اور سہ پہنچ کا طریقہ کے ساتھ نام	پہنچ کے لئے کتابوں کی تعداد	کام کے ایام	میں ماہ سال	سطح کتاب
سال اول، دیگر مہتمم کا ہر تالیف	تعارف، کورس کا تعارف، کورس کے مقاصد، مختلف پہنچوں کا تعارف، کورس کے حلقوں کی تعداد، پہنچ کا تعارف۔ مختلف مقاصد پہنچ کا تعارف (1) پہنچ 1- زبان اور سہ پہنچ 1.1۔ زبان کی اہمیت (1) 1.2۔ زبان کی اہمیت اور اس کے اثرات 1.3۔ زبان، ادب، اور سہ پہنچ کا تعلیم کے عمومی مقاصد 1.4۔ زبان کی اہمیت اور اس کے اثرات 1.5۔ زبان کی اہمیت اور اس کے اثرات 1.6۔ زبان کی اہمیت اور اس کے اثرات	10 قصیری کلاس + ایک دن پرائیکٹ ورک	11 دن	اگست 2017	1
مہتمم کا ہر تالیف	پہنچ 2۔ زبان اور سہ پہنچ 2.1۔ زبان کی اہمیت اور اس کے اثرات 2.2۔ زبان کی اہمیت اور اس کے اثرات 2.3۔ زبان کی اہمیت اور اس کے اثرات 2.4۔ زبان کی اہمیت اور اس کے اثرات 2.5۔ زبان کی اہمیت اور اس کے اثرات 2.6۔ زبان کی اہمیت اور اس کے اثرات	12 قصیری + کلاس (1) + پرائیکٹ ورک (1)	14 دن	ستمبر 2017	2

	<p>4.3۔ یہیں عمل اشتراکی عمل پر توجہ مرکوز تدریس (1)</p> <p>4.4۔ درسی اجازتوں اور سماجی (2)</p> <p>4.5۔ ہفت روزہ پڑھنے کی راہ (3)</p> <p>4.6۔ ناصحت اولیٰ و غیر نظمیں سمجھنا (3)</p>						
3	اکتوبر	23	تعمیراتی اور ترقی پختہ	<p>F.D تدریس کی مجموعی کی (1)</p> <p>E.1۔ تدریس و کتابی آلات ILM (1)</p> <p>E.2۔ مسائل و نمونہ حل کے مجموعہ اور ترقی</p> <p>کتابت کا مجموعہ (3)</p> <p>تعمیراتی اور ترقی کے مجموعہ کی کتابت</p> <p>کتابت (2)</p> <p>E.3۔ نوجوان ترقی و نمونہ حل کے مجموعے</p> <p>(مسائل و نمونہ حل) (2)</p> <p>E.4۔ امتحان اور جانچ</p>	<p>10</p> <p>+</p> <p>آگے</p> <p>کتابت</p> <p>+</p> <p>کتابت (2)</p> <p>+</p> <p>کتابت</p> <p>10</p>	<p>2017</p>	
I	<p>سمیٹ</p> <p>تدریس و کتابت</p> <p>کتابت کی اجازت پر سمیٹ</p> <p>مجموعہ حل کی کتابت</p> <p>کتابت</p> <p>کتابت (1) (کتابت)</p> <p>3A اور 3B پر کتابت</p>	<p>Assessment and Evaluation</p> <p>رابطہ کی امور میں جانچ و سنجیدگی اور اجازت (1)</p> <p>E.4۔ C.C.E کتابت کی جانچ و سنجیدگی</p> <p>کتابت SA-FA تکمیلی جانچ کے آلات و نمونہ حل (Understanding)</p> <p>School and committee</p> <p>(Feedback) اور کتابت کی ترقی</p> <p>کتابت کی جانچ کے کارڈ اور امور تدریس</p>					

Practicum SEP 10days SEP Understanding School and Committed (10days) Demonstration by Faculty (Class I & II) Language (Two days) Assignment I جو اچھے اور بہتر سے لکھے ہوئے ہوں یا اساتذہ، چند سادہ دیکھتے ہو کسی ایک عنوان کی جو بچہ کے قابل ہو۔ اس کو تعمیلی لکھنے کی ہدایت دیں۔	پہلے 2: زبانوں اور انسانی تعلیمی اور زبانوں کی اہمیت 2.1۔ تعارف، صحیح لکھ اور انہوں میں تبدیلی زبان تبدیل کے مائل ملاحظہ 2.2 Prelinguistic Capabilities (-) 2.3: زبان کی تعلیمی اور زبان کی اہمیت اور اثراتی بچے سے زبان کی اہمیت 2.3۔ خواندگی، غنائی اور لکھی اور اثراتی بہتر غنائی کے تمام (1) 2.4۔ موجودہ اسکول تعلیم کے دائرہ میں ابتدائی خواندگی کی اہمیت، سکھانے اور لکھنے کی اہمیت، مگر لکھی زبان کی اہمیت (1) 2.6۔ بچہ کی سبب میں تبادلہ کیلئے اور مروج اور بے توفیق نظریہ سولہ کی فراہمی (1) 2.6۔ زبان کی اہمیت میں اس کا کارب (1) 2.7۔ بچہ کا ادب (1) 2.8۔ نصاب میں زبان کی اہمیت (1) 2.9۔ مخصوص ضرورت کے حامل بچہ (CWSN) کیلئے زبان سے حلقہ کتاب اور ضرورت آکریٹا، مسائل، کی تعلیمی اور ابتدائی اپنی سرگرمیوں (2)	10 گھنٹوں بچہ + 2 مطابقتی کلاس + 10SEP بچہ ایک دن مطابق کام + ایک دن SEP تعارف پہلے 2.8 2.9	24 دن + 2 مطابقتی کلاس + 10SEP بچہ ایک دن مطابق کام + ایک دن SEP تعارف پہلے 2.8 2.9	نمبر 2017	4	
پہلا کھل 20 پہلے کھل بچہ کسی ایک خاصیت کی اور کتاب کی زبان کی تعلیمی فارسی زبان پر لکھ جائے۔ ادارہ تحریر	10 گھنٹوں بچہ + 20 بچہ + ادارہ تحریر ایک دن	22 دن + 20 بچہ + ادارہ تحریر ایک دن	22 دن + 20 بچہ + ادارہ تحریر ایک دن	نمبر 2017	5	

<p>Terminal Test I (8 days) درکتاب 2 زبان کے سنے کی اہمیت پولیس پروکٹا رکھنا زبان کے گھٹے یا زبان کے پڑھنے کے سنوان ورک ٹیپ رکھا ہاے۔</p>	<p>پہن 3۔ کٹاؤنی سچ پرسانی مہارتوں کا فروغ 3.1۔ سناؤ اور پونا مہارت بچے کب سنے ہیں۔ سنے کی مہارت کو کس طرح فروغ دے سکتے ہیں سناؤ رکھنا سے کیا مراد ہے؟ بچے کب پو لیتے ہیں؟ پو لنے کے مختلف انداز کیا ہیں؟ بچوں کی گھنگھری جیسے خودکامی۔ ہم مہروں میں باہمی چاؤں خیالی، انداز مانی انیسیر وغیرہ کی اہمیت، گھنگھری بہتریت ذریعہ زبان واتی پو لنے کی مہارت کو کس طرح فروغ دے سکتے ہیں (کالمے کہانی، بیان کرنا، نظم خوانی کیسٹ وغیرہ گانا) 3.2۔ پڑھاؤ رکھنا بچے خوانگی اور پڑھاؤ بچے پڑھنے کے طریقے پڑھنے کے اقسام اور بچوں کا اہمیت (پڑھاؤ خوانی اور سناؤ خوانی) بچے پڑھنے کے مائل اور باہر مشاغل بچے سناؤ کب کے سناؤ اور سناؤ مشاغل کا سناؤ بچے پڑھنے کو اچھے کارکن بنانے کے لیے سرگرمیاں بہتریاں بچے سناؤ سے کیا مراد ہے؟ پڑھنے اور گھنگھری کے مائل کیا تعلق ہے۔ بچے خودکامی کی مہارت کو فروغ دینے کیلئے مشاغل نوٹوں بنا بچے خودکامی 3.3۔ توہ سکل اور تخلیقی صلاحیت۔ اور تخلیقی انداز کر فروغ میں اساتذہ کاروں 3.4۔ توہ سکل اور تخلیقی انداز پڑھتی مشاغل بچے سناؤ مہارت کا سناؤ۔ ہندی زبان کی آسوازی کی ہاے۔</p>	<p>11 تصویر کی پیرا + پولیس 8 دن + 2 دن درکتاب</p>	<p>21 دن</p>	<p>جولائی 2018</p>	<p>6</p>
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Practicum Second Spell Internship (20days)	انگریزی کلاسز سے تعلق داروں کی کلاسز II انگریزی	تیسری (2) انگریزی 20 دن	22 دن	فروری 2018	7
Practicum Field Trip (2 دن) میں قریب بہت سی جگہیں بچوں کو کتالی معلومات فراہم کرو۔ Assignment-II بچوں کو معلومات دے کر معلومات لکھنے سہ ماہی (2 دن) بچوں کی کہانیوں کی کتاب پڑھا لکھنے سے متعلق لکھیے۔	پہلی 5- تدریس، کتالی مرکز میں کا انٹرویو وغیرہ کئی تفریحی 5.1 ریاست میں اختیار کردہ پروگرام برائے کتالی ترقی (3) بچوں کو کتالی ترقی پروگرام (CLIP) (3) نور کتالی یا مین لوہا لکھی (3) بچوں کو کتالی Slim Card پڑھنا اور اندر ہونا اور ترقی کرنا 5.2 بچوں کو کتاب قلم کی پند میں اور کتالی، کتالی، کہانی کا نسخہ (3) بچوں میں اختراعی پروگرام (3)	24 دن 18 بجے تیسرا 2 دن + اساتھت 2 دن + سیما 2 دن	مارچ 2018	8	
Practicum آزمائی ٹی پی (8 دن) + معلومات کا کاغذی (ایک دن) ریکارڈ	5.3 بچوں کو روزانہ پڑھنا، پڑھنے میں کتالی، کتالی، کتالی تدریس اور کتالی پوسٹ یا کتالی کتالی کا نسخہ وغیرہ (2 دن) پہلی 7- کتالی کتالی کتالی کتالی 7.1 کتالی 7.2 کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی 7.3 کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی 7.4 کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی کتالی	تیسری کلاسز 13 بجے + 8 دن T.P آزمائی + اساتھت کے کتالی ریکارڈ پروڈیجٹ ورک ایک دن	22 دن	اپریل 2018	9
اساتھت، ریکارڈ، پروڈیجٹ ورک کا کتالی کتالی کا کتالی میتھی کتالی کٹائی کتالی 23 سے 29 اپریل 2018	کتالی کا کتالی + میتھی کتالی	تیسری 9 بجے + 8 دن کٹائی	17 دن	مئی 2018	10

D.El.Ed.- I year

Understanding Mathematics and Early Mathematics Education
at Primary Level

Paper - 5

S. No.	Month & Year	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11 days	10+1	<ul style="list-style-type: none"> • Specific Objectives of Paper V <p>1.Introduction to Mathematics</p> <ul style="list-style-type: none"> • What is Mathematics and where and in which form it found in life? • What is the need and importance of Mathematics in daily life ? • How it is different from school Mathematics? • Why we teach Mathematics? • Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately) • Mathematisation 	<p>Suggested Practicum</p> <ul style="list-style-type: none"> • Observe 3-years old child and write a report on what Mathematical abilities child possess and how they acquire?
2	Sep,2017	14 days	12+2	<p>2. Mathematics: Teaching Principles and Teaching Methods</p> <ul style="list-style-type: none"> • Nature of the learner. What he knows and how? Where? • Understanding the learners – Methods and procedures of learning • Piaget schematic of cognition in Mathematics in different stages, Vigotsky social learning and its implications learning Mathematics. • Understanding the learning 	<p>Suggested Practicum</p> <ul style="list-style-type: none"> • Observe the children while they are playing and write a report on how do they frame rules of a game or a play? What is the implication in Mathematical learning?

				<p>processes – Natural context, Induction, Deduction</p> <ul style="list-style-type: none"> • Learning and teaching errors and how to overcome? • Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis 	
4	Oct,2017	23 days	16+7	<p>6. Understanding of Textbooks and Pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of Mathematics textbooks. • Content, approaches and methods of teaching Mathematics - Interactive and participatory methods, teacher as facilitator. • Areas, structure of the unit, nature of exercises and its implications. • Academic standards and indicators of learning. • Learning resources for effective transaction of Mathematics curriculum 	<p>Suggested Practicum</p> <ul style="list-style-type: none"> • Analyse the textbook of any one of the Primary classes and write a report on how these new textbooks are child friendly and helps the children to construct the Mathematical concepts? <p>T.L.M workshop related Suggestive practicum Develop a Mathematical resource kit with locally available materials for effective transaction of Mathematical concepts at Primary Level</p> <p>.Assignment I</p>

5	Nov,2017	23 days	12+11	7. Classroom Planning and Evaluation <ul style="list-style-type: none"> Teaching Readiness: Planning of Teaching Mathematics, collection resources. Role of resources in Mathematics teaching (TLM and ICT) Year plan, Unit plan and Period plan (models of teaching) Evaluation of planning 	S.E.P 10 days Demonstration Lessons by Faculty Project I
6	Dec, 2017	22 days	21+1	Preparation of Period Plans by Trainees	Spell I(classes I & II) Teaching Practice (21 days)
7	Jan ,2018	21 days	12+8+1	7. Classroom Planning and Evaluation <ul style="list-style-type: none"> Assessment and evaluation - Definition, need and importance, important methods Continuous and Comprehensive Evaluation (CCE) - Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers. 	Assignment II SA- I Exams Suggested Practicum <ul style="list-style-type: none"> Develop questions for each Academic Standard at Primary Level.
8	Feb,2018	22 days	1+21	3. Counting, Numbers and its Operations <ul style="list-style-type: none"> Pre-number concepts 	Spell II (3,4 & 5 classes) Teaching Practice(21 days)
9	March 2018	24 days	14 +8+2	<ul style="list-style-type: none"> Understanding numbers and notation Digit and representation of numbers Counting and place value (with different bases) Concept of fractions and its presentation 3. Counting, Numbers and its Operations <ul style="list-style-type: none"> Mathematical operations of numbers (N.W.Q.) 	Spell II (3,4 & 5 classes)Final Teaching Practice Examination(08 days) Suggested Practicum <ul style="list-style-type: none"> Observe the Mathematical teaching learning process at Primary

				<p>4. Visualization of Geometrical Shapes, Spaces, Patterns and Measurements</p> <ul style="list-style-type: none"> • Types of Shapes - 2D & 3D • Understanding of shapes - Definition, need and difference • Understanding of different shapes in Mathematics 	<p>Level. Record the language used by the teacher and write a critical report on it.</p> <ul style="list-style-type: none"> • Analyse the Mathematics textbooks of Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it. • Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it. <p>Project II</p>
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10	April 2018	22 days	14+8	4. Visualization of Geometrical Shapes, Spaces, Patterns and Measurements <ul style="list-style-type: none"> • Spatial understanding • Area and perimeter • Measurement (volume and capacity, weight etc.) • Patterns - Definition, need and types • Understanding of patterns in numbers and shapes, space • Learning material for above 	-Preparation of Test Items -Preparation of SAT Record -
11	May 2018	17 days	7+8+2	5. Management of Data <ul style="list-style-type: none"> • Use of data - Collection, distribution and symbolization • Representation of data - Table forms, tally marks, graphs (bar graphs, pictorial graphs) Revision	SA - 2 Exams Suggested Practicum <ul style="list-style-type: none"> • Interview 10 children on 'Do this', 'Try this' and 'Think and discuss' exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved. • Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyse the results. Prepare

					<p>activities and TLM for remedial teaching.</p> <ul style="list-style-type: none"> • Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report. • Identify about 20 problems on addition and classify them on criteria of processing (aggregation and augmentation). Prepare strategies to teach these processes and write a report on your experiences. • Identify about 20 problems on
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					subtraction and classify them on criteria of processing (reduction, elimination, difference and counter addition). Prepare strategies to teach these processes and write a report on your experiences.
	Total	200	124+76		

Note: All field based practices, projects, assignments, tasks etc. also should be completed in the prescribed month only.

D.El.Ed.- I year
Pedagogy across Curriculum and ICT Integration
(Value Added and Co-curricular Paper)
Paper 6

S. No.	Month	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11+0	11+0	I. Pedagogy-Conceptions and Perspectives <ul style="list-style-type: none"> • Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge). • Learner, learning, knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning. • Critical examination of terminologies and notions associated with child-centred education such as child centred, activity based learning, joyful learning, CCE, IQ, merit. • Critical understanding of various methods and approaches of teaching learning; facilitating learning; teacher as reflective practitioner, collaborative and cooperative learning. • Concerns of inclusive education: Gender, marginalized groups, children with special needs. 	
2	Sept, 2017	14+0	14+0	III. Concept and Processes of Learning <ul style="list-style-type: none"> • Process of children learning - How children learn? • Basic ideas of behaviourism and its implications • Concept formation - Meaning of concept, mental processes in concept formation, Bruner's and Piaget's modes of concept formation. Thinking and reasoning, linkage .	Suggested practicum Task 1: Analyse school textbooks to construct and discuss pedagogic elements. Presentation of analysis

3	Oct,2017	23+0	23+0	III. Concept and Processes of Learning <ul style="list-style-type: none"> Critical pedagogy – Concept – Need, Implications to teaching and learning between thinking and learning 	Assignment I
4	Nov,2017	14+10	14+10	IV.ICT - Introduction <ul style="list-style-type: none"> Concept of ICT (Information & Communication Technology). Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes 	Computer practical Project I
5	Dec,2017	1+21	1+21	IV.ICT - Introduction <ul style="list-style-type: none"> Main features of ICT related policies - National Level and State Level. ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educational games. V.ICT - Integration <ul style="list-style-type: none"> Exploration of ICT resources (appropriate hardware - CD/DVD, projectors, interactive boards, appropriate software - audio, video, multimedia, editing, web applications, internet, animations, games and simulations etc. in computer lab.); Evaluation and adoption of available ICT resources. 	Computer practical
6	Jan,2018	13+8	13+8	Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs; Using ICT tools, techniques and resources to create scaffolding; Classroom organization for ICT integrated lessons.	Computer practical Assignment II
7	Feb.2018	1+21	1+21	V.ICT - Integration <ul style="list-style-type: none"> Preparation and planning of multimedia lessons in school subjects. Activities are to be organized in 	Computer practical >projector

				connection with multimedia lessons: Role of teacher (before, while, after multimedia lessons); Social media and its importance in learning (Twitter, Face book, What's app etc.	utilization >Interactive boards >multimedia >games and simulation
8	March,2018	24+0	16+8	V.ICT - Integration <ul style="list-style-type: none"> • Online learning courses for professional development of the teachers (Right to Education Act, subject specific courses etc.). • Continuous professional development of teachers through connected groups - Subject forums and exchange of ideas, practices, conceptual clarities etc. • Open Education Resources. Using different ICT platforms- MOOC. 	Computer practical Project II
9	April,2018	22	22	II. Pedagogy-Resources and Practice <ul style="list-style-type: none"> • Critical pedagogy concept, need and implications in teaching learning. • Reflections on school of thought and theories: Giju Bhai, Summer Hill, Totochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky. • Inclusive and exclusive practices (Designing inclusive learner friendly environment): Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community. • Resources: Home (funds of knowledge); Community; Children's talk, play, work; Stories; Children's literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc. 	Computer practical preparation of PPTs for different subjects

				<ul style="list-style-type: none"> • Linking pre-school knowledge of the children with learning school subjects. 	
10	May,2018	9+8	9+8	<ul style="list-style-type: none"> • Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning; Behaviour management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms. • Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive assessment; Assessing tasks and children's work; Feedback and reporting; Portfolios 	Computer practical Summative Assessment II
	Total	200	124+76		

Note: All field based practices, projects, assignments, tasks etc. also should be completed in the prescribed month only.

D.El.Ed. I year
Art and Art Education
(Value Added and Co-curricular Paper)
Paper - 7

S. No	Month & Year	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11	05+0	I. What is Art <ul style="list-style-type: none"> • What is Art? • Art and Its Role in Human Civilization • Introduction to Different Forms of Arts • Art and Craft of Telangana 	<ul style="list-style-type: none"> • Collection of different picture related art in Human civilization and developing an album. • Drawing, Coloring, Rangoli. • Writing, Embroidery
2	Sept.17	14	7+0	.II. Art Education: Perspective of Different Philosophers and Educationist <ul style="list-style-type: none"> • Indian Philosophers – Tagore, Gandhi, Devi • Foreign Philosophers – Herbart Read, John Dewey, Howard Gardner, Herbart Spencer Elliot Prasad. 	<ul style="list-style-type: none"> • Folk songs, Folk Dance, Oggu Kadha, Bathukamma, Palle Suddulu • Collecting different pictures of musical instruments. • Tie and Die, Glass painting, Clay Models etc.
3	Oct.17	23	11+0	III. Art Education in Primary Classes – Syllabus and Academic Standards <ul style="list-style-type: none"> • Relevance of Art Education in Primary Classes. Art Education and Child Development • Syllabus and academic standards. 	Contribution of Philosophers in Art and Culture – Assignment - I Seminar on Indian Art and Culture and its role in education.
4	Nov.17	24	07+10	Suggested activates for primary classes	<ul style="list-style-type: none"> • Demonstration lessons by the concerned lecturer and teaching cum internship spell - II • Awareness on different

					<p>activities for primary classes listing of activities</p> <p>Visualizing Role of Art Education in the building years of Child's Development.</p> <ul style="list-style-type: none"> • Practicing different activities (Singing Song, Drawing, Mimicry, Myme, Dance, Fancy Dresses, Singing rhymes and poems.. • Project I
6	Dec.17	22	01+21	. Teaching Practice	
7	Jan.18	22	07+08	<p>IV. Art Education in Middle School</p> <ul style="list-style-type: none"> • Role of Art Education in Middle School. • Art Exploring Histories . <ul style="list-style-type: none"> ○ Music ○ Dance ○ Painting ○ Theatre 	<ul style="list-style-type: none"> • Games, Drawing, Singing, Drama Expression, Lithography, Dancing, Drawing, Role Play, Review and analysis. • Project Work, • Assignment Discourses, Assignment II
8	Feb.18	22	01+21	. Teaching Practice	.
9	March,18	24	08+08	<p>Suggested activities for Middle Schools</p> <p>V. Art in Education OR Teaching Through Art</p> <ul style="list-style-type: none"> • Art an Educational / Pedagogy tool. • Art and other subjects 	<ul style="list-style-type: none"> • Language Games, Puzzles, Geometrical Shapes, Number games (Sudoku), Symmetry, Experiments, Drawing of Science Equipment, Human Body etc. • Project work II
10	April,18	22	11+0	<p>VI. Assessment in Art Education</p> <ul style="list-style-type: none"> • Objectives of assessing art. • Criteria to assess art. 	<ul style="list-style-type: none"> • Map drawing, Map pointing, Autobiographies, Historical Monuments, Decoration, Fashion Designing, Fabric painting, Display Techniques, Exhibition.

11	May,18	17	04+08	Revision	<ul style="list-style-type: none"> Final Practical and Theory Examinations, Collection of preservation, Cumulative Record, Competition, Involvement, Performance.
	Total	200	62+76		

D.El.Ed. I year
Yoga, Physical & Health Education
(Value Added and Co-curricular Paper)
Paper - 8

S. No	Month & Year	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practicum)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11	05+0	1. Understanding Health and Well- Being 1.1. The meaning of health and well-being 1.2. Biomedical versus social health models. 1.3. Understanding the linkages between poverty, inequality and health	Orientation about two year D.El.Ed. Course. Theory classes. Yoga Practicals
2	Sept.17	14	07+0	1.4. Web of causation; Social determinants of health-stratification structures, food, livelihood, location, sanitation, access to health services etc. 2. Understanding Children's Health Needs 2.1. Understanding Children's Health Needs 2.2 Food and Nutrition 2.3. Reciprocal linkage between health and education 2.4. Childhood health concerns, hunger and malnutrition- Meaning and measures	Theory Classes Seminar Workshop Yoga
3	Oct.17	23	11+0	2.5. Morbidity Mapping-Methods, observation, daily notes. 2.6. Methods to understand	Theory Classes Seminars Yoga

				<p>children's health perceptions and self assessment of health.</p> <p>3. Physical Education</p> <p>3.1 Meaning, need and purpose of Physical Education, Olympics, Asian Games, SGF Games, various awards in sports and games.</p> <p>3.2 Impact of play and games (team spirit, cooperation, tolerance, problem solving, leadership).</p>	Assignment I
4	Nov.17	24	07+10	<p>3.3 Physical measurements (height, weight, chest) and BMI [Body Mass Index] twice in a year.</p> <p>3.4 Sports and games (interrelations, sports and games in schools, traditional/ local games, modern games, ground preparation and courts, rules of games and sports).</p> <p>3.5 Various competitions and tournaments and participation of children.</p>	<p>Yoga</p> <p>Ground Practicals</p> <p>Project work I</p>
5	Dec.17	22	01+21		Teaching Practice
6	Jan.18	22	07+08	<p>4. Yoga and health</p> <p>4.1. Meaning, concept of yoga.</p> <p>4.2. Concept of panchakośa</p> <p>4.3. Potential causes of illhealth according to Yoga.</p> <p>4.4 Yoga as a preventive and pramotive healthcare.</p> <p>4.5. Yogic principles of healthy living: Āhāra, vihāra, Ācāra, Vicara and Vyavahāra</p> <p>4.6. Yogic concept of holistic health and wellness</p>	<p>Theory Classes</p> <p>Assignment II</p> <p>Review and Analysis.</p> <p>Theory Classes</p> <p>Seminar</p> <p>Practicals</p>

				4.7. Preparations and precautions for practice of yoga. 5. Yoga and Physical Development 5.1. The Integrated Approach to Yoga 5.2 Characteristics of Physical Development.	
7	Feb.18	22	01+21		Teaching Practice
8	March,18	24	08+08	5.3. Yoga practices for Flexibility 5.4. Yoga practices for Stamina 5.5. Yoga practices for Endurance 5.6.Yoga practices for Lung Capacity 5.7.Yoga practices for Longevity	Theory Classes Seminar Practicals (Yoga) Project Work II
9	April,18	22	11+0	6. Health of Children in the Context of School 6.1. Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger. 6.2. Measuring the 'Health of the School': Issues of Water, sanitation, toilets etc. 6.3. Development of mental health through participating in cultural programmes. 6.4.Role of the teacher and engagement with the programmes 6.5. Capturing children's perceptions on food, work, play, Mid Day Meal etc. 7. Curriculum, Syllabus and Assessment 7.1. Syllabus for Physical & Health Education. 7.2. Academic Standards 7.3 Assessment	Field Trips Theory Classes Submission of assignments.
10	May 2018	17	4+8	Revision	
	Total	200	62+76		

**D.El.Ed. I year
Understanding Self
Paper-9**

S. No	Month & Year	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practicum)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
1	August, 2017	11	5+0	Part I: Ongoing activities <ul style="list-style-type: none"> • Journal Writing • How to write journals 	Journal writing by individual students. Topic : <ol style="list-style-type: none"> a. What they thought life ambition. b. About D.El.Ed. c. Their initial understanding about DIET.
2	Sept.17	14	07+0	Part II: Suggested Themes for Seminars and Workshops <ul style="list-style-type: none"> • Awareness of self and understanding oneself. • Aims and Purposes of Life. 	Workshop Discussion – Individual presentation. Clarification of doubts Summing up. Assignment I
3	Oct.17	23	11+0	Part-I <ul style="list-style-type: none"> • How to interpret a literature text. Prose and poetry based text. Part-I <ul style="list-style-type: none"> • Reading and Reflecting on textual lessons in different subjects. • Part-I • Distribution of topics 	Seminar – Aims and purpose of life. (Half day session). <ul style="list-style-type: none"> • Distribution of few texts among the groups. • Presentation by the groups. • Project work I
4	Nov.17	24	07+10	Part-II <ul style="list-style-type: none"> • Preparation of Question Papers Preparation of Year Plan & Unit cum period plan. Part-II <ul style="list-style-type: none"> • Preparation of formative and summative question 	Presentation by the groups and individual. Workshop: Workshop: Preparation of question paper i Workshop: Presentation of question paper

				papers. Part-II <ul style="list-style-type: none"> Theory - summative and formative 	by the groups the groups Assignment II
5	Dec.17	22	01+21		Teaching Practice
6	Jan.18	21	07+08	Part-II <ul style="list-style-type: none"> Theory on mindfulness and becoming sensitive. Accepting and celebrating differences. Harmony in relationships. Stress management 	.
7	Feb.18	22	01+21		Teaching Practice
8	March,17	24	08+08	Part-I <ul style="list-style-type: none"> Expressing opinions and reflections. Life ambition. Institutional experience. Aspects of children learning. Perspectives on primary education. Belief system 	Seminar : Individual writing and presentation in examples. Sharing of experiences in groups. Seminar on Harmony in relationships. Project work II
9	April,17	22	11+0	Part-II Life Skills <ul style="list-style-type: none"> Communication Confidence Conflict Resolution Peace and co existence	Individual writing and presentation. Question and answers, sharing of experiences on beliefs.
10	May,17	17	04+08	Question and Answers and Sharing of experiences, film watching etc.	Workshop / Seminar on Life Skills. Workshop question and answers, examples, successes stories through films, videos etc.
	Total	200	62+76		

**Proficiency in English
(Self Development Paper)
Paper – 10**

S. No.	Month	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practicum)	Unit Name & Sub unit name with No. of periods	Practical Works /Activity
01	August, 2017	11+0	05	<p>Unit 1: Introduction</p> <ul style="list-style-type: none"> • Introduction • English around us • English as a global language – Language of opportunities • Constitutional provision; English as an Associate Official Language • Importance of language proficiency in classroom transaction. • Different avenues for development of language proficiency. • Need and importance of English language proficiency to the elementary teacher. <p>Framing questions for different types of texts for reading comprehension/ interaction</p>	<p>Assigning of Project -1: English around us (collection of authentic material and presenting the need, spread and styles of English)</p>
02	September 2017	14	07	<p>Unit 2: Understanding Language - Listening to and Producing Oral Discourses</p> <ul style="list-style-type: none"> • Introduction • Listening with comprehension • Analysing discourse features in Listening and Speaking • Analyzing the suprasegmental features • Issues related to oral discourses • Making oral presentations and constructing different oral discourses 	<p>Presentation of the project-1 Documentation of the Record in written form Oral presentation</p>

				<ul style="list-style-type: none"> • Opportunities to Use Language in context • Oral discourse and their features • Activities: <ul style="list-style-type: none"> ➤ Theme-based interaction ➤ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ➤ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ➤ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features. ➤ Using classroom theatre (drama, choreography) as a pedagogical tool 	
03	October 2017	23+0	11	<p>Unit 3: Critical Reading</p> <ul style="list-style-type: none"> • Introduction • Reading for comprehension • extrapolating the texts through making inferences, analysing, reflecting • understanding the theoretical postulates of critical reading • Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. 	

				<p>and identifying their features.</p> <ul style="list-style-type: none"> • Understanding the process of critical reading • Indicators for assessing reading • Activities: <ul style="list-style-type: none"> ➤ Identifying the features of various discourses they have read ➤ Interpreting tables, graphs, diagrams, pictures, etc. ➤ Reviewing any book/article ➤ Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet 	
04	November 2017	14+10	07+10	<p>Unit 4: Writing and Creative Writing</p> <ul style="list-style-type: none"> • Introduction • Writing for specific purposes and specific audience and understand writing as a process • Experience the classroom process of writing (individual, collaborative, editing) • Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads/ matrimonial, brochures etc. and identifying their features. 	<p>Assignment-1: collecting a poem and composing tune and rhythm. Presentation and feedback</p> <p>Project-2: on Use of English language And its different styles in print /electronic media Presentation of the project</p>

				<ul style="list-style-type: none"> • Recognising errors as a part of learning process • Editing the written texts in terms of discourse features, syntax, morphology and writing conventions • Indicators for assessing the written discourses • Activities: <ul style="list-style-type: none"> ➤ Brainstorming on the theme and the type of text, the audience, etc. ➤ Concept mapping on the content and organization of the text ➤ Writing individually and refining through collaboration ➤ Reading related texts for refinement of the written work in terms of discourse features and theme ➤ Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing 	
05	December 2017	01+21	01+21		Teaching Practice
06	January 2018	13+08	06+8	<p>Unit 5: Vocabulary and Grammar in Context</p> <ul style="list-style-type: none"> • Introduction • What is grammar; how we learn grammar in mother tongue. • Problems with traditional prescriptive grammars. • Classification of words (closed word classes and open word classes). 	<p>Assignment-1(writing any one Reflective question and one analytical question)</p>

				<ul style="list-style-type: none"> • Lexical, phrasal and clausal categories. • Elements of a sentence (nuclear and optional). • Classification of clauses based on structure, function and finiteness. • Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive). • Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement) • Word formation (prefix, suffix, compounding) • Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms 	
07	February 2018	1+21	1+21	Teaching practice	Assignment: collection of material like brochures, travelogues, posters, Sign boards etc. and analyzing the features
08	March 2018	16+08	08	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ➤ Reading passages and analyzing the distribution of linguistic elements. ➤ Classification of words in a given sentences. ➤ Making generalizations on syntactic and morphological properties. ➤ Checking the generalizations in 	

				<p>the light of new passages.</p> <ul style="list-style-type: none"> ➤ Writing discourses and editing them individually and also through collaboration, feedback. ➤ Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions. 	
09	April 2018	22+0	11	Revision	project-3 on of the Book Review Presentation and feedback
10	May 2018	09+08	04+8	Revision	
	Total	124+76	59		

D.El.Ed.

II Year

D.El.Ed.- II Year
Education in Contemporary Indian Society (General Paper)
Paper – 1

Sl. No	Month & Year	No. Of working days (In DIET+ In School)	No of periods allotted to paper (Theory+ Practicum)	Unit Name & Sub unit name	Practical Works /Activity
1	June 2018	23+0	20+3	Unit - I Colonial and nationalist ideas on education <ul style="list-style-type: none"> • Colonial education, indigenous education debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the school system. • Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education. • Social Movements in pre-independent India - Voices of the marginalized and their struggles for equal participation in education. 	<ul style="list-style-type: none"> • Assignment • Seminar
2	July, 2018	12+0	10+2		
3	July, 2018	13+0	11+2	Unit - II Indian Constitution and Provisions for Education <ul style="list-style-type: none"> • Constitution and Education Constitutional vision of independent India, Directive Principles of State Policy and education. • Panchyat Raj Institutions and education -73rd & 74th Constitutional Amendments and its implications. • Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, 	<ul style="list-style-type: none"> • TLM Workshops • Demonstration by faculty
4	August, 2018	23+0	20+3		

				<p>tribe, religion, language and gender.</p> <ul style="list-style-type: none"> Equality and justice in the Indian Constitution (Understanding the Preamble and basic concepts in Indian Constitution, Role of education to ensure Fundamental Rights) Reservation as an egalitarian policy: Equalization of educational opportunities, Differential school system and idea of common neighborhood and school system. Human and Child Rights. 	
5	Sep, 2018	1+20	0+21	<p>Nil</p>	<ul style="list-style-type: none"> Internship-Spell I Filed Based Practicum Review on Internship
6	Oct, 2018	16+0	6+10	<p>Unit - III Inequalities in Contemporary Indian Society</p> <ul style="list-style-type: none"> Nature and causes of inequalities - Equality, equity, democratization of quality education. Changing social structures and education: Caste, Class and Social Exclusion. Power Ideology and Merit in Education: differential school system and the idea of common neighborhood school: Debates around growing influence of English language, mother tongue on medium of instruction. 	Summative Exam-I
7	Nov, 2018	3+20	2+21	<p>Nil</p>	<ul style="list-style-type: none"> Internship-Spell II Review on Internship Field based practicum

8	Dec, 2018	11+12	10+13	Unit - III Inequalities in Contemporary Indian Society <ul style="list-style-type: none"> • New Economic Reforms and their impact on Education. • Public education Vs Private Education and Privatisation of Public Education. • Globalization and its impact on education: Environmental degradation, Consumption patterns and issues of sustainable development. • Loss of indigenous knowledge systems including languages. • Education and Human Resource Development. • Education and Human Resource Development. 	<ul style="list-style-type: none"> • Internship-Spell II • Review on Internship. • Field based practicum
9	Jan, 2019	2+8	0+10		
10	Jan, 2019	10+0	10+0	Unit - IV Educational Policies and Programmes in Independent India <ul style="list-style-type: none"> • Important features of educational commissions and policies (Basic education and its review, Kothari Commission, NPE-1986, Learning Without Burden Report by Yashpal-2003, NCF-2005, RTE-2009, SCF-2011) • Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education). • Special programmes: Mid Day Meal, ICT, OBB, MLL. • Innovations and alternative forms of educations : Ekalvya, Diganthar, Rishi Valley, ABL. • Innovations and alternative forms of educations : CLIP, CLAPS, LEP, Children Literature, Classroom Library, Children Diaries, Wall Magazine, M.V. Foundation (Bridge Course Centres) etc. 	<ul style="list-style-type: none"> • Assignment • Seminar
11	Feb, 2019	5+0	4+1		

12	Feb. 2019	17+0	7+10	Unit - V Vision of an Inclusive and Democratic Indian Society <ul style="list-style-type: none"> • Democratization of education • Peasant, Dalit and Feminist Movements and their implications to Education • Education of Disabled, Marginalised and Socially Disadvantaged. • Role of state, school and teacher in building an Inclusive and Democratic Indian Society. 	<ul style="list-style-type: none"> • Summative Exam-II • Final Lessons
13	March, 2019	0+4	0+4	Nil	Final Lessons
	Total Working Days	200			

D.El.Ed.- II Year
Integrating Gender and Inclusive Perspectives in Education
Paper-2

S. No	Month & Year	No of working days (In DIET+ In School)	No of periods allotted to paper (Theory + Practicum)	Unit Name & Sub unit name with No. of periods	Practical Work / Activity
01	June, 2018	23+0	23+0	Unit 1: Inclusive Education <ul style="list-style-type: none"> • Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs) • Discrimination practices in schools and its implications. • Meaning of Inclusive Education. • Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns. • Understanding and exploring the nature of assessment for inclusive education. 	Orientation to Second year Programme
02	July 2018	25+0	25+0	Unit 2: Children with Special Needs <ul style="list-style-type: none"> • Historical and contemporary perspectives to disability and inclusion. • Range of learning difficulties. • Disability identification, assessment and interaction. • Approaches and skills for teaching children with learning difficulties. 	

03	August 2018	23+0	19+4	Unit 3: Inclusion and Classroom Management <ul style="list-style-type: none"> • Inclusion and Classroom Management. • Academic inclusion and support. • Inclusive classrooms. • Mono-grade, multi-grade situation and inclusion. 	TLM Workshops. Demonstration lessons by faculty. Assignment – I Project - I
04	September 2018	1+20	1+20		Internship 1 st Spell Review on Internship 1 st spell
05	October 2018	16+0	16+0	Unit 3: Inclusion and Classroom Management <ul style="list-style-type: none"> • Mono-grade, multi-grade situation and inclusion. • Multilevel strategies. • Multi-lingualism and inclusion. 	Summative Examinations –I Assignment – II Project - II
06	November 2018	23+0	23+0	Nil	Internship 2 nd Spell Review on Internship 2 nd spell
07	December 2018	13+10	13+10	Unit 4: Gender, School and Society <ul style="list-style-type: none"> • Social construction of masculinity and femininity. • Patriarchies in interaction with other social structures and identities. • Reproducing gender in school: Curriculum, textbooks, classroom processes and student-teacher interaction. • Working towards gender equality in the classroom. 	Internship 3 rd Spell
08	January 2019	10+10	10+10	Unit 5: Integration of gender and inclusion perspectives <ul style="list-style-type: none"> • Integration of gender and inclusion perspectives Reflection on personal growth vis-à-vis beliefs, 	Internship 3 rd Spell (10 days) Review on Internship 3 rd

				assumptions and stereotypes. • Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.	spell
09	February 2019	22+0	22+0	Unit 5: Integration of gender and inclusion perspectives • Developing a vision of an inclusive society and school and ways and means of achieving it. • Revision	Revision Summative Examinations –I (07 days) Submission of Records and Project works
10	March 2019	0+4	0+4		Final Teaching Practice

Note:

1. Seminars and workshops are conducted in the leisure periods.
2. Assignments and Project works are selected from the suggested Practicum.

D.El.Ed. II Year
School Culture, Leader Ship and Teacher Development
Paper - 3

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practica I	Unit Name & Sub unit name with No. of periods	Practical Work / Activity
1	June,18	23+0	20+0	<p>Unit 1: School and School Culture</p> <ul style="list-style-type: none"> • The concept and purpose of school (It's an organization/ institution; it has resources/ processes/ outcomes). • School and community. • School culture and organization. • School ambience and environment and infrastructure. <p>Unit 2: School Level Programmes and Activities</p> <ul style="list-style-type: none"> • School timetable/ schedule. • School assembly. • School library. • School Development Plan - Planning, implementation and assessment. • School community relationship. • School games, sports, tournaments. • School level cultural activities. • School level records. • Resources - Human, physical, financial. 	<p>*Orientation to second year programme .</p> <p>*Theory and Practical</p>

2	July,18	25+0	20+0	<p>Unit 3: School Effectiveness and School standards</p> <ul style="list-style-type: none"> • School effectiveness and its improvement. • School improvement – Strategies, initiatives. • School performance evaluation: Process and performance indicators. • Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects). <p>Unit 4: School Management and Leadership</p> <ul style="list-style-type: none"> • Concept of school administration, management and leadership. • Types of managements and leadership. • HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship. <p>Unit 5: Academic Leadership of Headmaster</p> <ul style="list-style-type: none"> • Allotment of subjects: Curricular and co-curricular. • Ensuing teacher preparation (lesson plan/ TLM etc.). 	<p>*Theory and Practicum</p> <p>* Seminar</p> <p>*Workshops.</p>
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3	Aug.18	23+0	17	<ul style="list-style-type: none"> • Ensuing effective classroom Teaching Learning Process. • Academic monitoring - Classroom observations, observations of teachers and children records, assessment of children performance and progress. • Baseline testing and conduct of remedial teaching as a whole school process. <p>Preparatory work for internship programme.</p> <ul style="list-style-type: none"> • Ba Demonstration of children performance to the parents during SMC meeting (RTE-20 2009). • Co Conducting staff meeting – Review. • Performance, recording the minutes, • Solutions, fixing targets. 	<p>*Theory and Practicum *TLM Workshop(02days) +Demonstration (01day)</p>
4	Sept, 2018	1+20	-	Teaching practice	<p>Internship Spell I(20 days) Review on Internship 1st spell(01 day)</p>
5	Oct, 2018	16+0	7	<ul style="list-style-type: none"> • Conducting staff meeting - Review performance, recording the minutes, resolutions, fixing targets. <p>Unit 6: Teacher and Development</p> <ul style="list-style-type: none"> • Teacher as an organic intellectual, social transformer and social change. • Teacher as a co-learner (learning on a continuous process). • Roles and responsibilities of teacher and accountability. • Internship programme. • Teacher professional ethics. 	<p>Theory & Practicum Summative Examinations-I (8 Days)</p>

				<ul style="list-style-type: none"> • Teacher and community development • Concept of a teacher development, teacher education and teacher training. 	
6	Nov,2018	3+20	3	<ul style="list-style-type: none"> • Current status and practices of teacher development. <ol style="list-style-type: none"> 1. Government/ management initiative programmes. 2. Self directed and managed professional development. 	Internship 2 nd spell (20 days)
7	Dec,2018	13+10	10	<ul style="list-style-type: none"> • Impact of teacher development on students, organization and community. • Pre-service teacher education: Concept, nature, objectives, scope. • Continuous professional development - Programmes - Initiatives and Strategies: Read and reflections, reflective practices, journal writing, action research, attending seminars and programmes, career development courses and trainings, membership in professional forums and libraries, using internet and connected learning, resource collection, association with professional institutions i.e. School Complex, MRC, DIET, SCERT, NCERT etc., participation in educational debates and movements. 	Theory and Practicum Internship 3 rd Spell (10 days).
8	January,19	10+10	08	<ul style="list-style-type: none"> • Continuous professional development - Programmes - Initiatives and Strategies: Read and 	Internship Spell 3 (10 days)

				<p>reflections, reflective practices, journal writing, action research, attending seminars and programmes, career development courses and trainings, membership in professional forums and libraries, using internet and connected learning, resource collection, association with professional institutions i.e. School Complex, MRC, DIET, SCERT, NCERT etc., participation in educational debates and movements.</p> <ul style="list-style-type: none"> • In-service teacher programme: Purpose and practice of various commissions and recommendations. 	
9	Feb.,19	22+0	12	<ul style="list-style-type: none"> • Roles, functions and networking of institutions like NCERT, NCTE, NUEPA, SCERT, IASE, CTEs, DIETs and their websites. 	<p>Theory and Practicum</p> <p>Summative Exams II (8 days)</p> <p>Submission of Records and Project Work</p>
10	March,19	04+0	03	<ul style="list-style-type: none"> • Revision. • Revision. 	<p>Revision</p> <p>Final lessons</p> <p>Final Theory Examinations.</p>
	Total	200	121+79		

**D.El.Ed.- II Year
Pedagogy of English at Primary Level
(Methodology Paper – Classes I to V)
Paper – 4**

S. No.	Month & Year	No. of Working days (In DIET + In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical work/ Activity
1	June-18	23	23	Unit 1 Orientation to 2nd year <ul style="list-style-type: none"> • Issues of learning English in a multi-lingual/ multi-cultural society. • Teaching English as a second language: • The nature of language Unit 2 <ul style="list-style-type: none"> • Full unit . • TLM Workshop. • TLM Mela. 	English Paper-1 Assignment – 1 (Based on Unit I & II) TLM Workshop
2	July-18	25	25	Unit 4 <ul style="list-style-type: none"> • The Modular transaction. • Pre-reading. • Reading. • Post-reading. • Editing the written discourses Publishing children’s products Dealing with textual exercises (vocabulary, grammar, study skills, project work) Strategies for addressing low proficient learners Multi grade and multi level teaching strategies. • Activities: Storytelling, team teaching, framing of questions, picture based interaction. Unit 5 <ul style="list-style-type: none"> • Planning and Material Development. Introduction, What is planning; its importance. Year plan, unit plan and period plan; Teacher reflections. Material development; preparation of material for young learners - Picture drawing, cut outs, flash 	Practicum Story – Telling (2 days) Assignment – 2 (Based on Unit IV & V) Practicum Preparation of Year plan/Unit plan/period plan (2 days)

				<p>cards.</p> <ul style="list-style-type: none"> Developing and trying out various resources, techniques, activities and games for learning English Analyzing and reviewing teaching-learning material. Activities: <ul style="list-style-type: none"> o Critical examination of lesson plans prepared by teachers o Preparation of year, unit and period plans o Conducting workshop for preparation of materials for young learners. 	
3	Aug-18	23 Days	23	<p>Unit - 3</p> <ul style="list-style-type: none"> Introduction The pedagogy of comprehensible input. Approaches to teaching of English to young learners. Demonstration by Faculty. Continued Unit - 3 Second Language acquisition theories. The Cognitive and Constructivist Approach: State specific initiatives. 	<p>Teaching Practice Spell-I (10 days)</p> <p>Project work – I</p> <p>Write about the discourses in the primary text books</p>
4	Sep-18	21	1+21	<ul style="list-style-type: none"> Review of TP 	<p>Teaching Practice Spell-I (10 days)</p>
5	Oct-18	16	16	<p>1. Unit -6</p> <p>Summative Exams – 1 (9 days)</p> <ul style="list-style-type: none"> Review of current assessment procedures. What is assessment, Why, How and When Continuous and Comprehensive Assessment. 	<p>Assignment – 3 (Based on Unit - 6)</p> <p>Practicum</p> <p>Preparation of question paper for class I &II</p>
6	Nov-18	23	3+20	<p>Internship, Seminar and Review (1 Period)</p>	<p>Teaching Practice Spell – II (20 days)</p>
7	Dec-18	23	13+10	<ul style="list-style-type: none"> Unit – 6 continued Formative assessment; assessment “as learning” and assessment “for learning”– tools and strategies; evidences of assessment. Summative Assessment – Tools, assessment of learning; Test items in Summative Assessment. Grading indicators for Formative and Summative Assessment both for oral and written products. 	<p>Project work –II</p> <p>Analysing and review on the English text books of Primary school (I-V)</p> <p>Teaching Practice Spell – III (10 days)</p> <p>Practicum on Assessment</p>

				<ul style="list-style-type: none"> Recording of children performance - CCE Registers, Cumulative Record. Review of TP. 	Tools Academic standards
8	Jan-18	20	10+10	<ul style="list-style-type: none"> Assessment and feedback. Activities: o Formative tools and awarding marks based on certain indicators. Preparation of summative question paper and development of indicators for awarding the marks. Analyzing answer scripts of learners. Critical examination of grading indicators. Review of TP. 	Teaching Practice Spell – III (10 days) Practicum on preparation of Question paper class III-V (3 days)
9	Feb-19	22	22	Summative - II Collection of Records Seminars; Presentation projects Revision of units I & II	
10	Mar-19	4	4	Final Practical Exams Theory Exams from 09/04/2019 to 20/04/2019	

D.El.Ed - II Year
Pedagogy of Environmental studies at Primary Level
Paper – 5

S. No .	Month & Year	No. of Working days (In DIET + In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical work/ Activity
1	June - 2018	23+0	19	<p>Unit 1: Understanding EVS/ Concept of EVS</p> <ul style="list-style-type: none"> • Introduction • Meaning, Scope and Importance of EVS, its Evolution as a curricular area at Primary Level. • Different perspectives on EVS : NCF-2005, SCF-2011, Prashika programme (Eklavya’s Innovative Experiments in Primary Education) – To see how curricular vision takes the shape of syllabus. • EVS as an integrated area of the study: Drawing upon understanding from science, social science and Environmental Education. • Objectives/ Principles of teaching EVS- NCF- 2005 • NPE- 1986- 10 core elements (Social). <p>Unit 4: Understanding of text books and pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of EVS textbooks. • Content, approaches and methods of teaching EVS – Interactive and participatory methods, Teacher as a facilitator. • Themes, structure of the unit, Nature of exercises and its implications. • Academic standards and indicators of learning. 	<ul style="list-style-type: none"> • Making children identify academic standards in III/IV/V EVS – 2 Days

2	July, 2018	25+0	19	<p>Unit 4: Understanding of text books and pedagogy</p> <ul style="list-style-type: none"> • Learning resources for effective transaction of EVS curriculum. <p>Unit 6: Classroom Planning and Evaluation</p> <ul style="list-style-type: none"> • Teaching Readiness: Planning of Teaching EVS, Year plan, Unit Plan and Period plan. • Planning for multi grade/multi level. • Evaluation of planning. • Understanding reflective teaching & learning. • Concept and importance of Evaluation, CCE. • Preparation and selection of reflective questions. • Different ways of assessment for Further learning. • Assessment and evaluation Definition, need and importance. 	<ul style="list-style-type: none"> • Making children to prepare year, unit of period plans from III/IV/V EVS. • Making children to prepare year, unit & period plans from III/IV/V EVS.
3	August , 2017	23+0	11	<p>Unit 6: Classroom Planning and Evaluation</p> <ul style="list-style-type: none"> • Continues and Comprehensive Evaluation (CCE) – Assessment for learning, Formative assessment and tools in EVS – its examples, summative assessments, Weightages to Academic standards (Blue Print), Model questions, Question papers, Feedback and reporting procedures, record and register. • Action research. <p>Unit 2: Understanding Children’s ideas</p> <ul style="list-style-type: none"> • Introduction. • Knowledge that a 5-12 years child has (Ideas and alternative conceptions). • How this Knowledge is acquired ? (How Children Learn)? . • Relating Cognitive Growth of Children to the development of concepts of with Reference to EVS(Piaget). • Innate abilities. 	

				Unit5: Planning for Teaching EVS <ul style="list-style-type: none"> • Why Planning? • Some examples of good EVS class. • Addressing Children’s alternative conceptions: Some experiences. • Concept map and thematic Web Charts. 	
4	Sep, 2018	0+21	21	--	Internship
5	Oct, 2018	16+0	8	Unit5: Planning for Teaching EVS <ul style="list-style-type: none"> • Evolving a unit plan framework and use. • Resource pool of Materials. • Locally available material. • Audio-visuals and Electronic Materials. • Lab/Science kit. • Library. • Peer Group learning (using children’s ideas) 	<ul style="list-style-type: none"> • Making children to identify/ collect locally available material.
6	Nov, 2018	3+20	3+20	Internship	
7	Dec, 2018	13+10	8+17	Unit 3: Teaching of EVS/ Classroom transaction <ul style="list-style-type: none"> • Process Approaches in EVS: Process Skills- simple experiments, observations, classification, providing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples. • Map – Picture Differentiation, Map Reading. • Ways of conducting enquiry: activities discussions, group work, field visits, survey, experimentations etc. 	
8	Jan, 2019	10+10	6+14	<ul style="list-style-type: none"> • Activity approach (What is activity?, Profile of activity, primary education Project principles). • Using Children’s ideas as a Tool 	

				for learning. <ul style="list-style-type: none"> • Role of Teacher in classroom transaction. • Integration of subjects (Language and Mathematics). • Use of ICT in the Classroom. 	
9	Feb, 2019	22	22	Revision	
10	Mar, 2019	4	4	Final Practical Exams Theory Exams from 09/04/2019 to 20/04/2019	
	Total	200			

D.El.Ed - II Year
Pedagogy of Elementary Level Subject (Optional)
(Methodology Paper)
Pedagogy of English Language Education (Classes VI to VIII)

Paper – 6 (A)

S. No .	Month & Year	No. of Working days (In DIET + In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical work/ Activity
1	June - 2018	23	23	<p>Unit 1: Orientation to 2nd year</p> <ul style="list-style-type: none"> • Introduction Aims and objectives of English language teaching. State policies on language and education. Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching. • Multi linguilism as a resource in teaching of English. Organizing English language classroom. Role of the Teacher; Teacher preparation; Professional development of the teacher; Teacher as a facilitator. • Errors in language learning: The role of teacher in addressing the errors. Paradigm of shift in English language teachings. <p>Unit 2:</p> <ul style="list-style-type: none"> • Introduction. • Listening and speaking. • What does listening mean. • Fluency and accuracy in speaking. What does speaking mean. • Interaction and its role in developing of listening and speaking: Authentic material for listening. • Indicators for assessing the oral discourses. • Teaching vocabulary and grammar at Elementary Level. 	<p style="text-align: center;">Practicum on Correction of errors</p> <p style="text-align: center;">Assignment – 1 (Based on Units I & II)</p>

2	July, 2018	25	25	<ul style="list-style-type: none"> • Seminar • TLM Workshop <p>Unit III:</p> <ul style="list-style-type: none"> • Developing oral discourses: Description, dialogue, story/ narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc. • Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers - Ways of reading; pre-reading and post reading activities. • - Individual reading and collaborative reading. - Beyond the textbook: Diverse forms of texts as materials for language. - Relationship of language and society: Identity, power and discrimination - Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics - Helping children to become good readers . • Writing What is writing and relationship between Reading and Writing Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit/ notice/ poster etc. - Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts. - Individual writing and collaborative writing. 	
3	Aug-2018	23	23	<p>Unit -IV</p> <ul style="list-style-type: none"> • What is literature; Difference between language and literature. Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts. 	<p>Demonstration Lessons by Faculty (4 days)</p> <p>Practicum</p> <p>Study of Textbooks Class VI to VIII (2 days)</p>

				<ul style="list-style-type: none"> Engaging with a text 116 Various literary genres such as poem, story, biography etc.; Analysis and interpretation of various literary texts. Using literature across the curriculum. Identification of literary features in a given texts from different genres. Unit -V Philosophy and guiding principles for the development of English language textbooks. Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator. Themes, structure of the unit, nature of exercises and its implications, analysis of the textbooks. Academic standards and indicators of learning. Learning resources for effective transaction of language curriculum. Role of ICT in teaching English. Action research in ELT, steps in action research. Importance and avenues for continuing professional development. 	
4	Sep-2018	21	21	Review on Spell – 1 One day	Teaching Practice Spell-I (20 days)
5	Oct -2018	16	16	Unit VI: Class room Planning and Evaluation <ul style="list-style-type: none"> Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching. Assessment and evaluation – Definition, need and importance. 	Practicum Students Prepare Year Plan/Unit plan/Period plan (3 days) Summative Exam- I (9 days)
6	Nov-2018	23	3+20	Review of TP Spell-II (2 days) Seminar (1 day)	Teaching Practice Spell-II (20 days)

7	Dec-2018	23	13+10	<ul style="list-style-type: none"> • Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures. • Recording the children performance and CCE Register. • Review TP Spell-III. 	Practicum 1. preparation of question paper (3 days) 2. CCE Record/SAT Record (3 days) 3. Teaching Practice Spell-III Optional subject (10 days). 4. Assignment – 3 Based on unit IV & V
8	Jan-2019	20	10+10	<ul style="list-style-type: none"> • Editing of children writings based on the indicators. - Teacher is a facilitator in developing reading and writing among the children. • Assessment of writing. - Linkages between reading and writing. 	Practicum Training on Editing (2 days) Teaching Practice Spell-III Optional subject (10 days)
9	Feb-2019	22	22	Revision of All Units	Summative Exams- 2 Submission of records and Project works
10	Mar-2019	4	4	Final Practical Exams and Final Theory Exams from 09-04-2019 to 20-04-2019	
	Total Working Days	200	200		

D.El.Ed - II Year

మాతృభాషావిద్య బోధన శాస్త్రం (6వ తరగతి నుండి 8వ తరగతి వరకు)(ఐచ్ఛికం)

విషయం: తెలుగు

Paper 6 (B)

క్ర. సం.	నెలలు/ సం॥రాలు	పని దినములు	మొత్తం కాలాంశ ములు	బోధన కాలాంశ ములు	యూనిట్స్/సబ్ యూనిట్స్	ప్రయోగాత్మక పని	ఇతర కృత్యములు
1.	జూన్, 2018	23	TEI – 23 School: 00	20	<p>యూనిట్స్ -1 భాష గురించి</p> <p>1.1. భాషయొక్క ఆవశ్యకత భాష మరియు లిపి</p> <p>1.2. భాషా ప్రయోజనాలు</p> <p>1.3. మనమాటల ప్రభావం</p> <p>1.4. మానవభాషలు, జంతు భాషలకు గల తేడా</p> <p>1.5. ప్రపంచ భాషలు - వర్గీకరణ</p> <p>1.6. భాషా నిర్మాణం</p> <p>1.7. భాష - మాతృభాష నేర్చుకోవడంలో</p> <p>1.8. భాషను గురించిన అనుమానాలు</p> <p>1.9. భాష- సజ్జెక్టులతో సంబంధం</p> <p>1.10. తెలుగుభాష - ధ్వని - వర్ణం - అక్షరం - పదం</p> <p>యూనిట్ -2</p> <p>భాష- సమాజం</p> <p>2.1. మానవసమాజాలు</p> <p>2.2. భారత రాజ్యాంగంలో త్రిభాషా సూత్రం</p> <p>2.3. మాతృభాష, ఇతరభాషలు</p>	<p>మాతృభాష - ఇతర భాషల అభ్యసనంలో పాత్రపై చర్చ</p> <p>భారతరాజ్యాంగం - త్రిభాషా సూత్రం అమలుపై చర్చ</p>	<p>భాషాభివృద్ధిపై చర్చా వేదిక</p> <p>ఒక భాషావేత్తను ఆహ్వానించి భాషా ప్రాశస్త్యంపై అవిస్తూతోపన్యాసం</p>

2.	జూలై, 2018	25	TEI - 25 School: 00	20	<p>2.4 భాష మరియు సాహిత్యం</p> <p>2.5 భాష - సంస్కృతి</p> <p>2.6 భాష ఒక సజ్జెక్టు - ఒక మాధ్యమం</p> <p>2.7 గ్రాంథిక, వ్యావహారిక, మాండలిక భాషలు</p> <p>2.8 తెలుగు భాషపై సంస్కృత ప్రభావం - ఇతర భాషల ప్రభావాలు</p> <p>యూనిట్ -3 : సాహిత్యాధ్యయనం - ఆవశ్యకత - అవగాహన</p> <p>3.1 సాహిత్యాన్ని ఎందుకు చదవాలి?</p> <p>3.2 తెలుగు భాషా సాహిత్యం - వివిధ ప్రక్రియలు</p> <p>యూనిట్ -5 : భాషా సామర్థ్యాలను అభివృద్ధి పరచడం</p> <p>5.1 మాట్లాడడం</p> <p>5.2 ధారకంగా చదవడం</p> <p>5.3 రాయడం</p> <p>5.4 సృజనాత్మక వ్యక్తీకరణ</p> <p>5.5 పదజాలాభివృద్ధి</p> <p>5.6 వ్యాకరణాంశాలు</p>	<p>-</p> <p>తెలుగు భాషా సాహిత్యంలోని వివిధ ప్రక్రియల నమూనాలను వివిధ జట్లతో సేకరింపజేసి సమగ్ర నివేదికను రూపొందించడం.</p> <p>బాలల్లో భాషా సామర్థ్యాల (శ్ర/భా/ప/లే) సాధన పట్ల విశ్లేషణ - నివేదికల తయారీ.</p>	<p>విషయోపాన్యాసకుల ప్రదర్శనలు</p> <p>1) ప్రాచీన, ఆధునిక తెలుగు కవుల జీవిత విశేషాలను సేకరించడం - చర్చజరపడం</p> <p>2) ఆధునిక తెలంగాణ కవులలో ఒకరిని ఆహ్వానించి సన్మానించడం.</p> <p>గిజుభాయి బధేకా ప్రొ కృష్ణకుమార్ గారల బోధనాభ్యసన సాహిత్యమును చదివి నివేదికలు రూపొందించుట</p>
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3.	ఆగష్టు, 18	23	TEI -23	20	<p>యూనిట్ - 6 భాషా వనరులు - వినియోగం</p> <p>6.1 పాఠ్యపుస్తకాలు</p> <p>6.2 దృశ్య, శ్రవణ సామగ్రి</p> <p>6.3 వార్తా పత్రికలు</p> <p>6.4 గ్రంథాలయాలు</p> <p>6.5 బాల సాహిత్యం</p>	<p>కథా కథనంపై సెమినార్</p>	<p>టి.ఎల్.ఎమ్ ప్రదర్శన</p> <p>అధ్యాపకులచే ప్రదర్శనా పాఠాలు</p> <p>బాలసాహిత్యంపై విస్తృతోపన్యాసం.</p>

					<p>6.6 స్థానిక కవులు</p> <p>6.7 అభ్యసనాభివృద్ధి కార్యక్రమం</p> <p>6.8 భాషాభివృద్ధి - వినూత్న కార్యక్రమాలు</p>		
4	సెప్టెంబర్ , 18	21	TEI - 1 School: 20			<p>ఎంచుకున్న తరగతి భాషకు సంబంధించిన వార్షిక ప్రణాళిక / యూనిట్ ప్రణాళికలు/ పీరియడ్ ప్రణాళికల తయారీ</p>	<ul style="list-style-type: none"> ● T.P. & Internship 1st spell సమీక్ష ● Field based practicum ● పుస్తక సమీక్షపై కార్యశాల
5.	అక్టోబరు, 18	16	TEI - 16	03	<p>యూనిట్ - 7 :</p> <p>భాషాభ్యసనం - ఫలితాలు, వ్యూహాలు</p> <p>7.1 భాషాభ్యసనం, ఆర్.టి.ఇ. 2009</p> <p>7.2 ఎలిమెంటరీస్థాయి భాషా బోధనోద్దేశాలు.</p> <p>7.3 తరగతి వారి సామర్థ్యాలు</p> <p>7.4 భాషా బోధన వ్యూహాలు</p> <p>యూనిట్ : 8</p> <p>భాష - బోధనాభ్యసన ప్రక్రియ నిర్వహణ</p> <p>8.1 ఉపాధ్యాయుని ప్రణాళిక</p> <p>8.2 వార్షిక ప్రణాళిక</p> <p>8.3 పాఠ్యప్రణాళిక</p> <p>8.4 పాఠ్య బోధనసోపానాలు - పీరియడ్ ప్రణాళిక</p>	-	<ul style="list-style-type: none"> ● సమ్మేటివ్ పరీక్షలు - I

6.	నవంబర్, 18	23	TEI - 03 School :20		---		<ul style="list-style-type: none"> ● Internship spell –II (20 days) ● Field based practicum ● సమీక్ష ● సెమినార్
7.	డిశంబర్, 18	23	TEI - 13 School: 10	10	<p>యూనిట్ :10 : ఉపాధ్యాయుల వృత్తిపరమైన అభివృద్ధి</p> <p>10.1 ఉపాధ్యాయులు నిరంతర అభ్యాసకులే</p> <p>10.2 జ్ఞాన పరిధిని విస్తృత పరచుకునే మార్గాలు</p> <p>10.2.1 వృత్తంతర శిక్షణలు</p> <p>10.2.2 అధ్యయనం</p> <p>10.2.3 ఉన్నత విద్యాభ్యాసం</p> <p>10.2.4 పరిశోధనలు చేపట్టడం</p> <p>10.2.5 సభలు, సమావేశాల్లో పాల్గొనడం</p> <p>10.2.6 విషయ నిపుణులు, కవులతో చర్చలు</p> <p>10.2.7 రచనావ్యాసంగం</p> <p>10.2.8 సాంకేతిక పరిజ్ఞాన వినియోగం</p> <p>10.2.9 విషయాధారిత సంఘం</p>	<p>ఎంచుకున్న అంశంపై నాటక రచన - దర్శకత్వం - ప్రదర్శన.</p>	<ul style="list-style-type: none"> ● Internship spell –III (10 days) ● Field based practicum
8	జనవరి, 2019	20	TEI - 11 School: 10	9	<p>10.2.8 సాంకేతిక పరిజ్ఞాన వినియోగం</p> <p>10.2.9 విషయాధారిత సంఘం</p>		<ul style="list-style-type: none"> ● Internship spell –III (10 days) ● Field based practicum

							<ul style="list-style-type: none"> • రికార్డ్ తయారీ సమర్పణ
9	ఫిబ్రవరి, 2019	22	TEI - 16 School: 06	0	--	--	<ul style="list-style-type: none"> • సమ్మేటివ్ పరీక్షలు - II • ఫైనల్ ప్రాక్టికల్ పరీక్షలు
10	మార్చి, 2019	04	School: 04		--	--	<ul style="list-style-type: none"> • ఫైనల్ ప్రాక్టికల్ పరీక్షలు
	మొత్తం	200		92			

- మొత్తం పనిదినములు : 200
- బోధనా కాలాంశములు పరీక్షలు : 92
- ప్రయోగాత్మక పనులు, ఇతరములు : 108

ماہری زبان کی تدریس و تعلیم: سال دوم۔ VI

Pedagogy of Mother Tongue Education VI to VIII

سلسلہ کتاب	مہینہ اور سال	کام کے ایام	پہرے کے عمل کردہ سرکاری تہوار	پہنٹ اور سب پہنٹ کا بیرونی کے ساتھ کام	پہنٹ کی سرکاری
1	جون 2018	23 دن	ایک دن اور شیشیوں + 20 بیرونی	<p>سال دوم کا تعارف۔</p> <p>کورس کا تعارف کورس کے مقاصد اور پچھلے کورس کا تعارف، تلفظ، مقاصد، پہنٹ کا تعارف۔</p> <p>یونٹ 1: زبان</p> <p>زبان کی ضرورت اور حیثیت ان کی تشکیل (2)</p> <p>زبان کے فوائد (1)</p> <p>ماہری گفتگو کا اثر ہم پر (2)</p> <p>انسانی اور جانوروں کی زبان میں فرق (2)</p> <p>عالمی زبانوں کی وجہ بندی (2)</p> <p>زبان کی تشکیل (3)</p> <p>زبان۔ ماہری زبان سمجھنے میں ماہری زبان کی اہمیت (3)</p> <p>زبان سے متعلق شکوک و شبہات (2)</p> <p>زبان متعلقہ سے تعلق۔ اردو زبان آواز (3)</p>	<p>اور شیشیوں</p> <p>سال دوم</p> <p>پہنٹ کے وقت</p> <p>اطراف کے ماحول میں بولی جانے والی زبان کے الفاظ کو سمجھ کر کے ان کو صحیح کرنا</p> <p>تیسرا۔ 1</p> <p>1 اطراف کے ماحول میں بولی جانے والی زبان کے الفاظ کو سمجھ کر ان کی صحیح پیمتار</p> <p>2 ماہری زبان کی اہمیت پر پیمتار</p>
2	جولائی 2018	25 دن	24 بیرونی	<p>پہنٹ 7۔</p> <p>اسانی کتاب۔ حوالہ کتاب۔ حکمت ملیا (2)</p> <p>اسانی کتاب۔ سہارا 2009 RTE</p> <p>انڈیا کی ماہری سطح۔ زبان کے تدریس مقاصد (3)</p> <p>جماعت دہری حصول طلبہ استعدادیں (3)</p> <p>زبان کی تدریس حکمت ملیاں (3)</p> <p>تکلیف ملیاں</p> <p>پہنٹ 6</p> <p>اسانی مسائل۔ اس کا استعمال۔ اسانی ترقی کے پروگرام</p> <p>دینی کتابیں۔ تشکیل کے کوئی اصول۔ اسباق کے مشورہ ماہ۔ مشن کی تشریح (3)</p> <p>اسی دہری آواز (2)</p> <p>انبارہ دہری (1)</p> <p>کتاب گھر کتاب خانے میں اس کا استعمال (1)</p> <p>بچوں کا ادب مذاکرہ مطالعہ ادب</p> <p>مقامی شعراء میں کار۔ تنظیم کی خدمات ادب کا استعمال (2)</p>	<p>ایک دن کا</p> <p>تیسرا۔ II</p> <p>بہتری کتاب کی خصوصیات</p> <p>کے ہوتی چاہیے پیمتار</p> <p>بہتری سہارا RTE</p> <p>2009 پیمتار</p> <p>بہتری ماہری سطح کے</p> <p>مسائل پیمتار</p>

	آزادی ترقی پروگرام Learning (2)Emancipation Programme آزادی ترقی کے اختتامی پروگرام (1)			
3 اگست 2018	23 دن	20 ہفت روزہ تصویری + TLM آیکہ دن کا پورٹ فولیو + آیکہ دن کا مستقل + آیکہ دن کا مکالمہ کا قلم	ہفت روزہ 8 کیا مسلم کے لیے منصوبہ ضروری ہے۔ (1) سالانہ منصوبے سے کیا مراد ہے۔ تجارتی نمونہ (2) منصوبہ پیش کی تہذیبی رہنمائی کا خطوط (4) نمونہ پیش مستقل کی تدریس۔ دائرہ۔ ہر پانچ (4) ہفت روزہ 5- آزادی اقتصاد کا فروغ تعمیر کاروں اور دیگر ادارے میں کھٹکے کا مورچہ (2) رومان سے چھوڑا تمہا مسئلہ (2) گھڑ (خوبگستا) کیلئے کیوں لکھا جاتا ہے۔ (2) گھڑی اسرار (مختلف قسم کی گھڑیاں) (1) چینی کی کھلیا کا فروغ (1) قلم لکھنے کو کیا زبان یا قلم (1)	
4 ستمبر 2018	21 دن	آیکہ دن تصویری + 20 ہفت روزہ	تعمیر کاروں اور انگریزوں	
5 اکتوبر 2018	16 دن	آیکہ ہفت تصویری + 15 دن Summative امتحان + آیکہ دن پروڈیکٹ رکھنا	ہفت روزہ 4- سیکے زبان۔ آئینہ 4.1- سیکے زبان کیسے سمجھتے ہیں۔ (1) 4.2- چینی میں کثیر لسانی صلاحیت۔ مخصوص حالات میں (2) 4.3- چینی میں موجود لسانی صلاحیتیں (1) 4-4- چینی میں سیکھے سے متعلق تعمیر کاروں (2) 4.5- مسلم کا کردار (1)	
6 نومبر 2018	23 دن	3 ہفت روزہ تصویری + 20 دن تعمیر کاروں	تعمیر کاروں اور انگریزوں	

	<p>چند 10: اسانگہ کا پیشہ وارتق ایلان وک شاپ میں حاصل ہوا ہرچ مضمون شعراء فنکاروں سے حاصل ہوا (1) مضمون نگاری (1) تعلیمی علم کا مشمولہ (1) (Digital Libracy) کنکریٹ فورم میں حاصل ہوا (1)</p>	<p>ادارہ کلاس 4 + 6 آئی ٹی پراجیکٹس</p>	4	مارچ 2019	
<p>آئی ٹی پراجیکٹ پر مشتمل (مجموعی منصوبہ)</p> <p>آئی ٹی آئی ڈی 2019-04-09 to 2019-04-20</p>	<p>Final Teaching Practice (Final Lessons)</p>				
	<p>نوٹس: آئی ٹی آئی ڈی 2019-04-09 to 2019-04-23</p>		200	اپریل	

D.El.Ed - II Year
Pedagogy of Elementary Level Subject (Optional)
(Methodology Paper)
Pedagogy of Mathematics Education (Classes VI to VIII)

Paper – 6 (C)

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Work / Activity
1	June, 2018	23+0	20+3	Unit 1: Introduction to Upper Primary School Mathematics <ul style="list-style-type: none"> • Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truth criteria. • Transition from early school Mathematics to upper primary school Mathematics. • How to develop Mathematical thinking at Elementary Level (concrete, abstract, specific to general). • Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic & geometric thinking. • Validation Processes - 	<ul style="list-style-type: none"> • Assignment • Seminar

				<p>informal & intuitive; visual proofs and formal proof.</p> <ul style="list-style-type: none"> • Constructivism and Mathematics learning. • History of Mathematics (Aryabhatta, Bhaskera, Brahmagupta, Euclid, Fermat). <p>Unit 3: Teaching of Mathematics for Classes 6 to 8</p> <ul style="list-style-type: none"> • Visit of a good Maths classroom (vision of the classroom), role of the teacher. • The role of a upper primary school mathematics teacher. 	
2	July, 2018	25+0	20+5	<p>Unit 3: Teaching of Mathematics for Classes 6 to 8</p> <ul style="list-style-type: none"> • Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic. • Developing the processes of mathematisation - Words in the concepts, communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving and connecting. • Organising and facilitating Upper Primary School mathematics classrooms that support mathematisation processes. • Mathematics phobia and addressing it; Issues, problems in learning 	<ul style="list-style-type: none"> • Assignment • Seminar • Workshop • Discussions • Relating Academic Standards with Text Books

				<p>Mathematics and action research.</p> <p>Unit 4: School Mathematics Activities, Resources and Planning</p> <ul style="list-style-type: none"> • Aims and objectives of teaching Mathematics. • Academic Standards and learning indicators. • Activities - designing, creating and transacting. • Modelling real world problems in mathematics. 	
3	Aug, 2018	23+0	11+12	<p>Unit 4: School Mathematics Activities, Resources and Planning</p> <ul style="list-style-type: none"> • Textbook - Philosophy and guiding principles for the development of Maths textbooks (structure of the unit, nature of exercises, role of the teacher to use textbook effectively); understanding its pedagogical intent; learning to transaction it in classrooms. <p>Unit 4: School Mathematics Activities, Resources and Planning</p> <ul style="list-style-type: none"> • Mathematics Laboratory/ Resource Room/ Mathematical Club/ Mathematical Kit. • Learning resources for effective transaction of Mathematics curriculum. • Planning for teaching - Year plan, lesson plan and period plan. 	<ul style="list-style-type: none"> • Workshop on preparation of Maths kit. • Preparation of Plans.

				<p>Unit 2: School Mathematics Topics and Processes</p> <ul style="list-style-type: none"> • Number Sense & Systems - compare, order and compute with whole numbers, positive fractions, positive decimals, and positive and negative integers; solve problems involving fractions, ratios, proportions and percentages; simple and compound interest; factoring of numerators and denominators and properties of exponents and powers; different representations of fractional numbers (fractions, decimals, percents) and changing one to another; factors, multiples, LCM and GCD square roots and cube roots. 	
4	Sep, 2018	1+20	1+20	Nil	<ul style="list-style-type: none"> • 1st spell Internship
5	Oct, 2018	16+0	8+8	<p>Unit 5: Mathematics Assessment and Evaluation</p> <ul style="list-style-type: none"> • Assessment tools - types of tests; preparation and use of tests; development and use of rubrics. • Creating, maintaining and assessing through portfolios. Mathematic topics. • Assessment of conceptual understanding and 	<ul style="list-style-type: none"> • Summative Assessment-I

				<p>mathematical reasoning abilities.</p> <p>Continuous Comprehensive Evaluation - Formative & Summative Evaluation – marking or grading, reporting, record maintenance and communicating results to students and parents.</p>	
6	Nov. 2018	3+20	3+20	Nil	<ul style="list-style-type: none"> • 2nd spell Internship • Review on Summative Assessment.
7	Dec, 2018	8+15	8+15	<ul style="list-style-type: none"> • Continuous Comprehensive Evaluation - Formative & Summative Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents. 	<ul style="list-style-type: none"> • TLM Workshop • Demonstration Lessons by faculty • 3rd spell internship (Optional)
8	Jan, 2019	10+10	10+10	<p>Unit 2: School Mathematics Topics and Processes</p> <ul style="list-style-type: none"> • Measurement & Geometry - Geometric shapes, geometric vocabulary; perimeter, area of different two dimensional shapes, how to measure the circumference and area of a circle and concept of π; surface area, and volume of basic three-dimensional figures; using mathematical instruments to construct and measure shapes and 	<ul style="list-style-type: none"> • 3rd spell internship (Optional) • Theory Classes • Review on Internship

				<p>angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties.</p> <ul style="list-style-type: none"> Statistics, Data Analysis and Probability - collecting and organising data; interpretation of ungrouped data; understand the concepts of mean, median, and mode of data sets and how to calculate the range; graphs; 	
9	Feb, 2019	22+0	5+17	<ul style="list-style-type: none"> Algebra-Usage of letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression; algebra expressions and identities; solving linear equations; (4) Notion of patterns that helps in appreciating the use of unknown expressing the generalization resulting from the pattern. When and why we use variables, functional relations, mathematical investigations, puzzles that relay on algebraical thinking. 	<p>Final Lessons</p> <ul style="list-style-type: none"> Theory Classes Summative Assessments-II
10	Mar, 2019	4+0	4+0	Revision	<ul style="list-style-type: none"> Records submission

Note:

1. Field based Project questions may be selected from suggested practicum & Academy book.
2. Assignments may be selected from Academy text books.

**D.El.Ed - II Year
Pedagogy of Science Education**

Paper -6 (D)

S. No.	Month & Year	No. of working days (In DIET+ In School)	No. of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Work/ Activity
1	June-2018	23+0	17+3	<p>Unit 1 : Nature and Scope of Science and Children's ideas in Science</p> <ul style="list-style-type: none"> • Nature of Science, characteristics of Science, structure of Science development of Science (historical background). • Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different? • Science as information of inquir. • What do scientists look like? • Scientific method. • Values associated with science. • Children's ideas related to science concepts. • Significance of Science in curriculum at Upper Primary Level (as per NCF-2005, SCF-2011, Position Papers and Syllabus). <p>Unit 3 : Understanding Science Textbooks and pedagogy</p> <ul style="list-style-type: none"> • Perspective and guiding principles of Science Textbooks. • Themes, structure of the unit, nature of the exercises and its implications. 	<ul style="list-style-type: none"> • Identifying Academic Standards, 01 unit is in class VI and VII.

				<ul style="list-style-type: none"> • Academic Standards and indicators at Elementary level. • How to use the textbooks and connecting to children's everyday life experiences? 	<ul style="list-style-type: none"> • Identifying daily life experiences in one unit of any class VI/ VII/ VIII.
2	July, 2018	25+0	19+2	<p>Unit 4: Teaching and Learning of Science</p> <ul style="list-style-type: none"> • Aims & Objectives of teaching Science. • Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, surveys, Open-ended investigations, 5E model. • Characteristics of good Science class, Science teacher, role of the teacher. • Science - museums, field trips, projects and exhibition. • Preparing year plans, unit plans and Period plans based on concept maps. • Identifying, creating and using a variety of learning resources. • Assessing teaching - learning resources such as books, films, multimedia packages for their relevance and age appropriateness. • Continuous Professional Development (CPD) of Science teachers (subject forums, connected groups, open learning educational resource, seminars, workshops, reading and reflections etc.) 	<ul style="list-style-type: none"> • Recording objectives, specifications for a unit of any class VI, VII, VIII (2 periods)
3	August, 2018	23+0	6+12	<p>Unit 6: Assessment and Evaluation</p> <ul style="list-style-type: none"> • Connecting teaching, learning and assessment. • CCE - concepts, Formative Assessment in Science, processes and tools, Summative Assessment, nature of questions, weightages to 	<ul style="list-style-type: none"> • Workshop on preparation of test item from classes VI to VIII.

				<p>Academic Standards, Model question papers, indicators for valuation of answer scripts.</p> <ul style="list-style-type: none"> Developing different assessment strategies for individual and group assessment: Annotated drawings, pictures, illustration, graphic organizers, probes, K-W-L charts, task based assessments, worksheets, reasoning questions for paper pencil tests, portfolios. 	<ul style="list-style-type: none"> TLM workshop of EVS, English, Yoga, Phy. & Health Edn, Value Edn. Demonstration Classes by lecturers.
4	Sep, 2018	1+20	1+20	Review on Internship	1 st spell Internship (20 days)
5	Oct, 2018	16+0	6	Unit 6: Assessment and Evaluation <ul style="list-style-type: none"> Assessing process skills. Use of Rubrics, Rating scale, Checklist, observation schedule. Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting. 	Summative Exams – I (8 days)
6	Nov, 2018	20+3	3+20	Review on Internship	<ul style="list-style-type: none"> 2nd spell Internship (20 days) Field Trip
7	Dec, 2018	13+10	6+15	Unit 5: Science for all <ul style="list-style-type: none"> Issues of gender, language, culture and equity in science classes. Critiquing textbooks and resources. Introduction to Science and society interface. Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices. What has led to farmer suicides? Indigenous knowledge practices metallurgy, heritage crafts, local innovations, National Innovation Foundation (NIF). 	<ul style="list-style-type: none"> TLM Workshop of Elective subjective (2 days) Demonstration class of Elective subject (1 Period) Workshop on TLM – of Elective subject (2 days)

				<ul style="list-style-type: none"> Loss of habitat and endangered species (local Specific). 	<ul style="list-style-type: none"> 3rd spell Internship of Elective Subject (10 days)
8	Jan, 2019	10+10		<p>Unit 5: Science for all</p> <ul style="list-style-type: none"> Indigenous people and issues of survival Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field Concept of Popular Science, agencies of popular science, popular science scientific temper. <p>Unit 2: Revisiting School Science</p> <ul style="list-style-type: none"> Investigating different themes and interdisciplinary concepts using children's questions. How do clouds form? How do plants and animals utilize their food. How does an electric bell work? Where all does the rain water go. Why does a candle become short on burning? How does babies develop inside mothers. 	<ul style="list-style-type: none"> 3rd spell Internship of Elective Subject (10 days)
9	Feb, 2019			<p>Unit 2: Revisiting School Science</p> <ul style="list-style-type: none"> Planning for teaching - Living and non living. Planning for teaching - Heat and temperature. Planning for teaching - Acid and bases etc. 	<ul style="list-style-type: none"> Summative Exams – I (2 days) Final Lessons
10	Mar, 2019	4+0		Nil	Submission of Records
	Total				

D.El.Ed - II Year
Pedagogy of Social Science Education (Classes VI to VIII)
Paper 6(E)

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practica I	Unit Name & Sub unit name with No. of periods	Practical Work / Activity
1	June. 2018	23+0	12+6	<p>Unit -III Understanding Textbooks and Pedagogy.</p> <ul style="list-style-type: none"> • Philosophy and guiding principal of development of Social Science textbooks. • Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator, Project method, problem solving, debate and discussions, inquiry based approach, activity based approach etc. • i. Themes, structure of the unit, ii. Nature of the exercises and its implications 02 Periods. • Aims and objectives of teaching Social Science. • Academic Standards and indicators for learning. • Learning resources for effective transaction. <p>Unit -IV Teaching of Social Sciences</p> <ul style="list-style-type: none"> • Classroom management, making classroom inclusive. • Planning for teaching- Year plan, Unit plan and, Period plan. • Children's understanding of social science concepts, Importance of socio cultural 	<ul style="list-style-type: none"> • Workshop on understanding structure of text books. • List out locally available material and its utility. • Identification of academic standards. <ul style="list-style-type: none"> • Preparation of year plan, unit plan and period plan. • Field work data collection and its analysis and implementation.

				<p>context in understanding social science, Constructing social science knowledge in classroom using open ended questions and group activities, difference between facts and opinions.</p> <ul style="list-style-type: none"> • Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization. 	
2	July, 2018	25+0	12+4	<p>Unit -IV Continued</p> <ul style="list-style-type: none"> • Interpretation and analysis of data, writing report. • Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history, significance of the source, making interconnections between sources for reconstructing the past. • Teaching Social Science with the help of stories, journey accounts, travel diaries, tables, graphs, texts. maps, role-play, visual images, films, field trips, survey, simulation, interview etc. • Integrating ICT for social science teaching within learner's own contextual meaning, using case based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films. • Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive. 	<ul style="list-style-type: none"> • Simulation activities on different teaching techniques. • Preparation of period plan by integrating ICT.

3	August, 2018	23+0	13+4	<p>Unit -V. Teaching Learning and Assessment in Social Science</p> <ul style="list-style-type: none"> • Need and importance of reforms in assessment and evaluation ,CCE in Science. • Formative and Summative Assessment, purpose of assessment reporting. • Tasks and tests for assessing critical abilities, process skills, application of knowledge to new contexts, and transfer of learning. • Various assessment methods and techniques, Teacher observations, teacher designed tasks and tests, work sample portfolios,projects. • Planning and preparation for evaluation, Blueprint (weightages for academy standards),Modal questions, modal question paper, indicators for valuation of answer scripts, CCE Record. 	<ul style="list-style-type: none"> • Demonstration s lessons by faculty. • Workshops on TLM preparation. • Preparation of blueprint and unit test.
4	Sep., 2018	1+20	1+20	<p>Unit –V</p> <ul style="list-style-type: none"> • Use of authentic contexts, case studies, complex problem solving for assessment. • Using resource materials ,novel (new) materials for thinking and reflection. • Problem solving rubrics. 	<ul style="list-style-type: none"> • Internship 1st spell (20 days) • Revision internship – 1st spell
5	Oct., 2018	16+0	6+0	<p>Unit – I</p> <ul style="list-style-type: none"> • Purpose and significance of social science in school curriculum at Elementary Level, NCF-2005, RTE-2009, SCF-2011. • Significance of national core elements (NPE-1986) and Social Science curriculum. • Concept, nature and scope of social science , different perspective on nature and 	

				scope, social science and its place in school curriculum.	
6	Nov., 2018	1+20	3+20	Unit –I <ul style="list-style-type: none"> Misconceptions about social sciences, True concepts of Social Science and ,Values associated with Social Science. Significance of History, Geography ,Interconnection and relationship between History and Geography. Significance of Political Science and Economics. Approaches to organize Social Sciences, Integrated issue based, discipline centered ,and interdisciplinary. Constructivism and teaching Social Science. 	<ul style="list-style-type: none"> Internship 2nd spell. Revision 2nd spell internship
7	Dec., 2018	13+10	9+13	Unit – VI <ul style="list-style-type: none"> Resources for teaching social science primary and secondary sources translated materials, ICT based resources open sources. Teacher knowledge deep and thoughtful understanding, using instructional methods and, assessment strategies in different settings. Developing students interest and engagement, using children's proir understandings to connect with the present. Challenges in integration of ICT and other innovative technology in education in teaching Social Science. Social and cultural issues in teaching social science. Vision of a good classroom ,Role of the teacher, Continuous Professional Development (CPD) of 	<ul style="list-style-type: none"> Internship 3rd spell. Preparation of period plans integrating ICT. Demonstration in optional subject by faculty. Work shop TLM preparations.

				teachers, subject forums, connected groups open learning resources seminars and workshops, reading and reflections.	
8	Jan, 2019	10+10	10+10	Unit -II Key themes in Social Science. <ul style="list-style-type: none"> • Time, continuity and change (history), society and social structure, state. • Government power and authority, citizenship (political science). • Region people and resources (geography), relationship between region and resources, interaction between people and resources, market (Economics), exchange and labour. 	<ul style="list-style-type: none"> • Internship – 3rd spell • Review on 3rd spell internship.
9	Feb., 2019			Unit -II Key themes in Social Science. <ul style="list-style-type: none"> • Contemporary issues and challenges of world , contemporary issues and challenges of Indian Society in making global family and world peace, world peace. • Key themes and State syllabus of Social Science textbooks and its implications. 	<ul style="list-style-type: none"> • Final Lessons.
10	March, 2019	4+0	4+0	<ul style="list-style-type: none"> • Revision of the syllabus. 	Submission of records.
Total Working Days		200			

D.El.Ed - II Year
Work Education
(Value added and Co-curricular paper)
Paper - 7

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practica I	Unit Name & Sub unit name with No. of periods	Practical Work / Activity
1	June. 2018	23+0	11+0	Unit 1: Work & Education: Meaning & Importance <ul style="list-style-type: none"> • Meaning of Work & Education; purpose Work & Education. • The idea of Mahatma Gandhi • Child work& Child labour. • Sense of isolation in work and education and its implications. 	Orientation to Second year programme Theory and Practicum.
2	July .2018	25+0	12+0	<ul style="list-style-type: none"> • Need of integration in work and education. Unit2:Work&Education: Different Aspects of Integration in Work and Education. <ul style="list-style-type: none"> • Self reliance (economic). • Sense of Responsibility. • Respect for Work. • Correlation. 	Theory and Practicum Seminar workshops
3	Aug .2018	23+08	07+08	Unit 3: School Curriculum and Work <ul style="list-style-type: none"> • Work as a part of school curriculum . <ul style="list-style-type: none"> • The role in the work of school curriculum • Syllabus and Academic • Standards. 	Theory and Practicum TLM workshops Demonstration lessons by faculty

				<ul style="list-style-type: none"> Syllabus and Academic Standards. 	
4	Sep. 2018	21		Teaching Practice	Internship Spell –I (20days) Review on Internship 1 st Spell
5	Oct.2018	16+0	04+07	Unit 4: Work & Education - Some Experiments and Activities <ul style="list-style-type: none"> Presentation by the trainees Activities with regard to health and hygiene; food environment culture; Consumer rights household management; documentation ; preparation of models and goods ; population activities etc. 	Theory and Practicum Summative Examination-I
6	Nov .2018	23		Teaching Practices	Teaching Practices Spell –II (20days)
7	Dec. 2018	23	06+11	<ul style="list-style-type: none"> Conduct of Whole activities: Nature and purpose - List of activities. 	Theory and Practicum Teaching Practice & Internship -3 Spell.(10 days).
6	Jan .2019	20	09+11	Unit 5: Changing Scenario of Work & Education <ul style="list-style-type: none"> Relation between work and education. 	Review on
7	Feb. 2019	22	07+07	<ul style="list-style-type: none"> Problem and limitations in implementation of work and education. <i>Presentation by the trainees.</i> <i>Revision.</i> 	.Revision. Summative Exams-2. Submission of Records and Project Works. Final Teaching Practice.
8	March 2019	04		Final Theory Examinations.	Final Theory Examinations.

D.El.Ed - II Year
VALUE EDUCATION & LIFE SKILLS
(Value Added and Co-Curricular Paper)
Paper – 8

S.No	Month & Year	No. of Periods allotted to paper (Theory+ Practical)	Unit name and sub unit name with no. of periods	Practical work / Activity
1	June.2018	11+0	<ul style="list-style-type: none"> • Unit 1: The Meaning and Importance of Value and Ethics. • The different between morals and ethics. • Why do we need ethics?. • Ethical development. • Operation of ethics. • Theories of moral development. • Importance of value education. 	Ordination to Second Year Programmee
2	July. 2018	12+0	<ul style="list-style-type: none"> • Unit:- 2 Which Values and why? • Core Values that focuses on dignity and Worth of a person. • Exploring the universal values and from a personal perspective. • Democratic and other constitutional values. • 2) Harmonies way of living with one another and nature. • Learning to live together. • Aesthetic Values. • Critical & creative thinking values. • Education for peace. • Life skills education. 	
3	Aug. 2018	07+08	<ul style="list-style-type: none"> • Unit 3: Indian Constitution-Human Rights and Education, Child Rights. • What do we mean by human rights?. • Human rights in India. • Rights guaranteed by the Constitution of India. • Role of the school in observation and promoting human rights and child rights. 	TLM Workshops Demonstration lessons by facility

4	Sep 2018	0+21		Internships 1 st Spell (20) days
5	Oct.2018	04+07	Unit 4: Life Skills. <ul style="list-style-type: none"> • What are life skills? • Need and importance of life skills in human life. 	Summative Examinations- I
6	Nov.2018	0+23	<ul style="list-style-type: none"> • Intern ship 2nd (20 days). 	Intern ship 2 nd (20 days).
7	Dev.2018	06+11	<ul style="list-style-type: none"> • Life skills education in school 	Internships 3 rd Spell
8	Jan.2019	09+11	Unit 5: Value Education and School. <ul style="list-style-type: none"> • The role school in developing appropriate values in the children. • How do teacher model their behavior for improving the value system among children. • The nature of programmes and activities in the school to inculcate values. Unit 6: value Education, Life Skills. <ul style="list-style-type: none"> • Syllabus for Value Education & Life Skills. • Strategies and approach. <ul style="list-style-type: none"> • Suggested programmes. 	Internships 3 rd Spell
9	Feb.2019	07+07	<ul style="list-style-type: none"> • Role of schools and teacher. • Assessment of Value Education & Life Skills. • Unit 7: Syllabus of Life Skills and Values Education for Class I to VIII • Academic Standards, Syllabus, Assessment. • Revision 	Summative Exams -II
10	March 2019	0+4	<ul style="list-style-type: none"> • 	Final TP

D.El.Ed - II Year
Yoga, Physical & Health Education
Paper – 9

S. No	Month & Year	No. of Working Days (In DIET + In School)	No. of periods allotted to paper (Theory + Practicum)	Unit No. & Theory Title	Practical Work Theory Classes
1	June, 2018	24 + 0	10 + 0	<p>Unit - 1 Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach.</p> <p>2. Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.</p> <p>3. School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, UNICEF (Nali kali Strategy- School Sanitation and Hygiene Education)</p>	<p>Practical Work: Based on Units 1 and 2: Before going for the School Internship Programme student teachers must develop materials/activities/strategies based on select health themes and try to do this by integrating with another subject.</p>
2	July, 2018	25 + 0	12 + 0	<p>Unit 2: 1. Knowledge and Development of Health Concepts among Children Food and nutrition.</p> <p>2. Communicable diseases</p>	<p>A Health Education lesson plan is prepared by the student teacher and the chosen theme/concept is transacted during the SIP. The ideas and materials developed related to the health theme, research done to make sure information and content is correct and the actual transaction in class all form a part of the reflective report to be prepared. This report forms a part of Internal Assessment.</p>

3	August, 2018	11 + 10	4 + 0	Unit 2: 1.Understanding one's body, alternative systems of health and healing, safety, precautions of injuries. 2.First aid (workshop mode).	1. 1st Spell internship (10 days) 2. Assignment
4	Sptember, 2018	4 + 10	2 + 0	Unit 2: 1.Child abuse: This sub theme explores the meaning of abuse; its various forms and provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.	1. 2nd Spell Internship (10 days) 2. Seminar
5	October, 2018	20	6 + 6	1.Focus on Yoga- learning its principles and basic asanas. 2. Athletics 3. Organizing of tournaments, marking of courts etc.	<u>Practicals</u> 1. Yoga Classes to be conducted at college 2. 1st terminal Test
6	November, 2018	2 + 20	0 + 2	1.Demonstrate Pranayama before your peer group and write a report on those. 2. Survey and find out people who got cured through yoga practice and write a report on it. 3. Learn any one type of meditation and write a report on your experiences.	<u>Practicals</u> 1. Yoga Classes to be conducted at college 2. 2nd Spell Internship (20 days)
7	December, 2018	21	8 + 2	Unit - 3. 1.Understanding Emotional Health Needs, Diversity and Inclusion Understanding Emotional Health- self reflective journey	1. Theory Classes 2. Helath camp at college conducted at college Assignment

8	January, 2019	20	3 + 5	1. Emotional Health-Physical Health- Cognition linkages 2.School Practices and what these do to a child's emotional well-being	-----
9	February, 2019	0 + 20	3 + 0	1. Diversity in the classroom-different learners, different needs and the concept of inclusion 2. Learning Disabilities and engagement in the classroom	1. 3rd Spell Internship (optionals 20 days) 2. Theory Classes
10	March, 2019	12 + 10	4 + 0	Unit 4: 1.Physical Education as integral to health and education Need for Physical Education; Linkages to health and education; Concept of a sound mind in a sound body Physical Education and 'Play' 2. Supervising and guiding children Development of team spirit, coordination, cooperation	To be learnt/conducted at the DIET, Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volley Ball, Football etc.) The student teacher must learn techniques and procedures to conduct these. As a practical activity during the student internship ² it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. - 2nd terminal Test - Final Lessons
11	April, 2019	11	2 + 0	Development of team spirit, coordination, cooperation Diversity in capabilities and interests National integration through physical activities, games and sports.	Revision, Conduct of Examinations submiision of all Records
Total		220	70		

Note:-

1. Enhancement of Games found to purchase of games equipments, intramurals, participation of inter DIET's tournament state and national levels to be planed.
2. No. of Working days and Periods Allotted are tentative.

D.El.Ed - II Year
Understanding Self
(Self Development Paper)
Paper - 10

S. No	Month & Year	No of working days (In DIET + In School)	No of periods allotted to paper (Theory + Practical)	Unit Name & Sub unit name with No. of periods	Practical Work / Activity
1	June-2018	23+0	1+9	<p>Workshop 1: The Power of myth (10) Suggested workshop themes</p> <ol style="list-style-type: none"> 1. Reading and analysis of myths from different cultures 2. Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking' 3. Exposure to manifestations of mythical thinking in contemporary life 4. The mythical basis and imagery of 'modern science' and 'modern economics' 5. Becoming cognizant of the myths that shape one's worldview and values. 	<ul style="list-style-type: none"> • Briefing on themes by faculty • Conduct of workshops in small groups and presentation.
2	July-2018	25+0	1+9	<p>Workshop 2: Gender and upbringing (10) Suggested workshop themes</p> <ul style="list-style-type: none"> • Telling our own 'gendered' stories • En-culturing 'gendered' roles in upbringing within different kinds of families – case studies 	<ul style="list-style-type: none"> • Briefing on themes by faculty. • Conduct of workshops in small groups and presentation.

			1+7	<ul style="list-style-type: none"> • Gender issues in school education – case studies • Gender issues manifest in contemporary public spaces – case studies • Responding to various forms of gender discrimination <p>Seminar 1: <i>Glimpses of different childhoods in India (7)</i></p> <ul style="list-style-type: none"> • Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion. 	<ul style="list-style-type: none"> • Briefing on themes by faculty. • Conduct of seminar papers with student teachers, discussion and clarification and doubts.
3	August , 2018	23+0	1+6	<p>Workshop 3: <i>Deconstructing the messages of advertising (in the audio-visual media)</i></p> <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • The expanding role of advertising in contemporary life • Sharing favorite advertisements and their impact on us • Looking from the other side: how psychology, research, technology and imagination combine to create a ‘targeted commercial’ • Viewing and analyzing a series of advertisements. • Constructing an effective advertisement (group task). 	<ul style="list-style-type: none"> • Briefing on themes by faculty • Conduct of workshops in small groups and presentation.

8	Jan, 2019	10+10	1+4	<p>Workshop 4: <i>Theatre for awareness of body, self and the other</i></p> <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection. 	<ul style="list-style-type: none"> • Briefing on themes by faculty • Conduct of workshops in small groups and presentation.
9	Feb, 2019	12+10	1+9	<p>Workshop 5: <i>Visualizing a 'School from Scratch' – alternatives in education (10)</i></p> <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Visualizing individual conceptions of a 'school from scratch' • Working in groups to develop a collective conception of a 'school from scratch' • Presenting to the larger group each conception of 'school from scratch' along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising • Observing a few films of schools that represent alternatives in education 	<ul style="list-style-type: none"> • Briefing on themes by faculty • Conduct of workshops in small groups and presentation.
10	Mar, 2019	4+0	-	Nil	<ul style="list-style-type: none"> • Submission of records

VI.SCHEME OF EVALUATION

(As per G.O.Ms.No.1,dated: 01.01.2016)

The present Diploma in Elementary Education Curriculum represents an effort to strengthen quality in Elementary Teacher Education duly taking the good practices contained in previous frameworks.

This curriculum includes the following 3 components.

- i) Content: Comprises the subject matter of the curriculum, the goals and objectives for childrens' learning.
- ii) Process: This component is the pedagogy of learning, how teacher teach, how teachers evaluate and the ways in which children achieve the goals and objectives of the curriculum.
- iii) Context: This includes the setting, the environment in which learning takes place.

Teacher Education Institutes must provide an opportunity for student-teachers to integrate and implement these 3 components in classroom transaction. The outcomes of these 3 components need to be evaluated through continuous comprehensive evaluation.

This curriculum emphasizes the importance of Continuous Comprehensive Evaluation. It is essential that all those involved in elementary education have a robust knowledge of a variety of tools, techniques and strategies to assess the development of diverse competencies and attitudes.

Course Outline Details:

D.El.Ed. 1st year curriculum consists of 3 general papers, 2 Methodology papers (Mother tongue and Mathematics), 3 value added co-curricular subject, 2 self development courses and 6 practicum records.

D.El.Ed. 2nd year curriculum consists of 3 general papers, 3 Methodology papers, 3 value added co-curricular subjects, 1 self development course and 7 practicum records.

COURSE OUTLINE DETAILS

D.Ed. 1st Year - Theory and Practicum

Paper No.	Title	Marks				Total	Teaching practice & internship
		External	Practicum				
			Summative exam	Field based project	Assignments/ presentations		
General Papers							
1	Childhood and the Development of Children	60	10	20	10	100	0
2	Society, Education and Curriculum	60	10	20	10	100	0
3	Early Childhood Care and Education (Pre-Primary & Early Primary Education)	60	10	20	10	100	0
Methodology Papers							
4	Pedagogy of Mother Tongue/ First Language at Primary Level (Classes I to V)	60	10	20	10	100	120 (TP+FL)
5	Pedagogy of Maths at Primary Level (Classes I to V)	60	10	20	10	100	120 (TP+FL)
Value Added and Co-curricular Subjects							
6	Pedagogy across Curriculum and ICT Integration	60	10	20	10	100	0
7	Art & Cultural Education	0	10	20	20	50	30 (TP+FL)
8	Yoga, Physical & Health Education	0	10	20	20	50	30 (TP+FL)
Self Development Courses							
9	Towards Self-Understanding-I	0	0	25	25	50	0
10	Proficiency in English Language	0	0	25	25	50	0
Practicum Records							
Records	Assessment Record (CCE) – Telugu	0	0	0	0	0	15
	Assessment Record (CCE) – Maths	0	0	0	0	0	15
	Action Research Record	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Tel	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Mat	0	0	0	0	0	10
	School Experience Programme Record	0	0	0	0	0	40
Total		360	80	210	150	800	400

TP: Teaching Practice; FL: Final Lesson; **Details of Internship and Teaching Practice: Maths/ Telugu:** Teaching Practice I & II- 40 Marks and III to V- 40 Marks; Final lesson I & II- 20 Marks and III to V- 20 Marks. For Value Added and Co-curricular Subjects, 5 lessons should be taught in each subject.

Summative Examinations, Field Based Projects, Assignments / Presentations

1) Summative (Internal Theory Exam – 10 Marks)

2 summative examinations (i.e., half-yearly and pre-final) should be conducted in an academic year. The question paper for each examination may be conducted for 70 marks and shall be reduced to 10. Summative examinations are to be conducted for all general papers, Methodology papers, value added subjects.

2) Field based projects (10 Marks)

The list of suggested projects is given in the syllabus book as well as in the textbooks under each unit. The student teacher must select two projects. Such projects shall be completed @ 1 for 5 months, and they are to be submitted the reports to the concerned faculty. Out of these 2 projects one is individual project and the other one is group project. 10 Marks are allocated for each project and average may be recorded.

The projects given in the syllabus under each unit shall be distributed among the student teachers and see that the entire field based practicum must be taken up and presented in the classroom.

Field based projects are to be conducted for all general papers, Methodology papers, valued added subjects and also self – development courses.

3) Assignments / Presentations – 10 Marks)

Two types of assignments are included under this item.

a) Reflections: Reflective expressions are based on questions given under each unit of the textbooks. The trainee teachers are expected to write answers on their experience and professional reflections.

b) Analytical and comprehensive Questions for extended learning: Under this, student teacher must refer the reference books and write answers.

Two questions in each quarter (3 months) should be written as assignments i.e. one under reflective part and the other one on library reference based. In each quarter student teacher has to write one assignment (2 questions) totally 4 assignments covering 8 questions in a year.

Out of 10 marks for each assignment 5 marks are to be allotted to each question. Marks allotted to all assignments should be reduced to 10.

However, the questions given under each unit shall be distributed among the trainees and see that all questions must be addressed and presented in the classroom.

Teaching Practice

(a) 1st year D.El.Ed. – Subject-wise details of the teaching practice and days

Teaching Practice - Primary (Telugu/ Urdu/ Maths/ Art & Cultural Education/ Yoga, Physical & Health Education):

Sl. No.	Class	No. of days for internship	No. of periods per day				Procedure
			Tel/ Urdu	Mat	A & CE	Y, H & PE	
1	I & II	20	1	1	1	1	<p>The trainee must take up teaching practice for classes I & II and III, IV, V separately. The teaching practice for classes I & II for both language and Maths shall be completed initially along with 2 periods for co-curricular subjects each. The teaching practice for the classes III, IV, V (2nd spell) shall be taken up after completion of teaching practice for class I & II with one week break as a preparation for 2nd spell. Each day the trainee shall take up 2 periods i.e. 1 for language and 1 for Maths followed by 1 period for co-curricular activities on alternative days.</p> <p>The trainee shall develop teach 2 periods at each level and in each subject and teach using ICT i.e. using film, video, audio, PPT and other audio visual resources/ downloading from the internet.</p> <p>The trainee must observe the teaching of co-trainees for 5 periods of different candidates in each spell during the internship. The trainee shall attend the school at the time of beginning of the school starting with school assembly and stay entire day in the school till closing of the school and participate in all school activities as regular teacher.</p> <p>During the 20 days/ periods, the trainee shall complete 1 or 2 units followed by exercise part under each unit and conduct both Formative and Summative tests. This shall be done during the teaching practice days.</p> <p>Children Assessment Record (CCE) shall be one focusing on the two levels i.e. classes I, II and III, IV, V.</p> <p>The Action Research shall also be conducted during the internship as a part of teaching practice. Action research may be taken up in the subjects of language or Maths. The trainee has to select the subject in which they want to take action research.</p>
2	III, IV & V	20	1	1	1	1	
3	Final lessons	5	1+1 (I, II+III, V, V)	1+1 (I, II+III, V, V)	1 (II, V, V)	1 (II, V, V)	

Note: Tel- Telugu; Mat- Maths; A & CE- Art & Cultural Education; Y, H & PE- Yoga, Health & Physical Education.

Marks distribution for teaching practice and final lesson – 1st Year

Subject	Teaching Practice	Final Lesson	Classroom Observation and Reflective Journal	CCE Record	Total Marks
Telugu/ Urdu	80 marks (40 marks for classes I & II and 40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	40 marks (20 marks for classes I & II and 20 marks for classes III, IV & V).	10 marks	15 marks	145
Maths	80 marks (40 marks for classes I & II and 40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	40 marks (20 marks for classes I & II and 20 marks for classes III, IV & V).	10 marks	15 marks	145
Art & Cultural Education	15 marks	15 marks	-	-	30
Yoga, Health & Physical Education	15 marks	15 marks	-	-	30
Action Research	-	-	-	-	10
School Experience Programme	-	-	-	-	40
Total	190	105	20	30	400

Periods allotted for Teaching practice and Final Lesson

a) 1st year D.El.Ed. Subject wise details of teaching practice and final lessons.

Sl. No	Subjects	Teaching Practice		No. of lessons to be observed		Final Lesson	
		I & II Spell-I	III & V Spell-II	Spell – I	Spell – II	Class 1&2	Class 3,4,5
1	Telugu/Urdu/Tamil	20	20	5	5	1	1
2	Mathematics	20	20	5	5	1	1
3	Art & Cultural Education	02	03	-	-	-	1
4	Yoga, Health & Physical Education	02	03	-	-	-	1

Procedure for Teaching Practice

1. Planning and Teaching

- Before teaching practice a workshop shall be conducted in the DIET to discuss and develop year plan, unit plan and period plan. During this workshop, all the trainee teachers should prepare the year plan, unit plan and period plans.
- The trainee teacher should go to the allotted school and interact with the concerned subject teacher. The trainee shall observe the classroom teaching of the supervisor and discuss with the lecturer/supervisor.
- After the school visit, the trainee shall discuss the issues related to classroom teaching based on his observations and as well as learning in the workshop on the development of model plans at DIET.
- The trainee shall develop period plans for each period and get them approved by the lecturer/ supervisor.
- At the time of beginning of the teaching practice, the trainee shall develop an annual plan for the subject and lesson plan for the allotted lesson followed by period plans for each period.

In the first year, 40 days have been allotted for teaching of methodology subjects. Each trainee is expected to prepare a separate period plan for each period and teach accordingly. He/ she should stay whole day at school and take part in school practices which includes observations, collection of data for the field based practicum records. The data pertaining to all field based practicum shall be collected during the school attachment period.

Awarding the marks under practicum to a student teacher shall be based on his/ her performance in writing the period plans, material collection/ development and undertaking effective teaching in a participatory approach by using appropriate TLM and blackboard usage. (5 marks for planning and 10 marks for teaching)

Demonstration: faculty members of each subject has to demonstrate 2 lessons at each level i.e. I & II classes, III, IV, V classes and at U.P. levels. One lesson on multigrade teaching.

Micro Teaching:

The teacher trainees are expected to acquire various teaching skills through micro teaching.

Note: During teaching practice, some of the lessons should be taught in multi-grade context also.

2. Reflective Journal during teaching practice (Lesson observation)

Every trainee is expected to write a journal on his experiences during the period of teaching practice in each subject. He/ she reflect on his/ her classroom

experiences, children learning, impact of various strategies of teaching, relationship with children and his/ her feelings etc. The Reflective Journal includes the written works of the student teacher based on his/ her experience in teaching and its impact on children learning. The reflection shall be basically on his/ her feelings while teaching and children learning achievement. The participation, feelings of the children etc. need to be included. Further, relative impact of different methods/ strategies of teaching, impact of using TLM, impact of encouragement given to children etc. need to be reflected. The journal must reflect the feelings and professionalism of the student teacher.

The reflective journal includes reflections on the peer practices (lesson observation). Each student teacher must observe @1 period each of five (5) co-trainees in each methodology subject.

3. Children Assessment Record (CCE Record)

This is also called as Scholastic Achievement Test (SAT) record. Under each methodology, the teacher trainee has to teach 1 or 2 units completely which includes exercise part also. Both Formative and Summative test has to be conducted based on the unit that he/ she taught. The test may be conducted for 100 marks i.e., 50 marks for Formative and 50 marks for Summative.

The marks for formative distribution as given test may be below;

1. Children participation and reflection	10 marks
2. Written works of the children	10 marks
3. Project works	10 marks
4. Slip test	20 marks

Slip test may be conducted during the teaching practice and Summative test may be conducted after completion of entire unit and at the end of teaching practice. The Summative test paper should be based on the Academic Standards. The student teacher shall write the CCE Record and Cumulative Record i.e. the cumulative sheets must be enclosed to Children Assessment Record.

The co-curricular activities shall also be conducted and grades may be awarded and to be shown in one of the Children Assessment Record. This has to be done only through observation and there is no formal written test.

4. Final Lesson

20 marks have been allotted for final lesson. The student teacher shall develop period plan and then teach. Marks may be awarded accordingly.

Computer Education/ ICT: In this area, the trainee teacher shall develop multimedia lessons i.e. two (2) multimedia lessons under each methodology paper. (*first year-* classes I and II; *second year-* classes III, IV & V or optional paper). The trainee has to prepare multimedia lesson and teach. In each methodology, 15marks are allotted for planning and teaching. The remaining 5 marks for Reflective Journal.

D.Ed. 2nd Year - Theory and Practicum

Paper No.	Title	Marks				Total	Teaching practice & internship
		External	Practicum				
			Summative exam	Field based project	Assignments/ presentations		
	General Papers						
1	Education in Contemporary India	60	10	20	10	100	0
2	Integrating Gender and Inclusive Perspectives in Education	60	10	20	10	100	0
3	School Culture, Leadership and Teacher Development	60	10	20	10	100	0
	Methodology Papers						
4	Pedagogy of English at Primary Level (Classes I to V)	60	10	20	10	100	120 (TP+FL)
5	Pedagogy of EVS at Primary Level (Classes III to V)	60	10	20	10	100	60 (TP+FL)
6	Pedagogy of Elementary Level Subject - Optional Telugu/ English/ Maths/ Science/ Social Studies	60	10	20	10	100	60 (TP+FL)
	Value Added and Co-curricular Subjects						
7	Work & Education	0	10	20	20	50	20 (TP+FL)
8	Value Education & Life Skills	0	10	20	20	50	20 (TP+FL)
9	Yoga, Physical & Health Education	0	10	20	20	50	20 (TP+FL)
	Self Development Courses						
10	<i>Towards Self Understanding-I</i>	0	0	20	30	50	0
	Practicum Records						
Records	Assessment Record (CCE) – English	0	0	0	0	0	15
	Assessment Record (CCE) – EVS	0	0	0	0	0	15
	Assessment Record (CCE) – Optional Subject Elementary Level	0	0	0	0	0	15
	Action Research Record	0	0	0	0	0	25
	Classroom Observation and Reflective Journal - English	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - EVS	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Optional subject	0	0	0	0	0	10
	Total	360	90	200	150	800	400

TP: Teaching Practice; FL: Final Lesson;

Details of Internship and Teaching Practice: *English:* Teaching Practice I & II- 40 Marks and III to V- 40 Marks; Final lesson I & II- 20 Marks and III to V- 20 Marks. *EVS:* Teaching Practice III to V- 40 Marks and Final lesson 20 Marks. *Optional subject:* Teaching Practice VI to VIII- 40 Marks and Final lesson 20 Marks. For Value Added and Co-curricular Subjects, 5 lessons should be taught in each subject.

Teaching Practice

2nd year D.El.Ed. – Subject-wise details of the teaching practice and days

Teaching Practice

(i) Primary (English/ EVS/ Value Education & Life Skills/ Work Education/ Yoga, Physical & Health Education):

(ii) Elementary Level - Optional (Telugu/ English/ Maths/ Science/ Social Studies)

Sl. No	Class	No. of days for internship	No. of periods per day						Procedure
			Eng	EVS	V E & LS	WE	Y, H & PE	Optional – Elementary Level	
1	I & II	20	1	-	1	-	1	-	The trainee must take up teaching practice for classes I & II and III, IV, V separately. The teaching practice for classes I & II for English and co-curricular subjects shall be completed during initial 20 days along with 2 periods for co-curricular subjects each. The teaching practice for the classes III, IV, V (2 nd spell) shall be taken up after completion of teaching practice for class I & II with one week break as a preparation for 2 nd spell. Each day the trainee shall take up 2 periods i.e. 1 for EVS and 1 for English followed by 1 period for co-curricular activities on alternative days. For optional subject at Elementary Level i.e. classes VI to VIII, separate 20 days has been allocated for teaching practice. During this period the teaching practice for co-curricular subject i.e. Value Education & Life Skills may be taken up. The trainee shall develop teach 2 periods at each level and in each subject using ICT i.e. using film, video, audio, PPT and other audio visual resources/ downloading from
2	III, IV & V	20	1	1	-	1	1	-	
3	Elementary Level (VI, VII, VIII) Optional	20 (Tel/ Eng/ Mat/ Sci/ SS - Any one)	-	-	1	-	-	1	
4	Final lessons	10	1+1 (I, II + III, IV, V)	1 (III, IV, V)	1 (III, IV, V)	1 (III, IV, V)	1 (III, IV, V)	1 (Elementary subject)	

Sl. No	Class	No. of days for internship	No. of periods per day					Procedure
			Eng	EVS	V E & LS	WE	Y, H & PE	
								<p>the internet.</p> <p>The trainee must observe the teaching of co-trainees for 5 periods of different candidates in each spell i.e. classes I, II; III to V; VI to VIII during the internship. The trainee shall attend the school at the time of beginning of the school starting with school assembly and stay entire day in the school till closing of the school and participate in all school activities as regular teacher.</p> <p>During the 20 days/ periods, the trainee shall complete 1 or 2 units followed by exercise part under each unit and conduct both Formative and Summative tests. This shall be done during the teaching practice days.</p> <p>Children Assessment Record (CCE) shall be one focusing on the two levels i.e. classes I, II and III to V. Three (3) Assessment Records @1 per subject i.e. English, EVS and optional subject.</p> <p>The Action Research shall also be conducted during the internship as a part of teaching practice. Action research may be taken up in the subjects of English/ optional subject at Upper Primary Level. The trainee has to select the subject in which they want to take action research.</p>

Note: Tel- Telugu; Mat- Maths; A & CE- Art & Cultural Education; Y, H & PE- Yoga, Health & Physical Education

Marks distribution for teaching practice and final lesson – 2nd Year

Subject	Teaching Practice	Final Lesson	Classroom Observation and Reflective Journal	CCE Record	Total Marks
English	80 marks (40 marks for classes I & II and 40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	40 marks (20 marks for classes I & II and 20 marks for classes III, IV & V).	10 marks	15 marks	145
EVS	40 marks (40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	20 marks (20 marks for classes III, IV & V).	10 marks	15 marks	85
Optional subject (Elementary)	40 marks (40 marks for classes VI to VIII. Marks shall be allocated based on regular progress in lesson plan and teaching.	20 marks (20 marks for classes VI to VIII).	10 marks	15 marks	85
Value Education & Life Skills	10 marks	10 marks	-	-	20
Work Education	10 marks	10 marks	-	-	20
Yoga, Health & Physical Education	10 marks	10 marks	-	-	20
Action Research	-	-	-	-	25
Total	190	110	30	45	400

Periods allotted for Teaching practice and Final Lesson

a) D.El.Ed. II year Subject wise details of teaching practice and final lessons.

As Given in the Curriculum Frame Wok

Spell	No. of Days	Classes	Subject	No. of Periods
First Spell	20	I & II	English	20 (@ 1 per day)
		Batch-A,	Value Education & Life Skills	5
		III to V	Yoga, Health & Physical Education	5
		Batch-B		
Second Spell	20	I & II	English	20 (@ 1 per day)
		Batch-B,	EVS	20 (@ 1 per day)
		III to V	Work & Education	5
		Batch-A	Yoga, Health & Physical Education	5
Third Spell	20	VI to VIII	Optional	20 (@ 1 per day)
			Value Education & Life Skills	5
			Work & Education	5

b) Table showing Spell-Wise Distribution of Periods as given in Curriculum Frame Wok

Spell	English	EVS	Optional	VE & LS	WE	Y, H & PE
1	20	N	N	5	N	5
2	20	20	N	N	5	5
3	N	N	20	5	5	N
Total	40	20	20	10	10	10

c) As Interpreted based on the Curriculum Frame Wok

Spell/ Subject	English	EVS	Optional	VE & LS	WE	Y, H & PE	Total Periods
1	20 Periods			5 Periods		5 Periods	30 Periods
2	20 Periods	20 Periods			5 Periods	5 Periods	50 Periods
3	Nil	Nil	20 Periods	5 Periods	5	Nil	30 Periods
Total Periods	40	20	20	10	10	10	110 Periods
Marks Allocated	120 (TP + FL)	60 (TP + FL)	60 (TP + FL)	20 (TP + FL)	20 (TP+FL)	20 (TP + FL)	

d) Suggestive Distribution

Spell/ Subject	Class	English	EVS	Optional	VE & LS	WE	Y, H & PE	Periods per day	Total Periods
1	I & II	20 Periods			5 Periods		5 Periods	2 Periods	30 Periods
2	III to V	20 Periods	20 Periods			5 Periods	5 Periods	3 Periods	50 Periods
3	VI to VIII	Nil	Nil	20 Periods	5 Periods	5 Periods	Nil	2 periods	30 Periods
Total Periods		40	20	20	10	10	10		110 Periods
Marks Allocated		120 (TP + FL)	60 (TP + FL)	60 (TP + FL)	20 (TP + FL)	20 (TP + FL)	20 (TP + FL)		

Note: TP- Teaching Practice

FL- Final Lessons

VII. Formats

నియోజనాలు

నియోజనం అంటే ఒక పనిని కల్పించడం, పనులను వ్యక్తిగతంగాను, బృందాలుగాను ఇవ్వడం జరుగుతుంది. అభ్యసించిన, అభ్యసన చేస్తున్న పాఠాల పైనే నియోజనం ఇవ్వబడతాయి.

నిర్దేశించే పనులు ఉపాధ్యాయ విద్యార్థి యొక్క అభిరుచులను గాని, ఆసక్తిగాని నిరుత్సాహపరిచేవిగా ఉండరాదు. నియోజనాలలో విద్యార్థికి సూచనలు, సలహాలు ఇవ్వబడతాయి. అవసరమైతే పఠన సామగ్రి కూడా ఇవ్వడం జరుగుతుంది.

నియోజనాలు ఎలా ఉండాలి?

1. ఉపాధ్యాయ - విద్యార్థి అభిరుచులు, అవసరాలు తీర్చేవిగా నియోజనాలు ఉండాలి.
2. నియోజనాలు మరీ కష్టం గాని, మరీ తేలికగాని ఉండరాదు.
3. విద్యార్థికి లభ్యమయ్యే విరామ కాలాన్ని బట్టి నియోజనాలు నిర్ణయించాలి.
4. వీటిని తయారు చేయుటలో ఉపన్యాసకుడు ఎంతో శ్రద్ధ జాగ్రత్తలు వహించాలి.
5. నియోజనాలను చేయుటలోను, జవాబులను సరిచూచుటలోనూ తగినన్ని సూచనలు ఇవ్వాలి. అధ్యయన సామగ్రిని అందచేయాలి. నియోజనాలకు కావల్సిన వనరుల లభ్యతను, వాటి వినియోగాన్ని ఉపాధ్యాయ విద్యార్థులకు తగు సూచనలు ఇవ్వాలి.
6. నియోజనాలను మూల్యాంకనం చేయుటలో ఎంతో నైపుణ్యం, ఓర్పు, శ్రమ, జాగ్రత్తలు కల్గి ఉండాలి
7. నియోజనాలు ఒక పక్షం రోజులకు గాని, ఒక వారానికి గాని ఇవ్వబడతాయి. ఒక క్రమబద్ధమైన నోటు పుస్తకంలో నియోజనాల జవాబులు వ్రాయబడతాయి.
8. ఇచ్చిన నియోజనాలు తేదితో సహా ఉపన్యాసకుని వద్ద గల డైరీలో నమోదు చేయబడతాయి.

నియోజనాల ప్రయోజనాలు

1. విద్యార్థి స్వతంత్రంగా పనిచేసే అలవాటును పెంపొందించుకుంటాడు.
2. ఉపన్యాసకుడు విద్యార్థికి ఎప్పటికప్పుడు సూచనలు, సలహాలు ఇవ్వడం జరుగుతుంది. సంప్రదింపులు చేయడం జరుగుతుంది. అందువల్ల ఉపన్యాసకునికి ఉపాధ్యాయ విద్యార్థులతో సత్సంబంధాలు కల్గి ఉంటాడు.
3. విద్యార్థి తనకు తానే అధ్యయనం చేసి సమస్యలను పరిష్కరించడం అలవాటు చేసుకుంటాడు.
4. ఇది తరగతి గది బోధనాభ్యసన ప్రక్రియలకు సహాయకారిగా ఉంటుంది.
5. విద్యార్థి స్వీయ అధ్యయనానికి తోడ్పడుతుంది.

Assignment Proforma

1. అంశం (Topic) :
2. ఉపోద్ఘాతము (Introduction) :
3. అంశం అర్థం / భావన, నిర్వచనము (Topic meaning / concept, definition) :
 - (i) అర్థం / భావన
 - (ii) నిర్వచనాలు :
4. అంశం పూర్వపరాలు :
 - (i) చారిత్రక నేపథ్యం :
 - (ii) పరిశోధన ఫలితాలు :
 - (iii) పరిశోధన ఫలితాలపై విమర్శ :
 - (iv) ఫలితాల అంగీకారం :
5. అంశానికి ప్రస్తుత స్థితికి గల సంబంధాల వివరణ:
 - (i) సిద్ధాంతాంశాలకు, ప్రస్తుత స్థితికి (వాస్తవానికి) పోలికలు.
 - (ii) సిద్ధాంతాంశాలకు, ప్రస్తుత స్థితికి (వాస్తవానికి) భేదాలు.
6. అంశంపై ఛాత్రోపాధ్యాయుని ప్రతిస్పందనలు / అనుభూతులు :
 - (i) అంశం నుండి గ్రహించిన అర్థం :
 - (ii) ఛాత్రోపాధ్యాయునిలో కల్గిన మార్పు :
 - (iii) గ్రహించిన అర్థం ద్వారా వినియోగవకాశాలు :
 - (iv) అంశం ద్వారా ఆశించిన ఫలితాలు :
7. అంశంపై ఛాత్రోపాధ్యాయుని వ్యాఖ్యానము :
8. విషయ గ్రహణతో ఛాత్రోపాధ్యాయుని తదుపరి చర్య :
 - (i) పిల్లలకు ఉపయోగించే చర్యలు :
 - (ii) తరగతి గది ప్రక్రియకు ఉపయోగించే చర్యలు :
 - (iii) సహచరులతో సంప్రదించుటకు ఉపయోగపడే చర్యలు :
 - (iv) సమాజానికి ఉపయోగపడే చర్యలు
9. ఇతర సంబంధిత అంశాలు :
10. ముగింపు సూచనలు :
 - (i) విద్యార్థులకు :
 - (ii) ఛాత్రోపాధ్యాయులకు :
 - (iii) విద్యా వ్యవస్థకు :
11. సంబంధిత సమాచారానికి సంబంధించిన ప్రతులు :
12. సంప్రదించిన గ్రంథాలు :

Field-Based Projects

Steps:

1. Providing situation

- Initiating discussion
- Field visits, lab/ library visit.
- Text, audio-video clippings
- Display or demonstration of material.
- Role plays, discourses, situations

2. Selection and defining the project:

(a) Basing on

- Abilities
- Resources
- Time
- Season

(b) Objective (s) of the project

- Pin pointing the project
- Purpose of the project
- Limitations of the project

3. Planning & Execution

- Group or individual project
- Time frame
- Data Collection Format
- Recording format
- Assigning tasks to individuals in a group
- How to move or initiate?
- Material required
- Recording format/ Data collection format
- Data analysis
- Presentation of the project i.e. execution process
- Usefulness to daily life
- Difficulty faced, if any
- Suggestion for further improvement and implementation

4. Evaluation and Reporting:

- Viva-voce by the teacher
- Self testing
- Weightage to the activities
- Use of local environment, if any
- Whether executed as per the plan
- How far the objectives fulfilled
- Application of the project to the target group / department.

Yoga, Physical & Health Education – Primary

1. Name of the Teacher
2. Class: Primary
3. Strength :35 pupil
4. Type of Lesson plan:
5. Place of the School
6. Time : 35 minutes
7. Equipment : Chunnam & Indian clubs
8. Date:

Sl.No.	Subject Matter	Time	Method												
1	ASSEMBLY AND ROLL CALL XXXXXXXXXXXX – Pupil X – Trainee Teacher	2mts	Class Formation :Straight line, on the whistle of the Teacher, the pupil assemble and stand in a line. Straight line will be formed by the following commands. <ol style="list-style-type: none"> 1. Shortest being on the right end of the line and tallest on the left end of the line, Class in a Single – Fall - In 2. Attention 3. Right dress 4. Eyes – Front 5. Stand – At – Ease Attendance will be taken.												
2	Introductory Part (Touching objects) Pupil - Objects <table style="margin-left: 20px;"> <tr><td>x</td><td>1.</td><td>0</td></tr> <tr><td>x</td><td>2.</td><td>*</td></tr> <tr><td>x</td><td>3.</td><td></td></tr> <tr><td>x</td><td>4.</td><td></td></tr> </table> X Teacher The pupil will be made to run and touch various objects and return to their places.	x	1.	0	x	2.	*	x	3.		x	4.		4 mts	Class Formation” Single Line (The class is already in the single line formation). The Teacher will show various objects to the pupil to touch and return back to their places. The pupil on the whistle of the teacher run and touch various objects and back, in order to get sufficient warning upto them.
x	1.	0													
x	2.	*													
x	3.														
x	4.														

3	<p>FORMAL PART (CALISTHENIC EXERCISE)</p> <p>VERBAL EXPLANATION</p> <ol style="list-style-type: none"> 1. Arms Forward upward – Raise 2. To the position - RETURN 	5 mts	<p>CLASS FORMATION CIRCLE The Teacher makes the pupils to stand in a circle formation with the following commands.</p> <p>Join hand and form a circle – GO (Pupil should have sufficient place in between them)</p> <p>DEMONSTRATION AND EXPLANATION:</p> <p>The Teacher being on the circle demonstrate and explain the exercise slowly once or twice so that the pupils can observe and learn.</p> <p>BY COUNT AND CONTINUOUS</p> <p>After once or twice teaching by counts, exercise shall be practiced continuously and rhythmically for 16 or 32 counts.</p>
4	<p>SPECIAL PART (IMITATION OF A ELEPHANT)</p> <p>A. POSITION OF ELEPHANT</p> <ol style="list-style-type: none"> 1. Feet a part both Feet parallel to each other with sufficient distance and inter locking fingers. 2. Body bending forward, arms straight down from shoulders and looking forward <p>B. Elephant walk on the whistle walk around the circle like a Elephant and knees must be straight : Trunk swings side and up and down.</p> <p>C. Sound of Elephant</p>	8 mts	<p>CLASS FORMATION CIRCLE (The class is already in the circle formation)</p> <p>DEMONSTRATION AND EXPLANATION</p> <p>The teacher demonstrate the activities part by part elephant position, walking and how it makes sound with brief explanation to give correct mental picture.</p> <p>EXPLORATION: The demonstrated activity will be practiced part by part and as a whole method.</p>

	Sound like a Elephant whistle walking around the circle.		
5	<p>Recreation Part (Elephant walk relay)</p> <p>xxxxxx 1 0 xxxxxx 1 0</p> <p>POINTS</p> <ol style="list-style-type: none"> 1. Divide the group into two teams with equal number, 2. Teams are arranged in files behind the starting line and facing the turning point. 3. Teams take a position of Elephant 4. On the whistle relay starts 5. First person in the team walk and sound like a elephant move forward take a round at turning point and back to touch the neat person. 	8mts	<p>Class Formation – Two teams in Files, the pupil will be divided in to two teams and made them to stand behind the starting line in files and facing to the Indian clubs.</p> <p>Demonstration and Explanation the Teacher demonstrates and explains the elephant relay briefly in order to get understand the relay to the pupil.</p> <p>ELEPHANT WALK RELAY : Divide group in to two teams. The teams are arrange in files behind the starting line with the turning point 20, distance teams take the position of a Elephant on the whistle the for first player in the teams walk and sound like a elephant move forward to take around at a turning point and back to the starting point touch a neat person. Like relay continue till the last person gets opportunity. The teacher which comes first with less mistakes declared winners.</p>
6	<p>Assembly and Dismissal (Sound of Elephant)</p> <p>XXXXX – Pupil X – Teacher</p> <p>On the command of dismissal all will imitate the sound of elephant.</p>	3 mts	<p>CLASS FORMATION: Straight line, after the activity the people will be made to stand in a straight line by the following commends.</p> <p>(1) CLASS – FALL-IN (2) ATTENTION (3) RIGHT – DRESS (4) EYES FRONT (5) STAND –At- EASE.</p> <p>DEMONSTRATION AND EXPLANATION.</p> <p>The teacher demonstrates and explains the activity. On commands of dismissal the entire class will imitate the sound of Elephant.</p>

Yoga, Physical & Health Education – UPS

1. Name of the Teacher Trainee :
2. Class :
3. Strength :
4. Type of Lesson plan :
5. Name of the School :
6. Time : 40 minutes
7. Date :
8. Equipment :

S. No.	Subject Matter	Time	Method
1.	Assembly and Roll Call XXXXXX – Students X – Teachers	2 mts	<p>Class formality: straight live on the whistle of the students assemble and stand in a live. The straight live will be termed by the following commands.</p> <ol style="list-style-type: none"> 1. Shortest being on the right end and the tallest in the left end of the live – class in a single live – FALL – IN. 2. Atten – TION 3. Right – DRESS 4. Eyes – FRONTS <p>Stand – At- EASE Attendance will be taken.</p>
2.	<p>INTRODUCTORY PART: (Warning Up)</p> <p>on the whistle of the teacher . (1)Jogging (2) Free Running (3) Backward Running (4) Forward</p>	5 mts	<p>CLASS FORMATION: Circle the teacher make the students to stand in a circle formation with the following command. Join hands and form a circle – Go (The students have sufficient place in between them).</p> <p>Demonstration & Explanation: The teacher trainee demonstrates each activity and explain briefly one by one in order to get clear mental picture of the activities. Students do the acting</p>

	running (5) Lunging while crossing arms upward & downward (6) Fast Running.		
3.	<p>Tural Part Callisthenic Exercise xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx</p> <p>X Teacher</p>	8 mts	<p>Class formation: Three rank. The teacher make the students to stand in three ranks formation by the following commants.</p> <ol style="list-style-type: none"> 1. Make a single line shortest on the right and tallest on the left and of the line-class in a single line Fall – IN – 2. Attention. 3. Right dress 4. Eyes -front 5. From the right number 6. From the right in three NUMBER. 7. No. ones stand were you are no tools three steps & number theirs six steps open order forward March. 8. Half right turn 9. Stand at ease. The teacher takes suitable position in such a way that he can see all the students. <p>Demonstration and Explanation: To demonstration the exercises wile going verbal explanation on court wise.</p> <p>Verbal Commands : The teacher makes the students to do the exercises in his verbal commands.</p> <p>By Count: Makes the student to do the exercise by courts & holding in each court for a while to make corrections.</p> <p>Explanation: To make the class to do who exercise continuously & rhythmically.</p>
4.	<p>Special Part Dumb - Bells Exercise xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx</p> <p>X Teacher</p>	8 mts	<p>Class Formation: Three ranks Demonstration and verbal explanation to demonstrates the exercise while giving brief explanation on court.</p> <p>By courts: Exercise will be taught by counts holding on each court position.</p> <p>Explanation: Make the class to do do whole exercise continuously and rhythmically.</p>
	Fundamentals of Dumb-		

	<p>Bells Exercise:</p> <ol style="list-style-type: none"> Stand-At-Ease: Feet apart jump at the same time Dumb-Bells click at the chest & keep the Knuckles on the waist. Attention: Feet together jump at the same time click the dumb-bells at the chest & keep the hands straight down close to the body. <p>Exercise:</p> <ol style="list-style-type: none"> Dumb-Bells clicking at the chest. Dumb-Bells – clicking away from the chest. Returning to the position. 		
5.	<p>Recreation part Dumb-Bell Roll Relay x x x x x x x x x x Teacher x x x x x x x</p> <p>Points:</p> <ol style="list-style-type: none"> Class divided into 2 teams. Each team is provided Dumb-Bell & Stick On whistle relay stints.. Players roll the Dumb-Bell move forward to take round the turning point and back to touch the next. 	10 mts.	<p>Class formation: Two teams in files formation. They will be divided into 2 teams and made their to stand behind the starting line in files and facing to Indian clubs. Demonstration and Explanation: Demonstration & explains Dumb – Bell Roll Relay to get understand the relay. Dumb Bell Roll Relay : Class is divided in to 3 teams with equal no's and made them to stand behind the starting line facing to the Indian clubs each team will provide Dumb Bell & Stick. On the signal the first player of both the teams more forward rolling the Dumb-Bell with the help of the stick / index figure to take round the turning part & back to the starting live to touch the next player who continues the relay till the last person to take choice. The team will comes with less mistakes declared winners.</p>
6.	<p>Assembly and dismissal JAIHIND. x x x x x x x x – Teacher on dismissal half of the class will say JAI and the rest will Say HIND- Three times.</p>	3 Mts	<p>Class Formation: Straight line after the activating the students will be made to stand in a straight live by the following commands.</p> <ol style="list-style-type: none"> Class fall – in Attention Right – DRESS Stand at- EASE <p>Demonstration and Explanation: To demonstrates and explains the activity for the dismissal on the commands of dismissal half of the class will say JAI and the rost will say HIND. -Three times</p>

Children Assessment Record (CCE Record)

This is also called as Scholastic Achievement Test (SAT) record. Under each methodology, the teacher trainee has to teach 1 or 2 entire units which includes exercise part also. Both Formative and Summative tests have to be conducted based on the unit that he/ she taught.

Formative Assessment and Tools

The children's learning process is continuously checked and monitored in formative evaluation. Different kinds of tools and techniques must be used to observe and record the different types of behaviour.

The test may be conducted for 100 marks i.e. **50** marks for Formative and **50** marks for Summative. The **Formative marks distribution as given hereunder**

- | | |
|--|-----------------|
| 1. Children participation and reflection | 10 marks |
| 2. Written works of the children | 10 marks |
| 3. Project works | 10 marks |
| 4. Slip test | 20 marks |

Slip tests may be conducted during the teaching practice.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards /learning outcomes and their indicators should be considered while awarding marks.

Written Work: The written performance of children related to conventions of writing, Vocabulary, grammar and written discourses should be considered (including the exercises in the textbook). Marks should be awarded based on the indicators.

Projects: The oral and written performance of children which cover all the academic standards/learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

The following will provide the evidences for awarding marks in Formative Assessment:

- Teacher's unit cum period plan that reflect children's performance.
- Self - Assessment tools given in the Text Book for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Notebooks of children
- Textual exercises carried out by children
- Products evolved in groups through collaboration
- Scripts of Slip Test

Summative test may be conducted after completion of entire unit and at the end of teaching practice.

Summative Assessment and Tools

Summative Assessment should be based on written and oral tests. Following are the tools for summative evaluation.

1. Oral test: This includes children's responses during the classroom transaction and production of oral discourses.

2. Written Test: Pen Paper test. The tasks must be qualitative, text independent and based on academic standards. They must assess the children on their language ability/ concept understanding.

The Summative paper should be based on the Academic Standards. The student teacher shall write the CCE Record and Cumulative Record i.e. the cumulative sheets must be enclosed to Children Assessment Record.

General Guidelines for Preparation of Summative Question Paper

Example:

To assess the children's performance in English, 6 domains have been identified:

Accordingly, the test items are to be prepared.

1. Listening and Speaking.
2. Reading Comprehension
3. Conventions of Writing
4. Vocabulary
5. Grammar
6. Creative Expressions (Discourses): (a) Oral (b) Written

Academic Standards and their weight-ages.

Test papers must be teacher-made and never from external sources. Encourage the children to come out with their own and original expression, even if they make mistakes (making mistakes is ok).

- The test is for 100 marks. Out of these, 20% is allotted to oral test and 80% to written test.
- Under Oral test, 10% of marks is allotted to listening and speaking and the remaining 10% is allotted to the targeted oral discourses under creative expression. The performance of children should be taken over a period of time but not on the assessment day.
- The test items should not be discrete type items, but should be holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. The chosen narrative should be at the comprehension level of the children's knowledge domain. The narratives should have scope to generate stories, letters, tables, pictorials, dialogues, advertisements etc.
- Conventions of writing and Grammar should be assessed through the task of editing. It should be a discourse form with different types of errors. Marks should be awarded according to the performance of children.

Domain 1: Listening and Speaking (Oral)

This domain is purely oral. Awarding the grades under this domain should be based on the performance of the children. It doesn't mean that the assessment is based on the performance on a single day or a week but over a period of time of the assessment.

The following may be considered while awarding grades under this domain.

- Children's responses to the questions during the Teaching Learning Process (TLP). These may be in words /phrases/ sentences.
- Children's ability to question during TLP.
- Children's ability to use formulaic expressions during the interaction with the teachers and the peer group.
- Children's responses during picture interaction, presentation of narratives, reading process etc.

Oral Discourses under Creative Expression

- Pupils' responses to the targeted oral discourses in a particular class i.e., Conversations, descriptions, narratives, role play/ skit.

Domain – 2: Conventions of Writing

Under this, a meaningful paragraph or a narrative may be given. Students are asked to edit the items of Capitalization, Abbreviations / Acronyms Punctuation Marks and spelling.

Domain – 3: Reading Comprehension

Pupils' responses to the different types of questions based on a reading passage / conversation / poem /paragraph / story /narrative / description / posters /notices /advertisements/ letter. By using the texts, the teacher may plan different test items as given below.

1. Ask different types of questions— inferential, analytical, predicting, cause & effect, global, local, personal etc.
2. Sequence the events
3. Information transfer activities
4. Multiple Choice Questions (MCQ)

Domain – 4: Vocabulary

The following activities can be designed based on a narrative/ story/ conversation etc.

1. Put words under appropriate headings, concept maps, word classification, odd man out.
2. Prefixes, suffixes.
3. Synonyms and Antonyms.
4. Singulars-plurals, He-words ,She-words.
5. Abbreviations
6. Acronyms
7. Short forms / contracted forms
8. Any other item discussed in the textbook

Domain – 5: Grammar (*Editing*).

A meaningful paragraph or a passage may be given with some grammar mistakes in it. Pupils shall be asked to make necessary corrections. Questions on grammar points covered in the textbook contextually. Avoid asking any discrete questions.

Domain – 6: Creative Expressions (Oral and Written Discourses)

The oral part should not be included in the written test. For this oral part children performance should be assessed based on the classroom performance in oral discourses during the assessment period. Under written discourses, a reading text may be given in the form of a narrative /story/ description / dialogues/ poem / passage etc., The students are expected to write the targeted discourses. The text should be related to the themes given in the textbooks. The text can be an extension of a story given in the text book. The gaps in the reading texts should provide scope for writing a discourse targeted in that particular class. i.e., description, conversation, diary, notice, drama script, profile, essay, report, slogans, news report and write-ups. After assessment, the marks should be posted in the table given on the top of the question paper. Each task is aimed at assessing certain competencies. Accordingly, the marks should be posted.

Recording Children Performance

Marks based grading system will be as follows.

Five point scale grade - A+, A, B+, B and C. (0 - 40 C Grade; 41 -50 B Grade; 51 - 70 B+; 71 - 90 A; 91 and above A+)

The co-curricular activities shall also be conducted and grades may be awarded and to be shown in one of the Children Assessment Records. This has to be done only through observation and there is no formal written test.

The Record should include

1. About CCE
 - What is CCE?
 - Its importance
 - Types
 - Features of Formative and Summative Assessment
 - Assessment tools
 - Criteria for awarding marks under each tool
 - General Guidelines for preparing summative question paper
2. Tables
 - Academic standard-wise Weightage tables
 - Formative Assessment-Recording
 - Summative Evaluation Recording
 - Final marks
 - Performance analysis (No.of students who got A+/ A/ B+/ B/ C Academic standard-wise)
3. Graphs (Pie/bar) based on the above table
4. Question papers (slip test and summative)
5. Answer scripts of the students

III. ACTION RESEARCH

INTRODUCTION:

Research is a search for knowledge, and a scientific and systematic search for pertinent information on specific topic. Research is an art of scientific investigation. It is pursuit of truth with the help of study, observation, comparison and experiment. In short, the search for knowledge through objective and systematic method of finding solution to a problem is 'research'.

The word 'Research' drawn from the French word, means 'careful search'.

"Research is an investigation to discover new facts, to get additional information" –meaning of Oxford Dictionary of Current English Usage.

"Research is simply a systematic and refined technique of thinking, employing specialized tools, instruments and procedures in order to obtain a more adequate solution of a problem than would be possible under ordinary means"-Crawford

"The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which in turn, lead to better ways of doing things and better products."-John W. Best

Rapid changes in technology and ICT increase in educational problems. Curriculum also changes to meet the educational challenges. Thereby, research as 'sovereign solvent' gives solution for all educational problems.

Educational Research brings vividness, completeness and comprehensiveness to complex problem and it increases our insight of a particular situation and make us more enlightened.

Research

- Inculcates scientific and inductive thinking and it promotes the development of logical habit of thinking and organizing.
- Economizes effort and increases efficiency
- Dignifies the work of the teacher
- Brings confidence to the teacher
- Leads to adoption of new methods
- Brings sense of awareness

- Better understanding of teaching and learning processes
- Promotes educational reform

OBJECTIVES OF RESEARCH:

- To gain familiarity with a phenomenon or to achieve new insight in it.
- To portray accurately the characteristics of particular individual, situation or a group.
- To determine the frequency with which something occurs or with which it is associated with something else.
- To test a hypothesis of a causal relationship between variables.

TYPES OF EDUCATIONAL RESEARCH:

Mainly there are two types of researches:

1. Basic or Pure or Fundamental research.
2. Applied or Field research.

1. Basic or Pure or Fundamental research: It is mainly concerned with generalization and with the formulation of theory. Central aim of basic research is to find out information that has a broad base of applications and thus adds to the already existing organized body of scientific knowledge.

2. Applied or Field research: It aims at finding a solution for an immediate problem facing a society or an organization. Thus, it is to discover a solution for some pressing practical problem.

WHAT IS ACTION RESEARCH (AR)

Action Research is similar to applied research in many ways. Applied research, usually involves a larger number of samples as compared with action research. Both utilize the scientific method. Applied research is considered mainly with establishing relationships and testing theories. It is quite rigorous in its application of the conditions. AR interprets the scientific method much more loosely, chiefly because its focus is a specific problem in a specific setting. The emphasis is not so much on obtaining scientific knowledge which can be generalized

The idea of Action Research is to enable the teacher to tackle everyday problems occur in the classroom/college. AR is a systematic study of attempts to improve educational practice by means of practical actions and reflections.

Definition of Action Research

AR means 'action', its social basis is involvement and educational basis is improvement. It is on- job research and a sort of participatory procedure. Its operation demand is to bring changes, especially in the system in which researcher belong to.

“Educational practitioners...to study their problems scientifically in order to guide, correct and evaluate their decisions and actions.”-Stephan Corey of Columbia University.

AR is defined as “theorizing about practical problems in particular situations and exploring the extent to which these practical theories are generalisable.”- Elliott

“Action Research is a form of self-reflective, enquiry undertaken by participants (principals, teachers and students) in social including educational situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out.”-Carr and Kemmis, 1986.

Features of Action Research:

- AR encourages teachers to be aware of their own practice, to be critical of their practice, and to be prepared to change, thereby provides with opportunity for professional development.
- It is a search for the right questions appropriate to educational situations as well as their answers.
- It is an instrument used willfully by good teachers to improve their practice.
- It is a vehicle for enhancing the teaching-learning situation.
- It encourages teachers to become adventurous and critical in their thinking.

- It is a systematic enquiry made public.
- It involves a self-reflective spiral of planning, acting, observing, reflecting and re-planning.
- It is more personal rather than methodological.
- Narrows the gap between research and practice.
- It can remedy problems in specific classroom situation. Problems of teaching and administration can be attacked objectively.
- AR is situational, collaborative, participatory and self-evaluative.
- Another distinctive feature is that AR proceeds spirally through a cycle of reflection, planning, acting, observing and evaluating which then leads to further reflection and more action.

Sources of AR problems:

1. Classroom problems relating to pedagogical practices.
2. Staff meeting/review meetings
3. Administrative problems
4. Problems from principals ,Inspectors, Extension specialists
5. College library/laboratories.

Action Research –Steps

A systematic plan is required to take up AR. Following are the steps to be followed:

1. Identification of the problem :

Problems shall be identified by the student teachers during the Internship.

- Examples:
- 1) Students performance is poor in Mathematics.
 - 2) Students are not showing attention in Physics Practical.
 - 3) Aggressive nature among certain students

2. Defining the problem

After identifying the problem, the researcher defines it in specific manner.

Example:

- 1) In V class out of 30 students, 8 students are unable to do the problem on Addition of Fractions.

3. Analyzing the problem or indicating probable causes.

Researcher identifies some probable causes.

Example 1; the causes may be :

- 8 Students did not attend the school during the teaching
- The Students did not understand the concepts.
- The teaching method is not suitable.
- The Students are poor in fraction addition
- The Students did not have text books.
- They do not have interest in the subject.

4. Formulation of hypotheses:

Here researcher with logical thinking – a thought for solution to the problem. This conceptual solution is called hypothesis.

- Hypothesis is clear, straight statement.
- It leads to the action
- It can solve the problem in specified time
- It is like a lamp in darkness.

Hypothesis is formal affirmative statements predicting a single research out come a tentative solution to the problem. Thus, hypothesis focuses the investigation on a definite target and also determines what observations or measures are to be used. Hypothesis is a hunch (suspect) based on past experience, observation or information gained from others.

A hypothesis is formulated in such a way that this hunch can be tested. There are four types of hypotheses

1. **Declarative form;** A tentative explanation of the relationship between two or more variables.
2. **Predictive form:** Predict results, indicate futurity.
Ex: If students attend the class regularly, then they can solve the sums in Mechanics.
If the students understand the concepts, then they can solve the sums.
3. **Question form:** Can students solve the sums of Mechanics when they understand the concepts?
4. **Null form:** Here the hypothesis is stated in negative or null form.
Ex: There is no significant difference between solving sums in mechanics and the attendance of the students.

5. Designing Plan of action:

Here researcher prepare a plan of action to be taken up.

6. Testing the hypotheses or action programme

Taking special classes to those student on comprehension of concepts in Mechanics.

7. Evaluating the results

The researcher will evaluate or check whether the problem being faced is solved and results are in satisfaction. If not, the strategies will be changed and again the hypothesis will be tested.

8. Recording of results and reporting:

Finally, the researcher records the findings and starts to prepare a report after his full satisfaction.

ACTION RESEARCH – AREAS:

Action Research, like other researches, has no limit. In the field of Education following are the areas where problems can be identified:

1. Academic Area:

- a) *Learner*, his motivation, learning style, attention span, concentration.
- b) *Teacher*, his level of competencies, commitment, accountability, teaching style, motivation, attitude towards weak students, attitude towards notorious students, social profile of teacher.
- c) *Methodology*, Teacher centered, student centered, Experiment based, competency based, project based, Heuristic method, problem-solving method.

2. Curricular Area:

Curriculum design, construction of curriculum, revision of syllabus.

3. Evaluation Area:

Students' achievement levels, attitude of students towards testing and grading.

Diagnostic tests, mental ability.

4. Administrative Area:

Working condition of the institute, lecturers' attendance, principal-lecturers relationship, utilization of funds, college timings.

5. Social Area:

Relationship between college and community, Community participation, college-parents relationship infrastructure and its development.

6. Professional Area:

Professional commitment, accountability, skill development.

Reflective Journal

What is Reflective Journal

It's a kind of writing about one's own thoughts on a given topic, situation or event. It means recording personal thoughts and experiences during the learning process of a course (D.El.Ed). Reflective journal requires the student to think more deeply. Through Reflective journals the teacher educator can assess the trainees in terms of; What are they learning? What are the changes in their behavior/ belief system/ attitudes towards profession during the Academic Year.

How is it useful?

- It's a cumulative learning process during the course time.
- It helps for one's professional development.
- Through journal writing, trainees can develop their path and try to improve upon.
- Integrate their ideas into their daily experiences and future actions.

How to write and what to write

There is no specific format for Reflective Journal. It is flexible in nature.

It is based on given topic and the students have to think, analyze critically which promotes their understanding and help them to develop their own perspective in their profession.

Ex.1. What were your thoughts towards profession before joining in D.El.Ed course?

2. After attending classes and classroom teaching experiences, what changes that you have observed in your thinking towards the profession?

3. What do you think of school/ classroom/ children learning?

In the above Journal (1) the student has to write his/her ideas and how he/she got the ideas and who has motivated and what was their understanding about the course. As a teacher how he/she wants to serve the society.

Every idea should have a supporting example i.e. a situation or a event. Finally, the idea should be clearly furnished. There should be questions and answers, and introspective in the entire journal. They should deeply think and respond.

Journal writings should give new insights into the students about how they are learning and how they are progressing over a period of time.

Areas of Journal writing in First Year D.El.Ed. course

- One Journal writing based on Institutional observations
- Two Journal writings in each Methodology subjects based on Teaching Practice
- Three journal writings –Understanding Self – periodical reflections on significant learning experiences

How to assess and award marks

The Teacher Educator should assess each and every journal of

The students should give necessary comments in every journal so that the students may improve for further writing.

5 Marks should be allotted for each Journal

- In each methodology there should be 10 marks. 5 marks for each journal and two journal in each subject means $2 \times 5 = 10$ marks.
- 5 Marks for School experience journal writing
- 15 Marks for Understanding Self, i.e., 5 marks each for three journals
- **The following grades are to be considered for awarding marks**
- 5 marks for describing the ideas from wide range of perspective and analyze them.
- 4 Marks – describing ideas with limited perspective and analyze them
- 3 Marks for limited description and limited analysis
- 2 Marks for limited description.

Understanding Self Paper

Note under understanding Self

There will be 2 Projects, 3 Assignments and 3 Reflective Journals during the course.

Each project 1 mark; Assignments and Reflective Journals 5 marks each

Projects

The projects should be related to the topic. Following are the suggestive projects;

1. Collection of 5 biographies of famous personalities. How they achieved success in their lives.
2. How people are living harmoniously despite of much diversity in our Indian society?
3. Collect the different genres of texts and write its features

Assignment

1. Book Review(Literary based)
2. Read & Reflect (Write reflections theories/philosophies given in D.El.Ed course)
3. Write your Reflections on unity and diversity.
4. What are the changes that you have observed in your thinking about your career?
5. What are your thoughts before joining the course?

II year

ప్రధానోపాధ్యాయుల ప్రశ్నావళి

ప్రాథమిక సమాచారం

- ఛాత్రోపాధ్యాయుని పేరు :..... క్ర.సం.....
- పాఠశాల ప్రధానోపాధ్యాయుని పేరు :
- పాఠశాల చిరునామా :
- పాఠశాల సందర్శన తేది :

1. పాఠశాల నాయకుడిగ ప్రధానోపాధ్యాయుడు

- భవిష్యద్దర్శనం (Shaping a vision of academic success)

ఉదా: మీరు విద్యా సంవత్సర ఆరంభములో, సంస్థాగత ప్రణాళిక తయారు చేశారా?

(అవును / కాదు)

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు ఉదాహరణలో సూచించిన విధంగా
కనీసం 5 ప్రశ్నలు రూపొందించాలి.

- అభ్యసన వాతావరణం కల్పించటం (Creating a learning environment) :

ఉదా: మీ ఉపాధ్యాయులతో క్రమం తప్పకుండా సమీక్ష సమావేశాలు నిర్వహిస్తారా ?

(అవును/ కాదు)

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు ఉదాహరణలో సూచించిన విధంగా
కనీసం 5 ప్రశ్నలు రూపొందించాలి.

- నాయకత్వ లక్షణాలు పెంపు (Cultivating leadership qualities) :

ఉదా: మీ ఉపాధ్యాయుల పాత్ర పోషణకు అవసరమైన మార్గదర్శనం చేస్తారా?

(అవును/ కాదు)

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు ఉదాహరణలో సూచించిన విధంగా
కనీసం 5 ప్రశ్నలు రూపొందించాలి.

2. పాఠశాల నిర్వహకులుగా ప్రధానోపాధ్యాయుడు

- ప్రణాళికా సంబంధమైనవి (Planning issues)

ఉదా: మీ పాఠశాలలో కాల నిర్ణయ పట్టికల ప్రకారంగా బోధన, బోధనేతర అంశాలు

అమలు చేస్తున్నారా?

(అవును/ కాదు)

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు ఉదాహరణలో సూచించిన విధంగా
కనీసం 5 ప్రశ్నలు రూపొందించాలి.

- అకాడమిక్ సంబంధమైనవి (Academic issues)

ఉదా: పాఠశాల విద్యార్థుల అభ్యసన తీరును పరిశీలించి, వారి అభివృద్ధిపై చర్యలు

చేపడుతున్నారా?

(అవును/ కాదు)

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు ఉదాహరణలో సూచించిన విధంగా
కనీసం 5 ప్రశ్నలు రూపొందించాలి.

- పర్యవేక్షణ సంబంధమైనవి (supervisory issues)

ఉదా : మీరు ఉపాధ్యాయుల తరగతి బోధనను కాల నిర్ణయ పట్టికనుసరించి పర్యవేక్షిస్తారా ?

(అవును/ కాదు)

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు ఉదాహరణలో సూచించిన విధంగా కనీసం 5 ప్రశ్నలు రూపొందించాలి.

- పరిపాలన సంబంధమైనవి (Administrative issues) :

ఉదా: పాఠశాల విద్యా కమిటీ వారితో నిర్ణీత కాల వ్యవధిలో సమావేశాలు ఏర్పాటు చేస్తున్నారా?

(అవును / కాదు)

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు ఉదాహరణలో సూచించిన విధంగా కనీసం 5 ప్రశ్నలు రూపొందించాలి.

ఛాత్రోపాధ్యాయుని నివేదిక :

గమనిక: ఛాత్రోపాధ్యాయులు పైన తెలిపిన ప్రశ్నావళి సహాయంతో కనీసం ఆరుగురు వివిధ స్థాయి ప్రధానోపాధ్యాయుల నుండి సమాచారం సేకరించాలి. సేకరించిన సమాచారం ఆధారంగా ప్రధానోపాధ్యాయుడు నాయకుడిగ, నిర్వాహకుడిగ, బాధ్యతలను ఏ రకంగా నిర్వహిస్తున్నాడో అనే దానిని విశ్లేషించి, సమగ్ర నివేదిక రూపొందించాలి.

ఛాత్రోపాధ్యాయుని సంతకం

మార్గదర్శి ఉపాధ్యాయుల సంతకం

ప్రాథమిక/ ప్రాథమికోన్నత / ఉన్నత పాఠశాల ప్రధానోపాధ్యాయులకు పరిపూర్ణ (ఇంటర్వ్యూ)

1. పాఠశాల పేరు, చిరునామా :
2. ప్రధానోపాధ్యాయుని పేరు :
3. బోధనానుభవము : సం॥లు :
4. ప్రధానోపాధ్యాయునిగా అనుభవము సం॥లు :
5. పాఠశాలలో విద్యార్థుల సంఖ్య :
తరగతి వారీగా :

6. పాఠశాలలో గల సమస్యలు :

(ప్రాధాన్యతా ప్రకారం)

- విద్యార్థుల హాజరు నమోదు :
- విద్యార్థుల హాజరు :
- విద్యార్థుల నిలకడ :
- విద్యార్థుల గుణాత్మక విద్య :

- 7.

విద్యార్థుల పఠన, లేఖన మరియు అంక గణిత భావనల గుణాత్మకాభివృద్ధిలో ఏ ఏ సమస్యలను గుర్తించారు?

8. ఉపాధ్యాయుల కొరత

9. భౌతిక వనరులు :

- నీటి వసతి
- మరుగుదొడ్లు
- ఆటస్థలం
- విద్యుత్తు

10. సమస్య వారీగా పరిష్కారాలు సూచించండి.

- i)
- ii)
- iii)
- iv)

పాఠశాల అభివృద్ధి ప్రణాళిక తయారీ

విద్యా సంవత్సరం:

1. తయారు చేసిన వారు (prepared by) :
2. పాఠశాల పేరు, చిరునామా :
3. గ్రామ పటం (village map) :
4. ఉపోద్ఘాతం (Introduction) :
5. పాఠశాల (SDP యొక్క అవసరం) అభివృద్ధి ప్రణాళిక తయారీ విధానం :
6. పాఠశాల దార్శనిక ఆభ్యాసం (School vision) మరియు పాఠశాల భవిష్యత్ ప్రణాళిక (School vision statement) :
7. గ్రామ సామాజిక చిత్రం (Habitational Social Mapping) గ్రామ సామాజిక, ఆర్థిక, అక్షాస్యత పరిస్థితులు :
8. పాఠశాల అభివృద్ధి ప్రణాళిక (SDP), స్కూల్ మేనేజ్ కమిటీ (SMC), తల్లిదండ్రులతో గ్రామ సభలో చర్చించడం (Focused group discussions) :
9. SDPలో ప్రధానమైన అంశాలు మరియు లక్ష్యాలు, టార్గెట్లు (The major areas for SDP along with goals and targets).
10. ప్రస్తుత పరిస్థితి, విశ్లేషణ (Systematic analysis of current situation)

క్ర. సంఖ్య	అంశం (area/ item).	అంశంవారీగా ప్రస్తుత స్థితి విశ్లేషణ (area/ item wise present situation)	లక్ష్యం (target)	వ్యూహాలు కార్యాచరణ సోపానాలు (Strategies and action steps)	బాధ్యత వహించే వారు Who is responsible?	వనరులు కాల వ్యవధి Resources and time period	మూల్యాంకనం సాధించినది / లేనిది (Achieved / not achieved)

మొదటి రెండు మూడు టర్మ్లలో పై అంశాల అమలు తీరు మరియు సాధించిన ప్రగతిపై ప్రధానోపాధ్యాయులు, ఉపాధ్యాయులు మరియు ఎస్.ఎం.సి.లు కలిసి అంశం వారీగా ప్రగతిని రాయాలి. వచ్చిన సమస్యలను కూడ రాయాలి.

11. SDPలోని అంశాల అమలును ఎవరు మానిటర్ చేయాలి? ఎప్పుడెప్పుడు మానిటర్ చేయాలి? కార్యచరణ ప్రణాళిక - అమలు (Action Plan for implementation and review)

12. పాఠశాల అభివృద్ధి ప్రణాళిక అమలు కోసం వనరులు

క్ర.సం.	అంశం	బడ్జెట్	వనరు

బడ్జెట్ ఎక్కడ నుండి అనగా పాఠశాల గ్రాంటులు, సమాజం, ప్రభుత్వ/ సర్వశిక్షా అభియాన్ అనేది రాసుకోవాలి.

13. పాఠశాల అభివృద్ధి ప్రణాళిక, అమలు, పర్యవేక్షణ మూల్యాంకనం. (Process to monitor and review and evaluation of plan)

ముగింపు : పాఠశాల పిల్లల ఊహలకు తగిన రూపం. ఇది వారి కలలను సాకారం చేసే సంస్థ. ఈ పాఠశాల అభివృద్ధికై అందరు కలిసి తగిన ప్రణాళిక వేసుకొని విద్యా లక్ష్యాలను సమర్థవంతంగా సాధించేందుకు కృషి చేయాలి.

ఛాత్రోపాధ్యాయులకు సూచన: మీరు టీచింగ్ ప్రాక్టీస్ కొరకు వెళ్లిన పాఠశాలలోని పాఠశాల అభివృద్ధి ప్రణాళికను సంబంధిత ప్రధానోపాధ్యాయుల నుండి సేకరించి అధ్యయనం చేసి మరియొక నమూనాను తయారు చేయగలరు.

Pedagogy of English at Primary Level
(Methodology Paper – Classes I to V)

/

Pedagogy of Elementary Level Subject (Optional)

(Methodology Paper)

(A) Pedagogy of English Language Education (Classes VI to VIII)

I. Unit Plan

I. Class :

II. Subject :

III. Unit & Subject :

IV. No. of periods :

V. Expected out comes :

1.

2.

3.

4.

5.

VI. Period wise division of the plan :

Period No.	Context/activity/discourse	Strategy	Resources / TLM required
1			
2			
3			
4			
5			

VII. Teachers readiness & Additional information collected

VIII. Teachers reflections :

II. LESSON PLAN

Class -I

I. Preliminaries:

- i. Class:
- ii. Subject:
- iii. Unit:
- iv. Sub-unit:
- v. Duration:
- vi. Date:
- vii. Day: 1/ 2/ 3/

A. Pre- Reading(Trigger Picture/ Face sheet)

- i. Expected outcomes:
 - a.
 - b.
 - c.
- ii. Teaching-Learning Experiences:
- iii.

S.No.	Process steps	Instructions/ Interaction	TLM/ Miniatures
1	Preliminary Interaction		
2	Processing the picture		
3	Graphic Reading <ul style="list-style-type: none"> i. Reading from the chart 		

	ii. Associating the same with the words in the textbook		
4	Reading aloud by the teacher		
5	Reading aloud by the pupils		

iii. **Teacher's Reflections:**

Expected achievement	Unexpected achievement	to be improved
.....
.....
.....

iv. **Children's performance (CCE):**

S.No.	Ability of students during the class	Students who performed very well (names)	Students who performed very poorly/ need special attention
1	In responding to teacher/ in asking questions		

2	Speaking		
3	Reading		
4	Involvement/ participation		

v. Unexpected striking responses or questions by the students:

1.
2.

B. Big Picture

i. Expected outcomes:

- a.
- b.
- c.

ii. Teaching-Learning Experiences:

S.No.	Process steps	Instructions/ Interaction	TLM/ Miniatures
1	Preliminary Interaction		
2	Processing the picture		
3	Graphic Reading i. Reading from the chart ii. Associating		

	the same with the words in the textbook		
4	Reading aloud by the teacher		
5	Reading aloud by the pupils		
6	Organic writing		

iii. Teacher's Reflections:

Same as in Pre-Reading

iv. Children's performance (CCE):

Same as in Pre-Reading

v. Unexpected striking responses or questions by the students:

Same as in Pre-Reading

C. Pictures with dialogues

i. Expected outcomes:

a.

b.

c.

ii. Teaching-Learning Experiences:

S.No.	Process steps	Instructions/ Interaction	TLM/ Miniatures
1	Preliminary Interaction		
2	Processing the picture		
	Presenting the Narrative		
	Role-play		
4	Reading aloud by the teacher		
5	Graphic Reading: Reading aloud by the pupils		

i. **Teacher's Reflections:**

Same as in Pre-Reading

ii. **Children's performance (CCE):**

Same as in Pre-Reading

iii. **Unexpected striking responses or questions by the students:**

Same as in Pre-Reading

D. Rhyme

i. Expected outcomes:

a.

b.

c.

ii. Teaching-Learning Experiences:

S.No.	Process steps	Instructions/ Interaction	TLM/ Miniatures
1	Preliminary Interaction		
2	Processing the picture		
	Singing by the teacher		
	Singing by the children		
3	Graphic Reading by the children		
4	Adding lines/ singing parallel lines		

i. **Teacher's Reflections:**

Same as in Pre-Reading

ii. **Children's performance (CCE):**

Same as in Pre-Reading

iii. **Unexpected striking responses or questions by the students:**

Same as in Pre-Reading

LESSON PLAN- II to VIII

Preliminaries:

- i. Class:
- ii. Subject:
- iii. Unit:
- iv. Date:
- v. Duration:

A. Pre- Reading (Trigger Picture)

i. Expected outcomes:

- a.
- b.
- c.

ii. Teaching – learning Experiences

S.No.	Strategy	Instructions/ Process	Interactive questions	TLM
1	Preliminary Interaction	Eg. -Look at the picture carefully and answer my questions. -Think and discuss in pairs. - Read the words written on the chart. Etc.,	*what do you see in the picture? *What is the picture about?	Chart, TB

2	Picture-based Interaction Factual questions Analytical questions etc.,			
3	Theme- based Interaction			
4	Motivation towards the Reading text			

iii. **Teacher's Reflections:**

Expected achievement	Unexpected achievement	to be improved
.....
.....
.....

iv. **Children's performance (CCE):**

S.No.	Ability of students during the class	Students who performed very well (names)	Students who performed very poorly/ need special attention
1	In responding to teacher/ in asking questions		
2	Speaking		
3	Reading		
4	Involvement/ participation		

v. **Unexpected striking responses or questions by the students:**

1.

2.

B. Listening Passage

i. **Expected outcomes:**

a.

b.

c.

ii. Teaching-Learning Experiences

S.N o.	Strategy	Instructions/ Process	Interactive questions	TLM
1	Preliminary Interaction			Chart, TB
2	Picture-based Interaction			
3	Listening Input given by the teacher			
4	Interaction based on the Listening Input			

i. Teacher's Reflections:

Same as in Pre-Reading

ii. Children's performance (CCE):

Same as in Pre-Reading

iii. Unexpected striking responses or questions by the students:

Same as in Pre-Reading

C. Reading

- i. Expected outcomes:
- ii. Teaching-Learning Process:

S.No.	Strategy	Instructions/ Process	Interactive questions	TLM/ vocabulary targeted
1	Individual work: -Before Reading	Eg. Read the paras 1 to 3 -		Chart, TB
2	While Reading (Providing sub-text)			
3	Group activity (Collaborative Reading)			
4	Group presentation			
5	Editing			
6	Reading aloud by the teacher			
7	Reading aloud by the students			
8	Mind mapping activity by the students			
9	Individual work/ Home work			

- i. **Teacher's Reflections:**
Same as in Pre-Reading
- ii. **Children's performance (CCE):**
Same as in Pre-Reading

iii. **Unexpected striking responses or questions by the students:**

Same as in Pre-Reading

D. Post-Reading: (Discourse construction/ Creative writing)

i. Expected outcomes:

ii. Teaching- Learning Experiences:

S.No.	Strategy	Instructions/ Process	Interactive questions	TLM
1	Whole class activity (Brain storming)	Eg. -	*	
2	Individual construction			
	Positive feedback by the teacher			
3	Sharing in groups for refinement			
4	Group presentation			
5	Editing			
6	Individual work/ Home work			

i. **Teacher's Reflections:**

Same as in Pre-Reading

ii. **Children's performance (CCE):**

Same as in Pre-Reading

iii. **Unexpected striking responses or questions by the students:**

Same as in Pre-ReadingTeacher's Reflections:

E. Grammar/ Textual Exercises

- i. Expected outcomes:
- ii. Teaching- Learning Experiences:

S.No.	Strategy	Instructions/ Process	Interactive questions	TLM
1	Individual work by the students	Eg. -	*	
	Analysis of the language -item			
3	Sharing in groups for refinement			
4	Editing/Consolidation of the grammatical concepts			
6	Individual work/ Home work			

i. Teacher's Reflections:

Same as in Pre-Reading

ii. Children's performance (CCE):

Same as in Pre-Reading

iii. Unexpected striking responses or questions by the students:

Same as in Pre-Reading

III. Observation Proforma

Name of the school

I. Preliminaries:

1. Name of the student teacher :
2. Roll No :
3. Class taught :
4. Subject :
5. Date :
6. Unit :
7. Submit :
8. Total No. of students :
9. No. of student present :

II. Observation of the period plan (comment in your own words)

1. About the steps of the plan:
2. Whether the Competencies achieved:
3. Relevance of the TLM/ Resources:
4. Relevance of the activities prepared :
5. Interactive questions – whether proper & relevant:
6. Whether group activities accommodated :

III. Execution of the plan (Write what is actually done in the class)

1. Motivation / warm:
2. Pre – Reading activity:
3. Teacher – Pupil interaction :
4. Pupil- Pupil interaction :
5. Instructions and questioning:

6. Teacher's facilitation during group work:
7. Students' participation / involvement:
8. Utilization of resources / TLM:
9. Discourse construction:
 - Whole class
 - Group work
 - Individual work
 - Group presentation
 - Editing
10. Project / H.W.: assigned
11. The activity in which students actively participated? Why?

IV. Teacher's personality (Write what impressed you much in each of the following)

1. Dressing:
2. Language/ clarity/ voice:
3. Teacher student relationship:
4. Class room management:
5. Behaviour towards children:

V. If you were to teach the same lesson, in what aspects will it differ?

IV. CCE Record

1. What is CCE?
2. Types of Assessment:
 - i. Formative Assessment
 - ii. Summative Assessment
3. Assessment Tools
4. General guidelines for the preparation of Summative question paper
5. Recording Children's performance
6. Academic standard -wise weightage tables to prepare Formative Test Paper:

Academic standards	weightage	Observation	Note books	Projects	Slip Test	Total
Listening & Speaking	10%	5	-	-	-	5
Reading Comprehension	10%	5	-	-	-	5
Conventions of Writing	10%	-	5	-	-	5
Vocabulary	10%	-	-	-	5	5
Grammar	10%	-	-	-	5	5
Creative Expression	Oral	-	-	-	-	-
	Written	30%	-	5	10	15
Projects	20%	-	-	10	-	10
Total	100%	10	10	10	20	50

7. Question Paper prepared based on the above table:
8. Key of the question paper
9. Academic standard -wise weightage table to prepare Summative Question Paper:

Classes 6 & 7

Academic standards		weightage	Written	Oral	Total
Listening & Speaking		10%	-	10	10
Reading Comprehension		10%	10	-	10
Conventions of Writing		10%	10	-	10
Vocabulary		10%	10	-	10
Grammar		10%	10	-	10
Creative Expression	Oral	10%	-	10	10
	Written	40%	40		40
Projects			-	-	-
Total		100%	80	20	100

Classes : 8 & 9

Academic standards		weightage	Written	Oral	Total
Listening & Speaking		10%	-	10	10
Reading Comprehension		10%	15	-	15
Conventions of Writing		10%	5	-	5
Vocabulary		10%	10	-	10
Grammar		10%	10	-	10
Creative Expression	Oral	10%	-	10	10
	Written	40%	40		40
Projects			-	-	-
Total		100%	80	20	100

10. Summative Question paper prepared based on the above table:

11. Key of the question paper

12. Answer scripts (samples)

13. Recording of Marks

i. Formative Assessment Marks:

ii.

S. No.	Name of the student	Children's Responses (Observation)	Project work	Home work (Note books)	Slip test	Total 50 M	Grade

iii. Summative Assessment Marks:

S. No.	Name of the student	L & S	Rdg. Compr.	Con. Of writing	vocab	Gr.	Creative Expression	Total	%	Grade

14. Final Result

15. Analysis of students Performance (Formative + Summative)

Academic standards	No. of students who scored			
	A Grade	B Grade	C Grade	D Grade I
Listening & Speaking				
Reading Comprehension				
Conventions of Writing				
Vocabulary				
Grammar				
Creative Expression	Oral			
	Written			
Projects				
Total				

16. Graphs

i. Bar Graph & Line graph

Class Interval	Frequency	Median

ii. Pie- Diagram

Class Interval	Frequency	Frequency (in degrees) C.I./ Frequency x 360

పేపర్ 6 (B) (ఐచ్ఛికం) మాతృభాష బోధన

I. యూనిట్ ప్లాన్ - తెలుగు

6,7,8 తరగతులు

I. తరగతి :

II. విషయం :

III. పాఠం పేరు :

IV. అవసరమగు పీరియడ్ల సంఖ్య:

V. పాఠం ద్వారా సాధించాల్సిన సామర్థ్యాలు :

1. వినడం - ఆలోచించి మాట్లాడడం
2. ధారాశంకగా చదవడం - అర్థం చేసుకొని చెప్పడం
3. ఆలోచించి సొంతమాటల్లో రాయడం (స్వీయరచన)
4. పదజాలం
5. సృజనాత్మకత / ప్రశంస
6. భాషను గురించి తెలుసుకుందాం

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాంశము / సామర్థ్యం	బోధనా వ్యూహాలు/ అభ్యసన అనుభవాలు	బోధనాభ్యసన సామాగ్రి	మూల్యాంకనం
1.				
2.				

VI. ఉపాధ్యాయుని సంసిద్ధత, అదనపు సమాచార సేకరణ

VII. ఉపాధ్యాయుని ప్రతిస్పందనలు

పేపర్ 6 (B) (ఐచ్ఛికం) మాతృభాష బోధన

II. పీరియడ్ పథకం

6,7,8 తరగతులు

I. ప్రాథమిక సమాచారము:

II. బోధనాంశము :

III. సాధించాల్సిన సామర్థ్యాలు :

- 1.
- 2.
- 3.
- 4.

IV. పీరియడ్ పథకము - సోపానాలు

పీరియడ్	బోధనాంశం /	బోధనాభ్యసన వ్యూహాలు / అభ్యసన అనుభవాలు		బోధనాభ్యసన సామగ్రి (T.L.M.)	నల్లబిల్లు
		ఉపాధ్యాయుని కృత్యం	విద్యార్థి కృత్యం		
	<p>1. ఉన్ముఖీకరణ అ) పలకరింపు ఆ) పూర్వజ్ఞాన పరిశీలన ఇ) శీర్షికా ప్రకటన</p> <p>2. మాట్లాడించడం</p> <p>3. చదివించడం</p> <p>4. రాయించడం</p> <p>5. నూతనాంశాలు అ) నూతన పద పరిచయం ఆ) వ్యాకరనాంశాలు</p> <p>6. మూల్యాంకనం</p> <p>7. నియోజనం/ ప్రాజెక్టు పనులు</p>			

V. ఉపాధ్యాయుడి ప్రతిస్పందనలు

VI. పరిశీలకుని అభిప్రాయాలు

పేపర్ 6 (B) (ఐచ్ఛికం) మాతృభాష బోధన

III. CCE - Record

విభాగము-1

I. Description part (వివరణాత్మక విభాగము)

A) మూల్యాంకనం

1. పరిచయం
2. మూల్యాంకన రకాలు
3. మూల్యాంకన సాధనాలు
4. ఉత్తమ ప్రశ్నాపత్రం లక్షణాలు

B) మూల్యాంకనం - ఆధునిక పోకడలు : CCE

1. సిసిఇ పరిచయం - భావన - అవగాహన
2. సిసిఇ ఎందుకు?
3. వేటిని మూల్యాంకనం చేయాలి?
4. సిసిఇ ఎలా మూల్యాంకనం చేయాలి?

విధానాలు (FA & SA)

a) F.A. - నిర్వహణ

b) S.A. నిర్వహణ

విభాగము-2

II. పట్టికలు - విశ్లేషణ (Tables - Analysis)

A) నిర్మాణాత్మక మూల్యాంకనం (Formative) (50 M)

B) సంగ్రహణాత్మక మూల్యాంకనం(Summative) (50M)

తరగతి

విషయం

మార్కులు

సమయం

1. పరీక్షించాల్సిన విద్యాప్రమాణాలు (S.A.)
 - అ.
 - ఆ.
 - ఇ.
2. విద్యార్థుల ప్రతిస్పందనలు
 - అ.
 - ఆ.
 - ఇ.
3. పరీక్షించాల్సిన అంశాలు (Sub topics)
 - అ.
 - ఆ.
 - ఇ.
4. విద్యాప్రమాణాల భారత్వం
5. ప్రశ్నాకృతి భారత్వం
5. కఠిన స్థాయి భారత్వం
6. విషయ భారత్వం
7. ప్రారూపిక (Blue Print)
8. ప్రశ్నాపత్రం (Question Paper)
9. ప్రశ్నల వారీ విశ్లేషణ
10. గణన సూచి - గణనస్కీం
11. విద్యార్థుల మార్కుల జాబితా (Students' Marks List)

III. S.A. ఫలితాలకు సాంఖ్యిక శాస్త్ర వివరణ

1. టాలీ మార్కులు (Tally Marks) - పౌనఃపున్య పట్టిక
2. కేంద్రీయ స్థానపు కొలతలు - గణించుట

IV. ముగింపు

పేపర్ 6 (B) (ఐచ్ఛికం) మాతృభాష బోధన

IV. తెలుగు బోధనా - పరిశీలన పత్రము

పాఠశాల పేరు :

I. సాధారణాంశాలు

1. ఛాత్రోపాధ్యాయుని పేరు :
2. క్రమ సంఖ్య :
3. బోధించు తరగతి :
4. విషయం :
5. తేది :
6. పాఠం :
7. పాఠ్యాంశం :
8. మొత్తం విద్యార్థుల సంఖ్య :
9. హాజరైన విద్యార్థుల సంఖ్య :

II. పాఠ్యపథకము పరిశీలన

1. పాఠ్యపథకం సోపానక్రమం రాసిన తీరు :
2. సాధించాల్సిన విద్యాప్రమాణాలు :
3. సమకూర్చుకున్న బోధనాభ్యసన సామగ్రి :
4. సాధించాల్సిన ప్రమాణాలకు ఎన్నుకున్న కృత్యాలు ఎంత వరకు అనుగుణంగా ఉన్నాయి :
5. జట్టు కృత్యాలు / వైయక్తిక కృత్యాలు సిద్ధం చేసిన తీరు :

III. తరగతి నిర్వహణ పరిశీలన

1. ప్రధానంగా చర్చ జరిగిన బోధనాంశం :
2. పాఠ్యాంశంలో గుర్తించిన కీలక పదాలు :
3. కీలక పదాలను బోర్డుపై వ్రాసి వివరించిన విధానం :
4. విద్యాప్రమాణాల వారీగా నిర్వహించిన కృత్యాలు :
క్ర.సం. విద్యాప్రమాణం ఎన్నుకున్న కృత్యం

- 1.
- 2.

5. బోధనా సామగ్రి సరియైన సమయంలో వినియోగించారా?
6. విద్యార్థులు చరుగ్గా పాల్గొన్న కృత్యం :
7. చరుగ్గా పాల్గొనుటకు గల కారణాలు :
8. విద్యార్థులు కృత్యాలు చేస్తున్నప్పుడు ఉపాధ్యాయుడు చేసినపని :
9. విద్యార్థుల వైయక్తిక భేదాలకనుగుణంగా గ్రూపులు విభజించడం జరిగిందా ?
10. విద్యార్థుల వైయక్తిక భేదాలకనుగుణంగా జరిగిన బోధనాభ్యసన తీరు :
11. కృత్యాలు/ చర్చలసారం నల్లబల్లపై రాసిన విధానం :
12. నల్లబల్లపై రాసిన అంశాలు :
13. తరగతి గదిలో విద్యార్థులు చేసిన రాతపనులు :
14. ప్రత్యేక అవసరాలు కలిగిన పిల్లలకు అందించిన సహకారం :
15. మూల్యాంకనం జరిగిన తీరు మరియు అంశాలు :
16. ఇంటిపని /ప్రాజెక్టు /అసైన్మెంట్‌గా ఇవ్వబడిన అంశం :

IV. ఉపాధ్యాయుని మూర్తిమత్తు పరిశీలన

1. వస్త్రధారణ :
2. భాష/ స్పష్టత/ కంఠధ్వని :
3. ఉపాధ్యాయ, విద్యార్థుల పరస్పర సహకారం :
4. తరగతి గది నియంత్రణ :
5. పిల్లల పట్ల ఉపాధ్యాయుని తీరు :

V. గుర్తించిన బలాలు, బలహీనతలు మరియు సూచనలు

- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలాలు

1.
2.
3.

- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలహీనతలు

1.

2.

3.

- బోధనాభ్యసన ప్రక్రియను మరింత విజయవంతంగా నిర్వహించడానికి మీరిచ్చే సూచనలు/సలహాలు

1.

2.

3.

మార్గదర్శక ఉపాధ్యాయుని పేరు

సంతకం

పేరు

బోధించిన ఛాత్రోపాధ్యాయుని

సంతకం

పేరు

పరిశీలకుని

సంతకం

పేరు

గణితం (VI-C)

I. యూనిట్ ప్లాన్

6 నుండి 8 తరగతులు

I. తరగతి :

II. విషయము :

III. పాఠం పేరు :

IV. పీరియడ్ల సంఖ్య :

V. సాధించాల్సిన విద్యా ప్రమాణాలు :

1. సమస్య సాధన
2. కారణాలు - నిరూపనలు
3. వ్యక్తపరచడం
4. అనుసంధానం
5. ప్రాతినిధ్యపరచడం

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాశం / సామర్థ్యం	బోధనాభ్యసన వ్యూహాలు	బోధనాభ్యసన సామగ్రి	మూల్యాంకనం
1వ పీరియడ్				
2వ పీరియడ్				
3వ పీరియడ్				
4వ పీరియడ్				
.....				

VII. ఉపాధ్యాయునిచే సేకరించబడిన అదనపు సమాచారం

VIII. ఉపాధ్యాయుడి ప్రతిస్పందనలు

II. పాఠ్యపథకం

6 నుండి 8 తరగతులు

I. ప్రాథమిక సమాచారము :

1. ఛాత్రోపాధ్యాయుని పేరు :
2. రోల్ నెం. :
3. పాఠశాల :
4. తరగతి :
5. సమయం :
6. తేది :
7. విద్యార్థుల సంఖ్య :
8. హాజరు :
9. విషయం :
10. పాఠం/ యూనిట్ :

II. బోధనాంశము/ పాఠ్యాంశము :

III. సాధించాల్సిన విద్యా ప్రమాణాలు :

- 1.
- 2.
- 3.

IV. ఉపోద్ఘాతం :

1. పిల్లల్ని పలకరించడం :
2. పూర్వజ్ఞాన పరిశీలన :
3. శీర్షికా ప్రకటన :
4. పాఠ్యాంశ ప్రాధాన్యత :

V. బోధనాభ్యసన సామగ్రి (Teaching hearing metrical)

VI. ప్రదర్శన చర్చ (Presentation and Discussion)

1. భావన పరిచయం (నల్లబల్ల వినియోగం)
2. సమస్యాసాధన
3. మాదిరి సమస్య సాధన

VII. పునఃశ్చరణ (Recapitulation)

1. చదవడం
2. చర్చ
3. ప్రశ్నలు

VIII. ఇంటి పని

గమనిక: పాఠ్యాంశాన్ని బోధించే సమయంలో గాని పరిచయం చేసేటప్పుడు గాని పునఃశ్చరణలో భాగంగా గాని విద్యార్థులతో పాఠ్యాంశాన్ని చదివించవచ్చు.

III. CCE - Record

విభాగము-1

I. Description part (వివరణాత్మక విభాగము)

A) మూల్యాంకనం

1. పరిచయం
2. మూల్యాంకన రకాలు
3. మూల్యాంకన సాధనాలు
4. ఉత్తమ ప్రశ్నాపత్రం లక్షణాలు

B) మూల్యాంకనం - ఆధునిక పోకడలు : CCE

1. సిసిఇ పరిచయం - భావన - అవగాహన
2. సిసిఇ ఎందుకు?
3. ఏ ఏ అంశాలను మూల్యాంకనం చేయాలి?
4. సిసిఇ ఎలా మూల్యాంకనం చేయాలి?

విధానాలు (FA & SA)

- a) FA - నిర్వహణ విధానాలు
- b) FA - భారత్వ పట్టికలు

(ఈ భాగంలో నిర్మాణాత్మక మూల్యాంకనం -పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

నిర్మాణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సాధించిన మార్కులు				మొత్తం మార్కులు (50 మా)	గ్రేడు
		పిల్లల ప్రతిస్పందనలు (10 మా)	రాత అంశాలు (10 మా)	ప్రాజెక్టు పనులు (10 మా)	లఘు పరీక్ష (20 మా)		

5. ఎఫ్.ఎ - నిర్వహణ విధానాలు

6. ఎఫ్.ఎ - భారత్వ పట్టికలు

(ఈ భాగంలో సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సామర్థ్యాల వారీగా సాధించిన మార్కులు					మొత్తం మార్కులు (50 మా)	గ్రేడు
		సమస్య సాధన (25 మా)	కారణాలు చెప్పడం, నిరూపణలు చేయడం (10 మా)	వ్యక్తపర్చడం (5 మా)	అనుసంధానం (5 మా)	దృశ్యీకరణ, ప్రాతినిధ్యపర్చడం (5 మా)		

7. ప్రశ్న పత్ర తయారీ విధానం

8. విశ్లేషణ

- చివరి ఫలితం (విద్యార్థుల పేర్లతో)

క్ర. సం.	విద్యార్థి పేరు	నిర్మాణాత్మక మూల్యాంకనం మార్కులు	నిర్మాణాత్మక మూల్యాంకనం గ్రేడు	సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	సంగ్రహణాత్మక మూల్యాంకనం గ్రేడు	నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	చివరి ఫలితం గ్రేడు

- సామర్థ్యాల వారిగా విశ్లేషణ పట్టికలు

- గ్రేడింగ్ పట్టిక

తరగతి	మొత్తం విద్యార్థుల సంఖ్య	A ⁺	A	B ⁺	B	C

- గ్రేడింగ్ విశ్లేషణ - పై పట్టిక ఆధారంగా
- మార్కుల ఆధారంగా పొసఃపున్య పట్టిక తయారీ - విశ్లేషణ

IV. గణిత పాఠ్య బోధన - పరిశీలనా పత్రం

సూచనలు:-

ఛాత్రోపాధ్యాయులు ఆరోజు బోధించే పాఠ్యాంశానికి సంబంధించిన పీరియడ్ పథకాన్ని పరిశీలించండి. దాని ప్రకారం బోధన జరిగింది? లేదా అని పరిశీలించాలి.

పాఠ్య బోధనకు సంబంధించిన సామర్థ్యాల గురించి, ఛాత్రోపాధ్యాయుల బోధనలో గమనించిన బలాలు, బలహీనతలను గుర్తించి తగిన సూచనలు పరిశీలనా పత్రంలో రాయాలి.

మొదటి భాగం:

ఎ. ప్రాథమిక సమాచారం :

1. ఛాత్రోపాధ్యాయుని పేరు:
2. రోల్ నెం.:
3. బోధించే తరగతి :
4. విషయం :
5. పాఠం/యూనిట్ :
6. పాఠ్యాంశం :
7. బోధించే తేదీ :
8. పాఠశాల పేరు :
9. తరగతి మొత్తం విద్యార్థుల సంఖ్య :
10. విద్యార్థుల హాజరు :

బి. పీరియడ్ ప్రణాళిక పరిశీలన :

- సోపానాల క్రమంలో రాశారా?
- పాఠ్యాంశం ద్వారా సాధించవలసిన సామర్థ్యాలను/ విద్యాప్రమాణాలను రాశారా?
- సాధించాల్సిన సామర్థ్యాలకు అనుగుణంగా బోధనాభ్యసన ప్రక్రియలు/ అభ్యసన అనుభవాలను పొందుపరిచారా?

- విద్యార్థుల అభ్యసనను పరిశీలించడానికి రూపొందించిన ప్రశ్నలు, సామర్థాలకు అనుగుణంగా ఉన్నాయా?
- బోధనాభ్యసన సామగ్రి వివరాలను పొందుపరిచారా?

II. రెండవభాగం : ఉపోద్ఘాతం

- విద్యార్థుల పూర్వజ్ఞానాన్ని పరిశీలించిన విధానం
- శీర్షికా ప్రకటన చేసిన విధానం
- పాఠ్యాంశ ప్రాధాన్యత

III. ప్రదర్శన - చర్చ

- భావన/ భావనల పరిచయం చేసిన విధానం
- విషయావగాహనలో భాగంగా, ఆలోచింపజేసే ప్రశ్నలు
- బహుళ సమాధానాలు వచ్చే ప్రశ్నలకు విద్యార్థుల ప్రతిస్పందన
- విద్యార్థులు ప్రశ్నించే విధానం
- జట్టు కృత్యం, వ్యక్తిగత కృత్యాల్లో విద్యార్థులు పాల్గొన్న విధానం
- ఉపాధ్యాయుడు నిర్వహించిన కృత్యాల్లో ఆగమన, నిగమన తార్కికత
- మాదిరి సమస్య సాధనలో విద్యార్థుల భాగస్వామ్యం
- మాదిరి సమస్య సాధనలో విద్యార్థుల కృషి
- వినియోగించిన బోధనాభ్యసన సామగ్రి
- బోధనాభ్యసన సామగ్రి వినియోగంలో విద్యార్థులు పాల్గొన్న తీరు
- నల్లబల్ల వినియోగం
- సామర్థ్యాల సాధనలో అభ్యసన అనుభవాల అనుకూలత
- సామర్థ్యాల ఆధారంగా మూల్యాంకనం చేసిన విధానం

IV. పునశ్చరణ

- నిర్వహించిన అభ్యాసాలు (Exercise) ఏయే సామర్థ్యాల సాధనకు ఉపయోగపడ్డాయి
- పునశ్చరణలో సంబంధిత పాఠ్యాంశాన్ని చదివించిన తీరు

- 80 శాతం విద్యార్థులు చేయగలిగిన సామర్థ్యాలు
- విద్యార్థులు కష్టంగా భావించిన సామర్థ్యాలు
- వెనుకబడిన విద్యార్థులకు కల్పించిన ప్రత్యామ్నాయ బోధనాభ్యసన కృత్యాలు
- విద్యార్థులకు ఇచ్చిన ఇంటిపని

V. గుర్తించిన బలాలు, బలహీనతలు మరియు సూచనలు

- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలాలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలహీనతలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియను మరింత విజయవంతంగా నిర్వహించడానికి మీరిచ్చే సూచనలు/ సలహాలు
 1.
 2.
 3.

మార్గదర్శక ఉపాధ్యాయుని పేరు
సంతకం
పేరు

బోధించిన ఛాత్రోపాధ్యాయుని
సంతకం
పేరు

పరిశీలకుని
సంతకం
పేరు

పరిసరాల విజ్ఞానం (VI-D)

I. పీరియడ్ ప్రణాళిక

I. తరగతి : 6 నుండి 8 తరగతులు

II. విషయము :

III. పాఠం పేరు :

IV. పీరియడ్ల సంఖ్య :

V. సాధించాల్సిన విద్యా ప్రమాణాలు :

1. విషయావగాహన
2. ప్రశ్నించడం పరికల్పనలు చేయడం
3. ప్రయోగాలు/ క్షేత్ర పరిశీలన
4. బొమ్మలు గీయడం - నమూనాలు చేయడం
5. సమాచార నైపుణ్యాలు - ప్రాజెక్టు పనులు
6. ప్రశంస, జీవవైవిధ్యం, నిజ జీవిత వినియోగం

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాశం / భావన	బోధనాభ్యసన వ్యూహాలు	బోధనాభ్యసన సామగ్రి	మూల్యాంకనం
1వ పీరియడ్				
2వ పీరియడ్				
3వ పీరియడ్				
4వ పీరియడ్				
.....				

VII. ఉపాధ్యాయునిచే సేకరించబడిన అదనపు సమాచారం, సంసిద్ధత

VIII. ఉపాధ్యాయుడి ప్రతిస్పందనలు

II. పీరియడ్ పథకం

6 నుండి 8 తరగతులు

I. ప్రాథమిక సమాచారం

1. ఛాత్రోపాధ్యాయుని పేరు :
2. రోల్ నెం. :
3. పాఠశాల :
4. తరగతి :
5. సమయం :
6. తేది :
7. విద్యార్థుల సంఖ్య :
8. హాజరు :
9. విషయం :
10. పాఠం/యూనిట్ :

II. బోధనాంశము / పాఠ్యాంశము :

III. సాధించాల్సిన విద్యా ప్రమాణాలు :

- 1.
- 2.
- 3.

IV. సోపానాలు

సోపానం	బోధన అభ్యసన ప్రక్రియలు/ అనుభవాలు	బోధన అభ్యసన సామగ్రి	నల్లబల్ల పని
I. పరిచయం 1. పలకరింపు 2. మైండ్ మ్యాపింగ్/ శోధనాత్మక ప్రశ్నలు 3. శీర్షికా ప్రకటన II. కఠిన పదాల గుర్తింపు 1. పాఠం చదవడం - కఠిన పదాల గుర్తింపు 2. జట్లలో చర్చించడం 3. వివరణ III. భావనల అవగాహన (కృత్యాల నిర్వహణ - ప్రదర్శన, చర్చ) IV. అభ్యసన మూల్యాంకనం V. ఇంటి పని/ ప్రాజెక్టు పని			

* స్వీయ మూల్యాంకనం :

* పరిశీలకుని అభిప్రాయం :

III. CCE - Record

విభాగము-1

I. Description part (వివరణాత్మక విభాగము)

A) మూల్యాంకనం

1. పరిచయం
2. మూల్యాంకన రకాలు
3. మూల్యాంకన సాధనాలు
4. ఉత్తమ ప్రశ్నాపత్రం లక్షణాలు

B) మూల్యాంకనం - ఆధునిక పోకడలు : CCE

1. సిసిఇ పరిచయం - భావన - అవగాహన
2. సిసిఇ ఎందుకు?
3. ఏ ఏ అంశాలను మూల్యాంకనం చేయాలి?
4. సిసిఇ ఎలా మూల్యాంకనం చేయాలి?

విధానాలు (FA & SA)

నిర్వహణ విధానాలు

(ఈ భాగంలో నిర్మాణాత్మక మూల్యాంకనం -పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

నిర్మాణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సాధించిన మార్కులు				మొత్తం మార్కులు (50 మా)	గ్రేడు
		పిల్లల ప్రతిస్పందనలు (10 మా)	రాత అంశాలు (10 మా)	ప్రాజెక్టు పనులు (10 మా)	లఘు పరీక్ష (20 మా)		

(ఈ భాగంలో సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సామర్థ్యాల వారీగా సాధించిన మార్కులు						మొత్తం మార్కులు (50 మా)	గ్రేడు
		విషయావగాహన (20 మా)	ప్రశ్నించడం పరికల్పనలు చేయడం (10 మా)	ప్రయోగాలు, క్షేత్ర పరిశీలన (5 మా)	బొమ్మలు గీయడం సమూహాలు (5 మా)	సమాచార నైపుణ్యాలు (5 మా)	ప్రశంస జీవ వైవిధ్య నిత్య జీవిత వినియోగం (5 మా)		

5. ప్రశ్న పత్ర తయారీ విధానం - బ్లూ ప్రింట్, విద్యా ప్రమాణాలు, విషయం, ప్రశ్నాకృతి, కఠినస్థాయి భారత్వాలు

6. విశ్లేషణ

- చివరి ఫలితం (విద్యార్థుల పేర్లతో)

క్ర. సం.	విద్యార్థి పేరు	నిర్మాణాత్మక మూల్యాంకనం మార్కులు	నిర్మాణాత్మక మూల్యాంకనం గ్రేడు	సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	సంగ్రహణాత్మక మూల్యాంకనం గ్రేడు	నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	చివరి ఫలితం గ్రేడు

- సామర్థ్యాల వారిగా విశ్లేషణ పట్టికలు

- గ్రేడింగ్ పట్టిక

తరగతి	మొత్తం విద్యార్థుల సంఖ్య	A ⁺	A	B ⁺	B	C

- గ్రేడింగ్ విశ్లేషణ - పై పట్టిక ఆధారంగా

- మార్కుల ఆధారంగా పౌనఃపున్య పట్టిక తయారీ - విశ్లేషణ

IV. పరిసరాల విజ్ఞానం - పాఠ్య బోధన - పరిశీలనా పత్రం

సూచనలు:-

ఛాత్రోపాధ్యాయులు, తమ తోటి ఛాత్రోపాధ్యాయులు ఆరోజు బోధించే పాఠ్యాంశానికి సంబంధించిన పీరియడ్ పథకాన్ని పరిశీలించాలి. పథక రచన బోధనను పరిశీలించి, పరిశీలన పత్రంలో వివరంగా నమోదు చేయాలి.

మొదటి భాగం:

ఎ. ప్రాథమిక సమాచారం :

1. ఛాత్రోపాధ్యాయుని పేరు:
2. రోల్ నెం.:
3. బోధించే తరగతి :
4. విషయం :
5. పాఠం/యూనిట్ :
6. పాఠ్యాంశం :
7. బోధించే తేది :
8. పాఠశాల పేరు :
9. తరగతి మొత్తం విద్యార్థుల సంఖ్య :
10. విద్యార్థుల హాజరు :

బి. పీరియడ్ ప్రణాళిక పరిశీలన :

- సోపానాలు సరియైన క్రమంలో ఉన్నాయా?
- పాఠ్యాంశం ద్వారా సాధించవలసిన సామర్థ్యాలను/ విద్యాప్రమాణాలను పొందు పరచారా?
- సాధించాల్సిన సామర్థ్యాలకు అనుగుణంగా బోధనాభ్యసన ప్రక్రియలు/ అభ్యసన అనుభవాలను పొందుపరిచారా?

- విద్యార్థుల అభ్యసనను పరిశీలించడానికి రూపొందించిన ప్రశ్నలు, సామర్థాలకు అనుగుణంగా ఉన్నాయా?
- బోధనాభ్యసన సామగ్రి వివరాలను పొందుపరిచారా?

II. రెండవభాగం : ఉపోద్ఘాతం

- విద్యార్థుల పూర్వజ్ఞానాన్ని పరిశీలించిన విధానం (ప్రశ్నించడం/ కృత్యాలు)
- శీర్షికా ప్రకటన చేసిన విధానం
- పాఠ్యాంశ ప్రాధాన్యత

III. ప్రదర్శన - చర్చ

- భావన/ భావనల పరిచయం చేసిన విధానం
- విషయావగాహనలో భాగంగా, ఆలోచింపజేసే ప్రశ్నలు
- బహుళ సమాధానాలు వచ్చే ప్రశ్నలకు విద్యార్థుల ప్రతిస్పందన
- విద్యార్థులు ప్రశ్నించే విధానం
- జట్టు కృత్యం, వ్యక్తిగత కృత్యాల్లో విద్యార్థులు పాల్గొన్న విధానం
- ఉపాధ్యాయుడు నిర్వహించిన కృత్యాల్లో పరిసరాలు/ వనరుల వినియోగం
- ప్రయోగ నిర్వహణలో విద్యార్థుల భాగస్వామ్యం
- ప్రయోగాల వనరుల సమీకరణలో విద్యార్థుల కృషి
- వినియోగించిన బోధనాభ్యసన సామగ్రి
- బోధనాభ్యసన సామగ్రి వినియోగంలో విద్యార్థులు పాల్గొన్న తీరు
- నల్లబల్ల వినియోగం
- సామర్థ్యాల సాధనలో అభ్యసన అనుభవాల అనుకూలత
- సామర్థ్యాల ఆధారంగా మూల్యాంకనం చేసిన విధానం

IV. పునశ్చరణ

- నిర్వహించిన అభ్యాసాలు (Exercise) ఏయే సామర్థ్యాల సాధనకు ఉపయోగపడ్డాయి
- పునశ్చరణలో సంబంధిత పాఠ్యాంశాన్ని చదివించిన తీరు

- 80 శాతం విద్యార్థులు చేయగలిగిన సామర్థ్యాలు
- విద్యార్థులు కష్టంగా భావించిన సామర్థ్యాలు
- వెనుకబడిన విద్యార్థులకు కల్పించిన ప్రత్యామ్నాయ బోధనాభ్యసన కృత్యాలు
- విద్యార్థులకు ఇచ్చిన ఇంటిపని

V. గుర్తించిన బలాలు, బలహీనతలు మరియు సూచనలు

- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలాలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలహీనతలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియను మరింత విజయవంతంగా నిర్వహించడానికి మీరిచ్చే సూచనలు/ సలహాలు
 1.
 2.
 3.

మార్గదర్శక ఉపాధ్యాయుని పేరు
సంతకం
పేరు

బోధించిన ఛాత్రోపాధ్యాయుని
సంతకం
పేరు

పరిశీలకుని
సంతకం
పేరు

సాంఘిక శాస్త్రం (VI-E)

I. యూనిట్ ప్లాన్

6 నుండి 8 తరగతులు

I. తరగతి :

II. విషయము :

III. పాఠం పేరు :

IV. పీరియడ్ల సంఖ్య :

V. సాధించాల్సిన విద్యా ప్రమాణాలు :

1. సమస్య సాధన
2. కారణాలు - నిరూపనలు
3. వ్యక్తపరచడం
4. అనుసంధానం
5. ప్రాతినిధ్యపరచడం

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాశం / సామర్థ్యం	బోధనాభ్యసన వ్యూహాలు	బోధనాభ్యసన సామగ్రి	మూల్యాంకనం
1వ పీరియడ్				
2వ పీరియడ్				
3వ పీరియడ్				
4వ పీరియడ్				
.....				

VII. ఉపాధ్యాయునిచే సేకరించబడిన అదనపు సమాచారం

VIII. ఉపాధ్యాయుడి ప్రతిస్పందనలు

II. పాఠ్యపథకం

6 నుండి 8 తరగతులు

I. ప్రాథమిక సమాచారము :

1. ఛాత్రోపాధ్యాయుని పేరు :
2. రోల్ నెం. :
3. పాఠశాల :
4. తరగతి :
5. సమయం :
6. తేది :
7. విద్యార్థుల సంఖ్య :
8. హాజరు :
9. విషయం :
10. పాఠం/ యూనిట్ :

II. బోధనాంశము/ పాఠ్యాంశము :

III. సాధించాల్సిన విద్యా ప్రమాణాలు :

- 1.
- 2.
- 3.

IV. ఉపోద్ఘాతం :

1. పిల్లల్ని పలకరించడం :
2. పూర్వజ్ఞాన పరిశీలన :
3. శీర్షికా ప్రకటన :
4. పాఠ్యాంశ ప్రాధాన్యత :

V. బోధనాభ్యసన సామగ్రి (Teaching hearing metrical)

VI. ప్రదర్శన చర్చ (Presentation and Discussion)

1. భావన పరిచయం (నల్లబల్ల వినియోగం)
2. సమస్యాసాధన
3. మాదిరి సమస్య సాధన

VII. పునఃశ్చరణ (Recapitulation)

1. చదవడం
2. చర్చ
3. ప్రశ్నలు

VIII. ఇంటి పని

గమనిక: పాఠ్యాంశాన్ని బోధించే సమయంలో గాని పరిచయం చేసేటప్పుడు గాని పునఃశ్చరణలో భాగంగా గాని విద్యార్థులతో పాఠ్యాంశాన్ని చదివించవచ్చు.

III. CCE - Record

విభాగము-1

I. Description part (వివరణాత్మక విభాగము)

A) మూల్యాంకనం

1. పరిచయం
2. మూల్యాంకన రకాలు
3. మూల్యాంకన సాధనాలు
4. ఉత్తమ ప్రశ్నాపత్రం లక్షణాలు

B) మూల్యాంకనం - ఆధునిక పోకడలు : CCE

1. సిసిఇ పరిచయం - భావన - అవగాహన
2. సిసిఇ ఎందుకు?
3. ఏ ఏ అంశాలను మూల్యాంకనం చేయాలి?
4. సిసిఇ ఎలా మూల్యాంకనం చేయాలి?

విధానాలు (FA & SA)

- a) FA - నిర్వహణ విధానాలు
- b) FA - భారత్వ పట్టికలు

(ఈ భాగంలో నిర్మాణాత్మక మూల్యాంకనం -పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

నిర్మాణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సాధించిన మార్కులు				మొత్తం మార్కులు (50 మా)	గ్రేడు
		పిల్లల ప్రతిస్పందనలు (10 మా)	రాత అంశాలు (10 మా)	ప్రాజెక్టు పనులు (10 మా)	లఘు పరీక్ష (20 మా)		

5. ఎఫ్.ఎ - నిర్వహణ విధానాలు

6. ఎఫ్.ఎ - భారత్వ పట్టికలు

(ఈ భాగంలో సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సామర్థ్యాల వారీగా సాధించిన మార్కులు						మొత్తం మార్కులు (50 మా)	గ్రేడు
		విషయావగాహన (10 మా)	పాఠ్యాంశాన్ని అర్థం చేసుకొని వ్యాఖ్యానించడం (08 మా)	సమాచార నైపుణ్యం (08 మా)	సమకాలీన అంశాలపై ప్రతిస్పందన ప్రశ్నించడం (08 మా)	పట నైపుణ్యం (08 మా)	ప్రశంస సున్నితత్వం (08 మా)		

7. ప్రశ్న పత్ర తయారీ విధానం

8. విశ్లేషణ

- చివరి ఫలితం (విద్యార్థుల పేర్లతో)

క్ర. సం.	విద్యార్థి పేరు	నిర్మాణాత్మక మూల్యాంకనం మార్కులు	నిర్మాణాత్మక మూల్యాంకనం గ్రేడు	సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	సంగ్రహణాత్మక మూల్యాంకనం గ్రేడు	నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	చివరి ఫలితం గ్రేడు

- సామర్థ్యాల వారిగా విశ్లేషణ పట్టికలు

- గ్రేడింగ్ పట్టిక

తరగతి	మొత్తం విద్యార్థుల సంఖ్య	A+	A	B+	B	C

- గ్రేడింగ్ విశ్లేషణ - పై పట్టిక ఆధారంగా

- మార్కుల ఆధారంగా పొసఃపున్య పట్టిక తయారీ - విశ్లేషణ

IV. సాంఘిక శాస్త్ర బోధన - పరిశీలనా పత్రం

సూచనలు:-

ఛాత్రోపాధ్యాయులు ఆరోజు బోధించే పాఠ్యాంశానికి సంబంధించిన పీరియడ్ పథకాన్ని పరిశీలించండి. దాని ప్రకారం బోధన జరిగింది? లేదా అని పరిశీలించాలి.

పాఠ్య బోధనకు సంబంధించిన సామర్థ్యాల గురించి, ఛాత్రోపాధ్యాయుల బోధనలో గమనించిన బలాలు, బలహీనతలను గుర్తించి తగిన సూచనలు పరిశీలనా పత్రంలో రాయాలి.

మొదటి భాగం:

ఎ. ప్రాథమిక సమాచారం :

1. ఛాత్రోపాధ్యాయుని పేరు:
2. రోల్ నెం.:
3. బోధించే తరగతి :
4. విషయం :
5. పాఠం/యూనిట్ :
6. పాఠ్యాంశం :
7. బోధించే తేది :
8. పాఠశాల పేరు :
9. తరగతి మొత్తం విద్యార్థుల సంఖ్య :
10. విద్యార్థుల హాజరు :

బి. పీరియడ్ ప్రణాళిక పరిశీలన :

- సోపానాల క్రమంలో రాశారా?
- పాఠ్యాంశం ద్వారా సాధించవలసిన సామర్థ్యాలను/ విద్యాప్రమాణాలను రాశారా?
- సాధించాల్సిన సామర్థ్యాలకు అనుగుణంగా బోధనాభ్యసన ప్రక్రియలు/ అభ్యసన అనుభవాలను పొందుపరిచారా?

- విద్యార్థుల అభ్యసనను పరిశీలించడానికి రూపొందించిన ప్రశ్నలు, సామర్థాలకు అనుగుణంగా ఉన్నాయా?
- బోధనాభ్యసన సామగ్రి వివరాలను పొందుపరిచారా?

II. రెండవభాగం : ఉపోద్ఘాతం

- విద్యార్థుల పూర్వజ్ఞానాన్ని పరిశీలించిన విధానం
- శీర్షికా ప్రకటన చేసిన విధానం
- పాఠ్యాంశ ప్రాధాన్యత

III. ప్రదర్శన - చర్చ

- భావన/ భావనల పరిచయం చేసిన విధానం
- విషయావగాహనలో భాగంగా, ఆలోచింపజేసే ప్రశ్నలు
- బహుళ సమాధానాలు వచ్చే ప్రశ్నలకు విద్యార్థుల ప్రతిస్పందన
- విద్యార్థులు ప్రశ్నించే విధానం
- విద్యార్థుల్లో సమాచార నైపుణ్యం
- బోధనాభ్యసన కృత్యాల్లో విద్యార్థుల భాగస్వామ్యం
- సమకాలీన అంశాలపై విద్యార్థుల ప్రతిస్పందన
- విద్యార్థుల్లో పటనైపుణ్యం పెంపుదల
- పాఠ్యాంశంలో చర్చ సందర్భంగా విద్యార్థుల ప్రశంస
- వినియోగించిన బోధనాభ్యసన సామగ్రి
- బోధనాభ్యసన సామగ్రి వినియోగంలో విద్యార్థులు పాల్గొన్న తీరు
- నల్లబల్ల వినియోగం
- సామర్థ్యాల సాధనలో అభ్యసన అనుభవాల అనుకూలత
- సామర్థ్యాల ఆధారంగా మూల్యాంకనం చేసిన విధానం

IV. పునశ్చరణ

- నిర్వహించిన అభ్యాసాలు (Exercise) ఏయే సామర్థ్యాల సాధనకు ఉపయోగపడ్డాయి
- పునశ్చరణలో సంబంధిత పాఠ్యాంశాన్ని చదివించిన తీరు

- 80 శాతం విద్యార్థులు చేయగలిగిన సామర్థ్యాలు
- విద్యార్థులు కష్టంగా భావించిన సామర్థ్యాలు
- వెనుకబడిన విద్యార్థులకు కల్పించిన ప్రత్యామ్నాయ బోధనాభ్యసన కృత్యాలు
- విద్యార్థులకు ఇచ్చిన ఇంటిపని

V. గుర్తించిన బలాలు, బలహీనతలు మరియు సూచనలు

- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలాలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలహీనతలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియను మరింత విజయవంతంగా నిర్వహించడానికి మీరిచ్చే సూచనలు/ సలహాలు
 1.
 2.
 3.

మార్గదర్శక ఉపాధ్యాయుని పేరు
సంతకం
పేరు

బోధించిన ఛాత్రోపాధ్యాయుని
సంతకం
పేరు

పరిశీలకుని
సంతకం
పేరు

VIII. RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) Act , 2009

INTRODUCTION

The framers of the Constitution in their wisdom chose to include education in the Directive Principles of State Policy and not in the section on fundamental rights and correspondingly **Article 45** stated that: “The State shall *endeavour* to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” However education remained a neglected area of state policy with universalization of elementary education continuing to be a distant goal. Efforts from educationists, academics and civil society groups that focused on a rights based approach finally yielded results in **2002**, when **the 86th Constitutional Amendment** was passed by Parliament and Article 21A, which makes right to education a fundamental right, was included in the Constitution. In so doing it put the Right to Education on par with the Right to Life stated in Article 21. **Article 21 A** states: “the state shall provide free and compulsory education to all children of the age of 6 to 14 years as the state may, by law determine”.

Following from this a **Right to Free and Compulsory Education Act (RTE)** was drafted and passed in Parliament on **August 27, 2009 (notified on February 16, 2010 to come into effect from April 1, 2010)**.

MAIN FEATURES OF THE ACT:

1. Makes Elementary Education Free
2. Makes Elementary Education Compulsory for the State to provide
3. Mandates education of children along their peer age group (“age-appropriate”); provides for “special training” to facilitate age appropriate education
4. Sets quality norms for all schools
5. Sets qualification and working norms for Teachers in all schools
6. Mandates curriculum in all schools to be in consonance with Constitutional Values
7. Mandates a system of evaluation that is free of the oppression of annual exams

8. Enhances role of PRIs in implementation as well as grievance redressal.
9. Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community
10. Democratizes education delivery in the country by mandating 25% reservation for children from weaker sections in private schools.
11. Protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.
12. Separates agency for implementation of Act (Education Department) from agency charged with monitoring the implementation of the Act (NCPCR)

1. **Free Elementary Education for ALL children in age group 6-14 years in a neighbourhood** school.

What does “free” mean?

According to the Act, no financial constraints can “prevent” a child from a **enrolling, attending** and **completing** elementary education. In other words, if a child lives in a remote area, providing free transportation (or a residential facility or some other facility) will be part of the child’s entitlement to education; if a child is disabled and needs crutches to walk to school then crutches, or some other facility that enables him to go to school will be part of his entitlement under the Act.

What is elementary education?

Elementary education is 8 years of education corresponding to classes 1-8. This in most cases includes children between 6-14 years, but in states that start at 5 years and go up to class7, RTE would still extend to class 8.

What is a neighbourhood school?

The neighbourhood has been given a wide definition in the Model Rules of the Act. Ordinarily it is 1 km walking distance from the habitation of a child at the primary level and 3 km for upper primary level. However, in areas with sparse populations, or those prone to natural disasters or with difficult terrain or civil unrest, this limitation may be changed and transportation or residential facilities provided to children so that their education is not interrupted or disrupted.

2. **Compulsory Elementary Education.** The word compulsory has implications for the government alone. In other words while it is the DUTY of the parent to send their children to school (Article 15k) it is the OBLIGATION of the government to ensure not just enrolment but attendance and completion of elementary education. This implies that the government

- a. Must identify all children that are out of school or dropped out
- b. Make sure that they are enrolled in school
- c. Make sure they attend school on a regular basis
- d. Make sure they complete the elementary cycle of education.
- e. If parents are reluctant to send their children it is the responsibility of the government to find a way of convincing the parents, without use of force/ violence/pressure to send their children to school.

3. **Age Appropriate Education.**

- a. This means that children will be enrolled in the class that corresponds to their age. In other words, if a 10 year old has not been to school or dropped out earlier, she will be enrolled in class 5.
- b. To enable the 10 year to cope in class 5 “special training” will be provided on the premises to bring the child up to the age appropriate level.

4. **Quality Norms for ALL schools.** The Act lays out some basic norms for all schools (government and private):

- a. Pupil- Teacher Ratio (cannot exceed 1:30)
- b. Minimum days of school functioning in a year (200 and 250 for primary and Upper Primary, respectively)
- c. Minimum hours of instruction in school (4 and 5 hours a day for primary and UP)
- d. Minimum working hours for the teacher (45 hours a week)
- e. Separate subject teachers and head-teacher
- f. One room for every teacher
- g. Separate and functional toilets; clean and adequate drinking water
- h. Playground, boundary wall, library, kitchen

5. **Qualifications for Teachers.**

- a. Para Teachers banned
- b. All teachers must subscribe to minimum qualifications and training norms laid out by Academic Authority within 5 years.
- c. Teacher education and Teacher training institutes to be upgraded to enable fulfillment of quality and qualification norms for teachers.

6. Curriculum in line with Constitution.

- a. This means that curriculum, syllabus and books must conform to Constitutional values. It implies that communal and harmful agendas cannot be part of the materials used and taught in ANY school of the country.
- b. Syllabus and Books must also take into account age and learning levels of children

7. Evaluation system to be based on principle of Continuous and Comprehensive Evaluation (CCE).

- a. No failure till completion of elementary cycle
- b. Evaluation to be done throughout the year and not be based on an annual exam.
- c. Teachers to maintain PUPIL CUMMULATIVE RECORD (PCR) for every child.
- d. Evaluation to be on “comprehensive” performance of child, reflecting all facets, talents of the child and not be based on just a few subject areas. The PCR to include music, theatre, leadership skills, social skills etc., as well.

8. Role of Panchayati Raj Institutions:

- a. The PRIs have been given a wide range of functions related to the implementation of the provisions of the RTE, such as identification of out of school children; neighbourhood-wise school mapping; maintenance of child records (child-tracking) public display of information; education of children from migrant families; participation in School Management Committees (SMCs)
- b. PRIs have also been made responsible for grievance redressal in matters related to violations of the rights of the child under RTE.

9. Participation of Civil Society

- a. School Management Committees consisting largely of parents (75%) and of PRIs officials and civil society partners have been given a wide range of functions under the Act, including the preparation of the School Development Plan
- b. Teachers have been made accountable to the SMCs.

10. Reservation in Private Schools

- a. All private schools are required to admit in their incoming class 25% children from weaker sections and socially disadvantaged groups from their neighbourhood.
- b. Limits of definition to be extended if 25% seats are not being filled within the standard limits of neighbourhood.

- c. Private schools to be reimbursed for these children by the government at the rate of per learner costs of government schools in the state.

11. Separation of Implementation and Monitoring Agency.

- a. Implementation responsibilities lie with the education departments in conjunction with the PRIs
- b. Monitoring role has been given to the National Commission for Protection of Child Rights (NCPCR) and the corresponding State Commissions.
- c. This separation is very important and a first in the history of such legislations and allows for independent monitoring of the implementation of the Act.
- d. NCPCR/ SCPCR have quasi-judicial powers and can function as a civil court. Complaints and grievances can be addressed to them as well.

IX. OBJECTIVES & INTERVENTIONS OF SARVA SHIKSHA ABHIYAN & RMSA

Sarva Shiksha Abhiyan (SSA)

1) Objectives :

- ★ All children in school, Education Guarantee Centre, Alternative School, Back-to-School camp by 2005.
- ★ All children complete Five Years of Primary schooling by 2007.
- ★ All children complete eight years of elementary schooling by 2010.
- ★ Focus on elementary education of satisfactory quality with emphasis on education for life.
- ★ Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010 and
- ★ Universal retention by 2010.

2) Interventions :

1. Opening of new Primary Schools.
2. Upgrading EGS / ALS into Primary Schools.
3. Upgrading Primary Schools into Upper Primary Schools.
4. Regular Teachers to New Primary & Upper Primary Schools.
5. Additional Teachers to existing Primary & Upper Primary Schools.
6. Civil Works – Construction of School Buildings, Additional Classrooms, MRC Buildings, Rooms for School complexes, provision of Compound walls, Toilets, Electrification & drinking water facilities.
7. Strengthening of Mandal Resource Centres and School Complexes.
8. Maintenance grant to Schools under Government and Local Bodies with own buildings.
9. Grants – School Grants & Teacher Grants
10. Teaching Learning Equipment to New Primary & upgraded Upper Primary Schools.

11. Training of Teachers.
12. Innovations – Girls Education, Early Childhood Education, Education of SC & STs, educationally disadvantaged minorities urban deprived children and Computer Education in UP Schools.
13. Research, Evaluation, Supervision & Monitoring.
14. Provision for Children with Special Needs.
15. Training of Community Leaders.
16. Interventions for Out of School Children.
17. Implementation of activities under National Programme for Education of Girls at Elementary Level (NPEGEL).
18. Operationalization of Kasturba Gandhi Baalika Vidyalayas (KGBVs) for the education of Girls belonging to SC, ST, BC, Minority and other marginalized groups.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Vision

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18years. With this vision in mind, the following is to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 Kms for secondary schools and 7-10 Kms for higher secondary schools;
- Ensure universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020; and
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

Goals and Objectives

The prime goal is universalisation of secondary education. In order to meet the challenge of universalisation of secondary education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are: universal access, equality and social justice, relevance and development and structural and curricular aspects. Universalisation of secondary education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools including unaided private schools will also contribute towards universalisation of secondary education by ensuring adequate enrolments for the children from under privileged society and the children of below poverty line (BPL) families. The goals translate into the following main objectives.

- i) To ensure that all secondary schools have physical facilities, staff and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;

- ii) To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms), efficient and safe transport arrangements/ residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas;

- iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers;

- iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning;

- v) To ensure that all students pursuing secondary education receive education of good quality; and

- vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

X. RIGHT TO INFORMATION ACT, 2005

The Government of Andhra Pradesh, vide orders issued in G.O.Ms.No. 504, GA (I&PR-II) Dept., dated 12-11-2005 have constituted the Andhra Pradesh Information Commission under The Right to Information Act, 2005 (Central Act 22 of 2005) to exercise the powers conferred on and to perform functions assigned to it under the said Act.

Salient Features of Right to Information Act, 2005

- To promote transparency and accountability of every Public Authority.
- To enhance effective functioning of the Government
- Optimum utilization of limited fiscal resources.
- Preservation and confidentiality of sensitive information.

Concept

- To provide for setting out the practical regime of right to information for citizens.
- To secure access to information under the control of the public authorities.
- To promote transparency and accountability in the working of every public authority.

RTI Act – Key Definitions:

“Information” means

Any material in any form, including records, documents, memos, e-mails, opinions, advices, press releases, circulars, orders, logbooks, contracts, reports, papers, samples, models, data material held in any electronic form and information relating to any private body which can be accessed by a public authority under any other law for the time being in force.

“Record” includes

- a) any document, manuscript and file;
- b) any microfilm, microfiche and facsimile copy of a document;
- c) any reproduction of image or images embodied in such microfilm (whether enlarged or not) and
- d) any other material produced by a computer or any other device;

“Public authority” means

Any authority or body or institution of self-government established or constituted:

- a. by or under the Constitution;

- b. by any other law made by Parliament;
- c. by any other law made by State Legislature;
- d. by notification issued or order made by the appropriate government and includes any:
 - i. body owned, controlled or substantially financed,
 - ii non-Government organization substantially financed, directly or indirectly by funds provided by the appropriate Government.

“Right to information” means

The right to information accessible under this Act which is held by or under the control of any public authority and includes the right to:-

- i) inspection of work, documents, records;
- ii) taking notes, extracts or certified copies of documents or records;
- iii) taking certified samples of material;
- obtaining information in the form of diskettes, floppies, tapes, video cassettes or in any other electronic mode or through printouts where such information is stored in a computer or in any other device;

Application fee to Accompany request for obtaining information as prescribed in G.O.Ms. No.454 GA(I&PR-II) dated 13-10-2005.

A request for obtaining information under sub-section (1) of section 6 shall be accompanied by an application fee by way of cash or by demand draft or by bankers Cheque payable to the Accounts Officer or any other duly authorized officer of the Public Authority, against proper receipt, at the following rates:-

- a) in respect of public authorities at the village level no fee;
- b) in respect of public authorities at mandal level Rs 5/- per application;
- c) in respect of public authorities other than those covered above Rs. 10/- per application.

The head of account for remittance of fee as per GOMs.No. 530 GA(I & PR II) dated 29th November 2005:

“0070-Other Administrative Services-60-Other Services-MH 800 Other Receipts- SH (25) Receipts under Right to Information Act 2005-001 Receipts under Right to Information Act 2005”

Fee to be charged for providing information- As per GOMs.No.454 GA(I & PR-II) and GOMs. No. GA (I & PR-II) dated 13th October 2005 and GOMs No. 545 GA(I & PR II) Dept. dated 12th December 2005.

For providing information under sub-section (1) or sub-section (5) of Section 7, a fee shall be charged, by way of cash or demand draft or bankers Cheque, payable to the Accounts Officer or any other duly authorized officer of the Public Authority, against proper receipt, at the following rates:-

A) Priced Material: Publications, printed matter, text, maps, plans, floppies, CDs, samples, models or material in any other form, which are priced, the sale price thereof;

B) Other than priced material:

- i) Material in printed or text form (in A4 or A3 sizes paper) Rs. 2/- per each page per copy;
- ii) Material in printed or text form in larger than A4 or A3 size paper actual cost thereof;
- iii) Maps and Plans – actual cost thereof;
- iv) Information in Electronic format viz., Floppy, CD or DVD:
 - a) rupees fifty for Floppy of 1.44 MB
 - b) rupees one hundred for CD of 700 MB; and
 - c) rupees two hundred for CD (DVD).
- v) Samples and Models – actual cost thereof;
- vi) Inspection of records-no fee for the first hour; and a fee of Rupees Five for each subsequent hour (or fraction thereof).

Material to be sent by post-the actual postal charges in addition to the charge payable as per these rules.

For detailed information about the Act, it can be downloaded from www.apic.gov.in