

Childhood, Child Development and Learning (General Paper)

Unit 1: Childhood

- Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization; Child labour, Child abuse; childhood in the context of poverty.
- Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices.
- Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner.
- Gathering data about children from different contexts using different methods, techniques and approaches: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; **Experimental method, Questionnaire, Case Study, Rating Scales, Longitudinal and Cross-Cultural Approaches.**

Unit 2: Perspectives in Development

- Introduction to Development: Concept of Growth, Development and Maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards.
- Physical - Motor Development; Growth and maturation
- 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.
- 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**

Unit 3: Cognition and Cognitive Development

- Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence - Multiple intelligences, emotional quotient and management of emotions.
- Cognitive Development: Social Contexts; Individual differences in the context of learning
- Perspectives on Cognitive Development – Piaget and Vygotsky.
- Facilitating concept formation: Building on children’s existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning

Unit 4: Learning

- Contexts of learning: Home, School, Environment
- Factors influencing learning: Maturation, Emotions, Learning environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting, Personality.
- Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator.
- Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning
- Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools

Suggested Mode of Transaction

- Classroom discussions and dialogues
- Active questioning
- Scaffolding reading of suggested readings
- Integrated projects, Guided inquiries and Field based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Group work, Pair work
- Seminars, Panel discussions, Workshops
- Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Suggested Practicum Tasks

Task 1:

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

Task 2:

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

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

Task 3:

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

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

Task 4:

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

Task 5:

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

Task 6:

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

Task 7:

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

Suggested Mode of Assessment (Continuous and Comprehensive Assessment)

- Participation in classroom discussions
- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- Reflective essays
- Worksheets (on reading assignments, field work etc.)
- Paper pencil tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on).



Society, Education and Curriculum (General Paper)

Unit 1: Aims and Purposes of Education

- Relationship between schooling and education, and exploring various educative processes in human societies
- Aims and values of education: Constitutional values; NPE 1986; NCF 2005, SCF 2011
- Understanding basic assumption about human nature, society, learning and aims of education.
- Exploring and enquiring in to the nature in to the needs of education in human society.
- Schooling and education as visualized by different Western and Indian thinkers:
- Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthi, Gijubhai Bhadekha, Jyothibha Phule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sri Sarvepalli Radha Krishnan, Sant Kabir, John Dewey, Frobel, Montessori, Prof.J.P.Naik, Prof. D.S.Kothari.

Unit 2: Education, Politics and State

- Political nature of education: Power and Ideologies and how they structure aims of education
- Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers
- Teacher's status in society: Public perception; Systemic issues – bureaucratization.
- Role of community and civil society organizations in education: A critical appraisal

Unit 3: Knowledge and Understanding

- Construction of knowledge, Knowledge Vs Information
- Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry
- Bodies of knowledge: different kinds of knowledge and their validation processes (truth criteria)
- Knowledge and power: Dominance of one kind over another; Textual knowledge Vs experiential knowledge
- Children's construction of knowledge: What and How; Alternative frameworks of children's thinking
- Forum of knowledge and problem solving – Maths, Science, Social Science, History, Language, Philosophy etc., Role of the teacher.

Unit 4: Curriculum and Learning

- Curriculum, syllabus and textbooks
- Processes and criteria for curriculum selection and construction
- Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers
- Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning
- Designing and implementing curricula for a multicultural, multilingual society: Realising the aims of education - Meeting diverse needs through partnerships with communities; Ensuring learning for ALL, Organization of curricular experiences. Choosing teaching learning methods, Teaching Learning Materials and assessment

Mode of Transaction

- Critical thought and questioning should be the basis for the transaction.
- Close reading of text material, papers, articles, case studies.
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.
- Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies and documents.
- Medium of art- such as role-play

Suggested Practicum Tasks

Task1:

What does it mean to be 'educated' in contemporary India? Presenting multiple perspectives on the expectations from education in India based on interviews and some research, and based on their own reflections.

Task2:

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

Task3:

What ought to be the aims of education in India today? Debate and discussions, to generate a range of orientations to education in India, representing different ideologies and emphases

Task4:

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

Task 5:

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

Suggested Mode of Assessment (Continuous and Comprehensive Assessment)

- Participation in classroom discussions
- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/ Learning resources
- Reflective essays
- Worksheets (on reading assignments, field work etc)
- Paper Pencil Tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)



Early Childhood Care and Education (General Paper)

Unit 1: Definition, Nature and Significance of Early Childhood Care and Education

- The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Deewey, Tagore, Russeau, Frobel, Montessori, Gandhi.
- Definition and objectives of holistic ECCE curriculum – Significance of early years.
- Significance of ECCE as critical period for lifelong learning and development,
- Rationale for extending ECCE to 8 years for smooth transition.
- Early learning challenges in schools and concept of school readiness.
- Critical appraisal of current practices in ECCE centres of government, NGOs, private managements.
- Children needs:
 - o Freedom (expression, experimentation, encouragement, challenge);
 - o Happiness (support, security and safety, opportunity and guidance)
 - o Adoptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy)
 - o Health well being and health habit, nutrition.

Unit 2: Principles and Methods of Developmentally appropriate ECCE Curriculum

- How children learn: Stage wise distinctions from early to middle to late childhoods,
- Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges
- Importance of Play and Active learning methods for early years learning.
- Guiding principles: Play and art as the basis of learning – Primary of experiencing not expertising
- 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)

Unit 3: Planning and Management of ECCE Curriculum

- Principles of planning a balanced and contextualized curriculum
- Long and short term objectives and planning

- Project method and thematic approach
- Maintaining a developmentally appropriate and inclusive class environment
- Resources for effective functioning of ECCE
- The role and function of instructors

Unit 4: Curriculum for 3 to 6 Years of Age Group Children in ECCE

- Language and communication
- Mathematical concepts
- Scientific thinking

Unit 5: Assessing Children's Progress

- Early learning and development standards
- Observing and recording children's progress
- Reporting children's progress
- Ensuring home school linkage

Mode of Transaction

- Presentation and discussions
- Field visits
- Group works
- Pair works
- Read and reflection
- Video films/ cinemas watching and discussion
- Interactions etc.

Suggested Practicums

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

**Understanding Language and Language Development
at Primary Level (Mother Tongue - Telugu/ Urdu)
(Methodology Paper)**

Unit 1: Language and Society

- Nature of Language: language is a living dynamic form; language has varied functions; language is a way to express experience; language is a rule-governed activity
- Language includes culture, cognition and communication; the meaning of words themselves is conveyed by the context and the understanding of the speaker's intention 47
- Language and Society: multilingual diversity in India; socio-political-economic power associated with languages; critical understanding of notions of 'standard' and 'nonstandard' forms of language
- Language: The First Language (mother tongue), Second and Third Language, forms of language, dialects, individual language, home language, language in the surroundings, language as a tool for thought and expression, language as a medium of instruction, language for National integration, International understanding, language of the authority.

Unit 2: Early Language acquisition and language learning

- Animals and humans language, pre-linguistic capabilities to communicate
- Language acquisition and Language Learning: Infants, Toddlers, Pre-school and early school years; Language learning as the outcome of biological, social and individual factors; Language learning as a form of apprenticeship; Significance of play, stories and songs
- Literacy: as more than decoding and encoding; learning to read and write as a dynamic and evolving process; multiple kinds of literacy
- Significance of early literacy in the context of current schooling: Importance of play and stories; valuing home language and giving diverse and fear-free atmosphere to learn and communicate in school language
- Role of literature in language learning : Types of texts; narrative and expository literature, Engaging with a text; Using literature across the curriculum with special reference to children literature.
- Language across curriculum: Function of language in the classroom, outside the classroom; Learning language and learning through language
- Language learning needs of children with special needs: Diagnosis and early language intervention

Unit 3: Developing language abilities at Primary Level

(A) Listening and speaking

- Listening and speaking, it's importance
- When children listen? How do we develop listening abilities/ listening comprehension?
- When children speak? Forms speaking, Importance of children's talk: Self talk, peer interactions; Talk as a resource for language learning; How we develop speaking abilities (dialogue, storytelling, poem recitation etc.)

(B) Reading and Writing

- Literacy and reading
- Ways of reading; Types of reading (loud and silent reading); It's importance
- Pre-reading and post reading activities
- Beyond the textbook: diverse forms of texts as materials for language
- Helping children to become good readers – Activities/ tasks
- What is writing and relationship between Reading and Writing
- Developing writing skills – Activities/ tasks for legible writing, writing without mistakes and self writing.

(C) Creativity and Imagination

- Children ability to imagine, creativity, role of the teacher to develop imagination and creativity, tasks for developing imagination creativity (Ex: extension of action songs, rhymes and stories, story writing, letter writing, riddles, quotations etc.)

Unit 4: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of language textbooks of early primary and primary classes.
- Content, approaches and methods of teaching languages - Interactive and participatory methods, teacher as facilitator
- Themes, structure of the unit, nature of exercises and its implications
- Academic standards and indicators of learning at 1, 2 classes and 3, 4, 5 classes
- Learning resources for effective transaction of language curriculum

Unit 5: Language Development Programmes in the State

- Children Language Improvement Programme (CLIP).
- Sneha Bala (SLIM Cards – Self learning interactive material for class 1 and 2)

- Children literature (*Vaana Chinukulu, Katha Vachakalu*)
- Early reading programme; Read, Enjoy and Development (READ) Programme.
- Innovations in schools – Children dairy, wall magazine, classroom libraries, school post box etc.

Unit 6: Classroom Planning and Assessment of Language Learning

- Teacher preparation and Teaching Learning Materials
- Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan
- 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, records and registers.

Suggested Mode of Transaction

- Classroom discussions and dialogues
- Active questioning and brainstorming sessions.
- Scaffolding reading of suggested readings
- Integrated projects, Guided inquiries and Field based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Group work, Pair work
- Seminars, Panel discussions, Workshops
- Individual and group presentations of issues and concerns raised in classroom/ assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Practicums/ Project Works

1. భాష గురించి

- మూడు సంవత్సరాల పిల్లలను మాట్లాడే రెండు మూడు పదాలకు చెందిన ఐదు లేక ఆరు వాక్యాలు సేకరించండి. ఆ వాక్యాల నిర్మాణ రీతులను, పిల్లలకున్న భాషా సామర్థ్యాన్ని, అంతర్గత శక్తుల గురించి విశ్లేషించి నివేదకను 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 వృద్ధి పరచడానికి కృత్యాలను రూపొందించి, తరగతి గదిలో అమలు చేసి నివేదిక రూపొందించండి.
- ప్రాథమిక తరగతి తెలుగు వాచకాలను పరిశీలించండి. వీటిలో వినడం, మాట్లాడడానికి సంబంధించిన కృత్యాల జాబితాను తయారు చేయండి. వీటిని అమలుపరచడం వలన పిల్లలు ఏమేం చేయగలుగుతారో వివరించండి.

ఆ) చదువడం

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

ఇ) రాయడం (స్వీయరచన)

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

- 4) **భాషా వనరులు - వాటి వినియోగం - భాషాభివృద్ధి కార్యక్రమాలు**
 నూతన పాఠ్యపుస్తకంలోని 'ముందుమాట'ను, 'ఉపాధ్యాయులకు సూచనలు' చదువండి. దీని ఆధారంగా పాఠ్యపుస్తకాల్లో 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 ప్రణాళిక, 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 తెలుసుకోండి. రెండు, మూడు దేశాల కార్యక్రమాల (ఇంగ్లాండ్, ఫిన్లాండ్, యు.ఎస్., ఆస్ట్రేలియా, న్యూజిలాండ్) ఆధారంగా నివేదిక తయారు చేయండి. దీనితో మన రాష్ట్రంలోని పరిస్థితిని పోల్చండి. సూచనలివ్వండి.
 - గిజుభాయి సమగ్ర సాహిత్యం పుస్తకాలను / గిజుభాయి రాసిన 'పగటి కల' పుస్తకాన్ని చదవండి. వీటి ఆధారంగా ప్రాథమిక పాఠశాలల్లో పనిచేసే ఉపాధ్యాయులకు ఉండాల్సిన లక్షణాలను, పిల్లలతో ప్రవర్తించే తీరుతెన్నుల గురించి నివేదిక రాయండి. ప్రదర్శించండి.



**Understanding Mathematics and Early Mathematics
Education at Primary Level
(Methodology Paper)**

Unit 1: Introduction to Mathematics

- What is Mathematics and where and in which form it found in life?
- What is the need and importance of Mathematics in daily life? How it is different from school Maths?
- Why we teach Mathematics?
- Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately)
- Mathematisation

Unit 2: Mathematics: Teaching Principles and Teaching Methods

- Nature of the learner. What he knows and how? Where?
- Understanding the learners – Methods and procedures of learning
- Piaget schemat of cognition in Mathematics in different stages, Vigotsky social learning and its implications learning Mathematics.
- Understanding the learning processes – Natural context, Induction, Deduction
- Learning and teaching errors and how to overcome?
- Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics- Analysis, synthesis

Unit 3: Counting, Numbers and its Operations

- Pre-number concepts
- Understanding numbers and notation
- Digit and representation of numbers
- Counting and place value (with different bases)
- Concept of fractions and its presentation

- Mathematical operations of numbers (N.W.Q.)
- Learning material for above

Unit 4: Visualization of Geometrical Shapes, Spaces, Patterns and Measurements

- Types of Shapes - 2D & 3D
- Understanding of shapes - Definition, need and difference
- Understanding of different shapes in Mathematics
- Spatial understanding
- Area and perimeter
- Measurement (volume and capacity, weight etc.)
- Patterns - Definition, need and types
- Understanding of patterns in numbers and shapes, space
- Learning material for above

Unit 5: Management of Data

- Use of data - Collection, distribution and symbolization
- Representation of data - Table forms, tally marks, graphs (bar graphs, pictorial graphs)

Unit 6: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of Maths textbooks.
- Content, approaches and methods of teaching Mathematics - Interactive and participatory methods, teacher as facilitator.
- Areas, structure of the unit, nature of exercises and its implications.
- Academic standards and indicators of learning.
- Learning resources for effective transaction of Mathematics curriculum.

Unit 7: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching Mathematics, collection resources.
- Role of resources in Maths teaching (TLM and ICT)
- Year plan, Unit plan and Period plan (models of teaching)
- 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.

Mode of Transaction

- Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge
- Prospective Teachers in groups develop concept maps to understand linkages and relationships between various mathematical concepts and to imbibe the importance of team work
- Reading of texts (suggested as discussion) with dialogue to understand theory from the point of view of issues raised
- Collecting historical samples of mathematical knowledge (such as ways to multiply in different cultures) and reflecting on them
- Preparing mathematical models, particularly geometric
- Critically examining teaching-learning materials through presentations

Suggested Practicums

- 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 are the implication in Mathematical learning?
- Analyse the textbook of any one of the Primary classes and write a report on how these new textbooks are child friendly and 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.
- Analyse the Mathematics textbooks of Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.

- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.
- Analyse any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- Interview 10 children on ‘Do this’, ‘Try this’ and ‘Think and discuss’ exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyse the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 problems on addition and classify them on criteria of processing (aggregation and augmentation). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on subtraction and classify them on criteria of processing (reduction, elimination, difference and counter addition). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on multiplication and classify them on criteria of processing (adding in equal groups, increasing at the same rate, arrays and cross product). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on division and classify them on criteria of processing (grouping and sharing). Prepare strategies to teach these processes and write a report on your experiences.



Pedagogy across Curriculum and ICT Integration

(Value Added and Co-curricular Paper)

Units of Study

Unit 1: Pedagogy-Concepts and Perspectives

- Learning – Types of Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge).
- Learner, learning, knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning.
- Critical examination of terminologies and notions associated with child-centered education such as child centered, activity based learning, joyful learning, CCE, IQ, merit.
- Critical understanding of various methods and approaches of teaching learning; facilitating learning; teacher as reflective practitioner, collaborative and cooperative learning.
- Concerns of inclusive education: Gender, marginalized groups, children with special needs.

Unit 2: Pedagogy-Resources and Practice

- Critical pedagogy concept, need and implications in teaching learning.
- Reflections on school of thought and theories: Giju Bhai, Summer Hill, Totochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky.
- Inclusive and exclusive practices (Designing inclusive learner friendly environment): Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community.
- Resources: Home (funds of knowledge); Community; Children’s talk, play, work; Stories; Children’s literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc.
- 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; Behavior management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms.

- Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive assessment; Assessing tasks and children's work; Feedback and reporting; Portfolios.

Unit 3: Concept and Processes of Learning

- Process of children learning - How children learn?
- Basic ideas of behaviourism and its implications
- Concept formation - Meaning of concept, mental processes in concept formation, Bruner's and Piaget's modes of concept formation.
- Thinking and reasoning, linkage between thinking and learning
- Cognition and learning - Constructivism, process of cognitive development - Its implications of teaching and learning.
- Vygotskian theory - Concept of ZPD - Implications for teaching and learning.
- Critical pedagogy - Concept - Need, Implications to teaching and learning.

Unit 4: ICT - Introduction

- 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

Unit 5: ICT - Integration

- 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
- ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data
- Preparation and planning of multimedia lessons in school subjects.

- Activities are to be organized in connection with multimedia lessons: Role of teacher (before, while, after multimedia lessons); Social media and its importance in learning (Twitter, Facebook, Whatsapp etc.)
- Online learning courses for professional development of the teachers (Right to Education Act, subject specific courses etc.).
- 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.

Suggested Mode of Transaction

- Classroom discussions and dialogues.
- Critical readings of specific texts.
- Use of narratives and case studies.
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc.)
- Workshops.
- Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/ projects; analysis and interpretation of collated observations and data.



Art and Art Education
(Value Added and Co-curricular Paper)

Unit 1: What is Art?

- What is Art?
- Art and Its Role in Human Civilization
- Introduction to Different Forms of Arts
- Art and Craft with special reference to regional practices

Unit 2: Art Education: Perspective of Different Philosophers and Educationist

- Indian Philosophers – Tagore, Gandhi, Devi Prasad.
- Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot.

Unit 3: Art education in Primary Classes - Syllabus and Academic Standards

- Relevance of Art Education in Primary classes (theoretical perspective)
- Art Education and Child Development (visualizing role of art education in the building years of child's development)
- Syllabus and Academic Standards
- Suggested Activities for primary classes

Unit 4: Art Education in Middle School

- Role of Art Education in Middle School
- Art – Exploring Histories (Local and Global)
 - o Music
 - o Dance
 - o Painting
 - o Theatre
- Suggested Activities for Middle School

Unit 5: Art in Education OR Teaching Through Art

- Art as an educational/pedagogy tool
- Art and other Subjects

Unit 6: Assessment in Art Education

- Objective of Assessing Art
- Criteria to Assess Art

Rationale and Aim of the Practicum

This practicum includes two critical areas of focus:

1. Creative drama
2. Visual and Performing arts

Along with the well being and fulfillment of student teachers, the major objective of the course is to empower student teachers to integrate art in education. Art in education also aims to help appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification-applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

The rationale and aim, objectives and focus areas are given under each of the two focus areas.

1. Creative Drama

Rationale and Aim

Creative Drama: There are two broad aims of creative drama for education. One is for the student-teachers to use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it. The second aim is to train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) make for worthwhile, far-reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education.

It is important to stress that drama is not about the self-alone or self-expression alone. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student teacher, building her/his creative capacities through theatre.

Objectives

1. To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.

2. Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
3. Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize.
4. Identify and develop one's own creative potential.
5. Bring the arts into the center of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaningful; how can an image act as a starting point for an exploration?
6. Recognize the role of "drama as education" in the elementary school
7. Learn to identify areas that are best suited for drama exploration
8. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
9. Explore the role of the teacher as creative guide in learning that is drama driven. Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions. By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self lives in.

Focus Areas

1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as "open improvisations".
2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.

4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalized, Dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
6. Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation.

Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.

Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue.

Participative learning using role-play, hot seating, building stories/songs, making and analyzing a character's diary, personal belongings (objects) of characters.

Make short plays that can be performed by student teachers with aim to study school student's responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that is built on students' creativity rather than following a given script.

2. Fine Arts

Rationale and Aim

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognize beauty and harmony as essential aspects of a life of quality.

Specific Objectives

1. Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
2. Develop a perspective and appreciation of art, nature, and human existence relationship.
3. Critique the current trends in art education and develop a possible scenario for art for change
4. Understand the range of traditional art forms and working with hands.
5. Develop an appreciation for diverse music forms and the role of music in humancultures.
6. Create and present pieces of art: using visual arts and crafts
7. Create and present pieces of performance art using music and movement
8. Evolve collective art projects incorporating different art media – into a public festival/event.
9. Deepen understanding, appreciation and skills in one chosen medium through selfwork and evaluate self as an artist and art educator.

The course is based on the premise that aesthetic needs are fundamental to all human beings and that through the medium of creative drama and fine arts opportunities can be created to develop harmonious individuals.

Focus Areas

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.



Yoga, Physical & Health Education - I

(Value Added and Co-curricular Paper)

Units of Study

The sections on Units of Study include ideas on the mode of transacting each course as the courses have inbuilt theoretical study as well as practical work.

Unit 1: Understanding Health and Well- Being

- The meaning of health and well-being
- Biomedical versus social health models
- Understanding the linkages between poverty, inequality and health
- Web of causation; Social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc

Unit 2: Understanding Children's Health Needs

- Food and nutrition; Communicable diseases; Child abuse in various forms and its impacts; Corporal punishments and its impacts.
- Reciprocal linkage between 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.

Unit 3: Physical Education

- Meaning, need and purpose of Physical Education, Olympics, Asian Games, SGF Games, various awards in sports and games.
- Impact of play and games (team spirit, cooperation, tolerance, problem solving, leadership).
- Physical measurements (height, weight, chest) and BMI [Body Mass Index] twice in a year.
- Sports and games (interrelations, sports and games in schools, traditional/ local games, modern games, ground preparation and courts, rules of games and sports).
- Various competitions and tournaments and participation of children.

Unit 4: Yoga and health

- Meaning, concept of yoga.
- Concept of pancakosa

- Potential causes of ill health according to yoga
- Yoga as a preventive and promotive health care
- Yogic principles of healthy living: Ahara, vihara, Acara, Vicara and Vyavahara
- Yogic concept of holistic health and wellness
- Preparations and precautions for practice of yoga.

Unit 5: Yoga and Physical Development

- The Integrated Approach to Yoga
- Characteristics of Physical Development
- Yoga practices for Flexibility
- Yoga practices for Stamina
- Yoga practices for Endurance
- Yoga practices for Lung Capacity
- Yoga practices for Longevity

Unit 6: Health of Children in the Context of School

- Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- Measuring the 'Health of the School': Issues of Water, sanitation, toilets etc.
- Development of mental health through participating in cultural programmes.
- Role of the teacher and engagement with the programmes
- Capturing children's perceptions on food, work, play, Mid Day Meal etc.

Unit 7: Curriculum, Syllabus and Assessment

- Syllabus for Physical & Health Education.
- Academic Standards
- Assessment

Practical Work based on Units 1, 2 and 3: Three hours before school internship and six hours after school internship through Projects. The practical work is visualized through integration with School Internship Programme1 (SIP). This involves discussion, guidance and inputs to undertake these projects before the SIP and is followed by reflective sessions where students share their projects after SIP. These post SIP sessions are to be organized in a workshop mode with a stress on collective reflection and discussion. Given below are some themes/ideas for projects and these topics are allocated across the students. As mentioned above before going for the SIP, sessions are held discussing the idea and rationale behind each theme and learning/developing appropriate research methods and tools. Each student prepares a project plan inclusive of tools before going for the SIP.

Suggested Project Topics/ Themes

- 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 healthreport 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.

Understanding Self - I

(Self Development Paper)

Course Objectives

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Mode of Transaction

There is no standard prescribed material for this course. Facilitators are expected to engage with the student teachers with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student teachers' lives and contemporary realities. It is suggested that the student teachers be given space to explore and articulate their beliefs, notions on learning, knowledge, children, their own self; life and issues. They can be encouraged to think afresh on issues that most closely concern them as teachers and individuals and use creativity and imagination to develop a perspective on them. The suggested activities and readings are expected to assist in this process. The resource materials can also include newspaper/magazine articles, autobiographies, biographies and stories, letters/diary entries, movies/documentaries, other audio-visual materials, digital resources on the Web.

Design of the Course

This is not intended as a standard 'course' with specific units of study. Instead it may be thought of as two parts. Activities under Part 1 are to be taken up by all teacher **educators throughout the D.El.Ed programme.**

Activities under Part 2 to be transacted as part of this course, may be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One teacher educator will need to be associated with the external resource person to take up the overall responsibility of the course. In addition, the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Part 1: On-going Activities

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.

Suggested Resources

- Batra, Poonam (2005). Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, *Economic and Political Weekly*, Vol. 11, 4347-4356.
- *Danger school*, (1996). Mapusa, Goa, India: Other India Press.
- DSERT, 2015. D.Ed II Year. *Education for Peace*. Source book material. Bangalore: GoK
- Friere, Paul (1992). *Pedagogy of Hope*. London, UK: Continuum pub. Co.
- Gupta, Latika (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.
- Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, Ojai, California, USA: Krishnamurti Foundation Trust.
- Wood, David (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426- 448.

Audio-Visual Resources

- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani <http://www.kabirproject.org/>
- *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma, Azim Premji Foundation. For copies contact - madhumita@azimpremjifoundation.org.
- *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981. <http://www.dalitstudies.org.in>.



Proficiency in English

(Self Development Paper)

Unit 1: Introduction

- Introduction
- English around us
- English as a global language – Language of opportunities
- Constitutional provision; English as an Associate Official Language
- 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.

Unit 2: Understanding Language - Listening to and Producing Oral Discourses

- Introduction
- Listening with comprehension
- Analysing discourse features in Listening and Speaking
- Analyzing the suprasegmental features
- Issues related to oral discourses
- Making oral presentations and constructing different oral discourses
- Opportunities to Use Language in context
- Oral discourse and their features
- Activities:
 - 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

Unit 3: Critical Reading

- Introduction
- Reading for comprehension
- extrapolating the texts through making inferences, analysing, reflecting
- understanding the theoretical postulates of critical reading
- Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features.
- Understanding the process of critical reading
- Indicators for assessing reading
- Activities:
 - 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

Unit 4: Writing and Creative Writing

- Introduction
- Writing for specific purposes and specific audience and understand writing as a process
- Experience the classroom process of writing (individual, collaborative, editing)
- Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads/ matrimonial, brochures etc. and identifying their features
- Recognising errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions
- Indicators for assessing the written discourses
- Activities:
 - Brainstorming on the theme and the type of text, the audience, etc.
 - Concept mapping on the content and organization of the text
 - Writing individually and refining through collaboration

- Reading related texts for refinement of the written work in terms of discourse features and theme
- Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

Unit 5: Vocabulary and Grammar in Context

- Introduction
- What is grammar; how we learn grammar in mother tongue.
- Problems with traditional prescriptive grammars.
- Classification of words (closed word classes and open word classes).
- Lexical, phrasal and clausal categories.
- Elements of a sentence (nuclear and optional).
- Classification of clauses based on structure, function and finiteness.
- Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive).
- Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)
- Word formation (prefix, suffix, compounding)
- Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms
- Activities:
 - 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.



Education in Contemporary Indian Society

(General Paper)

Unit 1: Colonial and nationalist ideas on education

- Colonial education, indigenous education, debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the school system.
- Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.
- Social Movements in pre-independent India– Voices of the marginalized and their struggles for equal participation in education

Unit 2: Indian Constitution and Provisions for Education

- Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education
- 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)
- 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
- Human and Child Rights

Unit 3: Inequalities in Contemporary Indian Society

- Nature and causes of inequalities - Equality, equity, democratisation of quality education.
- Changing social structures and education: Caste, Class and Social Exclusion
- Power, Ideology and Merit in Education: differential school system and the idea of common neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction

- 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

Unit 4: Educational Policies and Programmes in Independent India

- Important features of educational commissions and policies (Basic education and its review, Kothari Commission, NPE-1986, Learning Without Burden Report by Yashpal-2003, NCF-2005, RTE-2009, SCF-2011...)
- Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education)
- 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 Centres] etc.

Unit 5: Vision of an Inclusive and Democratic Indian Society

- Democratisation of Education
- Peasant, Dalit and Feminist Movements and their implications to Education
- Education of Disabled, Marginalised and Socially Disadvantaged
- Role of state, school and teacher in building an Inclusive and Democratic Indian Society

Suggested Mode of Transaction

- Classroom discussions on student teachers' prior understanding of concepts such as Democracy, Equality, Social Justice, Inclusion, Access, Success, Stagnation, Dropout and dealing with deprivation and learning experiences
- Reflective assignments to engage student teachers in challenging their presumptions regarding India's diversity and legacy
- Close and critical reading, as well as analysis of education policy documents, texts, and articles
- Dialogue, discussions and analysis based on classroom observations, interpretation and analysis of primary and secondary data on learning conditions and experiences of children in school and its impact on meaningful, participatory learning.

Suggested Practicum Tasks

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

Task 3:

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

Task 4:

Student 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.

Other Tasks:

Some Suggested Projects on Contemporary Indian issues

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacement, Land, Human Rights, Communal mobilization.
- Displacement and Development
- Educational debates and movements

- First generation learners in school
- Children with disability and inclusive education
- Role of Media in Democracy
- Effects of mass media/ social media on children's education
- Understanding childhood in India
- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE act
- Language within school
- Tracing any farm/industrial product to its origin
- Role of state and international political economy in producing and addressing marginalization
- Linguistic and religious diversity of India
- Significance of minority rights
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums.

Integrating Gender and Inclusive Perspectives in Education

(General Paper)

Units of Study

Unit 1: Inclusive Education

- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Discrimination practices in schools and its implications
- Meaning of Inclusive Education
- Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- Understanding and exploring the nature of assessment for inclusive education

Unit 2: Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion, types of disability, identification, assessment and interaction.
- Range of learning difficulties
- Disability identification, assessment and interaction
- Approaches and skills for teaching children with learning difficulties

Unit 3: Inclusion and Classroom Management

- Academic inclusion and support
- Inclusive classrooms
- Mono-grade, multi-grade situation and inclusion
- Multilevel strategies
- Multi-lingualism and inclusion

Unit 4: Gender, School and Society

- Social construction of masculinity and femininity
- Patriarchies in interaction with other social structures and identities
- Reproducing gender in school: Curriculum, textbooks, classroom processes and studentteacher interactions
- Working towards gender equality in the classroom

Unit 5: Integration of gender and inclusion perspectives

- 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
- Developing a vision of an inclusive society and school and ways and means of achieving it

Mode of Transaction

- The Practicum and the Theory courses of the entire programme are to be integrated into a solid platform for this course. In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- Dialogues, discussions and reflections have to be the key for the transaction of this course
- Critical readings and discussions on selected texts

Suggested Practicum

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

**School Culture, Leadership and Teacher Development
(General Paper)**

Units of Study

Unit 1: School and School Culture

- The concept and purpose of school (It's an organization/ institution; it has resources / processes / outcomes).
- School and community
- School culture and organization
- School ambience and environment and infrastructure

Unit 2: School Level Programmes and Activities

- School timetable/ schedule
- School assembly
- School library
- School Development Plan - Planning, implementation and assessment
- School community relationship
- School games, sports, tournaments
- School level cultural activities
- School level records
- Resources - Human, physical, financial

Unit 3: School Effectiveness and School standards

- School effectiveness and its improvement
- School improvement – Strategies, initiatives
- School performance evaluation: Process and performance indicators
- Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects)

Unit 4: School Management and Leadership

- Concept of school administration, management and leadership

- Types of managements and leadership
- HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship

Unit 5: Academic Leadership of Headmaster

- 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.

Unit 6: Teacher – Professional Development

- Teacher as an organic intellectual, social transformer and social change
- Teacher as a co-learner (learning on a continuous process)
- Roles and responsibilities of teacher and accountability
- Teacher professional ethics
- Teacher and community development
- Concept of a teacher development, teacher education and teacher training
- Current status and practices of teacher development
 - o Government/ management initiative programmes
 - o 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, SCERT, IASE, CTEs, DIETs and their websites.

Mode of Transaction

- Close reading of specific texts
- Observation and documentation of school organizational processes
- Field visits: centers of innovation, different school types
- Group works and presentations

Suggested Practicums

- 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.

Suggested Topics

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

Pedagogy of English at Primary Level **(Methodology Paper – Classes I to V)**

Units of Study

Unit 1: Issues of Teaching of English at the Elementary Stage

- Issues of learning English in a multi-lingual/ multi-cultural society: Issues related to teacher proficiency; Acquisition of language Vs Preparing children for examination, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition
- Teaching English as a second language: developmental, socio-economic and psychological factors;
- The nature of language – learning versus acquisition; the pedagogy of comprehensible input

Unit 2: Teaching Learning Material and Textbooks

- Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V.
- Role of big books and theme pictures in teaching English.
- Philosophy and guiding principles for the development of English textbooks - NCF, SCF, RTE, Position of Paper on Teaching of English.
- Selection of themes and unit structure.
- Academic Standards and learning indicators.

Unit 3: Approaches to the Teaching of English

- Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: grammartranslation 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)
- State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy.
- **Activities:** Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications.

Unit 4: Classroom Transaction Process

- The Modular transaction – Pre-reading, Reading and Discourse construction and editing; Role of interaction in transaction of different modules in a unit; Steps in teaching.
- Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses
- 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.

Unit 5: Planning and Material Development

- Introduction, What is planning; its importance.
- Year plan, unit plan and period plan; Teacher reflections.
- Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards.
- Developing and trying out various resources, techniques, activities and games for learning English
- Analyzing and reviewing teaching-learning material
- **Activities:**
 - o Critical examination of lesson plans prepared by teachers
 - o Preparation of year, unit and period plans
 - o Conducting workshop for preparation of materials for young learners

Unit 6: Assessment

- Review of current assessment procedures
- What is assessment, Why, How and When; Continuous and Comprehensive Assessment
- Formative assessment; assessment “as learning” and assessment “for learning”– tools and strategies; evidences of assessment;
- 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.
- Activities:
 - o Formative tools and awarding marks based on certain indicators.
 - o Preparation of summative question paper and development of indicators for awarding the marks.
 - o Analyzing answer scripts of learners.
 - o Critical examination of grading indicators.

Mode of Transaction

- Use of ICT in classroom transaction
- Interactions
- Brainstorming
- Individual and collaborative learning in reading and writing
- Group works and presentations
- Giving feedback
- Demonstration and discussions
- Reflections
- Project work and presentations
- Reflective journals

Project/ Practicum

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

Pedagogy of Environmental Studies at Primary Level
(Methodology Paper – Classes III to V)

Unit 1: Understanding EVS/ Concept of EVS

- Introduction
- Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.
- Different Perspectives on EVS: NCF-2005, SCF-2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape of syllabus.
- EVS as an integrated area of study: Drawing upon Understanding from Science, Social Science and Environmental Education.
- Objectives/ principles of teaching EVS – NCF-2005.
- NPE-1986 – 10 core elements (Social).

Unit 2: Understanding Children's Ideas

- Introduction.
- Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions)
- How this knowledge is acquired? (How Children Learn?)
- Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)
- Innate abilities.

Unit 3: Teaching of EVS/ Classroom Transaction

- 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.
- 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.

Unit 4: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of EVS textbooks.
- Content, approaches and methods of teaching EVS – Interactive and participatory methods, teacher as facilitator.
- 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.

Unit 5: Planning for Teaching EVS

- 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)

Unit 6: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Period plan
- Planning for multi grade/ multi levels.
- Evaluation of Planning
- Understanding Reflective Teaching and Learning
- Concept and Importance of Evaluation, CCE
- Preparation and Selection of Reflective Questions

- Different Ways of Assessment and Reporting of Assessment for Further Learning
- Assessment and evaluation – Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools in EVS-Its examples, Summative Assessments, Weightages to Academic Standards (Blueprint), Model questions, Question papers, feedback and reporting procedures, Records and Registers.
- Action research.

Mode of Transaction

- Mind mapping
- Filled experiments and reporting
- Demonstrations
- Discussions and interactions
- Case studies
- Classroom observations
- Group works and presentations

Suggested Practicums

- 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.

Pedagogy of Elementary Level Subject (Optional)

(Methodology Paper)

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

Unit 1: English Language Classroom

- Introduction
- Aims and objectives of English language teaching.
- State policies on language and education.
- Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching.
- Multi linguilism as a resource in teaching of English.
- Organizing English language classroom.
- Role of the Teacher; Teacher preparation; Professional development of the teacher; Teacher as a facilitator.
- Errors in language learning: The role of teacher in addressing the errors.
- Paradigm of shift in English language teaching.

Unit 2: Developing English Language Skills – I

- Introduction
- Listening and speaking
- What does listening mean
- Fluency and accuracy in speaking.
- What does speaking mean
- Interaction and its role in developing of listening and speaking: Authentic material for listening
- Developing oral discourses: Description, dialogue, story/ narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc.
- Indicators for assessing the oral discourses.
- Teaching vocabulary and grammar at Elementary Level.

Unit 3: Developing Language Skills –II

- Introduction

Literacy and Reading

- Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers
- Ways of reading; pre-reading and post reading activities.
- Individual reading and collaborative reading.
- Beyond the textbook: Diverse forms of texts as materials for language.
- Relationship of language and society: Identity, power and discrimination
- Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics
- Helping children to become good readers

Writing

- What is writing and relationship between Reading and Writing
- Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit/ notice/ poster etc.
 - Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts.
 - Individual writing and collaborative writing.
 - Editing of children writings based on the indicators.
 - Teacher is a facilitator in developing reading and writing among the children.
 - Assessment of writing.
 - Linkages between reading and writing.

Unit 4: Literature

- What is literature; Difference between language and literature.
- Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts.
- Engaging with a text
- 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.

Unit 5: Understanding of Textbooks, Pedagogy and Professional Development

- Philosophy and guiding principles for the development of English language textbooks.
- Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator.
- 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.

Unit 6: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching.
- Assessment and evaluation – Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures.
- Recording the children performance and CCE Register.

Mode of Transaction

- Use of ICT
- Interactions
- Brainstorming
- Individual and collaborative learning
- Group works and presentations
- Demonstration and discussions
- Read and reflections
- Reflective journals
- Giving feedback

Project/ 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.

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

Units of Study

Unit 1: భాష గురించి

- భాష యొక్క ఆవశ్యకత, భాషా స్వభావం, దాని నిర్మాణం (భాష అనంతమైనది, మానవ నిర్మితమైనది, ధ్వని సంబంధమైనది, వాక్యనిర్మితము, కట్టుబాట్లు-నియమాలు వివిధ ప్రక్రియలు, సార్వత్రిక నిర్మాణం, గతిశీలమైనది, ఉనికి, ఎదుగుదలకు దాని వినియోగంతో గల సంబంధం, భాష మరియు లిపి).
- భాషా ప్రయోజనాలు (భాష-ఆలోచన, జ్ఞాన నిర్మాణానికి, జ్ఞానోత్పత్తికి, జ్ఞాన వినిమయమునకు, జ్ఞాన నిలువ కొరకు, కార్యకలాపాలలో భాష, భావవినిమయంలో భాష, ఆటల్లో భాష, ఇతరులతో సంబంధాలు ఏర్పరచుకోవడం)
- మన మాటల ప్రభావం - మనపై, ఇతరులపై
- మానవ భాషలకు, జంతుభాషలకు గల తేడా (జంతువుల భాషప్రకటన విధాన పరిచయం (కోతులు, చింపాంజీల భాషా సంకేతాలు - భాషప్రకటనలు)
- ప్రపంచ భాషలు - వాటి వర్గీకరణ.
- భాషా నిర్మాణం (భాషోత్పత్తి మానవ భాష, భాషోత్పత్తి (ధ్వనులు, పలుకులు)
- భాష - మాతృభాష, నేర్చుకోవడంలో మాతృభాష ప్రాధాన్యత - మాతృభాషలో అభివృద్ధి.
- భాషను గురించిన అనుమానాలు.
- భాష - సజ్జెక్టులతో సంబంధం / అభ్యసనంలో భాష పాత్ర.
- తెలుగు భాష - ధ్వని - వర్ణం - అక్షరం - పదం, తెలుగు వర్ణ నిర్మాణ క్రమం, వాక్య నిర్మాణం, తెలుగు వాక్యం, ధ్వని పరిణామం అర్థ పరిణామం.

Unit 2: భాష - సమాజం

- మానవ సమాజాలు - బహుభాషలు, భాష - గుర్తింపు, అన్ని భాషలు సమానమే.
- భారత రాజ్యాంగంలో భాషకు సంబంధించిన అంశాలు, భాషా విధానాలు (త్రిభాషా సిద్ధాంతం).
- మాతృభాష, ఇతర భాషలు - ప్రథమ, ద్వితీయ, తృతీయ భాషలు.
- భాష మరియు సాహిత్యం.
- భాష - సంస్కృతి.
- భాష ఒక సజ్జెక్టు - ఒక మాధ్యమం, అక్షరాస్యత.
- గ్రాంథిక భాష, వ్యావహారిక భాష, మాండలిక భాష (ప్రాంతాల వారి మాండలికాలు వర్ణ, కుల మాండలికాలు). ప్రామాణిక భాష, అధికారిక భాష, మాధ్యమ భాష, తెలుగు భాష పూర్వ వైభవ స్థితి.
- తెలుగు భాషపై సంస్కృత ప్రభావం, పారశీక భాష ప్రభావం, ఉర్దూ ప్రభావం, ఆంగ్ల ప్రభావం, అనువాదం.

Unit 3: సాహిత్యాధ్యయనం - ఆవశ్యకత - అవగాహన

- సాహిత్యాన్ని ఎందుకు చదువాలి?

- తెలుగు భాషా సాహిత్యం - వివిధ ప్రక్రియలు
- ప్రాచీన తెలుగు సాహిత్యం కవులు, రచనలు, శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు / రచయితలు).
- ఆధునిక తెలుగు, సాహిత్యం కవులు, రచనలు-శైలులు (తెలంగాణ, ఆంధ్ర ప్రాంత కవులు / రచయితలు).

Unit 4: పిల్లలు - భాష - అభ్యసనం

- పిల్లలు భాషను ఎలా నేర్చుకొన్నారు? (ముద్దు ముద్దు మాటల నుండి మాట్లాడం నేర్చుకోవడం, పిల్లల అంతర్గత శక్తులు, సార్వత్రిక భాషా విభాగం, భాషా వాతావరణంలో ప్రతిచర్యలు, నేర్చుకోవడంలో తప్పులు చేయడం,
- పిల్లల బహు భాషా సామర్థ్యం, ప్రత్యేక సందర్భాల్లో వ్యక్తీకరించే సామర్థ్యం,
- పిల్లలకున్న భాషాసామర్థ్యం (పిల్లలు నియమాలు ఏర్పరచుకుంటారు (పట్టుకుంటారు) ఉదా: సివిసివి, వాక్యనిర్మాణ పద్ధతులు).
- ఉపాధ్యాయుని పాత్ర.

Unit 5: భాషా సామర్థ్యాలను అభివృద్ధిపరచడం

- మాట్లాడం (తనను గురించి మాట్లాడే అవకాశమివ్వడం, పాఠశాల అనుభవాలు చెప్పడానికి అవకాశమివ్వడం, చిత్రాలపై చర్చలు-అన్వేషణ, పరిశీలన, కల్పన / ఊహించుట, జరగబోయేది ఊహించడం, సంబంధాలను కూర్చడం మొ॥వి కథలు వినించి వాటిపై చర్చించడం కొన్ని మార్గదర్శకాలు ఉన్నత తరగతుల వాచకాల్లో మాట్లాడడానికి సంబంధించిన అంశాలను గుర్తించడం - విశ్లేషించడం).
- ధారాళంగా చదువడం - అర్థం చేసుకోవడం (పఠన సమూహాలు చదువడంలో రీతులు చదువడంలో ఇబ్బంద పడడం సరిగా చదువడం అంటే ? పిల్లలు చదువడానికి ఎందుకిష్టపడరు? చదువడం ఎలా నేర్పాలి? పుస్తకాలతో ప్రారంభం కవితలు, పాటలు, కథలు వినడం, చదువడం / పాడడం ప్రారంభ తరగతుల్లో చదువడాన్ని ఆసక్తికరంగా మార్చడం ఎలా? - కొన్ని కృత్యాలు పూర్ణపద్ధతి, పదాల గుర్తింపు-శబ్దాలు, ధ్వనులను గుర్తించడం ఉన్నత తరగతుల వాచకాలు చదువడం - అభ్యాసాల విశ్లేషణ, అవగాహన పిల్లలు ధారాళంగా ఏమేం చదువగలగాలి? - కథలు, కవితలు, గేయాలు, ఆత్మకథలు, సంభాషణలు, పద్యాలు, వ్యాసాలు మొ॥వి పిల్లలు ధారాళంగా చదువగలుగుతున్నారా? అర్థం చేసుకోగలుగుతారా? చదువడం ఆసక్తిగా మార్చడం ఎలా? చదివిన తర్వాత పిల్లలు ఏమేం చేయగలగాలి? పాఠ్యపుస్తకాలలోని అభ్యాసాల విశ్లేషణ - అవగాహన.
- రాయడం (స్వీయ రచన) (పిల్లలు ఎందుకు రాయాలి? ఎలా రాయాలని కోరుతుంటాము? రాయడంలో దోషాలు / తప్పులు - విశ్లేషణ కారణాలు - సమస్యలు గుర్తించడం రాయడానికి ముందు ప్రక్రియలు రాసే నైపుణ్యం - రాసే కళ రాయడంలో ఏమేని 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.

- 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.
- పిల్లల్లో పదజాలాభివృద్ధి (బడికి రాకముందు పిల్లలకు పదాలకర్ధాలు చెప్తారా? పిల్లలు అర్ధాలు ఎలా గ్రహిస్తుంటారు? పదజాలాభివృద్ధికి కొన్ని అభ్యాసాలు పాఠ్యపుస్తకాలలో వీటికి సంబంధించిన అభ్యాసాల పరిశీలన - విశ్లేషణ - అవగాహన).
- 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).

Unit 6: భాషా వనరులు - వాటి వినియోగం, భాషాభివృద్ధి కార్యక్రమాలు

- పాఠ్యపుస్తకాలు-నిర్మాణంలోని కీలక సూత్రాలు, పాఠాల ఇతవృత్తాలు, పాఠ్యాంశాల ఎంపిక. విషయ అమరిక, అభ్యాసాలు.
- దృశ్య, శ్రవణ సామగ్రి
- వార్తాపత్రికలు, మేగజైనులు
- గ్రంథాలయాలు - వాని వినియోగం
- బాలసాహిత్యం, అదనపు పఠన సామగ్రి
- స్థానిక కవులు, కళాకారులు, రచయితల సేవలు, సాహిత్య వినియోగం
- అభ్యసనాభివృద్ధి కార్యక్రమం (లెర్నింగ్ ఎన్ హాన్స్ మెంట్ ప్రోగ్రామ్)
- భాషాభివృద్ధి వినూత్న కార్యక్రమాలు (భాషామేళాలు, గోడపత్రికలు, దినచర్య రాయడం, బాలకవి సమ్మేళనాలు, సంచికల రూపకల్పన, పుస్తక సమీక్షలు మొ॥వి).

Unit 7: భాషాభ్యసనం - ఆశించిన ఫలితాలు - వ్యూహాలు

- భాషాభ్యసనం - ప్రమాణాలు - ఆర్.టి.ఇ. 2009
- ఎలిమెంటరీ స్థాయి - భాషా బోధనోద్దేశాలు
- తరగతి వారీగా సాధించాల్సిన సామర్థ్యాలు
- భాషా బోధన వ్యూహాలు - సంప్రదాయ వ్యూహాలు, ఆధునిక వ్యూహాలు (చర్చలు, జట్టుపనులు, పుస్తక సమీక్షలు, నివేదికలు రాసి ప్రదర్శించడం, కృత్యాలు, పద్య పఠన పద్ధతి, సంభాషణలు నిర్వహణ, కథా కథనం, సాంకేతికత వినియోగం - ప్రదర్శన - చర్చ, నాటకీకరణ మొ॥వి)

Unit 8: భాషా - బోధనాభ్యసన ప్రక్రియల నిర్వహణ - ప్రణాళికలు - ఎలిమెంటరీ స్థాయి

- ఉపాధ్యాయుని ప్రణాళిక అవసరమా?
- వార్షిక ప్రణాళిక అంటే ఏమిటి? ఎలా రూపొందించాలి? - నమూనా వార్షిక ప్రణాళిక

- పాఠ్యప్రణాళిక తయారీ - మార్గదర్శకాలు, నమూనా పాఠ్య ప్రణాళిక
- పాఠ్యబోధనా - సోపానాలు - పీరియడ్ ప్రణాళికలు (ఒక పాఠానికి చెందిన పీరియళ్ళకు మూనా పీరియడ్ ప్రణాళికలు)

Unit 9: భాషా మూల్యాంకనం

- విద్యార్థి అభ్యసన ఫలితాల ఆవశ్యకత
- పిల్లల అభ్యసన ఫలితాలను తెలుసుకోవడానికి మార్గాలు - సంప్రదాయక, ఆధునిక విధానాలు
- వీటికి సంబంధించిన కీలక భావనలపై అవగాహన
- నిరంతర సమగ్ర మూల్యాంకనం - భావనల అవగాహన - సాధనాలు - నిర్వహణ
- నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం, సాధనాలు వాటి అమలు
- ప్రశ్న పత్రాల తయారీ - సామర్థ్యాల వారీగా భారత్వం - నమూనా ప్రశ్నలు - నమూనా ప్రశ్న పత్రాలు
- నివేదికలు రూపొందించడం, సి.సి.ఇ. రికార్డు రాయడం

Unit 10: ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి

వృత్తిపర అభివృద్ధి

- ఉపాధ్యాయులు నిరంతర అభ్యాసకులే
- జ్ఞాన పరిధిని విస్తృతపరుచుకోవడం - మార్గాలు
 - పూర్వ, వృత్తంతర శిక్షణలు - స్వల్పకాలిక, దీర్ఘకాలికాలు - పుస్తకరహిత తరగతులు
 - అధ్యయనం
 - ఉన్నత విద్యాభ్యాసం
 - పరిశోధనలు చేపట్టడం
 - సభలు, సమావేశాలు, కార్యశాలల్లో పాల్గొనడం
 - విషయనిపుణులు, కవులు, కళాకారులతో చర్చలు
 - రచనావ్యాసంగం
 - సాంకేతిక పరిజ్ఞాన వినియోగం (అంతర్జాలం, దృశ్యశ్రవణ సామగ్రి, డిజిటల్ లైబ్రరీ...)
 - విషయాధారిత సంఘం (సబ్జెక్టు ఫోరం)లో పాల్గొనడం.

Suggested Practicums (ప్రాజెక్టు పనులు)

1. భాష - సమాజం

దక్షిణాది రాష్ట్రాలలో భాషావిధానాల (language policies) ప్రకారం పిల్లలు ఏ ఏ రాష్ట్రంలో చిన్ని భాషలు నేర్చుకున్నారు. వివరాలు సేకరించండి. మన రాష్ట్రంలోని విధానాలతో పోల్చి నివేదిక తయారు చేయండి.

2. భాషా సామర్థ్యాలను అభివృద్ధిపరచడం

(అ) మాట్లాడడం

ఏదైనా పాఠశాలకు వెళ్ళండి. తరగతి గదిలో పిల్లలు స్వేచ్ఛగా మాట్లాడుతున్నారా? ప్రశ్నిస్తున్నారా? పరిశీలించండి.

వీరిలో ఎంత శాతం మంది మాట్లాడగలుగుతున్నారు? ఎంత శాతం మాట్లాడలేకపోతున్నారు? దీనికి గల కారణాలను విశ్లేషించండి. నివేదిక తయారు చేయండి.

(ఆ) **చదువడం**

గిజుభాయ్ సమగ్రసాహిత్యంలో ప్రాథమిక శిక్షణకు సంబంధించిన అంశాలను చదువండి. దీని ఆధారంగా పఠన ప్రారంభ కార్యక్రమం గూర్చి ఒక నివేదిక తయారుచేయండి.

(ఇ) **ధారాళంగా చదువడం - అర్థం చేసుకోవడం**

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

(ఈ) **రాయడం**

ప్రాఫెసర్ కృష్ణకుమార్ రాసిన పిల్లలు-భాష-ఉపాధ్యాయులు రాసిన పుస్తకాన్ని చదువండి. రాయడం నేర్పడాన్ని గురించిన నివేదికను తయారు చేయండి.

(ఉ) **లేఖన రీతులు**

ప్రాథమికోన్నత స్థాయిలో ఏదైనా ఒక తరగతి 'కథ' పాఠ్యాంశాన్ని ఎంపిక చేసుకొని కథను వివరించండి. దీని ఆధారంగా సంభాషణలు రాయించండి. ఎలా రాశారో పరిశీలించండి. దోషాలు లేకుండా చేయడానికి ఎం చేశారో నివేదికను తయారుచేయండి.

(ఊ) **పిల్లల్లో పదజాలాభివృద్ధి**

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

(బు) **వ్యాకరణాంశాలు**

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

(బు) **భాషావనరులు - వాటి వినియోగం - భాషాభివృద్ధి కార్యక్రమాలు**

మీ సమీప ప్రాథమిక పాఠశాలకు వెళ్ళండి. ఆ పాఠశాలల్లోని గ్రంథాలయంలోని పుస్తకాలను పరిశీలించండి. వీటిలో 1,2 తరగతులకు, మిగతా తరగతులకు ఉపయోగపడే సామగ్రిని వర్గీకరించి వీటిని తరగతి గదిలో ఎలా ఉపయోగించాలో నివేదిక తయారుచేయండి.

(ఎ) **పాఠశాలలో పనిచేస్తున్న ఉపాధ్యాయులు ఏరకమైన పని విభజనను అనుసరిస్తున్నారో నివేదికను తయారుచేయండి.**

3. **భాషా మూల్యాంకనం**

మీ సమీప పాఠశాలలో నిరంతర సమగ్ర మూల్యాంకనం అమలు గురించి ఉపాధ్యాయులతో చర్చించి నివేదికను తయారుచేయండి. దీనిపైన మీ అభిప్రాయం తెల్పండి.

4. **ఉపాధ్యాయుల వృత్తిపర అభివృద్ధి**

అంతర్జాలం ఆధారంగా సబ్జెక్టు ఫోరంలు, వీటిలో పొందుపరచిన వివరాలు, చర్చించిన అంశాలపై మీ అభిప్రాయాలతో నివేదిక తయారుచేయండి.

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

Unit 1: Introduction to Upper Primary School Mathematics

- Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truth criteria.
- Transition from early school Mathematics to upper primary school Mathematics.
- How to develop Mathematical thinking at Elementary Level (concrete, abstract, specific to general)
- Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic & geometric thinking.
- Validation Processes - informal & intuitive; visual proofs and formal proof.
- Constructivism and Mathematics learning.
- History of Mathematics (Aryabhatta, Bhaskera, Brahmagupta, Euclid, Fermat).

Unit 2: School Mathematics Topics and Processes

- Number Sense & Systems - compare, order and compute with whole numbers, positive fractions, positive decimals, and positive and negative integers; solve problems involving fractions, ratios, proportions and percentages; simple and compound interest; factoring of numerators and denominators and properties of exponents and powers; different representations of fractional numbers (fractions, decimals, percents) and changing one to another; factors, multiples, LCM and GCD square roots and cube roots
- Measurement & Geometry - Geometric shapes, geometric vocabulary; perimeter, area of different two dimensional shapes, how to measure the circumference and area of a circle and concept of ; surface area, and volume of basic three-dimensional figures; using mathematical instruments to construct and measure shapes and angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties.
- 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;
- Notion of patterns that helps in appreciating the use of unknown expressing the generalization resulting from the pattern.

- When and why we use variables, functional relations, mathematical investigations, puzzles that rely on algebraical thinking.

Unit 3: Teaching of Mathematics for Classes 6 to 8

- Visit of a good Maths classroom (vision of the classroom), role of the teacher
- The role of an upper primary school mathematics teacher
- Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic
- Developing the processes of mathematisation - Words in the concepts, communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving and connecting
- 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.

Unit 4: School Mathematics Activities, Resources and Planning

- Aims and objectives of teaching Mathematics.
- Academic Standards and learning indicators.
- Activities - designing, creating and transacting.
- Modelling real world problems in mathematics
- Textbook - Philosophy and guiding principles for the development of Maths textbooks (structure of the unit, nature of exercises, role of the teacher to use textbook effectively); understanding its pedagogical intent; learning to transact 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.

Unit 5: Mathematics Assessment and Evaluation

- Assessment tools - types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios
- Misconceptions in Upper Primary school mathematics topics
- Assessment of conceptual understanding and mathematical reasoning abilities
- Continuous Comprehensive Evaluation - Formative & Summative

- Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

Mode of Transaction

Student teachers in a collaborative manner

- Solve mathematics problems, learn to communicate the solutions by sharing, justifying and discussing them in the class. Create a portfolio of all the problems solved with reflective notes on the experiences involved in problem solving.
- Read, discuss readings and observe classes (6 to 8) to enable understanding of theory and making connections with practice.
- Analysis of Textbooks to understand the pedagogical intent of the textbook and build materials and resources to enhance and compliment the textbook material.
- Discuss and prepare activities, resources that engage all children , including differently-abled children

Suggested Practicum

- Analyse the Mathematics textbooks at Elementary Level and write a report on reflection of Academic Standards.
- Write mathematical problems for each Academic Standard.
- Observe a mathematical classroom at Elementary Level, write a critical report on how these classroom processes 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.
- Analyse the Mathematics textbooks of Upper Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.
- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.
- Analyse any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.

- Interview 10 children on ‘Do this’, ‘Try this’ and ‘Think and discuss’ exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyse the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 verbal problems on ratios and proportions and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on simple linear equations and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- How can you copy an angles through constructions? Explain the teaching strategies.
- Explain the teaching strategies in learning the proofs in the geometry. Suggest some activities.
- Visit any Temple/ Mosque/ Church/ Gurudwara/ Palace/ Fort. Identify geometrical shapes used in their construction. Visualize those constructions of geometrical shapes while the construction of said places.

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

Units of Study

Unit 1: Nature and Scope of Science and Children's Ideas in Science

- Nature of Science, characteristics of Science, structure of Science, development of Science (historical background)
- Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different?
- Science as information or inquiry.
- What do scientists look like?
- Scientific method.
- Values associated with science.
- Children's ideas related to science concepts
- Probing, documenting and analyzing children's ideas related to science concepts.
- Significance of Science in curriculum at Upper Primary Level (as per NCF-2005, SCF-2011, Position Papers and Syllabus)

Unit 2: Revisiting School Science

- Investigating different themes and interdisciplinary concepts using children's questions.
- How do clouds form?
- How do plants and animals utilize their food?
- How does an electric bell work?
- Where all does the rain water go?
- Why does a candle become short on burning?
- How do babies develop inside mothers?
- Planning for teaching – Living and non living
- Planning for teaching – Heat and temperature
- Planning for teaching – Acid and bases etc. For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This exercise needs to be facilitated by their teachers.

Unit 3: Understanding Science Textbooks and Pedagogy

- Perspective and guiding principles of Science textbooks.
- Themes, structure of the unit, nature of the exercises and its implications.
- Academic Standards and indicators at Elementary Level.
- How to use the textbooks and connecting to children's everyday life experiences?

Unit 4: Teaching and Learning of Science

- Aims & Objectives of teaching Science
- Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Openended investigations, 5E model.
- Characteristics of good Science class, Science teacher, role of the teacher.
- Science- museums, field trips, projects and exhibition.
- Preparing Year plans, Unit plans and Period plans based on concept maps.
- Identifying, creating and using a variety of learning resources
- Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness.
- Continuous Professional Development (CPD) of Science teachers (subject forums, connected groups, open learning educational resources, seminars, workshops, reading and reflections etc.)

Unit 5: Science for All

- Issues of gender, language, culture and equity in science classes
- Critiquing textbooks and resources
- Introduction to science and society interface
- Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices.
- What has led to farmer suicides?
- Indigenous knowledge practices- metallurgy, heritage crafts, local innovations, National Innovation Foundation (NIF).
- 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.

Unit 6: Assessment and Evaluation

- Connecting teaching, learning and assessment.
- CCE- Concepts, Formative Assessment in Science, processes and tools, Summative Assessment, nature of questions, weightages to Academic Standards, model question papers, indicators for valuation of answer scripts.

- 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
- Assessing process skills
- Use of Rubrics, Rating scale, Checklist, Observation schedule
- Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.

Suggested Mode of Transaction

- Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of science with activities involving process skills
- Reading and analysis of different types of sources- Primary and Secondary
- Guided inquiry activities for developing deep understanding of important concepts, generating indepth discipline based knowledge; individual and collaborative tasks
- Explanation and modeling by teacher educators for using different teaching strategies and analyzing content
- Opportunities for engaging in questioning, hypothesizing, discussions
- Taking up integrated theme projects

Suggested Practicums/ Tasks

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

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

Unit 1: Introduction to Social Science

- Purpose and significance of social science in school curriculum at Elementary Level (NCF-2005, RTE-2009, SCF-2011).
- Significance of national core elements (NPE-1986) and Social Science curriculum.
- Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum
- Misconceptions about social sciences, true concepts of Social Science and values associated with Social Science.
- Significance of History, Geography, Political Science and Economics.
- Interconnection and relationship between History and Geography
- Approaches to organize Social Sciences- Integrated issue based, discipline centered, and interdisciplinary.
- Constructivism and teaching Social Science

Unit 2 : Key themes in Social Science

- Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)
- 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.

Unit 3 : Understanding Textbooks and Pedagogy

- Philosophy and guiding principles of development of Social Science textbooks.
- Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator (Project method, problem solving, debate and discussions, inquiry based approach, activity based approach etc.).
- 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.

Unit 4 : Teaching of Social Sciences

- Classroom management, making classroom inclusive.
- Planning for teaching- Year plan, Unit plan and Period plan.
- Children's understanding of social science concepts, importance of socio-cultural context in understanding social science, constructing social science knowledge in classroom using open ended questions and group activities, difference between facts and opinions
- Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, interpretation and analysis of data, writing report
- Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history, significance of the source, making interconnections between sources for reconstructing the past,
- Teaching Social Science with the help of stories, journey accounts, travel diaries, tables, graphs, texts, maps, role-play, visual images, films, field trips, survey, simulation, interview etc.
- Integrating ICT for social science teaching within learner's own contextual meaning, using case based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films.
- Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive.

Unit 5: Teaching Learning and Assessment in Social Science

- Need and importance of reforms in assessment and evaluation, CCE in Social Science.
- Formative and Summative Assessment, purpose of assessment, reporting.
- Tasks and tests for assessing critical abilities, process skills, application of knowledge to new contexts, and transfer of learning.
- Variety of assessment methods and techniques - Teacher observations, teacher designed tasks and tests, work sample portfolios, projects.
- Use of authentic contexts, case studies, complex problem solving for assessment.

- Using resource materials, novel (new) materials for thinking and reflection.
- Problem solving rubrics.
- Planning and preparation for evaluation- Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answer scripts, CCE Record.

Unit 6: Challenges and issues in teaching elementary social science(to be transacted through discussions amongst student teachers)

- Resources for teaching social science, primary and secondary sources, translated materials, ICT based resources, open sources
- Teacher knowledge -deep and thoughtful understanding, using instructional methods and assessment strategies in different settings,
- Developing students' interest and engagement, using children's prior understandings to connect with the present
- Challenges in integration of ICT and other innovative technology in education in teaching Social Science.
- Social and cultural issues in teaching social science
- Vision of a good classroom, Role of the teacher, Continuous Professional Development (CPD) of teachers- subject forums, connected groups, open learning resources, seminars and workshops, reading and reflections.

Suggested Mode of Transaction

- Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of social science with activities questioning presumptions and encouraging self reflection.
- Collection, reading and analysis of different types of sources primary and secondary, data, maps, charts drawing from different domains history, geography, political science, economics understanding significance of sources and making interconnections, asking relevant questions to the sources,
- Discipline based inquiry for developing deep understanding of important concepts, generating indepth discipline based knowledge, individual and collaborative tasks
- Explanation and modeling from teacher educators for using different teaching strategies and analyzing content
- Opportunities for engaging in question answers, debate, discussion to understand different perspectives underlying understanding of social science.

Suggested Tasks

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

Work & Education
(Value Added and Co-curricular Paper)

Units of Study

Unit 1: Work & Education: Meaning & Importance

- 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.

Unit 2: Work & Education: Different Aspects of Integration in Work and Education

- Self reliance (economic).
- Sense of Responsibility.
- Respect for work.
- Correlation.

Unit 3: School Curriculum and Work

- Work as a part of school curriculum.
- The role in the work of school curriculum.
- Syllabus and Academic Standards.
- Assessment of Work & Education.

Unit 4: Work & Education - Some Experiments and Activities

- Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation; preparation of models and goods; population activities etc.
- Conduct of whole activities: Nature and purpose – List of activities.

Unit 5: Changing Scenario of Work & Education

- Relation between work and education
- Problem and limitations in implementation of work and education

Value Education & Life Skills
(Value Added and Co-curricular Paper)

Unit 1: The Meaning and Importance of Values and Ethics

- The difference between morals and ethics.
- Why do we need ethics?
- Ethical development.
- Operation of ethics.
- Theories of moral development.
- Importance of value education.

Unit 2: Which Values and Why

- Core values- that focuses on dignity and worth of a person.
- Exploring the universal values and from a personal perspective.
- Democratic and other Constitutional values.
- Harmonious way of living, with one another and nature.
- Learning to live together.
- Aesthetic values.
- Critical and creative thinking values.
- Education for peace.
- Life skills education.

Unit 3: Indian Constitution – Human Rights and Education, Child Rights

- What do we mean by human rights?
- Human rights in India.
- Rights guaranteed by the Constitution of India.
- Role of the school in observation and promoting human rights and child rights.

Unit 4: Life Skills

- What are life skills?
- Need and importance of life skills in human life.
- Life skills education in schools

Unit 5: Value Education and School

- The role of school in developing appropriate values in the children.
- How do teacher model their behaviour for improving the value system among children.
- The nature of programmes and activities in the school to inculcate values.

Unit 6: Value Education, Life Skills

- Syllabus for Value Education & Life Skills.
- Strategies and approach.
- Suggested programmes.
- Role of schools and teacher.
- Assessment of Value Education & Life Skills.

Unit 7: Syllabus of Life Skills and Value Education for Classes I to VIII.

- Academic Standards, Syllabus, Assessment.

Yoga, Physical & Health Education - II

(Value Added and Co-curricular Paper)

Course Description

Unit 1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health

- Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
- Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.
- School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, UNICEF (Nali kali Strategy- School Sanitation and Hygiene Education)

Unit 2: Knowledge and Development of Health Concepts among Children

- Food and nutrition.
- Communicable diseases.
- Understanding one's body, alternative systems of health and healing, safety, precautions of injuries.
- First aid (workshop mode).
- Child abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.
- **Principles and benefits of Yoga**

Practical Work: 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.

- **Focus on Yoga- learning its principles and basic *asanas*.**
- Athletics
- Organizing of tournaments, marking of courts etc.
- 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.

Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion

- Understanding Emotional Health- self reflective journey
- Emotional Health- Physical Health- Cognition linkages
- School Practices and what these do to a child's emotional well-being
- Diversity in the classroom- different learners, different needs and the concept of 'inclusion'
- Learning Disabilities and engagement in the classroom

Unit 4: Physical Education as integral to health and education

- Need for Physical Education; Linkages to health and education; Concept of a sound mind in a sound body.
- Physical Education and 'Play'
- Supervising and guiding children
- Development of team spirit, coordination, cooperation
- Diversity in capabilities and interests
- National integration through physical activities, games and sports.

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

Understanding Self - II

(Self Development Paper)

Mode of Transaction

A series of workshops and seminars with carefully chosen themes are to be organised. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. Themes may be chosen from the suggested list. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course. In addition the faculty should organize seminars that involve studentteachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Suggested Workshop Topics

Workshop 1: *The Power of myth*

Objectives

- Re-appraisal of myths as representations of a culture's world-view and embedded values
- To appreciate the reach of the mythic imagination
- Develop critical awareness of 'modern myths' that implicitly shape our lives

Suggested workshop themes

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'
- Exposure to manifestations of mythical thinking in contemporary life
- The mythical basis and imagery of 'modern science' and 'modern economics'
- Becoming cognizant of the myths that shape one's worldview and values

Workshop 2: *Gender and upbringing Objectives*

- Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living
- Awareness of factors that shape gendered roles in Indian society
- Developing a critical perspective on gender-based discrimination and its effects

Suggested workshop themes

- Telling our own ‘gendered’ stories
- En-culturing ‘gendered’ roles in upbringing within different kinds of families – case studies
- Gender issues in school education – case studies
- Gender issues manifest in contemporary public spaces – case studies
- Responding to various forms of gender discrimination

Workshop 3: *Deconstructing the messages of advertising (in the audio-visual media)*

Objectives

- To appreciate the impact of television advertising on children and adults
- To analyze the ‘constructed’ imagery and overt as well as subliminal messages communicated through advertisements
- To enable a critical distance from the power of advertising (especially of the audio-visual kind)

Suggested workshop themes

- The expanding role of advertising in contemporary life
- Sharing favorite advertisements and their impact on us
- Looking from the other side: how psychology, research, technology and imagination combine to create a ‘targeted commercial’
- Viewing and analyzing a series of advertisements
- Constructing an effective advertisement (group task)
- How to be a critical and media-literate viewer of advertisements

Workshop 4: *Theatre for awareness of body, self and the other* Objectives

- To explore body-awareness, movement, coordination and cooperation
- To develop awareness of non-verbal modes of communication with self and others
- Exposure to effective use of speech and communication through theatre exercises

Suggested workshop themes

Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.

Workshop 5: *Visualizing a ‘School from Scratch’ – alternatives in education*

Objectives

- 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

Suggested workshop themes

- Visualizing individual conceptions of a ‘school from scratch’
- Working in groups to develop a collective conception of a ‘school from scratch’
- Presenting to the larger group each conception of ‘school from scratch’ along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising
- Observing a few films of schools that represent alternatives in education

Suggested Seminar Topics

Seminar 1: *Glimpses of different childhoods in India*

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.

Seminar 2: *Selection of short readings and dialogue*

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

Seminar 3: *Education and environmental crises*

Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education

Preparation: Selection of a contemporary documentary or audio-visual presentation

Mode of Assessment

This should be based on

- Qualitative grading for Journal writing – periodicity and quality of entries.
- Qualitative grading for participation in seminars – quality of preparation and presentation/ participation.
- Marking of periodic writing tasks (four in number) – by faculty mentor.



Teaching Practice

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

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

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

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

Marks distribution for teaching practice and final lesson – 1st Year

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

(b) 2nd year D.El.Ed. – Subject-wise details of the teaching practice and days Teaching Practice

- (i) Primary (English/ EVS/ Value Education & Life Skills/ Work Education/ Yoga, Physical & Health Education):**
(ii) Elementary Level - Optional (Telugu/ English/ Maths/ Science/ Social Studies)

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

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

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

D.El. Ed. Ist Year Model Question Paper
Paper-I - Childhood - Child Development - Learning

Time : 3 hours

PART - A (60 మార్కులు)

Max. Marks : 70

Section - A

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 8 మార్కులు.
3. ఒక్కొక్క జవాబు 3 పేజీలు లేదా 50-60 వాక్యాలు మించకూడదు.

I. క్రింది వ్యాసరూప ప్రశ్నలకు 60 పంక్తులకు మించకుండా రాయండి. 3×8 = 24మా.

1. ఉత్తర బాల్యదశలోని వివిధ వికాసాలను వివరించండి.

(లేదా)

దత్తాంశ సేకరణ పద్ధతులను తెల్పి, ప్రయోగాత్మక పద్ధతిని గూర్చి వివరించండి.

2. సంజ్ఞానాత్మక వికాసం అనగానేమి? 'పియాజే' సంజ్ఞానాత్మక వికాస దశలను గురించి ఉదాహరణలతో తరగతిగది అన్వయాలను వ్రాయండి.

(లేదా)

ప్రజ్ఞ - బహుళ ప్రజ్ఞలను నిర్వచించి వాటిని పిల్లల్లో ఏవిధంగా పెంపొందించెదవో వివరింపుము.

3. అభ్యసనమును నిర్వచించి, వివిధ అభ్యసన సిద్ధాంతాల తరగతిగది అన్వయాలను వివరించండి.

(లేదా)

క్రింది వాటిని వివరించండి.

- (i) భాగస్వామ్య అభ్యసనము
- (ii) సాంఘికీకరణము
- (iii) ప్రత్యక్షము
- (iv) సృజనాత్మకత

Section - B (సంక్షిప్త ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 4 మార్కులు.
3. ప్రతి ప్రశ్నకు జవాబును 1 పేజీకి మించకుండా లేదా 15-20 పంక్తులలో వ్రాయండి.

II. ఈక్రింది ప్రశ్నలకు 20 పంక్తులు మించకుండా జవాబులు రాయండి. $6 \times 4 = 24$ మా.

4. బాల్యదశపై సమవయస్కుల ప్రవాభమును గూర్చి తెల్పండి.
5. వికాస నియమాలను గురించి వ్రాయండి.
6. అధి సంజ్ఞానము (Meta Cognition) భావనను తరగతి కృత్యాలతో ఎలా అన్వయిస్తావు? తెల్పండి.
7. అభ్యసన వైకల్యాలను తెల్పి ఒకదానిని గురించి వివరించండి.
8. మనోవిశ్లేషణ సిద్ధాంతం యొక్క తరగతి అన్వయమును గూర్చి వ్రాయండి.
9. అభ్యసనములో పునశ్చరణ పాత్రను తరగతిగదికి అన్వయించి వివరించండి.

Section - C (లఘుసమాధాన ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 2 మార్కులు.
3. ఒక్కొక్క జవాబును 8-10 పంక్తులకు మించకుండా రాయండి.

III. ఈక్రింది ప్రశ్నలకు 10 పంక్తులు మించకుండా సమాధానములు వ్రాయండి. $6 \times 2 = 12$ మా.

10. పూర్వబాల్యదశయొక్క ఏవైనా 4 లక్షణాలను తెల్పండి.
11. ఉద్వేగ వికాసం అనగానేమి? ఉదాహరణలిమ్ము.
12. పెరుగుదల వికాసం మధ్య బేధాలను వ్రాయండి.
13. సృజనాత్మకత వ్యక్తి లక్షణాలను తెల్పండి.
14. స్మృతిని పెంపొందించే పద్ధతులను తెల్పండి.
15. సమ్మిళిత విద్య అనగానేమి?

PART - B (10 మార్కులు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి సంబంధించి సూచనల ఆధారంగా జవాబులు రాయండి.
2. సరియైన జవాబుకు సంబంధించిన అక్షరాన్ని ఎదురుగా వున్న () లో గుర్తించండి.

క్రింది బహుళైచ్ఛిక ప్రశ్నలకు సరైన సమాధానం వ్రాయుము.

$$10 \times \frac{1}{2} = 5 \text{మా.}$$

16. ఉద్యోగ కెథర్మిన్ (ఉద్యోగ ప్రక్షాళన) ఈ దశలో ఉంటుంది. ()
ఎ) శైశవదశ బి) నవజాతశిశువు సి) పూర్వబాల్యదశ డి) ఉత్తరబాల్యదశ
17. ఆధునిక భాషా పితామహుడు ()
ఎ) చామ్స్కీ బి) వైగోట్స్కీ సి) ఓన్ పియాజె డి) వ్రాలిడే
18. తన గురించి, తన పరిసరాల గురించి తెలుసుకోవటాన్ని ఏమని పిలుస్తారు? ()
ఎ) భావన బి) ఆలోచన సి) సంజ్ఞానం డి) అదిసంజ్ఞానం
19. TAT పరీక్షలో ప్రయోజ్యునికి ఉపయోగించే గరిష్ట కార్డుల సంఖ్య ()
ఎ) 30+1 బి) 20 సి) 30 డి) 10
20. పూర్వబాల్యదశలో చాలక నైపుణ్యాలను పెంపొందించటానికి సరియైన దశ కారణం ()
ఎ) చెప్పినట్లు వింటారు బి) భయపడతారు
సి) కండరాలు నమ్రతగా వుంటాయి డి) ఇంట్లోనుండి బయటకు వెళతారు
21. 'మావాడు మంచివాడు. అల్లరి చేయడు' అని తల్లిచేత అనిపించుకోవటానికి రాము అల్లరి చేయడం లేదు. అయిన రాము కొహెల్బర్గ్ ప్రకారం, ఈ నైతిక వికాస దశ మరియు స్థాయిలో ఉన్నాడు ? ()
ఎ) పూర్వ సాంప్రదాయస్థాయి - రెండవదశ బి) ఉత్తర సాంప్రదాయస్థాయి - ఆరవదశ
సి) సాంప్రదాయస్థాయి - మూడవదశ డి) సాంప్రదాయస్థాయి - నాల్గవదశ
22. ఆదర్శాత్మక ఆత్మభావనకు వాస్తవికాత్మక ఆత్మభావనకు మధ్యగల తేడాలను ఈవిధంగా పిలుస్తారు ()
ఎ) ఆత్మగౌరవం బి) స్వీయగుర్తింపు సి) స్వీయ నియంత్రణ డి) ఆత్మబోధన
23. సామాన్య లక్షణాలు కల్గిన ఒక ఉద్దీపనా తరగతిని ఈవిధంగా పిలుస్తారు. ()
ఎ) ఆలోచన బి) భావన సి) ప్రజ్ఞ డి) సృజనాత్మకత

24. ఆంగ్లపదం "Motivation" అనునది ఈ భాషాపదంనుండి ఉద్భవించింది ()
 ఎ) లాటిన్ బి) గ్రీకు సి) ప్రజ్ఞ డి) సృజనాత్మకత
25. CAI బోధన అనునది ఏ అభ్యసన సిద్ధాంత ఫలితము ()
 ఎ) శాస్త్రీయ నిబంధన బి) యత్నదోష అభ్యసనం
 సి) కార్యసాధక నిబంధన డి) అంతర్దృష్టి అభ్యసనం

క్రింది ఖాళీలను పూరించండి.

$$5 \times \frac{1}{2} = 2 \frac{1}{2} \text{ మా.}$$

26. ప్రయోగాత్మక మనోవిజ్ఞానశాస్త్ర మూలపురుషుడు.....
27. నైతిక వికాసము వికాసాలపై ఆధారపడి వుంటుంది.
28. విభిన్న ఆలోచనకు మరొక పేరు
29. బహుళ ప్రజ్ఞా సిద్ధాంతమును రూపొందించినవారు
30. సిగ్మండ్ ఫ్రాయిడ్ ప్రకారం ఒక వ్యక్తి నలుగురిలో అసాంఘిక ప్రవర్తన చేయటానికి కారణం
31. క్రింది వాటిని జతపరచండి. $5 \times \frac{1}{2} = 2 \frac{1}{2} \text{ మా.}$

A

B

- | | |
|-----------------------------|-------------------|
| 1. బాలల వికాసము () | a. జీన్ పియాజే |
| 2. నైతిక వికాసము () | b. థార్నైడ్ |
| 3. సంజ్ఞానాత్మక వికాసము () | c. పావ్లోవ్ |
| 4. స్మృతి-విస్మృతి () | d. హర్లాక్ |
| 5. యత్న-దోష అభ్యసనం () | e. ఎరిక్ ఎరిక్సన్ |
| | f. ఎబ్బింగ్ హాస్ |
| | g. కోహెల్బర్గ్ |

**D.El. Ed. Ist Year Model Question Paper
Paper-II - Society, Education and Curriculum**

సమాజము, విద్య మరియు విద్యాప్రణాళిక

Time : 3 hours

PART - A (60 మార్కులు)

Max. Marks : 70

Section - A

- సూచనలు :** 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 8 మార్కులు.
3. ఒక్కొక్క జవాబు 3 పేజీలు లేదా 50-60 వాక్యాలు మించకూడదు.

I. క్రింది వ్యాసరూప ప్రశ్నలకు 3 పుటలకు (60 పంక్తులకు) మించకుండా రాయండి. 3×8 = 24మా.

1. పాఠశాల విద్య (Schooling) Vs విద్య (Education) చర్చించండి.

(లేదా)

విద్యపై ఇద్దరు భారతీయ మరియు ఇద్దరు పాశ్చాత్య తత్వవేత్తల దృక్పథమును వివరించండి.

2. నీ అనుభవాల ప్రాతిపదికగా ఉపాధ్యాయుల వృత్తిపూర్వక శిక్షణ మరియు నియామకం గురించి వ్రాయండి.

(లేదా)

నీవు బోధనాభ్యాసం చేసిన పాఠశాల సంస్కృతి తెల్పుండి.

3. విద్యా ప్రణాళిక (Curriculum) నిర్మాణములో అనుసరించే మార్గదర్శకాలు వివరించండి.

(లేదా)

పిల్లల్లో జ్ఞాననిర్మాణము ఎలా జరుగుతో వివరించండి.

Section - B (సంక్షిప్త ప్రశ్నలు)

- సూచనలు :** 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 4 మార్కులు.
3. ప్రతి ప్రశ్నకు జవాబును 1 పేజీకి మించకుండా లేదా 15-20 పంక్తులలో వ్రాయండి.

II. ఈక్రింది ప్రశ్నలలో ఆరింటికి 20 పంక్తులు (1 పుట) మించకుండా జవాబులు రాయండి. 6×4 = 24మా.

4. 'ప్రోబెల్ కిండర్ గార్డెన్ విద్యావిధానము నేటికి ఆచరణీయం' సమర్థింపుము.

5. విద్యార్థులలో రాజ్యాంగ విలువలు పెంపొందించుటకు పాఠశాలలో చేపట్టు కార్యక్రమాలు ఎనిమిదింటిని వ్రాయండి.
6. గిజుభాయి ఆవిష్కరించిన ఉపాధ్యాయుని లక్షణాలు వ్రాయండి.
7. విద్య యొక్క రాజకీయ స్వభావం గురించి తెల్పండి.
8. విద్యలో సమాజము పాత్ర గూర్చి వ్రాయండి.
9. ఉపాధ్యాయుని స్థాయి పెంపుదలకు నీ సూచనలు వ్రాయండి.
10. పుస్తకజ్ఞానము కంటే అనుభవజ్ఞానము మిన్నయైనది. ఎలా ?
11. సమ్మిళిత తరగతి గది నిర్వహణ ఏవిధంగా ఉండాలని భావిస్తావు?

Section - C (లఘుసమాధాన ప్రశ్నలు)

- సూచనలు :**
1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
 2. ప్రతి జవాబుకు 2 మార్కులు.
 3. ఒక్కొక్క జవాబును 8-10 పంక్తులకు మించకుండా రాయండి.

III. ఈక్రింది ప్రశ్నలకు 10 పంక్తులు మించకుండా సమాధానములు వ్రాయండి. 6×2 = 12మా.

12. గాంధీజీ ప్రాతిపదిక విద్య (Basic Education) లోని ముఖ్య భావనలు.
13. APSCF సూచించిన విద్యా విలువలు.
14. అరవింద్‌ని సమాకలన విద్య.
15. NCF-2005 సూచించిన విద్యా ధ్యేయాలు రెండింటిని పేర్కొనుము.
16. నమ్మకము, జ్ఞానములను నిర్వచించండి.
17. మేయర్ సూచించిన జ్ఞాననిర్మాణ నమూనాలోని అంశాలను తెల్పండి.

PART - B (10 మార్కులు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి సంబంధించి సూచనల ఆధారంగా జవాబులు రాయండి.
2. సరియైన జవాబుకు సంబంధించిన అక్షరాన్ని ఎదురుగా వున్న బ్రాకెట్లలో గుర్తించండి.

క్రింది బహుళైచ్ఛిక ప్రశ్నలకు సరైన సమాధానం వ్రాయుము. $10 \times \frac{1}{2} = 5$ మా.

18. మొదటిసారిగా ద్విధ్రువ ప్రక్రియను సూచించినవారు ()
ఎ) ద్యూయే బి) రాస్ సి) ఆడమ్స్ డి) ఫ్రోబెల్
19. క్రింది వారిలో పాశ్చాత్య విద్యావేత్త ()
ఎ) గాంధీజీ బి) జాన్ ద్యూయి సి) జ్యోతిభాయి పూలే డి) కబీర్
20. 'ఆరోగ్యవంతమైన శరీరంలో ఆరోగ్యవంతమైన మనస్సును సృష్టించడమే విద్య' అని నిర్వచించినవారు ()
ఎ) ఫ్లాటో బి) రూసో సి) అరిస్టాటిల్ డి) సోక్రటీస్
21. క్రింది వానిలో సమ్మిళిత అభ్యాసకులు ()
ఎ) శ్రవణలోపం గలవారు బి) బుద్ధిమాంధ్యులు
సి) దృష్టిలోపం గలవారు డి) ఎ, బి, సి లు అందరూ
22. క్రింది వానిలో మదింపు సాధనం ()
ఎ) పెన్సిల్ బి) పేపర్ సి) చెక్లిస్ట్ డి) ఎ, బి, సి లు ఏవీకాదు
23. రాష్ట్ర విద్యా శిక్షణా పరిశోధనా సంస్థ ()
ఎ) NCERT బి) SCERT సి) NCTE డి) U.G.C.
24. జిడ్డు కిష్టమూర్తి స్థాపించిన పాఠశాల ()
ఎ) ఆదర్శ పాఠశాల బి) ఋషివ్యాలి పాఠశాల
సి) శాంతినికేతన్ పాఠశాల డి) నవోదయ పాఠశాల
25. పాఠశాల యాజమాన్య కమిటీలో మెంబర్ సెక్రటరీగా వ్యవహరించేవారు ()
ఎ) పాఠశాల ప్రధానోపాధ్యాయుడు బి) పాఠశాల ఉపాధ్యాయుడు
సి) గ్రామ సర్పంచ్ డి) మండల విద్యాశాఖాధికారి

26. క్రింది వాటిలో త్రిమితీయ బోధనోపకరణము కానిది ()
 ఎ) గోళము బి) దీర్ఘఘనము సి) శంఖువు డి) చార్టు

27. జ్ఞాననిర్మాణానికి తోడ్పడనిది ()
 ఎ) అవగాహన చేసికొనడం బి) బట్టీపట్టడం
 సి) నిశిత పరిశీలన చేయడం డి) కొత్త అనుభవాలను పొందడం

క్రింది ఖాళీలను పూరించండి. $5 \times \frac{1}{2} = 2 \frac{1}{2}$ మా.

28. NCF-2005 అధ్యక్షులు

29. గిజుభాయి రచనలలో ముఖ్యమైనది

30. పాఠశాలలో నిర్వహించే ప్రార్థన వలన విద్యార్థులలో పెంపొందించే విలువ

31. N.C.E.R.T. ని విస్తరించగా

32. భారత రాజ్యాంగ రచనా కమిటీ అధ్యక్షులు

33. క్రింద ఇవ్వబడిన వాటిని సరియగు సమాధానాలతో జతపరచండి. $5 \times \frac{1}{2} = 2 \frac{1}{2}$ మా.

A		B
1. రవీంద్రనాథ్ ఠాగూర్	()	a. సమాకలన యోగ
2. మహాత్మా గాంధీ	()	b. దక్షిణామూర్తి విద్యాభవన్
3. స్వామి వివేకానంద	()	c. విశ్వభారతి
4. గిజుభాయి భదేకా	()	d. ప్రాతిపదిక విద్య
5. శ్రీ అరబింద్ ఫోషే	()	e. యోగశాస్త్రం
		f. వ్యక్తి నిర్మాణము
		g. రుషివ్యాళి

D.El. Ed. Ist Year Model Question Paper
Paper-III - Early Childhood Care and Education (ECCE)

పూర్వబాల్యదశ సంరక్షణ మరియు విద్య

Time : 3 hours

PART - A (60 మార్కులు)

Max. Marks : 70

Section - A

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 8 మార్కులు.
3. ఒక్కొక్క జవాబు 3 పేజీలు లేదా 50-60 వాక్యాలు మించకూడదు.

I. క్రింది వ్యాసరూప ప్రశ్నలకు 60 పంక్తులకు (3 పుటలు) మించకుండా రాయండి. 3×8 = 24మా.

1. పూర్వబాల్యదశ సంరక్షణ మరియు విద్య స్వభావమును వివరించి, దీనిపై గాంధీ భావనలను గూర్చి తెల్పండి.

(లేదా)

ECCE లో గణిత భావనలను పెంపొందించుటకు నిర్వహించే కృత్యాలను వివరించండి.

2. బాలల అవసరాలను వివరించి వాటిని తీర్చుటలో ECCE నందు ఉపయోగించే బోధనా పద్ధతుల గురించి రాయండి.

(లేదా)

పూర్వబాల్యదశ సంరక్షణ మరియు విద్యలో కిండర్ గార్డెన్ పద్ధతి గురించి వివరించండి.

3. వివిధరకాలైన వనరులను సమర్థవంతంగా ఉపయోగించడం ద్వారా ఏవిధంగా ECCE ని బలోపేతం చేయగలం?

(లేదా)

ECCE పిల్లల్లో జ్ఞానేంద్రియ మరియు జ్ఞానాత్మక వికాసముల గురించి రాయండి.

Section - B (సంక్షిప్త ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 4 మార్కులు.
3. ప్రతి ప్రశ్నకు జవాబును 1 పేజీకి మించకుండా లేదా 15-20 పంక్తులలో వ్రాయండి.

II. ఈక్రింది ప్రశ్నలకు 20 పంక్తులు మించకుండా జవాబులు రాయండి. 6×4 = 24మా.

4. ప్రభుత్వ, ప్రైవేటు, స్వచ్ఛంద (NGO) యాజమాన్యాలలో గల ECCE కేంద్రాలలో ప్రస్తుతము అమలు జరుగుతున్న విధానాలను సమీక్షించండి.
5. అభ్యసనంలో కృత్యాధార, క్రీడాపద్ధతులు ఎలా సహకరిస్తాయి?
6. పిల్లల సమగ్ర వికాస అంశాలు ఏవి? వీనిలో చలనకౌశలాల అభివృద్ధిని గురించి వివరించండి.
7. అంగన్వాడి / ECCE కార్యకర్త పాత్ర మరియు విధులను తెల్పండి.
8. పూర్వ ప్రాథమిక విద్యలో భాషా వికాసం గూర్చి రాయండి.
9. గృహము మరియు పూర్వప్రాథమిక విద్య అనుబంధాన్ని సమర్థించండి.

Section - C (లఘుసమాధాన ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 2 మార్కులు.
3. ఒక్కొక్క జవాబును 8-10 పంక్తులకు మించకుండా రాయండి.

III. ఈక్రింది ప్రశ్నలకు 10 పంక్తులు మించకుండా సమాధానములు వ్రాయండి. 6×2 = 12మా.

10. ECCE విద్యాప్రణాళిక లక్ష్యాలను తెల్పండి.
11. ECCE కేంద్రాల ద్వారా పిల్లల్లో ఏవిధమైన ఆరోగ్యపు అలవాట్లు పెంపొందించగలం?
12. భావాత్మక (ఇతివృత్త) ఉపగమము (Thematic approach) గూర్చి రాయండి.
13. రాగూర్ విద్యాతత్వం ECCE కి ఎలా అనువదిస్తావు?
14. పూర్వప్రాథమిక విద్యలో విద్యార్థి పరిసరాలను గూర్చి ఏవి విషయాలపై అవగాహన పొందుతారు?
15. పూర్వప్రాథమిక విద్యలోని అభివృద్ధి ప్రమాణాలు ఏవి?

PART - B (10 మార్కులు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి సంబంధించి సూచనల ఆధారంగా జవాబులు రాయండి.
2. సరియైన జవాబుకు సంబంధించిన అక్షరాన్ని ఎదురుగా వున్న బ్రాకెట్లో గుర్తించండి.

క్రింది బహుళైచ్ఛిక ప్రశ్నలకు సరైన సమాధానం వ్రాయుము. $10 \times \frac{1}{2} = 5$ మా.

16. కేర్ ప్లేయింగ్ అండ్ యాక్టివిటీ (Care Playing and Activity అనే విద్యాసంస్థను స్థాపించినవారు ()
ఎ) గాంధీ బి) ఫ్రోబెల్ సి) జాన్ డ్యూయీ డి) రూసో
17. మరియు మాంటిస్సోరి ఈ దేశానికి చెందినవారు ()
ఎ) ఇటలీ బి) జర్మనీ సి) ఫ్రెంచి డి) స్విట్జర్లాండ్
18. బట్టీ విధానాన్ని పూర్తిగా నిషేధించాలని చెప్పినది ()
ఎ) కొరారి కమీషన్ బి) NCF-2005 సి) NPE-198 డి) సెకండరీ విద్యాకమీషన్
19. పరికల్పనా పద్ధతిలో వుండే దశలు ()
ఎ) 3 బి) 7 సి) 5 డి) 6
20. ECCE ద్వారా ఈక్రింది వయస్సు పిల్లలకు సంరక్షణ మరియు విద్య అందించబడతాయి ()
ఎ) 0-8 సం॥ బి) 0-3 సం॥ సి) 0-5 సం॥ డి) 0-9 సం॥
21. మొట్టమొదటి యూరోపియనేతర నోబుల్ బహుమతి గ్రహీత ()
ఎ) గాంధీ బి) రవీంద్రనాథ్ ఠాగూర్ సి) గిజూభాయి డి) లారెన్స్ సెవన్ హార్ట్
22. ఒక నిర్దిష్టమైన నేపథ్యాన్ని ఎంపిక చేసుకొని దాని ఆధారంగా బోధన జరిపే పద్ధతి ()
ఎ) నేపథ్యాధార ఉపగమనం బి) యూనిట్ ఉపగమం
సి) వర్తులాకార ఉపగమం డి) ఏకకేంద్ర ఉపగమం
23. జీవితకాల అభ్యసనమునకు పునాది ()
ఎ) ప్రాథమిక విద్య బి) ప్రాథమికోన్నత విద్య సి) వృత్తివిద్య డి) పూర్వప్రాథమిక విద్య
24. పాఠశాల - గృహ సంబంధాలను మెరుగుపరచే ఒక ప్రధానాంశము ()
ఎ) తల్లిదండ్రుల సమావేశము బి) క్రీడలు
సి) వార్షికోత్సవాలు డి) జాతీయపండుగలు

25. పూర్వప్రాథమిక విద్యలో విద్యాప్రణాళికను ఈక్రింది వయస్సు పిల్లలకు రూపొందిస్తారు ()
 ఎ) 3-4 సం॥ బి) 4-5 సం॥ సి) 5-6 సం॥ డి) 3-6 సం॥

క్రింది ఖాళీలను పూరించండి.

$$5 \times \frac{1}{2} = 2 \frac{1}{2} \text{ మా.}$$

26. చేయటం ద్వారా అభ్యసనము (Learning by doing) కు ప్రాధాన్యత ఇచ్చినవారు.....
27. NCERT ని విస్తరించగా
28. పూర్వప్రాథమిక విద్యలో సమ్మిళిత విద్య ద్వారా పిల్లల్లో వికాసాన్ని పెంపొందించవచ్చు.
29. Head, Hand, Heart లు అభివృద్ధి చెందటమే సర్వతోముఖాభివృద్ధిగా చెప్పినవారు
30. బహుమతుల ద్వారా బోధన పద్ధతిలో ఉన్నది.

31. క్రింది వాటిని జతపరచండి.

$$5 \times \frac{1}{2} = 2 \frac{1}{2} \text{ మా.}$$

A		B
1. పగటి కల	()	a. ప్రొ॥ యశ్‌పాల్
2. కిండర్‌గార్డెన్	()	b. రాధాకృష్ణన్
3. NCF-2005	()	c. మంటిస్సోరి
4. పిల్లల గృహాలు	()	d. జ్ఞాననిర్మాణం
5. భారంలేని విద్య	()	e. ఫ్రోబెల్
		f. గిజుభాయి
		g. వృత్తివిద్య

D.El. Ed. Ist Year Model Question Paper

Paper-IV - Telugu

Time : 3 hours

PART - A (60 మార్కులు)

Max. Mark : 70

Section - A

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 8 మార్కులు.
3. ఒక్కొక్క జవాబు 3 పేజీలు లేదా 50-60 వాక్యాలు మించకూడదు.

I. క్రింది వ్యాసరూప ప్రశ్నలకు 60 పంక్తులకు మించకుండా రాయండి. 3×8 = 24మా.

1. భాష యొక్క వైవిధ్యభరితమైన విధులను పేర్కొనండి? మరియు భాష నియమాలతో కూడిన కృత్యమని ఎలా చెప్పగలవు?

(లేదా)

పిల్లలు ఎప్పుడు, ఎలా మాట్లాడతారు? భాషణ రూపాలను తెల్పి సంభాషణ ప్రాముఖ్యతను వివరించండి.

2. శిశువు పాఠశాలలో చేరేనాటికి వివిధ దశలలో భాషార్జన ఎలా పొందుతున్నాడో వివరించండి.

(లేదా)

5వ తరగతి పాఠ్యపుస్తకంలోని “ఇవి చేయండి” అంశంలోని “ప్రశంస” అభ్యాసం యొక్క స్వభావాన్ని తరగతి అన్వయాన్ని తెల్పండి?

3. భాషాభివృద్ధి కార్యక్రమం అమలు ద్వారా సాధించిన ప్రగతిని గూర్చి మీ అభిప్రాయాలను తెల్పండి.

(లేదా)

3వ తరగతి పాఠ్యపుస్తకంలో నీవు బోధించిన ఒక పాఠానికి “పీరియడు - పథకము”ను తయారుచేయుము.

Section - B (సంక్షిప్త ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 4 మార్కులు.
3. ప్రతి ప్రశ్నకు జవాబును 1 పేజీకి మించకుండా లేదా 15-20 పంక్తులలో వ్రాయండి.

II. ఈక్రింది ప్రశ్నలకు 20 పంక్తులు మించకుండా జవాబులు రాయండి. 6×4 = 24మా.

4. ఆంధ్రప్రదేశ్ లో గల తెలుగు భాషా మాండలికాల గురించి ఉదాహరణలతో తెల్పండి.
5. భాషాభ్యసనలో కథల ప్రాధాన్యత వివరించండి.
6. పిల్లలు మంచి పాఠకులుగా మారడానికి సహాయపడే కృత్యాలు సూచించండి.
7. “ఉపాధ్యాయుడు సౌలభ్యకర్త” సమర్థిస్తూ సొంత మాటలలో రాయండి.
8. నీవు సందర్శించిన పాఠశాలలో వినూత్న కార్యక్రమాల అమలును సమీక్షించండి.
9. నిర్మాణాత్మక మూల్యాంకనములోని సాధనాలు వివరించండి.

Section - C (లఘుసమాధాన ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 2 మార్కులు.
3. ఒక్కొక్క జవాబును 8-10 పంక్తులకు మించకుండా రాయండి.

III. ఈక్రింది ప్రశ్నలకు 10 పంక్తులు మించకుండా సమాధానములు వ్రాయండి. 6×2 = 12మా.

10. సందర్భానుసారంగా ఉపయోగించే రెండు పదాలను పేర్కొని వాటి అర్థాలను తెల్పండి.
11. 1, 2 తరగతుల పిల్లలకు ఒక అభినయ గేయాన్ని రాయండి.
12. పఠన రకాలు సోదాహరణంగా వివరించండి.
13. పూర్వ ప్రాథమిక భాషా పాఠ్యపుస్తకాల రూపకల్పనను దృష్టిలో ఉంచుకోవలసిన తాత్విక సూత్రాలు రాయండి.
14. ‘స్నేహబాల’ కార్డులను గూర్చి వివరించండి.
15. సంగ్రహణాత్మక మూల్యాంకనం గురించి తెలపండి.

PART - B (10 మార్కులు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి సంబంధించి సూచనల ఆధారంగా జవాబులు రాయండి.
2. సరియైన జవాబుకు సంబంధించిన అక్షరాన్ని ఎదురుగా వున్న () లో గుర్తించండి.

అ. క్రింది బహుళైచ్ఛిక ప్రశ్నలకు సరైన సమాధానం వ్రాయుము. $10 \times \frac{1}{2} = 5$ మా.

16. ఈకింది వానిలో అప్రామాణిక భాషారూపం ()
ఎ) ప్రాణులు బి) కమలములు సి) జనాలు డి) కలములు
17. సమాజంలో భావ వినిమయం దీని ద్వారా జరుగుతుంది ()
ఎ) సినిమా బి) టి.వి. సి) పత్రికలు డి) భాష
18. ప్రత్యేక అవసరాల పిల్లల భాషాభ్యసనంలో ఉపాధ్యాయులకు ఉండవలసింది ()
ఎ) ఏకాగ్రత బి) సహనము సి) జ్ఞానము డి) వాక్చాతుర్యం
19. భాషా ప్రక్రియకు ఉదాహరణ ()
ఎ) వ్యాసం బి) వ్యాపారం సి) వ్యవహారం డి) వ్యవధి
20. సమర్థవంతమైన భాషాప్రణాళిక ప్రసారానికి అభ్యసన వనరు ()
ఎ) పాఠశాల భవనాలు బి) సమయపాలన
సి) ఉపాధ్యాయుని సంసిద్ధత డి) ఆహ్లాదకరమైన వాతావరణం
21. సృజనాత్మకత అనగా ()
ఎ) నూతనత్వాన్ని సంతరించుకోవడం బి) ఊహ
సి) కల్పన డి) ఆత్మపరిశీలన
22. స్వయం అభ్యసన సామగ్రి దేనికోసం ఏర్పాటుచేయబడింది ()
ఎ) స్వీయ అధ్యయనం బి) బోధనోపకరణం సి) పాఠ్యపుస్తకం డి) గ్రంథాలయం
23. బోధనాభ్యసన ప్రక్రియల ద్వారా వచ్చే ఫలితాలను అంచనావేయడమే ()
ఎ) శ్రవణం బి) భాషణం సి) లేఖనం డి) మూల్యాంకనం
24. మదింపు ()
ఎ) బట్టికి ప్రాధాన్యత లేదు బి) బట్టికి ప్రాధాన్యత ఉంది
సి) సొంత అభిప్రాయానికి తావులేదు డి) యూనిట్ పూర్తయిన తరువాత వచ్చేది

25. పాఠశాలలో నిర్వహిస్తున్న వినూత్న కార్యక్రమం ()

ఎ) ఆటలు ఆడించడం

బి) తరగతి గ్రంథాలయం

సి) బోధనాభ్యసన సామగ్రి ప్రదర్శన

డి) మధ్యాహ్న భోజన పథకం

బి. క్రింది ఖాళీలను పూరించండి.

$$5 \times \frac{1}{2} = 2 \frac{1}{2} \text{ మా.}$$

26. పరస్పర భాగస్వామ్య బోధనా పద్ధతి

27. CLIP ను విస్తరించగా

28. బబోధనాభ్యసన సామగ్రి అనగా

29. గృహభాష అనగా

30. లేఖన సామర్థ్యాన్ని పెంపొందించడానికి దోహదపడేది

సి. క్రింది వాటిని జతపరచండి.

$$5 \times \frac{1}{2} = 2 \frac{1}{2} \text{ మా.}$$

A

B

1. సంకేత, వినంకేతకాల కంటే అధికమైనది. ()

a. హిందీ

2. పాఠశాలలో ద్వితీయభాష ()

b. అక్షరాస్యత

3. కథలను చెప్పడం ()

c. సహాయకుడు

4. పిల్లల భాషాధ్యయనంలో ఉపాధ్యాయుడు ()

d. భాషాభివృద్ధి పఠనం

5. వినూత్న కార్యక్రమాలు ()

e. గోడపత్రిక ఆంగ్లం

D.El. Ed. Ist Year Model Question Paper
Paper-V - ప్రాథమిక స్థాయిలో గణిత బోధనా విధానాలు

Time : 3 hours

PART - A (60 మార్కులు)

Max. Mark : 70

Section - A

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 8 మార్కులు.
3. ఒక్కొక్క జవాబు 3 పేజీలు లేదా 50-60 వాక్యాలు మించకూడదు.

I. క్రింది వ్యాసరూప ప్రశ్నలకు 60 పంక్తులకు మించకుండా రాయండి. 3×8 = 24మా.

1. గణిత బోధన ద్వారా విద్యార్థులతో ఏ ఏ విలువలు పెంపొందించబడతాయో వివరించండి ?

(లేదా)

గణిత అభ్యసనకు ఉపయోగపడే వనరులను తెలిపి వివరించండి? గణిత అభ్యసనలో గణిత బోధనాపేటిక ఏవిధంగా ఉపయోగపడుతుంది ?

2. విశ్లేషణ పద్ధతిని వివరిస్తూ ఈక్రింది సమస్యను ఏవిధంగా బోధిస్తావో తెల్పండి.

2000 చ.మీ. వైశాల్యము గల దీర్ఘచతురస్రాకార ఆటస్థలము పొడవు 50 మీ. అయిన దాని చుట్టుకొలత ఎంత ?

(లేదా)

పియోజె సంజ్ఞానాత్మక వికాస దశలను వివరించి గణిత అనువర్తనాలను తెల్పండి.

3. గణిత విద్యాప్రణాళిక నిర్మాణసూత్రాలను వివరించండి.

(లేదా)

పాఠశాలలో అమలు అవుతున్న నిరంతర సమగ్ర మూల్యాంకనమును గురించి వివరింపుము. అందలి మదింపు రకాలను వివరించండి.

Section - B (సంక్షిప్త ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 4 మార్కులు.
3. ప్రతి ప్రశ్నకు జవాబును 1 పేజీకి మించకుండా లేదా 15-20 పంక్తులలో వ్రాయండి.

II. ఈక్రింది ప్రశ్నలకు 20 పంక్తులు మించకుండా జవాబులు రాయండి. 6×4 = 24మా.

4. గణితాన్ని నిర్వచించి, గణితం ఏ ఏ సందర్భాలలో ఉపయోగపడుతుందో వివరించండి.
5. పిల్లలు గణితాన్ని ఎలా అభ్యసిస్తారు ?
6. స్థానవిలువలు బోధించడానికి ఏవైన రెండు కృత్యాలు రాయండి.
7. 2D, 3D ఆకారాలను బోధించడానికి OBB గణిత బోధనాపేటిక ఏవిధంగా ఉపయోగపడుతుంది ?
8. గణిత అభ్యసనలో గణిత ఉపాధ్యాయుని గుణగణాలు ఏవిధంగా ప్రభావం చూపుతాయి ?
9. 4వ తరగతి నందలి “సంఖ్యలను తెలుసుకొందాం” పాఠ్యాంశము నుండి అన్ని విద్యాప్రమాణాలను పరీక్షించు విధంగా పరీక్షాంశాలను రాయుము.

Section - C (లఘుసమాధాన ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 2 మార్కులు.
3. ఒక్కొక్క జవాబును 8-10 పంక్తులకు మించకుండా రాయండి.

III. ఈక్రింది ప్రశ్నలకు 10 పంక్తులు మించకుండా సమాధానములు వ్రాయండి. 6×2 = 12మా.

10. గణితీకరణ గురించి రాయుము.
11. విద్యార్థులు గణిత అభ్యసనలో చేయు ఏవైనా రెండు దోషాలు పేర్కొనుము.
12. 45 ను ద్విసంఖ్యామానంలో మార్చుము.
13. “ప్రతి రాంబస్ చతురస్రం అవుతుంది” ఈ వాక్యము సరైనదో కాదో సమర్థించండి.
14. దత్తాంశ సేకరణ రకాలను సోదాహరణంగా రాయండి.
15. NCF-2005 గణిత పాఠ్యపుస్తక నిర్మాణముపై పేర్కొన్న సూచనలను రాయండి.

PART - B (10 మార్కులు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి సంబంధించి సూచనల ఆధారంగా జవాబులు రాయండి.
2. సరియైన జవాబుకు సంబంధించిన అక్షరాన్ని ఎదురుగా వున్న () లో గుర్తించండి.

క్రింది ఖాళీలను పూరించండి.

$$5 \times \frac{1}{2} = 2 \frac{1}{2} \text{ మా.}$$

16. 0-9, 10-19, 20-29, తరగతి అంతరం

17. $I = \frac{PTR}{100}$ నుండి $T =$ అను సూత్రాన్ని రాబట్టుటకు అనువైన బోధనాపద్ధతి

18. స్థానవిలువలు లేని సంఖ్యామానము

19. రామానుజన్ సంఖ్యా

20. ఒక హెక్టామీటరుకు సెంటీమీటర్లు.

క్రింది బహుళైచ్ఛిక ప్రశ్నలకు సరైన సమాధానం వ్రాయుము.

$$10 \times \frac{1}{2} = 5 \text{ మా.}$$

21. “లంబకోణ సమద్విభాహు త్రిభుజము” భావనలో గుణాల సంఖ్య ()

- ఎ) 1 బి) 2 సి) $\frac{100P}{PR}$ డి) 4

22. ఈక్రింది వాటిలో లీపు సంవత్సరము ()

- ఎ) 1800 బి) 1900 సి) 2000 డి) పైవన్నీ

23. గణిత బోధన పేటికలో గల డామినోల సంఖ్య ()

- ఎ) 22 బి) 44 సి) 55 డి) 110

24. మానశిక చలనాత్మక రంగంలో అత్యున్నతస్థాయి లక్ష్యం ()

- ఎ) అనుకరణ బి) హస్తలాగం సి) సునిశితత్వం డి) సహజీకరణం

25. అత్యధిక విషయనిష్ఠత కల్గిన ప్రశ్నరకము ()

- ఎ) వ్యాసరూప బి) సంక్షిప్త సి) లక్ష్యాత్మక డి) లఘుసమాధానం

26.

 4x4 గళ్ళ చదరంలో గల మొత్తం చతురస్రాలు ()

- ఎ) 30 బి) 17 సి) 26 డి) 16

27. 2, 5, 10, 17, ()
 ఎ) 25 బి) 26 సి) 27 డి) 28
28. సాంఘిక అభ్యుదయ సిద్ధాంతమును ప్రతిపాదించినవారు ()
 ఎ) బ్రూనర్ బి) పియాజె సి) వైగోట్స్కి డి) స్కేంపు
29. ఒక పరీక్ష ఏ సామర్థ్యమును మదింపు చేయడానికి ఉద్దేశించబడినదో అది నెరవేరితే దానిని ఏమంటారు? ()
 ఎ) విశ్వసనీయత బి) విషయనిష్ఠత సి) ఆచరణీయత డి) ప్రామాణికత
30. “ఒక చింతనా సరళిగా గణితము”ను ఒక గణిత విద్యా విలువగా వర్ణించిన విద్యావేత్త ()
 ఎ) బ్రెస్సోనర్ బి) యాంగ్ సి) మున్నిక్ డి) స్కార్లింగ్
31. క్రింది వాటిని జతపరచండి. $5 \times \frac{1}{2} = 2 \frac{1}{2}$ మా.

A	B
a. ఆగమన పద్ధతి ()	1. హెచ్.ఇ.ఆర్మస్ట్రాంగ్
b. నిగమన పద్ధతి ()	2. బెకన్
c. అన్వేషణ పద్ధతి ()	3. కిల్ పాట్రిక్
d. ప్రాజెక్టు పద్ధతి ()	4. ప్రాబెల్
e. కిండర్ గార్డెన్ పద్ధతి ()	5. మాంటిస్సోరి
	6. కుమినియస్

**D.El. Ed. I year
Paper-V - Maths
Blue Print**

Sl.No.	Name of the Chapter	Essay	S.A.	V.S.A.	O	Total No. of Questions	Total No. of Marks
1.	Introduction to Mathematics	(1) ⁸	(1) ⁴	(1) ²	(3) ^{1/2}	6	15 1/2
2.	Mathematics : Teaching Principles and Methods	(2) ⁸	(1) ⁴	(1) ²	(4) ^{1/2}	8	24
3.	Counting, Numbers and its operations	(1) ⁸	(1) ⁴	(1) ²	(3) ^{1/2}	5	7 1/2
4.	Visualization of Geometrical Shapes, Spales, Pattern and Measurement		(1) ⁴	(1) ²	(3) ^{1/2}	5	7 1/2
5.	Management of Data			(1) ²	(2) ^{1/2}	2	2 1/2
6.	Understanding of Text books and Pedagogy	(1) ⁸	(1) ⁴	(1) ²	(3) ^{1/2}	6	15 1/2
7.	Class Room Planning and Evaluation	(2) ⁸	(1) ⁴		(3) ^{1/2}	6	21 1/2
							94

Note : Choice 8×3 = 24 deduct చేస్తే 94-24 = 70 మార్కులు

D.El. Ed. Ist Year Model Question Paper

Paper-VI - పాఠ్యప్రణాళికలో అధ్యాపకశాస్త్రం - సమాచార ప్రసార సాంకేతికత

Time : 3 hours

PART - A (60 మార్కులు)

Max. Marks : 70

- సూచనలు : 1. ప్రశ్నాపత్రంలో పార్ట్-ఎ, పార్ట్-బి అనే రెండు విభాగాలు వుంటాయి.
2. అన్ని ప్రశ్నలకు జవాబులు రాయాలి.
3. వ్యాసరూపప్రశ్నలకు మాత్రమే అంతర్గత ఎంపిక వుంటుంది.
4. ప్రశ్నాపత్రం చదవడానికి, అర్థంచేసుకోడానికి 15 ని॥ సమయం కేటాయించబడింది.

Section - A

I. క్రింది వ్యాసరూప ప్రశ్నలకు 60 పంక్తులకు మించకుండా రాయండి. 3×8 = 24మా.

1. బహుళ మాధ్యమంను ICT సాధనంగా సాంఘికశాస్త్రంలో ఉపయోగించుకోదగిన సందర్భాలను సోదాహరణంగా వివరింపుము.

(లేదా)

సమాచార ప్రసార సాంకేతిక (ICT) అనుసంధానం వల్ల విద్యాబోధనలో వచ్చిన మార్పులను వివిధ సాధనాలను ఉదాహరిస్తూ వివరించుము.

2. విమర్శనాత్మక బోధనావ్యూహం అనగానేమి? విద్యాబోధనలో అనువర్తనాలను తెల్పుండి.

(లేదా)

బోధనాభ్యసన ప్రక్రియలో వివిధ రకాల వనరులను, వాటిని వినియోగించాల్సిన విధానాలను గురించి చర్చించండి.

3. 'సమ్మిళిత విద్య' భావనను వివరిస్తూ దాని ఆవశ్యకతను చర్చించండి.

(లేదా)

'ఉపాధ్యాయుడు పర్యాలోచక అభ్యాసి' (Reflective Practitioner) ఈ వాక్యాన్ని సమర్థిస్తూ ఉపాధ్యాయుడు నిర్వహించాల్సిన విధులను తెలుపుము.

Section - B (సంక్షిప్త ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 4 మార్కులు.
3. ప్రతి ప్రశ్నకు జవాబును 1 పేజీకి మించకుండా లేదా 15-20 పంక్తులలో వ్రాయండి.

II. ఈక్రింది ప్రశ్నలకు 20 పంక్తులు మించకుండా జవాబులు రాయండి. 6×4 = 24మా.

4. సామీప్య వికాస మండలం (ZPB) భావనను, అనువర్తనాలను క్లుప్తంగా తెల్పుండి.
5. బడిలో చేరేసరికే పిల్లలు పొందివుండే సామర్థ్యాలను సాధించడంలో పాటించిన ప్రక్రియల గురించి తెల్పుండి.
6. 'అంతర్జాలము' కొరకు కావలసిన పరికరాల గురించి రాయుము.
7. సామాజిక మాధ్యమం 'ఫేస్ బుక్' విద్యతో ఎలా సంబంధం వుందో తెల్పుము.
8. MOOC 'భారీ సార్వత్రిక ఆన్లైన్ కోర్సులు' గురించి రాయుము.
9. ప్రాథమిక స్థాయిలో నిర్మాణాత్మక మూల్యాంకనంలో ఉపయోగించే నాలుగు రకాల సాధనాలను గూర్చి తెల్పుండి.

Section - C (లఘుసమాధాన ప్రశ్నలు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి జవాబులు రాయండి.
2. ప్రతి జవాబుకు 2 మార్కులు.
3. ఒక్కొక్క జవాబును 8-10 పంక్తులకు మించకుండా రాయండి.

III. ఈక్రింది ప్రశ్నలకు 10 పంక్తులు మించకుండా సమాధానములు వ్రాయండి. 6×2 = 12మా.

10. కంప్యూటర్ యొక్క నివేశన, నిర్గమ సాధనాల గురించి రాయుము.
11. గిజుభాయి విద్యాతత్వంలో ప్రధానాంశాలను రాయండి.
12. నీవు తరగతి బోధనలో ఒక సౌకర్యకర్తగా ఎలా వ్యవహరిస్తావు?
13. సహకార భాగస్వామ్య అభ్యసన భావనను తెలుపుము.
14. ప్రవర్తనా వాదము యొక్క ఏవైనా రెండు అనువర్తనాలను గూర్చి రాయుము.
15. పాఠ్యాంశ బోధనలో ICT ఒక శక్తివంతమైన సాధనంగా ఎలా ఉపయోగపడుతుంది?

PART - B (10 మార్కులు)

- సూచనలు : 1. క్రింది ప్రశ్నలన్నింటికి సంబంధించి సూచనల ఆధారంగా జవాబులు రాయండి.
2. సరియైన జవాబుకు సంబంధించిన అక్షరాన్ని ఎదురుగా వున్న () లో గుర్తించండి.

క్రింది బహుళైచ్ఛిక ప్రశ్నలకు సరైన సమాధానం వ్రాయుము.

$10 \times \frac{1}{2} = 5$ మా.

16. సాంఘిక నిర్మాణాత్మక వాదానికి చెందినవాడు ()
ఎ) పియాజె బి) బ్రౌనర్ సి) వైగోట్స్కీ డి) పాక్లోవ్
17. URL విస్తృత రూపంలో U అనగా ()
ఎ) యూనివర్సల్ బి) యూనిఫామ్ సి) యూనిస్కో డి) యునైటెడ్
18. సోఫల్ మీడియాకు చెందనిది ()
ఎ) ట్విటర్ బి) వాట్సాప్ సి) క్రోమ్ డి) ఫేస్బుక్
19. నేనెన్నడూ విద్యార్థులకు బోధనను అభ్యసనా పరిస్థితులను మాత్రమే కల్పిస్తాను అని అన్నది ()
ఎ) జాన్ హాల్ బి) పియాజె సి) వైగోట్స్కీ డి) బ్రౌనర్
20. విద్యార్థి కేంద్రీకృత పద్ధతులకు చెందనిది ()
ఎ) ప్రాజెక్టు పద్ధతి బి) కృత్యాధార పద్ధతి సి) ప్రయోగ పద్ధతి డి) ఉపన్యాస పద్ధతి
21. ఈక్రింది వానిలో 'డిజిటల్' ఎవరు ()
ఎ) ప్రకృతి బి) తరగతిగది సి) ఉపాధ్యాయుడు డి) టెలికాన్ఫరెన్స్
22. గిజుభాయ్ స్థాపించిన 'బాలమందిరం' ను ప్రారంభించినది ()
ఎ) వైగోట్స్కీ బి) కస్తూరిబా గాంధీ సి) నెహ్రూ డి) నేతాజి
23. సామాన్య లక్షణాలున్న ఉద్దీపనా తరగతిని ఇలా పిలుస్తారు ()
ఎ) ఉద్దీపన బి) భావన సి) వ్యూహం డి) ప్రవర్తన
24. HTTP విస్తరణలో P ను సూచించేది ()
ఎ) Plan బి) Protocol సి) Phone డి) Policy

AUGUST 2016

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

SEPTEMBER 2016

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

OCTOBER 2016

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

NOVEMBER 2016

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

DECEMBER 2016

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

JANUARY 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

FEBRUARY 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

MARCH 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

APRIL 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	_____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

MAY 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

JUNE 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

JULY 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

AUGUST 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

SEPTEMBER 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

OCTOBER 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

NOVEMBER 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

DECEMBER 2017

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

JANUARY 2018

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

FEBRUARY 2018

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	_____
_____	_____	_____	_____
7 _____	15 _____	23 _____	_____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____

MARCH 2018

1 _____	9 _____	17 _____	25 _____
_____	_____	_____	_____
2 _____	10 _____	18 _____	26 _____
_____	_____	_____	_____
3 _____	11 _____	19 _____	27 _____
_____	_____	_____	_____
4 _____	12 _____	20 _____	28 _____
_____	_____	_____	_____
5 _____	13 _____	21 _____	29 _____
_____	_____	_____	_____
6 _____	14 _____	22 _____	30 _____
_____	_____	_____	_____
7 _____	15 _____	23 _____	31 _____
_____	_____	_____	_____
8 _____	16 _____	24 _____	_____
_____	_____	_____	_____