

ALMANAC
for
D. El. Ed. Course (2016-2018)

in
**DIETs and Elementary Teacher Education
Institutions**



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

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CHAPTER-I INTRODUCTION TO THE COURSE

1.1 Introduction

The Diploma in Elementary Education (D. El. Ed.) programme is a 2-year teacher training programme intended to train teachers for elementary stage of education, that is, from classes 1 to 8. It is a skill oriented programme based on theory and a lot of practical activities. The syllabus of the course consists of foundation papers, pedagogical papers, Value added co-curricular papers along with self-development courses. School Experience Programme, Assignments, Seminars, workshops and projects are an integral part of the curriculum.

The student teachers are required to study 10 papers each in first year as well as in second year course. Each course shall have internal and external assessment. The external assessment is based on the student teacher's achievement in the term-end examinations in the theoretical component and the internal assessment which is based on the student teacher's performance in the practicum component. The projects/assignments and other components in the practicum are designed to improve the professional skills of student teachers and are assessed internally by the faculty under the guidance and supervision of the Principal and the institution.

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

1.2 Course objectives

Broad Aim of the Course:

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

The 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 multilevel 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 Inclusive Education.
- The Knowledge and importance of inculcation of Life skills and values

1.3 General Instructions

- 1 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.
2. The Student teacher/s will normally be promoted to the second year course irrespective of the result of the first year examination, if he fulfills the other rules in force.
3. A student teacher who is admitted into the D. El. Ed. Course shall have at least 80% of attendance for the instructional periods and 90% for the Practicum. A student teacher who does not have adequate attendance will not be allowed to sit for Final Examinations.

1.4 Daily Time Table

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. Message by Principal/ Lecturers/ Guest National Anthem
10.00 to 11.000 AM		1 st Hour
11.00 to 12.00 - Noon		2 nd Hour
12.00 to 12.15 AM		1 st Interval
12.15 to 1.15 PM		3 rd Hour
1.15 to 2.00 PM		Lunch
2.00 to 3.00 PM		4 th Hour
3.00 to 4.00 PM		5 th Hour
4.00 to 4.15 PM		2 nd Interval
4.15 to 5.15 PM		6 th Hour

Note:

1. **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.**
2. If the above timings are inconvenient to any Elementary Teacher Education Institutions due to local reasons they may submit proposals for change of timings to the Commissioner, School Education duly explaining the reasons for such alterations, till revised orders are given by C&DSE, specified timings only to be followed.
3. 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

1.5 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) 1st Term, 2nd Term and Summer Holidays are to be followed/observed as per the school academic calendar.

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

CHAPTER – 2 FIRST YEAR ACTIVITIES

2.1 Orientation

The institution shall arrange the orientation to the student teachers on the following issues during the first week of the course.

- i) Facilities offered by the Institution in general.
- ii) Functions of the Institution
- iii) Faculty of the Institution
- iv) Salient features of the D.El.Ed. Course.
- v) Roles & responsibilities of student-teachers.
- vi) Practicum for both General and Methodology subjects, etc.

2.2 Working Days & Activities for First Year Course, 2016-18.

The first instructional day for Ist year DI.Ed. is 11th August, 2016 and the last instructional day is 29th July, 2017

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	Aug. 2016 11 th Aug. is the First Instructional Day	Second Saturday – 13 th . Sundays – 14 th , 21 st , 28 th Independence Day – 15 th Janmashtami- 5 th	15	<ul style="list-style-type: none"> ▪ Orientation about the course ▪ Theory classes ▪ Seminar / workshop on Towards Self-understanding -1(TSU-I)
2	Sept. 2016	Sundays – 4 th , 11 th , 18 th , 25 th Second Saturday – 10 th . Vinayaka Chavithi – 5 th Bakrid – 12 th , Dasarah Holidays Begin – 30 th .	22	<ul style="list-style-type: none"> ▪ Theory classes ▪ Preparation for Institutional Observation Programme ▪ Observation of Institutional Observation Programme (5 days) ▪ Project work ▪ Seminar / workshops on towards self understanding - 1
3	Oct. 2016	Dasarah Holidays – 1 st to 11 th Moharram – 12 th . Sundays – 16 th , 23 rd , 30 th .	16	<ul style="list-style-type: none"> ▪ Observation of Institutional Observation Programme (5 days) ▪ Theory classes ▪ Project work ▪ Presentation of Assignment
4	Nov. 2016	Sundays – 6 th , 13 th , 20 th , 27 th . Second Saturday – 12 th .	25	<ul style="list-style-type: none"> ▪ Theory classes ▪ Project work ▪ Workshop on preparation of Lesson Plans ▪ Workshop on preparation of TLM ▪ Seminar / workshops on towards

				<ul style="list-style-type: none"> self understanding - 1 ▪ Demonstration lessons and Micro Teaching (Curricular & Co-curricular) ▪ Teaching Practice- Early primary(I-II classes)-10days ▪ Action Research
5	Dec. 2016	Sundays – 4 th , 11 th , 18 th , 25 th (Christmas). Second Saturday -10 th . Milad-un-Nabi -12 th .	25	<ul style="list-style-type: none"> ▪ Teaching Practice- Early primary (I-II classes) contd.... ▪ Teaching Practice- Middle primary(III-V classes) -10days ▪ Theory classes ▪ Project work ▪ Workshop on Art Education ▪ Action Research ▪ Presentation of Assignment
6	Jan. 2017	Sundays – 1 st , 8 th , 22 nd , 29 th . Pongal Holidays – 11 th to 19 th . Republic Day – 26 th	17	<ul style="list-style-type: none"> ▪ Summative –I(Half-yearly) ▪ Theory Classes ▪ Seminar / workshops on towards self understanding - 1 ▪ Project work
7	Feb. 2017	Sundays – 5 th , 12 th , 19 th , 26 th . Second Saturday – 11 th . Maha Shivaratri- 24 th .	22	<ul style="list-style-type: none"> ▪ Theory Classes ▪ Visit to Yoga Centre ▪ Seminar on Yoga ▪ Workshop on ICT ▪ Presentation of Assignment ▪ Workshop on preparation of question papers
8	March 2017	Sundays – 5 th , 12 th , 19 th , 26 th . Second Saturday – 11 th . Holi – 13 th . Ugadi – 28 th .	24	<ul style="list-style-type: none"> ▪ Internship-Early primary (I-II Classes)-10days ▪ Action Research ▪ Internship-Middle Primary(III-V)-10 days ▪ Theory classes ▪ Project work ▪ Presentation of Assignment
9	April 2017 (Summer vacation begins from 24 th onwards.	Sundays – 2 nd , 9 th , 16 th , 23 rd . Second Saturday – 8 th Sri Rama Navami – 5 th Ambedkar Jayanthi – 14 th Summer Vacation – 24 th onwards.	16	<ul style="list-style-type: none"> ▪ Theory classes ▪ Seminar / workshops on towards self understanding - 1 ▪ Presentation of Assignment ▪
10	May 2017	Summer Vacation	Nil	Holidays
11	June 2017	Summer vacation – 1 st to 11 th . Sundays – 18 th , 25 th .	17	<ul style="list-style-type: none"> ▪ Theory classes ▪ Presentation of Assignment ▪ Summative-2(pre-final)

12	July 2017 (29 th July is the Last Instructional Day)	Sundays – 2 nd , 9 th , 16 th , 23 rd , Second Saturday – 8 th .	24	<ul style="list-style-type: none"> ▪ Revision ▪ Submission of Records ▪ Final Practicals ▪ Final Theory examinations
Total Working Days			223 Days	

2.3 Papers/Subjects of Study - D. El. Ed. - First Year

There are 10 papers/Subjects for study in the First Year Course.

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 Edn.)

Methodology Papers

- Paper –IV : Pedagogy of Mother Tongue/ First Language at Primary Level
 Paper –V : Pedagogy of Mathematics at Primary Level

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

2.4 Paper/Subject-wise weightages

Sl. No.	Course Title	No. of Periods per week	No. of credits (1credit = 16 hours)	Total No. of Instructional periods in the year
General Papers				
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
Methodology Papers				
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
Value Added and Co-curricular Subjects				
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
Self Development Courses				
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 Bhaarath	1	-	21
	TOTAL	36	46	750

Allocation of Days for different Activities

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	123
2	Demonstration Lesson and Micro Teaching	8
3	Teaching Practice and Internship	40
4	Institutional Observation Programme (of school)	10
5	Summative Examination/s (daily two papers)	08
6	Workshops / seminars / Extension Lectures	11
7	Assessment (Final Practical & Theory Examinations)	20
TOTAL		220
Discretion Holidays		3
TOTAL		223

2.5 Theory Papers and the related practical work

Theory and practicals will go hand in hand over the whole academic year. Theory classes and the related Practical work as given in the syllabus shall be conducted as suggested in the Almanac. The syllabus should invariably be completed before the Summative Assessment – II, as mentioned in the Almanac.

2.5.1 External Examination (Theory Papers)

Out of 10 papers/subjects of study, the Final external examination will be conducted only to the following 6 papers/subjects (3 general subjects, 2 methodology subjects, and 1 value added and co-curricular subject/s) for 70 marks each by the DGE, Andhra Pradesh.

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
- Paper –V : Pedagogy of Maths at Primary Level

Value Added and Co-curricular Subject/s

- Paper -VI : Pedagogy across Curriculum and ICT Integration

2.5.2 Internal Evaluation:

The internal evaluation is to be made as per the division mentioned below.

2.5.2.1 Summative Examination

2 summative examinations, one in the middle of the Academic Year (Half-yearly) and the other as Pre-final examination, shall be conducted. The Question Paper for each of the Summative Examination/s be set for 70 marks and later be reduced to 10 marks.

The summative examinations will be conducted for the following papers/subjects (3 General Papers/Subjects, 2 Methodology Papers and 3 Value added and Co-curricular Subjects).

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 Edn.)

Methodology Papers

Paper –IV	:	Pedagogy of Mother Tongue/ First Language at Primary Level
Paper –V	:	Pedagogy of Mathematics at Primary Level

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

2.5.2.2 Field Based Projects

Field-based Projects are to be conducted for all the General Papers, Methodology papers, Valued Added and Co-curricular Subjects and also Self-development Courses.

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

Each project is to be taken up at an interval of 5 months so as to complete both the projects in the academic year and submit to the concerned faculty at end of the year for valuation. Of the two projects, one of them is an individual project and the other is a group project.

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

writing-2), and 4 marks for the oral presentation of the report. Thus, the two projects are conducted for a total of 20 marks, and they are to be reduced to 10 marks finally for internal assessment.

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

When the project work is to be evaluated for 20 marks, 12 marks may be allotted for the written work (preparation of tools 4; collection of data and analysis-4, report writing-4), and 8 marks for the oral presentation of the report. Thus, the two projects are conducted for a total of 40 marks, and the marks are to be reduced to 20 marks finally, for internal assessment.

When the project work is to be evaluated for 25 marks, 15 marks may be allotted for the written work (preparation of tools 5; collection of data and analysis-5, report writing-5), and 10 marks for the oral presentation of the report. Thus, the two projects are conducted for a total of 50 marks, and the marks are to be reduced to 25 marks finally, for internal assessment.

(Detailed procedure for conduct of a project is Appended in the last pages).

2.5.2.3 Assignments

Every student teacher is supposed to write 4 assignments under each Paper in the first year course. For internal assessment, 10 marks are allotted for Papers- I to VI, 20 marks for Papers-VII & VIII and 25 marks for Papers- IX & X. For Paper-X, Proficiency in English, the assignment marks (25) are to be further split into 15 marks for written and 10 marks for oral performance. Thus, the marks for each Assignment is valued as prescribed and the average is arrived at for internal marks/assessment.

In each quarter of the first year course, the student teacher has to write one assignment consisting of 2 questions. Of the two questions in each assignment, one is reflective based and the other is based on the Library/reference material.

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

Thus, the student teacher has to answer 8 questions in all for 4 assignments put together.

2.6 PRACTICUM

2.6.1 Institutional Observation Programme (IOP)/School Experience Programme (SEP)

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

During the first year course, the student teachers have to visit different types of schools for 10 days under Institutional Observation Programme (IOP), to develop a primary understanding on the nature and functioning of the different schools. 40 marks are exclusively allotted for the Institutional Observation Programme (IOP) in the internal assessment.

Before the student teachers are sent for Institutional Observation Programme (IOP), the Teacher Training Institute shall conduct a workshop in their institute to brief them on the modalities of observation in the school. The student teachers shall visit the schools well before the commencement of the school assembly. The student teacher shall visit the school also with a check list for observation and make a note of the details in their observation note books. Later, the student teachers have to write in detail descriptively on his/her observations in the Record mentioned for it.

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

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

Sl. No.	Type of School	No. of Days.
1	Government Primary/Upper-Primary School	2 days
2	Private Recognized Primary School	2 days
3	Private Recognised Pre-primary sections in the schools.	1 day
4	Anganwadi Centres	1 day
5	KGBV Schools	1 day
6	Residential Schools – General for all	1 day
7	Residential Schools – Social Welfare	1 day
8	Residential Schools – BC Welfare / special schools	1 day

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

2.6.2 Demonstration Lessons

Demonstration lesson in each methodology subject is one of the important activities in this course.

The Elementary education consists of 1 to 8 classes. The classes at Elementary school level are further categorised as ‘early primary’ (classes 1 and 2), ‘middle primary’

(classes 3 to 5) ‘upper primary’ (classes 6 to 8). Hence, the faculty of the Elementary Teacher Education Institutions must be conscious these divisions while taking up the Demonstration Lessons and Teaching Practice sessions.

In the first year course, two methodology subjects, Telugu and Mathematics, are prescribed along with ‘Art and Cultural Education’, and ‘Yoga, Physical and Health Education’ for teaching practice and Demonstration Lessons. The concerned methodology lecturer should give at least 2 demonstration lessons each for classes-1&2; and classes-3 to 5 separately. One DL in the subject, ‘Art and Cultural Education’ and another DL in the subject, ‘Yoga, Physical and Health Education’, are also to be given by the concerned lecturer. Trainees are expected to observe the demonstration lessons given by their respective lecturers. One more demonstration lesson on ‘Micro teaching’ is also expected to be given by the faculty.

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 be clarified.

Subject	Category of Classes	No. of DLs
Telugu	Early Primary classes (1 & 2)	2
Mathematics	Early Primary classes (1 & 2)	2
Telugu	Middle Primary classes (3,4 &5)	2
Mathematics	Middle Primary classes (3,4 &5)	2
Art and Cultural Education	Primary classes (1 to5)	1
Yoga, Physical & Health Education	Primary classes (1 to5)	1
Micro- teaching	On Teaching skills	1

2.6.3 Teaching Practice & Internship

2.6.3.1 Pre-practice in teaching:

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

2.6.3.2 Micro-teaching

Some of micro-teaching skills are: Introduction to the lesson, Stimulus variation, illustrating the concept with examples, Art of Questioning, closure of the lesson, etc. The student teachers are expected to teach at least any of the above 4 micro-teaching lessons to the peer group (co-trainees) by writing the lesson plans.

2.6.3.3 Planning and preparation for Teaching Practice

Planning and Teaching

- Before teaching practice a workshop shall be conducted in the institution 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 institution.
- 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. S/he 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.

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. The visuals can be downloaded from Internet (digital lessons).

2.6.3.4 Simulated Teaching

Before the student teachers are sent for actual Teaching Practice, encourage them to take up 'simulated teaching' in the D.El.Ed. classroom with the peer group in front of the faculty for further suggestions.

2.6.3.5 Teaching Practice

During the teaching practice, 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.

In the first spell, the student teachers are sent for Teaching Practice for 20 days. For the first 10 days of their practice teaching, they teach the allotted lessons for the Early Primary classes (1&2) only in their concerned subjects (Telugu, Mathematics, Art & Cultural Education and Yoga, Physical & Health Education). In the later 10 days, they teach for the 'Middle Primary classes' (3, 4 & 5) in the same subjects. After they finish teaching the early primary classes for 10 days, a review may be conducted with the student teachers for giving feedback.

The Student teacher shall teach two period-lesson in each subject using ICT.

The student teachers are supposed to teach one Telugu lesson and one Mathematics lesson daily during the period of 20 days of teaching practice.

As regards the other value-added subjects, they should teach 2 lessons for the Art & Cultural Education and 2 lessons for Yoga, Physical & Health Education for the Early Primary classes in the first 10 days of Teaching Practice. Similarly, they should teach 3 lessons each in the next 10 days for the Middle primary classes.

Category of Classes	Subjects	Total No. of periods to be taught	Total No. of Days
Early Primary Classes (1 & 2)	Telugu	10	10 days
Early Primary Classes (1 & 2)	Mathematics	10	
Early Primary Classes (1 & 2)	Art & Cultural Education	2	
Early Primary Classes (1 & 2)	Yoga, Physical & Health Education	2	
Middle Primary classes (3,4 & 5)	Telugu	10	10 days
Middle Primary classes (3,4 & 5)	Mathematics	10	
Middle Primary classes (3,4 & 5)	Art & Cultural Education	3	
Middle Primary classes (3,4 & 5)	Yoga, Physical & Health Education	3	

The relevant Observation Proformas are appended in the Annexer-3.

2.6.3.6 Internship

In the second spell, the student teachers are sent for Internship to schools for 20 days. In the first 10 days of their Internship, they should teach the lessons related to one/two Units for the Early Primary classes (1&2) in their concerned subjects (Telugu and Mathematics). In the later 10 days, they should teach the lessons related one/two Units for the 'Middle Primary' classes (3, 4 & 5) in the same subjects. After they finish teaching at Early Primary level (classes- 1 & 2) and at Middle primary level (for classes -3, 4 & 5), the student teachers are to conduct formative and summative tests and record the marks/grades for analysis.

The student teachers are supposed to teach one Telugu lesson and one Mathematics lesson daily during the period of all the 20 days of Internship.

Category of Classes	Subjects	Total No. of periods to be taught	Total No. of Days
Early Primary Classes (1 & 2)	Telugu	10	10 days
Early Primary Classes (1 & 2)	Mathematics	10	
Middle Primary classes (3,4 & 5)	Telugu	10	10 days
Middle Primary classes (3,4 & 5)	Mathematics	10	

2.6.4 Classroom Observation and Reflective Journal

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

The reflective journal is based on the observations and the reflections on the co-trainee's lessons. Hence, each student teacher must observe five lessons pertaining to 5 different co-trainees in the two sessions of teaching practice and internship at each level in each methodology subject. The Reflective Journal carries 10 marks as internal assessment. Besides this, every student teacher should reflect on his/her own lessons and resort to self-evaluation. All this may be recorded for writing the reflective journal.

Proforma for Reflective Journal is appended in the Annexure-4

2.6.5 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 have 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

Summative Test is to be conducted after completion of teaching the entire Units at the end of Internship. 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 in one of the Children Assessment Record/CCE Record. This has to be done only through observation and there is no formal written test.

For each methodology subject, 15 marks are allotted for the Assessment Record/CCE Record. A detailed procedure for writing the Assessment Record/CCE Record is appended in Annexure-5

2.6.6 Action Research

Action Research is mandatory for every student teacher in either Telugu or mathematics subject and 10 marks allotted for this. While teaching the lessons to the children, the student teachers may have come across certain problems with children either in content or transactional process. The student teachers have to find solutions to such problems. Action Research is helpful to them in this regard. Hence, s/he has to take up Action Research in either Telugu or mathematics subject for early / middle primary classes during the teaching practice/Internship sessions. They should finish the Action Research during this period. If the action research could not be completed during the teaching practice period, they should continue the same in the internship to the same set of children.

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

2.6.7 Final Practical Lessons

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. The student teacher shall develop period plan and teach the lessons.

Final Lessons for First Year are listed below.

Subject	Level (classes)	No. of Lessons	Marks
Telugu	Early Primary (1&2)	1	20
	Middle Primary (3,4 & 5)	1	20
Mathematics	Early Primary (1&2)	1	20
	Middle Primary (3,4 & 5)	1	20
Art & Cultural Education	Middle Primary (3,4 & 5)	1	15
Yoga, Physical & Health Education	Middle Primary (3,4 & 5)	1	15

2.7 Evaluation

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.

The following table illustrates the weightage given to the **THEORY PAPERS** in the First Year of D.El.Ed. Course

Clasifn./ Category of theory Papers	Paper No.	Title of the Paper	External Marks	Internal Marks			Total
				Summa- tive Exam	Field based Project	Assign- ment	
<i>General Papers</i>	Paper-1	Childhood & the Development of the child	70	10	10	10	100
	Paper-2	Society, Education & Curriculum	70	10	10	10	100
	Paper-3	Early childhood care & Education	70	10	10	10	100
<i>Metho- dology Papers</i>	Paper-4	Pedogogy of Mother Tongue/First Language at Primary Level	70	10	10	10	100
	Paper-5	Pedogogy of Mathematics at Primary Level	70	10	10	10	100
<i>Value Added & Co- curricula r subjects</i>	Paper-6	Pedogogy across Curriculum & ICT Integration	70	10	10	10	100
	Paper-7	Art & cultural Education	Nil	10	20	20	50
	Paper-8	Yoga, Physical & Health Education	Nil	10	20	20	50
<i>Self- Develop- ment courses</i>	Paper-9	Self-Understanding- I	Nil	Nil	25	25	50
	Paper-10	Proficiency in English	Nil	Nil	25	25	50
Total Marks			420	80	150	150	800

The following table illustrates the weightage given to the 'PRACTICUM' in the First Year of D.El.Ed. Course

Classifn./ Category of theory Papers	Subject / Title of the Record	Level	Teaching Practice & Internship Record	Final Lesson (External) Marks	Other Record Marks	Total
<i>Metho- dology Papers</i>	Pedogogy of Mother Tongue/First Language (Telugu/Urdu/Tamil) at Primary Level	Early Primary (classes- 1&2)	40	20	Nil	120
		Middle Primary (classes -3, 4 & 5)	40	20	Nil	
	Pedogogy of Mathematics at Primary	Early Primary (classes- 1&2)	40	20	Nil	

	Level	Middle Primary (classes -3, 4 & 5)	40	20	Nil	120
	Art & cultural Education	Early & Middle Primary	15	15 (Middle- Primary level)	Nil	30
	Yoga, Physical & Health Education	Early & Middle Primary	15	15 (Middle- Primary level)	Nil	30
Other Records	Assessment (CCE) Record – Telugu	Early & Middle Primary	Nil	Nil	15	15
	Assessment (CCE) Record - Mathematics	Early & Middle Primary	Nil	Nil	15	15
	Action Research Record	Either Early- or Middle Primary Level	Nil	Nil	10	10
	Classroom Observation & Reflective Journal - Telugu	Early & Middle Primary	Nil	Nil	10	10
	Classroom Observation & Reflective Journal - Mathematics	Early & Middle Primary	Nil	Nil	10	10
	School Experience Programme Record /Institutional Observation Programme	-	Nil	Nil	40	40
Total Marks			190	110	100	400

2.8 List of Records in First Year

Sl. No.	Title of the Record	Subject / Paper	No. of Records
1	Field Project Records	(For Papers- 1 to10)	10
2	Assignment Records	(For Papers- 1 to10)	10
3	Teaching Practice cum Internship Records— Early Primary Level (classes- 1& 2)	Telugu/other Languages	1
4	Teaching Practice cum Internship Records— Middle Primary Level (Classes- 3, 4 & 5)	Telugu/other Languages	1
5	Teaching Practice cum Internship Records- – Early Primary Level (Classes- 1& 2)	Mathematics	1
6	Teaching Practice cum Internship Records- – Middle Primary Level (Classes- 3, 4 & 5)	Mathematics	1
7	Teaching Practice Record – Early & Middle-Primary level (clsasses-1 to 5)	Art & Cultural Education	1

8	Teaching Practice Record – Early & Middle-Primary level (classes-1 to 5)	Yoga, Physical & Health Education	1
9	Assessment (CCE) Record – Early & Middle-Primary level (classes-1 to 5)	Telugu/other Languages	1
10	Assessment (CCE) Record – Early & Middle-Primary level (classes-1 to 5)	Mathematics	1
11	Classroom Observation & Reflective Journal - Early & Middle-Primary level (classes-1 to 5)	Telugu/other Languages	1
12	Classroom Observation & Reflective Journal - Early & Middle-Primary level (classes-1 to 5)	Mathematics	1
13	Final Lesson – Early Primary Level (classes- 1& 2)	Telugu/other Languages	2 (External-1 + Internal-1)
14	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	Telugu/other Languages	2 (External-1 + Internal-1)
15	Final Lesson – Early Primary Level (classes- 1& 2)	Mathematics	2 (External-1 + Internal-1)
16	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	Mathematics	2 (External-1 + Internal-1)
17	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	Art & Cultural Education	2 (External-1 + Internal-1)
18	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	Yoga, Physical & Health Education	2 (External-1 + Internal-1)
19	Action Research Record – (Early/Middle- Primary Level (classes-1&2 / 3,4&5)	Telugu/other Languages / Mathematics	1
20	School Experience Programme / Institutional Observation (IOP) record	-	1
Total Records			44

2.9 Seminars/Extension lectures

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

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

2.10 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.

2.11 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
- club activities
- community awareness activities
- educational tours, etc.

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

2.12 Paper-wise details at a glance

Details are appended in Annexure-7

2.13 Month-wise division of syllabus

CHAPTER – 3
SECOND YEAR ACTIVITIES

3.1 Working Days & Activities

The First instructional day is 1st August, 2017 and the last instructional day is 26th July, 2018.

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	Aug. 2017 1 ST Aug. is the First Instructional Day	Second Saturday – 12 th . Sundays – 6 th , 13 th , 20 th , 27 th . Janmashtami- 14 th Independence Day – 15 th Vinayaka Chavithi- 25 th	23	<ul style="list-style-type: none"> ▪ Theory classes
2	Sept. 2017	Bakrid – 2 nd Sundays – 3 rd , 10 th , 17 th . Second Saturday – 9 th . Dasarah Holidays Begin – 20 th to 30 th	14	<ul style="list-style-type: none"> ▪ Theory classes ▪ Project work ▪ Seminar / workshops on towards self understanding - 2
3	Oct. 2017	Ganthi Jayanthi – 2 nd Second Saturday – 14 th . Naraka Charturdashi- 18 th . Deepavali 19 th . Sundays – 1 st , 8 th , 15 th , 22 nd , 29 th .	22	<ul style="list-style-type: none"> ▪ Theory classes ▪ Presentation of Assignment ▪ Seminar / workshops on towards self understanding – 2 ▪ Demonstration Lessons Micro-teaching ▪ Curricular & co-curricular Activities ▪ Teaching Practice – Early Primary for 10 days ▪ Action Research
4	Nov. 2017	Sundays – 5 th , 12 th , 19 th , 26 th . Second Saturday – 11 th .	25	<ul style="list-style-type: none"> ▪ Teaching Practice for 10 days – Middle Primary level (3,4 &5) ▪ Theory classes ▪ Project work ▪ Presentation of Assignment ▪ Action Research
5	Dec. 2017	Milad-Un-Nabi – 1 st Sundays – 3 rd , 10 th , 17 th , 24 th .	23	<ul style="list-style-type: none"> ▪ Internship Early Primary level (I-II classes) for 10 days

		Second Saturday -9 th . Christmas – 25 th .		<ul style="list-style-type: none"> ▪ Intership for Middle primary(III-V classes) -10days ▪ Theory classes ▪ Action Research
6	Jan. 2018	Sundays – 7 th , 14 th , 21 st , 28 th . Second Saturday -13 th Pongal Holidays – 9 days Republic Day – 26 th .	16	<ul style="list-style-type: none"> ▪ Summative –I (Half-yearly) ▪ Theory Classes ▪ Workshops on towards self understanding – 2 ▪ Presentation of Assignment ▪ Project work
7	Feb. 2018	Sundays – 4 th , 11 th , 18 th , 25 th . Second Saturday – 10 th . Maha Shivaratri- 13 th .	22	<ul style="list-style-type: none"> ▪ Theory Classes ▪ Workshop on Towards self-understanding ▪ Presentation of Assignment ▪ Workshop on Yoga ▪ Project work ▪ Demonstration Lessons for Upper Primary Level (classes 6 to 8)
8	March 2018	Holi – 2 nd Sundays – 4 th , 11 th , 18 th , 25 th . Second Saturday – 10 th . Good Friday – 30 th .	24	<ul style="list-style-type: none"> ▪ Teaching practice – Upper primary (classes-6 to 8)-10days ▪ Action Research ▪ Internship- Upper primary (classes-6 to 8)-10days ▪ Theory classes
9	April 2018 (Summer vacation begins form 24 th onwards)	Sundays –1 st , 8 th , 15 th 22 nd , 29 th . Jagajeevan Ram Jayanthi– 5 th AmbedkarJayanthi & Second Saturday– 14 th Summer Vacation – 24 th onwards.	17	<ul style="list-style-type: none"> ▪ Theory classes ▪ Seminar / workshops on towards self understanding - 2 ▪ Presentation of Assignment ▪ Project work
10	May 2018	Summer Vacation	Nil	Holidays
11	June 2018	Summer vacation – 1 st to 11 th . Ramzan – 15 th . Sundays – 17 th , 24 th .	16	<ul style="list-style-type: none"> ▪ Theory classes ▪ workshops on towards self understanding - 2 ▪ Workshp on Yoga ▪ Summative-2 (pre-final)
	July 2018	Sundays – 2 nd , 9 th , 16 th , 23 rd .		<ul style="list-style-type: none"> ▪ Revision ▪ Submission of Records

12	(26 th July is the Last Instructional Day)	Second Saturday – 8 th .	24	▪ Final Theory & Practical examinations
Total Working Days			223 Days	

3.2 Papers/Subjects of Study

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 I 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-2

Note: Criteria for selection of Optional Subject/Paper (Paper-6)

In Second Year course under Paper-6, every student teacher has to select an Optional paper in one of the methodologies at upper primary level. While selecting the optional subject, the following criteria may be followed.

1. For selecting the optional subject, the student teacher should have studied the (same) subject at intermediate level.

OR

2. Every student has fair and equal chance for selecting either English or Telugu as optional subject.

3.3 Paper/Subject-wise weightages –Second Year

Sl.No	Course Title	No. of Periods per week	No. of credits (1credit = 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
	Value Added and Co-curricular Subjects			
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
	Self Development Courses			
10	Paper -X: <i>Towards Self Understanding-II</i>	1	2	10
11	Library	1	-	20
	TOTAL	36	46	696

3.4 Theory Papers and the related practical work

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 in second year. The number of days for theory and practicum are shown in the previous table given under 3.3 above. 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.

3.4.1 External Examination – (Theory)

Out of 10 papers/subjects of study, the Final external examination will be conducted only to the following 6 papers/subjects (3 general subjects and 3 methodology subjects) for 70 marks each by the DGE, Andhra Pradesh.

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

3.4.2 Internal Examination

The internal evaluation is done as per the division mentioned below.

3.4.2.1 Summative Examination

2 summative examinations, one in the middle of the Academic Year (Half-yearly) and the other as Pre-final examination, shall be conducted. The Question Paper for each of the Summative Examination/s be set for 70 marks and later be reduced to 10 marks.

The summative examinations will be conducted for the following papers/subjects (3 General Papers/Subjects, 3 Methodology Papers and 3 Value added and Co-curricular Subjects).

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 I 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

3.4.2.2 Field based Projects

Field- based Projects are to be conducted for all the General Papers, Methodology papers, Valued Added and Co-curricular Subjects and also Self-development Courses.

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

Each project is to be taken up at an interval of 5 months so as to complete both the projects in the academic year and submit to the concerned faculty at end of the year for valuation. Of the two projects, one of them is an individual project and the other is a group project.

When the project work is to be evaluated for 10 marks, 6 marks may be allotted for the written work (preparation of tools 2; collection of data and analysis-2, report writing-2), and 4 marks for the oral presentation of the report. Thus, the two projects are conducted for a total of 20 marks, and they are to be reduced to 10 marks finally for internal assessment.

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

When the project work is to be evaluated for 20 marks, 12 marks may be allotted for the written work (preparation of tools 4; collection of data and analysis-4, report writing-4), and 8 marks for the oral presentation of the report. Thus, the two projects are conducted for a total of 40 marks, and the marks are to be reduced to 20 marks finally, for internal assessment.

(Detailed procedure for conduct of a project is Appended in the last pages).

3.4.2.3 Assignments

Every student teacher is supposed to write 4 assignments under each Paper in the first year course. For internal assessment, 10 marks are allotted for Papers- I to VI, 20 marks for Papers-VII to IX and 30 marks for Paper-X. Thus, the marks for each Assignment is valued as prescribed and the average is arrived at for internal marks/assessment.

In each quarter of the second year course, the student teacher has to write one assignment consisting of 2 questions. Of the two questions in each assignment, one is reflective based and the other is based on the Library/reference material.

- **Reflective based Questions:** The answers to these Questions are Reflective based expressions. The trainee teachers are expected to write answers linking to their personal experience and professional reflections.

- **Library/reference based Questions for extended learning:** The answers to these questions are analytical in nature and demand for referencing the library books / other material.

Thus, the student teacher has to answer 8 questions in all for 4 assignments put together.

3.5 Practicum

3.5.1 Demonstration Lessons

Demonstration lesson in each methodology subject is one of the important activities in this course.

The Elementary education consists of 1 to 8 classes. The classes at Elementary school level are further categorised as ‘early primary’ (classes 1 and 2), ‘middle primary’ (classes 3 to 5) ‘upper primary’ (classes 6 to 8). Hence, the faculty of the Elementary Teacher Education Institutions must be conscious these divisions while taking up the Demonstration Lessons and Teaching Practice sessions.

In the second year course, methodology subjects, English, EVS and optional subjects are prescribed along with ‘Work and Education’, ‘Value Education and Life Skills’ and ‘Yoga, Physical and Health Education’ for teaching practice and Demonstration Lessons. The concerned methodology lecturer should give at least 2 demonstration lessons each for Early Primary classes-1&2; and Middle Primary classes-3 to 5 and Upper Primary classes-6 to 8, separately. One DL in ‘Work and Education’ and another DL in ‘Value Education and Life Skills’ are also to be given by the concerned lecturer. Besides, one DL on Multi-Grade Teaching and one more DL on Micro-Teaching are also to be given. The Trainees are expected to observe the demonstration lessons given by their respective 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 be clarified.

Subject	Category of Classes	No. of DLs
English	Early Primary classes (1 & 2)	2
EVS	Early Primary classes (1 & 2)	1
English	Middle Primary classes (3,4 &5)	2
EVS	Middle Primary classes (3,4 &5)	1
Optional Subject	Upper Primary Classes (6 to8)	2
Work and Education	Primary classes (1 to5)	1
Value Education & Life Skills	Early Primary (1 &2) /Upper Primary classes (6 to 8)	1
Micro- teaching	On Teaching skills	1
Multi-Grade Teaching	Teaching for different classes and subjects in the same period.	1

3.5.2 Teaching Practice & Internship

3.5.2.1 Micro-teaching

Some of micro-teaching skills are: Introduction to the lesson, Stimulus variations, illustrating the concept with examples, Art of Questioning, closure of the lesson, etc have already been dealt with in the first year course. The other skills are to be dealt with in the second year course. The student teachers are expected to teach at least any of the above 4 micro-teaching lessons to the peer group (co-trainees) by writing the lesson plans.

3.5.2.2 Multi-Grade Teaching

In multi-grade teaching, the (student) teachers will teach the lessons of different subjects of different Classes at the same time. During Teaching Practice, some of the lessons should also be taught in Multi-Grade teaching. They should be trained to handle the multi-grade students in school.

3.5.2.3 Planning and Preparation for Teaching Practice

Planning and Teaching

- Before teaching practice a workshop shall be conducted in the Institution 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.

Each trainee is expected to prepare a separate period plan for each period and teach accordingly. S/he 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.

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. The visuals can be downloaded from Internet (digital lessons).

3.5.2.4 Teaching Practice

During the teaching practice, 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.

In the first spell, the student teachers are sent for Teaching Practice for 20 days. For the first 10 days of their practice teaching, they teach the allotted lessons for the Early Primary classes (1&2) only in their concerned subjects, English, Environment Science (EVS), Value Education and Life Skills, and Yoga, Physical & Health Education). In the later 10 days, they teach for the 'Middle Primary classes' (3, 4 & 5) in their concerned subjects (English, Environment Science (EVS), Work and Education and Yoga, Physical & Health Education).

After they finish teaching the early primary classes for 10 days, a review may be conducted with the student teachers for giving feedback.

As regards the optional subjects, the student teachers may be sent for Teaching Practice for another 10 days after the completion of the Teaching Practice and Internship of primary classes. *The Student teacher shall teach two period-lessons in each subject using ICT.*

The details of teaching practices to be taken up are given below.

Category of Classes	Subjects	Total No. of periods to be taught	Total No. of Days
Early Primary Classes (1 & 2)	English	10	10 days
Early Primary Classes (1 & 2)	EVS	5	
Early Primary Classes (1 & 2)	Value Education & Life Skills	2	
Early Primary Classes (1 & 2)	Yoga, Physical & Health Education	2	
Middle Primary classes (3,4 & 5)	English	10	10 days
Middle Primary classes (3,4 & 5)	EVS	5	
Middle Primary classes (3,4 & 5)	Work and Education	5	
Middle Primary classes (3,4 & 5)	Yoga, Physical & Health Education	3	
Upper Primary classes (6,7, & 8)	Optional Subjects (Telugu/ English, Mathemaics,/Science/Social Studies)	10	10 days
Upper Primary classes (6,7, & 8)	Value Education and Life Skills	3	

The relevant Observation Proformas are appended in the Annexer-3.

3.5.2.5 Internship

In the second spell, the student teachers are sent for Internship to schools for 20 days. In the first 10 days of their Internship, they should teach the lessons related to one/two Units for the Early Primary classes (1&2) in English. In the later 10 days, they should teach the lessons related to one/two Units for the 'Middle Primary' classes (3, 4 & 5) in the English and EVS subjects. After they finish teaching at Early Primary level (classes-1 & 2) and at Middle primary level (for classes-3, 4 & 5), the student teachers are to conduct formative and summative tests and record the marks/grades for analysis.

As regards the optional subjects, the student teachers may be sent for Internship for another 10 days after the completion of the Teaching Practice (UP Level).

The Student teacher shall teach two period-lessons in each subject using ICT.

Category of Classes	Subjects	Total No. of periods to be taught	Total No. of Days
Early Primary Classes (1 & 2)	English	10	10 days
Middle Primary classes (3,4 & 5)	English	10	10 days
Middle Primary classes (3,4 & 5)	EVS	10	
Upper Primary classes (6, 7 & 8)	Optional Subjects (Telugu/English/Mathematics/ Science/Social Studies)	10	10 days

3.5.3 Classroom Observation and Reflective Journal

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

The reflective journal is based on the observations and the reflections on the co-trainee's lessons. Hence, each student teacher must observe five lessons pertaining to 5 different co-trainees in the two sessions of teaching practice and internship at each level in each methodology subject. But, with regard to EVS, the student teachers may observe 5

lessons only for Early and middle primary levels. The Reflective Journal carries 10 marks as internal assessment. Besides this, every student teacher should reflect on his/her own lessons and resort to self-evaluation. All this may be recorded for writing the reflective journal.

Proforma for Reflective Journal is appended in the Annexure- 4

3.5.4 Assessment Record (CCE)

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 have to be conducted based on the unit/s 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

Summative Test is to be conducted after completion of teaching the entire Units at the end of Internship. 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 in one of the Children Assessment Record/CCE Record. This has to be done only through observation and there is no formal written test. For each methodology subject, 15 marks are allotted for the Assessment Record/CCE Record.

A detailed procedure for writing the Assessment Record/CCE Record is appended in Annexure-5.

3.5.5 Action Research

Action Research is mandatory for every student teacher. S/he can take up Action Research in English or EVS or Optional Subject 25 marks allotted for this.

The student teacher has to take up Action Research in either English or EVS or Optional Subject for early / middle / upper primary classes during the teaching practice/Internship sessions. They should finish the Action Research during this period. If the action research could not be completed during the teaching practice period, they should continue the same in the internship to the same set of children.

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

3.6 Final Practical Lessons

Final practicals (final lesson) will be conducted at the end of the second year in 3 methodology subjects and 3 value added and co-curricular subjects 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. The student teacher shall develop period plan and teach the lessons.

Final Lessons for First Year are listed below.

Subject	Level (classess)	No. of Lessons	Marks
English	Early Primary (1&2)	1	20
	Middle Primary (3,4 & 5)	1	20
EVS	Middle Primary (3,4 & 5)	1	20
Work and Education	Middle Primary (3,4 & 5)	1	10
Yoga, Physical & Health Education	Middle Primary (3,4 & 5)	1	10
Value Education	Early Primary (1&2)	1	10
Optional Subjects (Telugu/English/Mathemaics/Science/ Social Studies)	Upper Primary classes (6, 7 & 8)	1	20

3.7 Evaluation

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 content, processes and context as detailed below :

Content: Comprises the subject matter of the curriculum, the goals and objectives for children's' learning.

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.

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.

The following table illustrates the weightage given to the **THEORY PAPERS** in the Second Year of D.El.Ed. Course

Clasifn./ Category of theory Papers	Paper No.	Title of the Paper	Externa l Marks	Internal Marks			Total
				Summa- tive Exam	Field based Project	Assign- ment	
General Papers	Paper-1	Education in Contemporary India	70	10	10	10	100
	Paper-2	Integrating Gender and Inclusive Perspectives in Education	70	10	10	10	100
	Paper-3	School Culture, Leadership & Teacher Development	70	10	10	10	100
Metho- dology Papers	Paper-4	Pedogogy of English at Primary Level	70	10	10	10	100
	Paper-5	Pedogogy of EVS at Primary Level	70	10	10	10	100
	Paper-6	Padagogy of Elementary Level Subject: Optional (Telugu/English/Mathema tics/Science/Social Studies)	70	10	10	10	100
Value Added & Co- curricula r subjects	Paper-7	Work and Education	Nil	10	20	20	50
	Paper-8	Value Education and Life skills	Nil	10	20	20	50
	Paper-9	Yoga, Physical & Health Education	Nil	10	20	20	50
Self- Develop- ment courses	Paper- 10	Self-Understanding- 2	Nil	Nil	20	30	50
Total Marks			420	90	140	150	800

The following table illustrates the weightage given to the 'PRACTICUM' in the First Year of D.El.Ed. Course

Classifn./ Category of theory Papers	Subject / Title of the Record	Level	Teachi ng Practi ce & Intern ship Recor d	Final Lesson (Extern al) Marks	Other Record Marks	Total
Methodology Papers	Pedogogy of English at Primary Level	Early Primary (classes- 1&2)	40	20	Nil	120
		Middle Primary (classes -3, 4 & 5)	40	20	Nil	
	Pedogogy of EVS at Primary Level	Middle Primary (classes -3, 4 & 5)	40	20	Nil	60
	Padagogy of Elementary Level Subject: Optional (Telugu/English/Mathema tics/Science/Social Studies)	Upper Primary	40	20	Nil	60
	Work and Education	Middle Primary	10	10	Nil	20
	Value Education and Life Skills	Early and upper Primary	10	10 (early primary)	Nil	20
	Yoga, Physical & Health Education	Early & Middle Primary	10	10 (Middle - Primary level)	Nil	20
Other Records	Assessment (CCE) Record – English	Early & Middle Primary	Nil	Nil	15	15
	Assessment (CCE) Record - EVS	Middle Primary	Nil	Nil	15	15
	Assessment (CCE) Record: Optional Subject.	Upper Primary	Nil	Nil	15	15
	Action Research Record	Early or Middle or Upper Primary Level	Nil	Nil	25	25
	Classroom Observation & Reflective Journal - English	Early & Middle Primary	Nil	Nil	10	10
	Classroom Observation & Reflective Journal - EVS	Early & Middle Primary	Nil	Nil	10	10
	Classroom Observation & Reflective Journal – Optional Subject	Upper Primary	Nil	Nil	10	10
Total Marks			190	110	100	400

3.8 List of Records

Sl. No.	Title of the Record	Subject / Paper	No. of Records
1	Field Project Records	(For Papers- 1 to10)	10
2	Assignment Records	(For Papers- 1 to10)	10
3	Teaching Practice cum Internship Records— Early Primary Level (classes- 1& 2)	English	1
4	Teaching Practice cum Internship Records— Middle Primary Level (Classes- 3, 4 & 5)	English	1
5	Teaching Practice cum Internship Records- – Early Primary Level (Classes- 1& 2) Middle Primary Level (Classes- 3, 4 & 5)	EVS	1
6	Teaching Practice cum Internship Record – Optional Subject – Upper Primary Level	Telugu/English/ Mathamatics / Science /Soccial Studies	1
7	Teaching Practice Record – Early & Middle-Primary level (clsasses-1 to 5)	Work and Education	1
8	Teaching Practice Record – Early & Middle-Primary level (clsasses-1 to 5)	Yoga, Physical & Health Education	1
9	Teaching Practice Record – Early & Upper-Primary level (clsasses-1 to 5)	Value Education and Life Skills	1
10	Assessment (CCE) Record – Early & Middle-Primary level (clsasses-1 to 5)	English	1
11	Assessment (CCE) Record – Middle-Primary level (clsasses-1 to 5)	EVS	1
12	Assessment (CCE) Record – Optional subject – Upper Primary level (clsasses-6 to 8)	Telugu/English/Mathamatics/ Science/Soccial Studies	1
13	Classroom Observation & Reflective Journal - Early & Middle-Primary level (clsasses-1 to 5)	English	1
14	Classroom Observation & Reflective Journal - Early & Middle-Primary level (clsasses-1 to 5)	EVS	1
15	Classroom Observation & Reflective Journal – Optional	Telugu/English/Mathamatics/	1

	Subject – Upper- Primary level (classes-6 to 8)	Science/Social Studies	
16	Final Lesson – Early Primary Level (classes-1& 2)	English	2 (External-1 + Internal-1)
17	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	English	2 (External-1 + Internal-1)
18	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	EVS	2 (External-1 + Internal-1)
19	Final Lesson – Optional Subject Upper Primary Level (classes-6 to8)	Telugu/English/Mathematics/ Science/Social Studies	2 (External-1 + Internal-1)
20	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	Work and Education	2 (External-1 + Internal-1)
21	Final Lesson – Early Primary Level (classes-1& 2)	Value Education and Life skills	2 (External-1 + Internal-1)
22	Final Lesson – Middle Primary Level (Classes- 3, 4 & 5)	Yoga, Physical & Health Education	2 (External-1 + Internal-1)
23	Action Research Record – (Early/Middle / Upper Primary Level (classes-1&2 / 3,4&5 / 6 to 8))	English / EVS / Optional subject	1
Total Records			48

3.9 Seminars/Extension lectures

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

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

3.10 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.

3.11 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
- club activities
- community awareness activities
- educational tours, etc.

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

3.12 Paper-wise details at a glance

Details are appended in Annexure - 8

3.13 Month-wise division of syllabus

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

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2016	15	9	1	<p>Childhood</p> <ul style="list-style-type: none"> • Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization; Child labour, Child abuse; childhood in the context of poverty. • Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices.
2	Sep. 2016	22	10	1&2	<ul style="list-style-type: none"> • 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. • Gathering data about children from different contexts using different methods, techniques and approaches: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; Experimental method, Questionnaire, Case Study, Rating Scales, Longitudinal and Cross-Cultural Approaches. <p>Perspectives in Development</p> <ul style="list-style-type: none"> • Introduction to Development: Concept of Growth, Development and Maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous /discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards.
3	Oct. 2016	16	7	2	<ul style="list-style-type: none"> • Physical - Motor Development; Growth and maturation • 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.

					<ul style="list-style-type: none"> • 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.
4	Nov. 2016	25	5	2	<ul style="list-style-type: none"> • Emotional Development: Basic understanding of emotions and their development, Emotional maturity, Role of family and school in Emotional Development. • Language development: Development of speech and language, Perspectives in Language Development – Skinner, Bandura and Chomsky.
5	Dec. 2016	25	7	2	<ul style="list-style-type: none"> • Moral Development: Perspective of Kohlberg; cultural variations in moral reasoning. • 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.
6	Jan. 2017	17	8	2&3	<ul style="list-style-type: none"> • A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control • Culture and Gender Development <p>Cognition and Cognitive Development</p> <ul style="list-style-type: none"> • Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence – Multiple intelligences, emotional quotient and management of emotions. • Cognitive Development: Social Contexts; Individual differences in the context of learning
7	Feb. 2017	22	12	3&4	<ul style="list-style-type: none"> • Perspectives on Cognitive Development – Piaget and Vygotsky. • Facilitating concept formation: Building on children’s existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning
8	Mar. 2017	24	3	4	<p>Learning</p> <ul style="list-style-type: none"> • Contexts of learning: Home, School, Environment

9	Apr. 2017	16	10	4	<ul style="list-style-type: none"> • Factors influencing learning: Maturation, Emotions, Learning environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting, Personality. • Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator
10	May. 2017				Summer Vacation
11	June. 2017	17	9	4	<ul style="list-style-type: none"> • Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning. • Final Practical Examinations
12	July. 2017	24	3	4	<ul style="list-style-type: none"> • Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools. • Revision • Final Practical Examinations • Final Theory Examinations
		223	83		

SOCIETY, EDUCATION AND CURRICULUM : Paper – II

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2016	15	9	1	<p>Aims and Purposes of Education</p> <ul style="list-style-type: none"> Relationship between schooling and education, and exploring various educative processes in human societies Aims and values of education: Constitutional values; NPE 1986; NCF 2005, SCF 2011
2	Sep. 2016	22	10	1	<ul style="list-style-type: none"> Understanding basic assumption about human nature, society, learning and aims of education. Exploring and enquiring in to the nature in to the needs of education in human society. Schooling and education as visualized by different Western and Indian thinkers:
3	Oct. 2016	16	7	1&2	<ul style="list-style-type: none"> 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. <p>Education, Politics and State</p> <ul style="list-style-type: none"> Political nature of education: Power and Ideologies and how they structure aims of education
4	Nov. 2016	25	5	2	<ul style="list-style-type: none"> Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers
5	Dec. 2016	25	7	2&3	<ul style="list-style-type: none"> Teacher's status in society: Public perception; Systemic issues – bureaucratization. Role of community and civil society organizations in education: A critical appraisal <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Construction of knowledge, Knowledge Vs Information Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry
6	Jan. 2017	17	8	3	<ul style="list-style-type: none"> Bodies of knowledge: different kinds of knowledge and their validation processes (truth criteria).

					<ul style="list-style-type: none"> • Knowledge and power: Dominance of one kind over another; Textual knowledge Vs experiential knowledge. • Children's construction of knowledge: What and How; Alternative frameworks of children's thinking.
7	Feb. 2017	22	12	3&4	<ul style="list-style-type: none"> • Forum of knowledge and problem solving – Maths, Science, Social Science, History, Language, Philosophy etc., Role of the teacher. <p>Curriculum and Learning</p> <ul style="list-style-type: none"> • Curriculum, syllabus and textbooks • Processes and criteria for curriculum selection and construction.
8	Mar. 2017	24	3	4	<ul style="list-style-type: none"> • Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks.
9	Apr. 2017	16	10	4	<ul style="list-style-type: none"> • Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers. • Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning
10	May. 2017	Summer Vacations			
11	June. 2017	17	9	4	<ul style="list-style-type: none"> • 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.
12	July. 2017	24	3	1 to 4	<ul style="list-style-type: none"> • Revision of hard concepts in the syllabus • Final Practical Examinations. • Final Practical Examinations • Final Theory Examinations
		223	83		

EARLY CHILDHOOD CARE AND EDUCATION : Paper – III

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2016	15	9	1	<p>Definition, Nature and Significance of Early Childhood Care and Education</p> <ul style="list-style-type: none"> • The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Deewey, Tagore, Rousseau, Frobel, Montessori, Gandhi. • Definition and objectives of holistic ECCE curriculum – Significance of early years. • Significance of ECCE as critical period for lifelong learning and development.
2	Sep. 2016	22	10	1	<ul style="list-style-type: none"> • Rationale for extending ECCE to 8 years for smooth transition. • Early learning challenges in schools and concept of school readiness. • Critical appraisal of current practices in ECCE centres of government, NGOs, private managements. • Children needs: <ul style="list-style-type: none"> ○ Freedom (expression, experimentation, encouragement, challenge); ○ Happiness (support, security and safety, opportunity and guidance)
3	Oct. - 2016	16	7	1&2	<ul style="list-style-type: none"> ○ Adoptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy) ○ Health well being and health habit, nutrition. <p>Principles and Methods of Developmentally appropriate ECCE Curriculum</p> <ul style="list-style-type: none"> • How children learn: Stage wise distinctions from early to middle to late childhoods, • Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges
4	Nov. 2016	25	5	2	<ul style="list-style-type: none"> • Importance of Play and Active learning methods for early years learning. • Guiding principles: Play and art as the basis of learning – Primary of experiencing not expertising.
5	Dec. 2016	25	7	2	<ul style="list-style-type: none"> • Domains and activities for holistic development of children – Motor, Sensory, Cognitive, Language, Emotional, Social and Personal domains. • Emergent literacy and numeracy in early years.

6	Jan. 2017	17	8	2&3	<ul style="list-style-type: none"> • Components of ECCE and approach to teaching learning (education, care, nutrition, habit formation, custodian) <p>Planning and Management of ECCE Curriculum</p> <ul style="list-style-type: none"> • Principles of planning a balanced and contextualized curriculum • Long and short term objectives and planning
7	Feb. 2017	22	12	3	<ul style="list-style-type: none"> • Project method and thematic approach. • Maintaining a developmentally appropriate and inclusive class environment. • Resources for effective functioning of ECCE. • The role and function of instructors.
8	Mar. 2017	24	3	4	<p>Curriculum for 3 to 6 Years of Age Group Children in ECCE</p> <ul style="list-style-type: none"> • Language and communication.
9	April. 2017	16	10	4	<ul style="list-style-type: none"> • Mathematical concepts. • Scientific thinking.
10	May. 2017	Summer Vacation			
11	June. 2017	17	9	4	<ul style="list-style-type: none"> • Early learning and development standards. • Observing and recording children's progress. • Reporting children's progress. • Ensuring home school linkage.
12	Sept. 2016	24	3	-	<ul style="list-style-type: none"> • Revision • Final Practical Examinations • Final Theory Examinations
		223	83		

**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	Aug. 2016	15	14	1	<p>భాష మరియు సమాజం</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, వ్యక్తీభాష, గృహభాష, పరిసరభాష, భాష వ్యక్తీకరణ సాధనంగా భాష, బోధన మాధ్యమంగా భాష, జాతీయ సమైక్యత, భాష, అంతర్జాతీయ అవగాహన, అధికార భాష</p>
2	Sep. 2016	22	16	2	<p>ప్రాక్ భాష సముపార్జన మరియు భాషాభ్యసన</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"> పఠనము మరియు లేఖనాలు గతిశీల, వ్యవస్థీకృత ప్రక్రియలు అక్షరాస్యత - బహుళ రూపాలు. <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>
3	Oct. 2016	16	11	2	<p>2.5 భాషాభ్యసనంలో సాహిత్యం పాత్ర: Types of texts వర్ణనాత్మక, ప్రదర్శనాత్మక సాహిత్యం, విషయానుబంధంగా,</p>

					<p>ప్రణాళికలో అంతర్భాగంగా సాహిత్యాన్ని చేర్చడం మరియు బాలసాహిత్యానికి ప్రత్యేక ప్రాధాన్యతనివ్వడం.</p> <p>2.6 ప్రణాళికలో అంతర్భాగంగా సాహిత్యం: తరగతి గదిలో మరియు బయట భాషావిధులు భాషాభ్యసనం, మరియు భాషద్వారా అభ్యసనం.</p> <p>2.7 ప్రత్యేక అవసరాలు గల పిల్లల భాషాభ్యసన అవసరాలు: లోప నిర్ధారణ మరియు ప్రారంభదశ అభ్యసన</p>
4	Nov. 2016	25	8	6	<p>యూనిట్-6: తరగతి ప్రణాళిక, భాషాభ్యసనం - మదింపు</p> <p>6.1 ఉపాధ్యాయుడు సన్నద్ధత, బోధనాభ్యసన సామాగ్రి.</p> <p>6.2 బోధనా సన్నద్ధత భాష బోధన ప్రణాళిక, వార్షిక, యూనిట్, పీరియడ్ ప్రణాళిక</p>
5	Dec. 2016	25	10	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	Jan. 2017	17	12	3&4	<p>6.4 నిర్మాణాత్మక మూల్యాంకనం - సాధనాలు సంగ్రహణాత్మక మూల్యాంకనం, భారత్వ పట్టికలు పరిపుష్టి (ఫీడ్ బ్యాక్), నివేదిక విధానాలు, రికార్డులు మరియు మదింపు.</p> <p>యూనిట్ 3: ప్రాథమిక స్థాయిలో భాషాసామర్థ్యాల అభివృద్ధి</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? భాషణ రూపాలు, పిల్లల సంభాషణ ప్రాముఖ్యత; వ్యక్తిగత, సమవయస్కులతో పరస్పర సంభాషణ, భాషాభ్యసనానికి వరుసగా భాషణం, భాషణ సామర్థ్యాన్ని అభివృద్ధిపరచడం (సంభాషణలు, కథాకథనం, పద్యపఠనం మొదలైనవి)</p> <p>యూనిట్-4: పాఠ్యపుస్తకాలు, బోధనపై అవగాహన</p> <p>4.1 పూర్వప్రాథమిక, ప్రాథమిక తరగతుల భాషా పాఠ్యపుస్తకాల రూపకల్పనలో అనుసరించాల్సిన తాత్విక మరయు మార్గదర్శక సూత్రాలు.</p>
7	Feb. 2017	22	18	4	<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</p>

					<p>ప్రమాణాలు, అభ్యసన సూచికలు</p> <p>4.5 భాషా ప్రణాళిక (కరికులమ్) ను సమర్థవంతమైన ప్రసారానికి (అమలుకు) అభ్యసన వనరులు.</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>
8	Mar. 2017	24	4	3	<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>
9	Apr. 2017	16	15	3&5	<p>31. సి. పిల్లల్లో కల్పనా (ఊహ) సామర్థ్యం, సృజనాత్మకత, ; వీటిని అభివృద్ధిపరచడంలో ఉపాధ్యాయుని పాత్ర; అందుకు కృత్యాలు / కార్యక్రమాలు (అభినయ గేయాలు, కథలను పొడిగించడం, కథలు, లేఖలు, పొడుపు కథలు, సూక్తులు రాయడం)</p> <p>యూనిట్-5: రాష్ట్రంలోని భాషాభివృద్ధి కార్యక్రమాలు</p> <p>5.1 పిల్లల భాషాభివృద్ధి కార్యక్రమము (CLIP)</p> <p>5.2 స్నేహబాల (SLIM కార్డులు -1, 2 తరగతులకు స్వయం అభ్యసన సామాగ్రి)</p>
10	May. 2017				వేసవి సెలవులు
11	June. 2017	17	13	5	<p>5.3 బాలసాహిత్యం (వానచినుకలు, కథావాచకాలు)</p> <p>5.4 పఠన ప్రారంభ కార్యక్రమం, చదువు, ఆనందించు మరియు అభివృద్ధి చెందు కార్యక్రమం</p> <p>5.5 పాఠశాలలో వినూత్న కార్యక్రమాలు - పిల్లల డైరీ, గోడపత్రిక, తరగతి గది గ్రంథాలయాలు, భాషాభ్యసనం మొదలైనవి.</p>
12	July. 2017	24	4	-	<p>Revision</p> <p>Final Practical Examinations</p> <p>Final Theory Examinations</p>
		223	125		

D.El.Ed. 1st Year
Paper-IV
MOTHER TONGUE – URDU
MONTH WISE SYLLABUS DIVISION

D.El.Ed. 1st Year
Paper-IV
PEDAGOGY OF MOTHER TONGUE – TAMIL
MONTH WISE SYLLABUS DIVISION

**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	Aug. 2016	15	14	1	<p>Introduction to Mathematics</p> <ul style="list-style-type: none"> • What is Mathematics and where and in which form it found in life? • What is the need and importance of Mathematics in daily life? How it is different from school Maths? • Why we teach Mathematics?
2	Sep. -2016	22	16	1&2	<ul style="list-style-type: none"> • Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately) • Mathematisation <p>Mathematics: Teaching Principles and Teaching Methods</p> <ul style="list-style-type: none"> • Nature of the learner. What he knows and how? Where? • Understanding the learners – Methods and procedures of learning • Piaget schemat of cognition in Mathematics in different stages, Vigotsky social learning and its implications learning Mathematics.
3	Oct. 2016	16	11	2	<ul style="list-style-type: none"> • Understanding the learning processes – Natural context, Induction, Deduction • Learning and teaching errors and how to overcome? • Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis
4	Nov. 2016	25	8	7	<p>Classroom Planning and Evaluation</p> <ul style="list-style-type: none"> • Teaching Readiness: Planning of Teaching Mathematics, collection resources. • Role of resources in Maths teaching (TLM and ICT) • Year plan, Unit plan and Period plan (models of teaching)

5	Dec. 2016	25	10	7	<ul style="list-style-type: none"> • Evaluation of planning Unit - 7 <ul style="list-style-type: none"> • Assessment and evaluation - Definition, need and importance, important methods Unit 7: Classroom Planning and Evaluation <ul style="list-style-type: none"> • Continuous and Comprehensive Evaluation (CCE) - Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.
6	Jan. 2017	17	12	3	Counting, Numbers and its Operations <ul style="list-style-type: none"> • Pre-number concepts • Understanding numbers and notation • Digit and representation of numbers • Counting and place value (with different bases) • Concept of fractions and its presentation • Mathematical operations of numbers (N.W.Q.) • Learning material for above
7	Feb. 2017	22	18	4	Visualization of Geometrical Shapes, Spaces, Patterns and Measurements <ul style="list-style-type: none"> • Types of Shapes - 2D & 3D • Understanding of shapes - Definition, need and difference • Understanding of different shapes in Mathematics • Spatial understanding • Area and perimeter • Measurement (volume and capacity, weight etc.) • Patterns - Definition, need and types • Understanding of patterns in numbers and shapes, space • Learning material for above
8	March. 2017	24	4	5	Management of Data <ul style="list-style-type: none"> • Use of data - Collection, distribution and symbolization
9	April. 2017	16	15	5&6	Representation of data - Table forms, tally marks, graphs (bar graphs, pictorial graphs) Understanding of Textbooks and Pedagogy <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of Maths textbooks.

					<ul style="list-style-type: none"> • Content, approaches and methods of teaching Mathematics - Interactive and participatory methods, teacher as facilitator. • Areas, structure of the unit, nature of exercises and its implications.
10	May. 2017	Summer Vacation			
11	June 2017	17	13	6	<ul style="list-style-type: none"> • Academic standards and indicators of learning. • Learning resources for effective transaction of Mathematics curriculum.
12	July. 2017	24	4	1 to 7	<ul style="list-style-type: none"> ◦ Revision * Summative – II ◦ Revision contd... • Submission of records, Final Practical lesson • Final Practical Examinations • Final Theory Examinations
	TOTAL	223	125		

**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	Aug. 2016	15	9	1	<ul style="list-style-type: none"> • Learning – Types of Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge). • Learner, learning, knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning.
2	Sep. 2016	22	10	1	<ul style="list-style-type: none"> • Critical examination of terminologies and notions associated with child-centered education such as child centered, activity based learning, joyful learning, CCE, IQ, merit. • Critical understanding of various methods and approaches of teaching learning; facilitating learning; teacher as reflective practitioner, collaborative and cooperative learning. • Concerns of inclusive education: Gender, marginalized groups, children with special needs. • Critical pedagogy concept, need and implications in teaching learning.
3	Oct. 2016	16	7	2	<ul style="list-style-type: none"> • Reflections on school of thought and theories: Giju Bhai, Summer Hill, Totochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky. • Inclusive and exclusive practices (Designing inclusive learner friendly environment): Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community. • Resources: Home (funds of knowledge); Community; Children’s talk, play, work; Stories; Children’s literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc.
4	Nov. 2016	25	5	2	<ul style="list-style-type: none"> • Linking pre-school knowledge of the children with learning school subjects.

					<ul style="list-style-type: none"> Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning;
5	Dec. 2016	25	7	3	<ul style="list-style-type: none"> Behavior management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms. Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive assessment; Assessing tasks and children’s work; Feedback and reporting; Portfolios. Process of children learning - How children learn?
6	Jan. 2017	17	8	3	<ul style="list-style-type: none"> Basic ideas of behaviourism and its implications Concept formation - Meaning of concept, mental processes in concept formation, Bruner’s and Piaget’s modes of concept formation. Thinking and reasoning, linkage between thinking and learning Cognition and learning - Constructivism, process of cognitive development - Its implications of teaching and learning.
7	Feb. 2017	22	12	3&4	<ul style="list-style-type: none"> Vygotskian theory - Concept of ZPD - Implications for teaching and learning. Critical pedagogy - Concept - Need, Implications to teaching and learning. Concept of ICT (Information & Communication Technology). Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes.
8	Mar. 2017	24	3	4	<ul style="list-style-type: none"> Main features of ICT related policies - National Level and State Level.
9	Apr. 2017	16	10	4&5	<ul style="list-style-type: none"> ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educational games 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

					<ul style="list-style-type: none"> • Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs; Using ICT tools, techniques and resources to create scaffolding; Classroom organization for ICT integrated lessons. • Snippets Cyber law and security: Free wares. • ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data.
10	May. 2017	Summer Vacation			
11	June. 2017	17	9	5	<ul style="list-style-type: none"> • Preparation and planning of multimedia lessons in school subjects. • Activities are to be organized in connection with multimedia lessons: Role of teacher (before, while, after multimedia lessons); Social media and its importance in learning (Twitter, Facebook, Whatsapp etc.) • Online learning courses for professional development of the teachers (Right to Education Act, subject specific courses etc.). • Continuous professional development of teachers through connected groups - Subject forums and exchange of ideas, practices, conceptual clarities etc. • Open Education Resources. Using different ICT platforms- MOOC.
12	Sept. – 2017	24	3	-	<ul style="list-style-type: none"> • Revision • Final Practical Examinations • Final Theory Examinations.
		223	83		

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	Aug. 2016	15	5	1	<ul style="list-style-type: none"> Orientation on the Subject Unit 1: What is Art? <ul style="list-style-type: none"> What is Art? Art and Its Role in Human Civilization
2	Sep. 2016	22	5	1	<ul style="list-style-type: none"> Introduction to Different Forms of Arts Art and Craft with special reference to regional practices
3	Oct. 2016	16	4	2	Art Education: Perspective of Different Philosophers and Educationist <ul style="list-style-type: none"> Indian Philosophers – Tagore, Gandhi, Devi Prasad. Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot.
4	Nov. 2016	25	3	2&3	<ul style="list-style-type: none"> Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot. (contd...)
5	Dec. 2016	25	3	3	Art education in Primary Classes - Syllabus and Academic Standards <ul style="list-style-type: none"> Relevance of Art Education in Primary classes (theoretical perspective)
6	Jan. 2017	17	4	3	Unit 3 Art Education and Child Development (visualizing role of art education in the building years of child's development) <ul style="list-style-type: none"> Syllabus and Academic Standards
7	Feb. 2017	22	6	4	<ul style="list-style-type: none"> Suggested Activities for primary classes Art Education in Middle School <ul style="list-style-type: none"> Role of Art Education in Middle School Art – Exploring Histories (Local and Global) <ul style="list-style-type: none"> Music Dance Painting Theatre Suggested Activities for Middle School
8	March. 2017	24	2	5	Art in Education OR Teaching Through Art <ul style="list-style-type: none"> Art as an educational/pedagogy tool

9	April. 2017	16	5	5	<ul style="list-style-type: none"> • Art and other Subjects • Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell - II
10	May. 2017	Summer Vacation			
11	June. 2017	17	4	6	Assessment in Art Education <ul style="list-style-type: none"> • Objective of Assessing Art • Criteria to Assess Art • Final Practical Examinations
12	July. 2017	24	1	-	Revision Submission of records, Final Practical lesson <ul style="list-style-type: none"> • Final Practical Examinations • Final Theory Examinations.
		223	42		

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	Aug. 2016	15	5	1	<p>Understanding Health and Well- Being</p> <ul style="list-style-type: none"> • The meaning of health and well-being • Biomedical versus social health models • Understanding the linkages between poverty, inequality and health
2	Sep. 2016	22	5	1&2	<ul style="list-style-type: none"> • Web of causation; Social determinants of health-stratification structures, food, livelihood, location, sanitation, access to health services etc. <p>Understanding Children’s Health Needs</p> <ul style="list-style-type: none"> • Food and nutrition; Communicable diseases; Child abuse in various forms and its impacts; Corporal punishments and its impacts.
3	Oct. 2016	16	4	2	<ul style="list-style-type: none"> • Reciprocal linkage between health and education • Childhood health concerns, hunger and malnutrition- Meaning and measures: Country/ State data. • Morbidity Mapping- Methods, observation, daily notes. • Methods to understand children’s health perceptions and self assessment of health.
4	Nov. 2016	25	3	2&3	<p>Physical Education</p> <ul style="list-style-type: none"> • Meaning need and purpose of Physical Education, Olympics, Asian Games, SGF Games, various awards in sports and games. • Impact of play and games (team spirit, cooperation, tolerance, problem solving, leadership).
5	Dec. 2016	25	3	3&4	<ul style="list-style-type: none"> • Physical measurements (height, weight, chest) and BMI [Body Mass Index] twice in a year. • Sports and games (interrelations, sports and games in schools, traditional/ local games, modern games, ground preparation and courts, rules of games and sports). • Various competitions and tournaments and participation of children.

6	Jan. 2017	17	4	4	Yoga and health <ul style="list-style-type: none"> • Meaning, concept of yoga. • Concept of pancakośa • Potential causes of ill health according to yoga. • Yoga as a preventive and promotive health care. • Yogic principles of healthy living: Āhāra, vihāra, Ācāra, Vicara and Vyavahāra • Yogic concept of holistic health and wellness • Preparations and precautions for practice of yoga.
7	Feb. 2017	22	6	5	Yoga and Physical Development <ul style="list-style-type: none"> • The Integrated Approach to Yoga • Characteristics of Physical Development • Yoga practices for Flexibility • Yoga practices for Stamina • Yoga practices for Endurance
8	Mar. 2017	24	2	5	<ul style="list-style-type: none"> • Yoga practices for Lung Capacity • Yoga practices for Longevity
9	April. 2017	16	5	6	Health of Children in the Context of School <ul style="list-style-type: none"> • Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger • Measuring the ‘Health of the School’: Issues of Water, sanitation, toilets etc. • Development of mental health through participating in cultural programmes. • Role of the teacher and engagement with the programmes • Capturing children’s perceptions on food, work, play, Mid Day Meal etc.
10	May. 2017	Summer Vacation			
11	June. 2017	17	4	7	Curriculum, Syllabus and Assessment <ul style="list-style-type: none"> • Syllabus for Physical & Health Education. • Academic Standards • Assessment
12	July. 2017	24	1	0	<ul style="list-style-type: none"> • Revision • Final Practical Examinations • Final Theory Examinations.
		223	42		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2016	15	2	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> Awareness of self, Understanding oneself
2	Sep. 2016	22	3	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> Aims and purposes of life
3	Oct. 2016	16	2	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> Mindfulness
4	Nov. 2016	25	1	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> Becoming sensitive
5	Dec. 2016	25	2	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> Accepting and celebrating differences

6	Jan. 2017	17	2	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> • Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Harmony in relationships • Peace and coexistence
7	Feb. 2017	22	3	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> • Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Conflict resolution • Stress management
8	Mar. 2017	24	1	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> • 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. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Nurturing life skills among children
9	April. 2017	16	2	1&2	<p>On-going Activities</p> <ul style="list-style-type: none"> • Change in assumptions and beliefs in the course of pre-service training in terms of nature of the child, nature of the learning, teaching, school, textbooks, assessment etc. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Writing year plans and lesson plans
10	May. 2017	Summer Vacation			
11	June. 2017	17	2	2	<p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Development of question papers
12	July. 2017	24	1	-	<ul style="list-style-type: none"> • Final Practical Examinations • Final Theory Examinations.
		223	21		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2016	15	2	1	<p>Introduction</p> <ul style="list-style-type: none"> • Introduction • English around us • English as a global language – Language of opportunities • Constitutional provision; English as an Associate Official Language <p>* Workshop / Seminar on self understanding</p>
2	Sep. 2016	22	3	1	<ul style="list-style-type: none"> • Importance of language proficiency in classroom transaction. • Different avenues for development of language proficiency. • Need and importance of English language proficiency to the elementary teacher. <p>* Workshop / Seminar on self understanding</p> <p><i>Observations of Institutions.</i></p>
3	Oct. 2016	16	2	2	<p>Understanding Language - Listening to and Producing Oral Discourses</p> <ul style="list-style-type: none"> • Introduction • Listening with comprehension • Analysing discourse features in Listening and Speaking • Analyzing the suprasegmental features • Issues related to oral discourses • Making oral presentations and constructing different oral discourses • Opportunities to Use Language in context • Oral discourse and their features <p><i>Observation of Institutions (SEP)</i></p>
4	Nov. 2016	25	1	2	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ➤ Theme-based interaction ➤ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)

					<ul style="list-style-type: none"> ➤ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ➤ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features. ➤ Using classroom theatre (drama, choreography) as a pedagogical tool ◆ Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – I
5	Dec. 2016	25	2	3	<ul style="list-style-type: none"> ◆ Teaching Practice cum Internship – Spell-I contd... <p>Critical Reading</p> <ul style="list-style-type: none"> ● Introduction ● Reading for comprehension * Summative – I
6	Jan. 2017	17	2	3	<ul style="list-style-type: none"> ◆ Extrapolating the texts through making inferences, analysing, reflecting ● understanding the theoretical postulates of critical reading ● Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features. ● Understanding the process of critical reading ● Indicators for assessing reading ● Activities: <ul style="list-style-type: none"> ➤ Identifying the features of various discourses they have read ➤ Interpreting tables, graphs, diagrams, pictures, etc. ➤ Reviewing any book/article ➤ Using reading as a tool for reference skills i.e., use of dictionary, encyclopedia and internet
7	Feb. 2017	22	3	4	<p>Writing and Creative Writing</p> <ul style="list-style-type: none"> ● Introduction ● Writing for specific purposes and specific audience and understand writing as a process ● Experience the classroom process of writing (individual, collaborative, editing)

					<ul style="list-style-type: none"> • Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads/ matrimonial, brochures etc. and identifying their features • Recognizing errors as a part of learning process • Editing the written texts in terms of discourse features, syntax, morphology and writing conventions • Indicators for assessing the written discourses
8	March. 2017	24	1	4	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ➤ Brainstorming on the theme and the type of text, the audience, etc. ➤ Concept mapping on the content and organization of the text ➤ Writing individually and refining through collaboration ➤ Reading related texts for refinement of the written work in terms of discourse features and theme ➤ Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing ◆ Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – II
9	April. 2017	16	2	5	<p>Vocabulary and Grammar in Context</p> <ul style="list-style-type: none"> • Introduction • What is grammar; how we learn grammar in mother tongue. • Problems with traditional prescriptive grammars. • Classification of words (closed word classes and open word classes). • Lexical, phrasal and clausal categories. • Elements of a sentence (nuclear and optional). • Classification of clauses based on structure, function and finiteness. • Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive). • Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement) • Word formation (prefix, suffix, compounding)

					<ul style="list-style-type: none"> • Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms
10.	May. 2017	Summer Vacation			
11	June. 2017	17	2	5	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ➤ Reading passages and analyzing the distribution of linguistic elements. ➤ Classification of words in a given sentences. ➤ Making generalizations on syntactic and morphological properties. ➤ Checking the generalizations in the light of new passages. ➤ Writing discourses and editing them individually and also through collaboration, feedback. ➤ Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions. ➤ Framing questions for different types of texts for reading comprehension/ interaction.
12	July. 2017	24	1	-	<p><i>Revision</i></p> <ul style="list-style-type: none"> • Final Practical Examinations • Final Theory Examinations.
		223	21		

5. Month wise Division of Syllabus D.El.Ed. 2nd YEAR

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	15	1	<p>Colonial and nationalist ideas on education</p> <ul style="list-style-type: none"> Colonial education, indigenous education, debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the school system. Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.
2	Sep. 2017	14	10	2	<ul style="list-style-type: none"> Social Movements in pre-independent India–Voices of the marginalized and their struggles for equal participation in education <p>Indian Constitution and Provisions for Education</p> <ul style="list-style-type: none"> Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education Panchayat Raj Institutions and Education - 73rd & 74th Constitutional Amendments and its implications. Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
3	Oct. 2017	22	3	2	<ul style="list-style-type: none"> Equality and Justice in the Indian Constitution (Understanding the Preamble and basic concepts in Indian Constitution, Role of education to ensure Fundamental Rights); Reservation as an egalitarian policy: Equalisation of educational opportunities, Differential school system and idea of common neighbourhood and school system
4	Nov. 2017	25	10	2&3	<ul style="list-style-type: none"> Human and Child Rights <p>Inequalities in Contemporary Indian Society</p> <ul style="list-style-type: none"> Nature and causes of inequalities - Equality, equity, democratisation of quality education. Changing social structures and education: Caste, Class and Social Exclusion

					<ul style="list-style-type: none"> • Power, Ideology and Merit in Education: differential school system and the idea of common neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction • New Economic Reforms and their impact on Education
5	Dec. 2017	23	2	3	<ul style="list-style-type: none"> • Public Education Vs Private Education and Privatisation of Public Education
6	Jan. 2018	16	7	3	<ul style="list-style-type: none"> • Globalisation and its impact on education; Environmental degradation, Consumption patterns and issues of sustainable development; Loss of indigenous knowledge systems including languages • Education and Human Resource Development
7	Feb. 2018	22	12	4	<p>Educational Policies and Programmes in Independent India</p> <ul style="list-style-type: none"> • Important features of educational commissions and policies (Basic education and its review, Kothari Commission, NPE-1986, Learning Without Burden Report by Yashpal-2003, NCF-2005, RTE-2009, SCF-2011...) • Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education)
8	March. 2018	24	3	4	<ul style="list-style-type: none"> • Special programmes: Mid Day Meal, ICT, OBB, MLL.
9	April. 2018	17	10	4	<ul style="list-style-type: none"> • 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. <p>Vision of an Inclusive and Democratic Indian Society</p> <ul style="list-style-type: none"> • Democratisation of Education • Peasant, Dalit and Feminist Movements and their implications to Education
10	May . 2018	Summary Vacation			
11	June. 2018	16	5	5	<ul style="list-style-type: none"> • Education of Disabled, Marginalised and Socially Disadvantaged • Role of state, school and teacher in building an Inclusive and Democratic Indian Society
12	July. 2018	21	1	5	<ul style="list-style-type: none"> • Revision • Final Practical Examination • Final Theory Examination
		223	78		

**INTEGRATING GENDER AND INCLUSIVE PERSPECTIVES IN
EDUCATION: Paper – 2
(General Paper)**

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	15	1	<p>Inclusive Education</p> <ul style="list-style-type: none"> • Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs) • Discrimination practices in schools and its implications • Meaning of Inclusive Education • Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns • Understanding and exploring the nature of assessment for inclusive education
2	Sep. 2017	14	9	2	<p>Children with Special Needs</p> <ul style="list-style-type: none"> • Historical and contemporary perspectives to disability and inclusion, types of disability, identification, assessment and interaction. • Range of learning difficulties • Disability identification, assessment and interaction • Approaches and skills for teaching children with learning difficulties
3	Oct. 2017	22	3	3	<p>Inclusion and Classroom Management</p> <ul style="list-style-type: none"> • Academic inclusion and support
4	Nov. 2017	25	10	3	<ul style="list-style-type: none"> • Inclusive classrooms • Mono-grade, multi-grade situation and inclusion • Multilevel strategies
5	Dec. 2017	23	3	3	<ul style="list-style-type: none"> • Multi-lingualism and inclusion
6	Jan. 2018	16	7	4	<p>Gender, School and Society</p> <ul style="list-style-type: none"> • Social construction of masculinity and femininity • Patriarchies in interaction with other social structures and identities

7	Feb. 2018	22	12	4	<ul style="list-style-type: none"> • Reproducing gender in school: Curriculum, textbooks, classroom processes and student-teacher interactions • Working towards gender equality in the classroom
8	Mar. 2018	24	3	5	<p>Integration of gender and inclusion perspectives</p> <ul style="list-style-type: none"> • Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes.
9	April. 2018	17	10	5	<ul style="list-style-type: none"> • Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices. • Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.
10	May 2018	Summer Vacation			
11	June. 2018	16	5	5	<ul style="list-style-type: none"> • Developing a vision of an inclusive society and school and ways and means of achieving it.
12	July. 2018	21	1	-	<ul style="list-style-type: none"> • Revision • Final Practical Examination • Final Theory Examination
		223	78		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	15	1	<p>School and School Culture</p> <ul style="list-style-type: none"> • The concept and purpose of school (It's an organization/ institution; it has resources/ processes/ outcomes). • School and community • School culture and organization • School ambience and environment and infrastructure <p>School Level Programmes and Activities</p> <ul style="list-style-type: none"> • School timetable/ schedule • School assembly • School library
2	Sep. 2017	14	9	2	<ul style="list-style-type: none"> • School Development Plan - Planning, implementation and assessment • School community relationship • School games, sports, tournaments • School level cultural activities • School level records • Resources - Human, physical, financial <p>School Effectiveness and School standards</p> <ul style="list-style-type: none"> • School effectiveness and its improvement
3	Oct. 2017	22	3	3	<ul style="list-style-type: none"> • School improvement – Strategies, initiatives
4	Nov. 2017	25	10	3&4	<ul style="list-style-type: none"> • School performance evaluation: Process and performance indicators • Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects) <p>School Management and Leadership</p> <ul style="list-style-type: none"> • Concept of school administration, management and leadership • Types of managements and leadership

					<ul style="list-style-type: none"> • HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship.
5	Dec. 2017	23	3	5	<p>Academic Leadership of Headmaster</p> <ul style="list-style-type: none"> • Allotment of subjects: Curricular and co-curricular
6	Jan. 2018	16	7	5	<ul style="list-style-type: none"> • Ensuing teacher preparation (lesson plan/ TLM etc.) • Ensuing effective classroom Teaching Learning Process • Academic monitoring - Classroom observations, observations of teachers and children records, assessment of children performance and progress. • Baseline testing and conduct of remedial teaching as a whole school process.
7	Feb. 2018	22	12	6	<ul style="list-style-type: none"> • Demonstration of children performance to the parents during SMC meeting (RTE-2009) • Conducting staff meeting - Review performance, recording the minutes, resolutions, fixing targets. <p>Teacher – Professional Development</p> <ul style="list-style-type: none"> • Teacher as an organic intellectual, social transformer and social change • Teacher as a co-learner (learning on a continuous process) • Roles and responsibilities of teacher and accountability • Teacher professional ethics • Teacher and community development • Concept of a teacher development, teacher education and teacher training.
8	March. 2018	24	3	6	<ul style="list-style-type: none"> • Current status and practices of teacher development <ul style="list-style-type: none"> ○ Government/ management initiative programmes ○ Self directed and managed professional development
9	April. 2018	17	10	6	<ul style="list-style-type: none"> • Impact of teacher development on students, organization and community. • Pre-service teacher education: Concept, nature, objectives, scope. • In-service teacher programme: Purpose and practice of various commissions and recommendations

					<ul style="list-style-type: none"> • Continuous professional development - Programmes - Initiatives and Strategies: Read and reflections, reflective practices, journal writing, action research, research skills, habit formation, attending seminars and programmes, guidance and counseling, career development courses and trainings, membership in professional forums and libraries, using internet and connected learning, resource collection, association with professional institutions i.e. School Complex, MRC, DIET, SCERT, NCERT etc., participation in educational debates and movements.
10	May. 2018	Summer Vacation			
11	June. 2018	16	5	6	<ul style="list-style-type: none"> • Roles, functions and networking of institutions like NCERT, NCTE, NUEPA, SCERT, IASE, CTEs, DIETs and their websites.
12	July. 2018	21	1	-	<ul style="list-style-type: none"> • Final Practical Examination • Final Theory Examination
		223	78		

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	Aug. 2017	23	23	1&2	<p>Issues of Teaching of English at the Elementary Stage</p> <ul style="list-style-type: none"> • Issues of learning English in a multi-lingual/ multi-cultural society: Issues related to teacher proficiency; Acquisition of language Vs Preparing children for examination, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition • Teaching English as a second language: developmental, socio-economic and psychological factors; • The nature of language – learning versus acquisition; the pedagogy of comprehensible input <p>Teaching Learning Material and Textbooks</p> <ul style="list-style-type: none"> • Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V. • Role of big books and theme pictures in teaching English. • Philosophy and guiding principles for the development of English textbooks - NCF, SCF, RTE, Position of Paper on Teaching of English. • Selection of themes and unit structure. • Academic Standards and learning indicators. <p>Classroom Transaction Process</p> <ul style="list-style-type: none"> • The Modular transaction – Pre-reading, Reading and Discourse construction and editing; Role of interaction in transaction of different modules in a unit; Steps in teaching.
2	Sep. 2017	14	13	4&5	<ul style="list-style-type: none"> • Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses • Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners • Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners

					<ul style="list-style-type: none"> • Editing the written discourses • Publishing children's products • Dealing with textual exercises (vocabulary, grammar, study skills, project work) • Strategies for addressing low proficient learners • Multi grade and multi level teaching strategies. • Activities: Storytelling, team teaching, framing of questions, picture based interaction. <p>Planning and Material Development</p> <ul style="list-style-type: none"> • Introduction, What is planning; its importance. • Year plan, unit plan and period plan; Teacher reflections. • Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards.
3	Oct. 2017	22	5	5	<ul style="list-style-type: none"> • Developing and trying out various resources, techniques, activities and games for learning English • Analyzing and reviewing teaching-learning material
4	Nov. 2017	25	15	5&3	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ○ Critical examination of lesson plans prepared by teachers ○ Preparation of year, unit and period plans • Conducting workshop for preparation of materials for young learners <p>Approaches to the Teaching of English</p> <ul style="list-style-type: none"> • Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: grammar-translation method, directive method, communicative approach, suggestopedia. • The pedagogy of comprehensible input.
5	Dec. 2017	23	3	5	<ul style="list-style-type: none"> • Approaches to teaching of English to young learners.
6	Jan. 2018	16	10	3	<ul style="list-style-type: none"> • Second Language acquisition theories - Stephen Krashen, Steven Pinker, Vivian Cook, Vygotsky. • The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration, home environment/ community/ peer group)

					<ul style="list-style-type: none"> State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy.
7	Feb. 2018	22	18	3&6	<ul style="list-style-type: none"> Activities: Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications. <p>Assessment</p> <ul style="list-style-type: none"> Review of current assessment procedures What is assessment, Why, How and When; Continuous and Comprehensive Assessment Formative assessment; assessment “as learning” and assessment “for learning”– tools and strategies; evidences of assessment;
8	March. 2018	24	4	6	<ul style="list-style-type: none"> Summative Assessment – Tools, assessment of learning; Test items in Summative Assessment.
9	April. 2018	17	16	6	<ul style="list-style-type: none"> Grading indicators for Formative and Summative Assessment both for oral and written products Recording of children performance - CCE Registers, Cumulative Record. Assessment and feedback.
10	May – 2018	Summer Vacation			
11	June – 2018	16	8	6	<ul style="list-style-type: none"> Activities: <ul style="list-style-type: none"> Formative tools and awarding marks based on certain indicators. Preparation of summative question paper and development of indicators for awarding the marks. Analyzing answer scripts of learners. Critical examination of grading indicators.
12	July – 2018	21	1	-	<ul style="list-style-type: none"> Revision Final Practical Examination Final Theory Examination
		223	116		

**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	Aug. 2017	23	19	1	<p>Understanding EVS/ Concept of EVS</p> <ul style="list-style-type: none"> • Introduction • Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level. • Different Perspectives on EVS: NCF-2005, SCF-2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape of syllabus. • EVS as an integrated area of study: Drawing upon Understanding from Science, Social Science and Environmental Education. • Objectives/ principles of teaching EVS – NCF-2005. • NPE-1986 – 10 core elements (Social).
2	Sep. 2017	14	12	1	<p>Understanding Children's Ideas</p> <ul style="list-style-type: none"> • Introduction. • Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions) • How this knowledge is acquired? (How Children Learn?) • Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget) • Innate abilities.
3	Oct. 2017	22	4	3	<p>Teaching of EVS/ Classroom Transaction</p> <ul style="list-style-type: none"> • Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.

4	Nov. 2017	25	13	3	<ul style="list-style-type: none"> • Map-Picture Differentiation, Map Reading • Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations etc. • Activity approach (What is activity? Profile of activity, Primary Education Project principles). • Using Children's Ideas as a Tool for Learning. • Role of Teacher in Classroom Transaction. • Integration of Subjects (Language and Mathematics) • Use of ICT in the Classroom.
5	Dec. 2017	23	3	4	<p>Understanding of textbooks and pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of EVS textbooks. • Content, approaches and methods of teaching EVS – Interactive and participatory methods, teacher as facilitator.
6	Jan. 2018	16	8	4 & 5	<ul style="list-style-type: none"> • Themes, structure of the unit, nature of exercises and its implications. • Academic standards and indicators of learning. • Learning resources for effective transaction of EVS curriculum. <p>Planning for Teaching EVS</p> <ul style="list-style-type: none"> • Why planning? • Some examples of a good EVS class • Addressing children's alternative conceptions: Some experiences
7	Feb. 2018	22	15	5	<ul style="list-style-type: none"> • Concept map and thematic Web charts • Evolving a Unit Plan Framework and Use • Resource Pool of Materials • Locally available Materials • Audio-visuals and Electronic Materials • Lab/ Science Kit • Library • Peer Group Learning (using children's ideas)
8	Mar. 2018	24	3	6	<p>Classroom Planning and Evaluation</p> <ul style="list-style-type: none"> • Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Period plan • Planning for multi grade/ multi levels.

9	Aprl. 2018	17	13	6	<ul style="list-style-type: none"> • Evaluation of Planning • Understanding Reflective Teaching and Learning • Concept and Importance of Evaluation, CCE • Preparation and Selection of Reflective Questions • Different Ways of Assessment and Reporting of Assessment for Further Learning • Assessment and evaluation – Definition, need and importance
10	May 2018	Summer Vacation			
11	June 2018	16	7	6	<ul style="list-style-type: none"> • 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.
12	July. 2018	21	1	-	<ul style="list-style-type: none"> • Revision • Final Practical Examination • Final Theory Examination
		223	98		

**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	Aug. 2017	23	19	1	<p>English Language Classroom</p> <ul style="list-style-type: none"> • Introduction • Aims and objectives of English language teaching. • State policies on language and education. • Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching. • Multi linguilism as a resource in teaching of English. • Organizing English language classroom. • Role of the Teacher; Teacher preparation; Professional development of the teacher; Teacher as a facilitator. • Errors in language learning: The role of teacher in addressing the errors. • Paradigm of shift in English language teaching.
2	Sep. 2017	14	12	2	<p>Developing English Language Skills – I</p> <ul style="list-style-type: none"> • Introduction • Listening and speaking • What does listening mean • Fluency and accuracy in speaking. • What does speaking mean • Interaction and its role in developing of listening and speaking: Authentic material for listening • Developing oral discourses: Description, dialogue, story/ narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc. • Indicators for assessing the oral discourses. • Teaching vocabulary and grammar at Elementary Level.

3	Oct. 2017	22	4	3	<p>Developing Language Skills –II</p> <ul style="list-style-type: none"> • Introduction <p>Literacy and Reading</p> <ul style="list-style-type: none"> - Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers - Ways of reading; pre-reading and post reading activities.
4	Nov. 2017	25	13	3	<ul style="list-style-type: none"> • Individual reading and collaborative reading. - Beyond the textbook: Diverse forms of texts as materials for language. - Relationship of language and society: Identity, power and discrimination - Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics - Helping children to become good readers <p>Writing</p> <ul style="list-style-type: none"> • What is writing and relationship between Reading and Writing • Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit/ notice/ poster etc. - Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts. - Individual writing and collaborative writing. - Editing of children writings based on the indicators. - Teacher is a facilitator in developing reading and writing among the children. - Assessment of writing. • Linkages between reading and writing. <p>Classroom Planning and Evaluation</p> <ul style="list-style-type: none"> • Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching.
5	Dec. 2017	23	3	4	<p>Literature</p> <ul style="list-style-type: none"> • What is literature; Difference between language and literature. • Types of texts; narrative and expository reader’s response to literature, schemas and interpretation of texts.

6	Jan. 2018	16	8	4	<ul style="list-style-type: none"> Engaging with a text Various literary genres such as poem, story, biography etc.; Analysis and interpretation of various literary texts. Using literature across the curriculum. Identification of literary features in a given texts from different genres.
7	Feb. 2018	22	15	5	Understanding of Textbooks, Pedagogy and Professional Development <ul style="list-style-type: none"> Philosophy and guiding principles for the development of English language textbooks. Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator. Themes, structure of the unit, nature of exercises and its implications, analysis of the textbooks. Academic standards and indicators of learning. Learning resources for effective transaction of language curriculum. Role of ICT in teaching English. Action research in ELT, steps in action research. Importance and avenues for continuing professional development.
8	March 2018	24	3	6	<ul style="list-style-type: none"> Assessment and evaluation – Definition, need and importance
9	April 2018	17	13	6 & 3	<ul style="list-style-type: none"> Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures. Recording the children performance and CCE Register. Beyond the textbook: Diverse forms of texts as materials for language. Relationship of language and society: Identity, power and discrimination
10	May 2018	Summer Vacation			
11	June 2018	16	7	3	<ul style="list-style-type: none"> Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics Helping children to become good readers
12	July 2018	21	1	--	<ul style="list-style-type: none"> Revision Final Practical Examination Final Theory Examination
		223	98		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	19	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, భావవినిమయంలో 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>Unit 4: పిల్లలు - భాష - అభ్యసనం</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> <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>
2	Sep. 2017	14	12	4,7,8	<p>Unit 7: భాషాభ్యసనం - ఆశించిన ఫలితాలు - వ్యూహాలు</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, నాటికీకరణ మొ॥వి.)</p>

					<p>Unit 8: భాషా - బోధనాభ్యసన ప్రక్రియల నిర్వహణ - ప్రణాళికలు - ఎలిమెంటరీ స్థాయి</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	Oct. 2017	22	4	6	<p>Unit 6: భాషా వనరులు - వాటి వినియోగం, భాషాభివృద్ధి కార్యక్రమాలు</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>
4	Nov. 2017	25	13	6 & 5	<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, సంచిత రూపకల్పన, పుస్తకసమీక్షలు మొ॥వి).</p> <p>Unit 5: భాషా సామర్థ్యాలను అభివృద్ధిపరచడం</p> <p>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)</p> <p>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)</p>
5	Dec. 2017	23	3	5&9	<p>5.3 రాయడం (స్వీయరచన) (పిల్లలు ఎందుకు రాయాలి?; ఎలా రాయాలని కోరుతుంటాము? రాయడంలో దోషాలు/ తప్పులు - విశ్లేషణ; కారణాలు - సమస్యలు గుర్తించడం; రాయడానికి ముందు ప్రక్రియలు; రాసే నైపుణ్యం - రాసే కళ; రాయడంలో ఏమేం నేర్పాలి? ప్రాచీన పద్ధతి, ఆధునిక పద్ధతి; రాయడం నేర్పడానికి కొన్ని అభ్యాసాలు; ఉన్నత తరగతుల వాచకాల్లో వీటికి సంబంధించిన అభ్యాసాల గుర్తింపు - విశ్లేషణ అవగాహన); లేఖన దోషాలు వాటిని</p>

					సరిదిద్దడం; నూతన వాచకాల్లోని వీటికి సంబంధించిన అభ్యాసాలను గుర్తించడం - విశ్లేషించడం, అవగాహన
6	Jan. 2018	16	8	5	<p>5.4 సృజనాత్మక వ్యక్తీకరణ (వివిధ రకాల రచనలు) (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>5.5 పిల్లల్లో పదజాలాభివృద్ధి (బడికి రాకముందు పిల్లలకు పదాలకర్ణాలు చెప్తారా?; పిల్లలు అర్థాలు ఎలా గ్రహిస్తుంటారు? పదజాలాభివృద్ధికి కొన్ని అభ్యాసాలు; పాఠ్యపుస్తకాలలో వీటికి సంబంధించిన అభ్యాసాల పరిశీలన - విశ్లేషణ - అవగాహన)</p> <p>5.6 వ్యాకరణాంశాలు (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>
7	Feb. 2018	22	15	9 & 2	<p>Unit 9: భాషా మూల్యాంకనం</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> <p>Unit 2: భాష - సమాజం</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>

					2.8 ప్రామాణిక భాష, అధికారిక భాష, మాధ్యమ భాష, తెలుగు భాష పూర్వ వైభవ స్థితి.
8	March 2018	24	3	3	Unit 3: సాహిత్యాధ్యయనం - ఆవశ్యకత - అవగాహన 3.1 సాహిత్యాన్ని ఎందుకు చదువాలి? 3.2 తెలుగు భాషా సాహిత్యం - వివిధ ప్రక్రియలు
9	April 2018	17	13	3 & 10	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) Unit 10: ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి వృత్తిపర అభివృద్ధి 10.1 ఉపాధ్యాయులు నిరంతర అభ్యాసకులే 10.2 జ్ఞాన పరిధిని విస్తృతపరుచుకోవడం - మార్గాలు 10.2.1 పూర్వ వృత్తంతర శిక్షణలు - స్వల్పకాలిక, దీర్ఘకాలికాలు - పునఃశ్చరణ తరగతులు 10.2.2 అధ్యయనం 10.2.3 ఉన్నత విద్యాభ్యాసం 10.2.4 పరిశోధనలు చేపట్టడం
10	May 2018	Summer Vacation			
11	June 2018	16	7	10 & 2	10.2.5 సభలు, సమావేశాలు, కార్యశాలల్లో పాల్గొనడం 10.2.6 విషయనిపుణులు, కవులు, కళాకారులతో చర్చలు 10.2.7 చనావ్యాసంగం 10.2.8 సాంకేతిక పరిజ్ఞాన వినియోగం (అంతర్జాలం, దృశ్యశ్రవణ సామగ్రి, డిజిటల్ లైబ్రరీ....) 10.2.9 విషయాధారిత సంఘం (సబ్జెక్టు ఫోరం) లో పాల్గొనడం. 2.9 తెలుగు భాషపై సంస్కృత ప్రభావం, పాఠశాల భాష ప్రభావం, ఉర్దూ ప్రభావం, ఆంగ్ల ప్రభావం, అనువాదం
12	July 2018	21	1	0	<ul style="list-style-type: none"> • Revision • Final Practical Examinations • Final Theory Examinations
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(B) PEDAGOGY OF MOTHER TONGUE EDUCATION
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(B) PEDAGOGY OF MOTHER TONGUE EDUCATION
CLASSES VI TO VIII (TAMIL)
MONTH WISE SYLLABUS DIVISION

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	19	1	Introduction to Upper Primary School Mathematics <ul style="list-style-type: none">• Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truth criteria.• Transition from early school Mathematics to upper primary school Mathematics.• How to develop Mathematical thinking at Elementary Level (concrete, abstract, specific to

					<p>general)</p> <ul style="list-style-type: none"> • Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic & geometric thinking. • Validation Processes - informal & intuitive; visual proofs and formal proof. • Constructivism and Mathematics learning. • History of Mathematics (Aryabhata, Bhaskera, Brahmagupta, Euclid, Fermat).
2	Sep. 2017	14	12	2	<p>School Mathematics Topics and Processes</p> <ul style="list-style-type: none"> • Number Sense & Systems - compare, order and compute with whole numbers, positive fractions, positive decimals, and positive and negative integers; solve problems involving fractions, ratios, proportions and percentages; simple and compound interest; factoring of numerators and denominators and properties of exponents and powers; different representations of fractional numbers (fractions, decimals, percents) and changing one to another; factors, multiples, LCM and GCD square roots and cube roots • Measurement & Geometry - Geometric shapes, geometric vocabulary; perimeter, area of different two dimensional shapes, how to measure the circumference and area of a circle and concept of π; surface area, and volume of basic three-dimensional figures; using mathematical instruments to construct and measure shapes and angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties.
3	Oct. 2017	22	4	4	<p>School Mathematics Activities, Resources and Planning</p> <ul style="list-style-type: none"> • Aims and objectives of teaching Mathematics. • Academic Standards and learning indicators.
4	Nov. 2017	25	13	4	<ul style="list-style-type: none"> • Activities - designing, creating and transacting. • Planning for teaching - Year plan, lesson plan and period plan. <p>Mathematics Assessment and Evaluation</p> <ul style="list-style-type: none"> • Assessment tools - types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios • Continuous Comprehensive Evaluation - Formative & Summative • Evaluation - marking or grading, reporting, record

					maintenance and communicating results to students and parents.
5	Dec. 2017	23	3	3	<p>Teaching of Mathematics for Classes 6 to 8</p> <ul style="list-style-type: none"> • Visit of a good Maths classroom (vision of the classroom), role of the teacher • The role of a upper primary school mathematics teacher
6	Jan. 2018	16	8	3	<ul style="list-style-type: none"> • Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic • Developing the processes of mathematisation - Words in the concepts, communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving and connecting • Organising and facilitating Upper Primary School mathematics classrooms that support mathematisation processes.
7	Feb. 2018	22	15	3,2,4	<ul style="list-style-type: none"> • Mathematics phobia and addressing it; Issues, problems in learning Mathematics and action research. • 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; • 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; <p>School Mathematics Activities, Resources and Planning (contd)</p> <ul style="list-style-type: none"> • Aims and objectives of teaching Mathematics. • Academic Standards and learning indicators. • Activities - designing, creating and transacting. • Modelling real world problems in mathematics • Textbook - Philosophy and guiding principles for the development of Maths textbooks (structure of the unit, nature of exercises, role of the teacher to use textbook effectively); understanding its pedagogical intent; learning to transaction it in classrooms.

8	Mar. 2018	24	3	4	<ul style="list-style-type: none"> • Mathematics Laboratory/ Resource Room/ Mathematical Club/ Mathematical Kit.
9	April 2018	17	13	4	<ul style="list-style-type: none"> • Learning resources for effective transaction of Mathematics curriculum. • Planning for teaching - Year plan, lesson plan and period plan. • Misconceptions in Upper Primary school mathematics topics • Assessment of conceptual understanding and mathematical reasoning abilities • Continuous Comprehensive Evaluation - Formative & Summative • Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.
10	May 2018	Summer Vacation			
11	June 2018	16	7	2	<ul style="list-style-type: none"> • Notion of patterns that helps in appreciating the use of unknown expressing the generalization resulting from the pattern. • When and why we use variables, functional relations, mathematical investigations, puzzles that relay on algebraical thinking.
12	July 2018	21	1	-	<ul style="list-style-type: none"> • Revision • Final Practical Examination • Final Theory Examination
		223	98		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	19	1	<p>Nature and Scope of Science and Children's Ideas in Science</p> <ul style="list-style-type: none"> • Nature of Science, characteristics of Science, structure of Science, development of Science (historical background) • Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different? • Science as information or inquiry. • What do scientists look like? • Scientific method. • Values associated with science. • Children's ideas related to science concepts • Probing, documenting and analyzing children's ideas related to science concepts. • Significance of Science in curriculum at Upper Primary Level (as per NCF-2005, SCF-2011, Position Papers and Syllabus)
2	Sep. 2017	14	12	2	<p>Revisiting School Science</p> <ul style="list-style-type: none"> • Investigating different themes and interdisciplinary concepts using children's questions. • How do clouds form? • How do plants and animals utilize their food? • How does an electric bell work? • Where all does the rain water go? • Why does a candle become short on burning? • How do babies develop inside mothers?
3	Oct. 2017	22	4	2	<ul style="list-style-type: none"> • Planning for teaching – Living and non living • Planning for teaching – Heat and temperature • Planning for teaching – Acid and bases etc. • For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This exercise needs to be facilitated by their teachers.

4	Nov. 2017	25	13	3	<p>Understanding Science Textbooks and Pedagogy</p> <ul style="list-style-type: none"> • Perspective and guiding principles of Science textbooks. • Themes, structure of the unit, nature of the exercises and its implications. • Academic Standards and indicators at Elementary Level. • How to use the textbooks and connecting to children's everyday life experiences? <p>Teaching and Learning of Science</p> <ul style="list-style-type: none"> • Aims & Objectives of teaching Science • Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Open-ended investigations, 5E model.
5	Dec. 2017	23	3	4	<ul style="list-style-type: none"> • Characteristics of good Science class, Science teacher, role of the teacher. • Science- museums, field trips, projects and exhibition.
6	Jan. 2018	16	8	4	<ul style="list-style-type: none"> • Preparing Year plans, Unit plans and Period plans based on concept maps. • Identifying, creating and using a variety of learning resources • Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness. • Continuous Professional Development (CPD) of Science teachers (subject forums, connected groups, open learning educational resources, seminars, workshops, reading and reflections etc.)
7	Feb. 2018	22	15	5	<p>Science for All</p> <ul style="list-style-type: none"> • Issues of gender, language, culture and equity in science classes • Critiquing textbooks and resources • Introduction to science and society interface • Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices. • What has led to farmer suicides? • Indigenous knowledge practices- metallurgy, heritage crafts, local innovations, National Innovation Foundation (NIF). • Loss of habitat and endangered species (local specific).

8	March 2018	24	3	5	<ul style="list-style-type: none"> • Indigenous people and issues of survival. • Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field.
9	April 2018	17	13	6	<ul style="list-style-type: none"> • Concept of Popular Science, agencies of Popular Science, Popular Science and scientific temper. <p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • Connecting teaching, learning and assessment. • CCE- Concepts, Formative Assessment in Science, processes and tools, Summative Assessment, nature of questions, weightages to Academic Standards, model question papers, indicators for valuation of answer scripts • .Developing different assessment strategies for individual and group assessment: Annotated drawings, pictures, illustrations, graphic organizers, probes, K-W-L charts, task based assessments, worksheets, reasoning questions for paper pencil tests, portfolios
10	May 2018	Summer Vacation			
11	June 2018	16	7	6	<ul style="list-style-type: none"> • Assessing process skills • Use of Rubrics, Rating scale, Checklist, Observation schedule • Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.
12	July 2018	21	1	All units	<ul style="list-style-type: none"> • Revision of complete syllabus • Final Practical Examination • Final Theory Examination
		223	98		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	19	1	<p>Introduction to Social Science</p> <ul style="list-style-type: none"> • Purpose and significance of social science in school curriculum at Elementary Level (NCF-2005, RTE-2009, SCF-2011). • Significance of national core elements (NPE-1986) and Social Science curriculum. • Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum • Misconceptions about social sciences, true concepts of Social Science and values associated with Social Science. • Significance of History, Geography, Political Science and Economics. • Interconnection and relationship between History and Geography • Approaches to organize Social Sciences- Integrated issue based, discipline centered, and interdisciplinary. • Constructivism and teaching Social Science
2	Sep. 2017	14	12	2	<p>Key themes in Social Science</p> <ul style="list-style-type: none"> • Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.) • Region, people and resources, relationship between region and resources, interaction between people and resources (Geography) • Market, exchange and labor(Economics) • Contemporary issues and challenges of world as well as Indian society in making global family and world peace. • Key themes and State syllabus of Social Science textbooks and its implications.
3	Oct. 2017	22	4	2&3	<p>Understanding Textbooks and Pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles of development of Social Science textbooks.
4	Nov. 2017	25	13	3	<ul style="list-style-type: none"> • Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator (Project method,

					<p>problem solving, debate and discussions, inquiry based approach, activity based approach etc.).</p> <ul style="list-style-type: none"> • Themes, structure of the unit, nature of the exercises and its implications. • Aims of and objectives of teaching Social Science. • Academic Standards and indicators for learning. • Learning resources for effective transaction.
5	Dec. 2017	23	3	4	<p>Teaching of Social Sciences</p> <ul style="list-style-type: none"> • Classroom management, making classroom inclusive.
6	Jan. 2018	16	8	4	<ul style="list-style-type: none"> • Planning for teaching- Year plan, Unit plan and Period plan. • Children’s understanding of social science concepts, importance of socio-cultural context in understanding social science, constructing social science knowledge in classroom using open ended questions and group activities, difference between facts and opinions • Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, interpretation and analysis of data, writing report. • Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history, significance of the source, making interconnections between sources for reconstructing the past.
7	Feb. 2018	22	15	4	<ul style="list-style-type: none"> • Teaching Social Science with the help of stories, journey accounts, travel diaries, tables, graphs, texts, maps, role-play, visual images, films, field trips, survey, simulation, interview etc. • Integrating ICT for social science teaching within learner’s own contextual meaning, using case based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films. • Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive. <p>Teaching Learning and Assessment in Social Science</p> <ul style="list-style-type: none"> • Need and importance of reforms in assessment and evaluation, CCE in Social Science.

					<ul style="list-style-type: none"> Formative and Summative Assessment, purpose of assessment, reporting. Tasks and tests for assessing critical abilities, process skills, application of knowledge to new contexts, and transfer of learning. Variety of assessment methods and techniques - Teacher observations, teacher designed tasks and tests, work sample portfolios, projects.
8	March 2018	24	3	5	<ul style="list-style-type: none"> Use of authentic contexts, case studies, complex problem solving for assessment. Using resource materials, novel (new) materials for thinking and reflection.
9	April 2018	17	13	5	<ul style="list-style-type: none"> Problem solving rubrics. Planning and preparation for evaluation-Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answer scripts, CCE Record <p>Challenges and issues in teaching elementary social science(to be transacted through discussions amongst student teachers)</p> <ul style="list-style-type: none"> Resources for teaching social science, primary and secondary sources, translated materials, ICT based resources, open sources Teacher knowledge -deep and thoughtful understanding, using instructional methods and assessment strategies in different settings, Developing students' interest and engagement, using children's prior understandings to connect with the present
10	May 2018	Summer Vacation			
11	June 2018	16	7	6	<ul style="list-style-type: none"> Challenges in integration of ICT and other innovative technology in education in teaching Social Science. Social and cultural issues in teaching social science Vision of a good classroom, Role of the teacher, Continuous Professional Development (CPD) of teachers- subject forums, connected groups, open learning resources, seminars and workshops, reading and reflections.
12	July 2018	21	1	-	<ul style="list-style-type: none"> Revision Final Practical Examinations Final Theory Examinations
		223	98		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
1	Aug. 2017	23	8	-	<ul style="list-style-type: none"> Orientation on the subject. Work & Education: Meaning & Importance <ul style="list-style-type: none"> Meaning of Work & Education; purpose Work & Education. The idea of Mahatma Gandhi. Child work Vs Child labour.
2	Sep. 2017	14	4	1	<ul style="list-style-type: none"> Sense of isolation in work and education and its implications. Need of integration in work and education.
3	Oct. 2017	22	2	2	Work & Education: Different Aspects of Integration in Work and Education <ul style="list-style-type: none"> Self reliance (economic). Sense of Responsibility.
4	Nov. 2017	25	5	2	<ul style="list-style-type: none"> Respect for work. Correlation. School Curriculum and Work <ul style="list-style-type: none"> Work as a part of school curriculum.
5	Dec. 2017	23	1	3	<ul style="list-style-type: none"> The role in the work of school curriculum.
6	Jan. 2018	16	3	3	<ul style="list-style-type: none"> Syllabus and Academic Standards.
7	Feb. 2018	22	6	4	<ul style="list-style-type: none"> Assessment of Work & Education. Work & Education - Some Experiments and Activities <ul style="list-style-type: none"> Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation;
8	March 2018	24	2	4	<ul style="list-style-type: none"> Preparation of models and goods; population activities etc.
9	April 2018	17	5	4	<ul style="list-style-type: none"> Conduct of whole activities: Nature and purpose – List of activities. Changing Scenario of Work & Education <ul style="list-style-type: none"> Relation between work and education
10	May 2018	Summer Vacation			
11	June 2018	16	3	5	<ul style="list-style-type: none"> Problem and limitations in implementation of work and education
12	July 2018	21	1	-	<ul style="list-style-type: none"> Revision Final Practical Examinations Final Theory Examinations
		223	40		

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	Aug. 2017	23	8	1	<p>The Meaning and Importance of Values and Ethics</p> <ul style="list-style-type: none"> • The difference between morals and ethics. • Why do we need ethics? • Ethical development. • Operation of ethics. • Theories of moral development. • Importance of value education. <p>Which Values and Why</p> <ul style="list-style-type: none"> • Core values- that focuses on dignity and worth of a person. • Exploring the universal values and from a personal perspective.
2	Sep. 2017	14	4	2	<ul style="list-style-type: none"> • Democratic and other Constitutional values. • Harmonious way of living, with one another and nature. • Learning to live together. • Aesthetic values. • Critical and creative thinking values. • Education for peace. • Life skills education.
3	Oct. 2017	22	2	3	<p>Indian Constitution – Human Rights and Education, Child Rights</p> <ul style="list-style-type: none"> • What do we mean by human rights? • Human rights in India.
4	Nov.2017	25	5	3	<ul style="list-style-type: none"> • Rights guaranteed by the Constitution of India. • Role of the school in observation and promoting human rights and child rights. <p>Life Skills</p> <ul style="list-style-type: none"> • What are life skills? • Need and importance of life skills in human life.
5	Dec. 2017	23	1	4	<ul style="list-style-type: none"> • Life skills education in schools
6	Jan. 2018	16	3	5	<p>Value Education and School</p> <ul style="list-style-type: none"> • The role of school in developing appropriate values in the children.

7	Feb. 2018	22	6	5	<ul style="list-style-type: none"> • How do teacher model their behaviour for improving the value system among children. • The nature of programmes and activities in the school to inculcate values. <p>Value Education, Life Skills</p> <ul style="list-style-type: none"> • Syllabus for Value Education & Life Skills.
8	March 2018	24	2	6	<ul style="list-style-type: none"> • Strategies and approach.
9	April 2018	17	5	6	<ul style="list-style-type: none"> • Suggested programmes. • Role of schools and teacher. • Assessment of Value Education & Life Skills.
10	May 2018	Summer Vacation			
11	June 2018	16	3	7	<p>Syllabus of Life Skills and Value Education for Classes I to VIII.</p> <ul style="list-style-type: none"> • Academic Standards, Syllabus, Assessment.
12	July 2018	21	1	-	<ul style="list-style-type: none"> • Final Practical Examinations • Final Theory Examinations
	TOTAL	223	40		

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	Aug. 2017	23	8	1	<p>Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health</p> <ul style="list-style-type: none"> • Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach • Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc. • School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, UNICEF (Nali kali Strategy- School Sanitation and Hygiene Education)
2	Sep. 2017	14	4	2	<p>Knowledge and Development of Health Concepts among Children</p> <ul style="list-style-type: none"> • Food and nutrition. • Communicable diseases. • Understanding one's body, alternative systems of health and healing, safety, precautions of injuries. • First aid (workshop mode).
3	Oct. 2017	22	2	2	<ul style="list-style-type: none"> • 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.
4	Nov. 2017	25	5	2	<ul style="list-style-type: none"> • Principles and benefits of Yoga • Practical work – Visit of Primary Health Centers and report on 1) Height and Weight chart 2) Calorie value chart 3) energy expenditure chart during activity 4) Immunization chart 5) Pregnenents women and child feeding chart 6) AIDS Programme 7) Other Programmes in the PHC, TB, Leprosy, Dengue

5	Dec. 2017	23	1	2	<p>Focus on Yoga- learning its principles and basic asanas.</p> <ul style="list-style-type: none"> • Athletics
6	Jan. 2018	16	3	2	<ul style="list-style-type: none"> • Organizing of tournaments, marking of courts and officiating i) Kabaddi, ii) Kho Kho iii) Volleyball iv) Bal badminton, v) Tennekoit etc. • Demonstrate Pranayama before your peer group and write a report on those.
7	Feb. 2018	22	6	2 & 3	<ul style="list-style-type: none"> • Survey and find out people who got cured through yoga practice and write a report on it. • Learn any one type of meditation and write a report on your experiences. <p>Understanding Emotional Health Needs, Diversity and Inclusion</p> <ul style="list-style-type: none"> • Understanding Emotional Health- self reflective journey • Emotional Health- Physical Health- Cognition linkages • School Practices and what these do to a child's emotional well-being
8	March 2018	24	2	3	<ul style="list-style-type: none"> • Diversity in the classroom- different learners, different needs and the concept of □inclusion. • Learning Disabilities and engagement in the classroom
9	April 2018	17	5	3&4	<p>Physical Education as integral to health and education</p> <ul style="list-style-type: none"> • Need for Physical Education; Linkages to health and education; Concept of a sound mind in a sound body. • Physical Education and 'Play' • Supervising and guiding children • Development of team spirit, coordination, cooperation • Diversity in capabilities and interests
10	May 2018	Summer Vacation			
11	June 2018	16	3	4	<ul style="list-style-type: none"> • National integration through physical activities, games and sports. Practical work based on Unit III and IV (Kabaddi, Kho Kho, Volleyball, Bal badminton, Tennekoit etc. • Preparation on National Festivals.
12	July 2018	21	1	-	<ul style="list-style-type: none"> • Practical work on exercise movements and drill. • Final Practical Examinations • Final Theory Examinations
		223	40		

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

Sl. No.	Month	No. of working days	No. of periods	Unit	Content
2	Aug. 2017	23	2		<p>Workshop 1: <i>The Power of myth</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • Re-appraisal of myths as representations of a culture’s world-view and □ embedded values • To appreciate the reach of the mythic imagination • Develop critical awareness of ‘modern myths’ that implicitly shape our lives <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Reading and analysis of myths from different cultures • Distinction between myth as ‘false stories’ or ‘imaginative pre-scientific accounts’ and myth as an implicit and culturally shared ‘structure of apprehending reality’ and a ‘basis of feeling and thinking’ • Exposure to manifestations of mythical thinking in contemporary life • The mythical basis and imagery of ‘modern science’ and ‘modern economics’ • Becoming cognizant of the myths that shape one’s worldview and values
2	Sep. 2017	14	1		<p>Seminar 1: <i>Glimpses of different childhoods in India</i></p> <ul style="list-style-type: none"> • Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion • Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.
3	Oct. 2017	22	1		<p>Workshop 2: <i>Gender and upbringing Objectives</i></p> <ul style="list-style-type: none"> • Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living

				<ul style="list-style-type: none"> • Awareness of factors that shape gendered roles in Indian society • Developing a critical perspective on gender-based discrimination and its effects <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Telling our own ‘gendered’ stories • En-culturing ‘gendered’ roles in upbringing within different kinds of families – case studies • Gender issues in school education – case studies • Gender issues manifest in contemporary public spaces – case studies • Responding to various forms of gender discrimination
4	Nov. 2017	25	1	<p>Workshop 3: <i>Deconstructing the messages of advertising (in the audio-visual media)</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • To appreciate the impact of television advertising on children and adults • To analyze the ‘constructed’ imagery and overt as well as subliminal messages communicated through advertisements • To enable a critical distance from the power of advertising (especially of the audio-visual kind) <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • The expanding role of advertising in contemporary life • Sharing favorite advertisements and their impact on us • Looking from the other side: how psychology, research, technology and imagination combine to create a ‘targeted commercial’ • Viewing and analyzing a series of advertisements • Constructing an effective advertisement (group task) • How to be a critical and media-literate viewer of advertisements
5	Dec. 2017	23	0	

6	Jan. 2018	16	1		<p>Seminar 2: <i>Selection of short readings and dialogue</i></p> <ul style="list-style-type: none"> • Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups • Preparation: Making a careful selection of readings that lend themselves to a non- polemic discussion and exploration
7	Feb. 2018	22	1		<p>Workshop 4: <i>Theatre for awareness of body, self and the other</i> Objectives</p> <ul style="list-style-type: none"> • To explore body-awareness, movement, coordination and cooperation • To develop awareness of non-verbal modes of communication with self and others • Exposure to effective use of speech and communication through theatre exercises <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.
8	March 2018	24	-		
9	Apr. 2018	17	1		<p>Workshop 5: <i>Visualizing a ‘School from Scratch’ – alternatives in education</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • To think through, in discussion with others, the conception of a ‘school from scratch’ – its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy) • To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Visualizing individual conceptions of a ‘school from scratch’ • Working in groups to develop a collective conception of a ‘school from scratch’ • Presenting to the larger group each conception of ‘school from scratch’ along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising • Observing a few films of schools that represent alternatives in education

10	May 2018	Summer Vacation			
11	June 2018	16	1		<p>Seminar 3: <i>Education and environmental crises</i></p> <ul style="list-style-type: none"> • Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education • Preparation: Selection of a contemporary documentary or audio-visual presentation
12	July 2018	21	1	-	<ul style="list-style-type: none"> • Revision • Final Practical Examination • Final Theory Examination
	TOTAL	223	10		

CHAPTER – 6

APPENDICES

Annexure-1: Procedure for conduct of a Project.

A. PROJECT WORK (25 Marks for internal assessment)

Project Work is mandatory for every Student Teacher in all Papers of First Year D. El. Ed. Course. Student Teachers are supposed to maintain the Project Work Record and submit it to the Faculty at end of the year. 25 marks are specifically allotted for the project work under internal assessment.

Every unit contains a project work to be carried out by the students. The list of projects to be taken up is given in the syllabus as well as in the textbooks under each unit. The student teacher must select at least two projects. They are to be completed @ one project for the 5-month period in the academic year. Of the two projects, one of them is an individual project and the other is a group project.

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

తరగతి గది పరిశీలన మరియు ప్రతిస్పందనల పత్రం
(Classroom Observation cum Reflective Journal)

తరగతి - 1,2/3,4,5/6,7,8

తరగతి గది పరిశీలనపై ప్రతిస్పందనలు - (స్వీయ/సహచారిత్రోపాధ్యాయునిపై)

ట్యాచ్ :

విషయం:

D.El.Ed 1st / 2nd Year

ఛాత్రోపాధ్యాయుని / సహచారిత్రోపాధ్యాయుని పేరు :

పాఠ్యాంశ బోధన తేదీ :

పాఠశాల పేరు :

బోధించిన తరగతి :

తరగతి గదిలో పిల్లల సంఖ్య :

బోధనాంశం :

1. ఛాత్రోపాధ్యాయుని ప్రతిస్పందనలు (స్వీయ/సహచారిత్రోపాధ్యాయుని పాఠ్యబోధన)

ఎ) విద్యార్థులు పాల్గొన్న విధానం :

బి) విద్యార్థులు ఇతర విద్యార్థులతో/ఉపాధ్యాయునితో/పరస్పర చర్చ :

సి) విద్యార్థుల అనుభవాలు / ప్రతిస్పందనలు :

డి) వివిధ బోధనాపద్ధతులు / బోధన వ్యూహాల ప్రభావం :

ఇ) బోధనాభ్యసన వనరుల ప్రభావం :

ఎఫ్) విషయం / భావన ప్రభావం :

జి) తరగతి గది అనుభవము :

హెచ్) విద్యార్థులకు ఇచ్చిన ప్రోత్సాహక ప్రభావము :

ఐ) పిల్లల అభ్యసనముపై ప్రభావం :

ఐి) మొత్తం మీద భావాలు / ప్రతిస్పందనల ప్రభావం :

ఛాత్రోపాధ్యాయుని సంతకం

ఛాత్రోపాధ్యాయుని బోధనా పరిశీలనా పత్రం
(అధ్యాపకులు / ఉపాధ్యాయులు పరిశీలనలు నమోదు చేసేందుకు)

బ్యాచ్ : విషయం: D.El.Ed 1st / 2nd Year

ఛాత్రోపాధ్యాయుని పేరు :

పాఠ్యాంశ బోధన తేది :

పాఠశాల పేరు : బోధించిన తరగతి :

తరగతి గదిలో పిల్లల సంఖ్య :

1. బోధనా సంసిద్ధత

- ఎ) పాఠ్యపథకం తయారు చేశారా?
- బి) పాఠ్యపథకంపై అభిప్రాయములు
(అభ్యసన ఫలితాలు, భావనలు, బోధనాభ్యసన వ్యాహాలు)
- సి) పాఠ్యపథకంలోని కృత్యాలకు తగిన బోధనాభ్యసన వనరులు తయారుచేశారా? అయితే వాటిని పేర్కొనండి.
- డి) మూల్యాంకన పత్రములు తయారు చేశారా?

2. ప్రదర్శన

- ఎ) పూర్వజ్ఞానాన్ని పరీక్షించారా / పునర్విమర్శ చేశారా?
- బి) పాఠాన్ని ఎలా ప్రవేశపెట్టారు?
- సి) బోధనాభ్యసన పద్ధతులు, బోధనాభ్యసన వ్యాహాలు
- డి) పాఠ్యపథకం ప్రకారం సోపానాలు అనుసరించారా?
- ఇ) పాఠ్యపథకం ప్రకారం కృత్యాలు నిర్వహించారా?
- ఎఫ్) కృత్యాలు వ్యక్తిగతంగా / జట్టు / పూర్తి తరగతిలో నిర్వహించారా?
- జి) వైయక్తిక బేధాలను దృష్టిలో ఉంచుకుని బోధించారా?
- హెచ్) స్థానిక వనరులు వినియోగించారా?
- ఐ) బోధనాభ్యసన సామాగ్రి సక్రమంగా వినియోగించారా?
- జె) బోధనాభ్యసన వనరుల ప్రదర్శన నైపుణ్యంపై వ్యాఖ్య:
- కె) పిల్లల ప్రతిస్పందనల ఆధారంగా పాఠ్యబోధన కొనసాగించారా?

3. మూల్యాంకనము:

- ఎ) పునర్విమర్శ చేశారా?
- బి) మూల్యాంకనం చేపట్టారా?
- సి) మూల్యాంకన కృత్యములు నిర్వహించిన విధానంపై వ్యాఖ్య (సీసీఈ ఆధారంగా)
- డి) కొనసాగింపు కృత్యము / నియోజనం ఇచ్చారా?
- ఇ) అభ్యసన ఫలితాలు / లక్ష్యాలు సాధించబడ్డాయా?

4. తరగతి గది యాజమాన్యం :

- తరగతి గది నియంత్రణ : బాగుంది / సాధారణం / అభివృద్ధి అవసరం
- తరగతి ప్రతిస్పందన : బాగుంది / సగటు / బాగాలేదు
- ప్రభావము : బాగుంది / సగటు / అభివృద్ధి అవసరం
- నల్లబల్ల వినియోగం : బాగుంది / తగిన విధంగా ఉంది / తక్కువ
- సమయపాలన : బాగుంది / అధిక సమయం తీసుకున్నారు / ముందుగా ముగించారు

5. వ్యక్తిగత లక్షణాలు :

- ఎ) ప్రదర్శనా తీరు : బాగుంది / సాధారణం / అభివృద్ధి అవసరం
- బి) భాషా వినియోగం : బాగుంది / తగిన విధంగా ఉంది / తగిన విధంగా లేదు
- సి) ఉచ్చారణ : శ్రేష్టం / స్పష్టం / అభివృద్ధి అవసరం
- డి) స్వరము : వినిపించే విధంగా ఉంది / బిగ్గరగా ఉంది / బలహీనంగా ఉంది

6. సాధారణం:

- ఎ) విషయ పరిజ్ఞానం : బాగుంది / తగిన విధంగా ఉంది / తగినట్లుగా లేదు
- బి) అభివృద్ధికి సూచనలు :
- సి) పొందిన గ్రేడు : ఎ / బి / సి / డి

గ్రేడ్ ఎ - (అత్యుత్తమం)

గ్రేడ్ బి - (ఉత్తమం)

గ్రేడ్ సి - (సగటు)

గ్రేడ్ డి - (అభివృద్ధి అవసరం)

ఆంధ్ర సమగ్ర మూల్యాంకనా లిశ్చర్

Assessment Record

Name of the student Teacher: (ఛాన్సెల్/పాఠశాల అధ్యాపకం):

Class Taught: (బోధించిన తరగతి):

Unit: (యూనిట్/యూనిట్లు):

Subject: (విషయం):

Name of the School: (పాఠశాల పేరు):

Name of the guided teacher: మార్గదర్శకుని పేరు:

1. Introduction (పరిచయం)

- about assessment in terms of CCE? (Discuss about assessment and CCE) ఆంధ్ర సమగ్ర మూల్యాంకనం గురించి చర్చించండి. మాపనం, మూల్యాంకనం, మూల్యాంకనం గురించిన అంశాల వివరం

2. Importance of assessment in the subject. మూల్యాంకనం ప్రాధాన్యత!

Why an assessment? మూల్యాంకనం అవసరం?

3. Types of assessment మూల్యాంకనం రకాలు:

-Formative Assessment and Summative Assessment and their importance. నిర్మాణాత్మక మూల్యాంకనం, సంగ్రహాత్మక మూల్యాంకనం రకాలు - ప్రాధాన్యత

4. Academic standards assessed. విషయవారీగా నిర్దేశించబడిన విద్యార్థి ప్రమాణాలు

Subject Specific Academic Standards

5. Tools of assessment. మూల్యాంకనం సాధనాలు

Types of tools (discussion) మూల్యాంకనం సాధనాలు - రకాలు

6. Preparation of summative assessment question paper సంగ్రహాత్మక మూల్యాంకనం ప్రశ్నపత్రం

- Blue Print (బ్లూప్రింట్)

- Weightage table indicating weightages to academic standards. (భారవ్య పట్టిక)

7a) Preparation of Rubrics/Principles of valuation; అర్హత ప్రమాణాలు/ అర్హత సూత్రాలు

8. Analysis విశ్లేషణ

9. Reflections ఆలోచన

10. Conclusions ముగింపు

Guidelines to evaluate assessment record:

1. మూల్యాంకనం గురించిన వర్ణన (Descriptive) - 5 మార్కులు
2. పరిశీలన పత్రంలో అంశాలు, మూల్యాంకనం (బ్లూప్రింట్, పరిశీలన పత్రం, గుర్తించబడినవి)
3. విశ్లేషణ, ఆలోచనలను మూల్యాంకనం

కార్యాచరణ పరిశోధన - డి.ఈ.ఎల్.ఇడి. ప్రథమ, ద్వితీయ సంవత్సరాలు

డి.ఈ.ఎల్.ఇడి. ప్రథమ సంవత్సరం

వివరించాల్సిన అంశాలు :

పార్ట్ - ఎ

- I.
 1. పరిశోధన
 2. పరిశోధనలోని అంశాలు
 3. విద్యావిషయక పరిశోధన
 4. విద్యా విషయక పరిశోధనలో సోపానాలు
 5. విద్యా విషయక పరిశోధన రకాలు
- II.
 1. కార్యాచరణ పరిశోధన
 2. కార్యాచరణ పరిశోధన లక్షణాలు
 3. కార్యాచరణ పరిశోధన సోపానాలు
- III.
 1. కార్యాచరణ పరిశోధన - ప్రతిపాదన
(తెలుగు, గణితంలో ఒక ఊహాసమస్యకు)
- IV.
 1. కార్యాచరణ పరిశోధన - నివేదిక

పార్ట్ బి

- V. కార్యాచరణ పరిశోధనకు సమస్య ఎంపిక : ఛాత్రోపాధ్యాయులు 1,2 తరగతుల తెలుగు, గణితం బోధనాభ్యాసం మరియు ఇంటర్నెట్‌పేజీకి పాఠశాలలకు వెళ్ళినపుడు తెలుగు లేదా గణితంలో పిల్లలు ఎదుర్కొన్న సమస్యను ఎంపిక చేసుకొని కార్యాచరణ పరిశోధనను చేపట్టాలి.

(లేదా)

3,4,5 తరగతుల తెలుగు, గణితం బోధనాభ్యాసం మరియు ఇంటర్నెట్‌పేజీకి పాఠశాలలకు వెళ్ళినపుడు వారు బోధిస్తున్న తెలుగు లేదా గణితంలో పిల్లలు ఎదుర్కొన్న సమస్యను ఎంపిక చేసుకొని కార్యాచరణ పరిశోధన చేపట్టాలి

ఆ సమస్యను సంబంధించి కార్యాచరణ పరిశోధన సోపానాలలో పేర్కొన్న విధంగా వివరంగా ఒక్కొక్క సోపానాన్ని అనుసరించి దత్తాంశ సేకరణ జరపాలి. కార్యాచరణ ప్రణాళిక రూపొందించుకోవాలి, కార్యాచరణ ప్రణాళికను అమలు పరచాలి. కార్యాచరణ పరిశోధన ఫలితాలు తెలుసుకోవాలి. సమస్య పరిష్కార మార్గాలు సూచించాలి. తదుపరి కార్యాచరణ పరిశోధన నివేదిక తయారు చేయాలి.

డి.యి.ఎల్.యిడి ప్రథమ సంవత్సర కార్యాచరణ పరిశోధన రికార్డుకు మార్కులు కేటాయింపు

1. పార్ట్ ఎ	(వర్ణన) -	10 మార్కులు
2. పార్ట్ బి	కార్యాచరణ పరిశోధన నివేదిక రూపొందించినందుకు	5 మార్కులు
		25 మార్కులు

ఈ 25 మార్కులను 10 మార్కులకు కుదించాలి.

డి.యి.ఎల్.యిడి ద్వితీయ సంవత్సరం :

ఛాత్రోపాధ్యాయులు ద్వితీయ సంవత్సరంలో 1 నుంచి 5 తరగతులలో ఏదైనా తరగతి ఆంగ్ల బోధనలో పిల్లల సమస్యను గుర్తించినపుడు, లేదా 3 నుంచి 5 తరగతులలో పరిసరాల విజ్ఞానం బోధన సందర్భంలో ఏదైనా సమస్యను గుర్తిస్తే లేదా 6,7,8 తరగతులకు ఐచ్ఛికాంశంలో బోధన చేస్తున్న సందర్భంలో సమస్యను గుర్తిస్తే ఆ సంబంధిత విషయంలో కార్యాచరణ పరిశోధన చేపట్టాలి.

పార్ట్ ఎ

1. కార్యచరణ పరిశోధనకై సమస్యను గుర్తించి కార్యచరణ ప్రతిపాదన రూపకల్పన చేసి
అధ్యాపక శిక్షకుని (Teacher Educator) / ఉపదేశక ఉపాధ్యాయుని (Mentor Teacher) వద్దనుండి
మార్గదర్శకం తీసుకోవాలి.

పార్ట్ బి

2. కార్యచరణ పరిశోధనను చేపట్టి యింతకు ముందు వలె ప్రతి సోపానానికి అవసరమైన దత్తాంశ
సేకరణ చేపట్టి కార్యచరణ ప్రణాళిక రూపకల్పన గావించి, ప్రణాళిక అమలు పరిచి, ఫలితాలు
విశ్లేషించి కార్యచరణ పరిశోధన నివేదిక రూపొందించాలి.

డి.యి.ఎల్.యిడి ద్వితీయ సంవత్సర కార్యచరణ
పరిశోధన రికార్డుకు మార్కులు కేటాయింపు

- | | |
|--|---------------------------|
| 1. పార్ట్ ఎ : కార్యచరణ పరిశోధన ప్రతిపాదన రూపొందించినందుకు | - 10 మార్కులు |
| 2. పార్ట్ బి : కార్యచరణ పరిశోధన చేపట్టి నివేదిక రూపొందించినందుకు | - 15 మార్కులు |
| మొత్తం | <hr/> <hr/> - 25 మార్కులు |

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. 4th 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 7th 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 1st and 2nd 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 1st and 2nd 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 (1st year 6, 2nd 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 (1st year 6, 2nd 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 (1st 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,
1st 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 1st year – Last week of June/1st week of July
 - b) D.El.Ed. Course 2nd 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 1st week of June of the Academic Year.

- iii. Summer vacation for DIET staff: 1st week of May to 1st 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 st Hour
11.00 to 12.00 A.M	- 2 nd Hour
12.00 to 12.15 Noon	- 1 st Interval
12.15 to 1.15 PM	- 3 rd Hour
1.15 to 2.00 PM	- Lunch
2.00 to 3.00 PM	- 4 th Hour
3.00 to 4.00 PM	- 5 th Hour
4.00 to 4.15 PM	- 2 nd Interval
4.15 to 5.15 PM	- 6 th 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 1st / 2nd 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 1st 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 st and 2 nd years	15 th April to 5 th May
2	DEECET by Convener DEECET	1 st year admission test	2 nd week of May
3	Results of 2 nd year D.El.Ed. and distribution of pass certificate	2 nd year ending	Last week of May
4	DEECET a) Results b) State Counseling for admissions	1 st year admission test	2 nd week of June 3 rd /4 th week
5	1 st Instructional day	D.El.Ed. 1 st year	Last week of June / first week of July
6	1 st Instructional day	D.El.Ed. 2 nd year	12 th / 13 th 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