

Diploma in Elementary Education Semester System

ALMANAC 2026 – 28



State Council of Educational



Research and Training

No Bag Day Activities



ALMANAC
For
D.El.Ed., Course 2026 – 2028
(Semester System)
DIETs and Elementary Teacher Education
Institutions
in
Andhra Pradesh



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

INDEX

Ch. No.	CHAPTER NAME	Page No.
1.	Introduction to the Course	4
2.	Guidelines for Transacting various activities / Components In D.El.Ed. Course	8
3.	Semester System Almanac for 2026 – 28 Batch	18
4.	Semester wise Activities	21
5.	Month wise division of syllabus & Semester wise Practicum	41
6.	Appendices	139

ఉపాధ్యాయ ప్రతిజ్ఞ

“సత్యవర్తన కలిగిన, ప్రతిభావంతులైన పౌరులుగా విద్యార్థులను రూపొందించుటలో నా విద్యుక్త ధర్మ నిర్వహణయందు దీక్ష పట్టుదలతో కృషి చేసి విద్యాలయమును అదర్శవంతముగా నిర్వహిస్తానని ప్రతిజ్ఞ చేయుచున్నాను.

अध्यापक - प्रतिज्ञा

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

TEACHER'S PLEDGE- عہد معلم

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

TEACHER'S PLEDGE

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

CONTENTS

CHAPTER – 1 : INTRODUCTION TO THE COURSE (Pages: 4 – 7)

1.1 Introduction	4
1.2 Course Objectives	4
1.3 Daily Class Time Table	6
1.4 Holidays	7

CHAPTER – 2: GUIDELINES FOR TRANSACTING VARIOUS ACTIVITIES / COMPONENTS in D. El. Ed COURSE (Pages: 8 – 17)

2.1 General Instructions	8
2.2 Institutional Observation Programme (IOP)	9
2.3 Demonstration Lessons (DL)	10
2.4 Teaching Practice (TP)	11
2.5 Internship	13
2.6 Assessment / CCE Record	13
2.7 Field Based Projects (FBP)	13
2.8 Assignments	14
2.9 Reflective Journal / Classroom Observation (RJ)	14
2.10 Action Research (AR)	14
2.11 Seminars / Extension Lectures	15
2.12 Working with community	15
2.13 Other Curricular Activities	15
2.14 Evaluation	15
2.15 Theory Examinations	16
2.16 Final Practical Lesson	17

CHAPTER – 3 : SEMESTER SYSTEM ALMANAC FOR 2026 – 28 BATCH (Pages: 18 – 20)

3.1 Introduction of Semester System in D.El.Ed Course	18
3.2 Objectives of the semester system	18
3.3 Semester-wise break up of Maximum Marks for evaluation	18
3.4 Almanac for 2026 – 28 batch	20

CHAPTER – 4 : SEMESTER-WISE ACTIVITIES**(Pages: 21 – 40)**

4.1	SEMESTER – I	(21 – 24)
4.1.1	Course structure	21
4.1.2	Subjects /Papers of study, Credits & Weightages	21
4.1.3	Instructional activities (allocation of days for different activities)	22
4.1.4	Evaluation procedures	23
4.1.4.1	Internal Evaluation	23
4.1.4.2	External Evaluation (Examination)	24
4.2	SEMESTER – II	(25 – 30)
4.2.1	Course structure	25
4.2.2	Subjects /papers for study, Credits & Weightages	25
4.2.3	Instructional activities (allocation of days for different activities)	26
4.2.4	Evaluation procedures	27
4.2.4.1	Internal Evaluation	27
4.2.4.2	External Evaluation (Examination)	30
4.3	SEMESTER – III	(31 – 35)
4.3.1	Course structure	31
4.3.2	Subjects /papers for study, Credits & Weightages	31
4.3.3	Instructional activities (allocation of days for different activities)	32
4.3.4	Evaluation procedures	33
4.3.4.1	Internal Evaluation	33
4.3.4.2	External Evaluation (Examination)	34
4.4	SEMESTER – IV	(35 – 40)
4.4.1	Course structure	35
4.4.2	Subjects /papers for study, Credits & Weightages	35
4.4.3	Instructional activities (allocation of days for different activities)	36

4.4.4.	Evaluation procedures	37
4.4.4.1	Internal Evaluation	37
4.4.4.2	External Evaluation (Examination)	39

CHAPTER – 5: MONTH WISE DIVISION OF SYLLABUS & SEMESTER WISE PRACTICUM

(Pages: 41 – 138)

5.1	Semester – I	(Pages: 41 – 66)
5.2	Semester – II	(Pages: 67 – 83)
5.3	Semester – III	(Pages: 84 – 117)
5.4	Semester – IV	(Pages: 118 – 138)

APPENDICES

(Pages: 139 – 213)

Annexure – I - Field Based Project (FBP)	139
Annexure – II - Institutional Observation Programme (IOP)	142
Annexure – III - Classroom Observation Proforma	160
Annexure – IV - Reflective Journal / Classroom Observation (RJ)	163
Annexure – V - CCE Record	165
Annexure – VI - Action Research	167
Annexure – VII - Period Plan	170
Annexure – VIII - Books for reading	180
Annexure – IX - Important Days	181
Annexure – X – NEP – 2020 & RTE – 2009	182
Annexure – XI - Activities going on in Primary / Upper Primary / Secondary Schools	184

CHAPTER – 1

INTRODUCTION TO THE COURSE

1.1 INTRODUCTION

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

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

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

1.2 COURSE OBJECTIVES

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

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

To equip the student-teachers with . . .

- The knowledge of aims and perspectives of elementary education including preschool education.
- Necessary professional skills especially in handling classes in multi-grade and multi-level setting.
- Good and healthy attitudes to promote integrated development among children.
- The knowledge of diversity in culture, region, religion, caste, language prevailing in the society to promote secular, democratic and socialistic society in scientific manner.
- The skills of attending to the societal needs.
- The knowledge of factors which influence education, growth and development of emerging Indian Society.
- The necessary knowledge and skills for ensuring quality 'Education for All'.
- Managerial and planning skills needed for effective management of classroom and school.
- The knowledge of conduct of empirical child study in order to identify and promote Child's innate abilities, interests, needs and urges.
- The knowledge of learner centered, competency-based teaching-learning strategies to help the child to construct knowledge.
- Necessary inputs relating to ICT, Art Education, Work Experience, Yoga, Health and Physical Education.
- Necessary skills to teach and assess (CCE) curricular areas like Languages, Mathematics, General Science and Social Studies etc.
- The competencies to deliver lessons in the classroom using Educational Technology (Information and Communication Technology).
- The knowledge of the objectives envisaged in National Curriculum Framework - 2005 and AP State Curriculum Framework – 2011, NCF-FS – 2022 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 Samagra Shiksha / KGBVs / MDM / PM SHRI Schools / Model Schools / APOSS etc.
- The concept and importance of Inclusive Education.
- The Knowledge and importance of inculcation of Life skills and values.
- The knowledge of curriculum revamp and reflections in the present textbooks.

1.3 DAILY CLASS TIME TABLE

9.45 A.M.	First Bell
9.50 A.M.	Second Bell (Assembly commences)
9.50 to 10.00 AM	Assembly Prayer - "Vande Mataram" "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 10.55 AM	1 st Period
10.55 to 11.50 AM	2 nd Period
11.50 to 12.05 PM	Small recess
12.05 to 1.00 PM	3 rd Period
1.00 to 1.45 PM	Lunch
1.45 to 2.40 PM	4 th Period
2.40 to 3.35 PM	5 th Period
3.35 to 3.50 PM	Small recess
3.50 to 4.45 PM	6 th Period

Note:

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

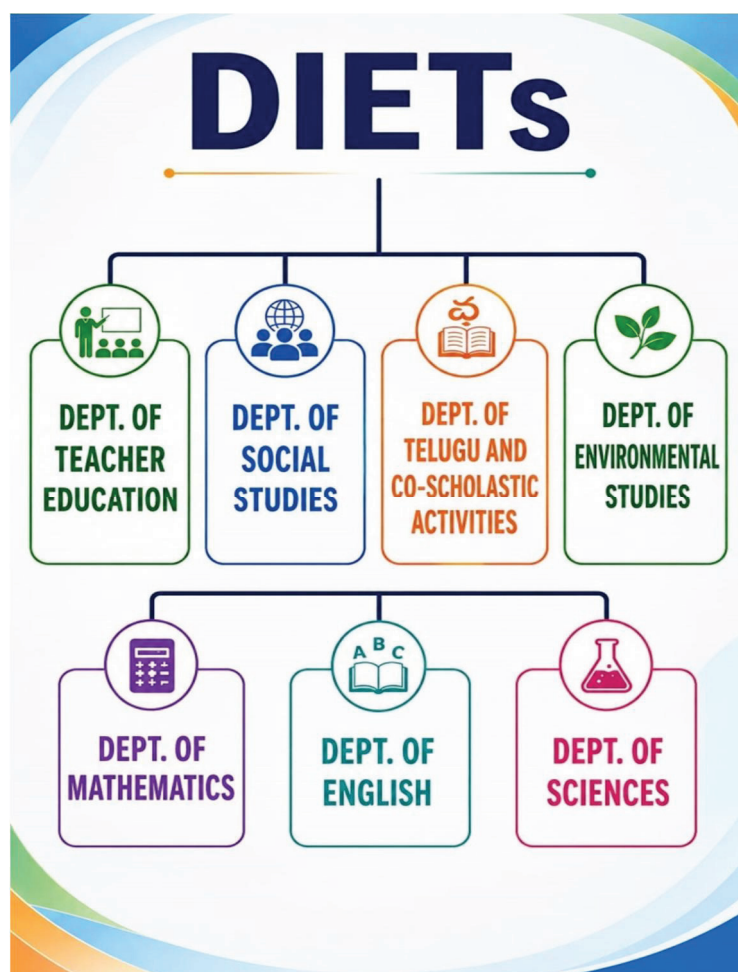
- 3) *Single session may be conducted during summer in DIETs on par with schools, since the programmes and activities such as Teaching Practice and internship are linked with school time table.*

1.4 HOLIDAYS

The Institution shall have the following holidays

- All Public Holidays declared by the Government of Andhra Pradesh.
- Five Optional holidays – these holidays should be individual-based. But, the Institution should not be closed on optional holidays.
- Three discretionary holidays (Local holidays) identified by the Institution in consultation with Staff & Students duly following semester wise course structure.
- 1st Term, 2nd Term and Summer Holidays are to be followed/observed as per the school academic calendar / guidelines given to schools by the Director of School Education time to time.

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



CHAPTER – 2

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

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

2.1 GENERAL INSTRUCTIONS

- 1) The D.El.Ed. course is a 2-year academic programme with four semesters. However, the students may be permitted to complete the course within 3 academic years from the date of admission into the course.
- 2) The Student teachers may normally be promoted to the next consecutive semester irrespective of their result at the semester-end examination.
- 3) A minimum of 80% of attendance in the instructional periods, and 90% for the Practicum is mandatory for allowing the student teachers to sit for the final examination.
- 4) The performance of a student teacher is assessed over a period of 2 years in 4 semesters for a maximum of 2800 marks which includes, Theory for 1000 marks and Practicum for 1800 marks. Thus, the weightage given to Practicum is almost double as the entire course is skill-oriented and aims at training the student teachers to become efficient teachers.
- 5) Under Library activities, every student teacher should read at least one book per month related to 'Educational Values', 'Professional Ethics', other books on education, and are encouraged to write Reviews/reflections on them for presentation in the classroom. (List of books is given in Annexure-VIII).
- 6) The Student Teachers are instructed to reflect the ideas mentioned in the books in their Teaching Practice on the following aspects: 1) nature of the child, 2) pedagogical aspects, 3) nurturing values among children, and other aspects.
- 7) During the teaching practice period, the trainee shall attend the school assembly and stay the entire day in the school till the closing of the school and participate in all the activities as a regular teacher.

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

2.2 INSTITUTIONAL OBSERVATION PROGRAMME (IOP)

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

During the first semester course, the student teachers have to visit different types of schools for 6 days under Institutional Observation Programme (IOP), to develop a primary understanding on the nature and functioning of the different schools. 70 marks are exclusively allotted for the Institutional Observation Programme (IOP) in the internal assessment.

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

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

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

Sl. No.	Type of School	No. of Days.
1	Government Primary / Upper - Primary School / Model Primary/Basic Primary	2 days
2	Anganwadi Centers	1 day
3	High Schools (Govt / ZP)	1 day
4	Special Schools / Bhavitha Centre	1 day
5	KGBV/ Model Schools / Residential Schools	1 day
	Total	6 days

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

2.3. DEMONSTRATION LESSONS

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

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

The student teachers have to deal with 5 curricular methodology subjects, viz., Telugu, English, Mathematics, EVS – and one optional subject along with 4 value added subjects for teaching the elementary school children. Hence, the concerned methodology lecturer should give at least one demonstration lesson for classes-(1&2), classes-(3 to 5) and classes - (6 to 8) separately for all the 3 levels of elementary classes. One Demonstration Lesson in each of the Value added Subjects should be given by the concerned lecturer. Trainees are expected to observe the demonstration lessons given by their respective lecturers.

MICRO TEACHING

Provide demonstration lessons in the form of micro teaching skills. Train student teachers in each step of lesson plan / period plan. Before teaching practice more focus will be given on micro teaching skills.

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

2.4 TEACHING PRACTICE

Planning and preparation for Teaching Practice

Teaching Practice consists of two broad components:

- i) Pre-teaching-Practice sessions in DIET/ Teacher Training Institute and
- ii) Teaching Practice sessions in Schools

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

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

- Workshops on the preparation of Year Plans, Unit Plans, and Period Plans.
- Workshops on the preparation of Teaching Learning Materials (TLM), Self Learning Materials (SLM), Interactive Learning Material (ILM) in Methodology and other co-curricular subjects.
- Demonstration lessons by faculty in curricular and co-curricular subjects.
- Micro teaching to make the trainees to acquire teaching skills.
- Demonstration of lessons using Information and Communication Technology (ICT), viz., video, audio, PPT, IFP Boards etc
- Simulated (Peer) teaching.

- Demonstrations in Multi-grade context.
- Orientation on the classroom observation and awareness on classroom observation schedule.
- Orientation on the awareness and writing of Reflective Journal (RJ).
- Orientation on Action Research (AR).
- Orientation/basic idea on Continuous and Comprehensive Evaluation (CCE).
- Workshop on the preparation of test items and Question Papers.

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

- Observation of experienced school teachers:** During the IOP, the student teachers are to observe the classes taught by the teachers in the schools as a part of pre-practice teaching. This will help them to get acquainted with the teaching methodology of various subjects in schools.
- Peer Teaching:** Before the student teachers are sent for actual Teaching Practice, encourage them to take up ‘simulated teaching’ in the classroom with the peer group. The faculty guide them and offer suggestions for improving their teaching skills.
- Micro-Teaching:** Micro teaching is a powerful tool to develop teaching skills among student teachers. Faculty should display list of micro teaching skills and train them on those skills. The student teachers are apprised of various micro-teaching skills, viz., Introduction to the lesson, Stimulus Variation, illustrating the concept with examples, ‘Art of Questioning’, ‘closure of the lesson’, ‘use of blackboard’ etc. The student teachers are expected to teach at least 4 micro-teaching lessons to the peer group (co-trainees) by writing lesson plans under the guidance of faculty.

ii) Teaching Practice in Schools

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

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

She/he should stay whole day at school and take part in school practices which include observations, collection of data for the field based projects. The data pertaining to all field based practicum shall be collected during the school attachment period.

Awarding the marks under practicum to a student teacher shall be based on his/ her performance in writing the period plans, collection/development of material and effective use of appropriate TLM.

2.5 INTERNSHIP

Internship is mandatory for every student teacher in the D.El.Ed course during which period, she/he has to act as ‘Real Teacher’ in the allotted school to carry out the learnt teaching skills in a school in the real setting. 16 days have been allotted for internship in Semester – II and Semester – IV for teaching Primary classes – 1 to 5. Out of 16 days, 10 days are meant for teaching curricular subjects, 2 days for Conducting Summative Test and 4 periods for remedial teaching. During first 10 days of internship, each trainee has to teach lower primary level for one subject and middle primary level for another subject.

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

2.6 ASSESSMENT/CCE RECORD

This is also called Scholastic Achievement Test (SAT) record. Under each methodology, the teacher trainee has to teach 1 or 2 units completely which includes exercise part also. Both Formative and Summative Tests have to be conducted on the units that are taught.

The Formative marks distribution as given here under :

1) The Children Participation and Reflection	: 5 Marks
2) Written works of the children	: 5 Marks
3) Project works	: 5 Marks
4) Slip Test	: 35 Marks
Total	: 50 Marks

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

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

2.7 FIELD BASED PROJECTS (FBP)

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

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

2.8 ASSIGNMENTS

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

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

2.9 REFLECTIVE JOURNAL / CLASSROOM OBSERVATION

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

2.9.1 *Self Evaluation*

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

2.9.2 *Observation of Lesson of Co-trainees*

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

The Reflective Journal carries 10 marks as internal assessment.

2.10 ACTION RESEARCH (AR)

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

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

2.11 SEMINARS / EXTENSION LECTURES

Seminars / extension lectures should be organized regularly in each semester once in a week. The student teacher should be encouraged to participate actively in the seminars. Topics may be suggested to them well in advance so that they refer books, magazines, journals, etc., and the extension lectures are also be given by the experts in different fields related to education.

2.12 WORKING WITH COMMUNITY

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

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

2.13 OTHER CURRICULAR ACTIVITIES

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

- Work experience
- Games and sports
- Cultural activities
- Workshops
- Club activities
- Community awareness activities
- Educational tours
- Library Activities etc.

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

2.14 EVALUATION

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

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

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

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

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

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

i) Internal Evaluation (Assessment):

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

ii) External Examination (Assessment):

External Assessment is made by the Director of Govt. Examinations (DGE), Andhra Pradesh at end of each semester through Final Public Examination in i) Theory papers for 2½ hours duration for 50 marks each paper, and ii) Final Practical Examination for 30 minutes duration for 20 marks each in methodology papers.

2.15 THEORY EXAMINATIONS

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

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

a) Mid-term (Summative) Examination

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

b) Final (External) Theory Public Examinations

The final and Public (External) Examination/s at the end of each Semester in the prescribed papers is conducted for 50 marks per each paper, by the Director of Govt. Examination (DGE), Andhra Pradesh on the dates notified by him, as per the Blue Print given below. 2½ hours duration will be given for writing answers to each of the final theory examinations.

Blue Print for Theory Papers

Max. Marks: 50

Time: 2.30hrs

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

2.16 FINAL PRACTICAL LESSONS

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

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

Lesson Plan	4 marks
Motivation	2 marks
Presentation	8 marks
TLM	4 marks
Evaluation	2 marks
Total	20 Marks

CHAPTER – 3

SEMESTER SYSTEM ALMANAC FOR 2026-28 BATCH

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

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

3.2 OBJECTIVES OF THE SEMESTER SYSTEM

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

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

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

Semester-wise break up of Max. Marks

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

Teacher plays pivotal role in molding the career, character and moral fibers and aptitude for educational excellence in impressive young children. Formal education needs proper equipping of the teachers to meet the challenges of the day to impart lessons with latest techniques to the students on secular, scientific and rational outlook. A well-equipped teacher could bring the needed skills and intellectual capabilities to the students in their pursuits. The teacher is adorned as Gurudevobhava, next after parents, as he is a principal instrument to awakening the child to the cultural ethos, intellectual excellence and discipline. The teachers, therefore, must keep abreast of ever-changing techniques, the needs of the society and to cope up with the psychological approach to the aptitudes of the children to perform that pivotal role. In short teachers need to be endowed and energized with needed potential to serve the needs of the society.

“Education is the most powerful weapon
which you can use to change the world.”

— Nelson Mandela



ALMANAC FOR 2026-28 BATCH

Semester – I

Duration	:	30-07-2026 to 09-12-2026
Working days	:	95
Final Examination	:	3 rd Week of December 2026 (Tentative)

Semester – II

Duration	:	10-12-2026 to 23-04-2027
Working days	:	95
Final Examination	:	Last Week of April 2027 (Tentative)

Semester – III

Duration	:	14- 06-2027 to 12-11-2027
Working days	:	114
Final Examination	:	4 th Week of November 2027 (Tentative)

Semester – IV

Duration	:	15-11-2027 to 22-04-2028
Working days	:	114
Final Examination	:	Last Week of April 2028 (Tentative)

CHAPTER – 4

SEMESTER-WISE ACTIVITIES

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

4.1 SEMESTER – I

Semester-I begins on 30-07-2026 and it ends on 09-12-2026 with a total of 95 working days.

4.1.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	84
2	Institutional Observation Programme (IOP)	06
3	Mid-term (Summative) Examination (daily two papers)	03
4	Workshops / seminars / Extension Lectures	02
TOTAL		95

4.1.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

Paper Code	Paper Title	No. of Periods per week	No. of credits (1 credit = 16 hours)	Total No. of Instructional periods in the semester
Methodology Papers				
101	Pedagogy of Mother Tongue- I	4	4	69
102	Pedagogy of Mathematics at Primary Level - I	4	4	69
Value Added and Co-curricular Subjects				
103	Pedagogy across Curriculum and ICT Integration - I	3	3	52
General Papers				
104	Childhood and the Development of Children - I	3	3	52
105	Society, Education and Curriculum	6	5	77
106	Early Childhood Care and Education (Pre-Primary & Early Primary Education)	6	5	77
Self Development Courses				
107	<i>Towards Self-Understanding-I</i>	2	2	24
108	<i>Proficiency in English Language</i>	2	2	24

Co – Curricular Activities				
	Library	1	-	13
	Swachh DIET / WE	1	-	13
	Games	1	-	13
	Cultural Activities	1	-	13
	Seminar / Elocution / Quiz	1	-	13
	Laboratory / Innovative Activities	1	-	13
	TOTAL	36	28	522

4.1.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester-I is on 30th July, 2026 and the last instructional day is 09th December, 2026

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	July 2026 (From 30 th July 2026)		02	Orientation about the course, Syllabus and Subjects
2	August, 2026	- Sundays - 5 - Second Saturday - Varalakshmi Vratam - Independence day - Milad-Un-Nabi	22	- Theory classes - Seminar / workshop
3	September, 2026	- Krishnashtami - Vinayaka Chaturthi - Sundays - 4 - Second Saturday	23	- Theory classes - Preparation for IOP - Presentation of Assignments
4	October, 2026	- Gandhi Jayanthi - Sundays - 2 - Dasara Holidays - 11 - Second Saturday	16	- Theory classes - IOP (6 days) - Project work - Seminar / workshop on towards self understanding - 1
5	November, 2026	- Deepavali - Second Saturday - Sundays - 5	24	- Theory classes - Presentation of Assignments
6	Upto 09 th December, 2026	Sunday - 1	08	- Revision - Mid term Exams
Total Working Days			95	

Institutional Observation Programme (IOP)

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

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

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

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

4.1.4 EVALUATION PROCEDURES

4.1.4.1 Internal Evaluation

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

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

Allotment of marks for different activities mentioned above under Internal Evaluation

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

Note: The present student teachers should have 21st century skills in the global language English. So the student teachers should acquire proficiency in English. The following criteria for awarding Marks in 'Proficiency in English' may follow:

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

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

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

Mid-term (Summative) Examination

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

4.1.4.2. External Evaluation (Examination)

Theory

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

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

4.1.4.3 FINAL PRACTICAL EXAMINATION

There is no final Practical Examination in this Semester-I

4.2 SEMESTER – II

Semester -II begins on 10-12-2026 and it ends on 23-04-2027 with a total of 95 Working Days

4.2.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	50
2	Demonstration Lesson and Micro Teaching	02
3	Teaching Practice and Internship	36
4	Mid-term (Summative) Examination (daily two papers)	03
5	Workshops / seminars / Extension Lectures	02
6	Final Practicals	02
	Total	95

4.2.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

Paper Code	Paper Title	No. of Periods per week	No. of credits (1 credit = 16 hours)	Total No. of Instructional periods in the semester
Methodology Papers				
201	Pedagogy of Mother Tongue - II	6	4	54
202	Pedagogy of Mathematics at Primary Level – II	6	4	54
Value Added and Co-curricular Subjects				
203	Pedagogy across Curriculum and ICT Integration–II	5	3	45
205	Art & Cultural Education	4	2	36
206	Yoga, Physical and Health Education - I	4	2	36
General Papers				
204	Childhood and the Development of Children - II	5	3	45

Co – Curricular Activities				
	Library	1	-	9
	Swachh DIET / WE	1	-	9
	Games	1	-	9
	Cultural Activities	1	-	9
	Seminars / Elocution / Quiz	1	-	9
	Laboratory / Innovative Activities	1	-	9
	TOTAL	36	18	324

4.2.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester – II -D.El.Ed. is 10th December 2026 and the last instructional day is 23rd April 2027.

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	December 2026 (From 10 th December 2026)	- Sundays - 3 - Second Saturday - Christmas	17	- Theory Classes - Workshop on Yoga
2	Jan, 2027	- Sundays - 3 - Second Saturday - Pongal holidays - 8 - Republic Day	18	- Theory classes - DL's - Project work - TLM Workshop - Teaching Practice (10 Days)
3	Feb, 2027	- Sundays - 4 - Second Saturday	23	- Teaching Practice (10 Days) Continued... - Action research. - Internship (06 Days) - Workshop on Art & Cultural Education
4	Mar, 2027	- Second Saturday - Sundays - 4 - Holi - Good Friday - Ramzan - Maha Sivaratri	22	- Internship (10 Days) Continued - Theory classes - Project work
5	April, 2027 (Up to 23 rd April 2027)	- Ambedkar Jayanthi - Second Saturday - Sundays - 3 - Jagajjivanram Jayanti - Ugadi - Sriramanavami	15	- Theory classes - Presentation of Assignments - Mid Exams - Final Practicals
Total Working Days			95	

4.2.4 EVALUATION PROCEDURES

4.2.4.1 INTERNAL EVALUATION

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

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

Allotment of marks for different activities mentioned above under Internal Evaluation

Paper code	Title of the Paper	FBP	Assignment	Mid-Exam	TP & Int		Final Lesson	C C E	Reflective Journal	Total
					LP Lower Primary	MP Middle Primary				
201	Pedagogy of Mother Tongue/First Language at Primary Level– II	10	-	10	40	40	20	20	10	150
202	Pedagogy of Mathematics at Primary Level– II	10	-	10	40	40	20	20	10	150
203	Pedagogy across Curriculum & ICT Integration - II	10	-	10	-	-	-	-	-	20
204	Childhood & the Development of the child-II	10	-	10	-	-	-	-	-	20
205	Art & cultural Education	20	10	10	40		-	-	-	80
206	Yoga, Physical & Health Education - I	20	10	10	20		-	-	-	60
	Action Research	-	-		-	-	-	-	-	20
										500

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

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

Teaching Practice

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

Internship

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

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

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

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

Mid-term (Summative) Examination

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

4.2.4.2 EXTERNAL EVALUATION

4.2.4.2.1 THEORY EXAMINATION

External Theory examination is conducted for 50 marks for 2 ½ hrs. Duration at the end of Semester in the following 4 subjects/papers only by the Director for Govt. Examinations (DGE), Andhra Pradesh

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

4.2.4.2.2 FINAL PRACTICAL EXAMINATION

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

4.3 SEMESTER – III

Semester-III begins on 14-06-2027 and it ends on 12-11-2027 with a total of 114 Working days

4.3.1 COURSE STRUCTURE

Sl. No.	Activity	Total No. of days
1	Theory classes / instruction	96
2	Demonstration Lesson	02
3	Teaching Practice	08
4	Mid-term (Summative) Examination/s (daily two papers)	05
5	Workshops / seminars / Extension Lectures	03
TOTAL		114

4.3.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

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

Co – Curricular Activities				
	Library	1	-	13
	Swachh DIET / WE	1	-	13
	Games	1	-	13
	Cultural Activities	1	-	13
	Seminars / Elocution / Quiz	1	-	13
	Laboratory / Innovative Activities	1	-	13
TOTAL		36	31	510

4.3.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester – III is 14th June, 2027 and the last instructional day is 12th November, 2027.

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	June 2027 14 th June, 2027 is the First Instructional Day	• Sundays - 2	15	▪ Theory classes
2	Jul, 2027	• Sundays - 4 • Second Saturday	26	▪ Theory classes ▪ Assignments ▪ Project work
3	Aug, 2027	• Sundays - 3 • Second Saturday • Independence day • Milad-un-Nabi • Varalakshmi Vratam • Krishnashtami	23	▪ Theory classes ▪ Demonstration lessons ▪ Presentation of Assignments ▪ Workshop on value added papers
4	Sep, 2027	• Sundays - 5 • Second Saturday • Vinayaka Chavithi	23	▪ Teaching Practice in value added paper 8 days.
5	Oct, 2027	• Gandhi Jayanthi • Sundays - 3 • Second Saturday • Dasara Holidays - 9 • Deepaavali	16	▪ Theory classes ▪ Presentation of assignments ▪ Quiz competition ▪ Project work
6	12-11-2027 Last instructional day	• Sundays - 1	11	Revision ▪ Mid Exams
Total Working Days			114	

4.3.4 EVALUATION PROCEDURES

Evaluation procedures of student teachers' performance are outlined below.

4.3.4.1 INTERNAL EVALUATION

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

- Assignments – Subject specific
- Field based Projects (FBP) - Subject specific
- Teaching Practice
- Mid-term (Summative) Examination - Subject specific.

Allotment of marks for different activities mentioned above under Internal Evaluation

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

Teaching Practice:

8 days have been allotted for teaching practice only in value added subjects.

Trainees are expected to teach 5 periods in each subject.

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

Trainees are expected to teach 2 periods per day.

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

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

Mid-term (Summative) Examination

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

4.3.4.2 EXTERNAL EVALUATION**4.3.4.2.1 THEORY EXAMINATION**

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

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

4.3.4.2.2 FINAL PRACTICAL EXAMINATION

There is no final Practical Examination in Semester-III

4.4 SEMESTER – IV

Semester -IV begins on 15-11-2027 and it ends on 22-04-2028 with total 114 Working days

4.4.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	53
2	Demonstration Lesson and Micro Teaching	03
3	Teaching Practice and Internship	52
4	Mid term (Summative) Examination/s (daily two papers)	02
5	Workshops / seminars / Extension Lectures	04
6	Final Practical	03
TOTAL DAYS		117
DISCRETIONARY HOLIDAYS		03
TOTAL WORKING DAYS		114

4.4.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

Paper Code	Course Title	No. of Periods per week	No. of credits (1credit = 16 hours)	Total No. of Instructional periods in the Semester
Methodology Papers				
401	Pedagogy of English at Primary Level - II	7	4	48
402	Pedagogy of EVS at Primary Level - II	7	4	48
403	Pedagogy of Elementary Level Optional Subjects - II	7	4	47
General Papers				
404	Education in Contemporary India - II	7	2	47
Value Added and Co-curricular Subjects				
405	Towards self-understanding -II	2	1	14

Co – Curricular Activities				
	Library	1	-	7
	Swachh DIET / WE	1	-	7
	Games	1	-	7
	Cultural Activities	1	-	7
	Seminars / Elocution / Quiz	1	-	7
	Laboratory / Innovative Activities	1	-	7
	TOTAL	36	15	246

4.4.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester – IV -D. El.Ed. is 15th November 2027 and the last instructional day is 22nd April 2028

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	Nov, 2027 15 th Nov, 2027 is the First Instructional Day	Sundays - 2	14	- Theory Classes - Project work
2	Dec, 2027	- Sundays - 4 - Second Saturday - Christmas	25	- DLs (Demonstration Lessons) - TLM workshop - Teaching practice in English & EVS (20 days)
3	Jan, 2028	- Sundays - 3 - Second Saturday - Pongal Holidays - 10 - Republic Day	16	- Theory classes - Internship in Eng & EVS (10 days) - Action Research
4	Feb, 2028	- Sundays - 4 - Second Saturday - Mahasivarathri - Ramzan	22	- Internship continued (6 days) - Review on Internship and Lesson plan preparation in optional subject. - Internship in optional subjects (12 days)
5	Mar, 2028	- Sundays - 3 - Second Saturday - Ugadi - Holi	25	- Internship continued in optional subjects (4 days) - Theory classes - Presentation of Assignment - Workshop on TSU-2
6	Upto 22 nd Apr, 2028	- Sundays - 3 - Good Friday - Second Saturday / Jagajevan Ram Jayanthi - Dr.B.R. Ambedkar Jayanthi - Sriramanavami	15	- Mid Exams - Final Practicals - Project work
Total Working Days			117	
Discretionary Holidays			03	
Net Total Working Days			114	

4.4.4 EVALUATION PROCEDURES

4.4.4.1 INTERNAL EVALUATION

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

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

Allotment of marks for different activities mentioned above under Internal Evaluation

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

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

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

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

Teaching Practice

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

Internship in English and EVS

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

Internship in Optional Subject

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

SL NO	Subjects	No. of Periods		Total No. of Periods
		Teaching Practice	Internship	
1	English	10	10	20
2	EVS	10	10	20
3	Optional Subject	--	10	10

Mid-term (Summative) Examination

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

4.4.4.2 EXTERNAL EVALUATION

4.4.4.2.1 THEORY EXAMINATIONS

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

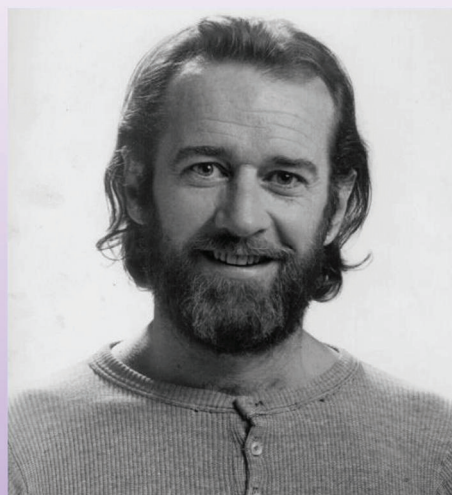
4.4.4.2.2 FINAL PRACTICAL EXAMINATION

Final (External) Practical Examination is conducted for 20 marks allotting 30 minutes for each student teacher as per schedule communicated by the Director of Govt. Examinations (DGE), Andhra Pradesh at the end of the Semester – IV.

The status of a teacher is well said in the Sanskrit verse taken from Guru Gita which is said to be part of Visvasaratantra from Uttarakhand of Skandapurana. “Gurur Brahma Gurur Vishnu, Gurur Devo Maheshwara; Guru Sakshat Param Brahma, Tasmai Shri Gurave Namah” This Shloka refers to the Guru as none other than Brahma– The creator, Vishnu– The sustainer and Shiva– The destroyer, since the Guru creates, sustains knowledge and destroys ignorance. By doing so he liberates the disciple from the ocean of samsara, from the trap of Maya, thereby attaining Moksha. For this, we bow down with utter humility and total gratitude to the Guru.

“Don’t just teach your children to read,
teach them to question what they read.
Teach them to question everything!”

- George Carlin



CHAPTER – 5

Month wise Division of Syllabus & Semester wise Practicum

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

5.1 SEMESTER – I

101 - UNDERSTANDING LANGUAGE AND LANGUAGE DEVELOPMENT AT PRIMARY LEVEL - I (Mother Tongue - Telugu)

Sl. No.	Month	Unit	Content
1	Aug– 2026	1 & 2	Unit – 1: భాష మరియు సమాజం 1.1 భాష స్వభావం: భాష గతిశీలత, భాష విధులు, భాషద్వారా అనుభవాల వ్యక్తీకరణ, భాష పాలన వ్యవహారాలు (అధికార భాషగా) 1.2 భాష – సంస్కృతి, సంజ్ఞానం, భావప్రసారం, ఉద్దేశ్యానుసారంగా, సందర్భానుసారంగా పదాల అర్థాలు. 1.3 భాష మరియు సమాజం: భారతదేశంలో బహుభాషా వైవిధ్యం, భాషతో సామాజిక, రాజకీయ, ఆర్థిక శక్తుల సంబంధం, ప్రామాణిక, అప్రామాణిక భాషారూపాల భావనలు – విమర్శనాత్మక అవగాహన. 1.4 భాష: ప్రథమ భాష (మాతృభాష), ద్వితీయ మరియు తృతీయ భాష, భాషా రూపాలు, మాండలికాలు, వ్యక్తిభాష, గృహభాష, పరిసరభాష, భాష వ్యక్తీకరణ సాధనంగా భాష, బోధన మాధ్యమంగా భాష, జాతీయ సమైక్యత, భాష, అంతర్జాతీయ అవగాహన, అధికార భాష Unit – 2: ప్రాక్ భాష సముపార్జన మరియు భాషాభ్యసన 2.1 జంతువుల మరియు మానవుల భాష, భాష వ్యక్తీకరణకు ప్రాక్ భాషాసామర్థ్యాలు 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.
2	Sep– 2026	2	2.3 అక్షరాస్యత: పఠనము మరియు లేఖనాలు గతిశీల, వ్యవస్థీకృత ప్రక్రియలు అక్షరాస్యత – బహుళ రూపాలు.

			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. 2.5 భాషాభ్యసనంలో సాహిత్యం పాత్ర: వర్ణనాత్మక, ప్రదర్శనాత్మక సాహిత్యం, విషయానుబంధంగా, ప్రణాళికలో అంతర్భాగంగా సాహిత్యాన్ని చేర్చడం మరియు బాలసాహిత్యానికి ప్రత్యేక ప్రాధాన్యతనివ్వడం. 2.6 ప్రణాళికలో అంతర్భాగంగా సాహిత్యం: తరగతి గదిలో మరియు బయట భాషావిధులు భాషాభ్యసనం, మరియు భాషద్వారా అభ్యసనం. 2.7 ప్రత్యేక అవసరాలు గల పిల్లల భాషాభ్యసన అవసరాలు: లోప నిర్ధారణ మరియు ప్రారంభదశ అభ్యసన
3	Oct-2026	3	యూనిట్ 3: ప్రాథమిక స్థాయిలో భాషాసామర్థ్యాల అభివృద్ధి ఎ) శ్రవణము మరియు భాషణము 3.1 ఎ. శ్రవణం భాషణం, ప్రాధాన్యత 3.2 ఎ. పిల్లలు ఎప్పుడు వింటారు? శ్రవణ సామర్థ్యం ఎలా అభివృద్ధి పరచాలి. 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) బి) పఠనం మరియు లేఖనం 3.1 బి. అక్షరాస్యత మరియు పఠనం 3.2 బి. పఠనం మార్గాలు: పఠనం రకాలు (బాహ్యపఠనం, మౌనపఠనం) వాటి ప్రాధాన్యత. 3.3 బి. పూర్వపఠనం మరియు పఠనానంతర కృత్యాలు 3.4 బి. పాఠ్యేతర పుస్తకాలు: అభ్యసన వనరులుగా అనేక రకాల పుస్తకాలను ఉపయోగించడం. 3.5 బి. పిల్లలు మంచి పాఠకులు కావడానికి సహకారం - కృత్యాలు, కార్యక్రమాలు
4	Nov- 2026	3 & 5	3.6 బి. లేఖనం అంటే ఏమిటి? పఠనం, లేఖనాల మధ్య సంబంధం 3.7 బి. లేఖన నైపుణ్యాభివృద్ధి - స్పష్టలేఖనం, దోషరహిత లేఖనం,

		స్వీయలేఖనం కొరకు కృత్యాలు / కార్యక్రమాలు 3.8. సి. పిల్లల్లో కల్పనా (ఊహ) సామర్థ్యం, సృజనాత్మకత; వీటిని అభివృద్ధిపరచడంలో ఉపాధ్యాయుని పాత్ర; అందుకు కృత్యాలు / కార్యక్రమాలు (అభినయ గేయాలు, కథలను పొడిగించడం, కథలు, లేఖలు, పొడుపు కథలు, సూక్తులు రాయడం) యూనిట్-5: రాష్ట్రంలోని భాషాభివృద్ధి కార్యక్రమాలు 5.1 పిల్లల భాషాభివృద్ధి కార్యక్రమము (CLIP)సౌలభ్యకర్తగా ఉపాధ్యాయుడు. 5.2 స్నేహబాల (SLIM)కార్డులు -1, 2 తరగతులకు స్వయం అభ్యసన సామాగ్రి) 5.3 బాలసాహిత్యం (వానచినుకలు, కథావాచకాలు) 5.4 పఠన ప్రారంభ కార్యక్రమం, చదువు, ఆనందించు మరియు అభివృద్ధి చెందు కార్యక్రమం. 5.5 పాఠశాలల్లో విమాతృ కార్యక్రమాలు - పిల్లల డైరీ, గోడపత్రిక, తరగతి గది గ్రంథాలయాలు, భాషాభ్యసనం మొదలైనవి.
5	Dec – 2026	Revision Mid Examination

Suggested Practicum:

1. భాష గురించి

- మూడు సంవత్సరాల పిల్లలు మాట్లాడే రెండు మూడు పదాలకు చెందిన ఐదు లేక ఆరు వాక్యాలు సేకరించండి. ఆ వాక్యాల నిర్మాణ రీతులను, పిల్లలకున్న భాషా సామర్థ్యాన్ని అంతర్గత శక్తుల గురించి విశ్లేషించి నివేదికను తయారు చేయండి.
- వీటిని ప్రస్తుతం ఏ సందర్భాలలో ఉపయోగిస్తున్నారు? ఇలాంటివే మరికొన్ని వాక్యాలు, పదాలను సేకరించండి. వీటి వినియోగంలో మార్పులు చోటు చేసుకోవడానికి గల కారణాలు ఏమై ఉంటాయి? వీటి ఆధారంగా భాషా స్వభావం గురించి ఒక నివేదికను తయారు చేయాలి.

2. పిల్లలు - భాష - అభ్యసనం

- రెండు సంవత్సరాల పిల్లలు మాట్లాడే 20 మాటలను నమోదు చేయండి. అట్లే 3 మరియు 4 సంవత్సరాలు గల పిల్లల మాటలను (20 మాటలను) నమోదు చేయండి. వీటి ఆధారంగా పిల్లలు మాట్లాడడంలోని దశలను వివరించండి.

3. భాషా సామర్థ్యాలను అభివృద్ధిపరచడం

అ) మాట్లాడడం

- 1,2 తరగతుల వాచకాల్లోని ఏదైనా ఒక పాఠ్యాంశం తీసుకొని పాఠం ఆధారంగా మాట్లాడే సామర్థ్యాన్ని వృద్ధిపరచడానికి కృత్యాలను రూపొందించి, తరగతిగదిలో అమలు చేసి నివేదిక రూపొందించండి.

- ప్రాథమిక తరగతి తెలుగు వాచకాలను పరిశీలించండి. వీటిలో వినడం, మాట్లాడం సంబంధించిన కృత్యాల జాబితాను తయారు చేయండి. వీటిని అమలుపరచడం వలన పిల్లలు ఏమేం చేయగలుగుతారో వివరించండి.

ఆ) చదవడం

- 1,2 తరగతుల్లో పిల్లలకు చదవడం ఎలా నేర్పుతున్నారు? పరిశీలించండి. దీనిపై మీ అభిప్రాయం నివేదిక రూపంలో రాయండి.
- 1,2 తరగతుల్లో పిల్లలకు ఏదైనా ఒక పాఠాన్ని బోధించండి. ఆ పాఠం ఆధారంగా పిల్లలు ఏమేమి చదవగలరో గుర్తించండి. వీటిని సాధించడానికి బోధనాభ్యసన ప్రక్రియలు నిర్వహించండి మీ అనుభవాలతో నివేదిక తయారు చేయండి.
- ప్రాథమిక పాఠశాలల్లో 5వ తరగతి పిల్లలతో ఏదైనా ఒక పాఠం చదివించండి. ధారాళంగా చదువగలిగే వాళ్ళు ఎంత మంది? చదవడంలో పిల్లలు ఎలాంటి ఇబ్బందులు ఎదుర్కొంటున్నాడు? దీనికి గల కారణాలను వివరించండి. నివేదిక తయారు చేయండి.
- 3, 4, 5 తరగతుల్లో ఏదైనా ఒక పాఠాన్ని ఎంపిక చేయండి. ఆ తరగతిలో ముందుగా పిల్లలతో పాఠం యొక్క చిత్రం గురించి మాట్లాడించండి. ఆ తరవాత పిల్లలతో నేరుగా చదివించండి. ఈ రెండింటి మధ్యగల తేడాలను గుర్తించండి. వీటి ఆధారంగా పిల్లలను పఠనానికి సంసిద్ధపరచడానికి అంశాల గురించి నివేదిక తయారు చేయండి.

ఇ) రాయడం (స్వీయరచన)

- 1వ తరగతికి వెళ్ళి పరిశీలించండి. పిల్లలు ఏమి రాస్తున్నారో? ఎలా రాస్తున్నారో? రాయడాన్ని ఎలా ప్రారంభించారో పరిశీలించి. విశ్లేషించి నివేదిక తయారు చేయండి.
- 3, 4, 5 తరగతుల పిల్లలు జవాబు పత్రాలను పరిశీలించండి. పిల్లలు రాసిన లేఖన దోషాల జాబితాను తయారు చేయండి. లేఖన దోషాల పోకడలను విశ్లేషించండి. వీటిని అధిగమించడానికి మార్గాలను సూచించండి.
- 3, 4, 5 తరగతుల పాఠ్యపుస్తకాలలో ఏదైనా ఒక పాఠంలో పొందుపరచిన ప్రాజెక్టు పనిని నిర్వహించండి. వారితో ప్రర్చింప చేయండి. వాటిని గురించి నివేదిక తయారు చేయండి.

4. భాషా వనరులు - వాటి వినియోగం - భాషాభివృద్ధి కార్యక్రమాలు

నూతన పాఠ్యపుస్తకంలోని “ముందుమాట”ను, ఉపాధ్యాయులకు సూచనలు చదవండి. దీని ఆధారంగా పాఠ్య పుస్తకాల్లో ఇతివృత్తాలు, ప్రక్రియలు, ఉపాధ్యాయుల తయారీ గురించి ఒక నివేదిక తయారు చేయండి.

5. భాష - బోధనాభ్యసన ప్రక్రియల నిర్వహణ - ప్రణాళిక

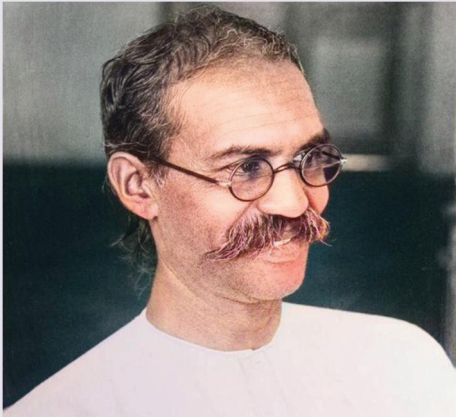
- మీ సమీప పాఠశాలలోని బహుళ తరగతి బోధన పరిస్థితులలో ఉపాధ్యాయులు ఎలా ప్రణాళికలు తయారు చేస్తున్నారో చర్చించండి.
- ఏదైనా ఒక తరగతికి వార్షిక ప్రణాళికను యూనిట్ ప్రణాళికను తయారు చేయండి.

6. భాష మూల్యాంకనం

సామర్థ్యాల వారీగా పిల్లలు మూల్యాంకనం చేయడానికి నమూనా ప్రశ్నలు (పరీక్షాంశాలు) తయార చేయండి.

7. ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి

- వివిధ దేశాల్లో ప్రాథమిక స్థాయి విద్యార్థులకు నిర్ధారించిన విద్యా ప్రమాణాల వివరాలను పరిశీలించండి. ఏవైనా ఒక రెండు దేశాల వివరాలను మన దేశంలోని ప్రమాణాలతో పోల్చి నివేదికను తయారు చేయండి.
- నిరంతర వృత్తిపర అభివృద్ధి గురించి వివిధ దేశాల్లో చేపడుతున్న చర్యలను తెలుకోండి. రెండు మూడు దేశాల కార్యక్రమాల (ఇంగ్లాండ్, ఫిన్లాండ్, యూ.ఎస్, ఆస్ట్రేలియా, న్యూజిలాండ్) ఆధారంగా నివేదిక తయారు చేయండి. దీనితో మన రాష్ట్రంలో పరిస్థితిని పోల్చండి. సూచనలివ్వండి.
- గిజుభాయి సమగ్ర సాహిత్యం పుస్తకాలను/గిజుభాయి రాసిన 'పగటి కల' పుస్తకాన్ని చదవండి. వీటి ఆధారంగా ప్రాథమిక పాఠశాలల్లో పనిచేసే ఉపాధ్యాయులకు ఉండాల్సిన లక్షణాలను పిల్లలతో ప్రవర్తించే తీరుతెన్నుల గురించి నివేదిక రాయండి. ప్రదర్శించండి.



Gijubhai Badheka was an influential figure in pre-primary education in India. He was born in 1885 and opposed the existing education system, which focused solely on exams. Instead, he believed that schools should be places where children feel free to learn and enjoy learning. He founded the first pre-primary school, Balmandir, in 1920 based on these progressive principles of freedom and love. Through his work establishing this new school and writing about his educational philosophy, Gijubhai made significant contributions to developing child-centered learning in India.

101 - PEDAGOGY OF MOTHER TONGUE URDU At Primary Level

101 - تحتانوی سطح پر مادری زبان اردو کی تدریس

MONTH WISE SYLLABUS DIVISION - ماہانہ نصاب کی تقسیم

مواد Content	اکائی Unit	مہینہ Month	Sl. No.
1- زبان اور سماج: ☆ زبان کی فطرت: زبان ایک زندہ متحرک ہیئت ہے۔ زبان کے مختلف افعال ہیں۔ زبان تجربات بیان کرنے کا ایک اہم ذریعہ ہے۔ زبان ایک اصولی اور قواعد کا پابند کار ہوتی ہے۔ ☆ زبان و تہذیب: زبان، تہذیب، ادراک اور مواصلات کا احاطہ کرتی ہے۔ الفاظ کی معنی اور انکے بہترین استعمال اور پس منظر کے اعتبار سے بیان کرتی ہے۔ کسی بولنے والے کے مقصد و منشا کو سمجھاتی ہے۔ ☆ زبان اور سماج: ہندوستان میں زبانوں کا تنوع سماجی، سیاسی اور معاشی صورت حال کا زبان سے تعلق معیاری، غیر معیاری زبان تنقیدی جائزہ۔ ☆ زبان: زبان بہ حیثیت زبان اول (مادری زبان) بہ حیثیت دوسری اور تیسری زبان، زبان کی شکلیں، زبان اور اس کے لہجے اور بولیاں، انفرادی زبان، گھریلو زبان، ماحول کی زبان، زبان بہ حیثیت ذریعہ تعلیم، زبان بہ حیثیت ادبی زبان، زبان برائے قومی یکجہتی، زبان برائے بین الاقوامی ادراک، زبان بہ حیثیت سرکاری زبان / حکام کی زبان۔	1	July & AUG - 2026	-1
II- زبان کی تنقیدی تحصیل اور زبان کا سیکھنا: ☆ حیوانات اور انسانوں کی ترسیلی زبان، قبل لسانی، (Pre-Linguistic) ترسیلی صلاحیتیں۔ ☆ زبان کی تحصیل، زبان کا اکتساب، شیر خوارگی، طفولیت اور ماقبل اسکولی زبان کی صلاحیت اور اسکول کے ابتدائی دور میں زبان کا اکتساب، زبان کی آموزش، حیاتی، سماجی اور انفرادی حیثیت سے ظاہر ہونے والے نتیجے کے طور پر زبان کا اکتساب نو آموز طالب علم کی سطح پر، لسانی کھیل، کہانی، گیت کی اہمیت۔ ☆ خواندگی کی سطح: اشارات اور علامات سمجھنا اور زبان میں تبدیل کرنا، پڑھنے اور لکھنے کے ساتھ ساتھ تمیز اور جانچ کی صلاحیت، ہمہ قسم کی خواندگی۔ ☆ موجودہ اسکولی تعلیم کے تناظر میں ابتدائی خواندگی کی اہمیت، کھیل، ڈراموں اور کہانیوں کی اہمیت گھریلو زبان کی قدر اور تنوع، بے خوف و خطر ماحول کی فراہمی، جس میں اسکولی و ادبی زبان کا اکتساب ہو اور ترسیل ہو۔	2	SEP - 2026	

☆ زبان کے اکتساب میں ادب کا کردار، مختلف قسم کے متون (Texts)، لسانی، تفصیلی و تفسیری ادب، متن کی دل فریبی/خوش ادائیگی اور نصاب میں ادب کو شامل کرنا، بالخصوص بچوں کے ادب کی شمولیت۔	2		-2
☆ نصاب میں زبان کی حیثیت: کمرہ جماعت میں اور کمرہ جماعت کے باہر زبان کے افعال، زبان کا اکتساب اور زبان کے ذریعے اکتساب۔ ☆ مخصوص ضرورتوں کے حامل بچوں کے لیے زبان سیکھنے کی ضرورت، مسائل کی تشخیص اور ابتدائی لسانی سرگرمیاں۔ III- تحتانوی سطح پر زبان کی صلاحیتوں (لسانی استعداد) کی ترقی: (الف) سننا، بولنا: ☆ بچے کب بولتے ہیں؟ بولنے کے مختلف انداز (بچوں کی باہمی گفتگو کی اہمیت، خود کلامی، ہم عمروں میں تبادلہ خیال، اظہار مافی الضمیر کی صلاحیت، گفتگو بہ حیثیت ذریعے زبان دانی، ہم کس طرح بولنے کی صلاحیتوں کو ترقی دے سکتے ہیں؟ (ملا لے/ڈانکا لگ، کہانی سنانا، نظم خوانی وغیرہ) (ب) پڑھنا اور لکھنا: ☆ خواندگی اور پڑھنا۔ ☆ پڑھنے کے طریقے، پڑھنے کے اقسام (خوش خوانی کے اوصاف، بلند خوانی اور خاموش خوانی) کی اہمیت ☆ پڑھنے سے قبل اور پڑھنے کے بعد کے مشاغل۔	2&3	OCT - 2026	3
☆ نصابی کتاب کے علاوہ مختلف قسم کے متن جس سے لسانی صلاحیتوں کی نشوونما ہو۔ ☆ بچوں کو اچھے پڑھنے والے (قارئین) بنانے کے لیے مختلف اقدامات اور سرگرمیاں۔ ☆ لکھنا کیا ہے؟ لکھنے اور پڑھنے کے مابین تعلق۔ ☆ لکھنے کی مہارت فروغ دینا، خوش خطی کے لیے مشاغل، بغیر غلطی کے لکھنا اور از خود لکھنے کی مشق، (ج) تخلیقی اظہار اور قوت متخیلہ۔ ☆ بچوں میں تخلیق اور تخیلی صلاحیت اور اس کے فروغ میں اساتذہ کا رول اور ترقی کے لیے سرگرمیاں، مثال (حرکاتی نظموں اور نغموں کو طول دینا، کہانیاں اور گیت، خطوط نویسی، پہیلیاں، معے، کہاوتیں وغیرہ)	3	OCT - 2026	
V- ریاست میں زبان کی ترقی کی سرگرمیاں: ☆ ابتدائی پڑھنے کا پروگرام، پڑھنا، لطف اندوز ہونا اور ترقی کرنا۔ ☆ مدارس میں اختراعی سرگرمیاں، بچوں کا روزنامہ، دیواری رسالہ، کمرہ جماعت کا کتب خانہ اور اسکول پوسٹ باکس۔	5	NOV - 2026	5

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

Sl. No.	Month	Unit	Content
1	AUG-2026	1	அலகு-1: தாய்மொழி கற்பித்தலின் அடிப்படைகள் தாய்மொழியின் தோற்றம், வளர்ச்சி, கற்பித்தலின் நோக்கங்கள், குறிக்கோள்கள் மற்றும் தாய்மொழியின் முக்கியத்துவம்.
2	SEP-2026	1	அலகு-1: தாய்மொழி கற்பித்தலின் அடிப்படைகள் தாய்மொழியின் தோற்றம், வளர்ச்சி, கற்பித்தலின் நோக்கங்கள், குறிக்கோள்கள் மற்றும் தாய்மொழியின் முக்கியத்துவம்.
3	OCT-2026	2	அலகு-2: அடிப்படைத் திறன்கள் (LSRW) கேட்டல், பேசுதல், படித்தல், எழுதுதல் ஆகிய அடிப்படை மொழித் திறன்களை வளர்த்தல், அவற்றுக்கான கற்றல்-கற்பித்தல் செயல்பாடுகள் மற்றும் பிழையின்றி எழுதும் முறைகள்.

4	OCT – 2026	3	அலகு-3: பாடங்களைக் கற்பித்தல் உரைநடை கற்பித்தல், செய்யுள் கற்பித்தல், இலக்கணம் மற்றும் துணைப்பாடம் கற்பித்தலின் நோக்கங்கள் மற்றும் வழிமுறைகள்.
5	NOV – 2026 & DEC - 2026	4,5 & 6	அலகு-4: கற்பித்தல் முறைகள் பல்வேறு கற்பித்தல் முறைகள், விளையாட்டு முறை, செயல்முறை, திட்ட முறை மற்றும் அவற்றின் பயன்பாடுகள். அலகு-5: கற்பித்தல் துணைக்கருவிகள் கற்றல் கற்பித்தல் துணைக்கருவிகளின் தேவை, வகைகள், காட்சி-கேள்வி கருவிகள் மற்றும் அவற்றைப் பயன்படுத்தும் முறைகள். அலகு-6: பாடத்திட்டம் மற்றும் திட்டமிடல் ஆண்டுத் திட்டம், அலகுத் திட்டம், பாடத்திட்டம் (Lesson Plan) எழுதுதல் மற்றும் அதன் படிநிலைகள்.

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

Sl. No.	Month	Unit	Content
1	AUG-2026	1	Unit – 1: Introduction to Mathematics - What is Mathematics and where and in which form it found in life? - What is the need and importance of Mathematics in daily life? How it is different from school Maths? - Why we teach Mathematics? - Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately) - Mathematisation
2	SEPT-2026 & OCT-2026	2	Unit – 2: Mathematics: Teaching Principles and Teaching Methods - Nature of the learner. What he knows and how? Where? - Understanding the learners – Methods and procedures of learning - Piaget schema of cognition in Mathematics in different stages, Vygotsky social learning and its implications learning Mathematics - Understanding the learning processes – Natural context, Induction, Deduction - Learning and teaching errors and how to overcome? - Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis
3	NOV-2026	3	Unit-3: Counting, Numbers and its Operations - 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
4	DEC-2026		- Revision - Mid Exams

Suggested Practicum:

- Observe 3-years old child and write a report on what Mathematical abilities child possess and how they acquire?
- Observe the children while they are playing and write a report on how do they frame rules of a game or a play? What is the implication in Mathematical learning?
- Analyze the textbook of any one of the Primary classes and write a report on how these new textbooks are child friendly and helps the children to construct the Mathematical concepts?

- Develop a Mathematical resource kit with locally available materials for effective transaction of Mathematical concepts at Primary Level.
- Develop questions for each Academic Standard at Primary Level.
- Observe the children notebooks of Mathematics or answer scripts of Mathematics. Identify the mistakes committed by the children and write a report on what are the reasons for these and how to overcome?
- Observe the Mathematical teaching learning process at Primary Level. Record the language used by the teacher and write a critical report on it.
- Analyze the Mathematics textbooks of Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.
- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.
- Analyze any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- Interview 10 children on 'Do this', 'Try this' and 'Think and discuss' exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyze the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 problems on addition and classify them on criteria of processing (aggregation and augmentation). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on subtraction and classify them on criteria of processing (reduction, elimination, difference and counter addition). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on multiplication and classify them on criteria of processing (adding in equal groups, increasing at the same rate, arrays and cross product). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on division and classify them on criteria of processing (grouping and sharing). Prepare strategies to teach these processes and write a report on your experiences.

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

Sl. No.	Month	Unit	Content
1	AUG-2026	1	Unit-1: Pedagogy – Conceptions and Perspectives • Learning – Types of Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge). • Learner, learning, knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning. • Critical examination of terminologies and notions associated with child-centered education such as child centered, activity-based learning, joyful learning, CCE, IQ, merit. • Critical understanding of various methods and approaches of teaching learning; facilitating learning; teacher as reflective practitioner, collaborative and cooperative learning. • Concerns of inclusive education: Gender, marginalized groups, children with special needs. Critical pedagogy concept, need and implications in teaching learning.
2	SEP-2026	2	Unit-2: Pedagogy, Resources and Practices • Reflections on school of thought and theories: Gijubhai, Summerhill, Tottochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky. • Inclusive and exclusive practices (Designing inclusive learner friendly environment): Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community. • Resources: Home (funds of knowledge); Community; Children's talk, play, work; Stories; Children's literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc. • Linking pre-school knowledge of the children with learning school subjects. • Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning;
3	OCT-2026	4	Unit-4: ICT (Information & Communication Technology). • Concept of ICT (Information & Communication Technology). • Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes. • Main features of ICT related policies - National Level and State Level. • ICT based learning processes and resources: Creating learning

			environments, ICT supporting pedagogic practices; Educational games
4	NOV-2026	4	• 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 • 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.
5	DEC-2026		• Revision • Mid Exams

Suggested Practicum:

Task 1:

Analyze school textbooks to construct and discuss pedagogic elements. Presentation of analysis

Task 2:

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

Task 3:

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

Task 4:

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

Task 5:

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

Using internet, find and suggest at least five live links, providing information on a topic of your choice, for the children of Standard VII, to refer for self-study. Ask them to prepare a write up of a page using word processor software - office word.

104 - CHILDHOOD, CHILD DEVELOPMENT AND LEARNING-I

Sl. No.	Month	Unit	Content
1	AUG-2026	1	Unit-1 Childhood - Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization; Child labour, Child abuse; childhood in the context of poverty. - Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices. Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner. - 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.
2	September 2026 & October 2026	2	Unit-2: Perspectives in Development - Introduction to Development: Concept of Growth, Development and Maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards. Physical - Motor Development; Growth and maturation. - Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner. - Social Development: Role of family, peers, school, mass media and culture. Role of competition, cooperation, discipline, reward and punishment and conflict, aggression and bullying in Social Development. Concept and processes of socialization, Social, economic and cultural differences in socialization, Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood. - Emotional Development: Basic understanding of emotions and their development, Emotional maturity, Role of family and school in Emotional Development. - Language development: Development of speech and language, Perspectives in Language Development – Skinner,

			Bandura and Chomsky. Moral Development: Perspective of Kohlberg; cultural variations in moral reasoning.
3	November-2026	2	- Play and development: Meaning of Play and its functions: linkages with the physical, social, emotional, cognitive, language, moral and motor development of children; Types and kinds of play; Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict. A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control - Culture and Gender Development
		5	Unit-V - Meaning, Definition, characteristics and elements of personality - Factors influencing personality, physical and socio-cultural factors. - Theories of personality - Measures of personality - Mental Health, Adjustment, conflicts, frustration, stress, Anxiety, Maladjustment.
4	December 2026		Revision Mid Examinations

Suggested Practicum:

Task 1:

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

Task 2:

Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood. The student teachers can identify any child to understand 5-14 year old children in diverse contexts and use case profile approach* to study him/ her. The teacher educator could organize the class in such a manner that different students' profile children from varied socio- economic backgrounds. This would allow for a wide range of data which could be subsequently analyzed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learners; first- generation school goers, street children and children living in slums; children with special needs.

Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3:

Students watch a movie to be identified collectively by teacher educators and student teachers, and reflect on portrayal of children in the same (for instance Salaam Bombay, The Blue

Umbrella, Taare Zameen Par or other regional language movies). Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.

Task 4:

Student teachers conduct interviews with 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles and present their reports in class

Task 5:

Student teachers can take data from an elementary school with regard to the growth of height and weight of children and analyze this data and present their report.

Task 6:

The student teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children's responses.

Task 7:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood or schools. Student teachers could identify different games that children play; Individual and group behavior in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behavior, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

Task 8:

Student teachers identify a movie or a cartoon that is popular among children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student teachers.

Task 9:

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

Task 10:

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

105 - SOCIETY, EDUCATION AND CURRICULUM

Sl. No.	Month	Unit	Content
1	AUG-2026	1	Unit – 1: Aims and Purposes of Education - 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. - Understanding basic assumption about human nature, society, learning and aims of education. - Exploring and enquiring into the nature in to the needs of education in human society. - Schooling and education as visualized by different Western and Indian thinkers: Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, Jiddu Krishnamurti, Gijubhai Badekha, JyothibhaPhule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sri Sarvepalli Radha Krishnan, Sant Kabir, John Dewey, Froebel, Montessori, Prof.J.P.Naik, Prof. D.S.Kothari.
2	SEPT-2026	2	Unit – 2: Education, Politics and State - Political nature of education: Power and Ideologies and how they structure aims of education - Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers. Teacher's status in society: Public perception; Systemic issues – bureaucratization. - Role of community and civil society organizations in education: A critical appraisal.
		3	Unit – 3: Knowledge and Understanding - Construction of knowledge, Knowledge Vs Information - Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry. Bodies of knowledge: different kinds of knowledge and their validation processes (truth criteria). - Knowledge and power: Dominance of one kind over another; Textual knowledge Vs experiential knowledge. - Children's construction of knowledge: What and How; Alternative frameworks of children's thinking. - Forum of knowledge and problem solving – Maths, Science, Social Science, History, Language, Philosophy etc., Role of the teacher.

3	OCT-2026	4	Unit – 4: Curriculum and Learning • Curriculum, syllabus and textbooks • Processes and criteria for curriculum selection and construction. • Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks. • Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers
4	NOV-2026	4	• Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning • Designing and implementing curricula for a multicultural, multilingual society: Realizing 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.
5	DEC-2026		• Revision • Mid Examinations

Suggested Practicum:

Task 1:

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

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

Task 2:

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

Task 3:

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

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

Task 4:

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

Task 5:

Comparing curricula and textbooks of different states governments and private organizations: Assumptions on knowledge and learning; learning experiences provided; contextual relevance of examples, analogies and so on; assessment practices.

106 - EARLY CHILDHOOD CARE AND EDUCATION

Sl. No.	Month	Unit	Content
1	AUG-2026	1	Unit – 1 : Definition, Nature and Significance of Early Childhood Care and Education - The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Dewey, Tagore, Rousseau, Froebel, Montessori, Gandhi. - Definition and objectives of holistic ECCE curriculum – Significance of early years. - Significance of ECCE as critical period for lifelong learning and development. - Rationale for extending ECCE to 8 years for smooth transition. - Early learning challenges in schools and concept of school readiness. - Critical appraisal of current practices in ECCE centers of government, NGOs, private managements. - Children needs: - Freedom (expression, experimentation, encouragement, challenge) - Happiness (support, security and safety, opportunity and guidance) - Adaptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy) Health well being and health habit, nutrition.
2	SEPT-2026	2	Unit – 2 : Principles and Methods of Developmentally appropriate ECCE Curriculum - How children learn: Stage wise distinctions from early to middle to late childhoods, - Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges. - Importance of Play and Active learning methods for early years learning. - Guiding principles: Play and art as the basis of learning – Primary of experiencing not exercising. - Domains and activities for holistic development of children – Motor, Sensory, Cognitive, Language, Emotional, Social and Personal domains. - Emergent literacy and numeracy in early years. - Components of ECCE and approach to teaching learning (education, care, nutrition, habit formation, custodian)
3	OCT -2026	3	Unit – 3: Planning and Management of ECCE Curriculum - Principles of planning a balanced and contextualized curriculum - Long and short term objectives and planning - Project method and thematic approach.

			• Maintaining a developmentally appropriate and inclusive • Resources for effective functioning of ECCE. • The role and function of instructors.
4	NOV-2026	4	Unit – 4: Curriculum for 3 to 6 Years of Age Group Children in ECCE • Language and communication. • Mathematical concepts. • Scientific thinking • Early learning and development standards. • Observing and recording children's progress. • Reporting children's progress. • Ensuring home school linkage.
5	Dec-2026		• Revision • Mid Examinations

Suggested Practicum:

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



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

Sl. No.	Month	Unit	Content
1	AUG-2026	1 & 2	Unit – 1A: On-going Activities - 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. 1B: Suggested Themes for Seminars and Workshops - Awareness of self, Understanding oneself
			Unit – 2A: On-going Activities - Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor. 2B: Suggested Themes for Seminars and Workshops - Aims and purposes of life
2	SEP-2026	3,4&5	Unit-3A: On-going Activities - Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. 3B: Suggested Themes for Seminars and Workshops - Mindfulness Unit-4A: On-going Activities - Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. 4B: Suggested Themes for Seminars and Workshops - Becoming sensitive Unit-5A: On-going Activities - 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. 5B: Suggested Themes for Seminars and Workshops - Accepting and celebrating differences

3	OCTOBER-2026	6	Unit-6A: On-going Activities - 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. 6B: Suggested Themes for Seminars and Workshops - Harmony in relationships - Peace and coexistence
		7	Unit-7A: On-going Activities - 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. 7B: Suggested Themes for Seminars and Workshops - Conflict resolution - Stress management
4	NOV-2026	8	Unit-8: 8A: On-going Activities - 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. 8B: Suggested Themes for Seminars and Workshops - Nurturing life skills among children
		9	Unit-9: 9A: On-going Activities - 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. 9B: Suggested Themes for Seminars and Workshops - Writing year plans and lesson plans - Development of question papers
5	December-2026		Submission of Assignments & Projects

Suggested Practicum:

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

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

Suggested Themes for Seminars and Workshops

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

108 - PROFICIENCY IN ENGLISH LANGUAGE
(Self Development Paper)

Sl. No.	Month	Unit	Content
1	AUG-2026	1&2	Unit- 1: Introduction • Introduction • English around us • English as a global language – Language of opportunities • Constitutional provision; English as an Associate Official Language * Workshop / Seminar • Importance of language proficiency in classroom transaction. • Different avenues for development of language proficiency. • Need and importance of English language proficiency to the elementary teacher. * Workshop / Seminar Unit-2: Understanding Language - Listening to and Producing Oral Discourses • Introduction • Listening with comprehension • Analyzing discourse features in Listening and Speaking • Analyzing the suprasegmental features • Issues related to oral discourses • Making oral presentations and constructing different oral discourses • Opportunities to Use Language in context • Oral discourse and their features • Activities: ➤ Theme-based interaction ➤ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ➤ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ➤ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features. ➤ Using classroom theatre (drama, choreography) as a pedagogical tool
2	SEP-2026	3	Unit-3: Critical Reading • Introduction • Reading for comprehension • Extrapolating the texts through making inferences, analyzing, 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: ➤ 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

3	OCT-2026	4&5	Unit-4: Writing and Creative Writing • Introduction • Writing for specific purposes and specific audience and understand writing as a process • Experience the classroom process of writing (individual, collaborative, editing) • Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads/matrimonial, brochures etc. and identifying their features • Recognizing errors as a part of learning process • Editing the written texts in terms of discourse features, syntax, morphology and writing conventions • Indicators for assessing the written discourses • Activities: ➤ 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 Unit-5: Vocabulary and Grammar in Context • Introduction • What is grammar; how we learn grammar in mother tongue. • Problems with traditional prescriptive grammars.
4	NOV-2026	5	• 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, passivation, embedding, agreement) • Word formation (prefix, suffix, compounding) • Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms • Activities: ➤ Reading passages and analyzing the distribution of linguistic elements. ➤ Classification of words in a given sentence. ➤ Making generalizations on syntactic and morphological properties. ➤ Checking the generalizations in the light of new passages. ➤ Writing discourses and editing them individually and also through collaboration, feedback.

		5	➤ Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions. ➤ Framing questions for different types of texts for reading comprehension/ interaction.
5	DEC-2026		➤ Submission of Assignments & Projects

Suggested Practicum:

- Theme-based interaction
- Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
- Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
- Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features.
- Using classroom theatre (drama, choreography) as a pedagogical tool
- Identifying the features of various discourses they have read
- Interpreting tables, graphs, diagrams, pictures, etc.
- Reviewing any book/article
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Brainstorming on the theme and the type of text, the audience, etc.
- Concept mapping on the content and organization of the text
- Writing individually and refining through collaboration
- Reading related texts for refinement of the written work in terms of discourse features and theme
- Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing
- Reading passages and analyzing the distribution of linguistic elements.
- Classification of words in a given 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.

5.2 SEMESTER – II

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

Sl. No.	Month	Unit	Content
1	Dec- 2026 & Jan- 2027	6	యూనిట్-6: తరగతి ప్రణాళిక, భాషాభ్యసనం - మదింపు 6.1 ఉపాధ్యాయుడు సన్నద్ధత, బోధనాభ్యసన సామగ్రి. 6.2 బోధనా సన్నద్ధత భాష బోధన ప్రణాళిక, వార్షిక, యూనిట్, పీరియడ్ ప్రణాళిక 6.3 మదింపు మరియు మూల్యాంకనం నిర్వచనం, అవసరం, ప్రాముఖ్యత 6.4 నిరంతర సమగ్ర మూల్యాంకనం (సిసిఇ) అభ్యసన మదింపు, అభ్యసనం కోసం మదింపు, 6.4 నిర్మాణాత్మక మూల్యాంకనం - సాధనాలు సంగ్రహణాత్మక మూల్యాంకనం, భారత్వ పట్టికలు పరిపుష్టి (ఫీడ్ బ్యాక్), నివేదిక విధానాలు, రికార్డులు మరియు మదింపు.
2	Feb-2027 & Mar - 2027	4	యూనిట్-4: పాఠ్యపుస్తకాలు, బోధనపై అవగాహన 4.1 పూర్వప్రాథమిక, ప్రాథమిక తరగతుల భాషా పాఠ్యపుస్తకాల రూపకల్పనలో అనుసరించాల్సిన తాత్విక మరియు మార్గదర్శక సూత్రాలు. 4.2 భాషాబోధనలో విషయం, విధానాలు, పద్ధతులు - పరస్పర, భాగస్వామ్య పద్ధతులు; సహాయకుడు / సౌలభ్యకర్తగా ఉపాధ్యాయుడు. 4.3 విషయాంశాలు, యూనిట్ నిర్మాణం, అభ్యసనాల స్వభావం తరగతిగది అన్వయం (అమలు) 4.4 1, 2 తరగతులు మరియు 3, 4, 5 తరగతులు - విద్యా ప్రమాణాలు, అభ్యసన సూచికలు 4.5 భాషా ప్రణాళిక (కరికులమ్) ను సమర్థవంతమైన ప్రసారానికి (అమలుకు) అభ్యసన వనరులు.
3	Apr - 2027		Revision & Mid Examinations

“A good teacher isn’t someone who gives the answers out to their kids but is understanding of needs and challenges and gives tools to help other people succeed.”

— Justin Trudeau



Suggested Practicum:

1. భాష గురించి

- మూడు సంవత్సరాల పిల్లలు మాట్లాడే రెండు మూడు పదాలకు చెందిన ఐదు లేక ఆరు వాక్యాలు సేకరించండి. ఆ వాక్యాల నిర్మాణ రీతులను, పిల్లలకున్న భాషా సామర్థ్యాన్ని అంతర్గత శక్తుల గురించి విశ్లేషించి నివేదికను తయారు చేయండి.
- వీటిని ప్రస్తుతం ఏ సందర్భాలలో ఉపయోగిస్తున్నారు? ఇలాంటివే మరికొన్ని వాక్యాలు, పదాలను సేకరించండి. వీటి వినియోగంలో మార్పులు చోటు చేసుకోవడానికి గల కారణాలు ఏమై ఉంటాయి? వీటి ఆధారంగా భాషా స్వభావం గురించి ఒక నివేదికను తయారు చేయాలి.

2. పిల్లలు అభ్యసనం - భాష

- రెండు సంవత్సరాల పిల్లలు మాట్లాడే 20 మాటలను నమోదు చేయండి. అలాగే 3 మరియు 4 సంవత్సరాలు గల పిల్లల 20 మాటలను వీటి ఆధారంగా నమోదుచేయండి. పిల్లలు మాట్లాడడం లోని దశలను వివరించండి.

3. భాషా సామర్థ్యాలను అభివృద్ధిపరచడం

అ) మాట్లాడడం

- 1, 2 తరగతుల వాచకాల్లోని ఏదైనా ఒక పాఠ్యాంశం తీసుకొని పాఠం ఆధారంగా మాట్లాడే సామర్థ్యాన్ని వృద్ధిపరచడానికి కృత్యాలను రూపొందించి, తరగతిగదిలో అమలు చేసి నివేదిక రూపొందించండి.
- ప్రాథమిక తరగతి తెలుగు వాచకాలను పరిశీలించండి. వీటిలో వినడం, మాట్లాడడం సంబంధించిన కృత్యాల జాబితాను తయారు చేయండి. వీటిని అమలుపరచడం వలన పిల్లలు ఏమేమి చేయగలుగుతారో వివరించండి.

ఆ) చదవడం

- 1,2 తరగతుల్లో పిల్లలకు చదవడం ఎలా నేర్పుతున్నారు? పరిశీలించండి. దీనిపై మీ అభిప్రాయం నివేదిక రూపంలో రాయండి.
- 1,2 తరగతుల్లో పిల్లలకు ఏదైనా ఒక పాఠాన్ని బోధించండి. ఆ పాఠం ఆధారంగా పిల్లలు వీటిని సాధించడానికి బోధనాభ్యసన ప్రక్రియలు నిర్వహించండి. ఏమేమి చదవగలరో గుర్తించండి. మీ అనుభవాలతో నివేదిక తయారు చేయండి.
- ప్రాథమిక పాఠశాలల్లో 5వ తరగతి పిల్లలతో ఏదైనా ఒక పాఠం చదివించండి. ధారాళంగా చదవగలిగే వాళ్లు ఎంతమంది? చదవడంలో పిల్లలు ఎలాంటి ఇబ్బందులు ఎదుర్కొంటున్నారు? దీనికి గల కారణాలను వివరించండి. నివేదిక తయారు చేయండి.

- 3, 4, 5 తరగతుల్లో ఏదైనా ఒక పాఠాన్ని ఎంపిక చేయండి. ఆ తరగతిలో ముందుగా పిల్లలతో పాఠం యొక్క చిత్రం గురించి మాట్లాడించండి. ఆ తరువాత పిల్లలతో నేరుగా చదివించండి. ఈ రెండింటి మధ్యగల తేడాలను గుర్తించండి. వీటి ఆధారంగా పిల్లలను పఠనానికి సంసిద్ధపరచడానికి అంశాల గురించి నివేదిక తయారు చేయండి.

ఇ) రాయడం (స్వీయరచన)

- 1వ తరగతికి వెళ్ళి పరిశీలించండి. పిల్లలు ఏమి రాస్తున్నారో? ఎలా రాస్తున్నారో? రాయడాన్ని ఎలా ప్రారంభించారో పరిశీలించి విశ్లేషించి నివేదిక తయారు చేయండి. 3, 4, 5 తరగతుల పిల్లలు జవాబు పత్రాలను పరిశీలించండి. పిల్లలు రాసిన లేఖన దోషాల జాబితాను తయారు చేయండి. లేఖన దోషాల పోకడలను విశ్లేషించండి. వీటిని అధిగమించడానికి మార్గాలను సూచించండి.
- 3, 4, 5 తరగతుల పాఠ్యపుస్తకాలలో ఏదైనా ఒక పాఠంలో పొందుపరచిన ప్రాజెక్టు పనిని నిర్వహించండి. వారితో ప్రదర్శింప చేయండి. వాటిని గురించి నివేదిక తయారు చేయండి.

4. భాషా వనరులు - వాటి వినియోగం - భాషాభివృద్ధి కార్యక్రమాలు

- సూతన పాఠ్యపుస్తకంలోని "ముందుమాట"ను, ఉపాధ్యాయులకు సూచనలు చదవండి. దీని ఆధారంగా పాఠ్య పుస్తకాల్లో ఇతివృత్తాలు, ప్రక్రియలు, ఉపాధ్యాయుల తయారీ గురించి ఒక నివేదిక తయారు చేయండి.

5. భాష ప్రణాళిక - బోధనాభ్యసన ప్రక్రియల నిర్వహణ

- మీ సమీప పాఠశాలలోని బహుళ తరగతి బోధన పరిస్థితులలో ఉపాధ్యాయులు ఎలా ప్రణాళికలు తయారు చేస్తున్నారో చర్చించండి.
- ఏదైనా ఒక తరగతికి వార్షిక ప్రణాళికను, యూనిట్ ప్రణాళికను తయారు చేయండి.

6. భాష మూల్యాంకనం

- సామర్థ్యాల వారీగా పిల్లలు మూల్యాంకనం చేయడానికి నమూనా ప్రశ్నలు (పరీక్షాంశాలు) తయారు చేయండి.

7. ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి

- వివిధ దేశాల్లో ప్రాథమిక స్థాయి విద్యార్థులకు నిర్దారించిన విద్యా ప్రమాణాల వివరాలను పరిశీలించండి. ఏదైనా ఒక రెండు దేశాల వివరాలను మన దేశంలోని ప్రమాణాలతో పోల్చి నివేదికను తయారు చేయండి.
- నిరంతర వృత్తిపర అభివృద్ధి గురించి వివిధ దేశాల్లో చేపడుతున్న చర్యలను తెలుసుకోండి. రెండు, మూడు దేశాల (ఇంగ్లాండ్, ఫిన్లాండ్, యూ.ఎస్, ఆస్ట్రేలియా, న్యూజిలాండ్) కార్యక్రమాల ఆధారంగా నివేదిక తయారు చేయండి. దీనితో మన రాష్ట్రంలో పరిస్థితిని పోల్చండి. సూచన లివ్వండి.
- గిజుభాయి సమగ్ర సాహిత్యం పుస్తకాలను/గిజుభాయి రాసిన 'పగటి కల' పుస్తకాన్ని చదవండి. వీటి ఆధారంగా ప్రాథమిక పాఠశాలల్లో పనిచేసే ఉపాధ్యాయులకు ఉండాల్సిన లక్షణాలను పిల్లలతో ప్రవర్తించే తీరుతెన్నుల గురించి నివేదిక రాయండి. ప్రదర్శించండి.

201 - PEDAGOGY OF MOTHER TONGUE URDU AT PRIMARY LEVEL

201 - تحتانوی سطح پر مادری زبان اردو کی تدریس

MONTH WISE SYLLABUS DIVISION - ماہانہ نصاب کی تقسیم

Content مواد	Unit اکائی	Month مہینہ	Sl.No.
IV- درسی کتاب کا فہم عمل تدریس: ☆ قبل از تحتانوی اور تحتانوی سطح کی درسی کتب کی ترقی کے لیے فلسفیانہ نظریات پر مبنی رہنمایانہ اصول۔ ☆ مواد، پیش کش اور زبانوں کی تدریس کے طریقے کار، تفاولی اور اشتراکی طریقے مدرس بطور سہولت فراہم کرنے والا موضوع، یونٹ کی ساخت، مشقوں کی نوعیت اور ان پر عمل آوری۔ ☆ پہلی، دوسری اور تیسری، چوتھی اور پانچویں جماعتوں کے تعلیمی معیارات اور ان کے اکتسابی اشارے۔	4	DEC - 2026 & JAN - 2027	1
☆ زبان کی موثر تدریس کے وسائل۔ VI- کمرہ جماعت کا منصوبہ، لسانی اکتساب کی جانچ: ☆ تعین قدر اور جانچ۔ تعریف، ضرورت اور اس کی اہمیت۔ ☆ مسلسل جامع جانچ، اکتساب کی جانچ، اکتساب کے لیے جانچ۔	4 & 6	FEB - 2027	2
☆ تشکیلی جانچ اور اس کے وسائل، مجموعی جانچ، موازنہ جدول، Feed back کا طریقہ کار ☆ ریکارڈ اور رجسٹر، جانچ	6	MAR - 2027	3
REVISION	-	APRIL - 2027	

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

Sl. No.	Month	Unit	Content
1	DEC – 2026 & Jan - 2027	1	அலகு-1: தமிழ் மொழி கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும் தாய்மொழி கற்பித்தலின் நோக்கங்கள், குறிக்கோள்கள், முக்கியத்துவம், தாய்மொழி கற்பிக்கும் முறைகள் மற்றும் அடிப்படைத் திறன்கள்.
2	FEB - 2027	1 & 2	அலகு-1: தொடர்ச்சி, அலகு-2: மொழித் திறன்கள் அடிப்படை மொழித் திறன்களான கேட்டல், பேசுதல், படித்தல், எழுதுதல் (LSRW) மற்றும் அவற்றின் திறன் வளர்ச்சி, கற்றல்-கற்பித்தல் வழிமுறைகள்.
3	MAR - 2027	3	அலகு-3: தமிழ் கற்பிக்கும் முறைகள் உரைநடை கற்பித்தல், செய்யுள் கற்பித்தல், இலக்கணம் கற்பித்தல் மற்றும் துணைப்பாடம் கற்பித்தல் முறைகள்.
4	MAR - 2027	4	அலகு-4: பாடத்திட்டம் மற்றும் கற்பித்தல் திட்டமிடல் ஆண்டுத் திட்டம், அலகுத் திட்டம், பாடத்திட்டம் (Lesson Plan) தயாரித்தல் மற்றும் கற்பித்தல் படிநிலைகள்.
5	APRIL - 2027	5	அலகு-5: கற்பித்தல் துணைக்கருவிகள் மற்றும் வளங்கள் தமிழ் மொழி கற்பித்தலில் துணைக்கருவிகளின் பயன்பாடு, அகராதி, மின்வளங்கள் மற்றும் மொழி ஆய்வகம்.
6	APRIL - 2027	6	அலகு-6: மதிப்பீடு மற்றும் தேர்வுகள் தொடர் மற்றும் முழுமையான மதிப்பீடு (CCE), வினாத்தாள் தயாரித்தல், அகமதிப்பீடு மற்றும் புறமதிப்பீடு முறைகள்.

202 - UNDERSTANDING MATHEMATICS AND EARLY MATHEMATICS EDUCATION AT PRIMARY LEVEL - II (METHODOLOGY)

Sl. No.	Month	Unit	Content
1	DEC-2026	6	Understanding of Textbooks and Pedagogy - Philosophy and guiding principles for the development of Maths textbooks. - Content, approaches and methods of teaching Mathematics - Interactive and participatory methods, teacher as facilitator. - Areas, structure of the unit, nature of exercises and its implications. - Academic standards and indicators of learning. - Learning resources for effective transaction of Mathematics curriculum.
		7	Classroom Planning and Evaluation - 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)
2	JAN-2027	7	- Evaluation of planning - Assessment and evaluation - Definition, need and importance, important methods - Continuous and Comprehensive Evaluation (CCE) - Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.
3	FEB-2027	4	Visualization of Geometrical Shapes, Spaces, Patterns and Measurements - Types of Shapes - 2D & 3D - Understanding of shapes - Definition, need and difference
4	MAR-2027	4	- 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
5	APR-2027	5	Management of Data - Use of data - Collection, distribution and symbolization - Representation of data - Table forms, tally marks, graphs (bar graphs, pictorial graphs) - Revision & Mid Examinations

Suggested Practicum

- Observe 3-years old child and write a report on what Mathematical abilities child possess and how they acquire?
- Observe the children while they are playing and write a report on how do they frame rules of a game or a play? What is the implication in Mathematical learning?
- Analyze the textbook of any one of the Primary classes and write a report on how these new textbooks are child friendly and helps the children to construct the Mathematical concepts?
- Develop a Mathematical resource kit with locally available materials for effective transaction of Mathematical concepts at Primary Level.
- Develop questions for each Academic Standard at Primary Level.
- Observe the children notebooks of Mathematics or answer scripts of Mathematics. Identify the mistakes committed by the children and write a report on what are the reasons for these and how to overcome?
- Observe the Mathematical teaching learning process at Primary Level. Record the language used by the teacher and write a critical report on it.
- Analyze the Mathematics textbooks of Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.
- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.
- Analyze any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- Interview 10 children on 'Do this', 'Try this' and 'Think and discuss' exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyze the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 problems on addition and classify them on criteria of processing (aggregation and augmentation). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on subtraction and classify them on criteria of processing (reduction, elimination, difference and counter addition). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on multiplication and classify them on criteria of processing (adding in equal groups, increasing at the same rate, arrays and cross product). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on division and classify them on criteria of processing (grouping and sharing). Prepare strategies to teach these processes and write a report on your experiences.

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

Sl. No.	Month	Unit	Content
1	DEC-2026	3	Unit-3: Concept and Process of Learning • Behavior management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms. • Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive assessment; Assessing tasks and children's work; Feedback and reporting; Portfolios. • Process of children learning - How children learn? • Basic ideas of behaviorism and its implications • Concept formation - Meaning of concept, mental processes in concept formation, Bruner's and Piaget's modes of concept formation. • Thinking and reasoning, linkage between thinking and learning. • Cognition and learning - Constructivism, process of cognitive development - Its implications of teaching and learning.
2	JAN-2027	3	• Vygotsky theory - Concept of ZPD - Implications for teaching and learning. • Critical pedagogy - Concept - Need, Implications to teaching and learning.
3	FEB-2027	5	Unit-5: ICT Integration • ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data • Preparation and planning of multimedia lessons in school subjects.
4	MAR-2027	5	• 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.)
5	APR-2027	5	• 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 & Mid Examinations.

Suggested Practicum:

Task 1:

Analyze school textbooks to construct and discuss pedagogic elements. Presentation of analysis

Task 2:

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

Task 3:

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

Task 4:

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

Task 5:

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

“The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called truth.” — **Dan Rather**



204 - CHILDHOOD, CHILD DEVELOPMENT AND LEARNING-II

Sl. No.	Month	Unit	Content
1	DEC-2026 & JAN-2027	3	Unit-3: Cognition and Cognitive Development - Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence – Multiple intelligences, emotional quotient and management of emotions. - Cognitive Development: Social Contexts; Individual differences in the context of learning Perspectives on Cognitive Development – Piaget and Vygotsky. - Facilitating concept formation: Building on children's existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning
2	FEB-2027	4	Unit-4: Learning Contexts of learning: Home, School, Environment Factors influencing learning: Maturation, Emotions, Learning environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting, Personality.
3	MAR-2027	4	- Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator - Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning.
4	APR-2027	4	- Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools. - Mid Examinations

Suggested Practicum:

Task 1:

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

Task 2:

Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood.

The student teachers can identify any child to understand 5-14 year old children in diverse contexts and use case profile approach to study him/ her. The teacher educator could organize the class in such a manner that different students' profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analyzed

in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learners; first-generation school goers, street children and children living in slums; children with special needs.

Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3:

Students watch a movie to be identified collectively by teacher educators and student teachers, and reflect on portrayal of children in the same (for instance Salaam Bombay, The Blue Umbrella, Taare Zameen Par or other regional language movies). Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.

Task 4:

Student teachers conduct interviews with 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles and present their reports in class

Task 5:

Student teachers can take data from an elementary school with regard to the growth of height and weight of children and analyze this data and present their report.

Task 6:

The student teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children's responses.

Task 7:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood or schools. Student teachers could identify different games that children play; Individual and group behavior in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behavior, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

Task 8:

Student teachers identify a movie or a cartoon that is popular among children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student teachers.

Task 9:

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

Task 10:

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

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

Sl. No.	Month	Unit	Content
1	DEC-2026	1	Unit 1: What is Art? - What is Art? - Art and Its Role in Human Civilization
		2	- Introduction to Different Forms of Arts - Art and Craft with special reference to regional practices Unit-2: Art Education: Perspective of Different Philosophers and Educationist - Indian Philosophers – Tagore, Gandhi, Devi Prasad. - Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot
2	JAN – 2027	3	Unit:3 Art education in Primary Classes – Syllabus and Academic Standards - Relevance of Art Education in Primary classes (theoretical perspective) - Art Education and Child Development (visualizing role of art education in the building years of child's development) - Syllabus and Academic Standards - Suggested Activities for primary classes
3	FEB-2027	4	Unit-4: Art Education in Middle School - Role of Art Education in Middle School - Art – Exploring Histories (Local and Global) - Music - Dance - Painting - Theatre - Suggested Activities for Middle School
4	MAR -2027 & APR-2027	5	Unit-5: Art in Education OR Teaching Through Art - Art as an educational/pedagogy tool - Art and other Subjects - Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – II - Mid Exams

Suggested Practicum:

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

- 5) Literary Arts: linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
- 6) Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these vis-a-vis architecture and design; spaces for children in a city.
- 7) Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example - a heritage walk to a nearby monument and a public event about it - including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.
- 8) Read the syllabus of Art & Cultural Education for classes I to VIII and perform any one art form in the classroom and write a report.
- 9) List out local art forms and conduct interview with the local artist about the greatness of local art form and present status of the artist - Write a report.
- 10) Read the reference books pertaining to a local art form and write a review and present.
- 11) Visit 1 or 2 private/ government schools and observe the implementation of Art & Cultural Education in the schools.

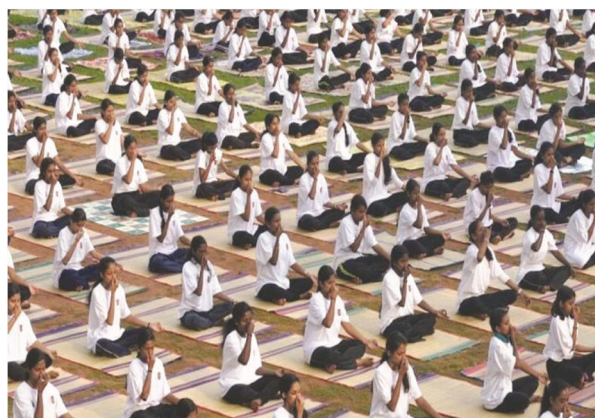
206 - YOGA, PHYSICAL & HEALTH EDUCATION – I
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	DEC-2026	1	Unit-1: Understanding Health and Well- Being - The meaning of health and well-being - Biomedical versus social health models - Understanding the linkages between poverty, inequality and health - Web of causation; Social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc. - Food and nutrition; Communicable diseases; Child abuse in various forms and its impacts; Corporal punishments and its impacts. - Reciprocal linkage between health and education - Childhood health concerns, hunger and malnutrition- Meaning and measures: Country/ State data. - Morbidity Mapping- Methods, observation, daily notes. Methods to understand children's health perceptions and self assessment of health
2	JAN-2027	3	Unit- 3: Physical Education - 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).Physical measurements (height, weight, chest) and BMI [Body Mass Index] twice in a year. - Sports and games (interrelations, sports and games in schools, traditional/ local games, modern games, ground preparation and courts, rules of games and sports). - Various competitions and tournaments and participation of children.
3	FEB-2027	4&5	Unit-4: Yoga and health - Meaning, concept of yoga. - Concept of Panchakosa - 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. Unit-5: Yoga and Physical Development - The Integrated Approach to Yoga - Characteristics of Physical Development - Yoga practices for Flexibility

			• Yoga practices for Stamina • Yoga practices for Endurance • Yoga practices for Lung Capacity • Yoga practices for Longevity
4	MAR-2027	6&7	Unit-6: Health of Children in the Context of School • 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. Unit-7: Curriculum, Syllabus and Assessment • Syllabus for Physical & Health Education. • Academic Standards Assessment
5	April-2027	2	Unit-2: Understanding Children's Health Needs • Food and Nutrition; Communicable diseases; child abuse in various forms and its impacts; corporal punishments and its impacts. • Reciprocal linkage between 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 & Mid Exams.

Suggested Practicum:

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



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

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

Collect information on Yoga Asana by reviewing authoritative sources on Yoga and write? a report on it.

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

5.3 SEMESTER – III

301 - PEDAGOGY OF ENGLISH AT PRIMARY LEVEL-I

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Issues of Teaching of English at the Elementary Stage - Issues of learning English in a multi-lingual/ multi-cultural society: Issues related to teacher proficiency; Acquisition of language Vs Preparing children for examination, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition - Teaching English as a second language: developmental, socio-economic and psychological factors; - The nature of language – learning versus acquisition; the pedagogy of comprehensible input
2	JUL-2027	2	Unit-2: Teaching Learning Material and Textbooks - Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V. - Role of big books and theme pictures in teaching English. - Philosophy and guiding principles for the development of English textbooks - NCF, SCF, RTE, Position of Paper on Teaching of English. - Selection of themes and unit structure. Academic Standards and learning indicators
3	AUG-2027	3	Unit-3: Approaches to the Teaching of English - Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: grammar-translation method, directive method, communicative approach, suggestopedia. - The pedagogy of comprehensible input. Approaches to teaching of English to young learners. Second Language acquisition theories - Stephen Krashen, Steven Pinker, Vivian Cook, Vygotsky. - The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching - Large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration, home environment/ community/ peer group)

4	SEP-2027	3&4	• State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy. • Activities: Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications. Unit – 4: Classroom Transaction Process • The Modular transaction – Pre-reading, Reading and Discourse construction and editing; Role of interaction in transaction of different modules in a unit; Steps in teaching. • Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses
5	OCT-2027	4	• 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. • 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
6	NOV-2027		• Revision • Mid Examinations

Suggested Practicum:

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

302 -PEDAGOGY OF ENVIRONMENTAL STUDIES AT PRIMARY LEVEL-I

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Understanding Environmental Science • 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	JUL-2027	2	Unit-2: Understanding Children's / Thoughts / Ideas • 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	AUG-2027	3	Unit-3: Teaching Environmental science – Class management • 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	SEP-2027	3	• 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	OCT-2027	5	Unit-5: EVS Annual Teaching plan • Why planning? • Some examples of a good EVS class • Addressing children's alternative conceptions: Some experiences. • 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) • Teaching readiness – Planning of Teaching EVS. Year plan and period plan planning for multi grade / multi levels.
6	NOV-2027		• Revisions • Mid Examinations

Suggested Practicum:

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

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

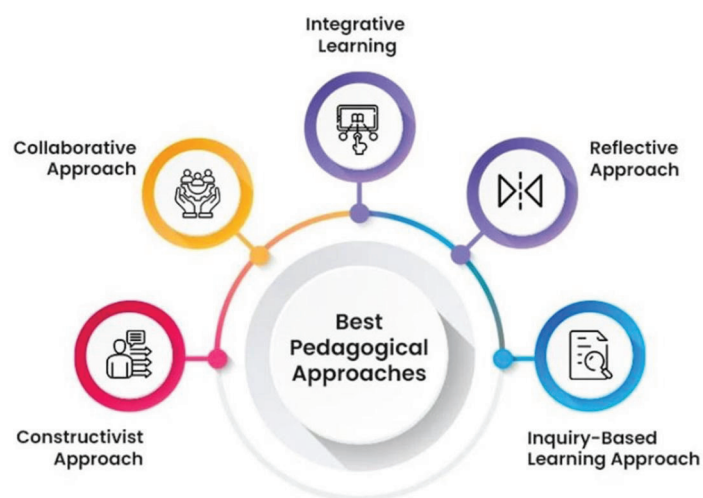
[A] Pedagogy of English Language Education (Classes VI to VIII) - I

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: English Language Classroom • Introduction • Aims and objectives of English language teaching. • State policies on language and education. • Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching. • Multilingualism as a resource in teaching of English. • 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	JUL-2027	2	Unit-2: Developing English Language Skills – I • 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	AUG-2027	3	Unit-3: Developing Language Skills –II • Introduction Literacy and Reading • Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers

			• Ways of reading; pre-reading and post reading activities. Individual reading and collaborative reading. • Beyond the textbook: Diverse forms of texts as materials for language. • Relationship of language and society: Identity, power and discrimination • Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics • Helping children to become good readers.
4	SEP-2027	3	Writing • What is writing and relationship between Reading and Writing • Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit/ notice/ poster etc. • Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts. • Individual writing and collaborative writing. • Editing of children writings based on the indicators. • Teacher is a facilitator in developing reading and writing among the children. • Assessment of writing. • Linkages between reading and writing.
5	OCT-2027	6	Unit-6: Classroom Planning and Evaluation • Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching. • Assessment and evaluation – Definition, need and importance. Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures. • Recording the children performance and CCE Register. • Beyond the textbook: Diverse forms of texts as materials for language. • 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
6	NOV-2027		• Revision • Mid Examinations

Suggested Practicum:

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



**303 - [B] Pedagogy of Mother Tongue (Telugu Language) Education
(Classes VI to VIII) at Elementary Level - I**

S.No.	Month	Unit	Content
1	June - 2027	1	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) 1.2 భాషా ప్రయోజనాలు (భాష-ఆలోచన, జ్ఞాన నిర్మాణానికి, జ్ఞానోత్పత్తికి, జ్ఞాన వినిమయమునకు, జ్ఞాన నిలువ కొరకు, కార్యకలాపాలలో భాష, భావవినిమయంలో భాష, ఆటల్లో భాష, ఇతరులతో సంబంధాలు ఏర్పరచుకోవడం) 1.3 మన మాటల ప్రభావం - మనపై, ఇతరులపై 1.4 మానవ భాషలకు, జంతుభాషలకు గల తేడా (జంతువుల భావప్రకటన విధాన పరిచయం (కోతులు, చింపాంజీల భాషా సంకేతాలు- భావప్రకటనలు) 1.5 ప్రపంచ భాషలు - వాటి వర్గీకరణ 1.6 భాషా నిర్మాణం (భాషోత్పత్తి మానవ భాష, భాషోత్పత్తి (ధ్వనులు, పలుకులు) 1.7 భాష - మాతృభాష, నేర్చుకోవడంలో మాతృభాష ప్రాధాన్యత - మాతృభాషలో అభివ్యక్తి 1.8 భాషను గురించిన అనుమానాలు 1.9 భాష - సజ్జెక్టులతో సంబంధం / అభ్యసనంలో భాష పాత్ర 1.10 తెలుగు భాష - ధ్వని - వర్ణం - అక్షరం - పదం; తెలుగు వర్ణ నిర్మాణ క్రమం, వాక్య నిర్మాణం, తెలుగు వాక్యం, ధ్వని పరిణామం, అర్థ పరిణామం
2	July-2027	2 & 3	Unit 2: భాష - సమాజం 2.1 మానవ సమాజాలు - బహుభాషలు, భాష - గుర్తింపు, అన్ని భాషలు సమానమే 2.2 భారత రాజ్యాంగంలో భాషకు సంబంధించిన అంశాలు, భాషా విధానాలు (త్రిభాషా సిద్ధాంతం) 2.3 మాతృభాష, ఇతర భాషలు - ప్రథమ, ద్వితీయ, తృతీయ భాషలు 2.4 భాష మరియు సాహిత్యం 2.5 భాష - సంస్కృతి 2.6 భాష ఒక సజ్జెక్టు - ఒక మాధ్యమం, అక్షరాస్యత 2.7 గ్రాంథిక భాష, వ్యావహారిక భాష, మాండలిక భాష (ప్రాంతాల వారి మాండలికాలు; వర్ణ, కుల మాండలికాలు), 2.8 ప్రామాణిక భాష, అధికారిక భాష, మాధ్యమ భాష, తెలుగు భాష పూర్వ వైభవ స్థితి. Unit 3: సాహిత్యాధ్యయనం - ఆవశ్యకత - అవగాహన 3.1 సాహిత్యాన్ని ఎందుకు చదవాలి? 3.2 తెలుగు భాషా సాహిత్యం - వివిధ ప్రక్రియలు 3.3 ప్రాచీన తెలుగు సాహిత్యం కవులు, రచనలు, శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు/ రచయితలు) 3.4 ఆధునిక తెలుగు, సాహిత్యం కవులు, రచనలు-శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు/ రచయితలు)

3	Aug-2027	4 & 5	Unit 4: పిల్లలు - భాష - అభ్యసనం 4.1 పిల్లలు భాషను ఎలా నేర్చుకొన్నారు? (ముద్దు ముద్దు మాటల నుండి మాట్లాడడం నేర్చుకోవడం, పిల్లల అంతర్గత శక్తులు, సార్వత్రిక భాషా విభాగం, భాషా వాతావరణంలో ప్రతిచర్యలు, నేర్చుకోవడంలో తప్పులు చేయడం. 4.2 పిల్లల బహు భాషా సామర్థ్యం, ప్రత్యేక సందర్భాల్లో వ్యక్తీకరించే సామర్థ్యం 4.3 పిల్లలకున్న భాషాసామర్థ్యం (పిల్లలు నియమాలు ఏర్పరచుకుంటారు (పట్టుకుంటారు) ఉదా: వాక్యనిర్మాణ పద్ధతులు) 4.4 పిల్లలు నేర్చుకోవడం గురించి అపోహలు - వాస్తవాలు 4.5 ఉపాధ్యాయుని పాత్ర Unit 5: భాషా సామర్థ్యాలను అభివృద్ధిపరచడం 5.1. మాట్లాడడం (తనను గురించి మాట్లాడే అవకాశమివ్వడం; పాఠశాల అనుభవాలు చెప్పడానికి అవకాశమివ్వడం; చిత్రాలపై చర్చలు-అన్వేషణ, పరిశీలన, కల్పన/ ఊహించుట; జరగబోయేది ఊహించడం, సంబంధాలను కూర్చడం మొ॥వి; కథలు వినిపించి వాటిపై చర్చించడం; కొన్ని మార్గదర్శకాలు; ఉన్నత తరగతుల వాచకాల్లో మాట్లాడడానికి సంబంధించిన అంశాలను గుర్తించడం - విశ్లేషించడం) 5.2 ధారాళంగా చదవడం - అర్థం చేసుకోవడం (పఠన నమూనాలు; చదవడంలో రీతులు; చదవడంలో ఇబ్బందిపడడం; సరిగా చదవడం అంటే?; పిల్లలు చదవడానికి ఎందుకిష్టపడరు?; చదవడం ఎలా నేర్పాలి?; పుస్తకాలతో ప్రారంభం; కవితలు, పాటలు, కథలు, వినడం, చదవడం/ పాడడం; ప్రారంభ తరగతుల్లో చదవడాన్ని ఆసక్తికరంగా మార్చడం ఎలా? - కొన్ని కృత్యాలు; పూర్ణపద్ధతి, పదాల గుర్తింపు-శబ్దాలు, ధ్వనులను గుర్తించడం; ఉన్నత తరగతుల వాచకాలు చదవడం - అభ్యాసాల విశ్లేషణ, అవగాహన; పిల్లలు ధారాళంగా ఏమేం చదవగలగాలి? - కథలు, కవితలు, గేయాలు, ఆత్మకథలు, సంభాషణలు, పద్యాలు, వ్యాసాలు మొ॥వి; పిల్లలు ధారాళంగా చదవగలుగుతున్నారా? అర్థం చేసుకోగలుగుతారా?; చదవడం ఆసక్తిగా మార్చడం ఎలా?; చదివిన తర్వాత పిల్లలు ఏమేం చేయగలగాలి?; పాఠ్యపుస్తకాలలోని అభ్యాసాల విశ్లేషణ - అవగాహన)
4	Sep - 2027	5	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 సరిదిద్దడం; నూతన వాచకాల్లోని వీటికి సంబంధించిన అభ్యాసాలను గుర్తించడం - విశ్లేషించడం, అవగాహన 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. 5.5 పిల్లల్లో పదజాలాభివృద్ధి (బడికి రాకముందు పిల్లలకు పదాలకర్థాలు చెప్తారా?; పిల్లలు అర్థాలు ఎలా గ్రహిస్తుంటారు? పదజాలాభివృద్ధికి కొన్ని అభ్యాసాలు; పాఠ్యపుస్తకాలలో వీటికి సంబంధించిన అభ్యాసాల పరిశీలన - విశ్లేషణ-అవగాహన)

			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)
5	Oct - 2027	6	Unit 6: భాషా వనరులు - వాటి వినియోగం, భాషాభివృద్ధి కార్యక్రమాలు 6.1 పాఠ్యపుస్తకాలు - నిర్మాణంలోని కీలక సూత్రాలు, పాఠాల ఇతివృత్తాలు, పాఠ్యాంశాల ఎంపిక, విషయ అమరిక, అభ్యాసాలు 6.2 ధృశ్య, శ్రవణ సామగ్రి 6.3 వార్తాపత్రికలు, మేగజైనులు 6.4 గ్రంథాలయాలు - వాని వినియోగం 6.5 బాలసాహిత్యం, అదనపు పఠన సామగ్రి 6.6 స్థానిక కవులు, కళాకారులు, రచయితల సేవలు, సాహిత్య వినియోగం 6.7 అభ్యసనాభివృద్ధి కార్యక్రమం (లెర్నింగ్ ఎన్ హాన్స్ మెంట్ ప్రోగ్రామ్) 6.8 భాషాభివృద్ధి వినూత్న కార్యక్రమాలు (భాషామేళాలు, గోడపత్రికలు, దినచర్య రాయడం, బాలకవి సమ్మేళనాలు, సంచికల రూపకల్పన, పుస్తక సమీక్షలు మొ॥వి).
6	Nov - 2027		- Revision - Mid Examinations

Suggested Practicum:

1. భాష - సమాజం

దక్షిణాది రాష్ట్రాలలో భాషా విధానాల ప్రకారం పిల్లలు ఏ ఏ రాష్ట్రాలలో ఎన్ని భాషలు నేర్చుకున్నాం వివరాలు సేకరించండి. మన రాష్ట్రంలోని విధానాలతో పోల్చి నివేదిక తయారు చేయండి.

2. భాషా సామర్థ్యాలను అభివృద్ధి పరచడం

అ) మాట్లాడడం

ఏదైనా పాఠశాలకు వెళ్ళండి. తరగతి గదిలో పిల్లలు స్వేచ్ఛగా మాట్లాడుతున్నారా?

ప్రశ్నిస్తున్నారా? పరిశీలించండి. వీరిలో ఎంత శాతం మంది మాట్లాడగలుగుతున్నారు? ఎంత శాతం మాట్లాడలేకపోతున్నారు?

దీనికి గల కారణాలను విశ్లేషించండి.

ఆ) చదవడం

గిజుభాయి సమగ్రసాహిత్యంలో ప్రాథమిక శిక్షణకు సంబంధించిన అంశాలనచదవండి. దీని ఆధారంగా పఠన ప్రారంభ

కార్యక్రమం గూర్చి ఒక నివేదిక తయారు చేయండి.

ఇ) ధారాళంగా చదవడం - అర్థం చేసుకోవడం

తెలుగు వాచకాల్లోని (ప్రాథమికోన్నత స్థాయి) ధారాళంగా చదవడం అభ్యాసాన్ని పరిశీలించండి. జాబితా రూపొందించండి.

వర్గీకరించండి. వీటి ఆధారంగా పిల్లలు ఏమేం చేయగలరో నివేదికను తయారు చేయండి.

ఈ) రాయడం

ప్రాఫెసర్ కృష్ణ కుమార్ రాసిన పిల్లలు - భాష - ఉపాధ్యాయుడు పుస్తకాన్ని చదవండి. రాయడం నేర్పడాన్ని గురించిన నివేదికను తయారు చేయండి.

ఉ) లేఖన రీతులు

ప్రాథమికోన్నత స్థాయిలో ఏదైనా ఒక తరగతి 'కథ' పాఠ్యాంశాన్ని ఎంపిక చేసుకొని కథను వివరించండి. దీని ఆధారంగా సంభాషణలు రాయించండి. ఈ అనుభవాలతో ఒక నివేదిక తయారు చేయండి.

ఊ) పిల్లల్లో పదజాలాభివృద్ధి

వార్తాపత్రికలు, మ్యాగజైనులు పరిశీలించండి. పదజాలాభివృద్ధికి తోడ్పడే 10 భాషాక్రీడల జాబితాను తయారు చేసి వివరించండి.

ఋ) వ్యాకరణాంశాలు

తెలుగు, హిందీ, ఇంగ్లీషు భాషల్లోని వాక్యనిర్మాణంలోని నియమాలను మాతృభాష ఆధారంగా పిల్లలకు అవగాహన చేయండి. ఈ అనుభవాలతో ఒక నివేదిక తయారు చేయండి.

ఋ) భాషావనరులు - వాటి వినియోగం - భాషాభివృద్ధి కార్యక్రమాలు

మీ సమీప ప్రాథమిక పాఠశాలకు వెళ్ళండి. ఆ పాఠశాలలోని గ్రంథాలయంలోని పుస్తకాలను పరిశీలించండి. వీటిలో 1,2 తరగతులకు మిగతా తరగతులకు ఉపయోగించే సామాగ్రిని వర్గీకరించి వీటిని తరగతిగదిలో ఎలా ఉపయోగించాలో నివేదిక తయారు చేయండి.

పాఠశాలలో పనిచేస్తున్న ఉపాధ్యాయులు ఏరకమైన పని విభజనను అనుసరిస్తున్నారో నివేదికను తయారు చేయండి.

3. భాషా మూల్యాంకనం

మీ సమీప పాఠశాలలో నిరంతర సమగ్ర మూల్యాంకనం అమలు గురించి ఉపాధ్యాయులతో చర్చించి నివేదికలు తయారు చేయండి. దీనిపై మీ అభిప్రాయం తెలపండి.

4. ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి

అంతర్జాలం ఆధారంగా సబ్జెక్టుఫోరంలు వీటిలో పొందుపరచిన సమాచారం వివరాలు చర్చించిన అంశాలపై మీ అభిప్రాయాలతో నివేదిక తయారు చేయండి.

**303[B] Pedagogy of Mother Tongue (Urdu Language) Education
(Classes VI to VIII) at Elementary Level - I**

Content مواد	Unit اکائی	Month مہینہ	Sl.No.
1- زبان سے متعلق: ☆ زبان کی ضرورت، زبان کی فطرت، زبان کی بناوٹ و ساخت، زبان لا محدود ہے، انسانی وجود ہے، صوتی یعنی آواز سے تعلق رکھتی ہے، جملوں کی بناوٹ، طور طریقے اور اصول پر مبنی مختلف افعال، آفاقی بناوٹ، محرک، بقاء، زبان کی ترقی کا تعلق اس کے استعمال سے (رسم الخط)، ☆ زبان کی خوبیاں: زبان۔ سوچ، علم کی تشکیل کے لیے، علم کے فروغ کے لیے، تصورات کے اظہار کے لیے، مختلف اعمال میں زبان، کھیلوں میں زبان، آپسی تعلقات قائم کرنے کے لیے۔ ☆ ہماری گفتگو کا اثر ہم پر اور دوسروں پر۔ ☆ انسانوں کی زبان اور حیوانوں کی زبان میں فرق ہے (حیوانوں کے احساسات کے اظہار کا طریقہ، جیسے بندر، چمپانزی کی زبان، اشارے، احساسات کا اظہار) ☆ عالمی زبانیں۔ ان کی درجہ بندی۔ ☆ زبان کی بناوٹ (زبان کی تشکیل، انسانی زبان، زبان کا وجود) (ہجا، تلفظ) ☆ زبان۔ مادری زبان، زبان کے اکتساب میں مادری زبان کی اہمیت، مادری زبان میں اظہار خیال۔ ☆ زبان سے متعلق شکوک و شبہات،۔ ☆ زبان۔ مضامین سے تعلق۔ اکتساب میں زبان کا کردار۔ ☆ اردو زبان۔ ہجا، حروف تہجی، اردو زبان کے حروف تہجی کی ترتیب، جملے کی ساخت، تلفظ کی ادائیگی۔	1	June & July - 2027	1
II- زبان۔ سماج ☆ انسانی سماج۔ کثیر لسانی، زبان۔ شناخت، تمام زبانوں میں یکسانیت۔ ☆ ہندوستانی دستور میں زبان کا تذکرہ، زبان کی پالیسی، سہ لسانی طریقہ۔	2&3	AUG - 2027	2

		AUG - 2027	2&3	☆ مادری زبان، دیگر زبانیں، زبان اول، زبان دوم، زبان سوم۔ ☆ زبان اور ادب ☆ زبان - ثقافت ☆ زبان ایک مضمون، ذریعہ تعلیم، خواندگی ☆ ادبی زبان (بولی) بول چال کی زبان، علاقائی زبان (علاقائی طبقے، رنگ روپ، ذات پات کے اعتبار سے طبقات) معیاری زبان، سرکاری زبان، ذرائع ابلاغ کی زبان، اردو۔ ☆ زبان کی قدیم حالت۔ ☆ اردو زبان پر دیگر زبانوں کا اثر - جیسے سنسکرت، فارسی، عربی، ترکی، انگریزی وغیرہ۔ ترجمہ۔ III۔ ادب کا مطالعہ۔ ضرورت۔ تفہیم (آگہی): ☆ ادب کا مطالعہ کی ضرورت۔ ☆ اردو ادب - مختلف افعال۔ ☆ قدیم اردو ادب، اشعار، تصانیف، طرز و تحریر (ریاستی و دیگر شعراء، ادیب)
3	SEP - 2027	4	IV۔ بچے۔ زبان۔ اکتساب: ☆ بچوں کی سہ لسانی مہارتیں، مخصوص مواقعوں میں اظہار خیال کی مہارتیں۔ ☆ طلباء میں لسانی مہارتیں (اصولوں کو قائم کرنا)۔ ☆ بچوں کے سیکھنے سے متعلق شکوک و شبہات۔ حقائق۔ ☆ معلم کا کردار۔	
4	OCT - 2027	5	V۔ لسانی مہارتوں کو فروغ دینا۔ ☆ بولنا، (اپنے متعلق بولنے کے مواقع فراہم کرنا، ذاتی تجربات کے مواقع دینا، تصاویر سے متعلق بحث و مباحثہ، تحقیق، مشاہدہ، قیاس کرنا، نتائج کا قیاس کرنا، تعلقات قائم کرنا وغیرہ۔ کہانی سنانا، اس پر بحث کرنا، رہنمائی کرنا، اعلیٰ جماعتوں کی درسی کتابوں میں بولنے سے متعلق موضوعات کی نشاندہی کرنا۔ تجزیہ کرنا۔ ☆ روانی سے پڑھنا، فہم حاصل کرنا (مطالعہ کے طریقے و نمونے، پڑھنے میں مشکلات، صحیح پڑھنے کا انداز، پڑھنے میں عدم دلچسپی، پڑھنا سکھانا، کتابوں سے شروعات، نظم، گیت، کہانیاں، سننا، پڑھنا، اور گانا، ابتدائی جماعتوں میں پڑھنے کو کس	

☆ لکھنا: (از خود لکھنا): (طلباء کو کیوں لکھنا چاہیے؟ کس طرح لکھنا ہوگا؟ لکھنے میں خامیاں اور غلطیاں، تجزیہ، وجوہات، مسائل کی نشاندہی، قبل از لکھنے کی سرگرمیاں، لکھنے کی مہارت، لکھنے کا فن، لکھنا سکھانا، قدیم طریقہ، جدید طریقہ، لکھنا سکھانے کی مشقیں، اگلی جماعتوں کی درسی کتابوں میں لکھنے سے متعلق مشقوں کی نشاندہی، تجزیہ، فہم) لکھنے میں خامیاں، ان کی سدھار، نئی درسی کتابوں میں ان سے متعلق مشقوں کی نشاندہی، تجزیہ، فہم۔ ☆ تخلیقی اظہار (مختلف تصانیف): (کیا بچے مدرسہ آنے سے پہلے الفاظ کے معنی کہہ سکیں گے؟) طلباء معنی کا فہم کس طرح حاصل کرتے ہیں؟ لفظیات میں ترقی کے مشق کا عملی کام، درسی کتابوں میں ان سے متعلق مشقوں کا مشاہدہ۔ تجزیہ۔ فہم۔	5	OCT - 2027	
☆ قواعد: پہلے کون؟ زبان یا قواعد۔ کیا مدرسہ آنے سے قبل بچوں میں قواعد کا علم ہوتا ہے؟ قواعد کے علم کے بغیر بچہ زبان کا استعمال کس طرح کرتا ہے؟ قواعد سے متعلق شکوک و شبہات، حقائق، قواعد سے متعلق معلومات کس طرح فراہم کیے جائیں، درسی کتابوں میں قواعد کا مشاہدہ، تجزیہ، فہم۔ ☆ VI- زبان کے وسائل۔ ان کا استعمال، زبان کی ترقی کے پروگرام۔ ☆ درسی کتابیں۔ درسی کتاب کو مرتب کرنے کے اصول، اسباق کی ترتیب، موضوعات کا انتخاب، عنوان کی ترتیب، مشقیں۔ ☆ سمعی و بصری آلات۔ ☆ روزنامے، اخبارات، رسالے۔ ☆ کتب خانہ اور اس کا استعمال۔ ☆ بچوں کا ادب، زائد مطالعے کے لیے کتب/ وسائل۔ ☆ مقامی شعراء، فن کار، مصنفوں کی خدمات، ادب کا استعمال ☆ اکتساب کی ترقی کا پروگرام۔	5&6	NOV - 2027	5

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

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Introduction to Upper Primary School Mathematics • Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truth criteria. • Transition from early school Mathematics to upper primary school Mathematics. • How to develop Mathematical thinking at Elementary Level (concrete, abstract, specific to general) • Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic & geometric thinking. • Validation Processes - informal & intuitive; visual proofs and formal proof • Constructivism and Mathematics learning. • History of Mathematics (Aryabhatta, Bhaskara, Brahmagupta, Euclid, Fermat).
2	JUL-2027	2	Unit-2: School Mathematics Topics and Processes • 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, percent) and changing one to another; factors, multiples, LCM and GCD square roots and cube roots
3	AUG-2027	2	• 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. • 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 rely on algebraic thinking.
4	SEP-2027	3	Unit-3: Teaching of Mathematics for Classes 6 to 8 • Visit of a good Maths classroom (vision of the classroom), role of the teacher • The role of an upper primary school mathematics teacher • Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic • Developing the processes of Mathematisation - Words in the concepts, communicating, reasoning, argumentation, justifying, generalizing, representing, problem-solving and connecting
5	OCT-2027	3	• Organising and facilitating Upper Primary School mathematics classrooms that support Mathematisation processes. • 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;
6	NOV-2027		• Revision • Mid Examinations

Suggested Practicum

- Analyze the Mathematics textbooks at Elementary Level and write a report on reflection of Academic Standards.
- Write mathematical problems for each Academic Standard.
- Observe a mathematical classroom at Elementary Level, write a critical report on how these classroom processes helps the children to develop mathematical thinking.
- Develop a Maths question paper for any one of the class at Elementary Level.

- Observe a Maths classroom at Elementary Level while transaction of a unit from introductory part to 'Do this', 'Try these', 'Think-Discuss' and exercises. Write a critical report on teachers role involve children in the classroom process and develop mathematical thinking.
- Take any other publications, textbooks at Elementary Level. Compare the presentation of the content, concepts, exercises etc. Write a critical report on it.
- Analyze the Mathematics textbooks of Upper Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.
- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.
- Analyze any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- Interview 10 children on 'Do this', 'Try this' and 'Think and discuss' exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyze the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 verbal problems on ratios and proportions and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on simple linear equations and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- How can you copy an angles through constructions? Explain the teaching strategies.
- Explain the teaching strategies in learning the proofs in the geometry. Suggest some activities.
- Visit any Temple/ Mosque/ Church/ Gurudwara/ Palace/ Fort. Identify geometrical shapes used in their construction. Visualize those constructions of geometrical shapes while the construction of said places.

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

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Nature and Scope of Science and Children's Ideas in Science • 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	JUL-2027	2	Unit-2: Revisiting School Science • Investigating different themes and interdisciplinary concepts using children's questions. • How do clouds form? • How do plants and animals utilize their food? • How does an electric bell work? • Where all does the rain water go? • Why does a candle become short on burning? • How do babies develop inside mothers? • Planning for teaching – Living and 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.
3	AUG-2027	3	Unit-3: Understanding Science Textbooks and Pedagogy • 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?

4	SEP-2027	5	Unit-5: Science for All • 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).
5	OCT-2027	5	• Loss of habitat and endangered species (local specific). • Indigenous people and issues of survival. • Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field. • Concept of Popular Science, agencies of Popular Science, Popular Science and scientific temper.
6	NOV-2027		• Revision • Mid Examinations

Suggested Practicum:

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

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

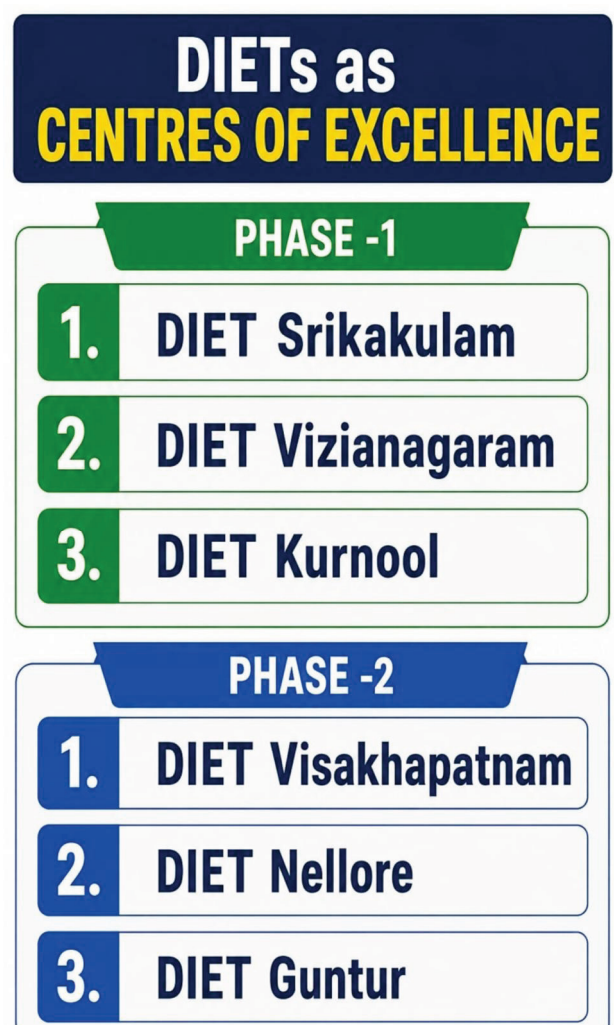
Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Introduction to Social Science - Purpose and significance of social science in school curriculum at Elementary Level (NCF-2005, RTE-2009, SCF-2011). - Significance of national core elements (NPE-1986) and Social Science curriculum. - Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum - Misconceptions about social sciences, true concepts of Social Science and values associated with Social Science. - Significance of History, Geography, Political Science and Economics.
2	JUL-2027	1&2	- Interconnection and relationship between History and Geography - Approaches to organize Social Sciences- Integrated issue based, discipline centered, and interdisciplinary. - Constructivism and teaching Social Science Unit-2: Key themes in Social Science - Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)
3	AUG -2027	2	- 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.

4	SEP-2027	3	Unit-3: Understanding Textbooks and Pedagogy - Philosophy and guiding principles of development of Social Science textbooks. - Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator (Project method, problem solving, debate and discussions, inquiry based approach, activity based approach etc.).
5	OCT-2027	3	- Themes, structure of the unit, nature of the exercises and its implications - Aims and objectives of teaching Social Science. - Academic Standards and indicators for learning. - Learning resources for effective transaction.
6	NOV-2027		- Revision - Mid Examinations

Suggested Practicum:

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which are these celebrations are shared by different regional and religious communities? Find out how the historical and geographical factors have influenced the diversity found there. Explore the connections between the historical and geographical factors.
- Discuss the most significant technological, economic, social and cultural changes taking place in the town/village in which you live, in a group. Which sources will you use to find out about these changes after a period of twenty years? What questions will you frame? Which sources are likely to reveal more? Write your findings in the form of a report.
- You are a historian. Choose the economic/ social/ political history of your region and discuss how you will teach it to your students.
- Find out where records are kept in your village/ city. What are the types of records? Who writes these records and who are the people who use them?
- Make a weather calendar for one-week collecting data from newspapers. Use pictures or symbols to show different types of weather. Analyze the data and present your findings with the help of charts and diagrams.

- Prepare a project about an issue connected with the working of your State Government like an education programme, any law and order issue, midday meal scheme, etc. Collect stories, interviews, poems, case studies, newspaper reports
- Read the collected material and write your observations, analyzing and evaluating the programme.
- Think of a common thing we use, example, tea, milk, sugar, paper, etc.
- Represent in a visual form, the chain of events that takes place before it reaches you. Discuss the concepts of market, labour and exchange in this process and think of a suitable teaching strategy to teach these concepts to your students.
- Observe Social barriers prevailing in your village and suggest possible solutions.
- Prepare a brochure on your village by incorporating historical, geographical, political and economic aspects.
- Conduct Mock Assembly/ Parliament on any one of the important issues of society and write a report.



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

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Colonial and nationalist ideas on education - Colonial education, indigenous education, debate over education policy (Orientalists, Anglicizes) 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	JUL-2027	1&2	- Social Movements in pre-independent India– Voices of the marginalized and their struggles for equal participation in education Unit- 2 : Indian Constitution and Provisions for Education - Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education
3	AUG-2027	2	- Panchayat Raj Institutions and Education - 73rd& 74th Constitutional Amendments and its implications. - Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
4	SEP -2027	2	Equality and Justice in the Indian Constitution (Understanding the Preamble and basic concepts in Indian Constitution, Role of education to ensure Fundamental Rights); Reservation as an egalitarian policy: Equalisation of educational opportunities, Differential school system and idea of common neighbourhood and school system
5	OCT-2027	2	Human and Child Rights
6	NOV-2027		- Revision - Mid-Examinations

Suggested Practicum

Task 1

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

Task 2:

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

Task 3:

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

Task 4:

Student teachers take up group projects on themes such as First generation school goers - issues and concerns; Education of children from slums, migrant children and other children in difficult situations- documenting experiences; Education of children with special needs - challenges and opportunities

Task 5:

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

Task 6:

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

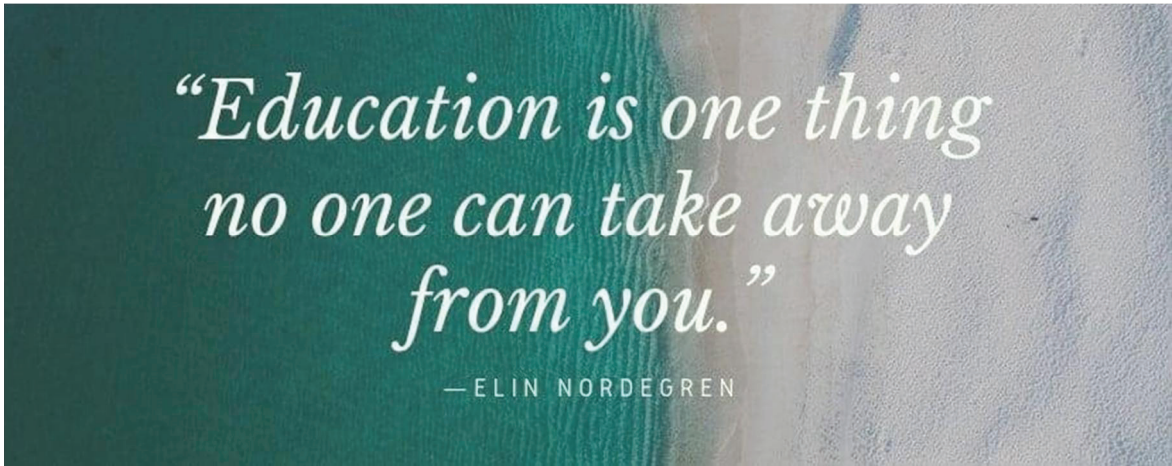
“The qualitative training in the training colleges or schools would inspire and motivate them into action to the benefit of the students. For equipping such trainee students in a school or a college, all facilities and equipment’s are absolutely necessary and institutions bereft thereof have no place to exist nor entitled to recognition. In that behalf compliance of the statutory requirements insisted upon. Slackening the standard and judicial fiat to control the mode of education and examining system are detrimental to the efficient management of the education.”

305 - INTEGRATING GENDER AND INCLUSIVE PERSPECTIVES IN EDUCATION

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit – 1: Inclusive Education - 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
2	JUL-2027	1 & 2	- Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns - Understanding and exploring the nature of assessment for inclusive education Unit – 2: Children with Special Needs - Historical and contemporary perspectives to disability and inclusion, types of disability, identification, assessment and interaction. - Range of learning difficulties
3	AUG-2027	2 & 3	- Disability identification, assessment and interaction - Approaches and skills for teaching children with learning difficulties Unit-3: Inclusion and Classroom Management - Academic inclusion and support - Inclusive classrooms - Mono-grade, multi-grade situation and inclusion
4	SEP-2027	3 & 4	- Multilevel strategies - Multi-lingualism and inclusion Unit-4: Gender1, School and Society - Social construction of masculinity and femininity - Patriarchies in interaction with other social structures and identities
5	OCT – 2027	4 & 5	- Reproducing gender in school: Curriculum, textbooks, classroom processes and student-teacher interactions - Working towards gender equality in the classroom Unit-5: Integration of gender and inclusion perspectives - Reflection on personal growth, beliefs, assumptions and stereotypes. - Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.
6	NOV-2027	5	- Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices - Revision & Mid Examinations

Suggested Practicum:

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



*“Education is one thing
no one can take away
from you.”*

— ELIN NORDEGREN

306 - SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT

Sl. No.	Month	Unit	Content
1	JUN- 2027	1&2	Unit-1: School and School Culture • 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 Unit-2: School Level Programmes and Activities • School timetable/ schedule • School assembly • School library • School Development Plan - Planning, implementation and assessment • School community relationship • School games, sports, tournaments • School level cultural activities • School level records • Resources - Human, physical, financial
2	JUL- 2027	3&4	Unit-3: School Effectiveness and School standards • School effectiveness and its improvement • School improvement – Strategies, initiatives • School performance evaluation: Process and performance indicators • Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects) Unit-4: School Management and Leadership • Concept of school administration, management and leadership • Types of managements and leadership • HM as a leader: Delegation, conflict management, maintain relationship (interpersonal); administration, team building and team work, school improvement, modeling, resource management, community relationship.
3	AUG- 2027	5	Unit-5: Academic Leadership of Headmaster • Allotment of subjects: Curricular and co-curricular • Ensuring teacher preparation (lesson plan/ TLM etc.) • Ensuring 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. • Demonstration of children performance to the parents during SMC meeting (RTE-2009) • Conducting staff meeting - Review performance, recording the minutes, resolutions, fixing targets.

4	SEP-2027	6	Unit-6: Teacher – Professional Development - 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. - Current status and practices of teacher development
5	OCT-2027	6	- Government/ management initiative programmes - Self directed and managed professional development - Impact of teacher development on students, organization and community. - Pre-service teacher education: Concept, nature, objectives, scope. - In-service teacher programme: Purpose and practice of various commissions and recommendations - 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. - Roles, functions and networking of institutions like NCERT, NCTE, NUEPA, IASE, CTEs, DIETs and their websites.
6	NOV-2027		- Revision - Mid Examinations

Suggested Practicum:

- The practicum component of this course is meant to help students make specific connections between field observations, class discussions, analytical presentations and participation in change visualization.
- Prepare a School Development Plan (SDP) and present.
- Develop a questionnaire for an HM and write a report on whether he may be a leader or manager.
- Meet 2 or 3 Headmasters of UP/ High School and list out the problems of their schools and its management. Discuss with them about how do they solve the problems. Write a report on your experiences.
- Managing the classroom
- The role of the school head
- Interactions with support organizations
- School improvement plan
- Change facilitation processes

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

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Work Education: Meaning & Importance • Orientation on the subject. • Meaning of Work Education; Purpose of Work Education. • The idea of Mahatma Gandhi. • Child work Vs Child labour. • Sense of isolation in work and education and its implications. • Need of integration in work and education.
2	JUL-2027	2	Unit-2: Work Education: Different Aspects of Integration in Work and Education • Self reliance (economic). • Sense of Responsibility. • Respect for work. • Correlation.
3	AUG-2027	3	Unit-3: School Curriculum and Work • Work as a part of school curriculum. • The role in the work of school curriculum. • Syllabus and Academic Standards • Assessment of Work & Education.
4	SEP-2027	4	Unit-4: Work Education - Some Experiments and Activities • Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation; • Preparation of models and goods; population activities etc. • Conduct of whole activities: Nature and purpose – List of activities.
5	OCT-2027	5	Unit-5: Changing Scenario of Work Education • Relation between work and education • Problem and limitations in implementation of work and education
6	NOV-2027		• Revision & Mid Exams

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

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: The Meaning and Importance of Values and Ethics • The difference between morals and ethics. • Why do we need ethics? • Ethical development. • Operation of ethics. • Theories of moral development. • Importance of value education.
2	JUL-2027	2	Unit-2: Which Values and Why • Core values- that focuses on dignity and worth of a person. • Exploring the universal values and from a personal perspective. • Democratic and other Constitutional values. • 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	AUG-2027	6 & 7	Unit-6: Value Education, Life Skills • Syllabus for Value Education & Life Skills. • Strategies and approach. • Suggested programmes. • Role of schools and teacher. • Assessment of Value Education & Life Skills. Unit-7: Syllabus of Life Skills and Value Education for Classes I to VIII. • Academic Standards, Syllabus, Assessment

4	SEP-2027	3&4	Unit-3: Indian Constitution – Human Rights and Education, Child Rights • What do we mean by human rights? • Human rights in India. • Rights guaranteed by the Constitution of India. • Role of the school in observation and promoting human rights and child rights. Unit-4: Life Skills • What are life skills? • Need and importance of life skills in human life. • Life skills education in schools
5	OCT-2027	5	Unit-5: Value Education and School • The role of school in developing appropriate values in the children. • How do teacher model their behavior for improving the value system among children. • The nature of programmes and activities in the school to inculcate values.
6	NOV-2027		• Revision & Mid Exams



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

Sl. No.	Month	Unit	Content
1	JUN-2027	1	Unit-1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health • Critical Reflection on the concept of Health Education Behavior 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	JUL-2027	2	Unit-2: Knowledge and Development of Health Concepts among Children • Food and nutrition. • Communicable diseases. • Understanding one's body, alternative systems of health and healing, safety, precautions of injuries. • First aid (workshop mode). • Child abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher. ○ 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) Pregn 6) AIDS Programme 7) Other Programmes in the PHC, TB, Leprosy, Dengue • Athletics • Organizing of tournaments, marking of courts and officiating i) Kabaddi, ii) Kho Kho iii) Volleyball iv) Ball badminton, v) Tennikoit etc.

3	AUG-2027	3	Unit-3: Focus on Yoga- learning its principles and basic <i>asanas</i>. • Demonstrate Pranayama before your peer group and write a report on those. • Survey and find out people who got cured through yoga practice and write a report on it. • Learn any one type of meditation and write a report on your experiences.
4	SEP-2027	4	Unit-4: Understanding Emotional Health Needs, Diversity and Inclusion • 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 • Diversity in the classroom- different learners, different needs and the concept of inclusion. • Learning Disabilities and engagement in the classroom
5	OCT-2027	5	Unit-5: Physical Education as integral to health and education • Need for Physical Education; Linkages to health and education; Concept of a sound mind in a sound body. • Physical Education and 'Play' • Supervising and guiding children • Development of team spirit, coordination, cooperation • Diversity in capabilities and interests • National integration through physical activities, games and sports. Practical work based on Unit III and IV (Kabaddi, Kho-Kho, Volleyball, Ball badminton, Tennikoit etc.) • Preparation on National Festivals. • Practical work on exercise movements and drill.
6	NOV-2027		• Revision & Mid Exams

Suggested Practicum:

Practical Work: Based on Units 1 and 2: Before going for the School internship Programme student teachers must develop materials/activities/strategies based on select health themes and try to do this by integrating with another subject. A Health Education lesson plan is prepared by the student teacher and the chosen theme/concept is transacted during the SIP. The ideas and materials developed related to the health theme, research done to make sure information and content is correct and the actual transaction in class all form a part of the reflective report to be prepared. This report forms a part of internal Assessment.

Practical Work based on Unit 4: To be learnt/conducted at the DIET, Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volleyball, Football etc.) The student teacher must learn techniques and procedures to conduct these. As a practical activity during the student internship² it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report. After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc..



5.4 SEMESTER – IV

401- PEDAGOGY OF ENGLISH AT PRIMARY LEVEL-II

(Methodology Paper- Classes I to V)

Sl. No.	Month	Unit	Content
1	NOV - 2027	5	Unit-5: Planning and Material Development • Introduction, what is planning; its importance. • Year plan, unit plan and period plan; Teacher reflections. • Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards. Developing and trying out various resources, techniques, activities and games for learning English • Analyzing and reviewing teaching-learning material Activities: • Critical examination of lesson plans prepared by teachers • Preparation of year, unit and period plans • Conducting workshop for preparation of materials for young learners
2	DEC – 2027	6	Unit-6: Assessment • Review of current assessment procedures • What is assessment, Why, How and When; Continuous and Comprehensive Assessment
3	JAN – 2028 & FEB-2028	6	• Formative assessment; assessment “as learning” and assessment “for learning”– tools and strategies; evidences of assessment; • Summative Assessment – Tools, assessment of learning; Test items in Summative Assessment. • Grading indicators for Formative and Summative Assessment both for oral and written products • Recording of children performance - CCE Registers, Cumulative Record. • Assessment and feedback.

4	MAR-2028	6	• Activities: ○ 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
5	APR-2028		• Revision • Mid Examinations



ENGLISH LANGUAGE LAB

A Language Lab is a technology-supported learning environment that helps students develop English language skills through interactive activities and digital resources. It mainly focuses on listening and speaking skills, while also supporting reading, vocabulary, pronunciation, comprehension, and communication. Audio-visual materials make language learning more engaging and understandable. Students can listen to model language, practise speaking, participate in conversations, and improve their confidence. Digital tools also provide opportunities for repeated practice and individual learning. A Language Lab makes learning more interactive, practical, and student-centred. It helps students develop effective communication skills and encourages them to use English confidently in everyday situations.

402- PEDAGOGY OF ENVIRONMENTAL STUDIES AT PRIMARY LEVEL-II

(Methodology Paper- Classes I to V)

Sl. No.	Month	Unit	Content
1	NOV - 2027	4	Unit4: Development of Environmental Science textbooks - Philosophy and guiding principles for the development of EVS textbooks. - Content, approaches and methods of teaching EVS – Interactive and participatory methods, teacher as facilitator
2	DEC – 2027	4	- 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
3	JAN-2028 & FEB-2028	7	Unit-7: Assessment - 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 - 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.
4	MAR-2028	6	Unit-6 : Safety Education
5	APR-2028		- Revision - Mid Examinations

The patience you offer, the guidance you give, and the kindness you model become the quiet cornerstones of a student's life.

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

(Methodology Paper)

Pedagogy of English Language Education (Classes VI to VIII) - II

Sl. No.	Month	Unit	Content
1	NOV - 2027	4	Unit-4: Literature - What is literature; Difference between language and literature. - Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts. Engaging with a text.
2	DEC - 2027	4	- 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.
3	JAN – 2028	5	Unit-5 : Understanding of Textbooks, Pedagogy and Professional Development - 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.
4	FEB – 2028 & MAR-2028	5	- 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
5	APR-2028		- Revision - Mid Examinations

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

Sl. No.	Month	Unit	Content
1	Nov - 2027	7	Unit 7: భాషాభ్యసనం - ఆశించిన ఫలితాలు - వ్యూహాలు 7.1 భాషాభ్యసనం - ప్రమాణాలు - ఆర్.టి.ఇ. 2009 7.2 ఎలిమెంటరీ స్థాయి - భాషా బోధనోద్దేశాలు 7.3 తరగతి వారీగా సాధించాల్సిన సామర్థ్యాలు 7.4 భాషా బోధన వ్యూహాలు - సంప్రదాయ వ్యూహాలు, ఆధునిక వ్యూహాలు (చర్చలు, జట్టుపనులు, పుస్తక సమీక్షలు, నివేదికలు రాసి ప్రదర్శించడం, కృత్యాలు, పద్య పఠన పద్ధతి, సంభాషణల నిర్వహణ, కథా కథనం, సాంకేతికత వినియోగం-ప్రదర్శన-చర్చ, నాటకీకరణ మొ॥వి.)
2	Dec - 2027	8	Unit 8: భాషా - బోధనాభ్యసన ప్రక్రియల నిర్వహణ - ప్రణాళికలు - ఎలిమెంటరీ స్థాయి 8.1 ఉపాధ్యాయుని ప్రణాళిక అవసరమా? 8.2 వార్షిక ప్రణాళిక అంటే ఏమిటి? ఎలా రూపొందించాలి? - నమూనా వార్షిక ప్రణాళిక 8.3 పాఠ్యప్రణాళిక తయారీ - మార్గదర్శకాలు, నమూనా పాఠ్య ప్రణాళిక 8.4 పాఠ్యబోధనా - సోపానాలు - పీరియడ్ ప్రణాళికలు (ఒక పాఠానికి చెందిన అన్ని పీరియడ్లకు నమూనా పీరియడ్ ప్రణాళికలు)
3	Jan & Feb - 2028	9	Unit 9: భాషా మూల్యాంకనం 9.1 విద్యార్థి అభ్యసన ఫలితాల ఆవశ్యకత 9.2 పిల్లల అభ్యసన ఫలితాలను తెలుసుకోవడానికి మార్గాలు - సంప్రదాయక, ఆధునిక విధానాలు 9.3 వీటికి సంబంధించిన కీలక భావనలపై అవగాహన 9.4 నిరంతర సమగ్ర మూల్యాంకనం - భావనల అవగాహన - సాధనాలు - నిర్వహణ 9.5 నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం, సాధనాలు వాటి అమలు 9.6 ప్రశ్న పత్రాల తయారీ - సామర్థ్యాల వారీగా భారత్వం - నమూనా ప్రశ్నలు - నమూనా ప్రశ్న పత్రాలు 9.7 నివేదికలు రూపొందించడం, సి.సి.ఇ. రికార్డు రాయడం

4	Mar – 2028	10	Unit 10: ఉపాధ్యాయుల 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 10.2.5 సభలు, సమావేశాలు, కార్యశాలల్లో పాల్గొనడం 10.2.6 విషయనిపుణులు, కవులు, కళాకారులతో చర్చలు 10.2.7 రచనావ్యాసంగం 10.2.8 సాంకేతిక పరిజ్ఞాన వినియోగం (అంతర్జాలం, దృశ్యశ్రవణ సామగ్రి, డిజిటల్ లైబ్రరీ....) 10.2.9 విషయాధారిత సంఘం (సబ్జెక్టు ఫోరం) లో పాల్గొనడం. తెలుగు భాషపై సంస్కృత ప్రభావం, పాఠశాల భాష ప్రభావం, ఉర్దూ ప్రభావం, ఆంగ్ల ప్రభావం, అనువాదం
5	Apr – 2028		Revision and Mid Examinations

Suggested Practicum:

1. భాష - సమాజం

దక్షిణాది రాష్ట్రాలలో భాషా విధానాల ప్రకారం పిల్లలు ఏవీ రాష్ట్రాలలో ఎన్ని భాషలు నేర్చుకున్నారు. వివరాలు సేకరించండి. మన రాష్ట్రంలోని విధానాలతో పోల్చి నివేదిక తయారు చేయండి.

2. భాషా సామర్థ్యాలను అభివృద్ధి పరచడం

అ) మాట్లాడడం

ఏదైనా పాఠశాలకు వెళ్ళండి. తరగతి గదిలో పిల్లలు స్వేచ్ఛగా మాట్లాడుతున్నారా? ప్రశ్నిస్తున్నారా? పరిశీలించండి. వీరిలో ఎంత శాతం మంది మాట్లాడగలుగుతున్నారు? ఎంత శాతం మాట్లాడ లేకపోతున్నారు? దీనికి గల కారణాలను విశ్లేషించండి.

ఆ) చదవడం

గిజుభాయి సమగ్రసాహిత్యంలో ప్రాథమిక శిక్షణకు సంబంధించిన అంశాలను చదవండి. దీని ఆధారంగా పఠన ప్రారంభ కార్యక్రమం గూర్చి ఒక నివేదిక తయారు చేయండి.

ఇ) ధారాళంగా చదవడం - అర్థం చేసుకోవడం

తెలుగు వాచకాల్లోని (ప్రాథమికోన్నత స్థాయి) ధారాళంగా చదవడం అభ్యాసాన్ని పరిశీలించండి. జాబితా రూపొందించండి. వర్గీకరించండి. వీటి ఆధారంగా పిల్లలు ఏమేం చేయగలరో నివేదికను తయారు చేయండి.

ఈ) రాయడం

ప్రాఫెసర్ కృష్ణ కుమార్ రాసిన పిల్లలు - భాష - ఉపాధ్యాయుడు పుస్తకాన్ని చదవండి. రాయడం నేర్పడాన్ని గురించిన నివేదికను తయారు చేయండి.

ఉ) లేఖన రీతులు

ప్రాథమికోన్నత స్థాయిలో ఏదైనా ఒక తరగతి 'కథ' పాఠ్యాంశాన్ని ఎంపిక చేసుకొని కథను వివరించండి. దీని ఆధారంగా సంభాషణలు రాయించండి. ఈ అనుభవాలతో ఒక నివేదిక తయారు చేయండి.

ఊ) పిల్లల్లో పదజాలాభివృద్ధి

వార్తాపత్రికలు, మ్యాగజైనులు పరిశీలించండి. పదజాలాభివృద్ధికి తోడ్పడే 10 భాషాక్రీడల జాబితాను తయారు చేసి వివరించండి.

ఋ) వ్యాకరణాంశాలు

తెలుగు, హిందీ, ఇంగ్లీషు భాషల్లోని వాక్యనిర్మాణంలోని నియమాలను మాతృభాష ఆధారంగా పిల్లలకు అవగాహన చేయండి. ఈ అనుభవాలతో ఒక నివేదిక తయారు చేయండి.

ఋ) భాషావనరులు - వాటి వినియోగం - భాషాభివృద్ధి కార్యక్రమాలు

మీ సమీప ప్రాథమిక పాఠశాలకు వెళ్ళండి. ఆ పాఠశాలలోని గ్రంథాలయంలోని పుస్తకాలను పరిశీలించండి. వీటిలో 1,2 తరగతులకు మిగతా తరగతులకు ఉపయోగించే సామాగ్రిని వర్గీకరించి వీటిని తరగతిగదిలో ఎలా ఉపయోగించాలో నివేదిక తయారు చేయండి. పాఠశాలలో పనిచేస్తున్న ఉపాధ్యాయులు ఏరకమైన పని విభజనను అనుసరిస్తున్నారో నివేదికను తయారు చేయండి.

3. భాషా మూల్యాంకనం

మీ సమీప పాఠశాలలో నిరంతర సమగ్ర మూల్యాంకనం అమలు గురించి ఉపాధ్యాయులతో చర్చించి నివేదికలు తయారు చేయండి. దీనిపై మీ అభిప్రాయం తెలపండి.

4. ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి

అంతర్జాలం ఆధారంగా సబ్జెక్టు ఫోరంలు వీటిలో పొందుపరచిన సమాచారం వివరాలు చర్చించిన అంశాలపై మీ అభిప్రాయాలతో నివేదిక తయారు చేయండి.

**403 (B) - PEDAGOGY OF MOTHER TONGUE URDU
AT ELEMENTARY LEVEL**

II - 403 (B) - وسطانوی سطح پر مادری زبان اردو کی تدریس
MONTH WISE SYLLABUS DIVISION - ماہانہ نصاب کی تقسیم

Content مواد	Unit اکائی	Month مہینہ	Sl.No.
VII - لسانی اکتساب - حکمت عملی - متوقع نتائج ☆ زبان کا اکتساب معیارات RTE Act - 2009 ☆ تحتانوی سطح - زبان کی تدریسی مقاصد - ☆ جماعت واری حصول طلب استعداد - ☆ زبان کی تدریس کے طریقے (روایتی طریقے، جدید طریقے) مباحثہ، گروہی کام، کتابی جائزہ، رپورٹ لکھنا، روداد لکھنا، مشاغل، نظم خوانی کا طریقہ، مکالموں کا اہتمام، کہانی بولنے کا طریقہ، ٹکنالوجی کا استعمال، مظاہرہ، ڈرامہ نگاری وغیرہ -	7	NOV - 2027	1
VIII - زبان - تدریسی و اکتسابی عمل کا اہتمام - منصوبہ - ایلمنٹری سطح: ☆ کیا معلم کو تعلیمی منصوبے کی ضرورت ہے؟ ☆ سالانہ منصوبے سے کیا مراد ہے؟ سالانہ منصوبے کی تیاری - نمونہ - ☆ منصوبہ سبق کی تیاری، رہنمایانہ خطوط، نمونہ منصوبہ سبق کی تیاری - ☆ سبق کی تدریس - مراحل - پیریڈ پلان (ایک سبق سے متعلق تمام پیریڈ یا پلانوں کے نمونے) -	8	DEC - 2027	2
IX - زبان کی جانچ: ☆ طلباء کے اکتسابی نتائج کی ضرورت - ☆ طلباء کے اکتسابی نتائج پہچاننے کے طریقے - روایتی طریقے، جدید طریقے - ☆ ان سے متعلق اہم تصورات کی آگاہی - ☆ مسلسل جانچ - تصورات سے آگاہی، ٹولس، انعقاد - ☆ تشکیلی جانچ، مجموعی جانچ، ٹولس کا اہتمام - ☆ سوالیہ پرچوں کی تیاری، استعداد واری موازنہ جدول، نمونہ سوالات، نمونہ سوالیہ پرچہ - ☆ رپورٹ کی تیاری، CCE Card بنانا -	9	JAN & FEB - 2028	3

X- اساتذہ کی پیشہ وارانہ ترقی: ☆ معلم مسلسل متعلم ہوتا ہے۔ ☆ معلومات میں اضافہ کرنا۔ ذرائع۔ ☆ قبل از پیشہ کی ترتیب۔ قلیل مدتی اور طویل مدتی تربیت، تربیت بطور اعادہ۔ ☆ مطالعہ ☆ اعلیٰ تعلیم کا حصول۔ ☆ تحقیقی کام کی انجام دہی۔ ☆ مجالس یا محفلیں، ورک شاپ میں شرکت۔ ☆ ماہر مضمون، شعراء، فن کاروں کے ساتھ مباحثہ۔ ☆ تصانیف لکھنا۔ ☆ ٹکنالوجی کا استعمال (انٹرنیٹ، سمعی و بصری آلات، ڈیجیٹل لائبریری) ☆ سبجکٹ فورم کی رکنیت۔	10	MAR & APR - 2028	4
---	----	------------------------	---



*Whatever you think that
you will be.
If you think yourself weak,
weak you will be;
If you think yourself strong,
you will be.*

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

Sl. No.	Month	Unit	Content
1	NOV-2027	4	Unit-4: School Mathematics Activities, Resources and Planning (contd) • Aims and objectives of teaching Mathematics. • Academic Standards and learning indicators. • Activities - designing, creating and transacting. • Planning for teaching - Year plan, lesson plan and period plan. • Modelling real world problems in mathematics
2	DEC-2027	4	• 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. • Mathematics Laboratory/ Resource Room/ Mathematical Club/ Mathematical Kit. • Learning resources for effective transaction of Mathematics curriculum • Planning for teaching - Year plan, lesson plan and period plan. • Misconceptions in Upper Primary school mathematics topics
3	JAN-2028	4	• 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
4	FEB-2028	5	Unit-5 : Mathematics Assessment and Evaluation • 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
5	MAR-2028	5	• Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents
6	APRIL-2028		• Revision • Mid Examinations

Suggested Practicum

- Analyze the Mathematics textbooks at Elementary Level and write a report on reflection of Academic Standards.
- Write mathematical problems for each Academic Standard.

- Observe a mathematical classroom at Elementary Level, write a critical report on how these classroom processes help the children to develop mathematical thinking.
- Develop a Maths question paper for any one of the class at Elementary Level.
- Observe a Maths classroom at Elementary Level while transaction of a unit from introductory part to 'Do this', 'Try these', 'Think-Discuss' and exercises. Write a critical report on teachers role involve children in the classroom process and develop mathematical thinking.
- Take any other publications, textbooks at Elementary Level. Compare the presentation of the content, concepts, exercises etc. Write a critical report on it.
- Analyze the Mathematics textbooks of Upper Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.
- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.
- Analyze any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- Interview 10 children on 'Do this', 'Try this' and 'Think and discuss' exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyze the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 verbal problems on ratios and proportions and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on simple linear equations and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- How can you copy an angles through constructions? Explain the teaching strategies.
- Explain the teaching strategies in learning the proofs in the geometry. Suggest some activities.
- Visit any Temple/ Mosque/ Church/ Gurudwara/ Palace/ Fort. Identify geometrical shapes used in their construction. Visualize those constructions of geometrical shapes while the construction of said places.

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

Sl. No.	Month	Unit	Content
1	NOV-2027	4	Unit-4: Teaching and Learning of Science - Aims & Objectives of teaching Science - Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Open-ended investigations, 5E model. - Characteristics of good Science class, Science teacher, role of the teacher. - Science- museums, field trips, projects and exhibition.
2	DEC-2027	4	- 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.)
3	JAN – 2028	6	Unit-6: Assessment and Evaluation - 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
4	FEB – 2028	6	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
5	MAR-2028	6	- 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.
6	APR-2028		- Revision - Mid Examinations

Suggested Practicum:

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



"Develop a passion for learning. If you do,
you will never cease to grow."

– Anthony J. D'Angelo

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

Sl. No.	Month	Unit	Content
1	NOV-2027	4	Unit-4: Teaching of Social Sciences - Classroom management, making classroom inclusive. - Planning for teaching- Year plan, Unit plan and Period plan. - Children's understanding of social science concepts, importance of socio-cultural 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.
2	DEC-2027	4	- Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history, significance of the source, making interconnections between sources for reconstructing the past. - Teaching Social Science with the help of stories, journey accounts, travel diaries, tables, graphs, texts, maps, role-play, visual images, films, field trips, survey, simulation, interview etc. - Integrating ICT for social science teaching within learner's own contextual meaning, using case-based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films. - Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive
3	JAN-2028	5	Unit-5 Teaching Learning and Assessment in Social Science - Need and importance of reforms in assessment and evaluation, CCE in Social Science. - Formative and Summative Assessment, purpose of assessment, reporting. - Tasks and tests for assessing critical abilities, process skills, application of knowledge to new contexts, and transfer of learning.
4	FEB-2028	5	- Variety of assessment methods and techniques - Teacher observations, teacher designed tasks and tests, work sample portfolios, projects. - Use of authentic contexts, case studies, complex problem solving for assessment. - Using resource materials, novel (new) materials for thinking and reflection.

			• Problem solving rubrics. • Planning and preparation for evaluation- Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answer scripts, CCE Record
5	MAR-2028	6	Unit-6: Challenges and issues in teaching elementary social science(to be transacted through discussions amongst student teachers) • 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 • Challenges in integration of ICT and other innovative technology in education in teaching Social Science.
6	APR-2028	6	• 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 • Revision • Mid Examination

Suggested Practicum:

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which are these celebrations are shared by different regional and religious communities? Find out how the historical and geographical factors have influenced the diversity found there. Explore the connections between the historical and geographical factors.
- Discuss the most significant technological, economic, social and cultural changes taking place in the town/village in which you live, in a group. Which sources will you use to find out about these changes after a period of twenty years? What questions will you frame? Which sources are likely to reveal more? Write your findings in the form of a report.
- You are a historian. Choose the economic/ social/ political history of your region and discuss how you will teach it to your students.

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



404- EDUCATION IN CONTEMPORARY INDIAN SOCIETY-II

Sl. No.	Month	Unit	Content
1	NOV-2027	3	Unit-3: Inequalities in Contemporary Indian Society • Nature and causes of inequalities - Equality, equity, democratisation of quality education. • Changing social structures and education: Caste, Class and Social Exclusion • Power, Ideology and Merit in Education: differential school system and the idea of common neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction
2	DEC-2027	3	• New Economic Reforms and their impact on Education • Public Education Vs Private Education and Privatisation of Public Education • Globalisation and its impact on education; Environmental degradation, Consumption patterns and issues of sustainable development; Loss of indigenous knowledge systems including languages • Education and Human Resource Development
3	JAN-2028	4	Unit-4: Educational Policies and Programmes in Independent India • Important features of educational commissions and policies (Basic education and its review, Kothari Commission, NPE-1986, Learning Without Burden Report by Yashpal-1993, NCF-2005, RTE-2009, SCF-2011...) • Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education)
4	FEB-2028	4	• Special programmes: Mid day Meal, ICT, OBB, MLL. • Innovations and alternative forms of education: Eklavya, Digantar, Rishi Valley, ABL, CLIP, CLAPS, LEP, Children Literature, Classroom Library, Children Diaries, Wall Magazine, M.V. Foundation [Bridge Course Centers] etc..
5	MAR-2028	5	Unit-5 : Vision of an Inclusive and Democratic Indian Society • Democratisation of Education • Peasant, Dalit and Feminist Movements and their implications to Education • Education of Disabled, Marginalised and Socially Disadvantaged
6	APR-2028	5	• Role of state, school and teacher in building an Inclusive and Democratic Indian Society • Revision • Mid Examinations

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

Sl. No.	Month	Unit	Content
1	NOV – 2027	W1	Workshop 1: <i>The Power of myth</i> Objectives • 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 Suggested workshop themes • 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	DEC – 2027	S1	Seminar 1: <i>Glimpses of different childhoods in India</i> • 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	JAN-2028	W2	Workshop 2: <i>Gender and upbringing</i> Objectives • Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living • Awareness of factors that shape gendered roles in Indian society • Developing a critical perspective on gender-based discrimination and its effects

			Suggested workshop themes • 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	FEB-2028	W3 & S2	Workshop 3: <i>Deconstructing the messages of advertising (in the audio-visual media)</i> Objectives • 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) Suggested workshop themes • 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 Seminar 2: <i>Selection of short readings and dialogue</i> • 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

5	MAR-2028	W4	Workshop 4: <i>Theatre for awareness of body, self and the other</i> Objectives • 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 Suggested workshop themes • Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.
6	APRIL-2028	W5 & S3	Workshop 5: <i>Visualizing a ‘School from Scratch’ – alternatives in education</i> Objectives • To think through, in discussion with others, the conception of a ‘school from scratch’ – its intentions, essential ingredients and essential processes (i.e. aims, curriculum, pedagogy) • To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case Suggested workshop themes • 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 Seminar 3: <i>Education and environmental crises</i> • Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education Preparation: Selection of a contemporary documentary or audio-visual presentation

Suggested Practicum:

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'
- Exposure to manifestations of mythical thinking in contemporary life
- The mythical basis and imagery of 'modern science' and 'modern economics'
- Becoming cognizant of the myths that shape one's worldview and values
- Telling our own 'gendered' stories
- En-culturing 'gendered' roles in upbringing 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
- The expanding role of advertising in contemporary life
- Sharing favorite advertisements and their impact on us
- Looking from the other side: how psychology, research, technology and imagination combine to create a 'targeted commercial'
- Viewing and analyzing a series of advertisements
- Constructing an effective advertisement (group task)
- How to be a critical and media-literate viewer of advertisements
- Visualizing individual conceptions of a 'school from scratch'
- Working in groups to develop a collective conception of a 'school from scratch'
- Presenting to the larger group each conception of 'school from scratch' along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising
- Observing a few films of schools that represent alternatives in education

APPENDICES

Annexure - I

Guidelines for Transacting the Field-Based Projects (FBP)

[Internal Assessment]

FIELD-BASED PROJECT

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

DETAILED PROCEDURE FOR CONDUCT OF PROJECT

1. Meaning of Project

A project is a planned activity or study undertaken over a specific period to achieve a particular objective. In education, project work is a learner-centered activity through which student teachers explore a socially relevant topic, collect and analyse information, prepare a report and present their findings.

Project may be undertaken individually, in pairs or in groups. It promotes independent learning, creativity, cooperation, communication, problem-solving and higher-order thinking. Student teachers participate in selecting the topic, planning the work, dividing responsibilities and deciding the method of presentation.

2. Nature of Field-Based Projects

Field-based projects enable student teachers to study real-life situations connected with schools, learners, teachers, families and the community. The project may involve observation, interviews, questionnaires, checklists, document study and the collection of evidence such as photographs.

The collected information is consolidated using tables, charts, bar graphs, pie diagrams or other suitable formats. It is then analyzed, interpreted and presented through a written report and oral presentation.

3. Stages of Project Work

1. Brainstorming and Planning:

Understand the purpose, scope and significance of the project; select the topic; identify information required; decide sources, tools, responsibilities and time schedule.

2. Tool Preparation:

Develop suitable tools such as questionnaires, interview schedules, observation schedules, checklists and reference formats through discussion and consensus.

3. Data Collection:

Collect relevant information from schools, teachers, learners, parents, books, journals, newspapers, institutions and reliable online sources.

4. Consolidation and Analysis:

Share and organize the collected data in groups. Present it through tables, charts or diagrams and analyse it to identify significant findings.

5. Report Writing:

Prepare a systematic report containing the following:

- Title of the project
- Objectives, scope and relevance
- Sources and tools of data collection
- Procedure or mode of data collection
- Consolidated data with tables/charts
- Analysis and interpretation
- Findings and conclusion
- Photographs or other supporting evidence
- Reflections and suggestions

6. Refinement and Presentation:

Review the report, correct errors, improve its organisation and present it individually or in groups. Each member should participate in presenting a suitable part of the project.

4. Role of the Teacher Educator

The teacher educator should initiate discussion, guide student teachers in selecting suitable topics and monitor their progress. Tools and formats should be developed democratically rather than imposed. The teacher educator must ensure that the project is meaningful, manageable within the allotted time and completed through active participation of all members.

5. Evaluation of Project Work

Evaluation should consider both individual and group performance.

Written work: relevance and quality of tools, accuracy and comprehensiveness of data, organisation of information, analysis, interpretation, findings, conclusion and overall report presentation.

Individual participation: involvement in brainstorming, data collection, group work, tool preparation, report writing and presentation.

Oral presentation: clarity of ideas, logical organisation, confidence, appropriate language, articulation and relevance to the project context.

Awarding Marks for the Projects

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

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

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

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

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

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

1. Select ten pupils and conduct simple mathematics games based on counting, addition, subtraction, multiplication, shapes or measurement. Observe their interest, participation and performance. Write which games helped them learn better.
2. Observe children playing indoor and outdoor games. Note their cooperation, communication, creativity, problem-solving and leadership. Explain how play supports child development and learning.
3. Study whether boys and girls receive equal opportunities in classroom participation, games, leadership and household support. Interview pupils and parents and prepare a report with suggestions for providing equal educational opportunities.
4. Collect the opinions of five educationists or child-development thinkers on early childhood education. Compare their views on play, language, discipline, creativity, family involvement and holistic development. Write how these ideas can be used in a local Anganwadi/ECCE Centre.
5. Visit a nearby school and interact with Class V pupils. Record the languages each child can speak, the language used at home and school, frequency of use and comfort level. Suggest ways of using children's home languages to support English learning.
6. Survey ten pupils to find out whether they have textbooks, uniforms, transport, study space, internet and parental support. Compare the facilities available to different pupils and suggest measures to reduce inequality.
7. Select a local problem such as plastic waste, water wastage, dirty surroundings or lack of trees. Collect information through observation, photographs and interviews. Prepare an EVS report and conduct a small awareness activity with pupils.
8. Observe the morning assembly, classroom discipline, teacher-pupil relationships, cleanliness, celebrations and participation of pupils. Prepare a report on the strengths and weaknesses of the school culture.

Annexure -II

Institutional Observation Programme Record

(సంస్థాగత పరిశీలన కార్యక్రమ రికార్డ్)

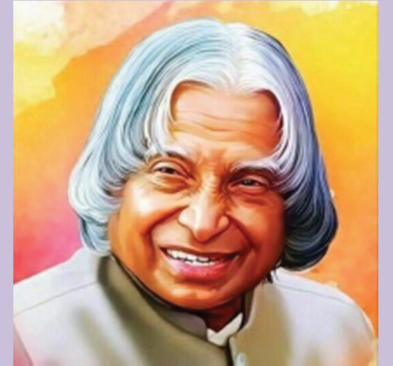
నిర్వహణ, రూపకల్పన విధానం మరియు సూచనలు

సూచిక

అధ్యాయం	పేరు
1	ఉపోద్ఘాతం
2	వివిధ పాఠశాలల సందర్శన విధానం - పరిశీలించాల్సిన అంశాలు
3	ప్రభుత్వ ప్రాథమిక / అదర్శ ప్రాథమిక / ప్రాథమికోన్నత పాఠశాలల / ఉన్నత పాఠశాల / సందర్శన
4	అంగన్ వాడీ తరగతుల సందర్శన
5	కె.జి.బి.వి పాఠశాలల సందర్శన
6	భవిత కేంద్రాలు / ప్రత్యేక పాఠశాలలు (దివ్యాంగులు) / పరిశీలన
7	రెసిడెన్షియల్ పాఠశాలలు - జనరల్; సాంఘిక సంక్షేమ; గురుకుల; వెనుకబడిన తరగతుల సంక్షేమ పాఠశాలల / సందర్శన
8	సంస్థాగత పరిశీలన కార్యక్రమం - రికార్డ్ రాసేవిధానం

*"If you fail, never give up because FAIL means
'First Attempt In Learning.'"*

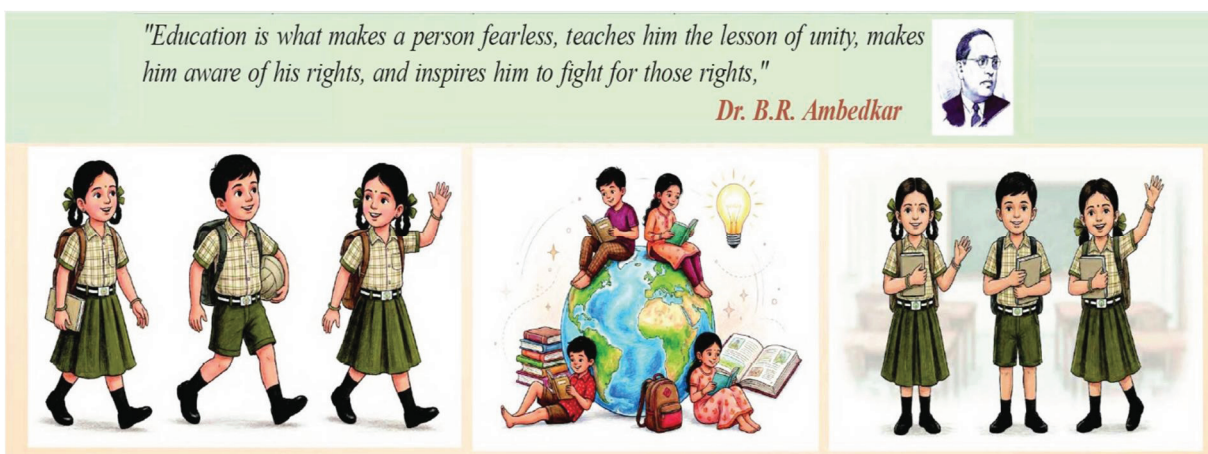
- APJ Abdul Kalam



ఉపోద్ఘాతం

D.El.Ed. శిక్షణలో భాగంగా ప్రథమ సెమిస్టర్ ఉపాధ్యాయ విద్యార్థులు వివిధ యాజమాన్య పాఠశాలలను సందర్శించి ఆయా పాఠశాలల్లో కల్పించబడిన ప్రాథమిక వసతులు, పాఠశాల నిర్వహణ, బోధనాభ్యసన ప్రక్రియలు, మౌళిక వసతులు, పాఠశాల సమయం, విద్యార్థులకు ప్రభుత్వం కల్పిస్తున్న సౌకర్యాలు, బోధన, బోధనేతర సిబ్బంది వివరాలు, వివిధ రకాలైన రికార్డులు, రిజిష్టర్లు వంటి అనేక విషయాలు గూర్చి అవగాహన ఏర్పరచుకోవాలి. తద్వారా ఉపాధ్యాయుడుగా నియామకం పొందిన పిదప పాఠశాలలో తన విధులను సక్రమంగా నిర్వహించుకొనుటకు తోడ్పడటమే కాకుండా విధి నిర్వహణలో ఎటువంటి ఇబ్బందులు లేకుండా నల్లేరుపై నడకలా సాగిపోవటానికి తోడ్పడుతుంది. అంతేకాకుండా ఆయా అంశాలను క్షుణ్ణంగా పరిశీలించి ఒక అవగాహనకు రావటం వల్ల ఉపాధ్యాయునిగా ఎంపికైన పిదప ఆయా సందర్భాల్లో తగురీతిలో స్పందించి సమస్యలను పరిష్కరించుకోవడానికి ఉపయోగపడుతుంది. నిరంతరం విద్యారంగంలో వచ్చే మార్పులకు అనుగుణంగా పాఠశాలలో జరిగే మార్పులను పరిశీలించటం ద్వారా ఎప్పటికప్పుడు నిత్యనూతనంగా మారుటకు అవకాశముంటుంది. శిక్షణతోబాటు అనుభవజ్ఞులైన ఉపాధ్యాయుల బోధనా సరళిని పరిశీలించడం జరుగుతుంది. కనుక వారి అనుభవాలను తమ బోధనలో మిళితంచేసుకొని చక్కగా బోధన సల్పుటకు తోడ్పడుతుంది.

ఈ అంశాలన్నింటిని దృష్టిలో ఉంచుకొని D.El.Ed. కోర్స్ వివిధ పాఠశాలల సందర్శన పరిశీలించాల్సిన వివరాలు, విధానాల గురించి తదుపరి అధ్యాయంలో చర్చిద్దాం.



వివిధ పాఠశాలల సందర్శన విధానం - పరిశీలించాల్సిన అంశాలు

ఉపాధ్యాయ విద్యార్థులు వివిధ పాఠశాలల సందర్శనలో భాగంగా ప్రభుత్వ ప్రాథమిక / ప్రాథమికోన్నత పాఠశాలలను రెండు రోజులు సందర్శించాలి. అంగన్వాడి సెంటర్ సందర్శనకు ఒకరోజు, ఉన్నత పాఠశాల సందర్శనకు ఒకరోజు, కె.జి.బి.వి. / రెసిడెన్షియల్ పాఠశాలలు - జనరల్ / సాంఘికసంక్షేమ; (గురుకులం / వెనుకబడిన తరగతుల సంక్షేమ పాఠశాల) ఒకరోజు ప్రత్యేక పాఠశాల / భవిత సెంటర్ సందర్శన కొరకు ఒకరోజు వెరసి మొత్తంగా ఆరు రోజులు సందర్శించాలి.

ఈ పాఠశాలలను ఉపాధ్యాయ విద్యార్థులు సందర్శించే ముందు తమ ఉపాధ్యాయ శిక్షణా సంస్థలో ఒక కార్యశాలను నిర్వహించి వివిధ పాఠశాలలను సందర్శించటంలోగల ఉద్దేశ్యం, వాటి స్వభావం, వాటిని ఏర్పరచటంలో గల ఉద్దేశ్యాలు వంటి అంశాలు గురించి ప్రాథమిక అవగాహనను ఏర్పరచాలి. అదేవిధంగా ఆయా పాఠశాలలను సందర్శించేటప్పుడు వాటిలో పరిశీలించాల్సిన అంశాలతో ఉన్న చెక్ లిస్టును తమతో తీసుకెళ్ళి ఆయా అంశాలను పరిశీలించి రాయాలి. వీటన్నిటితోబాటు తన అనుభూతులు కూడా పొందుపరచి నివేదిక తయారుచేసుకోవాలి.

ఆయా పాఠశాలల సందర్శనలో భాగంగా ఉపాధ్యాయ విద్యార్థులు ఆయా పాఠశాలలకు ప్రార్థనా సమయానికి హాజరై తదుపరి పాఠశాల భౌతిక వసతులు, బోధనా విధానం, రోజువారీ కాలనిర్ణయపట్టిక, బోధనాభ్యసన పరికరాలు, ఇతర వనరులు వంటి అంశాలు పరిశీలించాలి. ఉపాధ్యాయులతో, విద్యార్థులతో సంభాషించాలి.

తదుపరి అధ్యాయాల్లో ఒక్కో రకమైన యాజమాన్య పాఠశాలలో పరిశీలించాల్సిన చెక్‌లిస్ట్, నమోదు చేసుకోవాల్సిన అంశాలు, ఉపాధ్యాయుల తరగతి బోధనా విధానం, నివేదిక తయారీ వంటి అంశాలన్నింటి గురించి సవివరంగా చర్చిద్దాం.

ప్రభుత్వ ప్రాథమిక / ఆదర్శ ప్రాథమిక / ప్రాథమికోన్నత / ఉన్నత పాఠశాలల సందర్శన

ఉపాధ్యాయ విద్యార్థులు తమకు కేటాయించిన ప్రభుత్వ ప్రాథమిక / ప్రాథమికోన్నత ఉన్నత పాఠశాలలకు ప్రార్థనా సమయానికి చేరుకోవాలి.

ఆ పాఠశాలలకు ఉద్దేశించిన చెక్‌లిస్ట్ ప్రభుత్వ ప్రాథమిక ప్రాథమికోన్నత పాఠశాల / ఆదర్శ ప్రాథమిక / ఉన్నత పాఠశాల సందర్శనకు ఒక రోజు, సందర్శనకు రెండు రోజులు

కేటాయించడమైంది. అన్ని రకాల యాజమాన్య పాఠశాలల పరిశీలనల నమోదుకై “పరిశీలనల నమోదు” పుస్తకం ఏర్పాటుచేసుకొని అందులో నమోదు చేసుకోవాలి.

ప్రభుత్వ ప్రాథమిక / ఆదర్శ ప్రాథమిక / ప్రాథమికోన్నత / ఉన్నత పాఠశాలల పరిశీలన చెక్‌లిస్ట్

సాధారణాంశాలు:

1. చాత్రోపాధ్యాయుని (రాలి) పేరు, రోల్ నెం.:
Student Teacher Name, Roll No.
2. సందర్శించిన పాఠశాల పేరు, చిరునామా :
Name & address of the school visited
3. పాఠశాల స్థాపనలో ప్రధాన ఉద్దేశ్యం :
Main objective in establishing the school
4. ఉద్దేశాల సాధనకు పాఠశాలలో నిర్వహిస్తున్న కార్యక్రమాలు :
Activities conducted by the school to achieve the objectives

క్ర.సం	పరిశీలించాల్సిన అంశం	పరిశీలించి నమోదు చేశారా? అవును / కాదు
1	ప్రార్థన - Prayer (సరైన సమయానికి ప్రారంభించబడిందా, ఉపాధ్యాయులందరూ హాజరైనారా, విద్యార్థులు ఎంతమందికి ఎంతమంది హాజరైనారు, ప్రార్థనకు ఉద్దేశించిన అన్ని అంశాలు జరిగినవా ఇత్యాది అంశాలు అన్నింటిని పరిశీలించి నమోదుచేసుకోవాలి)	
2	పాఠశాల వాతావరణం - School Environment (అనువైన పరిసరాలలో పాఠశాల ఏర్పాటుచేయబడిందా, విద్యార్థులు చేరుకోవటానికి వీలైన విధంగా ఉందా, చుట్టూ వున్న ప్రాంతం పాఠశాల వ్యవస్థకు సహకరించే విధంగా ఉందా, వంటి అంశాలు అన్నింటిని పరిశీలించి నమోదుచేసుకోవాలి.)	అవును / కాదు
3	పాఠశాల చరిత్ర - School History (ఎప్పుడు స్థాపించబడింది, దాతల సహకారంతో ఏర్పాటు చేయబడిందా, స్థలం ఎంత, ఆటస్థలం ఎంత, తదుపరి జరిగిన మార్పులు వంటి అంశాలు వివరంగా నమోదు చేసుకోవాలి.)	అవును / కాదు
4	పరిశుభ్రత, పారిశుధ్యం - Cleanliness & Hygiene (పాఠశాల, తరగతి గదులు, వంటగది, పాఠశాల ఆవరణ పరిశుభ్రంగా ఉందా, మరుగుదొడ్లు పారిశుధ్యంగా ఉన్నాయా వంటి అంశాలు పరిశీలించి నమోదు చేసుకోవాలి)	అవును / లేదు

- 5 భౌతిక వసతులు - Physical facilities** అవును / లేదు
(తరగతి గదుల సంఖ్య, స్టోర్ రూమ్, వంటగది, ఆటస్థలం, మంచినీటి వసతి, మరుగుదొడ్లు, ప్రహరిగోడ, ప్రత్యేక అవసరాల పిల్లల కొరకు ర్యాంప్, కుర్చీలు, బల్బులు, నల్లబల్బులు, విద్యుత్ సౌకర్యం వంటి అంశాలు పరిశీలించి నమోదుచేసుకోవాలి.)
- 6 పాఠశాల తోట - School Garden** అవును / లేదు
(పాఠశాలకు గార్డెన్ ఉన్నచో పరిశీలించాలి లేనిచో లేదని నమోదు చేసుకోవాలి. తోటలో ఆకు కూరలు, కూరగాయలు, ఔషధ మొక్కలు, అలంకరణ మొక్కలు మొ||వి పెంచాలి.)
- 7 పుస్తకాలు, బోధనాభ్యసన సామగ్రి వివరం - Details of Books & TLM** అవును / లేదు
(బోధనాభ్యసన సామగ్రి లభ్యత, శ్రవణ పరికరాలు, ఉచిత పాఠ్యపుస్తకాలు, ఉపాధ్యాయ కరదీపికలు, బాలసాహిత్యం గురించిన అంశాలన్నింటిని వివరంగా పేర్కొనాలి)
- 8 గ్రంథాలయం, సైన్స్ ప్రయోగశాల - Library & Laboratory** అవును / లేదు
(ప్రత్యేక గ్రంథాలయం ఉందా, లేదా ఒక బీరువాలో భద్రపరుస్తున్నారా, స్టాక్ రిజిష్టర్, ఇష్యూరిజిష్టర్ ఉందా, నమోదు చేస్తున్నారా; అదేవిధంగా సైన్స్ కి ప్రయోగశాల ఉందా, ఉంటే అందులో ఉన్న వివిధ పరికరాలు, నమూనాలు, రసాయన పదార్థాలు పరిశీలించి నమోదు చేసుకోవాలి. లేనిచో లేదు అని రాయాలి.)
- 9 SRK విద్యార్థి మిత్ర కిట్** అవును / లేదు
(విద్యార్థులకు SRK విద్యార్థి మిత్ర కిట్ ఈ సంవత్సరం ఇవ్వబడిందా, అందరికీ ఇచ్చారా, రిమార్కులు నమోదు చేసుకోవాలి.)
- 10 వార్షిక ప్రణాళిక, సంస్థాగత ప్రణాళిక** అవును / లేదు
Year Plan and Institutional Plan
(ప్రతి తరగతికి ప్రతి విషయానికి వార్షిక ప్రణాళికలు తయారు చేయబడినాయా లేదా పరిశీలించాలి, సంస్థాగత ప్రణాళిక తయారు చేయబడిందా పరిశీలించాలి.)
- 11 తరగతిగది పరిశీలన** అవును / లేదు
Classroom Observation
(ఉపాధ్యాయ విద్యార్థులు, తరగతి గదిలో వివిధ సజ్జెక్టులను రెగ్యులర్ ఉపాధ్యాయులు ఏ విధంగా బోధిస్తున్నారో నిశితంగా పరిశీలించాలి. వీలైనంత వరకు ఒక్కొక్క ఉపాధ్యాయ విద్యార్థి, ఒక్కో ఉపాధ్యాయునికి సంబంధించి బోధనాభ్యసన ప్రక్రియలను పరిశీలించాలి. ఉపాధ్యాయుని బోధనా విధానం, బోధనా పద్ధతి, తరగతి గది నిర్వహణ, పిల్లలతో చర్చ, బోధనకు తీసుకొన్న సమయం, ఉపయోగించిన బోధనోపకరణాలు నల్లబల్ల వినియోగంవంటి అంశాలన్నింటిని పరిగణనలోకి తీసుకోవాలి)

క్ర.సం	పరిశీలించాల్సిన అంశం Items to be Observed	పరిశీలించి నమోదు చేశారా?
12	బోధనా సిబ్బంది వివరాలు (Academic Instructor లతో సహా) విద్యార్థుల వివరాలు - Details of Teaching Staff and Students (బోధనా సిబ్బందికి సంబంధించి మంజూరు చేయబడిన పోస్టులు, పనిచేస్తున్న వారి సంఖ్య, ఖాళీల సంఖ్య కాలమ్స్‌తో పట్టిక తయారు చేసుకోవాలి. అలాగే పనిచేస్తున్న వారి పేర్లు, హోదా, విద్యార్హతలతో మరొక పట్టిక తయారుచేయాలి. అదే విధంగా తరగతి వారీగా బాలబాలికల రోలు, హాజరు పట్టిక రూపంలో తీసుకోవాలి)	అవును / కాదు
13	పాఠశాల సమయం, కాలనిర్ణయ పట్టికలు - School Timings & Time Table (పాఠశాల సమయ వివరాలు, తరగతి వారీగా, ఉపాధ్యాయవారీగా కాలనిర్ణయ పట్టికలు నమోదుచేసుకోవాలి)	అవును / కాదు
14	వివిధ రిజిస్టర్లు, రికార్డుల నిర్వహణ Maintenance of Registers & Records (అడ్మిషన్ రిజిస్టర్, ఉపాధ్యాయుల, పిల్లల హాజరు పట్టీలు, పిరియాడికల్ నివేదికలు, స్టాక్ రిజిస్టర్లు, Out-Ward, In-Ward Registers, సెన్సెస్ రిజిస్టర్, మధ్యాహ్న భోజన పథక రిజిస్టర్లు, JBAR, ప్రగతి పత్రాలు (HPC), Assessment Booklets, CCE, Register, SMC Register, AMC రికార్డ్, ప్రోపగాండా రిజిస్టర్, మూవ్‌మెంట్ రిజిస్టర్, సి.యల్.రిజిస్టర్, లాగ్‌బుక్ వంటి అన్నిరకాల రిజిస్టర్లు పరిశీలించి అందు ఏ అంశాలు, ఏ విధంగా నమోదు చేయబడినవో పరిశీలించి నమోదు చేసుకోవాలి. ప్రతి రిజిస్టర్లో కాలమ్స్‌లో పేర్కొన్న హెడ్లింగ్స్ రాయాలి.)	అవును / కాదు
15	SMC ల నిర్వహణ, విధులు - Conduct of SMC and its duties (SMC ల నిర్వహణ తీరు, SMC విధులు, సమావేశాలకు హాజరైన సభ్యుల సంఖ్య వంటి అన్ని అంశాలు పరిశీలించి నమోదుచేసుకోవాలి)	అవును / కాదు
16	అంతర్గత పర్యవేక్షణ, మూల్యాంకనం Internal Supervision & Evaluation (వార్షిక ప్రణాళిక ప్రకారం సిలబస్ పూర్తి కాబడిందా, తరగతి పని, ఇంటిపని, ప్రాజెక్టులు, పరీక్షల నిర్వహణ, సి.సి.ఇ. రిజిస్టర్లో నమోదు వంటి అంశాలు పరిశీలించాలి)	అవును / కాదు
17	డొక్యా సీతమ్మ మధ్యాహ్న భోజన పథక నిర్వహణ - Maintenance of MDM	అవును / కాదు

- (భోజనం శుచిగా, శుభ్రంగా ఉండా, మెనూ ప్రకారం పండుతున్నారా, గ్రుడ్లు, చిక్కిలు, వారానికి ఎన్నిసార్లు ఇస్తున్నారు, ఏజెన్సీల పనితీరు, పర్యవేక్షణ, Tasting Register వంటి అంశాలు పరిశీలించాలి)
- 18 పాఠశాలలో అమలు జరుగుతున్న వివిధ కార్యక్రమాల అమలుతీరు - అవును / కాదు
Implementation of Innovative activities
School readiness programme / Bridge course for FLN programme, No Bag day, TaRL,
- 19 స్వచ్ఛాంధ్ర, స్వర్ణాంధ్ర, కార్యక్రమం అమలు తీరు (SASA) అవును / కాదు
Swacch Bharat - Best practices / Collection of Donations
(పై అంశాలను నిశితంగా పరిశీలించి నమోదు చేసుకోవాలి)
- 20 పాఠశాలకు సంబంధించి ఉపాధ్యాయ విద్యార్థి యొక్క సమగ్ర ప్రతిస్పందన - అవును / కాదు
Reflections of student teacher about the school in detail
(రెండు రోజుల పరిశీలన పిదప ఉపాధ్యాయ విద్యార్థి, పాఠశాల పట్ల పాఠశాలలో వివిధ రకాల అంశాలపట్ల అతని / ఆమె అవగాహన, ప్రతిస్పందన, అనుభూతులు, మంచి పద్ధతులు, లోపాలు ఇత్యాది అంశాలను పరిశీలనల నమోదు పుస్తకంలో సవివరంగా నమోదు చేయాలి.)
- 21 Activities Through LEAP App అవును / కాదు
(లీప్ అప్లికేషన్ ద్వారా జరిగే వివిధ కార్యక్రమాల వివరాలు అడిగి నమోదు చేసుకోవాలి.)

గమనిక: ఈ అంశాలన్నీ పూర్తిచేసుకొన్న పిదప ఆ పాఠశాల ప్రధానోపాధ్యాయుల నుండి దిగువ సూచించిన ధృవపత్రాన్ని తీసుకోవాలి.

ధృవపత్రం

శ్రీ/శ్రీమతి/కుమారి రోల్ నెం.....D.El.Ed. ప్రథమ సంవత్సర 1వ సెమిస్టర్కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డ్లో భాగంగా మా పాఠశాల నుండి అవసరమైన సమాచారాన్ని సేకరించినారని ధృవపరచుచున్నాను.

ప్రధానోపాధ్యాయులు

గమనిక:

- ఈ చెక్ లిస్టులో ప్రాథమిక / ప్రాథమికోన్నత పాఠశాలకు వర్తించే అంశాల విషయ సేకరణ రెండు రోజుల్లో పూర్తిచేసి, తర్వాత ఒకరోజు ఉన్నత పాఠశాలకు వర్తించే అంశాల విషయ సేకరణ పూర్తి చేయాలి.
- పై అంశాలన్నీ పూర్తి చేసుకున్న పిదప ప్రాథమిక / ప్రాథమికోన్నత మరియు ఉన్నత పాఠశాలల ప్రధానోపాధ్యాయుల నుండి దిగువ సూచించిన ధృవపత్రాలను వేరువేరుగా తీసుకోవాలి.

అధ్యాయం - 4
అంగన్‌వాడి కేంద్ర సందర్శన

ఉపాధ్యాయ విద్యార్థులు తమకు కేటాయించిన అంగన్‌వాడి సెంటర్‌కు, దానికై ఉద్దేశించిన చెక్‌లిస్ట్‌తో చేరుకొని దాని ఆధారంగా పరిశీలనలను నమోదు చేసుకోవాలి. ఈ పాఠశాల పరిశీలనలకు ఒకరోజు కేటాయించడమైంది.

అంగన్‌వాడి కేంద్రం పరిశీలన చెక్‌లిస్ట్

సాధారణాంశాలు:

1. చాత్రోపాధ్యాయుని (రాలి) పేరు, రోల్ నెం.:
Student Teacher Name, Roll No.
2. సందర్శించిన పాఠశాల పేరు, చిరునామా :
Name & address of the school visited
3. పాఠశాల స్థాపనలో ప్రధాన ఉద్దేశ్యం :
Main objective in establishing the school
4. ఉద్దేశాల సాధనకు పాఠశాలలో నిర్వహిస్తున్న కార్యక్రమాలు :
Activities conducted by the school to achieve the objectives

క్ర. సం	పరిశీలించాల్సిన అంశం Items to be observed	పరిశీలించి నమోదు చేశారా? అవును / కాదు
1	అంగన్‌వాడి కేంద్రం చరిత్ర- History of Anganwadi Centre (ఎప్పుడు స్థాపించబడింది, దాతల సహకారంతో ఏర్పాటుచేయబడిందా, స్థలం ఎంత, ఆటస్థలం ఎంత, తదుపరి జరిగిన మార్పులు వంటి అంశాలు వివరంగా నమోదు చేసుకోవాలి)	అవును / కాదు
2	అంగన్‌వాడి కేంద్రం లక్ష్యాలు - Objectives of Anganwadi Centre (ఏ ఏ లక్ష్యాలతో సెంటర్ ఏర్పాటు చేయబడింది నమోదు చేయాలి)	అవును / లేదు
3	పనిదినాలు / సెలవులు - Working Days / Holidays (వాటి వివరాలు నమోదుచేసుకోవాలి)	అవును / లేదు
4	అంగన్‌వాడి సమయం, కాలనిర్ణయ పట్టిక, పిల్లల నమోదు, హాజరు AWC timings, timetable, Environment, attendance (అంగన్‌వాడి కేంద్రం సమయం, కాలనిర్ణయ పట్టిక, పిల్లల రోల్, హాజరు నమోదు చేసుకోవాలి)	అవును / లేదు
5	భౌతిక వసతులు, కల్పిస్తున్న ఇతర సౌకర్యాలు Physical facilities and other facilities provided (తరగతి గదుల సంఖ్య, స్టోర్ రూమ్, వంటగది, ఆటస్థలం, మంచినీటి వసతి, మరుగుదొడ్లు, ప్రహరిగోడ, ప్రత్యేక అవసరాల పిల్లల కొరకు ర్యాంప్, కుర్చీలు, బల్లలు, నల్లబల్లలు, విద్యుత్ సౌకర్యం వంటి అంశాలు పరిశీలించి నమోదు చేసుకోవాలి. అలాగే పిల్లలకు కల్పిస్తున్న సౌకర్యాలు గురించి తెలుసుకోవాలి)	అవును / లేదు

- 6 అంగన్‌వాడి బోధకురాలి / సహాయకురాలి విధులు** అవును / లేదు
Duties of Anganwadi Instructor
 (అంగన్‌వాడి బోధకురాలి విధులు అడిగి నమోదు చేసుకోవాలి. అదే విధంగా సహాయకురాలు చేయవలసిన పనులు గురించి అడిగి నమోదు చేసుకోవాలి.)
- 7 గ్రామ వివరాలు - Details of village children population** అవును / లేదు
 (గ్రామ జనాభా, 0-3, 3-5, 5-14 సంవత్సర బాలబాలికల జనాభా పాఠశాలలో చేరిక, బడి బయట ఉన్న వారి వివరాలు నమోదు చేసుకోవాలి)
- 8 రిజిస్టర్లు, రికార్డులు - Maintenance of Registers and Records** అవును / లేదు
 (అంగన్ వాడి సెంటర్‌లో నిర్వహించాల్సిన రిజిస్టర్లు, రికార్డులు చూసి నమోదు చేసుకోవాలి. వాటిలో వివిధ అంశాలుకు సంబంధించి పట్టికలలో ఉన్న కాలమ్స్ లోని వివరాలు నమోదు చేసుకోవాలి)
- 9 ఆట సామగ్రి పరిశీలన - Observation of Play material** అవును / లేదు
 (ఏ ఏ రకాల ఆట సామగ్రి ఇవ్వబడినదో వివరంగా నమోదు చేసుకోవాలి)
- 10 బోధకురాలి బోధనా ప్రక్రియ పరిశీలన** అవును / లేదు
Observation of instructors teaching process
 (ఆట, పాట, మాట, కథ సృజనాత్మకత కృత్యాలతో కూడిన బోధనాభ్యసన ప్రక్రియలను పరిశీలించాలి. బోధనాభ్యసన ప్రక్రియలో ఆట సామగ్రి వినియోగాన్ని పరిశీలించాలి.)
- 11 పిల్లలకు పంపిణీ చేస్తున్న పౌష్టికాహార వివరాలు** అవును / లేదు
Details of Nutritious food provided to children
 (ఒక వారంలో ప్రతిరోజు పిల్లలకు అందిస్తున్న పోషకాహార వివరాలు నమోదు చేయాలి.)
- 12 అంగన్ వాడి సెంటర్‌కు సంబంధించిన ఉపాధ్యాయ విద్యార్థి యొక్క సమగ్ర ప్రతిస్పందన - Reflections of student teacher on Anganwadi Centre in details** అవును / లేదు
 (ఒకరోజు పరిశీలన పిదప ఉపాధ్యాయ విద్యార్థి, అంగన్‌వాడి సెంటర్ పట్ల, అంగన్‌వాడి సెంటర్ వివిధ రకాల అంశాలపట్ల అతని / ఆమె అవగాహన, ప్రతిస్పందన, అనుభూతులు, మంచి పద్ధతులు, లోపాల వంటి అంశాలను పరిశీలనల నమోదు పుస్తకంతో సవివరంగా నమోదుచేయాలి.)

గమనిక: ఈ అంశాలన్నీ పూర్తిచేసుకొన్న పిదప ఆ పాఠశాల అంగన్‌వాడి కేంద్ర బోధకురాలి నుండి దిగువ సూచించిన దృవపత్రాన్ని తీసుకోవాలి.

ధృవపత్రం

శ్రీ/శ్రీమతి/కుమారి రోల్ నెం.....D.El.Ed. ప్రథమ సంవత్సర సెమిస్టర్కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనాకార్యక్రమ రికార్డ్లో భాగంగా మా అంగన్వాడి సెంటర్ నుండి అవసరమైన సమాచారాన్ని సేకరించినారని ధృవపరచుచున్నాను

అంగన్వాడి కేంద్ర బోధకురాలి సంతకం

గమనిక: చెక్లిస్ట్లో అవును/కాదు అని టీక్ చేసినంత మాత్రాన సరిపోదు. అన్ని అంశాలను క్షుణ్ణంగా పరిశీలించి, వివరాలను నమోదు చేయాలి.

A teacher's profession calls for a little sacrifice in the interests of the nation. The main asset of a teacher is his students, former and present. Teachers who have lived up to ideals are held in great esteem by their disciples. The position of the guru, the teacher, in our ethos is equal to that of God (Matha Pitha Guru Daivam). The teachers of today must ensure that this great Indian concept and the reverential position they hold, is not sacrificed at the altar of avarice.”



అధ్యాయం - 5

కె.జి.బి.వి. పాఠశాల సందర్శన

ఉపాధ్యాయ విద్యార్థులు తమకు కేటాయించిన KGBV పాఠశాలకు దానికై ఉద్దేశించిన చెక్ లిస్టుతో చేరుకొని, దాని ఆధారంగా పరిశీలనలను నమోదు చేసుకోవాలి. ఈ పాఠశాల పరిశీలనకు ఒక రోజు కేటాయించడమయినది.

కె.జి.బి.వి.పాఠశాల పరిశీలన చెక్‌లిస్ట్

సాధారణాంశాలు:

1. చాత్రోపాధ్యాయుని (రాలి) పేరు, రోల్ నెం.:
Student Teacher Name, Roll No.
2. సందర్శించిన పాఠశాల పేరు, చిరునామా :
Name & address of the school visited
3. పాఠశాల స్థాపనలో ప్రధాన ఉద్దేశ్యం :
Main objective in establishing the school
4. ఉద్దేశాల సాధనకు పాఠశాలలో నిర్వహిస్తున్న కార్యక్రమాలు :
Activities conducted by the school to achieve the objectives

పరిశీలించాల్సిన అంశాలు:

క్ర.సం.	పరిశీలించాల్సిన అంశం Items to be observed	పరిశీలించి, నమోదు చేశారా? అవును / కాదు
1	పాఠశాల చరిత్ర - School History (ఎప్పుడు స్థాపించబడింది, దాతల సహకారంతో ఏర్పాటు చేయబడిందా, ఎంత స్థలం, ఆటస్థలం ఎంత, తదుపరి జరిగిన మార్పులు వంటి అంశాలు వివరంగా నమోదు చేసుకోవాలి)	
2	బోధనా సిబ్బంది వివరాలు, విద్యార్థుల వివరాలు Details of teaching staff and students (బోధనా సిబ్బంది, బోధనేతర సిబ్బంది పేర్లు, హోదా, అర్హతలతో పట్టిక తయారు చేయాలి. అదేవిధంగా తరగతి వారీగా బాలబాలికల రోల్, హాజరు పట్టిక రూపంలో తీసుకోవాలి)	అవును / లేదు
3	భౌతిక వసతులు - Physical facilities (తరగతి గదుల సంఖ్య, స్టోర్ రూమ్, వంటగది, నివాస గదులు, ఆటస్థలం, మంచినీటి వసతి, మరుగుదొడ్లు, ప్రహరిగోడ, ప్రత్యేక అవసరాల పిల్లల కొరకు ర్యాంప్, కుర్చీలు, బల్లలు, నల్లబల్లలు, విద్యుత్ సౌకర్యం వంటి అంశాలు పరిశీలించి నమోదు చేసుకోవాలి)	అవును / లేదు

- 4 వార్షిక ప్రణాళిక, కాలనిర్ణయ పట్టిక (Year Plan , Time Table)** **అవును / లేదు**
- ప్రతి తరగతికి సంబంధించి వార్షిక ప్రణాళిక తయారుచేయబడినదా పరిశీలించాలి. ఉపాధ్యాయుల వారీగా కాలనిర్ణయ పట్టికలు చూసి నమోదు చేసుకోవాలి
- 5 వివిధ రిజిస్టర్లు, రికార్డుల నిర్వహణ** **అవును / లేదు**
- Maintenance of various registers, records**
- అడ్మిషన్ రిజిస్టర్, ఉపాధ్యాయుల పిల్లల హాజరు పట్టీలు, స్టాక్ రిజిస్టర్ లు, ప్రగతి పత్రాలు, CCE రిజిస్టర్, మూవ్ మెంట్ రిజిస్టర్, CL రిజిస్టర్, లాగ్ బుక్ వంటి అన్ని రకముల రిజిస్టర్ లు రికార్డులు పరిశీలించి, అందులో ఏ అంశాలు ఏ విధంగా నమోదు చేయబడినవో పరిశీలించి, నమోదు చేసుకోవాలి.
- 6 అకడమిక్ కార్యక్రమాలు, రెమిడియల్ టీచింగ్** **అవును / లేదు**
- Academic Programmes, Remedial Teaching**
- రోజువారీ, ఉపాధ్యాయవారీగా నిర్వహించే అకడమిక్ కార్యక్రమాలు, స్టడీ ఆవర్స్ వివరాలు, రెమిడియల్ టీచింగ్ వివరాలు నమోదు చేసుకోవాలి
- 7 కె.జి.బి.వి. బాలికలకు ప్రభుత్వం కల్పిస్తున్న సదుపాయాలు** **అవును / లేదు**
- Facilities provided by Govt. to KGBV girls**
- ప్రభుత్వం ఈ పాఠశాలలోని బాలికలకు ప్రత్యేకంగా కల్పిస్తున్న అన్ని రకాల సదుపాయాలను పరిశీలించి నమోదు చేసుకోవాలి
- 8 సి.సి. ఇ. రికార్డుల నిర్వహణ - Maintenance of CCE Record** **అవును / లేదు**
- తరగతి వారీగా, విషయవారీగా నిర్మాణాత్మక, సంగ్రహణాత్మక మదింపు పరీక్షల వివరాలు, మార్కులు, గ్రేడులుకు సంబంధించి ముఖ్య అంశాలు నమోదు చేసుకోవాలి
- 9 భోజన సదుపాయం / పౌష్టికాహార వివరాలు** **అవును / లేదు**
- Food provision / details of nutritious food given**
- రోజువారీ భోజన మెనూ, వడ్డిస్తున్న విధానం, భోజనశాల పరిశుభ్రత తదితర వివరాలు రాయాలి.
- 10 ఇతర పాఠ్య కార్యక్రమాలు - Other curricular programmes** **అవును / లేదు**
- పాఠశాలలో జరిపే వివిధ సహ పాఠ్యకార్యక్రమాల వివరాలను అవగాహన చేసుకొని నమోదు చేయాలి.

11 సమగ్ర శిక్ష పరిశీలన పత్రం - Samagra Shiksha observation sheet

అవును / లేదు

సమగ్ర శిక్ష వారిచే రూపొందించబడిన కె.జి.బి.వి.ల పరిశీలన పత్రాన్ని పరిశీలించి వారు పరిశీలించే అంశాల పట్ల అవగాహన ఏర్పరచుకోవాలి.

12 పాఠశాలకు సంబంధించి ఉపాధ్యాయ విద్యార్థి యొక్క సమగ్ర ప్రతిస్పందన

అవును / లేదు

Reflection of student teacher on KGBV in detail

ఒకరోజు పరిశీలన పిదప ఉపాధ్యాయ విద్యార్థి, పాఠశాల పట్ల, పాఠశాలలో వివిధ రకాల అంశాలపట్ల అతని/ఆమె అవగాహన / ప్రతిస్పందన, అనుభూతులు, మంచి పద్ధతులు, లోపాలు ఇత్యాది అంశాలను పరిశీలనల నమోదు పుస్తకంలో సవివరంగా నమోదు చేయాలి

గమనిక: ఈ అంశాలన్నీ పూర్తిచేసుకొన్న పిదప ఆ పాఠశాల ప్రధానోపాధ్యాయుల నుండి దిగువ సూచించిన ధృవపత్రాన్ని తీసుకోవాలి.

ధృవపత్రం

శ్రీ/శ్రీమతి/కుమారి రోల్ నెం.....D.El.Ed. ప్రథమ సంవత్సర సెమిస్టర్ కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డ్ లో భాగంగా మా పాఠశాల నుండి అవసరమైన సమాచారాన్ని సేకరించినారని ధృవపరచుచున్నాను.

స్పెషల్ ఆఫీసర్

గమనిక: చెక్ లిస్ట్ లో ప్రతిపాదించిన అంశాలను క్షుణ్ణంగా పరిశీలించి, వివరాలను నమోదు చేయాలి.

Students are future leaders and thinkers; Teachers get to inspire and nurture these future leaders. Therefore, teaching is the foundation of the future, and success depends on it.

భవిత కేంద్రాల పరిశీలన/Special Schools for Divyang Children

సాధారణాంశాలు:

1. చాత్రోపాధ్యాయుని (రాలి) పేరు, రోల్ నెం.:
Student Teacher Name, Roll No.
2. సందర్శించిన పాఠశాల పేరు, చిరునామా :
Name & address of the school visited
3. పాఠశాల స్థాపనలో ప్రధాన ఉద్దేశ్యం :
Main objective in establishing the school
4. ఉద్దేశాల సాధనకు పాఠశాలలో నిర్వహిస్తున్న కార్యక్రమాలు :
Activities conducted by the school to achieve the objectives

పరిశీలించాల్సిన అంశాలు:

1. పాఠశాల స్థాపనలోగల ఉద్దేశం Aims
2. బోధకుల వివరాలు - Details of IE Resource teachers
3. ఏ ఏ వైకల్యాలకు ఉద్దేశించి ప్రవేశం పొందుతున్నారు?
The various types of differently abled persons provided admission
- 4.ఎ) వివిధ వైకల్యాలు కలిగిన పిల్లల వివరాలు
Details of different types of challenged children admitted
బి) నిర్వహిస్తున్న వివిధ రికార్డులు, రిజిస్టర్లు - Maintenance of Records and Registers
- 5.ఎ) వారికి కలుగజేయుచున్న సౌకర్యాలు - Facilities provided
బి) వారికి అందచేయబడుతున్న నిధులు - Funds provided
6. వైకల్యాలు కలిగిన పిల్లలకు బోధన, అభ్యసన విధానాలు
Strategies adopted in TLP for challenged children
7. వైకల్యాలు కలిగిన పిల్లలు సాధనాస్థాయిని అంచనావేసే విధానాలు.
Strategies adopted to assess Achievement levels of challenged children
8. ప్రభుత్వం నుంచి పొందుతున్న సహాయ వివరాలు.
Details of aids provided by the Government
9. వారిలోగల లోపాలు ఆత్మ స్థైర్యంతో ఎదుర్కొనడానికి అనుసరిస్తున్న వినూత్న అంశాలు.
Innovative aspects adopted to overcome the short comings with self confidence.
10. పరిశీలనలో గమనించిన బలాలు / బలహీనతలు
Strengths and weakness observed

ధృవపత్రం

శ్రీ/శ్రీమతి/కుమారి రోల్ నెం..... D.El.Ed. ప్రథమ సంవత్సర సెమిస్టర్కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డ్లో భాగంగా మా పాఠశాల నుండి అవసరమైన సమాచారాన్ని సేకరించినారని ధృవపరచుచున్నాను.

IED Instructor

రెసిడెన్షియల్ పాఠశాలలు - జనరల్; సాంఘిక సంక్షేమ గురుకులం

(వెనుకబడిన తరగతులు సంక్షేమ పాఠశాల సందర్శన)

ఉపాధ్యాయ విద్యార్థులు తమకు కేటాయించిన రెసిడెన్షియల్ పాఠశాలలు-జనరల్, సాంఘిక సంక్షేమ, గురుకులం (వెనుకబడిన తరగతుల సంక్షేమ పాఠశాల/ప్రత్యేక పాఠశాల)కు, దానికై ఉద్దేశించిన చెక్ లిస్ట్ తో చేరుకొని, దాని ఆధారంగా పరిశీలనలను నమోదు చేసుకోవాలి. ఈ పాఠశాల పరిశీలనకు ఒక్కొక్కదానికి ఒక్కోరోజు కేటాయించడమైనది.

రెసిడెన్షియల్ పాఠశాలలు-జనరల్, సాంఘిక సంక్షేమ, గురుకులం

(వెనుకబడిన తరగతుల సంక్షేమ పాఠశాల/ప్రత్యేక పాఠశాల) పరిశీలన చెక్ లిస్ట్

సాధారణాంశాలు General Aspects:

1. ఉపాధ్యాయ విద్యార్థి పేరు, రోల్ నెం. :
Name and Roll No. of Teacher Trainee
2. సందర్శించిన పాఠశాల పేరు, చిరునామా :
Name of the school and address visited
3. పాఠశాల స్థాపనలో ప్రధాన ఉద్దేశ్యాలు :
Main objective of establishment of school
4. పాఠశాలలో చేపడుతున్న కార్యక్రమాలు :
Activities / programmes taken up in school

పరిశీలించాల్సిన అంశాలు:

క్ర. సం	పరిశీలించాల్సిన అంశం Items to be observed	పరిశీలించి, నమోదు చేశారా?
1	పాఠశాల వాతావరణం - School Environment	అవును / కాదు
	(అనువైన పరిసరాలతో పాఠశాల ఏర్పాటుచేయబడిందా, విద్యార్థులు చేరుకోవటానికి వీలైన విధంగా ఉందా, చుట్టూ వున్నప్రాంతం పాఠశాల వ్యవస్థకు సహకరించే విధంగా ఉందా వంటి అంశాలన్నింటిని పరిశీలించి నమోదు చేసుకోవాలి.)	
2	పాఠశాల సమయం, కాల నిర్ణయ పట్టికలు (School Timings, Time Tables)	అవును / కాదు

	(పాఠశాల సమయ వివరాలు, తరగతి వారీగా, ఉపాధ్యాయవారీగా కాలనిర్ణయ పట్టికలు నమోదు చేసుకోవాలి)	
3	భౌతిక వసతులు - Physical facilities	అవును / కాదు
	(తరగతి గదుల సంఖ్య, స్టోర్ రూమ్, వంటగది, నివాస గదులు, ఆటస్థలం, మంచినీటి వసతి, మరుగుదొడ్లు, ప్రహరీగోడ, ప్రత్యేక అవసరాల పిల్లల కొరకు ర్యాంప్, కుర్చీలు, బల్బులు, నల్లబల్బులు, విద్యుత్ సౌకర్యం వంటి అంశాలు పరిశీలించి నమోదు చేసుకోవాలి.)	
4	రెసిడెన్షియల్ పాఠశాల నిర్మాణం - Structure of Residential School	అవును / కాదు
	(రెసిడెన్షియల్ విధానంతో పాఠశాలకు కావలసిన అన్ని రకాల అంశాలు ఉన్నాయా, లేవా అనేది పరిశీలించాలి.)	
5	అకడమిక్ కార్యక్రమాలు, రెమిడియల్ టీచింగ్ Academic programmes, Remedial teaching	అవును / కాదు
	(రోజువారీ, ఉపాధ్యాయవారీగా, నిర్వహించే అకడమిక్ కార్యక్రమాలు, సిలబస్ పూర్తి, స్టడీ అవర్స్ వివరాలు, రెమిడియల్ టీచింగ్ వివరాలు నమోదు చేసుకోవాలి.)	
6	మూల్యాంకన విధానం (సి.సి.ఇ. రికార్డుల నిర్వహణ) Evaluation procedure (Maintenance of CCE Remarks)	అవును / కాదు
	(తరగతి వారీగా, విషయవారీగా నిర్మాణాత్మక, సంగ్రహాత్మక మదింపు పరీక్షల వివరాలు, మార్కులు, గ్రేడులుకు సంబంధించి ముఖ్య అంశాలు నమోదు చేసుకోవాలి.)	
7	ఇతర పాఠ్య కార్యక్రమాలు - Other Curricular Programmes	అవును / కాదు
	(పాఠశాలలో జరిపే వివిధ సహ పాఠ్యకార్యక్రమాల వివరాలను అవగాహన చేసుకొని నమోదు చేయాలి.)	
8	పుస్తకాలు, బోధనాభ్యసన సామాగ్రి వివరాలు - Books & TLM	అవును / కాదు
	(బోధనాభ్యసన సామాగ్రి లభ్యత, దృశ్య, శ్రవణ పరికరాలు, ఉచిత పాఠ్యపుస్తకాలు, ఉపాధ్యాయ కరదీపికలు, బాలసాహిత్యం గురించిన అంశాలన్నింటినీ వివరంగా పేర్కొనాలి.)	
9	తరగతి గది పరిశీలన - తెలుగు, గణితం Classroom Observation – Telugu, Mathematics	అవును / కాదు
	(ఉపాధ్యాయ విద్యార్థులు, తరగతి గదిలో తెలుగు, గణితం విషయాలను ఆ పాఠశాల ఉపాధ్యాయులు వివిధంగా బోధిస్తున్నారో నిశితంగా పరిశీలించాలి. వీలైనంతవరకు ఒక్కొక్క ఉపాధ్యాయ విద్యార్థి, ఒక్కో ఉపాధ్యాయుని తెలుగు, గణిత విషయాలకు సంబంధించి బోధనాభ్యసన ప్రక్రియలను పరిశీలించాలి. ఉపాధ్యాయుని పాఠ్యపథకం, బోధనా విధానం, బోధనా పద్ధతి, తరగతి గది నిర్వహణ, పిల్లలతో చర్చ, బోధనకు తీసుకొన్న సమయం, ఉపయోగించిన బోధనోపకరణాలు, నల్లబల్ల వినియోగం వంటి అంశాలన్నింటినీ పరిగణలోకి తీసుకోవాలి.)	

10	భోజన సదుపాయ / పౌష్టిక ఆహార వివరాలు Details of nutritious food given	అవును / కాదు
	(రోజు వారీ భోజనం మెనూ, వడ్డిస్తున్న విధానం, భోజనశాల పరిశుభ్రత మొదలగునవి బాగున్నాయా)	
11	పాఠశాలకు సంబంధించి ఉపాధ్యాయ విద్యార్థి యొక్క సమగ్ర ప్రతిస్పందన Reflection of Student Teacher on the school detail	అవును / కాదు
	(ఒక్కోరోజు ఒక్కో పాఠశాల పరిశీలన పిదప ఉపాధ్యాయ విద్యార్థి, ఆ పాఠశాల పట్ల, పాఠశాలలో వివిధరకాల అంశాలపట్ల అతని/ఆమె అవగాహన, ప్రతిస్పందన, అనుభూతులు, మంచిపద్ధతులు, లోపాలు ఇత్యాధి అంశాలను పరిశీలనల నమోదు పుస్తకంలో సవివరంగా నమోదు చేయాలి.)	

గమనిక: ఈ అంశాలన్నీ పూర్తిచేసుకొన్న పిదప ఆ పాఠశాల ప్రధానోపాధ్యాయుల నుండి దిగువ సూచించిన దృవపత్రాన్ని తీసుకోవాలి.

దృవపత్రం

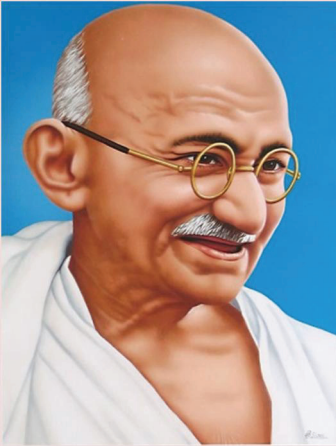
శ్రీ/శ్రీమతి/కుమారి రోల్ నెం..... D.El.Ed. ప్రథమ సంవత్సర సెమిస్టర్ కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డ్ లో భాగంగా మా పాఠశాల నుండి అవసరమైన సమాచారాన్ని సేకరించినారని దృవపరచుచున్నాను.

ప్రిన్సిపాల్ సంతకం

గమనిక: చెక్ లిస్ట్ లో ప్రతిపాదించిన ప్రతి అంశాన్ని క్షుణ్ణంగా పరిశీలించి, వివరాలను నమోదు చేయాలి.

సంస్థాగత పరిశీలన కార్యక్రమము-రికార్డ్ వ్రాయు విధానం

ముందుగా ఉపోద్ఘాతముతో ఈ రికార్డ్ ను రాయడం ప్రారంభించాలి. ఉపోద్ఘాతములో ఈ రికార్డ్ ముఖ్య ఉద్దేశ్యాలను వివరించాలి. తదుపరి ఒక్కో యాజమాన్యానికి సంబంధించి చెక్ లిస్ట్ ఆధారంగా పరిశీలనల నమోదు పుస్తకంలో పొందుపరిచిన అంశాలను ఒక్కో అధ్యాయం నెంబరుతో ప్రారంభించి వరుసక్రమంలో రాయాలి. కుడివైపు పేజీతో ప్రారంభించాలి. ఎడమవైపు పేజీలో ధృవ పత్రాన్ని అతికించాలి. ఆ యాజమాన్య పాఠశాల వివరాలు కుడివైపు పేజీతో అంతమైతే తరువాత ఎడమపేజి తరువాత రాయబోయే యాజమాన్య పాఠశాల ధృవపత్రం అతికించి కుడివైపు నుంచి పరిశీలనలను రాయటం ప్రారంభించాలి. ఆవిధంగా అన్ని యాజమాన్య పాఠశాలల పరిశీలనలను రికార్డ్ ను రాయాలి. చివరగా ముగింపులో ఆయా పాఠశాలల ప్రధానోపాధ్యాయులకు, ఉపాధ్యాయులకు సూచనలు, సలహాలు ఇచ్చిన సంబంధిత అధ్యాపకునికి, ప్రిన్సిపాల్ గార్లకు కృతజ్ఞతలు తెలుపుతూ ముగించాలి.



“Live as if you were to die tomorrow.

Learn as if you were to live forever.”

– Mahatma Gandhi

Annexure – III
Student Teacher Training Observation Sheet

ఛాత్రోపాధ్యాయుని బోధనా పరిశీలనాపత్రం

బ్యాచ్: విషయం: D.El.Ed. Semester I/II/III/IV

Batch

Subject

ఛాత్రోపాధ్యాయుని పేరు :

Name of the student teacher

పాఠ్యాంశ బోధన తేది :

Date of the lesson

పాఠశాల పేరు :

బోధించిన తరగతి :

Name of the School

Class

తరగతి గదిలో పిల్లల సంఖ్య :

No. of students in the class

1. బోధనాంశం - Topic

ఎ) పాఠ్యపథకం తయారు చేశారా?

Lesson Plan prepared

బి) పాఠ్యపథకంపై అభిప్రాయాలు

Opinion on lesson plan / period plan

(అభ్యసన ఫలితాలు, భావనలు, బోధనాభ్యసన వ్యూహాలు)

(Outcomes and learning concepts teaching strategies)

సి) పాఠ్యపథకంలోని కృత్యాలకు తగిన బోధనాభ్యసన వనరులు తయారుచేశారా? అయితే వాటిని పేర్కొనండి.

Whether appropriate TLM is prepared for taking up activities. If so mention.

డి) మూల్యాంకన పత్రములు తయారుచేశారా? ఎలాంటి ప్రశ్నలు తయారుచేశారు?

Whether Evaluation sheets are prepared? What type of questions posed?

2. ప్రదర్శన - Presentation

ఎ) పూర్వజ్ఞానాన్ని పరీక్షించారా / పునర్విమర్శ చేశారా? ఎలా చేశారు?

Previous knowledge tested / Recapitulation made / How?

బి) పాఠాన్ని ఎలా ప్రవేశపెట్టారు?

How the topic is presented.

సి) బోధనాభ్యసన పద్ధతులు, బోధనాభ్యసన వ్యూహాలు - మీ అభిప్రాయం

Opinion on teaching learning methods, teaching strategies adopted.

డి) పాఠ్యపథకం ప్రకారం సోపానాలు అనుసరించారా? అనుసరించిన సోపానాలేవి?

Whether all the steps of lesson plan are followed? If not? Which?

ఇ) పాఠ్యపథకం ప్రకారం కృత్యాలు నిర్వహించారా? ఏ యే కృత్యాలు?

Whether activities are followed as per lesson plan? If so, mentioned

ఎఫ్) కృత్యాలు వ్యక్తిగతంగా / జట్టు / పూర్తి తరగతిలో నిర్వహించారా?

ఏవి సమర్థవంతంగా ఉన్నాయి?

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

- జి) వైయక్తిక భేధాలను దృష్టిలో ఉంచుకొని బోధించారా?
ఎలాంటి వ్యూహాలు అనుసరించారు?
Whether individual differences taken into account while teaching?
What are the strategies involved?
- హెచ్) స్థానిక వనరులు వినియోగించారా? ఏ యే స్థానిక వనరులు ఉపయోగించారు?
Whether local resources utilized? If so, mention?
- ఐ) బోధనాభ్యసన సామగ్రి సక్రమంగా వినియోగించారా?
Whether TLM is appropriate?
- జె) బోధనాభ్యసన వనరుల ప్రదర్శన నైపుణ్యంపై వ్యాఖ్య
Comment on teaching learning resources presented.
- కె) పిల్లల ప్రతిస్పందనల ఆధారంగా పాఠ్యబోధన కొనసాగించారా? మీ అభిప్రాయం.
Whether the lesson is taught keeping in view of children reflections

3. మూల్యాంకనం - Evaluation

- ఎ) పునర్విమర్శ చేశారా? / పునశ్చరణ / మూల్యాంకనం చేశారా?
Whether recapitulation made?
ఎలాంటి ప్రశ్నలు అడిగారు?
What type of questions asked?
- బి) మూల్యాంకన కృత్యాలు నిర్వహించిన విధానంపై వ్యాఖ్య (సీసీఈ ఆధారంగా)
Comment on Evaluation activities conducted.
- సి) నియోజనం ఇచ్చారా? ఎలాంటి నియోజనాలు ఇచ్చారు?
Whether assessment given? What type of assessments given?
- డి) అభ్యసన ఫలితాలు / లక్ష్యాలు సాధించబడ్డాయా?
Whether the learning objectives achieved?

4. తరగతి గది యాజమాన్యం - Classroom Management

- ఎ) తరగతి గది నియంత్రణ : బాగుంది / సాధారణం / అభివృద్ధి అవసరం
Classroom Management Good General Needs improvement
- బి) తరగతి ప్రతిస్పందన : బాగుంది / సగటు / బాగాలేదు
Class feedback Good Average Bad
- సి) కృత్యాల ప్రభావం : బాగుంది / సగటు / అభివృద్ధి అవసరం
Role of Activity Good Average Needs importance
- డి) నల్లబల్ల వినియోగం : బాగుంది / తగినవిధంగా ఉంది / తక్కువ
Use of Blackboard Good Appropriate Poor
- ఇ) సమయపాలన : బాగుంది / అధిక సమయం తీసుకున్నారు / ముందుగా ముగించారు
Time management Good Take more time concluded earlier

5. వ్యక్తిగత లక్షణాలు - Individual Characteristics

- ఎ) ప్రదర్శనా తీరు : బాగుంది / సాధారణం / అభివృద్ధి అవసరం
Way of presentation Good General Needs importance

- బి) భాషా వినియోగం : బాగుంది / తగిన విధంగా ఉంది / తగిన విధంగా లేదు
 Language used Good appropriate Not up to the mark
- సి) ఉచ్చారణ : శ్రేష్ఠం / స్పష్టం / అభివృద్ధి అవసరం
 Pronunciation perfect Clear Needs importance
- డి) స్వరం : వినిపించేలా ఉంది/బిగ్గరగా ఉంది/బలహీనంగా ఉంది.
 Voice Audible Louder Very poor

6. సాధారణం - General

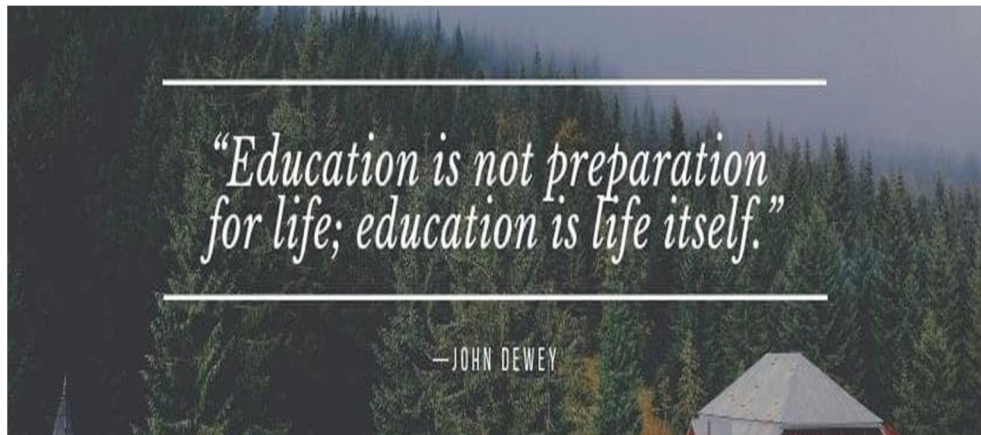
- ఎ) విషయ పరిజ్ఞానం : బాగుంది/ తగిన విధంగా ఉంది/ తగిన విధంగా లేదు
 Subject Knowledge Good Appropriate Need up to the mark
- బి) అభివృద్ధికి సూచనలు :
 Suggestions for improvement
- సి) పొందిన గ్రేడ్ : ఎ⁺ / ఎ / బి⁺ / బి / సి / డి

Grade Achievement

గ్రేడ్ ఎ ⁺	-	(అత్యుత్తమం) Excellent
గ్రేడ్ ఎ	-	(చాలా బాగుంది) Very Good
గ్రేడ్ బి ⁺	-	(బాగుంది) Good
గ్రేడ్ బి	-	(సంతృప్తికరము) Satisfactory
గ్రేడ్ సి	-	(సగటు) Average
గ్రేడ్ డి	-	(అభివృద్ధి అవసరం) Needs importance

పరిశీలించిన ఉపన్యాసకుని / ఉపాధ్యాయుని / ఛాత్రోపాధ్యాయుని సంతకం

Observed by / Teacher / Teacher Trainee



Annexure -IV

తరగతిగది పరిశీలనపై స్వీయ ప్రతిస్పందన పత్రం

(Classroom Observation cum Reflective Journal)

తరగతి - 1, 2 / 3, 4, 5 / 6, 7, 8

D.El.Ed. Semester II /IV

బ్యాచ్:

Batch

ఛాత్రోపాధ్యాయుని పేరు

Name of the Student Teacher

పాఠ్యాంశ బోధన తేది

Date

పాఠశాల పేరు

Name of the School

తరగతి గదిలో పిల్లల సంఖ్య :

No. of Students

బోధనాంశం

Topic

1. ఛాత్రోపాధ్యాయుని ప్రతిస్పందనలు (స్వీయ పాఠ్యబోధన)

Reflection of student teacher

ఎ) అభ్యసనంలో విద్యార్థులు పాల్గొన్న విధానం

Process of student involvement in learning

బి) విద్యార్థులు ఇతర విద్యార్థులతో / ఉపాధ్యాయునితో / పరస్పర చర్చపై మీ అభిప్రాయం.

Opinion on interaction between students / student teachers

సి) విద్యార్థుల అనుభవాలు / ప్రతిస్పందనలపై మీ అభిప్రాయం.

Opinion student experiences / reflections

డి) ఏ యే కృత్యాలు బాగా జరిగాయి? ఎందుకు?

What are the activities successfully? Why?

ఇ) ఏ యే కృత్యాలు బాగా జరగలేదు? ఎందుకు?

What are the activities unsuccessful? Why?

ఎఫ్) ఏ యే పిల్లలు బాగా అర్థం చేసుకున్నారు?

Who are the children understand well?

జి) ఏ యే పిల్లలకు అదనపు సహాయం కావలసి వచ్చింది?

Who required additional support?

హెచ్) తదుపరి పాఠాన్ని సమర్థవంతంగా బోధించుటకు

మీ బోధనలో ఎలాంటి మార్పులు చేయదలచుకున్నారు?

What are the additional requirements to be taken into account for effective transaction of the topic

ఐ) బోధించిన పాఠంపై ఛాత్రోపాధ్యాయుని స్వీయ అభిప్రాయం / ప్రతిస్పందనలు:

Reflection on the topic taught.

ఛాత్రోపాధ్యాయుని సంతకం

గమనిక: ప్రతి ఛాత్రోపాధ్యాయుడు, తాను చెప్పిన పాఠంపై తన అభిప్రాయాన్ని / ప్రతిస్పందనను బోధించిన వెంటనే నమోదు చేయాలి.

జువెనైల్ జస్టిస్ కమిటీ హైకోర్టు, ఆంధ్రప్రదేశ్

సమగ్రా శిక్షా Samagra Shiksha

బాలికలపై లైంగిక వేధింపులను ఆపండి

పిల్లలని చైతన్యపరుద్దాం అరవండి, పరిగెత్తండి, చెప్పండి

నిన్ను నువ్వు ఎవరో తెలుసుకో

1. నా పేరు
2. నా వయస్సు
3. నా జాతి
4. నా వృత్తి

ఎవరైనా తాళితే కింది విధంగా చేయండి

అరవండి

- ప్రవర్తనలో అస్పష్టత మార్పు
- ఇతరులనుండి దూరంగా ఉండడం
- శరీరంలో అనుమానాస్పద లేదా వలనంలేని మార్పులు
- భయపడటానికి ఉందని
- ప్రవర్తన, అలవాటు, నిద్రలో మార్పులు

పరిగెత్తండి

శరీరభాగాలను ఎవరైనా తాళితే లేదా ఇతరుల ప్రవర్తన మీకు అసౌకర్యంగా ఉందో మీ తల్లిని తెలుసుకోండి లేదా పక్కన ఉన్న వ్యక్తిని 1098 లేదా పోలీస్ 100 లేదా సెక్స్ హెల్ప్ లైన్ 181కు ఫోన్ చేయండి.

చెప్పండి

శరీరభాగాలను ఎవరైనా తాళితే లేదా ఇతరుల ప్రవర్తన మీకు అసౌకర్యంగా ఉందో మీ తల్లిని తెలుసుకోండి లేదా పక్కన ఉన్న వ్యక్తిని 1098 లేదా పోలీస్ 100 లేదా సెక్స్ హెల్ప్ లైన్ 181కు ఫోన్ చేయండి.

పాఠశాల విద్యారాజులు, ఆంధ్రప్రదేశ్

GOVERNMENT OF ANDHRA PRADESH

SCHOOL HELPLINE NUMBERS

For Students, Parents & Teachers

SCHOOL SAFETY HELPLINE (Andhra Pradesh)
14417
Toll-Free • 24x7

CHILD LINE (Child in Need of Care & Protection)
1098
Toll-Free • 24x7

POLICE (Emergency)
100
Emergency • 24x7

WOMEN HELPLINE (Women Safety)
181
Toll-Free • 24x7

CYBER CRIME HELPLINE (Report Cyber Bullying/Online Harassment)
1930
Toll • 24x7

MEDICAL EMERGENCY
108
Toll-Free • 24x7

DISASTER MANAGEMENT
1070
Toll-Free • 24x7

MENTAL HEALTH SUPPORT (Tele MANAS)
14416
Toll-Free • 24x7

ANTI BULLYING HELPLINE (Directorate of School Education, AP)
1100
Toll-Free • Working Hours

RIGHT TO EDUCATION (RTE) Grievances
1800 425 1281
Toll-Free • Working Hours

ONLINE HELP & RESOURCES

APSCERT (Andhra Pradesh State Council of Educational Research & Training)
<https://www.apscert.gov.in>

C-BAT (Cyber Bullying Reporting App)
Available on Google Play Store

JAGRUTI (Student Safety App - AP)
Available on Google Play Store

RTE AP (Right to Education - Andhra Pradesh)
<https://rte.ap.gov.in>

KEEP THESE NUMBERS SAFE - YOUR SAFETY IS OUR PRIORITY!

Annexure -V

నిరంతర సమగ్ర మూల్యాంకన రికార్డ్
CCE Record

ఛాత్రోపాధ్యాయుని పేరు :

Name of the teacher trainee

బోధించిన తరగతి :

Class taught

యూనిట్ / యూనిట్లు :

Unit / Units

విషయం - Subject :

పాఠశాల పేరు :

Name of the School

మార్గదర్శకుని పేరు :

Name of the Guide teacher

1. పరిచయం - Introduction

నిరంతర సమగ్ర మూల్యాంకనాన్ని దృష్టిలో ఉంచుకొని మాపనం, మదింపు, మూల్యాంకనం గురించిన అంశాల వివరణ.

2. మదింపు ప్రాముఖ్యత - ఆవశ్యకత - Objective of Assessment

3. మదింపు రకాలు - Type of Assessment

నిర్మాణాత్మక మదింపు, సంగ్రహణాత్మక మదింపు, రకాలు వ్రాయుము.

4. విషయవారీగా నిర్ధారించబడిన విద్యాప్రమాణాలు-Subject wise Academic standards

5. మదింపు సాధనాలు - Tools of Assessment

మదింపు విధానాలు - రకాలు

6. సంగ్రహణాత్మక మదింపు ప్రశ్నాపత్రం తయారీ

Summative Assessment – Preparation of Question Paper

- బ్లూప్రింట్

- భారత్వ పట్టిక విద్యాప్రమాణాలుతో గణనసూచి

7 ఎ. రూబ్రిక్స్ తయారీ - Preparation of Rubrics

7 బి. సంగ్రహణాత్మక పరీక్షలో విద్యార్థుల వివరాలు

Details of students writing SA

8. విశ్లేషణ - Analysis
9. ప్రతిస్పందనలు - Reflections
10. ముగింపు - Conclusion

- గమనిక:**
1. రికార్డ్ రాసేటప్పుడు పైన సూచించిన 1 నుండి 5 అంశాల వరకు సాధారణ అంశాలపై వివరణ ఉండాలి.
 2. ఆ తరువాత 1, 2 తరగతులకు సంబంధించిన భారత్వపట్టికలు, బ్లూప్రింట్, గ్రాఫ్లు, విశ్లేషణ ఉండాలి. (Maths/Tel - Sem - II, EVS/Eng - Sem-IV)
 3. తదుపరి 3, 4, 5 తరగతులకు సంబంధించిన భారత్వ పట్టికలు, బ్లూప్రింట్ గ్రాఫ్లు, విశ్లేషణలు ఉండాలి. (Tel /Maths - Sem - II, Eng/EVS - Sem-IV)
 4. I, II తరగతులు మరియు III నుండి V తరగతులకు పరీక్షలు వేర్వేరుగా నిర్వహించి, ఒకే రికార్డ్లో రాయాలి.
 5. VI నుండి VIII తరగతికి వేరుగా ఒక రికార్డ్ ఉండాలి. (ఆప్షనల్ సబ్జెక్ట్)

Guidelines to evaluate assessment record:

1. మూల్యాంకనం గురించి వర్ణన (Descriptive) - 5 మార్కులు
2. పరీక్షాపత్రం తయారీ అంశాలు, మార్కుల వివరాలు
(బ్లూప్రింట్, పరీక్షాపత్రాలు, గణన సూచికలు)..... 10 మార్కులు
3. విశ్లేషణ, ప్రతిస్పందనలు, ముగింపు 5 మార్కులు

Education has the power to break cycles of poverty and disadvantage. Teachers give students from all backgrounds opportunities to succeed, helping create a more equitable society.

Annexure - VI

కార్యాచరణ పరిశోధన - పద్ధతి

Action Research - Procedure

వివరించాల్సిన అంశాలు:

పార్ట్ - ఎ (Part – A)

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

పార్ట్ - బి (Part – B)

- V. కార్యాచరణ పరిశోధనకు సమస్య ఎంపిక: ఛాత్రోపాధ్యాయులు 1, 2 తరగతుల సబ్జెక్ట్ బోధనాభ్యసనం మరియు ఇంటర్న్ షిప్ పాఠశాలలకు వెళ్ళినప్పుడు ఆ సబ్జెక్టులలో పిల్లలు ఎదుర్కొన్న సమస్యను ఎంపిక చేసుకొని కార్యాచరణ పరిశోధనను చేపట్టాలి.

(లేదా)

3, 4, 5 తరగతుల సబ్జెక్టులలో బోధనాభ్యసనం మరియు ఇంటర్న్ షిప్ పాఠశాలలకు వెళ్ళినప్పుడు వారు బోధిస్తున్న సబ్జెక్టులలో పిల్లలు ఎదుర్కొన్న సమస్యను ఎంపిక చేసుకొని కార్యాచరణ పరిశోధన చేపట్టాలి. ఆ సమస్యకు సంబంధించి కార్యాచరణ పరిశోధన సోపానాలలో పేర్కొన్న విధంగా వివరంగా ఒక్కొక్క సోపానాన్ని అనుసరించి దత్తాంశ సేకరణ జరపాలి. కార్యాచరణ ప్రణాళిక రూపొందించుకోవాలి. కార్యాచరణ ప్రణాళికను అమలుపరచాలి. కార్యాచరణ పరిశోధన ఫలితాలు తెలుసుకోవాలి. సమస్య పరిష్కార మార్గాలు సూచించాలి. తదుపరి కార్యాచరణ పరిశోధన నివేదిక తయారుచేయాలి.

కార్యచరణ పరిశోధన రికార్డుకు మార్కులు కేటాయింపు

- | | | |
|----------------|---|----------------------|
| 1. పార్ట్ - ఎ | వర్ణన | 10 మార్కులు |
| 2. పార్ట్ - బి | కార్యచరణ పరిశోధన నివేదిక రూపొందించినందుకు | 10 మార్కులు |
| | | మొత్తం : 20 మార్కులు |

2వ సెమిస్టర్లో కార్యచరణ పరిశోధనకు గణితం / తెలుగు సబ్జెక్టుకు 20 మార్కులు కేటాయించడం జరిగింది.

4వ సెమిస్టర్లో కార్యచరణ పరిశోధనకు ఇంగ్లీషు / పరిసరాల విజ్ఞానం 20 మార్కులు, ఆప్షనల్ సబ్జెక్టుకు 20 మార్కులు (మొత్తం 40 మార్కులు) కేటాయించడం జరిగింది.

కార్యచరణ పరిశోధన సోపానాలు:

1. సమస్యను గుర్తించి నిర్వచించడం (Identification of Problem)

ఇది ముఖ్యమైన సోపానం, సమస్యను గుర్తించి నిర్వచించాలి. గుర్తించిన సమస్యకు క్రింది మూడు లక్షణాలు ఉండాలి.

- ఎ) సమస్య స్పష్టంగా ఉండాలి.
- బి) ఇది కార్యచరణకు, పరిశోధనకు అనువుగా ఉండాలి.
- సి) సమయం, శ్రమ వనరుల దృష్ట్యా సాధ్యమైందిగా ఉండాలి.

2. సంబంధిత సాహిత్య సమీక్ష (Review of related Literature):

సమస్య నేపథ్య సమాచారంపై సంక్షిప్త సమీక్ష రాయడంవల్ల సమస్య సందర్భాన్ని పూర్తిగా అర్థం చేసుకోవడానికి దోహదపడుతుంది.

3. లక్ష్యాలను గుర్తించడం (Objectives)

సమస్యలకు సంబంధించిన లక్ష్యాలను రాయాలి. ఒక్కొక్కసారి ఒకే లక్ష్యం ఉండవచ్చు. లేదా

4 నుండి 5 వరకూ ఉండవచ్చు. వీటిని ప్రవర్తనా పదాల్లో ప్రవచించాలి. ఉదా:

- ఎ) 3వ తరగతిలోని విద్యార్థుల క్రమరహిత ఉపస్థితి (హాజరు)కి గల కారణాలను గుర్తించడం.
- బి) 3వ తరగతిలోని పిల్లలు మధ్యాహ్నభోజన విరామగంట కొట్టగానే బయటికి వెళ్లి మళ్ళీ తిరిగి బడికి రాకపోవడానికి గల కారణాలను కనుక్కోవడం.

4. పరికల్పనలను రూపొందించడం (Formation of Hypothesis)

పరిశోధనా సమస్యలకు పరిష్కార మార్గాలను ఊహింపచేయగల ప్రవచన వాక్యాల్లో పరికల్పనలు.

5. ప్రతిచయనం (Sample)

సమస్యకు సంబంధించిన విద్యార్థులు అధికంగా ఉన్నప్పుడు విద్యార్థులందరి (పరిశోధనా భాషలో జనాభా)ని పరిశీలించడానికి సమయం, డబ్బు తగినంతగా ఉండదు. కాబట్టి వివిధ ప్రతిచయన పద్ధతులను ఉపయోగించి నిర్ణయించాలి.

6. ఉపకరణాలు (Resources)

సమస్య లక్ష్యాలను బట్టి ఉపకరణాలను ఎన్నుకోవలసి ఉంటుంది. అవి ప్రశ్నావళులు, పరిష్కారాలు, సామూహిక చర్చలు, ప్రమాణిక మనోవైజ్ఞానిక పరీక్షలు మొదలైనవి.

7. దత్తాంశ విశ్లేషణ (Data Analysis)

దత్తాంశాన్ని సేకరించిన తరువాత తగిన సాంఖ్యికశాస్త్ర పద్ధతులను ఉపయోగించి, విశ్లేషించాలి.

8. అనుమితులు, నిర్ణయాలు - ఫలితాలు వినియోగం

విశ్లేషణల ద్వారా ఫలితాలు, అనుమితులను రాబట్టి సమస్యల పట్ల తగు నిర్ణయాలను తీసుకోవాలి. సహచరులు, పాఠశాల నిర్వాహకులు, తల్లిదండ్రులు, విషయాలను తెలుసుకోవడం వల్ల పాఠశాల నిర్వహణ సులభం అవుతుంది.

కార్యాచరణ పరిశోధన నివేదిక రాయడానికి సోపానాలు :

అధ్యాయం - 1 ఉపోద్ఘాతం (Introduction)

- 1.1 ప్రస్తుత పరిస్థితి (Present Status)
- 1.2 అధ్యయన ప్రాముఖ్యత (Importance of Research)
- 1.3 అధ్యయన పరిమితులు (Limits of Research)

అధ్యాయం - 2 పరికల్పన (Hypothesis)

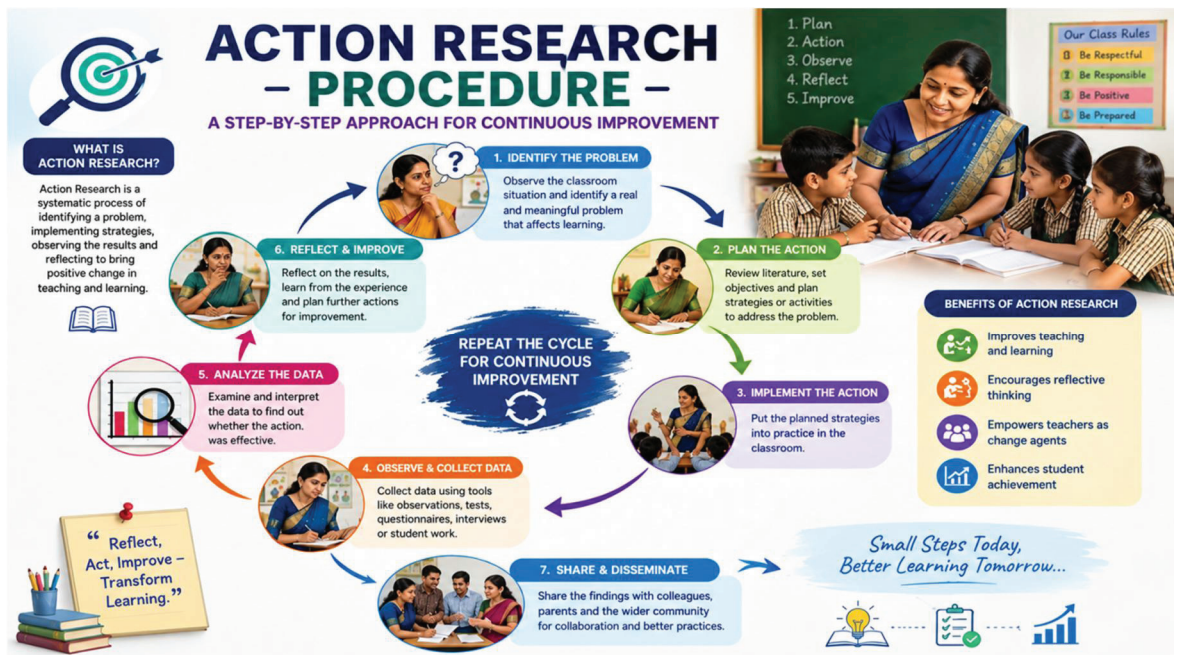
- 2.1 అధ్యయన అంశం (Topic for Research)
- 2.2 అధ్యయన లక్ష్యాలు (Objectives)
- 2.3 అధ్యయన ప్రశ్నలు (Questions posed)
- 2.4 సమాచార సేకరణ సాధనాలు (Tools for data collection)

అధ్యాయం - 3 సమాచార విశ్లేషణ (Data Analysis)

- 3.1 అధ్యయన ప్రశ్నల వారీగా విశ్లేషణ (Analysis basing on questions posed)

అధ్యాయం - 4 ముగింపు (Conclusion)

- 4.1 కనుకొనబడిన అంశాలు (Findings noted)
- 4.2 సలహాలు - సూచనలు (Suggestions)



Annexure - VII

పీరియడ్ పథకం - సోపానాలు (ప్రాథమిక)

Period Plan - Steps (Primary)

తెలుగు

ప్రాథమిక సమాచారం :

1. ఛాత్రోపాధ్యాయుని పేరు :
- రోల్ నెంబర్:
- సెమిస్టర్:
- తరగతి :
2. విషయం :
3. పాఠం పేరు :
4. బోధనాంశం :
5. పీరియడ్ సంఖ్య :
6. కాలము :
7. బోధనాభ్యసన వ్యూహాలు (ప్రక్రియలు)

I ఉపోద్ఘాతం:

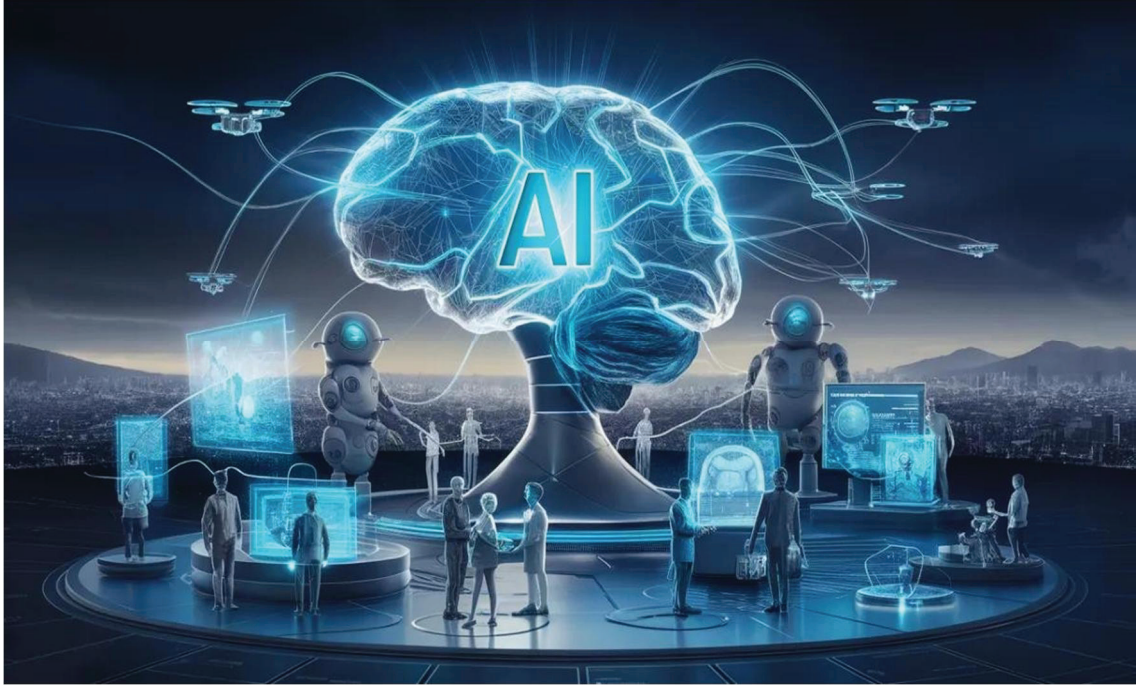
- i) పలకరింపు (విభిన్న విధాలుగా)
ఉదాహరణకు కథ, ఆట, పాట, పొడుపుకథ మొదలైనవి
- ii) ఉన్ముఖీకరణ : చిత్రాలు చూపిస్తూ ప్రశ్నలు అడుగుట
- iii) శీర్షికా ప్రకటన

II బోధనాభ్యసన ప్రక్రియ సోపానాలు

సోపానాలు	బోధనాభ్యసన ప్రక్రియలు	నల్లబల్ల పని	సామాగ్రి / పరికరాలు
పాఠ్యాంశంపై చర్చ అవగాహన			
1. ఉపాధ్యాయుని ఆదర్శ పఠనం			
2. విద్యార్థుల ప్రకాశ పఠనం			
3. మౌనపఠనం			
4. అర్థాల వివరణ	అర్థాలు వివరించాలి	అర్థాలు రాయాలి	బోధనోపకరణాల పేర్లు రాయాలి

III ఇవి చెయ్యండి			
సోపానాలు	బోధనాభ్యసన ప్రక్రియలు	నల్లబల్ల పని	సామాగ్రి / పరికరాలు
కృత్యం : 1	వినడం, మాట్లాడడం		ఉపయోగించిన సామాగ్రి రాయాలి.
కృత్యం : 2	చదవడం, రాయడం		
కృత్యం : 3	స్వీయరచన		
పునశ్చరణ	పాఠ్యాంశానికి సంబంధించిన ప్రశ్నలు	ప్రశ్నలు రాయాలి	

Social media has also overpowered our lives and so the cyber-bullying, which is affecting students more. Proper guidance is essential to educate them at an early stage, enabling them to discern right from wrong. In this context, the role of a teacher is crucial. Lot of information is available on various web portals, how to differentiate between the right or wrong is the moot question. It is the duty of the teacher to guide the students as to how to make a distinction. The positive and negative applications of artificial intelligence are being experienced by everyone today. Not only the illiterate or semi-literate individuals but also well-educated people fall victim to various cyber-crimes. In this context, the role of teachers becomes crucial, as they can guide students on the do's and don'ts of use of technology.



ENGLISH PERIOD PLAN

Pre – Reading

Name of the student teacher :

Roll Number :

Semester :

Class taught :

Unit :

Theme :

Time :

Teaching Item / Topic / Sub Topic: Face Sheet

Expected Learning Outcomes: (Write the relevant Academic Standards)

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

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

పీరియడ్ పథకం - సోపానాలు (ప్రాథమిక/ప్రాథమికోన్నత స్థాయి)

భాషేతర విషయాలకు

1. ఛాత్రోపాధ్యాయుని పేరు : రోల్ నెం : సెమిస్టర్ :
Name of the Student Teacher : Roll No : Semester :
2. బోధించు తరగతి (Class taught) :
3. విషయం (Subject) :
4. అధ్యాయం / పాఠం పేరు :
Name of the Chapter / Topic
5. బోధనాంశం (Topic) :
6. పీరియడ్ సంఖ్య (Period Number) :
7. కాలము - ని.లలో (Time in minutes) :
8. సాధించాల్సిన విద్యాప్రమాణాలు :
Academic Standards to be achieved
(ఆ పీరియడ్ లో బోధించే అంశానికి సంబంధించి విద్యార్థులలో ఏ విద్యాప్రమాణాలు చేకూరాలని ఆశిస్తామో వాటిని వివరంగా రాయాలి)
9. బోధనాభ్యసన వ్యూహాలు / సోపానాలు :
Teaching learning strategies / steps

I. ఉపోద్ఘాతం (Introduction)

- i) పలకరింపు (విభిన్న విధాలుగా) (Greetings)
ఉదాహరణకు కథ, ఆట, పాట, పొడుపుకథ మొదలైనవి
- ii) పూర్వజ్ఞాన పరిశీలన / మైండ్ మ్యాపింగ్ / శోధనాత్మక ప్రశ్నలు
(అయా విషయానికి అనుగుణంగా)
(Testing previous knowledge)
- iii) పాఠ్యాంశ / శీర్షికా ప్రకటన (Presentation of Topic)

II. బోధనాభ్యసన ప్రక్రియ సోపానాలు

విద్యా ప్రమాణాలు Academic Standards	బోధనాభ్యసన ప్రక్రియలు / అనుభవాలు TLP / Experiences	నల్లబల్ల పని Black Board Work	బోధనాభ్యసన సామగ్రి TLM	మూల్యాంకనం Evaluation
1.	ఈ విద్యాప్రమాణాన్ని సాధనకై సంబంధిత కృత్యము / కృత్యాలను వివరంగా రాయాలి.	ఈ కృత్యానికి అవసరమైన నల్లబల్ల అంశాలు రాయాలి	సంబంధిత టి.ఎల్.ఎమ్. ని పేర్కొనాలి . .	సంబంధిత కృత్యానికి అనుగుణంగా ప్రశ్నలు రాయాలి .
2.	అభ్యసన మూల్యాంకనం	. .	. .	. .
3.	ఇంటిపని / ప్రాజెక్టు			



కళా విద్య, విలువల విద్య, పని విద్య
(Art Education, Value Education, Work Education)
సమూహ పీరియడ్ పథకం (Model Period Plan)

ఛాత్రోపాధ్యాయుని పేరు : రోల్ నెం : సెమిస్టర్ :
Name of the Student Teacher : Roll No : Semester :
సాధించవలసిన విద్యా ప్రమాణాలు: కాలము:
Academic Standards to be achieved Time

క్ర.సం. Sl. No.	బోధనా సోపానం Teaching Step	బోధనా వ్యూహం Teaching Strategy	సామగ్రి TLM	మూల్యాంకనం Evaluation
1	ఉపోద్ఘాతం	పలకరింపు మైండ్‌మ్యాపింగ్ ఆలోచించే ప్రశ్నలు		
2	పాఠం గురించి మాట్లాడడం	నేర్పబోయే అంశం గురించి పిల్లలతో మాట్లాడించడం		
3	కృత్యాల నిర్వహణ	- చేయబోయే పని గురించిన సూచనలు చేయడం. - పిల్లల సందేహాలు నివృత్తి - వ్యక్తిగతంగా / జట్లలో చేయడం.		
4	ప్రదర్శన - చర్చ	పిల్లలు తయారుచేసిన విషయాలు / వస్తువులను ప్రదర్శించి వాటి గురించి మాట్లాడించడం.		
5	ముగింపు మూల్యాంకనం	- ప్రదర్శించిన విధానం, తయారుచేసిన విధానం పునశ్చరణ - మెరుగుపరచడానికి సూచనలు చేయడం.		

గమనిక: పీరియడ్ పథకానికి సంబంధించిన సోపానాలు మాత్రమే సూచించడం జరిగింది.
నిర్దేశించుకున్న విద్యాప్రమాణాల సాధనకు చేపట్టవలసిన కృత్యాలు, చర్చ తదితర అంశాలను వివరిస్తూ, పీరియడ్ పథకాన్ని సమగ్రంగా తయారుచేయాలి.

PHYSICAL EDUCATION LESSON PLAN

Name of the Student Teacher : **Roll No. :**
Semester :
Name of the Institution :
Class :
Date :
Duration :
Type of Lesson : **Equipment:**
Name of the Supervisor :

Sl. No.	Subject Matter	Duration in Minutes	Methodology
1	Assembly and Roll Call	2	Formation: Single Line Method: The Teacher brings the class in a single line and attendance is taken by using the following commands. Shortest on left, Tallest on right Classing a single line fall – in Class Atten.....tion Class Right dress Eye front Class from the right Number.
2	Introductory / Warming up	5	Formation : Circle Method: After roll call, the teacher shifts the class into a circle formation by giving the following command. “RIGHT TURN AND FOLLOW ME” Then he starts the Exercises as given below, to fit for the activity.

Sl. No.	Subject Matter	Duration in Minutes	Methodology
			straight. Count -3: Return to the First Position Count-4: Position Teaching by Counts: The demonstrated exercise shall be taught by counts by holding each position and correct the mistakes. Continuously and Rhythmically: After teaching by counts the same exercise shall be done continuously and rhythmically for few times to get physiological benefits. After practicing the exercise, students are brought back to the line formation by using the following commands. Close order formation: Class half left turn About – turn Number ones stay where you are Number twos wait for threes Number twos and threes join ones Close order forward march 1,2,3,4 up Class – about – turn.
4	Special Part (Action Song)	7	Formation: Semi Circle Method: The class is brought into semi circle by using the following commands “join your hands and form a semi circle ready go”, “hands down”. The teacher has to demonstrate the action song with verbal explanation. Then teacher has to ask the students to do the same action. The teacher should correct the mistakes until getting perfection.

Sl. No.	Subject Matter	Duration in Minutes	Methodology
	Johny Johny Yes Papa Eating Sugar? No Papa Telling Lies? No Papa Open Your Mouth Ha.. Ha.. Ha.		Action Song: Johny Johny Yes Papa Eating Sugar? No Papa Telling Lies? No Papa Open Your Mouth Ha.. Ha.. Ha.
5	Recreation Part (Forward Running Relay)	8	Formation: Two files Method: The teacher divides the class into two equal groups. Both the groups have to stand behind the starting line in file formation. At a given signal the first person of both groups has to run towards the cone, turns around it and run towards the group, touch the next person of his group and join at the end of the group. Likewise the game will be continued until the last person in both groups. The group, which finishes first, will be declared as the winners and other group as losers. Winners will be honored with three cheer claps by losers and Losers with three claps by winners.
6	Re-Assembly and Dismissal (Jai Hind)	2	Formation: Single Line Method: The class is brought into single line formation. After reviewing the lesson the class is dismissed by saying 'Jai Hind' on the command of “Class Dismiss”



Annexure - VIII

ఛాత్రోపాధ్యాయులు చదవాల్సిన కొన్ని పుస్తకాలు
(Books for Reading)

- | | |
|---|-------------------------|
| 1. పగటికల | : గిజుభాయి |
| 2. మా బడిలో | : గిజుభాయి |
| 3. మాష్టారు | : గిజుభాయి |
| 4. పిల్లలకే నాహృదయం అంకితం | : సుహోషిన్ స్మి |
| 5. తల్లిదండ్రుల తలనొప్పి | : గిజుభాయి |
| 6. పిల్లల పాఠాలు - పెద్దలకు గుణపాఠాలు | : కృష్ణకుమార్ |
| 7. రైలుబడి | : టెట్సుకో కురియనాగి |
| 8. How Children Learn | : John Holt |
| 9. How Children Fail | : John Holt |
| 10. ఆటలతో పాఠాలు | : ఓరియంట్ లాంగ్మెన్ |
| 11. ఆటలంటే మాకిష్టం | : జన విజ్ఞాన వేదిక |
| 12. పాటలంటే మాకిష్టం | : జన విజ్ఞాన వేదిక |
| 13. అడిగి తెలుసుకుందాం | : జన విజ్ఞాన వేదిక |
| 14. కొన్ని కలలు - కొన్ని మెలకువలు | : చినవీరభద్రుడు |
| 15. టీచర్ | : Sylvia Ashton Warner |
| 16. అల్లరి పిల్లలతో అద్భుతాలు | : మకరెంకో |
| 17. సమ్మర్ హిల్ | : ఎ.ఎస్. నీల్ |
| 18. చదువు | : కొడవటిగంటి కుటుంబరావు |
| 19. పిల్లల పెంపకం | : గుడిపాటి వెంకటచలం |
| 20. బోధనా కళ | : జిడ్డు కృష్ణమూర్తి |
| 21. గిజుభాయి సమగ్ర సాహిత్యం (All Volumes) | : గిజుభాయి |

Annexure -IX

Days of Importance

S.No.	Date	Name of the Event
1	3 rd January	National Women Teachers Day
2	12 th January	National Youth Day
3	23 rd January	Parakram Diwas (Birthday of Subhash Chandra Bose)
4	26 th January	Republic Day
5	28 th February	National Science Day
6	8 th March	International Women's Day
7	14 th March	π day (Pi Day)
8	5 th April	Babu Jagjivan Ram's Birthday
9	14 th April	Ambedkar Jayanti
10	22 nd April	Earth Day
11	23 rd April	English Language Day
12	5 th June	World Environment Day
13	21 st June	International Yoga Day
14	11 th July	World Population Day
15	15 th August	Independence Day
16	29 th August	National Sports Day తెలుగు భాషాదినోత్సవం (Telugu Language Day)
17	5 th September	National Teachers Day
18	8 th September	International Literacy Day
19	2 nd October	Gandhi Jayanti
20	5 th October	World Teachers Day
21	24 th October	United Nations Day
22	31 st October	National Unity Day
23	11 th November	National Education Day
24	14 th November	Children's Day
25	10 th December	Human Rights Day
26	11 th December	UNICEF Day
27	22 nd December	National Mathematics Day

Annexure -X

National Education Policy (NEP) 2020 & RTE-2009

1. National Education Policy-2020

Introduction

The National Education Policy (NEP) 2020 is the first education policy of the 21st century, designed to address the growing developmental imperatives of India. It is rooted in the principle that education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. As India prepares to host the world's highest population of young people over the next decade, the policy aims to reconfigure the entire education system to support and foster learning for all. It aligns with the Global Sustainable Development Goal 4 (SDG4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.

Core Vision and Principles

The policy envisions an education system rooted in Indian ethos that transforms India into a global knowledge superpower. It proposes a complete overhaul of the existing 10+2 academic structure, replacing it with a new 5+3+3+4 pedagogical and curricular design covering ages 3 to 18. This new structure incorporates Early Childhood Care and Education (ECCE) starting from age 3, recognizing that over 85% of a child's brain development occurs before age 6.

Key principles guiding this policy include:

Conceptual Understanding: Moving away from rote learning and "learning-for-exams" toward critical thinking and logical decision-making.

Foundational Literacy and Numeracy (FLN): Attaining universal FLN by Grade 3 is identified as an urgent national mission and an indispensable prerequisite for all future schooling.

Multi disciplinary: Eliminating silos between arts and sciences, and between vocational and academic streams, to ensure the unity and integrity of all knowledge.

Holistic Development: Developing not just cognitive capacities but also social, ethical, and emotional capacities in learners.

Teacher Education in NEP 2020

The NEP 2020 places the teacher at the center of fundamental reforms, acknowledging that they truly shape the next generation of citizens. To restore the high status of the teaching profession, the policy outlines a rigorous and multidisciplinary approach to teacher preparation and development.

Continuous Professional Development (CPD)

To ensure teachers stay updated with latest innovations, each teacher is expected to participate in at least 50 hours of CPD opportunities every year. These modules will cover latest pedagogies, competency-based learning, and specialized areas like foundational literacy and numeracy.

Standards and Integrity

A common set of National Professional Standards for Teachers (NPST) will be developed to cover expectations at different levels of expertise and inform the design of pre-service programs. Furthermore, to restore the integrity of the system, the regulatory body is empowered to take stringent action against substandard TEIs, including shutting them down if they do not meet basic educational criteria.

2. The Right of Children to Free and Compulsory Education (RTE) Act, 2009

The **RTE Act 2009** provides the legal framework that guarantees **free and compulsory education** to all children aged **6 to 14 years**. For D.El.Ed student teachers, this Act serves as the fundamental rulebook for professional conduct and student rights in the classroom.

Rights and Prohibitions: The Act ensures that no child shall be liable to pay any fee that prevents them from completing elementary education (Classes 1–8). It strictly prohibits **capitation fees, screening procedures** for admission, and **physical punishment or mental harassment** of students. It also mandates that no child be **held back or expelled** until the completion of elementary education.

Teachers' Duties and Responsibilities: The RTE Act explicitly outlines the duties of a teacher, which D.El.Ed trainees must strictly follow:

- Maintain **regularity and punctuality** in attending school.
- Complete the **curriculum within the specified time**.
- Assess the learning ability of each child and provide **supplemental instructions** as needed.
- Hold regular meetings with parents to apprise them of their child's progress.
- Teachers are strictly prohibited from engaging in **private tuition** activities.

Norms and Standards for Schools: The Act sets clear standards to ensure quality education. For primary schools (Classes 1–5), the **Pupil-Teacher Ratio (PTR)** must be maintained at **30:1**. Schools must provide an all-weather building with **separate toilets for boys and girls**, safe drinking water, and a **playground**.

Curriculum and Evaluation: Under Section 29, the curriculum must ensure the **all-round development of the child** and use a **child-centered, discovery-oriented** approach. It emphasizes that the medium of instruction should, as far as practicable, be in the **child's mother tongue**. Continuous and Comprehensive Evaluation (CCE) is mandated to help children express their views freely without fear or anxiety. For D.El.Ed trainees, these guidelines are essential for creating an inclusive and effective learning environment in Andhra Pradesh schools.

Annexure -XI

Activities going on in Primary / Upper Primary / Secondary Schools

The following provides a brief overview of the various activities undertaken in primary, upper primary, and high schools of Andhra Pradesh to familiarise D.El.Ed. 2026–28 batch trainees with school-level academic and co-curricular practices. For detailed information, trainees may refer to the School Academic Calendars for Primary and Secondary.

1. Enrollment Drive – Badi Pilusthondi

As per the Right to Education (RTE Act) norms, the Government of Andhra Pradesh has proposed a special enrollment campaign to conduct a Door-to-Door Survey for identifying school-age children.

This drive aims to reduce dropout rates and ensure all children are enrolled in schools by creating awareness about the importance of education, along with the facilities, benefits, and schemes provided for students. The programme will be conducted from the school reopening day for one month.



2. Ananda Vedika

Ananda Vedika - Mindfulness programme is designed to develop individual students with joyfulness, confidence and values. The following values are to be developed among students.

1. Love and compassion 2. Respect 3. Faithfulness 4. Obedience 5. Empathy
6. Appreciation 7. Unity 8. Truth 9. Acceptance

Four Stories were developed to inculcate the above nine values among students. Teacher has to narrate these stories and elicit responses from the students

Implementation : 1. Ananda vedika programme will be conducted for 30 minutes in the first period. 2. The teacher who is allotted for first period is held responsible for conduct of Ananda vedika class.

Action plan : Monday - Mindfulness Activity ; Tuesday, Wednesday - Story Time; Thursday, Friday - Activity Time ; Saturday - Responses;



3. School Readiness - Class Readiness

The School/Class Readiness programme is a foundational initiative conducted at the start of the academic year to help children adapt to the school environment. For Classes 1 and 2, the programme spans 36 days from the date of reopening to the end of July 2026. For Classes 3 to 5, these activities are conducted until June 30th. The primary goal is to ensure students achieve the minimum levels of learning from their previous class and are psychologically, physically, and sociologically prepared for the current year. Teachers focus on the acquisition of Language Skills (LSRW) and Mathematical Skills involving the four fundamental processes.

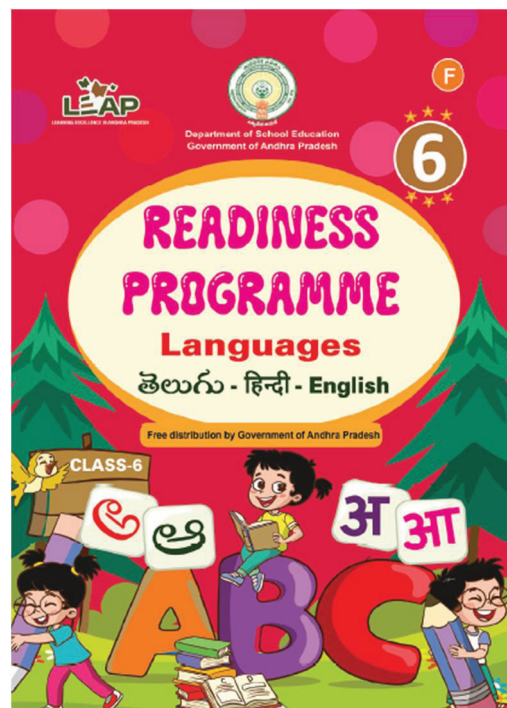
The methodology requires teachers to allot 20% of periods specifically for readiness activities. Teachers are instructed to write key vocabulary from previous lessons on the board and conduct whole-class, pair, and individual reading exercises, followed by daily dictation. In Class 1, readiness material follows a structured progression from oral conversations to letter tracing, while Classes 3 to 5 use this period to bridge concepts with the new NCERT textbooks. The phase concludes with an assessment to understand student learning levels and support further academic planning.

The 36-day course has been designed to align with the 6th-grade syllabus, ensuring a smooth transition for students. The content follows a structured pattern of teacher and student activities, focusing on teacher-student interaction, vocabulary building, and progressive reading skills. Students begin with simple sentences and gradually move to paragraphs and comprehension exercises, all connected to the core themes of the subjects.

This year, a 13-days readiness programme is being implemented for all subjects for Classes 7 and 8. From this academic year onwards, new textbooks based on NEP 2020 and NCFSE 2023 are being introduced. Students entering Class 7 and Class 8 have studied the previous classes (Class 6 for students entering Class 7 and Class 7 for students entering Class 8 under the old syllabus. Therefore, there will definitely be a content gap for these students. To address this gap to some extent, subject-related concepts and terminology relevant to Classes 7 and 8 have been introduced through teacher and student activities.

As part of this programme, concepts and subject terminology are introduced through discussion questions in the teacher activities. Similarly, in the student activities, knowledge-, understanding-, and application-based activities and assessments are provided to help students learn subject terminology and assess the extent of their understanding.

This programme has been introduced from this academic year onwards. A day-wise plan has been prepared by utilizing all working days in the month of June and has been provided in the form of teacher activities and student activities for effective implementation.



4. Holistic Progress Cards (HPC)

Aligned with the National Education Policy (NEP) 2020, the Holistic Progress Card (HPC) is a 360-degree multidimensional assessment tool. Unlike traditional report cards, the HPC evaluates a student's overall development, including academic performance, health metrics (BMI), values, life skills, and extracurricular involvement. For Classes 1 to 5, assessment levels are categorized as Stream, Mountain, and Sky. The card documents monthly attendance and marks from both formative and summative assessments.

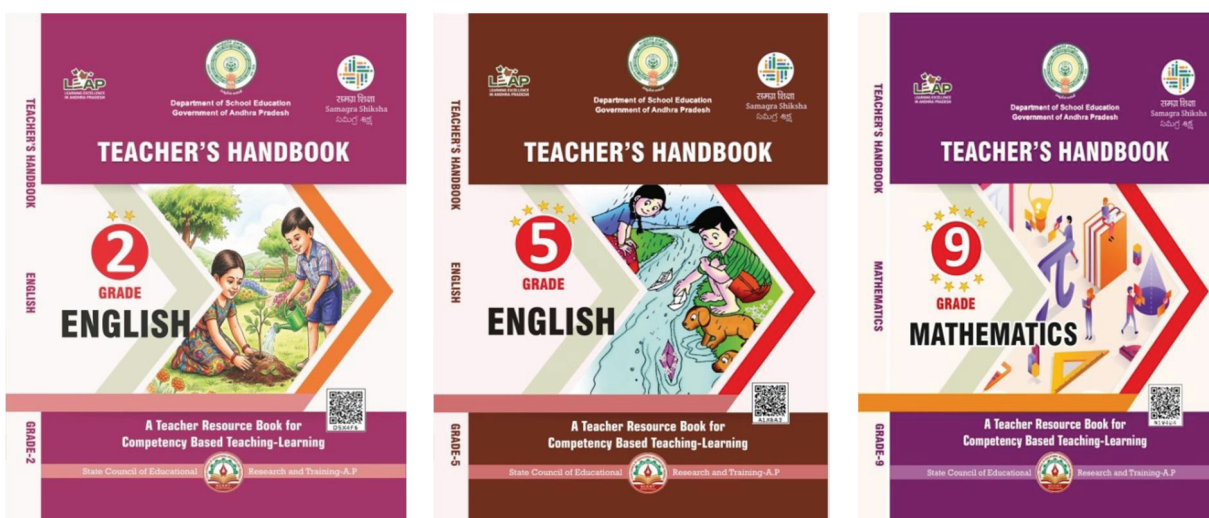
The HPC emphasizes activity-based and experiential learning, encouraging students to actively participate in the process through sections like "Me and My Surroundings". The class teacher is responsible for meticulously recording student profile details and setting short-term and long-term learning goals. The final annual result is calculated using a ratio of 20% internal assessments and 80% final examination. Standard Operating Procedures (SOPs) for maintaining these cards are shared with schools through Cluster Complex Meetings.

The image displays the components of the Holistic Progress Card system. On the left, there is a 'Holistic Activities and Participation Record' table with columns for S.No, EVENT, School, District, and State. Below this is a 'Student Holistic Report' table with columns for Competencies, Academic, and Personal Development. On the right, there is a sample 'SECONDARY HOLISTIC PROGRESS CARD' form with fields for Full Name of the Student, Class, Section, Roll No., Admin. No., APAAR ID, PEN No., Name of the School, UDISE Code, and Academic year. The form also includes a QR code and a section for the teacher's signature.

5. Teacher Hand Books

The Teacher Handbook serves as a vital resource for educators to plan and deliver structured, purposeful instruction. It provides detailed lesson plans aligned with curriculum standards and emphasizes activity-based learning. The handbook integrates QR-linked digital resources to enrich classroom lessons with multimedia content and real-world applications. It also advocates for inclusive education through differentiated instruction and adaptive techniques to meet diverse learner needs.

In addition to planning, the handbook promotes conceptual clarity by providing step-by-step teaching approaches and clear learning outcomes. It includes assessment tools and rubrics to help teachers monitor student progress and adjust their teaching strategies accordingly. Self-reflection sections are embedded to encourage teachers to evaluate their own practices and identify areas for professional improvement. Ultimately, it simplifies lesson planning, saving valuable time while enhancing the quality of classroom delivery.



6. Student Assessment Books

The Students Assessment Booklet is a dedicated tool used to systematically record a student's responses, scores, and results for all tests throughout the year, from weekly assessments to summative exams. Each grade and subject has its own booklet, which is stored in the school for regular reference. These booklets enable teachers, headmasters, and parents to track learning trends and implement targeted interventions to ensure steady academic growth.

By maintaining these systematic records, stakeholders can consistently monitor student learning and support the remedial teaching process. The booklets provide a transparent history of a child's academic journey, allowing for data-driven discussions during Parent-Teacher Meetings. This practice ensures that no learning gap goes unnoticed, facilitating timely support for students who may be falling behind their grade-level competencies.



7. Cluster Meetings

Revamped to enhance teacher collaboration, Cluster Complex Meetings are conducted for a full day every month. On the 3rd Saturday, 50% of the teachers teaching Classes 1 to 5, along with secondary-level non-language teachers, participate in the meeting. On the 4th Saturday, the remaining 50% of teachers teaching Classes 1 to 5, along with secondary-level language teachers and Physical Education teachers, participate. This arrangement ensures the participation of all teachers and promotes collaborative learning, sharing of best practices, academic planning, and effective discussion of teaching-learning challenges. These meetings provide a platform for teachers to share best practices, conduct demo lessons, and resolve challenges related to difficult topics in the curriculum.

A significant feature of these revamped meetings is state-wide synchronization, ensuring all teachers attend at the same time for better collaboration. The agenda includes walks through the Teacher Handbook, syllabus mapping, and the viewing of state-provided digital instructional videos. Higher authorities often provide a common address during these sessions to align teachers with the broader educational vision and goals of the state.



8. No Bag Day Activities

To make learning joyful and stress-free, specific Saturdays are designated as 'No Bag Days'. On these days, students participate in monthly themes like "My School & Friends," "Rainy Season," and "Festivals" without heavy textbooks. Activities include clay modeling, origami, storytelling, gardening, and local games, which are designed to build creativity and social-emotional skills.

The "No Bag Day" plan is integrated with the Academic Calendar to promote Foundational Literacy and Numeracy (FLN) through play-based and child-centered experiences. For example, students might engage in "Friendship badge making" or "Rainwater collection models" to connect classroom concepts with real-life exploration. These days also feature documentary screenings and sports, fostering a positive environment where students can develop critical thinking and collaboration skills outside the traditional lecture format.



9. Mana Badi - Mana Bhavishyathu

The Mana Badi - Mana Bhavishyathu initiative focuses on the comprehensive infrastructure development and modernization of government schools. This programme ensures that schools are equipped with necessary facilities to support interactive learning, including modified classrooms and digital infrastructure. A key component of this modernization is the provision of Smart TVs and Interactive Flat Panels (IFPs) to facilitate technology-enabled instruction.

This modernized infrastructure supports the establishment of Language Labs, where students use videos and animation to improve their English and Telugu skills. The initiative has reached approximately 16,000 schools, transforming them into centers where teachers can utilize a vast repository of nearly 1,729 videos across all subjects. This physical and digital overhaul is essential for implementing the curriculum's emphasis on multimedia-based education.



10. Dokka Seethamma Madhyahna Bhojanam (MDM)

The Dokka Seethamma Madhyahna Bhojanam (PM Poshan) is the state's mid-day meal scheme aimed at providing nutritious food to all. This programme is critical for maintaining student health and encouraging regular attendance. Even during half-day school schedules in the summer (starting March 15th), the mid-day meal continues to be served before students leave at 12:30 PM, ensuring their nutritional needs are met year-round.

Schools are also encouraged to establish kitchen gardens to provide fresh produce for these meals, serving as a practical learning space for students to understand food sources. The scheme is closely monitored by Headmasters and teachers to ensure hygiene and quality standards. Proper nutrition through this programme is seen as a prerequisite for academic success, helping children stay focused and energetic during their lessons.

11. Sarvepalli Radhakrishnan Vidyarthi Mitra Kit

To support student readiness, the Sarvepalli Radhakrishnan Vidyarthi Mitra Kit is provided free to students at the start of the academic year. The kit typically includes essential schooling items such as textbooks, notebooks, uniforms, shoes, socks, and a school bag. This initiative ensures that every child, regardless of financial background, has the necessary tools to pursue their education with dignity.

Monitoring the distribution and utilization of these kits is a mandatory responsibility for Headmasters and teachers. By providing these materials, the government aims to increase enrollment and reduce the financial burden on parents. The kit is presented as a symbol of the state's commitment to quality education, ensuring that students are "ready for school" from the very first day.



12. Thalliki Vandanam

The Thalliki Vandanam scheme provides financial assistance of ₹15,000 to mothers who send their children to school. This initiative is designed to encourage enrollment and retention while recognizing the pivotal role mothers play in their children's education. It serves as a social welfare measure to empower parents and ensure that children remain in the school system until they complete their primary education.

This scheme works in tandem with the "Badi Pilusthondi" (Enrollment Drive), which involves door-to-door surveys to identify school-age children and bring dropouts back to school. By supporting mothers financially, the state builds a stronger community-school bond. Mothers are also increasingly involved in the school's academic life through programmes like the Mother's Academic Involvement Programme, where they observe their children's assessments and learn strategies for home-based teaching.

13. Parent - Teachers Meeting / Mega parent - Teachers Meeting

The aim of the Mega Parent -Teachers Meeting is to foster a strong collaboration between parents and teachers to enhance students' academic performance, personal development, and overall well-being.

Parent Teacher Meetings are places where parents and teachers meet to discuss a child's learning. As parents play an important role in their children's overall learning and education, both at home and at school, it is important that they get together every once in a while to understand the child's progress in school and at home.

Objectives:

- Bringing together parents and teachers to discuss and exchange ideas about student development.
- Assisting parents in realising their respective roles in promoting child's growth and education.
- Ensuring parents' cooperation and involvement in child development.

Timeline: After every Assessment (FAs & SAs)



Guidelines for Teachers:

1. Teachers should ensure all the parents attend PTM to discuss their child's progress (both strengths and challenges) at school.
2. Teachers should maintain a parent handbook which consists of the parents' contact details.
3. Teachers to organise parent orientation to enable parents to conduct activities in home based learning.
4. Teachers to keep track of attendance of parents in these PTM and to follow up with parents in case of their absence.
5. Teachers to maintain children portfolio which includes students home works, art works, participation in classroom activities, progress of child over months, assessments etc.
6. In case of children with special needs, class teachers need to organise Individual Education Plan meetings (IEP) involving all the stakeholders (All teachers of child, including special educator, parents, school leader and therapist, if any). This can be part of PTMs or a separate day can be allocated based on the need.

7. Teachers pool in sensory or recreational activity ideas for parents to involve children in learning at home.
8. Teachers to identify ways to involve parents in school and classroom level activities.

Guidelines for Head Teachers:

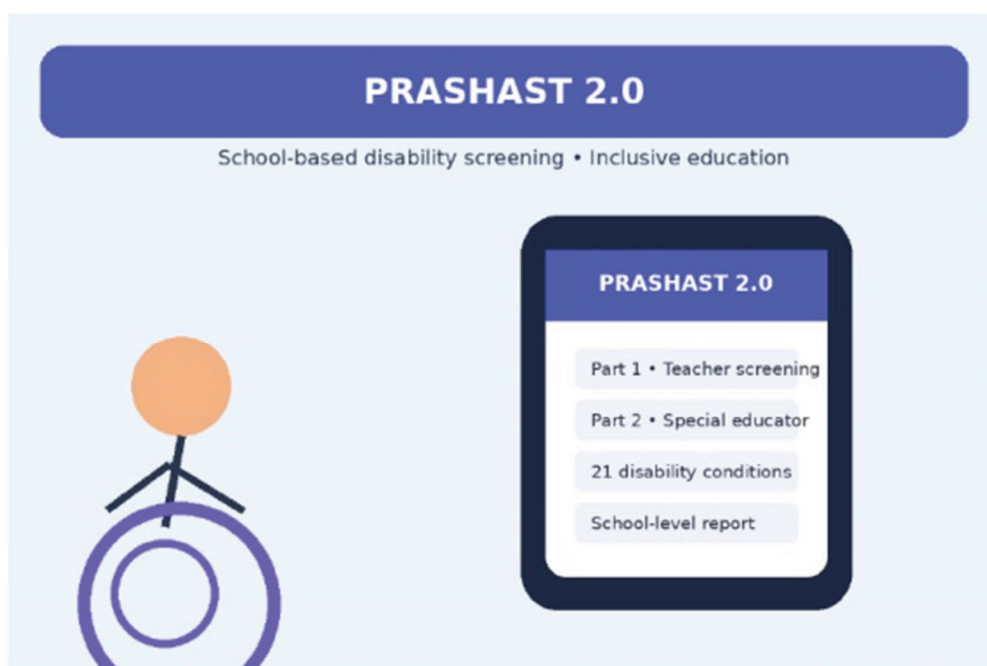
1. Headteachers to ensure PTM happens regularly at school.
2. Headteachers to actively engage in conversations with parents during PTM and schedule meetings with children who need special attention
3. The Headteachers should constantly monitor parents' and children's relations.
4. The Headteacher should use the available channels of communication or opportunities to involve parents in their child's development.
5. The Headteacher has to maintain a register for resolutions taken by PTM.
6. Parent Committee Meeting will be followed by PTM on the same day.

Key Objectives:

1. Strengthening Communication – Establishing an open and transparent dialogue between parents and teachers about students' progress and challenges.
2. Academic & Behavioural Insights – Providing parents with updates on their child's academic performance, attendance, and behaviour.
3. Parental Involvement – Encouraging parents to take an active role in their child's education and overall development.
4. Awareness & Guidance – Educating parents on school policies, curriculum changes, and student support programmes.
5. Addressing Concerns – Offering a platform for parents to voice their concerns and receive guidance from teachers and school authorities.
6. Holistic Development – Discussing students' extracurricular activities, sports participation, and mental well-being for a well-rounded education.

14. PRASHAST 2.0

Pre-Assessment Holistic Screening Tool for Schools



PRASHAST 2.0, meaning **Pre-Assessment Holistic Screening Tool**, is a digital initiative of the National Council of Educational Research and Training (NCERT) designed to strengthen early identification and support of children who may have disabilities in school. The official PRASHAST 2.0 platform states that the application addresses the need for a uniform school-level screening checklist covering the **21 disabilities recognised under the Rights of Persons with Disabilities (RPwD) Act, 2016**. It is intended to help schools conduct systematic screening and generate a school-level report for sharing with the concerned authorities for further action and certification under the provisions of Samagra Shiksha.

Purpose and Educational Significance

PRASHAST 2.0 is especially significant because all disabilities are not visibly identifiable. A child may experience difficulties related to learning, communication, hearing, vision, behaviour, intellectual functioning or other areas without these difficulties being immediately recognised in the classroom. The application helps teachers and school personnel observe relevant indicators in a systematic manner so that children who may need further professional assessment are not overlooked. In this way, PRASHAST 2.0 supports the vision of equitable and inclusive education promoted by the National Education Policy (NEP) 2020, the RPwD Act, 2016, the Right to Education framework and Samagra Shiksha.

Two-Stage Screening Process

Part 1 – Teacher Screening	Part 2 – Special Educator Screening
Teachers conduct the initial school/classroom-level screening using the prescribed checklist and their observations of students.	Students shortlisted after Part 1 are considered for detailed screening/validation by a special educator, followed by appropriate referral where necessary.

Key Features

The PRASHAST 2.0 application provides **comprehensive screening of 21 disability conditions**, a **user-friendly mobile platform**, **multi-user support** for teachers, school heads/principals and special educators, and **school-level report generation**. The current application also includes a **Teacher Sensitization Module** intended to help teachers understand the screening process and support children more effectively. These features make the process more systematic, accessible and useful for school-level planning.

Role of Teachers and Schools

Teachers play a central role because they interact with children regularly and can notice changes or patterns in participation, communication, learning and classroom behaviour. The role of the teacher is to observe, record and screen objectively—not to diagnose or label a child. School heads facilitate implementation, while special educators provide more specialised screening, guidance and referral support. The ultimate purpose is to connect children with appropriate assessment, educational support, intervention and inclusive opportunities.

A Tool for Inclusion, Not Diagnosis

PRASHAST 2.0 is a screening and referral tool, not a medical diagnostic instrument. A child identified through screening should not be labelled as having a disability solely on the basis of the app. Further professional assessment and the prescribed certification process are required where appropriate. Confidentiality, dignity, non-discrimination and the best interests of the child should guide every stage of implementation.

Conclusion

PRASHAST 2.0 represents an important step towards building inclusive schools in which every learner is seen, understood and supported. By combining systematic school-based screening with special educator validation, reporting and referral, the initiative can help schools move towards earlier identification and timely support. Its central message is simple: **identify early, refer appropriately, provide support, and ensure inclusion for every child.**

15. School Safety

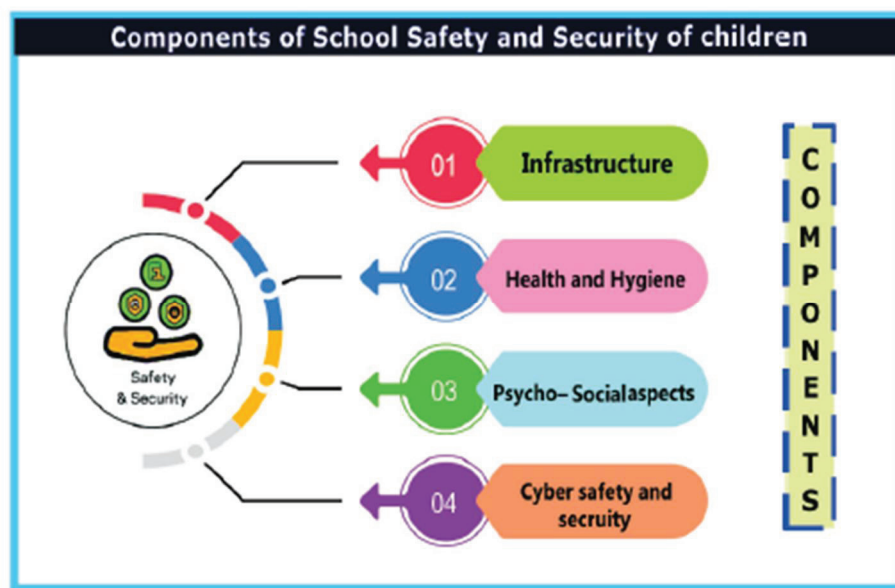
School is a responsible place to train the citizens of tomorrow. It is a child's right to get enrolled in school and receive a quality education and the responsibility of the school is not enough to provide education alone. Schools should also be responsible for ensuring that children grow up free and safe in a happy environment. Protection-Security is a child's right. Efforts should be made to protect school children by taking security measures. The motto "School to Home - Home to School" indicates that children are at risk in school, at home and on the road and that there is an urgent need to take appropriate precautionary measures, make suggestions, and raise awareness. Teachers, Schools and Parents should consider child safety as their joint responsibility. Every School should prepare a school safety plan to protect children from unforeseen dangers and demonstrate that it is accessible to all. In addition to accident on School premises, there are also accidents at home such as dog bites and falling into puddles. Similarly accidents can also occur due to not following proper precautions in games. Schools must take appropriate safety measures with the support of Gram Panchayat to educate children on these issues.

Constitution of School Disaster Management Committee

School must create a School Disaster Management Committee for conducting various preparedness and mitigation activities pertaining to the response plan. It is vital that SDMC must be functional throughout the year. SDMC must conduct various activities to ensure that the school students, teachers and other staff are well aware and trained in responding to any emergency situation. The SDMC will also bring various stakeholders under one roof so that the continuous effort of every stakeholder will create a resilient school and safer environment for education.

- | | |
|--|-------------------------------------|
| 1. Principal/HM | Chair Person/
Incident Commander |
| 4. 2 Teachers (One physical Education Teacher, Any one female teacher) | Member |
| 3. Panchayath President | Member |
| 4. Leading Fire Man | Member |
| 5. Representative nearest Police station/ Women Police (Village Secretariat) | Member |

- | | |
|--|-----------------|
| 6. Representative nearest Health Centre/ASHA/ANM/ Health Secretariat | Member |
| 7. One school assistant | Member |
| 8. Village Education and Data Processing Secretary | Member |
| 9. “Apada Mitra” Volunteer (If available) | Member |
| 10. CBO/NGO representatives having experience in Disaster Management | Member |
| 11. President School Management Committee (SMC) | Member Convener |



Corporal Punishment:- As per the provisions of RTE Act 2009, the corporal punishment in schools may be identified as physical punishment, mental harassment.

Bullying, Intimidation and Isolation:- Bullying can be directly from the bully to the victim through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property, or it can be indirect through spreading malicious rumours or through cyber bullying. An Anti- Bullying Committee may be constituted in school. Bullying is strictly prohibited inside the school premises.

Schools take initiatives to provide Adolescence Education, Value Education, Human Rights, Gender Sensitivity and Awareness. Life Skills education including- building of positive Self- Esteem, Empathy, Interpersonal Communication skills, coping with stress and emotions, dealing with anger, and resisting peer pressure.

Abuse:- Child abuse includes among other things: I. Physical abuse/ Violence II. Emotional abuse III. Neglect/ ill-treatment, IV. Sexual abuse The Protection of Children from Sexual Offences Act, 2012 has defined sexual offences against children. Employees should respect the



dignity and privacy of the child, and not commit any act that may be construed as one amounting to sexual abuse of the child. Zero Tolerance Policy towards sexual abuse of students by employees Vigilant outlook by teachers and other employees, w.r.t. Child sexual abuse and reporting of the same either to the authorities or Police and at NCPCR-POCSO-E-BOX. Schools can adopt methods to inculcate positive attitude and behavior in children. Parents and teachers may also be involved in such sessions.

Safety in School Transport:- The word "School Bus / On School Duty " must be written on the back and front of the bus. Windows of Bus should be fitted with horizontal grills and with mesh wire, doors fitted with reliable lock, do not exceed the speed limit of 40 Kmph, should have a First Aid Box. Driver should have at least 5 years of experience of driving heavy vehicles. Students who come to school by autos and other vehicles should be instructed to follow safety measures.

Students' Safe Circle

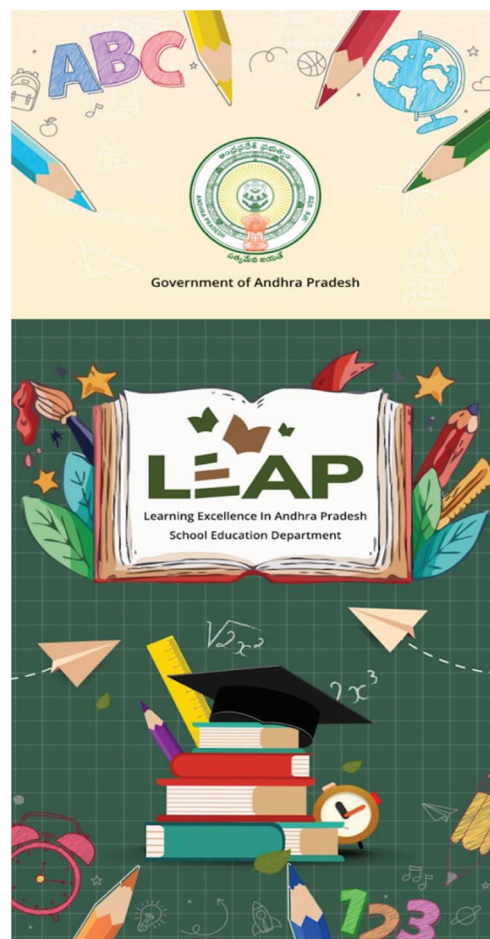
1. In case, students observe tobacco/drug/related substances supply activities outside or inside the school premises, they may intimate the school authorities through the Complaint Box.
2. Senior students may discuss various issues like bullying and sexual harassment with other younger students under the guidance of teachers.
3. Act as peer support or peer educator for other students, wherever possible.
4. Stay physically active.
5. Do not hesitate to seek support from teachers / Counsellors / parents when required.
6. Students should express their opinions, instructions, and problems to others either directly or through a suggestion box made available to them by school authorities.
7. Use polite language and be well – mannered with teachers, elders and classmates.
8. Do not cause any damage to school property.
9. Don't write on walls and furniture.
10. Keep your class neat and clean.
11. Any sort of breakage and damage done even accidentally, should be reported at once to the class teacher or to the Principal.
12. Have wider knowledge and experience on digital learning resources
13. Follow rules and regulations while playing in the ground.
14. Maintain good inter - personal and intra - personal relationship.
15. Set limits to your online friendships as well as online communication with real life friends.



16. LEAP App

The LEAP App (Learning Excellence in Andhra Pradesh) is a flagship digital platform that integrates nearly 45 different educational applications used by departments like Samagra Shiksha and SCERT. It is used for real-time data management, including student attendance, assessments, and tracking school infrastructure. The app ensures transparency and efficiency by reducing duplication of work across various educational administrative bodies.

LEAP enables officials and teachers to quickly identify learning gaps through its assessment modules, facilitating targeted academic planning. It also serves as a portal for managing welfare schemes like Mid-Day Meals and student entitlements. By creating a unified digital ecosystem, the LEAP App supports data-driven governance, ensuring that education delivery in Andhra Pradesh remains inclusive and high-quality.



17. PM SHRI Schools

PM SHRI (Prime Minister Schools for Rising India) institutions serve as models of excellence in Andhra Pradesh. These schools feature state-of-the-art labs for Science, Mathematics, and Language, alongside digital libraries and ICT classrooms equipped with smart boards. They also emphasize sustainability through the "Green Schools" initiative, incorporating solar panels and rainwater harvesting.

Beyond infrastructure, PM SHRI schools implement specialized Learning Enhancement Programmes (LEP) for remedial teaching and individualized student support. They regularly conduct Boot Camps for skill development in areas like coding, entrepreneurship, and robotics. To maintain high standards, these schools follow the School Quality Assurance Framework (SQAF), which sets benchmarks for institutional effectiveness and teacher competency.



18. DIKSHA Portal

Introduction

DIKSHA (Digital Infrastructure for Knowledge Sharing) is the national digital platform for school education developed by NCERT under the Ministry of Education, Government of India. It provides digital learning resources such as videos, worksheets, assessments, QR-code linked textbook content, virtual labs and teacher training courses for teachers, students and parents.

For classes I-X, DIKSHA supports subject-based, competency-oriented and technology-enabled learning through digital resources for Mathematics, Science, Social Science, English, Telugu and other subjects. It helps teachers make classroom teaching more interactive, experiential and learner-centred.

In Andhra Pradesh, DIKSHA plays a major role in strengthening digital education through 100% Energized Textbooks (ETBs), QR-code integrated content, SCERT-aligned e-Content, teacher training courses, virtual labs and digital classroom integration using Smart TVs, Interactive Flat Panels (IFPs) and LEAP integration. The platform also supports Continuous Professional Development (CPD), online assessments and self-learning opportunities for teachers and students.

Objectives: After completing this training, High School teachers will be able to:

- Understand the purpose and importance of DIKSHA Andhra Pradesh.
- Use DIKSHA app and portal confidently for classroom teaching.
- Scan QR codes from Energized Textbooks (ETBs) and access lesson-wise digital resources.
- Use videos, simulations, virtual labs, worksheets and assessments effectively in classrooms.
- Integrate DIKSHA resources into daily lesson planning and competency-based teaching practices.
- Utilize DIKSHA for remedial teaching, self-learning and exam preparation.
- Access DIKSHA LMS courses, assessments and certificates for CPD.
- Support students and parents in using DIKSHA resources at home.
- Effectively use Smart TVs, IFPs, tablets and other digital infrastructure available in schools.
- Promote joyful, experiential and technology-enabled learning aligned with NEP-2020 and NCF-2023.

NEP-2020 and NCF-2023 Alignment

DIKSHA supports the implementation of NEP-2020 and NCF-2023 by promoting competency-based learning, digital education, multilingual learning, inclusive education and continuous teacher professional development. In Andhra Pradesh, DIKSHA resources are aligned with SCERT curriculum and support experiential learning through videos, activities, assessments, virtual labs and QR-code linked digital content.

Key Features of DIKSHA

- QR-code linked Energized Textbooks (ETBs)
- Lesson-wise videos and digital content
- Virtual labs and interactive learning resources
- Online teacher training and CPD courses
- Offline learning support for low-connectivity areas
- Smart search and AI-supported "Ask DIKSHA" features
- Online assessments, quizzes and certificates
- Multilingual and inclusive learning support
- Integration with Smart TVs, IFPs and LEAP ecosystem



Who Can Use DIKSHA?

DIKSHA can be effectively used by teachers, students and parents. Teachers can access digital classroom resources, online training courses, assessments and certificates to improve teaching practices and professional development. Students can use QR-code linked textbooks, videos, virtual labs and practice materials for better concept understanding, self-learning and examination preparation. Parents can support children's learning at home by monitoring progress and helping them access digital learning resources available on the DIKSHA platform.

Conclusion: DIKSHA Andhra Pradesh is transforming school education by providing accessible, curriculum-aligned and technology-enabled learning resources for teachers and students. Through Energized Textbooks (ETBs), virtual labs, digital content, online training and AI-supported learning tools, DIKSHA strengthens classroom teaching-learning processes and supports the goals of NEP-2020 and NCF-2023. Effective utilization of DIKSHA resources can help create digitally empowered teachers, engaged learners and improved educational outcomes across Andhra Pradesh schools.

19. Guaranteed FLN

The Guaranteed FLN (G-FLN) flagship programme was initiated in June 2025 with the objective of ensuring that all children achieve foundational literacy and numeracy in alignment with NIPUN Lakshyas. The programme began with a structured action plan, including monthly learning targets aligned to the syllabus for Classes 1 and 2, ensuring systematic progress toward FLN goals.

To build awareness and strengthen community engagement, G-FLN was introduced during Mega PTM 2.0 in July 2025, where teachers took an FLN pledge, assuring parents of their commitment to improving children's learning outcomes. Further strengthening the implementation, academic forums, steering committees, and robust monitoring and mentoring systems were established in August 2025.

To assess students' learning levels, the Government of Andhra Pradesh conducted a Baseline Survey for Classes 1 to 5, focusing on foundational literacy (picture identification, letter recognition, word and paragraph reading with comprehension, and writing) and numeracy (number identification and basic operations). Based on student performance, levels were categorized as Stream, Mountain, and Sky as per PARAKH.



The baseline assessment was conducted from 24th November to 5th December 2025, covering approximately 13.62 lakh students through the LEAP app, with DIETs as third-party assessors. Based on the baseline survey results, a one-page student report card was developed to clearly communicate each child's learning level to parents. This report card was discussed in detail with parents during Mega PTM 3.0 on 5th December 2025, enabling better understanding and parental involvement in children's learning.

Using the insights from the baseline, designed a 75-day action plan for Classes 1–2 and Classes 3–5, focusing on activity-based learning. The implementation phase was carried out from 8th December 2025 to 24th March 2026, with regular academics in the morning and dedicated G-FLN sessions in the afternoon for English, Telugu, and Mathematics.

Finally, the endline assessment was conducted during March–April 2026 through DIETs using the same tool. Schools meeting the required benchmarks were declared as G-FLN by Headmasters through the LEAP app, followed by verification by DIETs, ensuring transparency and credibility in the process.

20. Teaching at the Right Level (TaRL)

The academic year 2022-23 marked the return of children to schools after almost two years of school closure and disruptions.

In order to deal with the learning loss incurred by prolonged school closure, it was apparent that a business-as-usual approach could not be adopted to solve the crisis at hand and children needed additional support to help them 'Catch-Up' with foundational literacy and numeracy skills before they can have a chance to excel at grade-level curriculum. A focus on 'Learning Recovery' to address the learning loss suffered by children during the pandemic became essential.

In this light, since June 2022, Pratham Education Foundation in collaboration with the Samagra Shiksha has been implementing the Build Back Better Programme based on Pratham's evidence-based Teaching-at-the-Right-Level (TaRL) approach. The learning improvement and recovery programme aims to help children in Class – III to IV to V build and re-build their basic language (Telugu) and arithmetic skills through strengthening the system by training of teachers and improving monitoring and support practices of the various administrative cadres at the district and mandal level.

TEACHING at RIGHT LEVEL (TaRL)



21. విలువల విద్య

(నైతిక విలువల అభివృద్ధి - చాగంటి కోటేశ్వరరావు గారి కథారూపాల ద్వారా)

1. Introduction (పరిచయం)

ప్రస్తుత సమాజంలో పిల్లలలో నైతిక విలువలను పెంపొందించడం అత్యంత అవసరం. చిన్న వయస్సులోనే పిల్లలు కుటుంబం, పాఠశాల, సమాజం ద్వారా విలువలను నేర్చు కుంటారు. క్లాస్ 1 నుండి 10 వరకు విద్యార్థుల అభివృద్ధి దశలను దృష్టిలో ఉంచుకొని, వారికి అనువైన విలువలను ఎంపిక చేయడం జరిగింది.

చాగంటి కోటేశ్వరరావు గారు చెప్పే కథారూపాలు పిల్లలను మంత్ర ముగ్ధులను చేస్తూ, విలువలు సహజంగానే వారి ప్రవర్తనలో చోటు చేసుకుంటాయి. ఈ విధానంలో కథలు వినడం ద్వారా పిల్లలు ఆలోచించడం, అనుభవాలను అనుసంధానించడం ద్వారా ఆచరణలోకి తీసుకురావడం సులభమవుతుంది. అందుకే ఇందులో గొప్ప వ్యక్తుల జీవిత చరిత్రలు పిల్లల్లో ప్రేరణ కలిగిస్తాయి కనుక వాటిని కూడా చేర్చడం జరిగింది.



2. Objectives (లక్ష్యాలు)

- పిల్లలలో నైతిక విలువలపై అవగాహన పెంచడం
- కుటుంబం, గురువులు, సమాజం పట్ల గౌరవం పెంపొందించడం
- మంచి ప్రవర్తన, మాట తీరు, స్నేహ భావనను అభివృద్ధి చేయడం
- ఓర్పు, క్రమశిక్షణ, అహింస వంటి లక్షణాలను అలవర్చుకోవడం
- పర్యావరణ పరిరక్షణ, సామాజిక బాధ్యతపై అవగాహన కల్పించడం
- కథల ద్వారా నేర్చుకున్న విలువలను రోజువారీ జీవితంలో ఆచరించేందుకు ప్రోత్సహించడం

3. NEP-2020 & NCF-2023 Alignment

NEP-2020 ప్రకారం విద్య కేవలం విద్యా పరమైన జ్ఞానాన్ని అందించడమే కాకుండా విలువల ఆధారిత విద్య (Value-based Education)

పై దృష్టి పెట్టాలి మరియు పిల్లలలో 21వ శతాబ్ద నైపుణ్యాలు, జీవన నైపుణ్యాలు, సామాజిక-భావోద్వేగ అభివృద్ధి (Social-Emotional Learning)

పై దృష్టి పెట్టాలి. వీటిని దృష్టిలో ఉంచుకొనే ఈ మాడ్యూల్ రూపొందించ బడుతుంది.

NCF-FS-2022 (Foundational Stage) ప్రకారం:

CG-4,5,&6: పిల్లలు సానుకూల విలువలు, అలవాట్లు, జీవన నైపుణ్యాలు అభివృద్ధి చేసుకోవాలి కథలు, ఆటలు, అనుభవాల ద్వారా విలువలను నేర్పాలి

స్థానిక సంస్కృతి, సంప్రదాయాల ఆధారంగా బోధన జరగాలి ఈ అంశాలన్నింటినీ దృష్టిలో ఉంచుకొని ఈ విలువల విద్య కథారూపాల ద్వారా పిల్లల సమగ్ర అభివృద్ధి (holistic development) ని ప్రోత్సహిస్తుంది.

4. Features (ప్రత్యేక లక్షణాలు)

- క్లాస్ వారీగా వయస్సుకు అనుగుణంగా విలువల ఎంపిక చేయడం జరిగింది.
- చాగంటి గారి కథారూపాలపై ద్వారా ఆకర్షణీయమైన బోధన చేయడం జరుగుతుంది.
- వినోదంతో కూడిన విలువల బోధన (Joyful Learning) ప్రోత్సహించడం జరుగుతుంది.

- పిల్లలు ఆసక్తిగా వినే విధంగా సరళమైన భాష, ఉదాహరణలు ఇవ్వబడతాయి.
- ప్రతి కథ తర్వాత చిన్న చర్చలు, ప్రశ్నలు కూడా ఇందులో పొందుపరచబడ్డాయి.
- పిల్లల అనుభవాలకు అనుగుణంగా కథలు, బోధన అనుసంధానించడం జరుగుతుంది.
- ఈ కథారూపాల ద్వారా పాఠశాల - కుటుంబం - సమాజం మధ్య కూడా అనుసంధానించడం జరుగుతుంది.
- ఆచరణాత్మక దృక్పథం (Learning by Doing) పెంపొందించడం కూడా ఒక ప్రధాన లక్ష్యం

5. Expected Outcomes (అశించిన ఫలితాలు)

- పిల్లలు తల్లిదండ్రులు, గురువులను గౌరవించడం ప్రారంభిస్తారు
- పరిశుభ్రత, స్నేహం, మంచి మాట తీరు అలవడుతుంది
- ఓర్పు, ఏకాగ్రత, కోప నియంత్రణ పెరుగుతుంది
- కష్టపడే స్వభావం, పట్టుదల అభివృద్ధి చెందుతుంది
- క్రమశిక్షణతో ప్రవర్తించడం అలవాటు అవుతుంది
- పర్యావరణం, నీరు, చెట్ల విలువను అర్థం చేసుకుంటారు
- రహదారి భద్రత వంటి సామాజిక బాధ్యతలు తెలుసుకుంటారు
- పిల్లలలో నైతిక విలువలు బలపడుతూ భవిష్యత్తులో బాధ్యత గల పౌరులుగా ఎదుగుతారు

6. Conclusion (ముగింపు)

పిల్లలలో నైతిక విలువలను పెంపొందించడం ఒక నిరంతర ప్రక్రియ. చిన్న వయస్సులోనే సరైన మార్గ దర్శకత్వం అందిస్తే, వారు మంచి మనుషులుగా ఎదుగుతారు. చాగంటి కోటేశ్వరరావు గారి కథారూప శైలి పిల్లల మనసులను ఆకర్షించి, విలువలను లోతుగా అర్థం చేసుకునేలా చేస్తుంది. ఈ విధానం ద్వారా పిల్లలు వినడం మాత్రమే కాదు, ఆలోచించడం, ఆచరించడం నేర్చుకుంటారు. ఇలాంటి విలువల ఆధారిత విద్య ద్వారా సమాజానికి అవసరమైన నైతిక విలువలు కలిగిన తరం తయారవుతుంది అనేది ఈ కోర్సు యొక్క ప్రధాన లక్ష్యం.

ఉపాధ్యాయులకు సూచన : 1-10 తరగతులకు విలువల విద్య పాఠ్యాంశాలు నో బ్యాక్ డే రోజు బోధించాలి.



22. Nipun Bharat Mission / Lakshyas

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) is a flagship programme launched by the Ministry of Education, Government of India, under the umbrella of the Samagra Shiksha. This mission aims to ensure that every child should attain foundational literacy and numeracy (FLN) skills by Class 3 by the year 2026-27. The main goal of the programme is to equip children with essential reading, writing, and mathematical skills at an early stage, laying a strong foundation for their future learning.

Grade	Skills	నక్షత్ర : తెలుగు
CLASS 1	మౌఖిక వ్యక్తిత్వరణ	తోటి పిల్లలతో, ఉపాధ్యాయులతో మాట్లాడతారు. తన ఆవసరాలు, మరియు పరిసరాల గురించి తన స్నేహితులతో, తరగతి ఉపాధ్యాయులతో, పరిచయమైన వ్యక్తులతో మాట్లాడటం మరియు ప్రశ్నలు అడగడం చేస్తారు.
		గేయాలు / పద్యాలు/కవితలు/పాటలు అర్థం చేసుకొని యాక్షన్ తో పాడతారు.
		తరగతి గదిలోను, పాఠశాల ప్రాంగణంలోను మరియు పరిసరాలలోను అందుబాటులో ఉన్న ముద్రిత పదాల గురించి, చిత్రాల గురించి మాట్లాడగలరు.
		చిత్రాల ఆధారంగా కథలను చదివే ప్రయత్నం చేస్తారు.
	చదవడం	తరచుగా వచ్చే ప్రాస పదాలను గుర్తిస్తారు.
		అక్షరాన్ని, అక్షర శబ్దాన్ని గుర్తిస్తారు.
		రెండు నుండి మూడు అక్షరాలు గల సరళ పదాలను చదవతారు.
		పుస్తకం చదవడం/కథ చెప్పే కార్యక్రమంలో చురుకూగా పాల్గొనగలరు. కథల సమయంలో మరియు తరువాత కథకు సంబంధించిన ప్రశ్నలకు సమాధానాలు ఇవ్వగలరు; పరిచయమైన కథను బొమ్మలతో మరియు ఇతర సామాగ్రితో ప్రదర్శించగలరు.
	రాయడం	అక్షరాన్ని దాని శబ్దాన్ని ఉపయోగించి కొత్త పదాలను చదవగలరు.
		గుర్తించిన అక్షరాలతో పదాలను తయారు చేస్తారు/రాస్తారు.
		చిత్రాలను గీయడం, రంగులు వేయడం ద్వారా స్వీయ వ్యక్తిత్వరణ చేస్తారు
		గుర్తించిన అక్షరాలను పిన్నితో పట్టుకొని రాస్తారు
		తన పేరు గుర్తించి రాస్తారు.

గమనిక : NIPUN పూర్తి అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

Grade	Skills	నక్షత్ర : తెలుగు
CLASS 2	మౌఖిక వ్యక్తిత్వరణ	పిల్లలు తరగతి గదిలో ఉన్న చిత్రాల గురించి సంభాషిస్తారు.
		పిల్లలు సంభాషణలో పాల్గొంటూ, ఇతరులు మాటలను వింటూ, ప్రశ్నలను అడుగుతారు.
		గేయాలు / పాటలు పాడతారు.
		పిల్లలు కథల్లో, పద్యాలలో, ముద్రణలో వున్న సుపరిచిత పదాలను తిరిగి చెబుతారు.
	చదవడం	పిల్లలు పాఠ్యపుస్తకాలు, కథలను చదివి వాటిని తిరిగి చెబుతారు.
		ఇచ్చిన అక్షరాలతో అర్థవంతమైన పదాలను సొంతంగా తయారు చేయగలరు.
		వారికి ముందు పరిచయం లేని 4-5 సాధారణ పదాలతో కూడిన చిన్న వాక్యాలను చదవగలరు.
		సరళ పదాలతో, గుణిత పదాలతో వున్న 6 నుండి 8 వాక్యాలను అర్థం చేసుకొని స్పష్టంగా చదవతారు.
	రాయడం	పిల్లలు తమ భావాలను సరళ వాక్యాలలో వ్రాయగలుగుతారు.
		పిల్లలు 4 లేక 5 చిన్న వాక్యాలను అర్థమయ్యే విధంగా వ్రాస్తారు.
		1. పరిచిత సన్నివేశాన్ని (కథలు, పాటలు) గురించి చాయడంలో గుణిత పదాలను ఉపయోగించి రాస్తారు.
		2. అక్షరం దాని శబ్దం ఉపయోగించి కొత్త పదాలను రాయగలరు. పిల్లలు అవగాహన తో 2 లేదా 3 వాక్యాల రాస్తారు.

గమనిక : NIPUN పూర్తి అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

Grade	Skills	Subject: English
CLASS 1	Oral Language	Talks to friends and teachers
		Recites rhymes/poems/songs with understanding and action
		Converse and asks questions with friends and class teacher about her needs, familiar persons and surroundings
		Talks about the print available in the classroom, school premises and surroundings
	Reading	Looks at books and attempts reading the story with the help of pictures
		Begins to point out and recognize some familiar repeated/rhyming words
		Recognises and corresponding sounds
		Reads simple words comprising of at least 2 to 3 alphabets.
	Writing	Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets
		Uses sound symbol correspondence to read textbook words.
		Begins to form words with recognizable letters
		Scribbles/draws and paints for self-expression.
		Uses a pencil and holds it properly to form recognizable letters
		Recognizes and writes his/her own name

NOTE: NIPUN is a mission focused on achieving foundational literacy and numeracy. It has set specific targets for students in primary classes to achieve by the end of the academic year. Every student must reach these targets by the year's end.

Grade	Skills	Subject: English
CLASS 2	Oral Language	Converse and talks about the print in the classroom.
		Engages in conversation to ask questions and listens to others.
		Recites songs/poems.
		Repeats familiar words occurring in stories/poems/print etc.
	Reading	Reads and narrates/re-tells the stories from children's textbook.
		Reads small sentences consisting of at least 4-5 simple words from the textbook.
		Uses sound symbol correspondence to read new words.
		Writes 4 to 5 short sentences with legible writing.
	Writing	1. Uses sound symbol correspondence to write words with invented spellings.

NOTE: NIPUN is a mission focused on achieving foundational literacy and numeracy. It has set specific targets for students in primary classes to achieve by the end of the academic year. Every student must reach these targets by the year's end.

Grade	Skills	Subject: Maths
CLASS 1	సంఖ్యాజ్ఞానం	Counts objects and correlates numerals up to 9
		Recognizes, reads and writes numerals up to 9
		Identifies and copies/draws simple patterns.
		Compares two groups in terms of number of objects and uses words like more than / less than / equal to etc.
		Arranges numbers/objects/shapes/occurrence of events in a sequence
		Classifies objects based on their observable characteristics and communicates the criteria of classification
		Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than etc. in the context of different objects around him/her.
		Counts objects and develops number sense up to 20
		Identifies and extends simple patterns in their surroundings, shapes and numbers
		Using addition and subtraction of numbers up to 9 (sum not exceeding 20) in daily life situations.
		Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using non-standard uniform units like cup, spoon, mug etc.
		Identifies Indian currency notes and coins up to INR 20

గమనిక : NIPUN పూర్తి అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

Grade	Skills	Subject: Maths
CLASS 2	సంఖ్యాజ్ఞానం	Counts objects and develops number sense up to 99.
		Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.
		Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4.
		Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance.
		Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/back, top/bottom etc.
		1. Create new patterns from different shapes and numbers.
		2. Performs simple transactions using money up to INR 100.
		2. 100 రూపాయల వరకు రాబడిని వేరూరు.

గమనిక : NIPUN పూర్తి అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

23. AI Integration in 6–8 Classes Non-Language Curriculum

The AI integration for Classes 6 to 8 in Mathematics, Science and Social Science is planned as a gradual and meaningful introduction to Artificial Intelligence across both semesters. Rather than presenting AI as an independent subject, the approach connects it naturally with concepts, examples and activities already present in the curriculum. The purpose is to help students see how AI can assist learning, exploration, creativity and problem-solving while continuing to develop their own reasoning and judgement.

In every lesson, appropriate AI-related key words and ideas are introduced in relation to the subject being studied. Students first understand the academic concept and then explore its connection with AI through guided activities. Concepts such as data, patterns, prediction, algorithms, language, image recognition, models and automation are introduced wherever they are relevant. Previously introduced AI terms are linked with later lessons so that students build their understanding progressively.

Safety and responsible use are given equal importance. Students are made aware that AI responses can sometimes be wrong, incomplete or misleading and therefore must be checked against the textbook, teacher or other reliable sources. They are instructed never to provide personal details, passwords, photographs or other private information to AI tools. AI activities for students of Classes 6–8 should be carried out with the support of a teacher, parent or trusted elderly person. At home, students can explore AI using a parent's mobile phone with proper supervision.

The teacher remains the key facilitator throughout the process. After teaching each lesson, the teacher should review the AI-related content provided in the chapter, explain the relevant terms and guide students through the suggested tasks using an appropriate AI tool. The emphasis should be on learning through AI rather than copying from AI. Students should examine the responses, compare them with what they have learned, verify the information, discuss their observations and form their own conclusions.

Students are gradually taught how to frame safe and useful prompts. They learn to ask questions that are clear, specific, simple and connected to the learning purpose. A prompt can include the topic, class level and the type of response required. For example: “Explain the water cycle in simple language for a Class 6 student and give two daily-life examples.” Students are also reminded that prompts must never contain personal or private information.

The activities may ask students to use AI for explanations, examples, pattern identification, comparison, checking solutions, question generation or exploration of real-life applications. The teacher supervises the process and discusses the AI responses with students. Thus, the learning process moves from understanding the concept to recognising its AI connection, exploring with guidance, checking the response, discussing the findings and completing the task.

The overall objective is to develop students' subject knowledge together with AI awareness, critical thinking and responsible digital behaviour. Through this integrated approach in Mathematics, Science and Social Studies across both semesters, students learn to use AI safely, thoughtfully and creatively while preserving their curiosity, independent thinking and reasoning.

24. Language lab

Language lab is an English Language enhancement and improvement program for students, using technology. It makes use of videos, animated or of other kinds to help children to improve their language skills and to improve their subject knowledge. This is generally carried out in schools that have been modified by the 'Mana Badi Mana Bhavishyathu' (16,000 schools) and have facilities where teachers can show this in the classrooms. Pen drives containing 1729 videos across all subjects and grades are there in the repository. In cases where there is a lack of such videos, the content available in DIKSHA is used here. The videos would be in English and in some cases bilingual (Telugu and English) for children's easy understanding. Use Google Read Along app during Language Lab activities.



Objectives

- Improve English language ability among students using visual and auditory modes for better grasping, learning and retaining
- Integrate language enhancement components not only to language subjects but across all subjects

Guidelines for teachers

- High School Teachers should allot 1 period for Telugu and 1 period for English for Language Lab activities.
- All the teachers including subject teachers should take the initiative to make use of the language lab as much as possible.
- Teachers should conduct dialogue and discussion with students on the content displayed. For instance, cartoon films or Children Film festival films can be screened and students can be encouraged to discuss the characters.
- Teachers can also provide the content in the pen drive to students who have computers/laptops or smart phones at their homes so that they can use at their own pace.

25. Drug abuse

Drug abuse is a major public health concern that affects individuals, families, and communities. Effective prevention strategies are essential to reducing the risks associated with substance use and ensuring a healthier society.

1. Education and Awareness

Raising awareness about the harmful effects of drugs is a fundamental step in prevention. Schools, colleges, and community organizations should implement educational programs that provide accurate information about the consequences of drug use, including its impact on physical and mental health, academic performance, and social well-being.

2. Strengthening Family and Community Support

Strong family bonds and community engagement play a crucial role in preventing drug abuse. Parents should maintain open communication with children, set clear expectations, and monitor their activities. Community programs that provide recreational activities, mentorship, and positive role models can also reduce the likelihood of substance use.

3. Promoting Mental Health and Coping Skills

Many individuals turn to drugs due to stress, peer pressure, or emotional struggles. Encouraging mental health awareness, providing access to counseling, and teaching healthy coping mechanisms—such as mindfulness, exercise, and problem-solving skills—can significantly reduce the risk of drug abuse.

4. Strict Law Enforcement and Regulation

Governments play a crucial role in drug prevention through strict policies, regulations, and law enforcement. Controlling the sale and distribution of drugs, enforcing age restrictions, and implementing workplace drug policies help in reducing accessibility and discouraging usage.

5. Early Intervention Programs

Identifying early signs of drug abuse and providing timely intervention is essential. Schools, healthcare providers, and social workers should be trained to recognize warning signs and guide individuals toward appropriate rehabilitation programs before addiction develops.

6. Encouraging Healthy Lifestyles

Promoting sports, hobbies, and cultural activities can keep individuals engaged in productive and fulfilling pursuits, reducing the temptation to experiment with drugs. Encouraging a balanced lifestyle with proper nutrition, sleep, and social interactions fosters overall well-being.

Conclusion

Preventing drug use requires a multi-faceted approach involving education, family and community support, mental health promotion, strict law enforcement, early intervention, and lifestyle enrichment. By implementing comprehensive strategies, societies can protect individuals from the dangers of drug abuse and create a healthier, more productive environment.

26. Student legislative assembly programme – 2026 (Constitution day initiative)

1. Introduction

In continuation of the Constitution Day initiatives undertaken in the previous year, the Student Assembly Programme for 2026 is proposed as a structured and participatory platform to promote constitutional values, democratic awareness, and civic responsibility among school students.



The programme envisions engaging students in a series of academic and co-curricular competitions conducted in a phased manner, culminating in a State Level Student Assembly. Through this initiative, students will gain experiential learning opportunities, enhance their understanding of democratic processes, and develop leadership, communication, and critical thinking skills.

The programme will be implemented uniformly across the State, adhering to the guidelines, formats, and competition structure already established, ensuring continuity and quality.

27. Personalised and Adaptive Learning (PAL):

Tablet/laptop-based learning solution. Based on the learning levels of students, PAL solution personalises the pace and content for each student. It further adapts to the sequence of topics and the learning path according to the student's learning progress. Its primary objective is to elevate the quality of education and cultivate a deeper understanding of concepts among students.



How to Implement PAL in your school?

1. Set up a PAL lab in your school using the tablets or Chromebooks provided by the School Education Department following the guidelines provided.
2. Onboard students on the PAL software with the assistance of the Field Management Staff (FMS).
3. Create a PAL timetable to ensure that all students in grades 6th to 9th get 4 periods of PAL per week i.e. 2 periods for mathematics and 1 period for English and Telugu each.
4. Synchronise the data on tablets weekly as per the instructions provided.
5. Refer the PAL teacher handbook for more information.
6. For any issues, please contact your PAL District Nodal Officer or the State PAL Coordinator.

This program is currently being implemented in 1224 schools across the state for students in grades 6th to 9th. The chapters and content covered in these PAL Labs are Mathematics, English, and Telugu in alignment with the SCERT curriculum and the textbooks. The PAL Programme offers content in both Telugu and English media.

28. PM eVIDYA DTH Channels – Digital Learning Initiative

PM eVIDYA is a flagship digital education initiative launched by the Government of India to promote accessible and equitable learning opportunities across all states and Union Territories. Under this initiative, a total of 200 DTH (Direct-to-Home) channels have been made available to support school education. The state of Andhra Pradesh has been allocated five DTH channels (48, 49, 50, 51, and 52). These channels are operated by the AP SCERT. As per the prescribed academic calendar, subject-wise lesson videos are developed, uploaded, and scheduled systematically for telecast through these channels to ensure continuity in learning. In addition to DTH broadcasting, dedicated YouTube channels are also maintained for these five channels. All the content telecast on DTH is simultaneously made available on YouTube, enabling students to access lessons anytime and anywhere. Further strengthening this initiative, the NCERT has developed a mobile application that provides easy access to these educational channels and their content. This app enhances digital learning by allowing students, teachers, and parents to conveniently access video lessons. A significant feature of PM eVIDYA DTH channels is that they not only provide content related to the Andhra Pradesh curriculum but also include educational material from various other states. This diverse content is made available free of cost, ensuring inclusive and equitable access to quality education for all learners.

ANDHRA PRADESH DTH CHANNELS :

1. CHANNEL NO 48
2. CHANNEL NO 49
3. CHANNEL NO 50
4. CHANNEL NO 51
5. CHANNEL NO 52



YOU TUBE LINKS FOR DTH CHANNELS:

<https://www.youtube.com/@PMeVidyaAndhraPradesh48>

<https://www.youtube.com/@PMeVidyaAndhraPradesh49>

<https://www.youtube.com/@PMeVidyaAndhraPradesh50>

<https://www.youtube.com/@PMeVidyaAndhraPradesh51>

<http://www.youtube.com/@PMeVidyaAndhraPradesh52>



Enhance your learning with the PM eVIDYA Mobile App. Access high-quality content in 45 languages, including Indian Sign Language (ISL), designed for students from urban to the most remote areas.

Download the App Now:

For Android: <https://play.google.com/store/apps/details?id=gov.in>

For iOS (Apple): <https://apps.apple.com/in/app/pm-evidya/id6746432378>

29. Teach Tool

What is the Teach Tool?

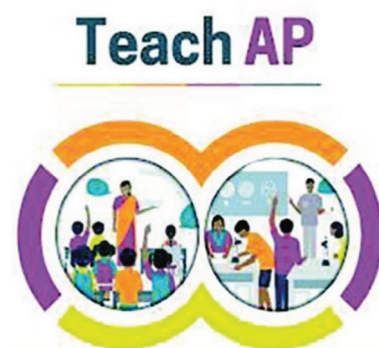
Teach is a classroom observation tool to understand what happens during teaching and learning inside the classroom. It is used for Grades 1 to 10 and focuses on supporting teachers through observation, feedback, and mentoring.

Teach is not an inspection or fault-finding tool. Its purpose is to help teachers:

- Reflect on their teaching practices
- Identify strengths and areas for improvement
- Receive constructive, practice-based feedback
- Improve student engagement and learning

Types of Teach Tool

- Teach Primary • for Grades 1 to 5
- Teach Secondary • for Grades 6 to 10



Both versions follow the same framework, adapted to suit different grade levels.

What Does the Teach Tool Measure?

The Teach Tool focuses on two key aspects of classroom teaching:

1. Time on Task

This measures both the teacher actions and the number of students actively engaged and focused.

2. Quality of Teaching Practices

This focuses on how teaching happens in the classroom. It includes three areas:

- Classroom Culture: Creating a safe, respectful, and positive learning environment

Instruction: Clarity of explanation, questioning, and lesson delivery

- Socioemotional Skills

- Supporting students confidence, participation, and emotional well-being

These areas include 9 elements and 28 observable teaching behaviors, which are rated based on evidence seen during two 15-minute lesson observations and converted into a 5-point scale.

Why Teach Matters for Teachers

The Teach Tool helps teachers:

- Improve everyday classroom practices
- Increase student participation and learning time
- Receive focused feedback for professional growth
- Strengthen teaching quality in a supportive manner

Teach is a tool for growth, reflection, and continuous improvement.

Way to access Teach Tool in LEAP App:

Log in to the LEAP app --> Governance --> Samagra Shiksha--> Teach Tool

30. Prevention of Drug Abuse

Drug abuse is a major public health concern that affects individuals, families, and communities. Effective prevention strategies are essential to reducing the risks associated with substance use and ensuring a healthier society.



1. Education and Awareness

Raising awareness about the harmful effects of drugs is a fundamental step in prevention. Schools, colleges, and community organizations should implement educational programs that provide accurate information about the consequences of drug use, including its impact on physical and mental health, academic performance, and social well-being.

2. Strengthening Family and Community Support

Strong family bonds and community engagement play a crucial role in preventing drug abuse. Parents should maintain open communication with children, set clear expectations, and monitor their activities. Community programs that provide recreational activities, mentorship, and positive role models can also reduce the likelihood of substance use.

3. Promoting Mental Health and Coping Skills

Many individuals turn to drugs due to stress, peer pressure, or emotional struggles. Encouraging mental health awareness, providing access to counseling, and teaching healthy coping mechanisms—such as mindfulness, exercise, and problem-solving skills—can significantly reduce the risk of drug abuse.

4. Strict Law Enforcement and Regulation

Governments play a crucial role in drug prevention through strict policies, regulations, and law enforcement. Controlling the sale and distribution of drugs, enforcing age restrictions, and implementing workplace drug policies help in reducing accessibility and discouraging usage.

5. Early Intervention Programs

Identifying early signs of drug abuse and providing timely intervention is essential. Schools, healthcare providers, and social workers should be trained to recognize warning signs and guide individuals toward appropriate rehabilitation programs before addiction develops.

6. Encouraging Healthy Lifestyles

Promoting sports, hobbies, and cultural activities can keep individuals engaged in productive and fulfilling pursuits, reducing the temptation to experiment with drugs. Encouraging a balanced lifestyle with proper nutrition, sleep, and social interactions fosters overall well-being.

Conclusion

Preventing drug use requires a multi-faceted approach involving education, family and community support, mental health promotion, strict law enforcement, early intervention, and lifestyle enrichment. By implementing comprehensive strategies, societies can protect individuals from the dangers of drug abuse and create a healthier, more productive environment.

30. National Green Corps(NGC)

The National Green Corps (NGC) is a program by the Ministry of Environment, Forest and Climate Change (MoEF&CC) to promote environmental awareness in schools. The program was launched in 2001.



National Green Corps (NGC)

- The program aims to educate children about their environment and encourage them to take action to protect
- The program uses eco-clubs in schools to promote environmental awareness and responsibility.
- The program encourages students to participate in activities like water harvesting, composting, and waste management.
- The program also encourages students to conduct environmental awareness activities in their communities.
- The program encourages students to create databases on biodiversity, land use, and medicinal plants.
- The program encourages students to test soil, water, and air quality.
- The program encourages students to grow kitchen gardens and maintain vermicomposting pits.
- The program encourages students to construct water-harvesting structures.
- The program encourages students to practice paper recycling.

31. Cyber Safety & Security

Cyber Security Awareness for School Students in Andhra Pradesh:

As the world becomes increasingly digital, school students in Andhra Pradesh are vulnerable to various cyber threats. The widespread use of smart phones, laptops, and tablets has exposed students to risks such as online harassment, identity theft, and exposure to explicit content. The Andhra Pradesh government has taken steps to promote cyber security awareness among school students. The state's IT department has launched initiatives to educate students about online safety and best practices for protecting personal data.



Common Cyber Threats Facing School Students in Andhra Pradesh:

- Online harassment and bullying
- Phishing and identity theft
- Exposure to explicit content and online predators
- Cyber stalking and online grooming
- Ransomware and malware attacks

Tips for School Students to Stay Safe Online:

- Use strong and unique passwords for all online accounts
- Be cautious when clicking on links or downloading attachments from unknown sources
- Use reputable antivirus software to protect devices from malware
- Avoid sharing personal data or sensitive information online
- Report any online harassment or suspicious activity to authorities

Initiatives by the Andhra Pradesh Government:

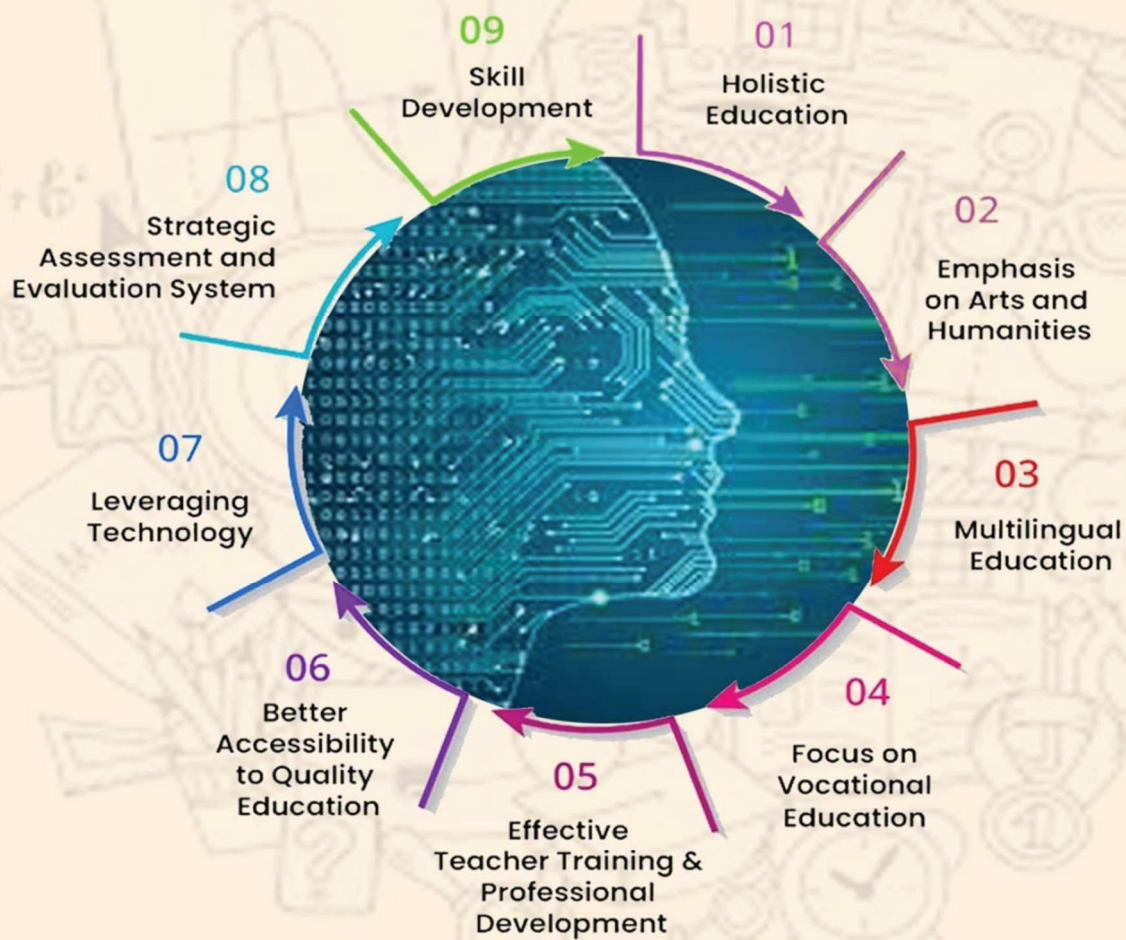
- Conducting workshops and awareness programs on cyber security for school students
- Developing educational materials and resources on online safety
- Collaborating with law enforcement agencies to investigate and prosecute cyber crimes
- Establishing a dedicated cyber security helpline for students and parents

Mapping of Domains with Concepts / Activities

Domains	Concepts / Activities
Physical Development	Interaction, Recite the rhyme with action, Role play, Write alphabet A to F, Washing hands (Let us Do)
Socio-Emotional and Ethical Development	Recite the rhyme together with rhythm, Role play
Cognitive Development	Identify the alphabet sounds
Language and Literacy Development	Interaction, Recite the rhyme, Role play (Let us Speak), Alphabet reading and writing
Aesthetic and Cultural Development	Drawing (My Hand), Recite the rhyme together with rhythm, Role play

రంగాలతో (డొమైన్స్)పాఠ్యాంశాల అనుసంధానం:

రంగాలు (డొమైన్స్)	అంశాలు / భావనలు / కృత్యాలు
1. శారీరక అభివృద్ధి	పడవ గేయం అభినయంతో పాడడం, అక్షరాలను రాయడం, పడవ చిత్రాన్ని గీయడం, రంగులు వేయడం.
2. మేధోభివృద్ధి	పడవ గేయం విని పాడడం, ప, డ, వ అక్షరాలతో పదాలు గుర్తించి చదవడం.
3. సామాజిక భావోద్వేగ నైతిక అభివృద్ధి	పడవ గేయం పిల్లలందరూ రాగయుక్తంగా పాడడం.
4. భాషాభివృద్ధి	పడవ అభినయగేయం పాడడం, చిత్రం గురించి మాట్లాడడం, పదాలు చదవడం, రాయడం.
5. సౌందర్యాత్మక సాంస్కృతిక అభివృద్ధి	పడవ గేయం అభినయంతో రాగయుక్తంగా పాడడం, పడవ చిత్రాన్ని గీయడం, రంగులు వేయడం.



State Council of Educational



Research and Training