



Diploma in Elementary Education
SEMESTER SYSTEM

ALMANAC - 2020-2022



**State Council of Educational
Research and Training**

ALMANAC
for
D.El.Ed., Course (2020-2022)
(Semester System)

**DIETs and Elementary Teacher Education
Institutions
in
Andhra Pradesh**



Government of Andhra Pradesh
Department of School Education
SCERT, A.P., Amaravati

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ఉపాధ్యాయ ప్రతిజ్ఞ

“సత్ర్పవర్తన 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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CHAPTER – 1

INTRODUCTION TO THE COURSE

1.1 INTRODUCTION

The Diploma in Elementary Education (D.El.Ed.) programme is a 2-year teacher training programme with four semesters intended to train teachers for elementary stage of education, that is, from classes 1 to 8. It is a skill oriented programme based on theory and a lot of practice. Thus, the course consists of two major components: Theory and Practicum. The syllabus of the course includes Foundation Papers, Pedagogical Papers, Value added Co-Curricular Papers along with Self-Development Papers. School Experience Programme, Teaching Practice and Internship, Assignments, Seminars, Workshops, and Projects, etc. are integral part of the curriculum.

The student teachers are required to study 28 papers in the entire course, out of which 20 papers carry both internal and external evaluation. The other 08 papers are planned only for internal evaluation as they focus more practical aspects (practice oriented). The external assessment is based on the student-teacher's achievement in the semester-end examinations on the theoretical component, and the internal assessment is based on the student-teacher's performance in the practicum component. Projects/assignments, teaching practice and internship and other components in the practicum are designed to improve the professional skills of student-teachers and are assessed internally by the faculty under the guidance and supervision of the institution.

The main aim of the teacher training programme is to prepare reflective practitioners on 'why' and 'how' of the educational policies. Hence, student teachers are able to reflect critically on their teaching practices to improve further. They will be able to understand that teaching is embedded in the social context of learners. Besides, they will also be thorough with the subject matter that they are teaching. The student teachers will be acquainted with the modes of inquiry and epistemological frameworks of their subjects and familiarize themselves with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of their learners in diverse and plural settings of elementary classrooms.

1.2 COURSE OBJECTIVES

Broad Aim of the Course: To create future teachers with commitment, competencies, professional skills and values capable of building a humane, healthy and learning society.

The Course is designed with following objectives which help to achieve the broad aim of the course.

To equip the student-teachers with . . .

- The knowledge of aims and perspectives of elementary education including pre-school education.
- Necessary professional skills especially in handling classes in multi-grade and multi-level setting.
- Good and healthy attitudes to promote integrated development among children.
- The knowledge of diversity in culture, region, religion, caste, language prevailing in the society to promote secular, democratic and socialistic society in scientific manner.
- The skills of attending to the societal needs.
- The knowledge of factors which influence education, growth and development of emerging Indian Society.
- The necessary knowledge and skills for ensuring quality 'Education for All'.
- Managerial and planning skills needed for effective management of classroom and school.
- The knowledge of conduct of empirical child study in order to identify and promote Child's innate abilities, interests, needs and urges.
- The knowledge of learner centered, competency based teaching-learning strategies to help the child to construct knowledge.
- Necessary inputs relating to ICT, Art Education, Work Experience, Health and Physical Education.
- Necessary skills to teach and assess (CCE) curricular areas like Languages, Mathematics, General Science and Social Studies etc.
- The competencies to deliver lessons in the classroom using Educational Technology (Information and Communication Technology).
- The knowledge of the objectives envisaged in National Curriculum Framework- 2005 and State Curriculum Frame Work for school education for effective classroom transaction.
- The Knowledge of Right to Information Act 2005 and Right to Education Act 2009.

- The knowledge of objectives and interventions of Central and State Government programmes / Schemes / Projects like Rajiv Vidya Mission (SSA) / KGBVs / MDM / RMSA / Model Schools / Open Schoolsetc.
- The concept and importance of Inclusive Education.
- The Knowledge and importance of inculcation of Life skills and values

1.3 DAILY CLASS TIMETABLE

9.45 A.M.	First Bell
9.50 A.M.	Second Bell (Assembly commences)
9.50 to 10.00 AM	Assembly Prayer - "Vandemataram" "Maa Telugu Talliki" Pledge and Teachers' Pledge: <ul style="list-style-type: none"> • Monday & Tuesday: Telugu • Wednesday & Thursday: English • Friday & Saturday: Hindi/Urdu Important news headlines of the Day. Thought for the day. Message by Principal/ Lecturers/ Guest National Anthem
10.00 to 10.55 AM	1st Period
11.55 to 11.50 - Noon	2nd Period
11.50 to 12.05 PM	Small recess
12.05 to 1.00 PM	3rd Period
1.00 to 1.45 PM	Lunch
1.45 to 2.40 PM	4th Period
2.40 to 3.35 PM	5th Period
3.35 to 3.50 PM	Small recess
3.50 to 4.45 PM	6th Period

Note:

- 1) *These timings are in accordance with NCTE guidelines. The institution shall work for a minimum of 36 hours in a week.*
- 2) *If the above timings are inconvenient to any Elementary Teacher Education Institutions due to local reasons, they may submit proposals for change of timings to the Commissioner of School Education duly explaining the reasons for such alterations. Till revised orders are issued by C&DSE, the specified timings above alone may be followed.*

- 3) *Single sessions may be conducted in DIETs also from 15th March and during summer on par with schools, since the programmes and activities such as Teaching Practice and internship are linked with school timetable.*

1.4 HOLIDAYS

The Institution shall have the following holidays

- a) All Public Holidays declared by the Government of Andhra Pradesh.
- b) Five Optional holidays – these holidays should be individual-based. But, the Institution should not be closed on optional holidays.
- c) Three discretionary holidays (Local holidays) identified by the Institution in consultation with Staff & Students.
- d) **1st Term, 2nd Term and Summer Holidays are to be followed/observed as per the school academic calendar.**

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

CHAPTER – 2

GUIDELINES FOR TRANSACTING VARIOUS ACTIVITIES/ COMPONENTS in D. El. Ed Course

In this chapter, a detailed procedure and guidelines for conducting various activities components in the D.El.Ed course have been outlined for the guidance of the Teacher Educators.

2.1 GENERALINSTRUCTIONS

- 1) The D. El. Ed. course is a 2-year academic programme with four semesters. However, the students may be permitted to complete the course within 3 academic years from the date of admission in to thecourse.
- 2) TheStudentteacher/smaynormallybepromotedtothenextconsecutivesemester/s irrespective of their result at the semester-endexamination.
- 3) A minimum of 80% of attendance in the instructional periods, and 90% for the Practicum is mandatory for allowing the student teachers to sit for the final examination.
- 4) The performance of a student teacher is assessed over period of 2 years in 4 semesters for a maximum of 2800 marks which includes. Theory for 1000 marks and Practicum for 1800 marks. Thus, the weightage given to Practicum is almost doubleleastheentirecourseis skill-orientedandaimsattrainingthestudentteachers to become efficient teachers. The weightage of Marks in the D.El.Ed. Course is presented in the followingtable.

Semester No	Theory (Max. Marks)	Practicum (Max. Marks)	Total (Max.Marks)
I	300	400	700
II	200	500	700
III	300	400	700
IV	200	500	700
Total Marks	1000	1800	2800

- 5) Under Library activities, every student teacher should read at least one book per month related to ‘Educational Values’, ‘Professional Ethics’, other books on education,andareencouragedtowriteReviews/reflectionsonthemforpresentation in the classroom. (List of books is given inAnnexure-VII.)

- 6) The Student Teachers are instructed to reflect the ideas mentioned in the books in their Teaching Practice on the following aspects: 1) nature of the child, 2) pedagogical aspects, 3) nurturing values among children, and other aspects.
- 7) During the teaching practice period, 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.
- 8) One period per week should be allocated to focus on innovative practices, club activities, group discussions, preparation of TLM and worksheets, book review setc under pedagogy subjects.
- 9) *Orientation to the Student Teachers (First week):* The institution shall arrange orientation to the student teachers on the following issues during the first week of the course.
 - i) Facilities offered by the Institution in general.
 - ii) Functions of the Institution / Branches of DIET
 - iii) Faculty of the Institution
 - iv) Salient features of the D.El.Ed. Course.
 - v) Roles & responsibilities of trainee-teachers.
 - vi) Practicum for both General and Methodology subjects, etc.
 - vii) Syllabus and subjects in D.El.Ed. Course (4 Semesters).
- 10) In all Primary schools across the State, Multi-grade teaching is an inevitable situation. Hence trainees need to be acquainted with Multi-grade situation. There should be a stress on the acquisition of Multi-grade strategies. In this context, trainees are instructed to teach 7 periods in mono-grade situation in each subject and the remaining 3 periods should be planned on Multi-Grade Situation
- 11) **Selection of Optional Subject:** In Semester-III under Paper-303, every student teacher has to select One Optional subject/paper in one of the methodologies at Elementary level. While selecting the optional subject the student teacher should have i) studied the subject at intermediate level and ii) has fair and equal chance for selecting either English or Telugu as optional subject if s/he has studied the subject at Intermediate level.

2.2 INSTITUTIONAL OBSERVATION PROGRAMME(IOP)

The Institutional Observation Programme (IOP) in Semester-I is a “hands on experience programme” through which the teacher trainee will be exposed to different schooling systems to familiarize themselves with the existing scenario of the school activities.

During the first semester course, the student teachers have to visit different types of schools for 10 days under Institutional Observation Programme (IOP), to develop a primary understanding on the nature and functioning of the different schools. 70 marks are exclusively allotted for the Institutional Observation Programme (IOP) in the internal assessment.

Before the student teachers are sent for Institutional Observation Programme (IOP), the Teacher Training Institutes shall conduct a workshop in the institute to brief the modalities of observation in the school. The student teachers shall visit the schools well before the commencement of the school assembly. The student teacher shall visit the school with a checklist for observation and make a note of the details in their observation note books. Later, the student teachers have to write in the detailed record.

During the IOP, the student teachers are instructed to observe the classes taught by teachers in the primary schools as a part of pre-practice teaching. This will help them to get acquainted with the teaching in primary schools.

The student teachers shall visit the different types of schools as outlined in the table below.

Sl. No.	Type of School	No. of Days.
1	Government Primary/Upper-Primary School	2 days
2	Private Recognized Primary School	1 day
3	Private Recognised Pre-primary Sections in the schools.	1 day
4	Anganwadi Centres	1 day
5	KGBV Schools / Model Schools	1 day
6	Residential Schools – General / SC/ ST/ BC Welfare	1 day
7	High School	1 day
8	Special Schools / Bhavitha Centre	1 day
9	ALA Primary Schools/ Model Primary School	1 day

A detailed procedure on the observation of the schools along with the suggested Checklists is appended in the Annexure

2.3 DEMONSTRATION LESSONS

Planning and teaching of lessons is the crux of the entire D.El.Ed. Course. Demonstration lessons play a key role in guiding and training the student teachers who are new to the teaching field, and hence, they are one of the important activities in this course.

The student teachers are to be trained properly in dealing with different classes while teaching at Elementary level which consists of classes 1 to 8. As there will be a sporadic change in the learning among elementary school children, the teaching and learning strategies may not be uniform. Hence, the classes at Elementary school level are further categorized as 'early primary' (classes 1 and 2), 'middle primary' (classes 3 to 5) 'higher / upper primary' (classes 6 to 8). Both the faculty and student teachers of the Elementary Teacher Education Institutions must be conscious about these divisions while taking up the Demonstration Lessons and Teaching Practice sessions.

The student teachers are to deal with 5 curricular methodology subjects, viz., Telugu, English, Mathematics, EVS – General Science and Social studies, along with 4 value added subjects for teaching the elementary school children. Hence, the concerned methodology lecturer should give at least one demonstration lesson for classes-(1&2), classes-(3 to 5) and classes - (6 to 8) separately for all the 3 levels of elementary classes. One DL line each of the Value added Subjects be given by the concerned lecturer. Trainees are expected to observe the demonstration lessons given by their respective lecturers. One more demonstration lesson on 'Micro teaching' is also expected to be given by the faculty.

Before representation of the Demonstration Lesson, a brief outline of the lesson plan is given, and is followed by a brief discussion on the useful points relating to lesson.

2.4 TEACHING PRACTICE

Planning and preparation for Teaching Practice

Teaching Practice consists of two broad components:

- i) Pre-(teaching)-Practice session/s in DIET/Teacher Training Institute and
- ii) Teaching Practice sessions in School

i) Pre - (Teaching) Practice session/s in DIET/Teacher Training Institute

Before sending students teachers for teaching practice, some activities and workshops need to be completed for capacity building of the trainees.

- Workshops on the preparation of Year Plans, Unit Plans, and Period Plans.
- Workshops on the preparation of Teaching Learning Materials (TLM), Self-Instructional Materials (SLM), Interactive Learning Material (ILM) in Methodology and other co-curricular subjects.
- Demonstration lessons by faculty in curricular and co-curricular subjects.
- Micro teaching to make the trainees to acquire teaching skills.
- Demonstration of lessons using Information and Communication Technology (ICT), viz., video, audio, PPT etc.
- Simulated (Peer) teaching.
- Demonstrations on Multi-grade context.
- Orientation on the classroom observation and awareness on classroom observation schedule.
- Orientation on the awareness and writing of Reflective Journal (RJ).
- Orientation on Action Research (AR).
- Orientation/basic idea on Continuous and Comprehensive Evaluation (CCE).
- Workshop on the preparation of test items and Question Papers.

The pre-Teaching Practice comprises of a) Observation of experienced school teachers b) Peer Teaching and c) Micro-teaching.

- a) **Observation of experienced school teachers:** During the IOP, the student teachers are to observe the classes taught by the teachers in the schools as a part of pre-practice teaching. This will help them to get acquainted with the teaching methodology of various subjects in schools.

b) **Peer Teaching:** Before the student teachers are sent for actual Teaching Practice, encourage them to take up ‘simulated teaching’ in the classroom with the peer group. The faculty guides them and offers suggestions for improving their teaching skills.

c) **Micro-Teaching:** Micro teaching is a powerful tool to develop among student teachers. Faculty should display a list of micro teaching skills and train them on those skills. The student teachers are appraised of various micro-teaching skills, viz., Introduction to the lesson, Stimulus Variation, illustrating the concept with examples, ‘Art of Questioning’, ‘closure of the lesson’, ‘use of blackboard’, etc. The student teachers are expected to teach at least 4 micro-teaching lessons to the peer group (co-trainees) by writing lesson plans under the guidance of faculty.

ii) **Teaching Practice in Schools**

After giving orientation on the preparation of teaching lesson plans in the pre-teaching practice sessions at Teacher Training Institute, the student teachers are to be sent for actual Teaching Practice in schools.

Each trainee is expected to prepare a lesson plan for each period and teach the lesson accordingly. *During teaching practice, the student teacher shall develop a minimum of two lesson plans at each level in each subject using ICT i.e., using video, audio, PPT and also other audio visual resources. The visuals can be downloaded from Internet (digital lessons) if needed.*

S/he should stay whole day at school and take part in school practices which include 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, collection/development of material and undertaking effectively by using appropriate TLM.

2.5 **INTERNSHIP**

Internship is mandatory for every student teacher in the D.El.Ed. course during which period, s/he has to act as ‘Real Teacher’ in the allotted school to carry out the

learnt teaching skills in a school in the real setting. 16 days have been allotted for internship in Semester – II and Semester – IV for teaching Primary classes – 1 to 5. Out of 16 days, 10 days are meant for teaching curricular subjects, 2 days for Conducting Summative Test and 4 periods for remedial teaching. During first 10 days of internship, each trainee has to teach lower primary level for one subject and middle primary level for another subject.

In the same way, another 16 days are allotted for Internship in the Optional Subject also on the similar lines. The Tests are evaluated and the results are analysed in the CCE/ Scholastic Achievement Test Record for internal assessment of the student teacher.

2.6 ASSESSMENT/CCERECORD

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 tests have to be conducted on the units that taught.

The Formative marks distribution as given hereunder:

- | | |
|--|---------|
| 1) Children participation and reflection | 10marks |
| 2) Written works of the children | 10marks |
| 3) Project works | 10marks |
| 4) Sliptest | 20marks |

Formative Test marks shall be reduced to 20 marks and Summative Test shall be conducted for 30 marks.

Summative Test is to be conducted at the end of Internship for Lower Primary in one subject and Middle Primary in another subject, but they should write only one CCE record for each subject. A separate CCE record for Optional Subject is to be submitted by conducting Formative/Summative Tests in the Optional subject as well. The Summative papers should be based on the Academic Standards as prescribed for the class.

For each methodology subject, 20 marks are allotted for the CCE/Assessment Record. The detailed procedure for writing the CCE/Assessment Record is appended in Annexure

2.7 FIELD BASED PROJECTS(FBP)

Student teachers are supposed to take up at least **One** (field-based) **Project Work** in every Semester in the respective papers. The Field-based Projects are to be taken up in the papers/subjects as suggested in the Semesters. The list of suggested projects is given in the syllabus book as well as in the text books under each unit. The student teacher must select one project in the subject/paper specified in each semester. The projects given in the syllabus under each unit shall be distributed among the student teachers and see that the entire field based projects must be taken up and presented in the classroom. The completed projects should be submitted to the concerned faculty at the end of the semester for valuation.

(Detailed procedure for conduct of a project is Appended in Annexure-I).

2.8 ASSIGNMENTS

Every student teacher is supposed to write 2 assignments under specified Paper/s in each semester. Each assignment consists of 2 questions, one is reflective based and the other is Library/reference based.

- **Reflective based Questions: The answers to these Questions are** Reflective in nature. The trainee teachers are expected to write answers linking to their personal experience and professional reflections.
- **Library/reference based Questions for extended learning:** The answers to these questions are analytical in nature and demand for referencing the library books/other material.

2.9 REFLECTIVE JOURNAL/ CLASSROOM OBSERVATION

Student teachers are to submit a Reflective Journal record which is based on the following:

2.9.1 *Self-evaluation*

Every student teacher is expected to write reflections in the form of a journal on his experiences during the teaching practice period in each methodology subject. S/he shall 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 the children's 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. also need to be reflected. The journal must reflect the feelings and professionalism of the student teacher.

2.9.2 Observation of Lesson of Co-trainees

Apart from reflective journal, trainees must observe five lessons pertaining to 5 different co-trainees in the two sessions of teaching practice and internship at each level in each methodology subject.

The Reflective Journal carries 10 marks as internal assessment.

2.10 ACTION RESEARCH (AR)

While teaching lessons to the children during teaching practice/internship, the student teachers may have come across certain problems either in content or transactional process. The student teachers have to find solutions to such problems to make the teaching/learning process effective. Action Research is helpful to them in this regard. Hence, Action Research has been made as mandatory for every student teacher either in Telugu or Mathematics subject in the 2nd semester, and also for, any of the academic/curricular subjects in the 4th semester. 20 marks are allotted for this record.

A detailed procedure for writing the Action Research Record is appended in Annexure-6.

2.11 SEMINARS / EXTENSION LECTURES

Seminars/extension lectures should be organized regularly in each semester once in a week. The student teacher should be encouraged 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 are also be given by the experts in different fields related to education.

2.12 WORKING WITH COMMUNITY

The Student teachers should participate in community development activities so that they . . .

- realize the importance of establishing good relationship between the school and the community.
- understands the role of community in school developmental activities like adult literacy, enrolment of 'out of school' children in the formal school system.
- Identifies the needs of the school and be aware of the resources (Human and Material resources) available. All these activities shall be organized simultaneously while attending to the Institutional Observation Programme and during Teaching Practice cum Internship period.

2.13 OTHER CURRICULAR ACTIVITIES

Other curricular activities which influence the academic activities shall be organized in all the Semesters under the guidance of the Lecturers. The other curricular activities include:

- work experience
- games and sports
- cultural activities
- workshops
- club activities
- community awareness activities
- educational tours
- Library Activities etc.

The student teachers are advised to take part in such activities at school also during the teaching practice period.

2.14 EVALUATION

The curriculum in the present Semester system of D. El. Ed Course emphasizes the importance of Continuous Comprehensive Evaluation (CCE). It is indispensable that all those involved in elementary education should have robust knowledge of a variety of tools, techniques and strategies to assess the development of diverse competencies and attitudes of the learners.

The newly introduced Semester system in Diploma in Elementary Education (D.El.Ed.) represents an effort to strengthen the quality in Elementary Teacher Education through good academic practices. Thus, the curriculum includes the following 3 components.

- i) **Content:** Comprises the subject matter of the curriculum, the goals and objectives for children's learning.
- ii) **Processes:** This component is the pedagogy of learning, how teacher teach, how teacher 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 the classroom setting. The Learning Outcomes of the student teachers in all these 3 components need to be evaluated through continuous comprehensive evaluation.

The two major components, both Theory and Practicum, are very important in the D.El.Ed. Course. Of the two, the Practicum component is given more share in the entire course. Thus, the weightage given for the two components is illustrated below.

Semester No	Theory (Max. Marks)	Practicum (Max. Marks)	Total (Max. Marks)
I	300	400	700
II	200	500	700
III	300	400	700
IV	200	500	700
Total Marks	1000	1800	2800

Thus, the assessment of student teachers' performance in each Semester is done in two modes: i) Internal assessment and ii) External Examination (assessment):

i) Internal Evaluation (Assessment):

In the internal evaluation, student teachers' performance is assessed continuously and comprehensively throughout the Semester based on their submission of records, assignments, participation in the TPs, Internship, Seminars, etc, and as per the set criteria / marks suggested under each Semester.

ii) External Examination(Assessment):

External Assessment is made by the Director of Govt. Examinations (DGE), Andhra Pradesh at end of each semester through Final Public Examination in i) Theory papers for 2 ½ hours duration for 50 marks each paper, and ii) Final Practical Examination for 30 minutes' duration for 20 marks each in methodology papers.

2.15 THEORY EXAMINATIONS

The performance of student teachers in the theoretical part of the course in each semester is tested through two tests:

- a) Mid-term(Summative) Examination is conducted by the Faculty of the Teacher Training Institute, and
- b) Final Public(External) Examination by the Director of Govt. Examinations(DGE), Andhra Pradesh at end of each semester.

a) Mid-term (Summative) Examination

A mid-term (Summative) Examination for 50 marks for each paper in each Semester (in the specified Papers/Subjects) is to be conducted by the faculty on the Public Examination pattern. The Mid-term examination marks are to be reduced to 10 for internal assessment.

b) Final (External) Theory Public Examinations

The final and Public (External) Examination/s at the end of each Semester in the prescribed papers is conducted for 50 marks per each paper, by the Director of Govt. Examination (DGE), Andhra Pradesh on the dates notified by him, as per the Blue Print given below. 2 ½ hours duration will be given for writing answers to each of the final theory examinations.

Blue Print for Theory Papers

Max.Marks:50

Time:2.30hrs

Question Type	No. of Questions.	Marks allotted per each Question	Total Marks
Essay (Internal choice)	3	6	18
Short Answer	4	4	16
Very short answer	5	2	10
Objective	12	½	6
Total	24	-	50

2.16 FINAL PRACTICAL LESSONS

Final practical Examination (Final Lesson) will be conducted at the end of Second Semester and also in the Fourth Semester in the concerned methodology subjects, per schedule communicated by the Director for Government Examinations (DGE), Andhra Pradesh. The student teacher shall develop period lesson plan and teach the lessons for 30 minutes' duration. The final lessons will be evaluated for 20 marks by the Internal as well as External Examiners appointed by the DGE in consultation with the Director, SCERT and Andhra Pradesh. While awarding marks in the Final Lesson, the following criteria may be followed.

30 minutes' duration will be given to each student teacher for teaching the final lesson, with the following principles (criteria) for awarding marks.

Preparation	2marks
Motivation	2marks
Presentation	5marks
TLM	3marks
Students Participation	3Marks
Evaluation	3marks
Impression	1marks
Appearance	1mark
Total	20 Mark

CHAPTER – 3

SEMESTER SYSTEM & ALMANAC FOR 2020-22BATCH

3.1 INTRODUCTION OF SEMESTER SYSTEM IN D.El.Ed COURSE

Semester system is a very proactive system as it engages students and faculty throughout the year in the academic activity. With the introduction of Semester system, the quantum of work and syllabus in a year is prioritized and gets distributed in the Semesters. This is advantageous to both the teacher and the student, as the burden on teaching and learning components gets lightened.

Hence, 'Semester System' has been introduced in the 2-year D.El.Ed course from 2019-2021 batch onwards, replacing the existing year-wise system as per the norms and guidelines of National Council for Teacher Education (NCTE), vide G.O. Ms.No. dated ----- of Govt. of Andhra Pradesh.

3.2 OBJECTIVES OF THE SEMESTER SYSTEM

- To broaden the outlook of the students and instill a sense of confidence and responsibility in them.
- To create greater interaction among students and faculty throughout the year.
- To track the developmental stages of the student's progress (graph) in terms of their achievement in the semester system.
- To focus on core areas of teacher training for better assimilation of new ideas in the education field.
- To evaluate the student teachers consistently for enhancing their knowledge field.
- To make the trainees engaged in the teaching-learning process throughout the year.

3.3 SEMESTER-WISE BREAK-UP OF MAXIMUM MARKS FOR EVALUATION

The performance of a student teacher is assessed over a period of 2 years in 4 semesters for a maximum of 2800 marks that includes Theory for 1000 marks and Practicum for 1800 marks. Thus, the weightage given to Practicum is almost double as the entire course is skill-oriented and aims at training the student teachers to become

efficient teachers. The weightage of Marks in the D.El.Ed.course is presented in the following table.

Semester-wise break up of Max. Marks

Semester No	Theory (Max. Marks)	Practicum (Max. Marks)	Total (Max.Marks)
I	300	400	700
II	200	500	700
III	300	400	700
IV	200	500	700
Total Marks	1000	1800	2800

3.4

ALMANAC FOR 2020-22BATCH

Semester – I

Duration : 31.12.2020 to 08.04.2021
Workingdays : 99
Examination : 1stweek of April 2021

Semester – II

Duration : 09-04-2021to15-05-2021 and
01-07-2021 to 19-09-2021
Workingdays : 99
Examination : 2nd&3rd week of September2021.
Summer Holidays : 16-05-2021 to 30-06-2021

Semester – III

Duration : 20.09.2021 to 11.02.2022
Workingdays : 100
Examination : 2nd week of February2022

Semester – IV

Duration : 14- 02-2022to23-04-2022 &
13.06.2022 to 06.08.2022
Workingdays : 100
Examination : 1st week of August 2022.

CHAPTER – 4

SEMESTER-WISE ACTIVITIES

In this chapter, the details about the structure, content and various activities of each of the four Semesters is presented for better understanding of the course.

4.1 SEMESTER – I

Semester-I begins on 31st December 2020, this year due to delay in admissions in the course and it ends on 08th April 2021 with a total 99 working days.

4.1.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	74
2	Institutional Observation Programme (IOP)	10
3	Mid-term (Summative) Examination (daily two papers)	03
4	Workshops / seminars / Extension Lectures	04
5	Final Theory Examinations	06
TOTAL		97
Discretionary Holidays		02
TOTAL		99

4.1.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

Paper Code	Paper Title	No. of Periods per week	No. of credits (1 credit = 16 hours)	Total No. of Instructional periods in the semester
Methodology Papers				
101	Pedagogy of Mother Tongue- I	4	4	69
102	Pedagogy of Mathematics at Primary Level - I	4	4	69
Value Added and Co-curricular Subjects				
103	Pedagogy across Curriculum and ICT Integration - I	3	3	52
General Papers				
104	Childhood and the Development of Children - I	3	3	52
105	Society, Education and Curriculum	6	5	77
106	Early Childhood Care and Education (Pre-Primary & Early Primary Education)	6	5	77
Self Development Courses				

107	<i>Towards Self-Understanding-I</i>	2	2	24
108	<i>Proficiency in English Language</i>	2	2	24
Co – Curricular Activities				
	Library	1	-	13
	Swatch DIET / WE	1	-	13
	Games	1	-	13
	Cultural Activities	1	-	13
	Seminors / Elocution / Quiz	1	-	13
	Laboratory / Innovative Activities	1	-	13
	TOTAL	36	28	522

4.1.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for differentActivities)

The first instructional day for Semester–I is on 31.12.2020 and the last instructional day is on 08th April 2021

Sl. No.	Month & Year	Holidays	No.of Working Days	Major Activities
1	31 st December 2020 is the First Instructional Day		1	<ul style="list-style-type: none"> ▪ Orientation about the course, Syllabus and Subjects
2	January, 2021	Sundays Second Saturday Pongal Holidays Republic Day	(SOP) 31	<ul style="list-style-type: none"> ▪ Theory classes ▪ Preparation for Institutional Observation Programme (IOP) ▪ Observation of Institutional Observation Programme (10 days) ▪ Projectwork ▪ Seminar/workshops on towards self understanding – 1 ▪ Presentation of Assignments.
3	February 2021	Sundays Second Saturday Pongal	28 (SOP)	<ul style="list-style-type: none"> ▪ Theory classes ▪ Projectwork ▪ Presentation of Assignment ▪ Drawing / Painting / Dance / Singing Competitions (Mandatory) ▪ Summative Assessment
4	March 2021	Sundays Second Saturday Mahasivarathri	31 (SOP)	<ul style="list-style-type: none"> ▪ Theory classes ▪ Projectwork ▪ Workshop on preparation of TLM * Seminar / workshops on towards self understanding - 1 * Project work
5	April 2021	Sunday	08	Final Examinations
Total Working Days			99	

Institutional Observation Programme (IOP)

The Institutional Observation Programme (IOP) is a “hands on experience programme” through which the teacher trainee will be exposed to different schooling systems to familiarize themselves with the existing scenario of the school activities.

The student teacher shall visit the school with a check list for observation and make a note of the details in their observation note books. Later, the student teachers have to write in the detailed record.

During the IOP, the student teachers are instructed to observe the classes taught by teachers in the primary schools as a part of pre-practice teaching. This will help them to get acquainted with the teaching in primary schools.

A detailed procedure on the observation of the schools along with the suggested Checklists is appended in the Annexure

4.1.4 EVALUATION PROCEDURES

4.1.4.1 Internal Evaluation

The following activities are to be taken into consideration for internal evaluation in the Semester

- Institutional Observation Programme (IOP).
- Assignments – Subject specific
- Field based Projects (FBP) - Subject specific.
- Mid-term (Summative) Examination - Subject specific.

Allotment of marks for different activities mentioned above under Internal Evaluation

Paper code	Title of the Paper	FBP	Assn	Mid-Exam	TP & Intl.		Final Lesson	CCE	Ref	Total
					LP	MP				
101	Pedagogy of Mother Tongue/First Language at Primary Level – I	-	10	10	-	-	-	-	-	20
102	Pedagogy of Mathematics at Primary Level – I	-	10	10	-	-	-	-	-	20
103	Pedagogy across Curriculum & ICT Integration – I	-	10	10	-	-	-	-	-	20
104	Childhood & the Development of the child – I	-	10	10	-	-	-	-	-	20
105	Society, Education & Curriculum	20	10	10	-	-	-	-	-	40
106	Early childhood care & Education	20	10	10	-	-	-	-	-	40
107	Towards Self-Understanding- I	25	25		-	-	-	-	-	50
108	Proficiency in English	60	60		-	-	-	-	-	120
	IOP	-	-		-	-	-	-	-	70
Total										400

Note: The present Students teachers should have 21st century skills in the global language English. Government of Andhra Pradesh is going to start English medium sections in all schools. So the student teachers should acquire proficiency in English. The following criteria for awarding Marks in ‘Proficiency in English’ may follow:

- a) Two Field based Projects may be given in Proficiency in English for 60 marks:
 - i) one Group Project and ii) one Individual project. 30 marks are allotted for each project.
- b) Field based project work in Proficiency in English is to be evaluated for 30 marks, 20 marks may be allotted for the written work (preparation of tools 5; collection of data and analysis-5, report writing-10), and 10 marks for the oral presentation of the report.
- c) Similarly, 60 marks allotted for Assignments in Proficiency in English. 4 Assignments may be given for 15 marks each. Of the 4, two assignments are reference/library based and two assignments are reflective in nature. Of the 15 marks allotted for each assignment, 10 marks are for written work and 5 marks for Oral presentation.

List of Records: The following records are to be maintained in this Semester for internal evaluation.

Sl. No.	Title of the Record	Subject / Paper	No. of Records
1	Field Project Records	(For 4 Papers)	04
2	Assignment Records	(For 8 Papers)	08
3	Institutional Observation (IOP) record	-	1
Total Records			13

EXTERNAL EVALUATION (EXAMINATION)

4.1.4.2.1 Theory

External Theory examination is conducted for 50 marks with 2½ hrs. duration at the end of Semester in the following 6 subjects/papers only by the Director for Govt. Examinations (DGE), Andhra Pradesh

Paper code	Title of the Paper	Maximum Marks
101	Pedagogy of Mother Tongue/First Language at Primary Level – I	50
102	Pedagogy of Mathematics at Primary Level – I	50
103	Pedagogy across Curriculum & ICT Integration – I	50
104	Childhood & the Development of the child - I	50
105	Society, Education & Curriculum	50
106	Early childhood care & Education	50
Total Marks		300

Mid-term (Summative) Examination

A mid-term (Summative) Examination for 50 marks for each paper in each Semester (in the specified Papers/Subjects) is to be conducted by the faculty on the Public Examination pattern. The Mid-term examination marks are to be reduced to 10 for internal assessment.

4.1.4.2.2 FINAL PRACTICAL EXAMINATION

The is no final practical examination in this Semester-I

4.2 SEMISTER –II

4.2.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	45
2	Demonstration Lesson and Micro Teaching	04
3	Teaching Practice and Internship	36
4	Mid-term (Summative) Examination (daily two papers)	03
5	Workshops / seminars / Extension Lectures	04
6	Assessment (Final Practical & Theory Examinations)	06
TOTAL		98
Discretion Holidays		1
TOTAL		99

4.2.2 SUBJECTS /PAPERS FOR STUDY, CREDITS &WEIGHTAGES

Paper Code	Paper Title	No. of Periods per week	No. of credits (1 credit = 16 hours)	Total No. of Instructional periods in the semester
Methodology Papers				
201	Pedagogy of Mother Tongue - II	6	4	54
202	Pedagogy of Mathematics at Primary Level – II	6	4	54
Value Added and Co-curricular Subjects				
203	Pedagogy across Curriculum and ICT Integration–II	5	3	45
205	<i>Art & Cultural Education</i>	4	2	36
206	<i>Yoga, Physical and Health Education - I</i>	4	2	36
General Papers				
204	Childhood and the Development of Children - I	5	3	45
Co – Curricular Activities				
	Library	1	-	9
	Swach DIET / WE	1	-	9
	Games	1	-	9
	Cultural Activities	1	-	9
	Seminors / Elocution / Quiz	1	-	9
	Laboratory / Innovative Activities	1	-	9
	TOTAL	36	18	324

4.2.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester – II -D.El.Ed.is 9th April, 2021 and the last instructional day is 19th September 2021.(Summer Holidays 16.05.2021 to 30.06.2021)

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	9 th April 2021 is Semester – II 1 st Working Day	Second Saturday Sunday Babu Jagajeevan Ram Birth Day Ugadi Ambedkar Birth Day Sri Rama Navami	22 (SOP)	<ul style="list-style-type: none"> ▪ Theory Classes ▪ Workshop on Yoga
2	May 2021 (Summer holidays from 16 th May to 30 th June 2021)	Sundays Second Saturday Ramjan	15 (SOP)	<ul style="list-style-type: none"> ▪ Theory classes ▪ Demonstration Lessons ▪ Projectwork ▪ Workshop on Yoga

3	July 2021	Sundays Second Saturday Bakrid	25	<ul style="list-style-type: none"> ▪ Teaching Practice – 20Days ▪ Theoryclasses ▪ Projectwork ▪ Presentation ofAssignment ▪ Workshop onYoga
4	August 2021	Sundays Second Saturday Independence Day Moharam Krishnastami	23	<ul style="list-style-type: none"> ▪ Theory classes ▪ Project work (2 Projects) ▪ Internship – 16 days ▪ Workshop on Art and Cultural Education. ▪ Action research. ▪ Summative exam ▪ Drawing / Painting / Dance / Singing Competitions (Mandatory)
5	September 2021 (September 19 th is the last working day)	Sundays Second Saturday Vinayaka chavithi	14	<ul style="list-style-type: none"> ▪ Theory classes ▪ Project work ▪ Workshop on Art and Cultural Education. ▪ Action research ▪ Presentation of Assessment ▪ Final exam
Total working days			99 days	

4.2.4 EVALUATIONPROCEDURES

4.2.4.1 INTERNALEVALUATION

Thefollowingactivitiesaretobetakenintoconsiderationforinternalevaluationinthe Semester

- a) Assignments – Subjects specific
- b) Field based Projects (FBP) - Subjects specific
- c) Teaching Practice & Internship – Subjects specific
- d) CCE
- e) Reflective Journal(RJ)
- f) Action Research(AR)
- g) Mid-term (Summative) Examination - Subjects specific.

AllotmentofmarksfordifferentactivitiesmentionedaboveunderInternal Evaluation

Paper code	Title of the Paper	FBP	Assn	Mid-Exam	TP &Int		Final Lesson	CCE	Ref	Total
					LP	MP				
204	Childhood & the Development of the child-II	10	-	10	-	-	-	-	-	20
201	Pedagogy of Mother Tongue/First Language at Primary Level– II	10	-	10	40	40	20	20	10	150

202	Pedagogy of Mathematics at Primary Level– II	10	-	10	40	40	20	20	10	150
203	Pedagogy across Curriculum & ICT Integration - II	10	-	10	-	-	-	-	-	20
205	Art & cultural Education	20	10	10	40		-	-	-	80
206	Yoga, Physical & Health Education - I	20	10	10	20		-	-	-	60
	Action Research	-	-		-	-	-	-	-	20
										500

List of Records: The following records are to be maintained in this Semester for internal evaluation

Sl. No.	Title of the Record	Subject / Paper	No. of Records
1	Field based Project Records	(For 6 Papers)	06
2	Assignment Records	(For 2 Papers)	02
3	Teaching Practice cum Internship Record – Telugu Primary Level	Telugu/other Languages	1
4	Teaching Practice cum Internship Records- Mathematics Primary Level	Mathematics	1
5	Teaching Practice Record – Early & Middle-Primary level (classes-1 to 5)	Art & Cultural Education	1
6	Teaching Practice Record – Early & Middle-Primary level (classes-1 to 5)	Yoga, Physical & Health Education	1
7	Assessment (CCE) Record - Telugu	Telugu/other Languages	1
8	Assessment (CCE) Record - Mathematics	Mathematics	1
9	Classroom Observation & Reflective Journal - Telugu -Primary level	Telugu/other Languages	1
10	Classroom Observation & Reflective Journal - Mathematics - Primary level	Mathematics	1
11	Final Lesson —Early Primary Level (classes- 1 & 2) / Middle Primary Level (Classes- 3, 4 & 5)	Telugu/other Languages	1 (2 copies External-1 + Internal-1)
12	Final Lesson —Early Primary Level (classes- 1 & 2) / Middle Primary Level (Classes- 3, 4 & 5)	Mathematics	1 (2 copies External-1 + Internal-1)
13	Action Research Record – (Early/Middle- Primary Level (classes-1&2 / 3,4&5)	Telugu/other Languages / Mathematics	1
Total Records			19

Teaching Practice

In semester-II, the student teachers are sent for Teaching Practice for 20 days in two spells for 10 days each. The student teachers who are sent for a particular school are to be divided into two Groups and the lessons may be allocated to them before hand for teaching in the school.

The 'work allotment' for Teaching Practice of Methodology and Value added Papers for student teachers who are sent to a particular school in two groups for 20 days in two spells is illustrated below.

For example, if 8 student teachers, say A, B, C, D, E, F, G and H, are sent for TPs to a school, half of them will comprise Group-I (A, B, C & D) and the other half comprises Group-II (E, F, G & H). Thus, the following Table illustrates the work allotment.

Level/ Spell	Early Primary Level (5days)		Middle Primary Level (5days)		Total No. of periods(days) to be taught at each level	Total No. of Days
Spell - I	Group-1		Group-2		05	10 days
	A-Telugu &(Art&Cltr- 2days)	B- Maths&(Y PH- 2days)	E- Telugu&(A rt&Cltr- 3days)	F- Maths&(Y PH- 3days)		
	C- Maths&(Y PH- 2days)	D- Telugu&(A rt&Cltr- 2days)	G- Maths&(Y PH- 3days)	H- Telugu&(A rt&Cltr- 3days)		
	A- Maths&(Y PH- 2days)	B- Telugu&(A rt&Cltr- 2days)	E- Telugu&(A rt&Cltr- 3days)	F- Telugu&(Art &Cltr)	05	
	C- Telugu&(A rt&Cltr- 2days)	D- Maths&(Y PH- 2days)	G- Telugu&(A rt&Cltr- 3days)	H- Maths&(Y PH- 3days)		
Spell - II	Group-2		Group-1		05	10 days
	E- Telugu&(A rt&Cltr- 3days)	F- Maths&(Y PH- 3days)	A-Telugu &(Art&Cltr- 2days)	B- Maths&(Y PH- 2days)		

	G- Maths&(Y PH- 3days)	H-Telugu& (Art&Cltr- 3days)	C- Maths&(Y PH- 2days)	D-Telugu& (Art&Cltr- 2days)		
	E-Telugu& (Art&Cltr- 3days)	F- Telugu&(Art &Cltr)	A- Maths&(Y PH- 2days)	B-Telugu& (Art&Cltr- 2days)	05	
	G-Telugu& (Art&Cltr- 3days)	H- Maths&(Y PH- 3days)	C-Telugu& (Art&Cltr- 2days)	D- Maths&(Y PH- 2days)		

The relevant Observation Proforma and period plans formats are appended in the Annexures.

Internship

The student teachers are sent for Internship to schools for 16 days. They should teach the lessons related to one Unit for the Early Primary classes (1&2) in one subject only (either Telugu or Mathematics). Similarly, they should teach the lessons related one Unit for the 'Middle Primary' classes (3,4&5) in the other subject. The student teachers are to conduct formative and summative tests during this period and record the marks/grades for analysis.

The student teachers are supposed to teach 2 periods a day for 10 days each for Telugu and Mathematics. Out of 16 days, ten days are to be used for teaching and 2 days may be used for conducting of Tests and 4 days for remedial Teaching.

Category of Classes	Subjects	No. of Periods			Total No. of Days
		Mono Group	Multi Group	Total	
Early Primary Classes (1 & 2)	Telugu/Maths	07	03	10	10 days
Middle Primary classes (3,4 & 5)	Telugu/Maths	07	03	10	

Note: During internship each trainee has to teach 10 lessons in Telugu (Either for primary or middle primary) and 10 lessons in Mathematics (Either lower primary or middle primary). 50% of the trainees have to take up lower primary and remaining 50% trainees need to take up middle primary in allotted school.

4.2.4.2 EXTERNAL EVALUATION (EXAMINATION)

4.2.4.2.1 THEORY EXAMINATION

External Theory examination is conducted for 50 marks for 2 ½ hrs. duration at the end of Semester in the following 6 subjects/papers only by the Director for Govt. Examinations (DGE), Andhra Pradesh

Paper code	Title of the Paper	Maximum Marks
201	Pedagogy of Mother Tongue/First Language at Primary Level– II	50
202	Pedagogy of Mathematics at Primary Level– II	50
203	Pedagogy across Curriculum & ICT Integration - II	50
204	Childhood & the Development of the child-II	50
Total		200

Mid-term (Summative) Examination

A mid-term (Summative) Examination for 50 marks for each paper in each Semester (in the specified Papers/Subjects) is to be conducted by the faculty on the Public Examination pattern. The Mid-term examination marks are to be reduced to 10 for internal assessment.

4.2.4.2.2 FINAL PRACTICAL EXAMINATION

Final/External practical Examination is conducted for 20 marks each in Telugu and Mathematics Methodology subjects by the Director of Govt. Examinations (DGE), Andhra Pradesh at the end of the Semester –II.

4.3 SEMESTER –III

4.3.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	74
2	Demonstration Lesson and Micro Teaching	02
3	Teaching Practice and Internship	08
4	Mid-term (Summative) Examination/s (daily two papers)	05
5	Workshops / seminars / Extension Lectures	04
6	Assessment (Final Practical & Theory Examinations)	06
TOTAL		99
Discretion Holidays		1
TOTAL		100

4.3.2 SUBJECTS /PAPERS FOR STUDY, CREDITS &WEIGHTAGES

Paper Code	Course Title	No. of Periods per week	No. of credits (1credit = 16 hours)	Total No. of Instructional periods in the semester
Methodology Papers				
301	Pedagogy of English at Primary Level - I	4	4	57
302	Pedagogy of EVS at Primary Level - I	4	4	57
303	Pedagogy of Elementary Level Optional Subject - I	3	4	50
General Papers				
304	Education in Contemporary India -I	3	3	50
305	Integrating Gender and Inclusive Perspectives in Education	5	5	70
306	School Culture, Leadership and Teacher Development	5	5	70
Value Added and Co-curricular Subjects				
307	Work & Education	2	2	26
308	Value Education & Life Skills	2	2	26
309	Yoga, Physical & Health Education-II	2	2	26
Co – Curricular Activities				
	Library	1	-	13
	Swatch DIET / WE	1	-	13
	Games	1	-	13
	Cultural Activities	1	-	13
	Seminors / Elocution / Quiz	1	-	13
	Laboratory / Innovative Activities	1	-	13
TOTAL		36	31	510

4.3.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester –III is 20th September 2021 and the last instructional day is 11th February 2021.

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	20 th September 2021 is the first Instructional Day	Sunday	9	▪ Theoryclasses
2	October, 2021	Sundays	15	▪ Theoryclasses

		Second Saturday Dasara Holidays		<ul style="list-style-type: none"> ▪ Assignments ▪ Project work
3	November, 2021	Sundays Second Saturday Deepavali	24	<ul style="list-style-type: none"> ▪ Theoryclasses ▪ Presentation of Assignments
4	December, 2021	Sundays SecondSaturday christmas	24	<ul style="list-style-type: none"> ▪ Theoryclasses ▪ Projectwork ▪ Curricular and Co Curricularactivities. ▪ Competition on Projectwork (Mandatory) ▪ Teaching Practice (08 Days)Other Curricular Areias (W.E,V.E & Yoga)
5	January, 2022	Pongal Holidays Sundays Second Saturday	18	<ul style="list-style-type: none"> ▪ Theoryclasses ▪ Presentation of Projectwork. ▪ Project work ▪ Summative
6	February, 2022 (11 th Feb.2022 is the last working day)	Sunday	10	<ul style="list-style-type: none"> ▪ QuizCompetitionatDistrict/State Level ▪ TheoryExaminations
Total Working Days			100	Days

4.3.4 EVALUATIONPROCEDURES

Evaluation procedures of student teachers’ performance are outlined below.

4.3.4.1 INTERNALEVALUATION

Thefollowingactivitiesaretobetakenintoconsiderationforinternalevaluationin the Semester.

- a) Assignments – Subjects specific
- b) Field based Projects (FBP) - Subjects specific
- c) TeachingPractice
- d) Mid-term (Summative) Examination - Subjects specific.

Allotment of marks for different activities mentioned above under Internal Evaluation

Paper code	Title of the Paper	FBP	Assn	Mid-Exam	TP & Int		Final Lesson	CCE	Ref	Total
					LP	MP				
304	Education in Contemporary India - I	-	10	10	-	-	-	-	-	20
305	Integrating Gender and Inclusive Perspectives in Education	20	10	10	-	-	-	-	-	40
306	School Culture, Leadership & Teacher Development	20	10	10	-	-	-	-	-	40
301	Pedagogy of English at Primary Level - I	-	10	10						20
302	Pedagogy of EVS at Primary Level - I	-	10	10						20
303	Pedagogy of Elementary level Optional Subject - I	-	10	10						20
307	Work and Education	20	10	10	40		-	-	-	80
308	Value Education and Life skills	20	10	10	40		-	-	-	80
309	Yoga, Physical & Health Education - II	20	10	10	40		-	-	-	80
Total										400

Teaching Practice:

8 days have been allotted for teaching practice only in value added subjects. Trainees are expected to teach 5 periods in each subject.

- i) Work Education - 5 periods
- ii) Value Education & Life Skills - 5 Periods
- iii) Yoga, Physical Education - 5 Periods

Trainees are expected to teach 2 periods per day.

List of Records: The following records are to be maintained in this Semester for internal evaluation.

Sl. No.	Title of the Record	Subject / Paper	No. of Records
1	Field based Project Records	(For 5 Papers)	05
2	Assignment Records	(For 9 Papers)	09
3	Teaching Practice Record – Middle-Primary level (classes-3, 4 &5)& Upper Primary (6 - 8 Classes)	Work and Education	1
4	Teaching Practice Record – Upper - Primary level (classes-6 to 8)	Yoga, Physical & Health Education	1
5	Teaching Practice Record – Early & Middle - Primary level (classes- 1 & 2, 3, 4 & 5)	Value Education and Life Skills	1
Total Records			17

4.3.4.2 EXTERNAL EVALUATION (EXAMINATION)

4.3.4.2.1 THEORY EXAMINATION

External Theory examination is conducted for 50 marks with 2½ hrs. duration at the end of Semester in the following 6 subjects/papers only by the Director for Govt. Examinations (DGE), Andhra Pradesh

Paper code	Title of the Paper	Maximum Marks
301	Pedagogy of English at Primary Level - I	50
302	Pedagogy of EVS at Primary Level - I	50
303	Pedagogy of Elementary level Optional Subject - I	50
304	Education in Contemporary India - I	50
305	Integrating Gender and Inclusive Perspectives in Education	50
306	School Culture, Leadership & Teacher Development	50
Total		300

Mid-term (Summative) Examination

A mid-term (Summative) Examination for 50 marks for each paper in each Semester (in the specified Papers/Subjects) is to be conducted by the faculty on the Public Examination pattern. The Mid-term examination marks are to be reduced to 10 for internal assessment.

3.3.4.2.2 FINAL PRACTICAL EXAMINATION

The is no final practical examination in this Semester-III

4.4 SEMESTER –IV

4.4.1 COURSESTRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	33
2	Demonstration Lesson and Micro Teaching	03
3	Teaching Practice and Internship	51
4	Mid term(Summative) Examination/s (daily two papers)	02
5	Workshops / seminars / Extension Lectures	04
6	Assessment (Final Practical & Theory Examinations)	07
TOTAL		99
Discretion Holidays		1
TOTAL		100

4.4.2 SUBJECTS /PAPERS FOR STUDY, CREDITS &WEIGHTAGES

Paper Code	Course Title	No. of Periods per week	No. of credits (1credit = 16 hours)	Total No. of Instructional periods in the year
Methodology Papers				
401	Pedagogy of English at Primary Level - II	7	4	48
402	Pedagogy of EVS at Primary Level - II	7	4	48
403	Pedagogy of Elementary Level Optional Subjects - II	7	4	47
General Papers				
404	Education in Contemporary India - II	7	2	47
Value Added and Co-curricular Subjects				
405	Towards self-understanding -II	2	1	14
Co – Curricular Activities				
	Library	1	-	7
	Swatch DIET / WE	1	-	7
	Games	1	-	7
	Cultural Activities	1	-	7
	Seminors / Elocution / Quiz	1	-	7
	Laboratory / Innovative Activities	1	-	7
	TOTAL	36	15	246

4.4.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester – IV -D.El.Ed.is 14th February 2022 and the last instructional day is 30th July 2022

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	14 TH Feb. 2022 is Semester – IV 1 st WorkingDay	Sundays	13	<ul style="list-style-type: none"> ▪ TheoryClasses ▪ Demonstration Lessons(2days) ▪ ActionResearch
2	March - 2022	Sundays Second Saturday Maha Sivarathri Holy	24	<ul style="list-style-type: none"> ▪ Theoryclasses ▪ Projectwork ▪ Teaching Practice – 10days(English) ▪ Teaching Practice – 10 Days(EVS)
3	April 2022	Sundays Sencond Saturday Ugadi Jagajeevan Ram Birth day Ambedkar Birth Day	17	<ul style="list-style-type: none"> ▪ Theoryclasses ▪ Presentation ofAssignment ▪ Seminar/Workshopontowardsself understanding.
4	June, 2022	Sundays	16	<ul style="list-style-type: none"> ▪ DemonstrationLessons (Optional 1Day) ▪ Teaching Practice – 15 Days(Optional) ▪ ProjectWork. ▪ ActionResearch ▪ Competition on Project work at District / State Level(Mandatory)
5	July 2022	Sundays Second Saturday	24	<ul style="list-style-type: none"> ▪ Theory classes ▪ Project work ▪ Presentation of Assignment ▪ Internship – 16 days (Enlish + EVS) ▪ Summative Exam (3 Days) ▪ Theory Classes ▪ Workshop on towards self understanding.
6	August, 2022		6	Final Exams
Total Working Days			100	Days

4.4.4 EVALUATION PROCEDURES

4.4.4.1 INTERNAL EVALUATION

The following activities are to be taken into consideration for internal evaluation in the Semester

- Assignments – Subject specific
- Field based Projects (FBP) - Subject specific
- Teaching Practice & Internship – Subject specific
- CCE
- Reflective Journal (RJ)
- Action Research (AR)
- Mid-term (Summative) Examination - Subject specific.

Allotment of marks for different activities mentioned above under Internal Evaluation

Paper code	Title of the Paper	FBP	Assn	Mid-Exam	TP & Int		Final Lesson	CCE	Ref	Total
					LP	MP				
404	Education in Contemporary India - II	10	-	10	-	-	-	-	-	20
401	Pedagogy of English at Primary Level - II	10	-	10	40	40	20	20	10	150
402	Pedagogy of EVS at Primary Level - II	10	-	10	40	40	20	20	10	150
403	Pedagogy of Optional subject at Upper Primary- II (Telugu/English/Mathematics/Science/Social Studies)	10	-	10	40		20	20	10	110
405	Towards Self-Understanding- II	25	25		-	-	-	-	-	50
	Action Research									20
Total										500

List of Records: The following records are to be maintained in this Semester for internal evaluation.

Sl. No.	Title of the Record	Subject / Paper	No. of Records
1	Field Project Records	(For 5 Papers)	05
2	Assignment Records	(For 1 Paper)	01
3	Teaching Practice cum Internship Record – English- Primary Level	English	1
4	Assessment (CCE) Record – English- Primary Level	English	1

5	Classroom Observation & Reflective Journal – English- Primary Level	English	1
6	Final Lesson — English - Early / Middle Primary Level	English	1 (2 copies External-1 + Internal-1)
7	Teaching Practice cum Internship Record – EVS- Primary Level	EVS	1
8	Assessment (CCE) Record – EVS - Primary Level	EVS	1
9	Classroom Observation & Reflective Journal – EVS - Primary Level	EVS	1
10	Final Lesson — EVS - Early / Middle Primary Level	EVS	1 (2 copies External-1 + Internal-1)
11	Teaching Practice cum Internship Record – Optional Subject – Upper Primary Level	Telugu/English/ Mathematics / Science /Social Studies	1
12	Assessment (CCE) Record – Optional subject – Upper Primary level (classes-6 to 8)	Telugu/English/Mathematics/ Science/Social Studies	1
13	Classroom Observation & Reflective Journal – Optional Subject – Upper-Primary level (classes-6 to 8)	Telugu/English/Mathematics/ Science/Social Studies	1
14	Final Lesson — Optional Subject Upper Primary Level (classes- 6 to8)	Telugu/English/Mathematics/ Science/Social Studies	1 (2 copies External-1 + Internal-1)
15	Action Research Record – (Early/ Middle &Upper Primary Level	English / EVS, Optional subjects	1
Total Records			19

Teaching Practice

In semester- IV, the student teachers are sent for Teaching Practice for 20 days in two spells for 10 days each. The student teachers who are sent for a particular school are to be divided into two Groups and the lessons may be allocated to them before hand for teaching in the school.

The ‘work allotment’ for Teaching Practice of Methodology Papers for student teachers who are sent to a particular school in two groups for 20 days in two spells is illustrated below.

For example, if 8 student teachers, say A, B, C, D, E, F, G and H, are sent for TPs to a school, half of them will comprise Group-I (A, B, C & D) and the other half comprises Group-II (E, F, G & H).

Thus, the following Table illustrates the work allotment.

Level/ Spell	Early Primary Level (5days)		Middle Primary Level (5days)		Total No. of periods(days) to betaught at eachlevel	Total No. of Days
Spell - I	Group-1		Group-2		05	10 days
	A-Eng	B-Evs	E-Eng	F-Evs		
	C-Evs	DEng	G-Evs	H-Eng		
	A-Evs	B-Eng	E-Evs	F-Eng		
	C-Eng	D-Evs	G-Eng	H-Evs		
Spell - II	Group-2		Group-1		05	10 days
	E-Eng	F-Evs	A-Eng	B-Evs		
	G-Evs	H-Eng	C-Evs	D-Eng		
	E-Evs	F-Eng	A-Evs	B-Eng		
	G-Eng	H-Evs	C-Eng	D-Evs		

The relevant Observation Proforma and period plans formats are appended in the Annexure-3 and Annexure-7.

Internship in English and EVS

16 days have been allotted for internship. Out of 16 days, 10 days are meant for teaching subjects, 2 days for conducting test and 4 periods for remedial teaching. During first 10 days of internship, each trainee has to teach lower primary level for one subject and middle primary level for another subject. A trainee has to teach 2 periods every day one in English and other in EVS.

Internship in Optional Subject

16 days have been allotted for internship in optional subject. Each trainee has to teach 10 lessons in the optional subject by taking a complete unit in any of the class (VI to VIII). In each day, a trainee has to teach at least one lesson. The remaining days are to be utilized for conducting test and for remedial teaching.

4.4.4.2 EXTENALEXAMINATION

4.4.4.2.1 THEORYEXAMINATIONS

Paper code	Title of the Paper	External Marks	Total
401	Pedagogy of English at Primary Level - II	50	50
402	Pedagogy of EVS at Primary Level - II	50	50
403	Pedagogy of Elementary Level Subject: Optional (Telugu/English/Mathematics/Science/Social Studies) - II	50	50
404	Education in Contemporary India - II	50	50
Total		200	200

Mid-term (Summative) Examination

A mid-tem (Summative) Examination for 50 marks for each paper in each Semester(inthespecifiedPapers/Subjects)istobeconductedbythefacultyonthePublic Examination pattern. The Mid-term examination marks are to be reduced to 10 for internalassessment.

4.4.4.2.2 FINAL PRACTICALEXAMINATION

Final (External) Practical Examination is conducted for 20 marks allotting 30 minutesforeachstudentteacherasperschedulecommunicated bytheDirectorofGovt. Examinations(DGE),AndhraPradesh at theendoftheSemester-IV.

CHAPTER - 5
SYLLABUS & CALENDAR OF ACTIVITIES FOR
DIFFERENT SUBJECTS / PAPERS OF STUDY

In the following papers, the division of syllabus month wise, semester wise and period wise is presented

5.1 SEMESTER –I

104 - CHILDHOOD, CHILD DEVELOPMENT AND LEARNING-I

Sl.No.	Month	Unit	Content
1	Jan-2021	I	<p>Unit-1 Childhood</p> <ul style="list-style-type: none"> • 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 labour, Child abuse; childhood in the context of poverty. • Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices. 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.
2	Feb-2021	1&2	<ul style="list-style-type: none"> • Gathering data about children from different contexts using different methods, techniques and approaches: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; Experimental method, Questionnaire, Case Study, Rating Scales, Longitudinal and Cross-Cultural Approaches. <p>Unit-2: Perspectives in Development</p> <ul style="list-style-type: none"> • 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 continuous /discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards. Physical -Motor Development; Growth and maturation. • 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.

March-2021	2	<ul style="list-style-type: none"> • 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. 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. • Emotional Development: Basic understanding of emotions and their development, Emotional maturity, Role of family and school in Emotional Development. • Language development: Development of speech and language, Perspectives in Language Development – Skinner, Bandura and Chomsky. Moral Development: Perspective of Kohlberg; cultural variations in moral reasoning.
April-2021	2	<ul style="list-style-type: none"> • 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. A sense of self: self-description, • self-recognition, self-concept; self-esteem; social comparison; internalization and self-control • Culture and Gender Development

Suggested Practicum:

Task 1:

Student teachers collate about ten newspaper articles that involve parenting and childhood, analyze these and hold discussions.

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 wider range of data which could be subsequently analyzed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learners; first-generation schoolgoers, 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.

Task 3:

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.

Task 4:

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

Task 5:

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.

Task 6:

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 arrives 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's responses.

Task 7:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood 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.

Task 8:

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.

Task 9:

Student teachers identify a videogame that is popular among children. They construct an interview schedule and observation checklist to "Understand aggression in a videogame that is popular among children and also critically look at aspects of the game itself."

Task 10:

Student teacher can take the data with regard to habit interference, hearing styles, memory span of the students.

105 SOCIETY, EDUCATION AND CURRICULUM

Sl. No.	Month	Unit	Content
1	Jan-2021	1	<p>Unit – 1: Aims and Purposes of Education</p> <ul style="list-style-type: none"> • Relationship between schooling and education, and exploring various educative processes in human societies1 Aims and values of education: Constitutional values; NPE 1986; NCF 2005, SCF 2011. • Understanding basic assumption about human nature, society, learning and aims of education. • Exploring and enquiring in to the nature in to the needs of education in human society. • Schooling and education as visualized by different Western and Indian thinkers: Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthi, GijubhaiBhadekha, JyothibhaPhule, PanditMadan Mohan Malaviya, Sri Aurobindo and The Mother, Sri SarvepalliRadha Krishnan, SantKabir, John Dewey, Frobel, Montessori, • Prof.J.P.Naik, Prof. D.S.Kothari.
3	Feb-2021	2	<p>Unit – 2: Education, Politics and State</p> <ul style="list-style-type: none"> • Political nature of education: Power and Ideologies and how they structure aims of education • Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers. Teacher’s status in society: Public perception; Systemic issues – bureaucratization. • Role of community and civil society organizations in education: A critical appraisal. • Unit – 3: Knowledge and Understanding • Construction of knowledge, Knowledge Vs Information • Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry. Bodies of knowledge: different kinds of knowledge and their validation processes (truth criteria).
	Mar-2021	3	<ul style="list-style-type: none"> • Knowledge and power: Dominance of one kind over another; Textual knowledge Vs experiential knowledge. • Children’s construction of knowledge: What and How; Alternative frameworks of children’s thinking. • Forum of knowledge and problem solving – Maths, • Science, Social Science, History, Language, • Philosophy etc., Role of the teacher.

4	April-2021	4	<p>Unit – 4: Curriculum and Learning</p> <ul style="list-style-type: none"> • Curriculum, syllabus and textbooks • Processes and criteria for curriculum selection and construction. • Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks. • Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers. • Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning • Designing and implementing curricula for a multicultural, multilingual society: Realising the aims of education - Meeting diverse needs through partnerships with communities; Ensuring learning for ALL, Organization of curricular experiences. Choosing teaching learning methods, Teaching Learning Materials and assessment. Revision of hard concepts in the syllabus.
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Suggested Practicum:

Task 1:

What does it mean to be 'educated' in contemporary India?

Presenting multiple perspectives on the expectations from education in India based on interviews and some research, and based on their own reflections.

Task2:

Educational thinkers who have had the most impact on me: Presentations with 'first person' accounts by student teachers, followed by questions

Task3:

What ought to be the aims of education in India today?

Debate and discussions, to generate a range of orientations to education in India, representing different ideologies and emphases

Task4:

Visiting different types of schools in the neighbourhood schools (of different managements with different ideological backgrounds): Student teachers to study their aims, school culture, classroom practices. To prepare and present a report.

Task 5:

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.

106 - EARLY CHILDHOOD CARE AND EDUCATION

Sl. No.	Month	Unit	Content
1	Jan-2021	1	<p>Unit – 1: Definition, Nature and Significance of Early Childhood Care and Education</p> <ul style="list-style-type: none"> • The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Dewey, Tagore, Rousseau, Froebel, Montessori, Gandhi. • Definition and objectives of holistic ECCE curriculum – Significance of early years. • Significance of ECCE as critical period for lifelong learning and development. • Rationale for extending ECCE to 8 years for smooth transition. • Early learning challenges in schools and concept of school readiness. • Critical appraisal of current practices in ECCE centres of government, NGOs, private managements. • Children needs: <ul style="list-style-type: none"> o Freedom (expression, experimentation, encouragement, challenge); o Happiness (support, security and safety, opportunity and guidance) o Adoptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy) o Health well being and health habit, nutrition.
2	Feb-2021	2	<p>Unit – 2 : Principles and Methods of Developmentally appropriate ECCE Curriculum</p> <ul style="list-style-type: none"> • How children learn: Stage wise distinctions from early to middle to late childhoods, • Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges. • Importance of Play and Active learning methods for early years learning. • Guiding principles: Play and art as the basis of learning – Primary of experiencing not expertising. • Domains and activities for holistic development of children – Motor, Sensory, Cognitive, Language, Emotional, Social and Personal domains.
4	March-2021	2&3	<ul style="list-style-type: none"> • Emergent literacy and numeracy in early years. • Components of ECCE and approach to teaching learning (education, care, nutrition, habit formation, custodian) <p>Unit – 3: Planning and Management of ECCE Curriculum</p> <ul style="list-style-type: none"> • Principles of planning a balanced and contextualized curriculum Long and short term objectives and planning • Project method and thematic approach. • Maintaining a developmentally appropriate and inclusive class environment. • Resources for effective functioning of ECCE. • The role and function of instructors.

5	April-2021	3&4	<p>Unit – 4: Curriculum for 3 to 6 Years of Age Group Children in ECCE</p> <ul style="list-style-type: none"> • Language and communication. • Mathematical concepts. • Scientific thinking. • Early learning and development standards. • Observing and recording children's progress. • Reporting children's progress. • Ensuring home school linkage. • Revision • Final Practical Examinations • Revision
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Suggested Practicum:

- Parenting techniques, child rearing practices
- Visit nearby Anganwadicentre and observe the proceedings at the centre and write a critical report on how Anganwadicentres are achieving the objectives of ECCE?
- Visit Anganwadicentres with private/NGO's ECCE centres and write a critical report.
- Get the opinions from the class I teachers of different managements towards the children's background and their pace of learning.
- List out the problems of ECCE centres/Anganwadicentres and write a report.

			<p> ize<, 'ize<,Šq+ IY<Š«IYsAAq+ yIT<ŠyÉÖqS)) IYsAAq+ eT]jáTT yñKq+ 31 _ . ní&Eš • dY«Ôá eT]jáTT IYsAAq+ 3.2 _ . IYsAAq+ eÖš • ZIT: IYsAAq+ sÁizIT (u²VY²«IYsAAq+, eTòqIYsAAq+) y • {i çbÍkó ' q«Ôá. 3.3 _ . IYpšÁÇIYsAAq+ eT]jáTT IYsÁÁH • q+ÔásÁ iz • Ô • «IT 3.4 _ . bÍsÁ«ÔásÁ IYÚdYizIT: muó, «dYq eqsÁTV>± nHúiz sÁizIT IYÚdYizITqT - IYjãÖD+ #á&f+. 3.5 _ . IYÁçIT eT+° bÍsÁÁÁ& " IT iz&ç " ù dYVY² izsÁ+ ` iz • ÔáÔ • «IT, izsÁ«çizeÖIT 3.6 _ . yñKq+ n+ñ @ŠT(i? IYsAAq+, yñKH • leT<óŠ« dY+<óŠ+ 3.7 _ . yñKq HiÖYÚD²« çé • ~E ` dYIwY!yñKq+, <ÁwYsÁV¾?Ôá yñKq+, dÓÇjáT yñKq izsÁÁ& " iz • Ô • «IT / izsÁ«çizeÖIT 3.8. d¾. IYÁçyÉç izVH • (IYVY?) kIeTsAce«+, dY • ÈH • Ôá izÔá, Ñ M(i n çé • ~E IYsÁ #á&f+yÉ - bÍkó ' çáTT " bÍçÔá Ñ n+<ŠTÁ& " iz • Ô • «IT / izsÁ«çizeÖIT (n óqjáT ' jaÖIT, iz<, ŠIqT bô& • D #á&f+, iz<, ŠIT, yñKNT, bô&fTIYÚ iz<, ŠIT, dYÖÁ& " iT s • jáT&f+) </p>
4	April-2021	4	<p> jáTÖ "{Ü`4: bÍsÁÁ«IYÚdYizIT, uÉ<óšq™IÖne>±VY²q 4.1 IYpšÁÇI bÍ<, ŠŠT iz&, çbÍ<, ŠŠT izÔásÁ>Ôá Tuó²cÍ bÍsÁÁ«IYÚdYizIT sÁÖIY iz& IYqYÉnqTdY] + #* äqÖÜÇizeTsÁjáTTeÖsÁZ<ŠsÁóiz dYÖ; ÖIT. 4.2 uó²cÍ uÉ<óšqYÉ \$wY jI+, \$<ó ' HVT, IY<ŠEÔáTNT` IYsÁ dYI s: uó²> kIÇeT«IY<ŠEÔáTNT dYVY á jIÁ& " &fI/ ká uó, «izsÁiz>± - bÍkó ' çáTT&fI. \$wY jáÖ+ XæIT, jáTÖ "{Ü " s`D+, muó, «dYH dYÇuó²e+ ÔásÁ>Ü>~nqÇ jI+(neTNT) 4.4 1,2 ÔásÁ>Ôá TTeT] jáTT 3,4,5 ÔásÁ>Ôá TNT` \$< '« çIYeÖD²T, muó, «dYq dYÖ² iz& IT uó²cÍ ÇIYD² [iz& (iz&] Á& " \yT)qTdY eTsAce+Ôá yIT@q IYkÍs " iz(neTNTÁ& ") muó, «dYq eqsÁTNT. </p>

Suggested Practicum:

1. uó²wÿ>·T]+^o

- eTÖ&fTdÿ+eÔáàs\¼¼\TeÖ{²c&ûÂs+&fTeTÖ&fTÿ< ‘\Á&’ #î+~qx<STÿñ&f:sñ
yí±<<\Td&£]+#á+&.yí±<\ “s`D`ÔáT\qT,¼¼\Á&” q · uó²cÍkÍeTsÆ« “ ·
n+ÔásÁZÔáXñ&” ì\>·T]+^oSXácw¾/4+^o “yû~í&qTÔájáÔsñ#ûjáT+&
- M{ì “¡ñÿTñÔá+@dÿ+<šsÔÛÿË – lÿ jîÖDdÿTñ·sÁT?, ý²+{ìyûeT]í= “ · yí±<<\T,
lÿ< ‘\qTd&£]+#á+&.M{ì\$ “jîÖ>·ýËeÖsÁTñT#Á³T#ûdÿTñ&e&† “ì>·\
í±sÁD²T@ÿTñ – +{²sTT?M{ì<ó ‘sÁ+>±uó²cÍdÿÿuó²e+>T]+^oÿí& “yû~í&qT
ÔájáÔsñ#ûjáÔ*.

2.¼¼\T`uó²wÿ`nuó,,«dÿq+

Âs+&fTdÿ+eÔáàs\¼¼\TeÖ{²c&û20eÖ³\qTqyíÖ<ST#ûjáT+&.nf3eT]jáTT
4dÿ+eÔáàs\T>·¼¼\c\leÖ³\qT(20eÖ³\qT)qyíÖ<ST#ûjáT+&.M{ì<ó ‘sÁ+>±¼¼\cT
eÖ{²c&f&f+ýË “<SXø\qT\$e]+#á+&.

3. uó²cÍ kÍeTsÆ«\qTn_óe~ÆlÿsÁ↻ á&f+

- n) eÖ{²c&f&f+
- 1,2 ÔásÁ>ÔáT\y#áí±ýË “ @<íÖH ÿí& bÍsÄ«+Xø+ rdÿTí= “ bÍsÄÁ+
<ó ‘sÁ+>±
eÖ{²c&ûkÍeTsÆ« “ ·e~ÿlÿsÁ#á&† “ìí&Ö«\qTsÁÖbõ+~+^o,ÔásÁ>Û>·ÿËeTñT #ûd¾/4
“yû~í&sÁÖbõ+~+^o+~.
- çbÍ<,šSTí& ÔásÁ>Û Ôí\T>·T y#áí±\qT lÿ]o*+#á+&. M{ìÿË \$q&f+, eÖ{²c&f+
dÿ+< +~ó+^oqí&Ô«\C²_ÔqTÔájáÔsÁT#ûjáT+&.M{ì “neTñTÿsÁ#á&f+e\q
¼¼\cT@ÿTñ+ûjáT>·T>TÔsñ\$e]+#á+&.

) ůá<Še&f+

- 1,2ŌásÁ>ŌáTýĚcl¼¼c\Á&” #á<Še&f+mý²HúsÁŤŌáTH • sÁŤŤŸ]o*+#+&.B “ŤMŌMT n_]bĬjáT+ “yŭ~i&šÁŌŸ+yĚš jĭT+&.
- 1,2ŌásÁ>ŌáTýĚcl¼¼c\Á&” @<iŌHÿi&šbĬsÄ “ • uĚ~ó+#+&.bĬsÄÁ+<ó ‘sÁ+>± l¼¼c\T @yŭTŠT #á<Še>\sÄ >T]i+#+&. M{i “kl~ó+#+&† “i uĚ<óŠHuó,,T<dŸq qĬŸçiĭjáTŤ “sÁÇV¾²+#+&MŤnqTuó,,y\ŌÃ “yŭ~i.ŌájáŌsÁŤ#ŭjáT+&.
- çbĬ<,ŠŠŤi&šbĬsÄÁXæyĚç5eŌásÁ>Ůl¼¼c\ŌÃ@<iŌHÿi&šbĬsÄÁ+#+~\$+#+&. <ó ‘sþø+>±#á<ŠTe>*¹>yþ-lm+ŌáeT+~?#á<Še&f+yĚl¼¼c\Ťmý²+{i , <Ō+<ŠŤŤm<ŠTs=Ÿ³TH • &fT?B “i>·\c±sÁD²qT\$e]+#+&. “yŭ~i ŌájáŌs#ŭjáT+&.
- 3,4,5ŌásÁ>ŌáTýĚc@<iŌHÿi&šbĬsÄ “ • m+l¼¼i#ŭjáT+&.ŌásÁ>ŮyĚeŤŤ+<ŠT± l¼¼c\ŌÁbĬsÄÁ+jiŤŤ&ŸçŌá>T]+°eŌ{²c&#+&. ŌásÁyŌá¼¼c\ŌÁHúsÁŤ±#á~\$+#+&. ‡ Ás+&+{i eT<óŠ<>\ Ōŭ&†qT >T]i+#+&. M{i <ó ‘sÁ+>± l¼¼c\qT lŸsÄÁH “i dŸ+d¼¼<ŠÆlŸsÁ#á&† “i n+Xæ\ >T]+° “yŭ~i& ŌájáŌsÁŤ#ŭjáT+&.

,)sĭjáT&f+(dŌÇĭjáTśáq) ů

- 1eŌásÁ>ŮiŷiŤŤŸ]o*+#+&.l¼¼c\Ť@ŠŤsdŸŤŤH • sÄ?mý²sdŸŤŤH • sÄ? sĭjáT&† “ • mý² çbĬsÁ+_ó+#+sÄ lŸ]o*+°. \$X&çw¾+° “yŭ~i& ŌájáŌsÁŤ#ŭjáT+&.
- 3,4,5ŌásÁ>ŌáŤŤ¼¼c\ŤĚy< ŤŸçŌŌqŤŸ]o*+#+&.l¼¼c\Ťsd¾qŷñKq <ĂcĬC²_ŌqTŌájáŌsÁŤ#ŭjáT+&.ŷñKq<ĂcĬŤŤ&fŷqTŠX&çw¾+#+&.M{i “ n~ó>ŠT+#+&† “i eŌsZŷqT dŸŌ°+#+&.
- 3,4,5ŌásÁ>ŌáŤŤbĬsÄÁŸŮdŸi&šyĚ@<iŌHÿi&šbĬsÄÁ+yĚbŏ+<ŠŤŸsÁ°çbĬcĚÁ&” lŸ “ “sÁÇV¾²+#+&.y]ŌÁçŸŸ]ŏ+ l#ŭjáT+&.y{i “>T]+° “yŭ~i&ŌájáŌs#ŭjáT+&.

4. uó²cĬeqsÁŤŤŸ`y{i\$ “jĭŌ>+`uó²cĬ_ŏe~Æi±sÁ<çi&eŌŤ

qŌŌáqŷbĬsÄÁŸŮdŸi&šyĚ “ŷeŤŤ+<ŠŤeŌ³uqT, - bĬ<ó ‘<<jĭŤŤÁ&” dŸŌ#áqŤŸá<Še+&.B “ <ó ‘sÁ+>±bĬsÄŸŮdŸi&šyĚ, ŮeŌiŤ,ŸŸçiĭjáTŤ, - bĬ<ó ‘<<jĭŤŤŌájáŌ>T]+°ŷi& “yŭ~i& ŌájáŌsÁŤ#ŭjáT+&.

5. uó²wŸ`uĚ<óŠHuó,,dŸqçŸççiĭjáTŤ “sÁÇVŸ²D`çŸŸD²[i

- MŤdŸŤŤŸbĬsÄÁXæyĚ “ < VŸQpŌásÁ>ŮuĚ<óŠqŸŸ]dŸŤŤŸŸĚ - bĬ<ó ‘<<jĭŤŤmý² çŸŸD²[i&ŤŤ ŌájáŌsÁŤ#ŭdŸŤŤH • sÄ#á]l+#+&.
- ◆ @<iŌHÿi&šŌásÁ>Ůiŷy]ŸçŸŸD²[i&qTĭjáTŌ “ {ŸŸŸD²[i&qTŌájáŌsÁŤ#ŭjáT+&.

6. uó²wŸeTŌŸ²<+i&çq+

kĬeTsE\y >±¼¼c\ŤeTŌŸ²<+i&çq+#+ŭjáT&† “iŷqeŤŌHçŸŸXŸ • ŤŤŸŸŸe±+XæŤŤ ŌájáŌsÁŤ#ŭjáT+&.

7. - bÍ<ó ‘«jáTT\ eÜiIÿsÁn_óe~Æ

- \$\$\$<úXæyËç; bÍ<, ŠST&f&kÍcsTT\$< ‘«sÁTe\A&” “sÆJ+°q\$< ‘«|ÿeÖD²\ \$es\qT |ÿ]o*+##á+&. @yiÖHÿÿi. Ás+&fT<úXæ\ \$es\qTeTq<úXø+yË “ç|ÿeÖD²ÖÄ bp*Í “yü~i&fTÖájáÖs#újáT+&.
- “sÁ+ÖáeÜiIÿsÁn_óe~>T]+°\$<óŠ<úXæyËç#iIÿ&fTÖáTq • #ásÁ«qTÖi\T; Á+&. Ás+&fTÖ&fT<úXæ\i. Ás+&fT<úXæ\ \$es\qTeTq<úXø+yË “ç|ÿeÖD²ÖÄ qÖ«>ÿ²+&)<ó ‘sÁ+>± “yü~i&fTÖájáÖs#újáT+&. B “ÖÄeTqçwÿ/4+yËÿÿ]d³/æÜ “ bp\I+&. dÿÖ#áq*eÇ+&.
- Đpu²sTTdÿeTç>kÍV¼²Öá«+ÿÜdÿÿi±qT/Đpu²sTTsd³/q>|ÿ>|i&f\ u |ÿÜÿi± “ • #á<Še+&. M{i<ó ‘sÁ+>± çbÍ<, ŠST&f& bÍsÁÁXæyËç |ÿ “#üd - bÍ<ó ‘«jáTT\A&” - +&†*âq \&fED²\qT|³/4\ÖÄ; |ÿe]i+#ürsÁTÖiqT • \>T]+° “yü~i&f; s; jáT+&. ç|ÿeÖD²\ \$es\qT |ÿ]o*+##á+&.

اردو - مادری زبان - 101 - MOTHER TONGUE--URDU

ماہانہ نصاب کی تقسیم . MONTH WISE SYLLABUS DIVISION

مواد Content	اکائی Unit	مہینہ Month	SI.No.
<p>1- زبان اور سماج:</p> <p>☆ زبان کی فطرت: زبان ایک زندہ متحرک ہیئت ہے۔ زبان کے مختلف افعال ہیں۔ زبان تجربات بیان کرنے کا ایک اہم ذریعہ ہے۔ زبان ایک اصولی اور قواعد کا پابند کار ہوتی ہے۔</p> <p>☆ زبان و تہذیب: زبان، تہذیب، ادراک اور مواصلات کا احاطہ کرتی ہے۔ الفاظ کی معنی اور انکے بہترین استعمال اور پس منظر کے اعتبار سے بیان کرتی ہے۔ کسی بولنے والے کے مقصد و منشا کو سمجھاتی ہے۔</p> <p>☆ زبان اور سماج: ہندوستان میں زبانوں کا تنوع سماجی، سیاسی اور معاشی صورت حال کا زبان سے تعلق معیاری، غیر معیاری زبان تنقیدی جائزہ۔</p> <p>☆ زبان: زبان بہ حیثیت زبان اول (مادری زبان) بہ حیثیت دوسری اور تیسری زبان، زبان کی شکلیں، زبان اور اس کے لہجے اور بولیاں، انفرادی زبان، گھریلو زبان، ماحول کی زبان، زبان بہ حیثیت ذریعہ تعلیم، زبان بہ حیثیت ادبی زبان، زبان برائے قومی یکجہتی، زبان برائے بین الاقوامی ادراک، زبان بہ حیثیت سرکاری زبان / حکام کی زبان۔</p>	1	جنوری - 2021 JAN - 2021	-1

<p>☆ خواندگی کی سطح: اشارات اور علامات سمجھنا اور زبان میں تبدیل کرنا، پڑھنے اور لکھنے کے ساتھ ساتھ تمیز اور جانچ کی صلاحیت، ہمہ قسم کی خواندگی۔</p> <p>☆ موجودہ اسکولی تعلیم کے تناظر میں ابتدائی خواندگی کی اہمیت، کھیل، ڈراموں اور کہانیوں کی اہمیت گھریلو زبان کی قدر اور تنوع، بے خوف و خطر ماحول کی فراہمی، جس میں اسکولی وادبی زبان کا اکتساب ہو اور ترسیل ہو۔</p> <p>☆ زبان کے اکتساب میں ادب کا کردار، مختلف قسم کے متون (Texts)، لسانی، تفصیلی و تفسیری ادب، متن کی دل فریبی/خوش ادائیگی اور نصاب میں ادب کو شامل کرنا، بالخصوص بچوں کے ادب کی شمولیت۔</p>			
<p>☆ نصاب میں زبان کی حیثیت: کمرہ جماعت میں اور کمرہ جماعت کے باہر زبان کے افعال، زبان کا اکتساب اور زبان کے ذریعے اکتساب۔</p> <p>☆ مخصوص ضرورتوں کے حامل بچوں کے لیے زبان سیکھنے کی ضرورت، مسائل کی تشخیص اور ابتدائی لسانی سرگرمیاں۔</p> <p>III - محتاوی سطح پر زبان کی صلاحیتوں (لسانی استعداد) کی ترقی:</p> <p>(الف) سننا، بولنا:</p> <p>☆ بچے کب بولتے ہیں؟ بولنے کے مختلف انداز (بچوں کی باہمی گفتگو کی اہمیت، خودکلامی، ہم عمروں میں تبادلہ خیال، اظہار مافی الضمیر کی صلاحیت، گفتگو بہ</p>	2&3	مارچ - 2021 MAR - 2021	3

<p>☆ نصابی کتاب کے علاوہ مختلف قسم کے متن جس سے لسانی صلاحیتوں کی نشوونما ہو۔</p> <p>☆ بچوں کو اچھے پڑھنے والے (قارئین) بنانے کے لیے مختلف اقدامات اور سرگرمیاں۔</p> <p>☆ لکھنا کیا ہے؟ لکھنے اور پڑھنے کے مابین تعلق۔</p> <p>☆ لکھنے کی مہارت فروغ دینا، خوش خطی کے لیے مشاغل، بغیر غلطی کے لکھنا اور از خود لکھنے کی مشق،</p> <p>(ج) تخلیقی اظہار اور قوتِ متحملہ۔</p> <p>☆ بچوں میں تخلیق اور تخیلی صلاحیت اور اس کے فروغ میں اساتذہ کا رول اور ترقی کے لیے سرگرمیاں، مثال (حرکاتی نظموں اور نغموں کو طول دینا، کہانیاں اور گیت، خطوط نویسی، پہیلیاں، معصے، کہاوتیں وغیرہ)</p>	3&4		4
<p>IV- ریاست میں زبان کی ترقی کی سرگرمیاں:</p> <p>☆ ابتدائی پڑھنے کا پروگرام، پڑھنا، لطف اندوز ہونا اور ترقی کرنا۔</p> <p>☆ مدارس میں اختراعی سرگرمیاں، بچوں کا روزنامہ، دیواری رسالہ، کمرہ جماعت کا کتب خانہ اور اسکول پوسٹ باکس۔</p>	4	اپریل-2021 APR . 2021	5

101 - PEDAGOGY OF MOTHER TONGUE - I – TAMIL
MONTH WISE SYLLABUS DIVISION

Sl. No.	Month	Unit	Content
1	Jan-2021	1	<p>CVp-1: RTMr^UUØjβ\uY[ojRp</p> <p>A±yLm; ~Nnÿs: ~NÙtL ° [I@jRp, A^g~NÙt^{TU} [±Rp, E °WS °PT”jβd·fIRp, βW ■ PdL j d·fIRp; E °WS °P: RTMr^URu\p β/Æ.L, ~NÙpīu ~NpYoWÙ.©. ~N’Os ° [; CXdLQm: C]~Y>j’ dLs, ~TVof~NÙp, ~RÙØt~TVo, ~TV~uTi]Ls, Bæ~TVo, Au~UÙØ~RÙ°L, ~Ytfl°UE f~TÙfim, E fUVdLm, CWh°Pd°[Æ, A”dæj~RÙPo, Y>Y°Uβ, Yp~X>j”TMæTMPeLfim, TMLÙÆPeLfim; T°PITÙt\p: E°WVÙP°X~NnβVÙdæRp, Lh”°W°V E°WVÙPXÙdæRp, Lh”°W°V> °Rp, ~RÙælf°W. CVp-1: ~UÙØ’uCVp[]mLt@jRæm</p> <p>A±yLm; ~UÙØ’uCVp]Ls: ~Tf—~UÙØÿm, G>j~UÙØÿm, UW] NÙokR’, ÆβLóu ~RÙælf ~UÙØ, CXdLQm, CXd°Vm, AZæQofæ; ~UÙØÿm NÿRÙVm: ~UÙØt±VU]ITÙu°UÿmFdLm~TfIRæm, ~UÙØÿm A°PVÙ[ÿm, ~UÙØÿm AβLÙWÿm (A) ~NpYÙdæm, ~UÙØÿm Tùp°YfITÙ”m, ~UÙØÿm T ■ TÙ”m, ~UÙØLt@jRpYØ~TùfI]s [æ• UL]ÙdæRp; ~UÙØITPm jβ\utùPm: ~UÙØ Lt@jRæm, ~UÙØYØLt@jRæm, ~UÙØTZæRæm ~UÙØLt\æm, RÙn~UÙØ-ÿRu~UÙØTsóLfim UÙQYôuRTMr~UÙØjβ\u; RTMrCWh°P YZdæ~UÙØ: ~Tf—jRTMØf K’ G>j’jRTMr, G>j’jRTM °Z UÙQY/dæ A±yLIT”j’Rp, YhPÙW°° [~UÙØV±<; ~RÙælf°W.</p>
2	Feb-2021	2	<p>CVp-2: A•IT°Pβ\uLs</p> <p>A±yLm; β\uY°L; ~LhPpβ\u: ~LhPpβ\ °] Y[odæmYØY°LLs, ~LhPpβ\ °]Y[odæm’TÙ” LYôjβt~LÙs [~Yi•V°Y; ~T—Rpβ\ u: ~T—Rpβ\ uT’ tæ’ u’ SÙdLeLs, ~T—Rpβ\ °]</p>

			<p>Y[odæm YØY°LLs, SÛT°t£Ls, RÛRØSÛ°S°r T°t£, SÛ©r T°t£ ßkßV °Tf£uSpÆVp]Ls, °Tf-IT °t£YZæm°TÛ°ßE°VoYæL©p©uTt\ °Y°V°Y;J°Y°YeLt©jRp:J°Y°Y Y°Y°Yj°RÛPojG>j°RÛ°Ls©dæmÿ°\, ÿR°X>j°dLs©dæmÿ°\,E°WÛ°Ls,©\j A°IT°P°p E°WÛ°Ls, ©\j A°IT°P°p °Un°VÛ°Ls,T°jRpß\U:T°jR°uÿd°Vd·fLs, T°dLdLt©dæmÿ°\Ls,BrkRIT°\j,ALu°T°\j, T°jRpß\°]Y[odæmT°t£Ls,G>°Rpß\U, G>°R°u°SÛdLeLs,G>°YRtæÿuT°t£V°jRp, SpX°L°V>j°ßuCVp]Ls,G>°Rpß\U Y[odæm YØY°LLs;°RÛælj°W;</p>
3	March-2021	3&4	<p>CVp-3:TÛPeL° [Lt©jRp A±ÿLm;E°WS°PLt©jRp:E°WS°P°u Ru°U,E°WS°PITÛPLt©jR°u°SÛdLeLs, E°WS°PLt©dæmÿ°\,°NnÿsE°WS°PLt©jRp °SÛdLeLóæmÿ°\LóæmEs[°YfitÛ°]Ls, CXdLQmLt©jRp: CXdLQmLt©IT°Tt± LjRdLs, CXdLQm Lt©jR°u°SÛdLeLs, CXdLQmLt©dæmÿ°\,°QITÛPeLt©jRp: °QITÛPeLt©jR°u°SÛdLeLs,°QITÛPm Lt©dæmÿ°\;°RÛælj°W; CVp - 4 : T°ffly°]Ls A±ÿLm; Æ°°Wÿ°\; S°\jÿ°\; Æ°[VÛh°]ÿ°\; °NVpßhP ÿ°\; JIT°P\jÿ°\; °NVpYØ Lt°p; TpYælj Lt©jRp; Lt©jRp °RÛØp+hTm; °RÛPof°NVp; Lt°p Lt©jRp °TÛ°Ls; °RÛælj°W;</p>

			<p>CVp-6TÛPmLt©\jßhPm A±ÿLm;TÛPmLt©\jßhPjßuCu±V°UVÛ°U: TÛPmLt©\jßhPjßuSu°ULs,£\kRTÛPmLt©\j ßhPjßuSu°ULs,TÛPmLt©\jßhPm °NVpT°j°R°ip ßE°Vo U]ßt °LÛs[j RdL°Y, °NVpYØLt°\jTÛPmLt©\jßhPm:°NVpYØ Lt°pYæLT°\°p°QVÛLER°Rp;IkRÛm YæL©tLÛ]TÛPmLt©\jßhPm;Lt©jRpæ±lj; Lt©jRp°TÛ°RVÛ°\j;°RÛælj°W;</p>
4	April-2021	5&6	<p>CVp - 5 : Lt©jRp ß\U Y[ojRp A±ÿLm;Etfi°SÛdL°u°R°Y:Etfi°SÛdæm ÿ°\Ls;°NVpYØLt°\jTÛPmLt©\jßhPm:UW]YØ Lt°°X°Etfi°SÛdLp,Etfi°SÛdLpT°Ym; æ°\L°[R°æm°\°©uTt\æm;°Nnßßh°mÿ°\: ALWÛßLs,°Li°]Ls;°RÛælj°W;</p>

102 - UNDERSTANDING MATHEMATICS AND EARLY MATHEMATICS EDUCATION AT PRIMARY LEVEL-I

Sl. No.	Month	Unit	Content
1	January-2021	1	<p>Unit – 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 Maths? • Why we teach Mathematics? • Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately) • Mathematisation
2	Feb-2021	2	<p>Unit – 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 schemat of cognition in Mathematics in different stages, Vigotsky social learning and its implications learning Mathematics. • Understanding the learning processes – Natural context, Induction, Deduction • Learning and teaching errors and how to overcome? Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis
3	March-2021	3	<p>Unit-3: Counting, Numbers and its Operations</p> <ul style="list-style-type: none"> • Pre-number concepts • Understanding numbers and notation • Digit and representation of numbers • Counting and place value (with different bases) • Concept of fractions and its presentation
4	April-2021	3	<ul style="list-style-type: none"> • Mathematical operations of numbers (N.W.Q.) • Learning material for above

Suggested Practicum:

- Observe 3-years old child and write a report on what Mathematical abilities child possess and how they acquire?
- 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?
- Analyse the textbook of any one of the Primary classes and write a report on how these new textbooks are child friendly and help the child to construct the Mathematical concepts?
- Develop a Mathematical resource kit with locally available materials for effective transaction of Mathematical concepts at Primary Level.
- Develop questions for each Academic Standard at Primary Level.
- Observe the children notebook of Mathematics or answerscript of Mathematics. Identify the mistakes committed by the children and write a report on what are the reasons for these and how to overcome?
- Observe the Mathematical teaching learning process at Primary Level. Record the language used by the teacher and write a critical report on it.
- 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.
- Analyse any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- 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 activities and TLM for remedial teaching.
- 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 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.
- Identify about 20 problems on multiplication and classify them on criteria of processing (adding in equal groups, increasing at the same rate, arrays and cross product). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on division and classify them on criteria of processing (grouping and sharing). Prepare strategies to teach these processes and write a report on your experiences.

**103 - PEDAGOGY ACROSS CURRICULUM AND ICT
INTEGRATION -I
(Value Added and Co-curricular Paper)**

Sl. No.	Month	Unit	Content
1	Jan-2021	1	<p>Unit-1: Pedogogy – Conceptions and Perspectives</p> <ul style="list-style-type: none"> • Learning – Types of 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-centered education such as child centered, 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. • Critical pedagogy concept, need and implications in teaching learning.
2	Feb-2021	2	<p>Unit-2: Pedogogy, Resources and Practices</p> <ul style="list-style-type: none"> • Reflections on school of thought and theories: GijuBhai, 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. • Linking pre-school knowledge of the children with learning school subjects. Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning;

3	Mar-2021	4	<p>Unit-4: ICT (Information & Communication Technology).</p> <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. • Main features of ICT related policies - National Level and StateLevel. • ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educationalgames • 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
4	April-2021	4	<ul style="list-style-type: none"> • 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 integratedlessons. • Snippets Cyber law and security: Freewares.

Suggested Practicum:

Task1:

Analyse school textbooks to construct and discuss pedagogical elements. Presentation of analysis

Task2:

Develop concept maps to design subject based and thematic based curriculum materials

Task3:

Observe, document and interpret classroom discourses. Prepare and present a report.

Task4:

Investigate perspectives in children's literatures and other teaching learning resources. Prepare and present a report.

Task 5:

- i. Plan and conduct one lesson in each of the five school subjects integrating relevant and suitable interactive multi-media OERs of your choice from WWW using available suitable ICTs during the second term of school internship. Receive the feedback from your mentor and modify subsequent lessons.
- ii. Form a Google group of minimum of 5 friends from your class to work with you on a project to be presented using PPT in your D. El. Ed. class. Inform them by e mail, objective of this collaborative work, to be shared on line by all those involved. Ask each one to prepare five slides with at least one link to audio/video material
- iii. Select at least 3 multimedia OERs and integrate them in the lesson plan selecting a topic of your choice from your most favorite subject in the school.
- iv. Using hot potatoes or any suitable available ICT, prepare a test with twenty different types of questions including multiple choice items on a topic of your choice. Administer it on your class and prepare the result sheet using spreadsheet.
- v. Using internet, find and suggest at least five live links, providing information on a topic

of your choice, for the children of Standard VII, to refer for self-study. Ask them to prepare a write-up of a page using word processor software-office word.

107 – TOWARDS UNDERSTANDING SELF – I
(Self Development Paper)

Sl. No.	Month	Unit	Content
1	Jan-2021	1-A 1-B 2-A	<p>Unit – 1A: On-going Activities</p> <ul style="list-style-type: none"> • Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on lifesituations, with comments being noted by a designated teacher educator as mentor. <p>1B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Awareness of self, Understandingoneself <p>Unit – 2A: On-going Activities</p> <ul style="list-style-type: none"> • Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor. • 2B: Suggested Themes for Seminars and Workshops • Aims and purposes of life • Unit-3A: On-going Activities • Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. • 3B: Suggested Themes for Seminars and Workshops • Mindfulness
2	Feb-2021	4-A 4-B 5-A 5-B 6-A 6-B	<p>Unit-4A: On-going Activities</p> <ul style="list-style-type: none"> • Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided tostudentteacherstosharetheirinterpretations. <p>4B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Becomingsensitive <p>Unit-5A: On-going Activities</p> <ul style="list-style-type: none"> • Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on theessentialreadingslistedinallthecourses. <p>5B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Accepting and celebratingdifferences <p>Unit-6A: On-going Activities</p> <ul style="list-style-type: none"> • Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on theessentialreadingslistedinallthecourses. <p>6B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Harmony inrelationships. Peace andcoexistence

3	March-2021	7-A 7-B	<p>Unit-7A: On-going Activities</p> <ul style="list-style-type: none"> Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education. <p>7B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> Conflict resolution Stress management
4	April-2021	9-A	<p>Unit-9A: On-going Activities</p> <ul style="list-style-type: none"> Change in assumptions and beliefs in the course of pre-service training in terms of nature of the child, nature of the learning, teaching, school, textbooks, assessment etc. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> Writing year plans and lesson plans Development of question papers

Suggested Practicum:

An on-going strand during the two year course, to be coordinated and shared by the faculty, would include

- Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor.
- Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations.
- Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.
- Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.
- Student teachers need guidance in questioning their beliefs, understanding and reflecting on their own processes of transformation as professionals and individuals. Teacher educators need to be sensitive and supportive in this process and mutually learn.
- Change in assumptions and beliefs in the course of pre-service training in terms of nature of the child, nature of the learning, teaching, school, textbooks, assessment etc.

Part 2: Suggested Themes for Seminars and Workshops

- Awareness of self, Understanding oneself
- Aims and purposes of life

- Mindfulness
- Becoming sensitive
- Accepting and celebrating differences
- Harmony in relationships
- Peace and coexistence
- Conflict resolution
- Stress management
- Nurturing life skills among children
- Writing year plans and lesson plans
- Development of question papers

Note: Out of six (6) workshops, a 2-day workshop may be organized for developing year plan, lesson plan and period plans. Another workshop for developing question papers is the mandatory. The remaining four (4) workshops may be organized for given above suggested themes.

**108 - PROFICIENCY IN ENGLISH LANGUAGE
(Self Development Paper)**

Sl. No.	Month	Unit	Content
1	Jan-2021	1&2	<p>Unit- 1: Introduction</p> <ul style="list-style-type: none"> • Introduction • English aroundus • English as a global language – Language of opportunities • Constitutional provision; English as an Associate OfficialLanguage * Workshop /Seminar • 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. * Workshop / Seminar <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 • Opportunities to Use Language in context • Oral discourse and their features • Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Theme-based interaction <input type="checkbox"/> Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) <input type="checkbox"/> Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) <input type="checkbox"/> Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features. <input type="checkbox"/> Using classroom theatre (drama, choreography) as a pedagogical tool
2	Feb-2021	3	<p>Unit-3: Critical Reading</p> <ul style="list-style-type: none"> • Introduction • Reading forcomprehension • Extrapolating the texts through making inferences, analysing,reflecting • understanding the theoretical postulates ofcritical 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. and identifying theirfeatures. • Understanding the process of criticalreading • Indicators for assessingreading • Activities: <ul style="list-style-type: none"> ➤ Identifying the features of various discourses they haveread ➤ Interpretingtables,graphs,diagrams,pictures,etc. ➤ Reviewing anybook/article • Using reading as a tool for reference skills i.e., use of dictionary, encyclopedia andinternet

		<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 • Recognizing 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"> <input type="checkbox"/> Brainstorming on the theme and the type of text, the audience, etc. <input type="checkbox"/> Concept mapping on the content and organization of the text <input type="checkbox"/> Writing individually and refining through collaboration <input type="checkbox"/> 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
3	March-2021	<p>Unit-5: Vocabulary and Grammar in Context</p> <ul style="list-style-type: none"> • Introduction • What is grammar; how we learn grammar in mothertongue. • Problems with traditional prescriptivegrammars. Classificationofwords(closedwordclassesand open word classes). • Lexical, phrasal and clausalcategories. • Elements of a sentence (nuclear andoptional). • Classification of clauses based on structure, function andfiniteness. • 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 • Activities: <ul style="list-style-type: none"> ➤ Readingpassagesandanalyzingthedistributionof linguisticelements. ➤ Classification of words in a givensentences. ➤ Making generalizations on syntactic and morphologicalproperties. ➤ Checking the generalizations in the light of new passages.

			Writing discourses and editing them individually and also through collaboration, feedback.
4	April-2021	5	<ul style="list-style-type: none"> ➤ Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions. Framing questions for different types of texts for reading comprehension/interaction.

Suggested Practicum:

- 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
- 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
- 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
- Reading passages and analyzing the distribution of linguistic elements.
- Classification of words in a given sentence.
- Making generalizations on syntactic and morphological properties.
- Checking the generalizations in the light of new passages.
- 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.
- Framing questions for different types of texts for reading comprehension/interaction.

5.2 SEMESTER –II

204 - CHILDHOOD, CHILD DEVELOPMENT AND LEARNING-II

Sl. No.	Month	Unit	Content
1	April-2021	3	<p>Unit-3: Cognition and Cognitive Development</p> <ul style="list-style-type: none"> • Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence – Multiple intelligences, emotional quotient and management of emotions. • Cognitive Development: Social Contexts; Individual differences in the context of learning Perspectives on Cognitive Development – Piaget and Vygotsky. • Facilitating concept formation: Building on children’s existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning
2	May-2021	4	<p>Unit-4: Learning</p> <p>Contexts of learning: Home, School, Environment</p> <ul style="list-style-type: none"> • Factors influencing learning: Maturation, Emotions, Learning environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting, Personality.
3	July-2021	4	<ul style="list-style-type: none"> • Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, • Learner autonomy, Role of teacher as facilitator • Learning disabilities; Children with Special • Needs (disabilities): Importance of early intervention, IEP, Differentiated learning.
4	Aug-2021	4	<ul style="list-style-type: none"> • Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive Schools.
5	Sep-2021		<ul style="list-style-type: none"> • Revision

Suggested Practicum:

Task 1:

Student teachers collate about ten newspaper articles that involve parenting and childhood, analyze these and hold discussions.

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 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.

Task 3:

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.

Task 4:

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

Task 5:

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.

Task 6:

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 arrives 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's responses.

Task 7:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood 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.

Task 8:

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.

Task 9:

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.”

Task10:

Student teacher can take the data with regard to habit interference, hearing styles, memory span of the students.

201 - UNDERSTANDING LANGUAGE AND LANGUAGE DEVELOPMENT AT PRIMARY LEVEL-II
(Mother Tongue - Telugu)

Sl. No.	Month	Unit	Content
1	April-2021	4	<p>జాతొ “{U`4: bIsAA<IYUdYi:±VT, uE<óSq™IÖ ne>±VY²q 4.1 IYpsACçbI<,SSTi&,bI<,SSTi&OasA>Öat\uo²cIbIsAA<IYUdYi:±\ sAOIY&IqY&EnqTdY]+#*aqÖÜÇzeTsAjmeÖsAZ<SsAoi& dYÖçÖVT.</p> <p>4.2 uó²cIuE<öyESwYjáT+,\$<ó ‘HVT, IYsAdYIsA, uó²>kIÇeT<IY<S&ÖaTVN dYVYjáTAA&” &fT/kãnuó, <dsAi>± - bI<ó ‘jáTT&fT.</p> <p>4.3 \$wYjáÖ+XæVT,jáTÖ “{U “s`D+,nuó, <IY\ndYÇuo²e+ ÖasA>Ü>~ nqÇjáT+(neTVT)</p> <p>4.4 1, 2 ÖasA>ÖaTVT eT]jáTT 3, 4, 5 ÖasA>ÖaTVT ` \$< ‘ çIYeÖD²\T,nuó, <dYqdYÖ²&VT</p>
2	May-2021	4	<p>4.5 uó²cIçIYD²[ç&(ç&)A&” \yT)qTdYeTsAce+OayiTTÖq çIYkIs “i(neTVTAA&” nuó, <dYqeqsÁTVT.</p>
3	July-2021	6	<p>జాతొ “{U`6: ÖasA>Ü çIYD²[ç&, uó²cIuó, <dYq+ ` eT~+IYU 6.1 - bI<ó ‘jáTT&fTdYq·<S&Öa,uE<óSHuó, <dYqkIeÖçD. 6.2 uE<öyEçIYD²[ç&, uó²wY uE<óSq çIYD²[ç&, y]üç&, jáTÖ “{U, IÖ]jáT& çIYD²[ç& 6.3 eT~+leT]jmeTOY²<+ç&q+ “sAÇ#áq+,nedYsA+,çbIeTTK<Öa 6.4 “sA+ÖasdYeTç>eTÖY²<+ç&q+(d³/4d³/4,) nuó, <dYqeT~+ Iñ.nuó, <dYq+çAdY+eT~+ Iñ.</p>
4	Aug-2021	6	<p>6.4 “s`D²Öa çIeTOY²<+ç&q+ ` kI<óSHVT dYç>VY²D²Öa çIeTOY²<+ç&q+,uó²sAÖaçIY (i/4ç&TVY]YUw³/4(Ö&u²çü), “yü~ç&\$<ó ‘HVT,]ç±sÁTVT eT] jmeT~+IYU.</p>
5	Sep-2021		Revision

Suggested Practicum:

1. uó²wÿ>T]⁰

- eTÖ&fT dÿ+eÔás\l¼\c\T eÖ{²c&û Ás&fT eTÖ&fT lÿ< ‘\A£’ #i+~q x<ST ýñi& sÁT yí±<\Tdí&]+#á+&.yí±<\ “s`D`ÔáTqT,l¼\c\A£” q • uó²cÍkÍeTsÆ« “ n+ÔásÁZÔáXn&” i\>T]+⁰\$Xácw¾⁰ “yû~í&qTÔájáÔs!#ûjáT+&
- M{i “ ¡VdTrÔá+@dÿ+<ŠsÔÛÿË – lÿ jîÖDdÿTtH • sÁT?, ý²+{iyûeT]l= “ • yí±<\T, lÿ< ‘\qTdí&]+#á+&.M{i\$ “ jîÖ>+ýËeÔsÁTÎT#Á³T#ûdÿTl&e&† “ ï>\ í±sÁD³T@yîT@ – +{²sTT?M{i<ó ‘sÁ+>±uó²cÍdÿÇuó²e>T]+⁰ÿí& “yû~í&qT ÔájáÔs!#ûjáÔ*.

2.l¼\c\T uó²wÿ`nuó,, <dÿq+

Ás&fTdÿ+eÔás\l¼\c\TeÖ{²c&û20eÖ³\qTqyíÔ<ST#ûjáT+&.nf3eT]jáTT
 4dÿ+eÔásÁsT>·l¼\c\leÖ³\qT(20eÖ³\qT)qyíÔ<ST#ûjáT+&.M{i<ó ‘sÁ+>±l¼\c\T eÖ{²c&f&f+ýË “ <ŠXø\qT\$e]+#á+&.

3. uó²cÍ kÍeTsÆ«\qTn_óe~ÆlÿsÁ↗ á&f+

n) eÖ{²c&f&f+

- 1,2 ÔásÁ>ÔáT\ y#áí±ÿË “ @<iÔH ýí& bÍsÄ«+Xø+ rdÿTl= “ bÍsÄÁ+ <ó ‘sÁ+>± eÖ{²c&ûkÍeTsÆ« “ • e~ÿÿsÁ#á&† “ ïí&Ô«\qTsÁÖbö+~+⁰,ÔásÁ>Û>~ýËeTt #ûd¾ “yû~í&sÁÖbö+~+⁰+~.
- çbÍ<, ŠSTí& ÔásÁ>Û Ôî\T>T y#áí±\qT lÿ]o*+ #á+&. M{iÿË \$q&f+, eÖ{²c&f+ dÿ+< +~ó+⁰qí&Ô«\C²_ÔqTÔájáÔsÁT#ûjáT+&.M{i “ neTtÿÿsÁ#á&f+e\q l¼\c\T@yîT+#ûjáT>T>TÔs!\$e]+#á+&.

) ↗á<Še&f+

- 1,2ÔásÁ>ÔáTÿËcl¼\c\A£” #á<Še&f+mý²HúsÁTíÔáTH • sÁTlÿ]o*+ #á+&.B “TMÏMT n_!bÍjáT+ “yû~í&sÁÔÿÿ+ýËs j!t+&.
- 1,2ÔásÁ>ÔáTÿËcl¼\c\A£” @<iÔHýí&bÍsÄ “ • uË~ó+#á+&.bÍsÄÁ<ó ‘sÁ+>± l¼\c\T @yîT\$T #á<Še>\sÄ >T]i+#á+&. M{i “ kÍ~ó+#á&† “ ï uË<óŠHuó,, T<dÿq qÿçíjáTt “ sÁÇV¾⁰+#á+&MtnqTuó,, y\ÔÃ “yû~íÔájáÔsÁT#ûjáT+&.
- çbÍ<, ŠSTí&bÍsÄÁXæÿËç5eÔásÁ>Ûl¼\c\ÔÃ@<iÔHýí&bÍsÄÁ+#á~\$+#á+&. <ó ‘sþø+>±#á<ŠTe>*!>yþ~l+m+ÔáeT+~?#á<Še&f+ýËl¼\c\Tmý²+{i , <Ô+<ŠTm<ŠTs=ø+³TH • &fT?B “ ï>·\í±sÁD³\qT\$e]+#á+&. “yû~í ÔájáÔs!#ûjáT+&.
- 3,4,5ÔásÁ>ÔáTÿË@<iÔHýí&bÍsÄ “ • m+l¼\c\#ûjáT+&.ÔásÁ>ÛÿËeTt+<ŠT± l¼\c\ÔÃbÍsÄÁ+jîTtí&øçÔá+>T]+⁰eÖ{²c&+ #á+&.ÔásÁÿÔá!¼\c\ÔÃHúsÁT±

#á~\$+#á+&. ÷. Âs+&+{ì eT<óŠ«>·\ Ôû&†\qT >·T]i+#á+&. M{ì <ó 'sÁ+>± l¼\ç\qT
lÿsÄÁH “ì dÿ+d¼<ŠÆlÿsÁ#á&† “ì n+Xæ\>·T]+° “yû~í& ÔájáÖsÁT #ûjáT+&.

,)s]áT&f+(dÖÇj]áTsáq)↔

- 1eÔásÁ>Ûíyî[llÿ]o*+#á+&.l¼\ç\T@ŦsdÿTiH·sÁ?mý²sdÿTiH·sÁ? s]áT&† “ ·
mý² çbÍsÁ+_ó+#sÁ lÿ]o*+°. \$Xâçw¼+° “yû~í& ÔájáÖsÁT#ûjáT+&.
- 3,4,5ÔásÁ>·ÔáT\¼\ç\TËy< TIÿçÔlqTlÿ]o*+#á+&.l¼\ç\Tsd¼qyñKq
<ÄcÍC²_ÔqTÔájáÖsÁT#ûjáT+&.yñKq<ÄcÍbpi&&f\qT\$Xâçw¼+°+#á+&.M{ì “
n~ó>Ŧ+ #á&† “ì eÖsZlqT dÿÖ°+#á+&.
- 3,4,5ÔásÁ>ÔáTbÍsÁÄÿÛdÿiç±yË<çìÔHÿí&bÍsÁÄÿËbõ+<ŦTlÿsÁ°çbÍcÉÁŦ” |
lÿ “ “sÁÇV¼²+°+#á+&.y]ÔÄçlÿ]ô+ l#ûjáT+&.y{ì “>·T]+° “yû~í&ÔájáÖs]l
#ûjáT+&.

4. uó²cÍeqsÁTVT`y{ì\$ “jîÖ>+`uó²cÍ_óe~Æi±sÁ«çí&eÖNT
qÖÔáqbsÁÄÿÛdÿiç±yË “»eTT<ŦTeÖ³uqT, - bÍ<ó ‘çj]áT\ÄŦ” dÿÖ#áqT#á<Ŧe+&.B “
<ó ‘sÁ+>±bÍsÄÿÛdÿiç±yË, ÛeÖiVT,çlÿççìj]áTNT, - bÍ<ó ‘çj]áT\ÔájáÖ>·T]+°yí& “yû~í&
ÔájáÖsÁT#ûjáT+&.

5. uó²wÿ`uË<óŠHuó,«dÿçlÿççìj]áT “sÁÇVÿD`çlÿD²[ç
▪ MtdÿMtiÿbÍsÄÄXæÿË “< VÿQpÔásÁ>ÛuË<óŠq[lÿ]dÿMÿÿË - bÍ<ó ‘çj]áTmý²
çlÿD²[ç&T ÔájáÖsÁT #ûdÿTiH · sÁ#á]l+#á+&.
◆ <çìÔHÿí&ÔásÁ>Ûíy]üççlÿD²[ç&qTj]áTÖ “{çlÿD²[ç&qTÔájáÖsÁT#ûjáT+&.

6. uó²wÿeTÖy²«+í&q+
kÍeTsE\y >±¼\ç\TeTÖy²«+í&q+#ûjáT&† “ìqçTÖHçlÿXø · \l(ÿÿçE±+XæT)
ÔájáÖsÁT#ûjáT+&.

7. - bÍ<ó ‘çj]áT\ eÛilÿsÁn_óe~Æ
▪ \$\$<çìXæÿËçbÍç,ŦŦç&kÍesTTç< ‘çsÁTe\ÄŦ” “sÆ]+°qç< ‘çlÿËeÖD²\Ŧes\qT
lÿ]o*+#á+&.@yíÔHÿççìsÁ+&fT<çìXæ\Ŧes\qTçTq<çìXø+yË “çlÿËeÖD²\ÔÄ
bp*Ï “yû~í&qTÔájáÖs]l#ûjáT+&.
▪ “sÁ+ÔáÄÿÛilÿsÁn_óe~>·T]+°ŦŦç<óŠçìXæÿËç#üÿçfTÔáTq · #ásÁ«lqTÔiVTçÁ+&.
Äs+&fTeTÖ&fT<çìXæ\ç±sÁ«çí&eÖ\, +>±ç+&,l¼Hç+&,j]áTÖ.mdt,rd¼* j]áÖ,
qÖ«çy²+&)<ó ‘sÁ+>± “yû~í&ÔájáÖsÁT#ûjáT+&.B “ÔÄeTqççwÿ¼+yËÿ]d¼çeÛ “
bp\l+&. dÿÖ#áq*çç+&.

▪ Đpu²sTTdÿeTç>kÍV¼²Ôá+ÿÛdÿiç±çqT/Đpu²sTTsd¼qçlÿ>{çí&çlÿÛdÿiç± “ · #á<Ŧe+&.
M{ì<ó ‘sÁ+>±çbÍç,ŦŦç&bÍsÄÄXæÿËçlÿÿ “#üç - bÍ<ó ‘çj]áT\ÄŦ” - +&†*âq\çí&çE²qTl¼çlÿÔÄ
çlÿËe]i+#ürsÁTÖiqT · \>·T]+° “yû~í&s]áT+&.çlÿççlÿ]ô+°+#á+&.

201 - MOTHER TONGUE--URDU
ماہانہ نصاب کی تقسیم - MONTH WISE SYLLABUS DIVISION

مواد Content	اکائی Unit	مہینہ Month	Sl.No.
<p>I-IV - درسی کتاب کا فہم، عمل تدریس:</p> <p>☆ قبل از تحتانوی اور تحتانوی سطح کی درسی کتب کی ترقی کے لیے فلسفیانہ نظریات پر مبنی رہنمایانہ اصول۔</p> <p>☆ مواد، پیش کش اور زبانوں کی تدریس کے طریقے کار، تقابلی اور اشتراکی طریقے مدرس بطور سہولت فراہم کرنے والا موضوع، پونٹ کی ساخت، مشقوں کی نوعیت اور ان پر عمل آوری۔</p> <p>☆ پہلی، دوسری اور تیسری، چوتھی اور پانچویں جماعتوں کے تعلیمی معیارات اور ان کے اکتسابی اشارے۔</p>	4	اپریل - 2021 APR - 2021	-1
<p>☆ زبان کی موثر تدریس کے وسائل۔</p> <p>VI - کمرہ جماعت کا منصوبہ، لسانی اکتساب کی جانچ:</p> <p>☆ تعین قدر اور جانچ۔ تعریف، ضرورت اور اس کی اہمیت۔</p> <p>☆ مسلسل جامع جانچ، اکتساب کی جانچ، اکتساب کے لیے جانچ۔</p>	4 & 6	مئی - 2021 MAY - 2021	2
<p>☆ تفکیلی جانچ اور اس کے وسائل، مجموعی جانچ، موازنہ جدول، Feed back کا طریقہ کار</p> <p>☆ ریکارڈ اور رجسٹر، جانچ</p>	6	جولائی - 2021 JULY - 2021	3
REVISION			

201 - PEDAGOGY OF MOTHER TONGUE – TAMIL
MONTH WISE SYLLABUS DIVISION

Sl. No.	Month	Unit	Content
1	April-2021	1	<p>CVp-1: RTMr^UUØjβ\uY[ojRp A±yLm; ~NnŸs: ~NùtL ° [I©jRp, ~Tùs A±Rp, E ° WS ° PIT ° j'Rp, SvMTUWÙh"Rp, E ° WS ° P, ~NùpY[m ~TfIRp, E ° WS ° Pf £\IjEQoRp, CXdLQm, Æ ° Qytfi, Æ °] GfNm, RuÆ °], ©\Æ °], ~NnÆ °], ~NVITÙh" Æ °], C]eœ±jRp, YZdœ, ~RÙ ° L® ° Xj ~RÙPø, ~RÙLÙ® ° Xj ~RÙPø, ~Un ~tfi Ij Qof£, A¶, T ° PITÙt\p, ~TfNùt\p, LÆ ° RG >'Rp, £fil ° RG >'Rp, ~Rùœ Ij ° W;</p>
		1 & 2	<p>CVp-1: TUPHtTU" A±yLm; TÙPHtTÙ", L ° XβhPm, TÙPβhPm, TÙPËp, TÙPHtTÙ", TÙPβhPm, TÙPËp B ° VYt±t ° ° P ° VES [~RÙPø], TÙPËæm B£ ° VoLfim, TÙPËXÙn<. CVp-2: ~NùtL [g£Vm ~T/dœRp A±yLm; ~NùpX ° UIj ~TùsTVuTÙ", ~NùpLt©dœm y ° \Ls, A±kR ~NùtL [g£Vm TVuT ° j' m ~NùtL [g£Vm, ~UØjβ\ulfim ~NùtL [g£Vm, TÙPpLfim ~NùtL [g£Vm, ~NùtL [g£Vm ~T/dLm y ° \Ls, ~NùtT ° t£Ls, ~NùpÆ ° [VÙh" Ls.</p>
2	May-2021	3	<p>CVp-3: EVo® ° Xjβ\ulS A±yLm; L ° RIG >'Rp: Lh ° WG >'Rp, ~TfNùt\p, T ° PITÙt\p, A) LÆ ° RG >'Rp, B) ©tL ° R G >'Rp, LXk ° WVÙP ° X RW ~S ° IT ° j'p.</p>
			<p>CVp-4: © ° ZBn <mæ ° ° \L ° [Ræm A±yLm; RYflm © ° ZŸm, © ° ZdLÙ] LÙWQeLs, © ° ZY ° LLs, © ° ZdLÙQp, Lt\T p © ° Z ° u CPm, æ ° ° \L ° [Rp.</p>

		5	<p>CVp-5:R™ rLt©jR ĩpRLYp~RUØp ÷hTm A±ÿLm; ~UÙØI T't\Ùn<d·Pm; L¶đŸm R™>m;R™r~Uu~TÙ/sLs;C°QVm;R™r C°QVI TpL°XdLZLm; TpìPLÿm R™r Lt©jRæm;</p>
3	July-2021	6	<p>CVp-6:·Ro<mUßlç”m A±ÿLm; A[™”m Ußlç”m, Ußlçh•u Y°LLs, Ußlç” ÿ°\Ls, Ußlçh•Ls ·R°Y, ß\uL°[Ußl©Pp; ·RoÆEu Y°LLs; £kR ·RoÆEuTijLs;Æ]ÙjRÙsA°Udæmÿ°\; Æ]ÙjRÙs RVÙ”dæmÿ°\, Æ]ÙjRÙs Y·Y°UIj; Æ]ÙjRÙs ßhP Y°Wç; UÙß” Æ]ÙjRÙs; Ußlç” Tt±V CkßVd LpÆd æ>Æu ©”k°WLs;</p>
			Revision

**203 - PEDAGOGY ACROSS CURRICULUM AND ICT
INTEGRATION-II
(Value Added and Co-curricular Paper)**

Sl. No.	Month	Unit	Content
1	April-2021	3	<p>Unit-3: Concept and Process of Learning</p> <ul style="list-style-type: none"> • Behavior 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. • 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 between thinking and learning • Cognition and learning - Constructivism, process of cognitive development - Its implications of teaching and learning.
2	May-2021	3	<ul style="list-style-type: none"> • Vygotskian theory - Concept of ZPD - Implications for teaching and learning. • Critical pedagogy - Concept - Need, Implications to teaching and learning.
3	July-2021	5	<p>Unit-5: ICT Integration</p> <ul style="list-style-type: none"> • ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data • Preparation and planning of multimedia lessons in school subjects. • Activities are to be organized in connection with multimedia lessons: Role of teacher (before, while, after multimedia lessons); Social media and its importance in learning (Twitter, Facebook, Whatsapp etc.) • Online learning courses for professional development of the teachers (Right to Education Act, subject specific courses etc.)
4	Aug-2021	5	<ul style="list-style-type: none"> • 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.
5	Sep-2021		<ul style="list-style-type: none"> • Revision

Suggested Practicum:

Task1:

Analyseschooltextbookstoconstructanddiscusspedagogicelements.Presentationof analysis

Task2:

Develop concept maps to design subject based and thematic based curriculum materials

Task3:

Observe,documentandinterpretclassroomdiscourses.Prepareandpresentareport.

Task4:

Investigate perspectives in children's literatures and other teaching learning resources. Prepare and present a report.

Task 5:

- i. Plan and conduct one lesson in each of the five school subjects integrating relevantandsuitableinteractivemulti-mediaOERsofyourchoicefromWWW using available suitable ICTs during the second term of school internship. Receivethefeedbackfromyourmentorandmodifysubsequentlessons.
- vi. FormaGooglegroupofminimumof5friendsfromyourclasstoworkwithyou on a project to be presented using PPT in your D. El. Ed. class. Inform themby e mail, objective of this collaborative work, to be shared on line by all those involved. Ask each one to prepare five slides with at least one link to audio/videomaterial
- vii. Select at least 3 multimedia OERs and integrate them in the lesson plan selectingatopicofyourchoicefromyourmostfavoritesubjectintheschool.
- viii. Using hot potatoes or any suitable available ICT, prepare a test with twenty different types of questions including multiple choice items on a topic of your choice. Administer it on your class and prepare the result sheet using spreadsheet.
- ix. Usinginternet,findandsuggestatleastfivelivelinks,providinginformationon a topic of your choice, for the children of Standard VII, to refer for self-study. Askthemtoprepareawriteupofapageusingwordprocessorsoftware-office word.

205 - ART AND ART EDUCATION
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	April-2021	1	<p>Unit 1: What is Art?</p> <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 with special reference to regional practices <p>Unit-2: Art Education: Perspective of Different Philosophers and Educationist</p> <ul style="list-style-type: none"> • Indian Philosophers – Tagore, Gandhi, Devi Prasad. • Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot • Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, • Elliot. (contd...)
2	May-2021	3	<p>Unit:3 Art education in Primary Classes - Syllabus and Academic Standards</p> <ul style="list-style-type: none"> • Relevance of Art Education in Primary classes (theoretical perspective) Art Education and Child Development (visualizing role of art education in the building years of child's development) • Syllabus and Academic Standards Suggested Activities for primary classes
3	July-2021	4	<p>Unit-4: Art Education in Middle School</p> <ul style="list-style-type: none"> • Role of Art Education in Middle School • Art – Exploring Histories (Local and Global) <ul style="list-style-type: none"> ○ Music ○ Dance ○ Painting ○ Theatre • Suggested Activities for Middle School
4	Aug-2021	5	<p>Unit-5: Art in Education OR Teaching Through Art</p> <ul style="list-style-type: none"> • Art as an educational/pedagogy tool • Art and other Subjects • Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – II
5	Sep-2021		Revision

Suggested Practicum:

- 1) Art, Art appreciation and Art education: visit to places like crafts museums, BalBhavan, art galleries. Organize art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- 2) Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvas, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
- 3) Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wider range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (Eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children
- 4) Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, its impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence; age appropriate viewing and selection of films.
- 5) Literary Arts: linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
6. Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein:

colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these vis-a-vis architecture and design; spaces for children in a city.

7. Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example - a heritage walk to a nearby monument and a public event about it including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.
8. Read the syllabus of Art & Cultural Education for classes I to VIII and perform any one art form in the classroom and write a report.
9. List out local art forms and conduct interview with the local artist about the greatness of local art form and present status of the artist - Write a report.
10. Read the reference books pertaining to a local art form and write a review and present.
11. Visit 1 or 2 private/ government schools and observe the implementation of Art & Cultural Education in the schools.

206 - YOGA, PHYSICAL & HEALTH EDUCATION – I

(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	April-2021	1	<p>Unit-1: Understanding Health and Well- Being</p> <ul style="list-style-type: none"> • The meaning of health andwell-being • Biomedical versus social healthmodels • Understanding the linkages between poverty, inequality and health • Web of causation; Social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc. • Understanding Children’s Health Needs • Food and nutrition; Communicable diseases; Child abuse in various forms and its impacts; Corporal punishments and its impacts. • Reciprocal linkage between health and education • Childhood health concerns, hunger and malnutrition- Meaning and measures: Country/ State data. • Morbidity Mapping- Methods, observation, daily notes. • Methods to understand children’s health perceptions and self assessment of health
2	May-2021	3	<p>Unit- 3: Physical Education</p> <ul style="list-style-type: none"> • Meaning need and purpose of Physical Education, Olympics, Asian Games, SGF Games, various awards in sports andgames. • Impact of play and games (team spirit, cooperation, tolerance, problem solving, leadership). Physical measurements (height, weight, chest) and BMI [Body Mass Index] twice in a year. • Sports and games (interrelations, sports and games in schools, traditional/ local games, modern games, ground preparation and courts, rules of games and sports). • Various competitions and tournaments and participation of children.
3	July-2021	4&5	<p>Unit-4: Yoga and health</p> <ul style="list-style-type: none"> • Meaning, concept ofyoga. • Concept ofpancakośa • Potentialcausesofillhealthaccordingtoyoga. • Yogaasapreventiveandpromotivehealth care. • Yogicprinciplesofhealthyliving:Āhāra, vihāra, Ācāra, Vicara andVyavahāra • Yogicconceptofholistichealthandwellness <p>Preparations and precautions for practice of yoga.</p> <p>Unit-5: Yoga and Physical Development</p>

			<ul style="list-style-type: none"> • The Integrated Approach to Yoga • Characteristics of Physical Development • Yoga practices for Flexibility • Yoga practices for Stamina • Yoga practices for Endurance • Yoga practices for Lung Capacity • Yoga practices for Longevity
4	Aug-2021	6	<p>Unit-6: Health of Children in the Context of School</p> <ul style="list-style-type: none"> • Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger • Measuring the 'Health of the School': Issues of Water, sanitation, toilet etc. • Development of mental health through participating in cultural programmes. • Role of the teacher and engagement with the programmes <p>Capturing children's perceptions on food, work, play, Mid Day Meal etc.</p>
5	Sep-2021	7	<p>Unit-7: Curriculum, Syllabus and Assessment</p> <ul style="list-style-type: none"> • Syllabus for Physical & Health Education. • Academic Standards • Assessment

Suggested Practicum:

- The exercise undertaken in the School Internship Programme (SIP), of making a profile of a child and understanding his/her social context during the internship need to also connect to the health of the child and understanding all possible determinants. The student teacher is to observe and find out about the

child's health conditions. The child's health profile is to explore the possible health determinants operating in the child's life. Issues of settlement/housing, livelihood of families, poverty and deprivation, food habits, water access and safety etc are explored through observations, informal group discussions and visits to the community. The teacher educator prior to the SIP will guide the student teacher on methods and ethical issues, sensitivity during questioning.

- Morbidity Mapping Exercise to be conducted. In this the student teacher tracks children's attendance and tries to find out reasons for children's absenteeism. She records illnesses she observes or as reported by children/peers and develops a health report card.
- The student teacher develops a report card for the 'health of the school'. She surveys parameters like water, toilets, sanitation, building, playground etc during the SIP. The idea is to encourage the student teachers to explore multiple dimensions of each parameter that impacts on children's health in school. For eg: It is not sufficient to just ask if there is toilet. It is important to explore, is it functional? Is it clean? Is there water available for the toilet etc.
- Student teachers record observations using tools developed as well as creative methodologies to capture children's perceptions regarding Mid Day Meal to reflect on the health programmes operating in school. The idea is to observe and comment on various aspects of the MDM programme such as quantity, quality, distribution system, 'culture of the programme' and also give legitimacy to children's perceptions on the MDM. For e.g.; What they like, don't like of the MDM, what they eat before school, are they able to study if they are feeling hungry etc. These are explored not through interviews but through creative worksheets which the children fill out. Such methodologies are part of the readings mentioned for Unit III and should be made with the guidance of the teacher educator before SIP.
- Visit any Yoga center and write a report on the activities conducted at the center.
- Interview anyone Yoga Practitioner and write a report on benefit experienced by him/her.
- Collect information on Yoga Asana by reviewing authoritative sources on Yoga and write a report on it.

Demonstrate before your peer group any five Asana and write a report on them. Practical Work can be divided across groups of students and must be followed by each group sharing with the larger class of ETE teachers. This sharing should be facilitated by the faculty to reflect on health observations, methods used, findings and a discussion on the culture of programmes, possible action a teacher can take etc. The idea of the project is not to just collect a lot of information on health aspects but to begin a process of exploration and inculcates sensitivity towards health and its linkage with learning processes.

Month wise Division of Syllabus

5.3 SEMESTER –III

304 - EDUCATION IN CONTEMPORARY INDIAN SOCIETY-I (General Paper)

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p>Unit-1: Colonial and nationalist ideas on education</p> <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 schoolsystem. • Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.
2	Oct-2021	1&2	<ul style="list-style-type: none"> • Social Movements in pre-independent India– Voices of the marginalized and their struggles for equal participation in education <p>Unit- 2 Indian Constitution and Provisions for Education</p> <ul style="list-style-type: none"> • Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education
3	Nov-2021	2	<ul style="list-style-type: none"> • Panchayat 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, tribe, religion, language and gender)
4	Dec-2021	2	<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: Equalisation of educational opportunities, Differential school system and idea of common neighbourhood and school system
5	Jan-2022	2	<ul style="list-style-type: none"> • Human and Child Rights
	Feb-2022		Revision

Suggested Practicum

Task 1

Student teachers discussing groups Gandhi's vision of Basic education and its implications for school curriculum.

Task 2:

Student teachers can collect autobiographies, biographies, short stories focussing on education to analyse the nature of schooling in colonial and post independent India. (Om Prakash Valmiki's "Joothan", Rabindranath Tagore's "The Parrot's Training", for instance)

Task 3:

Student Teachers take up case studies of social movements in the region, for instance, Women, Dalit and Tribal movements, Displacement, Land Rights, Human Rights and examine issues such as education as social action, role of education in breaking the cycle of poverty and increasing opportunity.

Task 4:

Student teacher stake up group projects on the mess such as First generation schoolgoers - issues and concerns; Education of children from slums, migrant children and other children in difficult situations - documenting experiences; Education of children with special needs - challenges and opportunities

Task 5:

Student teachers view films (such as Satyajit Ray's Apu Trilogy) to discuss issues like deprivation and formal schooling, drawing from their own experiences in school.

Task 6:

Student teachers research, reflect and present their points of view on alternative visions of Indian democracy: presenting multiple perspectives on the expectations from democracy in India, and the institutions and attitudes of mind needed to give expression to these.

305 - INTEGRATING GENDER AND INCLUSIVE PERSPECTIVES IN EDUCATION

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p>Unit – 1: Inclusive Education</p> <ul style="list-style-type: none"> • Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with specialneeds) • Discrimination practices in schools and its implications • Meaning of InclusiveEducation
2	Oct-2021	1&2	<ul style="list-style-type: none"> • Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns • Understanding and exploring the nature of assessment for inclusiveeducation <p>Unit – 2: Children with Special Needs</p> <ul style="list-style-type: none"> • Historical and contemporary perspectives to disability and inclusion, types of disability, identification, assessment andinteraction. • Range of learningdifficulties
3	Nov-2021	2&3	<ul style="list-style-type: none"> • Disability identification, assessment and interaction • Approaches and skills for teaching children with learning difficulties <p>Unit-3: Inclusion and Classroom Management</p> <ul style="list-style-type: none"> • Academic inclusion andsupport • Inclusiveclassrooms • Mono-grade, multi-grade situation andinclusion • Multilevel strategies • Multi-lingualsism and inclusion
4	Dec -2021	4	<p>Unit-4: Gender, School and Society</p> <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 interactions • Working towards gender equality in the classroom
5	Jan -2022	5	<p>Unit-5: Integration of gender and inclusionperspectives</p> <ul style="list-style-type: none"> • Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes. • Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.
6	Feb -2022	5	Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schoolingpractices.

Suggested Practicum:

- Observe a classroom/ school and write a report on how children are excluded from the school or classroom processes. Write a report and present.
- Identify the out of school children (3 to 5 members) in a village and ask them why they were dropped out from the school. Write a report on reasons for exclusion.
- Collect the admission rules and examination related rules and analyse them whether these rules are affecting children for inclusion or exclusion. Write a report and present.
- Ask the teachers/Headmaster what entitlements are being given to the children for inclusion of children in the school. Write a report and present.
- List out the children's languages in the school and ask the teachers how they are addressing multi-lingual situation in the class. Write a report and present.
- Ask the class V language teacher about the levels of the children and how he handles the multi-level situation in the class. Write a report and present.
- Visit a Primary School (2 or 3 teachers working school) and ask the teachers how they are preparing timetable and handling the classes in multi grade situation. Write a report and present.

306 - SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT

Sl. No.	Month	Unit	Content
1	Sep -2021	1&2	<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
2	Oct -2021	3&4	<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)
3	Nov -2021	4&5	<p>Unit-4: School Management and Leadership</p> <ul style="list-style-type: none"> • Concepts of school administration, management and leadership <p>Types of managements and leadership</p> <ul style="list-style-type: none"> • 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>Ensuing effective classroom Teaching Learning Process</p>

4	Dec -2021	5&6	<ul style="list-style-type: none"> 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. Demonstration of children performance to the parents during SMC meeting (RTE-2009) Conducting staff meeting - Review performance, recording the minutes, resolutions, fixing targets. <p>Unit-6: Teacher – Professional 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
5	Jan -2022	6	<ul style="list-style-type: none"> Teacher professional ethics Teacher and community development Concept of a teacher development, teacher education and teacher training. Current status and practices of teacher development Government/management initiative programmes Self directed and managed professional development Impact of teacher development on students, organization and community. Pre-service teacher education: Concept, nature, objectives, scope. <p>In-service teacher programme: Purpose and practice of various commissions and recommendations</p>
6	Feb -2022	6	<ul style="list-style-type: none"> Continuous professional development - Programmes - Initiatives and Strategies: Read and reflections, reflective practices, journal writing, action research, research skills, habit formation, attending seminars and programmes, guidance and counseling, 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>Roles, functions and networking of institutions like NCERT, NCTE, NUEPA, SCERT, IASE, CTEs, DIETs and their websites.</p>

Suggested Practicum:

- The practicum component of this course is meant to help students make specific connections between field observations, class discussions, analytical presentations and participation in change visualization.
- Prepare a School Development Plan (SDP) and present.
- Develop a questionnaire for an HM and write a report on whether he may be a leader or manager.
- Meet 2 or 3 Headmasters of UP/ High School and list out the problems of their

schools and its management. Discuss with them about how do they solve the problems. Write a report on your experiences.

- Managing the classroom
- The role of the schoolhead
- Interactions with support organizations
- School improvement plan
- Change facilitation processes

301 - PEDAGOGY OF ENGLISH AT PRIMARY LEVEL-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p>Unit-1: Issues of Teaching of English at the Elementary Stage</p> <ul style="list-style-type: none"> • Issues of learning English in a multi-lingual/ multi-cultural society: Issues related to teacher proficiency; Acquisition of language Vs Preparing children for examination, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition • Teaching English as a second language: developmental, socio-economic and psychological factors; • The nature of language-learning versus acquisition; the pedagogy of comprehensible input
2	Oct -2021	2	<p>Unit-2: Teaching Learning Material and Textbooks</p> <ul style="list-style-type: none"> • Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V. • Role of big books and theme pictures in teaching English. • Philosophy and guiding principles for the development of English textbooks- NCF, SCF, RTE, Position of Paper on Teaching of English. • Selection of themes and unit structure. • Academic Standards and learning indicators.
3	Nov -2021	3	<p>Unit-3: Approaches to the Teaching of English</p> <ul style="list-style-type: none"> • Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: grammar-translation method, directive method, communicative approach, suggestopedia. • The pedagogy of comprehensible input. Approaches to teaching of English to young learners. Second Language acquisition theories - Stephen Krashen, Steven Pinker, Vivian Cook, Vygotsky. • The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching • Large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration, home environment/ community/peer group)
4	Dec -2021	3&4	<ul style="list-style-type: none"> • State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy. • Activities: Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications.

			<p>Unit – 4: Classroom Transaction Process</p> <ul style="list-style-type: none"> • The Modular transaction – Pre-reading, Reading and Discourse construction and editing; Role of interaction in transaction of different modules in a unit; Steps in teaching. • Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses • Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners • Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners
5	Jan -2022	4	<ul style="list-style-type: none"> • 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.
6	Feb -2022		<ul style="list-style-type: none"> • Activities: Storytelling, team teaching, framing of questions, picture based interaction

Suggested Practicum:

- How teaching learning is being taken up in Primary classes I and II/ classes III to V and what are the gaps that you have identified between theory and practices.
- Write a report about the material available and its utilization in classrooms for learning English language.
- Write a report on how far the children are following the textbooks and its various components and how effectively teacher following the suggested the classroom process in delivering them.
- Nature of errors committed by children in using the language in spoken and written and how can we overcome those errors?
- Nature of interaction taking place during the stages of classroom transaction.
- Prepare a Summative Question Paper basing on the Academic Standards.
- Collection of children rhymes/ songs and stories for classes I and II/ classes III to V.
- Develop activities to improve the speaking and writing skills among the students.

**302 -PEDAGOGY OF ENVIRONMENTAL STUDIES AT
PRIMARY LEVEL-I**

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p>Unit-1: Understanding EVS/ Concept of EVS</p> <ul style="list-style-type: none"> • Introduction • Meaning, Scope and Importance of EVS, its EvolutionasaCurricular AreaatPrimaryLevel. • Different Perspectives on EVS: NCF-2005, SCF- 2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape ofsyllabus. • EVS as an integrated area of study: Drawing and uponUnderstandingfromScience,SocialScience and EnvironmentalEducation.
2	Oct -2021	1&2	<ul style="list-style-type: none"> • Objectives/ principles of teaching EVS – NCF- 2005. • NPE-1986 – 10 core elements(Social). <p>Unit-2: Understanding Children’s Ideas</p> <ul style="list-style-type: none"> • Introduction. • Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions) • How this knowledge is acquired? (How Children Learn?)
3	Nov -2021	2&3	<ul style="list-style-type: none"> • Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget) • Innate abilities <p>Unit-3: Teaching of EVS/ Classroom Transaction</p> <ul style="list-style-type: none"> • Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.

4	Dec -2021	3	<ul style="list-style-type: none"> • Map-Picture Differentiation, Map Reading • Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentation etc. • Activity approach (What is activity? Profile of activity, Primary Education Project principles). • Using Children's Ideas as a Tool for Learning. • Role of Teacher in Classroom Transaction. • Integration of Subjects (Language and Mathematics) • Use of ICT in the Classroom.
5	Jan-2022	4	<p>Unit-4: Planning for Teaching EVS</p> <ul style="list-style-type: none"> • Why planning? • Some examples of a good EVS class • Addressing children's alternative conceptions: Some experiences. • Concept map and thematic Webcharts • Evolving a Unit Plan Framework and Use • Resource Pool of Materials • Locally available Materials
6	Feb-2022	4	<ul style="list-style-type: none"> • Audio-visuals and Electronic Materials • Lab/ Science Kit • Library • Peer Group Learning (using children's ideas)

Suggested Practicum:

- Reading of Position Papers of NCF-2005, SCF-2011 pertaining to EVS subject and write a report on the purpose and process of the EVS teaching.
- List out questions from children of 3 to 8 years age group on environmental concepts, issues based on observations and interactions.
- Establish that children are naturally curious and possess skills of observation, exploration, question and work collaboratively based on observations of children. Write a report with proper examples.
- Observe a EVS classroom and write a report to what extent transaction is child centered/ process skills oriented and linking outside school.
- Analyse the EVS textbooks and write a report on representation of Academic Standards in the lessons.
- Develop a resource kit for effective transaction of EVS subject with locally available material.
- Develop a model question paper for class V of EVS subject.

**303A - PEDAGOGY OF ELEMENTARY LEVEL SUBJECT
(OPTIONAL) Paper**

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

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p>Unit-1: English Language Classroom</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. • Multilingualism as a resource in teaching of English.
2	Oct -2021	1	<ul style="list-style-type: none"> • 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 teaching.
3	Nov -2021	2	<p>Unit-2: Developing English Language Skills – I</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 • Developing oral discourses: Description, dialogue, story/ narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc. • Indicators for assessing the oral discourses. • Teaching vocabulary and grammar at Elementary Level.

4	Dec -2021	3	<p>Unit-3: Developing Language Skills –II</p> <ul style="list-style-type: none"> • Introduction <p>Literacy and Reading</p> <ul style="list-style-type: none"> - 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. <p>Writing</p> <ul style="list-style-type: none"> • 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. ○ 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.
5	Jan-2022	6	<p>Unit-6: Classroom Planning and Evaluation</p> <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. 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. • Beyond the textbook: Diverse forms of texts as materials for language.
6	Feb-2022	6	<ul style="list-style-type: none"> • Relationship of language and society: Identity, power and discrimination • Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics <p>Helping children to become good readers</p>

Suggested Practicum:

- How teaching learning is being taken up in Primary classes VI to VIII and what are the gaps that you have identified between theory and practices.
- Write a report on how far the children are following the textbooks and its various components and how effectively teacher following the suggested classroom process in delivering them.
- Nature of errors committed by children in using the language in spoken and written and what are the strategies to overcome those errors?
- Nature of interaction taking place during the different stages of classroom transaction.
- Prepare a Summative Question Paper and indicators for assessing the children performance.
- Develop activities to improve the speaking and writing skills among the students.
- Write a report on how children are exposing to the language outside the classroom.
- Collect different material from authentic sources and prepare a plan to teach the oral and written skills of the language.
- Write a report on teacher inputs during construction of discourses (oral and written) and editing/feedback.
- Organizing English language clubs in schools.
- Interact with any 5 teachers and prepare their biographies of their English language learning.

3	Nov- 2021	4&5	<p>Unit4: 1 3/4\c\T uó²wĩ nuó, <dYq+</p> <p>4.1 1/4\c\Tuó²wĩqTmY²HúsÁTĩ=H • sÁT?(eTTóTĩTēTēTēÖ³\qT+& eÖ{²c&f+HúsÁTĩ.Āe&f+, 1 3/4\c\m+0ásÁZ0áXá&f" i\T,kĪsÁç;Uũ&uó²c Ī Suó²>+,uó²cĪyÔesÁD+yĒ; 1 YÜ#ásÁ\T,HúsÁTĩ.Āe&f+yĒ ŌaĪYŌVT#jāT&f+.</p> <p>4.2 1/4\c\ VĪQuó²cĪkĪeTsÁe+;çĪŌv&çdY+<šsŌŪyĒe<āi&]+#kĪeTsÁe+&+ 4.3 1/4\c\Ā&” q • uó²cĪkĪeTsÁe+<(1 3/4\c\T “jĪeŌVT@sĪsÁ#Ā TĀ&” +{²sÁT (ĪY³T)Ā&” +{²sÁT) - < :d¼\$d¼\$y,ç& “s”DŪš&ŌVT)</p> <p>4.4 1/4\c\THúsÁTĩ.Āe&f+>T]+°nbpVYāVT`ydYŪ</p> <p>4.5 - bĪó ‘ « jĪTT “bĪçŌā</p> <p>Unit5: uó²cĪkĪeTsce<qTn ōe~ĀĪYsĀ&f+</p> <p>5.1. eÖ{²c&f&f+(ŌāqT>T)]+°eÖ{²c&ne;±Xø\$Teç&f+ÑbĪsĪĪē \ nqTuó,yT#ĪĪĪ&† “ĪineĪ±Xø\$Teç&f+ÑçŌŪŌ#ásÁ\T nHĪ,wYD, 1 YĪŌq,Ī&VĪq/V³⁴+#+T³ÑĒsĀ>uĒjūT~]V³⁴+#+&f+,dY+< +<ó \qT Ā&LsĀĪ&f+yĪTŌšNĪ&ç<šT\$ “Ī+°y {ŪŌ#āĪ]+#ā&f+Ñç= “ • eŌsĀZšsĀŌ Ī±\N - q • ŌāŌásĀ>ŌāTly#āĪ±yĒeÖ{²c&f&† “ĪidY+< +~ó+°qn+XæqT >TjĪ+#ā&f+` \$Īw#+#ā&f+)</p> <p>5.2. <ó ‘sPø+>±š<šTe&f+` nsĀe+udYTiĀe&f+(ĪYsĀqçeTŌHTÑ#š<šTe&f+yĒ ŌāTNTÑ#š<šTe&f+yĒ, < Ō+~ĪY&f&f+NdY>±š<šTe&f+n+fin?Ñ 1 3/4\c\T #š<šTe&† “Īm+<šTāwYĪ/ĪY&fsĀTNTÑ#š<šTe&f+mY²HūsĪ*?NĪYUdYiĪ±ŌĀçbĪsĀ+uó,+Ñ Ī&šŌāT,bĪ³\T,Ī&ç,šT,\$q&f+,#š<šTe&f+/bĪ&f&f+N; bĪsĀ+uŌásĀ>ŌāTŪĒ #š<šTe&† “ • dYĪiĪsĀ+>±eŌsĀĪ&f+mY²? Ī= “ • ĪŌ<\N 1 YPsĀ’ ĪY<ĪĪ,Ī Y< \ >TjĪ+YŪ Xø²YŪT,<óšçqTqT>TjĪ+#ā&f+Ñ - q • ŌāŌásĀ>ŌāTly#āĪ±T#š<šTe&f+ `nuó²<kĪ\šXæwYD,ne>±YŪ²qÑ 1 3/4\c\T<ó ‘sPø+>±@yūT+#š<šTe> \>±*? Ī&ç,šT,Ī&šŌāT,Ī>jāŌVT,ŌāĪ&ç,šT,dY+uó²wYDVT,ĪY< ‘<\T,y<kĪ\TŪiTTŌš N 1 3/4\c\T<ó ‘sPø+>±š<šTe> \T>TŌāTH • s?nsĀe+#udYTiĀ>\T>TŌs? N #š<šTe&f+dYĪiĪ±eŌsĀĪ&f+mY²?N#ā~šqŌásçŌĪ 3/4\c\T@yūT+ #āĪT> \>±*?bĪsĀĪ&çdYĪiĪ±YĒ “nuó²<kĪ\šXæwYD`ne>±YŪ²q)</p>
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4	Dec- 2021	5	<p>5.3 sjāT&f+(dÓCjīlšāq)(l̄)āleTm+šTāf” s jāŌ*?Nmy²sjāŌ\ “ iAsÁŌāT+{²eTT?sjāT&f+yĒ<AcŌVT/ŌalYŌ\T` \$XŌ±sAD^VT` dYēTdY<VT>T]i+#ā&f+Ns jāT&f+ “iēTT+šT:l̄i jāTVNsdHiŌŌŪD+` sdī&bn̄N sjāT&f+yĒ@yīl+HūsI*?çbŌNq l̄i ŌŪ,ŌšT “iāY<īēī sjāT&f+HūsÁI&f+ “iē= “ • nuó²«kŌVTN - q • ŌāŌāsÁ>ŌāTly#āi±yĒEM{iēi dY+< +~Ō+°qnuó²«kŌV>T]i+ll̄ \$NēwŌDne>±VY²q)NynKq<AcŌVTy{i “ dY]~šY&f+NqŌŌāqy#āi±yĒē “M{iēidY+< +~Ō+°qnuó²«kŌVqT>T]i+#ā&f+ `\$Xācw³+ā&f+,ne>±VY²q</p>
			<p>5.4 dYEHŌā iē<āiēšAD(\$šōšsAdē\šā· āqVT)(ŌāqAdY+sdVTāf”Hū~ šsÁU²dYŌVT· +N̄&f+,~q#āsÁ«T,HĀ³TyiTTōšN̄bīl̄l̄XæV,Å&”³T+< +, \$TçŌāTVĀ! dY+< +~Ō+°qsÁ#āqVT,yñKVNkĪēŌ>ēšsÁ#āqVTy«kŌVT, dY+uŌ²wYDVT,H {iēVT,iē<šT,iēšŌāVlyiTTōšN̄, ŌāsÁsÁ#āqVT` bpdŷšāŌ, iēšÁYçŌā+,Ōā iē<j>:<š, l̄i ŌkĪs+XæVT, “yū~iēVts jīT&f+yīTTōš\$. 5.5 l̄)āleTm+šTāf” l̄i ŌŪ,ŌšT “iāY<īēī #ībŌis?N̄ l̄)āleTm+šTāf” l̄i ŌŪ,ŌšT “iāY<īēī nuó²«kŌVTN̄sĀĀ«dīēiēVEM{iēidY+< +~Ō+°qnuó²«kŌVY]Ōlq</p>

#újáT>\sÃ “yû~i&qTÔájáÖsÁT#újáT+&.

‡) sjáT&f+

çbó™ dÿs&wÿ" Á& eÖssd¼q¼ç\T`uó'wÿ` - bÍ<ó '«jáTT&MÿÚdÿi± " • #á<Še+&. sjáT&f+HúsÁÍ&† " • >T]+°q "yû~í&qTÔájáÖsÁT#ûjáT+&.

-) ýñKq ÒáTNT

çbí<,ŠSTzÁq • ÔákÍEStTyË@<ÔHyíz&ÔásÁ>Ûw&ç,š¼bÍsÁ«+Xæ " • m+I¼#udÿTi= "í&<,šqT \$e]+#á+&.B " <ó 'sÁ+>±dÿ+uó'wÿDNTssTT+#á+&.‡ nqTuó,,yÿÔáÿí& "yû~í&ÔájáÖsÁT#ûjáT+&.

}¼)¼çyËe Iÿ<ŠC²y²_óe~E

ysilÿçÛí&T,eÖ«>CÉÖqTNTÿ]o*+#á+&.Iÿ<ŠC²y²_óe~EíÔÁ&fí&10uó²cÍçí&f C²_ÔqTÔájáÖsÁT#ud\$e]+#á+&.

< TT) y«í&sÁD²+Xæ\T

ÔiNT>T,V¼²+B,, +^çwÿuó²wÿÿËe "yí&« "s`D+yË " "jáTeÖqTeÖÔauó²wÿ<ó 'sÁ+>± I¼ç\ÁÍ" ne>±Vÿ²q#ûjáT+&.‡ nqTuó,,yÿÔáÿí& "yû~í&ÔájáÖsÁT#ûjáT+&.

< TÖ)uó²cÍeqsÁTNT`y {\$ "jîÖ>+`uó²cÍ_óe~Eí&çí&eÖT

MtdÿMTÿçbí<,ŠSTz¼bÍsÁAXæÁ&" yíþ&ç&.bÍsÁAXæÿË "ç>+<, `jáT+yË " IÿÚdÿi±qT Iÿ]o*+#á+&.M{iyË1,2ÔásÁ>ÔáTÁ&" \$T>ÔÔásÁ>ÔáTÁ&" - IÿjîÖÐ+#ükÍeÖ;Ð "e`Zí&]+° M{i "ÔásÁ>Û>~ÿËmý² - IÿjîÖÐ+#ÿË "yû~í&ÔájáÖsÁT#ûjáT+&.

m)bÍsÁAXæÿËIÿ "udÿTiq • - bÍ<ó 'jTNT@sÁí&yTqIÿ "Suó,,ÈqqTnqTdÿ]dTTI • sÁ "yû~í&qT ÔájáÖsÁT#ûjáT+&.

3. uó²cÍeTÖy²«+í&q+

MtdÿMTIbÍsÁAXæÿË "sÁ+ÔásÁdÿeTçyeTÖy²«+í&q+neTNT>T]+° - bÍ<ó '«jáTT\Ôá#á]I+° "yû~í&VTÔájáÖsÁT#ûjáT+&.B "™ÔMTn_óçbíjáT+ÔiNÿ+&.

4. - bÍ<ó '«jáTNeÛTÿsÁn_óe~E

n+Ôás`l+ <ó 'sÁ+>± dÿuE"Á&" ¼b`psÁ+VT M{iyË bö+<ŠTÿsÁ°q dÿeÖ#sÁ+ \$es\T #á]I+°q n+ Xæ™ÔMTn_óçbíjáÖ\ÔÃ "yû~í&ÔájáÖsÁT#ûjáT+&.

303 (B) - PEDAGOGY OF MOTHER TONGUE EDUCATION

303 (B) - تدریسیات برائے تعلیم مادری زبان - اردو

URDU LANGUAGE اردو زبان

مواد Content	اکائی Unit	مہینہ Month	Sl.No.
<p>1- زبان سے متعلق:</p> <p>☆ زبان کی ضرورت، زبان کی فطرت، زبان کی بناوٹ و ساخت، زبان لا محدود ہے، انسانی وجود ہے، صوتی یعنی آواز سے تعلق رکھتی ہے، جملوں کی بناوٹ، طور طریقے اور اصول پر مبنی مختلف افعال، آفاقی بناوٹ، محرک، بقا، زبان کی ترقی کا تعلق اس کے استعمال سے (رسم الخط)،</p> <p>☆ زبان کی خوبیاں: زبان۔ سوچ، علم کی تشکیل کے لیے، علم کے فروغ کے لیے، تصورات کے اظہار کے لیے، مختلف اعمال میں زبان، کھیلوں میں زبان، آپسی تعلقات قائم کرنے کے لیے۔</p> <p>☆ ہماری گفتگو کا اثر ہم پر اور دوسروں پر۔</p> <p>☆ انسانوں کی زبان اور حیوانوں کی زبان میں فرق ہے (حیوانوں کے احساسات کے اظہار کا طریقہ، جیسے بندر، چمپانزی کی زبان، اشارے، احساسات کا اظہار)</p> <p>☆ عالمی زبانیں۔ ان کی درجہ بندی۔</p> <p>☆ زبان کی بناوٹ (زبان کی تشکیل، انسانی زبان، زبان کا وجود) (ہجا، تلفظ)</p> <p>☆ زبان۔ مادری زبان، زبان کے اکتساب میں مادری زبان کی اہمیت، مادری زبان میں اظہار خیال۔</p> <p>☆ زبان سے متعلق شکوک و شبہات،۔</p> <p>☆ زبان۔ مضامین سے تعلق۔ اکتساب میں زبان کا کردار۔</p> <p>☆ اردو زبان۔ ہجا، حروفِ تہجی، اردو زبان کے حروفِ تہجی کی ترتیب، جملے کی ساخت، تلفظ کی ادائیگی۔</p>	1	ستمبر۔ 2021 SEP-2021	1

<p align="center">II- زبان۔ سماج</p> <p>☆ انسانی سماج۔ کثیر لسانی، زبان۔ شناخت، تمام زبانوں میں یکسانیت۔</p> <p>☆ ہندوستانی دستور میں زبان کا تذکرہ، زبان کی پالیسی، سہ لسانی طریقہ۔</p> <p>☆ مادری زبان، دیگر زبانیں، زبان اول، زبان دوم، زبان سوم۔</p> <p>☆ زبان اور ادب</p> <p>☆ زبان۔ ثقافت</p> <p>☆ زبان ایک مضمون، ذریعہ تعلیم، خواندگی</p> <p>☆ ادبی زبان (بولی) بول چال کی زبان، علاقائی زبان (علاقائی طبقے، رنگ روپ، ذات پات کے اعتبار سے طبقات) معیاری زبان، سرکاری زبان، ذرائع ابلاغ کی زبان، اردو۔</p> <p>☆ زبان کی قدیم حالت۔</p> <p>☆ اردو زبان پر دیگر زبانوں کا اثر۔ جیسے سنسکرت، فارسی، عربی، ترکی، انگریزی وغیرہ۔ ترجمہ۔</p> <p align="center">III- ادب کا مطالعہ۔ ضرورت۔ تفہیم (آگہی):</p> <p>☆ ادب کا مطالعہ کی ضرورت۔</p> <p>☆ اردو ادب۔ مختلف افعال۔</p> <p>☆ قدیم اردو ادب، اشعار، تصانیف، طرز و تحریر (ریاستی و دیگر شعراء، ادیب)</p>	<p align="center">2&3</p>	<p align="center">اکتوبر۔ 2021 OCT-2021</p>	<p align="center">2</p>
<p align="center">IV- بچے۔ زبان۔ اکتساب:</p> <p>☆ بچوں کی سہ لسانی مہارتیں، مخصوص مواقعوں میں اظہار خیال کی مہارتیں۔</p> <p>☆ طلباء میں لسانی مہارتیں (اصولوں کو قائم کرنا)۔</p> <p>☆ بچوں کے سیکھنے سے متعلق شکوک و شبہات۔ حقائق۔</p> <p>☆ معلم کا کردار۔</p>	<p align="center">4</p>	<p align="center">نومبر۔ 2021 NOV-2021</p>	<p align="center">-3</p>

<p style="text-align: center;">۷- لسانی مہارتوں کو فروغ دینا۔</p> <p>☆ بولنا، (اپنے متعلق بولنے کے مواقع فراہم کرنا، ذاتی تجربات کے مواقع دینا، تصاویر سے متعلق بحث و مباحثہ، تحقیق، مشاہدہ، قیاس کرنا، نتائج کا قیاس کرنا، تعلقات قائم کرنا وغیرہ۔ کہانی سنانا، اس پر بحث کرنا، رہنمائی کرنا، اعلیٰ جماعتوں کی درسی کتابوں میں بولنے سے متعلق موضوعات کی نشاندہی کرنا۔ تجزیہ کرنا۔</p> <p>☆ روانی سے پڑھنا، فہم حاصل کرنا (مطالعہ کے طریقے و نمونے، پڑھنے میں مشکلات، صحیح پڑھنے کا انداز، پڑھنے میں عدم دلچسپی، پڑھنا سکھانا، کتابوں سے شروعات، نظم، گیت، کہانیاں، سننا، پڑھنا، اور گانا، ابتدائی جماعتوں میں پڑھنے کو کس طرح دلچسپ بنایا جائے۔ چند مشاغل، حرفی طریقہ، الفاظ کی نشاندہی، لہجہ، صوتیاتی نشاندہی، اعلیٰ جماعتوں کی درسی کتابوں کا مطالعہ، مشقوں کا جائزہ، سمجھ، طلباء کن چیزوں کو روانی سے پڑھ سکتے ہیں۔ کہانیاں، نظمیں، گیت، آپ بیتی، مکالمے، انشائیے وغیرہ کیا طلباء روانی سے پڑھ سکتے ہیں؟ فہم حاصل کر سکتے ہیں؟ مطالعے کا ذوق کس طرح پیدا کیا جاتا ہے؟ بعد از مطالعے کی مہارتیں، درسی کتابوں کے مشقوں کا تجزیہ، آگہی)</p> <p>☆ لکھنا: (از خود لکھنا): (طلباء کو کیوں لکھنا چاہیے؟ کس طرح لکھنا ہوگا؟ لکھنے میں خامیاں اور غلطیاں، تجزیہ، وجوہات، مسائل کی نشاندہی، قبل از لکھنے کی سرگرمیاں، لکھنے کی مہارت، لکھنے کا فن، لکھنا سکھانا، قدیم طریقہ، جدید طریقہ، لکھنا سکھانے کی مشقیں، اعلیٰ جماعتوں کی درسی کتابوں میں لکھنے سے متعلق مشقوں کی نشاندہی، تجزیہ، فہم) لکھنے میں خامیاں، ان کی سدھار، نئی درسی کتابوں میں ان سے متعلق مشقوں کی نشاندہی، تجزیہ، فہم۔</p>	5	دسمبر۔ 2021 DEC-2021	4
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<p>☆ تخلیقی اظہار (مختلف تصانیف) : (کیا بچے مدرسہ آنے سے پہلے الفاظ کے معنی کہہ سکیں گے؟) طلبا معنی کا فہم کس طرح حاصل کرتے ہیں؟ لفظیات میں ترقی کے مشق کا عملی کام، درسی کتابوں میں ان سے متعلق مشقوں کا مشاہدہ۔ تجزیہ۔ فہم۔</p> <p>☆ قواعد : پہلے کون؟ زبان یا قواعد۔ کیا مدرسہ آنے سے قبل بچوں میں قواعد کا علم ہوتا ہے؟ قواعد کے علم کے بغیر بچہ زبان کا استعمال کس طرح کرتا ہے؟ قواعد سے متعلق شکوک و شبہات، حقائق، قواعد سے متعلق معلومات کس طرح فراہم کیے جائیں، درسی کتابوں میں قواعد کا مشاہدہ، تجزیہ، فہم۔</p> <p>IV- زبان کے وسائل۔ ان کا استعمال، زبان کی ترقی کے پروگرام۔</p> <p>☆ درسی کتابیں۔ درسی کتاب کو مرتب کرنے کے اصول، اسباق کی ترتیب، موضوعات کا انتخاب، عنوان کی ترتیب، مشقیں۔</p> <p>☆ سمعی و بصری آلات۔</p> <p>☆ روزنامے، اخبارات، رسالے۔</p>	<p>5&6</p>	<p>جنوری۔ 2021 JAN-2021</p>	<p>5</p>
<p>☆ کتب خانہ اور اس کا استعمال۔</p> <p>☆ بچوں کا ادب، زائد مطالعے کے لیے کتب/ وسائل۔</p> <p>☆ مقامی شعرا، فن کار، مصنفوں کی خدمات، ادب کا استعمال</p> <p>☆ اکتساب کی ترقی کا پروگرام۔</p>	<p>6</p>	<p>فروری۔ 2021 FEB-2021</p>	<p>6</p>

303[C] Pedagogy of Maths Education (Classes VI to VIII)-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p>Introduction to Upper Primary School Mathematics</p> <ul style="list-style-type: none"> • Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truthcriteria. • 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.
2	Oct -2021	1&2	<ul style="list-style-type: none"> • Validation Processes - informal & intuitive; visual proofs and formal proof. • Constructivism and Mathematics learning. • History of Mathematics (Aryabhata, Bhaskara, Brahmagupta, Euclid, Fermat). <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
3	Nov -2021	2	<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 angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties. • Nation 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.

4	Dec -2021	3	<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 an upper primary school mathematics teacher • Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic • Developing the processes of mathematization - Words in the concepts, communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving and connecting • Organising and facilitating Upper Primary School mathematics classrooms that support mathematization processes. • Mathematics phobia and addressing it; Issues, problems in learning Mathematics and action research.
5	Jan-2022	3	<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;
6	Feb-2022	3	<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;

Suggested Practicum

- Analyse the Mathematics textbooks at Elementary Level and write a report on reflection of Academic Standards.
- Write mathematical problems for each Academic Standard.
- Observe a mathematical classroom at Elementary Level, write a critical report on how these classroom processes help the children to develop mathematical thinking.
- Develop a Maths question paper for anyone of the class at Elementary Level.
- Observe a Maths classroom at Elementary Level while transaction of a unit from introductory part to 'Do this', 'Try these', 'Think-Discuss' and exercises. Write a critical report on teachers role involve children in the classroom process and develop mathematical thinking.
- Take any other publications, textbooks at Elementary Level. Compare the presentation of the content, concepts, exercises etc. Write a critical report on it.
- Analyse the Mathematics textbooks of Upper 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.
- Analyse any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- 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 activities and TLM for remedial teaching.
- 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 verbal problems on ratios and proportions and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on simple linear equations and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- How can you copy an angle through constructions? Explain the teaching strategies.
- Explain the teaching strategies in learning the proofs in the geometry. Suggest some activities.
- Visit any Temple/ Mosque/ Church/ Gurudwara/ Palace/ Fort. Identify geometrical shapes used in their construction. Visualize those constructions of geometrical shapes while the construction of said places.

303[D] Pedagogy of Science Education (Classes VI to VIII)-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<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 or inquiry. • What do scientists look like? • Scientific method. • Values associated with science. • Children's ideas related to science concepts • Probing, documenting and analyzing 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)
2	Oct-2021	2	<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 do babies develop inside mothers? • Planning for teaching – Living and nonliving
3	Nov-2021	2	<ul style="list-style-type: none"> • Planning for teaching – Heat and temperature • Planning for teaching – Acid and bases etc. • For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This exercise needs to be facilitated by their teachers.

4	Dec-2021	3	<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. • Academic Standards and indicators at Elementary Level. • How to use the textbooks and connecting to children's everyday life experiences?
5	Jan-2022	5	<p>Science for All</p> <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). • Loss of habitat and endangered species (local specific). • Indigenous people and issues of survival.
6	Feb-2022	5	<ul style="list-style-type: none"> • 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 and scientific temper.

Suggested Practicum:

- Interview a local scientist to understand how s/he works.
- Take up a design and technology project integrating work, local empirical knowledge with science and technology.
- Observe a child learn a concept/perform a task in science class. Prepare and present a report.
- Design and conduct guided inquiry lessons for children.
- Analyse the Science textbooks and write a report on reflection of Academic Standards.
- List out the experiments from the textbooks at Elementary Level.
- Observe a Science classroom and write a critical report on to what extent this classroom processes are reflecting the nature of Science.

- Preparation of a file on development of Science and biographies of scientists.
- Organize a field trip with students and submit a report.
- Preparation of a worksheet for children participation in field investigation activities.
- Visit District Science Centre/Science Fair/Exhibition/INSPIRE and prepare a report on at least five (5) exhibits.
- Preparation of some misconceptions in learning Science (motion, motion of planets, light, heat, gravity).

303-[E] Pedagogy of Social Science Education (Classes VI to VIII)-I

Sl. No.	Month	Unit	Content
1	Sep -2021	1	<p>Unit-1: Introduction to Social Science</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 perspectives on nature and scope, social science and its place in school curriculum • Misconceptions about social sciences, true concepts of Social Science and values associated with Social Science. • Significance of History, Geography, Political Science and Economics.
2	Oct -2021	1&2	<ul style="list-style-type: none"> • Interconnection and relationship between History and Geography • Approaches to organize Social Sciences- Integrated issue based, discipline centered, and interdisciplinary. • Constructivism and teaching Social Science <p>Unit-2: Key themes in Social Science</p> <ul style="list-style-type: none"> • Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)
3	Nov -2021	2	<ul style="list-style-type: none"> • Region, people and resources, relationship between region and resources, interaction between people and resources (Geography) • Market, exchange and labor (Economics) • Contemporary issues and challenges of world as well as Indian society in making global family and world peace. • Key themes and State syllabus of Social Science textbooks and its implications.
5	Dec -2021	3	<p>Unit-3: Understanding Textbooks and Pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles of development of Social Science textbooks. • Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator (Project method,

			<p>problem solving, debate and discussions, inquiry based approach, activity based approach etc.).</p> <ul style="list-style-type: none"> • Themes, structure of the unit, nature of the exercises and its implications. • Aims of and objectives of teaching Social Science.
6	Jan-2022	3	<ul style="list-style-type: none"> • Academic Standards and indicators for learning. • Learning resources for effective transaction.
	Feb -2022		Revision

Suggested Practicum:

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which are these celebrations are shared by different regional and religious communities? Find out how the historical and geographical factors have influenced the diversity found there. Explore the connections between the historical and geographical factors.
- Discuss the most significant technological, economic, social and cultural changes taking place in the town/village in which you live, in a group. Which sources will you use to find out about these changes after a period of twenty years? What questions will you frame? Which sources are likely to reveal more? Write your findings in the form of a report.
- You are a historian. Choose the economic/ social/ political history of your region and discuss how you will teach it to your students.
- Find out where records are kept in your village/ city. What are the types of records? Who writes these records and who are the people who use them?
- Make a weather calendar for one-week collecting data from newspapers. Use pictures or symbols to show different types of weather. Analyse the data and present your findings with the help of charts and diagrams.
- Prepare a project about an issue connected with the working of your State Government like an education programme, any law and order issue, midday meal scheme, etc. Collect stories, interviews, poems, case studies, newspaper reports. Read the collected material and write your observations, analyzing and evaluating the programme.
- Think of a common thing we use, example, tea, milk, sugar, paper, etc.
- Represent in a visual form, the chain of events that takes place before it reaches you. Discuss the concepts of market, labour and exchange in this process and think of a suitable teaching strategy to teach these concepts to your students.
- Observe Social barriers prevailing in your village and suggest possible solutions.
- Prepare a brochure on your village by incorporating historical, geographical, political and economic aspects.
- Conduct Mock Assembly/ Parliament on any one of the important issues of society and write a report.

307- WORK & EDUCATION
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p>Unit-1: Work & Education: Meaning & Importance</p> <ul style="list-style-type: none"> • Orientation on the subject. • Meaning of Work & Education; purpose Work & Education. • The idea of Mahatma Gandhi. • Child work Vs Child labour. • Sense of isolation in work and education and its implications. • Need of integration in work and education.
2	Oct-2021	2	<p>Unit-2: Work & Education: Different Aspects of Integration in Work and Education</p> <ul style="list-style-type: none"> • Self reliance (economic). • Sense of Responsibility. • Respect for work. • Correlation.
3	Nov-2021	3	<p>Unit-3: School Curriculum and Work</p> <ul style="list-style-type: none"> • Work as a part of school curriculum. • The role in the work of school curriculum. • Syllabus and Academic Standards.
			<ul style="list-style-type: none"> • Assessment of Work & Education.
4	Dec-2021	4	<p>Unit-4: Work & Education - Some Experiments and Activities</p> <ul style="list-style-type: none"> • Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation; • Preparation of models and goods; population activities etc. • Conduct of whole activities: Nature and purpose – List of activities.
5	Jan-2022		<p>Unit-5: Changing Scenario of Work & Education</p> <p>Relation between work and education. Problem and limitations in implementation of work and education</p>

**308 -VALUE EDUCATION & LIFE SKILLS
(Value Added and Co-curricular Paper)**

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p>Unit-1: The Meaning and Importance of Values and Ethics</p> <ul style="list-style-type: none"> • The difference between morals and ethics. • Why do we need ethics? • Ethical development. • Operation of ethics. • Theories of moral development. • Importance of value education.
2	Oct-2021	2	<p>Unit-2: Which Values and Why</p> <ul style="list-style-type: none"> • 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. • Harmonious way of living, with one another and nature. • Learning to live together.
3.	Nov-2021		<ul style="list-style-type: none"> • Aesthetic values. • Critical and creative thinking values. • Education for peace. • Life skills education.
		3	<p>Indian Constitution – Human Rights and Education, Child Rights</p> <ul style="list-style-type: none"> • 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.
4	Dec-2021	4,5	<p>Unit-4: Life Skills</p> <ul style="list-style-type: none"> • What are life skills? • Need and importance of life skills in human life. • Life skills education in schools <p>Unit-5: Value Education and School</p> <ul style="list-style-type: none"> • The role of school in developing appropriate values in the children.

			<ul style="list-style-type: none"> • How do teacher model their behaviour for improving the value system among children. • The nature of programmes and activities in the school to inculcate values.
5	Jan-2022	6&7	<p>Unit-6: Value Education, Life Skills</p> <ul style="list-style-type: none"> • Syllabus for Value Education & Life Skills. • Strategies and approach. • Suggested programmes. • Role of schools and teacher. <p>Assessment of Value Education & Life Skills</p> <p>Unit-7: Syllabus of Life Skills and Value Education for Classes I to VIII.</p> <ul style="list-style-type: none"> • Academic Standards, Syllabus, Assessment

309- YOGA, PHYSICAL & HEALTH EDUCATION – II
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	Sep-2021	1	<p>Unit-1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health</p> <ul style="list-style-type: none"> • Critical Reflection on the concept of Health Education Behaviour Change models/s/Health Communication approach • Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc. • School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, UNICEF (Nali kali Strategy- School Sanitation and Hygiene Education)
2	Oct-2021	2	<p>Unit-2: Knowledge and Development of Health Concepts among Children</p> <ul style="list-style-type: none"> • Food and nutrition. • Communicable diseases. • Understanding one's body, alternative systems of health and healing, safety, precautions of injuries. • First aid (workshop mode). • Child abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal 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. <ul style="list-style-type: none"> ○ Principles and benefits of Yoga ○ Practical work – Visit of Primary Health Centers and report on 1) Height and Weight chart 2) Calorie value chart 3) energy expenditure chart during activity 4) Immunization chart 5) Pregnant women and child feeding chart • 6) AIDS Programme 7) Other Programmes in the PHC, TB, Leprosy, Dengue • Athletics

			<ul style="list-style-type: none"> Organizing of tournaments, marking of courts and officiating i) Kabaddi, ii) KhoKho iii) Volleyball iv) Bal badminton, v) Tennekoit etc.
3	Nov-2021	3&4	<p>Unit-3: Focus on Yoga- learning its principles and basic asanas.</p> <ul style="list-style-type: none"> Demonstrate Pranayama before your peer group and write a report on those. Survey and find out people who got cured through yoga practice and write a report on it. Learn any one type of meditation and write a report on your experiences. <p>Understanding Emotional Health Needs, Diversity and Inclusion</p> <ul style="list-style-type: none"> Understanding Emotional Health- self reflective journey
			<ul style="list-style-type: none"> Emotional Health- Physical Health- Cognition linkages School Practices and what these do to a child's emotional well-being Diversity in the classroom- different learners, different needs and the concept of inclusion. Learning Disabilities and engagement in the classroom
4	Dec 2021	5	<p>Unit-5: Physical Education as integral to health and education</p> <ul style="list-style-type: none"> Need for Physical Education; Linkage to health and education; Concept of a sound mind in a sound body. Physical Education and 'Play' Supervising and guiding children Development of team spirit, coordination, cooperation Diversity in capabilities and interests National integration through physical activities, games and sports. Practical work based on Unit III and IV (Kabaddi, KhoKho, Volleyball, Bal badminton, Tennekoit etc.
5	Jan-2022	5	<ul style="list-style-type: none"> Preparation on National Festivals. Practical work on exercise movements and drill.

Suggested Practicum:

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. 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.

Practical Work based on Unit 4: 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 internship² it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report. After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc..

Month wise Division of Syllabus

5.4 SEMESTER –IV

404- EDUCATION IN CONTEMPORARY INDIAN SOCIETY-II

Sl. No.	Month	Unit	Content
1	Feb-2022	3	<p>Unit-3: Inequalities in Contemporary Indian Society</p> <ul style="list-style-type: none"> • Nature and causes of inequalities - Equality, equity, democratisation 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 neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction • New Economic Reforms and their impact on Education
2	Mar-2022	3	<ul style="list-style-type: none"> • Public Education Vs Private Education and Privatisation of Public Education • Globalisation 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
3	April-2022	4	<p>Unit-4: Educational Policies and Programmes in Independent India</p> <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)
4	Jun-2022	4	<ul style="list-style-type: none"> • Special programmes: Mid Day Meal, ICT, OBB, MLL.

5	July-2021	5	<ul style="list-style-type: none"> • Innovations and alternative forms of education: Eklavya, Diganathar, Rishi Valley, ABL, CLIP, CLAPS, LEP, Children Literature, Classroom Library, Children Diaries, Wall Magazine, M.V. Foundation [Bridge Course Centres] etc <p>Unit-5 : Vision of an Inclusive and Democratic Indian Society</p> <ul style="list-style-type: none"> • Democratisation 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
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SEMESTER – IV

401- PEDAGOGY OF ENGLISH AT PRIMARY LEVEL-II

(Methodology Paper- Classes I to V)

Sl. No.	Month	Unit	Content
1	Feb-2022	5	<p>Unit-5: Planning and Material Development</p> <ul style="list-style-type: none"> • Introduction, what is planning; its importance. • Year plan, unit plan and period plan; Teacher reflections.
2	Mar-2022	5	<ul style="list-style-type: none"> • Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards. Developing and trying out various resources, techniques, activities and games for learning English • Analyzing and reviewing teaching-learning material <p>Activities:</p> <ul style="list-style-type: none"> ○ Critical examination of lesson plans prepared by teachers ○ Preparation of year, unit and period plans <ul style="list-style-type: none"> • Conducting workshop for preparation of materials for young learners
3	April-2022	6	<p>Unit-6: Assessment</p> <ul style="list-style-type: none"> • Review of current assessment procedures • What is assessment, Why, How and When; Continuous and Comprehensive Assessment
4	Jun-2022	6	<ul style="list-style-type: none"> • 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 • Recording of children performance - CCER registers, Cumulative Record. • Assessment and feedback.
5	July-2022	6	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ○ 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

402- PEDAGOGY OF ENVIRONMENTAL STUDIES AT PRIMARY LEVEL-II

(Methodology Paper- Classes I to V)

Sl. No.	Month	Unit	Content
1	Feb-2022	5	<p>Unit5: Understanding of textbooks and pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of EVStextbooks. • Content, approaches and methods of teaching EVS– Interactive and participatory methods, teacher as facilitator
2	Mar-2022	5	<ul style="list-style-type: none"> • Themes,structureoftheunit,natureofexercisessand itsimplications. • Academic standards and indicators oflearning. • Learning resources for effective transaction of EVS curriculum
3	April-2022	6	<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 Periodplan • Planning for multi grade/ multilevels. • Evaluation ofPlanning
5	June-2022	6	<ul style="list-style-type: none"> • Understanding Reflective Teaching andLearning • Concept and Importance of Evaluation,CCE • PreparationandSelectionofReflectiveQuestions • Different Ways of Assessment and Reporting of Assessment for FurtherLearning
6	July-2022	6	<ul style="list-style-type: none"> • Assessment and evaluation – Definition, need and importance • Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools in EVS- Its examples, Summative Assessments, Weightages to Academic Standards (Blueprint), Model questions, Question papers, feedback and reportingprocedures, Records and Registers.

**403- A – PEDAGOGY OF ELEMENTARY LEVEL SUBJECT
(OPTIONAL)**

(Methodology Paper)

Pedagogy of English Language Education (Classes VI to VIII)

Sl.No.	Month	Unit	Content
1	Feb-2022	4	<p>Unit-4: Literature</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. Engaging with a text
2	Mar-2022	4	<ul style="list-style-type: none"> • 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 text from different genres.
4	April-2022	5	<p>Unit-5 : Understanding of Textbooks, Pedagogy and Professional Development</p> <ul style="list-style-type: none"> • 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
5	June-2022	5	<ul style="list-style-type: none"> • Academic standards and indicators of learning. • Learning resources for effective transaction of language curriculum. • Role of ICT in teaching English.
6	July-2022	5	<ul style="list-style-type: none"> • Action research in ELT, steps in action research. • Importance and avenues for continuing professional development

403 - [B] Pedagogy of Mother Tongue Education (Classes VI to VIII)

Sl. No.	Month	Unit	Content
1	Feb 2022	7	<p>Unit7: uó²cÍuó, «dYq+` ¥+°ql`Y*ÖVT` eP«VYäVT</p> <p>7.1 uó²cÍuó dYq+` çlYëÖD²VT` sY. {i., .2009</p> <p>7.2 m*yiT+³` kÍesTT` uó²cÍuÉóSHÁcÍYXæT</p>
2	Mar- 2022	7	<p>7.3 ÓásA>·Ü y`>± kÍ~ó+##*àqkÍeTscæ«\T</p> <p>7.4 uó²cÍuÉ«éP«VYäVT` dY+çlY< `jáTeP«VYäVT, <óST “íæP«VYäVT (#ásÁVT, È²T/4YqT, TÚdñdñT, “yû~íæTs d/qY<S)ó+##á&f+, íæÖ«T, Y<S«YsÁÁqY<S, EÜ, dY+uó²wYD\ “sÁCVY²D, íæ< `íæ<, Šq+, kÍ+íUíæÓá\$ “jíÖ>+` çlY<SÁóq` #ásÁ, H³íæ&sÁDyITtoS.)</p>
3	April- 2022	8	<p>Unit8: uó²cÍ` uÉ<óSHú, «dYqçlYçíjájáT\ “sÁCVY²D` çlYD²[íæVT` m*yiT+³` kÍesTT</p> <p>8.1 - bÍó ‘ çjTT “çlYD²[íæ&nedYsÁeÓ?</p> <p>8.2 y]üçlYD²[íæ&n+fn@ST{i?mý²sÁÖbõ+~+##*?` qeTÖH y]üçlYD²[íæ</p>
		8	<p>8.3 bÍsÁçlYD²[íæÓájÖ` eÓsÁZ<SsÁóçíT, qeTÖHbÍsÁçlYD²[íæ</p> <p>8.4 bÍsÁçlYD²[íæ<óSH` kpbÍHVT` ÍÓ] çlYD²[íæVT (yíæbÍsÁ “í #i+~qn “ • ÍÓ]jáT PóH qeTÖHÍÓ]jáT&çlYD²[íæVT)</p>
5	June- 2022	9	<p>Unit9: uó²cÍeTÖý²«+íæq+</p> <p>9.1 \$< ‘ «]nuó, «dYq Y*Ö\XeX«íóá</p> <p>9.2 ³AeÍnuó, «dYq Y*ÖqTÓiVTdYTiÆe&ç “íeÖsZVT` dY+çlY< `jáTíæ<óST “íæ<ó` HVT</p> <p>9.3 M{íáidY+< +~ó+°qçlYíæuó²eqTMÍÖne>±VY²q</p> <p>9.4 “sÁ+ÓásdYTeTç>eTÖý²«+íæq+` uó²eq\ne>±VY²q` kÍ<HNT` “sÁCVY²D</p> <p>9.5 “s`D²Óííæ, dY+ç>VY²D²Óá` íæeTÖ\«+íæq+, kÍ<íNVTy{ineTNI</p> <p>9.6 çlYXó • lYçÖ\ÓájáÖ` kÍeTscæ«y`>±uó²sÁÓáç+` qeTÖHçlYXó • VT` qeTÖHçlYXó • lYçÖVT</p> <p>9.7 “yû~íæTsÁÖbõ+~+##á&f+, d³/4, .]çTsÁTs jáT&f+</p>

6	July- 2022	10	<p>Unit10: - bÍ<ó ‘jáTTNeÜilVñ_óeÆeÜiñ_óeÆ</p> <p>10.1 - bÍ<ó ‘jáTTVT “sÁ+Óásnuó²«dÝÁÆ” ý</p> <p>10.2 C²áqlÝ]~ó “\$dÝiÓalÝsÁT#áT¿Æ&f+`eÖsZVT</p> <p>10.2.1 I ÝsÁ¿eÓá«+ÓáÁ#ÆD\T`dÝÇ\¿±*¿.Bs.Á&¿±*¿±VT` I q'Xo¿sÁDÓásÁ>ÓáT\T</p> <p>10.2.2 n<óŠ«jáTq+</p> <p>10.2.3 - q • Óá</p> <p>\$< ‘«uó²«dÝ+</p> <p>10.2.4 I ÝXE<ó¿\T#ulÝ³</p> <p>¼&f+</p> <p>10.2.5 dVñ. \T,dÝeÖyüXæ\T,¿±s«Xæ\yñbÍý¿Zq&f+</p>
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403 (B) - PEDAGOGY OF MOTHER TONGUE EDUCATION

403 (B) - تدریسیات برائے تعلیم مادری زبان

URDU LANGUAGE اردو زبان

مواد Content	اکائی Unit	مہینہ Month	Sl.No.
<p>VII - لسانی اکتساب - حکمت عملی - متوقع نتائج</p> <p>☆ زبان کا اکتساب: معیارات RTE Act - 2009</p> <p>☆ تحتانوی سطح - زبان کی تدریسی مقاصد -</p> <p>☆ جماعت واری حصول طلب استعداد -</p> <p>☆ زبان کی تدریس کے طریقے (روایتی طریقے، جدید طریقے) مباحثہ، گروہی کام، کتابی جائزہ، رپورٹ لکھنا، روداد لکھنا، مشاغل، نظم خوانی کا طریقہ، مکالموں کا اہتمام، کہانی بولنے کا طریقہ، ٹکنالوجی کا استعمال، مظاہرہ، ڈرامہ نگاری وغیرہ -</p>	7	فروری - 2022 FEB-2022	1
<p>VIII - زبان - تدریسی و اکتسابی عمل کا اہتمام - منصوبہ - ایلیمینٹری سطح:</p> <p>☆ کیا معلم کو تعلیمی منصوبے کی ضرورت ہے؟</p> <p>☆ سالانہ منصوبے سے کیا مراد ہے؟ سالانہ منصوبے کی تیاری - نمونہ -</p> <p>☆ منصوبہ سبق کی تیاری، رہنمایانہ خطوط، نمونہ منصوبہ سبق کی تیاری -</p> <p>☆ سبق کی تدریس - مراحل - پیریڈ پلان (ایک سبق سے متعلق تمام پیریڈ یا پانوں کے نمونے) -</p>	8	مارچ - 2022 MAR-2022	2
<p>IX - زبان کی جانچ:</p> <p>☆ طلباء کے اکتسابی نتائج کی ضرورت -</p> <p>☆ طلباء کے اکتسابی نتائج پہچاننے کے طریقے - روایتی طریقے، جدید طریقے -</p> <p>☆ ان سے متعلق اہم تصورات کی آگاہی -</p> <p>☆ مسلسل جانچ - تصورات سے آگاہی، ٹولس، انعقاد -</p> <p>☆ تشکیلی جانچ، مجموعی جانچ، ٹولس کا اہتمام -</p> <p>☆ سوالیہ پرچوں کی تیاری، استعداد واری موازنہ جدول، نمونہ سوالات، نمونہ سوالیہ پرچے -</p> <p>☆ رپورٹ کی تیاری، CCE Card بنانا -</p>	9	اپریل - 2022 APR-2022	3

<p>X- اساتذہ کی پیشہ وارانہ ترقی:</p> <ul style="list-style-type: none"> ☆ معلم مسلسل معلم ہوتا ہے۔ ☆ معلومات میں اضافہ کرنا۔ ذرائع۔ ☆ قبل از پیشہ کی ترتیب۔ قلیل مدتی اور طویل مدتی تربیت، برہیت بطور اعادہ۔ ☆ مطالعہ ☆ اعلیٰ تعلیم کا حصول۔ ☆ تحقیقی کام کی انجام دہی۔ ☆ مجالس یا محفلیں، ورک شاپ میں شرکت۔ ☆ ماہر مضمون، شعراء، فن کاروں کے ساتھ مباحثہ۔ ☆ تصانیف لکھنا۔ 	10	جون۔2022 JUN-2022	4
<ul style="list-style-type: none"> ☆ تکنالوجی کا استعمال (انٹرنیٹ، سمعی و بصری آلات، ڈیجیٹل لائبریری) ☆ سبکٹ فورم کی رکنیت۔ 	10	جولائی۔2022 JUL-2022	5

403[C] Pedagogy of Maths Education (Classes VI to VIII)-II

Sl. No.	Month	Unit	Content
1	Feb-2022	4	<p>Unit-4: School Mathematics Activities, Resources and Planning (contd)</p> <ul style="list-style-type: none"> • Aims and objectives of teaching Mathematics. • Academic Standards and learning indicators.
2	March-2022	4	<ul style="list-style-type: none"> • Activities - designing, creating and transacting. • Modelling real world problems in mathematics • 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 transact it in classrooms
3	April-2022	4	<p>.</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.
5	June-2022	4	<ul style="list-style-type: none"> • Misconceptions in Upper Primary school mathematics topics • Assessment of conceptual understanding and mathematical reasoning abilities • Continuous Comprehensive Evaluation - Formative & Summative • Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.
6	July-2022	5	<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 • Continuous Comprehensive Evaluation - Formative & Summative • Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

Suggested Practicum

- Analyse the Mathematics textbooks at Elementary Level and write a report on reflection of Academic Standards.
- Write mathematical problems for each Academic Standard.
- Observe a mathematical classroom at Elementary Level, write a critical report on how these classroom processes help the children to develop mathematical thinking.
- Develop a Maths question paper for anyone of the class at Elementary Level.
- Observe a Maths classroom at Elementary Level while transaction of a unit from introductory part to 'Do this', 'Try these', 'Think-Discuss' and exercises. Write a critical report on teachers role involve children in the classroom process and develop mathematical thinking.
- Take any other publications, textbooks at Elementary Level. Compare the presentation of the content, concepts, exercises etc. Write a critical report on it.
- Analyse the Mathematics textbooks of Upper 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.
- Analyse any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- 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 activities and TLM for remedial teaching.
- 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 verbal problems on ratios and proportions and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on simple linear equations and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- How can you copy an angles through constructions? Explain the teaching strategies.
- Explain the teaching strategies in learning the proofs in the geometry. Suggest some activities.
- Visit any Temple/ Mosque/ Church/ Gurudwara/ Palace/ Fort. Identify geometrical shapes used in their construction. Visualize those constructions of geometrical shapes while the construction of said places.

403[D] Pedagogy of Science Education (Classes VI to VIII)-II

Sl. No.	Month	Unit	Content
1	Feb-2022	4	Unit-4: Teaching and Learning of Science <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.
2	March-2022	4	<ul style="list-style-type: none"> • 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
3	April-2022	4	<ul style="list-style-type: none"> • 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 resources, seminars, workshops, reading and reflections etc.)
5	June-2022	6	Unit-6: Assessment and Evaluation <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 Academic Standards, model question papers, indicators for valuation of answer scripts • Developing different assessment strategies for individual and group assessment: Annotated drawings, pictures, illustrations, graphic organizers, probes, K-W-L charts, task based assessments, worksheets, reasoning questions for paper/pencil tests, portfolios
6	July-2022	6	<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.

Suggested Practicum:

- Interview a local scientist to understand how s/he works.

- Take up a design and technology project integrating work, local empirical knowledge with science and technology.
- Observe a child learn a concept/perform a task in science class. Prepare and present a report.
- Design and conduct guided inquiry lessons for children.
- Analyse the Science textbooks and write a report on reflection of Academic Standards.
- List out the experiments from the textbooks at Elementary Level.
- Observe a Science classroom and write a critical report to what extent this classroom processes are reflecting the nature of Science.
- Preparation of a file on development of Science and biographies of scientists.
- Organize a field trip with students and submit a report.
- Preparation of a worksheet for children participation in field investigation activities.
- Visit District Science Centre/Science Fair/Exhibition/INSPIRE and prepare a report on at least five (5) exhibits.
- Preparation of some misconceptions in learning Science (motion, motion of planets, light, heat, gravity).

403-[E] Pedagogy of Social Science Education (Classes VI to VIII)-II

Sl. No.	Month	Unit	Content
1	Feb-2022	4	<p>Unit-4: Teaching of Social Sciences</p> <ul style="list-style-type: none"> • Classroom management, making classroom inclusive. • Planning for teaching- Year plan, Unit plan and Periodplan.
2	March-2022	4	<ul style="list-style-type: none"> • Children’s understanding of social science concepts, importance of socio-cultural context in understanding social science, constructing social science knowledge in classroom using open ended questions and group activities, difference between facts and opinions • Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, 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.
3	April-2022	4	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive
5	June-2022	5	<p>Unit-5 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 Social Science.

			<ul style="list-style-type: none"> • 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. • Variety of assessment methods and techniques - Teacher observations, teacher designed tasks and tests, work sample portfolios, projects. • Use of authentic contexts, case studies, complex problem solving for assessment. • Using resource materials, novel (new) materials for thinking and reflection. • Problem solving rubrics. • Planning and preparation for evaluation- Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answerscripts, CCE Record
6	July-2022	6	<p>Unit-6: Challenges and issues in teaching elementary social science (to be transacted through discussions amongst student teachers)</p> <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 prior understanding 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 teachers- subject forums, connected groups, open learning resources, seminars and workshops, reading and reflections

Suggested Practicum:

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which are these celebrations are shared by

different regional and religious communities? Find out how the historical and geographical factors have influenced the diversity found there. Explore the connections between the historical and geographical factors.

- Discuss the most significant technological, economic, social and cultural changes taking place in the town/village in which you live, in a group. Which sources will you use to find out about these changes after a period of twenty years? What questions will you frame? Which sources are likely to reveal more? Write your findings in the form of a report.
- You are a historian. Choose the economic/ social/ political history of your region and discuss how you will teach it to your students.
- Find out where records are kept in your village/ city. What are the types of records? Who writes these records and who are the people who use them?
- Make a weather calendar for one-week collecting data from newspapers. Use pictures or symbols to show different types of weather. Analyse the data and present your findings with the help of charts and diagrams.
- Prepare a project about an issue connected with the working of your State Government like an education programme, any law and order issue, midday meal scheme, etc. Collect stories, interviews, poems, case studies, newspaper reports. Read the collected material and write your observations, analyzing and evaluating the programme.
- Think of a common thing we use, example, tea, milk, sugar, paper, etc.
- Represent in a visual form, the chain of events that takes place before it reaches you. Discuss the concepts of market, labour and exchange in this process and think of a suitable teaching strategy to teach these concepts to your students.
- Observe Social barriers prevailing in your village and suggest possible solutions.
- Prepare a brochure on your village by incorporating historical, geographical, political and economic aspects.
- Conduct Mock Assembly/ Parliament on any one of the important issues of society and write a report.

405- TOWARDS UNDERSTANDING SELF - II
(Self Development Paper)

Sl. No.	Month	Unit	Content
1	Feb-2022	W1	<p>Workshop 1: <i>The Power of myth</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • Re-appraisal of myths as representations of a culture’s world-view and embedded values • To appreciate the reach of the mythic imagination • Develop critical awareness of ‘modern myths’ that implicitly shape our lives <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Reading and analysis of myths from different cultures • 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’ • Exposure to manifestations of mythical thinking in contemporary life • The mythical basis and imagery of ‘modern science’ and ‘modern economics’ • Becoming cognizant of the myths that shape one’s worldview and values
2	March-2022	S1	<p>Seminar 1: <i>Glimpses of different childhoods in India</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 • Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.
3	April-2022	W2	<p>Workshop 2: <i>Gender and upbringing Objectives</i></p> <ul style="list-style-type: none"> • Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living • Awareness of factors that shape gendered roles in Indian society • Developing a critical perspective on gender- based discrimination and its effects

			<p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Telling our own ‘gendered’ stories • En-culturing ‘gendered’ roles in upbringing with different kinds of families – case studies • Gender issues in school education – case studies • Gender issues manifest in contemporary public spaces – case studies • Responding to various forms of gender discrimination
		W3	<p>Workshop 3: <i>Deconstructing the messages of advertising (in the audio-visual media)</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • To appreciate the impact of television advertising on children and adults • To analyze the ‘constructed’ imagery and overt as well as subliminal messages communicated through advertisements • To enable a critical distance from the power of advertising (especially of the audio-visual kind) <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) • How to be a critical and media-literate viewer of advertisements
4	June-2022	S2 & W4	<p>Seminar 2: <i>Selection of short readings and dialogue</i></p> <ul style="list-style-type: none"> • Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups • Preparation: Making a careful selection of readings that lend themselves to a non-polemic discussion and exploration <p>Workshop 4: <i>Theatre for awareness of body, self and the other</i> Objectives</p> <ul style="list-style-type: none"> • To explore body-awareness, movement, coordination and cooperation

			<ul style="list-style-type: none"> • To develop awareness of non-verbal modes of communication with self and others • Exposure to effective use of speech and communication through theatre exercises <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.
5	July-2022	W5& S3	<p>Workshop 5: <i>Visualizing a ‘School from Scratch’ – alternatives in education</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • To think through, in discussion with others, the conception of a ‘school from scratch’ – its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy) • To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case <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 <p>Seminar 3: <i>Education and environmental crises</i></p> <ul style="list-style-type: none"> • Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education • Preparation: Selection of a contemporary documentary or audio-visual presentation

Suggested Practicum:

- Reading and analysis of myths from different cultures
- 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'
- Exposure to manifestations of mythical thinking in contemporary life
- The mythical basis and imagery of 'modern science' and 'modern economics'
- Becoming cognizant of the myths that shape one's worldview and values
- Telling our own 'gendered' stories

- En-culturing 'gendered' roles in upbringing with different kinds of families - case studies
- Gender issues in school education - case studies
- Gender issues manifest in contemporary public spaces - case studies
- Responding to various forms of gender discrimination
- 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)
- How to be a critical and media-literate viewer of advertisements
- 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

APPENDICES

ANNEXURE-I

Guidelines for Transacting the Field-based Projects

[Internal Assessment]

FIELD-BASED PROJECT WORK

Project Work is mandatory for every Student Teacher in the D.El.Ed. Course. All the Student Teachers are supposed to maintain the Project Work Record in each subject/paper and submit it to the Faculty at the end of the semester for valuation.

DETAILED PROCEDURE FOR CONDUCT OF PROJECT WORK

What is a Project (work)?

Cambridge Advanced learner's Dictionary (2003) defines "project" as:

1. *A piece of planned work or an activity which is completed over a period of time and intended to achieve a particular aim.*
2. *A study of a particular subject done over a period of time, especially by students.*

The most detailed definition of "project" we can find in The New Penguin English Dictionary (2000):

1. *A specific plan or design; a scheme*
2. *A planned undertaking; e.g. a) a piece of research with a definite plan. b) a large or complex piece of work, especially one involving joint effort. c) a task or problem engaged in usually by a group of a pupils, especially to supplement and apply classroom studies.*

In an educational context, the project work should be learner-centered activity, not a teacher-centered or syllabus-centered one. The student teachers have to understand why they make a project and how it is useful for them. The best way is when they can choose the topic of the project themselves. They usually work in groups/individually and they develop their higher order thinking skills and cooperate and communicate together. They choose the way of work, divide tasks and agree on the output of the project. At the end, they present the result of their project in the classroom and the teacher-educator evaluates not only the project but also the work of each one of them on the project.

Nature of projects:

The Projects cover a wide range of themes that are socially relevant. The Student Teachers have to explore the theme by collecting data, consolidating it by using different formats, write reports on them and make presentations in the whole class. There is space for individual work, pair work and also group work. In addition to the projects suggested in the syllabus, the concerned Faculty/Lecturer can go for more projects related to the themes/concepts that are dealt with.

Process/Procedure for conduct of the Project/s

Projects take place in various stages such as:

- Brainstorming on the nature of the project,
- Designing tools for the collection of data,
- Collecting the data,
- Consolidating the data using different formats,
- Analysis and Interpretation of the data,
- Report writing,
- Presentation.

Sufficient brain storming is extremely important for doing the project as the student teachers have to understand the purpose of the project, its scope and significance without which they will not be psychologically ready to carry it out. At various stages, the Faculty/Lecturer has to monitor the progress of the work, the involvement of the Student Teachers, and s/he should take care of guiding them whenever necessary. The faculty/Lecturer is not supposed to prescribe any tools or formats, but should interact with the student teachers in such a way that these will be evolved in a democratic manner. The interaction will also lead them to decide which stage of the project needs to be done individually, in pairs or in groups. We have to be clear about the time that each project work might take. Make sure that the work is manageable within a stipulated time.

The crucial questions during the brainstorming session with the student-teachers may include

- 1. How will you collect/pool the information?**
(Tools such as the Materials, Questionnaire, Checklist, Observation Schedule, Interview, Referencing etc. help us in this regard)
- 2. Where will you get the information from?**
(Resources such as materials, people, books, journals, magazines, newspapers, institutions, internet etc come under this category.)
- 3. Who will collect the information?**
(Individuals/ pairs/ groups)
- 4. How will you consolidate the information?**
(Sharing in groups and recording the data using appropriate formats) **Class X - Handbook 79**
- 5. What analysis can be made based on the data?**
(Discussing and linking the information to arrive at proper conclusion)
- 6. How to write the report?**
(This relates to the structure of the report that contains the name of the project, purpose, scope and relevance of the project, sources of/for data collection, tools developed, mode of collection of data, consolidation and analysis, findings with supportive evidences such as photograph etc.)
- 7. How will you present the findings before others?**
(Presenting the Project report by each member/student teacher before the whole class).

Classroom Process/Procedure

The teacher educator has to brainstorm on the nature of the project and encourage the student teachers to evolve the tools required for carrying out the work. The following process is suggested.

Stage I: Brainstorming (One/two period/s)

- Interaction on the tasks suggested
- Brainstorming on the information to be collected, sources of data collection, tools required type of work to be done, formats for consolidation, analysis and report writing.
- Encourage the student teachers to decide the tools individually
- Sharing in groups and reaching at consensus on the tools
- Building up consensus in the whole class

At the end of this session, it is expected that all Student Teachers will have a fair understanding of the nature of the project work and how it is to be carried out.

Stage II: Data Collection (3 to 4 days/ one week – homework)

- Collecting data (Home task which may take one week)
- Once the data is collected, the next stage is consolidating the data. This is to be followed by brainstorming on the structure of the report.

Stage III: Consolidating the data and deciding the structure of the Report (one period)

- Let Student Teachers sit in groups and share what they have collected;
- They have to record the data using a certain format;
- Brainstorming on the structure of the report.
- Questions may be asked to elicit the steps in report writing.

Steps in Report Writing (Write the structure on the chart/ BB).

- Title/Name of the project:
- Material/sources of data collection
- Tools for data collection:
- Consolidated data (using various graphic organizers such as table, pie diagrams, bar diagrams, fish bone diagrams etc.)
- Analysis – interpreting data and capturing the data in descriptive statements, incorporating supportive evidences like photographs and pictures.
- Findings and conclusion
- Reflections, suggestions on the project.

Stage IV: Writing the report (2 days – can be given as homework)

Stage V: Refining and Presenting the Report (2/3 periods)

- Let them sit in groups and refine the report
- Let them share and discuss the merits/mistakes for refinement.
- Monitoring the group work by the Faculty/Lecturer

Stage VI: Presenting the Report

- Presentation by the student teachers in groups/individually.
- Let the student-teachers present what they have written.
- The report will have various parts in it. Groups can divide these among the members so that each member can present one part of it.

EVALUATION OF PROJECTS

Individual performance

- During the brain storming stages;
- Sharing in the group;
- Presentation of the report;
- The tools developed by the individual after the brainstorming session.
- The data collected and how it is entered in the notebook.
- Writing the individual report.

Indicators like the following may be used for evaluating the written work.

- **Tools:** their relevance, well-formed structures
- **Data collected:** relevance of the data, comprehensiveness, well-formed structures
- **Analysis:** linking the data for critical analysis
- **Report:** the indicators include (appropriate title, objective, scope, relevance-organization-analysis).

Indicators like the following may be used for evaluating the oral work

- ideas are conveyed
- properly articulated
- contextually relevant language used

Awarding Marks for the Projects

When the project work is to be evaluated for 10 marks, 6 marks may be allotted for the written work (preparation of tools 2; collection of data and analysis-2, report writing-2), and 4 marks for the oral presentation of the report.

Wherever the project marks are prescribed for 20/25/30, similar procedure may be adopted, which is presented below.

When the project work is to be evaluated for 20 marks, 12 marks may be allotted for the written work (preparation of tools 4; collection of data and analysis-4, report writing-4), and 8 marks for the oral presentation of the report.

When the project work is to be evaluated for 25 marks, 15 marks may be allotted for the written work (preparation of tools 5; collection of data and analysis-5, report writing-5), and 10 marks for the oral presentation of the report.

When the project work is to be evaluated for 30 marks, 20 marks may be allotted for the written work (preparation of tools 5; collection of data and analysis-5, report writing-10), and 10 marks for the oral presentation of the report.

Some sample projects are given below: (These are only suggestive, not exhaustive)

Sl.No.	Title of the Project	Sources for data collection	Mode of collection	Tools	Nature date and interpretation	Reporting style/ Mode of presentation
1	How do the modern gadgets influence human relations/ life?	Home visits, observation	Works in groups	Interview, Questionnaires, etc.	Format for data collection: type of gadget, human relations/ life before and after their advent.	Report writing with their own opinions.
2	Festivals people celebrate in one's neighbourhood	Meeting the different people, participating in the local festivals.	Participation, Work in groups	Interview, Questionnaires, participation	Data in the Tabular form, photos, videos, etc.	Write an essay,
3	Talk to your grandparents about their life 60 years ago. How the plants, animals, water bodies were cared for, then?	Meet elderly people	Work in groups/ individually	Interview/ questionnaires	Data to be in the table format: information now and 60 yrs. ago.	Write an essay on the protection of environment; give a speech on the environment.

ANNEXURE-II

School Experience Programme Record

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neŪqT/î±<ŠT

15

SMC\ “sĀÇVY²D,\$<óšT\T-**ConductofSMCanditsduties**

(smc\ “sĀÇVY²D rsĀT, smc\$<óšT\T, dYeŌyûXæ\ĀĒ” VYäEĀsŌq
dYúó,,T<\ dY+K« e+{î n “ • n+Xæ\T ĪY]o*+°
qyîÖ<ŠT#ûdYTiĀy*)

neŪqT /î±<ŠT

16

n+ŌāsĀĪYsĀyüĒçCED,eTÖy²«+îĒq+

Internal Supervision & Evaluation

(y]üĒçĪYD²[ĒççĪYî±sĀ+d¾¼< dĪY]iî±< &+< ‘ŌāsĀ>ÛĪY “,
, +{îY “,çbĪCEĀĒ” ¼AT,ĪY ĒçCEĀ “sĀÇVY²D,d¾¼.d¾¼,.]wY¼sĀTçqyîÖ<ŠT
e+{î n+Xæ\T ĪY]o*+°#*)

neŪqT / î±<ŠT

17 eT<ó ‘vÿ² · uóÈÈqÿ<š& “sÁçdÿD—MaintenanceofMDM neÚqT/i±<ŠT
 (Xø→±Xø-çúó, +>± - +< ‘yíTqÖ;ÿÿ¿±sÁ+ÿ+&fTÔáTH · s, >T&fT
 ys “ím “ · klsÁTçyüdüTíH · sÁT, @CÉúá\ÿ “rsÁT,ÿÿs,ýüü&(EDE+{î
 n+Xæ\Tÿ]o*+#+*)

18 \$qÖÖá · ¿±sÁ«ç¿eÖ\neTVTrsÁT- neÚqT/i±<ŠT
Implementation of Innovative activities
 (~qdÿ] - cp’ ç>ÔáqyíÖ<š&esÁüüÍÔáqyíÖ<ŠT,, +Á& &fT>T+Ôá\
 “sÁçVÿ²De+{in+Xæ\ÔÁu²³T,>Á&fÿçÜü&bpdt¼u²¿üü, “C²sTTr
 TM\É¼, u²\ldÿ+ÿÿÖ\T, \$< ‘[œ&îÖ\Te+{in+Xæ\Tÿ]o*+#+*)

19 dÿç&úó²sÁÖY neÚqT /i±<ŠT
Swatch Bharath - Best practices / Collection of Donations
 (TMÔn+Xæ\qT “¥Ôá+>±ÿ]o*+°qyíÖ<ŠT#üdüT¿Áy*)
 bÍsÁÁXæ\Á&” dÿ+<+~ó+°-

bÍ<ó ‘«jáT\$< ‘«]jTíT¿ðdÿeTç> 20 çÿÿÜdüÿÿ+<Šq- neÚqT /i±<ŠT
Reflections of student teacher about the school in detail
 (Ás+&fTsÁ · æ\ÿ]o\q\¼<šÿ- bÍ<ó ‘«jT\$< ‘«]œ, bÍsÁÁXæ\ÿ³ç
 bÍsÁÁXæ\ÿË\$<sÁ¿±n+Xæ\ÿ³çnÔá“/yíTne>±Vÿ²q,
 çÿÿÜdüÿÿ+<Šq,nqTuó., ÖÔáT\T,eT+°ÿç¿EÔáT\T,ýËbÍ\T, Ô«~ n+Xæ\qT
 ÿ]o\q qyíÖ<ŠT ÿÿÜdüÿÿ¿±ýË dÿ\$esÁ+>± qyíÖ<ŠT #üjáÖ*.)

>eT “¿: ±n+Xæ\ú · ÿP]j#üdüT¿=q · ÿ¼<šÿbÍsÁÁXæ\çÿÿ<ó ‘HÁbÍ<ó ‘«jáT\qT+&~>·Te
 dÿÖ°+°q<šÿÿçÖ “ · rdÿT¿Áy*.

<óšÿÿçÖá+

1.....sÁÿHí+.....D.El.Ed.çÿÿ<š&T

dÿ+eÔáásÁ TMd\$Tdÿ¼sYÁ&” #î+~q \$< ‘[œ, bÍsÁÁXæ\ nqTuó., e ¿±sÁ«ç¿eT]¿±sYÿË

uó²>+>± eÖbÍsÁÁXæ\qT+&nedÿsÁyíT@qdÿeÖ#s “ · d¿&]+°HsÁ “<óšÿÿsÁ#áT#áTH · qT.

çÿÿ<ó ‘HÁbÍ<ó ‘«jáT&fT

>eT “¿:

- #¿ü*dt¼ÿË.neÚqT/i±<ŠTun “{¿ü#üdüÿ]bp<ŠT.
- çÿÿÜ - bÍ<ó ‘«jT\$< ‘«]œ#¿ü*dt¼ÿËdÿÖ°+°qçÿÿÜn+Xæ “ · ÿ]o*+°., d¼&ü>ÔáTqT,
 ÈsÁT>TÔáTq · rsÁTqT, bÍsÁÁXæ\ <ý²qT, <\VÓ²qÔá\qT dÿ\$esÁ+>± qyíÖ<ŠT#üjáÖ*.

q+<Š\Ÿ²]nuó,,«dŸq+(**ALA**)bĪsÄÁXæ\dŸ+<ŠsÁôq

kĪó ‘sÁD²+Xæ\T:

1. - bĪó ‘«jáT \$< ‘«]Æ lsÁT,sÁýÛHî+. :
2. dŸ+<Š]ó+°q bĪsÄÁXæ\lsÁT,sÁTeÖH :
3. q+<Š\Ÿ²]nuó,,«dŸq+ jĪTŸ&Ø - <ŸXæ\T :
Aims of ALA
4. q+<Š\Ÿ²]nuó,,«dŸq+yËuË<ŸHuó,,«dŸq
ç|Ÿç|jáT(TLP)lŸ\$esÁD :
5. ALAýË - lŸjĪÖDdŸTiq·kléTçD™Ÿ(TLM)
eT]jĪTABS™Ÿ\$esÁD :
6. ALA ĩ±sÁ«çĩfeT+yË LaddersET]jáTT
Milestones™MTn_óçbĪjáT+ :
7. ALA ĩ±sÁ«çĩfeT neTNTýË(Implementation)
 - a) - bĪó ‘«jáTT “ bĪçŸÁ(TeacherRole) :
 - b) \$< ‘«]œbĪçŸÁ(Student’sRole) :
8. ALA ýË uó²>·+>± È³T¼ĩŸŸ«\neTNT
@ \$<óŠ+>±ÈsÁT>·TŸáŸ - +~?
Implementation of
9. ALA ýËuó²>·+>±
 - a) - bĪó ‘«jĪT` \$< ‘«]œç|ŸŸ#ásÁ« :
Opinion of teacher –student interaction
 - b) \$< ‘«]œ \$< ‘«]œç|ŸŸ#ásÁ« :
Students student interaction
 - c) \$< ‘«]œ kléTçD ç|ŸŸ#ásÁ«\™Ÿ MT n_óçbĪjáT+ :
Students material interaction
10. ALA ýË uó²>·+>± l¼\ç\qT eTÖý²«+ĩŸq+
#ŸdŸTiq · \$<ó ‘q+Methodofevaluation :

11. ALAqTneTVT#üjät&f+yË - bÍ<ó ‘<jáTT “i
m<ŠTsÁjüt«, <Ö+<ŠTVT :

Problems faced by teacher in implementation

12. ALA i±sÁ«çí&eT+yË “>·TD²\T(Merits) :

13. ALA i±sÁ«çí&eT+™lÖMTdÿeTç>ÿlÿÜdÿÏ+<Šq :
(Total feedback)

>eT “i:™lÖqdÿÖ°+°qn+Xæú • - bÍ<ó ‘<jáTT\Ö!#a]Ï+°uË<óŠHuó,«dÿq
lÿçüìjätqT lÿ]o*+°, \$es\qT qyîÖ<ŠT #ûjätÖ*.

<óŠelÿçÖá+

lsÄýÛHî+..... D.El.Ed.çlÿ<, ŠeT
dÿ+eÖâsÁ.....™dŠTdÿl/4sVâ# #î+~q\$< ‘<]bÍsÄÁXælnqTuá,eí±sÁ«çí&eT]i±sYÿEuó²>+>±
eÖbÍsÄÁXæ]qT+&nedÿsÁyîT@qdÿeÖ#s “ • dî&] +°HsÁ “<óŠelÿsÁ#aT#aTH • qT.

çlÿ<ó ‘HÄbÍ<ó ‘<jáTT&fT

n<ó ' <<jl+`4

>T]i+|YÜbõ+~qç™Öyû³TbĪsÄÄXæ\ dY+<ŠsÁôq

- bĪ<ó ' «jáT\$< ' «sÁTæ\TÔæTÁf” 1i{²sTT+°qç™Öyû³TbĪsÄÄXæ\Äf” çbĪsÁæq dY eTjãÖ “i #ûsÁTĩÄy*.>T]i+|YÜbõ+~qç™Öyû(ÜbĪsÄÄXæ\Äf” - <ûYÿ+°q#iû*#/#<ó ‘sÁ+>±|Y]o\q\qT qyîÖ<ŠT#ûdYÿTĩÄy*.±bĪsÄÄXæ\Y]o\q\Äf” yĩ&fšÄ. 1i{²sTT+#á&fyiT®+~.

>T]i+|bõ+~qç™Öyû³TbĪsÄÄXæ\ \Y]o\q\iû*d ∞

kĪ<ó ‘sÁD²+Xæ\T:

1. - bĪ<ó ‘ «jáT\$< ‘ «]sÁT,sÁýHĩ+. :
2. dY+<Š]ô+°q bĪsÄÄXæ\ sÁT,°sÁTeÖH :
3. bĪsÄÄXæ\kĪæ\YqyË - <ûYXø«+ :
4. - <ûYXæ\kĪ<óŠqÁf” #üY&fTÔáTq • ĩ±sÁ«çĩ&eÖ\T:

yîTT<Š{ĩsÄE |Y]o*+ *âqn+Xæ\T:

çĩ&.dY+

|Y]o*+*âqn+Xø+

|Y]o*+°

qyîÖ<ŠT#ûXæ? neŪqT/ĩ±ŠT

1 çbĪsÁæq-Prayer

(dYsÁôq dY eTjãÖ “içbĪsÁ+ ó+#á< &+< ‘, - bĪ<ó ‘ «jáTT+<ŠsÁÓVYäEÄsÖHs, \$< ‘ «sÁTæ\T m+ÔæT+~ĩ m+ÔæT+~ VYäEÄsÖHsÁT, çbĪsÁæqÄf” - <ûYÿ+°qn “ • n+Xæ\TÈ]Ðqy, Ô«~n+Xæ\T n “ • +{ĩ “ |Y]o*+° qyîÖ<ŠT#ûdYÿTĩÄy*)

2 uó...Üĩ&edYÖáT-T-Physicalfacilities

(ÔásÁ>Ü ><ŠT\ dY+K«, kp¼sYsÁÖyT, e+³>~, ³dYæ\+, eT+°ú{ĩ edYÜ,eTsÁT>T<=&fTç,ç|YVY²>Ä&f,ç|YÖüĩ&nedYs\|¾\çĩ=sÁÄf” s«+lt,Äf” ÌT,< \ç\T,q\ç\ ç\T,\$<ŠT«ÔYkâĩ&fšsÁ«+e+ {n+Xæ\T |Y]o*+° qyîÖ<ŠT#ûdYÿTĩÄy*.)

neŪqT/ÿĩ<ŠT

3 |YÜdYĩ±T,uË<óŠHuó,«dYqkĪeTçÐŠesÁ+-Books&TLMdetails

(uË<óŠHuó,«dYqkĪeTçÐHuó,«ÔĩçXæDIY]ĩ&fšs\T,bĪsÄÄ|YÜdYĩ±T, - bĪ<ó ‘ «jll&fšsÁB|¾ĩ&fšT,u²\kĪV¾²Ôá«>T]+°qn+Xæ\ “ • +{ĩ “ ŠesÁ+>± ls=ØH*)

neŪqT/ÿĩ<ŠT

4 bĪsÄÄXæ\ dY eTjãT+,ĩ±\ “sÁ’ jllY(i)ĩ&fšSchoolTimings&Timetable

(bĪsÄÄXæ\ dY eTjãT,ÔásÁ>ÿȳ>±, - bĪ<ó ‘ «jáTȳ>±

neŪqT/ÿĩ<ŠT

¿± “sÁ’ jaT lY{i¼¿\T qyîÖ<ŠT#ûdŸT¿Ãy*)

neŪqT/ġtšT

neŪqT/ġtšT

neŪqT/ŷnšT

neŪqT/ġtšT

10 , ÔásÁí±sÁ«çí&eÖT-**Other Curricular Activities** neÚqT/¿±šT
 (bÍsÁÁXæ\ýË neTt ÈsÁTIYÚÔáTq • \$\$<óš dYVY²bÍsÁ«+Xæ\qT
 lY]o*+º qyíÖ<šT #ûdYTiÿAy*)

11 eqsÁT\N\$ “jîÖ>+**-Utilization of Resources** neÚqT/¿±šT
 (\$\$<óšsÁí±eqsÁTýËÖq&x>³yÛÔásÁ>ÔáTt,¿+|Yp«³sYmsTT&i&
 ýË] • +> ,@¿i/4\$ {iundtyË] • +> e+ { n+Xæ\TneTt
 ÈsÁT>TÔáTH • jüTyíÖ lY]o*+##*)

12 dYÇ+¿lúó²sÍÖ**Best practices** neÚqT/¿±šT
 (™Ôn+Xæ\qT*¥Ôá+>±lY]o*+ºqyíÖ<šT#ûdYTiÿAy*)

13 bÍsÁÁXæ\A:dY+<+~ó+º- bÍ<ó‘«jáT\$<‘«]jîTt&ödyETç> neÚqT/¿±šT
 çlYÜdYÏ+<šq - **Reflection of student teacher about the school**
 (Ás+&fTsÁ Nÿ]o\q|¼<šÏ- bÍ<ó‘«jáT\$<‘«]bÍsÁÁXæ\Y³
 bÍsÁÁXæ\ýË\$<óšsÁí±n+Xæ\Y³nÔá “/yíTne>±VY²q,
 çlYÜdYÏ+<šq,nqTuó,, ÖÔáTt,eT+ºÿ<ÆÔáTt,yËbÍt, Ô«~
 n+Xæ\qTlY]o\qyíÖ<šTlYÜdYi¿+ýËdY\$esÁ+>±qyíÖ<šT
 #ûjáÖ*.)

>eT “¿:±n+Xæ\ú • lYp]i#ûdYTi=q • ¼<šÏbÍsÁÁXæ\çlY<ó ‘HÁbÍ<ó ‘«jáTt\qT+&~>•Te
 dYÖº+ºq <šlYçÔ “ • rdYTiÿAy*.
 <óšlYçÔá+

l sÁýÛ Hî+.....D.El.Ed. çlY< , šeT
 dY+eÔásÁ.....™d\$TdY/4sYÁ#î+~q\$< ‘«]bÍsÁÁXæ\nqTuó,e¿sÁ«çí&eT]¿±sYÿËuó²>+>±
 eÖbÍsÁÁXæ\qT+&nedySÁyíT@qdYËÖ#s “ • d¿&]+ºHsÁ “<óšlYsÁ#áT#áTH • qT.

çlY<ó ‘HÁbÍ<ó ‘«jáTt&fT

>eT “¿:

- #¿ü*dt/ýËçlYÛbÍ~+ºqn+Xæ\qT” D’ +>±lY]o*+ºqyíÖ<šT#ûjáÖ*.

n<ó '«jfl+`5

>T]i+IÿÜbõ+~q ç™IÖyü³T bÍsÄAXæ\ IÿPsÁÇ çbÍ<,ŠSTi& ÓásÁ>ÔáTdÿ+<ŠsÁôq

- bÍ<ó '«jáT\$< '«sÁTœTÔæTÁf¹i{²sTT+ºq>T]i+IÿÜbõ+~qIÿPsÁÇçbÍ<,ŠSTi&ÓásÁ>ÔáTT
i&*DeÛq • ç™IÖyü(ÜbÍsÄAXæ\A&” - <üÿÿ+ºq#iü*dt/ÔÁ#úsÁTí= “< ‘ “<ó ‘sÁ+>±Iÿ]o\q\qT
qyíÖ<ŠT #údÿTíÄy*. ÷bÍsÄAXæ\ Iÿ]o\q\A&” yí&eÄ. ¹i{²sTT+#á&fyiT®+~.

>T]i+Ibõ+~qç™IÖyü³TbÍsÄAXæ\IÿPsÁÇçbÍ<,ŠSTi&Iÿ]o\q ÷iü*dt

kÍ<ó'sÁD²+Xæ\T:

1. - bÍ<ó'«jáT\$<'«]IsÁT,sÁýHí+.
 2. dÿ+<Š]ô+ºq bÍsÄAXæ\IsÁT,ºsÁTeÖH
 3. bÍsÄAXæ\kÍœIÿqýË-<üÿXæ\T
 4. #üÿ&fTÔáTqí±sÁç&í&eÖ\T
- Iÿ]o*+÷àq n+Xæ\T:

ç&e.dÿ+

Iÿ]o*+÷àq n+Xø+

Iÿ]o*+º
qyíÖ<ŠTüXæ? neÛqT/i±ŠT

- 1 çbÍsÁœq-**Prayer**
(dÿÁsÖq dÿeTjáÖ “i çbÍsÁ+ ó+#á< &+< ‘, -
bÍ<ó ‘«jáTT+<ŠsÁÖ VÿäÈÁsÖHs, \$< ‘«sÁTœT m+ÔæT+~i
m+ÔæT+~ VÿäÈÁsÖHsÁT, çbÍsÁœqA&” -
<üÿÿ+ºqn “ • n+Xæ\TE]ÐHjáÖyíTT<ÿËÖqn+Xæ\T
n “ • +{i “ Iÿ]o*+º qyíÖ<ŠT#údÿTíÄy*)

- 2 bÍsÄAXæ\yÔesÁD+-**School Environment**
(nqTyíÖqIÿ]dÿs\ýËbÍsÄAXæ\@sÍ³T#üjáT< &+< ‘,\$< ‘«sÁTœT
#úsÁTí&e{² “iMýËÖq\$<óŠ+>± - +< ‘,#áT³Ö¼eÛq • çbÍ+Ôá+
bÍsÄAXæ\œdÿœA&” dÿVÿÿ?&]+#ü\$<+>± -
+< ‘e+{n+Xæ\ “ • +{i “
Iÿ]o*+ºqyíÖ<ŠT#údÿTíÄy*)

neÛqT /ýñ<ŠT

- 3 bÍsÄAXæ\dÿeTjáT+,i±\ “sÁ’ jüÿ(i/í&
School timings – Time table
(bÍsÄAXæ\dÿeTjÍ\$es\T,ÓásÁ>ÿy_>±, - bÍ<ó ‘«jáTy_>±
i±\ “sÁ’ jáT Iÿ{i¼&e\T qyíÖ<ŠT#údÿTíÄy*)

neÛqT / ýñ<ŠT

- 4 IŸ]Xø-çúá, Ôá,bÍ]Xø-çŠŸ«+-Cleanlyness-Hygeine neÚqT/Ÿñ<ŠT
 (bÍsÁÁXæ\ÔásÁ>Û><ŠT\T,bÍsÁÁXælesÁDIŸ]XŸ-çúá,+>± - +< ‘,
 eTsAT>T<=&fÍbÍ]Xø-çŠŸ«>± - H • jáÖe+{in+Xæ\TÍŸ]o*+º
 qyîÖ<ŠT #ûdŸTî.Ïy*)
- 5 uó…Ûç&edŸÖáTŸT-PhysicalFacilities neÚqT/Ÿñ<ŠT
 (ÔásÁ>Û ><ŠT\ dŸ+K«, kp¼sYsÁÖyT, e+³>·~, ³dŸæ\+, eT+ºú{î
 edŸÛ,eTsAT>T<=&fTç,çŸŸVŸ²]>Á&f,çŸŸÖú«ç&nedŸs\¼ç\ç-sÁÁš”
 s«+lt,Áš” ÌT,ç \ç\T,q\ç\ ç\ç\T,\$ŠT«ÔŸkâç&sÁ«+e+ {n+Xæ\T
 ÍŸ]o*+º qyîÖ<ŠT#ûdŸTî.Ïy*.)
- 6 ÍŸÛdŸîç±\T,uË<óŠHuó,,«dŸqkÍeTçD\$esÁ+-Books-TLMdetails neÚqT /Ÿñ<ŠT
 (uË<óŠHuó,,«dŸqkÍeTçD\úó,,«ÔçXæDIŸ]ç&s\T,bÍsÁÁ«ÍŸÛdŸîç±\T,
 - bÍ<ó ‘«çÍç&sÁBÍ¼ç&\T,u²\kÍV¼²Ôá«>T]+ºqn+Xæ\ “ • +{î “
 \$esÁ+>± ls=ØH*)
- 7 uË<óŠHd¾ç Ò+~\$es\T,\$< ‘«sÁTæ\ \$es\T neÚqT/ç±ŠT
Details of teaching staff and students
 (uË<óŠHd¾ç Ò+~,uË<óŠHúÔásd¾ç Ò+~ÍsÁTç,VŸ²Á< ‘,nsÁ½ÔáÔÁ
 ÍŸ]¼ç&ÔáçÔsÁT#úçáÖ*.n<\$<óŠ+>±ÔásÁ>Ûy~>tu²\u²*ç&\
 sÁyÛ,VŸäEsÁTÍŸ]¼ç&sÁÖÍŸ+yËrdŸTî.Ïy*)
- 8 \$\$<óŠ]wŸ¼sÁTç,]ç±sÁT\ “sÁçVŸ²D neÚqT/ç±ŠT
Maintenance of various registers and records
 (n& wŸH]wŸ¼sY, - bÍ<ó ‘«jáT\,¼ç VŸäEsÁTÍŸ]¼ç&T,
 kÍ¼ç]>wŸ¼sÁTç,çŸŸ>ÛÍŸçÔ\T,CCE,Register,
 eTÖyyiT+{Û}>wŸ¼sÁTç,çŸŸ>ÛÍŸçÔ\T,CCE,Register,
]>wŸ¼sYTÍŸ]o*+º n+<ŠT@n+Xæ\T,@\$<óŠ+>±qyîÖ<ŠT
 #ûçáTç &HjîÖ ÍŸ]o*+º qyîÖ<ŠT #ûdŸTî.Ïy*.)
- 9 y]üç&,jáTÖ “{Û,bÍsÁÁ«,ÍÖ]jáT&ÍŸ<óŠç±\T neÚqT /Ÿñ<ŠT
Year Plan, Unit Plan, Lesson Plan, Period Plan
 (- bÍ<ó ‘«jáT\ y]üç&, jáTÖ “{Û, bÍsÁÁ«, ÍÖ]jáT&
 ÍŸ<óŠç±\qT
 ÍŸ]o*+º\$es\TqyîÖ<ŠT#ûdŸTî.Ïy*)

n<ó '«jñ+`6

n+>·Hy&™d+³sdÿ+<ŠsÁôq

- bÍ<ó '«jáT\$< '«sÁTæTÔæTÁi'¹¿²sTT+°qn+>·Hy&™d+³sYÁæ" ,< ' "Ái -
<ñÿÿ+°q #i¿ù*dt¼ÔÃ #ûsÁTi= " < ' " <ó 'sÁ+>± Iÿ]o\qT qyîÖ<ŠT #ûdÿT¿ÿy*.

‡ bÍsÄÄXæ\

Iÿ]o\q\Áæ" ÿ¿sÄæ¹¿²sTT+#á&fyîT®+~.

n+>·Hy&™d+³sYIÿ]o\q ¿i¿ù*d

kÍ<ó'sÁD²+Xæ\T:

1. - bÍ<ó'«jáT\$< '«]sÁT,sÁýHí+.
2. dÿ+<Š]ô+°qn+>·Hy&™d+³sYsÁT,°sÁTheÖ:
3. n+>·Hy&¹¿±<Š+kÍæÿqýË - <ñÿXæ\T
4. n+>·Hy&¹¿±<Š+ýËeT\T#ûdÿTiq · ¿±sÁ<ç¿æÖ\T:

Iÿ]o*+¿àq n+Xæ\T:

¿¿.dÿ+	Iÿ]o*+¿àqn+Xø+ Items to be observed	Iÿ]o*+° qyîÖŠT ¿ùXæ? neÚqT/¿ŠT
1	n+>·Hy&™d+³sY ¿á]çÔá- History of Anganwadi Centre (m\ÿÚI&¶kÍæ\¼+#á &+~,< 'Ôá\¿Vÿÿ¿¿sÁ+ÔÃ@sÍ³T#ûjáT< &+< 'dÿæ\+m+Ô ³dÿæ\+b+Ôá,Ôá<ŠTÿ]Ë]ÐqeÖsÁTÎTe+{in+Xæ\T\$esÁ+>±qyîÖ<ŠT #ûdÿT¿ÿy*)	neÚqT/¿ŠT
2	n+>·Hy&™d+³sY\¿¿E±\T- History of Anganwadi Centre (@\¿¿E±\ÔÃ™d+³s@sÍ³T#ûjáT< &+~qyîÖ<ŠT#ûjáÖ*)	neÚqT/ÿñ<ŠT
3	Iÿ " ~HNT/dleÚ\T- Working Days/Holidays (y{i\$es\TqyîÖ<ŠT#ûdÿT¿ÿy*)	neÚqT/ÿñ<ŠT
4	n+>·Hy&dÿeTjät+,¿±\ "sÁ" jñÿ{¿¿,¼¿\¿qyîÖ<ŠT,VÿáEsñ AWC timings, timetable, Environment, attendance (n+>·Hy&dÿeTjät\$es\T,¿±\ "sÁ" jätÿÿ{i¼¿¿,¼¿\¿sÁýÛ,VÿáEsÁTqyîÖ<ŠT #ûdÿT¿ÿy*)	neÚqT /ÿñ<ŠT
5	úó...Û¿edÿÔáT\T,¿¿*ÎdÿTiq, ÔásÁká¿¿s<\T Physical facilities and other facilities provided (ÔásÁ>Û ><ŠT\ dÿ+K«, kp¼sY sÁÖyT, e+³>~ , ³dÿæ\+, eT+°ú{i edÿÛ, eTsÁT>T<=&fTç, çÿÿVÿÿ²>Á&f, çÿÿÔû«¿¿ nedÿs\¼¿\¿¿¿sÁÁæ" s«+lt, Áæ" òT, < \¿\T,q\¿\¿\T,\$<ŠT<ÔYk¿¿¿sÁ«+e+{in+Xæ\T]ÿ]o*+°qyîÖ<ŠT #ûdÿT¿ÿy*.nÿ²¹>¼¿\¿Áæ" ¿¿*ÎdÿTiq · ká¿¿s<\T >T] +° Ôi\T¿ÿT¿ÿy*)	neÚqT /ÿñ<ŠT

<óŠelÿçÔá+

1.....SÁÿÛHî+.....D.El.Ed.çlÿ<ŠeT
dÿ+eÔâàsÁ.....™d\$Tdÿ/4sYÁ: #î+~q\$< ‘«|œ,bÍsÁÁXæ\ñqTuó,ei±sÁ«çí&eT|í±sYíÿËuó²>·+>±
eÖn+>·Hy&™d+³sYqT+&nedÿsÁÿiT@qdÿËeÖ#s “ • dí£]+ºHsÁ “<óŠelÿsÁ#áT#áTH·qT

çlÿ<ó ‘HÃbÍ<ó ‘«jáTT&fT

>·eT “í£: #íü*dtl/4ÿËeneÚqT/í±<|ñ “{íü#ûd³/q+ÔeÖçÔqdÿ]bp<ŠT.n “ •
n+Xæ\qTÁ£CE” D’ +>±lÿ]o*+º,\$es\qTqyîÖ<ŠT#ûjáÖ*.

n<ó '«jñ+`7

Âi.>_.\$bÍsÄÄXæ\lÿ+<ŠsÁôq

- bÍ<ó '«\$< '«sÁTEŦÔæTÁ&” l{²sTT+°q.Âi.>_.\$bÍsÄÄXæ\lÿ < ‘ “Âi -
<ûÆY+°q #îiù*dt¼ÔÏ#ûsÁŦi= “< ‘ “<ó ‘sÁ+>±lÿ]o\q\qTqyîÖ<||#ûdÿŦi.ÿy*.: bÍsÄÄXæ\lÿ]o\q.Âi.>_.\$bÍsÄÄXæ\lÿ]o\q

Âi.>_.\$bÍsÄÄXæ\lÿ]o\q ∞iù*dt¼

kÍ<ó ‘sÁD²+Xæ\T:

1. - bÍ<ó ‘«jáT\$< ‘«]lsÁT,sÁŸHi+ :
2. dÿ+<Š]ô+°q bÍsÄÄXæ\lsÁT,°sÁŦHeÖ :
3. Âi.>_.\$kÍlÿqýÈbÍsÄÄXæ\ - <ûÿXæ\T :
4. \$< ‘«\jáT+ŸÈ#ûÿ&ŦÔáTq. i±sÁ«çi&eÖŦ :
lÿ]o*+∞àq n+Xæ\T:

çí&. lÿ]o*+∞àqn+Xø+
dY+. **Items to beobserved**

lÿ]o*+°,
qyîÖ<ŦÿûXæ?<ŦÿûXæ?
neÚqT /i±<ŠŦ

1 bÍsÄÄXæ\lÿ]o*+° - **SchoolHistory**

(mlÿÛÎ&Ŧ kÍlÿq+°q. &+~ , < ‘Ôá\ dÿVÿ²i±sÁ+ÔÁ @sÍ³T
#ûjáT &+< ‘m+Ôá dÿœ\+ , ³dÿœ\+ b+Ôá, Ôá<ŠŦlÿ] È]Dq
eÖsÁŦŦ e+{î n+Xæ\TsesÁ+>±qyîÖ<||#ûdÿŦi.ÿy*)

2 uÈ<óŠHd¾¼ Ô+~\$es\T,\$< ‘«sÁŦÆ\lÿ]o*+°

neÚqT / yñ<ŠŦ

Detailsofteachingstaffandstudents

(uÈ<óŠH d¾¼ Ô+~ , uÈ<óŠHûÔásÁ d¾¼ Ô+~ lsÁŦe, Vÿ²Á< ‘,nsÁ½Ôá\ÔÁ lÿ]o*+°
ÔájáÖsÁŦ #ûjáÖ*. n<û\$<óŠ+>± ÔásÁ>Û y>± u²\u²*çí& sÁŸÛ,
VÿäÈsÁŦŦi.ÿy&ŦÔáÿÿÈ rdÿŦi.ÿy*)

3 uó...Ûi&edÿÔáŦŦ-**Physicalfacilities**

neÚqT /yñ<ŠŦ

(ÔásÁ>Û>ŠŦ\lÿ]o*+°k,kp/4sYsÁÖyT,e+³>~, “ydÿ>ŠŦŦ,³dÿœ\+ ,
eT+°û{îedÿÛ,eTsÁŦ>T<=&Ŧçlÿ]o*+°Vÿ²>Á&f,çlÿ]o*+°nedÿs\¾¼ç\
çí&” s<+lt,Á&” ŦŦ,ç\ç\T,q\ç<ç\ç\T,\$<ŠŦ<ÖYkâçí&sÁ«+e+{î
n+Xæ\Tlÿ]o*+°qyîÖ<||#ûdÿŦi.ÿy*)

4 y]üçlÿ]o*+°[çí&çí& “sÁ’ jñÿ(i.ÿy) **YearPlan,TimeTable**

neÚqT/yñ<ŠŦ

(çlÿ]o*+°ÔásÁ>Ûi&dÿ+<+~°+°y]üçlÿ]o*+°[çí&çí&ÔájáÖsÁŦ#ûjáT &+< ‘
lÿ]o*+°#. ÔásÁ>Û y>±, - bÍ<ó ‘«jáT y>± i±\ “sÁ’ jYT
lÿ]o*+°Ŧ #áöd¾¼qyîÖ<ŦÿûXæ?<ŦÿûXæ?)

5 \$\$\$<óŠ] wŸ¼sÁTc,]i±sÁT\ “sÁCVŸ²D neÚqT /Ÿñ<ŠT

Maintenance of various registers, records

(n& wŸH] >wŸ¼ - bÍ<ó ‘ <jáTT,]¼\c\WŸäÈsÁT IŸ(i¼AT, k¼¼ü] wŸ¼sÁTc, çIŸ>Ü IŸçÖT, d¼, d¼, .] >wŸ¼sY, eTÖyî + {Ü} >wŸ¼d¼, jáTýÜ.] wŸ¼sY, ý² > < Tíe+ {n “ • sÁi&eTT\] >wŸ¼sÁTc,]i±sÁT\TIŸ]o* + °n+ <ŠTýÈ @n+Xæ\T@ \$<óš+>±qyîÖ<ñ#újáT< &qyÁIŸ]o* + °qyîÖ<ŠT #ûdŸTíÄy*.)

6 n&f&f\$Tí±sÁ«çí&eÖT,]\$T&jáTýÜ {i°+> neÚqT /Ÿñ<ŠT

Academic Programmes, Remedial Teaching

(sÄÿy] - bÍ<ó <jáTý >±“sÁCV¾²+ #ûn&f&f\$Tí±sÁ«çí&eÖT, dŸ¼&IŸsñ\$es\T, Äs\$T&jáTý {i°+> \$es\TqyîÖ<ŠT #ûdŸTíÄy*.)

7 Ái. > . _.\$. u²*í&A f çIŸúó, TÓáç+í&*í dŸTíq dŸ<ŠT bÍjáÖT neÚqT /Ÿñ<ŠT

Facilities provided by Govt. to KGBV girls

(çIŸúó, TÓáç+ ± bÍsÄAXæVÉ “ u²*í&A f çIŸÖñí&+> ±í&*í dŸTíq • n “ • sÁi±dŸ<ŠT bÍjáÖT IŸ]o* + °qyîÖ<ŠT #ûdŸTíÄy*.)

8 d¼, d¼, .]i±sÁT\ “ sÁCVŸ²D- Maintenance of CCE Record neÚqT /Ÿñ<ŠT

(ÓásÁ>Üy >±, \$wŸjáTý >± “ s D²Óá í&, dŸ+ç>VŸäD²Óá í&eT~+IŸÜ IŸ í&E\$es\T, eÖsÁTÖT, ç>&fTNTA f dŸ+< +~ó+°eTTK«n+Xæ\T qyîÖ<ŠT #ûdŸTíÄy*.)

9 uóÈÈEqdŸ<ŠT bÍjáT+ / baw¾¼/4i±VŸäsÁ\$es\T neÚqT / Ÿñ<ŠT

Food provision / details of nutritious food given

(sÄÿy - uóÈÈEqyîTqÖ, e&dŸTíq \$<ó'q+, uóÈÈEqXæ\Ÿ]Xø - çuí, Óí Óá~Óñ\$es\Ts jáÖ*.)

10 , ÓásÁbÍsÁÁ«i±sÁ«çí&eÖT - Other curricular programmes neÚqT /Ÿñ<ŠT

(bÍsÄAXæVÉÈ] I\$\$<óŠdŸVŸábÍsÁÁ«i±sÁ«çí&eÖ] \$es\qT ne>±VŸ²q #ûdŸTíÄy*.)

11 mdt.mdt.m. | Ÿ]o\q|ŸçÔá+ –SSAobservationsheet neÚqT/Ÿñ<ŠT
 (mdt.mdt.m.y]#úsÁÖbõ+~+#á< &qÁ. > ._.\$. \Ÿ]o\q|ŸçÔ “ •
 |Ÿ]o*+° ysÁT |Ÿ]o*+#û n+Xæ\ |Ÿ³ç ne>±VŸ²q@sÁÎsÁ#áT¿Áy*.)

12 bÍsÁÁXæ\Á&” dŸ+< +~ó+° – neÚqT / Ÿñ<ŠT
 bÍ<ó ‘«jŸ\$< ‘«]ÆjŸTT¿dŸeTç>ç|ŸÚdŸÎ+<Šq
Reflection of student teacher on KGBV in detail
 (Ÿ¿sÁÁXæ\Ÿ]o\q|ŸçÔ- bÍ<ó‘«jŸT\$<‘«]#bÍsÁÁXæ\Ÿ³ç,
 bÍsÁÁXæ\ŸE\$<óšsÁ¿±n+Xæ\Ÿ³çnÔá“/yŸne>±VŸ²q,
 ç|ŸÚdŸÎ+<Šq, nqTuó., ÖÔáTŸT, eT+° |Ÿ<ŠÆÔáTŸT, ŸËbÍT , Ô«~
 n+Xæ\qT |Ÿ]o\q| qyíÔ<ŠT |ŸÚdŸi¿&+ŸË dŸ\$esÁ+>± qyíÔ<ŠT
 #ûjŸÖ*.)

>eT“¿:±n+Xæ\ú • |ŸP]i#údT¿=q • |¼<ŸŸbÍsÁÁXæ\ç|Ÿ<ó ‘HÁbÍ<ó ‘«jŸTTqT+&~>Te
 dŸÖ°+°q<šŸçÔ “ • rdŸT¿Áy*.

<óšŸçÔá+

l sÁŸÛ Hî+.....D.El.Ed. ç|Ÿ< , ŠeT
 dŸ+eÔáásÁ.....™dŠTŸ/¿sYÁ:” #î+~q\$< ‘«]œ,bÍsÁÁXæ\nqTuó., e¿±sÁ«ç¿eT]¿±sYŸËuó²>+>±
 eÖbÍsÁÁXæ\qT+&nedŸsÁyŸT@qdŸeÖ#s “ • d¿&]+°HsÁ “<óšŸçÔ#áT#áTH • qT.

ç|Ÿ<ó ‘HÁbÍ<ó ‘«jŸTT&fT

>eT “¿:±n+Xæ\ú • |ŸP]i#údT¿=q • |¼<ŸŸbÍsÁÁXæ\ç|Ÿ<ó ‘HÁbÍ<ó ‘«jŸTTqT+&~>Te
 dŸÖ°+°q<šŸçÔ “ • rdŸT¿Áy*.

uó,, \$Ôá ¹i+ç< ‘\ÿ]o\q/Special Schools for Divyang Children

kÍ<ó ‘sÁD²+Xæ\T:

1. - bÍ<ó ‘«jáT\$< ‘«]lsÁT,sÁýHî+.

2. dÿ+<š]ô+°q bÍsÄÁXæ\lsÁT,°sÁTheÖ

lÿ]o*+*àq n+Xæ\T:

1. bÍsÄÁXæ\ kÍœlÿqýË>\ - <ûÿXø+Aims

2. uË<óšÁ\$” \Ses\T-DetailsofIEResourceteachers

3. @yîÛ&ý²«Á! - <ûÿ+°çlÿyüXø+bö+<šTôáTH • sÁT?

The various types of differently abled persons provided admission

4.m) \$\$<óšyîÛ&ý²«\T&é*Đq¼\ç\ses\T

Details of different types of challenged children admitted

) “sÁÇV¾/dÿTiq • \$\$<óš]¿tsÁT\T,]> nÿkÁTe-MaintenanceofRecords

5.m) y]¿ì ¿é\T>·CñjáTT#áTq • kâ¿éS«\T - Facilitiesprovided

) y]¿ì n+<š#ûjáT< &fTÔáTq • “<óšT\T - Fundsprovided

6. yîÛ&ý²«\T&é*Đq¼\ç\Á! uË<óšq,nuó, «dÿq\$<ó ‘HNT

Strategies adopted in TLP for challenged children

7. yîÛ&ý²«\T ¿é*Đq l¾\ç\T kÍ<óšHkÍœsTT “ n+#áHyüð\$<ó ‘HNT.

Strategies adopted to assess Achievement levels of challenged children

8. çlÿuó,, TôáÇ+ qT+° bö+<šTôáTq • dÿVÿäjáT\$es\T.

Details of aids provided by the Government

9. y]ýË>\ýËbÍNTôá™dÔœsÁ«+ÔÀm<šTs=Øq&† “¿nqTdÿ]dÿTiq • \$qÔÔá • n+Xæ\T.

Innovative aspects adopted to over.....thenshort..... withself confidence.

10. lÿ]o\qýË >·eT “+°q < ý²\T /< \VÔ²qÔá\T

Strengths and weakness observed

<óšelÿçÔá+

1sÁýÛHî+..... D.El.Ed.çlÿ< ,šeT

dÿ+eÔœsÁ.....™dšTdÿ]¿sYÁ#î+~q\$< ‘«]bÍsÄÁXæ\lñqTuó,el¿sÁ«ç¿éT]¿tsYÿËuó²>+>±

eÖbÍsÄÁXæ\qT+&nœdÿsÁyîT@qdÿeÖ#s “ • d¿é] +°HsÁ “<óšelÿsÁ#áT#áTH • qT.

IED Instructor / çl¾ “àbÍýÛ /

çlÿ<ó ‘HÄbÍ<ó ‘«jáTT&fT

n<ó '«jll+`8

Âsd¾&i “üjätýÛbÍsÄÄXæ\T`ÈqsÁýÛÑkÍ+l~¾Tí&dÿ+^li(ÇeT>·TsÁTA&” \+(yîqTí& &qÔásÁ>ÔáTdTÿ+^li(ÇeTbÍsÄÄXæ)dÿ+<ŠsÁôq)

- bÍ<ó ‘\$< ‘«sÁTÆTÔæTÁ! ¹i{²sTT+^oqÂsd¾&i “üjätýÛbÍsÄÄXæ\T`ÈqsÁýÛÑkÍ+l~¾Tí&dÿ+^li(ÇeT>·TsÁTA&” \+(yîqTí& &qÔásÁ>ÔáTdTÿ+^li(ÇeTbÍsÄÄXæ)VçlÿÛü«(bÍsÄÄXæ)Á&” ,< ‘ “ÁiÖ - <üÆÿ+^oq#iü *dt/4Ô!#úsÁTí= “< ‘ “<ó ‘sÁ+>±lÿ]o\q\qTqyîÖ<ŠT#üdTÿiÄy*.‡ bÍsÄÄXæ\lÿ]o\qÁ&” ýi=Öi&Ø<““ü ýi&ÖsÁ· ¹i{²sTT+#á&fyîT®q~.

Âsd¾&i“üjätýÛbÍsÄÄXæ\T`ÈqsÁýÛÑkÍ+l~¾Tí&dÿ+^li(ÇeT>·TsÁTA&” \+(yîqTí& &qÔásÁ>ÔáTdTÿ+^li(ÇeTbÍsÄÄXæ)VçlÿÛü«(bÍsÄÄXæ)lÿ]o\q ÷ü*dt/4

kÍ<ó’sÁD²+Xæ\T General Aspects:

1. bÍ<ó‘«jät\$<«]ælsÁT,sÁýÛHî+. :
Name and Roll No. of Teacher Trainee
2. dÿ+<Š]ô+^oq bÍsÄÄXæ\lÁT,^osÁTheÖ :
Name of the school and address visited
3. bÍsÄÄXæ\kÍ&lÿqýËçlÿó ‘q - <üÿXæ\T :
Main objective of establishment of school
4. bÍsÄÄXæ\ÿË#üÿ&fTÔáTq · l±sÁ«çí&eÖ\T :
Activities / programmes taken up in school

lÿ]o*+·šàq n+Xæ\T:

çí&. dÿ+	lÿ]o*+ *àq n+Xø+ Items to be observed	lÿ]o*+ ^o , qyîÖ<ŠT üXæs?
1	bÍsÄÄXæ\ yÔesÁD+ - School Environment	ne!qT/l±ŠT
	(nqTyiÖq]ÿ]dÿs\ÖAbÍsÄÄXæ\@sÍ ³ T#üjät< &+< ‘,\$< ‘«sÁTÆT #úsÁTí&e{ ² “üMýÛlÿ\$<óŠ+>± - +< ‘,#áT ³ ÖeÛq · çbÍ+Ôá+bÍsÄÄXæ\ e«edÿæÁ! dÿVÿ ² í&]#ú\$<óŠ+>± - +< ‘,e+{in+Xæ\ “ · +{i “ lÿ]o*+ ^o qyîÖ<ŠT #üdTÿiÄy*.)	
2	bÍsÄÄXæ\ dÿeTjät+, i±\ “sÁ’ jät+ lÿ]{i¼í&VT School Trainings – Trainee teacher	ne!qT/l±ŠT

	(bĪsĀĀXædYēTjŋ\$es\T,ŌásĀ>Ūȳ>±, - bĪ<ó ‘«jáTȳ>±i±\ “sĀ́ jĀTŸ(i)¼iŋTqyiŌ<ŠT#údyTĭĀy*)	
3	uó...Ūiŋ edŸŌáTNT - Physical facilities	neŪqT / i±<ŠT
	(ŌásĀ>Ū><STdY+K«,kp¼sYsĀŌyT,e+³>~. “yd><ŠTNT,dYæ\+, eT+°ú{iedŸŪ,eTsĀT>T<=&ŋ,çŸŸVŸ²>Ā,çŸŸŌi«iŋedŸs\¼\ç\ ĭ-sĀĀŋ” s«+lt,Āŋ” ĩNT,< \ç\T,q\ç< \ç\T,\$<ŠTŌYkáŋsĀ«+e+{i n+Xæ\TŸ]o*+°qyiŌ<ŋ#údyTĭĀy*.)	
4	Āsd¼&i “üjĀTyŪbĪsĀĀXæ\ “sĀ́D+ Structure of Residential School	neŪqT / i±<ŠT
	(Āsd¼&i “üjĀTyŪ\$<ó ‘q+ŌĀbĪsĀĀXæ\Āŋ” ĭ±e\ld¼qn “ • sĀ́i±n+Xæ\T - H • jĀŌnHū~Ÿ]o*+*#*.)	
5	nĭŋ&f\$Tĭĭ±sĀ«çĭŋeŌNT,Ās\$T&jĀTŸŪ {i°+> Academic programmes, Remedial teaching	neŪqT / i±<ŠT
	(sĀ́ y\, - bĪ<ó ‘«jáTȳ>±, “sĀ́CV¼²+ŋū nĭŋ&f\$Tĭĭ±sĀ«çĭŋeŌNT, d¼\ dtŸP]i.dŸ¼ŋesYā\$es\T,s\$T&jĀTŸŪ {i°+> \$es\T qyiŌ<ŠT#údyTĭĀy*.)	
6	eTŌy²«+iŋq\$<ó‘q+(d¼.d¼., .]ĭ±sĀTŸ“sĀ́CVŸ²D) Evaluation procedure (Maintenance of CCE Remarks)	neŪqT / i±<ŠT
	(ŌásĀ>Ūȳ>±,\$wŸjĀTȳ>± “sĀ́D’Ōá ĭŋ,dŸ+ç>VŸāD’Ōá ĭŋeT~+ŸŪ ŸŸ ĭŋ\$es\T,eŌsĀTŌNT,ç’&fTŸĀŋ dŸ+< +~ó+°eTTK«n+Xæ\T qyiŌ<ŠT #údyTĭĀy*.)	
7	, ŌásbĪsĀĀ«ĭ±sĀ«çĭŋeŌNT- Other Curricular Programmes	neŪqT / i±<ŠT
	(bĪsĀĀXæŸĒĒ]Iŋ\$<óŠdŸVŸabĪsĀĀ«ĭ±sĀ«çĭŋeŌ\ \$es\qT ne>±VŸ²q #údyTĭ= “ qyiŌ<ŠT #ūjĀŌ*.)	
8	ŸŪdŸŸi±T,uĒ<óŠHuó,«dŸqkĪeŌçD\$es\T- Books&TLM	neŪqT / i±<ŠT
	(uĒ<óŠHuó,«dŸqkĪeŌçDhuó,«Ōi<XŌ«,çXæDIY]ĭŋs\T, - °Ō bĪsĀĀŸŪdŸŸi±T, - bĪ<ó ‘«jáTĭŋsĀB¼iŋT,u²kĪV¼Ōā«>T] +°q n+Xæ\ “ • +{i “\$esĀ+>±s=ŌH*.	
9	ŌásĀ>Ū >~ ŸŸ]Ōq `ŌiŋT>T, >DĭŌá+ Classroom Observation – Telugu, Mathematics	neŪqT / i±<ŠT
	(- bĪ<ó ‘«jáT\$< ‘sĀ́TŋT,ŌásĀ>Ū>~ŸĒŌiŋT>T,>DĭŌá+\$wŸjĀŌqT bĪsĀĀXæ\ - bĪ<ó ‘«jáTTŋT@<óŠ>±uĒ-ódyTĭH • sĀ́ “ŸŌā+>± ŸŸ]o*+*#.MŸĒŌq+ŌásĀĀŋ Ÿi=ŌiŋŌ - bĪ<ó ‘«jáT\$< ‘[çe,yĭĀ - bĪ<ó ‘«jáTT `ŌiŋT>T,>DĭŌ\$wŸjĀŌĀŋ dŸ+< +~ó+°uĒ<óŠHuó,«dŸq çŸŸçĭjĀTqTŸŸ]o*+*#. - bĪ<ó ‘«jáTT “bĪsĀĀŸŸç,Ÿŋ+,uĒ<óŠ	

	\$<ó 'q+, uE<óSHIY<SœU, OásA>·U >~ "sAÇVY²D, l¼lc\OA #ásÁĪ, uĚ<óŠqÁf rdŸTĭ=q · dŸeTjāT+, - IŸjĭÖĐ+°quĚ<óŠHĀIŸĭ&šAD²VT, q\c\ lc\$ "jĭÖ>·e+{ĭn+Xæ\ " · +{ĭúIŸ]}>DŸĚĭrdŸTĭĀy*.)	
10	bĭsĀĀXæ\Āf" dŸ+<+~ó+° - bĭ<ó '«jáT\$< '«]œ jĭTĭ&ŃdŸeTq>çIŸŸÜdŸĪ+<Šq Reflection of Student Teacher on the school detail	neŪqT / ĭ±<ŠT
	(ŸĭAŌsA · ŸĭAŌbĭsĀĀXæ\Ÿ]o\q\l¼<SŸ- bĭ<ó'«jáT\$<'«]œ, bĭsĀĀXæ\Ÿ³çbĭsĀĀXæ\Ÿ³çbĭsĀĀXæ\ŸĚ\$<óŠsĀĭ±n+Xæ\Ÿ³ç nŌá "/ŸĭTne>±VŸ²q,çIŸŸÜdŸĪ+<Šq,nqTuó,,ŌŌáTŸT,eT+°Ÿ<ŠĀŌáTŸT, ŸĚbĭT, Ō~ón+Xæ\q\IŸ]o\q\ qŸĭÖ<ŠTŸŸÜdŸĭ&Ÿ+ŸĚ dŸšesĀ+>±qŸĭÖ<ŠT#ŭjáŌ*.)	

>eT "ĭ:±n+Xæ\ú · IŸP]ĭ#udŸTĭ=q · l¼<ŠŸĭbĭsĀĀXæ\çIŸ<ó 'HĀbĭ<ó '«jáTŸqT+&~>·Te dŸÖ°+°q<šelŸçŌ " · rdŸTĭĀy*.

<óšelŸçŌá+

lsĀŸŪHĭ+..... D.El.Ed.çIŸ< ,šeT dŸ+eŌĭásĀ.....™dŠTdŸ\ŸsŸĀf" #ĭ+~q\$< '«]œbĭsĀĀXæ\ŸqTuó,eĭšĀ«çĭ&eT]ĭ±ŸŸĚuó²>+>± eŌbĭsĀĀXæ\qT+&nedŸsĀŸĭTŃqdŸĚŌ#s " · dĭ&]+°HsĀ " <óšelŸsĀ#ĭT#ĭTH · qT.

çIŸ<ó 'HĀbĭ<ó '«jáTŸ&fT

>eT "ĭ:±ĭú*dt/ŸĚçIŸŸÜbĭ~+°qçIŸŸÜn+Xæ " · Ā&E" D' +>±IŸ]o*+°,\$es\qTqŸĭÖ<ŠT #ŭjáŌ*.

Annexure - III

ω óçÔÃbÍ<ó ‘«jáTT “uË<óŠHIÿ]o\HIÿçÔá+

uË:	\$w_j#:	D.El.Ed.SemesterI/II/III/IV
Batch	Subject	
#óçÔÃbÍ<ó ‘«jáTT “Is#	:	
Name of the teacher		
bÍsÄ«+XøuË<óŠqÔû~	:	
Date		
bÍsÄÁXæVsÁT	:	uË~ó+°q ÔásÁ>·Û:
Name of the School		Class
ÔásÁ>·Û >~ýËl¼\ç\äÿ+K«	:	

1. uË<óŠH+Xø+ -Topic

- b) bÍsÄÁ«ÿ<,Ší&+ÔájáÔsÁT#ûXæs?
Lesson Plan prepared
-) bÍsÄÁ«ÿ<,Ší&+™|Ön_óçbÍjáÖ\T
Opinion on lesson plan / period plan
(nuó,, «dÿq lÿ*Ô\T, uó²eq\T, uË<óŠHuó,, «dÿq eP«Vÿä\T)
(Outomes and learning concepts teaching strategies)
- d¾) bÍsÄÁ«ÿ<,Ší&+ÿË “í&Ô«\Á!” ÔáĐquË<óŠHuó,, «dÿqeqsÁT\TÔájáÔsÁT#ûXæs?n
sTTÔûy{i “ls=Øq+&.
Whether appropriate TLM is prepared for taking up activities. If so mention.
- &) eTÖý²«+í&q |ÿçÔæTT\TÔájáÔsÁT#ûXæs?mý²+{içÿXø • \TÔájáÔsÁT#ûXæsÁT?
Whether Evaluation sheets are prepared? What type of questions posed?

2. çlÿ<ŠsÁôq -Presentation

- m) lÿPsÁÇC²áH “ • lÿ~ íiE+#s/lÿÛq]ÇeTsÁô#ûXæs?mý²#ûXæsÁT?
Previous knowledge tested/Recapitulation made/How?
-) bÍsÄ “ • mý²çlÿÿXø™l²/sÁT?
How the topic is presented.
- d¾) uË<óŠHuó,, «dÿqlÿ<ŠÆÔá\T, uË<óŠHuó,, «dÿqeP«Vÿä\T` MTn_óçbÍjáT+
Opinion on teaching learning methods, teaching strategies adopted.
- &) bÍsÄÁ«ÿ<,Ší&+çlÿí±sÁ+kpbÍH\TnqTdÿ]+#s?nqTdÿ]+°qkpbÍHýñ\$?
Whether all the steps of period plan are followed? If not? Which?
- ,) bÍsÄÁ«ÿ<,Ší&+çlÿí±sÁ+í&Ô«\T “sÁÇV¾²+#s?@jüTí&Ô«\T?
Whether activities are followed as per period plan? If so, mentioned

ml't) $\int \frac{\partial}{\partial t} \langle \psi | \hat{H} | \psi \rangle dt = \langle \psi | \frac{\partial \hat{H}}{\partial t} | \psi \rangle$ "sÁCV^{3/4}+ #s? @\$
 dÿeTsÁce+Ôá+>± - H • sTT?

Whether activities are individual/group/whole class which are most affective

>) $y_i \hat{O} j \hat{T} i i \int u \hat{n} < \hat{o} \quad \backslash q T < \hat{S} w^{3/4} / 4 \hat{y} \hat{E} - + \# \hat{A} T i = "$
 $u \hat{E} \sim \hat{o} + \# s? m \hat{y}^2 + \{ i$
 $e P \langle V \hat{Y} \hat{a} \backslash T n q T d \hat{Y} \rangle + \# s \hat{A} T?$

Whether individual differences taken into account while teaching? What are the strategies involved?

TMV²#Y) kÍœ "ú£ eqsÁTVT \$ "jîÖD+#s? @ jûT kÍœ "ú£ eqsÁTVT - IÿjîÖD+#sÁT?
 Whether local resources utilized? If so, mention?

x) $u \hat{E} < \hat{o} \hat{S} H u \hat{o}, \langle d \hat{Y} q k \hat{I} e T \hat{c} \hat{D} d \hat{Y} \hat{c} i \hat{e} T + \rangle \pm \$ "j \hat{i} \hat{O} \hat{D} + \# s?$
 Whether TLM is appropriate?

CÉ) $u \hat{E} < \hat{o} \hat{S} H u \hat{o}, \langle d \hat{Y} q e q s \hat{A} T \hat{c} \hat{I} \hat{Y} \hat{c} \hat{S} \hat{A} \hat{o} q H i \hat{O} \hat{Y} \hat{U} \hat{D} \rangle + \# \hat{M} \hat{O} y \langle K \langle$
 Comment on teaching learning resources presented.

ÂC) $l^{3/4} \hat{c} \backslash \hat{c} \hat{I} \hat{Y} \hat{U} d \hat{Y} \hat{I} + \langle \hat{S} q \hat{k} \hat{o} \quad 's \hat{A} + \rangle \pm b \hat{I} s \hat{A} \hat{A} \langle u \hat{E} < \hat{o} \hat{S} q \hat{c} = q k \hat{I} \hat{D} + \# s? M T n _ \hat{o} \hat{c} b \hat{l} j \hat{A} T +.$
 Whether the lesson is taught keeping in view of children reflections

3. eTÖý²«+ú£q+ -Evaluation

m) $l \hat{Y} \hat{U} q \hat{c} e T s \hat{A} \hat{o} \# u X \hat{a} s? / l \hat{Y} \hat{U} q X \hat{o} \hat{I} s \hat{A} \hat{D} / e T \hat{O} \hat{y}^2 \langle \langle + \hat{u} \hat{X} \hat{a} s? + \# u X \hat{a} s?$
 Whether recapitulation made?

$m \hat{y}^2 + \{ i \hat{c} l \hat{Y} X \hat{o} \cdot \backslash n \hat{e} \rangle \pm \hat{A} T?$
 What type of questions asked?

) $e T \hat{O} \hat{y}^2 \langle \langle + \hat{u} \hat{X} \hat{a} s \hat{c} \hat{I} \hat{O} \langle \langle T \quad "s \hat{A} \hat{C} V^{3/4} + \hat{q} \hat{S} < \hat{o} \quad 'q + \# \hat{M} \hat{O} y \langle K \langle (d \hat{O} d \hat{O} \hat{c} < \hat{o} \quad 's \hat{A} + \rangle \pm$
 Comment on Evaluation activities conducted.

d^{3/4}) "jîÖÈq+, #Ïs?mý²+{i "jîÖÈHNI, #ÏsÁT?
 Whether assessment given? What type of assessments given?

&) $n u \hat{o}, \langle d \hat{Y} q l \hat{Y} * \hat{O} \backslash T / \backslash i \hat{C} E \pm \langle \backslash T k \hat{I} \sim \hat{o} + \# \hat{a} \langle \hat{e} \hat{I} j \hat{A} \hat{O}?$
 Whether the learns objectives achieved?

4. ÔásÁ>Û >~ jáÖÈeÖq«+ - ClassroomManagement

m) ÔásÁ>Û >~ "jáT+çÔáD: $u^2 > \cdot T + \sim / k \hat{I} < \hat{o} \quad 's \hat{A} \hat{D} + / n _ \hat{o} e \sim \hat{A} e n e d \hat{Y} s \hat{A} +$
 ClassroomManagement Good General Needs improvement

) ÔásÁ>Û çlÿÛdÿÏ+<Œq : $u^2 > \cdot T + \sim / d \hat{Y} > \cdot^3 T / u^2 > \pm \hat{y} \hat{n} < \hat{S} T$
 Class feedback Good Average Bad

d^{3/4}) $\int \frac{\partial}{\partial t} \langle \psi | \hat{H} | \psi \rangle dt = \langle \psi | \frac{\partial \hat{H}}{\partial t} | \psi \rangle$: $u^2 > \cdot T + \sim / d \hat{Y} > \cdot^3 T / n _ \hat{o} e \sim \hat{A} e n e d \hat{Y} s \hat{A} +$
 Role of Activity Good Average Needs important

&) $q \hat{l} \hat{c} u \hat{l} \hat{c} : u^2 > \cdot T + \sim / \hat{O} \hat{a} \hat{D} q \hat{S} < \hat{o} \hat{S} + \rangle \pm - + \sim /$
 $\$ "j \hat{i} \hat{O} > \cdot + \hat{O} \hat{a} \hat{A} \hat{f} " \hat{O} e$

Use of Blackboard Good Appropriate Poor

,) dÿeTjãTbÎq :u²>·T+~/n~óidÿeTjãT+/eTT+<šT>±
 rdÿTÁ&” H·sÁT eTTĐ+#sÁT
 Timemanagement Good Takemoretime Concludedearlier

5. e«iï>Ôá\¿.f(EDªT-IndividualCharacteristics

m) çÿ<šsÁóHrsÁT :u²>·T+~/kÍ<ó ‘sÁD+/n_óe~ÆnedÿsÁ+
 Wayofpresentation Good General Needsimportant
) uó²cÍ\$ “jiÖ>+ :u²>·T+~/ÔáĐq\$<óš+>± - +~/ÔáĐq\$<óš+>±ýñ<šT
 Languageused Good appropriate Not up to themark
 d³/4) - #ÎÛsÁD :çXáwÿ¼+ / dÿÿwÿ¼+ /n_óe~ÆnedÿsÁ+
 Pronunciation perfect Clear Needsimportant
 &) dÿÇsÁ+ :\$ “l¼+#ûý² - +~/>¿sÁ>± - +~/k \WÓ²q+>± - +~.
 Voice Audiable Louder Verypoor

6. kÍ<ó ‘sÁD+ -General

m) \$wÿjilÿ]C²ãq+ :u²>·T+~/ÔáĐq\$<óš+>± - +~/ÔáĐq\$<óš+>±ýñ<šT
 SubjectKnowledge Good Appropriate Need up to themark
) n_óe~ÆiðÿÖ#áq\T :
 Suggestions for improvement
 d³/4) bõ+~qç¹>& :m/_/d³/4/&
 Grade Achievement
 ç¹>&b ` (nÔáT«ÔáieT+)Excellent
 ç¹>&_ ` (- ÔáieT+)Good
 ç¹>&d³/4 ` (dÿ>³T)Average
 ç¹>&& ` (n_óe~Æ nedÿsÁ+) Needsimportant

lÿ]o*+ºq - lÿH«dÿÁ&” “/- bÍ<ó ‘jáTT “/ ÷óçÔÃbÍ<ó ‘jáTT “dÿ+Ôáie&+
 Observedby / Teacher / TeacherTrainee

Annexure - IV

**ÔásÁ>·Û>~ | Ý]o\q™ÒdÓÇjãlçIÿÜdÿÏ+<ŠqIÿçÔá+
(Classroom Observation cum Reflective Journal)
ÔásÁ>·Û ` 1, 2 / 3, 4, 5 / 6, 7, 8**

D.El.Ed. Semester I/II/III/I

u²«» I:	\$wÿjáT+:	
Batch	Subject	
#óçÔÃbÍ<ó ‘jáTT “Is	:	
Name of the teacher		
bÍsÄ«+Xø uË<óŠq Ôû~	:	
Date		uË~ó+°q ÔásÁ>·Û:
bÍsÄÄXæ\ lsÁT	:	
Name of the School		Class
ÔásÁ>·Û >~ýË l¼\ç\ dÿ+K«	:	
No. of students		
uË<óŠH+Xø+	:	
Topic		
1. #óçÔÃbÍ<ó ‘jáTT “ÿÿÜdÿÏ+<Šq\I(dÓÇjáTbÍsÄÄuË<óŠq)		
Reflection of student teacher		
b) nuó,,«dÿq+ýË \$< ‘«sÁTæ\T bÍýαZq • \$<ó ‘q+		
Process of student involvement in learning		
) \$< ‘«sÁTæ\T, ÔãÁ\$< ‘sÁTæ\ÔÁ/ - bÍ<ó ‘jáTT “ÔÃ/ÿsÁdÿÏsÁ#sÁT™ÔMT		
n_óçbÍjáT+.		
Opinion on interaction between students / student teachers		
d¼) \$< ‘«sÁTæ\ngTuó,,y\T/çIÿÿÜdÿÏ+<Šq\ÔMTn_óçbÍjáT+.		
Opinion student experiences / reflections		
&) @jũT&Ô«\Tu²>±ÈJ>±sTT?m+<ŠTÁ&” ?:		
What are the activities successfully? Why?		
,) @jũT i&Ô«\T u²>± ÈsÁ>·ÿñ<ŠT?m+<ŠTÁ&” ?:		
What are the activities unsuccessful? Why?		
m\ t) @jũT l¼\ç\T u²>± nsÁæ+#ûdÿTÁ&” H • sÁT?:		

Who are the children understand well?

) @ jüT l¼\c\Á£” n<ŠqlŸŸÜ dŸVŸäjäT+ i±e\ld¾e°İ+~?

Who required additional support?

TMV²#Y) Ôá<ŠTIŸ] bÍsÄ “ • dŸeTsÁœe+Ôá+>± uË~ó+#áT³Á£”

MT uË<óŠqýË my²+{ì eÖsÁTÎT #ûjäT<Š#áTÁ£” H • sÁT?

What are the additional requirements to be taken into account

For effective transaction of the topic

x) uË~ó+°qbÍsÄÄ+™Ÿ#óçÔÄbÍ<ó ‘«jäTT “dÓçjäTn_óçbÍjäT+çŸŸÜdŸŸ+<ŠqŸT:

Reflection on the topic taught.

dŸ+Ôá££+

>eT “i£:

çŸŸÜ#óçÔÄbÍ<ó ‘«jäTT&T,ÔqT#i¼Iq bÍsÄÄ+™ŸŸÔáqn_óçbÍjäÖ “ • /çŸŸÜdŸŸ+<ŠqçT

uË~ó+°q yî+³Hû qyîÖ<ŠT #ûjäÖ*.

Annexure - V

“sÁ+ÔásÁdÿeTç>eTÖý²«+í&q]] í±sYl

Assessment Record

#óçÔÄbÍ<ó ‘«jáTT “Is|| :
Name of the teacher trainees

uË~ó+°qÔásÁ>Û :
Class taught

jáTÖ “{/jáTÖ “³|| :
Unit / Units

\$wÿjáT+--Subject :
bÍsÄÁXæ\VsÁT :

Name of the School
eÖsÁZ<šsÁôÁ&” “lsÁT :
Name of the Guide teacher

1. |ÿ]#ájáT+ -Introduction

“sÁ+ÔásÁ dÿeTç>eTÖý²«+í&H “ • <šw¾¼¼ýË - +#áTí= “ eÖlÿq+, eT~+lÿÛ, eTÖý²«+í&q+ >·T]+°q n+Xæ\ \$esÁD.

2. eT~+lÿÛçbÍeTTK«Ôá`eXø«í&Ô-Objective of Assessment

3. eT~+lÿÛ sÁí±\T - Type of Assessment

“s`D²Ôá`í&eT~+lÿÛ,dÿ+ç>Vÿ²D²Ôá`í&eT~+lÿÛ,sÁí±\T` çyjáTTeTT.

4. \$wÿjáTy`>± “sœ]+lÿ< &q \$< ‘«çlÿeÖD²\T-Subject wise Academic standards

5. eT~+lÿÛ kÍ<óšHNT - Tools of Assessment

eT~+lÿÛ \$<ó ‘HNT` sÁí±\T

6. dÿ+ç>Vÿ²D²Ôá`í&eT~+lÿÛçlÿXæ • lÿçÔá+ÔájáÖ`

Summative Assessment – Preparation of Question Paper

` < Öççl¾+{Û

`uó²sÁÔáçlÿl¾ç\$< ‘«çlÿeÖD²\TÔÁ>DqdÿÖ°

7b.sÁÖç_í«ÔájáÖ`-Preparation of Rubrics

7. “s^D^2Ôá^î&f,dÿ+ç>Vÿ^D^2Ôá^î&f|ÿ^î&fEÿË\$< ‘sÁTel\$es\T

Details of students writing FA & SA

8. \$XâçwÿD -Analysis

9. ç|ÿÛdÿÎÛ+<Šq\T -Reflections

10. eTTĐ+|ÿ -Conclusion

>eT “î&f 1 |î&f±s\sd^3|ÿÛî&fT^M|ÔqdÿÏ^0+^oq1qT+&5n+Xæ\esÁÁ” kÍ<ó ‘sÁD
n+Xæ\T^M|Ï \$esÁD - +&†*.

2. ÔásÁTyÔ1,2ÔásÁ>ÔáTÁ” dÿ+<+~ó+^oq uó^sÁÔáÇÿÿ{î/4&f\T,<Öçç|3/4+{Û,
ç>±|t\T,\$XâçwÿD - +&†*.(Maths/Tel-Sem-II,Evs/Eng-Sem-IV)

3. Ôá<ŠTIÿ|3,4,5ÔásÁ>ÔáTÁ” dÿ+<+~ó+^oquó^sÁÔáÇÿÿ{î/4&f\T,<Öçç|3/4+{Û
ç>±|t\T,\$XâçwÿD\T - +&†*.(Tel/Maths-Sem-II,Eng/Evs-Sem-IV)

4. I,IIÔásÁ>ÔáTTeT]j^MIIIqT+&vÔásÁ>ÔáTÁ” |ÿ^î&fEÿÿu^sÇsÁT±
“sÁÇV^3/4+^o,y^1î|î&f±s\ÿËs jÁÖ*.

5. viqT+&VIIIÔásÁ>Ûî&fÿsÁT>±ÿî&f]î&f±s\ÿ - +&†*.(ÿÿüqÿÛdÿÿnË^î/4)

Guidelines to evaluate assessment record:

1. eTÖÿ^2«+î&fq+>·T]+^oesÁ’ q(Descriptive)-5eÖsÁTØ\T

2. |ÿ^î&fEÿÿçÔá+ ÔáJáÖ n+Xæ\T, eÖsÁTØ\ \$es\T
(<Öçç|3/4+{Û, |ÿ^î&fEÿÿçÔ\T, >Dq dÿÏ^0î&f\T).....

3. \$XâçwÿD, ç|ÿÛdÿÎ+<Šq\T, eTTĐ+|ÿÛ.....

Annexure - VI

¿±s«ω ásÁDIÿ]XË<óŠq `lÿ<ŠÆU

Action Research -Procedure

Se] + šâq n+Xæ\T:

bÍsY¼ ` b (Part – A)

- I. 1. lÿ]XË<óŠq
2. lÿ]XË<óŠqÿË “ n+Xæ\T
3. \$< ‘«\$wÿjãTf;lÿ]XË<q
4. \$< ‘«\$wÿjãTf;lÿ]XË<óŠqÿËkpbÍHT
5. \$< ‘«\$wÿjãTf;lÿ]XË<óŠqsÁ¿±T
- II. 1. ¿±s«#ásÁDIÿ]XË<óŠq
2. ¿±s«#ásÁD lÿ]XË<óŠq \¿CED²\T
3. ¿±s«#ásÁD lÿ]XË<óŠq kpbÍHT
- III. 1. ¿±s«#ásÁD lÿ]XË<óŠq `çlÿÛbÍ<Šq
(Ôi\T>T, >DìÔá+, ÔásÁdÿÿË”Áš” ¼ÿÿËÿ¿, jVÿädÿËTdÿ«Áš”)
- IV. 1. ¿±s«#ásÁDIÿ]XË<óŠq ` “yû~¿f

bÍsY¼ ` _ (Part – B)

- V. ¿±s«#ásÁDIÿ]XË<óŠqÁš” dÿËTdÿ«m+l¼¿¿#óçÔÁbÍ<ó ‘«jáTNT1, 2ÔásÁ>ÔáTdÿÿË” ð
uË<óŠHuó, «dÿq+eT]jáTT, +³sY • w³/4lt¿bÍsÁÁXæ\Áš” yí[Bq]ÿÛÍ&fTdÿÿË”Áš” ¼ÿËl¼¿ç\T
m<ŠTs=Øq • dÿËTdÿ«qTm+l¼¿¿#ûdÿT¿= “¿±s«#ásÁD lÿ]XË<óŠqT#ûlÿ{²¼*.
(ÿñ< ‘)
3, 4, 5ÔásÁ>ÔáTdÿÿË”Áš” ¼ÿÿËË<óŠHuó, «dÿq+eT]jáTT, +³sY • w³/4lt¿bÍsÁÁXæ\Áš”
yí[Bq]ÿÛÍ&fTysÿÿË~ó dÿTiq • dÿÿË”Áš” ¼ÿÿËl¼¿ç\Tm<ŠTs=Øq • dÿËTdÿ«qTm+l¼¿¿#ûdÿT¿= “
¿±s«#ásÁDIÿ]XË<óŠq#ûlÿ{²¼*.dÿËTdÿ«Áš” dÿÿ+< +~ó+°¿±s«#ásÁDIÿ]XË<óŠq
kpbÍHÿÿËË=Øq • \$<óŠ+>±\$esÁ+¿ÿ¿=Ø¿ØkpbÍH “ • nqTdÿÿ+°<ŠÔi+Xø
d¿¿sÁDËsÁbÍ*. ¿±s«#ásÁDçlÿÿD²[l¿sÁÖbõ+~+#áT¿Áÿ*. ¿±s«#ásÁDçlÿÿD²[l¿çqT
neTlÿÿsÁ*. ¿±s«#ásÁD lÿ]XË<óŠq lÿÿ*ÔT Ôi\TdÿT¿Áÿ*. dÿËTdÿ« lÿ]çlÿÿsÁ
eÖsZTdÿÿ°+#+. Ôá<ŠTlÿ¿¿±s«#ásÁD lÿ]XË<óŠq “yû~¿fÔá¿áÔsÁT#ûjáÖ*.

7. <SÔi+X\$XâcwÿD(**Data Analysis**)
 <SÔi+Xæ “ • dî£]+°qÔásÁyÔÔáDqkÍ+K«Xæçdÿiÿ<ŠÆÔáTqT – Iÿ jîÖD+° , \$Xâcw¾4+#* .
8. nqT\$TÔáTNT, “sÁ’ jáÖT~Iÿ*ÔNT\$ “ jîÖ>+(... ..)
 \$XâcwÿD< ‘Çslÿ*ÔNT,nqT\$TÔáTqT\$ {i¼dÿeTdÿ«IÿiÔá>I “sÁ’ jáÖ\qTruÿTîÿÿy*.
 dÿVÿ²#ásÁTNT,bÍsÁXæ “sÇVÿ²Áæ” \T,Ôá*ç<š+ç&fTNT,\$wÿ jîÖ\qTÔi\TdÿTî:Äe&f+e\çbÍsÁXæ\
 “sÁÇVÿ²DdÿTúó,+neÔáT+~.
 çbÍÇÉÁæ” ¼ “yû~¿s jâT&† “ìkpbÍHVT:

- n<ó ‘«jáT+ ` 1 - bp< ‘éÔá+ (**Introduction**)
- 1.1 çÿdÿTúÔáÿ]d/æÿ(Present Status)
 - 1.2 n<š«jáTqçbÍeTTK«Ô(Importance of Research)
 - 1.3 n<óš«jáTq Iÿ]TÔáTNT (Limits of Research)

- n<ó ‘«jáT+ ` 2 Iÿ]¿£\Îq (**Hypothesis**)
- 2.1 n<óš«jáTq n+Xø+ (Topic for Research)
 - 2.2 n<óš«jáTq \¿CE±«\T(Objectives)
 - 2.3 n<óš«jáTq çÿÿXø • \T (Questions posed)
 - 2.4 dÿeÖ#sÁ dî£sÁD kÍ<óŠHVT (Tools for data collection)

- n<ó ‘«jáT+ ` 3 dÿeÖ sÁ \$XâcwÿD (**Data Analysis**)
- 3.1 n<óš«jáTqçÿÿXø • \y¯>±\$XâcwÿD(Analysis basing on questions posed)

- n<ó ‘«jáT+ ` 4eTTÐ+I(**Conclusion**)
- 4.1 ¿£qT¿=q< &q n+Xæ\T (Findings noted)
 - 4.2 dÿ\Vÿä\T ` dÿÖ#áq\T(Suggestions)

Annexure - VII

ÍÓ]jáT& IY<, Ši£+ ` kpbÍHVT (çbÍ<, ŠŠTí£)

PeriodPlan - Steps(Primary)

Ôi\T>T:

çbÍ<, ŠŠTí£dYēÖsÁ±:

1. #óçÔÃbÍ<ó ‘«jáTT “lsÁT :
:
2. ÔásÁ>Ü :
:
3. \$wYjáT+ :
:
4. bÍsÁÁ+lsÁT :
:
5. uĚ<óŠH+Xø+ :
:
6. ÍÓ]jáT&dY+K« :
:
7. ï±\eTT :
:
8. uĚ<óŠHuó, «dYq eP«VYä\T(çIYççi]áT\T)

I – bp< ‘éÔá±:

- i) IY\i£]+IYÜ (\$_óq • \$<ó ‘\T>±)
- < ‘VY²sÁDÁ£” i£<, ï³, bÍ³, bð&fTÍYÜk, ÿiTT<ŠYÉÖq\$
- ii) - qT^Fí£sÁD : °çÔ\T #áÖl¾dYÖi çIYXø • \Tn&fT>T³
- iii) o]üi±çIYi£³q

II uĚ<óŠHuó, «dYqIYççi]áT\T kpbÍHVT

kpbÍHVT	uĚ<óŠHuó, «dYqIYççi]áT\T	q\ç< \ç IY “	kĪeÖçÐ / IY]i£s\T
bÍsA«+Xø+™ÍO #ásÁI ne>±VY²q			
1. - bÍ<ó ‘«jáTT “ çŠsÁolYsÁÁq+			
2. \$< ‘«sÁTā çIYi±XolYsÁÁq+			
3. eTðqIYsÁÁq+			
4. nsœ\ŠesÁD	nsœ\T \$e]+#*	nsœ\Ts]jáÖ*	uĚ<óŠHÄIYi£sÁD²\ lsÁTç sjáÖ*

kpbĪHVT	uĒ<óŠHuó, «dŸqŸlŸç/iĭjáTT	q\ç< \ç lŸ “	kĪeÖçĐ / lŸ]iŸs\T
III, \$#iĵŸ+&			
iŸŌá«+ : 1	\$q&f+, eÖ{²ç&f&f+		- lŸjĭŌĐ+°q kĪeÖçĐ sjáÖ*.
iŸŌá«+ : 2	#á<Še&f+, s jŸŸ&f+		
iŸŌá«+ : 3	dŌçjáTsÁ#áq		
lŸŪqXøŸsD	bŸsA«+Xæ “ dŸ+< +~ó+°qŸlŸXø • \T	çlŸXø • \T sjáÖ*	

ENGLISH PERIOD PLAN

Pre – Reading

Class: _____ **Name of the studentTeacher:** _____

Unit: _____ **Time: 45Mts.**

Theme: _____

Teaching Item / Topic / Sub Topic: Face Sheet

Expected Learning Outcomes: (Write the relevant Academic Standards)

Sl. No.	Item	Details
1.	Steps in pre-Reading activity	Writeallthestepsinvolvedinpre-readingactivity. 1. 2. 3. 4.
2.	Strategy	Whole class Interaction
3.	Interactive Questions	Write Questions relating to the face sheet / picture
4.	TLM / Black Board	
5.	Assessment of Children's performance	Write the relevant questions to assess the children's performance on the topic dealt.
6.	Teacher's Reflection	Write the positive and negative aspects of your translation

Note: Same procedure is to be adopted for writing period plans relating to other academic standards in English such as Listening, Reading, Post Reading, Discourse Editing etc.

ÍÓ]jáT& |Y<, Ši£+ ` kpbÍHVT (çbÍ<, Š\$Tì£/çbÍ<, Š\$TìÃq • Ôá kÍœsTT)

uó²wÔásÁ \$wÿjáÖ\A£”

1. #óçÔÃbÍ<ó ‘«jáTT “lsÁT :
Name of the Teacher Trainee
2. ÔásÁ>·Û(class) :
3. \$wÿjáT+(Subject) :
4. n<ó ‘«jáT+/bÍsÁÁ+lsÁT :
Name of the Chapter / Topic
5. uË<óŠH+Xø+(Topic) :
6. ÍÓ]jáT&dÿ+K«(No.ofperiods) :
7. ÷±\eTT(Time) :
8. kÍ~ó+#*àq\$< ‘«çlÿeÖD²\T :
Academic Standards to be achieved
(ÍÓ]jáT&yËË~ó+#ûn+Xæ “ìdÿ+<+~ó+°\$< ‘«sÁTœÿË@< ‘«çlÿeÖD²\T
#û.Á£Ls\ “ ¥kÍiyîÖ y{i “ \$esÁ+>± sjáÖ*)
9. uË<óŠHuó,, «dÿq eP«Vÿä\T/kpbÍHVT :
Teaching learning strategies / steps

I – bþ< ‘éÔá+(Introduction):

- i) |ÿ\i£]+|ÿÛ (\$_óq • \$<ó ‘\T>±)(Greetings)
- < ‘Vÿ²sÁDÁ£” ì£<,š³, bÍ³, bð&fTÿÛ:¿ÿiTT<šÿÉÖq\$
- ii) |ÿPsÁÇC²ãq |ÿ]oq / yiT@+& eÖ«|¼+> / XË<óŠHÔá ì£
çÿÿXø • \T (njá0\$wÿjáÖ “ùinqT>TD+>±)
(Testing previous knowledge)
- iii) bÍsÄ«+Xø / o]üi± çlÿì£³q (Presentation of Topic)

uĚ<óŠHuó, «dŸq!ŸçiãTkpÍHT

<p>\$< ‘« çlŸeÖD²T Academic Standards</p>	<p>uĚ<óŠHuó, «dŸq çlŸçiãT / nqTuó, y\T TLP / Experiences</p>	<p>q\ç< \ç lŸ “ Black Board Work</p>	<p>uĚ<óŠHuó, «dŸq kÍeTçĐ TLM</p>	<p>eTÖý²«+i£q+ Evaluation</p>
<p>1.</p>	<p>çlŸeÖD² “ • kÍ<óŠqÁiÖ dŸ+< +~óÁ i£Óá«eTT / i£Ô< \qT \$esÁ+>± sjáÖ*. .</p>	<p>çlŸeÖD² “ i nedŸsÁyíT@q q\ç< \ç n+Xæ\T sjáÖ*</p>	<p>dŸ+< +~óÁ {i.býÛ.byT. “ ls=ØH* . .</p>	<p>dŸ+< +~óÁ i£Ô« “ i nqT>·TD+>± çlŸXø · \Ts jáÖ* . .</p>
<p>2.</p>	<p>nuó, «dŸq eTÖý²«+i£q+</p>	<p>. .</p>	<p>. .</p>	<p>. .</p>
<p>3.</p>	<p>, +{iŸ “/çbÍC</p>			

**İşbirliği, Sanat, İş, İY “ İşbirliği
(Art Education, Value Education, Work Education)**

qeTÖH İÖ]jáT& İY<, Şİİ+ (Model Period Plan)

bİsÄ«+Xø+İsÁT:

Name of the Topic

kİ~ó+æİd¾q\$< ‘çİYëÖD²\T:

Academic Standard to be achieved

ÖásÁ>Ü:

Class

İ±\eTT:

Time

-
-
-
-

çİİ.dY+. Sl.No.	uË<óŞH kpbİq+ Teaching Step	uË<óŞHeP«Y²+ Teaching Strategy	kİİTçĐ TLM	eTÖý²«+İİq+ Evaluation
1	- bp< ‘éÖá+	İYİİ]İYU yiTø+&eÖ«İ/±> ýË°+#üçİYXø · \T		
2	bİsAA+ >·T]±° eÖ{²ç&f&f+	HüsAluEjüTn+Xø+>·T]±°İ¼\c\OA eÖ{²ç&+#á&f+		
3	İİÖ«\ “sÁÇVY²D	<ul style="list-style-type: none"> • #üjáTuEjİİY “>·T]±°q dYÖ#áq\T #üjáT&f+. • İ¼\c\İY+çüVYáT “eÜ • e«İİ>Öá+>± / È³çýË#üjáT&f+. 		
4	çİY<ŞsÁôq` #ásÁİ	<ul style="list-style-type: none"> • İ¼\c\T OájáÖsÁT#üdü¼q\$wYjáÖT /edYTeUqTçİY<Ş]ö+°y {İ >·T]±°eÖ{²ç&+#á&f+. 		
5	eTTĐ+İYÜ eTÖý²«+İİq+	<ul style="list-style-type: none"> • çİİ]ö+°q\$<ó ‘q+, ÖájáÖsÁT#üdü¼q \$<ó ‘q+ İYÜqXøİsÁD • yiTsÁT>TİYsÁ#á&İ “İİ dYÖ#áqT #üjáT&f+. 		

>eT “İİ İÖ]jáT&İY<,Şİİ± “İİdY+ç+~ó+°qkpbİH\TeÖçÖáüİdYÖ°+#á&f+È]Đ+~.
“sYİ+ #áTÁİ” q · \$< ‘çİYëÖD²\kİ<óŞqÁİ” #üİY³¼eİd¾qİİÖ«\T, #ásÁİÖá-ÖásÁ
n+XæİqTŞe]dYÖİ, İÖ]jáT&İY<,Şİİ± “ · dYTeç>+>±ÖájáÖsÁT#üjáÖ*.

Sl. No.	Subject Matter	Duration in Minutes	Methodology
	<p>Slow running Fly like a bird Jump like a frog Walk like an elephant Move like a bus</p>		<p>Jump like a from Walk like an elephant Move like a train Move like a bus and etc.</p>
3	<p>Formal Part</p> <p>Verbal Command Position Atten....tion</p> <p>Count-1: Arms sideward raise.</p> <p>Count-2: Arms upward raise</p> <p>Count-3: To the first position return</p> <p>Count-4: Position</p>	6	<p>Formation: Three Rank Method: The class is brought into open order formation by using the following commands</p> <p>Open Order Formation: Number ones stay where you are , Number twos two steps, Number threes four steps, Open Order forward march, 1, 2, 3, 4 up</p> <p>Class half right turn, Stand - at – ease.</p> <p>Demonstration of Exercise: The teacher has to demonstrate the exercise with suitable explanation by taking a comfortable position from where he can see all the students and all the students can also see him.</p> <p>Verbal Explanation: Count-1: Raising arms sideward up to shoulder level, palms facing the ground, don't bend at elbows, fingers together, body erect and look straight.</p> <p>Count-2: Raising arms upward at shoulder width, palms facing each other, fingers together don't bend at elbows, body erect and look straight.</p> <p>Count -3: Return to the First Position</p> <p>Count-4: Position</p> <p>Teaching by Counts: The demonstrated exercise shall be taught by counts by holding each position and correct the mistakes.</p> <p>Continuously and Rhythmically: After teaching by counts the same</p>

Sl. No.	Subject Matter	Duration in Minutes	Methodology
			<p>exercise shall be done continuously and rhythmically for few times to get physiological benefits.</p> <p>After practicing the exercise, students are brought back to the line formation by using the following commands.</p> <p>Close order formation: Class half left turn About – turn</p> <p>Number ones stay where you are Number twos wait for threes Number twos and threes join ones Close order forward march 1,2,3,4 up Class – about – turn.</p>
4	<p>Special Part (Action Song)</p> <p>JohneyJohney Yes PapPa Eating Sugar No Pappa Telling Lies No Pappa Open Your Mouth Ha.. Ha.. Ha.</p>	7	<p>Formation: Semi Circle Method: The class is brought into semi circle by using the following commands “join your hands and form a semi circle ready go”, “hands down”.</p> <p>The teacher has to demonstrate the action song with verbal explanation. Then teacher has to ask the students to do the same action. The teacher should correct the mistakes until getting perfection.</p> <p>Action Song: JohneyJohney Yes PapPa Eating Sugar No Pappa Telling Lies No Pappa Open Your Mouth Ha.. Ha.. Ha.</p>
5	<p>Recreation Part (Forward Running Relay)</p>	8	<p>Formation: Two files</p> <p>Method: The teacher divides the class in to two equal groups. Both the groups have to stand behind the starting line in file formation. At a given signal the first person of both groups has to run towards the cone, turns around it and run towards the group, touch the next person of his group and join at the end of the group. Likewise the game will be continued until the last person of the both groups. The group, which finishes first, will be declared as the winners</p>

Sl. No.	Subject Matter	Duration in Minutes	Methodology
			and other group as losers. Winners will be honoured with three cheer claps by losers and Losers with three claps by winners.
6	Re-Assembly and Dismissal (Jai Hindi)	2	<p>Formation: Single Line</p> <p>Method: The class is brought into single line formation. After reviewing the lesson the class is dismissed by saying ‘Jai Hindi’ on the command of</p> <p>“Class Dismiss”</p>

Annexure - VIII

eTq+ á<Šy*âq î= “ • |ÿÚdÿiî±T

(Books for Reading)

1. |ÿ>·{iî£\ :Đpu²sTT
 2. eÖ< &ýË :Đpu²sTT
 3. eÖcÍ¼sÁT : Đpu²sTT
 4. l¼ç\îHVÿ²<šjâT+n+îiÔá+ :dÿeTˆsYV¾ÿÛ` m.bdt.úý|
 5. Ôá*ç<š+ç&fT\ÔáH=l¼Í : Đpu²sTT
 6. l¼ç\îbÍsÄVˆ™|<šÿÁ£” >·TDbÍsÄVˆ:î£wÿ” Á£” eÖsY
 7. ÂsÖV< & : fÉ³TàîÄÁ£”]jáTHĐ
 8. HowChildrenLearn : JohnHolt
 9. HowChildrenFail : JohnHolt
 10. ³\ÔÃbÍsÄV :z]jáT+(Ûý²+> ýiTH
 11. ³\+fñeÖîwÿ¼+ :Èq\$C²ãqyû~î£
 12. bÍ³\+fñeÖîwÿ¼+ :Èq\$C²ãqyû~î£
 13. n&ĐÔîVdÿTÁ£” +< ‘+ : Èq \$C²ãqyû~î£
 14. î= “ • î£Vˆ`î= “ • yîTbøÁ£” eV
:ºq • MsÁuó,,ç<šT&f
- T
15. {i#ásY : d¾*ÇjáÖysÁ • sY
 16. n\ç]l¼ç\ÔÃn<šTÒÛÔVˆ :eTî£Âs+îÄ
 17. dÿeTˆsYV¾ÿÛ :m.bdt.úýÛ
 18. #á<šTeÚ : î=&fe{i>+{iÁ£” ³T+< seÚ
 19. l¼ç\ˆ™|+|ÿî£+ : >·T&bÍ{iyî+î£³#á+
 20. uË<óšHî£bø :&fTî£wÿ” eTÖ]i
 21. Đpu²sTTdÿeTç>kÍV¾ÿÔá+(4Volumes)

14. OBJECTIVES & INTERVENTIONS OF SARVA SHIKSHA ABHIYAN & RMSA

Sarva Shiksha Abhiyan(SSA)

1) Objectives:

- All children in school, Education
- All children complete Five Year of
- 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.
 - Upgrading EGS / ALS into Primary Schools. Primary Guarantee Centre, Alternative School, Back-to-School camp by 2005. schooling by 2007.
- 2) All children complete eight years of elementary schooling
- 3) Upgrading Primary Schools into Upper Primary Schools.
- 4) Regular Teacher to New Primary & Upper Primary Schools.
- 5) Additional Teacher 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 14-18 years. 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 person's according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms), efficient and safetransport

arrangements/residential facilities, depending on local circumstances including openschooling. 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

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

Teachers Play the following roles in shaping students future

- 1. Teachers nurture students' self esteem:** What a student believes about him, or herself is critical teachers act as guardians in helping students to be confident in themselves.
By creating a good relationship with students, teachers can motivate their students into self belief.
- 2. Teachers promote self-determination:** When students have the confidence in themselves, they are more likely to attain their goals in life and secured.
- 3. Teachers create positivity in a student:** One study concluded, when a teacher is approachable, well focused and is sensitive to student's needs, students tend to exceedingly well and can participate freely in interactions.
- 4. Teachers create active learning relationships:** Engaging student's inactive group discussion and peer interaction builds the students social skills. The mind of the student can be active.
- 5. Teachers enhance academic abilities:** Teachers engage students in academic learning. Teachers give challenging assignments tests and evaluation that required student's reflection.
This helps students reflect on ideas that assist them to build on their academic performance.
- 6. Teachers create curriculums that foster student's development:** Learning instructions have friendly and educative curriculums for students. The curriculums create comprehensive and interactive learning environment within the classroom and outside.

7. **Teacher help students understand their strength and weakness:** By actively engaging students, teachers can know and learn each student's strength and weaknesses. Through evaluation teachers guide students on the best way to work hard on their weakness as well as build their strength.
8. **Teachers teach problem – solving skills:** Students at an early age are might how to apply problem solving skills. As they solve problems, decision making skills are developed as well. Students are given assignments that trigger their critical mind and thinking. Assuring students allow them a sense of ownership.
9. **Teachers curb harassment:** Student bullying is a constant feature in learning institutions. Teachers play a crucial role in distracting and Testing such behaviours among students instead, they impact social responsibility and interaction. It can lead to depression thus it is discouraged in schools and colleges.
10. **Teachers have high expectation:** Teacher's high expectation from students helps them achieve high academic performance and in turn.....
Development.



GOVERNMENT OF ANDHRA PRADESH
DEPARTMENT OF SCHOOL EDUCATION



