பயிற்சித்திட்டக் கையேடு

பணியிலுள்ள பயிற்சி பெறாத ஆசிரியர்கட்கு

இரண்டாண்டு தொடக்கக்கல்வி

ஆசிரியர் பட்டயப் பயிற்சி அளித்தல்

கல்வித்துறைப் பிரிவு

தேசிய திறந்தநிலைப் பள்ளி நிறுவனம் வரவேற்கிறது

அன்புள்ள கற்போரே !

வாழ்த்துக்கள்.

தேசிய திறந்தநிலைப் பள்ளி நிறுவனம் (NIOS) என்பது இந்திய அரசின் மனித வள மேம்பாட்டு அமைச்சரகத்தின் கீழ் இயங்கும் தன்னாட்சி பெற்ற நிறுவனமாகும். இது இடைநிலை வகுப்பிலும் மேல்நிலை வகுப்பிலும் 2.02 மில்லியன் கற்போர்கள் தற்போது சேர்ந்து பயிலுகின்ற உலகிலேயே மிகப் பெரிய திறந்தநிலைப் பள்ளி அமைப்பாகும். நாட்டுக்கு உள்ளேயும் வெளியேயும் அதன் பொதுப் பாடபிரிவுக்கும், தொழிற் கல்வி பிரிவுக்கும் கல்வி வழங்கிட 15 பிராந்திய மையங்களையும், 2 துணை மையங்களையும், 5000 கற்றல்மையங்களையும் தேசிய, அனைத்துலக தொடர்பு வலையாகக் கொண்டு சிறப்பாகச் செயல்படுகின்றது. இது திறந்த நிலை தொலை தொடர்பு கற்றல் முறை உதவியால் மாணவர்மைய தரமான கல்விக்கும், திறன்கள் மேம்பாட்டிற்கும், பயிற்சிக்கும் வழி அமைந்துள்ளது. நேர்முகத் தொடர்பு வகுப்புக்களுடன் இணைந்த அச்சிடப்பட்ட பாடப்பொருட்கள் உதவியுடனும், ஆடியோ வீடியோ நாடாக்கள், வானொலி வகுப்புகள், தொலைக்காட்சிப் பாடங்கள் போன்ற தகவல் தொடர்பு தொழில் நுட்ப உதவியுடனும் இதன் திட்டங்கள் அனைத்தும் நடைபெறுகின்றன.

தொடக்கப் பள்ளி நிலையில் பயிற்சி பெறாது பணியாற்றும் ஆசிரியர்களுக்கு பயிற்சி வழங்கிட வேண்டிய பொறுப்பு தேசிய திறந்த நிலைப் பள்ளி நிறுவனத்திற்குக் கொடுக்கப்பட்டுள்ளது. தொடக்ககல்வி ஆசிரியர் பயிற்சி பட்டயத்திற்கான பயிற்சி கட்டகங்கள் அனைத்தும் இத்துறையில் பணியாற்றுவோர் உதவியுடன் தேசிய திறந்தநிலைப் பள்ளி உருவாக்கியுள்ளது. 2009 ஆண்டு கல்விச் சட்டத்தின்படி பல்வேறு மாநிலங்களில் பயிற்சி பெறாது உள்ள ஆசிரியர்களுக்கு பயிற்சியை வழங்குவதற்கு புதுமையானதும் சவால்கள் நிறைந்ததுமான இரண்டாண்டு தொடக்கக் கல்வி ஆசிரியர் பட்டயப் பயிற்சியை இந்நிறுவனம் வழங்குகிறது.

தேசிய திறந்தநிலைப் பள்ளி நிறுவனம் நடத்திடும் இரண்டாண்டு கால தொடக்கக் கல்வி ஆசிரியர் பட்டயப் பயிற்சிக்கு உங்களை வரவேற்பதில் மகிழ்ச்சியடைகின்றேன். உங்கள் மாநிலத்தில் தொடக்கக் கல்வியை குழந்தைகளுக்கு வழங்குவதில் உங்களது பங்களிப்பைப் பாராட்டுகின்றேன். 2009 ஆண்டு கல்விச் சட்டத்தின் படி (RTE Act - 2009) எல்லாப் பள்ளி ஆசிரியர்களும் ஆசிரியர் தொழிலுக்கான பயிற்சி பெற வேண்டியது அவசியமாகிறது. நல்லதொரு ஆசிரியருக்கான தேவையான திறன்களை நீங்கள் ஆசிரியராகப் பணியாற்றிய அனுபவம் அளித்திருக்கும் எனவும் நாங்கள் நம்புகின்றோம். சட்டப்படி கட்டாயமாக்கப்பட்டிருப்பதால் நீங்கள் இப்பயிற்சியை முடித்திட வேண்டியுள்ளது. நீங்கள் இதுகாறும் பெற்ற கற்றறிவும், அனுபவமும் இப்பயிற்சிக்கு சிறப்பாக உதவிடும் என்றும் நான் நம்புகிறேன்.

தொடக்கக் கல்வி ஆசிரியர் பட்டயப் பயிற்சி (D. El. Ed) திறந்த நிலை தொலை தொடர்பு முறையில் நடத்தப்படுகின்றது. உங்களது வழக்கமான ஆசிரியப் பணிக்கு எந்த வித தடையுமில்லாமல் நீங்கள் ஆசிரியப்பயிற்சியைப் பெற்றுக் கொள்ள இது நிறைய வாய்ப்பை அளிக்கிறது.

உங்களது பயன்பாட்டிற்கென்றே உருவாக்கப்பட்டுள்ள தானே கற்றல் பாடப்பொருட்கள் அனைத்தும் உங்களது பணிக்கான கல்வித் தகுதியைப் பெறுவதோடு கூட சிறந்த ஆசிரியராக நீங்கள் மாறிடவும் துணை புரிந்திடும்.

இந்த மாபெரும் பணியில் நீங்கள் வெற்றி பெற வாழ்த்துக்கள்.

தலைவர்,
தேசிய திறந்த நிலைப் பள்ளி நிறுவனம்

(ii)

பொருளடக்கம் / CONTENTS

1. முன்னுரை

ஒரு ஆசிரியரின் தரத்தைத் தீர்மானிப்பதற்கான மிக முக்கியக் கூறுகளில் ஒன்று ஆசிரியர் கல்வியாகும். பயிற்சி பெறாமலே பணியாற்றும் ஆசிரியர்கள் ஆசிரியருக்குரிய நல்ல பண்புகளை அறிந்து கொள்ள நிலையில் உள்ளனர். ஒவ்வொரு மாணவரிடமுள்ள நல்ல உணர்வுகளையும், திறன்களையும் நல்லியல்புகளையும் வளர்த்தெடுக்கும் பணியைச் செய்வது கற்பித்தல் தொழிலாகும்.

அனைத்து பயிற்சி பெறாத ஆசிரியர்களும் தேவையான தகுதிகளைப் பெறுவதற்கு தவிடுவதற்கு சர்வ சிக்ஷா அபியான் திட்டம் (SSA) அவர்களுக்கு பணி நியமனம் பெறுவதற்கு முன்னரே 60 நாள் பயிற்சியை வழங்குகிறது. ஆனால் தேசிய ஆசிரியர் கல்விக் கவுன்சில் (NCTE) குறிப்பிட்டுள்ள பயிற்சித் தகுதியைப் பெறுவதற்கு இந்தப் பயிற்சியை சமநிலை உள்ளதாகக் கருத முடியாது. 2009ஆம் ஆண்டு இலவச கட்டாயக் கல்விக்கான குழந்தைகள் உரிமைச் சட்டமானது 01.04.2010 முதல் நடைமுறைக்கு வந்த பின்னர் தொடக்க நிலையில் கற்பிக்கும் அனைத்து ஆசிரியர்களில் எவரேனும் பயிற்சியின்றி இருப்பார்கள் என்றால் அவர்கள் அனைவரும் 5 ஆண்டுக்குள் பயிற்சித் தகுதியைப் பெறவேண்டியது அவசியமாகிறது.

அவர்கள் அனைவருக்கும் நேரடிப் பயிற்சி முறையில் பயிற்சி அளிக்க முடியாத அளவிற்கு பயிற்சி பெறாத ஆசிரியர்கள் எண்ணிக்கை மிக அதிகமாக உள்ளது. எனவே இந்த மாபெரும் பணியைச் செய்து முடித்திடுவதற்குத் திறந்த நிலை தொலை, தொலைதூரக் கற்றல் திட்டம் போன்ற மாற்று யுக்திகளை கருத்தில் கொள்ளவேண்டியுள்ளது.

இந்தப் பின்னணியில்தான் தொடக்கப்பள்ளிகளில் கற்பிக்கும் பயிற்சியில்லாத ஆசிரியர்களுக்கு திறந்த நிலை மற்றும் தொலைதூரக் கற்றல் திட்டதின்கீழ் தொடக்கநிலை ஆசிரியப் பயிற்சித் திட்டத்தை உருவாக்கிச் செயல்படுத்தத் திட்டமிடப்பட்டுள்ளது.

பயிற்சியில்லாத ஆசிரியர்களுக்கான பணியிடைப் பயிற்சிக்கான அனைத்து பயிற்சி யுக்திகளும் கீழே குறிப்பிடப்பட்டுள்ள தத்துவங்களின் அடிப்படையில் அமைவது அவசியமானதாகும்.

(i) குழந்தை நட்புள்ள, தடையில்லாத இலவலசக் கல்வியை எல்லாக் குழந்தைகளும் பெறுவதை முன்னிலைப்படுத்துதல்.

(ii) செய்து கற்றல், ஆய்வு செய்தல், வினா எழுப்புதல், கண்டு பிடித்தல் போன்றவை களுக்கான செயல்பாடுகள் நிறைந்த குழந்தை மைய கற்பித்தல் முறைகளை வளர்த்தல்.

(iii) பலவேறுபாடப் பகுதிகளுக்கான கற்பித்தல் கற்றல் செயல்பாடுகளை நமக்கு திட்டமிட்டு வழி காட்டுவதற்கு 2005ஆம் ஆண்டு தேசிய காலத்திட்ட வடிவமைப்பு அடிப்படையாக அமைந்திடும். அது ஐந்து பிரதானமான வழிகாட்டுதல் தத்துவங்களை மையமாகக் கொண்டுள்ளது.

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- கற்றறிவை பள்ளிக்கு வெளியேயுள்ள வாழ்வோடு தொடர்பு படுத்தி இணைப்பது.

- கற்றல் மனப்பாட முறைகளிலிருந்து மாறிச் செல்வதை உறுதி செய்தல்.

- பாடப் புத்தகங்களுக்கு அப்பாலும் கற்றலைக் கொண்டு செல்வதற்குரிய வகையில் கலைத் திட்டத்தை செழுமைப்படுத்துதல்.

- தேர்வுகளை நெகிழ்வுத்தன்மை கொண்டதாக அமைத்து வகுப்பறையை வாழ்வு அனுபவத்தோடு இணைத்திடுதல்.

- நாட்டின் குடியாட்சி மாண்புகளுக்கேற்ப அக்கறையுள்ள, மேலோங்கிய சமூக அடையாளத்தினை வளர்த்தெடுத்தல்.

(iv) பயிற்சியுடன் இணைந்த தொடர்ச்சியான மதிப்பீடு முறைக்கு உதவிட அச்சுறுத்தல் இல்லாத ஒரு தேர்வு முறையை உருவாக்குதல்.

(v) 2009 ஆம் ஆண்டு சட்டமானது ஆசிரியர்கள் தண்டனை அளிப்பதையும், தனி வகுப்பு நடத்துதலையும் தடைசெய்துள்ளது. எனவே, இந்த ஆசிரியர் பயிற்சித் திட்டமானது குழந்தைகளின் வகுப்பறைகளை அதிக நட்புணர்வு நிறைந்ததாக மாற்றுவதற்குள்ள வழிகளையும் முறைகளையும் வழங்கிடும். இதன் மூலமே இச்சட்டம் விரும்பும் வண்ணம் குழந்தை சிறப்பாக கல்வி பெறவியலும்.

2. பயிற்சியின் குறிக்கோள்கள்

பயிற்சித்திட்டத்தின் குறிக்கோள்களாவன:

- பள்ளிப் பணிச்சூழலில் நிலவும் ஒத்திமையுமின்மையை (diversity) புரிந்துகொண்டு தீர்வு காணுவதற்கு ஆசிரியருக்கு உதவுவது.

- வகுப்பறைச் செயல்பாடுகள் மற்றும் பரிவர்த்தனையின் தரத்தை உயர்த்துவதற்கு அவர்களை வளப்படுத்துதல்.

- பள்ளியில் குழந்தை விரும்பிடும், குழந்தைமையச் செயல்பாடுகளை உருவாக்குவதற்கான திறமையை ஆசிரியர்களுக்கு வளர்த்தல்.

- பொருத்தமான கற்பித்தல், கற்றல் செயல்பாடுகளைத் தெரிந்து கொள்ளச் செய்திடல்.

- குழந்தைகளிடம் தலைமைப் பண்புகளையும், பிரச்சனை தீர்க்கும் திறன்களையும் வளர்த்திடுவதற்கு ஆசிரியர்களுக்கு உதவிடும்.

- குழந்தை உரிமைகளை பாதுகாக்கும் வகையில் பணியாற்றிட ஆசிரியர்களுக்கு விழிப்புணர்வு உருவாக்குதல்.

3. பயிற்சியில் சேரத்தகுதியுள்ளவர்களும் அதற்குரிய தகுதி நிபந்தனைகளும்

மேல்நிலைக் கல்வியில் (Senior Secondary) குறைந்தது 50% மதிப்பெண்கள் பெற்று, ஆரம்ப பள்ளியில் (I - IV/V வகுப்புகள்) பயிற்சி பெறா பணி புரியும் ஆசிரியர்கள். (ஊனமுற்ற / SC / ST / OBC / விண்ணப்பதாரார்களுக்கு 5% மதிப்பெண் தளர்வு உண்டு). மேலும், B.A. / B.Sc. பட்டம் பெற்று பயிற்சித் தகுதியின்றி உயர்தொடக்கக் நிலையில் (V/VI - VIII வகுப்புகள்) பணிபுரியும் ஆசிரியர்கள். இவ்வனைவருக்கும் பயிற்சியில் சேர்ந்திட மாநில அரசின் பரிந்துரை கட்டாயமாகும்.

4. பயிற்சிக் காலம்

குறைந்தபட்ச பயிற்சிக்காலம் இரண்டாண்டுகள் ஆகும். இருப்பினும் திட்டத்தில் சேர்ந்து பயிலும் ஆசிரியரின் பதிவுநிலை (Registration) மூன்று ஆண்டுகள் வரை செல்லும்.

5. பயிற்சித்திட்ட அமைப்பு

வகுப்பறைச் செயல்பாடுகளில் ஈடுபாடோடு பங்கெடுத்தல், சமுதாய நல்லுறவை திரட்டிச் சேர்ந்திடல், பள்ளியமைப்பு செயல்பாடுகளில் முழுவதுமாக ஈடுபடுதல், பள்ளி வளர்ச்சித் திட்டத்தை அமுல்படுத்துதல் போன்ற தொடக்க பள்ளி ஆசிரியர் கடமைகளின் அடிப்படையில் இப்பயிற்சித்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இரண்டாண்டு தொடக்கக் கல்வி பட்டயப் பயிற்சிக்கான திட்டஅமைப்பு

வரிசை எண்	பாடப்பிரிவும் தலைப்பும்	அடைவெண்கள் (Credits) ஒதுக்கீடு		குறிப்பு
		எழுத்துத் தேர்வு	செய் முறை	
1.	**பிரிவு – I சூழலின் கருத்தியல்கள்**	**18**	**06**	அனைத்துப் பாடங்களும் கட்டாயம்
	1. இந்தியாவில் தொடக்கக் கல்வி: சமூக கலாச்சார நோக்கு	03	01	
	2. உள்ளடங்கிய சூழலில் குழந்தை களைப் புரிந்து கொள்ளுதல்.	06	02	
	3. தொடக்கப் பள்ளிகளில் கற்பித்தல் செயல்பாடுகள்	06	02	
	4. சமுதாயமும் தொடக்கக் கல்வியும்	03	01	
2.	**பிரிவு – II தொடக்க / ஆரம்ப நிலையில் கற்பித்தல் / கற்றல்**	**12**	**04**	அனைத்துப் பாடங்களும் கட்டாயம்
	1. மொழிப்பாடங்கள்	03	01	
	2. கணக்கு	03	01	
	3. சூழ்நிலையியல்	03	01	
	4. கலை, உடல் நலம், உடற்பயிற்சி, பணி அனுபவக்கல்வி	03	01	
3.	**பிரிவு – III உயர்தொடக்க நிலையில் கற்பித்தல் – கற்றல்**	**03**	**01**	ஏதேனும் ஒன்றினைத் தேர்ந்தெடுக்க வேண்டும்
	1. சமூக அறிவியல்	03	01	
	2. அறிவியல்	03	01	
4.	**பிரிவு – IV பள்ளிகளில் கற்பித்தல் பயிற்சி**	**NIL**	**20**	அனைத்துப் பயிற்சியும் கட்டா யமாகும். பணி மனைச்செயல்பாடு களுக்கான அடைவெண்கள் 1வது, 2வது ஆண்டுகளுக்கு சமமாகப் பிரிக்கப்படும்
	1. பள்ளி சார்ந்த செயல்பாடுகள்	Nil	04	
	2. பணிமனை சார்ந்த செயல்பாடுகள்	Nil	08	
	3. கற்பித்தல் பயிற்சி	Nil	08	
	மொத்தம் பயிற்சித் திட்டத்திற்கான அடைவெண் ஒதுக்கீடு 64. பிரிவு மூன்றில் தேர்ந்தேடுக்கும் பாடததிற் குள்ள அடைவெண்ணையும் சேர்த்தால் அடைவெண்கள் மொத்தம் 68 ஆகும்.	**33**	**31**	

முதலாம் மற்றும் இரண்டாம் ஆண்டுகளில் கற்க வேண்டிய பயிற்சிப் பாடங்கள் கீழே தரப்பட்டுள்ளது

முதலாம் ஆண்டு (32)

மையப் பாடங்கள் (பிரிவு - I)

வ. எண்.	பாடத்தலைப்பு	அடைவெண் ஒதுக்கீடு	மொத்தம் எழுத்து + செய்முறை
1.	இந்தியாவில் தொடக்கக் கல்வி – சமூக கலாச்சார நோக்கு	3	3 + 1 = 4
2.	தொடக்கப் பள்ளிகளில் கற்பித்தல், செயல்பாடுகள்	4	6 + 2 = 4

கற்பிக்கும் பாடங்கள் (பிரிவு - II)

வ. எண்.	பாடத்தலைப்பு	அடைவெண் ஒதுக்கீடு	மொத்தம் எழுத்து + செய்முறை
3.	மொழிப்பாடங்கள்	3	3 + 1 = 4
4.	கணக்கு	3	3 + 1 = 4
5.	சூழ்நிலையியல்	3	3 + 1 = 4

செய்முறைப் பயிற்சி (பிரிவு - IV)

வ. எண்.	பாடத்தலைப்பு	அடைவெண் ஒதுக்கீடு	மொத்தம் எழுத்து + செய்முறை
6.	பள்ளி சார்ந்த செயல்பாடுகள்	–	4
7.	பணிமனை சார்ந்த செயல்பாடுகள்	–	4

இரண்டாம் ஆண்டு (32)

மையப் பாடங்கள் (பிரிவு - I)

வ. எண்.	பாடத்தலைப்பு	அடைவெண் ஒதுக்கீடு	மொத்தம் எழுத்து + செய்முறை
1.	உள்ளடங்கிய சூழலில் குழந்தைகளைப் புரிந்து கொள்ளுதல்	4	6 + 2 = 8
2.	சமுதாயமும் தொடக்கக் கல்வியும்	3	3 + 1 = 4

கற்பிக்கும் பாடங்கள் (பிரிவு - II)

வ. எண்.	பாடத்தலைப்பு	அடைவெண் ஒதுக்கீடு	மொத்தம் எழுத்து + செய்முறை
3.	கலை, உடல் நலம் உடற்பயிற்சி, பணி அனுபவக்கல்வி	3	3 + 1 = 4

கற்பிக்கும் பாடங்கள் (பிரிவு - III)

வ. எண்.	பாடத்தலைப்பு	அடைவெண் ஒதுக்கீடு	மொத்தம் எழுத்து + செய்முறை
4.	சமூக அறிவியல்	3	3 + 1 = 4
5.	அறிவியல்	3	3 + 1 = 4

செய்முறைப் பயிற்சி (பிரிவு - IV)

வ. எண்.	பாடத்தலைப்பு	அடைவெண் ஒதுக்கீடு	மொத்தம் எழுத்து + செய்முறை
6.	பணிமனை சார்ந்த செயல்பாடுகள்	–	4
7.	கற்பித்தல் பயிற்சி	–	8

6. கலைத்திட்ட அமைப்பு

(i) மையப் பாடங்கள் (பிரிவு I & II)

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
501	இந்தியாவில் தொடக்கக் கல்வி: *சமூக கலாச்சார நோக்கு*	கட்டகம் – 1: இந்தியாவில் தொடக்கக் கல்வி - ஓர் பார்வை.	அலகு 1: இந்திய கல்வி அமைப்பு - I அலகு 2: இந்திய கல்வி அமைப்பு - II அலகு 3: கல்வி ஒரு அடிப்படை உரிமை	3 + 1 = 4
		கட்டகம் – 2: நடப்புச் சூழலில் இந்தியாவில் தொடக்கக் கல்வி - I	அலகு 4: அனைவருக்கும் தொடக்கக் கல்விக்கான கட்டமைப்பு அலகு 5: அனைவருக்கும் தொடக்கக் கல்விக்கான யுக்திகள் - I அலகு 6: அனைவருக்கும் தொடக்கக் கல்விக்கான யுக்திகள் - II *(சர்வ சிக்ஷா அபியான்)*	
		கட்டகம் – 3: நடப்புச் சூழலில் இந்தியாவில் தொடக்கக் கல்வி - II	அலகு 7: அனைவருக்கும் தொடக்கக் கல்விக்கான திட்டமிடலும் மேலாண்மையும் அலகு 8: தொடக்க நிலைக் கல்விக்கு ஆசிரியர்களை உருவாக்குதல் அலகு 9: வாய்ப்பு மறுக்கப் பட்டோருக்கு கல்வி அளித்திட ஆசிரியர்களை உருவாக்குதல் அலகு 10: தொடக்கக் கல்வியின் அனைத்துலக நிலை	

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
506	உள்ளடங்கிய சூழலில் குழந்தைகளைப் புரிந்து கொள்ளுதல் (Understanding children in inclusive context)	கட்டகம் – 1: குழந்தை வளர்ச்சியும் முன்னேற்றமும் அடிப்படைக் கூறுகள்	அலகு 1: குழந்தையைப் புரிந்து கொள்ளுதல் அலகு 2: மரபு மற்றும் சூழ்நிலையின் பங்கு அலகு 3: ஆளுமை வளர்ச்சியும் அதை அளவிடுதலும்	6 + 2 = 8
		கட்டகம் – 2: குழந்தைகளின் ஆளுமை வளர்ச்சி	அலகு 4: சிந்திக்கும் திறன்களை வளர்த்தல் அலகு 5: அகநிலைப் பண்பை வளர்த்தல் அலகு 6: குழந்தைகளுக்கு ஆக்கத்திறனை வளர்த்தல் அலகு 7: உள்ளடங்கிய கல்வியின் கருத்தியல்	
		கட்டகம் – 3: உள்ளடங்கலுள்ள கல்வி	அலகு 8: சிறப்புத் தேவைகளுள்ள குழந்தைகள் பற்றிய கருத்தியல் (CWSN - Children With Special Needs) அலகு 9: சிறப்புத் தேவைகளுள்ள குழந்தைகளுக்கான கல்வி அலகு 10: ஏற்புத் திறன்களை வளர்த்தல் (DAS), துணைதரும் கருவி (Assistive Device), சிறப்பு சிகிச்சைகள்.	
		கட்டகம் – 4: பெண் குழந்தையும் குழந்தை உரிமையும்	அலகு 11: பாலினப் பாகுபாடு அலகு 12: பெண் குழந்தைகளுக்கு அதிகாரம் அளித்தல் அலகு 13: குழந்தை உரிமைகளும், பெற வேண்டிய உரிமைகள் பெறுதலும்	

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
502	தொடக்கப் பள்ளி கற்பித்தல் செயல்பாடுகள்	கட்டகம் – 1: கற்பித்தல் கற்றல் செயல்பாடுகள்	அலகு 1: பள்ளி முன் பருவ நிலையில் கற்பித்தலும் கற்றலும் அலகு 2: கற்பித்தல் மற்றும் கற்றலுக்கான அணுகு முறைகள் அலகு 3: கற்றல் கற்பித்தல் முறைகள் அலகு 4: கற்றலும், கற்போர் மைய அணுகுமுறைகளும், கற்பித்தல் முறைகளும்	6 + 2 = 8
		கட்டகம் – 2: கற்றல் கற்பித்தல் செயல்பாடுகளின் மேலாண்மை	அலகு 5: வகுப்பறைச் செயல்பாடுகளின் மேலாண்மை அலகு 6: கற்றல் கற்பித்தல் கருவிகள் அலகு 7: பல்வகுப்பு, பல நிலைச் சூழல்களை மேலாண்மை செய்திடல் அலகு 8: கற்றல் செயல்பாடுகளைத் திட்டமிடல்	
		கட்டகம் – 3: வகுப்பறைக் கற்றலினிடையே தோன்றும் பிரச்சனைகள்	அலகு 9: ஒருங்கிணைந்த கற்றல் - கற்பித்தல் செயல்பாடு அலகு 10: கற்றல் செயல்பாடுகளையும், கற்றல் கருவிகளையும் நடப்புச் சூழலுக்கேற்ப அமைத்திடல் அலகு 11: கற்றலில் தகவல் தொடர்பு தொழில் நுட்பவியல் (ICT) அலகு 12: கணிப்பொறி உதவியுடன் கற்றல்	
		கட்டகம் – 4: கற்றலை அளவீடு செய்தல்	அலகு 13: அளவீடு மற்றும் மதிப்பீட்டின் அடிப்படைத் தத்துவங்கள் அலகு 14: அளவீட்டு யுக்திகளும் கருவிகளும் அலகு 15: கற்றலை மேலோங்கச் செய்திட அளவீட்டு முடிவுகளைப் பயன்படுத்துதல் அலகு 16: கற்றலும் அளவீடும்	

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
507	சமுதாயமும் தொடக்கக் கல்வியும்	கட்டகம் – 1: சமூகம், சமுதாயம் மற்றும் பள்ளி	அலகு 1: சமூகமும் கல்வியும் அலகு 2: சமுதாயமும் கல்வியும் அலகு 3: பள்ளிக் கல்வியில் சமுதாயத்தின் பங்களிப்பு அலகு 4: SSA மற்றும் RTE சட்டத்தின் படி சமுதாய பங்கேற்புக்கான வாய்ப்புகள்	3 + 1 = 4
		கட்டகம் – 2: பள்ளி அமைப்பு	அலகு 5: குழந்தைகளுக் குள்ள உரிமைகளும், பள்ளி வழங்க வேண்டியவைகளும் அலகு 6: ஆசிரியரும் பள்ளியும் அலகு 7: ஆசிரியரின் தலைமைத்துவப் பண்பு அலகு 8: கல்வி அமைப்புகளோடு உறவு கொண்டிருத்தல்	
		கட்டகம் – 3: பள்ளியோடு சமுதாயத்தின் இணைப்பு நிலையை நிர்வகிப்பது	அலகு 9: சமுதாயத்தின் பங்கேற்பை உருவாக்குதல் (செய்முறை) அலகு 10: பள்ளி மேலாண்மை அலகு 11: பள்ளி, சமுதாய வளங்களின் மேலாண்மை அலகு 12: பள்ளி, சமுதாய வளங்களை மேலாண்மை செய்யும் அணுகு முறைகள்	
503	தொடக்க நிலையில் மொழிகள் கற்றிடல்	கட்டகம் – 1: மொழியைப் பற்றிய புரிதல்	அலகு 1: மொழி – ஓர் அறிமுகம் அலகு 2: இந்தியாவில் மொழி அலகு 3: மொழி கற்பித்தலும் கற்றலும்	3 + 1 = 4
		கட்டகம் – 2: மொழிக் கற்றலோடு தொடர்புள்ள திறன்கள்	அலகு 4: கேட்டல் – பேசுதல் திறன்கள் அலகு 5: வாசித்தல் திறன்கள் அலகு 6: எழுதுதல் திறன்கள்	

பாடக் குறியீட்டு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
		கட்டகம் – 3: வகுப்பறையில் மொழி கற்றிடல்	அலகு 7: இலக்கியம் அலகு 8: மொழி வகுப்புக்கான பாடத்திட்டம் அலகு 9: மொழி கற்பித்தலுக்கேற்ற பொருட்களும் உபகரணங்களும் அலகு 10: மொழி கற்பித்தலில் மதிப்பீடும் அளவீடும்	
504	தொடக்க நிலையில் கணக்குப்பாய் கற்றிடல்	கட்டகம் – 1: தொடக்க நிலை வகுப்பில் கணக்குப் பாடம் கற்றலுக்கான அவசியம்	அலகு 1: குழந்தைகள் எவ்வாறு கணக்குப் பாடம் கற்கின்றனர்? அலகு 2: கணிதவியலும் கணக்குப் பாடமும் – முக்கியத்துவம், இடம், பொருத்துப்பாடு அலகு 3: கணக்குப் பாடத்தின் இறுதிக் குறிக்கோள்களும், நோக்கும் அலகு 4: கற்போர் மற்றும் கற்றலை மையப் படுத்தும் முறைமைகள்	3 + 1 = 4
		கட்டகம் – 2: பாடப் பொருளை, செறிவூட்டலும், முறைமைகளும்	அலகு 5: எண்களும், எண் கணித செயல்பாடும் அலகு 6: உருவங்கள் மற்றும் வெற்றிடத் தொடர்புகள் அலகு 7: அளவைகளும், அளவீடுகளும் அலகு 8: தரவுகளைக் கையாளுதல் அலகு 9: அல்ஜிப்ரா மற்றும் பொதுக் கணிதம்	

பாடக் குறியீட்டு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
		கட்டகம் – 3: கணக்குப் பாடத்தில் கற்றோரை அளவீடு செய்தல்	அலகு 10: கணக்குப் பாடம் கற்றலுக்கான அளவீட்டு அணுகுமுறைகள்	
			அலகு 11: அளவீட்டுக் கருவிகளும், யுக்திகளும்	
			அலகு 12: கணக்குக் கற்றல் அளவீட்டுக்குப் பிந்தைய தொடர் செயல்கள்	
505	ஆரம்பக் கல்வி நிலையில் சூழ்நிலையியல் கற்றல்	கட்டகம் – 1: ஆரம்ப கல்வி நிலையில் சூழ்நிலையியல் கல்வியின் முக்கியத்துவம்	அலகு 1: கற்றலின் ஆரம்ப நிலையில் சூழ்நிலையியலின் முக்கியத்துவம்	3 + 1 = 4
			அலகு 2: ஆரம்ப நிலையில் சூழ்நிலையியல் பாடத்தைக் கற்பிப்பதன், கற்பதன் குறிக்கோள்களும், வாய்ப்புகளும்	
			அலகு 3: ஆரம்பக் கல்வி வகுப்பு சூழ்நிலையியல் கருத்துக்களைக் கற்பிப்பதிலுள்ள அணுகுமுறைகள்	
		கட்டகம் – 2: சூழ்நிலையியல் கலைத்திட்டமும் கற்பித்தல் முறைமைகளும்	அலகு 4: ஆரம்ப நிலைக் கல்வி நிலைக் கலைத் திட்டத்தில் சூழ்நிலையியலுக்கு இடமளித்தல்	
			அலகு 5: ஆரம்ப நிலைக் கல்வி நிலையில் சூழ்நிலையியல் கற்பித்தல், கற்றல் அணுகுமுறைகள்	
			அலகு 6: சூழ்நிலையியல் கற்பித்தல், கற்றல் முறைகள்	
			அலகு 7: சூழ்நிலையியல் கற்பித்தல், கற்றலுக்குத் திட்டமிடல்	

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
		கட்டகம் – 3: சூழ்நிலையியல் கற்றலை அளவிடு செய்தல்	அலகு 8: சூழ்நிலையியல் பாடத்தை கற்பிக்கவும், கற்கவும் உதவிடும் வளங்களும் பொருட்களும் அலகு 9: சூழ்நிலையியல் கற்றலை அளவீடு செய்தல் அலகு 10: சூழ்நிலையியல் கற்றலை அளவீடு செய்திட பொருத்தமான கருவிகளும், யுக்திகளும் அலகு 11: மாணவர் புரிதலை மேலோங்கச் செய்திட அளவிட்டு முடிவுகளைப் பயன்படுத்தல்	
508	தொடக்க நிலையில் கலை, உடல் நலம், உடற்பயிற்சி, பணியனுபவக் கல்வியைக் கற்றிடல்	கட்டகம் – 1: கலைக் கல்வி	அலகு 1: கலை பற்றிய புரிந்துணர்வும் கலைக் கல்வியும் (எழுத்துத் தேர்வு) அலகு 2: கண்ணுரு கலையும் கைவேலையும் (செய்முறை) அலகு 3: நடத்து கலை (செய்முறை) அலகு 4: தொடக்கநிலை வகுப்புகளில் கலைக் கல்வியைத் திட்டமிடலும் அமைத்தலும் அலகு 5: கலைக் கல்வியை மதிப்பீடு செய்தல்	3 + 1 = 4
		கட்டகம் – 2: உடல்நலம் மற்றும் உடற்பயிற்சி கல்வி	அலகு 6: உடல் நலம் என்பதன் பொருளும் முக்கியத்துவமும் அலகு 7: பள்ளி உடல் நலக் கல்வித்திட்டத்தின் முக்கியக் கூறுகள் அலகு 8: அவசியமான உடல் நலச் சேவைகள் அலகு 9: உடற்பயிற்சிக் கல்வியின் பொருளும் கருத்தியலும்	

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
			அலகு 10: உடற் பயிற்சித் திட்டத்தைத் திட்டமிடுதலும் நடத்துதலும்	
			அலகு 11: விளையாட்டு போட்டிகள், யோகா	
		கட்டகம் – 3: பணியனுபவக் கல்வி	அலகு 12: பணியனுபவக் கல்வி கருத்தியல் (எழுத்துத் தேர்வு)	
			அலகு 13: பணியனுபவக் கல்வியை அமுல்படுத்துதல் (செய்முறை)	
			அலகு 14: கலைக் கல்வியின் திறன்கள் வளர்த்தல் (செய்முறை)	
			அலகு 15: சமுதாயமும் பணியனுபவக் கல்வியும்	
			அலகு 16: பணியனுபவக் கல்வியை மதிப்பீடு செய்தல் (எழுத்து மற்றும் செய்முறை)	

விருப்பபாடங்கள் கற்பித்தல் – பிரிவு III – ஏதேனும் ஒன்று

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
509	உயர் தொடக்க நிலையில் சமூகவியல் கற்றிடல்	கட்டகம் – 1: சமூக அறிவியலைத் தனி பாடப் பிரிவாக புரிந்து கொள்ளல்	அலகு 1: சமூகவியல் பாடங்களின் இயல்பு அலகு 2: பள்ளிக்கலைத் திட்டத்தில் சமூகவியல் பாடங்கள் அலகு 3: வரலாற்றுப் பாடம்	3 + 1 = 4

வருடப்பாடங்கள் கற்பித்தல் பிரிவு III – ஏதேனும் ஒன்று

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	கட்டகங்களின் தலைப்பு	பாட அலகின் தலைப்பு	அடைவெண் ஒதுக்கீடு
		கட்டகம் – 2: சமூகவியல் பாடங்களும் கருத்தியல்களும்	அலகு 4: புவியியல் அலகு 5: அரசியல், பொருளியல், சமூகவியல் பாடங்களோடு ஒருங்கிணைந்த சமூக அரசியல் வாழ்வு	3 + 1 = 4
		கட்டகம் – 3: சமூகவியல் பாடங்களைக் கற்பிப்பதிலுள்ள பொருண்மைகள்	அலகு 6: கற்போர் மற்றும் உள்ளூர் சூழல் இயல்பு பற்றிய புரிந்துணர்வு அலகு 7: கற்பித்தல் கற்றல் யுக்திகள் அலகு 8: சமூகவியல் பாடத்திற்கான கற்றல் வளங்கள் அலகு 9: சமூகவியல் பாடங்களிங் அளவீடு செய்தல்	
510	உயர் தொடக்க நிலையில் அறிவியல் கற்றல்	கட்டகம் – 1: அறிவியலைப் புரிந்து கொள்ளல்	அலகு 1: அறிவியலின் இயல்பு அலகு 2: அறிவியல் தேடல் அலகு 3: அறிவியல் கற்பித்தலின் பல்வேறு அணுகுமுறைகள் அலகு 4: செய்து பார்க்கும் அனுபவங்கள்: பங்கும் முக்கியத்துவமும் அலகு 5: உயர் தொடக்க நிலையில் அறிவியல் கல்வியைத் திட்டமிடுதலும் நிர்வகித்தலும்	3 + 1 = 4
		கட்டகம் – 2: அறிவியல் கற்றலை மதிப்பீடு செய்தல்	அலகு 6: அளவீடு, மதிப்பிடு தொடர்பான பிரச்சனைகள் அலகு 7: அறிவியல் கற்பித்தலில் சவால்களும் பிரச்சனைகளும்	

செய்முறை (பிரிவு IV)

பாடக் குறியீட்டு எண்	பாடப்பிரிவின் பெயர்	செயல்பாடுகள்	அடைவெண் ஒதுக்கீடு
511	பள்ளி சார்ந்த செயல்பாடுகள்	பள்ளி சேர்ந்த செயல்பாடுகள் மூன்று பிரிவாக அமைக்கப்பட்டுள்ளது. • ஒரு பள்ளிக் குழந்தையைத் தனியாள் ஆய்வு செய்திடல் • பள்ளி ஆவணங்களையும், பதிவேடுகளையும் பராமரித்தல் • பள்ளி நிகழ்ச்சிகளில் பங்களிப்பு	4
512	பணிமனை சார்ந்த செயல்பாடுகள் (முதல் ஆண்டு)	12 நாட்கள் நடக்கும் பணிமனை சார்ந்த செயல்பாடுகளுக்கு முதலாண்டு பயிற்சிக்கு 4 அடைவெண்கள். • மொழிப் பாடம், கணக்கு, சூழ்நிலையியல், அறிவியல் சமூக அறிவியல் வகுப்புகளுக்கு பாடத் திட்டம் தயார் செய்தல் • மூன்று பாடங்களுக்கு கற்பித்தல் கற்றல், பொருட்கள், துணைக் கருவிகள் தயார் செய்தல் • ஏதேனும் ஒரு பாடம் சார்ந்த மதிப்பீட்டு கருத்துத் தொகுப்பு (Portfolio) தயார் செய்தல் • வினாத்தாள் வடிவமைப்பு, வரை படம், துணை கொண்டு சமனுள்ள வினாத்தாள் தயார் செய்தல். • மாதிரி வகுப்புகளை உற்று நோக்கல் • செயல்நிலை மதிப்பிட்டில் (Process Evaluation) பங்கேற்றல்	4
514	பணிமனை சார்ந்த செயல்பாடுகள் (இரண்டாம் ஆண்டு)	12 நாட்கள் நடக்கும் பணிமனை சார்ந்த செயல்பாடுகளுக்கு இரண்டாம் ஆண்டில் 4 அடைவெண்கள். • ஏதேனும் 2 பாடத்தில் கருத்து வரை படம் தயார் செய்தல் - மொழிப்பாடம், கணக்கு, சூழ்நிலையியல், அறிவியல், சமூக அறிவியல் (Concept Mapping) • கலை, உடற்பயிற்சி, உடல் நலக்கல்வி, பணி அனுபவக் கல்வியில் பங்கேற்றல் • வகுப்பறை கால அட்டவணை / ஆண்டு செயல்திட்ட அட்டவணை பகுப்பாய்வு செய்தல் • பள்ளி சமுதாய நல்லுறவு • கருத்தரங்கில் பங்கேற்பு • செயல்நிலை மதிப்பிட்டில் பங்கேற்பு	4

பாடக் குறியீடு எண்	பாடப்பிரிவின் பெயர்	செயல்பாடுகள்	அடைவெண் ஒதுக்கீடு
514	கற்பித்தல் பயிற்சி	கற்பித்தல் பயிற்சிக்கு 8 அடைவெண்கள் உண்டு. ஒவ்வொரு ஆசிரியப் பயிற்சியாளரும் நான்கு பாடத்தில் (மொழிப் பாடம், கணக்கு, சூழ்நிலையியல், அறிவியல்/சமூக அறிவியல்) தலா 10 பாடவேளைகள் கற்பிக்க வேண்டும். அவருக்கு பள்ளியில் வழிகாட்டி ஆசிரியரும், மேலாய்வு ஆசிரியர் (பணிமூழ்ப்புள்ள பள்ளி ஆசிரியர்) நியமிக்கப்படுவார்கள். பயிற்சியாளர் கீழ்க்காணும் மதிப்பீட்டு அடிப்படையில் மதிப்பீடு செய்யப்படுவார். • பாடத்திட்டம் • பாடப்பொருளறிவு பெற்றிருத்தல் • ஆசிரியர் வழிகாட்டுதல் • பாடம் கற்பிக்கும் போது மாணாக்கர் பங்கேற்பு, வகுப்பறை மேலாண்மை • மாணவர்களை மதிப்பீடு செய்தல் • பள்ளித் தலைமையாசிரியரின் பயிற்சி வகுப்பு மதிப்பீடு	4
		மொத்த அடைவெண்கள் (Total Credits)	**64**

7. Detailed Unit Structure

Course 1: 501-Elementary Education in India: A Socio-Cultural Perspective

Rationale

This course presents an overview of the elementary education at the national and global levels. It is aimed at describing the historical progression of elementary education to help the teachers understand the nature and development of elementary education in a holistic way. This course has been designed based on the needs of the society and varied life experiences to facilitate fair understanding of elementary education in the contemporary Indian society.

Working on the suggested readings and activities given at the end of each unit will provide profound understanding of elementary education.

Specific Objectives

- To develop an understanding of the trends, issues and challenges being faced by elementary education.
- To develop an overview of the universalization of education at the national and international levels.
- To appreciate the role of various initiatives such as, DPEP, SSA, RTE, etc., for universalization of elementary education
- To develop an understanding on the status of elementary education in pre-independence and post- independence periods.

Block 1: Elementary Education in India: A Retrospect

Unit 1 : Indian Education System –I

- A brief overview of the ancient Indian Education System; the concept of 'Guru' of the yore and the professional teacher of today.
- Significant recommendations of the Commissions and Committees during the British period upto 1947 with reference to elementary education.

Unit 2: Indian Education System –II

- A brief overview of the significant recommendations of the Commissions and Committees with reference to elementary education in post independent India, particularly the Education Commission, 1964-66.
- National Policy on Education, 1968 and 1986/1992; mention of concerns of Elementary Education contained in the Policies.
- Structure of Elementary Education of 8 years (5+3) with 5 years of Primary and 3 years of Upper Primary.
- The evolution of the School Curriculum Framework, major implications of the National Curriculum Framework (NCF), 2005 for elementary school curriculum.

Unit 3: Education as a Fundamental Right

- Reasons for non-achievement of goals of Universalization of Elementary Education (UEE) since Original Article 45 of the Constitution.
- 86th Constitutional Amendment, 2002; Article 21 A; Emergence of Education as a Fundamental Right.
- Rights of Children to Free and Compulsory Education (RTE) Act, 2009. Detailing the provisions of the Act in terms of : -
    - Rights of the Child
    - Roles and responsibilities of the teacher
    - School governance and management
    - Curriculum and evaluation imperatives.

- A brief reference to Rules to the RTE Act, as approved by the States concerned.
- Education in the concurrent list; implications for the Centre and the States.

Unit 4 : Organisation Structure for UEE

- Organisational structure of Elementary Education at various levels:
    - National (NCERT)
    - State (SCERT, SIEMT)
    - District (DIETs)
    - Block (BRCs)
    - Cluster (CRCs)
and the roles and functions of the institutions created for each level.

Block 2: Elementary Education in India in the Cotemporary Context I

Unit 5: Strategies for UEE-I

- Universalization of Elementary Education (UEE),Project mode for Universalization of Elementary Education

- UP-Basic Education Project , Bihar Education Project ,Lok Jumbish , Shiksha Karmi , Projects specific to the state like Maharashtra, Schemes for socially deprived children, Schemes for girls, Schemes for economically backward children Schemes for distant area children, Schemes for out of the school children, The Scheme for special target group. (Handicapped, Devdasi children, etc,

- District Primary Education Programme (DPEP) , Objectives of DPEP, Major components of DPEP, Execution plan of DPEP, Strategies and Activities, Impact of the programme on UEE

Unit 6:Strategies for UEE-II: The Sarva Shiksha Abhiyan (SSA)

- Sarva Shiksha Abhiyan (SSA)Programme and its essential features

- Aims and Objectives of the SSA

- Broad strategies of the SSA Programme

- Financial norms under SSA Programme

- Development of school and other related facilities

- Mid Day Meal and its contribution in SSA

- Harmonization of RTE Act, 2009 and Sarva Shiksha Abhiyan

Unit 7 : Planning and Management of UEE

- Decentralization of Educational Management, 73rd, 74th Constitutional Amendment.
- Planning at micro and macro levels.
- Management and governance issues in Elementary Education.
- School management vis-à-vis the RTE Act, 2009.
- Networking national, state and district level institutions for effective management and capacity building.

Block 3: Elementary Education in India in the Cotemporary Context II

Unit 8 : Preparing Teachers for Elementary Education

- Models of Elementary teacher education, including integrated models.
- Thrusts of NCF, 2005 for school education at the elementary stage.
- Salient aspects of National Curriculum Framework for Teacher Education (NCFTE), 2009-10 for preparation of elementary teachers.
- Pedagogical issues and concerns of the primary and upper primary sub-stage of elementary education.
- Teacher as a reflective practitioner.
- Implementation of the Teacher Eligibility Test (TET).

Unit 9: Preparing Teachers for Education of Disadvantaged:

- Issues on Access and Retention

- Barriers to access

- Education for Scheduled Castes & Scheduled Tribes

- Muslim Minorities

- Migrates

- Children with Special Needs (CWSN)

- Urban Poor and deprives & geographically remote children

- Working children

- Academic support system and teacher empowerment

- Inclusive Training of Teachers

- Empowering teachers to protect child rights in schools

Unit 10 : International Scenario in Elementary Education

- Major thrusts of Jomtien Conference (1990) and the impact on E-9 countries, South Asian region.

- Elementary education initiative in developing and developed countries.

- Role of international agencies in UEE (UNESCO, UNICEF, World Bank, DFID, SIDA).

- World Education Conference, Dakar, Senegal, 2009.

- Education for All (EFA) initiatives.

Course 2: 506-Understanding Children in Inclusive context

The teachers should have a fair understanding of the nature and needs of children in order to teach effectively and help children grow in a holistic way. Effective teaching is not possible without understanding the child in entirety. This course will help you to understand individual differences among children and deal with them accordingly. Teachers are supposed to create a facilitative environment and promote child friendly pedagogical processes where every child feels free to express his/her views, feels un-threatened, and constructs knowledge based on their experiences. The teachers should appreciate the need for protection of rights and entitlements of children for their smooth development. The discussion in this course will make you more sensitive and insightful towards children within their socio-cultural context.

The course is aimed at developing understanding of basic concepts and principles of child development and their implication for teaching and learning. Teachers can steer the children in the development of their overall personality. The understanding of individual differences, such as gender issues and socio-economic factors will help them teachers create facilitative environment for children with special needs.

Design of the Course

This course is designed in a manner which facilitates the achievement of the following objectives:
- To explain the role of a teacher in understanding children.

- To discuss strategies for personality development of children.

- To understand the learners and their learning process.

- To undertake field-based activities to understand the concepts in-context

- To additionally go through readings suggested at the end of each unit to enable the teachers to be familiar with various concepts discussed in this Course.

Rationale

This course is designed for teachers to understand childhood and children at the elementary stage. This is a foundation course upon which teaching skills and competencies are based. The purpose of

the course is to equip you with the background knowledge that needs to develop an understanding of the elementary school child and his/her socio-cultural contexts. It seeks to develop and build sensitivity towards special needs of the children so as to make the classroom environment healthy and efficient.

Specific Objectives

This course intends to achieve the following specific objectives:

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To empower teachers for selecting and using appropriate methods and media for teaching children.
- To build up understanding for development of personality of children in an inclusive environment.

The course comprises of 13 units organized within four Blocks given as follows. The main concept included in the units are given in bulleted form under each unit.

Block 1: Basics of Child Growth and Development

Unit 1: Understanding the Child

- Understanding growth and development of child
- Principles/characteristics of growth and development
- Relationship between growth and development
- Stages of growth from infancy to childhood and their implications
- Stages of development (Physical, Social, Emotional, Motor, Cognitive, and Moral) and implications of stages of development for teaching and learning process
- Factors for facilitating the growth and development
- Role of teacher in growth and development of children

Unit 2: Role of Heredity and Environment
- Concept of heredity and environment
- Mechanism of heredity, factors and importance of Environment
- Relative significance of heredity and environment in understanding the child
- Implication of heredity and environment for child development

Block 2: Personality Development of Children

Unit 3: Developing Personality and its Assessment

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- Nature and concept of personality
- Characteristics and dimensions of personality
- Theories of personality; development of self-concept, values, attitudes, perception and motivation; Leadership behaviors
- Assessment of factors affecting personality
- Role of teachers in personality development

Unit 4: Developing Thinking Skills

- Stages, types and tools of facilitating thinking
- Development of critical, convergent and divergent thinking
- Empowering child to take rational decisions based on thinking
- Facilitating questioning skill among children in classroom
- Role of school and teacher in developing thinking skill

Unit 5: Development of Self

- The development of self concept in children
- Conditions that help in development of self concept in children
- Factors affecting the self concept in children
    - Values and moral development in children
    - Role of discipline in development of values
    - Development of attitude and role of teacher in developing good attitude in children
    - Importance of perception and its development in children
    - Characteristics of motivation in children
    - Intrinsic motivation, persistence, choice of challenge and dependency,
    - Developing and enhancing motivation

Unit 6: Developing Creativity in Children

- Concept, Nature and Types of creativity
- Assessment of creativity
- Factors influencing creativity
- Strategies to develop creativity through activities (Activities to develop creativity)
    a) Scholastic
    b) Co-Scholastic

- Developing Learning Materials to foster creativity

Block 3: Inclusive Education

Unit 7: Introduction to Inclusive Education

- Concept and nature of special education, integrated education and inclusive education
- Factors affecting inclusive school and classroom
- Inclusive learning materials, physical environment   and classroom management
- Developing inclusive evaluation system;
- Disadvantaged groups: inclusion of Dalit, Adivasi, child labour, and other forms of inclusion

Unit 8: Concept of CWSN

- Defining CWSN
- Categories/types of disabilities (mental, physical, emotional, behavioural, learning, etc.) and their effect of children growth
- Factors affecting the growth of disabled children, why are they referred as "Waiting Children",
- Early identification, assessment and intervention
- PWD Act 1994, Role of Central and State Governments
- How a teacher can play a vital role in handling the CWSN in classroom
- Role of teacher to identity and address CWSN
- Learning requirements of CWSN at elementary stage,

Unit 9: Education of CWSN

- Educational needs of CWSN
- Curriculum adoption for CWSN (general curriculum adopted), Facilities to cater to learning needs of CWSN at school
- Inclusion of child with disability in school
- TLM for imparting education
- Classroom adjustment of CWSN
- Concept and role of home-based education
- Use of ICTs for effective learning by CWSN
- Classroom management and CWSN

Unit 10: Development of Adoptive Skills (DAS), Assistive device (AS), Special Therapies (ST)

- DAS, AS and ST for children with mental retardation, hearing impairment, locomotors, cerebral palsy & speech impairment, learning difficulties and multiple disabilities, a brief discussion on each device

Block 4: Girl Child and Child Rights

Unit 11: Gender Issues in Education

- Concept of Gender; Differentiation between Sex and Gender
- Biological and gender attributes of boys and girls
- Meaning of Gender discrimination
- Status of boys and girls in our society
- Causes of gender discrimination
- Gender discrimination in Schools and classrooms
- Need to counter discriminative gender practices
- Role of school and teachers.

Unit 12: Empowering Girl Children

- Concept of Empowerment: Meaning of Empowerment
- Indicators of Empowerment
- Need for Empowering Girls
- Role of Education in the Empowerment of girls: Empowerment through formal and non-formal education
- Initiatives for Empowering Girls: Mandate of the constitution
- Government Policies and Initiatives, NPEGEL
- Programmes for Girls from rural areas, other initiatives [Mahila Samakhya]
- Role of Agencies in Empowering Women and Girls: Role of Government and NGOs, Local bodies, Role of Schools and teachers,
- Life Skills for Girls: Concept of Life Skills, Life Skills for Girls, Role of Schools and Teachers.

Unit 13: Child Rights and Entitlements

- Meaning of Human Rights and Rights of the Child
- UN Initiatives on Rights of the Child: Main objectives and purpose of UN Declaration
- The Right of Children to Free and Compulsory Education Act,2009 and Rights of the Child,
- Protection of Rights of the Child: Need for protection of Rights of the child,
- Mandatory provision of National Commission for the Protection of Child Right (NCPCR),**;** Violation of Rights of the Child: Child Labour: Meaning of child Labour
- Need for abolition of child Labour
- Measures for banishing child Labour
- Executive summary of Planning Commission about abolition of Child Labour in India, Judiciary for Child Labour Abolition

- Violation of Rights of the Child within the school: Instances of violation of Rights of Child within the school

- Corporal punishment and Rights of the Child

- Need for banning corporal punishment

- Role of teacher in protecting Rights of the Child, code of conduct for teachers.

Course 3: 502-Pedagogic Processes in Elementary Schools

Design of the Course

- The course will have   field–based assignments

- To develop the skill of teaching

- To correlate theory and practice of teaching of school subjects

- To understand the pedagogic perspective and approach

- To empower teachers for effective teaching

Rationale

The crux of all pedagogic efforts is to enhance the quality and extent of learning experience of children within the confines of schooling conditions. With this pedagogic perspective teacher and teaching are considered facilitators and facilitating process of learning.

 This course will focus on equipping the prospective teachers with conceptual clarity of pedagogic processes so that they can select and use most appropriate methods and strategies for effective teaching in different contexts. They will assess the children's progress in diverse situations basing on which they shall undertake appropriate modifications in the teaching learning process. Pedagogic study will enable teachers to understand school subjects with specific context of children and process of learning.

Specific Objectives
- To help the teachers in understanding the nature of children and the ways the children learn in the school/classroom situations.
- To develop capacities of teachers to reflect, reason and make conceptual understanding of pedagogic practices and   learning process**.**
- To empower teachers to select, integrate and use most appropriate methods and strategies for effective facilitation of learning of children.
- To expose the teachers to different modes of assessment of learning and enable them to uses those effectively to promote classroom learning.
- To acquaint the teachers with the different tools and techniques of ICT available for enriching the learning processes in and out of classroom

Block 1: Learning and Teaching Process

Unit 1: Learning and Teaching during Early Schooling

- Learning: The concept and process, Learning as meaning making, Factors affecting learning-maturation, motivation, context/environment
- How children learn – through experience, participation/doing, observation, imitation, trial and error, insight/reflection. Learning through construction of experiences.AS
- Teaching- traditional views, teaching as facilitation/management of learning

Unit 2: Approaches to Learning and Teaching
- Traditional Teacher-centered and Subject-centered approaches: Characteristics, utilities and limitations.
- Competency-based approach: Characteristics, uses and limitations
- Constructivist approach: Premises of Radical and Social Constructivism, characteristics, relevance and limitations
- Child-centered approach: Characteristics, utilities and limitations

Unit 3: Methods of Learning and Teaching
- Characteristics of effective method of teaching and learning
- Dominantly instructional methods: Lecture-cum-demonstration, Discussion, Induction and Deduction,
- More learner friendly methods: Heuristic, Discovery, Inquiry,
- More contextual methods: Play-way, Problem solving, Cooperative and Collaborative Learning
- Combination of methods used in constructivist teaching-learning process

Unit 4: Learner and Learning-Centered Approaches and Methods
- Concepts and characteristics of learner-centered and learning- centered approaches with exemplars
- Comparison of teacher-centered, learner-centered and learning-centered approaches.
- Activity-based approach as learner and learning friendly approach:
  - ➢ Activity and its elements,
  - ➢ Characteristics of activity-based approaches
  - ➢ Methods used in the approach
  - ➢ Combination of variety of activities (both curricular and co-curricular) for meaningful and holistic learning
  - ➢ Advantages over other approaches
  - ➢ Issues in classroom management associated with the approach

Block 2: Management of Learning- Teaching Process

Unit 5: Management of Classroom Processes

- Management of Group and Individual learning situations,
- Management of Time and Space for classroom teaching and learning,
- Seating arrangements for activity-based teaching-learning methods in the classroom,
- Management for motivation and discipline in the classroom,

Unit 6: Teaching and Learning Materials

- Categories of TLMs,

- No cost and low cost contextual TLMs,
- Involvement of students in collecting/preparing, using, storing TLMs and its advantages for their learning,
- Textbooks as TLMs: Proper use of textbooks for learning,
- Learning beyond the textbooks: Searching for other sources of learning in the context of school learning,

Unit 7: Management of Multi-Grade and Multi-Level Situations

- Different multi-grade situations and the issues of learning management in each situation,
- Space, grade and curricular management in multi-grade situations,
- Multi-level Class: Concept and Issues,
- Facilitating learning in multilevel/heterogeneous classroom,
- Other forms of diversities in the classrooms (arising out of gender, ethnic, CWSN, cultural, linguistic characteristics of learners) and their management for effective learning

Unit 8: Planning Learning Activities
- Annual plan of curricular and co-curricular activities (for entire school and for each class),
- Preparation of annual scheme of lessons (Class-wise and Subject-wise or Major competencies-wise): the need and procedure,
- Lesson Plans for each content unit/competency,
- Lesson Note/Diary: the need and process of maintaining,

Block 3: Emerging Issues in Classroom Learning

Unit 9: Integrated Learning- Teaching Process

- Concept of integration, need and relevance at elementary education level
- Types and Process of integration,
- Planning and organizing integrated learning experiences,
- Integrated text materials (integrated textbooks, materials and activities),

Unit10: Contextualizing Learning Processes and Materials

- Meaningful learning in learner familiar, local specific context,
- Learning and Socio-cultural context,
- Use of folk materials in the teaching learning process during early schooling,
- Using socio-cultural elements in planning learning activities in the classroom,
- Early education of tribal children using their socio-cultural contexts and materials,

Unit 11: ICT in Learning

- ICT: Conceptual framework, Relevance of ICT in school learning,
- Tools of ICT: Hardware (different audio, video, and audiovisual devices) and software's (internet, websites, social networks etc.) their use in classroom learning
- Planning for ICT integration in classroom transactions,

Unit 12: Computer-assisted Learning

- Computer, its major components, basic knowledge of computer operations,
- Using computer as an accessory of learning (use of software packages on curricular contents through computer), Knowledge of different types of packages,
- Using computer as a source of learning (accessing internet websites for upgrading content knowledge, social networks for sharing knowledge and interaction),
- Self-assessment and assessment of learners' achievement through available or developed software,

Block 4: Learning Assessment

Unit 13. Basics of Assessment and Evaluation

- Assessment of learner's progress: Concept, Differences from Measurement, Evaluation,
- Relation of assessment with expected learning outcomes and processes of classroom transaction, Formative and Summative Assessments and their utility,
- Continuous and comprehensive evaluation (CCE): Concept, process and the need,
- Use of quantitative and qualitative data for effective CCE,

Unit 14: Tools and Strategies of Assessment

Assessment OF learning, Assessment FOR learning, Assessment AS learning: Concepts and relevance, Characteristics in terms of purpose, timing, and strategies

Unit 15: Using the results of assessment for improving learning

- Tools and strategies according to the mode of assessment,
- Basic knowledge of construction and use of Achievement tests using different types of test items, Construction and conduct of unit tests,
- Fundamentals of the following tools and techniques:
  Rating Scales, Check list, Questionnaire, Observation, Interview, Portfolio
- Knowledge of construction of different types of test items (Objective-based): Extended Response (Essay), Restricted Response, Objective, Open-ended test items and their utility.

Unit 16: Learning and assessment

- Recording and reporting the results of assessment,
- Sharing the results with students, their parents, teachers, and other stakeholders with specific purpose for each category of stakeholders,
- Identification of areas of strength and weakness from the results of assessment and formulation of follow up programmes for improving the quality and levels of learning.

Course 4: 507-Community and Elementary Education

Design of the Course

- To understand the whole school development in the perspective of RTE
- To develop the relationship between teacher, parents and community.
- To make aware the teachers in educational change
- To develop the skills of leadership qualities among teachers

Rationale and Aim

This course will help teachers understand the interface between education and society regarding elementary education to India. It introduces the relationship between teacher and community for school development. The programme showed the partnership among the school and society to improve quality of elementary education as per the needs of the community. The school should be located at a place which is easily accessible to all children. The discussion will empower teachers as how to communicate with the children as well as community so as to enrol, retain and move towards better learning achievement.

Specific Objectives

- To understand the role of community in school development
- To relate working of the school to communicate in a better way with community
- To evaluate school facilities and the influence of other resource persons in the context of school development
- To explore community resources and use them in school environment
- To appreciate the process of managing school community symbiosis

Block 1: Society, Community and School

Unit 1: Society and Education

Society and social relationships in India: Introduction to society; Evolution of and diversities in Indian society and unity in India as a nation; Society and education linkages; School as an organ of society (School as a cross section of society) (*1000 words- linkages to course 1 of the programme*).

Unit 2: Community and School

Understanding community (society vis a vis community); Elementary education in the context of community; Community and school interface; School as a community; Influence on language development , cultural development, way of life (including festivals) and development of different life skills

Unit 3: Contribution of Community in School Education
Role of parents, community in a holistic manner (Advocacy; Community as a resource for school; Community in development of learning material); Experiences and research studies;

Unit 4: Provisions for Community Participation under SSA and RTE

(*Linkages to Elementary Education in India, Course 1 Block 2*)

Policy provision, Role of parent teacher association/ mother teacher association, School Management Committee; Self help group; Main objectives of Panchayati Raj and their role as an institution in EE, EE and partnership with community (pros and cons), Experiences and research studies;

Block 2: School Systems

Unit 5: Entitlements of the child and school provisions

Right based approach to education (human right in context of school and child); Right to Education considered as human right; Right of Children to free and compulsory Education Act 2009 Key aspects of Whole School (meaning and nature): children's approach to school (barrier free access), Children's experience in school campus (basic child friendly elements including parking space for vehicles, cycles,...), Children's experience in classrooms (space, sitting arrangement features, light, ventilation, , veranda,), Children's safety and security in school (fire, water, wind, and other emergency hazardous situations), Facilities in school for effective learning (indoor and outdoor school spaces for pedagogic use), Facility for Mid-Day Meals, Facility for drinking water and toilet for every child (adequate safe drinking water and sanitation), Facilities for sports and games, Facilities for gardening, Promotion of child friendly child centered pedagogical processes with more of activities for experiential learning, exploration, inquiry, discovery, etc. (*Link with Pedagogical Processes in Elementary Education Course 3, Block 1*)

Unit 6: Teacher & School

Teachers in school context; SSA interventions in School system for its development; Professional development of teachers (locating the professional development in school environment- Professional development programme through SSA involving School Community Partnership); Teacher Leadership

Unit 7: Teacher Leadership

Concept of Leadership; Types of Leadership (Democratic, Autocratic); Leaders and Rejecters'; Leadership Skills; Teacher Competency, knowledge; Performance and commitment to educational change; Convincing Conversations; Decision Making and Problem Solving;

Unit 8: Relationship with education agencies
Role of Education Bodies: SSA Structures (DRC, BRC, CRC), Training and Curriculum (Universalization of Elementary Education Mission, SCERT, DIET); Role of Voluntary Agencies to help for the developmental stages at elementary school level; Concept of Agencies of education, Types of agencies of education, Liaison of different agencies of education with central government and state government, Role of head teachers and teachers vis-à-vis society.

Block – 3: Managing School Community Interface

Unit 9: Community Mobilization (Practice Based)

Ways and means to mobilize communities in school education: Case Studies, Best Practices across states (Link to community based project on "Teacher Leadership, Community Mobilization")

Unit 10: Management of School

Meaning and Nature of School Management; Components of management and their rules (Planning, Budgeting, Organizing, directing, controlling, coordination, decision making, evaluative activities and programmes), Types of Management: Participatory and non-participatory-Process of Participatory management

Unit 11: Resource Management of School & Community

Type of Resources: Human, Material & financial sources of income – government, other agencies, local bodies, voluntary contribution from society, endowment, Savings Exam fees.

Unit 12: Management approaches of School Community Partnership

Management Approaches – Meaning, nature and scope, types of approaches man power,

- Cost benefit,
- Social demand,
- Social justice

Relevance of each approach to strengthen school & Community Partnership.

Differentiating management and organization of School-Community Partnership and process of strengthening relationship between the two agencies

Supplementary Material: Video on Cases of Community Mobilization across states

Group-2: Teaching & Learning in School Subjects at Elementary Level

NCF 2005 is going to guide all the plans for facilitating training processes in different subject areas. It centres around five key guiding principles:

1. Connecting knowledge to life outside the school;
2. Ensuring that learning shifts from rote methods;
3. Enriching the curriculum so that it goes beyond textbooks;
4. Making examinations more flexible and integrating them with classroom life;
5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

Course 5: 503- Learning of Languages at Elementary Level

Design of the Course

- To develop the skills of teaching languages
- To understand young learners and their learning context
- Some units to be field-based

Rationale and Aim

This course focuses on the teaching of languages to the learners at the elementary level. The aim is also to expose the student-teacher to contemporary practices in language teaching. This course is based on a constructivist approach to language learning. The teacher will be enabling to create an environment which encourages learners to experiment with language learning.

Specific Objectives

- To enable teachers to grasp general principles in language learning and teaching

- To develop classroom management skills, procedures and techniques for teaching language

- To examine issues in language assessment and their impact on classroom teaching

- To develop competence in teaching languages at the elementary level
- To develop understanding about language – concept, nature, structure, functions, importance
- To develop insight into the process of language learning and acquisition
- To develop acquaintance with various approaches, methods and techniques of language teaching
- To sharpen the skills needed to become an effective language teacher

Block 1: Understanding Language

Unit 1. Introduction to Language
- Language – concept, function, importance
- Linguistics and Grammar; concept of standard language;
- Social context of language; Psychology of language
- Language Skills: Listening, Speaking, Reading Writing
- Language and Literature

Unit 2. Languages in India

- Languages in India –Scheduled Languages, Mother Tongues & Regional Languages; Classical Languages (Sanskrit, Arabic, Persian); Official Language;
- Place of Hindi in India
- Place of English in India
- Language Education Policy in India – Three Language Formula; NCF 2005

Unit 3. Language Teaching-Learning

- Language Acquisition & Language Learning;
- Sociolinguistic and Psycholinguistic Basis of Language Learning
- Role of Grammar in language learning
- Various methods and approaches to language teaching – Grammar-Translation; Structural Approach; Communicative Approach
- Inculcation of values and development of life skills through teaching-learning of language and literature
- Learning disability in language: Dyslexia and dyslexics

Block 2: Skills associated with Language Learning

Unit 4. Listening- Speaking Skills

- Oral-Aural Approach to language teaching

- Techniques for classroom teaching of listening and speaking: Nursery Rhymes; Recitation; Dramatization & Role Playing; Conversations; Story Telling; Discussions in pairs and groups; Co-curricular activities – Competitions: Debate, Elocution, Poetry Recitation, Extempore Speech, etc.

- Aids – Audio/Video Programmes; Language Labs

- Dictation as a technique for testing listening comprehension and correct spellings (A good learner should be able to write correct spelling on listening)

- Accuracy vs. fluency

Unit 5. Reading Skills

- Importance of Reading in Language; Difference between silent and loud reading

- Methods/Approaches to teaching-learning of Reading: Phonic, Alphabet, Word, Sentence, Discourse Methods, Psycholinguistic Approach – Meaning vs. Graphics in reading

- Inculcating the love for reading among pupils: reading for pleasure and reading for knowledge; Use of libraries, class libraries, exchange of books among peers; fiction, story books, newspapers, etc.;

- Book Therapy for personality development and healing: Reading and discussing books

- Connecting reading with writing: Reading Comprehension, Familiar Text and Unseen Passages; Paraphrasing, summarizing for testing comprehension

- Vocabulary building – Active vs. Passive Vocabulary

Unit 6. Writing Skills

- Beginning writing – practicing alphabets, words, sentences; importance and elements of good handwriting – legible and aesthetically written; helping children to develop a good handwriting; handwriting and personality; handwriting as an indicator of dyslexia

- Qualities of good Writing: grammatically correct, communicative – lucidity & brevity; simple vs. flowery language

- Techniques for teaching writing skills in lower classes: Picture Compositions, Developing stories from given outline, etc.

- Advanced Writing Activities: Paragraph and Essay Writing, Letter Writing, Story Writing, Poetry Writing

Block 3 : Language Learning in the classroom

Unit 7. Literature

- Role of Literature in Language Learning

- Objectives of teaching literature – Sensitivity and Sensibility; creativity and imagination; Understanding life and people

- How to teach different forms/Genres of Literature: Poetry, Drama and Prose – Essays, Short Stories, Novels, Fiction and non-fiction; scientific writing
- Development of Values through literature
- Developing Unit Plans for classroom teaching

Unit 8. Lesson Planning for Language Class

- Concept & importance of lesson planning
- Listening-Speaking Class
- Reading Class
- Writing Class
- Prose
- Poetry

Unit 9. Materials & Aids in Language Teaching

- Print Material
- Multi-media – Audio, Video
- Teacher Made Low Cost Aids
- Use of Technology: Language Lab; web-based teaching-learning

Unit 10. Evaluation & Assessment in Languages

- Techniques of assessment of proficiency in the 4 Skills – Listening, Speaking, Reading & Writing
- Text book based assessment – prose, poetry, drama

Course 6: 504-Learning of Mathematics at Elementary Level

a.   Introduction

The revised syllabus of mathematics formulated on the basis of NCF 2005 for the elementary stage of education reflects the recent developments and trends in mathematics education. It emphasizes conceptual understanding, skill proficiencies and thinking skills in the teaching and learning of mathematics. These competencies are integral to the development of mathematical problem solving ability. Emphasis is also need to be given to reasoning, applications, and use of technology. Advances in technology have changed the way we teach and learn mathematics technology.

Students need to have opportunities to discover reason and communicate mathematics. They are required engage in stimulating discussions and activities where they can explore possibilities and

make connections. These qualitative changes require a change in the teaching and learning approaches, incorporating activity- based and learner – centred methodologies.

b. Objectives

This course will enable the prospective teacher to:

- reflect on the status and issues related to Elementary Mathematics Education;
- attain mastery over the basics of elementary mathematics;
- acquire pedagogical skills of teaching mathematics at elementary stage,
- make effective use of a variety of mathematical tools including technology tools in learning and teaching of mathematics.
- acquire skills of assessing young children's learning and performance in Mathematical concepts and in using those in enhancing their understanding and performance in Mathematics.

Block 1 : Importance of Learning Mathematics at the Elementary Stage of Schooling

Unit 1: How Children Learn Mathematics

- The ways a child thinks

- Stages of Cognitive Development

- Development of Mathematical Concepts

- Mathematics Learning during Early Childhood

- Ways of Learning Mathematics

- Mathematics Phobia

- Making Mathematics Learning Pleasurable

Unit 2: Mathematics and Mathematics Education - Importance, Scope and Relevance

- **Nature of Mathematics:** Logical, precision, systematic, aiming at abstraction.
- **Importance and Scope of Mathematics Education at Elementary Stage:** Evolves from all the experiences of real life experiences, Related to all branches of knowledge, Mathematics knowledge required in solving problems faced in real life situation.

Unit 3: Goals and Vision of Mathematics Education

- **Aims of Mathematics Education:** Broader (higher) and narrower aims of mathematics education at the school stage. Specific aims of mathematics education at the elementary school stage.
- **Visions for School Mathematics:** Children and mathematics education in the school. Expanding mathematics education beyond classroom and textbooks. Problems in school mathematics education. Making mathematics learning a joyful experience.

Unit 4: Learner and Learning – centred methodologies

- **Emerging Trends in Learning Mathematics Concepts:** Cognitive, Constructivist, Experiential and Activity-based approaches of learning mathematics at the early school stage.

- **Methods Teaching-Learning Mathematics at the Elementary Stage:** Inductive and Deductive, Project, Problem Posing and Problem Solving, ICON Design Model, 5-E Instructional Model, Concept mapping.
- **Making Mathematics Learning more Challenging and Satisfying**: Activities for developing creative abilities among primary level students(organization of mathematics club, field study, seminars, symposium, mathematics mela etc) Using mathematics laboratory and library for creative thinking,
- **Communicating Mathematics: Mathematics** Curriculum and classroom practices, role of text books in the teaching-learning process of mathematics, Mathematics Laboratory/Resource Room, Interaction with learners for dispelling Mathematics phobia and coping with failure.
  Each of the approaches and methods is to be discussed with concrete examples from the Mathematics curriculum of the Elementary Schools. Searching for all possible alternative processes/methods of solving a mathematical problem have to be encouraged rather than merely arriving at the correct result.

Block 2: Enriching Contents and Methodology

Unit 5: Numbers, Operations on Numbers

- Numbers and numerals, Number system(Neural/Counting numbers, whole numbers, integers, rational numbers, fractions and decimals),
- Performing four operations on numbers, developing estimation skills and ability to perform mental calculations, Factors, Multiples, H.C.F. and L.C.M.,
- Application of arithmetic in daily life situations, (whole numbers, integers, rational numbers and decimals) Percentages, Interests, Profit and loss, Work and time

Unit 6: Shapes and Spatial Relationships

- **Basic Geometrical Figures:** Undefined terms – point, line and plane. Fundamental geometrical concepts- line segments, rays, angles and measures of angles, parallel and intersecting lines.
- **Geometrical Shapes:** Two and Three – dimensional shapes, designs and models with shapes, congruency and similarity, translation, reflection and rotation, symmetry, constructions using geometrical tools, patterns in shapes

Unit7: Measures and Measurements

- Measurement as comparison of two similar entities,
- Standard and non-standard measures of length, area, weight, volume,
- Metric system of measurement
- Measurement of time

Unit 8: Data Handling

- Collection, organization and representation of data.
- Elementary statistical techniques for analyzing and interpreting data,
- Pictorial depiction of data,

Unit 9: Algebra as generalized Arithmetic

- Algebraic terms and expressions, Operations on algebraic terms,

- Use of unknowns in expressing generalization resulting from patterns, converting problems to its mathematical structure and then solving them – Algebraic equations

While clarifying the mathematical concepts, they are to be presented with appropriate methods and approaches as stated in the Unit4 of Block 1 are to be associated for clarity in the process of classroom transactions of these concepts.

Block 3 : Learner Assessment in Mathematics

Unit 10: Approaches to Assessment of Learning Mathematics

- **Traditional and Emerging Approaches***:* Characteristics of traditional approach, Characteristics of assessment in the Activity-based approach. Dimensions of mathematical learning included for assessment at the Elementary stage.
- **Emerging trends in assessment***:* Self assessment, peer/group assessment, collaborative assessment, portfolio assessment, Assessment through assignments, projects, and concept mapping.

Unit 11: Tools and Techniques of Assessment

- Continuous and comprehensive evaluation, oral and paper - pencil tests, More use of open-ended questions in the classroom transactions and assessment tests. Developing competency-based items, preparing unit tests.
- Assessing students' interest by way of observation, participation in exhibitions, quizzes, puzzles, games, developing teaching learning materials.
- Standard multipurpose sets of materials for conducting CCE in Mathematics at the Elementary level.

Unit 12: Follow up of Assessment of Learning Mathematics

- *Information from the Assessment:* Mode of collecting and recording assessment information for each learner, providing feedback to the learners, their parents and other stakeholders.
- *Follow up of the Assessment:* Diagnosis of weaknesses and strengths in learning mathematical concepts and processes, planning and providing remedial measures and providing further enrichment activities for learners having strength in the concept.

Course 7: 505- Learning Environmental Studies at Primary Level

a. **Introduction**

The present EVS syllabus for primary classes is designed to forge an integrated perspective for the primary stage of schooling that draws upon insights from Science, Social Science and Environmental Education. Environmental education is about helping learners become global citizens with critical thinking skills; sensitivities and respect for the natural environment; and pragmatism towards the socio-economic environment. This Course will help you strengthen your understanding of environment and environmental education. It will also help you to develop a holistic perspective of environment and the significance of environmental studies at the primary stage of education.

Within the formal education system, the curriculum and textbooks provide the vital link between policy and practice; however no learning process can be successful if left only to the curriculum and textbooks. The key to the formal education system is the teacher. Teacher's active participation and innovativeness is crucial for effective teaching and learning to take place.

In addition to the subject of 'environment', the Course also deal with a variety of teaching-learning techniques which will help you create a learning environment in your classrooms which is congenial for child-centred and child-driven learning. The Course module has been designed in a way so that it will empower you with new ideas for effective transaction of environmental studies at the primary stage of education.

We hope that you will find this Course useful in accomplishing the mission of environmental studies in formal education.

Course Objectives

The Course will enable the Teachers:

- To understand the importance and concept of 'Environment'

- To develop a holistic perspective of Environment

- To realize the importance of learning about 'Environment' at the primary level

- To identify local learning resources and expertise related to teaching-learning of EVS

- To design appropriate teaching-learning activities for primary children with focus on interactive and experiential learning

- To assess learning levels of each child, identify learning difficulties and design appropriate strategies for future enrichment

b. Methodology

To realize effecting teaching-learning of EVS in schools, it is essential to support teachers in enhancing their understanding of the subject of environment and its links with science and social science. Developing this understanding is critical because unlike most other subjects; EVS is a composite subject comprising science, social science and environmental education. Establishing links and connections thus are crucial for teaching-learning of EVS. This Course provides adequate information, time and space to the teacher pupils to explore and understand the uniqueness of environmental studies as an area of teaching-learning.

In order to ensure that the essence of EVS is maintained in the classroom, it is important that teacher pupils review, reflect and analyze the way they interpret and transact EVS textbooks in the classroom. This Course discusses the philosophy and reason behind the framework and structure of the EVS textbooks. It further argues and justifies that learning of EVS requires being hands-on, exploratory and real-life based.

Real-life based and hands-on activities in a school, carried out in collaboration with selected community members, can contribute significantly not only to students and teachers in the school, but can also enable the school to reach out the community. Such teaching-learning

activities can be carried out with the help of a wide range of simple and interesting exploratory activities that can be undertaken using locally available materials.

The Course also encourages teacher-pupils to review the way one perceives assessment—its purpose and methodology. With innovative teaching-learning techniques, it will be required to re-interpret the objective of assessment and the tools and techniques used for the same.

Content

Block 1: Importance of teaching-learning of EVS at primary level

Unit 1: Importance of Environment at the Early Stage of learning:

- Understanding Environment

- Importance of environment: Types of environment- Natural and Man-madesocio-cultural and economical. Need for preservation of nature; living in harmony with others in family, neighborhood, society, nation and world.

- Environment and Child: Influence of environment on growth and development of child. Child's perception of his/her environment.

- Valuing environment for learning.

Unit 2: Objectives and Scope of teaching learning EVS at the primary stage

- Why environment studies at primary stage.
- Objectives of teaching-learning EVS at primary stage with special reference to NCF 2005
- Values inherent in Environmental Studies.
- Teaching values: observation skills, correlation, experimentation, extrapolation.
- Valuing our environment: The Indian Heritage.

Unit 3: Pedagogical considerations of EVS concepts at the primary stage

- Characteristics of EVS: composite, contextual, learner centred, no rights no wrong, values are integral components of EVS.
- How do children learn?
- Pedagogical organization of teaching-learning EVS: child's environment

  - learning laboratory
  - facilitate exploration from known to unknown and concrete to abstract
  - life based learning in classroom
  - lack between and across disciplines
  - encouraging dialogues and questioning
  - role of teacher

- expanding the child's universe.

Unit 4: Curricular Provision of EVS at the primary stage

- objectives of environmental studies with special reference to NCF 2005.

- From the syllabus to the text books.

- The EVS text book

- Going beyond the classroom and the text book

- Challenges involved in transacting EVS

Block 2: Curriculum and Pedagogy of EVS

Unit 5: Approaches for Teaching-learning of EVS

- Activity-based approach in transacting EVS concepts. Group-based co-operative and collaborative approaches.
- Challenges in Cooperative Learning.

Unit 6 : Methods of Teaching-learning of EVS

- Methods of observation, Creative Expression (Drama, dance, puppetry, music, creative writing),Field visit, Project, Small group discussion, Experiments, Problem-Solving in the process of teaching-learning EVS concepts.

Unit 7: Planning for teaching-learning of EVS

- Preparation of daily lesson notes and annual lesson plans
- Preparation of theme-based lesson plans on EVS concepts
- Develop learning corner for EVS and use them in their daily and annual plans of teaching.

Unit 8 : Resources and Materials for teaching-learning of EVS

- Identifying local learning resources and local resource persons for EVS studies. Using local learning resources for appropriate teaching learning strategies.

- Collecting and creating learning activities and low cost and no-cost learning materials from the elements available in the immediate environment of the school/home.

- Resource pool of materials: community resources, developing, maintaining and utilizing other resources - newspaper reports, films, pictures, photographs, collections-seeds, flowers etc., iconic maps and local area maps.

- Understanding role of children and community members for collecting, creating, storing and using contextual TLMs for EVS.

Block 3: Assessment of learning in EVS

Unit 9 : Assessing Learning in EVS

- Assessment related to objectives of teaching

- Need purpose of assessing learning in the context of EVS learning objectives.

- Discuss different ways of assessing learning in EVS, CCE in EVS

- Types of assessment, characteristics of assessment

- Learning centered assessment

Unit 10 :Tools and Techniques for assessing learning in EVS

- Develop, select and use different tools of assessment:
  - ❖ Tests,
  - ❖ Observation schedule,
  - ❖ Rating Scales,
  - ❖ Audio-video recordings,
- Assessment techniques
- Consideration of assessing learning objectives

Unit 11: Using Assessment Results for Enhancement of Students' Understanding

- Recording and sharing the assessment results with students,

- Identify and analyze strengths and weaknesses of students

- Reviewing and improving the teaching-learning process

- Planning and conducting enrichments activities for further strengthening of the learning of EVS concepts.

Course 8: 508-Learning in Arts, Health & Physicals and Work Education at Elementary Level

Total Credits 4(3+1)

Design of the Course

This Course is designed to provide holistic learning in Arts, Health & Physical and Work Education to every learner. All the three components are to be covered to impart adequate knowledge and enhance desired skills among elementary teachers so that they may be able to facilitate their pupils for learning in these areas. Course content with due weight age of each component is given separately below.

1. ART EDUCATION

Rationale and Aim of the Course

Arts Education offers a significant opportunity for creative expression among the learners. It helps in enhancing life-skills, inculcating values and developing sensitivity to understand and respect the culture of a society. Art, whether visual or performing is an inward experience, something to be felt, thought and lived through. It is both 'doing' and 'becoming'. Teachers at elementary level of school education are expected to understand the process of artistic development in their pupils, their creative expression and to create an environment conducive for experiential learning among them. A well designed art education course can develop aesthetic sensibility, artistic ability and creative skills in every pupil teacher.

Specific Objectives

The teacher trainees will be able to

- Understand and appreciate Art Education
- Gain knowledge of different art forms under art education
- Make optimal use of art education for the holistic development of every child.
- Develop Artistic and Aesthetic sensibility by responding to the beauty in different art forms, through genuine exploration, experience and free expression
- Integrate different art forms across the elementary school curriculum

Block 1: Art Education

Unit-1. Understanding Art and Art Education (Theory)

i)   Meaning and Concept of Art Education; Visual & Performing Arts and their significance at elementary level of school education.

ii) Understanding child art

iii) Importance of Art Education (Visual & Performing) at elementary level of school education.

iv) Regional Arts and Crafts and their relevance in education.

Unit-2. Visual Arts and Crafts (Practical)

i)   Experimentation with different materials of visual arts such as Pencil, pastel colours, poster colours, pen and ink, rangoli materials, clay, mixed material, etc.

ii) Exploration and experimentation with different methods of Visual Arts; Drawing and Painting, Block Printing, Collage Making, Puppetry, Mask making , Clay Modelling, Paper Cutting and Folding etc.

iii) Making a folder of practicals done, preserving one sheet of every art activity.

Unit-3. Performing Arts (Practical)

i)   Listening/viewing and exploring regional art forms of music, dance, theatre and puppetry.

ii) Preparing and performing any one of the art forms of music, dance, theatre and puppetry.

iii) Planning for a performance/ presentation by the student teacher.

iv) Making a folder of covering practical activities.

Unit 4. Planning and Organization of Art Education for Elementary classes

i) Planning of art experience for elementary classes- Activities and Time table

ii) Organizing materials for art experience

iii) Organization and facilitation for art experience at elementary level

Unit 5. Evaluation in Art Education

i). Evaluation in Art Education

ii). Making of portfolio

iii) Understanding use of various tools and techniques of evaluation, such as Observation Schedule, Projects, Portfolio, Checklist, Rating Scales, Anecdotal Records, Displays etc.

2. HEALTH AND PHYSICAL EDUCATION

Rationale and Aim of the Course

Health and Physical Education is an integral part of school education at all levels. Research in the field of health and physical education has given rise to new methods as well as skills for effective teaching learning process in the subject at school level. What is needed is a well structured teacher education programme for teachers to provide them with the opportunity to gain knowledge, as also to acquire skills which can help in promoting a healthy lifestyle among students and teachers. Health and Physical Education programme, when implemented effectively, can play a leading role in enabling learners to lead a healthy and active life. The Health and Physical Education Programme has a positive influence on academic achievement, emotional stability and inter-personal relationships. All this can be possible through effective training of teachers for which a well designed teacher education programme in the field of Health and Physical Education is needed.

Specific Objectives

The teacher trainees will be able to

i) build a holistic understanding of the concept of Health and Physical Education.

ii) acquire knowledge and experience related to the main aspects of School Health Programme: Healthful School Environment, Health Instructions and School Health Services.

iii) understand the concept of Integrated Development of students' personality.

iv) organize and conduct an effective Physical Education Programme focusing on children's Integrated Development: Physical, Emotional, Mental, Social and Spiritual.

v) understand the importance of yoga for school children and to acquire knowledge and skills to impart yoga education in school.

Block 2: Health and Physical Education

Unit VI: Meaning and Significance of Health

    i)   Concept of Health: Physical Health, Mental Health, Emotional Health, Social Health and Spiritual Health.

    ii)   Significance of health for individual, family and society

    iii)   Relationship between health and education: health as prerequisite to education and health as a goal of education

Unit VII: Main aspects of School Health Education Programme

    i)   Healthful School Environment: clean drinking water supply, clean toilets and urinals, safe food, hand washing facilities, drainage, refuse disposal, lighting, ventilation, comfortable seating arrangement, positive & conducive emotional and social environment.

    ii)   Health Instruction: Food and Balanced diet, communicable diseases, posture, healthy habits.

Unit VIII: Essential Health Services

    i)   School Health Services: Provision of Health Services to prepare students for optimal learning, Healthful living and good citizenship.

    ii)   Protection against health hazards at school and home,

    iii)   provision of first aid in emergency and accidents

Unit IX: Meaning and Concept of Physical Education

    i)   Meaning and importance of Physical Education

    ii)   Aims and objectives of Physical Education; Concept of integrated development of personality: Biological, Intellectual, Emotional, Social and Spiritual aspects.

    iii)   Physical Education Program for all: Intramurals and Extra murals, Mass Fitness programme.

Unit X: Planning and organization of physical education program

    i)   Principles of lesson planning in Physical Education

    ii)   Methods of teaching and learning: demonstration method; whole-part-whole method; command method; mirror method

    iii)   Conducting Mass Fitness Programmme : Assembly; March Past; Calisthenics; Sports Meets

    iv)   Role of teacher in Health and Physical Education at elementary level – as facilitator, as counselor, in identifying deviant students and in taking measures for correcting remediable defects

Unit XI: Game, Sports and Yoga
    i)   Games and Sports: Basic rules, fundamental skills, marking of play fields

ii) Indigenous Games, Minor games: indoor and outdoor games

iii) Yoga: need and importance for children of 1-14 age group

iv) Yoga Programme: Basic Asanas and Pranayams to meet the health needs of pupils and promote their all round development.

3. WORK EDUCATION

Rationale and Aim of the Course

This course provides an opportunity to the teacher trainees to understand the importance of work, including manual work, as an integral part of school education. It provides an insight to identify various types of age appropriate activities for children keeping in view the local specific needs. There are various methods of transacting and demonstrating work related activities and this course will definitely help the trainees to acquire expertise in different transactional strategies suitable to the content. This course will also enable the trainees to integrate *work* with the content of various curricular areas - Language, Science, Social Science, Mathematics, Art Education and Health & Physical Education. The course will develop the skills of the trainees in assessing and evaluating the child in continuous and comprehensive manner by preparing and maintaining portfolio and other records. It will make them able to understand the need for involving community and utilizing community resources for the successful implementation of Work Education Programme.

Specific Objectives

The teacher trainees will be able to

- understand the need, concept and nature of work education for elementary stage of education.
- integrate work education with other school subjects
- develop a positive attitude towards work and dignity of labour.
- develop skills of utilizing 'WORK' as a tool for social, cultural, physical and mental development of the child.
- organize and implement periodic plan for work related activities.
- identify and organize community resources for Work Education.
- evaluation of Work Education activities

Block 3 Work Education

Unit XII. Concept of Work Education (Theory)

i)   Concept of Work and Work Education

ii)   Philosophical, Sociological and Historical Perspectives on Work Education

iii)   Aims and Objectives of Work Education

iv)   Areas of Work Education

v)   Work as a Pedagogic Medium – Work and Learn

Unit XIII. Implementation of Work Education *(Theory)*

i)   Planning and organization of Work Education in schools (Time, Place and grouping of Students)

ii)   Planning of Work Education sessions for different classes

iii)   Organizing materials for work education at elementary level

iv)   Maintenance and storage of materials, tools and equipments

v)   Integration of work with different Curricular Areas; teaching learning Strategies for integrating Work and Education

Unit XIV. Skill Development in Work Education *(Practical)*

Skill Development in any two areas from the list of Activities given below.

Steps to be covered for the conduct of Practicals for skill development:

- Theoretical Background of the specific area
- Materials required
- Method/s followed
- utility
- costing.

ii) It is mandatory to prepare a practical file of the activities.

Suggested list of practical activities: 1. Kite Making, 2. Making of Manka (beads) with the help of clay, cotton, etc., 3. Weaving- fan, doormats, table mats (raw materials to be used should be local specific such as date leaves, pieces of old clothes, palm leaves etc.), 4. Candle Making, 5. Chalk Making, 6. Dustbin, pen holder (making with old tins, boxes etc), 7. Paper Toys (phirki, flying bird, day & night, fish, dancing doll etc.), 8. Paper Mashie , 9. Basket Weaving with cane, 10. Envelope Making (with the help of newspapers and brown paper) etc.

 Note: For skill development Practical's, it is recommended that regional/local specific areas of work are selected.

Unit XV. Community and Work Education

i)   Role of Community in Work Education;

ii)   Identification and Utilization of Community Resources for Implementation of Work Education; Mapping of Community Resources.

iii)   Orientation of/Advocacy for Parents and Community Members towards the importance of Work   Education.

Unit XVI Evaluation of Work Education *(*Theory and Practical*)*

i)   Importance of evaluation in Work education

ii)   How to evaluate Work Education Activities

iii)   Indicator-based evaluation

iv)   Tools and Techniques for Evaluation

v)   Self, Peer, Teacher and Community based Evaluation

Course 9: 509-Learning Social Sciences at Upper Primary Level

a. Introduction

The contents of social Science/social studies as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student-teachers to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

b. Objectives

This course would help the learner to:

- develop knowledge and skills to critically understand and analyse the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology

- build skills to gather, interpret and analyses data

- critically analyses social science school curriculum, syllabus and textbooks

- know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner

- develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

c. Methodology

Different perspectives about the nature of history, geography, political science, economics and sociology would form the basis of this course to understand that the subject may be conceived in different ways and its purposes are historical and social in character. Analysis of textbooks and curriculum may help students understand how various perspectives about society, children and social science shape these documents and pedagogic devices and how they may be alternatively conceived and transacted in classroom. Reading how children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection would provide another avenue for student teachers to develop their own understanding of social sciences and appropriate pedagogies.

Block I: Understanding Social Sciences as a discipline

Unit 1: Nature of Social Sciences
- Social Sciences: Evolution and Conception
- Social Sciences: Down the ages

- Current Status of Society

- Components of social sciences: polity, culture and economy

- Integration and inter-disciplinary perspective in social sciences

Unit 2: Social Sciences in School Curriculum

The main objective of this unit is to examine forces that have influenced the evolution of social science curriculum which led to changing objectives of Social Science Curriculum

- Colonial legacy; nationalist alternative

- Debates within the post-independence social science curriculum

- National Integration and International understanding

- Debates of communalism, secularism, subaltern perspective

- Perspectives from gender, caste and tribal's

- International perspective on social science curriculum (UNESCO, example of Social Science curriculum in South Africa)

- Current national thinking and practice regarding social science curriculum

Block II Social Science Subjects and Concepts

Unit 3: History

- Concept of history, content of history at elementary stage

- Methods adopted by social scientists in History

- Importance of history as a part of Social Science curriculum

- Model Lesson Plan

Unit 4: Geography

- Concept of Geography, content of geography at elementary stage

- Methods adopted by social scientists in Geography

- Importance of geography as a part of Social Science curriculum

- Model Lesson Plan

Unit 5: Social and Political Life as an integrated subject of Political Science / Economics / Sociology

- Content of social and political life in social science at elementary stage

- Methods adopted by social scientists in political science, economics and sociology

- Importance of political science, economics and sociology as a part of Social Science curriculum
- Model Lesson Plan

Block III: Issues in Pedagogy of Social Sciences

Unit 6: Understanding the nature of learner and the local context

- Divergent social context
- How children understand social science issues
- Cognitive development and concept formation among the children in middle/upper primary classes with reference to their age (heredity) and socio-cultural (environment) context; significance of these factors for curriculum and pedagogy; case studies of children's understanding of concepts; children, construction of social science knowledge and classroom interaction.

Unit 7: Teaching Learning Strategies

Teaching methods: heuristics/discovery method, project method, use of narration, comparisons, observations, dialogue and discussion in social science; concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for Course structure critical thinking;

(Each strategy may be illustrated with examples and with a variety of resources)

Unit 8: Learning Resources: Concept, Need and Importance

Type of Learning Resources: Realia & Diorama, Maps & globes, Models, Graphs, charts & cartoons, Timelines, Books, Newspapers Clippings, Museum, Movies, Internet, Development of Learning Resources, Management of Learning Resources

Unit 9: Assessment in Social Sciences

Continuous Comprehensive Evaluation, Method of evaluation in social sciences based on information recall; understanding, applications and synthesizing; alternative ways to evaluate learning (Port Folio): basis of evaluation, types of objective based questions, importance of grading and marking system.

Course 10: 510-Learning Science at Upper Primary Level   Credit (3+1=4)

a. **Introduction**

Scientific method involves observing, looking for patterns, making guesses, checking their validity through experimentation, and thus arriving at principles, theories and laws governing the physical world.

b. **Objectives**

This section will aim to improve quality of Science Education at elementary level by emphasising on the following objectives.

- Nurture the natural curiosity of the child about the world

- Consider what children already know from their everyday experience

- Have the child engage in exploratory and hands-on activities, or work with hands to design simple technological units

- Arrive at scientific concepts through familiar experiences, activities & experiments, and discussions with peers and teachers

- Always ask questions: do not accept statements uncritically

- Accordingly the teacher education course will aim to work around the following objectives.

- To encourage students to revisit their own conceptual understanding of science

- To engage students with various aspects of the nature of science.

- To help students understand children's ideas in relation to cognitive development and Children's' understanding of scientific concepts.

- To help students select and use appropriate teaching-learning and assessment strategies.

- To enable students to view science as an inclusive and a democratic enterprise.

c. Methodology

The trainees to facilitate the students to 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. The trainees will be facilitated on how to conduct the following:

- Different ways of conducting inquiry: setting up simple experiments and investigations in different contests

- Science- museums, field trips, projects and exhibition.

- Developing different assessment strategies including appropriate questions for paper pencil tests.

- Preparing Unit plans based on concept maps.

- Assessing teaching-learning materials such as books, films, multimedia packages for their relevance and age appropriateness.

Block 1: Understanding Science

Unit 1: Nature of Science

- History and philosophy of Science- Ancient, medieval and modern period; philosophy of science

- What is science—definition and general characteristics, nature of science, process of science

- Scientific knowledge-comprises of: Hypothesis, Theory, Fact, Natural Law, Evidence and Paradigm ,Deductive Inference and Inductive Inference

- Scientific Thinking: using empirical evidence (empiricism), practicing logical reasoning (rationalism), and possessing a skeptical attitude (skepticism) about presumed knowledge**.**

- Scientific methods: what is Scientific method, steps involved in scientific method and Scientific attitude

Unit 2: Scientific Inquiry

Concept of scientific inquiry, forms of Scientific

Process of Scientific inquiry skills : Engaging learner in scientific process

- *Raising questions*– for enquiry

- *Hypothesizes to get directions*

- Predicting for getting directions for observation

- Observing for collecting information

- Searching for patterns and relationship

- Devising and planning inquiry

- Designing and making equipment

- Measuring and calculating

- **Participating** and communicating

- Self-reflection for self-actualisation

- Inquiry in personal life

Unit 3:Different Approaches to Teaching Science

- Methodology of Teaching

- Different approaches with examples: Transmission or expository   approach, Process or inquiry approach, Discovery approach.

Unit 4:Hands on Experiences: Role and Importance

- Role of firsthand experience in children's learning,

- Types of investigation: in class and out of school;

- Organizing practical work,

- Safety measures - in & out of school

Block 2: Managing & Measuring Science Learning

Unit 5: Planning & managing science education at upper primary level

- Overview of planning

- Planning and curriculum coverage in science

- Planning at class level: lesson plan

- Identifying and Using various resources: at school level, local level, non-electronic and electronic materials.

- Recording and Reporting

Unit 6: Assessment and Evaluation and Related Issues

- Assessment: What, how and why- concept of evaluation, objectives and specification, types of evaluation, internal assessment
- Continuous and comprehensive evaluation in science
- Using assessment to help learning in science: - identifying hard spots/undergoing remedial learning
- Evaluating cognitive, affective and psychomotor domain
- Structuring assessment of children ideas, skills and attitudes

Unit 7: Challenges and issues in science teaching

- Science for all

- Teaching different abilities

- Knowing advancement in science and teaching science.

Framework for Practical Courses

Practical Course-1: 511-School Based Activities (SBA)

First year: School Based Activities is of 4 credits divided into three parts:
- Case study of a school child
- Maintenance of records and registers and
- Contribution to school programmes

Practical Course-2: 512-Workshop-I (Workshop Based Activities)

First year: Workshop Based Activities of **First Year** is of 4 credits comprises of varieties of

activities during 12-day workshop

- Preparation of lesson plans on language, Maths, EVS, Sc/S.Sc.

- Preparation of Teaching and Learning materials and aids on the three subjects

- Development of portfolio in any one subject based evaluation

- Preparation of balanced question paper based on design and blueprints

- Observation of Demonstration lesson

- Participation on process evaluation

513- Workshop-I I (Workshop Based Activities)

Second Year: Workshop Based Activities of **Second Year** is of 4 credits comprises of varieties of activities during 12-day workshop

- Concept mapping in any two subjects- language, Maths, EVS, Sc/S.Sc.
- Acting on Art, Physical & Health and Work Education
- Analysis of Time Table/annual activity calendar
- School community relationship
- Seminar presentation
- Participation on process evaluation

Practical Course-3: 514-Practice Teaching (PT)

Second Year: Practice Teaching is of 8 credits. A teacher trainee will be required to give 10 practice lessons in each of the four subjects (Language, Mathematics, Environmental Studies and Science/ Social Science). S/he will be allotted to a mentor and supervisor in the school (a senior teacher of the school)

S/he will be evaluated through the following Evaluation criteria :

- Lesson planning
- Subject matter competence
- Teacher's guidance
- Pupil participation in the lesson& its management
- Pupil Evaluation
- Evaluation of Practice Teaching process by Head of the school

8. Course Preparation

Learning material is specially prepared by team of experts drawn from different universities and specialised organisation institutes in the area spread throughout the country as well as in-house faculty. The material is scrutinised by the content experts, supervised by the instructors/unit designers and edited by the language experts at NIOS before these are finally sent for printing..

9. Credit System

The Institute follows the "Credit System" for the programmes. Each credit is of 30 hours of study comprising all learning activities. A four-credit course, for instance, involves 120 study hours. The course weightage is expressed in terms of credits. This helps the learner to understand the academic

effort he/she has to put in, in order to successfully complete a course. Completion of the academic programme requires successful clearing of assignments, term-end examinations of each course in a programme and practical components.

10. Support System

In order to provide individualised support to its learners, the Institute/State has a large number of study centres. These are coordinated by the State itself. At the study centres, the learners interact with the Study Centre Coordinator/ Workshop Coordinator, Assistant Study Centre, Resource Person, Mentor, Supervisor and Peer groups, refer to books in the library and interact with the Coordinator on administrative and academic matters. The support services are also provided through work centres and programme centres.

11. Programme Delivery Strategies

Instructional system in the open system of education carries a great importance. It is the instructional system that makes the open education meaningful, effective and interesting. The following instructional system is adopted for this programme:

I-Core

- Self-instructional Print Material
- Assignments- such as Project work, case studies, port-folio preparation etc.
- Inputs through organizing Workshops
- Delivery of Practice Lessons
- Practical Manuals (PCP, School Based Activities and Workshop Based Activities)
- Practical Handbooks

II- Supplementary

- Audio / Video materials
- Lessons delivered through Teleconferencing
- Interactive radio counselling
- Inputs through Mobile

12. Print Material

The print material is the study materials for both theory and practical courses of the programme. It is supplied to the students in the form of blocks. Each block contains 2-4 units. Each course has a code number. The NIOS sends study materials along with assignments to their respective study centres. If a student does not receive the same for any reason whatsoever, the NIOS shall not be held responsible for that.

13. Tutoring Sessions

In distance education, face-to-face contact between the learners and their tutors is relatively less. The purpose of such a contact is to answer some of your questions and clarify your doubts that may not be possible through any other means of communication. It also provides you with an opportunity to meet your fellow students.

There are academic tutors at the Study Centres to provide guidance to you in the courses that you have chosen for study. Normally, these sessions will be held at the study centres on Sundays and other holidays.

You should note that the tutoring sessions would be very different from the classroom teaching or lectures. Tutors will not be delivering lectures as in conventional teaching. They will try to help you to overcome difficulties that you face while studying for the D.El.Ed programme. In these sessions, you must try to resolve your subject-based difficulties and any other related problems.

> **Before attending the tutoring session for each course, please go through your course material as per the session schedule and make a plan of the points to be discussed. Unless you have gone through the Units, there may not be much to discuss and may not be fruitful.**

Within the general schedule of the programme, the coordinators at the Study Centres will decide on the coverage of these sessions. The Study Centre coordinators will also provide the tutoring schedule. The tutoring sessions will include clarifications required in the print-material. The tutoring sessions are organised for theory courses. In this programme, 9 theory courses (8 compulsory and one optional) having 33 credits on theoretical and 11 practical credits are offered to each student. Tutoring sessions for 9 theory courses are to be organised for each student. There will be minimum of 15 days in a year engaged for tutoring wherein minimum of 75 percent attendance is very essential for each trainee. No credit is allowed for attending tutoring classes. But it will make them eligible to sit in term-end examination. The schedule of tutoring Session is in **Appendix-I**.

14. Conduct of Practicals

To provide effective support to the practical work, NIOS has set up in consultation with State a number of Study Centres where workshop of 12 days duration in each year of 2-year course will be conducted during long holidays.

The Study Centres are located in DIETs/PTTIs/BRCs where academic tutoring and practical workshop will be conducted. It will be managed by the Study Centre/ Workshop Coordinators. Each Study Centre will be handling maximum of 100 students.

The detailed particulars regarding Study Centre to which you are attached will be communicated to you by the state functionaries /NIOS/Study Centre.

Practicals will be held in the respective schools (working place) and also in the institutions identified as Study Centres. As mentioned earlier, in practical courses, the practical work consists of school-based activities and workshop-based activities, assignments and practice teaching. The School-Based activities, assignments and practice teaching will be carried out in the respective school i.e., the work centre (the place where the teacher trainees work). The workshop-based practicals will be organised in two practical workshops of 24 days duration, i.e., 12 days each spreading over two years. The two workshops include intensive face-to-face interaction to develop skills and competencies in the school

after taking due permission from the concerned school under the guidance of the supervisor (teacher educator) and Principal/Headmaster, Senior Teacher (Mentors). A trainee is expected to go through approximately 750 hours of contact hours of different practical work.

Practical and Contact Sessions

The course delivery will have a major component of internship and contact sessions. The internship consisting of practical sessions includes three types of activities such as School Based, Workshop Based and Practice Teaching. A 12-day Workshop in a year, School Based Activities in **FIRST YEAR** supervised by the Supervisor/Mentor and Practice Teaching in **SECOND YEAR**, also supervised by the Supervisor/Mentor. Personal Contact sessions include 15 tutoring sessions in a year at study centres. The number of hours expected to be utilized in these sessions has been envisaged as follows:

- **Workshop based activities (one each for 12 days in a year)**   **8 Credits**   **240 hours**
  Pre workshop Activity   52 hours
  Workshop Activity (12 days x 7 hrs x 2 yrs)   168 hours
  Post workshop Activity   20 hours
- **School Based Activities**   **4 Credits**   **120 hours**
- **Practice Teaching (40 lessons x 6 hours each)**   **8 Credits**   **240 hours**
  (6 hrs include the time for preparation of lesson plan & TLM,
   discussion with mentor/supervisor, delivery of lesson and feedback)
- **Tutoring support for theory courses**   **No Credits**   **150 hours**

  (15 days x 5 hrs x 2 yrs)

Total Contact Hours: 750 hours

15. Course Based Assignments

Course Based Assignments (supplied along with Self Learning Materials) are the integral and compulsory component of the instructional system. There are assignments in every theory course. These assignments are to be submitted to the concerned Study Centre in accordance with the submission-schedule provided separately in the programme guide. In case a student wants to have assignments, he/she can obtain a copy of the same from the Study Centre or may download it from the NIOS website – www.nios.ac.in

The following point should be kept in mind when you prepare the assignments:

  i.   Make the answer concise and systematic. Always try to avoid irrelevant details and focus on the question and its various aspects.
 ii.   Take care of the work limit wherever specified in the assignments. Please stick to the word limit as far as possible. At the same time, make the descriptions adequate and not too short. The word limit is set to sharpen the focus of the responses and not to restrict your expression.

iii. You have to write the answers in your own handwriting. If you feel that your handwriting is not properly legible, you may send us typed responses.

iv. You have to send the assignment responses to the study centre you are attached to (as per the date set for each assignment). The schedule for submission of Course Based Assignment is provided in **Appendix-II**.

There will be three course based assignments (2 theory + 1 practical) carrying a weightage of 30 percent in each course. Practice based will carry 10 percent and theoretical item will carry 20 percent weightage .There will be no option and all the items will be compulsory. ***In toto*** there will be 27 assignments. These assignments are to be submitted to the study centre within the date prescribed in the schedule. **Always retain a copy of the assignment responses with you**.

How to send completed 'Assignment-responses' and other issues

Write your enrolment no., name and full address and date at the top right hand corner of the first page of your assignment response(s).

• Write the course title code and assignment code in capital letters in the centre at the top of the first page of your response(s).

(Leave the top left-hand corner blank for office use). The top of the first page of your response(s) should look something like this:

Study Centre ....
Course Title..
Course Code...
Assignment Code..
Enrol. No. ....
Name..
Address..
Date..

(Please follow the format strictly. If you do not follow this format we will be obliged to return your responses to you for resubmission. If you do not write your enrolment number and address, your assignment-responses are likely to be lost).

• The assignment-response should be complete in all respects. Incomplete responses will bring you poor grades. Don't send responses piece-meal they may never be put together in our offices.
• Use only foolscap size paper for your responses. Use ordinary writing paper, not the very thin variety.
• Leave a 3/2" margin on the left and at least 4 lines in between each answer in an assignment response. This will enable the resource person evaluating the response to write useful comments at appropriate places.
• Make sure you answer the questions on the basis of the SLM sent to you.
• You should not send printed articles as your answer to assignments.
• Please keep a copy of the assignment responses that you send us. You may need this in case you have to resubmit it in a situation when it may have been lost in postal transit.

- Remember that any two of more answers to a particular assignment, if found to be identical or very similar, will either be returned unmarked or awarded very low grades. It is entirely the discretion of the evaluator to ask you to re-do the assignment or give a very low grade in such cases.
- Please submit the assignment to the Coordinator/Programme Incharge of the concerned Study Centre by the specified date. If the last date for the submission of the assignment falls on a holiday the assignment response should be submitted on the following working day.

Assignment Remittance-Cum-Acknowledgement Form and Acknowledgement form for the Evaluator: Acknowledgment form for submitting the Assignment to the study centre at **Appendix-II**. This form is used for all the assignments of the D.El.Ed. Programme and get photocopy of this Proforma separately for all the assignments. Acknowledgement form for the Evaluator is also given under **Appendix-II.**

16. Programme Fee

The Programme has been envisaged as self sustained programme. The programme fee will be Rs.6,000/- per year (Rs.12,000/-) per candidate for two years as per guidelines of the MHRD, Govt. of India under SSA. Being an in-service programme, the candidates to the programme will be sponsored by the states concern. *(**for further details please refer section 19 and Appendices-III & IV**)

17. Learner Evaluation and Certification

Introduction

Evaluation in the D.El.Ed. Programme in Open and Distance Learning mode has a multi-tier system comprising of the following components:

- Self-Assessment Exercises within each unit of Study
- Continuous mainly through assignment which are (i)Tutor-Marked and Practical Assignment and (ii) Practical Activities: School Based Activities, Workshop Based Activities and Practice Teaching
- Term-End Examination

a) Theory Courses

The theory courses prescribed are as under

Group-I Core Courses

i. Elementary Education in India: Socio-cultural Perspective

ii. Understanding children in inclusive Context

iii. Pedagogic processes in the Elementary Schools

iv. Community and Elementary Education

Group-II Teaching Subjects

i. Learning languages at Elementary level

ii. Learning mathematics at Elementary level

iii. Learning Environmental Studies at Primary level

iv. Learning Art, Health& Physical Education and work Education at Elementary level

Group-III Teaching Subjects

i. Learning Social Science at Upper Primary Level

or

ii. Learning Science at Upper Primary Level

b) Self-Assessment Exercises/Tests
In addition to the formal evaluation in each course NIOS provides some exercises/tests on different topics of each course as self-evaluation materials to the candidates. This will not carry any marks but will only be meant for self-assessment by the learner in different aspects of which s/he knows and those on which s/he needs to work more.

c) Term-End Examination
Each question paper in external examination will be a balanced compendium of different forms of questions as stated below:

- 15 Multiple choice Questions(MCQs)   15(15)
  carrying one marks each
- 15 very short answer type question (VSA)   15(15)
  carrying one marks each
- 10 short Answer Questions(SA)   20(10)
  carrying two marks each
- 2 Long Answer Question (LA)   20(10)
  carrying Ten marks each

NOTE: Entries outside brackets indicate marks and those inside brackets number of questions

Each course has two components

- Theoretical components carrying 70 marks and
- Assignment component mainly practice based related of the particular course carrying 30 marks

Marks obtained by a candidate in both these parts will be added to determine the total score of a particular candidate in the particular course

The question papers of all courses are based on the prescribed design.

For each examination, fresh Blueprint will be prepared for constructing the question paper/s based on the design**.**

The question paper setters will be expected to provide the following:

i. Blueprint prepared by himself/herself on the bases of the prescribed design
ii. Question paper and instruction to candidates
iii. Marking scheme with value points for each question of the question paper
iv. Item -wise analysis of the question paper in respect of the following criterion are needed
   - The objective tested by the items
   - The topic on which it is based
   - The form of the items (LA,SA,VSA,MCT)
   - The estimated difficulty level (easy, average, difficult)
   - The expected time required for answering the items

- The marks carried by each item

This would be a valuable device at the time of moderating each item in the question paper

d) Course Based Assignments
There will be three course based assignments in each course. Two will be based on theory and the other will be practice based carrying a weightage of 30 percent. Practice based will carry 10 and theoretical items will carry 10 percent marks each.

e) Practical Courses (Internship in schools)

For Practical Courses, evaluation comprises three aspects basing on continuous and comprehensive evaluation framework:

  i.   Evaluation of performance in School-Based Activities (SBA)
  ii. Evaluation of performance in Workshop-Based Activities (WBA)
  iii. Evaluation of performance in Practice Teaching(PT)

i. School Based Activities(SBA)
   School based activities carrying a total weightage of 100 marks stand divided into three parts
- Case study of a school child   30 mark
- Maintenance of records and registers and   35 marks
- Contribution to school programmes   35 marks
                                                                    Total 100 marks
   The last two stands further divided into different parts with their respective weightage

   Maintenance of Records and Registers
- Preparation of progress Reports of pupils   7 marks
- Anecdotal Record (based on specific observation)   7 marks
- Maintenance of Lesson Dairy/Notes   7 marks
- Preparation of schedule and conducting substitute classes   7 marks
- Preparation of records of library, laboratory and sports activities   7 marks
  for pupils

   Total 35 marks

Contribution to School Programmes

- Organising morning school assembly and preparing a report on the Process
  and outcome achieved   7 marks
- Reporting the process of PTA/MTA/SMC (school management committee)
  meetings and outcome achieved   7 marks
- Organisation of social/national festivals in the school   7 marks
- Organisation of Annual Sports or Annual day of the school   7 marks
- Organisation Excursions/field visit   7 marks

   Total 35 Marks

The evaluation criteria for school based activities will be as under:

- Relevance to the course content
- Originality of the idea

- Ingenuity/creativity
- Utility in promoting learning

Marks in this regard could be awarded on the activity as a whole keeping in mind the above criteria

ii. **Workshop Based Activities (WBA)**

Two workshops of 12 days each are planned to be organized for Teacher Trainee in the Programme of each of the two years. All the proposed workshop activities together carry a weightage of 100 marks each year distributed over them as under:

First Year

• Preparation of lesson plans on language, Maths, EVS, Sc/S.Sc. (6x4)	24 marks
• Preparation of Teaching and Learning materials and aids on the four subjects (4x4)	16 marks
• Development of portfolio in any one subject based evaluation	06 marks
• Preparation of balanced question paper based on design and blueprints (6x4)	24 marks
• Observation of Demonstration lesson	10 marks
• Participation on process evaluation	20 marks
	Total 100 marks

Second Year

• Concept mapping in any two subjects- language, Maths, EVS, Sc/S.Sc.(8x2)	16 marks
• Acting on Art, Physical & Health and Work Education (3x8)	24 marks
• Analysis of Time Table/annual activity calendar	10 marks
• School community relationship	10 marks
• Seminar presentation	20 marks
• Participation on process evaluation	20 marks
	Total 100 marks

iii. **Practice Teaching (PT)**

A teacher trainee will be required to give 10 practice lessons in each of the four subjects (Language, Mathematics, Environmental Studies and Science/ Social Science)
S/he will be allotted to a mentor and supervisor in the school (a senior teacher of the subject) the mentor in each subject will supervise at least 5 out of 7 lessons and supervisor will supervise 2 out of 3 lessons.

The Evaluative Criteria for assessing the level of performance of a candidate in practice teaching lessons will be as under

- Lesson planning

- Subject matter competence

- Teacher's guidance

- Pupil participation in the lesson& its management

- Pupil Evaluation

- Evaluation of Practice Teaching process by Head of the school

For convenience sake each lesson will initially be assessed on a total of 75 marks with the assigned weightage for each evaluated criterion. The head of School will submit a practice teaching evaluation report for each trainee out of 25 marks on Personal Characteristics, Participation in co-scholastic activities, participation in school work, teaching and originality and novelty.

As the overall weightage to practice teaching in the total scheme of evaluation is 75 marks and since there are 40 lessons the obtained score on each lesson will be added up and divided by the lessons observed to get the final score (rounded off) will be added to the evaluation of Head of School out of 25 for each teacher trainee. The total marks scored will be multiplied by 2 to have the final score out of 200 on Practice Teaching for purposes of certification.

In the teaching competency mapping profile, in addition to the space for writing, observation there will also be mention of different criteria with the weightage in the form of rating scale as under required to be filed up by the mentor and the supervisor.

Evaluation criteria	Max marks	Obtained marks	Remarks
Lesson planning	20		
Subject matter competence	15		
Teacher's guidance	15		
Pupil participation in the lesson & its management	15		
Pupil Evaluation	10		
Evaluation of Practice Teaching process by Head of the school	25		
Total	100x2= 200		

Determination of grades for certification
The marks obtained by candidates on different components of the curriculum as enumerated above will be converted into absolute grades on a five point scale as per the following structure:

Marks Range (in percentage)	Letter Grades
85 to 100	A
70 to 84	B
55 to 69	C
40 to 54	D
Below 40	E

The marks once obtained by a candidate on School-based Activities, Workshop-based Activities and Practice Teaching will be treated as final where 50 percent is the qualifying marks separately. With regards to the Core Courses, Teaching Subjects at the Primary/Elementary Level and Teaching Subjects at the Upper Primary Level a 'D' grade (40 percent) will be considered as the qualifying grade level. Those getting below that (grade 'D') can reappear for reaching a grade 'D' within span of two years or four subsequent examinations held in May and November every year. Those desirous

of improving their grades will also be allowed to do so by re-appearing within aforesaid time limit with the payment of examination fee as per NIOS norms.

A candidate will be required to get at least a grade 'D' (40 percent) in both the sets of examinations (Theory and Practical with Course Based Assignments) and 50 percent in Practical in first and second year and 45 percent in aggregate in each year separately to qualify for getting the certificate.

Evaluation Scheme of the courses of D.El.Ed. programme

S. no.	Title of the course	External /full marks	Pass marks	Assignment/ Internal full marks	Pass mark	Total
First Year						
1	501-"Elementary Education in India: A Socio- Cultural Perspective"	70	28	30	12	100
2	502-"Pedagogic Processes in Elementary Schools"	70	28	30	12	100
3	503-"Learning Languages at Elementary Level"	70	28	30	12	100
4	504-"Learning Mathematics at Elementary Level"	70	28	30	12	100
5	505-"Learning Environmental Studies (EVS) at Primary Level"	70	28	30	12	100
6	**Internship in school**					
	a) 511-"School Based Activities"	-	-	100	50	100
	b) 512-"Workshop Based Activities"	-	-	100	50	100
	Total	**350**	**-**	**350**	**-**	**700**
					Aggregate 45% i.e. 315	
Second Year						
1	506-"Understanding children in inclusive context"	70	28	30	12	100
2	507-"Community and Elementary Education"	70	28	30	12	100

3	508-"Learning in Art, Health & Physical and Work Education at Elementary Level"	70	28	30	12	100
4	509-"Learning Social Science/ Science at Upper Primary Level"	70	28	30	12	100
5	**Internship in school**					
	a) 513-"Workshop Based Activities"	-	-	100	50	100
	b) 514-" Practice Teaching"	-	-	200	100	200
	Total	**280**	**-**	**420**	**-**	**700**
					Aggregate 45% i.e. 315	
	Grand Total	**630**	**-**	**770**	**-**	**1400**

Note:- The time allowed for individual external theory examination paper is 3 hours for 70 marks

Re-checking and Re-evaluation of Answer Scripts

If you have appeared in term end Examinations and you are not satisfied with your result, NIOS provides you an opportunity for Re-checking of your answer scripts in which Re-totalling of marks is done and it is also ensured that no question is left unevaluated. Remember that **the answers are not Re-evaluated during Re-checking.** You are to apply separately for Re-evaluation. You may apply for Re-checking and Re-evaluation of the Answer Script in any subject **within 30 days** from the date of declaration of result. Apply to the Coordinator of the concerned Study Centre in the prescribed Performa for Re-checking/ Re-evaluation of the Answer Script (**Appendix-V & VI**). **You have to pay the prescribed fee of Rs. 300/- (Rupees Three Hundred only)** for Re-checking and **Rs. 800/- (Rs. Eight hundred only)** for Re-evaluation per subject separately to the NIOS through Bank Draft drawn in favour of the Secretary, NIOS, payable at NOIDA. The Re-checking and Re-evaluation will be completed within 45 days of the receipt of your application. However, the Answer Script(s) will not be shown to you or anyone else on your behalf under any circumstances.

18. Re-appear Examination

The candidate need to pass individual theory (External and Course Based Assignment) and practical subjects separately and in aggregate as mentioned earlier in each year. If someone failed to clear any

of the subject or its part can again reappear in three (3) subsequent Term- End Examination so as to complete the course with the payment of examination fee as per NIOS norms.

19. Fees of Duplicate Documents and Examination Fees

S. No.	Description	Rate (Rs.)
1.	Issue of Duplicate Identity Card	100/-
2.	Duplicate Copy of the Certificate	200/-
3.	Duplicate Marks Statement	200/-
4.	Scrutiny of marks/Re-checking of Answer Scripts	300/- per subject
5.	Re-evaluation of Answer Scripts	800/- per subject
5.	Issue of urgent duplicate Provisional Certificate/ Migration Certificate and Marks Statement (Vocational)	400/- per document
6.	Revised Mark Statement, Provisional and Pass Certificate after correction	200/-
7.	Verification of NIOS Document (for private organization and individual learner)	500/-
8.	Examination Fees (including theory, practical & internal)	300/- per subject

➔ For duplicate ID card a copy of FIR should be enclosed.
➔ For duplicate certificate
➔ **A** and Mark Statement copy of NIOS Identity card should be enclosed.

20. Whom To Contact For What

Centre/Place	Nature of Practical Work	Academic Persons
Work centre (School)	a) School-based Activities	Headmaster/Principal/ Senior Teachers (Mentors) Supervisor (Teacher-Educator, BRCCs, CRCCs)
	b) Practice Teaching	Headmaster/Principal/Senior Teachers (Mentors), Supervisors (Teacher-Educators, BRCCs, CRCCs)
Study Centre	a) Workshop-based Activities	Workshop Coordinator/ Resource Persons
	b) Course Based Assignments	Study Centre Coordinator

NIOS Study Centre/Workshop Centre _____
D.El.Ed.Programme
Call letter to the Trainees for Workshop-I D.El.Ed. Programme

From: To: No.:
Study Centre/Workshop   Address of the teacher   Dated:
Centre Coordinator   trainee

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Dear Teacher Trainee,

This is to inform you that the Workshop-I will be held for twelve days from -------------(date& day)-----------to ------------(date& day)------------ at this centre as per the programme given below.

- Reporting time on the first day is 9 AM
- Show this call letter and submit its Xerox copy
- Show the NIOS Identity Card and submit its Xerox copy
- Read thoroughly Practical Manual(Guidelines about WBA Programme guide) well before coming to the workshop
   - Workshop-I and Workshop-II are compulsory components of NIOS D.El.Ed. Programme
   - They are just like Board examination
   - Hundred percent attendances on all the days and in all the sessions are essential. THERE WILL BE NO RELAXATION IN THIS REGARD.
   - Everyday there will be one or two assignments, which are to be submitted the next day positively. As such you have to work hard for 2 to3 hours every night and one/two hours next morning too.
   - In view of the above, you have to stay somewhere nearer to study centre

You will not be allowed to continue the Workshop if you would come late or leave early or drop sessions.
Important: you should bring the following to the Workshop-I

- Record of School Based Activities(SBA)
- Programme guide and Assignment booklet
- All course books- Course codes:501, 502, 503, 504 & 505
- PCP and Practical Manuals
- School text books
- 200 sheets of foolscap white paper for writing the workshop assignments
- Stapler, staple pins, gum tube, multi-coloured sketch pens, scale, pencil, eraser etc.
- A strong cover file to keep your workshop assignments and such other papers
   Hope to see you in the Workshop and with best wishes

Yours sincerely,

(Study Centre/ Workshop Centre Coordinator)

NIOS Study Centre/Workshop Centre _____
D.El.Ed.Programme
(The student should keep a blank copy and a filled-in copy of this proforma)

Certificate from the Head Master of the Working School & Declaration by the teacher trainee

(The school should keep a Photocopy of this filled-in proforma)

Certificate from the Head Master of the School where the Teacher Trainee is working now (Working School).
(Entries are to be made by the Head Master)
Certified that

1. Sri/Smt. --(full name), a teacher of this School and a trainee of NIOS Diploma in Elementary Education (D.El.Ed.) Programme from -----------------(Date) to -----------------(date)

2. His/her total teaching experience in this school is ------- years (write in words) and ----------------(write in words). He/she will be permitted to deliver the practice lessons after completing the 1st year and also to carry out the school-based activities in the 1st year in the school.

Address of the School with PIN & Tel. No. with code   School Seal

_____
(Full signature of the Head Master)

_____
Full name in capital letters

Office Seal   Date:

Declarations by the Teacher Trainee

Mr./Mrs.-- is my mentor and Mr./Mrs. --------------------------------------- is my Supervisor

I declare that

a. I shall obey all the rules and regulations as well as the guidelines and instructions of the Workshop. In case I fail to do so. I may be debarred from attending the workshop; which I shall accept without any protest and prejudice.

b. I shall show the Workshop-I completion certification to the Head Master of my school and thereafter I shall start Practice Teaching from **January** and complete it by **August** of the next calendar year and I have completed School Based Activities(SBA) during the current year; as per the guidelines and instructions issued by NIOS.

c. In case I fail to do so, I shall inform the Study Centre Coordinator in writing by regd./speed post and I shall accept the decision of the Study Centre Coordinator in this regards without any pretext and prejudice and shall act accordingly.

Full Signature of Teacher Trainee
Name:
Enrolment No.:
Date:

NIOS Study Centre/Workshop Centre _____
D.El.Ed.Programme
Declaration by the Head Master
(The school should keep a photocopy of this filled-in proforma)

1. The Head Master is requested to kindly fill in this proforma in his/her own hand
2. He/she is requested to kindly cooperate with NIOS in maintaining and improving the quality of its D.El.Ed. programme
3. If the teacher trainee is insincere or irregular in carrying out the practical activities, he/she may be cautioned about it. If he/she still continues the same, he/she should not be allowed to continue the activities and the matter may please be reported in writing to the Study centre

Very Important

1. The Teacher Trainee will show the Workshop-I completion certificate (original) issue by the Study Centre Coordinator. Please collect a copy of it from him/her as soon as your school reopens after summer vacation. After seeing that certificate only, he/she should be allowed to deliver the Practice Lessons and the concerned Mentor should be instructed accordingly.
2. Mentors and Supervisors are requested to sit in the class for the entire period and observe the lessons and write the comments, suggestions, etc. in the body of the lesson plan. Lesson with the statement "Lesson Delivered" will be cancelled and the Teacher Trainee will be debarred from the Workshop-II. LIBERAL ATTITUDE IN THIS REGARD WILL SABOTAGE THE D.EL.ED. PROGRAMME

1. Name & Code of the Programme Study Centre _____
2. Full name of the Teacher Trainee in Capital Letters _____Enrolment no._____
3. Address of the school where the Trainee is working now with PIN & Tel No. with code _____
   _____
   _____
4. Full name of the Head Master of the Working school in Capital Letters _____
5. Address of the School with PIN & Tel No. with code _____
   _____
   _____

Certified that
1. Ours is a school having classed from _____to _____.
2. It is recognized by the Govt. of Jharkhand

I declare that
1. I have gone through the guidelines about the School Based Activities, Workshop Based Activities and Practice Teaching issued by NIOS and have understood the contents therein as well as my functions and responsibilities.
2. I shall allow him/her to deliver Practice lessons by January in next session
3. The Teacher Trainee will not be allowed to carry out the practical activities (PT & SBA) if he/she fails to do it as per the stipulated timeframes of NIOS Regional Centre, Ranchi and it will be reported to the Study centre Coordinator
4. Certified that all the entries in this proforma have been made by me in my own hand which are true collected and submitted by me.

---   School Seal   --

Full signature of the Teacher Trainee   Full signature of Head Master
Enrolment no.:Office Seal
Date:Date

NIOS Study Centre/Workshop Centre _____
D.El.Ed.Programme

(The school should keep a blank copy and afilled-in copy of this proforma)

Use one Proforma for each Teacher Trainee
Certificates from the Mentor, Supervisor and the Head Master of his/her working school
the Supervisor/Mentor should keep a photocopy of this filled in proforma

1. The Supervisor/Mentor is requested to collect a copy of the NIOS Practical Manual, Programme Guide and Handbook on Academic Support System and go through them thoroughly
2. He/she is requested to give tips to the Teacher Trainee about the techniques of writing the Lesson Plan following the NIOS Lesson Plan format and improving the teaching skills
3. He/she is required to visit the School of the Teacher Trainee where he/she works
4. He/she is required to sit in the class (during the delivery of the lesson by the Teacher Trainee) for the entire period and write the comments, suggestions, corrections, etc. in the body of the Lesson Plan; in addition to verbal instructions
5. Lesson Plans without corrections, constructive suggestions, etc. will be cancelled during scrutiny. So, the Supervisor/Mentor is requested to extend full cooperation in this regards. Pre-delivery & post-delivery discussions would be a commendable job

Certificate from the Head Master of the School, where the Supervisor/Mentor is working
(The Head Master is requested kindly to fill in this certificate in his/her own hand)

This is to certify that Sri/Smt./ _____(full name) has been working as a Teacher in the school since _____(date) till today
I have no objection in permitting him/her to Monitor the Practice Lessons of NIOS teacher trainee.

Address of the school with PIN & Tel. No.   Seal of the Institute   Full Signature of the Head Master
With code   Name in capital letters: _____
                                                                                        HM's Seal   Date:

I declare that
1. My teaching experience is around _____years (Write in words)
2. I have gone through the Guidelines and additional instructions about PT & SBA, the NIOS format on Lesson Planning and understood that contents therein as well as my functions and responsibilities.
3. Further, I declare that I will guide the teacher trainee in writing the Lesson Plans and supervise the delivery of Practice Lessons during the supervised period as per the NIOS Guidelines. I shall give him/her tips in this regards, as and when necessary.
4. The distance between my work place/home (Retd. Persons) and the Practicing School is ___km (please write in words) and beyond 50 km.
5. I declare that all the entries in this Proforma have been made by me in my own hand, which are true.
Postal address with PIN and Tel. No.
(Address of the institute of in-service Supervisor/Mentor
and home address in case of retired Supervisor/Mentor)   _____
                                                                                                   Full Signature of the Supervisor/Mentor
                                                                                                   Date:

NIOS Study Centre/Workshop Centre _____
D.El.Ed.Programme
Details of School-Based Activities(SBA)
(to be filled in by the Trainee in his/her own hand in black-ink pen)

Name & code of the Study Centre --
Full name of the Teacher Trainee in CAPITAL LETTERS ---
Enrolment no.---------------------------------- Special Paper ---
Method Subjects: 1. -- 2.---

S. No.	Title of the Activities	Name of sub-activities	No. of pages of the report	Details of enclosures
1.	Case Study			
2.	Maintenance of School/class Records & Register	i. Preparation of progress report of the pupils ii. Anecdotal Record (based on specific observation) iii. Maintenance of Lesson Diary/Notes iv. Preparation of Schedule and conducting arrangement/substitute class schedule and conducting substitute classes v. Preparation of records of library, laboratory and sports activities for pupils		
3.	Contribution to School Programme	i. Organising morning assembly and other assemblies and preparing a report of the process and outcome achieved ii. Reporting process of PTA/MTA/SMC meeting and outcome achieved. iii. Organisation of social festivals in the schools iv. Organisation of Annual sports or Annual day of the school v. Organisation of Excursion/fields visit		

I declare that I have carried out the school Based Activities mentioned at serial no.1 to 3 as above in the Practicing School during the months …………….……………………..…….…………….… of the current calendar year and prepared the Reports.

<div align="right">

Full signature of the Teacher Trainee
Date:

</div>

Certified that the above-named Teacher Trainee has carried out all the above-mentioned School Based Activities (SBA) in this school and prepared the Records & Reports under the guidance of the Mentor and Supervisor. (to be certified by the mentor and the HM)

<div align="right">

Prepared and submitted by me

</div>

--------------------------------   --------------------------------
Full signature of the Mentor   Full signature of the Trainee
Date: Date:

<div align="center">

Full signature of the Head Master

Date :

Office seal

</div>

Note: All the papers relating to SBA duly signed by the Mentor and Headmaster along with this proforma having all entries are to be submitted on the first day in the first session of the Workshop-I

NIOS Study Centre/Workshop Centre _____
D.El.Ed. Programme
Workshop-I Completion Certificate

This Certificate is to be issued to the NIOS Teacher Trainee only after completion of the Workshop-I/Workshop-II as per the Guidelines & Instructions of NIOS Study Centre/Workshop Centre

To be filled in by the Workshop coordinator and none-else in his/her own hand.

(Please keep a Photocopy of it)

Name & Code of the Programme: **Workshop-I**
Full Name of the Teacher Trainee in Capital Letters: _____

Enrolment No.: _____

Certified that the above-named student has completed the practical activities (as per NIOS Guidelines & Instructions) in this school as detailed below

1. Prescribed School Based Activities as per record submitted by him/her
   Started on _____(date) and completed on _____(date)
2. Workshop I
   Started on _____(date) and completed on _____(date)

Full Name of the Mentor _____

Full Name of the Supervisor _____

Address of the Workshop Centre–I with PIN & Tel no. and Code no.:

Seal of the School

_____
Full Signature of the Workshop Coordinator

_____

Name in Capital Letters
Office's Seal   Date:

NIOS Study Centre/Workshop Centre _____
D.El.Ed. Programme
Call letter to the Trainees for Workshop-II D.El.Ed. Programme

From: Study Centre Coordinator   To: Address of the teacher trainee   No.:
---   ---   Dated:
---   ---
-----------------------------------   ---

Dear Teacher Trainee,

This is to inform you that the Workshop-II will be held for twelve days from ---------(date)--------- day to ------------(date)---------- day at this centre as per the programme given below.

- Reporting time on the first day is 9 AM
- Show this call letter and submit its Photocopy
- Show the NIOS Identity Card and submit its Photocopy
- Workshop-I completion certificate in original
- Duly filled-in proformas 1 to 4 complete in all respects in Original (one set)
  * Bring everyday with you to the Workshop potable water in a two litre bottle
  * All the photocopies should be of A4 size
  * Please see that the photocopies are distinct and readable
  * There are 4 (four) proformas enclosed with this letter
  * Those proformas need be filled up and signed by the concerned functionaries.
  * You will be permitted to continue the workshop provided you fulfil all the requirements as per each and every proforma
  * Workshop is just like Board Exam and as such 100% attendance in all sessions and on all the days is very much essential. THERE WILL BE NO RELAXATION IN THIS REGARD.
  * YOU SHOULD COME TO THE PLACE OF THE VENUE ONE DAY EARLIER TO AVOID LATE REPORTING ON THE FIRST DAY
  * There will be at least two assignments everyday which you have to work late night and again in the next morning. So, staying at nearby places is essential during the Workshop period
  * IF YOU HAVE RECEIVED THE WORKSHOP-I COMPLETION CERTIFICATE AND FAILED TO DO PRACTICE TEACHING, YOU SHOULD NOT ATTEND WORKSHOP-II ALTHOUGH THE CALL LETTER IS SENT TO YOU/
  * IF LESSONS ARE INCOMPLETE AND OTHER PAPERS ARE NOT READY, YOU SHOULD NOT ATTEND THIS WORKSHOP AT ALL
  * IN THAT CASE, YOU SHOULD INFORM US IN WRITING MENTIONING THE REASON BY REG./SPEED POST

Important:-
1. You are advised to go through all the proformas and make relevant paper ready. Obtain the signatures of the Mentor, Supervisor and the Headmaster with date and seal in each of them after aking proper entries.
2. Keep with you at least one set of blank proformas for use in future
3. Prepare one set of distinct and readable Photocopies all the filled-in proframas
4. Keep the Photocopy set of the above papers with you for use in future

You are further advised to bring the
- Record of lessons delivered (40) during Practice Teaching
- Programme guide and Assignment booklet
- All course books
- PCP and Practical Manual
- 200 sheets of foolscap white paper for writing the workshop assignments
- Stapler, staple pins, gum tube, multi-coloured sketch pens, scale, pencil, eraser etc.
- A strong cover file to keep your workshop assignments and such other papers
- Write your full name, enrolment no., programme centre and details of the papers (content to be kept in the file) on a sheet of paper and paste it on the outer cover flap of the file.
  Hope to see you in the Workshop and with best wishes

Yours sincerely,

(Study Centre Coordinator)

NIOS Study Centre/Workshop Centre _____
D.El.Ed. Programme
(To be filled by the Teacher Trainees)

1. Name and Code of the Programme Study Centre---

2. Full Name of the student in CAPITAL LETTERS---

3. Enrolment No.---------------------------------4.Optional Subject--

5. Address of the Working School with PIN & Telephone No. with code--
----

6. Full name of the Headmaster of the Working School (CAPITAL LETTERS)---
----

7 Full name & address of the Mentor--

Guided and observed lessons in Subject (Language No.)---------Maths (No.)-------EVS (No.)---------Sc./S.Sc.(No.)------------

8. Full name & address of the Supervisor---

Guided and observed lessons in SubjectLanguage (No.)----------Maths (No.)-----------EVS (No.)----------Sc./S.Sc. (No.)-------

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Certificate from the Head Master of the School where the Teacher Trainee is working
Certified that Sh./Smt.--(Full Name of the Trainee) a
bearing Enrol.No.---has been working as a regular teacher in this.

School Seal   --------------------------------------

                                                                             Full signature of the Head Master
                                        Date:
                                        Office Seal

DECLRARTION BY THE TRAINEE

1. Hereby I declare that all the statements contained in this proforma have been written by me in my own hand: which are true and if one of them is found false/fabricated I shall accept the decision of the NIOS Regional Centre, Ranchi in the matter without any protest.
2. I also declare that I have completed the following activities (as per NIOS guidelines issued to me at the time of admission and the Workshop-I) in the School under the guidance and supervision of the concerned persons and obtained their certificates/signatures as per instructions.
Lesson Plans (10) each in three compulsory teaching subject and (10) in optional teaching subject. Lessons started on----------------------(date) & completed on----------------------(date).
3.Further, I declare that if I am asked by the Workshop Coordinator
I shall discontinue attending the Workshop-II from the day I if I am found irregular.
I shall attend the workshop- II next year forgoing the present one.
4. Further, I declare that I worked under the Mentor and Supervisor who supervised my classes during Practice Teaching
5. Lastly, I declare that all the statements made in this proforma are true and if anything is found wrong or misleading or deficient or forged during scrutiny, I shall accept the decision of the NIOS: Regional Centre without any protest and prejudice.

Full signature of the Head MasterFull signature of the Teacher Trainee
Date: Date:
HM's Seal

Note: This paper with all entries is to be submitted at the time of reporting on the first day of the workshop-II.

NIOS Study Centre/Workshop Centre _____
D.El.Ed. Programme

DECLRARTION BY THE MENTOR AND SUPERVISOR
(**To be filled in by the Mentor/Supervisor in his/her own hand**)

The Headmaster and the Mentor are requested kindly to cooperate with NIOS in maintaining and improving the quality of its D.El.Ed Programme so as to produce better teachers.

(To be filled by Teacher trainee)
1. Name and Code of the Programme Study Centre--
2. Full Name of the student in CAPITAL LETTERS--
3. Enrolment No.---------------------------------4. Optional Subject---
_____

(To be filled by the Mentor)
Full name of the Mentor (in CAPITAL LETTERS)--
Qualification---Teaching Experience:---------------------------- years
(please write in word)
I certify that.

I have guided and supervised 28 practice lessons delivered by the above-named trainee in this School in**Languages(7**),**Mathematics(7**), **EVS(7), Sc./S.Sc. (7)** as per the guidelines of NIOS during the period from---------------------(date) to-------------------(date).
I declare that all the entries in this proforma have been made by me in my own hand which are true.

Full signature of the Mentor
Date:
_____
(To be filled by the Supervisor)
Full name of the Supervisor (in CAPITAL LETTERS)---
Qualification---Teaching Experience:---------------------------- years
(please write in word)

I certify that

I have guided and supervised 12 practice lessons delivered by the above-named trainee in this School in**Languages(3), Mathematics(3), EVS(3), and Sc./S.Sc.(3),**as per the guidelines of NIOS during the period from---------------------(date) to-------------------(date).
I declare that all the entries in this proforma have been made by me in my own hand which are true.

Full signature of the Supervisor
Date:

Note: This paper with all entries is to be submitted at the time of reporting on the first day of Workshop-II

NIOS Study Centre/Workshop Centre _____
D.El.Ed. Programme
Declaration about (40) Practice Lessons
(To be filled by the Teacher Trainee in his/her own hand in black- ink pen)
Use four proformas for four Subjects

1. Name and Code of the Programme Study Centre--

2. Full Name of the student in CAPITAL LETTERS--
3. Enrolment No.---
4. Optional Subject--10
lessons have been delivered in each Subject(Language, Mathematics, EVS, Sc./S.Sc.) (**use separate sheet for each subject**)
Full name of the Mentor---

Sl.No.of Lesson	Date	Period	Name of the Topic	Details of the Teaching Aids Used	Supervised by Mentor
Mr./Mrs._____ SupervisorMr./Mrs. _____					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Certified that these lessons were delivered by the above-named Trainee in this School (as per NIOS SC guidelines) on the dates and periods as mentioned above

-------------------------------------   ----------------------------------
Full signature of the Head Master Full signature of the Teacher Trainee
Date: Date:

Note:
 • Lesson Plans should contain comments ,suggestions, corrections, etc. made by the Mentor/Supervisor
 • Mere mention of lesson delivered will not do. Such lessons will be cancelled .
 • All original lesson plans in one volume along with TCMPs duly signed by the Mentor/Supervisor and countersigned by the Head Master with date should be submitted at the Programme Centre on the first day of the workshop-II .
 • The Head Master should certify the completion of 10 lessons on the inner cover page of the lesson plan volume.
 • The Certificate is- Certified that there are 10 lessons plans in this volume which were delivered by the abovementioned student in the school in the presence of the Mentor and supervisor as per the guidelines of NIOS Study Center.(Lesson Plans and TCMPs are to be submitted on the first day of the workshop-II.)

Note: This paper with all entries needs to be submitted at the time of reporting in the first day of the workshop-II.

NIOS Study Centre/Workshop Centre _____
D.El.Ed. Programme
Workshop-II Completion Certificate

This Certificate is to be issued to the NIOS Teacher Trainee only after completion of the Workshop-I/Workshop-II as per the Guidelines & Instructions of NIOS Study Centre/Workshop Centre **To be filled in by the Workshop coordinator and none-else in his/her own hand.** **(Please keep a Photocopy of it)**

Name & Code of the Programme: **Workshop-II** Full Name of the Teacher Trainee in Capital Letters: _____ Enrolment No.: _____

Certified that the above-named student has completed the practical activities (as per NIOS Guidelines & Instructions) in this school as detailed below

1. Practice Teaching (40) Lessons as per record submitted by him/her
    Started on _____(date) and completed on _____(date)
2. Workshop I/II
    Started on _____(date) and completed on _____(date)

Full Name of the Mentor _____

Full Name of the Supervisor _____

Address of the Workshop Centre –I/II with PIN & Tel No. and Code number:

Seal of the School   _____

                                                       Full Signature of the Workshop Coordinator

                                                       _____

                                                       Name in Capital Letters
                                                       Office's Seal   Date:

D.El.Ed. Programme

Proforma for the Budget-20-----

1. Name , Address & code no. of Study Centre   :

2. Bank account no.   :

3. Name of the Study Centre Coordinator   :

4. Name & code no. of the District   :

5. No. of Resource Persons   :

6. No. of Supervisors   :
     (one for ten(10) Mentors)

7. No. of Mentors   :
     (One for five Teacher Trainees)

8. No. of Teacher Trainee   :

9. Contingency   :
     (Rs.100/- per Teacher Trainee)

10. Remuneration: :

     a. Coordinator   :
     (Rs.1500/- per month for 10 months 20-----)

     b. Office Assistant   :
     (Rs.750/- per month for 10 months in20-----)

     c. Peon-cum-Sweeper   :
     (Rs.500/- per month for 10 months in 20-----)

                 Total (Rs.)   :

Date:

Seal: Signature of Study Centre Coordinator

NATIONAL INSTITUTE OF OPEN SCHOOLING

DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.) PROGRAMME

Feedback Proforma for Resource Persons regarding PCPs and Study Material

Academic Session 20----------to 20------------ (First/Second year)

Name and address of the Study Centre---

Code No_____Duration of visit(from___

_____to _____)= _____days

Criteria	Ratings

(1-Unsatisfactory, 2-Average, 3-Good, 4-Very Good, 5 -Excellent)

A. Self Learning Material Related Information

– Adequacy of materials	1	2	3	4	5
– Relevance of material	1	2	3	4	5
– Illustrations and figures presented in the material	1	2	3	4	5
– Accuracy level of materials	1	2	3	4	5
– Utility of SLM in understanding the content	1	2	3	4	5
– Appropriateness of language used in study materials	1	2	3	4	5
– Quality of printing	1	2	3	4	5
– Overall Quality of SLM	1	2	3	4	5

B. PCP related Information in the study centre

– Appropriateness of time schedule used in the centre	1	2	3	4	5
– Infrastructure available in the centre	1	2	3	4	5
– Status of power supply in the centre	1	2	3	4	5
– Questions framed for Assignment	1	2	3	4	5
– Help of Assignments in learning process	1	2	3	4	5
– Awareness about ODL System	1	2	3	4	5
– Quality of audio/video materials					

C. Records Maintained at Study Centre

– Letters dispatched to each trainee for attaining PCP	Yes/No
– Availability of Student-wise records	Yes/No
– Attendance register for RPs	Yes/No
– Attendance registers for teacher trainees	Yes/No
– Maintenance of Cashbook	Yes/No
– Availability of audio & video materials	Yes/No
– Records relating to receiving Assignment from the trainees	Yes/No
– Maintenance of record dispatch/receipt of assignment for evaluation	Yes/No
– Maintenance of records for distribution of study materials and identity cards	Yes/No

Feedback Proforma for Resource Persons regarding Workshop Based Activities

Academic Session 20----------to 20------------ (First/Second year)

Name and address of the workshop Centre _____

_____

_____

Code No_____**Duration of visit (from**_____**to** _____**) =** _____**days**

Criteria	Ratings

(1-Unsatisfactory, 2-Average, 3-Good, 4-Very Good, 5 -Excellent)

A. Workshop related information

Criteria					
– Attendance of teacher trainee in day to day activities	1	2	3	4	5
– Punctuality shown by teacher trainee	1	2	3	4	5
– Nature of Response by teacher trainee	1	2	3	4	5
– Carefulness adopted by workshop coordinator	1	2	3	4	5
– Better beginning and closing of the session	1	2	3	4	5
– Participation of teacher trainee in every session	1	2	3	4	5
– Regularity of Resource Persons in taking the sessions	1	2	3	4	5
– Evaluation of trainee done by Resource Persons	1	2	3	4	5
– Evaluation of trainee done by Workshop Coordinator	1	2	3	4	5
– Nature of feedback sessions done at the end of each day	1	2	3	4	5
– Time schedule followed with all care	1	2	3	4	5
– Guidance provided by workshop coordinators	1	2	3	4	5

B. Working Procedure followed in the Workshop

– Intimation sent to each trainee to attend the workshop quite in advance	Yes/No
– Each session is conducted as per the schedule	Yes/No
– Time schedule is deviated as per the need	Yes/No
– Each trainee is evaluated in each session	Yes/No
– Feedback session was conducted at the end of each day	Yes/No

Signature of Resource Person
Date:

NATIONAL INSTITUTE OF OPEN SCHOOLING
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.) PROGRAMME

Feedback Proforma for Teacher Trainees regarding PCPs and Study Material

Name of the Teacher Trainee   :

Enrolment No.   :

Name and address of the school   :

Name and code of study centre   :

Criteria	**Ratings**

(1-Unsatisfactory, 2-Average, 3-Good, 4-Very Good, 5 -Excellent)

A. Personal Contact Programme (PCP)

- Expertise of the Resource Persons conducting PCP   1   2   3   4   5
- Regularity of Resource Persons during PCP   1   2   3   4   5
- Discussion of study material by RPs   1   2   3   4   5
- Discussion on Assignments by RPs during PCP   1   2   3   4   5
- Usefulness of PCP(gap of few days) between the two spells   1   2   3   4   5
- Process of writing and submitting assignment during PCP   1   2   3   4   5

B. Self Learning Material

- Printing and get up of the materials   1   2   3   4   5
- Relevance of the materials for your requirement in the profession   1   2   3   4   5
- Figures and illustrations provided in the materials   1   2   3   4   5
- Usefulness of the format used for developing self-learning materials   1   2   3   4   5
- Quality of self check exercise   1   2   3   4   5
- Quality of assignment given in the self-learning materials   1   2   3   4   5
- Quality of assignment given in each course   1   2   3   4   5

C. Process of conducting PCP

- Have you attended PCP full time?   Yes/No
- Information received from Study Centre Coordinator before starting the of PCP   Yes/No
- Adequate Resource Persons are available in the centre   Yes/No
- Attendance Register for the trainees for each session   Yes/No
- Have you attended each session during PCP?   Yes/No
- Have you attended 75% of the session conducted   Yes/No
- Did you discuss about the materials with your peers   Yes/No

NATIONAL INSTITUTE OF OPEN SCHOOLING
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.) PROGRAMME

Feedback Proforma for Teacher Trainees regarding Workshop Based Activities

Name & address of the Teacher Trainee   :

Enrolment No.   :

Name and code no. of the Workshop Centre :

Duration of Workshop   : from _____to_____

<table>
<tr><td align="center">Criteria</td><td align="center">Ratings</td></tr>
</table>

(1-Unsatisfactory, 2-Average, 3-Good, 4-Very Good, 5 -Excellent)

A. Quality dimensions

Criteria					
– Quality of sessions	1	2	3	4	5
– Guidance provided by Resource Persons	1	2	3	4	5
– Leadership provided by Resource Persons in group activities	1	2	3	4	5
– Demonstration provided by Resource Persons	1	2	3	4	5
– Feedback session conduct by Resource Persons	1	2	3	4	5
– Topics selected for you to work during workshop	1	2	3	4	5
– How for are you felt benefitted due to workshop	1	2	3	4	5
– Nature of the activity conducted	1	2	3	4	5
– Quality of Workshop Based Activities conducted for you	1	2	3	4	5

B. Process dimensions

– Did you get the intimation to attend the workshop in time?   Yes/No
– Have you attended all the sessions of the workshop?   Yes/No
– Have you been evaluated by Resource Persons?   Yes/No
– Have you been evaluated by Workshop Coordinator?   Yes/No
– Have you submitted records on SBA/PT on the first day of workshop?   Yes/No
– Have you come prepared to attend workshop as per guidelines provided for pre-
workshop activities in Practical Manual?   Yes/No
– Do you discuss about the activities with your peers?   Yes/No
– Make a list of redundant activities conducted during workshop-
      1. _____
      2. _____
      3. _____
      4. _____

Signature of Teacher Trainee