



Diploma in Elementary Education Semester System

ALMANAC 2025 - 27



State Council of Educational



Research and Training

ALMANAC
For
D.El.Ed., Course 2025 – 2027
(Semester System)
DIETs and Elementary Teacher Education
Institutions
In
Andhra Pradesh



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

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ఉపాధ్యాయ ప్రతిజ్ఞ

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

अध्यापक - प्रतिज्ञा

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

TEACHER'S PLEDGE - عهد معلم

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

TEACHER'S PLEDGE

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

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CHAPTER – 1

INTRODUCTION TO THE COURSE

1.1 INTRODUCTION

The Diploma in Elementary Education (D. El. Ed.) programme is a 2-year teacher training programme with four semesters intended to train teachers for elementary stage of education, that is, from classes 1 to 8. It is a skill-oriented programme based on theory and a lot of practice. Thus, the course consists of two major components: Theory and Practicum. The syllabus of the course includes Foundation Papers, Pedagogical Papers, Value added Co-curricular Papers along with Self-Development Papers. 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, Health and Physical Education.
- Necessary skills to teach and assess (CCE) curricular areas like Languages, Mathematics, General Science and Social Studies etc.
- The competencies to deliver lessons in the classroom using Educational Technology (Information and Communication Technology).
- The knowledge of the objectives envisaged in National Curriculum Frame work - 2005 and State Curriculum Frame Work for school education for effective classroom transaction.
- The Knowledge of Right to Information Act 2005 and Right to Education Act 2009.

- The knowledge of objectives and interventions of Central and State Government programmes / Schemes / Projects like Samagra Shiksha / KGBVs / CBSE / MDM / RMSA / Model Schools / Open Schools etc.
- The concept and importance of Inclusive Education.
- The Knowledge and importance of inculcation of Life skills and values

1.3 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 - "Vandemataram" "Maa Telugu Talliki" Pledge and Teachers' Pledge: <ul style="list-style-type: none"> • Monday & Tuesday : Telugu • Wednesday & Thursday : English • Friday & Saturday : Hindi/Urdu Important news headlines of the Day. Thought for the day. Message by Principal/ Lecturers/ Guest National Anthem
10.00 to 10.55 AM	1 st Period
10.55 to 11.50 - Noon	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 sessions 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

- a) All Public Holidays declared by the Government of Andhra Pradesh.
- b) Five Optional holidays – these holidays should be individual-based. But, the Institution should not be closed on optional holidays.
- c) Three discretionary holidays (Local holidays) identified by the Institution in consultation with Staff & Students.
- d) 1st Term, 2nd Term and Summer Holidays are to be followed/observed as per the school academic calendar / 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 in to the course.
- 2) The Student teacher/s may normally be promoted to the next consecutive semester/s 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 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, Page no. 185).
- 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 in evitable situation. Hence trainees need to be acquainted with Multi-grade situation. There should be a stress on the acquisition of Multi-grade strategies. In this context, trainees are instructed to teach 7 periods in mono-grade situation in each subject and the remaining 3 periods should be planned on Multi-Grade Situation
- 11) **Selection of Optional Subject:** In Semester-III under Paper-303, every student teacher has to select One Optional subject/paper in one of the methodologies at Elementary level. While selecting the optional subject the student teacher should have
 - i) studied the subject at intermediate level and
 - ii) has fair and equal chance for selecting either English or Telugu as optional subject if s/he has studied the subject at Intermediate level.

2.2 INSTITUTIONAL OBSERVATION PROGRAMME (IOP)

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

During the first semester course, the student teachers have to visit different types of schools for 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 note books. Later, the student teachers have to write in the detailed record.

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

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

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

A detailed procedure on the observation of the schools along with the suggested Checklists is appended and continued and continued in Annexure-II. (Page No.147)

Note: From KGBV/Model School/Residential School invite a representative to DIET a and one day interactive session will be conducted.

2.3.1 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 DL in each of the Value added Subjects be given by the concerned lecturer. Trainees are expected to observe the demonstration lessons given by their respective lecturers.

2.3.2 MICRO TEACHING

Provide demonstration lessons in the form of micro teaching skills. Train student’s 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 relating to lesson.

2.4 TEACHING PRACTICE

Planning and preparation for Teaching Practice

Teaching Practice consists of two broad components:

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

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

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

- Workshops on the preparation of Year Plans, Unit Plans, and Period Plans.
- Workshops on the preparation of Teaching Learning Materials (TLM), Self 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 on Multi-grade context.
- Orientation on the classroom observation and awareness on classroom observation schedule.
- Orientation on the awareness and writing of Reflective Journal (RJ).
- Orientation on Action Research (AR).
- Orientation/basic idea on Continuous and Comprehensive Evaluation (CCE).
- Workshop on the preparation of test items and Question Papers.

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

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

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

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

ii) **Teaching Practice in Schools**

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

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

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

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

2.5 **INTERNSHIP**

Internship is mandatory for every student teacher in the D.El.Ed course during which period, s/he has to act as ‘Real Teacher’ in the allotted school to carry out the learnt teaching skills in a school in the real setting. 16 days have been allotted for internship in Semester – II

and Semester – IV for teaching Primary classes – 1 to 5. Out of 16 days, 10 days are meant for teaching curricular subjects, 2 days for Conducting Summative Test and 4 periods for remedial teaching. During first 10 days of internship, each trainee has to teach lower primary level for one subject and middle primary level for another subject.

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

2.6 ASSESSMENT/CCE RECORD

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

The Formative marks distribution as given hereunder:

- | | |
|--|----------|
| 1) Children participation and reflection | 10 marks |
| 2) Written works of the children | 10 marks |
| 3) Project works | 10 marks |
| 4) Slip test | 20 marks |
| 5) | |

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

Summative Test is to be conducted at the end of Internship for Lower Primary in one subject and Middle Primary in another subject, but they should write only one CCE record for each subject. A separate CCE record for Optional Subject is to be submitted by conducting Formative/Summative Tests in the Optional subject as well. The Summative 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 respective papers. The Field-based Projects are to be taken up in the papers/subjects as suggested in the Semesters. The list of suggested projects is given in the syllabus book as well as in the 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 Paper/s in each semester. Each assignment consists of 2 questions, one is reflective based and the other is Library/reference based.

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

2.9 REFLECTIVE JOURNAL/ CLASSROOM OBSERVATION

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

2.9.1 *Self evaluation*

Every student teacher is expected to write reflections in the form of a journal on his experiences during the teaching practice period in each methodology subject. S/he shall reflect on his/her classroom experiences, children learning, impact of various strategies of teaching, relationship with children and his/her feelings etc. The Reflective Journal includes

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

2.9.2 *Observation of Lesson of Co-trainees*

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

The Reflective Journal carries 10 marks as internal assessment.

2.10 ACTION RESEARCH (AR)

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

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

2.11 SEMINARS / EXTENSION LECTURES

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

2.12 WORKING WITH COMMUNITY

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

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

2.13 OTHER CURRICULAR ACTIVITIES

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

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

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

2.14 EVALUATION

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

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

- i) **Content:** Comprises the subject matter of the curriculum, the goals and objectives for children's learning.
- ii) **Processes:** This component is the pedagogy of learning, how teacher teach, how 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 2 ½ hours duration for 50 marks each paper, and ii) Final Practical Examination for 30 minutes duration for 20 marks each in methodology papers.

2.15 THEORY EXAMINATIONS

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

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

a) Mid-term (Summative) Examination

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

b) Final (External) Theory Public Examinations

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

Blue Print for Theory Papers

Max. Marks: 50

Time: 2.30hrs

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

CHAPTER – 3

SEMESTER SYSTEM ALMANAC FOR 2025-27 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 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 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



3.4

ALMANAC FOR 2025-27 BATCH

Semester – I

Duration : 25-07-2025 to 08-12-2025

Working days : 99

Examination : 3rd week of December 2025

Semester – II

Duration : 09-12-2025 to 23-04-2026

Working days : 99

Examination : last Week of April 2026

Semester – III

Duration : 12-06-2026 to 07-11-2026

Working days : 109

Examination : 4th Week of November 2026

Semester – IV

Duration : 09-11-2026 to 23-04-2027

Working days : 119

Examination : Last Week of April 2027

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 25-07-2025 and it ends on 08-12-2025 with a total - 99 working days.

4.1.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	86
2	Institutional Observation Programme (IOP)	06
3	Mid-term (Summative) Examination (daily two papers)	03
4	Workshops / seminars / Extension Lectures	04
TOTAL		99

4.1.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

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

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

4.1.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester–I is on 25th July,2025 and the last instructional day is 08th December, 2025

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	25 th July 2025	Sunday	06	<ul style="list-style-type: none"> Orientation about the course, Syllabus and Subjects
2	August, 2025	Sundays Second Saturday Varlakshmi vratam Independence day Krishnastami Vinayaka Chaturdi	21	<ul style="list-style-type: none"> Theory classes Seminar / workshop / On TSU-1
3	September, 2025	Miladun-Nabi Sundays Second Saturday Dasara Holidays	18	<ul style="list-style-type: none"> Theory classes Preparation for IOP Presentation of Assignments
4	October, 2025	Sundays Dasara Holidays Second Saturday Deepavali	23	<ul style="list-style-type: none"> Theory classes IOP(6 days)(22/10/2025 to 28/10/2025) Project work Seminar / workshops on towards self understanding - 1
5	November, 2025		24	<ul style="list-style-type: none"> Theory classes Presentation of Assignments Different Art Forms
6	December, 2025	Sunday	07	<ul style="list-style-type: none"> Mid term Exams
Total Working Days			99	Days

Institutional Observation Programme (IOP)

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

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

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

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

4.1.4 EVALUATION PROCEDURES

4.1.4.1 Internal Evaluation

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

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

Allotment of marks for different activities mentioned above under Internal Evaluation

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

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

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

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

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

EXTERNAL EVALUATION (EXAMINATION)

4.1.4.2. Theory

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

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

Mid-term (Summative) Examination

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

4.1.4.3 FINAL PRACTICAL EXAMINATION

There is no final Practical Examination in this Semester-I

4.2 SEMESTER – II

Semester -II begins on 09-12-2025 and it ends on 23-04-2026 with a total 99 Working Days

4.2.1 COURSE STRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	56
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
TOTAL		99

4.2.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

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

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

4.2.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester – II -D.El.Ed. is 09th December 2025 and the last instructional day is 23rd April 2026.

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	09 th December 2025	Sundays Second Saturday Christmas	18	<ul style="list-style-type: none"> ▪ Theory Classes ▪ Workshop on Yoga
2	Jan, 2026	Sundays Second Saturday Pongal holidays Republic Day	19	<ul style="list-style-type: none"> ▪ Theory classes ▪ DL's ▪ Project work ▪ TLM Workshop ▪ Teaching Practice (20/01/2026 to 31/01/2026) (10 Days)
3	Feb, 2026	Sundays Second Saturday Mahasivaratri	23	<ul style="list-style-type: none"> ▪ Teaching Practice (02/02/2026 to 17/02/2026) (10 Days) Continued... ▪ Action research. ▪ Internship (23/02/2026 to 28/02/2026) (06 Days) ▪ Workshop on Art & Cultural Education
4	Mar, 2026	Second Saturday Sundays Holi Ugadi Srirama Navami Ramzan	21	<ul style="list-style-type: none"> ▪ Internship (02/03/2026 to 13/03/2026) (10 Days) Continued ▪ Theory classes ▪ Project work
5	April, 2026 (Up to 23 rd April 2026)	Ambedkar Jayanthi Second Saturday Sundays	18	<ul style="list-style-type: none"> ▪ Theory classes ▪ Presentation of Assignments ▪ Mid Exams
Total Working Days			99	Days

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	Assn	Mid-Exam	TP & Int		Final Lesson	CCE	Ref	Total
					LP	MP				
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 before hand 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 formative and summative tests during this period and record the marks/grades for analysis.

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

Category of Classes	Subjects	No. of Periods	Total No. of Days
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.

4.2.4.2 EXTERNAL EVALUATION (EXAMINATION)

4.2.4.2.1 THEORY EXAMINATION

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

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

Mid-term (Summative) Examination

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

4.2.4.2.2 FINAL PRACTICAL EXAMINATION

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

4.3 SEMESTER – III

Semester-III begins on 12-06-2026 and its ends on 07-11-2026 with total 109 Working days

4.3.1 COURSE STRUCTURE

Sl. No.	Activity	Total No. of days
1	Theory classes / instruction	92
2	Demonstration Lesson	02
3	Teaching Practice	08
4	Mid-term (Summative) Examination/s (daily two papers)	05
5	Workshops / seminars / Extension Lectures	02
TOTAL		109

4.3.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

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

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

4.3.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester –III is 12th June, 2026 and the last instructional day is 07th November, 2026.

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	June 2026 12 th June, 2026 is the First Instructional Day	Sundays Second Saturday	14	<ul style="list-style-type: none"> ▪ Theory classes
2	Jul, 2026	Sundays Second Saturday	26	<ul style="list-style-type: none"> ▪ Theory classes ▪ Assignments ▪ Project work
3	Aug, 2026	Sundays Second Saturday Independence day Miladun-Nabi Varalakshmi Vratam	22	<ul style="list-style-type: none"> ▪ Theory classes ▪ Demonstration lessons ▪ Presentation of Assignments ▪ Workshop on value added papers
4	Sep, 2026	Sundays Second Saturday Krishnastami Vinayaka Chavithi	23	<ul style="list-style-type: none"> ▪ Teaching Practice in value added paper 8 days. 7-9-2026 to 17-9-2026 (8 Days)
5	Oct, 2026	Gandhi Jayanthi Sundays Second Saturday Dasara Holidays	18	<ul style="list-style-type: none"> ▪ Theory classes ▪ Presentation of assignments ▪ Quiz competition ▪ Project work
6	07-11-2026 Last instructional day	Sundays Diwali	06	<ul style="list-style-type: none"> ▪ Mid Exams
Total Working Days			109	Days

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.

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

Allotment of marks for different activities mentioned above under Internal Evaluation

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

Teaching Practice:

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

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

Trainees are expected to teach 2 periods per day.

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

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

4.3.4.2 EXTERNAL EVALUATION (EXAMINATION)

4.3.4.2.1 THEORY EXAMINATION

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

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

Mid-term (Summative) Examination

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

4.3.4.2.2 FINAL PRACTICAL EXAMINATION

There is no final Practical Examination in this Semester-III

4.4 SEMESTER – IV

Semester -IV begins on 09-11-2026 and it ends on 23-04-2027 with total 116 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	06
6	Final Practical	03
TOTAL DAYS		119
DISCRETIONARY HOLIDAYS		03
TOTAL WORKING DAYS		116

4.4.2 SUBJECTS /PAPERS FOR STUDY, CREDITS & WEIGHTAGES

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

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

4.4.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester – IV -D. El.Ed.is 09th November 2026 and the last instructional day is 23rd April 2027

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	Nov, 2026 09 th Nov, 2026 is the First Instructional Day	Sundays Second Saturday	18	<ul style="list-style-type: none"> ▪ Theory Classes ▪ Project work
2	Dec, 2026	Sundays Second Saturday Christmas	25	<ul style="list-style-type: none"> ▪ Theory classes ▪ DLs ▪ TLM workshop ▪ Teaching practice in English & EVS (7-12-2026 to 31-12-2026 20 days)
3	Jan, 2027	Sundays Second Saturday Pongal holidays Republic day	16	<ul style="list-style-type: none"> ▪ Theory classes ▪ Internship in Eng & EVS (19-01-2027 to 30-01-2027 10 days) ▪ Action Research
4	Feb, 2027	Sundays Second Saturday Mahasivarathri	23	<ul style="list-style-type: none"> ▪ Internship continued up to 06-02-2027 (06 days) ▪ Internship in optional subjects 15-02-2027 to 27-02-2027 (12cdays)
5	Mar, 2027	Sundays Second Saturday Sivarathri Ramjan Holy Good Friday	22	<ul style="list-style-type: none"> ▪ Internship continued in optional subjects 1-3-2027 to 4-3-2027 (4 days) ▪ Theory classes ▪ Presentation of Assignment ▪ Workshop on TSU-2.
6	Apr, 2027	Sundays Second Saturday Jagajevan Ram Jayanthi Dr.B.R. Ambedkar Jayanthi Ugadi	15	<ul style="list-style-type: none"> ▪ Mid Exams ▪ Final Exams ▪ Project work
Total Working Days			119	Days

Note: Summer holidays as per schools Academic Calendar

4.4.4 EVALUATION PROCEDURES

4.4.4.1 INTERNAL EVALUATION

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

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

Allotment of marks for different activities mentioned above under Internal Evaluation

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

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

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

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

Teaching Practice

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

4.4.4.2 EXTERNAL EVALUTION (EXAMINATION)

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

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.

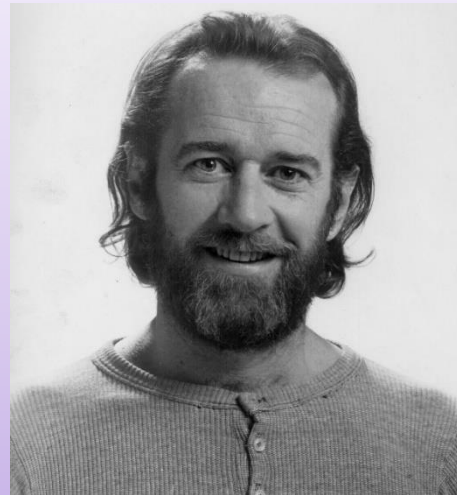
4.4.4.2 FINAL PRACTICAL EXAMINATION

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

SYLLABUS & CALENDAR OF ACTIVITIES FOR DIFFERENT SUBJECTS / PAPERS OF STUDY

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

5.1 SEMESTER – I

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

Sl. No.	Month	Unit	Content
1	Aug – 2025	1 & 2	<p>Unit - 1: భాష మరియు సమాజం</p> <p>1.1 భాష స్వభావం: భాష గతిశీలత, భాష విధులు, భాషద్వారా అనుభవాల వ్యక్తీకరణ, భాష పాలన వ్యవహారాలు (అధికార భాషగా)</p> <p>1.2 భాష - సంస్కృతి, సంజ్ఞానం, భావప్రసారం, ఉద్దేశ్యానుసారంగా, సందర్భానుసారంగా పదాల అర్థాలు.</p> <p>1.3 భాష మరియు సమాజం: భారతదేశంలో బహుభాషా వైవిధ్యం, భాషతో సామాజిక, రాజకీయ, ఆర్థిక శక్తుల సంబంధం, ప్రామాణిక, అప్రామాణిక భాషారూపాల భావనలు - విమర్శనాత్మక అవగాహన.</p> <p>1.4 భాష: ప్రథమ భాష (మాతృభాష), ద్వితీయ మరియు తృతీయ భాష, భాషా రూపాలు, మాండలికాలు, వ్యక్తిభాష, గృహభాష, పరిసరభాష, భాష వ్యక్తీకరణ సాధనంగా భాష, బోధన మాధ్యమంగా భాష, జాతీయ సమైక్యత, భాష, అంతర్జాతీయ అవగాహన, అధికార భాష</p> <p>Unit - 2: ప్రాక్ భాష సముపార్జన మరియు భాషాభ్యసన</p> <p>2.1 జంతువుల మరియు మానవుల భాష, భాష వ్యక్తీకరణకు ప్రాక్ భాషాసామర్థ్యాలు</p> <p>2.2 భాషాగ్రహణము, భాషాభ్యసనము: నవజాత, శిశు, పాఠశాల పూర్వ, పాఠశాల ప్రారంభ దశలు, నైతిక, సామాజిక, వ్యక్తిగత కారణాల ఫలితంగా భాషాభ్యసనం, ప్రారంభ శిక్షణ రూపంగా భాషాభ్యసనం, భాషాభ్యసనంలో ఆటలు, పాటలు, కథలు ప్రాధాన్యత.</p>
2	Sep – 2025	3	<p>2.3 అక్షరాస్యత: As more than decoding and encoding</p> <ul style="list-style-type: none"> • పఠనము మరియు లేఖనాలు గతిశీల, వ్యవస్థీకృత ప్రక్రియలు

			<p>అక్షరాస్యత - బహుళ రూపాలు.</p> <p>2.4 ప్రస్తుతం పాఠశాల దశలో ప్రారంభ అక్షరాస్యత యొక్క ప్రాముఖ్యత; ఆటలు మరియు కథల ప్రాధాన్యత. గృహభాషకు విలువనిస్తూ, వైవిధ్యం, స్వేచ్ఛాయుత అభ్యాసన వాతావరణం ద్వారా అభ్యసనం మరియు పాఠశాల భాషలో వ్యక్తీకరణ.</p> <p>2.5 భాషాభ్యసనంలో సాహిత్యం పాత్ర: Types of texts వర్ణనాత్మక, ప్రదర్శనాత్మక సాహిత్యం, విషయానుబంధంగా, ప్రణాళికలో అంతర్భాగంగా సాహిత్యాన్ని చేర్చడం మరియు బాలసాహిత్యానికి ప్రత్యేక ప్రాధాన్యతనివ్వడం.</p> <p>2.6 ప్రణాళికలో అంతర్భాగంగా సాహిత్యం: తరగతి గదిలో మరియు బయట భాషావిధులు భాషాభ్యసనం, మరియు భాషాద్వారా అభ్యసనం.</p> <p>2.7 ప్రత్యేక అవసరాలు గల పిల్లల భాషాభ్యసన అవసరాలు: లోప నిర్ధారణ మరియు ప్రారంభదశ అభ్యసన</p>
3	Oct – 2025	3	<p>యూనిట్ 3: ప్రాథమిక స్థాయిలో భాషాసామర్థ్యాల అభివృద్ధి</p> <p>ఎ) శ్రవణము మరియు భాషణము</p> <p>3.1 ఎ. శ్రవణం భాషణం, ప్రాధాన్యత</p> <p>3.2 ఎ. పిల్లలు ఎప్పుడు వింటారు? శ్రవణ సామర్థ్యం ఎలా అభివృద్ధి పరచాలి.</p> <p>3.3 ఎ. పిల్లలు ఎప్పుడు మాట్లాడతారు? భాషణ రూపాలు, పిల్లల సంభాషణ ప్రాముఖ్యత; వ్యక్తిగత, సమవయస్కులతో పరస్పర సంభాషణ, భాషాభ్యసనానికి వరుసగా భాషణం, భాషణ సామర్థ్యాన్ని అభివృద్ధిపరచడం (సంభాషణలు, కథాకథనం, పద్యపఠనం మొదలైనవి)</p> <p>బి) పఠనం మరియు లేఖనం</p> <p>3.1 బి. అక్షరాస్యత మరియు పఠనం</p> <p>3.2 బి. పఠనం మార్గాలు: పఠనం రకాలు (బాహ్యపఠనం, మౌనపఠనం) వాటి ప్రాధాన్యత.</p> <p>3.3 బి. పూర్వపఠనం మరియు పఠనానంతర కృత్యాలు</p> <p>3.4 బి. పాఠ్యేతర పుస్తకాలు: అభ్యసన వనరులుగా అనేక రకాల పుస్తకాలను ఉపయోగించడం.</p> <p>3.5 బి. పిల్లలు మంచి పాఠకులు కావడానికి సహకారం - కృత్యాలు, కార్యక్రమాలు</p>
4	Nov – 2025	3 & 5	<p>3.6 బి. లేఖనం అంటే ఏమిటి? పఠనం, లేఖనాల మధ్య సంబంధం</p> <p>3.7 బి. లేఖన నైపుణ్యాభివృద్ధి - స్పష్టలేఖనం, దోషరహిత లేఖనం,</p>

		<p>స్వీయలేఖన కొరకు కృత్యాలు / కార్యక్రమాలు</p> <p>3.8. సి. పిల్లల్లో కల్పనా (ఉహ) సామర్థ్యం, సృజనాత్మకత, ; వీటిని అభివృద్ధిపరచడంలో ఉపాధ్యాయుని పాత్ర; అందుకు కృత్యాలు / కార్యక్రమాలు (అభినయ గేయాలు, కథలను పొడిగించడం, కథలు, లేఖలు, పొడుపు కథలు, సూక్తులు రాయడం)</p> <p>యూనిట్-5: రాష్ట్రంలోని భాషాభివృద్ధి కార్యక్రమాలు</p> <p>5.1 పిల్లల భాషాభివృద్ధి కార్యక్రమము (CLIP)సౌలభ్యకర్తగా ఉపాధ్యాయుడు.</p> <p>5.2 స్నేహబాల (SLIM)కార్డులు -1, 2 తరగతులకు స్వయం అభ్యసన సామాగ్రి)</p> <p>5.3 బాలసాహిత్యం (వానచినుకలు, కథావాచకాలు)</p> <p>5.4 పఠన ప్రారంభ కార్యక్రమం, చదువు, ఆనందించు మరియు అభివృద్ధి చెందు కార్యక్రమం.</p> <p>5.5 పాఠశాలలో వినూత్న కార్యక్రమాలు - పిల్లల డైరీ, గోడపత్రిక, తరగతి గది గ్రంథాలయాలు, భాషాభ్యసనం మొదలైనవి.</p>
5	Dec – 2025	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 రూపొందించింది.
- ప్రాథమిక తరగతి తెలుగు వాచకాలను పరిశీలించండి. వీటిలో వినడం, మాట్లాడం సంబంధించిన కృత్యాల జాబితాను తయారు చేయండి. వీటిని అమలుపరచడం వలన పిల్లలు ఏమేం చేయగలుగుతారో వివరించండి.

అ) 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 బోధనాభ్యుసన 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 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 ప్రర్తింప 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) తయారు చేయండి.

7. ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి

- వివిధ దేశాల్లో ప్రాథమిక స్థాయి విద్యార్థులకు నిర్దాించిన విద్యా ప్రమాణాల వివరాలను పరిశీలించండి. ఏదైనా 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.
- గిజుబాయి సమగ్ర సాహిత్యం పుస్తకాలను/గిజుబాయి రాసిన 'పగటి కల' పుస్తకాన్ని చదవండి. వీటి ఆధారంగా ప్రాథమిక పాఠశాలల్లో పనిచేసే ఉపాధ్యాయులకు ఉండాలని లక్షణాలను పిల్లలతో ప్రవర్తించే తీరుతెన్నుల గురించి నివేదిక రాయండి. ప్రదర్శించండి.

Though teaching is the last choice in the job market, the role of teachers is central to all processes of formal education. The teacher alone could bring out the skills and intellectual capabilities of students. He is the “engine” of the educational system. He is a principal instrument in awakening the child to cultural values. He needs to be endowed and energized with needed potential to deliver enlightened service expected of him. His quality should be such as would inspire and motivate into action the benefiter. He must keep himself abreast of ever-changing conditions. He is not to perform in a wooden and unimaginative way. He must eliminate fissiparous tendencies and attitudes and infuse nobler and national ideas in younger minds. His involvement in national integration is more important, indeed indispensable

“If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.”

- Henry David Thoreau



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.
<p>1- زبان اور سماج:</p> <p>☆ زبان کی فطرت: زبان ایک زندہ متحرک ہیئت ہے۔ زبان کے مختلف افعال ہیں۔ زبان تجربات بیان کرنے کا ایک اہم ذریعہ ہے۔ زبان ایک اصولی اور قواعد کا پابند کارہوتی ہے۔</p> <p>☆ زبان و تہذیب: زبان، تہذیب، ادراک اور مواصلات کا احاطہ کرتی ہے۔ الفاظ کی معنی اور انکے بہترین استعمال اور پس منظر کے اعتبار سے بیان کرتی ہے۔ کسی بولنے والے کے مقصد و منشا کو سمجھاتی ہے۔</p> <p>☆ زبان اور سماج: ہندوستان میں زبانوں کا تنوع سماجی، سیاسی اور معاشی صورت حال کا زبان سے تعلق معیاری، غیر معیاری زبان تقیدی جائزہ۔</p> <p>☆ زبان: زبان بہ حیثیت زبان اول (مادری زبان) بہ حیثیت دوسری اور تیسری زبان، زبان کی شکلیں، زبان اور اس کے لہجے اور بولیاں، انفرادی زبان، گھریلو زبان، ماحول کی زبان، زبان بہ حیثیت ذریعہ تعلیم، زبان بہ حیثیت ادبی زبان، زبان برائے قومی یکجہتی، زبان برائے بین الاقوامی ادراک، زبان بہ حیثیت سرکاری زبان / حکام کی زبان۔</p>	1	July & AUG - 2025	-1
<p>II- زبان کی تقیدی تحصیل اور زبان کا سیکھنا:</p> <p>☆ حیوانات اور انسانوں کی ترسیلی زبان، قبل لسانی، (Pre-Linguistic) ترسیلی صلاحیتیں۔</p> <p>☆ زبان کی تحصیل، زبان کا اکتساب، شیرخوارگی، طفولیت اور ما قبل 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۔</p> <p>☆ خواندگی کی سطح: اشارات اور علامات سمجھنا اور زبان میں تبدیل کرنا، پڑھنے اور لکھنے کے ساتھ ساتھ تمیز اور جانچ کی صلاحیت، ہمہ قسم کی خواندگی۔</p> <p>☆ موجودہ اسکولی تعلیم کے تناظر میں ابتدائی خواندگی کی اہمیت، کھیل، ڈراموں اور کہانیوں کی اہمیت گھریلو زبان کی قدر اور تنوع، بے خوف و خطر ماحول کی فراہمی، جس میں اسکولی و ادبی زبان کا اکتساب ہو اور ترسیل ہو۔</p>	2	SEP - 2025	

<p>☆ زبان کے اکتساب میں ادب کا کردار، مختلف قسم کے متون (Texts)، لسانی، تفصیلی و تفسیری ادب، متن کی دل فریبی/خوش ادائیگی اور نصاب میں ادب کو شامل کرنا، بالخصوص بچوں کے ادب کی شمولیت۔</p>	2	MARCH 2022	-2
<p>☆ نصاب میں زبان کی حیثیت: کمرہ جماعت میں اور کمرہ جماعت کے باہر زبان کے افعال، زبان کا اکتساب اور زبان کے ذریعے اکتساب۔</p> <p>☆ مخصوص ضرورتوں کے حامل بچوں کے لیے زبان سیکھنے کی ضرورت، مسائل کی تشخیص اور ابتدائی لسانی سرگرمیاں۔</p> <p>III- تحتانوی سطح پر زبان کی صلاحیتوں (لسانی استعداد) کی ترقی:</p> <p>(الف) سننا، بولنا:</p> <p>☆ بچے کب بولتے ہیں؟ بولنے کے مختلف انداز (بچوں کی باہمی گفتگو کی اہمیت، خودکلامی، ہم عمروں میں تبادلہ خیال، اظہار مافی الضمیر کی صلاحیت، گفتگو بہ حیثیت ذریعے زبان دانی، ہم کس طرح بولنے کی صلاحیتوں کو ترقی دے سکتے ہیں؟)</p> <p>(ملالے/ڈانگاگ، کہانی سنانا، نظم خوانی وغیرہ)</p> <p>(ب) پڑھنا اور لکھنا:</p> <p>☆ خواندگی اور پڑھنا۔</p> <p>☆ پڑھنے کے طریقے، پڑھنے کے اقسام</p> <p>(خوش خوانی کے اوصاف، بلند خوانی اور خاموش خوانی) کی اہمیت</p> <p>☆ پڑھنے سے قبل اور پڑھنے کے بعد کے مشاغل۔</p>	2&3	OCT - 2025	3
<p>☆ نصابی کتاب کے علاوہ مختلف قسم کے متن جس سے لسانی صلاحیتوں کی نشوونما ہو۔</p> <p>☆ بچوں کو اچھے پڑھنے والے (قارئین) بنانے کے لیے مختلف اقدامات اور سرگرمیاں۔</p> <p>☆ لکھنا کیا ہے؟ لکھنے اور پڑھنے کے مابین تعلق۔</p> <p>☆ لکھنے کی مہارت فروغ دینا، خوش خطی کے لیے مشاغل، بغیر غلطی کے لکھنا اور از خود لکھنے کی مشق،</p> <p>(ج) تخلیقی اظہار اور قوت متحملہ۔</p> <p>☆ بچوں میں تخلیق اور تخیلی صلاحیت اور اس کے فروغ میں اساتذہ کا رول اور ترقی کے لیے سرگرمیاں، مثال (حرکاتی نظموں اور نغموں کو طول دینا، کہانیاں اور گیت، خطوط نویسی، پہیلیاں، معصے، کہاوتیں وغیرہ)</p>	3	OCT - 2025	
<p>V- ریاست میں زبان کی ترقی کی سرگرمیاں:</p> <p>☆ ابتدائی پڑھنے کا پروگرام، پڑھنا، لطف اندوز ہونا اور ترقی کرنا۔</p> <p>☆ مدارس میں اختراعی سرگرمیاں، بچوں کا روزنامہ، دیواری رسالہ، کمرہ جماعت کا کتب خانہ اور اسکول پوسٹ باکس۔</p>	5	NOV - 2025	5

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

Sl. No.	Month	Unit	Content
1	AUG - 2025	1	<p>ஊரயீ - 1 : சுந்சறாருயு - தங்\ர லுஸடிதகயீ ஹஓளீடுஅ; றாசூலேனீள: றாசூயுவடுணாஸடனீதகயீ, ஹந்பறாசூயுவறாகூயுநீஸஓகயீ, நுணாறுளுணாருகூசீதங்னளிரீகயீ, ந்றறுளுளுடுநீதபீனளிரீகயீ; நுணாறுளுணாரு: சுந்சறாகர\யீ ந்நீ.ர்.டு., றாசூயுயீ-ர றாசூயீலுடி றுயு.ண்.னாசூபீண்ளணாஸ; ஊஓனடுணுஅ: ஊஓறாலுயீதபீனடுள, றாகூஏடிகறாசூயுயீ, றாகூயு - வறாகூஏடி, றாகூஏர் கூகை\டுள, கூடிஹாகூஏடி, ஹாறாருயு - றாகூயுணாடு, நூலுவரீணாரு நுநீ\அ றாகூயுநீப\அ, நுநீ\ருளனடுஅ, ஊறாணாளுகஸர், ஹசீனஇதறாகூயுளுடி, லுயீலுணாருங், லுயீறாஓயீதபீ ந்நிந்ருநடுப\அ, ந்நுயுர்ருநடுப\அ; கூணாருடகூயுவயீ: நுணாறுளுளுஓ றாசூலேங்யுனஇகயீ, டாசீணாறுணாளு நுணாறுளுளுஓயுனஇகயீ, டுசீணாறுறுளுயீகயீ, றாகூயுடுட\ணாறு.</p>
2	SEP - 2025	1	<p>ஊரயீ - 1 : றாருயு - ம்ர ஊரயீ\அ டுவன்தகயீஅ ஹஓளீடுஅ; றாருயு - ம்ர ஊரயீ\டுள: நூகூககீறாருயு - ணீஅ, முயீதபீறாருயு - ணீஅ, ருறு\ சூயுடிமகயீ, ர்ங்டுஸர் றாகூயுடுட\ றாருயு - ஊஓனடுணுஅ, ஊஓனக்ளஅ, ஹஷ்டிணுடிக்க; றாருயு - ணீஅ சூலீக்யுளஅ: றாருயு - கூவஓள ருஓடகூயுரணாருணீஅ குனடுஅ றாகூரீகயீஅ, றாருயு - ணீஅ ஹணாளுயுஸலீஅ, றாருயு - ணீஅ ஹங்டுயுறுளீஅ (ஹ) றாசூயீலுயுனஇஅ, றாருயு - ணீஅ கூயுயீநூலுரீகூயுசீஅ, றாருயு - ணீஅ கூகைகூயுசீஅ, றாருயு - டுவன்தகயீ லு - றாகூயுரீட\ளஸ இப் ருடுஓயுனஇகயீ; றாருயு - டகூருஅ துநீ ந்\ரகூயுருஅ: றாருயு - டுவன்தகயீஅ, றாருயு - லு - டுவன்தகயீஅ, றாருயு - கூஷ்டிகயீஅ றாருயு - டுவயீஅ, க்யுறோருயு - டீசுரறாருயு - கூளஸ்டுப\அ ருயுணுலுவர சுந்ச றாருயு - தங்\ர; சுந்ச ஊறாணாரு லுஷ்டிஹாருயு - : நூகூககீதகந் - நீமயீ முயீதபீதகந்ச, முயீதபீதகந்ணாஷ் ருயுணுலுநீனஇ ஹஓளீடுடகூசீதபீகயீ, லூளுயுறுகணாஸ றாருயு - ஓளீ, றாகூயுடுட\ணாறு.</p>
3	OCT - 2025	2	<p>ஊரயீ - 2 : ஹப்டகூணாருங்\ரடுள ஹஓளீடுஅ; ந்\ரலுணாடு; நூடுாருயீ ந்\ர: நூடுாருயீ ந்\ணாஓ லுஸடினஇஅ லு - லுணாடுடுள, நூடுாருயீ ந்\ணாஓ லுஸடினஇஅநூகூயுயீ டுலுவதங்வறாடுயுளஸ நூலுபைஓணாலு; நூகூகீகயீ ந்\ர: நூகூகீகயீந்\ர கூம்வட்ம்ர நூளுயுனடுநடுள, நூகூகீகயீ ந்\ணாஓ லுஸடினஇஅ லு - லுணாடுடுள, ளுயுகூம்வட்டுள, க்யுறாக - ளுயுறாளுக்கூ கூம்வட், ளுயுண்\ச கூம்வட் ந்நீமங்ள நூகூகட்ர ளுயீர்ஏயீ\டுள, நூகூககீடகூம்வட் லுஷ்டிஹாருயுயீ கூடி\ஏடி லுடுடண்யீ ணீரகூவ\ நூலுபைஓணாலு; து-லுபலுந டுவன்தகயீ: து-லுபலு லீலுபலுதறாகூயுளுடி\ முயீதறாகூயு - டுள ண்\னஇஅ ளீணா\, ளீசுறாஓயீதபீனடுள ணீ\னஇஅ ளீணா\, நும்றாறுயு - டுள, ணீ\ட\ ஹப்டகூணாருங்\யீ நும்றாறுயு - டுள, ணீ\ட\</p>

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

Sl. No.	Month	Unit	Content
1	AUG-2025	1	Unit – 1: Introduction to Mathematics <ul style="list-style-type: none"> • What is Mathematics and where and in which form it found in life? • What is the need and importance of Mathematics in daily life? How it is different from school Maths?
		2	<ul style="list-style-type: none"> • Why we teach Mathematics? • Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately) • Mathematisation
2	SEPT-2025 & OCT-2025		Unit – 2: Mathematics: Teaching Principles and Teaching Methods <ul style="list-style-type: none"> • Nature of the learner. What he knows and how? Where?
			<ul style="list-style-type: none"> • Understanding the learners – Methods and procedures of learning • Piaget schemat of cognition in Mathematics in different stages, Vygotsky social learning and its implications learning Mathematics
		2	<ul style="list-style-type: none"> • Understanding the learning processes – Natural context, Induction, Deduction • Learning and teaching errors and how to overcome? • Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis
3	NOV-2025	3	Unit-3: Counting, Numbers and its Operations <ul style="list-style-type: none"> • Pre-number concepts • Understanding numbers and notation • Digit and representation of numbers • Counting and place value (with different bases)
		3	<ul style="list-style-type: none"> • Concept of fractions and its presentation • Mathematical operations of numbers (N.W.Q.) Learning material for above
		3	<ul style="list-style-type: none"> • Exams
4	DEC-2025		<ul style="list-style-type: none"> • 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-2025	1	Unit-1: Pedogogy – Conceptions and Perspectives <ul style="list-style-type: none"> • Learning – Types of Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge).
		1	<ul style="list-style-type: none"> • 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. <p>Critical pedagogy concept, need and implications in teaching learning.</p>
2	SEP-2025	2	Unit-2: Pedagogy, Resources and Practices <ul style="list-style-type: none"> • Reflections on school of thought and theories: Giju Bhai, Summer Hill, Totochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky. • Inclusive and exclusive practices (Designing inclusive learner friendly environment): Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community.
		2	<ul style="list-style-type: none"> • 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-2025	4	Unit-4: ICT (Information & Communication Technology). <ul style="list-style-type: none"> • Concept of ICT (Information & Communication Technology). • Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes. • Main features of ICT related policies - National Level and State Level. • ICT based learning processes and resources: Creating learning

			environments, ICT supporting pedagogic practices; Educational games
4	NOV-2025	4	<ul style="list-style-type: none"> • Exploration of ICT resources (appropriate hardware - CD/DVD, projectors, interactive boards, appropriate software - audio, video, multimedia, editing, web applications, internet, animations, games and simulations etc. in computer lab.); Evaluation and adoption of available ICT resources • 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. • Examination
5	DEC-2025		<ul style="list-style-type: none"> • Mid Exams

Suggested Practicum:

Task1:

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.

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-2025	1	<p>Unit-1 Childhood</p> <ul style="list-style-type: none"> • Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization; Child labour, Child abuse; childhood in the context of poverty.
			<ul style="list-style-type: none"> • 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.
		1	<ul style="list-style-type: none"> • Gathering data about children from different contexts using different methods, techniques and approaches: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; Experimental method, Questionnaire, Case Study, Rating Scales, Longitudinal and Cross-Cultural Approaches.
2	September 2025 & October 2025	2	<p>Unit-2: Perspectives in Development</p> <ul style="list-style-type: none"> • Introduction to Development: Concept of Growth, Development and Maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards. Physical - Motor Development; Growth and maturation.
			<ul style="list-style-type: none"> • Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner. • 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-2025	2	<ul style="list-style-type: none"> Play and development: Meaning of Play and its functions: linkages with the physical, social, emotional, cognitive, language, moral and motor development of children; Types and kinds of play; Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict. A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control Culture and Gender Development
		5	<p>Unit-V</p> <ul style="list-style-type: none"> 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 2025		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, Blue

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

Task 4:

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

Task 5:

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

Task 6:

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

Task 7:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood or schools. Student teachers could identify different games that children play; Individual and group 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-2025	1	<p>Unit – 1: Aims and Purposes of Education</p> <ul style="list-style-type: none"> • Relationship between schooling and education, and exploring various educative processes in human 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 in to the nature in to the needs of education in human society. • Schooling and education as visualized by different Western and Indian thinkers: Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthy, Gijubhai Bhadekha, JyothibhaPhule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sri Sarvepalli Radha Krishnan, Sant Kabir, John Dewey, Frobel, Montessori, Prof.J.P.Naik, Prof. D.S.Kothari.
2	SEPT-2025	2	<p>Unit – 2: Education, Politics and State</p> <ul style="list-style-type: none"> • Political nature of education: Power and Ideologies and how they structure aims of education • Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers. Teacher’s status in society: Public perception; Systemic issues – bureaucratization. • Role of community and civil society organizations in education: A critical appraisal.
3	SEP-2025	3	<p>Unit – 3: Knowledge and Understanding</p> <ul style="list-style-type: none"> • Construction of knowledge, Knowledge Vs Information • Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry. 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.

4	OCT-2025	4	Unit – 4: Curriculum and Learning <ul style="list-style-type: none"> • Curriculum, syllabus and textbooks • Processes and criteria for curriculum selection and construction. • Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks. • Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers
5	NOV-2025	4	Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning <ul style="list-style-type: none"> • 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.
6	DEC-2025		<ul style="list-style-type: none"> • 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.

Task2:

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

Task3:

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

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

Task4:

Visiting different types of schools in the 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 - 2025	1	<p>Unit – 1 : Definition, Nature and Significance of Early Childhood Care and Education</p> <ul style="list-style-type: none"> • The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Dewey, Tagore, Rousseau, Frobel, Montessori, Gandhi.
			<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Freedom (expression, experimentation, encouragement, challenge); ○ Happiness (support, security and safety, opportunity and guidance) ○ Adoptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy) <p>Health well being and health habit, nutrition.</p>
2	SEPT-2025	2	<p>Unit – 2 : Principles and Methods of Developmentally appropriate ECCE Curriculum</p> <ul style="list-style-type: none"> • How children learn: Stage wise distinctions from early to middle to late childhoods, • Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges. • Importance of Play and Active learning methods for early years learning. • Guiding principles: Play and art as the basis of learning – Primary of experiencing not 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 -2025	3	<p>Unit – 3: Planning and Management of ECCE Curriculum</p> <ul style="list-style-type: none"> • Principles of planning a balanced and contextualized curriculum • Long and short term objectives and planning • Project method and thematic approach.

			<ul style="list-style-type: none"> • Maintaining a developmentally appropriate and inclusive class environment. • Resources for effective functioning of ECCE. • The role and function of instructors.
4	NOV-2025	4	<p>Unit – 4: Curriculum for 3 to 6 Years of Age Group Children in ECCE</p> <ul style="list-style-type: none"> • Language and communication. • Mathematical concepts. • Scientific thinking
			<ul style="list-style-type: none"> • Early learning and development standards. • Observing and recording children's progress. • Reporting children's progress. • Ensuring home school linkage. • Revision • Revision
5	Dec-2025		<ul style="list-style-type: none"> • 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.

Early Child Care & Education
(ECCE)



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

Sl. No.	Month	Unit	Content
1	AUG-2025	1 to 2	<p>Unit – 1A: On-going Activities</p> <ul style="list-style-type: none"> • Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor. <p>1B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Awareness of self, Understanding oneself
			<p>Unit – 2A: On-going Activities</p> <ul style="list-style-type: none"> • Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor. <p>2B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Aims and purposes of life
2	SEP-2025	3,4&5	<p>Unit-3A: On-going Activities</p> <ul style="list-style-type: none"> • Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. <p>3B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Mindfulness
			<p>Unit-4A: On-going Activities</p> <ul style="list-style-type: none"> • Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. <p>4B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Becoming sensitive <p>Unit-5A: On-going Activities</p> <ul style="list-style-type: none"> • Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.
		5&6	<p>5B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Accepting and celebrating differences

3	OCTOBER-2025		<p>Unit-6A: On-going Activities</p> <ul style="list-style-type: none"> • Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses. <p>6B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Harmony in relationships • Peace and coexistence
		7&8	<p>Unit-7A: On-going Activities</p> <ul style="list-style-type: none"> • Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.
			<p>7B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Conflict resolution • Stress management
4	NOV-2025		<p>Unit-8: On-going Activities</p> <ul style="list-style-type: none"> • Student teachers need guidance in questioning their beliefs, understanding and reflecting on their own processes of transformation as professionals and individuals. Teacher educators need to be sensitive and supportive in this process and mutually learn. <p>8B: Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Nurturing life skills among children
		9	<p>Unit-9A: On-going Activities</p> <ul style="list-style-type: none"> • Change in assumptions and beliefs in the course of pre-service training in terms of nature of the child, nature of the learning, teaching, school, textbooks, assessment etc. <p>Suggested Themes for Seminars and Workshops</p> <ul style="list-style-type: none"> • Writing year plans and lesson plans • Development of question papers
5	December-2025		<ul style="list-style-type: none"> • 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 through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.
- Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.
- Student teachers need guidance in questioning their beliefs, understanding and reflecting on their own processes of transformation as professionals and individuals. Teacher educators need to be sensitive and supportive in this process and mutually learn.
- Change in assumptions and beliefs in the course of pre-service training in terms of nature of the child, nature of the learning, teaching, school, textbooks, assessment etc.

Part 2: Suggested Themes for Seminars and Workshops

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

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

108 - PROFICIENCY IN ENGLISH LANGUAGE
(Self Development Paper)

Sl. No.	Month	Unit	Content
1	AUG-2025	1	<p>Unit- 1: Introduction</p> <ul style="list-style-type: none"> • Introduction • English around us • English as a global language – Language of opportunities • Constitutional provision; English as an Associate Official Language * Workshop / Seminar
		1&2	<ul style="list-style-type: none"> • Importance of language proficiency in classroom transaction. • Different avenues for development of language proficiency. • Need and importance of English language proficiency to the elementary teacher. * Workshop / Seminar <p>Unit-2: Understanding Language - Listening to and Producing Oral Discourses</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ➤ Theme-based interaction ➤ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ➤ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ➤ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features. ➤ Using classroom theatre (drama, choreography) as a pedagogical tool
2	SEP-2025	3	<p>Unit-3: Critical Reading</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ➤ Identifying the features of various discourses they have read ➤ Interpreting tables, graphs, diagrams, pictures, etc. ➤ Reviewing any book/article ➤ Using reading as a tool for reference skills i.e., use of dictionary, encyclopedia and internet

3	OCT-2025	4&5	<p>Unit-4: Writing and Creative Writing</p> <ul style="list-style-type: none"> ● Introduction ● Writing for specific purposes and specific audience and understand writing as a process ● Experience the classroom process of writing (individual, collaborative, editing) ● Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads/ matrimonial, brochures etc. and identifying their features ● Recognizing errors as a part of learning process ● Editing the written texts in terms of discourse features, syntax, morphology and writing conventions ● Indicators for assessing the written discourses ● Activities: <ul style="list-style-type: none"> ➤ 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 <p>Unit-5: Vocabulary and Grammar in Context</p> <ul style="list-style-type: none"> ● Introduction ● What is grammar; how we learn grammar in mother tongue. ● Problems with traditional prescriptive grammars.
4	NOV-2025	5	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions. ➤ Framing questions for different types of texts for reading comprehension/ interaction.
5	DEC-2025		<ul style="list-style-type: none"> ➤ 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.

201 - UNDERSTANDING LANGUAGE AND LANGUAGE DEVELOPMENT AT PRIMARY LEVEL-II

(Mother Tongue - Telugu)

Sl. No.	Month	Unit	Content
1	Dec- 2025 & Jan- 2026	6	<p>యూనిట్-6: తరగతి ప్రణాళిక, భాషాభ్యసనం - మదింపు</p> <p>6.1 ఉపాధ్యాయుడు సన్నద్ధత, బోధనాభ్యసన సామాగ్రి.</p> <p>6.2 బోధనా సన్నద్ధత భాష బోధన ప్రణాళిక, వార్షిక, యూనిట్, పీరియడ్ ప్రణాళిక</p> <p>6.3 మదింపు మరియు మూల్యాంకనం నిర్వచనం, అవసరం, ప్రాముఖ్యత</p> <p>6.4 నిరంతర సమగ్ర మూల్యాంకనం (సిసిఇ) అభ్యసన మదింపు, అభ్యసనం కోసం మదింపు,</p> <p>6.4 నిర్మాణాత్మక మూల్యాంకనం - సాధనాలు సంగ్రహణాత్మక మూల్యాంకనం, భారత్వ పట్టికలు పరిపుష్టి (ఫీడ్ బ్యాక్), నివేదిక విధానాలు, రికార్డులు మరియు మదింపు.</p>
2	Feb-2026 & Mar - 2026	4	<p>యూనిట్-4: పాఠ్యపుస్తకాలు, బోధనపై అవగాహన</p> <p>4.1 పూర్వప్రాథమిక, ప్రాథమిక తరగతుల భాషా పాఠ్యపుస్తకాల రూపకల్పనలో అనుసరించాల్సిన తాత్విక మరయు మార్గదర్శక సూత్రాలు.</p> <p>4.2 భాషాబోధనలో విషయం, విధానాలు, పద్ధతులు - పరస్పర, భాగస్వామ్య పద్ధతులు; సహాయకుడు / సౌలభ్యకర్తగా ఉపాధ్యాయుడు.</p> <p>4.3 విషయాంశాలు, యూనిట్ నిర్మాణం, అభ్యసనాల స్వభావం తరగతిగది అన్వయం (అమలు)</p> <p>4.4 1, 2 తరగతులు మరియు 3, 4, 5 తరగతులు - విద్యా ప్రమాణాలు, అభ్యసన సూచికలు</p> <p>4.5 భాషా ప్రణాళిక (కరికులమ్) ను సమర్థవంతమైన ప్రసారానికి (అమలుకు) అభ్యసన వనరులు.</p>
3	Apr - 2026		Revision & Examinations (Mid)

“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 అరు 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. అట్టే 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 రూపొందించింది.
- 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 బోధనాభ్యుసన ప్రక్రియలు నిర్వహించండి మీ అనుభవాలతో నివేదిక తయారు చేయండి.
- ప్రాథమిక పాఠశాలలో 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 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 ప్రర్శింప 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) తయారు చేయండి.
- 7. ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి
- వివిధ దేశాల్లో ప్రాథమిక స్థాయి విద్యార్థులకు నిర్ధారించిన విద్యా ప్రమాణాల వివరాలను పరిశీలించండి. ఏదైనా 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.
- గిజుబాయి సమగ్ర సాహిత్యం పుస్తకాలను/గిజుబాయి 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.
<p>IV - درسی کتاب کا فہم، عمل تدریس:</p> <p>☆ قبل از تحتانوی اور تحتانوی سطح کی درسی کتب کی ترقی کے لیے فلسفیانہ نظریات پر مبنی رہنمایانہ اصول۔</p> <p>☆ مواد، پیش کش اور زبانوں کی تدریس کے طریقے کار، تفاوتی اور اشتراکی طریقے مدرس بطور سہولت فراہم کرنے والا موضوع، یونٹ کی ساخت، مشقوں کی نوعیت اور ان پر عمل آوری۔</p> <p>☆ پہلی، دوسری اور تیسری، چوتھی اور پانچویں جماعتوں کے تعلیمی معیارات اور ان کے اکتسابی اشارے۔</p>	4	DCE - 2025 & JAN - 2026	-1
<p>☆ زبان کی موثر تدریس کے وسائل۔</p> <p>VI - کمرہ جماعت کا منصوبہ، لسانی اکتساب کی جانچ:</p> <p>☆ تعین قدر اور جانچ۔ تعریف، ضرورت اور اس کی اہمیت۔</p> <p>☆ مسلسل جامع جانچ، اکتساب کی جانچ، اکتساب کے لیے جانچ۔</p>	4 & 6	FEB - 2026	2
<p>☆ تشکیلی جانچ اور اس کے وسائل، مجموعی جانچ، موازنہ جدول، Feed back کا طریقہ کار</p> <p>☆ ریکارڈ اور رجسٹر، جانچ</p>	6	MAR - 2026	3
REVISION	-	APRIL - 2026	

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

Sl. No.	Month	Unit	Content
1	DEC – 2025 & Jan - 2026	1	<p>ஊஏய்-1 கந்ச றாருய்யுத் தங்ர லுஸடிதகயீ</p> <p>ஹஓளீடுஅ; றாசூனீள: றாசூய்யவடுணாஸட ணீதகயீ, றாகூய்யுநீள ஹஓகயீ, நுணாறுளுணாருட கூசீதபீகயீ, ளுஏஅ கூய்யுறுய்யாசீகயீ, நுணாறுளுணாரு, றாசூய்யுய்லுஸஅ றாகூரீகயீ, நுணாறுளுணாருக ட்ட× நுணாடிசயீ, ஊஓனடுணாஅ, ர்ணாணுவீவரீ, ர்ணாஅ முகசூஅ, சுர ர்ணாஅ, ண்ரர்ணாஅ, றாசூநீர்ணாஅ, றாசூஏடகூய்யாசீ ர்ணாஅ, ஊஅநிஓதகயீ, லுஷ்னடு, றாகூய்யுணாடுணாணாஓத றாகூய்யுருடி, றாகூய்யுடுயிணாஓத றாகூய்யுருடி, றாருதேவரீட ×ணாடிசட, ஹ, கூணாருடகூய்யுவயீ, ளாகூகசூய்யுவயீ, டுர்ணாக முயீகயீ, டீடுணாக முயீகயீ, றாகூய்யுடுடி×ணாறு;</p>
2	FEB - 2026	1 & 2	<p>ஊஏய் - 1 : கூய்யுரு முவகூய்யுசீ</p> <p>ஹஓளீடுஅ; கூய்யுருமுவகூய்யுசீ, டுணாஓங்ரஅ, கூய்யுருங்ரஅ, கூய்யுருலியீ, கூய்யுரு முவகூய்யுசீ, கூய்யுருங்ரஅ, கூய்யுருலியீ</p> <p>கூக்ளவலுவஓவக்ணாருளுஏ நுளஸ றாகூய்யுருடி×, கூய்யுருலியீஅ கூடீஏடிடுடிஅ, கூய்யுருலியீஓய்யுனீ.</p> <p>ஊஏய் - 2 : றாசூய்யுடுஸபட்ஏஅ றாகூநீனடுகயீ ஹஓளீடுஅ;</p> <p>றாசூய்யுடுணாருட× றாகூய்யுநீள கூஏரகூய்யுசீ, றாசூய்யுடுவண்ணடுஅ ளீணாடுள, ஹஓமக றாசூய்யுடுஸபட்ஏஅ கூஏரகூசீதபீஅ றாசூய்யுடுஸபட்ஏஅ, றாருய்யுத் தங்ரடுடிஅ றாசூய்யுடுஸபட்ஏஅ, கூய்யுருயீடுடிஅ றாசூய்யுடுஸபட்ஏஅ, றாசூய்யுடுஸபட்ஏஅ றாகூநீனடுஅ ளீணாடுள, றாசூய்யுவகூம்வட்டுள, றாசூய்யு ர்ணாஸஏய்யாசீடுள.</p>
3	MAR - 2026	3	<p>ஊஏய் - 3 : நுளடிணாஓத ந்ரடுள</p> <p>ஹஓளீடுஅ; டுப்கட முயீகயீ : டாசீணாறு முயீகயீ, ளாகூகசூய்யுவயீ, கூணாருடகூய்யுவயீ, ஹ) டுர்ணாக முயீகயீ, கூ) ண்வடுணாக முயீகயீ, டுஓமபீணாறுஏய்யுருணாஓ சுறு றாருடகூசீதபீயீ.</p>
4	MAR - 2026	4	<p>ஊஏய் - 4 : ண்ணாஷ் கூனீஅ இணாடுணாஸகமீஅ</p> <p>ஹஓளீடுஅ; கலூர்அ ண்ணாஷ்ணீஅ, ண்ணாஷ்னடுய்யுஅ டுய்யுறுணாடுள, ண்ணாஷ்லுணாடுள, ண்ணாஷ்னடுய்யுணாயீ, டுவ\யீ ண்ணாஷ்மர் ஊருஅ, இணாடுணாஸகயீ.</p>
5	APRIL - 2026	5	<p>ஊஏய் - 5 : கந்ச டுவண்தகயீ-யீ கடுலுயீ றாகூய்யுயீ றீாகூஅ</p> <p>ஹஓளீடுஅ; றாருய்யுட கூம்வய்யுனீனடுருஅ; டுவணீஅ கந்யீஅ; கந்ச றாருரறாகூய்யுநீளடுள; ஊணாணுஏஅ; கந்ச ஊணாணுஏட கூயீடுணாஓனடுஷ்டுஅ; கூயீஜிடுருளீஅ கந்ச டுவண்தகயீஅ;</p>
6	APRIL - 2026	6	<p>ஊஏய் - 6 : ளாகூடினீஅ ருங்டஹ்சீஅ</p> <p>ஹஓளீடுஅ; ஹஸவீசீஅ ருங்டஹ்சீஅ, ருங்டஹ்பர் லுணாடுள, ருங்டஹ்சீ ளீணாடுள, ருங்டஹ்படுள ளாகூணாலு, ந்ரடுணாஸ ருங்டண்குயீ; ளாகூடிர் லுணாடுள; ட்மக ளாகூடிர் கூஓ×டுள; ர்லியுதகூய்யுள ஹணாருனடுஅ ளீணாடு; ர்லியுதகூய்யுள கய்யீனடுஅளீணாடு, ர்லியுதகூய்யுள லுபலுணாருட×; ர்லியுதகூய்யுள ந்ரஓ லுணாறுனீ; ருய்யுநீ ர்லியுதகூய்யுள; ருங்டஹ்சீ கூவஓஏ ஊமங்ஏன டுயீர்ன டுயீர் ணீமபீணாறுடுள;</p>

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

Sl. No.	Month	Unit	Content
1	FEB-2026	4	Visualization of Geometrical Shapes, Spaces, Patterns and Measurements <ul style="list-style-type: none"> • Types of Shapes - 2D & 3D • Understanding of shapes - Definition, need and difference
2	MAR-2026 & APR-2026	4	<ul style="list-style-type: none"> • 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	Management of Data <ul style="list-style-type: none"> • Use of data - Collection, distribution and symbolization • Representation of data - Table forms, tally marks, graphs (bar graphs, pictorial graphs)
3	DEC-2025	6	Understanding of Textbooks and Pedagogy <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Teaching Readiness: Planning of Teaching Mathematics, collection resources. • Role of resources in Maths teaching (TLM and ICT) • Year plan, Unit plan and Period plan (models of teaching)
4	JAN-2026	7	<ul style="list-style-type: none"> • 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.

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-2025	3	<p>Unit-3: Concept and Process of Learning</p> <ul style="list-style-type: none"> Behavior management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms.
		3	<ul style="list-style-type: none"> 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-2026		<ul style="list-style-type: none"> Vygotsky theory - Concept of ZPD - Implications for teaching and learning. Critical pedagogy - Concept - Need, Implications to teaching and learning.
3	FEB-2026	5	<p>Unit-5: ICT Integration</p> <ul style="list-style-type: none"> ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data Preparation and planning of multimedia lessons in school subjects.
4	MAR-2026		<ul style="list-style-type: none"> 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, Whats app etc.) Online learning courses for professional development of the teachers (Right to Education Act, subject specific courses etc.)
5	APR-2026	5	<ul style="list-style-type: none"> Continuous professional development of teachers through connected groups - Subject forums and exchange of ideas, practices, conceptual clarities etc. Open Education Resources. Using different ICT platforms- MOOC & 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.
- v. 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
- vi. 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.
- vii. 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.
- viii. 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**



5.2 SEMESTER – II

204 - CHILDHOOD, CHILD DEVELOPMENT AND LEARNING-II

Sl. No.	Month	Unit	Content
1	DEC-2025 & JAN-2026	3	Unit-3: Cognition and Cognitive Development <ul style="list-style-type: none"> • Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence – Multiple intelligences, emotional quotient and management of emotions.
		3	<ul style="list-style-type: none"> • 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-2026	4	Unit-4: Learning Contexts of learning: Home, School, Environment <ul style="list-style-type: none"> • Factors influencing learning: Maturation, Emotions, Learning environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting, Personality.
3	MAR-2026	4	<ul style="list-style-type: none"> • Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator
		4	<ul style="list-style-type: none"> • Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning.
4	APR-2026	4	<ul style="list-style-type: none"> • Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools. • 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, Blue Umbrella, Tare Zameen Par or other regional language movies). Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.

Task 4:

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

Task 5:

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

Task 6:

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

Task 7:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood or schools. Student teachers could identify different games that children play; Individual and group 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-2025	1	Unit 1: What is Art? <ul style="list-style-type: none"> • What is Art? • Art and Its Role in Human Civilization
		2	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Indian Philosophers – Tagore, Gandhi, Devi Prasad. • Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot • Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot. (contd...)
2	JAN – 2026	3	Unit:3 Art education in Primary Classes – Syllabus and Academic Standards <ul style="list-style-type: none"> • Relevance of Art Education in Primary classes (theoretical perspective) • Art Education and Child Development (visualizing role of art education in the building years of child’s development)
			<ul style="list-style-type: none"> • Syllabus and Academic Standards • Suggested Activities for primary classes
3	FEB-2026	4	Unit-4: Art Education in Middle School <ul style="list-style-type: none"> • Role of Art Education in Middle School • Art – Exploring Histories (Local and Global) <ul style="list-style-type: none"> ○ Music ○ Dance ○ Painting ○ Theatre • Suggested Activities for Middle School
4	MAR -2026 & APR-2026	5	Unit-5: Art in Education OR Teaching Through Art <ul style="list-style-type: none"> • Art as an educational/pedagogy tool • Art and other Subjects • Demonstration lessons by the concerned lecturer and Teaching cum Internship Spell – II • 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 canvass, 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-2025	1	Unit-1: Understanding Health and Well- Being <ul style="list-style-type: none"> • The meaning of health and well-being • Biomedical versus social health models
		1	<ul style="list-style-type: none"> • 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. <p>Methods to understand children’s health perceptions and self assessment of health</p>
2	APR-2026	2	Unit-2: Understanding Children’s Health Needs <ul style="list-style-type: none"> • 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 & Mid Exams.
3	JAN-2026	3	Unit- 3: Physical Education <ul style="list-style-type: none"> • Meaning need and purpose of Physical Education, Olympics, Asian Games, SGF Games, various awards in sports and games. • Impact of play and games (team spirit, cooperation, tolerance, problem solving, leadership).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).

			<ul style="list-style-type: none"> • Various competitions and tournaments and participation of children.
4	FEB-2026	4&5	<p>Unit-4: Yoga and health</p> <ul style="list-style-type: none"> • Meaning, concept of yoga. • Concept of pancakes • 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. <p>Unit-5: Yoga and Physical Development</p> <ul style="list-style-type: none"> • The Integrated Approach to Yoga • Characteristics of Physical Development • Yoga practices for Flexibility • Yoga practices for Stamina • Yoga practices for Endurance • Yoga practices for Lung Capacity • Yoga practices for Longevity
5	MAR-2026	6	<p>Unit-6: Health of Children in the Context of School</p> <ul style="list-style-type: none"> • Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger • Measuring the ‘Health of the School’: Issues of Water, sanitation, 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. <p>Unit-7: Curriculum, Syllabus and Assessment</p> <ul style="list-style-type: none"> • Syllabus for Physical & Health Education. • Academic Standards • Assessment

Suggested Practicum:

- The exercise undertaken in the School Internship Programme (SIP), of making a profile of a child and understanding his/her social context during the internship 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.

Month wise Division of Syllabus

5.3 SEMESTER – III

301 - PEDAGOGY OF ENGLISH AT PRIMARY LEVEL-I

Sl. No.	Month	Unit	Content
1	JUN-2026	1&2	<p>Unit-1: Issues of Teaching of English at the Elementary Stage</p> <ul style="list-style-type: none"> • Issues of learning English in a multi-lingual/ multi-cultural society: Issues related to teacher proficiency; Acquisition of language Vs Preparing children for examination, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition • Teaching English as a second language: developmental, socio-economic and psychological factors; • The nature of language – learning versus acquisition; the pedagogy of comprehensible input
2	JUL-2026		<p>Unit-2: Teaching Learning Material and Textbooks</p> <ul style="list-style-type: none"> • Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V. • Role of big books and theme pictures in teaching English. • Philosophy and guiding principles for the development of English textbooks - NCF, SCF, RTE, Position of Paper on Teaching of English. • Selection of themes and unit structure. <p>Academic Standards and learning indicators</p>
3	AUG-2026	3	<p>Unit-3: Approaches to the Teaching of English</p> <ul style="list-style-type: none"> • Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: grammar-translation method, directive method, communicative approach, suggestopedia. • The pedagogy of comprehensible input. Approaches to teaching of English to young learners. Second Language acquisition theories - Stephen Krashen, Steven Pinker, Vivian Cook, Vygotsky. • The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching • Large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration, home

			environment/ community/ peer group)
4	SEP-2026	3&4	<ul style="list-style-type: none"> • State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy. • Activities: Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications. <p>Unit – 4: Classroom Transaction Process</p> <ul style="list-style-type: none"> • The Modular transaction – Pre-reading, Reading and Discourse construction and editing; Role of interaction in transaction of different modules in a unit; Steps in teaching. • Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses
5	OCT-2026	4	<ul style="list-style-type: none"> • 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-2026		<ul style="list-style-type: none"> • Revision • Examinations(Mid)

Suggested Practicum:

- How teaching learning is being taken up in Primary classes I and IF 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-2026	1&2	<p>Unit-1: Understanding Environmental Science</p> <ul style="list-style-type: none"> • Introduction • Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level. • Different Perspectives on EVS: NCF-2005, SCF-2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape of syllabus. • EVS as an integrated area of study: Drawing upon Understanding from Science, Social Science and Environmental Education.
2	JUL-2026	2	<ul style="list-style-type: none"> • Objectives/ principles of teaching EVS – NCF-2005. • NPE-1986 – 10 core elements (Social). <p>Unit-2: Understanding Children’s / Thoughts / Ideas</p> <ul style="list-style-type: none"> • Introduction. • Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions) • How this knowledge is acquired? (How Children Learn?)
3	AUG-2026	3	<ul style="list-style-type: none"> • Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget) ,Innate abilities <p>Unit-3: Teaching Environmental science – Class management</p> <ul style="list-style-type: none"> • Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
4	SEP-2026	4	<ul style="list-style-type: none"> • Map-Picture Differentiation, Map Reading • Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations etc. • Activity approach (What is activity? Profile of activity, Primary Education Project principles). • Using Children’s Ideas as a Tool for Learning. • Role of Teacher in Classroom Transaction. • Integration of Subjects (Language and Mathematics) • Use of ICT in the Classroom.

5	OCT-2026	5	<p>Unit-5: EVS Annual Teaching plan</p> <ul style="list-style-type: none"> • Why planning? • Some examples of a good EVS class • Addressing children’s alternative conceptions: Some experiences. • Concept map and thematic 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-2026		<ul style="list-style-type: none"> • Revisions • Examinations (Mid)

Suggested Practicum:

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

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

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

Sl. No.	Month	Unit	Content
1	JUN-2026	1	<p>Unit-1: English Language Classroom</p> <ul style="list-style-type: none"> • Introduction • Aims and objectives of English language teaching. • State policies on language and education. • Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching. • Multilingualism as a resource in teaching of English.
			<ul style="list-style-type: none"> • Organizing English language classroom. • Role of the Teacher; Teacher preparation; Professional development of the teacher; Teacher as a facilitator. • Errors in language learning: The role of teacher in addressing the errors. • Paradigm of shift in English language teaching.
2	JUL-2026	2	<p>Unit-2: Developing English Language Skills – I</p> <ul style="list-style-type: none"> • Introduction • Listening and speaking • What does listening mean • Fluency and accuracy in speaking. • What does speaking mean • Interaction and its role in developing of listening and speaking: Authentic material for listening • Developing oral discourses: Description, dialogue, story/narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc. • Indicators for assessing the oral discourses. • Teaching vocabulary and grammar at Elementary Level.
3	AUG-2026	3	<p>Unit-3: Developing Language Skills –II</p> <ul style="list-style-type: none"> • Introduction <p>Literacy and Reading</p> <ul style="list-style-type: none"> • Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers

			<ul style="list-style-type: none"> • 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-2026	3	<p>Writing</p> <ul style="list-style-type: none"> • What is writing and relationship between Reading and Writing • Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit/ notice/ poster etc. • Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts. • Individual writing and collaborative writing. • Editing of children writings based on the indicators. • Teacher is a facilitator in developing reading and writing among the children. • Assessment of writing. • Linkages between reading and writing.
5	OCT-2026		<p>Unit-6: Classroom Planning and Evaluation</p> <ul style="list-style-type: none"> • Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching. • Assessment and evaluation – Definition, need and importance. Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures. • Recording the children performance and CCE Register. • Beyond the textbook: Diverse forms of texts as materials for language. • 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-2026	6	<ul style="list-style-type: none"> • Revision • Examinations

Suggested Practicum:

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



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

S. No.	Month	Unit	Content
1	June - 2026	1 & 2	<p>1.1 భాష యొక్క ఆవశ్యకత, భాషా స్వభావం, దాని నిర్మాణం (భాష అనంతమైనది, మానవ నిర్మితమైనది, ధ్వని సంబంధమైనది, వాక్యనిర్మితము, కట్టు బాట్లు-నియమాలు, వివిధ ప్రక్రియలు, సార్వత్రిక నిర్మాణం, గతిశీలమైనది, ఉనికి, ఎదుగుదలకు దాని వినియోగంతో గల సంబంధం, భాష మరియు లిపి)</p> <p>1.2 భాషా ప్రయోజనాలు (భాష-ఆలోచన, జ్ఞాన నిర్మాణానికి, జ్ఞానోత్పత్తికి, జ్ఞాన వినిమయమునకు, జ్ఞాన నిలువ కొరకు, కార్యకలాపాలలో భాష, భావవినిమయంలో భాష, ఆటల్లో భాష, ఇతరులతో సంబంధాలు ఏర్పరచుకోవడం)</p> <p>1.3 మన మాటల ప్రభావం - మనపై, ఇతరులపై</p> <p>1.4 మావన భాషలకు, జంతుభాషలకు గల తేడా (జంతువుల భావప్రకటన విధాన పరిచయం (కోతులు, చింపాంజీల భాషా సంకేతాలు- భావప్రకటనలు)</p> <p>1.5 ప్రపంచ భాషలు - వాటి వర్గీకరణ</p> <p>1.6 భాషా నిర్మాణం (భాషోత్పత్తి మానవ భాష, భాషోత్పత్తి (ధ్వనులు, పలుకులు)</p> <p>1.7 భాష - మాతృభాష, నేర్చుకోవడంలో మాతృభాష ప్రాధాన్యత - మాతృభాషలో అభివృద్ధి</p> <p>1.8 భాషను గురించిన అనుమానాలు</p> <p>1.9 భాష - సబ్జెక్టులతో సంబంధం / అభ్యసనంలో భాష పాత్ర</p> <p>1.10 తెలుగు భాష - ధ్వని - వర్ణం - అక్షరం - పదం; తెలుగు వర్ణ నిర్మాణ క్రమం, వాక్య నిర్మాణం, తెలుగు వాక్యం, ధ్వని పరిణామం, అర్థ పరిణామం</p>
2	July-2026	3 & 4	<p>Unit 2: భాష - సమాజం</p> <p>2.1 మానవ సమాజాలు - బహుభాషలు, భాష - గుర్తింపు, అన్ని భాషలు సమానమే</p> <p>2.2 భారత రాజ్యాంగంలో భాషకు సంబంధించిన అంశాలు, భాషా విధానాలు (త్రిభాషా సిద్ధాంతం)</p> <p>2.3 మాతృభాష, ఇతర భాషలు - ప్రథమ, ద్వితీయ, తృతీయ భాషలు</p> <p>2.4 భాష మరియు సాహిత్యం</p> <p>2.5 భాష - సంస్కృతి</p> <p>2.6 భాష ఒక సబ్జెక్టు - ఒక మాధ్యమం, అక్షరాస్యత</p> <p>2.7 గ్రాంథిక భాష, వ్యావహారిక భాష, మాండలిక భాష (ప్రాంతాల వారి మాండలికాలు; వర్ణ, కుల మాండలికాలు),</p> <p>2.8 ప్రామాణిక భాష, అధికారిక భాష, మాధ్యమ భాష, తెలుగు భాష పూర్వ వైభవ స్థితి.</p> <p>Unit 3: సాహిత్యాధ్యయనం - ఆవశ్యకత - అవగాహన</p> <p>3.1 సాహిత్యాన్ని ఎందుకు చదువాలి?</p> <p>3.2 తెలుగు భాషా సాహిత్యం - వివిధ ప్రక్రియలు</p> <p>3.3 ప్రాచీన తెలుగు సాహిత్యం కవులు, రచనలు, శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు/ రచయితలు)</p> <p>3.4 ఆధునిక తెలుగు, సాహిత్యం కవులు, రచనలు-శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు/ రచయితలు)</p>

3	Aug-2026	4 & 5	<p>Unit 4:పిల్లలు - భాష - అభ్యసనం</p> <p>4.1 పిల్లలు భాషను ఎలా నేర్చుకొన్నారు? (ముద్దు ముద్దు మాటల నుండి మాట్లాడం నేర్చుకోవడం, పిల్లల అంతర్గత శక్తులు, సార్వత్రిక భాషా విభాగం, భాషా వాతావరణంలో ప్రతిచర్యలు, నేర్చుకోవడంలో తప్పులు చేయడం.</p> <p>4.2 పిల్లల బహు భాషా సామర్థ్యం, ప్రత్యేక సందర్భాల్లో వ్యక్తీకరించే సామర్థ్యం</p> <p>4.3 పిల్లలకున్న భాషాసామర్థ్యం (పిల్లలు నియమాలు ఏర్పరచుకుంటారు (పట్టుకుంటారు) ఉదా: సివిసివి, వాక్యనిర్మాణ పద్ధతులు)</p> <p>4.4 పిల్లలు నేర్చుకోవడం గురించి అపోహలు - వాస్తవాలు</p> <p>4.5 ఉపాధ్యాయుని పాత్ర</p> <p>Unit 5: భాషా సామర్థ్యాలను అభివృద్ధిపరచడం</p> <p>5.1. మాట్లాడడం (తనను గురించి మాట్లాడే అవకాశమివ్వడం; పాఠశాల అనుభవాలు చెప్పడానికి అవకాశమివ్వడం; చిత్రాలపై చర్చలు-అన్వేషణ, పరిశీలన, కల్పన/ ఊహించుట; జరగబోయేది ఊహించడం, సంబంధాలను కూర్చడం మొ॥వి; కథలు వినిపించి వాటిపై చర్చించడం; కొన్ని మార్గదర్శకాలు; ఉన్నత తరగతుల వాచకాల్లో మాట్లాడడానికి సంబంధించిన అంశాలను గుర్తించడం - విశ్లేషించడం)</p> <p>5.2 ధారాళంగా చదువడం - అర్థం చేసుకోవడం (పఠన నమూనాలు; చదువడంలో రీతులు; చదువడంలో ఇబ్బందిపడడం; సరిగా చదువడం అంటే?; పిల్లలు చదువడానికి ఎందుకిష్టపడరు?; చదువడం ఎలా నేర్పాలి?; పుస్తకాలతో ప్రారంభం; కవితలు, పాటలు, కథలు, వినడం, చదువడం/ పాడడం; ప్రారంభ తరగతుల్లో చదువడాన్ని ఆసక్తికరంగా మార్చడం ఎలా? - కొన్ని కృత్యాలు; పూర్ణపద్ధతి, పదాల గుర్తింపు-శబ్దాలు, ధ్వనులను గుర్తించడం; ఉన్నత తరగతుల వాచకాలు చదువడం - అభ్యాసాల విశ్లేషణ, అవగాహన; పిల్లలు ధారాళంగా ఏమేం చదువగలగలిగి? - కథలు, కవితలు, గేయాలు, ఆత్మకథలు, సంభాషణలు, పద్యాలు, వ్యాసాలు మొ॥వి; పిల్లలు ధారాళంగా చదువగలుగుతున్నారా? అర్థం చేసుకోగలుగుతారా?; చదువడం ఆసక్తిగా మార్చడం ఎలా?; చదివిన తర్వాత పిల్లలు ఏమేం చేయగలగలిగి?; పాఠ్యపుస్తకాలలోని అభ్యాసాల విశ్లేషణ - అవగాహన)</p>
4	Sep - 2026	5	<p>5.3 రాయడం (స్వీయరచన) (పిల్లలు ఎందుకు రాయాలి?; ఎలా రాయాలని కోరుతుంటాము? రాయడంలో దోషాలు/ తప్పులు - విశ్లేషణ; కారణాలు - సమస్యలు గుర్తించడం; రాయడానికి ముందు ప్రక్రియలు; రాసే నైపుణ్యం - రాసే కళ; రాయడంలో ఏమేం నేర్పాలి? ప్రాచీన పద్ధతి, ఆధునిక పద్ధతి; రాయడం నేర్పడానికి కొన్ని అభ్యాసాలు; ఉన్నత తరగతుల వాచకాల్లో వీటికి సంబంధించిన అభ్యాసాల గుర్తింపు - విశ్లేషణ అవగాహన; లేఖన దోషాలు వాటిని సరిదిద్దడం; నూతన వాచకాల్లోని వీటికి సంబంధించిన అభ్యాసాలను గుర్తించడం - విశ్లేషించడం, అవగాహన</p> <p>5.4 సృజనాత్మక వ్యక్తీకరణ (వివిధ రకాల రచనలు) (తన కోసం రాసుకునేది- దరఖాస్తులు నింపడం, దినచర్యలు, నోటు మొ॥వి; పాఠశాల, కుటుంబం, మిత్రులకు సంబంధించిన రచనలు, లేఖలు; సామాజిక రచనలు- వ్యాసాలు, సంభాషణలు, నాటికలు, కథలు, కవితలు మొ॥వి; ఇతర రచనలు-పోస్టరు, కరపత్రం, ఆత్మకథ, గద్య, పద్య సారాంశాలు, నివేదికలు రాయడం మొ॥వి.</p> <p>5.5 పిల్లల్లో పదజాలాభివృద్ధి (బడికి రాకముందు పిల్లలకు పదాలకర్మాలు చెప్తారా?; పిల్లలు అర్థాలు ఎలా గ్రహిస్తుంటారు? పదజాలాభివృద్ధికి కొన్ని అభ్యాసాలు;</p>

			<p>పాఠ్యపుస్తకాలలో వీటికి సంబంధించిన అభ్యాసాల పరిశీలన - విశ్లేషణ-అవగాహన)</p> <p>5.6 వ్యాకరణాంశాలు (ఏది ముందు? భాషా ? వ్యాకరణమా?-బడికి రాకముందు పిల్లలకు వ్యాకరణ పరిజ్ఞానం ఉంటుందా?- వ్యాకరణం గురించి నేర్చుకోకుండా పిల్లలు భాషను ఎలా వినియోగిస్తున్నారు?-వ్యాకరణాంశాల గురించి అపోహలు - వాస్తవాలు - వ్యాకరణాంశాల పట్ల అవగాహన కల్పించడం ఎలా?- పాఠ్యపుస్తకాల్లో వ్యాకరణాంశాల పరిశీలన - విశ్లేషణ -అవగాహన)</p>
5	Oct - 2026	6	<p>Unit 6: భాషా వనరులు - వాటి వినియోగం, భాషాభివృద్ధి కార్యక్రమాలు</p> <p>6.1 పాఠ్యపుస్తకాలు- నిర్మాణంలోని కీలక సూత్రాలు, పాఠాల ఇతివృత్తాలు, పాఠ్యాంశాల ఎంపిక, విషయ అమరిక, అభ్యాసాలు</p> <p>6.2 దృశ్య, శ్రవణ సామగ్రి</p> <p>6.3 వార్తాపత్రికలు, మేగజైనులు</p> <p>6.4 గ్రంథాలయాలు - వాని వినియోగం</p> <p>6.5 బాలసాహిత్యం, అదనపు పఠన సామగ్రి</p> <p>6.6 స్థానిక కవులు, కళాకారులు, రచయితల సేవలు, సాహిత్య వినియోగం</p> <p>6.7 అభ్యసనాభివృద్ధి కార్యక్రమం (లెర్నింగ్ ఎన్ హాన్స్ మెంట్ ప్రోగ్రామ్)</p> <p>6.8 భాషాభివృద్ధి వినూత్న కార్యక్రమాలు (భాషామేళాలు, గోడపత్రికలు, దినచర్య రాయడం, బాలకవి సమ్మేళనాలు, సంచికల రూపకల్పన, పుస్తకసమీక్షలు మొ॥వి).</p>
6	Nov - 2026	6	Mid Exam

Suggested Practicum:

1. భాష - సమాజం

దక్షిణాది రాష్ట్రాలలో భాషా విధానాల ప్రకారం పిల్లలు ఏవీ 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

గిజుభాయ్ 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

ప్రోఫెసర్ 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.

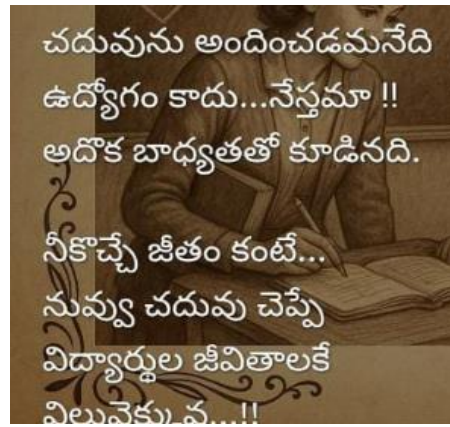
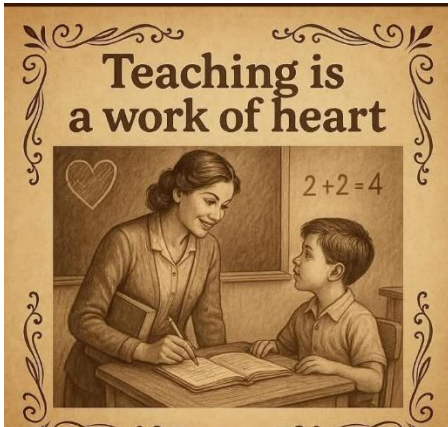
ఎ) పాఠశాలలో పనిచేస్తున్న ఉపాధ్యాయులు ఏరకమైన పని విభజనను అనుసరిస్తున్నారో నివేదికను తయారు చేయండి.

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 అంశాల పై మీ అభిప్రాయాలతో నివేదిక తయారు చేయండి.



**303[B] PEDAGOGY OF MOTHER TONGUE EDUCATION
URDU LANGUAGE (Classes VI to VIII)**

At Elementary Level

مواد Content	اکائی Unit	مہینہ Month	Sl.No.
<p>1- زبان سے متعلق:</p> <p>☆ زبان کی ضرورت، زبان کی فطرت، زبان کی بناوٹ و ساخت، زبان لا محدود ہے، انسانی وجود ہے، صوتی یعنی آواز سے تعلق رکھتی ہے، جملوں کی بناوٹ، طور طریقے اور اصول پر مبنی مختلف افعال، آفاقی بناوٹ، محرک، بقا، زبان کی ترقی کا تعلق اس کے استعمال سے (رسم الخط)،</p> <p>☆ زبان کی خوبیاں: زبان۔ سوچ، علم کی تشکیل کے لیے، علم کے فروغ کے لیے، تصورات کے اظہار کے لیے، مختلف اعمال میں زبان، کھیلوں میں زبان، آپسی تعلقات قائم کرنے کے لیے۔</p> <p>☆ ہماری گفتگو کا اثر ہم پر اور دوسروں پر۔</p> <p>☆ انسانوں کی زبان اور حیوانوں کی زبان میں فرق ہے (حیوانوں کے احساسات کے اظہار کا طریقہ، جیسے بندر، چمپانزی کی زبان، اشارے، احساسات کا اظہار)</p> <p>☆ عالمی زبانیں۔ ان کی درجہ بندی۔</p> <p>☆ زبان کی بناوٹ (زبان کی تشکیل، انسانی زبان، زبان کا وجود) (ہجا، تلفظ)</p> <p>☆ زبان۔ مادری زبان، زبان کے اکتساب میں مادری زبان کی اہمیت، مادری زبان میں اظہار خیال۔</p> <p>☆ زبان سے متعلق شکوک و شبہات،۔</p> <p>☆ زبان۔ مضامین سے تعلق۔ اکتساب میں زبان کا کردار۔</p> <p>☆ اردو زبان۔ ہجا، حروف تہجی، اردو زبان کے حروف تہجی کی ترتیب، جملے کی ساخت، تلفظ کی ادائیگی۔</p>	1	June & July - 2026	1
<p>II- زبان۔ سماج</p> <p>☆ انسانی سماج۔ کثیر لسانی، زبان۔ شناخت، تمام زبانوں میں یکسانیت۔</p> <p>☆ ہندوستانی دستور میں زبان کا تذکرہ، زبان کی پالیسی، سہ لسانی طریقہ۔</p>	2&3	AUG - 2026	2

<p>☆ مادری زبان، دیگر زبانیں، زبان اول، زبان دوم، زبان سوم۔</p> <p>☆ زبان اور ادب</p> <p>☆ زبان۔ ثقافت</p> <p>☆ زبان ایک مضمون، ذریعہ تعلیم، خواندگی</p> <p>☆ ادبی زبان (بولی) بول چال کی زبان، علاقائی زبان (علاقائی طبقے، رنگ روپ، ذات پات کے اعتبار سے طبقات) معیاری زبان، سرکاری زبان، ذرائع ابلاغ کی زبان، اردو۔</p> <p>☆ زبان کی قدیم حالت۔</p> <p>☆ اردو زبان پر دیگر زبانوں کا اثر۔ جیسے سنسکرت، فارسی، عربی، ترکی، انگریزی وغیرہ۔ ترجمہ۔</p> <p>III- ادب کا مطالعہ۔ ضرورت۔ تفہیم (آگہی):</p> <p>☆ ادب کا مطالعہ کی ضرورت۔</p> <p>☆ اردو ادب۔ مختلف افعال۔</p> <p>☆ قدیم اردو ادب، اشعار، تصانیف، طرز و تحریر (ریاستی و دیگر شعراء، ادیب)</p>	<p>2&3</p>	<p>AUG - 2026</p>	
<p>IV- بچے۔ زبان۔ اکتساب:</p> <p>☆ بچوں کی سہ لسانی مہارتیں، مخصوص موقعوں میں اظہار خیال کی مہارتیں۔</p> <p>☆ طلباء میں لسانی مہارتیں (اصولوں کو قائم کرنا)۔</p> <p>☆ بچوں کے سیکھنے سے متعلق شکوک و شبہات۔ حقائق۔</p> <p>☆ معلم کا کردار۔</p>	<p>4</p>	<p>SEP - 2026</p>	<p>-3</p>
<p>V- لسانی مہارتوں کو فروغ دینا۔</p> <p>☆ بولنا، (اپنے متعلق بولنے کے مواقع فراہم کرنا، ذاتی تجربات کے مواقع دینا، تصاویر سے متعلق بحث و مباحثہ، تحقیق، مشاہدہ، قیاس کرنا، نتائج کا قیاس کرنا، تعلقات قائم کرنا وغیرہ۔ کہانی سنانا، اس پر بحث کرنا، رہنمائی کرنا، اعلیٰ جماعتوں کی درسی کتابوں میں بولنے سے متعلق موضوعات کی نشاندہی کرنا۔ تجزیہ کرنا۔</p> <p>☆ روانی سے پڑھنا، فہم حاصل کرنا (مطالعہ کے طریقے و نمونے، پڑھنے میں مشکلات، صحیح پڑھنے کا انداز، پڑھنے میں عدم دلچسپی، پڑھنا سکھانا، کتابوں سے شروعات، نظم، گیت، کہانیاں، سننا، پڑھنا، اور گانا، ابتدائی جماعتوں میں پڑھنے کو کس</p>	<p>5</p>	<p>OCT - 2026</p>	<p>-4</p>

<p>طرح دلچسپ بنایا جائے۔ چند مشاغل، حرفی طریقہ، الفاظ کی نشاندہی، لہجہ، صوتیاتی نشاندہی، اعلیٰ جماعتوں کی درسی کتابوں کا مطالعہ، مشقوں کا جائزہ، سمجھ، طلبا کن چیزوں کو روانی سے پڑھ سکتے ہیں۔ کہانیاں، نظمیں، گیت، آپ بیتی، مکالمے، انشائیے وغیرہ کیا طلبا روانی سے پڑھ سکتے ہیں؟ فہم حاصل کر سکتے ہیں؟ مطالعے کا ذوق کس طرح پیدا کیا جاتا ہے؟ بعد از مطالعے کی مہارتیں، درسی کتابوں کے مشقوں کا تجزیہ، آگہی)</p> <p>☆ لکھنا: (از خود لکھنا): (طلبا کو کیوں لکھنا چاہیے؟ کس طرح لکھنا ہوگا؟ لکھنے میں خامیاں اور غلطیاں، تجزیہ، وجوہات، مسائل کی نشاندہی، قبل از لکھنے کی سرگرمیاں، لکھنے کی مہارت، لکھنے کا فن، لکھنا سکھانا، قدیم طریقہ، جدید طریقہ، لکھنا سکھانے کی مشقیں، اعلیٰ جماعتوں کی درسی کتابوں میں لکھنے سے متعلق مشقوں کی نشاندہی، تجزیہ، فہم) لکھنے میں خامیاں، ان کی سدھار، نئی درسی کتابوں میں ان سے متعلق مشقوں کی نشاندہی، تجزیہ، فہم۔</p> <p>☆ تخلیقی اظہار (مختلف تصانیف): (کیا بچے مدرسہ آنے سے پہلے الفاظ کے معنی کہہ سکیں گے؟) طلبا معنی کا فہم کس طرح حاصل کرتے ہیں؟ لفظیات میں ترقی کے مشق کا عملی کام، درسی کتابوں میں ان سے متعلق مشقوں کا مشاہدہ۔ تجزیہ۔ فہم۔</p>	5	OCT - 2026	
<p>☆ قواعد: پہلے کون؟ زبان یا قواعد۔ کیا مدرسہ آنے سے قبل بچوں میں قواعد کا علم ہوتا ہے؟ قواعد کے علم کے بغیر بچہ زبان کا استعمال کس طرح کرتا ہے؟ قواعد سے متعلق شکوک و شبہات، حقائق، قواعد سے متعلق معلومات کس طرح فراہم کیے جائیں، درسی کتابوں میں قواعد کا مشاہدہ، تجزیہ، فہم۔</p> <p>VI- زبان کے وسائل۔ ان کا استعمال، زبان کی ترقی کے پروگرام۔</p> <p>☆ درسی کتابیں۔ درسی کتاب کو مرتب کرنے کے اصول، اسباق کی ترتیب، موضوعات کا انتخاب، عنوان کی ترتیب، مشقیں۔</p> <p>☆ سمعی و بصری آلات۔</p> <p>☆ روزنامے، اخبارات، رسالے۔</p> <p>☆ کتب خانہ اور اس کا استعمال۔</p> <p>☆ بچوں کا ادب، زائد مطالعے کے لیے کتب/ وسائل۔</p> <p>☆ مقامی شعراء، فن کار، مصنفوں کی خدمات، ادب کا استعمال</p> <p>☆ اکتساب کی ترقی کا پروگرام۔</p>	5&6	NOV - 2026	5

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

Sl. No.	Month	Unit	Content
1	JUN-2026	1	<p>Introduction to Upper Primary School Mathematics</p> <ul style="list-style-type: none"> • Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, 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. <p>History of Mathematics (Aryabhatta, Bhaskera, Brahmagupta, Euclid, Fermat).</p>
2	JUL-2026	2	<p>Unit-2: School Mathematics Topics and Processes</p> <ul style="list-style-type: none"> • Number Sense & Systems - compare, order and compute with whole numbers, positive fractions, positive decimals, and positive and negative integers; solve problems involving fractions, ratios, proportions and percentages; simple and compound interest; factoring of numerators and denominators and properties of exponents and powers; different representations of fractional numbers (fractions, decimals, percent) and changing one to another; factors, multiples, LCM and GCD square roots and cube roots
3	AUG-2026	2	<ul style="list-style-type: none"> • Measurement & Geometry - Geometric shapes, geometric vocabulary; perimeter, area of different two dimensional shapes, how to measure the circumference and area of a circle and concept of π; surface area, and volume of basic three-

			<p>dimensional figures; using mathematical instruments to construct and measure shapes and angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties.</p> <ul style="list-style-type: none"> • Nation of patterns that helps in appreciating the use of unknown expressing the generalization resulting from the pattern. • When and why we use variables, functional relations, mathematical investigations, puzzles that relay on algebraically thinking.
4	SEP-2026	3	<p>Unit-3: Teaching of Mathematics for Classes 6 to 8</p> <ul style="list-style-type: none"> • Visit of a good Maths classroom (vision of the classroom), role of the teacher • The role of a 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-2026	3	<ul style="list-style-type: none"> • 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-2026		<ul style="list-style-type: none"> • Revision • Examinations(Mid)

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-2026	1	<p>Unit-1: Nature and Scope of Science and Children’s Ideas in Science</p> <ul style="list-style-type: none"> • Nature of Science, characteristics of Science, structure of Science, development of Science (historical background) • Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different? • Science as information or inquiry. • What do scientists look like? • Scientific method. • Values associated with science. • Children's ideas related to science concepts • Probing, documenting and analyzing children’s ideas related to science concepts. • Significance of Science in curriculum at Upper Primary Level (as per NCF-2005, SCF-2011, Position Papers and Syllabus)
2	JUL-2026	2	<p>Unit-2: Revisiting School Science</p> <ul style="list-style-type: none"> • Investigating different themes and interdisciplinary concepts using children's questions. • How do clouds form? • How do plants and animals utilize their food? • How does an electric bell work? • Where all does the rain water go? • Why does a candle become short on burning? • How do babies develop inside mothers? • Planning for teaching – Living and 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-2026	3	<p>Unit-3: Understanding Science Textbooks and Pedagogy</p> <ul style="list-style-type: none"> • Perspective and guiding principles of Science textbooks. • Themes, structure of the unit, nature of the exercises and its implications. • Academic Standards and indicators at Elementary Level. • How to use the textbooks and connecting to children’s everyday life experiences?

4	SEP-2026	5	<p>Unit-5: Science for All</p> <ul style="list-style-type: none"> • Issues of gender, language, culture and equity in science classes • Critiquing textbooks and resources • Introduction to science and society interface • Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices. • What has led to farmer suicides? • Indigenous knowledge practices- metallurgy, heritage crafts, local innovations, National Innovation Foundation (NIF).
5	OCT-2026	5	<ul style="list-style-type: none"> • 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-2026		<ul style="list-style-type: none"> • Revision • 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-2026	1	<p>Unit-1: Introduction to Social Science</p> <ul style="list-style-type: none"> • Purpose and significance of social science in school curriculum at Elementary Level (NCF-2005, RTE-2009, SCF-2011). • Significance of national core elements (NPE-1986) and Social Science curriculum. • Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum • Misconceptions about social sciences, true concepts of Social Science and values associated with Social Science. • Significance of History, Geography, Political Science and Economics.
2	JUL-2026	2	<ul style="list-style-type: none"> • Interconnection and relationship between History and Geography • Approaches to organize Social Sciences- Integrated issue based, discipline centered, and interdisciplinary. • Constructivism and teaching Social Science <p>Unit-2: Key themes in Social Science</p> <ul style="list-style-type: none"> • Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)
3	AUG -2026		<ul style="list-style-type: none"> • Region, people and resources, relationship between region and resources, interaction between people and resources (Geography) • Market, exchange and labor(Economics) • Contemporary issues and challenges of world as well as Indian society in making global family and world peace. • Key themes and State syllabus of Social Science textbooks and its implications.

4	SEP-2026	3	<p>Unit-3: Understanding Textbooks and Pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles of development of Social Science textbooks. • Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator (Project method, problem solving, debate and discussions, inquiry based approach, activity based approach etc.).
5	OCT-2026	3	<ul style="list-style-type: none"> • Themes, structure of the unit, nature of the exercises and its implications • Aims of and objectives of teaching Social Science. • Academic Standards and indicators for learning. • Learning resources for effective transaction.
6	NOV-2026		<ul style="list-style-type: none"> • Revision • Examinations (Mid)

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-2026	1	<p>Unit-1: Colonial and nationalist ideas on education</p> <ul style="list-style-type: none"> Colonial education, indigenous education, debate over education policy (Orientalists, 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-2026	1&2	<ul style="list-style-type: none"> Social Movements in pre-independent India– Voices of the marginalized and their struggles for equal participation in education <p>Unit- 2 Indian Constitution and Provisions for Education</p> <ul style="list-style-type: none"> Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education
3	AUG-2026	2	<ul style="list-style-type: none"> Panchayat Raj Institutions and Education - 73rd& 74th Constitutional Amendments and its implications. Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
4	SEP -2026	2	<ul style="list-style-type: none"> Equality and Justice in the Indian Constitution (Understanding the Preamble and basic concepts in Indian Constitution, Role of education to ensure Fundamental Rights); Reservation as an egalitarian policy: Equalisation of educational opportunities, Differential school system and idea of common neighbourhood and school system
5	OCT-2026	2	<ul style="list-style-type: none"> Human and Child Rights
6	NOV-2026	2	<ul style="list-style-type: none"> 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.

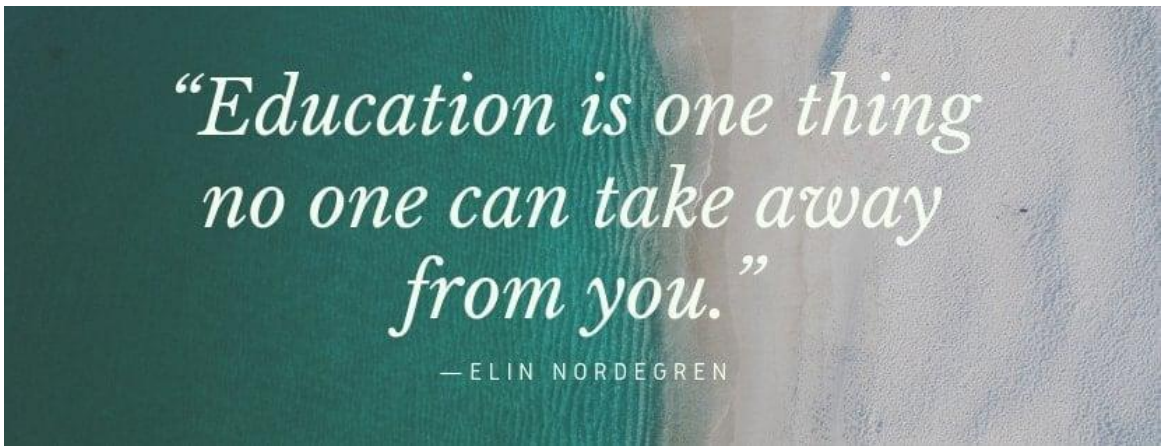
The qualitative training in the training colleges or schools would inspire and motivate them into action to the benefit of the students. For equipping such trainee students in a school or a college, all facilities and equipment's are absolutely necessary and institutions bereft thereof have no place 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-2026	1	<p>Unit – 1: Inclusive Education</p> <ul style="list-style-type: none"> • Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs) • Discrimination practices in schools and its implications • Meaning of Inclusive Education
2	JUL-2026	2	<ul style="list-style-type: none"> • Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns • Understanding and exploring the nature of assessment for inclusive education <p>Unit – 2: Children with Special Needs</p> <ul style="list-style-type: none"> • Historical and contemporary perspectives to disability and inclusion, types of disability, identification, assessment and interaction. • Range of learning difficulties
3	AUG-2026	3	<ul style="list-style-type: none"> • Disability identification, assessment and interaction <p>Approaches and skills for teaching children with learning difficulties</p> <p>Unit-3: Inclusion and Classroom Management</p> <ul style="list-style-type: none"> • Academic inclusion and support • Inclusive classrooms • Mono-grade, multi-grade situation and inclusion
4	SEP-2026	4	<ul style="list-style-type: none"> • Multilevel strategies • Multi-lingualism and inclusion <p>Unit-4: Gender, School and Society</p> <ul style="list-style-type: none"> • Social construction of masculinity and femininity • Patriarchies in interaction with other social structures and identities
5	OCT – 2026		<ul style="list-style-type: none"> • Reproducing gender in school: Curriculum, textbooks, classroom processes and student-teacher interactions • Working towards gender equality in the classroom <p>Unit-5: Integration of gender and inclusion perspectives</p> <ul style="list-style-type: none"> • Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes. • Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices.
6	NOV-2026	5	<p>Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices</p> <p>Revision & Examinations (Mid)</p>

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- 2026	1&2	<p>Unit-1: School and School Culture</p> <ul style="list-style-type: none"> • The concept and purpose of school (It's an organization/ institution; it has resources/ processes/ outcomes). • School and community • School culture and organization • School ambience and environment and infrastructure <p>Unit-2: School Level Programmes and Activities</p> <ul style="list-style-type: none"> • School timetable/ schedule • School assembly • School library • School Development Plan - Planning, implementation and assessment • School community relationship • School games, sports, tournaments • School level cultural activities • School level records • Resources - Human, physical, financial
2	JUL- 2026	3&4	<p>Unit-3: School Effectiveness and School standards</p> <ul style="list-style-type: none"> • School effectiveness and its improvement • School improvement – Strategies, initiatives • School performance evaluation: Process and performance indicators • Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects) <p>Unit-4: School Management and Leadership</p> <ul style="list-style-type: none"> • Concept of school administration, management and leadership • Types of managements and leadership • HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship.
3	AUG- 2026	5	<p>Unit-5: Academic Leadership of Headmaster</p> <ul style="list-style-type: none"> • Allotment of subjects: Curricular and co-curricular • Ensuing teacher preparation (lesson plan/ TLM etc.) • Ensuing effective classroom Teaching Learning Process • Academic monitoring - Classroom observations, observations of teachers and children records, assessment of children performance and progress. • Baseline testing and conduct of remedial teaching as a whole school process. • 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 2026	6	<p>Teacher – Professional Development</p> <ul style="list-style-type: none"> • Teacher as an organic intellectual, social transformer and social change • Teacher as a co-learner (learning on a continuous process) • Roles and responsibilities of teacher and accountability • Teacher professional ethics • Teacher and community development • Concept of a teacher development, teacher education and teacher training. • Current status and practices of teacher development
5	OCT-2026	6	<ul style="list-style-type: none"> • 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-2026		<ul style="list-style-type: none"> • Revision • Examinations(Mid)

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-2026	1	<p>Unit-1: Work & Education: Meaning & Importance</p> <ul style="list-style-type: none"> • Orientation on the subject. • Meaning of Work & Education; purpose Work & Education. • The idea of Mahatma Gandhi. • Child work Vs Child labour. • Sense of isolation in work and education and its implications. • Need of integration in work and education.
2	JUL-2026	2	<p>Unit-2: Work & Education: Different Aspects of Integration in Work and Education</p> <ul style="list-style-type: none"> • Self reliance (economic). • Sense of Responsibility. • Respect for work. • Correlation.
3	AUG-2026	3	<p>Unit-3: School Curriculum and Work</p> <ul style="list-style-type: none"> • Work as a part of school curriculum. • The role in the work of school curriculum. • Syllabus and Academic Standards • Assessment of Work & Education.
4	SEP-2026	4	<p>Unit-4: Work & Education - Some Experiments and Activities</p> <ul style="list-style-type: none"> • Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation; • Preparation of models and goods; population activities etc. • Conduct of whole activities: Nature and purpose – List of activities.
5	OCT-2026	4	<p>Unit-5: Changing Scenario of Work & Education</p> <ul style="list-style-type: none"> • Relation between work and education • Problem and limitations in implementation of work and education
6	NOV-2026	5	<ul style="list-style-type: none"> • Revision & Mid Exams

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

Sl. No.	Month	Unit	Content
1	JUN-2026	1	<p>Unit-1: The Meaning and Importance of Values and Ethics</p> <ul style="list-style-type: none"> • The difference between morals and ethics. • Why do we need ethics? • Ethical development. • Operation of ethics. • Theories of moral development. • Importance of value education.
2	JUL-2026	2	<p>Unit-2: Which Values and Why</p> <ul style="list-style-type: none"> • Core values- that focuses on dignity and worth of a person. • Exploring the universal values and from a personal perspective. • Democratic and other Constitutional values. • Harmonious way of living, with one another and nature. • Learning to live together. • Aesthetic values. • Critical and creative thinking values. • Education for peace. • Life skills education.
3	SEP-2026	3&4	<p>Unit-3: Indian Constitution – Human Rights and Education, Child Rights</p> <ul style="list-style-type: none"> • What do we mean by human rights? • Human rights in India. • Rights guaranteed by the Constitution of India. • Role of the school in observation and promoting human rights and child rights. <p>Unit-4: Life Skills</p> <ul style="list-style-type: none"> • What are life skills? • Need and importance of life skills in human life. • Life skills education in schools

4	OCT-2026	5	<p>Unit-5: Value Education and School</p> <ul style="list-style-type: none"> • The role of school in developing appropriate values in the children. • 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.
5	AUG-2026	6	<p>Unit-6: Value Education, Life Skills</p> <ul style="list-style-type: none"> • Syllabus for Value Education & Life Skills. • Strategies and approach. • Suggested programmes. • Role of schools and teacher. • Assessment of Value Education & Life Skills. <p>Unit-7: Syllabus of Life Skills and Value Education for Classes I to VIII. Academic Standards, Syllabus, Assessment</p>
6	NOV-2026	7	<ul style="list-style-type: none"> • Revision & Mid Exams



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

Sl. No.	Month	Unit	Content
1	JUN-2026	1	<p>Unit-1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health</p> <ul style="list-style-type: none"> • Critical Reflection on the concept of Health Education 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-2026	2	<p>Unit-2: Knowledge and Development of Health Concepts among Children</p> <ul style="list-style-type: none"> • Food and nutrition. • Communicable diseases. • Understanding one’s body, alternative systems of health and healing, safety, precautions of injuries. • First aid (workshop mode). • Child abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher. <ul style="list-style-type: none"> ○ Principles and benefits of Yoga ○ Practical work – Visit of Primary Health Centers and report on <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> iii) Volleyball iv) Bal badminton, v) Tenneco it etc.

3	AUG-2026	3	<p>Unit-3: Focus on Yoga- learning its principles and basic asanas.</p> <ul style="list-style-type: none"> • Demonstrate Pranayama before your peer group and write a report on those. • Survey and find out people who got cured through yoga practice and write a report on it. • Learn any one type of meditation and write a report on your experiences. <p>Unit-4: Understanding Emotional Health Needs, Diversity and Inclusion</p> <ul style="list-style-type: none"> • Understanding Emotional Health- self-reflective journey
4	SEP-2026	4	<ul style="list-style-type: none"> • Emotional Health- Physical Health- Cognition linkages • School Practices and what these do to a child’s emotional well-being • Diversity in the classroom- different learners, different needs and the concept of inclusion. • Learning Disabilities and engagement in the classroom
5	OCT-2026	5	<p>Unit-5: Physical Education as integral to health and education</p> <ul style="list-style-type: none"> • Need for Physical Education; Linkages to health and education; Concept of a sound mind in a sound body. • Physical Education and ‘Play’ • Supervising and guiding children • Development of team spirit, coordination, cooperation • Diversity in capabilities and interests • National integration through physical activities, games and sports. Practical work based on Unit III and IV (Kabaddi, Kho-Kho, Volleyball, Bal badminton, Tenne koit etc. <ul style="list-style-type: none"> ○ Preparation on National Festivals. • Practical work on exercise movements and drill.
6	NOV-2026		<ul style="list-style-type: none"> • 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..



Month wise Division of Syllabus

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 - 2026	5	<p>Unit-5: Planning and Material Development</p> <ul style="list-style-type: none"> • Introduction, what is planning; its importance. • Year plan, unit plan and period plan; Teacher reflections. • Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards. Developing and trying out various resources, techniques, activities and games for learning English • Analyzing and reviewing teaching-learning material <p>Activities:</p> <ul style="list-style-type: none"> • Critical examination of lesson plans prepared by teachers • Preparation of year, unit and period plans • Conducting workshop for preparation of materials for young learners
2	DEC – 2026	6	<p>Unit-6: Assessment</p> <ul style="list-style-type: none"> • Review of current assessment procedures • What is assessment, Why, How and When; Continuous and Comprehensive Assessment
3	JAN – 2027 & FEB-2027		<ul style="list-style-type: none"> • Formative assessment; assessment “as learning” and assessment “for learning”– tools and strategies; evidences of assessment; • Summative Assessment – Tools, assessment of learning; Test items in Summative Assessment. • Grading indicators for Formative and Summative Assessment both for oral and written products • Recording of children performance - CCE Registers, Cumulative Record. • Assessment and feedback.

4	MAR-2027	6	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ○ Formative tools and awarding marks based on certain indicators. ○ Preparation of summative question paper and development of indicators for awarding the marks. ○ Analyzing answer scripts of learners. • Critical examination of grading indicators
5	APR-2027		<ul style="list-style-type: none"> • Revision • Examinations (Mid)



Teachers must love the unlovable
the noisy one, the rude one, the slow
one. They go to school not just to
learn, but to be accepted and
understood.

402- PEDAGOGY OF ENVIRONMENTAL STUDIES AT PRIMARY LEVEL-II

(Methodology Paper- Classes I to V)

Sl. No.	Month	Unit	Content
1	NOV - 2026	4	Unit4: Development of Environmental Science textbooks <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of EVS textbooks. • Content, approaches and methods of teaching EVS – Interactive and participatory methods, teacher as facilitator
2	DEC – 2026		<ul style="list-style-type: none"> • Themes, structure of the unit, nature of exercises and its implications. • Academic standards and indicators of learning. • Learning resources for effective transaction of EVS curriculum
3	MAR-2027	6	Unit-6 : Safety Education
4	JAN-2027 & FEB-2027	7	Unit-7: Assessment <ul style="list-style-type: none"> • Evaluation of Planning • Understanding Reflective Teaching and Learning • Concept and Importance of Evaluation, CCE • Preparation and Selection of Reflective Questions • Different Ways of Assessment and Reporting of Assessment for Further Learning
		7	<ul style="list-style-type: none"> • Assessment and evaluation – Definition, need and importance • Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools in EVS-Its examples, Summative Assessments, Weightages to Academic Standards (Blueprint), Model questions, Question papers, feedback and reporting procedures, Records and Registers.
5	APR-2027		<ul style="list-style-type: none"> • Revision • Examinations (Mid)

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)

Sl. No.	Month	Unit	Content
1	NOV - 2026	4	<p>Unit-4: Literature</p> <ul style="list-style-type: none"> • What is literature; Difference between language and literature. • Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts. Engaging with a text.
2	DEC - 2026		<ul style="list-style-type: none"> • Various literary genres such as poem, story, biography etc.; • Analysis and interpretation of various literary texts • Using literature across the curriculum. • Identification of literary features in a given texts from different genres.
3	JAN – 2027	5	<p>Unit-5 : Understanding of Textbooks, Pedagogy and Professional Development</p> <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of English language textbooks. • Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator.
4	FEB – 2027 & MAR-2027	5	<ul style="list-style-type: none"> • 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-2027		<ul style="list-style-type: none"> • Revision • Examinations (Mid)

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

Sl. No.	Month	Unit	Content
1	Nov - 2026	7	<p>Unit 7: భాషాభ్యసనం - ఆశించిన ఫలితాలు - వ్యూహాలు</p> <p>7.1 భాషాభ్యసనం - ప్రమాణాలు - ఆర్.టి.ఇ. 2009</p> <p>7.2 ఎలిమెంటరీ స్థాయి - భాషా బోధనోద్దేశాలు</p> <p>7.3 తరగతి వారీగా సాధించాల్సిన సామర్థ్యాలు</p> <p>7.4 భాషా బోధన వ్యూహాలు - సంప్రదాయ వ్యూహాలు, ఆధునిక వ్యూహాలు (చర్చలు, జట్టుపనులు, పుస్తక సమీక్షలు, నివేదికలు రాసి ప్రదర్శించడం, కృత్యాలు, పద్య పఠన పద్ధతి, సంభాషణల నిర్వహణ, కథా కథనం, సాంకేతికత వినియోగం-ప్రదర్శన-చర్చ, నాటకీకరణ మొ.వి.)</p>
2	Dec - 2026	8	<p>Unit 8: భాషా - బోధనాభ్యసన ప్రక్రియల నిర్వహణ - ప్రణాళికలు - ఎలిమెంటరీ స్థాయి</p> <p>8.1 ఉపాధ్యాయుని ప్రణాళిక అవసరమా?</p> <p>8.2 వార్షిక ప్రణాళిక అంటే ఏమిటి? ఎలా రూపొందించాలి? - నమూనా వార్షిక ప్రణాళిక</p> <p>8.3 పాఠ్యప్రణాళిక తయారీ - మార్గదర్శకాలు, నమూనా పాఠ్య ప్రణాళిక</p> <p>8.4 పాఠ్యబోధనా - సోపానాలు - పీరియడ్ ప్రణాళికలు (ఒక పాఠానికి చెందిన అన్ని పీరియడ్లకు నమూనా పీరియడ్ ప్రణాళికలు)</p>
3	Jan & Feb - 2027	9	<p>Unit 9: భాషా మూల్యాంకనం</p> <p>9.1 విద్యార్థి అభ్యసన ఫలితాల ఆవశ్యకత</p> <p>9.2 పిల్లల అభ్యసన ఫలితాలను తెలుసుకోవడానికి మార్గాలు - సంప్రదాయక, ఆధునిక విధానాలు</p> <p>9.3 వీటికి సంబంధించిన కీలక భావనలపై అవగాహన</p> <p>9.4 నిరంతర సమగ్ర మూల్యాంకనం - భావనల అవగాహన - సాధనాలు - నిర్వహణ</p> <p>9.5 నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం, సాధనాలు వాటి అమలు</p> <p>9.6 ప్రశ్న పత్రాల తయారీ - సామర్థ్యాల వారీగా భారత్వం - నమూనా ప్రశ్నలు - నమూనా ప్రశ్న పత్రాలు</p> <p>9.7 నివేదికలు రూపొందించడం, సి.సి.ఇ. రికార్డు రాయడం</p>

4	Mar & Apr – 2027	10	<p>Unit 10: ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి వృత్తిపర అభివృద్ధి</p> <p>10.1 ఉపాధ్యాయులు నిరంతర అభ్యాసకులే</p> <p>10.2 జ్ఞాన పరిధిని విస్తృతపరుచుకోవడం - మార్గాలు</p> <p>10.2.1 పూర్వ, వృత్తంతర శిక్షణలు - స్వల్పకాలిక, దీర్ఘకాలికాలు - పునఃశ్చరణ తరగతులు</p> <p>10.2.2 అధ్యయనం</p> <p>10.2.3 ఉన్నత విద్యాభ్యాసం</p> <p>10.2.4 పరిశోధనలు చేపట్టడం</p> <p>10.2.5 సభలు, సమావేశాలు, కార్యశాలల్లో పాల్గొనడం</p> <p>10.2.6 విషయనిపుణులు, కవులు, కళాకారులతో చర్చలు</p> <p>10.2.7 రచనావ్యాసంగం</p> <p>10.2.8 సాంకేతిక పరిజ్ఞాన వినియోగం (అంతర్జాలం, దృశ్యశ్రవణ సామగ్రి, డిజిటల్ లైబ్రరీ....)</p> <p>10.2.9 విషయాధారిత సంఘం (సబ్జెక్టు ఫోరం) లో పాల్గొనడం.</p> <p>2.9 తెలుగు భాషపై సంస్కృత ప్రభావం, పాఠశాల భాష ప్రభావం, ఉర్దూ ప్రభావం, ఆంగ్ల ప్రభావం, అనువాదం</p> <p>Revision and Mid - Examinations</p>
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Suggested Practicum:

1. భాష - సమాజం

దక్షిణాది రాష్ట్రాలలో భాషా విధానాల ప్రకారం పిల్లలు ఏ ఏ 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 మాట్లాడలేకపోతున్నారు? దీనికి గల కారణాలను విశ్లేషించండి.

ఆ) చదవడం

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

బ) 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.

ఎ) 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

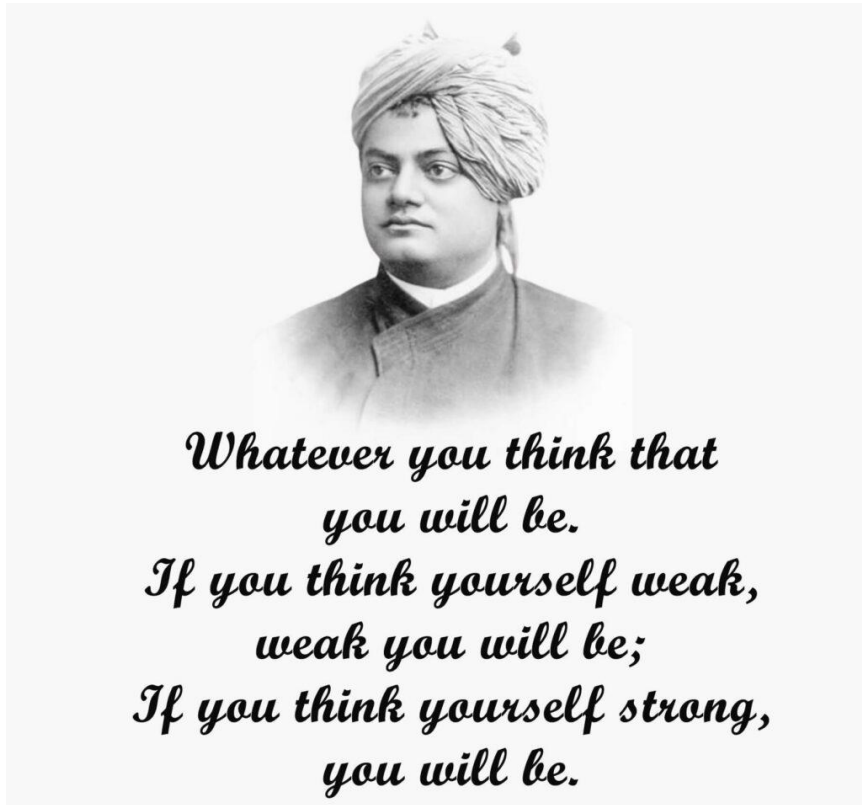
అంతర్జాలం ఆధారంగా సబ్జెక్టుఫోరంలు వీటిలో పొందుపరచిన సమాచారం వివరాలు చర్చించిన అంశాల పై మీ అభిప్రాయాలతో నివేదిక తయారు చేయండి.

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

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

مواد Content	اکائی Unit	مہینہ Month	Sl.No.
<p align="center">VII - لسانی اکتساب - حکمت عملی - متوقع نتائج</p> <p>☆ زبان کا اکتساب: معیارات RTE Act - 2009</p> <p>☆ تھانوی سطح - زبان کی تدریسی مقاصد۔</p> <p>☆ جماعت واری حصول طلب استعداد۔</p> <p>☆ زبان کی تدریس کے طریقے (روایتی طریقے، جدید طریقے) مباحثہ، گروہی کام، کتابی جائزہ، رپورٹ لکھنا، روداد لکھنا، مشاغل، نظم خوانی کا طریقہ، مکالموں کا اہتمام، کہانی بولنے کا طریقہ، ٹکنالوجی کا استعمال، مظاہرہ، ڈرامہ نگاری وغیرہ۔</p>	7	NOV - 2026	1
<p align="center">VIII - زبان - تدریسی و اکتسابی عمل کا اہتمام - منصوبہ - ایلمنٹری سطح:</p> <p>☆ کیا معلم کو تعلیمی منصوبے کی ضرورت ہے؟</p> <p>☆ سالانہ منصوبے سے کیا مراد ہے؟ سالانہ منصوبے کی تیاری - نمونہ۔</p> <p>☆ منصوبہ سبق کی تیاری، رہنمایانہ خطوط،، نمونہ منصوبہ سبق کی تیاری۔</p> <p>☆ سبق کی تدریس - مراحل - پیریڈ پلان (ایک سبق سے متعلق تمام پیریڈ پلانوں کے نمونے)۔</p>	8	DEC - 2026	2
<p align="center">IX - زبان کی جانچ:</p> <p>☆ طلباء کے اکتسابی نتائج کی ضرورت۔</p> <p>☆ طلباء کے اکتسابی نتائج پہچاننے کے طریقے۔ روایتی طریقے، جدید طریقے۔</p> <p>☆ ان سے متعلق اہم تصورات کی آگاہی۔</p> <p>☆ مسلسل جانچ - تصورات سے آگاہی، ٹولس، انعقاد۔</p> <p>☆ تشکیلی جانچ، مجموعی جانچ، ٹولس کا اہتمام۔</p> <p>☆ سوالیہ پرچوں کی تیاری، استعداد واری موازنہ جدول، نمونہ سوالات، نمونہ سوالیہ پرچے۔</p> <p>☆ رپورٹ کی تیاری، CCE Card بنانا۔</p>	9	JAN & FEB - 2027	3

<p>X- اساتذہ کی پیشہ وارانہ ترقی:</p> <p>☆ معلم مسلسل متعلم ہوتا ہے۔</p> <p>☆ معلومات میں اضافہ کرنا۔ ذرائع۔</p> <p>☆ قبل از پیشہ کی ترتیب۔ قلیل مدتی اور طویل مدتی تربیت، برہیت بطور اعادہ۔</p> <p>☆ مطالعہ</p> <p>☆ اعلیٰ تعلیم کا حصول۔</p> <p>☆ تحقیقی کام کی انجام دہی۔</p> <p>☆ مجالس یا محفلیں، ورک شاپ میں شرکت۔</p> <p>☆ ماہر مضمون، شعرا، فن کاروں کے ساتھ مباحثہ۔</p> <p>☆ تصانیف لکھنا۔</p> <p>☆ ٹکنالوجی کا استعمال (انٹرنیٹ، سمعی و بصری آلات، ڈیجیٹل لائبریری)</p> <p>☆ سبکدوش فورم کی رکنیت۔</p>	10	MAR & APR - 2027	4
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403[C] Pedagogy of Maths Education (Classes VI to VIII)-II

Sl. No.	Month	Unit	Content
1	NOV-2026	4	<p>Unit-4: School Mathematics Activities, Resources and Planning (contd)</p> <ul style="list-style-type: none"> • Aims and objectives of teaching Mathematics. • Academic Standards and learning indicators. • Activities - designing, creating and transacting. • Planning for teaching - Year plan, lesson plan and period plan. • Modelling real world problems in mathematics
2	DEC-2026	4	<ul style="list-style-type: none"> • Textbook - Philosophy and guiding principles for the development of Maths textbooks (structure of the unit, nature of exercises, role of the teacher to use textbook effectively); understanding its pedagogical intent; learning to transaction it in classrooms. • 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-2027	4	<ul style="list-style-type: none"> • 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-2027	5	<p>Unit-5 : Mathematics Assessment and Evaluation</p> <ul style="list-style-type: none"> • Assessment tools - types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios • Continuous Comprehensive Evaluation - Formative & Summative
5	MAR-2027	5	<ul style="list-style-type: none"> • Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents
6	APRIL-2027		<ul style="list-style-type: none"> • Revision • Examinations (Mid)

- **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-2026	4	<p>Unit-4: Teaching and Learning of Science</p> <ul style="list-style-type: none"> • Aims & Objectives of teaching Science • Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Open-ended investigations, 5E model. • Characteristics of good Science class, Science teacher, role of the teacher. • Science- museums, field trips, projects and exhibition.
2	DEC-2026	4	<ul style="list-style-type: none"> • Preparing Year plans, Unit plans and Period plans based on concept maps. • Identifying, creating and using a variety of learning resources. • Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness. <p>Continuous Professional Development (CPD) of Science teachers (subject forums, connected groups, open learning educational resources, seminars, workshops, reading and reflections etc.)</p>
3	JAN – 2027	6	<p>Unit-6: Assessment and Evaluation</p> <ul style="list-style-type: none"> • Connecting teaching, learning and assessment. • CCE- Concepts, Formative Assessment in Science, processes and tools, Summative Assessment, nature of questions, weightages to Academic Standards, model question papers, indicators for valuation of answer scripts
4	FEB – 2027	6	<ul style="list-style-type: none"> • .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-2027	6	<ul style="list-style-type: none"> • Assessing process skills • Use of Rubrics, Rating scale, Checklist, Observation schedule • Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.
6	APR-2027		<ul style="list-style-type: none"> • Revision • Examinations(Mid)

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-2026	4	<p>Unit-4: Teaching of Social Sciences</p> <ul style="list-style-type: none"> • Classroom management, making classroom inclusive. • Planning for teaching- Year plan, Unit plan and 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-2026		<ul style="list-style-type: none"> • 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. <p>Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive</p>
3	JAN-2027	5	<p>Unit-5 Teaching Learning and Assessment in Social Science</p> <ul style="list-style-type: none"> • Need and importance of reforms in assessment and evaluation, CCE in Social Science. • 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-2027		<ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> • Problem solving rubrics. <p>Planning and preparation for evaluation- Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answer scripts, CCE Record</p>
5	MAR-2027	6	<p>Unit-6: Challenges and issues in teaching elementary social science(to be transacted through discussions amongst student teachers)</p> <ul style="list-style-type: none"> • Resources for teaching social science, primary and secondary sources, translated materials, ICT based resources, open sources • Teacher knowledge -deep and thoughtful understanding, using instructional methods and assessment strategies in different settings, • Developing students' interest and engagement, using children's prior understandings to connect with the present • Challenges in integration of ICT and other innovative technology in education in teaching Social Science.
6	APR-2027		<ul style="list-style-type: none"> • 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 • Examination (Mid)

Suggested Practicum:

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which of 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-2026	3	<p>Unit-3: Inequalities in Contemporary Indian Society</p> <ul style="list-style-type: none"> • Nature and causes of inequalities - Equality, equity, democratisation of quality education. • Changing social structures and education: Caste, Class and Social Exclusion • Power, Ideology and Merit in Education: differential school system and the idea of common neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction
2	DEC-2026	3	<ul style="list-style-type: none"> • 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-2027	4	<p>Unit-4: Educational Policies and Programmes in Independent India</p> <ul style="list-style-type: none"> • Important features of educational commissions and policies (Basic education and its review, Kothari Commission, NPE-1986, Learning Without Burden Report by Yashpal-2003, NCF-2005, RTE-2009, SCF-2011...) • Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education)
4	FEB-2027	4	<ul style="list-style-type: none"> • Special programmes: Mid day Meal, ICT, OBB, MLL. • Innovations and alternative forms of educations: Eklavya, Diganathar, Rishi Valley, ABL, CLIP, CLAPS, LEP, Children Literature, Classroom Library, Children Diaries, Wall Magazine, M.V. Foundation [Bridge Course Centers] etc..
5	MAR-2027	5	<p>Unit-5 : Vision of an Inclusive and Democratic Indian Society</p> <ul style="list-style-type: none"> • Democratisation of Education • Peasant, Dalit and Feminist Movements and their implications to Education • Education of Disabled, Marginalised and Socially Disadvantaged
6	APR-2027		<ul style="list-style-type: none"> • Role of state, school and teacher in building an Inclusive and Democratic Indian Society • Revision • Examinations (Mid)

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

Sl. No.	Month	Unit	Content
1	NOV – 2026	W1 & S1	<p>Workshop 1: <i>The Power of myth</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • Re-appraisal of myths as representations of a culture’s world-view and embedded values • To appreciate the reach of the mythic imagination • Develop critical awareness of ‘modern myths’ that implicitly shape our lives <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Reading and analysis of myths from different cultures • Distinction between myth as ‘false stories’ or ‘imaginative pre-scientific accounts’ and myth as an implicit and culturally shared ‘structure of apprehending reality’ and a ‘basis of feeling and thinking’ • Exposure to manifestations of mythical thinking in contemporary life • The mythical basis and imagery of ‘modern science’ and ‘modern economics’ • Becoming cognizant of the myths that shape one’s worldview and values
2	DEC – 2026		<p>Seminar 1: <i>Glimpses of different childhoods in India</i></p> <ul style="list-style-type: none"> • Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion • Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.
3	JAN-2027	W2 & W3	<p>Workshop 2: <i>Gender and upbringing Objectives</i></p> <ul style="list-style-type: none"> • Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living • Awareness of factors that shape gendered roles in Indian society • Developing a critical perspective on gender-based discrimination and its effects

			<p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Telling our own ‘gendered’ stories • En-culturing ‘gendered’ roles in upbringing 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-2027	S2, W4, W5 & S3	<p>Workshop 3: <i>Deconstructing the messages of advertising (in the audio-visual media)</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • To appreciate the impact of television advertising on children and adults • To analyze the ‘constructed’ imagery and overt as well as subliminal messages communicated through advertisements • To enable a critical distance from the power of advertising (especially of the audio-visual kind) <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • The expanding role of advertising in contemporary life • Sharing favorite advertisements and their impact on us • Looking from the other side: how psychology, research, technology and imagination combine to create a ‘targeted commercial’ • Viewing and analyzing a series of advertisements • Constructing an effective advertisement (group task) <p>How to be a critical and media-literate viewer of advertisements</p> <p>Seminar 2: <i>Selection of short readings and dialogue</i></p> <ul style="list-style-type: none"> • Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups • Preparation: Making a careful selection of readings that lend themselves to a non- polemic discussion and exploration
			<p>Workshop 4: <i>Theatre for awareness of body, self and the other</i></p>

5	MAR-2027	<p>Objectives</p> <ul style="list-style-type: none"> • To explore body-awareness, movement, coordination and cooperation • To develop awareness of non-verbal modes of communication with self and others • Exposure to effective use of speech and communication through theatre exercises <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.
6	APRIL-2027	<p>Workshop 5: <i>Visualizing a ‘School from Scratch’ – alternatives in education</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • To think through, in discussion with others, the conception of a ‘school from scratch’ – its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy) • To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Visualizing individual conceptions of a ‘school from scratch’ • Working in groups to develop a collective conception of a ‘school from scratch’ • Presenting to the larger group each conception of ‘school from scratch’ along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising • Observing a few films of schools that represent alternatives in education <p>Seminar 3: <i>Education and environmental crises</i></p> <ul style="list-style-type: none"> • Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education <p>Preparation: Selection of a contemporary documentary or audio-visual presentation</p>

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

[Internal Assessment]

FIELD-BASED PROJECT WORK

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

DETAILED PROCEDURE FOR CONDUCT OF PROJECT WORK

What is a Project (work)?

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

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

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

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

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

Nature of projects:

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

Process/Procedure for conduct of the Project/s

Projects take place in various stages such as:

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

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

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

1. How will you collect/pool the information?

(Tools such as the Materials, Questionnaire, Checklist, Observation Schedule, Interview, Referencing etc. help us in this regard)

2. Where will you get the information from?

(Resources such as materials, people, books, journals, magazines, newspapers, institutions, internet etc come under this category.)

3. Who will collect the information?

(Individuals/ pairs/ groups)

4. How will you consolidate the information?

(Sharing in groups and recording the data using appropriate formats)**Class X - Handbook 79**

5. What analysis can be made based on the data?

(Discussing and linking the information to arrive at proper conclusion)

6. How to write the report?

(This relates to the structure of the report that contains the name of the project, purpose, scope and relevance of the project, sources of/for data collection, tools developed, mode of collection of data, consolidation and analysis, findings with supportive evidences such as photographs etc.)

7. How will you present the findings before others?

(Presenting the Project report by each member/student teacher before the whole class).

Classroom Process/Procedure

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

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

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

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

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

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

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

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

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

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

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

-
-

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

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

Stage VI: Presenting the Report

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

EVALUATION OF PROJECTS

Individual performance

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

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

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

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

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

Awarding Marks for the Projects

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

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

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

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

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

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

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

We must remember that the profession of teaching is a noble profession. It is not an employment in the sense of it being merely an earner of bread and butter. A teacher fulfils a great role in the life of the nation. He is the “guru”. It is the teacher, who moulds its future citizens by imparting to his students not only knowledge, but also a sense of duty, righteousness and dedication to the welfare of the nation, in addition to other qualities of head and heart.

ANNEXURE-II

Institutional Observation Programme Record

(సంస్థాగత పరిశీలన కార్యక్రమ రికార్డ్)

నిర్వహణ, రూపకల్పన విధానం మరియు సూచనలు

సూచిక

అధ్యాయం	పేరు	పేజీ నం.
1	ఉపోద్ఘాతం	
2	వివిధ పాఠశాలల సందర్శన విధానం - పరిశీలించాల్సిన అంశాలు	
3	ప్రభుత్వ ప్రాథమిక / ప్రాథమికోన్నత పాఠశాలల సందర్శన	
4	గుర్తింపు పొందిన ప్రైవేటు పాఠశాలల సందర్శన	
5	గుర్తింపు పొందిన ప్రైవేట్ పాఠశాలల పూర్వ ప్రాథమిక తరగతుల సందర్శన	
6	అంగన్ వాడి తరగతుల సందర్శన	
7	కె.జి.బి.వి పాఠశాలల సందర్శన	
8	రెసిడెన్షియల్ పాఠశాలలు - జనరల్; సాంఘిక సంక్షేమ; గురుకులు; వెనుకబడిన తరగతుల సంక్షేమ పాఠశాలల / ప్రత్యేక పాఠశాలల సందర్శన / ఉన్నత పాఠశాలలు	
9	పాఠశాల అనుభవ కార్యక్రమం - రికార్డ్ రాసేవిధానం	

Teaching isn't just a profession—it's the art of lighting a path where others can learn to walk on their own.

అధ్యాయం - 1

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, రిజిస్టర్లు 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 తోడ్పడు తుంది. 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 కె.జి.బి.వి. పాఠశాల సందర్శనకు ఒకరోజు, రెసిడెన్షియల్ పాఠశాలలు - జనరల్; సాంఘికసంక్షేమ; (గురుకులం / వెనుకబడిన తరగతుల సంక్షేమ పాఠశాల) ప్రత్యేక పాఠశాల, భవిత సెంటర్ సందర్శన కొరకు ఒక్కొక్క రోజు మూడు రోజులు వెరసి మొత్తంగా ఆరు రోజులు సందర్శించాలి ఈ పాఠశాలలను ఉపాధ్యాయ విద్యార్థులు సందర్శించేముందు తమఉపాధ్యాయ శిక్షణా సంస్థలో ఒకకార్యశాలను నిర్వహించి వివిధ పాఠశాలలను సందర్శించటంలోగల ఉద్దేశ్యం, వాటి స్వభావం, వాటిని ఏర్పరచటంలో గల ఉద్దేశ్యాలు వంటి అంశాలు గురించి ప్రాథమిక అవగాహనను ఏర్పరచాలి. అదేవిధంగా అయా పాఠశాలలను సందర్శించేటప్పుడు వాటిలో పరిశీలించాల్సిన అంశాలతో ఉన్న చెక్ లిస్టును తమతో తీసుకెళ్ళి అయా అంశాలను పరిశీలించి రాయాలి. వీటన్నిటితోబాటు తన అనుభూతులు కూడా పొందుపరచి నివేదిక తయారుచేసుకో వాలి.

ఒకే యాజమాన్యానికి చెందిన పాఠశాలలు ఎక్కువ సంఖ్యలో ఉన్నప్పుడు ఒక్కొక్క పాఠశాలకునాలుగులేదా ఐదుగురిని ఒక సమూహంగా పంపించవచ్చు. తక్కువ సంఖ్యలో ఉన్నప్పుడు, ఉదాహరణకు రెసిడెన్షియల్ పాఠశాలలు- జనరల్; సాంఘిక సంక్షేమ; (గురుకులం / వెనుకబడిన తరగతుల సంక్షేమపాఠశాల / ప్రత్యేక పాఠశాల), కె.జి.బి.వి. పాఠశాలలకు ఉన్న ఉపాధ్యాయ విద్యార్థులను నాలుగు సమూహాలుగా చేసి చక్రీయంగా ఒక్కోరోజు ఒక్కో యాజమాన్య పాఠశాలను సందర్శించి నాలుగు రోజుల్లో ఈ రకమైన నాలుగు యాజమాన్య పాఠశాలల సందర్శనను పూర్తిచేస్తారు.

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 చెల్లిస్ట్, నమోదు చేసుకోవాల్సిన అంశాలు, ఉపాధ్యాయుల తరగతి బోధనా విధానం, నివేదిక తయారీ వంటి అంశాలన్నింటి గురించి సవివరంగా చర్చిద్దాం.

ప్రభుత్వ ప్రాథమిక / ప్రాథమికోన్నత ఉన్నత పాఠశాలల సందర్శన

ఉపాధ్యాయ విద్యార్థులు తమకు కేటాయించిన ప్రభుత్వ ప్రాథమిక / ప్రాథమికోన్నత పాఠశాలలకు ప్రార్థన సమయానికి చేరుకోవాలి. ప్రభుత్వ ప్రాథమిక/ప్రాథమికోన్నత పాఠశాలలకు ఉద్దేశించిన చెక్‌లిస్ట్ ఆధారంగా పరిశీలనలను నమోదుచేసుకోవాలి. ఈ పాఠశాల పరిశీలనలకు రెండు రోజులు కేటాయించడమైంది. అన్ని రకాల యాజమాన్య పాఠశాలల పరిశీలనల నమోదుకై “పరిశీలనల నమోదు” పుస్తకం ఏర్పాటుచేసుకొని అందులో నమోదు చేసుకోవాలి.

ప్రభుత్వ ప్రాథమిక/ప్రాథమికోన్నత ఉన్నత పాఠశాలల పరిశీలన చెక్‌లిస్ట్

సాధారణాంశాలు:

1. ఉపాధ్యాయ విద్యార్థి పేరు, రోల్ నెం. :
2. సందర్శించిన పాఠశాల పేరు, చిరుమానా :
3. ప్రాథమిక / ప్రాథమికోన్నత పాఠశాల స్థాపనలో ప్రధాన ఉద్దేశ్యం:
4. ఉద్దేశ్యాల సాధనకు పాఠశాలలో నిర్వహిస్తున్న కార్యక్రమాలు

మొదటిరోజు పరిశీలించాల్సిన అంశాలు:

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

- నమోదు చేసుకోవాలి)
- 5 భౌతిక వసతులు - Physical facilities** అవును / లేదు
(తరగతి గదుల సంఖ్య, స్టోర్‌రూమ్, వంటగది, ఆటస్థలం, మంచినీటి వసతి, మరుగుదొడ్లు, ప్రహరిగోడ, ప్రత్యేక అవసరాల పిల్లల కొరకు ర్యాంప్, కుర్చీలు, బల్లలు, నల్లబల్లలు, విద్యుత్ సౌకర్యం వంటి అంశాలు పరిశీలించి నమోదుచేసుకోవాలి.)
- 6 స్కూల్ గార్డెన్ - School Garden** అవును / లేదు
(పాఠశాలకు గార్డెన్ ఉన్నచో పరిశీలించాలి లేనిచో లేదని నమోదు చేసుకోవాలి.)
- 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 బద్దపరుస్తున్నారా, స్టాక్ రిజిస్టర్, ఇష్యూరిజిస్టర్ ఉందా, నమోదు చేస్తున్నారా; అదేవిధంగా సైన్స్‌కి ప్రయోగశాల ఉందా, ఉంటే అందులో ఉన్న వాటిని పరిశీలించి నమోదుచేసుకోవాలి. లేనిచో లేదు అని రాయాలి.)
- 9 పాఠశాల ఏకరూప దుస్తులు - School Uniform** అవును / లేదు
(విద్యార్థులకు ఏకరూప దుస్తులు ఈ సంవత్సరం ఇవ్వబడ్డాయా, అందరికీ ఇచ్చారా, దుస్తుల డిజైన్ వంటి అంశాలు నమోదు చేసుకోవాలి.)
- 10 వార్షిక ప్రణాళికల, 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 Observations
(ఉపాధ్యాయ విద్యార్థులు, తరగతి గదిలో వివిధ సబ్జెక్టులను 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)

రెండో రోజు పరిశీలించాల్సిన అంశాలు:

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

- 17 మధ్యాహ్న భోజన పథక నిర్వహణ - Maintenance of MDM అవును / కాదు
(శుచిగా, శుభ్రంగా ఉండా, మెనూ ప్రకారం పండుతున్నారా, గ్రుడ్లు వారానికి ఎన్నిసార్లు వేస్తున్నారు, ఏజెన్సీల పనితీరు, పర్యవేక్షణ వంటి అంశాలు పరిశీలించాలి)
- 18 పాఠశాలలో అమలు జరుగుతున్న వివిధ కార్యక్రమాల అమలుతీరు - అవును / కాదు
Implementation of Innovative activities
School readiness programme for 1,2,3,5 and 6th Classes
Bridge course for FLN programme, LEAP, No Bag day
TaRL, Smart TV, IFP నిర్వహణ app.
- 19 స్వచ్ఛంద్ర, స్వర్ణాంద్ర, కార్యక్రమం అమలు తీరు అవును / కాదు
Swatch Bharath - Best practices / Collection of Donations
(పై అంశాలను నిశితంగా పరిశీలించి నమోదు చేసుకోవాలి)
పాఠశాలకు సంబంధించి ఉపాధ్యాయ విద్యార్థి యొక్క సమగ్ర
- 20 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.)

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

ధృవపత్రం

శ్రీ రోల్ నెం.....D.El.Ed. ప్రథమ

సంవత్సర సెమిస్టర్ కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డ్ లో భాగంగా

మా పాఠశాల నుండి అవసరమైన సమాచారాన్ని సేకరించినారని ధృవపరచుచున్నాను.

ప్రధానోపాధ్యాయులు

గమనిక:

- చెక్ లిస్ట్ లో 'అవును / కాదు' అని టిక్ చేస్తే సరిపోదు.
- ప్రతి ఉపాధ్యాయ విద్యార్థి చెక్ లిస్ట్ లో సూచించిన ప్రతి అంశాన్ని పరిశీలించి, స్థితిగతులను, జరుగుతున్న తీరును, పాఠశాల బలాలను, బలహీనతలను సవివరంగా నమోదుచేయాలి.

అంగన్‌వాడి సెంటర్ సందర్శన

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

అంగన్‌వాడి సెంటర్ పరిశీలన చెక్‌లిస్ట్

సాధారణాంశాలు:

1. ఉపాధ్యాయ విద్యార్థి పేరు, రోల్ నెం. :
2. సందర్శించిన అంగన్‌వాడి సెంటర్ పేరు, చిరునామా :
3. అంగన్‌వాడీ కేంద్రం స్థాపనలో ఉద్దేశ్యాలు :
4. అంగన్‌వాడీ కేంద్రంలో అమలు చేస్తున్న కార్యక్రమాలు:

పరిశీలించాల్సిన అంశాలు:

క్ర.సం	పరిశీలించాల్సిన అంశం Items to be observed	పరిశీలించి నమోదు చేశారా? అవును / కాదు
1	అంగన్‌వాడి సెంటర్ చరిత్ర- History of Anganwadi Centre (ఎప్పుడు స్థాపించబడింది, దాతల సహకారంతో ఏర్పాటుచేయబడిన స్థలం ఎంతటి స్థలం ఎంత, తదుపరి జరిగిన మార్పులు వంటి అంశాలు వివరంగా నమోదు చేసుకోవాలి)	అవును / కాదు
2	అంగన్‌వాడి సెంటర్ లక్ష్యాలు - History 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 సమయ వివరాలు, 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 రిజిస్టరులు, రికార్డులు చూసి నమోదు చేసుకోవాలి. వాటిలో వివిధ అంశాలుకు సంబంధించి పట్టికలలో ఉన్న కాలమ్స్ లోని వివరాలు నమోదు చేసుకోవాలి)
- 9 ఆట సామాగ్రి పరిశీలన - Observation of Play material అవును / లేదు
 (ఏవ రకాల ఆట సామాగ్రి 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 ఆటసామాగ్రి వినియోగాన్ని పరిశీలించాలి.)
- 11 పిల్లలకు పంపిణీ చేస్తున్న పోషకాహార 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 వుత్తకంతో సవివరంగా నమోదుచేయాలి.)
- గమనిక:** ఈ అంశాలన్నీ పూర్తిచేసుకొన్న పిదప ఆ పాఠశాల ప్రధానోపాధ్యాయుల నుండి దిగువ సూచించిన దృవపత్రాన్ని తీసుకోవాలి.

ధృవపత్రం

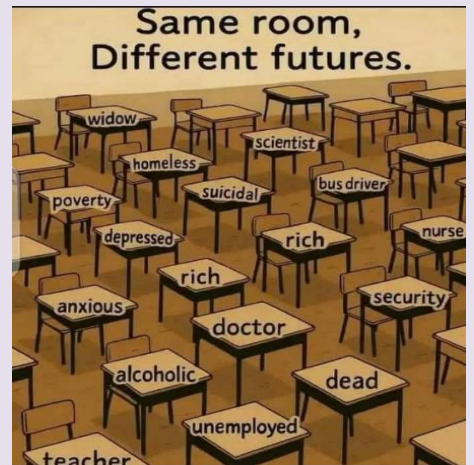
శ్రీ రోల్ నెం.....D.El.Ed. ప్రథమ సంవత్సర సెమిస్టర్ కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డ్ లో భాగంగా మా అంగన్ వాడి సెంటర్ నుండి అవసరమైన సమాచారాన్ని సేకరించినారని ధృవపరచుచు న్నాను

అంగన్వాడి కేంద్ర బోధకురాలి సంతకం

గమనిక: చెక్ లిస్ట్ లో 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."

- "Every life is a book, and every year is a chapter. The same starting page, but the stories diverge vastly."
- "The future is not a gift. It is an achievement."



కె.జి.బి.వి. పాఠశాల సందర్శన

ఉపాధ్యాయ విద్యార్థులు తమకు కేటాయించిన కెల్లిస్ట్ -పాఠశాలకు దానికై ఉద్దేశించిన చెక్ .వి.బి.జి. తో చేరుకొని దాని ఆధారంగా పరిశీలనలను నమోదు చేసుకోవాలి. ఈ పాఠశాల పరిశీలనకు ఒకరోజు . కేటాయించడమైనది

కె.జి.బి.వి.పాఠశాల పరిశీలన చెక్లిస్ట్

సాధారణాంశాలు:

1. ఉపాధ్యాయ విద్యార్థి పేరు, రోల్ నెం. :
2. సందర్శించిన పాఠశాల పేరు, చిరునామా :
3. కె.జి.బి.వి. స్థాపనలో పాఠశాల ఉద్దేశ్యాలు :
4. విద్యాలయంలో చేపడుతున్న కార్యక్రమాలు :

పరిశీలించాల్సిన అంశాలు:

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

- 4 వార్షిక ప్రణాళిక, కాలనిర్ణయ పట్టిక **Year Plan , Time Table** అవును / లేదు
 వార్షిక ప్రణాళిక, కాలనిర్ణయ పట్టిక Year Plan, Time Table (ప్రతి తరగతికి సంబంధించి వార్షిక ప్రణాళిక తయారుచేయబడిందా పరిశీలించాలి. ఉపాధ్యాయ వారీగా కాలనిర్ణయ పట్టికలు చూసి నమోదు చేసుకోవాలి)
- 5 వివిధ రిజిస్టర్లు, రికార్డుల నిర్వహణ అవును / లేదు
Maintenance of various registers, records
 (అడ్మిషన్ రిజిస్టర్, ఉపాధ్యాయుల, పిల్లల హాజరు పట్టిలు, స్టాక్ రిజిస్టర్లు, ప్రగతి పత్రాలు, సిరిజిస్టర్ .ఇ.సి., మూవ్మెంట్ రిజిస్టర్, సిరిజిస్టర్ .యల్ ., లాగ్ బుక్ వంటి అన్ని రకముల రిజిస్టర్లు, రికార్డులు పరిశీలించి అందులో ఏ అంశాలు ఏవిధంగా నమోదు చేయబడినవో పరిశీలించి నమోదు చేసుకోవాలి(.
- 6 అకడమిక్ కార్యక్రమాలు, రేమిడియల్ టీచింగ్ అవును / లేదు
Academic Programmes, Remedial Teaching
 (రోజువారీ ఉపాధ్యాయవారీగా నిర్వహించే అకడమిక్ కార్యక్రమాలు, స్టడీ ఆఫర్స్ వివరాలు, రేమిడియల్ 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, సంగ్రహాణాత్మక 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, వడ్డిస్తున్నవిధానం, భోజనశాల పరిశుభ్రత తదితర వివరాలు రాయాలి).

10 ఇతర పాఠ్య కార్యక్రమాలు - Other curricular programmes అవును / లేదు

(పాఠశాలలో జరిపే వివిధ సహా పాఠ్యకార్యక్రమాల వివరాలను అవగాహన చేసుకొని నమోదు చేయాలి.)

11 ఎస్.ఎస్.ఎ. పరిశీలన పత్రం - SSA observation sheet అవును / లేదు

(ఎస్.ఎస్.ఎ. వారిచే రూపొందించబడిన కె.జి.బి.వి.ల పరిశీలన పత్రాన్ని పరిశీలించి వారు పరిశీలించే అంశాల పట్ల అవగాహన ఏర్పరచుకోవాలి.)

12 పాఠశాలకు సంబంధించి ఉపాధ్యాయ విద్యార్థియొక్క సమగ్ర ప్రతిస్పందన
Reflection of student teacher on KGBV in detail అవును / లేదు

(ఒకరోజు పరిశీలన పిదప ఉపాధ్యాయ విద్యార్థి, పాఠశాల పట్ల, పాఠశాలలో వివిధ రకాల అంశాలపట్ల అతనిఆమె 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 దృవపత్రాన్ని తీసుకోవాలి.

దృవపత్రం

శ్రీ రోల్ నెం.....D.El.Ed. ప్రథమ

సంవత్సర సెమిస్టర్ కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డ్ లో

భాగంగా మా పాఠశాల నుండి అవసరమైన సమాచారాన్ని సేకరించినారని దృవపరచుచున్నాను.

ప్రధానోపాధ్యాయులు

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. ఉపాధ్యాయ విద్యార్థి పేరు, రోల్ నెం. :
2. సందర్శించిన పాఠశాల పేరు, చిరునామా :

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**
- 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 ఆత్మస్థైర్యంతో ఎదుర్కొనడానికి అనుసరిస్తున్న వినూత్న అంశాలు.
Innovative aspects adopted to over..... then short with self confidence.
10. పరిశీలనలో గమనించిన బలాలు / బలహీనతలు
Strengths and weakness observed

ధృవపత్రం

శ్రీ రోల్ నెం..... D.El.Ed. ప్రథమ

సంవత్సర సెమిస్టర్కు చెందిన విద్యార్థి, సంస్థాగత పరిశీలనా కార్యక్రమ రికార్డులో

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 లిస్ట్లో 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 (అనువైన పరిసరాలతో పాఠశాల ఏర్పాటుచేయబడిందా, విద్యార్థులు చేరుకోవటానికి వీలైన విధంగా ఉందా, చుట్టూ వున్న ప్రాంతం పాఠశాల వ్యవస్థకు సహకరించేవిధంగా ఉందా, వంటి అంశాలన్నింటినీ పరిశీలించి నమోదు చేసుకోవాలి.)	అవును / కాదు
2	పాఠశాల సమయం, కాలనిర్ణయం పట్టికలు School Trainings – Trainee teacher	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, ప్రహారీగో, ప్రత్యేక అవసరాల పిల్లల కొరకు ర్యాంప్, కుర్చీలు, బల్లలు, నల్లబల్లలు, 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 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 సహా 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 ఏవిధంగా బోధిస్తున్నారో నిశితంగా పరిశీలించాలి. వీలైనంతవరకు ఒక్కొక్క ఉపాధ్యాయ విద్యార్థి, ఒక 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	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 పాఠశాల పట్ల, పాఠశాలలో వివిధరకాల అంశాలపట్ల అతని/ఆమె అవగాహన, ప్రతిస్పందన, అనుభూతులు, మంచిపద్ధతులు, లోపాలు ఇత్యాది అంశాలను పరిశీలనల నమోదు పుస్తకంలో సవివరంగా నమోదు చేయాలి.)	

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

దృవపత్రం

శ్రీ 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 రికార్డు రాయడం ప్రారంభించాలి. ఉపోద్ఘాతముతో 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 రికార్డు రాయాలి. చివరగా ముగింపులో ఆయా పాఠశాలల ప్రధానోపాధ్యాయులకు, ఉపాధ్యాయు లకు సూచనలు, సలహాలు యిచ్చిన సంబంధిత అధ్యాపకునికి, ప్రిన్సిపాల్ గార్లకు కృతజ్ఞతలు తెలుపుతూముగించాలి.

* * *

The importance of a teacher as narrated by Pandit Mohan Malaviya (the founder of the Banaras Hindu University) was highlighted in the following lines: "... It lies largely in his teacher's hand to mould the mind of the child who I father of the man. If he is patriotic and devoted to the national cause and realizes his responsibility, he can produce a race of patriotic men and women who would religiously place the country above the community and national gain above communal advantage."



A sense of humor in the classroom improves learners' engagement, Retention of learning, and student-teacher relationships. Also, Embracing a sense of humor will make you less likely to Experience burnout and stress, improving workplace quality.

Annexure - III

ఛాత్రోపాధ్యాయుని బోధనా పరిశీలనాపత్రం

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

Batch Subject

ఛాత్రోపాధ్యాయుని పేరు :

Name of the teacher

పాఠ్యాంశ బోధన తేది :

Date

పాఠశాల పేరు :

బోధించిన తరగతి :

Name of the School

Class

తరగతి గదిలో పిల్లల సంఖ్య :

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 period plan are followed? If not? Which?

ఇ) పాఠ్యపథకం ప్రకారం కృత్యాలు నిర్వహించారా? ఏ యే కృత్యాలు?

Whether activities are followed as per period 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 బేధాలను 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 వైపుణ్యంపై 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 learns 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 important
- డి) నల్లబల్ల వినియోగం : బాగుంది / తగినవిధంగా ఉంది / తక్కువ
 Use of Blackboard Good Appropriate Poor

ఇ) సమయపాలన : బాగుంది / అధిక సమయం / ముందుగా
 తీసుకున్నారు 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 important

బి) భాషా వినియోగం : బాగుంది / తగిన విధంగా ఉంది / తగిన విధంగా లేదు
 Language used Good appropriate Not up to the mark

సి) ఉచ్చారణ : శ్రేష్టం / స్పష్టం / అభివృద్ధి అవసరం
 Pronunciation perfect Clear Needs important

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 / బి / సి / డి
 Grade Achievement

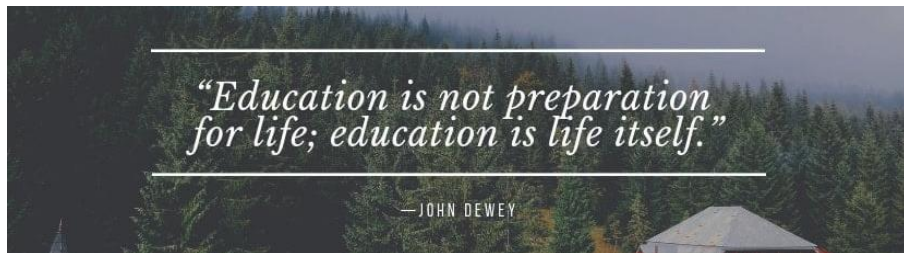
గ్రేడ్ ఎ - (అత్యుత్తమం) Excellent

గ్రేడ్ బి - (ఉత్తమం) Good

గ్రేడ్ సి - (సగటు) Average

గ్రేడ్ డి - (అభివృద్ధి అవసరం) Needs important

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 I/II/III/I

బ్యాచ్:	విషయం:
Batch	Subject
ఛాత్రోపాధ్యాయుని పేరు	:
Name of the teacher	
పాఠ్యాంశ బోధన తేది	:
Date	
పాఠశాల పేరు	:
Name of the School	బోధించిన తరగతి :
తరగతి గదిలో పిల్లల సంఖ్య	:
No. of students	Class
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.

సంతకం

గమనిక:

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



Annexure -V

నిరంతర సమగ్ర మూల్యాంకన రికార్డ్

Assessment Record

ఛాత్రోపాధ్యాయుని పేరు :
Name of the teacher trainees

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. నిర్మాణాత్మక, సంగ్రహణాత్మక పరీక్షలలో విద్యార్థుల వివరాలు

Details of students writing FA & SA

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

- గమనిక:**
1. రికార్డ్ రాసేటప్పుడు పైన సూచించిన 1నుండి 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).....
3. విశ్లేషణ, ప్రతిస్పందనలు, ముగింపు

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

కార్యచరణ 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. కార్యచరణ పరిశోధన
 2. కార్యచరణ పరిశోధన లక్షణాలు
 3. కార్యచరణ పరిశోధన సోపానాలు
- III.
 1. కార్యచరణ పరిశోధన - ప్రతిపాదన
(తెలుగు, గణితం, ఇతర సబ్జెక్టులలో ఒక ఊహాసమస్యకు)
- IV.
 1. కార్యచరణ పరిశోధన - నివేదిక

పార్ట్ - బి (Part - B)

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

(లేదా)

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

కార్యాచరణ పరిశోధన రికార్డుకు మార్కులు కేటాయింపు

- | | | |
|----------------|--|-------------|
| 1. పార్ట్ - ఎ | వర్ణన | 10 మార్కులు |
| 2. పార్ట్ - బి | కార్యాచరణ పరిశోధన నివేదిక రూపొందించినందుకు | 10 మార్కులు |
| | | 20 మార్కులు |

2వ సెమిస్టర్లో కార్యాచరణ పరిశోధనకు గణితం / తెలుగు సబ్జెక్టుకు 20 మార్కులు

కేటాయించడం జరిగింది.

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

కార్యాచరణ 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 కార్యాచరణకు, 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 మధ్యాహ్నాభోజన విరామగంట కొట్టగానే బయటికి వెళ్ళి మళ్ళీ తిరిగి బడికి రాకపోవడానికి గల కారణాలను కనుక్కోవడం.

4. పరికల్పనలను రూపొందించడం (Formation of Hypothesis)

పరిశోధనా సమస్యలకు పరిష్కారమార్గాలను ఊహించేయగల ప్రవచన వాక్యాలే 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 ప్రశ్నావక్కులు, పరిష్కారాలు, సామూహిక చర్చలు, ప్రమాణిక మనోవైజ్ఞానిక పరీక్షలు మొదలైనవి.

7. దత్తాంశ విశ్లేషణ (Data Analysis)

దత్తాంశాన్ని సేకరించిన తరవాత తగిన సాంఖ్యికాస్త్ర 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.

ప్రాజెక్టు 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 :
2. తరగతి :
3. విషయం :
4. పాఠం పేరు :
5. బోధనాంశం :
6. పీరియడ్ సంఖ్య :
7. కాలము :
8. బోధనాభ్యసన వ్యూహాలు (ప్రక్రియలు)

I ఉపోద్ఘాతం:

- i) పలకరింపు (విభిన్న విధాలుగా)

ఉదాహరణకు కథ, ఆట, పాట, పొడుపుకథ మొదలైనవి
- ii) ఉన్ముఖీకరణ : చిత్రాలు చూపిస్తూ ప్రశ్నలు అడుగుట

అజ) శీర్షికా ప్రకటన
జ)

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

సోపానాలు	బోధనాభ్యసన ప్రక్రియలు	నల్లబల్ల పని	సామాగ్రి / పరికరాలు
III ఇవి చెయ్యండి			
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

Class:

Name of the student Teacher:

Unit:

Time: 45 Mts.

Theme:

Teaching Item / Topic / Sub Topic: Face Sheet

Expected Learning Outcomes: (Write the relevant Academic Standards)

Sl. No.	Item	Details
1.	Steps in pre-Reading activity	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 translation

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

పీరియడ్ పథకం - సోపానాలు (ప్రాథమిక/ప్రాథమికోన్నత స్థాయి)

భాషేతర విషయాలకు

1. ఛాత్రోపాధ్యాయుని పేరు :
Name of the Teacher Trainee
2. తరగతి (Class) :
3. విషయం (Subject) :
4. అధ్యాయం / పాఠం పేరు :
Name of the Chapter / Topic
5. బోధనాంశం (Topic) :
6. పీరియడ్ సంఖ్య (No. of periods) :
7. కాలము (Time) :
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

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 విద్య ప్రమాణాన్ని 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			



కళావిద్య, విలువల విద్య, పని విద్య
(Art Education, Value Education, Work Education)

నమూనా పీరియడ్ పథకం (Model Period Plan)

పాఠ్యాంశం పేరు:

Name of the Topic

సాధించవలసిన విద్యా ప్రమాణాలు:

Academic Standards to be achieved

-
-
-
-

తరగతి:

Class

కాలము:

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	<ul style="list-style-type: none"> • చేయబోయే పని గురించిన సూచనలు చేయడం. • పిల్లల సందేహాలు నివృత్తి • వ్యక్తిగతంగా / జట్లలో చేయడం. 		
4	ప్రదర్శన - చర్చ	<ul style="list-style-type: none"> • పిల్లలు తయారుచేసిన విషయాలు / వస్తువులను ప్రదర్శించి వాటి గురించి మాట్లాడించడం. 		
5	ముగింపు మూల్యాంకనం	<ul style="list-style-type: none"> • 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.

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

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

Sl. No.	Subject Matter	Duration in Minutes	Methodology
	Johny Johny Yes Papa Eating Sugar? No Pappa Telling Lies? No Pappa Open Your Mouth Ha.. Ha.. Ha.		Action Song: Johny Johny Yes Papa Eating Sugar? No Pappa Telling Lies? No Pappa Open Your Mouth Ha.. Ha.. Ha.
5	Recreation Part (Forward Running Relay)	8	Formation: Two files Method: The teacher divides the class in to two equal groups. Both the groups have to stand behind the starting line in file formation. At a given signal the first person of both groups has to run towards the cone, turns around it and run towards the group, touch the next person of his group and join at the end of the group. Likewise the game will be continued until the last person of the both groups. The group, which finishes first, will be declared as the winners 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 Hindi’ on the command of “Class Dismiss”



Annexure - VIII

మనం చదవాల్సిన కొన్ని పుస్తకాలు
(Books for Reading)

1. పగటికల : గిజుబాయి
2. మా బడిలో : గిజుబాయి
3. మాష్టారు : గిజుబాయి
4. పిల్లలకే నాహృదయం అంకితం : సుహోమ్లన్ స్కి
5. తల్లిదండ్రుల తలనొప్పి : గిజుబాయి
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 : చిన వీరభద్రుడు
15. టీచర్ : సిల్వియా వార్నర్
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. గిజుబాయి సమగ్ర సాహిత్యం (4 Volumes)
22. సుమ్మర్ హిల్ - ఎ.ఎస్.నీల్

14. OBJECTIVES & INTERVENTIONS OF SAMAGRA SHIKSHA

Samagra Shiksha Abhiyan (SSA)

1) Objectives :

Samagra Shiksha focuses on several key areas to improve the quality of school education in India. The major focused areas include^{1 2}:

Inclusive Education: Ensuring equitable access to education for all, with a special emphasis on girls, children with special needs, and those from disadvantaged backgrounds.

Quality Education: Improving learning outcomes, teacher training, and infrastructure development to provide quality education.

Digital Education: Promoting the use of technology in education through ICT labs, smart classrooms, digital boards, and virtual classrooms.

Vocational Education: Introducing vocational skills training from Class 6 onwards, with internships, bag less days, and skill-building activities.

Teacher Development: Providing capacity-building programs for teachers, including training through SCERTs, DIETs, and NISHTHA programs.

Infrastructure Development: Upgrading school infrastructure, including sports facilities, libraries, and transportation.

Sports and Physical Education: Integrating sports and physical education into the curriculum, with additional grants for schools where students win medals at the Khelo India Games.

Child Rights and Safety: Ensuring the safety and well-being of children in schools.

Accountability and Governance: Strengthening monitoring and assessment mechanisms, including social audits and the use of UDISE+ data.

Pre-Primary Education: Funding pre-primary classes in government schools, including teaching-learning materials and training for pre-primary teachers.

Foundational Literacy and Numeracy: Implementing initiatives like NIPUN Bharat to improve foundational literacy and numeracy skills in children aged 3-9 years.

Support for Out-of-School Children: Providing financial assistance to children aged 16-19 years to complete their schooling through open learning.

Girls' Education: Upgrading Kasturba Gandhi Balika Vidyalayas, providing self-defense training, and offering stipends to girls with special needs.

2) Interventions :

Samagra Shiksha Scheme has several interventions aimed at improving the quality of education and increasing access to schooling for all students. Here are some key interventions:

Focus on Inclusion

- **Uniforms and Textbooks:** Allocation for uniforms under the RTE Act has been enhanced from Rs. 400 to Rs. 600 per child per annum, and textbook allocation has been increased from Rs. 150/250 to Rs. 250/400 per child per annum.
- **Support for Children with Special Needs:** Allocation for CWSN has been increased from Rs. 3000 to Rs. 3500 per child per annum, with a stipend of Rs. 200 per month for girls with special needs from Classes 1 to 12.
- **Inclusive Education:** Identification and assessment of Children with Special Needs, provision of aids, appliances, and assistive devices.^{1 2 3}

Focus on Quality of Education

- **Teacher Training:** Enhanced capacity building of teachers and school heads, with a focus on strengthening Teacher Education Institutions like SCERTs and DIETs.
- **Digital Education:** Support for "Operation Digital Board" in secondary schools, enhanced use of digital technology, and strengthening of ICT infrastructure.
- **Library Grants:** Provision of library grants ranging from Rs. 5000 to Rs. 20,000 for every school.

Focus on Girl Education

- **Self-Defense Training:** Self-defense training for girls from upper primary to senior secondary stage.
- **Up gradation of KGBVs:** Up gradation of Kasturba Gandhi Balika Vidyalayas from Class 6-8 to Class 6-12.
- **Enhanced Commitment to Beti Bachao Beti Padhao:** Increased focus on promoting girls' education and addressing gender gaps.

Focus on Skill Development

- **Vocational Education:** Exposure to vocational skills at the upper primary level and integration of vocational education with the curriculum for Classes 9-12.
- **Reinforce Emphasis on Kaushal Vikas :** Focus on strengthening teacher education institutions and promoting vocationalization of education.

Other Interventions

- **Pre-Primary Education:** Support for pre-primary training, Anganwadi co-location in primary schools, and curriculum development.
- **School Infrastructure:** Improvement of school infrastructure, including construction of schools, additional classrooms, and provision of science and math labs.
- **Sports and Physical Education:** Provision of sports equipment and emphasis on sports education as an integral part of the curriculum.

Teachers Play the following roles in shaping students future

- 1. Teachers nurture students' self esteem:** What a student believes about him, or herself is critical teachers act as guardians in helping students to be confident in themselves. By creating a good relationship with students, teachers can motivate their students into self belief.
- 2. Teachers promote self – determination:** When students have the confidence in themselves, they are more likely to attain their goals in life and secured.
- 3. Teachers create positivity in a student:** One study concluded, when a teacher is approachable, well focused and is sensitive to student's needs, students tend to exceedingly well and can participate freely in interactions.
- 4. Teachers create active learning relationships:** Engaging student's inactive group discussion and peer interaction builds the students social skills. The mind of the student can be active.
- 5. Teachers enhance academic abilities:** Teachers engage students in academic learning. Teachers give challenging assignments tests and evaluation that required student's reflection.
This helps students reflect on ideas that assist them to build on their academic performance.
- 6. Teachers create curriculums that foster student's development:** Learning instructions have friendly and educative curriculums for students. The curriculums create comprehensive and interactive learning environment within the classroom and outside.
- 7. Teacher help students understand their strength and weakness:** By actively engaging students, teachers can know and learn each student's strength and weaknesses. Through evaluation teachers guide students on the best way to work hard on their weakness as well as build their strength.
- 8. Teachers teach problem – solving skills:** Students at an early age are might how to apply problem solving skills. As they solve problems, decision making skills are developed as well.
Students are given assignments that trigger their critical mind and thinking. Assuring students allow them a sense of ownership.
- 9. Teachers curb harassment:** Students bullying is a constant feature in leaning institutions. Teachers play a crucial role in distracting and Testing such behaviors among students instead, they impact social responsibility and interaction. It can lead to depression thus it is discouraged in schools and colleges.
- 10. Teachers have high expectation:** Teacher's high expectation from students helps them achieve high academic performance and in turn..... Development.

Annexure

Specific Activities:

1. Sem-I -Language Mela -Telugu

Sem-II -Art Mela / Art/ Craft Exhibition

Sem-III- English Mela

Sem-IV-Maths Mela

2.Student Adoption Programme:-

Each faculty has to adopt = $\frac{\text{No. of Students}}{\text{No. of faculty}}$

3.Library Related Activities

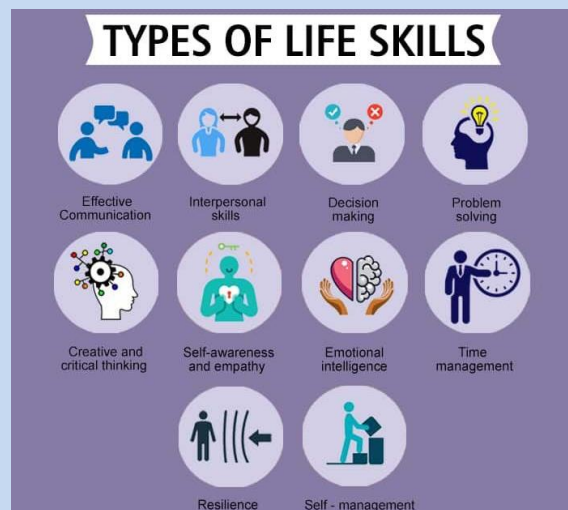
Book Review writing

Past reading activity

Zone wise Diet Meet:

DIET Competitions (Zonal level)

Teachers don't just teach subjects. They also teach valuable life skills like patience, perseverance, and Responsibility, which are crucial for navigating life's challenges and achieving one's goals.



D.El.Ed Course ALMANAC-2025-27

Activities going on in Primary School

To have a clear cut idea among the activities going on in primary schools of Andhra Pradesh to the trainees of D.El.Ed 2025-27 batch, a peripheral idea about those activities are introduced in the following pages.

School Readiness - Class Readiness

School/class Readiness programme for this academic year can be conducted for 6 weeks for 1 & 2 Classes from the date of reopening. For classes 3to5 Readiness activities will be conducted up to 30th June. School readiness can be conducted in order to make the children adopt to school environment. The teacher has to plan appropriate activities to achieve the minimum levels of learning of their previous class.

In order make the child ready Psychologically, Physically and sociologically, focus must be given for acquisition of Language Skills (LSRW) and Mathematical skills (Four fundamental processes) by the children.

The teacher has to ensure that every child :

1. Acquire the stated academic standards to continue the present class.
2. Acquire the Literacy and Numeracy skills
3. Able to read and write sentences correctly.
4. Acquire creative skills and language skills as per the class - specific academic standards.
5. To do in the class - relevant fundamental processes in mathematics as per the academic standards.

Methodology: The teacher has to allot 20% of periods (meant for readiness) for class preparedness in addition to the coverage of regular syllabus (from 12th June 2025 to 3rd August 2025) as given in the Academic Calendar.

All subject teachers shall conduct language reading and reading comprehension activities in their concern periods. Teacher has to write key vocabulary on the board from the previous class lessons. Explain briefly and train the students to read the vocabulary by conducting whole class, pair, individual reading activities. Conduct dictation at the end of each period. Mathematics teachers shall conduct activities for four fundamental operations. In case of regular syllabus periods the teacher has to write key words, the gist of lesson in one or two sentences on the board and make students read and comprehend under class readiness activity.

Holistic Progress Card (HPC)

The Holistic Progress Card (HPC) in Andhra Pradesh is a comprehensive tool designed to evaluate students' overall development, encompassing academic performance,

personal growth, and extracurricular involvement. This initiative aligns with the National Education policy (NEP) 2020's emphasis on a 360-degree, multidimensional assessment approach.

The Holistic Progress Cards are part of broader effort to enhance personalized learning and ensure the overall well-being of students in Andhra Pradesh's government schools.

Key Components of the Holistic Progress Card :

Basic information : Includes the student's full name, date of birth, grade, roll number, and a recent photograph.

The Holistic Progress Record includes essential details such as the admission number, Aadhaar number, APAAR ID, PEN number, and contract numbers.

Health Metrics : Records such as height, weight, Body Mass Index (BMI) and blood group, updated biannually to monitor physical well being.

The student's attendance is documented on a monthly basis, with the total attendance for the academic year also recorded in the Holistic Progress Report.

The marks secured in all formative and summative assessments are meticulously recorded, with corresponding grades calculated and presented in the Holistic Progress Report.

Performance in values and life skills, arts and cultural education, computer literacy, sports, and yoga is systematically assessed and documented in addition to academics.

Teacher Handbook

The **Teacher Handbook** is a comprehensive resource designed to support Teachers in planning and delivering effective classroom instruction.

It offers detailed lesson plans aligned with curriculum standards, making daily teaching more structured and purposeful. The handbook includes a range of **pedagogical strategies** to cater to diverse learner needs and styles.

Activity-based learning methods are emphasized to make teaching interactive and student-centered. QR-linked digital resources enrich lessons with multimedia content and real-world applications. It promotes **conceptual clarity** by providing step-by-step teaching approaches and clear learning outcomes. Assessment tools and rubrics are included to help monitor student progress and adjust teaching accordingly. **Self-reflection sections** encourage teachers to evaluate their own practices and identify areas for improvement.

The handbook advocates for **inclusive education** through differentiated instruction and adaptive techniques. It simplifies lesson planning, saving valuable time while enhancing instructional quality. Evidence-based practices within the guide support continuous teacher development. The resource also helps build a culture of **collaborative learning** among educators. Clear guidelines ensure effective use of textbooks, supplementary materials, and classroom activities.

The Teacher Handbook bridges the gap between theory and practice, strengthening classroom delivery. Ultimately, it empowers teachers to create engaging, effective, and learner-cantered educational experiences.

Students Assessment Booklet

Assessment Booklet: A Tool for Tracking Student Learning and Growth “The Assessment Booklet is designed to systematically record students' responses, scores and results for all assessments conducted throughout the academic year, from weekly tests to summative exams. This allows students, teachers, headmasters (HMs), and parents to easily track progress and identify learning trends over time.

Each grade and subject will have a dedicated booklet, used during tests and stored in the school for regular reference. By maintaining these booklets, stakeholders can consistently monitor student learning, support targeted interventions, and ensure steady academic growth throughout the year.

Vidya Pravesh

Introduction

Vidya Pravesh is a three-month preparatory module designed for children entering Grade 1. It is based on the National Education Policy (NEP) 2020 and aims to provide a smooth transition from preschool to formal schooling. The program focuses on play-based and activity-based learning to develop foundational skills in language, numeracy, and socio-emotional aspects.

Objectives :

- To ensure children develop school readiness before starting formal education.
- To enhance language, numeracy, and cognitive skills through play-based activities.
- To build confidence, curiosity, and social-emotional skills in children.
- To make learning joyful and engaging through storytelling, songs, and hands-on activities.

Process :-

- Play-Based Learning – Activities like storytelling, singing rhymes, and free play.
- Language Development – Picture reading, conversation practice, and vocabulary-building exercises.
- Numeracy Skills – Counting objects, recognizing numbers, and playing number games.
- Fine Motor Development – Tracing, colouring, clay modelling, and craft activities.
- Social-Emotional Learning – Group activities, self-help tasks, and interaction with peers.

Expected Outcomes :-

- Improved listening, speaking, and comprehension skills in children.
- Enhanced pre-writing and pre-math skills through hands-on experiences.
- Better social and emotional adjustment in the classroom environment.
- Increased confidence and curiosity for learning.
- To Ensure smooth transition into Class I Vidya Pravesh module designed for 90 days is restructured to 60 day programme.

Duration : 12th June to 3rd August 2025 (Two- months programme)

Daily Schedule: Two hours are allocated for Vidya pravesh activities in all primary schools - one hour in the morning and one hour in the after noon.

Guaranteed FLN

To achieve guaranteed Foundational Literacy and Numeracy (FLN) by the end of Class 5, a strategic and structured approach has been adopted, aligned with the NIPUN Bharat Mission. The focus is on ensuring that at least 75% of students attain fluency in Telugu and English reading and 90% achieve single-digit number addition proficiency by Class 5. Clear learning outcomes have been outlined for Class 1 to 5.

Class I:

English: Read simple sentences with 3-letter words with understanding.

Telugu: Read 3-letter words with guninthalu with comprehension.

Math: Perform simple addition and subtraction with 1-digit numbers.

To support these goals, the **Gnana Prakash 60-day Certificate Course for Class 1 & 2** teachers and Anganwadi workers plays a crucial role. This course, delivered in a blended mode over three years (20 days per year), builds capacity in key areas such as play-based learning, inclusive practices, child-centric assessment, and community engagement. The course content is directly aligned with foundational teaching practices and early childhood pedagogy, ensuring that teachers are well-equipped to meet the needs of diverse learners and implement activities that help every child achieve age-appropriate learning milestones.

Additionally, **Unmukh and School Readiness activities** are being systematically implemented for English and Math. For English, teachers will conduct engaging pre-literacy activities such as picture-sound association, alphabet songs, storytelling, and basic vocabulary games. For Mathematics, pre-math and spatial concept activities such as sorting, matching, sequencing, and number recognition games will be introduced. These are designed to build number sense and confidence in mathematical thinking. Since Telugu readiness content is already embedded in the textbooks, teachers are effectively using it in regular classroom processes.

Community involvement is a strong pillar of the FLN mission. Schools are encouraged to display FLN posters, conduct daily FLN pledges, and have leaders regularly address teachers and parents on the importance of foundational learning. Activities such as **Mother's Melas, Mother's Workshops, and FLN Fairs** are being organized to involve parents and caregivers directly in their children's learning journey. In addition, **DIET lecturers and students** play a crucial role not only in supporting schools but also in **monitoring, evaluating, and verifying FLN progress**. When a school claims to have achieved 80% to 100% FLN outcomes, **DIET teams act as independent evaluators**, visiting classrooms, interacting with students and teachers, and reviewing evidence to confirm these achievements. Their role brings credibility, accountability, and motivation to the entire process.

To further encourage excellence and create a culture of recognition, **school clusters achieving 80% FLN as per the evaluation of independent evaluators will be honoured with special badges** such as 'NIPUN Child', 'NIPUN Teacher', 'NIPUN School', and 'NIPUN Cluster etc'. These recognitions will be awarded publicly to celebrate their efforts

and inspire others. **Mega PTMs** are being used to inform parents about FLN goals and progress, and to equip them to support learning at home. Communication and awareness are being strengthened through **TV programs, jingles, logos, social media content, and student demonstration videos**. Events like Reading Week, photo campaigns with leaders, FLN Fairs further promote a joyful and achievement-driven FLN environment across schools and communities.

A month-wise action plan has been prepared with targeted activities that schools will implement to ensure every child achieves FLN. Alongside this, age-appropriate assessment tools have been developed, and a robust monitoring mechanism has been established to track learning outcomes and provide timely interventions. This integrated approach—linking teacher training through the certificate course, readiness activities, classroom instruction, and strong community participation—aims to ensure that Foundational Literacy and Numeracy is guaranteed for every child by Grade 3.

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 Program based on Pratham’s evidence-based Teaching-at-the-Right-Level (TaRL) approach. The learning improvement and recovery program 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.

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 Abhiyan. This mission aims to ensure that every child should attain foundational literacy and numeracy (FLN) skills by Class 2 by the year 2026-27. The main goal of the program 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	సబ్జెక్ట్ : తెలుగు
CLASS 1	మౌఖిక వ్యక్తీకరణ	తోటి పిల్లలతో, ఉపాధ్యాయులతో మాట్లాడతారు. తన అవసరాలు, 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 చదువుతారు.
		పుస్తకం చదవడం / కథ చెప్పే కార్యక్రమంలో చురుకుగా 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 వ్యక్తీకరణ చేస్తారు
		గుర్తించిన అక్షరాలను పెన్సిల్ పట్టుకొని రాస్తారు
		తన పేరు గుర్తించి రాస్తారు.

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

Grade	Skills	సబ్జెక్ట్ : తెలుగు
CLASS 2	మౌఖిక వ్యక్తీకరణ	పిల్లలు తరగతి గదిలో ఉన్న చిత్రాల గురించి సంభాషిస్తారు.
		పిల్లలు సంభాషణలో పాల్గొంటూ, ఇతరులు మాటలను వింటారు, ప్రశ్నలను అడుగుతారు.
		గేయాలు / పాటలు పాడుతారు.
		పిల్లలు కథల్లో, పద్యాల్లో, ముద్రణలోపున్న సుపరిచిత పదాలను తిరిగి చెప్తారు.
	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 పున్న 6 నుండి 8 వాక్యాలను అర్థం చేసుకొని స్పష్టంగా చదువుతారు.
	రాయడం	పిల్లలు తమ భావాలను సరళ వాక్యాలలో వ్రాయగలుగుతారు.
		పిల్లలు 4 లేక 5 చిన్న వాక్యాలను అర్థమయ్యే విధంగా వ్రాస్తారు.
1. పరిచిత సన్నివేశాన్ని (కథలు, పాటలు) గురించి రాయడంలో గుణిత పదాలను ఉపయోగించి రాస్తారు. 2. అక్షరం దాని శబ్దం ఉపయోగించి కొత్త పదాలను రాయగలరు. పిల్లలు అవగాహన తో 2 లేదా 3 వాక్యాలు రాస్తారు.		

గమనిక : NIPUN పునాది 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.
		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
	Writing	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.
	Writing	Writes 4 to 5 short sentences with legible 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 I	సంఖ్యాజ్ఞానం	Counts objects and correlates numerals up to 9	9 వరకు ఉన్న వస్తువులను లెక్కించి వాటిని అంకెలతో పరి చోల్చగలరు
		Recognizes, reads and writes numerals up to 9	సంఖ్యలను 9 వరకు గుర్తించగలరు, చదవగలరు, రాయగలరు.
		Identifies and copies /draws simple patterns.	చిన్నదిన్న సమానాలను గుర్తించగలరు మరియు చూసి గీయగలరు
		Compares two groups in terms of number of objects and uses words like more than / less than /equal to etc.	రెండు సమూహాలలోని వస్తువులను, వస్తువుల సంఖ్యను చోల్చి అవి ఎక్కువ, తక్కువ లేదా సమానమా అనేది చెప్పగలరు.
		Arranges numbers /objects /shapes /occurrence of events in a sequence	అంకెలను, వస్తువులను, ఆకారాలను, సన్నివేశ ప్రమాన్ని వరుసక్రమంలో ఉంచగలరు
		Classifies objects based on their observable characteristics and communicates the criteria of classification	వస్తువులను అవి కనిపించే లక్షణాల ఆధారంగా వర్గీకరించి, వర్గీకరణ ఏ ప్రమాణాల ప్రకారం చేయాలి అనేది చెప్పగలరు.
		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.	తన చుట్టూ ఉన్న వివిధ వందర్యాలలో వస్తువులను పెద్దది, చాలా పెద్దది, పొడవైనది, చాలా పొడవైనది, చిన్నది, చాలా చిన్నది, దాని కంటే బరువైనది, దీని కంటే తేలికైనది, వంటి చోరిత కోసం పదజాలాన్ని ఉపయోగించ గలరు
		Counts objects and develops number sense up to 20	వస్తువులను లెక్కించడం ద్వారా 20 వరకు సంఖ్యా భావనను పెంపొందించుకుంటారు
		Identifies and extends simple patterns in their surroundings, shapes and numbers	చుట్టూ ఉన్న సమానాలను ఆకారాలను, అంకెలను నిత్యజీవితంలో గుర్తించి విచరిస్తారు.
		Using addition and subtraction of numbers up to 9 (sum not exceeding 20) in daily life situations.	నిత్యజీవితంలో 9 సంఖ్య వరకు కూడిత, తీసివేత చేస్తారు. (మొత్తం 20 కి మించకుండా)
		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.	పిల్లలు ప్రామాణికం కాని కొలతలు చేతితో, కాచి అడుగుతో, చేళ్ళతో కొలవడం అలాగే చెంచాతో, కప్పుతో, మగ్గుతో కొలవడం చేయగలరు
		Identifies Indian currency notes and coins up to INR 20	రూ. 20 వరకు కరెన్సీని గుర్తించడం

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

Grade	Skills	Subject : Maths	
CLASS 2	సంఖ్యాజ్ఞానం	Counts objects and develops number sense up to 99.	వీల్లలు 99 అంకాల సంఖ్యా జ్ఞానాన్ని వస్తువులు లెక్కించడం ద్వారా పెంచుకుంటారు.
		Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.	99 వరకు సంఖ్యల కూడిక / తీసివేత చేయడం. ఈ మొత్తం 99 సంఖ్యను మించకుండా నిత్య జీవితంలో సమస్యలు పరిష్కరిస్తారు.
		Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x	గుణకారాన్ని పునరావృత సంకలనంగా, మరియు భాగాభారాన్ని సమాన విభజనగా అర్థం చేసుకోవడం. భాగాభార నిర్మాణాలను ఎక్కాల ద్వారా తెలుసుకుంటారు.
		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	ప్రామాణికం కాని సాధనాలైన కడ్డీ, పెన్సిల్, చారం, కప్పులు, చెంచాలు, మొదలైన వాటి యొక్క పొడవు, దూరం, బరువులను అంచనా వేస్తారు.
		Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.	దగ్గర / దూరం, లోపల / బయట, ఎడమ / కుడి, ముందు / వెనుక, పైన / కింద వంటి ప్రాచీన భావనలకు సంబంధించిన పదాలను ఉపయోగించగలుగుతారు
		1. Create new patterns from different shapes and numbers. 2. Performs simple transactions using money up to INR 100.	1. వివిధ ఆకారాలు మరియు సంఖ్యల నుండి కొత్త ఆమరితలను తయారు చేయగలరు. 2. 100 రూపాయల వరకు లావాదేవీలు చేయగలరు.

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

Cluster Complex Meetings

Cluster Complex meetings are discussion forums for teachers at cluster level, for Foundational school on various subjects. Organizing these trainings at a cluster level is one strategy to enhance the capacity of teachers and provide continuous support to the teachers for the improvement of their pedagogy. This can also be considered as a decentralized and context based support that teachers have access throughout the academic year. This platform will also be able to provide a space for teachers to identify and develop solutions that they face in classes currently.

We Love Reading

- ◆ "We Love Reading" Campaign - A Mission for Foundational Literacy in Andhra Pradesh.
The Government of Andhra Pradesh launched the "We Love Reading" mission on November 26, 2020, to promote foundational literacy among students from Classes 3rd to 9th.

This campaign emphasizes creating a joyful environment for reading at school, home, and community levels. It involves stakeholders such as teachers, parents, youth, NGOs, and community members, aiming to transform non-readers into independent readers

Objectives:

- Transform non-readers into readers.
- Cultivate reading habits for independence.
- Promote e-books and digital libraries.
- Actively involve teachers in enhancing reading skills.
- Raise community awareness about importance of reading.
- Strengthen school libraries through resource convergence.

Suggested activities while reading books:

1. Read Aloud Sessions
2. Book Cover Design
3. Buddy Reading
4. Make your own book
5. Book Treasure Hunt
6. Parent-Child Reading Evenings
7. Book Donation Drive (collect books from donors).

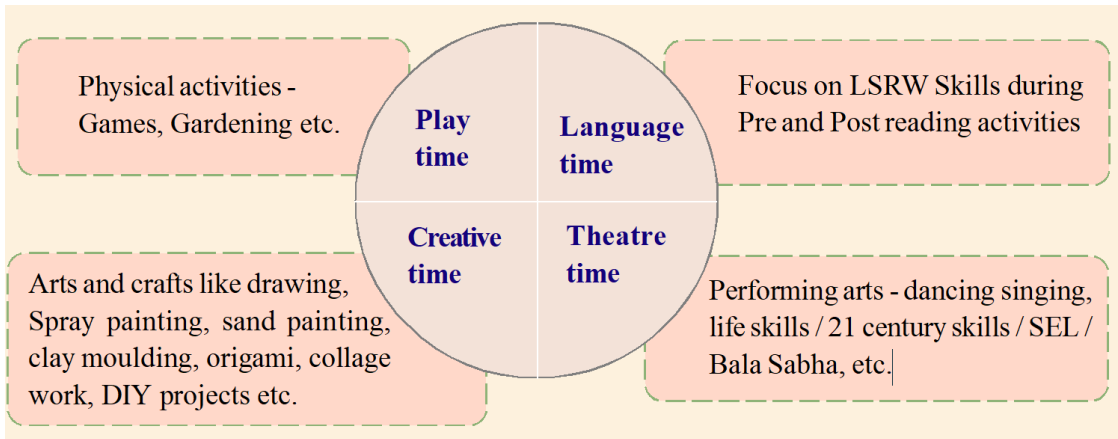
Stages of Implementation:

1. Preparatory Stage (June 2025 - August 2025): Initial Ground work: Prepare resources, create awareness, and build a foundation for the program.
2. Foundational Stage (September 2025 - November 2025): Focus on Building Basic Skills.
3. Advanced Stage (December 2025 - February 2026): Skill Enhancement
4. Valedictory Stage (March 2026 - April 2026): Assessments and Celebrations.

Level	Classes	Competitions
Students level- I	3 to 5	Story reading, Drawing
Students level- II	6 to 7	Story reading, Story writing, Drawing
Students level - III	8 to 9	Story writing, Review writing, Drawing
Teachers and Student-teachers	Primary, Upper Primary, High schools teachers, DIET Students	Review writing

No Bag day for 1 to 5 Classes

National Educational Policy (2020) suggested that there should be an inter connection between curricular and co-curricular areas. Hence, school should provide multiple opportunities to students to train them in enhancing their creativity and emotional wellbeing. An integrated platform of arts, crafts and play is necessary for children to learn with joy. For this purpose, 'No Bag Day' has been introduced for classes 1 to 5. During the No Bag days, children do not get their bags to schools and do not engage in subject-specific academic activities. The First and Third Saturdays in the month are dedicated to nurture the other (Non academic/Co-curricular) aspects of child growth and make learning more fun and holistic. The focus areas on these Saturdays will be on life skills education, English language skills enhancement, physical activities, arts and crafts.



సెషన్	అంశము	1, 2 తరగతులకు, విద్య వికాసం	
		నిర్వహణ	అంశము
సెషన్-1	పాడుకుందాం!	అభిఅనయ గేయాలు, దేశభక్తి గీతాలు, జానపద గేయాలు, పద్యాలు, శ్లోకాలు మొదలగునవి పిల్లలతో పాడించాలి	స్వజన బొమ్మలు గీయటం, రంగులు వేయటం బంక మట్టి కేనాక్స్ ఉపయోగించి బొమ్మలు / నమూనాలు తయారు చేయటం, మాస్కులు చేయటం, అలంకరణ వస్తువుల తయారీ, ఒరిగామి, నాటికలు స్ట్రెప్ట్ లు, మై, వికపాత్రలు, నృత్యం, అభినయం చేయటం.
సెషన్-2	మాట్లాడుకుందాం!	కథలు చదవటం, చెప్పటం, అనుభవాలు పంచుకోవటం, పొడుపు కథలు, ఫజిల్స్, సరదా ఆటలు ఆడటం, అన్నీ పిల్లలతోనే చెప్పించాలి	తోటకు రోదా-పరిశుభ్రం చేద్దాం పాఠశాల లో సాగుచేస్తున్న బడి తోటలో పాదులు చేయటం, కలుపు తీయటం, పందిరి వేయటం, ఎరువులు వేయటం. పాటకాల ఆవరణ / తరగతి గదులు శుభ్రం చేసుకోవటం
సెషన్-3	నటిద్దాం!	నాటికలు, స్ట్రెప్ట్ లు, మైం లు, వికపాత్రలు, నృత్యం, అభినయం చేయటం, మాసివద్దాం.	చదువుకుందాం పాఠశాల గ్రంథాలయాల్లో వచ్చిన పుస్తకాలను ఎంపిక చేసుకుని చదవటం చర్చించటం, కథలు చదవటం, రాయటం
సెషన్-4	స్వజన	బొమ్మలు గీయటం, రంగులు వేయటం, బంక మట్టి కేనాక్స్ ఉపయోగించి బొమ్మలు / నమూనాలు / మాస్కులు చేయటం, అలంకారం వస్తువుల తయారీ, ఒరిగామి	విదాం .. ప్రాథమిక ఆరోగ్య కార్యకర్త, పంచాయితీ అధికారి, కుటుంబ సంక్షేమ అధికారి, రోస్టాఫీసు, వ్యయసాయ దారుడు, వ్యాపారీ మో// వారిని బడికి ఆహ్వానించి పిల్లలతో మాట్లాడించటం.

NO BAG DAY - ACTIVITIES





NO BAG DAY VOCATIONAL ACTIVITIES



PSS Central Institute of Vocational Education

(A constituent unit of NCERT, under Ministry of Education, Government of India)

Shyamla Hills, Bhopal- 462 002, M.P., INDIA

www.psscive.ac.in



THE INSTITUTE

The PSS Central Institute of Vocational Education (PSSCIVE) was established in 1993 in Bhopal with a mandate to respond to the skills needs of children through the vocationalisation of education programme in schools.

It is a constituent unit of the National Council of Educational Research and Training (NCERT), which is under the Ministry of Education, Government of India.



It is a UNEVOC Network Centre in India. (UNESCO's International Project for Technical and Vocational Education and Training)



unesco
UNESCO Network Member



एन सी ई आर टी
NCERT



Skill India
अभियान - अभिरक्ष - अक्षय करे

MY CAREER ADVISOR APP

A joint initiative of the Ministry of Education (MoE), Govt. of India, NCERT-PSSCIVE and Wadhvani Foundation



**My Career Advisor
by MOE**

A joint initiative of the Ministry of Education (MoE), Govt. of India, NCERT-PSSCIVE and Wadhvani Foundation





It will help you in exploring career opportunities and options

Who Can Use ?

Students
Teachers
Counsellors
Parents



My Career Advisor App Link:
 Web Portal: <https://web-careeradvisor.wadhvanifoundation.org/en/guest/>
 Android App: <https://play.google.com/store/apps/details?id=com.wadhvani.career>
 iOS App: <https://apps.apple.com/in/app/my-career-adv/id675846448>

Key Features



Artificial Intelligence-based Career Matching

1500+
Career Options Across Sectors



Career based on Interest, Aptitude & Passion



Personalised Career Guidance






Updates on Emerging Trends and Careers



Job Roles Based Career Guidance

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
 (A CONSTITUENT UNIT OF NCERT, UNDER MINISTRY OF EDUCATION, GOI)

Courses in the Secondary Stage		
Form of Work	Grade 9	Grade 10
Working with Life forms 	Agriculture <ol style="list-style-type: none"> Familiarizing with and operating basic agricultural equipment. Seed bed preparation, seed selection, proper spacing, row cropping, and intercropping Fertilization and soil management. Pest and disease identification and control. 	Gardening <ol style="list-style-type: none"> Gardening tools - Familiarity with, using, organizing and maintaining the tools Techniques of plant propagation Dealing with weeds Dealing with pests
Working with Machine and Materials 	Plumbing <ol style="list-style-type: none"> Measuring, cut, thread, or bend pipe to required angle, using hand or other tools. Installation of household equipment such as geyser, RO Identifying minor plumbing issues and resolution 	Carpentry <ol style="list-style-type: none"> Measuring, cutting and sawing using basic hand tools such as planes, chisels, sandpaper, mallets Joining wooden pieces, driving nails etc. Basics of painting and finishing restoration of old wooden items
Human Services 	Beauty and wellness <ol style="list-style-type: none"> Introduction to beauty and wellness Learning Manicure, pedicure, and Mehendi services Hair care 	Nursing and care <ol style="list-style-type: none"> Basic concept of health and Nursing care, Patient care, and counselling Measuring vital signs



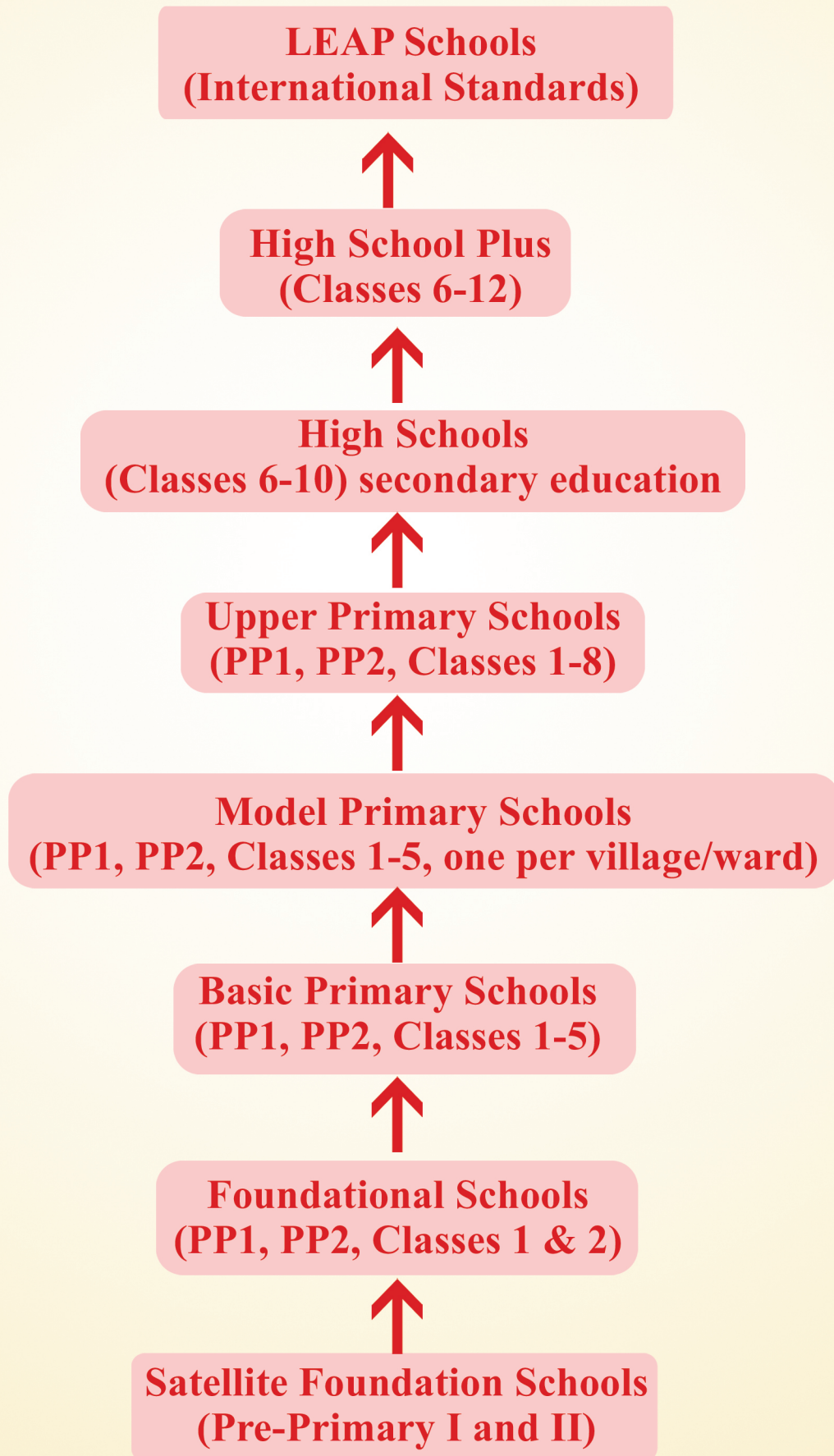
Exploring Career Paths with
CAREER CARDS
 A Career Guide for School Students
VOLUME-1



Exploring Career Paths with
CAREER CARDS
 A Career Guide for School Students
VOLUME-2

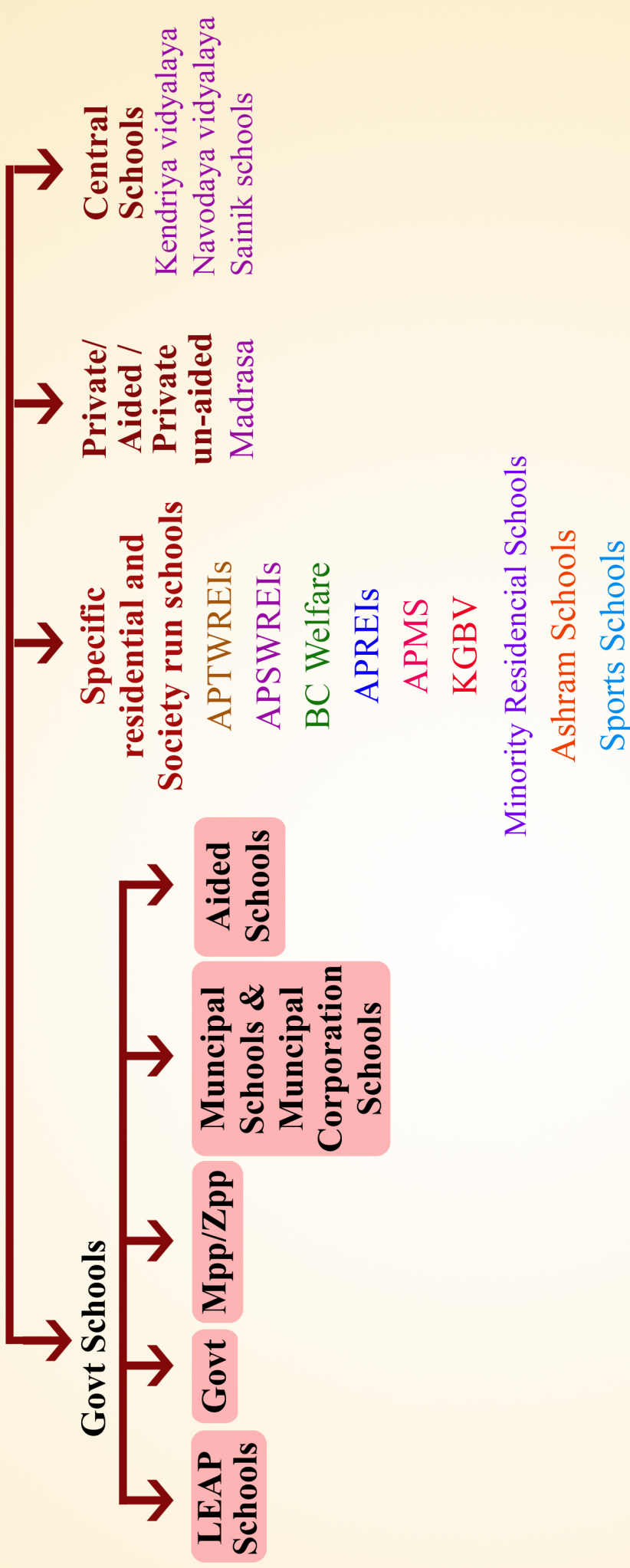


CATEGORIES OF AP SCHOOL EDUCATION



Note : First Model School to International Standards with the ZPHS Nidamaru (V), Mangalagiri (Mdl), Guntur (dt)

CATEGORIES OF AP SCHOOL EDUCATION



Note :
 APWREIs - AP Tribal Welfare Residential Educational Institutions Society
 APSWREIs - AP Social Welfare Residential Educational Institutions Society
 APREIs - Andhra Pradesh Residential Educational Institutions Society
 APMS - AP Model Schools
 KGBV - Kasturba Gandhi Balika Vidyalaya



AP MODEL SCHOOLS AND LEAP SCHOOLS

(Learning by Enabling, Assessing, and Practicing)

The Primary aim of AP Model Schools (LEAP Schools) is ;

The school is part of the state wide “LEAP” initiative, which aims to align the curriculum with NEP 2020 and focus on job-oriented skills and extra curricular activities.

LEAP initiative

The school is participating in the LEAP initiative, which enhances the learning experience by Aligning the curriculum with National Education Policy (NEP) 2020 Focusing on research, innovation, and entrepreneurship incorporating job-oriented approaches and skills for future economic needs Emphasizing extracurricular activities.

- To provide quality
- Particularly to students in educationally backward areas to serve as a benchmark for other schools in the block.
- These schools focus on all-round development by offering a well-rounded curriculum that includes academics, arts, and physical education, alongside
- Improved infrastructure and innovative teaching methods.
- **Provide quality education:** The schools are modeled after Kendriya Vidyalayas to offer a high standard of education, specifically in educationally backward areas.
- **Act as an educational benchmark:** The initiative aims to set a new standard for excellence in the state's school education system.
- **Offer English-medium instruction:** English is the medium of instruction from class VI, with the goal of improving students' competitiveness and future opportunities.
- **Create a well-rounded learning experience:** The schools focus on a curriculum that includes academics, arts, and physical education.
- **Ensure access and equity:** The program specifically targets students in educationally backward mandals, providing them with access to quality schooling that they might not otherwise have.



State Council of Educational Research and Training

