

**A L M A N A C**  
*for*  
**D.El.Ed., course (2015-2017)**

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



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

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## ఉపాధ్యాయ ప్రతిజ్ఞ

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

## अध्यापक - प्रतिज्ञा

सद्व्यवहार सहित प्रतिभाशाली नागरिकों के रूप में छात्रों का निर्माण करने मैं 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.*

# 1. OBJECTIVES OF THE COURSE

**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 following objectives help for achievement of the 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 teaching.
- 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 Frame work – 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 Schools etc.
- The concept and importance of Inclusion in Education.
- The Knowledge and importance of inculcation of Life skills and values.

## 2. WORKING DAYS & WORKING HOURS

The D.El.Ed. programme shall be of 2 academic years duration and however the students shall be permitted to complete the course with in a maximum period of 3 academic years from the date of admission in to the course.

### i) Working Days

**1<sup>st</sup> Year – Working Days** - **220 Minimum (including examinations)**

First Instructional day - 9<sup>th</sup> December, 2015

Last Instructional day - 30<sup>th</sup> September, 2016

**2<sup>nd</sup> Year – Working Days** - **220 Minimum(including examinations)**

First Instructional day - 13<sup>th</sup> October, 2016

Last Instructional day - 16<sup>th</sup> September, 2017

### Minimum Attendance:

**A student who is admitted in D.El.Ed. Course shall have at least 80% of attendance for each paper in teaching / instructional periods and 90 % for teaching practice cum school internship. A student who does not have adequate attendance will not be considered for Final Examinations.**

## ii) Time table for a working day in DIET

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: Monday & Tuesday : Telugu Wednesday & Thursday : English Friday & Saturday : Hindi/Urdu
	❖	Important news headlines of the Day.
	❖	Thought for the day.
	❖	Messages by Principal/ Lecturers/ Guest
	❖	National Anthem
10.00 to 11.000 AM	-	1 <sup>st</sup> Hour
11.00 to 12.00 AM	-	2 <sup>nd</sup> Hour
12.00 to 12.15 Noon	-	1 <sup>st</sup> Interval
12.15 to 1.15 PM	-	3 <sup>rd</sup> Hour
1.15 to 2.00 PM	-	Lunch
2.00 to 3.00 PM	-	4 <sup>th</sup> Hour
3.00 to 4.00 PM	-	5 <sup>th</sup> Hour
4.00 to 4.15 PM	-	2 <sup>nd</sup> Interval
4.15 to 5.15 PM	-	6 <sup>th</sup> Hour

**Note:** These timings are in accordance with G.O.Ms.No.1, School Education, (Prog. II) Department, dated 01-01-2016  
A copy of the GO is appended in the annexure.

**Note:** 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, School Education duly explaining the reasons for such alterations, till revised orders are given by C&DSE, specified timings only to be followed.

**Note:** Single sessions may be conducted during summer on par with schools, since the programmes and activities such as Teaching Practice internship are linked with schools.

### iii) Holidays

The Institution shall have the following holidays

- a) All Public Holidays declared by the Government of A.P.
  - b) Five Optional holidays – they should be individual based. Institution should not be closed on optional holidays.
  - c) Three discretionary holidays (Local holidays) identified by the Principal in Consultation with Staff & Students.
  - d) 1<sup>st</sup> term holidays
  - e) 2<sup>nd</sup> term holidays
- } same as in respect of school academic calendar

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

*“Tell me how you spend your leisure time,  
I shall tell what sort of person you are.”*

ఉపాధ్యాయుడే విద్యార్థికి విలువైన పాఠ్యక్రమం

- మహాత్మాగాంధీ

నీవు ఏవి తెలుసుకుంటే నర్వం తెలుస్తుందో అదే విద్య

- శంకరాచార్య



### 3. SUBJECTS

There are 20 subjects in D.El.Ed. Course which comprises of 10 subjects in 1<sup>st</sup> year and the other 10 in 2<sup>nd</sup> year.

#### D.El. Ed. I Year

##### General Papers

- Paper -I: Childhood and the Development of Children  
Paper -II: Society, Education and Curriculum  
Paper -III: Early Childhood Care and Education (Pre-Primary & Early Primary Education)

##### Methodology Papers

- Paper -IV: Pedagogy of Mother Tongue/ First Language at Primary Level (Classes I to V)  
Paper -V: Pedagogy of Maths at Primary Level (Classes I to V)

##### Value Added and Co-curricular Subjects

- Paper -VI: Pedagogy across Curriculum and ICT Integration  
Paper -VII: Art & Cultural Education  
Paper -VIII: Yoga, Physical & Health Education

##### Self Development Courses

- Paper -IX: *Towards Self-Understanding-I*  
Paper -X: *Proficiency in English Language*

#### D.El. Ed. 2<sup>nd</sup> Year

##### General Papers

- Paper -I: Education in Contemporary India  
Paper -II: Integrating Gender and Inclusive Perspectives in Education  
Paper -III: School Culture, Leadership and Teacher Development

##### Methodology Papers

- Paper -IV: Pedagogy of English at Primary Level (Classes I to V)  
Paper -V: Pedagogy of EVS at Primary Level (Classes III to V)  
Paper -VI: Pedagogy of Elementary Level Subject - Optional  
Telugu/ English/ Maths/ Science/ Social Studies  
(classes VI-VIII)

##### Value Added and Co-curricular Subjects

- Paper -VII: Work & Education  
Paper -VIII: Value Education & Life Skills  
Paper -IX: Yoga, Physical & Health Education

##### Self Development Courses

- Paper -X: *Towards Self Understanding-I*

## 4. SUBJECT WISE WEIGHTAGES

### a) 1<sup>st</sup> Year D.El.Ed.

Sl. No.	Course Title	No. of Periods per week	No. of credits (1credit = 16 hours)	Total No. of Instructional periods in the year
	<b>General Papers</b>			
1	Paper -I: Childhood and the Development of Children	4	5	83
2	Paper -II: Society, Education and Curriculum	4	5	83
3	Paper -III: Early Childhood Care and Education (Pre-Primary & Early Primary Education)	4	5	83
	<b>Methodology Papers</b>			
4	Paper -IV: Pedagogy of Mother Tongue/ First Language at Primary Level (Classes I to V)	6	8	125
5	Paper -V: Pedagogy of Maths at Primary Level (Classes I to V)	6	8	125
<b>Value Added and Co-curricular Subjects</b>				
6	Paper -VI: Pedagogy across Curriculum and ICT Integration	4	5	83
7	Paper -VII: Art & Cultural Education	2	3	42
8	Paper -VIII: Yoga, Physical & Health Education	2	3	42
	<b>Self Development Courses</b>			
9	Paper -IX: <i>Towards Self-Understanding-I</i>	1	2	21
10	Paper -X: <i>Proficiency in English Language</i>	1	2	21
11	<i>Library</i>	1	-	21
12	Swatch DIET / Swatch Bharath	1	-	21
	<b>TOTAL</b>	<b>36</b>	<b>46</b>	<b>750</b>

### Allotment of Activities

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	123
2	Demonstration Lesson and Micro Teaching	8
3	Teaching Practice cum Internship	40
4	Instructions – Observation of school	10
5	Summatives (daily two papers)	08
6	Workshops / seminars	11
7	Assessment (Final Practical & Theory Examinations)	20
8	Discretionary holidays	3
	<b>TOTAL</b>	<b>223</b>

## Subject wise weightages

### b) 2<sup>nd</sup> Year D.El.Ed.

Sl. No.	Course Title	No. of Periods per week	No. of credits (1 credit = 16 hours)	Total No. of Instructional periods in the year
	General Papers			
1	Paper -I: Education in Contemporary India	4	5	78
2	Paper -II: Integrating Gender and Inclusive Perspectives in Education	4	5	78
3	Paper -III: School Culture, Leadership and Teacher Development	4	5	78
	Methodology Papers			
4	Paper -IV: Pedagogy of English at Primary Level (Classes I to V)	6	8	116
5	Paper -V: Pedagogy of EVS at Primary Level (Classes III to V)	5	6	98
6	Paper -VI: Pedagogy of Elementary Level Subject – Optional Telugu/ English/ Maths/ Science/ Social Studies	5	6	98
	<b>Value Added and Co-curricular Subjects</b>			
7	Paper -VII: Work & Education	2	3	40
8	Paper -VIII: Value Education & Life Skills	2	3	40
9	Paper -IX: Yoga, Physical & Health Education	2	3	40
	<i>Self Development Courses</i>			
10	Paper -X: <i>Towards Self Understanding-II</i>	1	2	10
11	Library	1	-	20
	<b>TOTAL</b>	<b>36</b>	<b>46</b>	<b>696</b>

### Allotment of Activities

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	114
2	Demonstration Lesson and Micro Teaching	8
3	Teaching Practice cum Internship	60
4	Summatives (daily two papers)	10
5	Workshops / seminars	08
6	Assessment (Final Practical & Theory Examinations)	20
7	Discretionary holidays	3
	<b>TOTAL</b>	<b>223</b>

## 5. WORKING DAYS AND HOLIDAYS, ACTIVITIES 1<sup>st</sup> Year (2015-16)

Sl. No.	Month	No. of working days	Holidays	Main activities
1	December 2015 (9 <sup>th</sup> December first instructional Day)	17	Sundays Second Saturday Millad-un-nabhi Christmas	Orientation about the course Theory classes Preparation for observation of institutions. Seminar / workshop on Towards Self-understanding -1(TSU-I)
2	January 2016	17	Sundays Second Saturday Pongal Holidays Republic Day	Observation of institutions (5 days) Theory classes Project work Seminar / workshops on towards self understanding - 1
3	February 2016	24	Sundays Second Saturday	Observation of institutions (5 days) Theory classes Project work Presentation of Assignment
4	March 2016	23	Sundays Second Saturday Maha Sivarathri Holi Good Friday	Theory classes Project work Workshop on preparation of TLM Workshop on preparation of Lesson Plans Seminar / workshops on towards self understanding - 1 Demonstration lessons and Micro Teaching (Curricular & Co-curricular) Teaching Practice cum Internship (I-II classes) Action Research
5	April 2016	21	Sundays Second Saturday Babu Jagjeevan Ram Jayanthi Ugadi Ambedkar Jayanthi Sri Rama Navami	Teaching Practice cum Internship (I-II classes) contd.... Theory classes Project work Workshop on Art Education Summative –I
6	May 2016	25	Sundays Second Saturday	Theory Classes Presentation of assignments / Projects Workshop on preparation of Question Papers Seminar / workshops on towards self understanding - 1
7	June 2016	25	Sundays Second Saturday	Theory Classes Project work Presentation of Assignment Visit to Yoga Centre Seminar on Yoga Workshop on ICT

8	July 2016	24	Sundays Second Saturday Ramjan	Theory classes Project work Presentation of Assignment Demonstration lessons & Micro Teaching (Curricular & Co-curricular) Teaching Practice cum Internship (III, IV, V classes) Action Research
9	Aug. 2016	24	Sundays Second Saturday Independence Day Krishnashtami	Teaching Practice cum Internship (III, IV, V classes) contd..... Theory classes Project work Presentation of Assignment Workshop / Seminar in TSU-1 Summative – II
10	Sep. 2016 Last Day 30 <sup>th</sup> Sep.	23	Sundays Second Saturday Vinayaka Chathurdhi Bakrid	Revision Submission of Records Final Practicals Final Theory Examinations
	<b>TOTAL</b>	<b>223</b>		

**Note:**

1. 3 discretionary / local holidays are included.
2. Optional holidays should be individual based. Institution should not be closed on optional holidays.

## WORKING DAYS AND HOLIDAYS, ACTIVITIES 2<sup>nd</sup> Year (2016-17)

Sl. No.	Month	No. of working days	Holidays	Main activities
1	Oct. 2016 1 <sup>st</sup> Instructional Day 13 <sup>th</sup> – October	16	Sundays	Theory classes
2	Nov. 2016	25	Sundays Second Saturday	Theory classes Project work Presentation of Assignment Workshop on TSU-II
3	December 2016	25	Sundays Second Saturday Millab-un-nabhi Christmas	Theory classes Demonstration lessons & Micro Teaching (Curricular & co-curricular) Teaching practice cum school internship spell – I (classes I and II) Action Research Seminar in TSU – II
4	January 2017	18	Sundays Second Saturday Pongal Holidays Republic Day	Teaching practice cum school internship spell – I contd ... (classes I and II) Action Research Theory classes Project work Presentation of Assignment
5	February 2017	22	Sundays Second Saturday Maha Sivarathri	Demonstration lessons Teaching practice cum school internship spell – II (classes III, IV and V) Action Research
6	March 2017	24	Sundays Second Saturday Holy Ugadi	Theory classes Project work Workshop on TSU-II Presentation of Assignments
7	April 2017	17	Sundays Second Saturday Babu Jagjeevan Ram Jayanthi Good Friday Ambedkar Jayanthi Sri Rama Navami	Theory classes Workshop on TSU-II Summative –I Preparation of Assignments
8		0	April 24 <sup>th</sup> to June 11 <sup>th</sup> Summer Vacation	
9	June 2017	16	Sundays Second Saturday Ramjan	Theory Classes Project work Workshop /Seminar on TSU-II Workshop in Yoga
10	July 2017	25	Sundays Second Saturday	Demonstration lessons (VI-VIII) Teaching Practice cum Internship-III (VI, VII, VIII classes) optional

				subjects Action Research Theory classes
11	Aug. 2017	23	Sundays Second Saturday Independence Day Krishnashtami Ganesh Chathurdhi	Theory classes Project work Workshop on TSU-II Workshop in Yoga Summative – II Submission of Records Revision Final Practicals
12	Sep. 2017 Last Instructions Day 16 <sup>th</sup> Sep.	12	Sundays Second Saturday Bakrid	Final Practicals Final Theory Examinations
	<b>TOTAL</b>	<b>223</b>		

**Note:**

1. 3 discretionary / local holidays are included.
2. Optional holidays shall be individual based. Institution should not be closed on optional holidays.

## **6. DETAILS OF ACTIVITIES**

### **a) 1<sup>st</sup> Year**

The activities for 1<sup>st</sup> year D.El.Ed., course scheduled to be spread over from 9<sup>th</sup> December 2015 to September 2016.

#### **Orientation:**

The candidates on allotment to the DIET / Elementary Teacher Education Institutions by the DIET-CET Convener shall report to the principal of the institution concerned on 09-12-2015 at 9.30 a.m. **The institution shall arrange orientation programme during the first week of the course on the following.**

- i) Facilities offered by the Institution in general.
- ii) The functions of the Institution / DIET.
- iii) The faculty of the Institution / DIET.
- iv) Salient features of D.El.Ed. Course.
- v) Roles & responsibilities of student-teachers.
- vi) Continuous Comprehensive Evaluation
- vii) Action Research
- viii) Self Development Awareness
- ix) Practicum for both General and Methodology subjects

#### **Theory and Practicals: (suggested activities)**

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

#### **Pre-Institutional Observation Activities**

Pre-Institutional Observation Activities shall be organized before the commencement of Institutional Observation in which the teacher trainee shall be made aware of the records to be maintained, projects to be undertaken during the Institutional Observation.

#### **Practicum**

##### **Institutional Observation Programme (IOP)**

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

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



## Institutional Observations, Internship and Teaching Practice

### Institutions observation:

During the first year, the Teacher Trainee (TT) has to visit different educational institutions for 10 days as given hereunder.

Type of institution	No. of days	Procedure	Marks
Government Primary/ Upper Primary	2	The student shall visit the school at the time of beginning of the school and attend school assembly. He should observe school infrastructure, facilities, process of teaching, day schedule, teaching learning material and other resources and interact with teachers and students. The trainee must observe critically all the items above. The teacher education institute i.e. D.Ed./ Private Teacher Training Colleges shall conduct a workshop in their institutes and discuss the purpose and other aspects of various educational institutes to develop a primary understanding on the nature and purpose of institutions to the trainees. The trainee shall visit the school with a check list for observations and recording. The trainee must fill the checklist and also write descriptively about his observations and feelings and present a report.	40
Private recognized schools	2		
KGBV	1		
Pre-primary sections - Private schools	1		
Pre-primary sections – Anganwadi	1		
Residential schools -General	1		
Residential schools -Social Welfare	1		
Residential schools - Gurukulm (BC Welfare/ Special Schools)	1		

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

- \* School Environment
- \* The leadership style of Head Master.
- \* Teacher Profiles
- \* Linkages and interface between school and community/ home/other school / SMC/ Old students association and other agencies connected to school
- \* other curricular activities such as Physical Education, Art Education, Work Experience etc.
- \* Resources available in the school
- \* Interpersonal relations
- \* Implementation of Innovative Practices
- \* Examination and Evaluation system
- \* Scope for teacher development (in-service programmes, exposure visits, seminars etc.)
- \* Mid Day Meal Scheme
- \* School Health Programme
- \* Records & Registers
- \* Individual differences among the students.
- \* Any other specific activity observed in the school.

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

With regard to psychomotor domain which covers,

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

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

Under physical education child's performance in games, athletics, yoga, drill can be observed; and also whether the child had a check up by a doctor under medical inspection during the year can be observed.

The affective domain comprises the following

- Social & Personal Qualities (SPQ)
  - Interests
  - Attitudes can be observed
  - The details of each of these items under social and personal qualities, are indicated below (Suggestive).
1. Cleanliness
  2. Obedience /discipline
  3. Co-operation

4. Regularity / Punctuality
5. Respect for Elders
6. Conservation / Protection of Environment
7. Truthfulness / Honesty
8. Patriotism
9. Responsibility

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

**1) Cleanliness :**

- (i) Attends to school neat & clean.
- (ii) Washing hands before & after meals
- (iii) Maintains Personal cleanliness
- (iv) Keeps surroundings clean
- (v) Keeps things clean & in order.

**2) Obedience / Discipline :**

- (i) Follows instructions given by the teacher
- (ii) Follows rules of the school
- (iii) Motivates others to maintain discipline

**3) Co-operation :**

- (i) Shares things with friends and others
- (ii) Enjoys group work and games
- (iii) Shares school assignments with other students.

**4) Regularity / Punctuality :**

- (i) Attends school regularly
- (ii) Keeps himself update
- (iii) Follows the time table of activities.

**5) Respect towards elders :**

- (i) Maintains decency and decorum while interacting in groups.
- (ii) Behaves politely and obediently.
- (iii) Always uses good language.

**6) Protecting environment :**

- (i) Does not waste water
- (ii) Does not write on school wall
- (iii) Keeps school premises clean and green.
- (iv) Watering plants
- (v) Protects flowers & Plants
- (vi) Shows Kindness towards animals

**7) Truthfulness / Honesty:**

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

**8) Patriotism :**

- (i) Likes patriotic songs.
- (ii) Narrates life incidents of national heroes.
- (iii) Exhibits National pride in his writings or speeches, collecting stamps, Photographs.

**9) Responsibility :**

- (i) Does work assigned
- (ii) Helps fellow students
- (iii) Offers his services whenever needed.

Under interests, the interest of child in various activities like literary, scientific, music, dance, painting, sports & games can be spotted.

Under attitudes, both positive as well as the negative attitudes can be observed.

**Institutional Observation Programme (IOP) Schedule**

Sl. No.	Type of Institution	February-2016	March -2016	TOTAL
1.	Government Primary/ Upper Primary	2 days	-	2 days
2.	Private recognized schools	2 days	-	2 days
3.	KGBV	1 day	-	1 day
4.	Pre-primary sections - Private schools	-	1 day	1 day
5.	Pre-primary sections - Anganwadi	-	1 day	1 day
6.	Residential schools -General	-	1 day	1 day
7.	Residential schools -Social Welfare	-	1 day	1 day
8.	Residential schools - Gurukulm (BC Welfare/ Special Schools)	-	1 day	1 day
	<b>Total</b>	<b>5 days</b>	<b>5 days</b>	<b>10 days</b>

**Institutional Observation Programme Proforma**  
**Observation Schedule for Government - P.S. / U.P.S – (2 DAYS)**

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

**Day wise Activities (at Primary Schools / Upper Primary Schools -2 days)**

**1<sup>st</sup> Day :**

- School Environment
- School History
- Cleanliness, Sanitation
- Physical facilities of the school such as classrooms, play ground, water facility, toilets, compound wall, furniture, electricity, blackboard, Kitchen Sheds etc.,
- School Garden
- Availability of TLM, A.V. Equipment, Free Text Books, Teacher Modules, Children Literature
- Library, Science Lab
- School Uniform
- Classroom Observation – Mother tongue, Mathematics
- Annual Plan
- Institutional Plan

**2<sup>nd</sup> Day:**

- Staff Particulars (Including Academic Instructors /Vidya Volunteers)
- SMC and its functions, Village population, school age children, enrollment and retention average attendance
- Time table : Class wise, Teacher wise
- Maintenance of Registers: Admission and Withdrawal register, Attendance Registers, Periodicals reports, Various Stock Registers, Outward and inward Registers, Census Register, Mid day meal Registers, Assessment Register, Health Records, Progress cards, any other. Internal monitoring system for transaction and evaluation of curriculum.
  - o coverage of syllabus as per annual plan
  - o homework, class work, projects
  - o implementation of Mid Day Meals Scheme, LEP
  - o implementation of Innovative Activities (Wall magazine, Post box, Honesty Box, Student diary, Balala Sanghalu etc.)

**OBSERVATION SCHEDULE – Private Recognized Schools - (2 DAYS)**

**Day I**

**:**

- Physical Facilities
- Details of the / Academic instructors
- Registers / Records
- CCE Records
- Books / Writing Material
- Timings / Time table
- Enrolment
- Teacher Period Plan
- Classroom Observations – Telugu, Mathematics

- Day II** :
- Assembly activities
  - Other curricular activities
  - Class room teaching practices
  - Usage of Resources (Session wise details are to be recorded)
  - Teacher Period Plan
  - Interaction with teachers

**OBSERVATION SCHEDULE – KGBVs - (1 DAYS)**

Teacher trainees are instructed to record the following observations during 1 day IOP programme and submit the record to the Lecturer, concerned.

- Day I** :
- History of the School
  - Physical Facilities
  - Year plan
  - Time Table
  - Registers
  - Academic activities
  - Remedial Teaching
  - Co-curricular Activities
  - CCE Records
  - KGBV Observation Sheet (SSA)

**OBSERVATION SCHEDULE – Pre-Primary Sections – Private Schools - (1 DAY)**

- School Environment
- School Timings
- Cleanliness - Sanitation
- Physical Facilities of the school
- Availability of TLM
- Staff particulars
- Records / Registers
- Annual, lesson, period Plan
- Scholastic – co-scholastic activities

**OBSERVATION SCHEDULE – Pre-Primary Sections – Anganwadi- (1 DAY)**

- History of the Centre / Village
- Objectives of the Centre
- Working days / Holidays
- Timings of the centre / Time Table
- Physical facilities
- Instructor / Helper activities / duties
- Population of the village 0-3 yrs, 3-5 yrs, 5-14 yrs
- Enrolment, attendance
- Registers / Records
- Observation of play material

**OBSERVATION SCHEDULE – Residential Schools**

- |  |   |       |
|--|---|-------|
| Residential schools – General                                    | - | 1 day |
| Residential schools - Social Welfare                             | - | 1 day |
| Residential schools - Gurukulm<br>(BC Welfare / Special Schools) | - | 1 day |
- School Environment
  - School Timings and Time Tables

- Structure of the school
- Syllabus
- Academic Activities
- Co-curricular activities
- Evaluation system
- Physical facilities
- Availability of TLM
- Classroom observation

### **Working with Community:**

The teacher trainee of D.El.Ed., should participate in community developmental 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 activities, enrolment of out of school children in formal school system.
- Identifies the needs of the school and records the resources (Human and Material resources) available. All these activities shall be organized simultaneously while attending Teaching Practice cum Internship activities and also during Institutional Observation Programme.

### **Summative Assessment:**

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

### **Demonstration Lessons**

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

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

### **Teaching Practice cum School Internship:**

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

## **The procedural steps to be followed before teaching practice**

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

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

### **Spell-I:**

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

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

### **Spell-II:**

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

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

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

### **Records:**

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



## 1<sup>st</sup> Year D.El.Ed. Records

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

### Other curricular activities:

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

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

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

### Seminars / Extension Lectures:

Seminars / extension lectures should be organized regularly over the academic year once in a week. The teacher trainee of D.El.Ed. should be made to participate actively in the seminars. Topics may be suggested to them well in advance so that they

refer books, magazines, journals, etc., and the extension lectures should be given by the experts belonging to different fields related to education.

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

### **Final Lessons (Practicals):**

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

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

Note: Please refer tables in page nos. 28 and 32 for further clarity.

### **Theory Examinations:**

Final Theory Examination will be conducted in 6 subjects - 3 general subjects, 2 methodology subjects, and 1 value added and co-curricular subject for D.El.Ed 1<sup>st</sup> year and the students will be promoted to 2<sup>nd</sup> year as per the rules. Final theory exams will be conducted by DGE according to schedule communicated.

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

## **DETAILS OF ACTIVITIES**

### **b) 2<sup>nd</sup> Year**

The activities of 2<sup>nd</sup> year D.El.Ed., course are spread over for the year 2016-17 from 13<sup>th</sup> October, 2016 to 16<sup>th</sup> September 2017.

#### **Theory & Practicals**

Theory and practicals will go hand in hand over the whole academic year. There are 3 general papers, 3 methodology papers along with 3 value added and co-curricular subjects and one self-development Course paper. The number of days for theory and practicum are shown in the table in page no. 7. The student teachers have to undertake practicals as suggested in the syllabus for each paper under the guidance of the subject lecturers. Syllabus should be covered before conducting the 2nd Summative Assessment.

#### **Demonstration Lessons**

Demonstration lesson in each methodology subject is one of the important activities in this course. Every methodology lecturer should give @ 2 demonstration lessons for classes 1<sup>st</sup> and 2<sup>nd</sup>, 3<sup>rd</sup> to 5<sup>th</sup> and 6<sup>th</sup> to 8<sup>th</sup> and the overall demonstration lessons should not be less than 6 in methodology subjects. In addition 2 methodology demonstration lessons, the concerned lecturers should give demonstration lessons in value added co-curricular subjects i.e., @ 1 in Work & Education, Value Education & Life Skills, Yoga, Physical & Health Education. Trainees are expected to observe the demonstration lessons given by their respective lecturers that were given on primary and elementary level, under normal conditions. The methodology lecturer should give micro demonstrations and the trainees are expected to teach atleast 2 micro skills under the supervision of the concerned lecturers.

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

#### **Teaching Practice cum School Internship**

Teaching Practice cum school internship shall be organized in 3 spells. Every student teacher shall have to undergo teaching practice cum School internship in practicing schools. During this period the candidate shall have to undertake such duties as are assigned to them by the lecturer concerned / headmaster of the school in both curricular and co-curricular activities.

#### **The procedural steps to be followed before teaching practice:**

- Observation of demonstration lessons.
- Micro teaching.
- Participation in the workshops on teaching learning strategies.

- Acquiring required knowledge of the syllabus and teaching learning materials prescribed for the lesson and the class.

### **Spell-I:**

In this spell 20 working days shall be allocated to the teaching practice. In this period the teacher trainee has to teach for 1<sup>st</sup> and 2<sup>nd</sup> classes. Every student teacher should teach 20 periods in English subjects (each day 1 period), 5 periods in Value Education and Life Skills and 5 periods in Yoga, Health and Physical Education.

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

### **Spell-II:**

In this spell 20 working days shall be allocated to the teaching practice. In this period the teacher trainee has to teach for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> classes. Every student teacher should teach 20 periods in English subject, 20 periods in EVS (each day 1 English period and 1 EVS period), 5 periods in Work and Education and 5 periods in Yoga, Health and Physical Education.

### **Spell-III:**

In this spell 20 working days shall be allocated to the teaching practice. In this period the teacher trainee has to teach for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> classes. Every student teacher should teach 20 periods in their optional subjects (each day 1 period), 5 periods in Value Education and Life skills.

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

During the stay of the trainees in the practicing schools they must observe atleast 5 lessons of their peers for different classes in each spell. The trainee shall attend the school assembly and stay the entire day in the school till the closing of the school and participate in all the activities as a regular teacher.

### **Records:**

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

## 2<sup>nd</sup> Year D.El.Ed. Records

Sl. No.	Title of the Record	Number of Records	Remarks
<b>1</b>	<b>Assignments (10 subjects)</b>	10	Records should be submitted to the concerned lecturers after completion of pre-final examination
<b>2</b>	<b>Field based Projects (10 Subjects)</b>	10	
<b>3</b>	<b>T.P. Records</b>		
	a) English (Spell 1 and 2)	2	
	b) EVS (Spell 2 only)	1	
	c) Optional Subjects	1	
	d) Work Education	1	
	e) Value Education & Life Skills	1	
	f) Yoga, Physical and Health Education	1	
<b>4</b>	<b>Practicum Records</b>		
	a) CCE-English (Spell 1 and 2)	2	
	b) CCE – EVS (Spell 2 only)	1	
	c) CCE – Optional Subject	1	
	d) Action Research (optional subject at UP Level)	1	
	e) Classroom observation and reflective Journal – English	2 (Spell I and II)	
	f) classroom observation and reflective journal – EVS	1	
	g) Classroom observation and Reflective Journal Optional	1	
<b>5</b>	<b>Final Lesson Records</b>		
	a) English (Spell 1 and 2)	2	
	b) EVS	1	
	c) Optional Subject	1	
	d) Work & Education	1	
	e) Value Education & Life Skills	1	
	f) Yoga, Physical & Health Education	1	

Action research shall be conducted during the internship as a part of teaching practice. Action research may be taken up in any one of the methodology subjects (English, EVS, and Optional at Elementary level).

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

### **Final Lessons (Practicals):**

Final practicals (final lesson) will be conducted at the end of the second year, as per the schedule communicated by the Director for Government Examinations, Andhra Pradesh. The final lessons will be evaluated by the internal as well as external examiners appointed by the DGE in consultation with the Director, SCERT, Andhra Pradesh.

<b>Sl. No.</b>	<b>Classes</b>	<b>Subjects</b>	<b>No. of Final lessons</b>
1	I – II	English	1
2	III – V	English	1
		EVS	1
		Work Education	1
		Yoga, Physical and Health Education	1
3	VI – VIII	Optional Subjects at Elementary Level Telugu/ English/ Mathematics/ Science/ Social studies	1
		Value Education and Life Skills	1

**Note:** Please refer tables in page no.s 29 and 36 for further clarity.

### **Theory Examinations**

Final Theory Examinations in 3 general papers and 3 methodology papers will be conducted at the end of 2<sup>nd</sup> year. Final theory exams will be conducted by DGE according to schedule communicated.

## **7. SCHEME OF EVALUATION**

**(As per G. O. Ms. No. 1, dated 1-1-2016)**

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

This curriculum includes the following 3 components.

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

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

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

### **Course Outline Details:**

D.El.Ed., 1<sup>st</sup> year curriculum consists of 3 general papers, 2 Methodology papers (Mother tongue and Mathematics), 3 value added co-curricular subject, 2 self development courses and 6 practicum records. The description of the subjects and their weightages are given in the table in page No. 26.

The 2<sup>nd</sup> year curriculum consists of 3 general papers, 3 methodology papers, 3 value added co-curriculum subjects, one self development course and 7 practicum records. The description of the subjects and weightage are given in the table in page No. 27.

## COURSE OUTLINE DETAILS

### D.Ed. 1<sup>st</sup> Year - Theory and Practicum

Paper No.	Title	Marks				Total	Teaching practice & internship
		External	Practicum				
			Summative exam	Field based project	Assignments/ presentations		
	General Papers						
1	Childhood and the Development of Children	70	10	10	10	100	0
2	Society, Education and Curriculum	70	10	10	10	100	0
3	Early Childhood Care and Education (Pre-Primary & Early Primary Education)	70	10	10	10	100	0
	Methodology Papers	0					
4	Pedagogy of Mother Tongue/ First Language at Primary Level (Classes I to V)	70	10	10	10	100	120 (TP+FL)
5	Pedagogy of Maths at Primary Level (Classes I to V)	70	10	10	10	100	120 (TP+FL)
	<b>Value Added and Co-curricular Subjects</b>	0					
6	Pedagogy across Curriculum and ICT Integration	70	10	10	10	100	0
7	Art & Cultural Education	0	10	20	20	50	30 (TP+FL)
8	Yoga, Physical & Health Education	0	10	20	20	50	30 (TP+FL)
	<i>Self Development Courses</i>	0					
9	<i>Towards Self-Understanding-I</i>	0	0	25	25	50	0
10	<i>Proficiency in English Language</i>	0	0	25	25 (15+10 oral)	50	0
	<b>Practicum Records</b>	0					
Records	Assessment Record (CCE) – Telugu	0	0	0	0	0	15
	Assessment Record (CCE) – Maths	0	0	0	0	0	15
	Action Research Record	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Tel	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Mat	0	0	0	0	0	10
	School Experience Programme Record	0	0	0	0	0	40
	<b>Total</b>	<b>420</b>	<b>80</b>	<b>150</b>	<b>150</b>	<b>800</b>	<b>400</b>

TP: Teaching Practice; FL: Final Lesson;

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



2<sup>nd</sup> year D.El.Ed., course consists of 3 general papers, 3 Methodology papers (English, EVS, one optional), 3 value added and co-curricular subjects, 1 self development course and 7 practicum records. The details are given hereunder.

**D.Ed. 2nd Year - Theory and Practicum**

Paper No.	Title	Marks				Total	Teaching practice & internship
		External	Practicum				
			Summative exam	Field based project	Assignments/ presentations		
	General Papers						
1	Education in Contemporary India	70	10	10	10	100	0
2	Integrating Gender and Inclusive Perspectives in Education	70	10	10	10	100	0
3	School Culture, Leadership and Teacher Development	70	10	10	10	100	0
	Methodology Papers						
4	Pedagogy of English at Primary Level (Classes I to V)	70	10	10	10	100	120 (TP+FL)
5	Pedagogy of EVS at Primary Level (Classes III to V)	70	10	10	10	100	60 (TP+FL)
6	Pedagogy of Elementary Level Subject - Optional Telugu/ English/ Maths/ Science/ Social Studies	70	10	10	10	100	60 (TP+FL)
	<b>Value Added and Co-curricular Subjects</b>						
7	Work & Education	0	10	20	20	50	20 (TP+FL)
8	Value Education & Life Skills	0	10	20	20	50	20 (TP+FL)
9	Yoga, Physical & Health Education	0	10	20	20	50	20 (TP+FL)
	<i>Self Development Courses</i>						
10	<i>Towards Self Understanding-I</i>	0	0	20	30	50	0
	<b>Practicum Records</b>						
Records	Assessment Record (CCE) – English	0	0	0	0	0	15
	Assessment Record (CCE) – EVS	0	0	0	0	0	15
	Assessment Record (CCE) – Optional Subject Elementary Level	0	0	0	0	0	15
	Action Research Record	0	0	0	0	0	25 (20+5 oral)
	Classroom Observation and Reflective Journal - English	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - EVS	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Optional subject	0	0	0	0	0	10
	<b>Total</b>	<b>420</b>	<b>90</b>	<b>140</b>	<b>150</b>	<b>800</b>	<b>400</b>

TP: Teaching Practice; FL: Final Lesson;

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

## **Summative, Field Based Projects, Assignments / Presentations**

### **1) Summative (Internal Theory Exam – 10 Marks)**

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

### **2) Field based projects (10 Marks)**

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

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

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

### **3) Assignments / Presentations – 10 Marks)**

Two types of assignments are included under this item.

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

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

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

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

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

## Teaching Practice

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

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

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

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

**Marks distribution for teaching practice and final lesson – 1<sup>st</sup> Year**

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

## Periods allotted for Teaching practice and Final Lesson

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

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

## Teaching Practice

### (b) 2<sup>nd</sup> year D.El.Ed. – Subject-wise details of the teaching practice and days

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

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

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

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

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

**Marks distribution for teaching practice and final lesson – 2<sup>nd</sup> Year**

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



**Periods allotted for 2<sup>nd</sup> year D.El.Ed., Teaching Practice and Final Lesson**

Sl. No.	Subject	Teaching Practice Internship			No. of lessons to be obtained			Final Lessons		
		Spell-I	Spell-II	Spell-III	Spell-I	Spell-II	Spell-III	Class 1 &2	Class 3,4&5	Optionals 6 to 8
1	English	20	20	-	5	5	-	1	1	-
2	EVS	-	20	-	-	5	-	-	1	-
3	Optional 6 to 8 Telugu / English/Maths/ Science/Social	-	-	20	-	-	05	-	-	1
4	Work Education	-	05	-	-	-	-	-	1	-
5	Value Education and Life Skills	02	-	03	-	-	-	1	-	-
6	Yoga, Health and Physical Education	02	03	-	-	-	-	-	1	-

## Institutional Observations, Internship and Teaching Practice

Following are the details.

### Institutions observation

During the first year, the Teacher Trainee (TT) has to visit different educational institutions for 10 days as given hereunder.

Type of institution	No. of days	Procedure	Marks
Government Primary/ Upper Primary	2	The student shall visit the school at the time of beginning of the school and attend school assembly. He should observe school infrastructure, facilities, process of teaching, day schedule, teaching learning material and other resources and interact with teachers and students. The trainee must observe critically all the items above. The teacher education institute i.e. D.Ed./ Private Teacher Training Colleges shall conduct a workshop in their institutes and discuss the purpose and other aspects of various educational institutes to develop a primary understanding on the nature and purpose of institutions to the trainees. The trainee shall visit the school with a check list for observations and recording. The trainee must fill the checklist and also write descriptively about his observations and feelings and present a report.	40
Private recognized schools	2		
KGBV	1		
Pre-primary sections - Private schools	1		
Pre-primary sections – Anganwadi	1		
Residential schools -General	1		
Residential schools -Social Welfare	1		
Residential schools - Gurukululm (BC Welfare/ Special Schools)	1		

## **Procedure for Teaching Practice**

### **1. Planning and Teaching**

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

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

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

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

#### **Micro Teaching:**

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

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

### **2. Reflective Journal during teaching practice (Lesson observation)**

Every trainee is expected to write a journal on his experiences during the period of teaching practice in each subject. He/ she reflect on his/ her classroom experiences, children learning, impact of various strategies of teaching, relationship with children and his/ her feelings etc. The Reflective Journal includes the written works of the student teacher based on his/ her experience in teaching and its impact on children learning. The reflection shall be basically on his/ her feelings while teaching and children learning achievement. The participation, feelings of the children etc. need to be included. Further, relative impact of different methods/ strategies of teaching, impact of using TLM, impact

of encouragement given to children etc. need to be reflected. The journal must reflect the feelings and professionalism of the student teacher.

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

### **3. Children Assessment Record (CCE Record)**

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

The Formative marks distribution as given hereunder;

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

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

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

### **4. Final Lesson**

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

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

The details of marks distribution for teaching practice and final lesson (both curricular and co-curricular subjects) for 1<sup>st</sup> year are shown in the table in page no. 30 and for 2<sup>nd</sup> year are shown in page no. 34.

**8. DIVISION OF SYLLABUS  
MONTH WISE, YEAR WISE AND PERIOD WISE**

**D.El.Ed. 1<sup>st</sup> YEAR  
CHILDHOOD, CHILD DEVELOPMENT AND LEARNING - Paper-I**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	8	1	<p><b>Childhood</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Home &amp; Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices.</li> </ul>
2	Jan. -2016	17	7	1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Gathering data about children from different contexts using different methods, techniques and approaches: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; <b>Experimental method, Questionnaire, Case Study, Rating Scales, Longitudinal and Cross-Cultural Approaches.</b></li> </ul>
3	Feb. - 2016	24	11	2	<p><b>Perspectives in Development</b></p> <ul style="list-style-type: none"> <li>• 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 &amp; Environment (socio-cultural contexts) influencing development. Developmental Milestones &amp; Hazards.</li> <li>• Physical - Motor Development; Growth and maturation</li> <li>• 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.</li> </ul>

					<ul style="list-style-type: none"> <li>• 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.</li> </ul>
4	March-2016	23	3	2	<ul style="list-style-type: none"> <li>• Emotional Development: Basic understanding of emotions and their development, Emotional maturity, Role of family and school in Emotional Development.</li> </ul>
5	April-2016	21	5	2	<ul style="list-style-type: none"> <li>• Language development: Development of speech and language, Perspectives in Language Development – Skinner, Bandura and Chomsky.</li> <li>• Moral Development: Perspective of Kohlberg; cultural variations in moral reasoning.</li> </ul>
6	May – 2016	25	16	2	<ul style="list-style-type: none"> <li>• 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</li> <li>• A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control</li> <li>• Culture and Gender Development</li> </ul> <p><b>Cognition and Cognitive Development</b></p> <ul style="list-style-type: none"> <li>• Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence – Multiple intelligences, emotional quotient and management of emotions.</li> <li>• Cognitive Development: Social Contexts; Individual differences in the context of learning</li> <li>• Perspectives on Cognitive Development – Piaget and Vygotsky.</li> </ul>
7	June – 2016	25	16	3	<ul style="list-style-type: none"> <li>• Facilitating concept formation: Building on children’s existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Contexts of learning: Home, School, Environment</li> <li>• Factors influencing learning: Maturation, Emotions, Learning environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting, Personality.</li> </ul>

8	July – 2016	24	8	4	<ul style="list-style-type: none"> <li>• Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition &amp; practice, Guided Inquiry, Integrated projects, Collaborative &amp; Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator</li> </ul>
9	August-2016	24	6	4	<ul style="list-style-type: none"> <li>• Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning.</li> <li>• Final Practical Examinations</li> </ul>
10	Sept. - 2016	23	3	4	<ul style="list-style-type: none"> <li>• Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools.</li> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations</li> </ul>
		<b>223</b>	<b>83</b>		

## SOCIETY, EDUCATION AND CURRICULUM : Paper – II

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	8	1	<p><b>Aims and Purposes of Education</b></p> <ul style="list-style-type: none"> <li>Relationship between schooling and education, and exploring various educative processes in human societies</li> <li>Aims and values of education: Constitutional values; NPE 1986; NCF 2005, SCF 2011</li> </ul>
2	Jan. -2016	17	7	1	<ul style="list-style-type: none"> <li>Understanding basic assumption about human nature, society, learning and aims of education.</li> <li>Exploring and enquiring in to the nature in to the needs of education in human society.</li> <li>Schooling and education as visualized by different Western and Indian thinkers:</li> </ul>
3	Feb. - 2016	24	11	1&2	<ul style="list-style-type: none"> <li>Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthi, Gijubhai Bhadekha, Jyothibha Phule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sri Sarvepalli Radha Krishnan, Sant Kabir, John Dewey, Frobel, Montessori, Prof.J.P.Naik, Prof. D.S.Kothari.</li> </ul> <p><b>Education, Politics and State</b></p> <ul style="list-style-type: none"> <li>Political nature of education: Power and Ideologies and how they structure aims of education</li> </ul>
4	March-2016	23	3	2	<ul style="list-style-type: none"> <li>Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers</li> </ul>
5	April-2016	21	5	3	<ul style="list-style-type: none"> <li>Teacher's status in society: Public perception; Systemic issues – bureaucratization.</li> <li>Role of community and civil society organizations in education: A critical appraisal</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Construction of knowledge, Knowledge Vs Information</li> </ul>
6	May – 2016	25	16	3	<ul style="list-style-type: none"> <li>Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry</li> <li>Bodies of knowledge: different kinds of knowledge and their validation processes (truth criteria).</li> </ul>



					<ul style="list-style-type: none"> <li>• Knowledge and power: Dominance of one kind over another; Textual knowledge Vs experiential knowledge.</li> <li>• Children's construction of knowledge: What and How; Alternative frameworks of children's thinking.</li> <li>• Forum of knowledge and problem solving – Maths, Science, Social Science, History, Language, Philosophy etc., Role of the teacher.</li> </ul>
7	June – 2016	25	16	4	<b>Curriculum and Learning</b> <ul style="list-style-type: none"> <li>• Curriculum, syllabus and textbooks</li> <li>• Processes and criteria for curriculum selection and construction.</li> <li>• Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks.</li> <li>• Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers.</li> </ul>
8	July – 2016	24	8	4	<ul style="list-style-type: none"> <li>• Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning</li> </ul>
9	August-2016	24	6	4	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Final Practical Examinations.</li> </ul>
10	Sept. - 2016	23	3	1 to 4	<ul style="list-style-type: none"> <li>• Revision of hard concepts in the syllabus</li> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations</li> </ul>
		<b>223</b>	<b>83</b>		

## EARLY CHILDHOOD CARE AND EDUCATION : Paper – III

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	8	1	<p><b>Definition, Nature and Significance of Early Childhood Care and Education</b></p> <ul style="list-style-type: none"> <li>• The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Deewey, Tagore, Rousseau, Frobel, Montessori, Gandhi.</li> <li>• Definition and objectives of holistic ECCE curriculum – Significance of early years.</li> <li>• Significance of ECCE as critical period for lifelong learning and development.</li> </ul>
2	Jan. -2016	17	7	1	<ul style="list-style-type: none"> <li>• Rationale for extending ECCE to 8 years for smooth transition.</li> <li>• Early learning challenges in schools and concept of school readiness.</li> <li>• Critical appraisal of current practices in ECCE centres of government, NGOs, private managements.</li> </ul>
3	Feb. - 2016	24	11	1&2	<ul style="list-style-type: none"> <li>• Children needs: <ul style="list-style-type: none"> <li>○ Freedom (expression, experimentation, encouragement, challenge);</li> <li>○ Happiness (support, security and safety, opportunity and guidance)</li> <li>○ Adoptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy)</li> <li>○ Health well being and health habit, nutrition.</li> </ul> </li> </ul> <p><b>Principles and Methods of Developmentally appropriate ECCE Curriculum</b></p> <ul style="list-style-type: none"> <li>• How children learn: Stage wise distinctions from early to middle to late childhoods,</li> <li>• Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges</li> <li>• Importance of Play and Active learning methods for early years learning.</li> </ul>
4	March-2016	23	3	2	<ul style="list-style-type: none"> <li>• Guiding principles: Play and art as the basis of learning – Primary of experiencing not expertising.</li> </ul>
5	April-2016	21	5	2	<ul style="list-style-type: none"> <li>• Domains and activities for holistic development of children – Motor, Sensory, Cognitive, Language, Emotional, Social and Personal domains.</li> </ul>

6	May – 2016	25	16	2&3	<ul style="list-style-type: none"> <li>• Emergent literacy and numeracy in early years.</li> <li>• Components of ECCE and approach to teaching learning (education, care, nutrition, habit formation, custodian)</li> </ul> <p><b>Planning and Management of ECCE Curriculum</b></p> <ul style="list-style-type: none"> <li>• Principles of planning a balanced and contextualized curriculum</li> <li>• Long and short term objectives and planning</li> </ul>
7	June – 2016	25	16	3&4	<ul style="list-style-type: none"> <li>• Project method and thematic approach.</li> <li>• Maintaining a developmentally appropriate and inclusive class environment.</li> <li>• Resources for effective functioning of ECCE.</li> <li>• The role and function of instructors.</li> </ul> <p><b>Curriculum for 3 to 6 Years of Age Group Children in ECCE</b></p> <ul style="list-style-type: none"> <li>• Language and communication.</li> <li>• Mathematical concepts.</li> </ul>
8	July – 2016	24	8	4&5	<ul style="list-style-type: none"> <li>• Scientific thinking.</li> </ul>
9	August-2016	24	6	5	<ul style="list-style-type: none"> <li>• Early learning and development standards.</li> <li>• Observing and recording children's progress.</li> <li>• Reporting children's progress.</li> <li>• Final Practical Examinations</li> </ul>
10	Sept. - 2016	23	3	5	<ul style="list-style-type: none"> <li>• Ensuring home school linkage.</li> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations</li> </ul>
		<b>223</b>	<b>83</b>		

**UNDERSTANDING LANGUAGE AND LANGUAGE DEVELOPMENT AT PRIMARY LEVEL : Paper – IV**

**(Mother Tongue - Telugu)  
(METHODOLOGY)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.- 2015	17	15	1&2	<p><b>భాష మరియు సమాజం</b></p> <p>1.1 భాష స్వభావం: భాష గతిశీలత, భాష విధులు, భాషద్వారా అనుభవాల వ్యక్తీకరణ, భాష పాలన వ్యవహారాలు (అధికార భాషగా)</p> <p>1.2 భాష - సంస్కృతి, సంజ్ఞానం, భావప్రసారం, ఉద్దేశ్యానుసారంగా, సందర్భానుసారంగా పదాల అర్థాలు.</p> <p>1.3 భాష మరియు సమాజం: భారతదేశంలో బహుభాషా వైవిధ్యం, భాషతో సామాజిక, రాజకీయ, ఆర్థిక శక్తుల సంబంధం, ప్రామాణిక, అప్రామాణిక భాషారూపాల భావనలు - విమర్శనాత్మక అవగాహన.</p> <p>1.4 భాష: ప్రథమ భాష (మాతృభాష), ద్వితీయ మరియు తృతీయ భాష, భాషా రూపాలు, మాండలికాలు, వ్యక్తిభాష, గృహభాష, పరిసరభాష, భాష వ్యక్తీకరణ సాధనంగా భాష, బోధన మాధ్యమంగా భాష, జాతీయ సమైక్యత, భాష, అంతర్జాతీయ అవగాహన, అధికార భాష</p>
2	Jan. - 2016	17	10	2	<p><b>ప్రాక్ భాష సముపార్జన మరియు భాషాభ్యసన</b></p> <p>2.1 జంతువుల మరియు మానవుల భాష, భాష వ్యక్తీకరణకు ప్రాక్ భాషాసామర్థ్యాలు</p> <p>2.2 భాషాగ్రహణము, భాషాభ్యసనము: నవజాత, శిశు, పాఠశాల పూర్వ, పాఠశాల ప్రారంభ దశలు, నైతిక, సామాజిక, వ్యక్తిగత కారణాల ఫలితంగా భాషాభ్యసనం, ప్రారంభ శిక్షణా రూపంగా భాషాభ్యసనం, భాషాభ్యసనంలో ఆటలు, పాటలు, కథలు ప్రాధాన్యత.</p> <p>2.3 అక్షరాస్యత: As more than decoding and encoding</p> <ul style="list-style-type: none"> <li>పఠనము మరియు లేఖనాలు గతిశీల, వ్యవస్థీకృత ప్రక్రియలు</li> </ul> <p>అక్షరాస్యత - బహుళ రూపాలు.</p>
3	Feb. - 2016	24	19	2&6	<p>2.4 ప్రస్తుతం పాఠశాల దశలో ప్రారంభ అక్షరాస్యత యొక్క ప్రాముఖ్యత; ఆటలు మరియు కథల ప్రాధాన్యత. గృహభాషకు విలువనిస్తూ, వైవిధ్యం, స్వేచ్ఛాయుత అభ్యాసన వాతావరణం ద్వారా అభ్యసనం మరియు పాఠశాల భాషలో వ్యక్తీకరణ.</p> <p>2.5 భాషాభ్యసనంలో సాహిత్యం పాత్ర: Types of texts వర్ణనాత్మక, ప్రదర్శనాత్మక సాహిత్యం, విషయానుబంధంగా, ప్రణాళికలో అంతర్భాగంగా సాహిత్యాన్ని చేర్చడం మరియు బాలసాహిత్యానికి ప్రత్యేక ప్రాధాన్యతనివ్వడం.</p> <p>2.6 ప్రణాళికలో అంతర్భాగంగా సాహిత్యం: తరగతి గదిలో మరియు</p>

					<p>బయట భాషావిధులు భాషాభ్యసనం, మరియు భాషద్వారా అభ్యసనం.</p> <p>2.7 ప్రత్యేక అవసరాలు గల పిల్లల భాషాభ్యసన అవసరాలు: లోప నిర్ధారణ మరియు ప్రారంభదశ అభ్యసన</p> <p><b>యూనిట్-6: తరగతి ప్రణాళిక, భాషాభ్యసనం - మదింపు</b></p> <p>6.1 ఉపాధ్యాయుడు సన్నద్ధత, బోధనాభ్యసన సామాగ్రి.</p> <p>6.2 బోధనా సన్నద్ధత భాష బోధన ప్రణాళిక, వార్షిక, యూనిట్, పీరియడ్ ప్రణాళిక</p>
	March-2016	23	5	6	<p>6.2 బోధనా సన్నద్ధత భాష బోధన ప్రణాళిక, వార్షిక, యూనిట్, పీరియడ్ ప్రణాళిక</p>
5	April-2016	21	9	6	<p>6.3 మదింపు మరియు మూల్యాంకనం నిర్వచనం, అవసరం, ప్రాముఖ్యత</p> <p>6.4 నిరంతర సమగ్ర మూల్యాంకనం (సిసిఇ) అభ్యసన మదింపు, అభ్యసనం కోసం మదింపు,</p>
6	May – 2016	25	22	3&4	<p>6.4 నిర్మాణాత్మక మూల్యాంకనం - సాధనాలు సంగ్రహణాత్మక మూల్యాంకనం, భారత్వ పట్టికలు పరిపుష్టి (ఫీడ్ బ్యాక్), నివేదిక విధానాలు, రికార్డులు మరియు మదింపు.</p> <p><b>యూనిట్ 3: ప్రాథమిక స్థాయిలో భాషాసామర్థ్యాల అభివృద్ధి</b></p> <p>ఎ) శ్రవణము మరియు భాషణము</p> <p>3.1 ఎ. శ్రవణం భాషణం, ప్రాధాన్యత</p> <p>3.2 ఎ. పిల్లలు ఎప్పుడు వింటారు? శ్రవణ సామర్థ్యం ఎలా అభివృద్ధి పరచాలి.</p> <p>3.3 ఎ. పిల్లలు ఎప్పుడు మాట్లాడతారు? భషణ రూపాలు, పిల్లల సంభాషణ ప్రాముఖ్యత; వ్యక్తిగత, సమవయస్కులతో పరస్పర సంభాషణ, భాషాభ్యసనానికి వరుసగా భాషణం, భాషణ సామర్థ్యాన్ని అభివృద్ధిపరచడం (సంభాషణలు, కథాకథనం, పద్యపఠనం మొదలైనవి)</p> <p><b>యూనిట్-4: పాఠ్యపుస్తకాలు, బోధనపై అవగాహన</b></p> <p>4.1 పూర్వప్రాథమిక, ప్రాథమిక తరగతుల భాషా పాఠ్యపుస్తకాల రూపకల్పనలో అనుసరించాల్సిన తాత్విక మరయు మార్గదర్శక సూత్రాలు.</p> <p>4.2 భాషాబోధనలో విషయం, విధానాలు, పద్ధతులు - పరస్పర, భాగస్వామ్య పద్ధతులు; సహాయకుడు / సౌలభ్యకర్తగా ఉపాధ్యాయుడు.</p> <p>4.3 విషయాంశాలు, యూనిట్ నిర్మాణం, అభ్యసనాల స్వభావం తరగతిగది అన్వయం (అమలు)</p> <p>4.4 1,2 తరగతులు మరియు 3, 4,5 తరగతులు - విద్యా ప్రమాణాలు, అభ్యసన సూచికలు</p> <p>4.5 భాషా ప్రణాళిక (కరికులమ్) ను సమర్థవంతమైన ప్రసారానికి (అమలుకు) అభ్యసన వనరులు.</p>

7	June – 2016	25	22	3	<p>3.3 ఎ. పిల్లలు ఎప్పుడు మాట్లాడతారు? భషణ రూపాలు, పిల్లల సంభాషణ ప్రాముఖ్యత; వ్యక్తిగత, సమవయస్కులతో పరస్పర సంభాషణ, భాషాభ్యసనానికి వరుసగా భాషణం, భాషణ సామర్థ్యాన్ని అభివృద్ధిపరచడం (సంభాషణలు, కథాకథనం, పద్యపఠనం మొదలైనవి)</p> <p>బి) పఠనం మరియు లేఖనం</p> <p>3.1 బి. అక్షరాస్యత మరియు పఠనం</p> <p>3.2 బి. పఠనం మార్గాలు: పఠనం రకాలు (బాహ్యపఠనం, మౌనపఠనం) వాటి ప్రాధాన్యత.</p> <p>3.3 బి. పూర్వపఠనం మరియు పఠనానంతర కృత్యాలు</p> <p>3.4 బి. పాఠ్యేతర పుస్తకాలు: అభ్యసన వనరులుగా అనేక రకాల పుస్తకాలను ఉపయోగించడం.</p> <p>3.5 బి. పిల్లలు మంచి పాఠకులు కావడానికి సహకారం - కృత్యాలు, కార్యక్రమాలు</p> <p>3.6 బి. లేఖనం అంటే ఏమిటి? పఠనం, లేఖనాల మధ్య సంబంధం</p> <p>3.7 బి. లేఖన నైపుణ్యాభివృద్ధి - స్పష్టలేఖనం, దోషరహిత లేఖనం, స్వీయలేఖన కొరకు కృత్యాలు / కార్యక్రమాలు</p> <p>3.1. సి. పిల్లల్లో కల్పనా (ఊహ) సామర్థ్యం, సృజనాత్మకత, ; వీటిని అభివృద్ధిపరచడంలో ఉపాధ్యాయుని పాత్ర; అందుకు కృత్యాలు / కార్యక్రమాలు (అభినయ గేయాలు, కథలను పొడిగించడం, కథలు, లేఖలు, పొడుపు కథలు, సూక్తులు రాయడం)</p>
8	July – 2016	24	11	5	<p><b>యూనిట్-5: రాష్ట్రంలోని భాషాభివృద్ధి కార్యక్రమాలు</b></p> <p>5.1 పిల్లల భాషాభివృద్ధి కార్యక్రమము (CLIP)</p> <p>5.2 స్నేహబాల (SLIM కార్డులు -1, 2 తరగతులకు స్వయం అభ్యసన సామాగ్రి)</p> <p>5.3 బాలసాహిత్యం (వానచినుకలు, కథావాచకాలు)</p>
9	August- 2016	24	9	5	<p>5.4 పఠన ప్రారంభ కార్యక్రమం, చదువు, ఆనందించు మరియు అభివృద్ధి చెందు కార్యక్రమం</p> <p>5.5 పాఠశాలల్లో వినూత్న కార్యక్రమాలు - పిల్లల డైరీ, గోడపత్రిక, తరగతి గది గ్రంథాలయాలు, భాషాభ్యసనం మొదలైనవి.</p>
10	Sept. - 2016	23	3	5	<p>Revision Final Practical Examinations Final Theory Examinations</p>
		<b>223</b>	<b>125</b>		

D.El. Ed 1st Year

Paper - 4

MOTHER TONGUE - URDU

MONTH WISE SYLLABUS DIVISION

Content	Unit	بیریڈ کی تعداد	ایام کار	مہینہ	شمار
<p>I. زبان اور سماج</p> <p>☆ زبان کی فطرت: زبان ایک زندہ متحرک ہیئت ہے۔ زبان کے مختلف افعال ہیں۔ زبان تجربات کو بیان کرنے کا ایک ذریعہ ہے۔ زبان میں ایک اصولی اور قواعد کا پابند کار ہوتا ہے</p> <p>☆ زبان و تہذیب: زبان تہذیب، ادراک اور مواصلات کا احاطہ کرتی ہے۔ الفاظ کے معنی ان کے استعمال اور پس منظر کے اعتبار سے بیان کرتی ہے۔ کسی بولنے والے کے مقصد و منشاء 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 کا تنقیدی جائزہ</p> <p>☆ زبان: زبان بحیثیت پہلی زبان (مادری زبان) بحیثیت دوسری اور تیسری زبان، زبان کی شکلیں، زبان اور اس کے لہجے اور بولیاں، افرادی زبان، گھریلو زبان، ماحول کی زبان، زبان بحیثیت ذریعہ اظہار خیال اور غور و فکر کی زبان، زبان بحیثیت ذریعہ تعلیم، زبان بحیثیت ادبی زبان، زبان برائے قومی یکجہتی، زبان برائے بین الاقوامی اداروں کی زبان بحیثیت سرکاری زبان/یادگار کی زبان</p>	1 & 2	15	17	ڈسمبر 15	1

<p>II. زبان کی تنقیدی تحصیل اور زبان کا سیکھا</p> <p>☆ حیوانات اور انسانوں کی تربیلی زبان، قبل لسانی (Pre-linguistic) تربیلی کی صلاحیتیں</p>					
<p>II. زبان کی ابتدائی تحصیل اور زبان کا سیکھنا</p> <p>☆ زبان کی تحصیل، زبان کا اکتساب، شیر خوارگی، طفولیت اور ما قبل اسکول زبان کی صلاحیت اور اسکول کے ابتدائی دور میں زبان کا اکتساب، زبان کی آموزش، حیاتی، سماجی اور انفرادی حیثیت سے ظاہر ہونے والے نتیجے کے طور پر، زبان کا اکتساب نو آموز طالب علم کی سطح پر، لسانی، کھیل، کہانی اور گیت کی اہمیت</p> <p>☆ خواندگی کی سطح، اشارات اور علامات کو سمجھنا اور زبان میں تبدیل کرنا پڑھنے اور لکھنے کے ساتھ ساتھ تمیز اور جانچ کی صلاحیت، ہمہ قسم کی خواندگی</p>	2	6	17	جنوری 16	2
<p>II. زبان کی ابتدائی تحصیل اور زبان کا سیکھنا</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 ماحول کی فراہمی جس میں اسکولی و ادبی زبان کا اکتساب و تربیل ہو</p> <p>☆ زبان کے اکتساب میں ادب کا کردار، مختلف قسم کے متون (texts) لسانی تفصیلی تفسیری ادب، متن کی دلچسپی/خوش ادائیگی اور نصاب میں ادب کو شامل کرنا، بالخصوص بچوں کے ادب کی شمولیت</p>	2 & 6	21	24	فروری 16	3

شمار	مہینہ	ایام کار	پیریڈ کی تعداد	Unit	Content
					☆ نصاب میں زبان کی حیثیت: کمرہ جماعت میں اور کمرہ جماعت کے باہر زبان کے افعال زبان کا اکتساب اور زبان کے ذریعے اکتساب ☆ مخصوص ضرورتوں کے حامل بچوں (Children with special needs) کے لیے زبان سیکھنے کی ضرورت، مسائل کی تشخیص اور ابتدائی لسانی سرگرمیاں <b>.VI</b> کمرہ جماعت کا منصوبہ لسانی اکتساب کی جانچ ☆ اساتذہ کی تیاری اور تدریسی مواد TLM: تدریسی و اکتسابی اشیاء ☆ تدریسی آمادگی زبان کی تدریس کی منصوبہ بندی (یونٹ پلان، پیریڈ پلان اور سالانہ منصوبہ)
4	مارچ 16	23	12	6	<b>.VI</b> کمرہ جماعت کا منصوبہ لسانی اکتساب کی جانچ ☆ تدریسی آمادگی زبان کی تدریس کی منصوبہ بندی (یونٹ پلان، پیریڈ پلان اور سالانہ منصوبہ) ☆ تعین قدر اور جانچ - تعریف، ضرورت اور اہمیت
5	اپریل 16	21	10	6	<b>.VI</b> کمرہ جماعت کا منصوبہ لسانی اکتساب کی جانچ ☆ تعین قدر اور جانچ - تعریف، ضرورت اور اہمیت ☆ مسلسل جامع جانچ CCE: اکتساب کی جانچ، اکتساب کے لیے جانچ، تشکیلی جانچ اور اس کے وسائل، مجموعی جانچ، موازنہ جدول، بازپرسی (Feed Back report) کا طریقہ کار

					رکارڈ اور رجسٹر (Records & Registers) Formative Assessment and Tools تشکیلی جانچ اور اس کے وسائل Summative Assessment and Tools مجموعی جانچ اور اس کے وسائل موازنہ جدول (weightage tables) بازپرسی (Feed back) ریکارڈس اور رجسٹر
6	مئی 16	25	21	3 & 4	<b>.III</b> تحتانوی سطح پر زبان کی صلاحیت (لسانی استعداد) کی ترقی (الف) سننا اور بولنا ☆ سننا اور بولنا اس کی اہمیت ☆ بچے کب سنتے ہیں؟ ہم کس طرح سننے کی صلاحیتوں کو ترقی دے سکتے ہیں۔ سننا اور فہم حاصل کرنا ☆ بچے کب بولتے ہیں؟ بولنے کے مختلف انداز (بچوں کی باہمی گفتگو کی اہمیت، خود کلامی، ہم عمروں میں تبادلہ خیال، اظہار مافی الضمیر کی صلاحیت - گفتگو بحیثیت ذریعہ زبان دانی، ہم کس طرح بولنے کی صلاحیتوں کو ترقی دے سکتے ہیں؟ (مکالمے، ڈائلاگ، کہانی سنانا، نظم خوانی وغیرہ) <b>.IV</b> درسی کتاب کا فہم، عمل تدریسی ☆ مقابل تحتانوی اور تحتانوی سطح کی درسی کتابوں کی ترقی کے لیے فلسفہ، نظریات پر مبنی رہنمایاں اصول ☆ مواد پیش کش اور زبانوں کی تدریس کے طریقہ کار، گرانڈز، تقابلی اور اشتراکی طریقے، تدریسی بطور سہولت فراہم کرنے والا موضوع، یونٹ کی ساخت، مشقوں کی نوعیت اور ان پر عمل آواری۔



شمار	مہینہ	ایام کار	پیریڈک تعداد	Unit	Content
					☆ پہلی دوسری اور تیسری چوتھی اور پانچویں جماعتوں کے تعلیمی معیارات اور ان کے آئینہ اشارے ☆ زبان کی موثر تدریس کے وسائل
7	جون 16	25	21	3	<b>III. تھانوی سطح پر زبان کی صلاحیتوں (لسانی استعداد) کی ترقی</b> <b>الف) سننا اور بولنا</b> ☆ بچے کب بولتے ہیں؟ بولنے کے مختلف انداز (بچوں کی باہمی گفتگو کی اہمیت، خود کلامی، ہم عمروں میں تبادلہ خیال، اظہار مافی الضمیر کی صلاحیت - گفتگو بحیثیت ذریعہ زبان دانی، ہم کس طرح بولنے کی صلاحیتوں کو ترقی دے سکتے ہیں؟ (مکالمے/ ڈائیلاگ، کہانی سنانا، نظم خوانی وغیرہ) <b>ب) پڑھنا اور لکھنا</b> ☆ خواندگی اور پڑھنا ☆ پڑھنے کے طریقے پڑھنے کے اقسام (خوش خوانی کے اوصاف، بلند خوانی اور خاموش خوانی) کی اہمیت ☆ پڑھنے کے قبل اور پڑھنے کے بعد کے مشاغل ☆ نصابی کتاب کے علاوہ مختلف قسم کے متن جس سے لسانی صلاحیتوں کی نشوونما ہو ☆ بچوں کو اچھے پڑھنے والے (قارئین) بنانے کے لیے مختلف اقدامات اور سرگرمیاں ☆ لکھنا کیا ہے؟ لکھنے اور پڑھنے کے مابین تعلق ☆ لکھنے کی مہارت کو فروغ دینا، خوش خطی کے لیے مشاغل - بغیر غلطی کے لکھنا اور از خود لکھنے کی مشق
					<b>ج) تخلیقی اظہار اور قوت تخیل</b> ☆ بچوں میں تخلیقی اور تخیلی صلاحیت اس کے فروغ میں اساتذہ کاروں اور ترقی کے لیے سرگرمیاں، مثال (حرکاتی نظموں اور نغموں میں وسعت دینا، کہانیاں اور گیت، نظموں، ٹیلی ویژن، پہلیاں، معنی، کہاوتیں وغیرہ)
8	جولائی 16	24	13	5	<b>V. ریاست میں زبان کی ترقی کی کاروائیاں</b> ☆ بچوں کے زبان کی ترقی کا پروگرام <i>Clip : Children language improvement programme</i> <i>Slim Cards: Self learning interactive material for class I &amp; II</i> ☆ بچوں کا ادب: اس کے تحت فراہم کیے گئے شہنم کی بوندیں، کہانی کے کارڈ وغیرہ
9	اگست 16	29	6	5	<b>V. ریاست میں زبان کی ترقی کی کاروائیاں</b> ☆ ابتدائی پڑھنے کا پروگرام Read: Early reading programme 'پڑھنا' ☆ لطف اندوز ہونا اور ترقی کرنا ☆ مدارس میں اختراعی سرگرمیاں: بچوں کا روزنامہ، دیواری رسالہ، کمرہ ۰۰ جماعت کی لائبریری اور اسکول پوسٹ باکس وغیرہ
10	ستمبر 16	10	4	1 to 6	مشکل تصورات کا اعادہ



S.No	Months	unit	periods	contents
6.	May-2016	4 மாதங்கள்-11 பருந்து -21	18	தமிழ் மொழிக்குரிய மொழிஞ்சு:- அறிவுரை நெய்யுள் ! தொழுகை அறிஞ்சு, மொழி அறிஞ்சு, உரைநடை மொழிஞ்சு, புலம் மொழிஞ்சு. உரைநடை: தொல்பொருள் மொழிஞ்சு, உரைநடை சிறிய உரைஞ்சு; கதைக்கதை: கதைப்பொருள், கதை சொல்லு, சுனி கதை, கிழவிகதை, கதைகதை, கதைப்பொருள் கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு. பெரியாரிஞ்சு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு.
7.	June-2016	பருந்து-26 கிடை-1	4	மொழி தொழில்:- மொழி தொழில், மொழி தொழில், மொழி தொழில், கதைச்சொல்லு கதைச்சொல்லு, மொழி தொழில் கதைச்சொல்லு, மொழி தொழில் கதைச்சொல்லு.
		கிடை-2	7	தொழுகை அறிவுரை மொழிஞ்சு:- தொல் பொருள், மொழிஞ்சு, மொழிஞ்சு; அறிஞ்சு தொழுகை அறிவுரை, மொழிஞ்சு தொழுகை அறிவுரை, மொழிஞ்சு தொழுகை அறிவுரை, மொழிஞ்சு தொழுகை அறிவுரை; மொழிஞ்சு தொழுகை அறிவுரை தொழுகை அறிவுரை மொழிஞ்சு தொழுகை அறிவுரை, தொழுகை அறிவுரை தொழுகை அறிவுரை.
		கிடை-3	11	உரைநடைக்கு சிறுகதை:- கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு, மொழிஞ்சு (கதைச்சொல்லு, கதைச்சொல்லு, கதைச்சொல்லு) கதைச்சொல்லு கதைச்சொல்லு கதைச்சொல்லு கதைச்சொல்லு.
		கிடை-4	2	மொழி கதைச்சொல்லு தொழுகை அறிவுரை:- தொழுகை அறிவுரை, கதைச்சொல்லு கதைச்சொல்லு கதைச்சொல்லு, தொழுகை அறிவுரை.
8.	July-2016	கிடை-4	3	மொழி உரைநடை, தொழுகை அறிவுரை, மொழி அறிவுரை மொழிஞ்சு.
		கிடை-5	10	தமிழ் கதைச்சொல்லில் கதைச்சொல்லு கதைச்சொல்லு தொழுகை அறிவுரை:- தொழுகை அறிவுரை, மொழிஞ்சு கதைச்சொல்லு கதைச்சொல்லு, கதைச்சொல்லு கதைச்சொல்லு, தொழுகை அறிவுரை, கதைச்சொல்லு, கதைச்சொல்லு கதைச்சொல்லு கதைச்சொல்லு, மொழிஞ்சு கதைச்சொல்லு கதைச்சொல்லு.
9.	August 2016	கிடை-6	8	தொழுகை அறிவுரை:- தொழுகை அறிவுரை, தொழுகை அறிவுரை; தொழுகை அறிவுரை கதைச்சொல்லு தொழுகை அறிவுரை, தொழுகை அறிவுரை தொழுகை அறிவுரை; தொழுகை அறிவுரை தொழுகை அறிவுரை

September 2016

Revision

**UNDERSTANDING MATHEMATICS AND EARLY  
MATHEMATICS EDUCATION AT PRIMARY LEVEL : Paper – V  
(METHODOLOGY PAPER)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	15	1	<p><b>Introduction to Mathematics</b></p> <ul style="list-style-type: none"> <li>• What is Mathematics and where and in which form it found in life?</li> <li>• What is the need and importance of Mathematics in daily life? How it is different from school Maths?</li> <li>• Why we teach Mathematics?</li> <li>• Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately)</li> </ul>
2	Jan. -2016	17	10	1&2	<ul style="list-style-type: none"> <li>• Mathematisation</li> </ul> <p><b>Mathematics: Teaching Principles and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Nature of the learner. What he knows and how? Where?</li> <li>• Understanding the learners – Methods and procedures of learning</li> <li>• Piaget schemat of cognition in Mathematics in different stages, Vigotsky social learning and its implications learning Mathematics.</li> </ul>
3	Feb. - 2016	24	19	2&7	<ul style="list-style-type: none"> <li>• Understanding the learning processes – Natural context, Induction, Deduction</li> <li>• Learning and teaching errors and how to overcome?</li> <li>• Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis</li> </ul> <p><b>Classroom Planning and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Teaching Readiness: Planning of Teaching Mathematics, collection resources.</li> <li>• Role of resources in Maths teaching (TLM and ICT)</li> </ul>
4	March-2016	23	5	7	<ul style="list-style-type: none"> <li>• Year plan, Unit plan and Period plan (models of teaching)</li> <li>• Evaluation of planning</li> </ul>

5	April-2016	21	9	7	<ul style="list-style-type: none"> <li>• Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – I</li> <li>• Teaching Practice cum Internship – Spell-I contd...</li> </ul> <p><b>Unit - 7</b></p> <ul style="list-style-type: none"> <li>• Assessment and evaluation - Definition, need and importance, important methods</li> </ul> <p>* Summative – I</p>
6	May – 2016	25	22	3&7	<p><b>Unit 7: Classroom Planning and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Continuous and Comprehensive Evaluation (CCE) - Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.</li> </ul> <p><b>Counting, Numbers and its Operations</b></p> <ul style="list-style-type: none"> <li>• Pre-number concepts</li> <li>• Understanding numbers and notation</li> <li>• Digit and representation of numbers</li> <li>• Counting and place value (with different bases)</li> <li>• Concept of fractions and its presentation</li> <li>• Mathematical operations of numbers (N.W.Q.)</li> <li>• Learning material for above</li> </ul>
7	June – 2016	25	22	4&5	<p><b>Visualization of Geometrical Shapes, Spaces, Patterns and Measurements</b></p> <ul style="list-style-type: none"> <li>• Types of Shapes - 2D &amp; 3D</li> <li>• Understanding of shapes - Definition, need and difference</li> <li>• Understanding of different shapes in Mathematics</li> <li>• Spatial understanding</li> <li>• Area and perimeter</li> <li>• Measurement (volume and capacity, weight etc.)</li> <li>• Patterns - Definition, need and types</li> <li>• Understanding of patterns in numbers and shapes, space</li> <li>• Learning material for above</li> </ul> <p><b>Management of Data</b></p> <ul style="list-style-type: none"> <li>• Use of data - Collection, distribution and symbolization</li> <li>• Representation of data - Table forms, tally marks, graphs (bar graphs, pictorial graphs)</li> </ul>

8	July – 2016	24	11	6	<p><b>Understanding of Textbooks and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Philosophy and guiding principles for the development of Maths textbooks.</li> <li>• Content, approaches and methods of teaching Mathematics - Interactive and participatory methods, teacher as facilitator.</li> <li>• Areas, structure of the unit, nature of exercises and its implications.</li> <li>• Academic standards and indicators of learning.</li> <li>◆ Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – II</li> </ul>
9	August-2016	24	9	6	<p>◆ Teaching cum Internship Spell – II Contd....</p> <p><b>Unit 6:</b></p> <ul style="list-style-type: none"> <li>• Learning resources for effective transaction of Mathematics curriculum. <ul style="list-style-type: none"> <li>◦ Revision</li> </ul> </li> <li>* Summative – II</li> </ul>
10	Sept. - 2016	23	3	1to 7	<ul style="list-style-type: none"> <li>◦ Revision contd...</li> <li>• Submission of records, Final Practical lesson</li> <li>• Final Practical Examinations</li> </ul>
	<b>TOTAL</b>	<b>223</b>	<b>125</b>		<p>Final Practical Examinations</p> <p>Final Theory Examinations</p>

**PEDAGOGY ACROSS CURRICULUM AND ICT INTEGRATION:  
Paper – VI  
(Value Added and Co-curricular Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	8	1	<ul style="list-style-type: none"> <li>• Learning – Types of Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge).</li> <li>• Learner, learning, knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning.</li> </ul>
2	Jan. -2016	17	7	1	<ul style="list-style-type: none"> <li>• Critical examination of terminologies and notions associated with child-centered education such as child centered, activity based learning, joyful learning, CCE, IQ, merit.</li> <li>• Critical understanding of various methods and approaches of teaching learning; facilitating learning; teacher as reflective practitioner, collaborative and cooperative learning.</li> <li>• Concerns of inclusive education: Gender, marginalized groups, children with special needs.</li> </ul>
3	Feb. - 2016	24	11	2	<ul style="list-style-type: none"> <li>• Critical pedagogy concept, need and implications in teaching learning.</li> <li>• Reflections on school of thought and theories: Giju Bhai, Summer Hill, Totochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky.</li> <li>• 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.</li> <li>• 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.</li> </ul>
4	March-2016	23	3	2	<ul style="list-style-type: none"> <li>• Linking pre-school knowledge of the children with learning school subjects.</li> <li>• Classroom organization and management:</li> </ul>

					Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning;
5	April-2016	21	5	3	<ul style="list-style-type: none"> <li>• Behavior management – Alternate approaches; Time &amp; resource management; Role of teacher in organizing and managing vibrant classrooms.</li> <li>• Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive assessment; Assessing tasks and children’s work; Feedback and reporting; Portfolios.</li> </ul>
6	May – 2016	25	16	3	<ul style="list-style-type: none"> <li>• Process of children learning - How children learn?</li> <li>• Basic ideas of behaviourism and its implications</li> <li>• Concept formation - Meaning of concept, mental processes in concept formation, Bruner’s and Piaget’s modes of concept formation.</li> <li>• Thinking and reasoning, linkage between thinking and learning</li> <li>• Cognition and learning - Constructivism, process of cognitive development - Its implications of teaching and learning.</li> <li>• Vygotskian theory - Concept of ZPD - Implications for teaching and learning.</li> </ul>
7	June – 2016	25	16	4	<ul style="list-style-type: none"> <li>• Critical pedagogy - Concept - Need, Implications to teaching and learning.</li> <li>• Concept of ICT (Information &amp; Communication Technology).</li> <li>• Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes.</li> <li>• Main features of ICT related policies - National Level and State Level.</li> <li>• ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educational games</li> </ul>
8	July – 2016	24	8	5	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>



					<p>create scaffolding; Classroom organization for ICT integrated lessons.</p> <ul style="list-style-type: none"> <li>• Snippets Cyber law and security: Free wares.</li> <li>• ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data.</li> </ul>
9	August-2016	24	6	5	<ul style="list-style-type: none"> <li>• Preparation and planning of multimedia lessons in school subjects.</li> <li>• 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.)</li> <li>• Online learning courses for professional development of the teachers (Right to Education Act, subject specific courses etc.).</li> <li>• Continuous professional development of teachers through connected groups - Subject forums and exchange of ideas, practices, conceptual clarities etc.</li> <li>• Final Practical Examinations.</li> </ul>
10	Sept. - 2016	23	3	5	<ul style="list-style-type: none"> <li>• Open Education Resources. Using different ICT platforms- MOOC.</li> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations.</li> </ul>
		<b>223</b>	<b>83</b>		

**ART AND ART EDUCATION : Paper – VII**  
**(Value Added and Co-curricular Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	5	1	<ul style="list-style-type: none"> <li>• Orientation on the Subject</li> </ul> <b>Unit 1: What is Art?</b> <ul style="list-style-type: none"> <li>• What is Art?</li> <li>• Art and Its Role in Human Civilization</li> </ul>
2	Jan. -2016	17	4	1	<ul style="list-style-type: none"> <li>• Introduction to Different Forms of Arts</li> <li>• Art and Craft with special reference to regional practices</li> </ul>
3	Feb. - 2016	24	6	2	<b>Art Education: Perspective of Different Philosophers and Educationist</b> <ul style="list-style-type: none"> <li>• Indian Philosophers – Tagore, Gandhi, Devi Prasad.</li> <li>• Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot.</li> </ul>
4	March-2016	23	2	2&3	<ul style="list-style-type: none"> <li>• Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot. (contd...)</li> </ul>
5	April-2016	21	2	3	<b>Art education in Primary Classes - Syllabus and Academic Standards</b> <ul style="list-style-type: none"> <li>• Relevance of Art Education in Primary classes (theoretical perspective)</li> </ul> Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – II
6	May – 2016	25	8	3	<b>Unit 3</b> Art Education and Child Development (visualizing role of art education in the building years of child's development) <ul style="list-style-type: none"> <li>• Syllabus and Academic Standards</li> </ul>
7	June – 2016	25	8	4	<ul style="list-style-type: none"> <li>• Suggested Activities for primary classes</li> </ul> <b>Art Education in Middle School</b> <ul style="list-style-type: none"> <li>• Role of Art Education in Middle School</li> <li>• Art – Exploring Histories (Local and Global)               <ul style="list-style-type: none"> <li>○ Music</li> <li>○ Dance</li> <li>○ Painting</li> <li>○ Theatre</li> </ul> </li> <li>• Suggested Activities for Middle School</li> </ul>

8	July – 2016	24	4	5	<b>Art in Education OR Teaching Through Art</b> <ul style="list-style-type: none"> <li>• Art as an educational/pedagogy tool</li> <li>• Art and other Subjects</li> <li>• Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell - II</li> </ul>
9	August-2016	24	3	6	<b>Assessment in Art Education</b> <ul style="list-style-type: none"> <li>• Objective of Assessing Art</li> <li>• Criteria to Assess Art</li> <li>• Final Practical Examinations</li> </ul>
10	Sept. - 2016	23	0		Revision Submission of records, Final Practical lesson <ul style="list-style-type: none"> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations.</li> </ul>
		<b>223</b>	<b>42</b>		

## YOGA, PHYSICAL & HEALTH EDUCATION – I : Paper – VIII

### (Value Added and Co-curricular Paper)

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	5	1	<p><b>Understanding Health and Well- Being</b></p> <ul style="list-style-type: none"> <li>• The meaning of health and well-being</li> <li>• Biomedical versus social health models</li> <li>• Understanding the linkages between poverty, inequality and health</li> </ul>
2	Jan. -2016	17	4	1&2	<ul style="list-style-type: none"> <li>• Web of causation; Social determinants of health-stratification structures, food, livelihood, location, sanitation, access to health services etc.</li> </ul> <p><b>Understanding Children’s Health Needs</b></p> <ul style="list-style-type: none"> <li>• Food and nutrition; Communicable diseases; Child abuse in various forms and its impacts; Corporal punishments and its impacts.</li> </ul>
3	Feb. - 2016	24	6	2	<ul style="list-style-type: none"> <li>• Reciprocal linkage between health and education</li> <li>• Childhood health concerns, hunger and malnutrition- Meaning and measures: Country/ State data.</li> <li>• Morbidity Mapping- Methods, observation, daily notes.</li> <li>• Methods to understand children’s health perceptions and self assessment of health.</li> </ul>
4	March-2016	23	2	2&3	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Meaning need and purpose of Physical Education, Olympics, Asian Games, SGF Games, various awards in sports and games.</li> <li>• Impact of play and games (team spirit, cooperation, tolerance, problem solving, leadership).</li> </ul>
5	April-2016	21	2	3&4	<ul style="list-style-type: none"> <li>• Physical measurements (height, weight, chest) and BMI [Body Mass Index] twice in a year.</li> <li>• Sports and games (interrelations, sports and games in schools, traditional/ local games, modern games, ground preparation and courts, rules of games and sports).</li> <li>• Various competitions and tournaments and participation of children.</li> </ul>

6	May – 2016	25	8	4&5	<p><b>Yoga and health</b></p> <ul style="list-style-type: none"> <li>• Meaning, concept of yoga.</li> <li>• Concept of pancakośa</li> <li>• Potential causes of ill health according to yoga.</li> <li>• Yoga as a preventive and promotive health care.</li> <li>• Yogic principles of healthy living: Āhāra, vihāra, Ācāra, Vicara and Vyavahāra</li> <li>• Yogic concept of holistic health and wellness</li> <li>• Preparations and precautions for practice of yoga.</li> </ul> <p><b>Yoga and Physical Development</b></p> <ul style="list-style-type: none"> <li>• The Integrated Approach to Yoga</li> <li>• Characteristics of Physical Development</li> <li>• Yoga practices for Flexibility</li> </ul>
7	June – 2016	25	7	5	<ul style="list-style-type: none"> <li>• Yoga practices for Stamina</li> <li>• Yoga practices for Endurance</li> <li>• Yoga practices for Lung Capacity</li> <li>• Yoga practices for Longevity</li> </ul>
8	July – 2016	24	3	6	<p><b>Health of Children in the Context of School</b></p> <ul style="list-style-type: none"> <li>• Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger</li> <li>• Measuring the ‘Health of the School’: Issues of Water, sanitation, toilets etc.</li> <li>• Development of mental health through participating in cultural programmes.</li> </ul>
9	August-2016	24	3	6&7	<ul style="list-style-type: none"> <li>• Role of the teacher and engagement with the programmes</li> <li>• Capturing children’s perceptions on food, work, play, Mid Day Meal etc.</li> </ul> <p><b>Curriculum, Syllabus and Assessment</b></p> <ul style="list-style-type: none"> <li>• Syllabus for Physical &amp; Health Education.</li> </ul>
10	Sept. - 2016	23	2	7	<ul style="list-style-type: none"> <li>• Academic Standards</li> <li>• Assessment</li> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations.</li> </ul>
		<b>223</b>	<b>42</b>		

**UNDERSTANDING SELF – I : Paper – IX**  
**(Self Development Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	2	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>Awareness of self, Understanding oneself</li> </ul>
2	Jan. -2016	17	2	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>Aims and purposes of life</li> </ul>
3	Feb. - 2016	24	2	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>Mindfulness</li> </ul>
4	March-2016	23	2	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>Becoming sensitive</li> </ul>
5	April-2016	21	2	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>Accepting and celebrating differences</li> </ul>

6	May – 2016	25	3	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>• Harmony in relationships</li> <li>• Peace and coexistence</li> </ul>
7	June – 2016	25	3	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Stress management</li> </ul>
8	July – 2016	24	2	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>• Nurturing life skills among children</li> </ul>
9	August-2016	24	2	1&2	<p><b>On-going Activities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>• Writing year plans and lesson plans</li> <li>• Final Practical Examinations</li> </ul>
10	Sept. - 2016	23	1	3	<p><b>Suggested Themes for Seminars and Workshops</b></p> <ul style="list-style-type: none"> <li>• Development of question papers</li> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations.</li> </ul>
		<b>223</b>	<b>21</b>		

**PROFICIENCY IN ENGLISH : Paper – X**  
**(Self Development Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Dec.-2015	17	2	1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• English around us</li> <li>• English as a global language – Language of opportunities</li> <li>• Constitutional provision; English as an Associate Official Language</li> </ul> <p>* Workshop / Seminar on self understanding</p>
2	Jan. -2016	17	2	1	<ul style="list-style-type: none"> <li>• Importance of language proficiency in classroom transaction.</li> <li>• Different avenues for development of language proficiency.</li> <li>• Need and importance of English language proficiency to the elementary teacher.</li> </ul> <p>* Workshop / Seminar on self understanding</p> <p><i>Observations of Institutions.</i></p>
3	Feb. - 2016	24	3	2	<p><b>Understanding Language - Listening to and Producing Oral Discourses</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Listening with comprehension</li> <li>• Analysing discourse features in Listening and Speaking</li> <li>• Analyzing the suprasegmental features</li> <li>• Issues related to oral discourses</li> <li>• Making oral presentations and constructing different oral discourses</li> <li>• Opportunities to Use Language in context</li> <li>• Oral discourse and their features</li> </ul> <p><i>Observation of Institutions (SEP)</i></p>
4	March-2016	23	2	2	<ul style="list-style-type: none"> <li>• Activities: <ul style="list-style-type: none"> <li>➤ Theme-based interaction</li> <li>➤ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)</li> </ul> </li> </ul>



					<ul style="list-style-type: none"> <li>➤ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)</li> <li>➤ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features.</li> <li>➤ Using classroom theatre (drama, choreography) as a pedagogical tool</li> <li>◆ Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – I</li> </ul>
5	April-2016	21	1	3	<ul style="list-style-type: none"> <li>◆ Teaching Practice cum Internship – Spell-I contd...</li> </ul> <p><b>Critical Reading</b></p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Reading for comprehension</li> <li>* Summative – I</li> </ul>
6	May – 2016	25	3	3	<ul style="list-style-type: none"> <li>◆ Extrapolating the texts through making inferences, analysing, reflecting</li> <li>● understanding the theoretical postulates of critical reading</li> <li>● 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 their features.</li> <li>● Understanding the process of critical reading</li> <li>● Indicators for assessing reading</li> <li>● Activities: <ul style="list-style-type: none"> <li>➤ Identifying the features of various discourses they have read</li> <li>➤ Interpreting tables, graphs, diagrams, pictures, etc.</li> <li>➤ Reviewing any book/article</li> <li>➤ Using reading as a tool for reference skills i.e., use of dictionary, encyclopedia and internet</li> </ul> </li> </ul>
7	June – 2016	25	3	4	<p><b>Writing and Creative Writing</b></p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Writing for specific purposes and specific audience and understand writing as a process</li> <li>● Experience the classroom process of writing (individual, collaborative, editing)</li> </ul>

					<ul style="list-style-type: none"> <li>• 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</li> <li>• Recognizing errors as a part of learning process</li> <li>• Editing the written texts in terms of discourse features, syntax, morphology and writing conventions</li> <li>• Indicators for assessing the written discourses</li> </ul>
8	July – 2016	24	2	4	<ul style="list-style-type: none"> <li>• Activities: <ul style="list-style-type: none"> <li>➤ Brainstorming on the theme and the type of text, the audience, etc.</li> <li>➤ Concept mapping on the content and organization of the text</li> <li>➤ Writing individually and refining through collaboration</li> <li>➤ Reading related texts for refinement of the written work in terms of discourse features and theme</li> <li>➤ Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing</li> </ul> </li> <li>◆ Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – II</li> </ul>
9	August-2016	24	2	5	<p><b>Vocabulary and Grammar in Context</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What is grammar; how we learn grammar in mother tongue.</li> <li>• Problems with traditional prescriptive grammars.</li> <li>• Classification of words (closed word classes and open word classes).</li> <li>• Lexical, phrasal and clausal categories.</li> <li>• Elements of a sentence (nuclear and optional).</li> <li>• Classification of clauses based on structure, function and finiteness.</li> <li>• Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive).</li> <li>• Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)</li> <li>• Word formation (prefix, suffix, compounding)</li> </ul>

					<ul style="list-style-type: none"> <li>• Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms</li> </ul> <p>* Summative – II</p> <ul style="list-style-type: none"> <li>• Final Practical Examinations</li> </ul>
10	Sept. - 2016	23	1	5	<ul style="list-style-type: none"> <li>• Activities: <ul style="list-style-type: none"> <li>➤ Reading passages and analyzing the distribution of linguistic elements.</li> <li>➤ Classification of words in a given sentences.</li> <li>➤ Making generalizations on syntactic and morphological properties.</li> <li>➤ Checking the generalizations in the light of new passages.</li> <li>➤ Writing discourses and editing them individually and also through collaboration, feedback.</li> <li>➤ Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions.</li> <li>➤ Framing questions for different types of texts for reading comprehension/ interaction.</li> </ul> </li> </ul> <p><i>Revision</i></p> <ul style="list-style-type: none"> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations.</li> </ul>
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**Month wise Division of Syllabus  
D.El.Ed. 2<sup>nd</sup> YEAR**

**EDUCATION IN CONTEMPORARY INDIAN SOCIETY : Paper – I  
(General Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	9	1	<p><b>Colonial and nationalist ideas on education</b></p> <ul style="list-style-type: none"> <li>Colonial education, indigenous education, debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the school system.</li> <li>Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.</li> </ul>
2	Nov. - 2016	25	16	1&2	<ul style="list-style-type: none"> <li>Social Movements in pre-independent India–Voices of the marginalized and their struggles for equal participation in education</li> </ul> <p><b>Indian Constitution and Provisions for Education</b></p> <ul style="list-style-type: none"> <li>Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education</li> <li>Panchayat Raj Institutions and Education - 73<sup>rd</sup> &amp; 74<sup>th</sup> Constitutional Amendments and its implications.</li> <li>Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)</li> </ul>
3	Dec. - 2016	25	9	2&3	<ul style="list-style-type: none"> <li>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</li> <li>Human and Child Rights</li> </ul> <p><b>Inequalities in Contemporary Indian Society</b></p> <ul style="list-style-type: none"> <li>Nature and causes of inequalities - Equality, equity, democratisation of quality education.</li> </ul>
4	Jan. – 2017	18	5	3	<ul style="list-style-type: none"> <li>Changing social structures and education: Caste, Class and Social Exclusion</li> <li>Power, Ideology and Merit in Education:</li> </ul>

					differential school system and the idea of common neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction
5	Feb. – 2017	22	0	3	<ul style="list-style-type: none"> <li>• New Economic Reforms and their impact on Education</li> </ul>
6	March– 2017	24	16	3&4	<ul style="list-style-type: none"> <li>• Public Education Vs Private Education and Privatisation of Public Education</li> <li>• Globalisation and its impact on education; Environmental degradation, Consumption patterns and issues of sustainable development; Loss of indigenous knowledge systems including languages</li> <li>• Education and Human Resource Development</li> </ul> <p><b>Educational Policies and Programmes in Independent India</b></p> <ul style="list-style-type: none"> <li>• 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...)</li> </ul>
8	April – 2017	17	7	4	<ul style="list-style-type: none"> <li>• Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education)</li> <li>• Special programmes: Mid Day Meal, ICT, OBB, MLL.</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS
10	June – 2017	16	10	4	<ul style="list-style-type: none"> <li>• Innovations and alternative forms of educations: Eklavya, Diganathar, Rishi Valley, ABL, CLIP, CLAPS, LEP, Children Literature, Classroom Library, Children Diaries, Wall Magazine, M.V. Foundation [Bridge Course Centres] etc.</li> </ul>
11	July – 2017	25	1	5	<p><b>Vision of an Inclusive and Democratic Indian Society</b></p> <ul style="list-style-type: none"> <li>• Democratisation of Education</li> </ul>
12	Aug. – 2017	23	5	5	<ul style="list-style-type: none"> <li>• Peasant, Dalit and Feminist Movements and their implications to Education</li> <li>• Education of Disabled, Marginalised and Socially Disadvantaged</li> <li>• Role of state, school and teacher in building an Inclusive and Democratic Indian Society</li> <li>• Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0	5	<ul style="list-style-type: none"> <li>• Final Practical Examination</li> <li>• Final Theory Examination</li> </ul>
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**INTEGRATING GENDER AND INCLUSIVE PERSPECTIVES IN  
EDUCATION: Paper – 2**

**(General Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	9	1	<p><b>Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)</li> <li>• Discrimination practices in schools and its implications</li> <li>• Meaning of Inclusive Education</li> </ul>
2	Nov. - 2016	25	16	1&2	<ul style="list-style-type: none"> <li>• Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns</li> <li>• Understanding and exploring the nature of assessment for inclusive education</li> </ul> <p><b>Children with Special Needs</b></p> <ul style="list-style-type: none"> <li>• Historical and contemporary perspectives to disability and inclusion, types of disability, identification, assessment and interaction.</li> <li>• Range of learning difficulties</li> </ul>
3	Dec. - 2016	25	9	2&3	<ul style="list-style-type: none"> <li>• Disability identification, assessment and interaction</li> <li>• Approaches and skills for teaching children with learning difficulties</li> </ul> <p><b>Inclusion and Classroom Management</b></p> <ul style="list-style-type: none"> <li>• Academic inclusion and support</li> </ul>
4	Jan. – 2017	18	5	3	<ul style="list-style-type: none"> <li>• Inclusive classrooms</li> <li>• Mono-grade, multi-grade situation and inclusion</li> </ul>
5	Feb. – 2017	22	0	-	--
6	March– 2017	24	16	4	<ul style="list-style-type: none"> <li>• Multilevel strategies</li> <li>• Multi-lingualism and inclusion</li> </ul> <p><b>Gender, School and Society</b></p> <ul style="list-style-type: none"> <li>• Social construction of masculinity and femininity</li> </ul>

					<ul style="list-style-type: none"> <li>• Patriarchies in interaction with other social structures and identities</li> </ul>
8	April – 2017	17	7	4	<ul style="list-style-type: none"> <li>• Reproducing gender in school: Curriculum, textbooks, classroom processes and student-teacher interactions</li> <li>• Working towards gender equality in the classroom</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS
10	June – 2017	16	10	5	<p><b>Integration of gender and inclusion perspectives</b></p> <ul style="list-style-type: none"> <li>• Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes.</li> <li>• Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.</li> </ul>
11	July – 2017	25	1	5	<ul style="list-style-type: none"> <li>• Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.</li> </ul>
12	Aug. – 2017	23	5	5	<ul style="list-style-type: none"> <li>• Developing a vision of an inclusive society and school and ways and means of achieving it.</li> <li>• Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0	-	<ul style="list-style-type: none"> <li>• Final Practical Examination</li> <li>• Final Theory Examination</li> </ul>
		<b>223</b>	<b>78</b>		

**SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT**  
**Paper-3**  
**(General Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	9	1	<p><b>School and School Culture</b></p> <ul style="list-style-type: none"> <li>• The concept and purpose of school (It's an organization/ institution; it has resources/ processes/ outcomes).</li> <li>• School and community</li> <li>• School culture and organization</li> <li>• School ambience and environment and infrastructure</li> </ul>
2	Nov. - 2016	25	16	2	<p><b>School Level Programmes and Activities</b></p> <ul style="list-style-type: none"> <li>• School timetable/ schedule</li> <li>• School assembly</li> <li>• School library</li> <li>• School Development Plan - Planning, implementation and assessment</li> <li>• School community relationship</li> <li>• School games, sports, tournaments</li> <li>• School level cultural activities</li> <li>• School level records</li> <li>• Resources - Human, physical, financial</li> </ul> <p><b>School Effectiveness and School standards</b></p> <ul style="list-style-type: none"> <li>• School effectiveness and its improvement</li> </ul>
3	Dec. - 2016	25	9	3	<ul style="list-style-type: none"> <li>• School improvement – Strategies, initiatives</li> <li>• School performance evaluation: Process and performance indicators</li> <li>• Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects)</li> </ul>
4	Jan. – 2017	18	5	3	<p><b>School Management and Leadership</b></p> <ul style="list-style-type: none"> <li>• Concept of school administration, management and leadership</li> <li>• Types of managements and leadership</li> </ul>



					<ul style="list-style-type: none"> <li>• HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship.</li> </ul>
5	Feb. – 2017	22	0	-	
6	March– 2017	24	16	4&5	<p><b>Academic Leadership of Headmaster</b></p> <ul style="list-style-type: none"> <li>• Allotment of subjects: Curricular and co-curricular</li> <li>• Ensuing teacher preparation (lesson plan/ TLM etc.)</li> <li>• Ensuing effective classroom Teaching Learning Process</li> <li>• Academic monitoring - Classroom observations, observations of teachers and children records, assessment of children performance and progress.</li> <li>• Baseline testing and conduct of remedial teaching as a whole school process.</li> </ul>
8	April – 2017	17	7	5	<ul style="list-style-type: none"> <li>• Demonstration of children performance to the parents during SMC meeting (RTE-2009)</li> <li>• Conducting staff meeting - Review performance, recording the minutes, resolutions, fixing targets.</li> </ul> <p><b>Teacher – Professional Development</b></p> <ul style="list-style-type: none"> <li>• Teacher as an organic intellectual, social transformer and social change</li> <li>• Teacher as a co-learner (learning on a continuous process)</li> <li>• Roles and responsibilities of teacher and accountability</li> <li>• Teacher professional ethics</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS
10	June – 2017	16	10	6	<ul style="list-style-type: none"> <li>• Teacher and community development</li> <li>• Concept of a teacher development, teacher education and teacher training.</li> <li>• Current status and practices of teacher development <ul style="list-style-type: none"> <li>○ Government/ management initiative programmes</li> <li>○ Self directed and managed professional development</li> </ul> </li> <li>• Impact of teacher development on students, organization and community.</li> <li>• Pre-service teacher education: Concept, nature, objectives, scope.</li> </ul>

11	July – 2017	25	1	4	<ul style="list-style-type: none"> <li>• In-service teacher programme: Purpose and practice of various commissions and recommendations</li> </ul>
12	Aug. – 2017	23	5	6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Roles, functions and networking of institutions like NCERT, NCTE, NUEPA, SCERT, IASE, CTEs, DIETs and their websites.</li> <li>• Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0	-	<ul style="list-style-type: none"> <li>• Final Practical Examination</li> <li>• Final Theory Examination</li> </ul>
		<b>223</b>	<b>78</b>		

**PEDAGOGY OF ENGLISH AT PRIMARY LEVEL : Paper – 4**  
**(Methodology Paper – Classes I to V)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	16	1&2	<p><b>Issues of Teaching of English at the Elementary Stage</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Teaching English as a second language: developmental, socio-economic and psychological factors;</li> <li>• The nature of language – learning versus acquisition; the pedagogy of comprehensible input</li> </ul> <p><b>Teaching Learning Material and Textbooks</b></p> <ul style="list-style-type: none"> <li>• Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V.</li> <li>• Role of big books and theme pictures in teaching English.</li> <li>• Philosophy and guiding principles for the development of English textbooks - NCF, SCF, RTE, Position of Paper on Teaching of English.</li> <li>• Selection of themes and unit structure.</li> <li>• Academic Standards and learning indicators.</li> </ul>
2	Nov. - 2016	25	23	4&5	<p><b>Classroom Transaction Process</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses</li> <li>• Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners</li> <li>• Post-reading- Objectives, Process of discourse construction; individual writing, refining through</li> </ul>

					<p>collaboration; graphic writing for the beginners</p> <ul style="list-style-type: none"> <li>• Editing the written discourses</li> <li>• Publishing children's products</li> <li>• Dealing with textual exercises (vocabulary, grammar, study skills, project work)</li> <li>• Strategies for addressing low proficient learners</li> <li>• Multi grade and multi level teaching strategies.</li> <li>• <b>Activities:</b> Storytelling, team teaching, framing of questions, picture based interaction.</li> </ul> <p><b>Planning and Material Development</b></p> <ul style="list-style-type: none"> <li>• Introduction, What is planning; its importance.</li> <li>• Year plan, unit plan and period plan; Teacher reflections.</li> <li>• Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards.</li> <li>• Developing and trying out various resources, techniques, activities and games for learning English</li> </ul>
3	Dec. - 2016	25	12	5	<ul style="list-style-type: none"> <li>• Analyzing and reviewing teaching-learning material</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Critical examination of lesson plans prepared by teachers</li> <li>○ Preparation of year, unit and period plans</li> </ul> </li> <li>• Conducting workshop for preparation of materials for young learners</li> </ul> <p><b>Approaches to the Teaching of English</b></p> <ul style="list-style-type: none"> <li>• Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: grammar-translation method, directive method, communicative approach, suggestopedia.</li> </ul>
4	Jan. – 2017	18	8	3	<ul style="list-style-type: none"> <li>• The pedagogy of comprehensible input.</li> <li>• Approaches to teaching of English to young learners.</li> </ul>
5	Feb. – 2017	22	0	3	
6	March– 2017	24	23	3	<ul style="list-style-type: none"> <li>• Second Language acquisition theories - Stephen Krashen, Steven Pinker, Vivian Cook, Vygotsky.</li> <li>• The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio-psychological factors</li> </ul>

					<p>(attitude, aptitude, motivation, needs, level of aspiration, home environment/ community/ peer group)</p> <ul style="list-style-type: none"> <li>• State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy.</li> <li>• <b>Activities:</b> Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications.</li> </ul>
8	April – 2017	17	11	6	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Review of current assessment procedures</li> <li>• What is assessment, Why, How and When; Continuous and Comprehensive Assessment</li> <li>• Formative assessment; assessment “as learning” and assessment “for learning”– tools and strategies; evidences of assessment;</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS
10	June – 2017	16	14	6	<ul style="list-style-type: none"> <li>• Summative Assessment – Tools, assessment of learning; Test items in Summative Assessment.</li> <li>• Grading indicators for Formative and Summative Assessment both for oral and written products</li> <li>• Recording of children performance - CCE Registers, Cumulative Record.</li> </ul>
11	July – 2017	25	3	6	<ul style="list-style-type: none"> <li>• Assessment and feedback.</li> <li>• Activities: <ul style="list-style-type: none"> <li>○ Formative tools and awarding marks based on certain indicators.</li> <li>○ Preparation of summative question paper and development of indicators for awarding the marks.</li> <li>○ Analyzing answer scripts of learners.</li> </ul> </li> <li>• Critical examination of grading indicators.</li> </ul>
12	Aug. – 2017	23	6	-	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0	-	<ul style="list-style-type: none"> <li>• Final Practical Examination</li> <li>• Final Theory Examination</li> </ul>
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**PEDAGOGY OF ENVIRONMENTAL STUDIES AT  
PRIMARY LEVEL Paper – 5  
(Methodology Paper – Classes III to V)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	12	1	<p><b>Understanding EVS/ Concept of EVS</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.</li> <li>• 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 of syllabus.</li> </ul>
2	Nov. - 2016	25	20	1	<ul style="list-style-type: none"> <li>• EVS as an integrated area of study: Drawing upon Understanding from Science, Social Science and Environmental Education.</li> <li>• Objectives/ principles of teaching EVS – NCF-2005.</li> <li>• NPE-1986 – 10 core elements (Social).</li> </ul> <p><b>Understanding Children's Ideas</b></p> <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions)</li> <li>• How this knowledge is acquired? (How Children Learn?)</li> <li>• Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)</li> <li>• Innate abilities.</li> </ul>
3	Dec. - 2016	25	10	2	<p><b>Teaching of EVS/ Classroom Transaction</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Map-Picture Differentiation, Map Reading</li> <li>• Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations etc.</li> </ul>

4	Jan. – 2017	18	6	3	<ul style="list-style-type: none"> <li>• Activity approach (What is activity? Profile of activity, Primary Education Project principles).</li> <li>• Using Children’s Ideas as a Tool for Learning.</li> <li>• Role of Teacher in Classroom Transaction.</li> <li>• Integration of Subjects (Language and Mathematics)</li> <li>• Use of ICT in the Classroom.</li> </ul>
5	Feb. – 2017	22	0	3	
6	March– 2017	24	20	4	<p><b>Understanding of textbooks and pedagogy</b></p> <ul style="list-style-type: none"> <li>• Philosophy and guiding principles for the development of EVS textbooks.</li> <li>• Content, approaches and methods of teaching EVS – Interactive and participatory methods, teacher as facilitator.</li> <li>• Themes, structure of the unit, nature of exercises and its implications.</li> <li>• Academic standards and indicators of learning.</li> <li>• Learning resources for effective transaction of EVS curriculum.</li> </ul> <p><b>Planning for Teaching EVS</b></p> <ul style="list-style-type: none"> <li>• Why planning?</li> <li>• Some examples of a good EVS class</li> <li>• Addressing children’s alternative conceptions: Some experiences</li> <li>• Concept map and thematic Web charts</li> <li>• Evolving a Unit Plan Framework and Use</li> <li>• Resource Pool of Materials</li> </ul>
8	April – 2017	17	9	5	<ul style="list-style-type: none"> <li>• Locally available Materials</li> <li>• Audio-visuals and Electronic Materials</li> <li>• Lab/ Science Kit</li> <li>• Library</li> <li>• Peer Group Learning (using children’s ideas)</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS
10	June – 2017	16	12	5	<p><b>Classroom Planning and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Period plan</li> <li>• Planning for multi grade/ multi levels.</li> </ul>

					<ul style="list-style-type: none"> <li>• Evaluation of Planning</li> <li>• Understanding Reflective Teaching and Learning</li> <li>• Concept and Importance of Evaluation, CCE</li> <li>• Preparation and Selection of Reflective Questions</li> </ul>
11	July – 2017	25	2	6	<ul style="list-style-type: none"> <li>• Different Ways of Assessment and Reporting of Assessment for Further Learning</li> <li>• Assessment and evaluation – Definition, need and importance</li> </ul>
12	Aug. – 2017	23	7	6	<ul style="list-style-type: none"> <li>• 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 reporting procedures, Records and Registers.</li> <li>• Action research</li> <li>• Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0	6	<ul style="list-style-type: none"> <li>• Final Practical Examination</li> <li>• Final Theory Examination</li> </ul>
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**PEDAGOGY OF ELEMENTARY LEVEL SUBJECT (OPTIONAL)  
(Methodology Paper) : Paper – 6**

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	12	1	<p><b>English Language Classroom</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Aims and objectives of English language teaching.</li> <li>• State policies on language and education.</li> <li>• Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching.</li> <li>• Multi linguilism as a resource in teaching of English.</li> <li>• Organizing English language classroom.</li> <li>• Role of the Teacher; Teacher preparation; Professional development of the teacher; Teacher as a facilitator.</li> <li>• Errors in language learning: The role of teacher in addressing the errors.</li> <li>• Paradigm of shift in English language teaching.</li> </ul>
2	Nov. - 2016	25	20	2	<p><b>Developing English Language Skills – I</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Listening and speaking</li> <li>• What does listening mean</li> <li>• Fluency and accuracy in speaking.</li> <li>• What does speaking mean</li> <li>• Interaction and its role in developing of listening and speaking: Authentic material for listening</li> <li>• Developing oral discourses: Description, dialogue, story/ narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc.</li> <li>• Indicators for assessing the oral discourses.</li> <li>• Teaching vocabulary and grammar at Elementary Level.</li> </ul>

3	Dec. - 2016	25	10	3	<p><b>Developing Language Skills –II</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> </ul> <p><b>Literacy and Reading</b></p> <ul style="list-style-type: none"> <li>- Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers</li> <li>- Ways of reading; pre-reading and post reading activities.</li> <li>• Individual reading and collaborative reading.</li> <li>- Beyond the textbook: Diverse forms of texts as materials for language.</li> <li>- Relationship of language and society: Identity, power and discrimination</li> </ul>
4	Jan. – 2017	18	6	3	<ul style="list-style-type: none"> <li>- Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics</li> <li>- Helping children to become good readers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• What is writing and relationship between Reading and Writing</li> <li>• Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit/ notice/ poster etc.</li> <li>- Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts.</li> <li>- Individual writing and collaborative writing.</li> <li>- Editing of children writings based on the indicators.</li> <li>- Teacher is a facilitator in developing reading and writing among the children.</li> <li>- Assessment of writing.</li> <li>• Linkages between reading and writing.</li> </ul> <p><b>Classroom Planning and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching.</li> </ul>
5	Feb. – 2017	22	0	0	
6	March– 2017	24	18	4	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• What is literature; Difference between language and literature.</li> <li>• Types of texts; narrative and expository reader’s response to literature, schemas and interpretation of texts.</li> </ul>

					<ul style="list-style-type: none"> <li>Engaging with a text</li> <li>Various literary genres such as poem, story, biography etc.; Analysis and interpretation of various literary texts.</li> <li>Using literature across the curriculum.</li> <li>Identification of literary features in a given texts from different genres.</li> </ul>
8	April – 2017	17	9	5	<b>Understanding of Textbooks, Pedagogy and Professional Development</b> <ul style="list-style-type: none"> <li>Philosophy and guiding principles for the development of English language textbooks.</li> <li>Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator.</li> <li>Themes, structure of the unit, nature of exercises and its implications, analysis of the textbooks.</li> <li>Academic standards and indicators of learning.</li> <li>Learning resources for effective transaction of language curriculum.</li> <li>Role of ICT in teaching English.</li> <li>Action research in ELT, steps in action research.</li> <li>Importance and avenues for continuing professional development.</li> </ul>
9	May – 2017	0	0	-	<b>SUMMER HOLIDAYS</b>
10	June – 2017	16	14	6	<ul style="list-style-type: none"> <li>Assessment and evaluation – Definition, need and importance</li> <li>Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures.</li> <li>Recording the children performance and CCE Register.</li> </ul>
11	July – 2017	25	2	3	<ul style="list-style-type: none"> <li>Beyond the textbook: Diverse forms of texts as materials for language.</li> <li>Relationship of language and society: Identity, power and discrimination</li> </ul>
12	Aug. – 2017	23	7	3	<ul style="list-style-type: none"> <li>Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics</li> <li>Helping children to become good readers</li> <li>Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0	--	<ul style="list-style-type: none"> <li>Final Practical Examination</li> <li>Final Theory Examination</li> </ul>
		<b>223</b>	<b>98</b>		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	12	1&4	<p>1.1 భాష యొక్క ఆవశ్యకత, భాషా స్వభావం, దాని నిర్మాణం (భాష అనంతమైనది, మానవ నిర్మితమైనది, ధ్వని సంబంధమైనది, వాక్యనిర్మితము, కట్టు బాట్లు-నియమాలు, వివిధ ప్రక్రియలు, సార్వత్రిక నిర్మాణం, గతిశీలమైనది, ఉనికి, ఎదుగుదలకు దాని వినియోగంతో గల సంబంధం, భాష మరియు లిపి)</p> <p>1.2 భాషా ప్రయోజనాలు (భాష-ఆలోచన, జ్ఞాన నిర్మాణానికి, జ్ఞానోత్పత్తికి, జ్ఞాన వినిమయమునకు, జ్ఞాన నిలువ కొరకు, కార్యకలాపాలలో భాష, భాషావినిమయంలో భాష, ఆటల్లో భాష, ఇతరులతో సంబంధాలు ఏర్పరచుకోవడం)</p> <p>1.3 మన మాటల ప్రభావం - మనపై, ఇతరులపై</p> <p>1.4 మావన భాషలకు, జంతుభాషలకు గల తేడా (జంతువుల భాషప్రకటన విధాన పరిచయం (కోతులు, చింపాంజీల భాషా సంకేతాలు- భాషప్రకటనలు)</p> <p>1.5 ప్రపంచ భాషలు - వాటి వర్గీకరణ</p> <p>1.6 భాషా నిర్మాణం (భాషోత్పత్తి మానవ భాష, భాషోత్పత్తి (ధ్వనులు, పలుకులు)</p> <p>1.7 భాష - మాతృభాష, నేర్చుకోవడంలో మాతృభాష ప్రాధాన్యత - మాతృభాషలో అభివ్యక్తి</p> <p>1.8 భాషను గురించిన అనుమానాలు</p> <p>1.9 భాష - సబ్జెక్టులతో సంబంధం / అభ్యసనంలో భాష పాత్ర</p> <p>1.10 తెలుగు భాష - ధ్వని - వర్ణం - అక్షరం - పదం; తెలుగు వర్ణ నిర్మాణ క్రమం, వాక్య నిర్మాణం, తెలుగు వాక్యం, ధ్వని పరిణామం, అర్థ పరిణామం</p> <p><b>Unit 4: పిల్లలు - భాష - అభ్యసనం</b></p> <p>4.1 పిల్లలు భాషను ఎలా నేర్చుకొన్నారు? (ముద్దు ముద్దు మాటల నుండి మాట్లాడం నేర్చుకోవడం, పిల్లల అంతర్గత శక్తులు, సార్వత్రిక భాషా విభాగం, భాషా వాతావరణంలో ప్రతిచర్యలు, నేర్చుకోవడంలో తప్పులు చేయడం,</p>
2	Nov. - 2016	25	20	4,7,8	<p>4.2 పిల్లల బహు భాషా సామర్థ్యం, ప్రత్యేక సందర్భాల్లో వ్యక్తీకరించే సామర్థ్యం</p> <p>4.3 పిల్లలకున్న భాషాసామర్థ్యం (పిల్లలు నియమాలు ఏర్పరచుకుంటారు (పట్టుకుంటారు) ఉదా: సివిసివి, వాక్యనిర్మాణ పద్ధతులు)</p> <p>4.4 పిల్లలు నేర్చుకోవడం గురించి అపోహలు - వాస్తవాలు</p> <p>4.5 ఉపాధ్యాయుని పాత్ర</p> <p><b>Unit 7: భాషాభ్యసనం - ఆశించిన ఫలితాలు - వ్యూహాలు</b></p> <p>7.1 భాషాభ్యసనం - ప్రమాణాలు - ఆర్.టి.ఇ. 2009</p> <p>7.2 ఎలిమెంటరీ స్థాయి - భాషా బోధనోద్దేశాలు</p> <p>7.3 తరగతి వారీగా సాధించాల్సిన సామర్థ్యాలు</p> <p>7.4 భాషా బోధన వ్యూహాలు - సంప్రదాయ వ్యూహాలు, ఆధునిక వ్యూహాలు (చర్చలు, జట్టుపనులు, పుస్తక సమీక్షలు, నివేదికలు రాసి ప్రదర్శించడం, కృత్యాలు, పద్య పఠన పద్ధతి, సంభాషణల నిర్వహణ, కథా కథనం, సాంకేతికత వినియోగం-ప్రదర్శన-చర్చ, నాటకీకరణ మొ॥వి.)</p>

					<p><b>Unit 8: భాషా - బోధనాభ్యసన ప్రక్రియల నిర్వహణ - ప్రణాళికలు - ఎలిమెంటరీ స్థాయి</b></p> <p>8.1 ఉపాధ్యాయుని ప్రణాళిక అవసరమా?</p> <p>8.2 వార్షిక ప్రణాళిక అంటే ఏమిటి? ఎలా రూపొందించాలి? - నమూనా వార్షిక ప్రణాళిక</p> <p>8.3 పాఠ్యప్రణాళిక తయారీ - మార్గదర్శకాలు, నమూనా పాఠ్య ప్రణాళిక</p> <p>8.4 పాఠ్యబోధనా - సోపానాలు - పీరియడ్ ప్రణాళికలు (ఒక పాఠానికి చెందిన అన్ని పీరియళ్ళకు నమూనా పీరియడ్ ప్రణాళికలు)</p>
3	Dec. - 2016	25	10	6	<p><b>Unit 6: భాషా వనరులు - వాటి వినియోగం, భాషాభివృద్ధి కార్యక్రమాలు</b></p> <p>6.1 పాఠ్యపుస్తకాలు- నిర్మాణంలోని కీలక సూత్రాలు, పాఠాల ఇతివృత్తాలు, పాఠ్యాంశాల ఎంపిక, విషయ అమరిక, అభ్యాసాలు</p> <p>6.2 దృశ్య, శ్రవణ సామగ్రి</p> <p>6.3 వార్తాపత్రికలు, మేగజైనులు</p> <p>6.4 గ్రంథాలయాలు - వాని వినియోగం</p> <p>6.5 బాలసాహిత్యం, అదనపు పఠన సామగ్రి</p> <p>6.6 స్థానిక కవులు, కళాకారులు, రచయితల సేవలు, సాహిత్య వినియోగం</p> <p>6.7 అభ్యసనాభివృద్ధి కార్యక్రమం (లెర్నింగ్ ఎన్ హాన్స్ మెంట్ ప్రోగ్రామ్)</p> <p>6.8 భాషాభివృద్ధి వినూత్న కార్యక్రమాలు (భాషామేళాలు, గోడపత్రికలు, దినచర్య రాయడం, బాలకవి సమ్మేళనాలు, సంచికల రూపకల్పన, పుస్తకసమీక్షలు మొ.వి).</p>
4	Jan. - 2017	18	6	5&6	<p><b>Unit 5: భాషా సామర్థ్యాలను అభివృద్ధిపరచడం</b></p> <p><b>5.1. మాట్లాడడం (తనను గురించి మాట్లాడే అవకాశమివ్వడం; పాఠశాల అనుభవాలు చెప్పడానికి అవకాశమివ్వడం; చిత్రాలపై చర్చలు-అన్వేషణ, పరిశీలన, కల్పన/ ఊహించుట; జరగబోయేది ఊహించడం, సంబంధాలను కూర్చడం మొ.వి; కథలు విన్నించి వాటిపై చర్చించడం; కొన్ని మార్గదర్శకాలు; ఉన్నత తరగతుల వాచకాల్లో మాట్లాడడానికి సంబంధించిన అంశాలను గుర్తించడం - విశ్లేషించడం)</b></p> <p><b>5.2 ధారాళంగా చదువడం - అర్థం చేసుకోవడం (పఠన నమూనాలు; చదువడంలో రీతులు; చదువడంలో ఇబ్బందిపడడం; సరిగా చదువడం అంటే?; పిల్లలు చదువడానికి ఎందుకిష్టపడరు?; చదువడం ఎలా నేర్పాలి?; పుస్తకాలతో ప్రారంభం; కవితలు, పాటలు, కథలు, వినడం, చదువడం/ పాడడం; ప్రారంభ తరగతుల్లో చదువడాన్ని ఆసక్తికరంగా మార్చడం ఎలా? - కొన్ని కృత్యాలు; పూర్ణపద్ధతి, పదాల గుర్తింపు-శబ్దాలు, ధ్వనులను గుర్తించడం; ఉన్నత తరగతుల వాచకాలు చదువడం - అభ్యాసాల విశ్లేషణ, అవగాహన; పిల్లలు ధారాళంగా ఏమేం చదువగలగాలి? - కథలు, కవితలు, గేయాలు, ఆత్మకథలు, సంభాషణలు, పద్యాలు, వ్యాసాలు మొ.వి; పిల్లలు ధారాళంగా చదువగలుగుతున్నారా? అర్థం చేసుకోగలుగుతారా?; చదువడం ఆసక్తిగా మార్చడం ఎలా?; చదివిన తర్వాత పిల్లలు ఏమేం చేయగలగాలి?; పాఠ్యపుస్తకాలలోని అభ్యాసాల విశ్లేషణ - అవగాహన)</b></p>
5	Feb. - 2017	22	0	5	
6	March- 2017	24	20	5&9	<p><b>5.3 రాయడం (స్వీయరచన) (పిల్లలు ఎందుకు రాయాలి?; ఎలా రాయాలని కోరుతుంటాము? రాయడంలో దోషాలు/ తప్పులు - విశ్లేషణ; కారణాలు - సమస్యలు గుర్తించడం; రాయడానికి ముందు ప్రక్రియలు; రాసే నైపుణ్యం -</b></p>

					<p>రానే కళ; రాయడంలో ఏమేం నేర్పాలి? (ప్రాచీన పద్ధతి, ఆధునిక పద్ధతి; రాయడం నేర్పడానికి కొన్ని అభ్యాసాలు; ఉన్నత తరగతుల వాచకాల్లో వీటికి సంబంధించిన అభ్యాసాల గుర్తింపు - విశ్లేషణ అవగాహన); లేఖన దోషాలు వాటిని సరిదిద్దడం; నూతన వాచకాల్లోని వీటికి సంబంధించిన అభ్యాసాలను గుర్తించడం - విశ్లేషించడం, అవగాహన</p> <p><b>5.4 సృజనాత్మక వ్యక్తీకరణ (వివిధ రకాల రచనలు)</b> (తన కోసం రాసుకునేది - దరఖాస్తులు నింపడం, దినచర్యలు, నోటు మొ॥వి; పాఠశాల, కుటుంబం, మిత్రులకు సంబంధించిన రచనలు, లేఖలు; సామాజిక రచనలు - వ్యాసాలు, సంభాషణలు, నాటికలు, కథలు, కవితలు మొ॥వి; ఇతర రచనలు - పోస్టరు, కరపత్రం, ఆత్మకథ, గద్య, పద్య సారాంశాలు, నివేదికలు రాయడం మొ॥వి.</p> <p><b>5.5 పిల్లల్లో పదజాలాభివృద్ధి</b> (బడికి రాకముందు పిల్లలకు పదాలకర్ణాలు చెప్తారా?; పిల్లలు అర్థాలు ఎలా గ్రహిస్తుంటారు? పదజాలాభివృద్ధికి కొన్ని అభ్యాసాలు; పాఠ్యపుస్తకాలలో వీటికి సంబంధించిన అభ్యాసాల పరిశీలన - విశ్లేషణ - అవగాహన)</p> <p><b>5.6 వ్యాకరణాంశాలు</b> (ఏది ముందు? భాషా ? వ్యాకరణమా? - బడికి రాకముందు పిల్లలకు వ్యాకరణ పరిజ్ఞానం ఉంటుందా? - వ్యాకరణం గురించి నేర్చుకోకుండా పిల్లలు భాషను ఎలా వినియోగిస్తున్నారు? - వ్యాకరణాంశాల గురించి అపోహలు - వాస్తవాలు - వ్యాకరణాంశాల పట్ల అవగాహన కల్పించడం ఎలా? - పాఠ్యపుస్తకాల్లో వ్యాకరణాంశాల పరిశీలన - విశ్లేషణ - అవగాహన)</p> <p><b>Unit 9: భాషా మూల్యాంకనం</b></p> <p>9.1 విద్యార్థి అభ్యసన ఫలితాల ఆవశ్యకత</p> <p>9.2 పిల్లల అభ్యసన ఫలితాలను తెలుసుకోవడానికి మార్గాలు - సంప్రదాయక, ఆధునిక విధానాలు</p> <p>9.3 వీటికి సంబంధించిన కీలక భావనలపై అవగాహన</p> <p>9.4 నిరంతర సమగ్ర మూల్యాంకనం - భావనల అవగాహన - సాధనాలు - నిర్వహణ</p> <p>9.5 నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం, సాధనాలు వాటి అమలు</p> <p>9.6 ప్రశ్న పత్రాల తయారీ - సామర్థ్యాల వారీగా భారత్వం - నమూనా ప్రశ్నలు - నమూనా ప్రశ్న పత్రాలు</p> <p>9.7 నివేదికలు రూపొందించడం, సి.సి.ఇ. రికార్డు రాయడం</p>
8	April - 2017	17	9	2	<p><b>Unit 2: భాష - సమాజం</b></p> <p>2.1 మానవ సమాజాలు - బహుభాషలు, భాష - గుర్తింపు, అన్ని భాషలు సమానమే</p> <p>2.2 భారత రాజ్యాంగంలో భాషకు సంబంధించిన అంశాలు, భాషా విధానాలు (త్రిభాషా సిద్ధాంతం)</p> <p>2.3 మాతృభాష, ఇతర భాషలు - ప్రథమ, ద్వితీయ, తృతీయ భాషలు</p> <p>2.4 భాష మరియు సాహిత్యం</p> <p>2.5 భాష - సంస్కృతి</p> <p>2.6 భాష ఒక సబ్జెక్టు - ఒక మాధ్యమం, అక్షరాస్యత</p> <p>2.7 గ్రాంథిక భాష, వ్యావహారిక భాష, మాండలిక భాష (ప్రాంతాల వారి మాండలికాలు; వర్ణ, కుల మాండలికాలు),</p> <p>2.8 ప్రామాణిక భాష, అధికారిక భాష, మాధ్యమ భాష, తెలుగు భాష పూర్వ వైభవ స్థితి.</p>
9	May -	0	0	0	SUMMER HOLIDAYS

	2017				
10	June – 2017	16	12	3	<b>Unit 3: సాహిత్యాధ్యయనం - ఆవశ్యకత - అవగాహన</b> 3.1 సాహిత్యాన్ని ఎందుకు చదువాలి? 3.2 తెలుగు భాషా సాహిత్యం - వివిధ ప్రక్రియలు 3.3 ప్రాచీన తెలుగు సాహిత్యం కవులు, రచనలు, శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు/ రచయితలు) 3.4 ఆధునిక తెలుగు, సాహిత్యం కవులు, రచనలు-శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు/ రచయితలు)
11	July – 2017	25	2	10	<b>Unit 10: ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి వృత్తిపర అభివృద్ధి</b> 10.1 ఉపాధ్యాయులు నిరంతర అభ్యాసకులే 10.2 జ్ఞాన పరిధిని విస్తృతపరుచుకోవడం - మార్గాలు 10.2.1 పూర్వ, వృత్తంతర శిక్షణలు - స్వల్పకాలిక, దీర్ఘకాలికాలు - పునఃశ్చరణ తరగతులు
12	Aug. – 2017	23	7	10 & 2	10.2.2 అధ్యయనం 10.2.3 ఉన్నత విద్యాభ్యాసం 10.2.4 పరిశోధనలు చేపట్టడం 10.2.5 సభలు, సమావేశాలు, కార్యశాలల్లో పాల్గొనడం 10.2.6 విషయనిపుణులు, కవులు, కళాకారులతో చర్చలు 10.2.7 రచనావ్యాసంగం 10.2.8 సాంకేతిక పరిజ్ఞాన వినియోగం (అంతర్జాలం, దృశ్యశ్రవణ సామగ్రి, డిజిటల్ లైబ్రరీ....) 10.2.9 విషయాధారిత సంఘం (నబ్బక్టు ఫోరం) లో పాల్గొనడం. 2.9 తెలుగు భాషపై సంస్కృత ప్రభావం, పాఠశీక భాష ప్రభావం, ఉర్దూ ప్రభావం, ఆంగ్ల ప్రభావం, అనువాదం
13	Sept. – 2017	12	0	0	Revision
		<b>223</b>	<b>98</b>		

**D.El. Ed 2nd Year**  
**[B] PEDAGOGY OF MOTHER TONGUE EDUCATION**  
**URDU LANGUAGE**  
**CLASSES VI TO VIII**  
**MONTH WISE SYLLABUS DIVISION**

Content	Unit	پیریڈ کی تعداد	ایام کار	مہینہ	شمار
<p style="text-align: center;"><b>I. زبان سے متعلق</b></p> <p>☆ زبان کی ضرورت؛ زبان کی فطرت؛ زبان کی بناوٹ و ساخت (زبان لا انتہا ہے؛ انسانی وجود ہے؛ صوتی یعنی آواز سے تعلق رکھتی ہے؛ جملوں کی بناوٹ؛ طور طریقہ اور اصول پر مبنی مختلف افعال؛ آفاقی بناوٹ؛ محرک؛ بقاء؛ 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، علم کے ذخیرہ کے لیے، مختلف اعمال میں زبان، کھیلوں میں زبان، آپسی تعلقات قائم کرنے کے لیے)</p> <p>☆ ہماری گفتگو کا اثر؛ ہم پر دوسروں پر</p> <p>☆ انسانوں کی زبان اور حیوانوں کی زبان میں فرق (حیوانوں کے احساسات کے اظہار کا طریقہ (بندڑ؛ چمپانزی کی زبان؛ ایشیائی احساسات کا اظہار)</p> <p>☆ عالمی زبانیں-اس کی درجہ بندی</p> <p>☆ زبان کی بناوٹ (زبان کی تشکیل؛ انسانی زبان؛ زبان کا وجود (بجہ؛ تلفظ)</p>	1 & 4	13	16	اکتوبر 16	1

<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-بجہ؛ حروف تہجی؛ تلفظ؛ اردو زبان کے حرف تہجی کی ترتیب؛ جملہ کی بناوٹ؛ تلفظ کی ادائیگی</p> <p style="text-align: center;"><b>IV. بچے-زبان-اکتساب</b></p> <p>☆ بچے زبان کس طرح سیکھتے ہیں (بیٹھے بیٹھے بول کے ذریعے؛ بچوں کی فطری صلاحیت؛ آفاقی زبان کا علاقہ؛ آزادانہ ماحول میں ردعمل؛ آزادانہ زبان کا ماحول؛ زبان کے سیکھنے میں غلطیاں کرنا۔</p>					
<p style="text-align: center;"><b>IV. بچے-زبان-اکتساب</b></p> <p>☆ بچوں کی سہ سانی مہارتیں؛ مخصوص موقعوں 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 style="text-align: center;"><b>VII. لسانی اکتساب-حکمت عملیہ-متوقع نتائج</b></p> <p>☆ زبان کا اکتساب- معیارات RTE ACT - 2009</p> <p>☆ اہمتری سطح-زبان کے تدریسی مقاصد</p>	4,7 & 8	18	25	نومبر 16	2



شمار	مہینہ	ایام کار	پیریڈ کی تعداد	Unit	Content
					<p>☆ جماعت واری حصول طلب استعداد</p> <p>☆ زبان کی تدریس کی طریقے - (روایتی طریقے، جدید طریقے، مباحثہ، گروہی کام، کتابی جائزہ، رپورٹ لکھنا، رواد لکھنا، مشاغل، نظم خوانی کا طریقہ، مکالموں کا اہتمام کہانی بولنے کا طریقہ، ٹکنالوجی کا استعمال، مظاہرہ ڈرامہ نگاری وغیرہ</p> <p><b>VIII. زبان - تدریسی و اکتسابی عمل کا اہتمام - منصوبہ - ہلیمٹری سطح</b></p> <p>☆ کیا معلم کو تعلیمی منصوبہ کی ضرورت ہے</p> <p>☆ سالانہ منصوبہ سے کیا مراد ہے؟ سالانہ منصوبہ کی تیاری - نمونہ</p> <p>☆ منصوبہ سبق کی تیاری رہنمایا نہ خطوط، منصوبہ سبق کی تیاری، نمونہ منصوبہ سبق کی تیاری</p> <p>☆ سبق کی تدریس - مراحل - پیریڈ پلان (ایک سبق سے متعلق تمام پیریڈ پلانوں کے نمونے)</p>
3	ڈسمبر 16	25	6	6	<p><b>VI. زبان کے وسائل - ان کا استعمال، زبان کی ترقی کے پروگرامس</b></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، رسالہ</p> <p>☆ کتب خانہ اور ان کا استعمال</p>
					<p>☆ بچوں کا ادب، زائد مطالعہ کے لیے کتب/ وسائل</p> <p>☆ مقامی شعراء، فن کار، مصنفوں کے خدمات، ادب کا استعمال</p> <p>☆ اکتساب کی ترقی کا پروگرام</p> <p>(LEP learning Enhancement Programme)</p>
4	جنوری 17	18	11	5 & 6	<p><b>VI. زبان کے وسائل - ان کا استعمال، زبان کی ترقی کے پروگرامس</b></p> <p>☆ زبان کی ترقی - اختزاتی پروگرامس - (لسانی میاں دیواری رسالہ، روزنامہ، لکھنا، بچوں کے مشاعرے، رسالوں کی تیاری، اکتسابی جائزہ وغیرہ)</p> <p><b>V. لسانی مہارتوں کو فروغ دینا و ترقی</b></p> <p>☆ بولنا: (اپنے متعلق بولنے کے مواقع فراہم کرنا، ذاتی تجربات کے اظہار کا 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 کے درسی کتابوں میں بولنے سے متعلق موضوعات کی نشاندہی کرنا - تجزیہ کرنا)</p> <p>☆ روایتی 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</p>

شمار	مہینہ	ایام کار	پیریڈ کی تعداد	Unit	Content
					نشانہ ہی، لہجہ، صوتیاتی نشانہ ہی، اعلیٰ جماعتوں کے درسی کتاب کا مطالعہ، مشقوں کا جائزہ، سمجھ، طلبا کن چیزوں کو روانی سے پڑھ سکتے ہیں۔ کہانیاں، نظمیں، گیت، آپ بیتی، مکالمے، انشائیے وغیرہ، کیا طلبا روانی سے پڑھ سکتے ہیں؟ فہم حاصل کر سکتے ہیں؟ مطالعہ کا ذوق کس طرح پیدا کیا جاتا ہے؟ بعد از مطالعہ کی مہارتیں، درسی کتابوں کے مشقوں کا تجزیہ۔ آگاہی)
5	فروری 17	22	2	5 & 6	<b>v. لسانی مہارتوں کو فروغ دینا و ترقی</b> ☆ لکھنا (از خود لکھنا): (طلبا کیوں لکھنا چاہیے، کس طرح لکھنا ہوگا، لکھنے میں خامیاں اور غلطیاں، تجزیہ: وجوہات۔ مسائل کی نشانہ ہی، قبل از لکھنے کے سرگرمیاں، لکھنے کی مہارت، لکھنے کا فن: لکھنا سکھانا، قدیم طریقہ، جدید طریقہ، لکھنا سکھانے کے مشقین، اگلی جماعتوں کی درسی کتابوں میں لکھنے سے متعلق مشقوں کی نشانہ ہی، تجزیہ، فہم) لکھنے میں خامیاں ان کی سدھار، نئی درسی کتابوں میں ان سے متعلق مشقوں کی نشانہ ہی، تجزیہ، فہم
6	مارچ 17	24	18	5 & 9	<b>v. لسانی مہارتوں کو فروغ دینا و ترقی</b> ☆ تخلیقی اظہار (مختلف تصانیف: (خود سے متعلق لکھنا، درخواست کو بھرتی کرنا، روزنامہ وغیرہ، مدرسہ، خاندان، دوست احباب سے متعلق لکھنا، خطوط، سماجی تصانیف، انشائیے، مکالمے، ڈرامے، کہانیاں، نظم وغیرہ، دیگر تصانیف، پوسٹرس، اشتہارات، آپ بیتی، نثر، نظم، خلاصہ، روداد، لکھنا وغیرہ)
					☆ بچوں میں ذخیرہ الفاظ میں ترقی (کیا بچے مدرسہ آنے سے پہلے الفاظ کے معنی کہے سکیں گے) طلبا معنی کا فہم کس طرح حاصل کرتے؟ لفظیات میں ترقی کے مشق کا عملی کام، درسی کتابوں میں ان سے متعلق مشقوں کا مشاہدہ۔ تجزیہ۔ فہم ☆ قواعد: پہلے کون؟ زبان یا قواعد، کیا مدرسہ آنے سے پہلے بچوں میں قواعد کا علم ہوتا ہے؟ قواعد کے علم کے بغیر بچہ زبان کا استعمال کس طرح کرتے ہیں؟ قواعد سے متعلق شکوک و شبہات، حقائق، قواعد سے متعلق معلومات کس طرح فراہم کیے جاتے، درسی کتابوں میں قواعد کا مشاہدہ، تجزیہ، فہم
					<b>IX. زبان کی جانچ</b> ☆ طلبا کے اکتسابی نتائج کی ضرورت ☆ طلبا کے اکتسابی نتائج پہنچانے کے طریقے۔ روایتی طریقہ، جدید طریقہ ☆ ان سے متعلق اہم تصورات کی آگاہی ☆ CCE مسلسل جامع جانچ۔ تصورات سے آگاہی، اوزار (Tools)۔ انعقاد ☆ تشکیلی جانچ، مجموعی جانچ، اوزار (Tools) ان کا اہتمام ☆ سوالیہ پرچوں کی تیاری، استعداد، دواری، موازنہ، جدول، نمونہ سوالات، نمونہ سوالیہ پرچہ ☆ رپورٹ کی تیاری، CCE کارڈ بنانا

شمار	مہینہ	ایام کار	پیریڈ کی تعداد	Unit	Content
7	اپریل 17	17	9	2	<p><b>II. زبان - سماج</b></p> <p>☆ انسانی سماج - کثیر لسانی زبان - شناخت تمام زبانوں میں یکسانیت</p> <p>☆ ہندوستانی دستور میں زبان سے متعلق ذکر زبان کی پالیسی سلسلانی طریقہ</p> <p>☆ مادری زبان دیگر زبانیں زبان اول زبان دوم زبان سوم</p> <p>☆ زبان اور ادب</p> <p>☆ زبان - شفافیت</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 زبان کی قدیم حالت</p> <p>☆ اردو زبان پر دیگر زبانوں کا اثر جیسے سنسکرت، فارسی، عربی، ترکی، انگریزی وغیرہ - ترجمہ</p>
8	مئی 17				گرمائی تعطیلات
9	جون 17	16	12	3	<p><b>III. ادب کا مطالعہ - ضرورت - تفہیم (آگاہی)</b></p> <p>☆ ادب کا مطالعہ کس لیے</p> <p>☆ اردو ادب - مختلف افعال</p> <p>☆ قدیم اردو ادب: شعراء تصانیف طرز تحریر (ریاستی دیگر شعراء و ادیب)</p> <p>☆ جدید اردو ادب: شعراء تصانیف طرز تحریر (ریاستی دیگر شعراء و ادیب)</p>
10	جولائی 17	25	3	10	<p><b>X. اساتذہ کی پیشہ وارانہ ترقی</b></p> <p>☆ معلم مسلسل معلم ہے</p> <p>☆ معلومات میں اضافہ کرنا - ذرائع</p> <p>☆ قبل از پیشہ کی تربیت - کم مدتی اور طویل مدتی تربیت - تربیت بطور اعادہ</p>
11	اگست 17	23	6	10	<p><b>X. اساتذہ کی پیشہ وارانہ ترقی</b></p> <p>☆ مطالعہ</p> <p>☆ اعلیٰ تعلیم کا حصول</p> <p>☆ تحقیقی کام کی انجام دہی</p> <p>☆ مجالس یا محفلیں، ورک شاپ میں شرکت</p> <p>☆ ماہر مضمون، شعراء، فن کاروں کے ساتھ مباحثہ</p> <p>☆ تصانیف لکھنا</p> <p>☆ ٹکنالوجی کا استعمال (انٹرنٹ، سمعی و بصری آلات، Digital library)</p> <p>☆ Subject Forum کی رکنیت</p>
12	ستمبر 17	12		1 - 10	مشکل تصورات کا اعادہ







**[C] Pedagogy of Maths Education (Classes VI to VIII)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	12	1	<p><b>Introduction to Upper Primary School Mathematics</b></p> <ul style="list-style-type: none"> <li>• Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truth criteria.</li> <li>• Transition from early school Mathematics to upper primary school Mathematics.</li> <li>• How to develop Mathematical thinking at Elementary Level (concrete, abstract, specific to general)</li> <li>• Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic &amp; geometric thinking.</li> <li>• Validation Processes - informal &amp; intuitive; visual proofs and formal proof.</li> </ul>
2	Nov. - 2016	25	20	1&2	<ul style="list-style-type: none"> <li>• Constructivism and Mathematics learning.</li> <li>• History of Mathematics (Aryabhatta, Bhaskera, Brahmagupta, Euclid, Fermat).</li> </ul> <p><b>School Mathematics Topics and Processes</b></p> <ul style="list-style-type: none"> <li>• Number Sense &amp; 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</li> <li>• Measurement &amp; 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 <math>\pi</math>; 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.</li> </ul>
3	Dec. - 2016	25	10	4	<p><b>School Mathematics Activities, Resources and Planning</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of teaching Mathematics.</li> </ul>

					<ul style="list-style-type: none"> <li>• Academic Standards and learning indicators.</li> <li>• Activities - designing, creating and transacting.</li> <li>• Planning for teaching - Year plan, lesson plan and period plan.</li> </ul>
4	Jan. – 2017	18	6	5	<p><b>Mathematics Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Assessment tools - types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios</li> <li>• Continuous Comprehensive Evaluation - Formative &amp; Summative</li> <li>• Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.</li> </ul>
5	Feb. – 2017	22	0	-	-
6	March– 2017	24	20	3	<p><b>Teaching of Mathematics for Classes 6 to 8</b></p> <ul style="list-style-type: none"> <li>• Visit of a good Maths classroom (vision of the classroom), role of the teacher</li> <li>• The role of a upper primary school mathematics teacher</li> <li>• Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic</li> <li>• Developing the processes of mathematisation - Words in the concepts, communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving and connecting</li> <li>• Organising and facilitating Upper Primary School mathematics classrooms that support mathematisation processes.</li> <li>• Mathematics phobia and addressing it; Issues, problems in learning Mathematics and action research.</li> </ul>
8	April – 2017	17	9	2&4	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> </ul>



					<b>School Mathematics Activities, Resources and Planning</b> <ul style="list-style-type: none"> <li>• Aims and objectives of teaching Mathematics.</li> <li>• Academic Standards and learning indicators.</li> <li>• Activities - designing, creating and transacting.</li> <li>• Modelling real world problems in mathematics</li> </ul>
9	May – 2017	0	0	-	SUMMER HOLIDAYS
10	June – 2017	16	12	4	<ul style="list-style-type: none"> <li>• Textbook - Philosophy and guiding principles for the development of Maths textbooks (structure of the unit, nature of exercises, role of the teacher to use textbook effectively); understanding its pedagogical intent; learning to transaction it in classrooms.</li> <li>• Mathematics Laboratory/ Resource Room/ Mathematical Club/ Mathematical Kit.</li> <li>• Learning resources for effective transaction of Mathematics curriculum.</li> <li>• Planning for teaching - Year plan, lesson plan and period plan.</li> </ul>
11	July – 2017	25	2	-	- Demonstration and Teaching Practice
12	Aug. – 2017	23	7	2&5	<ul style="list-style-type: none"> <li>• Misconceptions in Upper Primary school mathematics topics</li> <li>• Assessment of conceptual understanding and mathematical reasoning abilities</li> <li>• Continuous Comprehensive Evaluation - Formative &amp; Summative</li> <li>• Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.</li> <li>• Notion of patterns that helps in appreciating the use of unknown expressing the generalization resulting from the pattern.</li> <li>• When and why we use variables, functional relations, mathematical investigations, puzzles that relay on algebraical thinking.</li> <li>• Revision and Final Practicals</li> </ul>
13	Sept. – 2017	12	0	-	<ul style="list-style-type: none"> <li>• Final Practical Examination</li> <li>• Final Theory Examination</li> </ul>
		<b>223</b>	<b>98</b>		

### [D] Pedagogy of Science Education (Classes VI to VIII)

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	12	1	<p><b>Nature and Scope of Science and Children's Ideas in Science</b></p> <ul style="list-style-type: none"> <li>• Nature of Science, characteristics of Science, structure of Science, development of Science (historical background)</li> <li>• Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different?</li> <li>• Science as information or inquiry.</li> <li>• What do scientists look like?</li> </ul>
2	Nov. - 2016	25	20	1	<ul style="list-style-type: none"> <li>• Scientific method.</li> <li>• Values associated with science.</li> <li>• Children's ideas related to science concepts</li> <li>• Probing, documenting and analyzing children's ideas related to science concepts.</li> <li>• Significance of Science in curriculum at Upper Primary Level (as per NCF-2005, SCF-2011, Position Papers and Syllabus)</li> </ul> <p><b>Revisiting School Science</b></p> <ul style="list-style-type: none"> <li>• Investigating different themes and interdisciplinary concepts using children's questions.</li> <li>• How do clouds form?</li> <li>• How do plants and animals utilize their food?</li> <li>• How does an electric bell work?</li> <li>• Where all does the rain water go?</li> </ul>
3	Dec. - 2016	25	10	2	<ul style="list-style-type: none"> <li>• Why does a candle become short on burning?</li> <li>• How do babies develop inside mothers?               <ul style="list-style-type: none"> <li>○ Planning for teaching – Living and non living</li> <li>○ Planning for teaching – Heat and temperature</li> <li>○ Planning for teaching – Acid and bases etc.</li> </ul> </li> <li>• 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.</li> </ul>

4	Jan. – 2017	18	6	3	<p><b>Understanding Science Textbooks and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Perspective and guiding principles of Science textbooks.</li> <li>• Themes, structure of the unit, nature of the exercises and its implications.</li> <li>• Academic Standards and indicators at Elementary Level.</li> </ul>
5	Feb. – 2017	22	0	3	
6	March– 2017	24	20	4	<ul style="list-style-type: none"> <li>• How to use the textbooks and connecting to children’s everyday life experiences?</li> </ul> <p><b>Teaching and Learning of Science</b></p> <ul style="list-style-type: none"> <li>• Aims &amp; Objectives of teaching Science</li> <li>• 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.</li> <li>• Characteristics of good Science class, Science teacher, role of the teacher.</li> <li>• Science- museums, field trips, projects and exhibition.</li> <li>• Preparing Year plans, Unit plans and Period plans based on concept maps.</li> <li>• Identifying, creating and using a variety of learning resources</li> <li>• Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness.</li> <li>• Continuous Professional Development (CPD) of Science teachers (subject forums, connected groups, open learning educational resources, seminars, workshops, reading and reflections etc.)</li> </ul> <p><b>Science for All</b></p> <ul style="list-style-type: none"> <li>• Issues of gender, language, culture and equity in science classes</li> <li>• Critiquing textbooks and resources</li> <li>• Introduction to science and society interface</li> <li>• Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices.</li> <li>• What has led to farmer suicides?</li> </ul>

8	April – 2017	17	9	5	<ul style="list-style-type: none"> <li>• Indigenous knowledge practices- metallurgy, heritage crafts, local innovations, National Innovation Foundation (NIF).</li> <li>• Loss of habitat and endangered species (local specific).</li> <li>• Indigenous people and issues of survival.</li> <li>• 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.</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS
10	June – 2017	16	12	5	<ul style="list-style-type: none"> <li>• Concept of Popular Science, agencies of Popular Science, Popular Science and scientific temper.</li> </ul> <p><b>Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Connecting teaching, learning and assessment.</li> <li>• 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</li> </ul>
11	July – 2017	25	2	6	<ul style="list-style-type: none"> <li>• .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</li> </ul>
12	Aug. – 2017	23	7	6	<ul style="list-style-type: none"> <li>• Assessing process skills</li> <li>• Use of Rubrics, Rating scale, Checklist, Observation schedule</li> <li>• Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.</li> <li>• Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0	All units	<ul style="list-style-type: none"> <li>• Revision of complete syllabus</li> <li>• Final Practical Examination</li> <li>• Final Theory Examination</li> </ul>
		<b>223</b>	<b>98</b>		

**[E] Pedagogy of Social Science Education (Classes VI to VIII)**

<b>13</b>	<b>Month</b>	<b>No. of working days</b>	<b>No. of periods</b>	<b>Unit</b>	<b>Content</b>
1	Oct. - 2016	16	12	1	<p><b>Introduction to Social Science</b></p> <ul style="list-style-type: none"> <li>• Purpose and significance of social science in school curriculum at Elementary Level (NCF-2005, RTE-2009, SCF-2011).</li> <li>• Significance of national core elements (NPE-1986) and Social Science curriculum.</li> <li>• Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum</li> </ul>
2	Nov. - 2016	25	20	1&2	<ul style="list-style-type: none"> <li>• Misconceptions about social sciences, true concepts of Social Science and values associated with Social Science.</li> <li>• Significance of History, Geography, Political Science and Economics.</li> <li>• Interconnection and relationship between History and Geography</li> <li>• Approaches to organize Social Sciences- Integrated issue based, discipline centered, and interdisciplinary.</li> <li>• Constructivism and teaching Social Science</li> </ul> <p><b>Key themes in Social Science</b></p> <ul style="list-style-type: none"> <li>• Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)</li> <li>• Region, people and resources, relationship between region and resources, interaction between people and resources (Geography)</li> <li>• Market, exchange and labor(Economics)</li> </ul>
3	Dec. - 2016	25	10	2&3	<ul style="list-style-type: none"> <li>• Contemporary issues and challenges of world as well as Indian society in making global family and world peace.</li> <li>• Key themes and State syllabus of Social Science textbooks and its implications.</li> </ul> <p><b>Understanding Textbooks and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Philosophy and guiding principles of development of Social Science textbooks.</li> </ul>
4	Jan. – 2017	18	6	3	<ul style="list-style-type: none"> <li>• Content, approaches and methods of teaching Social Science, interactive and participatory</li> </ul>

					<p>methods teacher as facilitator (Project method, problem solving, debate and discussions, inquiry based approach, activity based approach etc.).</p> <ul style="list-style-type: none"> <li>• Themes, structure of the unit, nature of the exercises and its implications.</li> </ul>
5	Feb. – 2017	22	0	3	
6	March– 2017	24	20	3&4	<ul style="list-style-type: none"> <li>• Aims of and objectives of teaching Social Science.</li> <li>• Academic Standards and indicators for learning.</li> <li>• Learning resources for effective transaction.</li> </ul> <p><b>Teaching of Social Sciences</b></p> <ul style="list-style-type: none"> <li>• Classroom management, making classroom inclusive.</li> <li>• Planning for teaching- Year plan, Unit plan and Period plan.</li> <li>• 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</li> <li>• Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, interpretation and analysis of data, writing report.</li> <li>• 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.</li> </ul>
8	April – 2017	17	9	4	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive.</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS

10	June – 2017	16	12	4&5	<b>Teaching Learning and Assessment in Social Science</b> <ul style="list-style-type: none"> <li>• Need and importance of reforms in assessment and evaluation, CCE in Social Science.</li> <li>• Formative and Summative Assessment, purpose of assessment, reporting.</li> <li>• Tasks and tests for assessing critical abilities, process skills, application of knowledge to new contexts, and transfer of learning.</li> <li>• Variety of assessment methods and techniques - Teacher observations, teacher designed tasks and tests, work sample portfolios, projects.</li> <li>• Use of authentic contexts, case studies, complex problem solving for assessment.</li> <li>• Using resource materials, novel (new) materials for thinking and reflection.</li> <li>• Problem solving rubrics.</li> </ul>
11	July – 2017	25	2	5	<ul style="list-style-type: none"> <li>• Planning and preparation for evaluation-Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answer scripts, CCE Record</li> </ul>
12	Aug. – 2017	23	7	5&6	<b>Challenges and issues in teaching elementary social science(to be transacted through discussions amongst student teachers)</b> <ul style="list-style-type: none"> <li>• Resources for teaching social science, primary and secondary sources, translated materials, ICT based resources, open sources</li> <li>• Teacher knowledge -deep and thoughtful understanding, using instructional methods and assessment strategies in different settings,</li> <li>• Developing students’ interest and engagement, using children’s prior understandings to connect with the present</li> <li>• Challenges in integration of ICT and other innovative technology in education in teaching Social Science.</li> <li>• Social and cultural issues in teaching social science</li> <li>• 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.</li> <li>• Final Practical Examinations</li> </ul>
13	Sept. – 2017	12	0	6	<ul style="list-style-type: none"> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations</li> </ul>
		<b>223</b>	<b>98</b>		

**WORK & EDUCATION - Paper – 7**  
**(Value Added and Co-curricular Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	3	-	<ul style="list-style-type: none"> <li>Orientation on the subject.</li> </ul> <b>Work &amp; Education: Meaning &amp; Importance</b> <ul style="list-style-type: none"> <li>Meaning of Work &amp; Education; purpose Work &amp; Education.</li> <li>The idea of Mahatma Gandhi.</li> </ul>
2	Nov. - 2016	25	8	1	<ul style="list-style-type: none"> <li>Child work Vs Child labour.</li> <li>Sense of isolation in work and education and its implications.</li> <li>Need of integration in work and education.</li> </ul>
3	Dec. - 2016	25	5	2	<b>Work &amp; Education: Different Aspects of Integration in Work and Education</b> <ul style="list-style-type: none"> <li>Self reliance (economic).</li> <li>Sense of Responsibility.</li> <li>Respect for work.</li> <li>Correlation.</li> </ul>
4	Jan. – 2017	18	3	3	<b>School Curriculum and Work</b> Work as a part of school curriculum.
5	Feb. – 2017	22	0	-	-
6	March– 2017	24	8	3	<ul style="list-style-type: none"> <li>The role in the work of school curriculum.</li> <li>Syllabus and Academic Standards.</li> </ul>
8	April – 2017	17	4	3	<ul style="list-style-type: none"> <li>Assessment of Work &amp; Education.</li> </ul>
9	May – 2017	0	0	-	SUMMER HOLIDAYS
10	June – 2017	16	4	4	<b>Work &amp; Education - Some Experiments and Activities</b> <ul style="list-style-type: none"> <li>Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation;</li> </ul>
11	July – 2017	25	1	4	<ul style="list-style-type: none"> <li>Preparation of models and goods; population activities etc.</li> <li>Conduct of whole activities: Nature and purpose – List of activities.</li> </ul>
12	Aug. – 2017	23	4	5	<b>Changing Scenario of Work &amp; Education</b> <ul style="list-style-type: none"> <li>Relation between work and education</li> <li>Problem and limitations in implementation of work and education</li> <li>Final Practical Examinations</li> </ul>
13	Sept. – 2017	12	0	0	<ul style="list-style-type: none"> <li>Final Practical Examinations</li> <li>Final Theory Examinations</li> </ul>
		<b>223</b>	<b>40</b>		



**VALUE EDUCATION & LIFE SKILLS : Paper – 8**  
**(Value Added and Co-curricular Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	3	1	<p><b>The Meaning and Importance of Values and Ethics</b></p> <ul style="list-style-type: none"> <li>• The difference between morals and ethics.</li> <li>• Why do we need ethics?</li> <li>• Ethical development.</li> <li>• Operation of ethics.</li> </ul>
2	Nov. - 2016	25	8	2	<ul style="list-style-type: none"> <li>• Theories of moral development.</li> <li>• Importance of value education.</li> </ul> <p><b>Which Values and Why</b></p> <ul style="list-style-type: none"> <li>• Core values- that focuses on dignity and worth of a person.</li> <li>• Exploring the universal values and from a personal perspective.</li> <li>• Democratic and other Constitutional values.</li> <li>• Harmonious way of living, with one another and nature.</li> <li>• Learning to live together.</li> <li>• Aesthetic values.</li> <li>• Critical and creative thinking values.</li> <li>• Education for peace.</li> <li>• Life skills education.</li> </ul>
3	Dec. - 2016	25	5	3	<p><b>Indian Constitution – Human Rights and Education, Child Rights</b></p> <ul style="list-style-type: none"> <li>• What do we mean by human rights?</li> <li>• Human rights in India.</li> <li>• Rights guaranteed by the Constitution of India.</li> <li>• Role of the school in observation and promoting human rights and child rights.</li> </ul>
4	Jan. – 2017	18	3	4	<p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>• What are life skills?</li> <li>• Need and importance of life skills in human life.</li> <li>• Life skills education in schools</li> </ul>
5	Feb. – 2017	22	0	0	--
6	March– 2017	24	8	5	<p><b>Value Education and School</b></p> <ul style="list-style-type: none"> <li>• The role of school in developing appropriate values in the children.</li> </ul>

					<ul style="list-style-type: none"> <li>• How do teacher model their behaviour for improving the value system among children.</li> <li>• The nature of programmes and activities in the school to inculcate values.</li> </ul>
8	April – 2017	17	4	6	<b>Value Education, Life Skills</b> <ul style="list-style-type: none"> <li>• Syllabus for Value Education &amp; Life Skills.</li> <li>• Strategies and approach.</li> </ul>
9	May – 2017	0	0	0	SUMMER HOLIDAYS
10	June – 2017	16	5	6	<ul style="list-style-type: none"> <li>• Suggested programmes.</li> <li>• Role of schools and teacher.</li> <li>• Assessment of Value Education &amp; Life Skills.</li> </ul>
11	July – 2017	25	0	-	--
12	Aug. – 2017	23	4	7	<b>Syllabus of Life Skills and Value Education for Classes I to VIII.</b> <ul style="list-style-type: none"> <li>• Academic Standards, Syllabus, Assessment.</li> <li>• Final Practical Examinations</li> </ul>
13	Sept. – 2017	12	0	0	<ul style="list-style-type: none"> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations</li> </ul>
	<b>TOTAL</b>	<b>223</b>	<b>40</b>		

**YOGA, PHYSICAL & HEALTH EDUCATION – II : Paper – 9**  
(Value Added and Co-curricular Paper)

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	3	1	<p><b>Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health</b></p> <ul style="list-style-type: none"> <li>• Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach</li> <li>• Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.</li> </ul>
2	Nov. - 2016	25	8	2	<ul style="list-style-type: none"> <li>• School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, UNICEF (Nali kali Strategy- School Sanitation and Hygiene Education)</li> </ul> <p><b>Knowledge and Development of Health Concepts among Children</b></p> <ul style="list-style-type: none"> <li>• Food and nutrition.</li> <li>• Communicable diseases.</li> <li>• Understanding one's body, alternative systems of health and healing, safety, precautions of injuries.</li> <li>• First aid (workshop mode).</li> </ul>
3	Dec. - 2016	25	5	2	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Principles and benefits of Yoga</li> </ul>
4	Jan. – 2017	18	3	2	<ul style="list-style-type: none"> <li>• 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) Pregnenents women and child feeding chart 6) AIDS</li> </ul>
5	Feb. – 2017	22	0	2	<ul style="list-style-type: none"> <li>• Programme 7) Other Programmes in the PHC, TB, Leprosy, Dengue</li> </ul>

6	March– 2017	24	8	2	<p><b>Focus on Yoga- learning its principles and basic asanas.</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Organizing of tournaments, marking of courts and officiating i) Kabaddi, ii) Kho Kho iii) Volleyball iv) Bal badminton, v) Tennekoit etc.</li> <li>• Demonstrate <b>Pranayama</b> before your peer group and write a report on those.</li> </ul>
8	April – 2017	17	4	2&3	<ul style="list-style-type: none"> <li>• Survey and find out people who got cured through <b>yoga practice</b> and write a report on it.</li> <li>• Learn any one type of <b>meditation</b> and write a report on your experiences.</li> </ul> <p><b>Understanding Emotional Health Needs, Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Understanding Emotional Health- self reflective journey</li> <li>• Emotional Health- Physical Health- Cognition linkages</li> </ul>
9	May – 2017	0	0		<b>SUMMER HOLIDAYS</b>
10	June – 2017	16	4	3	<ul style="list-style-type: none"> <li>• School Practices and what these do to a child’s emotional well-being</li> <li>• Diversity in the classroom- different learners, different needs and the concept of □inclusion.</li> <li>• Learning Disabilities and engagement in the classroom</li> </ul>
11	July – 2017	25	1	3&4	<p><b>Physical Education as integral to health and education</b></p> <ul style="list-style-type: none"> <li>• Need for Physical Education; Linkages to health and education; Concept of a sound mind in a sound body.</li> </ul>
12	Aug. – 2017	23	4		<ul style="list-style-type: none"> <li>• Physical Education and ‘Play’</li> <li>• Supervising and guiding children</li> <li>• Development of team spirit, coordination, cooperation</li> <li>• Diversity in capabilities and interests</li> <li>• National integration through physical activities, games and sports. Practical work based on Unit III and IV (Kabaddi, Kho Kho, Volleyball, Bal badminton, Tennekoit etc.</li> <li>• Preparation on National Festivals.</li> </ul>
13	Sept. – 2017	12	0		<ul style="list-style-type: none"> <li>• Practical work on exercise movements and drill.</li> <li>• Final Practical Examinations</li> <li>• Final Theory Examinations</li> </ul>
		<b>223</b>	<b>40</b>		

**UNDERSTANDING SELF - II : Paper – 10**  
**(Self Development Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Oct. - 2016	16	1	-	-
2	Nov. - 2016	25	2		<p><b>Workshop 1: <i>The Power of myth</i></b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Re-appraisal of myths as representations of a culture’s world-view and □embedded values</li> <li>• To appreciate the reach of the mythic imagination</li> <li>• Develop critical awareness of ‘modern myths’ that implicitly shape our lives</li> </ul> <p><b>Suggested workshop themes</b></p> <ul style="list-style-type: none"> <li>• Reading and analysis of myths from different cultures</li> <li>• 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’</li> <li>• Exposure to manifestations of mythical thinking in contemporary life</li> <li>• The mythical basis and imagery of ‘modern science’ and ‘modern economics’</li> <li>• Becoming cognizant of the myths that shape one’s worldview and values</li> </ul>
3	Dec. - 2016	25	1		<p><b>Seminar 1: <i>Glimpses of different childhoods in India</i></b></p> <ul style="list-style-type: none"> <li>• <b>Format:</b> 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</li> <li>• <b>Preparation:</b> 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.</li> </ul>
4	Jan. – 2017	18	1	-	-
5	Feb. – 2017	22	0	-	-

6	March– 2017	24	1	<p><b>Workshop 2: <i>Gender and upbringing Objectives</i></b></p> <ul style="list-style-type: none"> <li>• Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living</li> <li>• Awareness of factors that shape gendered roles in Indian society</li> <li>• Developing a critical perspective on gender-based discrimination and its effects</li> </ul> <p><b>Suggested workshop themes</b></p> <ul style="list-style-type: none"> <li>• Telling our own ‘gendered’ stories</li> <li>• En-culturing ‘gendered’ roles in upbringing within different kinds of families – case studies</li> <li>• Gender issues in school education – case studies</li> <li>• Gender issues manifest in contemporary public spaces – case studies</li> <li>• Responding to various forms of gender discrimination</li> </ul>
8	April – 2017	17	1	<p><b>Workshop 3: <i>Deconstructing the messages of advertising (in the audio-visual media)</i></b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To appreciate the impact of television advertising on children and adults</li> <li>• To analyze the ‘constructed’ imagery and overt as well as subliminal messages communicated through advertisements</li> <li>• To enable a critical distance from the power of advertising (especially of the audio-visual kind)</li> </ul> <p><b>Suggested workshop themes</b></p> <ul style="list-style-type: none"> <li>• The expanding role of advertising in contemporary life</li> <li>• Sharing favorite advertisements and their impact on us</li> <li>• Looking from the other side: how psychology, research, technology and imagination combine to create a ‘targeted commercial’</li> <li>• Viewing and analyzing a series of advertisements</li> <li>• Constructing an effective advertisement (group task)</li> <li>• How to be a critical and media-literate viewer of advertisements</li> </ul>

					<p><b>Seminar 2: <i>Selection of short readings and dialogue</i></b></p> <ul style="list-style-type: none"> <li>• <b>Format:</b> A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups</li> <li>• <b>Preparation:</b> Making a careful selection of readings that lend themselves to a non- polemic discussion and exploration</li> </ul>
9	May – 2017	0	0		SUMMER HOLIDAYS
10	June – 2017	16	2		<p><b>Workshop 4: <i>Theatre for awareness of body, self and the other Objectives</i></b></p> <ul style="list-style-type: none"> <li>• To explore body-awareness, movement, coordination and cooperation</li> <li>• To develop awareness of non-verbal modes of communication with self and others</li> <li>• Exposure to effective use of speech and communication through theatre exercises</li> </ul> <p><b>Suggested workshop themes</b></p> <ul style="list-style-type: none"> <li>• Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.</li> </ul>
11	July – 2017	25	0	-	-
12	Aug. – 2017	23	1		<p><b>Workshop 5: <i>Visualizing a ‘School from Scratch’ – alternatives in education</i></b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case</li> </ul> <p><b>Suggested workshop themes</b></p> <ul style="list-style-type: none"> <li>• Visualizing individual conceptions of a ‘school from scratch’</li> <li>• Working in groups to develop a collective conception of a ‘school from scratch’</li> <li>• 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</li> </ul>

					<ul style="list-style-type: none"> <li>• Observing a few films of schools that represent alternatives in education</li> </ul> <p><b>Seminar 3: <i>Education and environmental crises</i></b></p> <ul style="list-style-type: none"> <li>• <b>Format:</b> Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education</li> <li>• <b>Preparation:</b> Selection of a contemporary documentary or audio-visual presentation</li> <li>• Final Practical Examination</li> </ul>
13	Sept. – 2017	12	0		Final Practical Examination Final Theory Examination
	<b>TOTAL</b>	<b>223</b>	<b>10</b>		



## ANNEXURES

### 9. D.EL.ED. CURRICULUM G.O. NO. 1

#### GOVERNMENT OF ANDHRA PRADESH ABSTRACT

School Education Department – Diploma in Elementary Education (D.El.Ed.) – Curriculum Revised from 2015-16 onwards - Orders Issued.

#### SCHOOL EDUCATION (PROG.II) DEPARTMENT

G.O.MS.No. 1

Dated: 01-01-2016

Read the following:-

1. G.O.Ms.No. 35, School Education, dated 09-07-1999.
2. G.O.Ms.No. 30, School Education, dated 11-02-2009.
3. Right of Children to Free and Compulsory Education (RTE-2009), Act. No. 35 of 2009, dated 26-08-2009.
4. AP RTE Rules-2010 issued in G.O.Ms.No. 20 School Education (PE-Prog.I) Dept.. dated 03-03-2011
5. NCFTE-2009 on Teacher Education.
6. NCTE, New Delhi New regulations Notification No. 51-1/2014-NCTE (N&S), dated 28-11-2014 published in Government of India Gazette extraordinary No. 346, dated 01-12-2014.
7. From the Commissioner of School Education, A.P. Hyderabad Letter Rc. No. 695/C&T/SCERT/2015, dated 17.12.2015.

\* \* \*

#### ORDER:

Government of India have enacted Right of Children to Free and Compulsory Education, vide Act No. 35 of 2009, dated 26-08-2009 and basing on this Act, Government of Andhra Pradesh have issued A.P. Right of Children to Free and Compulsory Education Rules, 2010 in the G.O. 4<sup>th</sup> read above. The sub section (2) of section 29 of RTE- Act, 2009 reads :

The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:—

- (a) conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely,
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

2. Further under sub-section (1), (2) & (3) of section 24 of the Act "Duties of Teachers" envisages that :

- (a) maintain regularity and punctuality in attending school;
- (b) conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
- (c) complete entire curriculum within the specified time;
- (d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
- (e) hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- (f) perform such other duties as may be prescribed.

(PTO)

- (2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her:

Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

- (3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

3. In order to implement the Act in true spirit in terms of imparting quality education to the child between the age group of 6-14, there has been strong need to revise Teacher Education curriculum of 2 year Diploma in Elementary Education (D.El.Ed.) which is at preparing teachers for the elementary stage of education that is for classes I to VIII. Further, one of the goals of teacher education programme is to prepare reflective practitioners who can judiciously question some of the inappropriate current promises, on schooling and education, which lack relevance, flexibility, socio cultural context and quality. Hence, Government sees, there is a need to develop these abilities in prospective teachers through curricular interventions, in order to transact elementary school curriculum to the child effectively keeping in view NCTE draft curriculum of D.El.Ed. June 2015.

4. Government also taking into cognizance of the vision for the National Curriculum Framework on Teacher Education, 2009 (ref. 5 cited above) viz., Teacher Education Curriculum be integrative (inter-disciplinary) and eclectic.

- Teacher Education shall be for building a learning society making people to unlearn what does not work and relearn what works for all categories of children (Inclusive Education especially CwSN).
- India being multicultural and multilingual society, modern pedagogy need to be based on sociological and anthropological contexts, teaching for diverse children in contemporary times with love, care and skill.
- Acknowledging existence of diverse learning spaces / curriculum sites (apart from classroom) viz., farm, workplace, home, community and media.
- Building knowledge base treating the child as constructor of knowledge (instead passive listener) through dialogical communication (instead of didactic communication) making learning a joyful, participatory and meaningful activity; so that knowledge becomes dynamic instead of "given".
- Organizing learner centered, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own teaching practice.
- Integrating academic learning with social, personal qualities of learners responding diversities in the classroom.
- Promotes constitutional vision – values of peace, democratic way of life, equality, liberty, fraternity, secularism, zeal for social reconstruction.

5. The purpose of all these, is to make teacher fully engaged in children's holistic learning and development, for which she / he (teacher) should have thorough understanding of the child and her / his social cultural contexts. In addition, the teacher must have competence in different areas of school curriculum (based on NCF-2005 for the present) revised from time to time to use appropriate pedagogies. The tools for pedagogy shall include ICT, Arts and Crafts, including folk arts, community resources. This implies that the inclusion of all these pedagogical tools in the curriculum of teacher education programme will enhance the effectiveness and quality of teacher preparation.

(Cont..)

6. In letter 7<sup>th</sup> read above, the Commissioner of School Education, Andhra Pradesh, Hyderabad has proposed to revise the D.El.Ed. curriculum in supersession of the existing curriculum issued in the G.Os 1<sup>st</sup> and 2<sup>nd</sup> read above and the new syllabus is proposed in order to operationalise the above National vision of teacher education.

7. After careful examination of the proposal of the Commissioner of School Education, Andhra Pradesh, Hyderabad, Government hereby accept the proposal of the Commissioner of School Education, for revision of the D.El.Ed. curriculum in supersession of the existing curriculum issued in the G.Os 1<sup>st</sup> and 2<sup>nd</sup> read above and the new syllabus will be adopted from the academic year 2015-16 which envisages following in order to operationalise the National vision of teacher education.

**1. Revised curriculum to be centered around the four areas viz.,**

- i) Child studies including Early Childhood Care and Education (ECCE) and Elementary Education.
- ii) Education and Contemporary Studies
- iii) Curriculum and Pedagogy Studies
- iv) In addition, Value added courses for holistic development (including pedagogy across curriculum and ICT integration, Art Culture Education; Yoga, Physical and Health Education; Work and Education; Value Education and Life Skills.)

2. **Theory courses:** There shall be 12 theory papers (1<sup>st</sup> year 6, 2<sup>nd</sup> year 6) in this curriculum including pedagogy upto elementary level (I to VIII classes)

3. **Practicum:** Every theory paper will have practicum as well. Practicum also includes weightages for value added courses discussed in one above Self Development Courses.

4. **Records to be maintained by student teachers:** Each student have to prepare 13 records (1<sup>st</sup> year 6, 2<sup>nd</sup> year 7) in all, in areas like CCE records, Action Research Records, Classroom observation and Reflective journals, School Experience Programmes Records etc.

5. **School Internship:** Ample opportunities are provided to student teachers for outside learning in various categories of schools like ECCE / Anganwadi, Govt. and Private Primary Schools and Upper Primary Schools, KGBVs, Residential Schools (General, Social Welfares, Gurukulas and Special schools (if any).

6. **Programme Implementation:** The DEOs concerned should take steps to see that the students teachers are permitted for their internship of schools as per the plan of Action / Calendar of Activities and Schedule prepared by the Principal DIET concerned.

7. **Assessment:** Student Teachers are to be constantly assessed in turns of

- Entire practicum course
- Internal Assessment of 30% weightage in general shall include individual / group assignments, projects, action research, observation and reflective journal.
- External Assessment of 70% weightage for examinations conducted by the examining body.

(PTO)

8. **Systemic Reforms:** For the systemic reforms, the following areas shall be implemented for the effective implementation of 2 year D.El.Ed., course :

- I. Duration of the Programme
- II. Working days and Holidays
- III. Time table for a working day in DIET
- IV. Government DIET shall be rationalized to have 7 subject departments for purpose of appointments and postings.
- V. Subject wise admissions for D.El.Ed., course (1<sup>st</sup> year admissions)
- VI. Annual Teacher Education schedule (including TRT). The details of these areas are covered in the annexure A & B as appended viz..  
(A) Curriculum and Syllabus (B) Systemic Reforms.

8. The Commissioner of School Education, Andhra Pradesh, Hyderabad shall take further action accordingly.

**(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)**

**R.P. SISODIA  
SECRETARY TO GOVERNMENT**

To

The Commissioner of School Education, A.P., Hyderabad.

The Director, SCERT, A.P., Hyderabad.

The Director, Government Examinations, A.P., Hyderabad

The State Project Director, SSA, A.P., Hyderabad.

Copy to

Regional Director, National Council for Teacher Education,  
1<sup>st</sup> Floor, CSD Building, HMT Post, Bangalore 560 031

Member Secretary, Wing-II, Hans Bhawan 1,  
Bahadur Shah Zafar Marg, New Delhi 110002.

P.S. to Hon'ble Minister (HRD),

PS to Secretary to Govt (SE)

Principal Secretary to Government, Women Development, Child Welfare and  
Disabled Welfare Department.

**// FORWARDED BY ORDER //**

**SECTION OFFICER**

**APPENDIX – B of G.O. Ms. No.1, School Education (Prog.II) Department,  
dated 01.01.2016.**

**I. Duration of the Programme:**

The D.El.Ed. programme shall be of a duration of two academic year. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme.

**II. Working days and Holidays for a DIET**

i.	Number of working days for a DEIT	=	220
	a) Number of working days for curriculum transaction for D.El.Ed. Course	=	200
	b) Days for assessment	=	20
			-----
	TOTAL		220 per annum
			-----

A student who admits in D.El.Ed. Course shall have at least 80% of attendance for each paper in teaching / instructional periods and 90% for school internship. A student who does not have adequate attendance will not be considered for attending the final examination.

- ii. First instruction Day
- a) D.El.Ed. Course 1<sup>st</sup> year – Last week of June/1<sup>st</sup> week of July
  - b) D.El.Ed. Course 2<sup>nd</sup> year – synchronized with school Academic Calendar

The Almanac of D.El.Ed. Course with date for every academic year will be communicated by Director, SCERT before 1<sup>st</sup> week of June of the Academic Year.

- iii. Summer vacation for DIET staff: 1<sup>st</sup> week of May to 1<sup>st</sup> week of June with not less than 30 days (exact dates will be communicated by Director, SCERT)

**III. Time table for a working day in DIET**

9.45 A.M.	- First Bell
9.50 A.M.	- Second Bell (Assembly commences)
9.50 to 10.00 A.M.	- Assembly
10.00 to 11.00 A.M	- 1 <sup>st</sup> Hour
11.00 to 12.00 A.M	- 2 <sup>nd</sup> Hour
12.00 to 12.15 Noon	- 1 <sup>st</sup> Interval
12.15 to 1.15 PM	- 3 <sup>rd</sup> Hour
1.15 to 2.00 PM	- Lunch
2.00 to 3.00 PM	- 4 <sup>th</sup> Hour
3.00 to 4.00 PM	- 5 <sup>th</sup> Hour
4.00 to 4.15 PM	- 2 <sup>nd</sup> Interval
4.15 to 5.15 PM	- 6 <sup>th</sup> Hour

(PTO)

**IV. Seven (7) Subject Departments:**

In order to enhance subject quality in Govt. DIETs, it is decided to rationalize faculty (subject wise) into seven subject departments.

Sl. No.	Department	No. of Sr. Lecturers	Subject specialization in PG	No. of Lecturers	Subject specialization in P.G.
1	Dept. of Teacher Education	1	Philosophy / Psychology / Sociology	3	Psychology - 1 Philosophy / Sociology - 2
2	Dept. of Telugu and Co-scholastic activities	1	Telugu	5	Telugu – 2 Physical Education – 1 Fine Arts – 2
3	Dept. of English	1	English	2	English – 2
4	Dept. of Mathematics	1	Mathematics	2	Mathematics – 2
5	Dept. of EVS	1	Science / Social Science	2	Biological / Physical Sciences – 1 Social Sciences (History / Economics / Political Science / Public Administration) – 1
6	Dept. of Sciences	1	Botany / Zoology / Physics / Chemistry	2	Botany / Zoology – 1 Physics / Chemistry - 1
7	Dept. of Humanities and Social Sciences	1	History / Geography / Economics / Political Sciences / Public Administration	1	History / Geography / Economics / Political Sciences / Public Administration - 1

- Note: 1. Hereafter appointments and postings will be made to subject departments only in order to ensure quality in a Govt. DIET.
2. In DIETs where there are 16 lecturers as against 17 in some other DIETs 1 lecturer post in Sociology out of 2 will be dropped in the above subject pattern. Five additional lecturer posts are available for Urdu medium. viz., Urdu language -1, Psychology / Philosophy / Sociology – 1, Mathematics-1, Sciences -1, Social Studies - 1.
3. Functions indicated for DIET by MHRD will be performed by subject departments as follows:

Sl. No.	MHRD Department	Subject Departments
i	Pre-Service	Dept. of Teacher Education
ii	IFIC	Dept. of Social Studies
iii	DRU	Dept. of Telugu and Co-Scholastic activities
iv	WE	Dept. of Environmental Studies
v	P & M	Dept. of Mathematics
vi	CMDE	Dept. of English
vii	ET	Dept. of Sciences

4. The Principal can utilize services of all faculty (both Sr. Lecturers and lecturers) for teaching to pre-service 1<sup>st</sup> / 2<sup>nd</sup> year students as per time table and the subjects of their study.

(Cont..)

### V. Subject wise Admissions for D.El.Ed. Course:

Reforms in D.El.Ed. admissions shall be implemented from the academic year 2016-17 in view of new D.El.Ed. curriculum. The admissions in this course shall be henceforth be subject wise, keeping in view this revised curriculum.

Ex: If NCTE has sanctioned two basic units of 50 intake for 1<sup>st</sup> year then admissions shall be as follows:

Mathematics	-	25
Physical Science	-	25
Biological Science	-	25
Social Studies	-	25
TOTAL	-	100

**Note:** In order to appear at CET for admission in that subject the candidate would have studied that subject has optional subject in Intermediate. Secondly, if a candidate is eligible for two or more subjects he/she should specify the subject opts i.e only one subject for admission at his choice at the time of applying for CET itself for allowing him for that subject test. Thirdly for Social Subject the candidate would have studied at least two subjects of the five subjects viz., History, Geography, Civics, Economics, Commerce and +2 level. Fourthly the DEECET Convener shall take steps to modify pattern of test papers accordingly. He / She will notify the subject test wise syllabus at the time of admission notification for DEECET.

### VI. Annual Teacher Education Schedule

SI. No.	Programme	Target Group	Dates
1	Theory Examinations by DGE	1 <sup>st</sup> and 2 <sup>nd</sup> years	15 <sup>th</sup> April to 5 <sup>th</sup> May
2	DEECET by Convener DEECET	1 <sup>st</sup> year admission test	2 <sup>nd</sup> week of May
3	Results of 2 <sup>nd</sup> year D.El.Ed. and distribution of pass certificate	2 <sup>nd</sup> year ending	Last week of May
4	DEECET a) Results b) State Counseling for admissions	1 <sup>st</sup> year admission test	2 <sup>nd</sup> week of June 3 <sup>rd</sup> /4 <sup>th</sup> week
5	1 <sup>st</sup> Instructional day	D.El.Ed. 1 <sup>st</sup> year	Last week of June / first week of July
6	1 <sup>st</sup> Instructional day	D.El.Ed. 2 <sup>nd</sup> year	12 <sup>th</sup> / 13 <sup>th</sup> June (Should synchronize with school Academic Calendar)
7	TET cum TRT	DSC appearing students	Last week of May

R.P. SISODIA  
SECRETARY TO GOVERNMENT

SECTION OFFICER

## 10. RIGHT TO INFORMATION ACT, 2005

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

### **Salient Features of Right to Information Act, 2005**

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

### **Concept**

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

### **RTI Act – Key Definitions:**

#### **“Information” means**

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

#### **“Record” includes**

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

#### **“public authority” means**

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

- a. by or under the Constitution;
- b. by any other law made by Parliament;
- c. by any other law made by State Legislature;
- d. by notification issued or order made by the appropriate government and includes any:



- i. body owned, controlled or substantially financed,
- ii non-Government organization substantially financed, directly or indirectly by funds provided by the appropriate Government.

**“right to information” means**

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

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

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

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

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

The head of account for remittance of fee as per GOMs.No. 530 GA(I & PRII) dated 29<sup>th</sup> November 2005:

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

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

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

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

**B) Other than priced material:**

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

For detailed information about the Act, it can be downloaded from [www.apic.gov.in](http://www.apic.gov.in)

# **11. RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) Act , 2009**

## **INTRODUCTION**

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

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

## **MAIN FEATURES OF THE ACT:**

1. Makes Elementary Education Free
2. Makes Elementary Education Compulsory for the State to provide
3. Mandates education of children along their peer age group (“age-appropriate”); provides for “special training” to facilitate age appropriate education
4. Sets quality norms for all schools
5. Sets qualification and working norms for Teachers in all schools
6. Mandates curriculum in all schools to be in consonance with Constitutional Values
7. Mandates a system of evaluation that is free of the oppression of annual exams
8. Enhances role of PRIs in implementation as well as grievance redressal.
9. Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community
10. Democratizes education delivery in the country by mandating 25% reservation for children from weaker sections in private schools.
11. Protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.
12. Separates agency for implementation of Act (Education Department) from agency charged with monitoring the implementation of the Act (NCPCR)

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

**What does “free” mean?**

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

**What is elementary education?**

Elementary education is 8 years of education corresponding to classes 1-8. This in most cases includes children between 6-14 years, but in states that start at 5 years and go up to class 7, RTE would still extend to class 8.

**What is a neighbourhood school?**

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

2. **Compulsory Elementary Education**. The word compulsory has implications for the government alone. In other words while it is the DUTY of the parent to send their children to school (Article 15k) it is the OBLIGATION of the government to ensure not just enrolment but attendance and completion of elementary education. This implies that the government
  - a. Must identify all children that are out of school or dropped out
  - b. Make sure that they are enrolled in school
  - c. Make sure they attend school on a regular basis
  - d. Make sure they complete the elementary cycle of education.
  - e. If parents are reluctant to send their children it is the responsibility of the government to find a way of convincing the parents, without use of force/violence/pressure to send their children to school.
3. **Age Appropriate Education**.
  - a. This means that children will be enrolled in the class that corresponds to their age. In other words, if a 10 year old has not been to school or dropped out earlier, she will be enrolled in class 5.
  - b. To enable the 10 year to cope in class 5 “special training” will be provided on the premises to bring the child up to the age appropriate level.

4. **Quality Norms for ALL schools.** The Act lays out some basic norms for all schools (government and private):
  - a. Pupil- Teacher Ratio (cannot exceed 1:30)
  - b. Minimum days of school functioning in a year (200 and 250 for primary and Upper Primary, respectively)
  - c. Minimum hours of instruction in school (4 and 5 hours a day for primary and UP)
  - d. Minimum working hours for the teacher (45 hours a week)
  - e. Separate subject teachers and head-teacher
  - f. One room for every teacher
  - g. Separate and functional toilets; clean and adequate drinking water
  - h. Playground, boundary wall, library, kitchen
  
5. **Qualifications for Teachers.**
  - a. Para Teachers banned
  - b. All teachers must subscribe to minimum qualifications and training norms laid out by Academic Authority within 5 years.
  - c. Teacher education and Teacher training institutes to be upgraded to enable fulfillment of quality and qualification norms for teachers.
  
6. **Curriculum in line with Constitution.**
  - a. This means that curriculum, syllabus and books must conform to Constitutional values. It implies that communal and harmful agendas cannot be part of the materials used and taught in ANY school of the country.
  - b. Syllabus and Books must also take into account age and learning levels of children
  
7. **Evaluation system to be based on principle of Continuous and Comprehensive Evaluation (CCE).**
  - a. No failure till completion of elementary cycle
  - b. Evaluation to be done throughout the year and not be based on an annual exam.
  - c. Teachers to maintain PUPIL CUMMULATIVE RECORD (PCR) for every child.
  - d. Evaluation to be on “comprehensive” performance of child, reflecting all facets, talents of the child and not be based on just a few subject areas. The PCR to include music, theatre, leadership skills, social skills etc., as well.
  
8. **Role of Panchayati Raj Institutions:**
  - a. The PRIs have been given a wide range of functions related to the implementation of the provisions of the RTE, such as identification of out of school children; neighbourhood-wise school mapping; maintenance of child records (child-tracking) public display of information; education of

children from migrant families; participation in School Management Committees (SMCs)

- b. PRIs have also been made responsible for grievance redressal in matters related to violations of the rights of the child under RTE.

#### **9. Participation of Civil Society**

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

#### **10. Reservation in Private Schools**

- a. All private schools are required to admit in their incoming class 25% children from weaker sections and socially disadvantaged groups from their neighbourhood.
- b. Limits of definition to be extended if 25% seats are not being filled within the standard limits of neighbourhood.
- c. Private schools to be reimbursed for these children by the government at the rate of per learner costs of government schools in the state.

#### **11. Separation of Implementation and Monitoring Agency.**

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

## **12. ANDHRA PRADESH RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION RULES 2010**

### **GOVERNMENT OF ANDHRA PRADESH ABSTRACT**

School Education – The Andhra Pradesh Right of Children to Free and Compulsory Education Rules 2010 under the provisions of the Right of Children to Free and Compulsory Education Act,2009 (Act No.35 of 2009) – Notification – issued

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#### **SCHOOL EDUCATION (P.E .PROG.I) DEPARTMENT**

GO.Ms.No. 20

Dated:03.03.2011

Read the following:-

1. Gazette of India Right of Children to Free and Compulsory Education Act,2009 dt.26.8.2009
2. From the Ministry of Human Resource Development (Dept of S.E. & Literacy), Notification dt.16.2.2010.
3. G.O.Rt.No.174, Education (PE.Prog.1) Dept. dt.31.03.2010
4. From the State Project Director, Rajiv Vidya Mission, AP, Hyderabad Lr.Rc.No.165/RVM (SSA)/B12/2009,dt.4.09.2010

\*\*\*\*

#### **ORDER**

Parliament enacted the Right of Children to Free and Compulsory Education Act,2009 (Act No.35 of 2009) to provide free and compulsory education to all children of the age of six to fourteen years.

2. The Ministry of Law and Justice, have issued a Gazette notification (Extraordinary) No.359, dated 16.02.2010 under the Right of Children to Free and Compulsory Education Act,2009 appointing the 01.04.2010 as the date on which the provisions of the said Act shall come into force in the state.

3. After careful consideration, the State Government have decided to issue the Right of Children to Free and Compulsory Education Rules, 2010 for the State of Andhra Pradesh under the provisions of the Right of Children to Free and Compulsory Education Act,2009 (Central Act No.35 of 2009).

4. The Commissioner, Printing and Stationery and Stores Purchase, AP, Hyderabad is requested to publish the following Notification in an Extraordinary issue of the Andhra Pradesh Gazette dt. 05.03.2011.

5. This order issues with the concurrence of Finance Department vide their U.O.No. 29712/517/Expr.SE/2010, dated.26.11.2010

6. The G.O. is available on Internet and can be accessed at the address [httd://www.aponline.gov.in](http://www.aponline.gov.in))

### **NOTIFICATION – I**

In exercise of the powers conferred by sub-section (i) of Section 38 of the Right of Children to Free and Compulsory Education Act, 2009 (Act No.35 of 2009), the Governor of Andhra Pradesh hereby makes the following Rules.

**1. Short title**

These Rules may be called "The Andhra Pradesh Right of Children to Free and Compulsory Education Rules, 2010".

2. They shall be deemed to have come into force with effect from 1<sup>st</sup> April 2010.

**3. Definitions :-**

(I) In these rules, unless the context otherwise requires,

- (1) 'Act' means The Right of Children to Free and Compulsory Education Act 2009.
- (2) 'Anganwadi' means an Anganwadi Centre established under the Integrated Child Development Scheme of the Ministry of Women and Child Development of the Government of India
- (3) 'Child' means any child male or female in the age group of 6 to 14 years and includes a child who has completed five years of age as on 1<sup>st</sup> September of the year of admission.
- (4) 'Child belonging to socially disadvantaged group' means and includes a child belonging to the schedule caste, schedule tribe, orphans, Migrant and Street children, Children With Special Needs and HIV affected/infected children.
- (5) 'A child belonging to Weaker Sections' means a child belonging to BC, Minorities and includes OCs whose parents' income does not exceed Rs. 60,000/- Per annum.
- (6) 'Collector' means the head of civil and revenue administration in the district
- (7) 'Corporator' means elected member of a ward of a Municipal Corporation within the limits of Andhra Pradesh or of the Greater Hyderabad Municipal Corporation.
- (8) 'Councilor' means elected member of a ward of an urban local body
- (9) 'District' means a revenue district of the State.



- (10) 'District Educational Officer (DEO)' means the officer responsible for implementing the programmes for elementary education at district level.
- (11) "ECE" means Early Childhood Care Centers established by Sarva Siksha Abiyan in the premises of primary schools or elsewhere to provide pre-school education to the children in the age group of 3-5 years.
- (12) 'Elementary School' means a school that imparts education between class I and class VIII. It includes all existing schools in Andhra Pradesh, namely, Primary, Upper Primary & High Schools having these classes.
- (13) 'Free Education' means and includes providing elementary education to all children with no direct costs like fees/capitation fees, or indirect costs like kind/services / fees for stationary, etc. to be borne by the parents of child. The Government shall provide free textbooks, notebooks @ 1 notebook per subject and other writing material, midday meals with Nutritional values, uniforms in neighborhood schools run by the Government.
- (14) 'Gram Panchayat 'means Gram Panchayat constituted under the Andhra Pradesh Panchayati Raj Act 1994.
- (15) 'Local authority' means, the mandal parishad / zilla parishad / municipalities as the case may be, in their respective jurisdictions for the purposes of the Act.
- (16) "Mandal Educational Officer (MEO)' means the officer responsible for implementing the programmes for elementary education at the mandal level.
- (17) 'Mandal Resource Person (MRP)' means a resource teacher who coordinates academic activities in a cluster of schools
- (18) 'Neighborhood area of a school' means the habitations in a safe walking distance of 1 km for a Primary School, 3 kms for an Upper Primary / High School having classes VI to VIII.
- (19) 'Out of School Child' means a child in the age group of 6-14 who has not completed elementary education (who is either never enrolled in the school or dropped out without completing elementary education). A pupil of an elementary school absent for more than one month shall also be considered to be an out of school child.
- (20) 'Primary school' means a school that imparts education between class I and class V.
- (21) 'Sarpanch' means elected head of the Gram Panchayat.

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- (22) "School mapping" means planning school location to overcome social barriers and geographical distance and includes assessing availability of schooling facilities for elementary education based on certain fixed norms and standards in terms of location, infrastructure, teachers, by using the method of distance matrix between one habitation and other habitations. It includes The Geographical Information System (GIS) mapping of all the schools in Andhra Pradesh prepared by the Rajiv Vidya Mission (SSA), Andhra Pradesh.
  - (23) 'State' means the state of Andhra Pradesh
  - (24) 'State Government' means the Government of Andhra Pradesh.
  - (25) 'Specified Category' in relation to a school means the residential schools including Kasturba Gandhi Baalika Vidyalayas (KGBVs) and Minority residential schools run by Andhra Pradesh Residential Educational Institutions Society (APREIS), Andhra Pradesh Social Welfare Residential Educational Institutions Society (APSWREIS), Andhra Pradesh Tribal Welfare Residential Educational Institutions Society (APTWREIS), Ashram Schools run by Integrated Tribal Development Agencies (ITDAs), Sports schools run by Sports Authority of Andhra Pradesh (SAAP) in addition to Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik Schools for the purposes of sub-clause (III) of clause (n) of section (2) of the Act.
  - (26) "The Academic Authority under the Act" means The State Council for Educational Research and Training, Hyderabad, Andhra Pradesh.
  - (27) "The Implementing Authority of the Act" means the **State Project Director, Sarva Shiksha Abhyan, and It includes the Commissioner and Director of School Education, Andhra Pradesh.**
  - (28) 'Walking Distance' means the distance covered by a child from habitation to the school.
  - (29) 'Ward Member' means elected member of a ward of Gram Panchayat.

All other words and expressions used herein and not defined but defined in the Act shall have the same meaning respectively assigned to them in the Act.

#### **4. Special Training For Out of School Children**

(1) The School Management Committee/ Local Authority shall identify children requiring special training and organize such training in the following manner, namely:

- (a) The special training shall be based on specially designed, age appropriate learning material, approved by the academic authority specified in section 29(1) of the Act.

- (b) It shall be provided in classes held on the premises of the school, or in classes organized in safe residential facilities.
  - (c) It shall be provided by teachers working in the school, or by teachers specially engaged for the purpose.
  - (d) The duration shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years.
- (2) The child shall, upon induction into the age appropriate class after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.
  - (3) The School Management Committees may involve Civil Society Organizations (CSOs) and Self Help Groups (SHGs) in mobilization and identification of Out-of-School children.

#### **5. Access to Educational Facilities under the Act**

- (1) The areas or limits of neighborhood within which a school has to be established by the State Government shall be as under:-
  - (a) In respect of children in classes I - V, a school shall be established within a walking distance of one km of the neighborhood.
  - (b) In respect of children in classes VI - VIII, a school shall be established within a walking distance of 3 km of the neighborhood.
- (2) Wherever required, the State Government shall upgrade existing primary schools with classes I - V by adding classes VI-VIII and in case of existing Upper Primary schools having classes I -VII by adding class VIII.
- (3) In areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school, the Government/Local Authority shall locate the school in such a manner as to avoid such dangers, by reducing the limits specified under sub-rule (1).
- (4) For children from small hamlets or any other place as identified by the State Government/Local Authority, where no school exists within the area or limits of neighborhood specified under sub-rule (1) above, the Government/Local Authority shall make adequate arrangements, such as free transportation, residential facilities and other facilities, for providing elementary education in a school, in relaxation of the limits specified under sub-rule (1).
- (5) In areas with high population density, the Government/Local Authority may consider opening of more sections in the neighborhood school or to establish more than one neighborhood school, having regard to the number of children in the age group of 6-14 years in such areas.

(6) The Local Authority shall identify the neighborhood school (s) where children can be admitted and make such information public for each habitation within its jurisdiction.

(7) In respect of children with disabilities which prevent them from accessing the school, the Government/Local Authority shall endeavor to make appropriate and safe transportation arrangements for them to attend school and complete elementary education. In case of severe disability the Government shall make arrangements for Home Based Education of such children who cannot be safely transported to neighborhood schools.

(8) The Government/Local Authority shall ensure that access of children to the school is not hindered on account of social and cultural factors and the state shall endeavor to discourage setting up of schools exclusively for socially disadvantaged groups in their respective habitations in future so that mainstreaming of all children in the neighborhood school is achieved.

(9) In areas affected by civil unrest and in respect of children in difficult circumstances, the Government shall notify schools as safe zones for children to enable them to continue their education uninterrupted. In case of disruption of schooling, all the children shall be accommodated in residential schools where their education can resume safely.

#### **6. Duties of State Government and Local Authority**

(1) The Government /Local Authority shall ensure that a child attending a school of the State Government or Local authority referred to in sub-clause (i) of clause (n) of section 2 of the Act, a child attending a school referred to in sub-clause (ii) of clause (n) of section 2 of the Act in pursuance of clause (b) of sub section (1) of section 12 of the Act, and a child attending a school referred to in sub-clause (iii) (to the extent of the residential schools run by Andhra Pradesh Residential Educational Institutions Society, Andhra Pradesh Social Welfare Residential Educational Institutions Society, Gurukulam and other schools run by Government Educational Societies) and run by other Government Departments and the children admitted in the schools as defined in by Sub-clause (iv) of clause (n) of section 2 of the Act in pursuance of clause (c) of sub section (1) of section 12 of the Act shall be entitled to free text books, uniforms, writing materials and other facilities as prescribed by the Government of India /Government of Andhra Pradesh.

Provided that a child with disabilities shall also be entitled to free education with barrier free environment and special material, uniforms and books supplied by the State.

Provided further that all the teachers in regular schools shall be trained in appropriate teaching methods for Child With Special Need for the purpose of inclusive education.

**Explanation:** In respect of the child admitted in pursuance of clause (b) of sub-section (1) of section 12 of the Act and a child admitted in pursuance of clause (c) of sub-section (1) of section 12, of the Act the responsibility of providing the free entitlements shall be of the school referred to in sub-clause (ii) of clause (n) of section 2 of the Act and of sub-clauses (iii) and (iv) of clause (n) of section 2, of the Act respectively.

(2) For the purpose of determining and for establishing neighborhood schools, the Government/Local authority shall undertake school mapping, and identify all children, including children in remote areas, children with disabilities, children belonging to disadvantaged groups, children belonging to weaker sections and children referred to in section 4 of the Act within a period of one year from the appointed date, and every year thereafter updated as on 30<sup>th</sup> September of each year.

(3) The Government/Local Authority shall ensure that no child is subjected to caste, class, religious or gender abuse in the school and that no child is denied admission into any school public or private on the basis of caste / class / religion and gender.

(4) For the purposes of clause (c) of section 8 and clause (c) of section 9 of the Act the Government and the Local Authority shall ensure that a child belonging to a weaker section and a child belonging to disadvantaged group is not segregated or discriminated against in the classroom, during mid day meals, in the play ground, in the use of common drinking water and toilet facilities, and in the cleaning of toilets or classrooms.

## **7. Maintenance of records of children by Local Authority**

(1) The Local Authority shall maintain a record of all children, in its jurisdiction, through a household survey, from their birth till they attain the age of 14 years. A unique number may be given to every child to monitor his/her enrolment attendance learning achievement and transition to next higher classes. The household survey should also be conducted to identify the children in migrant locations, work places, unregistered habitations etc.

(2) The record, referred to in sub-rule (1) above, shall be updated each year.

(3) The record, referred to in sub-rule (1) above shall be maintained transparently, in the public domain, and used for the purposes of clause (e) of section 9

(4) The record, referred to in sub-rule (1) shall, in respect of every child, include:-

(a) Name, sex, date of birth, (Birth Certificate Number), place of birth;

(b) Parents' / guardians' names, address, occupation;

(c) Pre-primary School/Anganwadi centre that the child has attended (upto age six ) or attending.

- (d) School where the child is admitted;
  - (e) Present address of the child;
  - (f) Class in which the child is studying (for children between age 6-14), and if education is discontinued in the territorial jurisdiction of the Local Authority, the cause of such discontinuance;
  - (g) Whether the child belongs to the weaker sections;
  - (h) Whether the child belongs to a disadvantaged group;
  - (i) Details of children requiring special facilities / residential facilities on account of migration and sparse population; age appropriate admission; disability.
- (5) The Local Authority shall ensure that the names of all children enrolled in the schools under its jurisdiction are publicly displayed in each school.
  - (6) The Government may in consultation with the Commissioner and Director of School Education and State Project Director, Rajiv Vidya Mission (Sarva Shiksha Abhiyan) evolve a child tracking system so as to monitor not only the academic progress of children in the schools, but also their retention, transition and migration.
  - (7) The Government shall make appropriate arrangements for tracking the children migrating from one district to another within the state or children of the families migrating from Andhra Pradesh to other states or children of the families migrating from other states into Andhra Pradesh along with their parents, so as to ensure continuity of elementary education.
  - (8) The Government shall provide seasonal hostels in the villages known for migration of labour, either on a seasonal basis or for a longer time cycle so that the children will stay back when their parents migrate to other places and so that these children are provided education and suitable residential facility in spite of their parents migration.
  - (9) The Government shall make arrangements for the education of the migrant children coming from other states, by setting up on-site schools at the work places where the migrant labour from other states are engaged in any economic activity in groups, in consultation with the state concerned where from the labour have migrated with families and children and as far as may be practicable, the teaching material and the textbooks shall be in their respective mother tongue.

#### **8. Admission of children belonging to weaker sections and disadvantaged groups**

- (1) The school referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 of the Act shall ensure that children admitted in pursuance of clause (c) of sub-section (1) of section 12 of the Act shall not be segregated from the other children in the classrooms nor shall their classes be held at places and timings different from the classes held for the other children.

(2) The school referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 of the Act shall ensure that children admitted in pursuance of clause (c) of section 12 (1) of the Act shall not be discriminated from the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniforms, library and Information and Communication Technology (ICT) facilities, extra-curricular activity and sports.

**9. Proof of Residence:**

(1) Any of the following documents may be taken for proof of Residence to decide whether the child belongs to the neighborhood or not:

- (a) Ration Card,
- (b) Pattadar Pass Book,
- (c) Electricity Bill,
- (d) House-Tax Receipt or extract of the House-Tax register maintained by the Gram Panchayat / Municipality / Corporation.
- (e) Telephone Bill if any or any other document as specified by the Government from time to time

(2) The areas or limits of neighborhood specified in sub-rule (1) of rule 5 shall apply to admissions made in pursuance of clause (c) of sub-section (1) of section 12 of the Act;

Provided that if the requisite percentage of seats for children referred to in clause (c) of sub-section (1) of section 12 of the Act is not filled up, the area or limits shall extend to 3 kms for the purpose; Provided further that the school may, for the purposes of filling up the requisite percentage of seats for children referred to in clause (c) of sub-section (1) of section 12, extend the limit with prior permission of the District Educational Officer. Provided further that before extending the limits of the local area, the Mandal Educational Officer shall ensure that all the seats in the Government School have been filled up.

(3) The Chairperson of the School Management Committee shall maintain a list of the children belonging to disadvantaged groups and weaker sections in the neighborhood area of every private school and specified category schools within his/her jurisdiction.

(4) The following order of preference shall be followed by the schools covered by sub. Clauses II, III, IV of Clause (n) of Section 2 of the Act in admitting the children referred to in clauses (b) and (c) of sub section (1) of section 12 of the said Act.

(a) Disadvantaged groups:		
Orphans, HIV affected and disabled		= 5%
SC		= 10%
ST		= 4%
(b) Weaker sections which includes others viz., BC, Minorities, OCs (whose annual income does not exceed Rs. 60,000/- per annum)		= 6%
		-----
Total		= 25%
		-----

- Note: 1) The above arrangement of reservation in sequential order is applicable to private schools in plain areas. Where orphans, HIV affected and disabled are not available or available only to a certain extent such vacancies will be filled by STs and SCs. After exhausting all applications for admission of Orphans, HIV affected and disabled, SC and ST if any seats remain unfilled such seats will be added to the percentage of weaker sections.
- 2) In Tribal areas, all ST children should be admitted first. After exhausting applications of ST children, SC children may be admitted. After exhausting the SC, the remaining seats will be filled by others.
- 3) In Minority institutions, all candidates belonging to minority concerned should be considered for filling first. After exhausting applications of Minorities the left over seats may be filled in the order of ST, SC and BC.

#### **10. Reimbursement of per-child expenditure by the State Government**

(1) The total annual recurring expenditure incurred by the State Government, whether from its own funds, or funds provided by the Central Government, on elementary education in respect of all schools established, owned or controlled by it or by the local authority, divided by the total number of children enrolled in all such schools, shall be the per-child expenditure incurred by the State Government.

*Explanation* - For the purpose of determining the per-child expenditure, the expenditure incurred by the State Government or local authority on schools referred to in sub-clause (ii) of clause (n) of section 2 of the Act and the children enrolled in such schools shall not be included.

(2) Every school referred to in sub-clause (iv) of clause (n) of section 2 shall maintain a separate bank account in respect of the amount received by it as reimbursement under sub-section (2) of section 12.

(3) There shall be a committee at the state level comprising Secretary Finance, Principal Secretary Primary Education, Principal Secretary/Secretary School Education, Commissioner and Director of School Education, State Project Director Rajiv Vidya Mission (Sarva Shiksha Abhiyan) and a representative of private school managements as nominated by their association, and representatives of two prominent NGOs, nominated by the Government for the purpose of assessing per child expenditure incurred by the state and the local authority for reimbursement of expenditure to the schools under sub-section (2) of section 12 of the Act.

(4) The committee shall meet within three months from its constitution and thereafter every year in December to assess per child expenditure for the next academic session.

(5) The State Project Director Rajiv Vidya Mission (Sarva Shiksha Abhiyan), on the basis of the decision of the committee, shall communicate to the District Educational Officer the per child expenditure for the reimbursement of the fee against the reservation of children in the schools under section 12 of the Act, read



with section 8 and 9 of the Act; Provided that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

(6) The reimbursement will be made directly, by way of Real time Gross Settlement (RTGS) / National Electronic Fund Transfer (NEFT) in the separate bank account maintained by the school in two installments during the academic year. First installment of 50% will be reimbursed in the month of September and the balance will be reimbursed in the month of January.

(7) The school, shall in the month of July, submit the list of the students admitted in the school under section 12 of the Act, to the District Educational Officer for reimbursement. The District Educational Officer shall verify or cause to be verified the enrolment of the children before making the reimbursement of the first installment. He/she shall reimburse the final installment in the coming January again after verification of the enrolment of children, attendance of every child subject to a minimum of 80% attendance every month and student learning outcomes.

(8) The school wise names of the students admitted in the private schools and the specified schools under section 12 of the Act shall also be maintained in the electronic form and will be displayed in a manner as determined by the Committee constituted under sub-rule (3) of rule 9 above.

#### **11. Birth Certificate for Admission**

Wherever a birth certificate under the Registration of Births and Deaths Act 1969 is not available, anyone of the following documents shall be deemed to be proof of age of the child for the purposes of admission in schools:—

- (a) Hospital/ Auxiliary Nurse and Midwife (ANM) register record
- (b) *Anganwadi* record
- (c) Self declaration by the parent or guardian

#### **12. Normal period of Admission.**

The normal period of admission into any school, for the purposes of this Act, shall be from 12<sup>th</sup> June to 31<sup>st</sup> August of the academic year, it includes any admissions made prior to this period for the academic year commencing from the 12<sup>th</sup> of June or any other date notified by the Government for that year.

#### **13. Extended Period of Admission**

(1) Extended period of admission shall be three months from the date of closure of the normal period of admission.

(2) Where a child is admitted in a school after the extended period, he or she shall be eligible to complete studies with the help of special training, as determined by the head of the school.

#### **14. School Recognition**

(1) Every school, other than a school established, owned or controlled by the Central Government, the State Government or the local authority, established before or after the commencement of the Act for imparting elementary education shall make an application cum self-declaration in Form-I as shown in the appendix, within a period of three months from the commencement of the Act, to the District Educational Officer, who shall be the designated authority to issue certificate of recognition to the school under section 18 of the Act. The application shall also mention the neighborhood area of the school that shall be covered under the provisions of clause (c) of sub-section-2 of Section 12 of the Act. The application addressed to the District Educational Officer shall be submitted to him/her through the Mandal Educational Officer. The school, at first, shall furnish information in the electronic form on the website maintained for the purpose so that the school information is immediately put on the public domain. The school shall get a receipt and registration number after filing the data in the website. Thereafter, the school shall submit the application form along with the copy of the receipt to the Mandal Education Officer who shall acknowledge receipt of the application.

(2) The District Educational Officer may inspect or may cause to be inspected the school to verify if the school seeking recognition fulfills the norms and standards prescribed under section 19 of the Act. The District Educational Officer and the inspecting authority, if it is other than the District Educational Officer, shall have power to seek information relevant for the grant of the recognition and to make inspection of the records to verify the information submitted in the application form seeking recognition.

(3) The Mandal Educational Officer or a team of such officers as may be prescribed by the District Educational Officer shall verify the information submitted by the school in the application form and send the application form in original along with his / their report to the District Educational Officer for consideration within a week of receipt of the application.

(4) The District Educational Officer, on being satisfied that the school fulfills the norms and standards prescribed under section 19 and section 25 of the Act, shall issue the recognition certificate in Form-2 as shown in the appendix. The certificate shall be for a period of three years and shall be issued within 30 days from the date of making application for recognition. The certificate of recognition shall be issued subject to following conditions:

- (a) The school is run by a society registered under the Societies Registration Act, 1860 (21 of 1860), or a public trust constituted under any law for the time being in force;
- (b) The school is not run for profit to any individual, group or association of individuals or any other persons;
- (c) The school conforms to the values enshrined in the Constitution;

- (d) The school is open to inspection by any officer authorized by the State Government/ Local Authority;
- (e) The school buildings or other structures or the grounds are used only for the purposes of education and skill development;
- (f) the school shall furnish such reports and information as may be required by the State Government, Commissioner and Director School Education and District Educational Officer from time to time and comply with such instructions of the State Government/Local Authority as may be issued to secure the continued fulfillment of the conditions of recognition or the removal of deficiencies in working of the school;
- (g) The school shall maintain norms and standards specified under section 19 of the Act
- (h) The school shall give reservation of minimum of 25% in class I for the children of disadvantaged groups and children of weaker sections from the neighbourhood area .In case the private school is an aided school it shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of 25%.;
- (i) The school having pre-school education shall also give reservation of at least 25 % of its enrolment at the initial stage of admission to the children of disadvantaged groups and the children of weaker sections of the neighbourhood area under section 12 of the Act;
- (j)The school shall submit, every year, before commencement of the academic session, fee to be charged from the children to the District Educational Officer
- (k) The school shall comply with the provisions of the Act;
- (l) The recognition shall be withdrawn in case of violation of the conditions of recognition.

#### **15. Provisional Certification**

Should a school fail to fulfill the following norms:

- (1) Pupil - teacher ratio as specified in section 25 of the Act, the District Educational Officer shall issue a provisional certificate granting permission to run the school for a period up to six months from the date of commencement of the Act. The provisional certificate -shall be issued in the Form-3 as shown in the appendix. On expiry of the period of six months the school shall maintain the Pupil- Teacher Ratio as specified by the Act.

(2) if a school fulfills norms mentioned in section 25 of the Act, but does not fulfill other norms and standards specified in the schedule of the Act the District Educational Officer shall issue a provisional certificate granting permission to run the school for a period up to three years from the date of commencement of the Act. The provisional certificate shall be issued in the Form-4 as shown in the appendix.

Provided that if the school fulfills the required norms and standards within the time frame specified in the provisional certificate, the certificate issuing authority, on receipt of application for recognition, satisfy himself/ herself and shall issue the certificate of recognition as laid down under sub -rule 4.

Provided further that if the school does not claim recognition within the period specified in the provisional certificate it shall be deemed to be an unrecognised school and running of such a school shall be punishable under section 19 of the Act.

- (3) No new school shall be opened after the commencement of the Act without obtaining recognition certificate issued under section 18 of the Act.
- (4) The recognition certificate issuing authority shall inspect or cause the school to be inspected every year to verify fulfillment of conditions of recognition.

#### **16. Withdrawal of Recognition**

Where a school contravenes the conditions of recognition or any provisions of the Act the authority issuing the certificate of recognition shall issue show cause notice of withdrawal of recognition. The school shall be given at least one month time to file the reply. If the authority is not satisfied with the reply, the school shall be given opportunity of hearing before taking a decision on withdrawal of recognition. The order of withdrawal shall be in writing. The order of de-recognition shall be operative from the immediately succeeding academic year. The order will be a speaking order and it shall contain the name/names of the neighbourhood school /schools where the children of the de-rcognised school will be admitted.

#### **17. Appeal**

Appeal against the order issued under sub rule (5) or sub rule (8) may be filed before the Collector of the district within 15 days from the date of receipt of the order. The Collector shall, at first, decide admissibility of the appeal and once the appeal has been admitted for hearing, the order under appeal shall remain suspended till the final decision of the appeal. The Collector, after giving opportunity of hearing to both the parties, will pass the order within two months from the date of filing of appeal. The order of the Collector shall be final.

#### **18. Revision**

(a) A revision shall lie to the Commissioner and Director of School Education, against the orders passed by the Collector withdrawing recognition of any school.

(b) It shall be filed within (30) days of the date of receipt of the orders passed by the appellate authority.

(c) Information of recognition of any school will be sent to the local authority i.e. to the urban local body in case the school is situated in the urban area and to the Gram Panchayat in case the school is situated in the rural area, so that local public representatives have knowledge of establishment of recognised private school.

### **19. School Management Committee**

A School Management Committee (SCHOOL MANAGEMENT COMMITTEE) shall be constituted in every school, other than an unaided school, within its jurisdiction, within six months of the commencement of the Act and reconstituted every two years.

(2) The composition of the committee will be as follows-

(a) The committee in case of a primary school shall be a 27 member committee. Of them 24 members shall be from the mother / father or guardian of the children enrolled in the school. One member shall be the elected representative one member may be the nominee of the mahila smakhya of the village concerned. The head teacher or the in charge head teacher of the school shall be ex-officio member/convener of the committee.

(b) In the primary school, members will be selected as follows-

(i) mother / father or guardian of each of such child who has secured highest percentage of marks in the annual examination of the preceding academic session in class I, II, III, and IV;

(ii) mother / father or guardian of each of such child who has secured lowest percentage of marks in the annual examination of the preceding academic session in class I, II, III, and IV;

(iii) mother / father or guardian of children one each belonging to scheduled castes, scheduled tribes and other backward classes and muslim minority categories who have secured highest percentage of marks in their respective category in the annual examination of the preceding academic session in classes I to IV thus taking four parents of the categories noted above from each class.

(iv) Corporator / Counselor of the ward in urban areas and one member of the ward of the Gram Panchayat in rural areas incharge of education, where the school is situated;

(v) Head teacher or the in charge head teacher of the school shall be the member convener.

(vi) An eminent educationist or a philanthropist or a person who supports the school in the neighborhood or an eminent NGO representative as co-opted by the School Management Committee.

(vii) There shall be atleast two children in the committee one of them may be a girl child in case of a school running in co-educational mode, who shall be special invitees. Provided that 50% of the members of the School Management Committee shall be women.

(c) In an upper primary school, having primary section also, in addition to the categories noted above, additional members will be selected as follows-

- (i) Mother / father or guardian of each of such child who has secured highest marks in the annual examination of the preceding academic session in classes V and VI
- (ii) Mother / father or guardian of each of such child who has secured lowest marks in the annual examination of the preceding academic session in classes V and VI
- (iii) Mother / father or guardian of children one each belonging to scheduled castes, scheduled tribes, other backward classes and muslim minority categories who have secured highest percentage of marks in their respective category in the annual examination of the preceding academic session in classes V and VI
- (iv) Corporator / Councilor of the ward in urban areas and one member of the ward of the Gram Panchayat in rural areas, where the school is situated;
- (v) Head teacher or the in charge head teacher of the school shall be the member convener.
- (vi) There shall be atleast two children in the committee one of them may be a girl child in case of a school running in co-educational mode, who shall be invitees.

(3) The Sarpanch shall be the chairperson of the School Management Committee in rural areas and in Municipal areas the concerned Councilor / Corporator shall be the Chairperson of the School Management Committee, of the schools falling in their respective jurisdictions.

(i) There shall be a vice- chairperson of the committee elected from amongst the members.

Provided further that if the chairperson is not from the scheduled castes, or scheduled tribes or other back ward classes, the vice-chairperson shall be from any of these classes.

(4) The Vice Chairperson shall be elected from amongst the members of the committee representing the parent community.

Provided that the members representing the local bodies and the head teacher or the incharge head teacher shall not be eligible for participating in election nor they will have any voting right.

(5) The School Management Committee shall meet at least once a month and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

(6) The School Management Committee shall, in addition to the functions specified in clauses (a) to (d) of sub-section (2) of section 21, perform the following functions:

- (a) Arrange to demonstrate learning outcomes of the children in the areas of reading, writing, simple arithmetic and comprehension, picking the children at random from each class and shall also pay attention to student absenteeism and teacher absenteeism and take steps to reduce the absenteeism of children in particular
- (b) Arrange to maintain a list of all children in the neighbourhood who are in the age group of 6-14 years and shall take effective steps to enroll the out of school children
- (c) Ensure the implementation of clauses (a) and (e) of section 24 and section 28,
- (d) Ensure the enrolment and continued attendance of all the children from the neighbourhood in the school;
- (e) Monitor the maintenance of the norms and standards prescribed in the Schedule;
- (f) Bring to the notice of the local authority any deviation from the norms and standards relating to rights of the child, in particular, mental and physical harassment of children, denial of admission, and timely provision of free entitlements as per sub-section (2) of section 3.
- (g) Identify the needs, prepare a Plan, and monitor the implementation of the provisions of Section 4.
- (h) Monitor the identification, enrolment and facilities for learning by disabled children, and ensure their participation and completion of elementary education.
- (i) Monitor the implementation of the Mid-Day Meal in the school.
- (j) Prepare an annual account of receipts and expenditure of the school.

(7) Any money received shall be credited to the bank account of the School Management committee. The account shall be the joint account of the chairman and the convener of the committee. The account will be made available for audit when ever required. At the end of each year utilization certificate shall be submitted to the authority releasing the grants.

(8) The committee shall also get the accounts audited by either a chartered accountant or a local fund auditor or an auditor from the cooperative department.

#### **20. Preparation of School Development Plan**

(1) The School Management Committee shall prepare a school development plan in the month of November each year by calling a Gram Sabha involving all the parents of the children enrolled in the school, the local peoples' representative of the Panchyat Raj institutions, the Mahila Samakhyas and also inviting a representative of a prominent NGO working in the filed of education in the neighborhood area of the school, if any.

(2) The school development plan, shall contain the following components:

- (a) Estimates of class-wise enrolment for each year;
- (b) Requirement of the number of additional teachers, including head teachers, subject teachers and part time teachers, separately for Classes I to V and classes VI to VIII, calculated with reference to the norms specified in the Schedule;
- (c) Physical requirement of additional infrastructure and equipments calculated with reference to the norms and standards specified in the Schedule;
- (d) Special focus on school sanitation, School safety, Health & Hygiene, Early detection of disability and intervention plan;
- (e) Additional financial requirement, year-wise, in respect of (b) and (c) above, including additional requirement for providing special training facility specified in section 4, entitlements of children such as free text books and uniforms, and any other additional financial requirement for fulfilling the responsibilities of the school under the Act.

(3) The school development plan should be signed by the Chairperson/Vice - Chairperson and Convener of the School Management Committee and submitted to the State Government or the Local Authority, as the case may be , before the end of the financial year in which it is to be prepared.

**21. Salary and allowances and terms and conditions of service of teachers of private unaided schools:**

In case of teachers of private schools salary and allowances and their terms and conditions of service shall be decided by the school management subject to legislations and regulations, if any, in force.

**22. Duties of Teachers**

(1) In pursuance of the functions specified in sub-section (1) of section 24 of the Act and in order to fulfill the requirements of clause (h) of sub-section (2) of section 29.

(2) The teacher shall maintain a file containing the pupil cumulative record for every child including the record maintained while implementing the Learning Enhancement Programme or any other programmes that may be in force, which will be the basis for awarding the completion certificate specified in sub-section (2) of section 30 of the Act.

(3) In addition to the functions specified in clauses (a) to (e) of sub-section (1) of section 24, a teacher shall perform the following duties assigned to him or her, without interfering with regular teaching:

- (a) Participation in training programmes;
- (b) Participation in curriculum formulation, and development of syllabi, training modules and text book development;



### **23. Grievance redressal of teachers**

(1) The School Management Committee constituted under section 21 shall be the first level of grievance redressal of teachers of schools specified therein. If the School Management Committee fails to redress the grievance of the teacher/s a committee constituted at Mandal Parishad level with Mandal Parishad Development Officer (MPDO) as the chairman and the Mandal Executive Officer as convener shall sit in appeal to redress the grievance of the teacher/s as the case may be.

(2) There shall be a District Level Grievance Redressal Committee to redress the grievances of the teachers.

(3) The committee shall consist of the District Collector as Chairman, Superintendent of Police, Chief Executive Officer, Zilla Parishad, District Medical and Health Officer, Commissioner or Chief Municipal Officers of local urban body at the district headquarters, Assistant Commissioner Tribal Welfare and District Educational Officer. The District Educational Officer shall be the convener of the committee.

(4) The committee shall meet once in three months.

(5) Any teacher of the school established, owned or controlled by the State Government or the local authority may submit his grievance in writing to the convener of the committee. The grievance may also be submitted through education portal as maintained by the Rajiv Vidya mission. The committee may after such enquiry, as it deems fit, will redress the grievance. The convener of the committee will communicate its decision to the teacher.

(6) The committee, besides attending to the grievances received from the teachers, may, on its own, review the status of the various claims and service related matters of the teachers.

(7) Every private school shall develop its own mechanism for redressal of grievances of its Teachers.

### **24. Maintaining Pupil-Teacher Ratio in each school**

(1) Sanctioned strength of teachers in every school established, owned or controlled by the State Government or the local authority shall be specified by order in writing by the Commissioner & Director of School Education in consultation with the Rajiv Vidya Mission, within a period of three months from the date of commencement of the Act

Provided that the Rajiv Vidya Mission and the Commissioner & Director of School Education, shall, within six months of such order redeploy teachers of schools having a strength in excess of the sanctioned strength prior to the order referred to in sub-rule (1).

(2) The Rajiv Vidya Mission and the Commissioner & Director of School Education shall review the teacher positioning every year before commencement of the academic session.

(3) The State Government shall take effective steps to fill up vacancies of teachers on a regular basis. If there is a delay in the recruitment, the School Management Committee concerned shall be permitted to engage qualified and trained personnel, temporarily, on consolidated remuneration as decided by the School Management Committee to fill the time gap between arisal of vacancy and actual placement of the teachers.

(4) The State Government shall cancel all such deputations of teachers where salaries are paid by the schools but services are taken by some other offices or institutions.

(5) If any person of the State Government or the local authority violates the provisions of sub-section (2) of section 25, he or she shall be personally liable for disciplinary action.

### **25. Academic Authority laying down the Curriculum and Evaluation Procedure**

(1) The State Council of Educational Research and Training (SCERT) shall be the Academic Authority for the purposes of Section 29 of the Act.

(2) The Academic Authority notified under sub-rule (1) shall hold consultations with the Rajiv Vidya Mission, in designing the State curriculum framework, the school evaluation mechanism and the Continuous Comprehensive Evaluation for all children in the schools and it shall -

- (a) Formulate the relevant and age appropriate syllabus and text books and other learning material
- (b) Develop in-service teacher training design, and
- (c) Prepare guidelines for putting into practice Continuous and Comprehensive Evaluation
- (d) Develop performance indicators for the individuals and institutions along with accountability criteria towards children's learning levels.
- (e) Undertake periodic performance appraisal of individuals and institutions.
- (f) Commission and undertake researches / studies on policies, programmes, curriculum, Learning outcomes of children etc.

(3) The Academic Authority referred to in sub-rule (1) shall design and implement a process of holistic quality assessment of all schools including the schools referred to in clause (iv) of Sub-section (n) of section-2 of the Act, on a regular basis

### **26. Award of Certificate on completion of Elementary Education**

(1) The head teacher or the in charge head teacher of the school shall issue the certificate of completion of elementary education within one month of the completion of elementary education in the Form-5 as shown in the appendix. Provided that the private school shall stamp prominently on the certificate the number of recognition certificate issued by the competent authority.

- (2) The document referred to in sub-rule (1) shall-
- (a) Certify that the child has completed all courses of study prescribed under section 29 of the Act.
  - (b) Contain the Pupil Cumulative Record of the child and also specify achievements of the child in areas of activities beyond the prescribed course of study and may include music, dance, literature, sports, etc.

### **27. Constitution and Functions of Right to Education Protection Authority**

(1) The State Government shall constitute an Authority viz., the Right to Education Protection Authority (REPA) within 6 months of the commencement of the Act.

- (2) The Right to Education Protection Authority shall consist of –
- (i) A chairperson who is –
    - (a) A person of high academic repute or
    - (b) Has been a judge of the High court or
    - (c) Has done outstanding work for promotion of rights of the children and
  - (ii) Four members of whom two shall be women from the following areas.
    - (a) Education
    - (b) Child healthcare and Child development
    - (c) Juvenile justice or care of neglected or marginalized children or children with disabilities
    - (d) Elimination of child labour or working with children in distress.
    - (e) Child psychology or sociology
    - (f) Legal profession
  - (iii) The National Commission for Protection of Child Rights (NCPCR) Rules, 2006 shall, in so far as it pertains to the terms and conditions of office of the Chairman and the members of National Commission for Protection of Child Rights, mutatis mutandis, apply to Chairperson and other members of the Right to Education Protection Authority
  - (iv) All records and assets of the Right to Education Protection Authority shall be transferred to the State Commission for Protection of Child Rights immediately after its constitution.
  - (v) In performance of its functions, the State Commission for Protection of Child Rights or the Right to Education Protection Authority, as the case may be, may also act upon matters referred to it by the State Advisory Council.
  - (vi) The State Government shall enable constituting a Cell in the State Commission for Protection of Child Rights or the Right to Education Protection Authority, as the case may be, which may assist the Commission or the Right to Education Protection Authority in performance of its functions under the Act.

### **28. Constitution and Functions of the State Advisory Council .**

(1) The State Advisory Council shall consist of Chairperson and Co- Chair person and thirteen members.

(2) The Minister in-charge of the Department of Primary Education shall be the ex-officio Chairperson of the Council. The Minister in-charge of the Department of School Education in the State Government shall be the ex-officio Co-chairperson

(3) Members of the Council, shall be appointed by the State Government from amongst the persons having knowledge and practical experience in the field of elementary education and child development, as under:

(a) At least four members shall be from amongst persons belonging to SCs, STs , OBCs and minorities taking one from each of these categories;

(b) At least one member shall be from amongst persons having specialized knowledge and practical experience of education of children with special needs;

(c) At least one member should be from amongst persons having specialized knowledge in the field of pre-primary education

(d) At least one member shall be from amongst persons having specialized knowledge and practical experience in the field of teacher education

(4) Fifty percent of the members i.e. six members shall be women.

(5) Principal Secretary to Government Primary Education and SSA shall be the convener of the council. The Secretary, School Education shall be the co-convener and the Secretary, Tribal Welfare, the Secretary, Social Welfare, the Secretary, BC Welfare, the Secretary, Minority Welfare, the Secretary, Women & Child Welfare, the Secretary, HM&FW, the Secretary, Panchayat Raj shall be special invitees to the meetings of the Council. One member each of the recognized teachers unions who are members of Joint Staff Council shall be the special invitees

(6) The procedure for transaction of Business of the Council shall be as under:

(i) The Council shall meet once in three months

(ii) Quorum of the meeting of the Council shall be considered complete if at least 50% of its members are present.

(7) The terms and conditions for appointment of members of the Council shall be as under:

(a) Every member shall hold office as such for a term of two years from the date on which he/she assumes office.

Provided that no member shall hold office for more than two terms

(b) The member may be removed from his office by an order of the State Government on the ground of proved misbehavior or incapacity, or on the happening of anyone or more of the following events: if the member:-

(i) Is adjudged insolvent; or

(ii) Refuses to act or becomes incapable of acting; or

(iii) Is of unsound mind and stands so declared by a competent Court; or

(iv) Has so abused his office as to render his continuance in office detrimental to the public interest or

- (v) Is convicted for an offence by a competent Court; or  
(vi) Is without obtaining leave of absence from the Council, absent in two consecutive meetings of the Council

(c) If a vacancy occurs in the office of Members, whether by reason of his death, resignation or otherwise, such vacancy shall be filled within a period of (120) days by making a fresh appointment in accordance with the provisions of sub-rule (3).

## **29. Repeal and Savings**

(1) The existing Acts, Rules, Regulations, Executive instructions etc., issued by the Government of Andhra Pradesh, the Commissioner and Director of School Education, inconsistent with these Rules shall be deemed to be void to the extent of the inconsistency.

(2) Any act of any authority, Officer or body under any Act, Rule, Executive instruction after promulgation of the Act but before notification of these Rules shall be saved and he/she shall be deemed to have acted under these Rules.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

CHANDANA KHAN  
PRINCIPAL SECRETARY TO GOVERNMENT

To,

The Commissioner, Printing & Stationery, Chanchalguda, Hyderabad (with a request to publish the above notifications in the A.P.Gazette (Extraordinary) dated 05.03.2010 and to supply 1000 copies to the Government in School Education Department

The Commissioner & Director of School Education, AP, Hyderabad

The State Project Director, Rajiv Vidya Mission (SSA), AP, Hyderabad

The Director, State Council of Educational Resource and Training (SCERT), AP, Hyderabad

Copy to:

The Secretary, Ministry of Human Resource Development, Department of School Education Literacy, New Delhi.

The PS to Spl.Secretary to Chief Minister

PS to Hon'ble Minister (PE/SE)

PS to Prl.Secretary (PE/SE)

PS to Prl.Secretary, Women Development Child Welfare and Disabled Welfare Department,

Law (A) Department

Finance Department

All remaining HODs under the control of School Education Department

SC/SF

//FORWARDED BY ORDER//

SECTION OFFICER

## **13. OBJECTIVES & INTERVENTIONS OF SARVA SHIKSHA ABHIYAN & RMSA**

### **Sarva Shiksha Abhiyan (SSA)**

#### **1) Objectives :**

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

#### **2) Interventions :**

- 1) Opening of new Primary Schools.
- 2) Upgrading EGS / ALS into Primary Schools.
- 3) Upgrading Primary Schools into Upper Primary Schools.
- 4) Regular Teachers to New Primary & Upper Primary Schools.
- 5) Additional Teachers to existing Primary & Upper Primary Schools.
- 6) Civil Works – Construction of School Buildings, Additional Classrooms, MRC Buildings, Rooms for School complexes, provision of Compound walls, Toilets, Electrification & drinking water facilities.
- 7) Strengthening of Mandal Resource Centres and School Complexes.
- 8) Maintenance grant to Schools under Government and Local Bodies with own buildings.
- 9) Grants – School Grants & Teacher Grants
- 10) Teaching Learning Equipment to New Primary & upgraded Upper Primary Schools.
- 11) Training of Teachers.
- 12) Innovations – Girls Education, Early Childhood Education, Education of SC & STs, educationally disadvantaged minorities urban deprived children and Computer Education in UP Schools.
- 13) Research, Evaluation, Supervision & Monitoring.
- 14) Provision for Children with Special Needs.
- 15) Training of Community Leaders.
- 16) Interventions for Out of School Children.
- 17) Implementation of activities under National Programme for Education of Girls at Elementary Level (NPEGEL).
- 18) Operationalization of Kasturba Gandhi Baalika Vidyalayas (KGBVs) for the education of Girls belonging to SC, ST, BC, Minority and other marginalized groups.

# **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**

## **Vision**

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

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

## **Goals and Objectives**

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

- i) To ensure that all secondary schools have physical facilities, staff and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;
- ii) To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms), efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas;
- iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers;

- iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning;
- v) To ensure that all students pursuing secondary education receive education of good quality; and
- vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.