

# **PROGRAMME GUIDE**

## **PROFESSIONAL DEVELOPMENT PROGRAMME FOR ELEMENTARY TEACHERS (PDPET)**

**Academic Department**



**NATIONAL INSTITUTE OF OPEN SCHOOLING**

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## Chairman's Message

Dear Fellow Teachers,

Welcome to the Professional Development Programme for Elementary Teachers of the National Institute of Open Schooling (NIOS). You have already undergone the Bachelor of Education (B.Ed.) course and also have experience of teaching. But, teaching cannot be done to different age and social groups of children in an identical manner. The B.Ed. course is designed to train teachers to teach adolescents, normally studying in classes IX to XII. Even after undergoing the B.Ed. course, you may not have the required understanding, skills and competencies needed to handle young learners i.e. below the age of 14 years. This course will help you develop your understanding which is required to teach elementary school children i.e. children in the age group of 6 to 14 years.

Children at about the age of 6 come to school. For the first time they come out of the comfort of their homes and are put in the company of so many children. Children don't get the pampering from the teacher they are so used to getting from parents. Sometimes children feel isolated or even neglected. First generation learners often also experience wide gap between home language and school language and feel demoralised, because they can't speak standard language, the language of communication in school. All children have almost equal intelligence and are capable of performing equally well if given a level playing field. We need to understand all such issues and be the catalytic agent to help each child nurture his/her capabilities and perform the best.

There are many other issues which we need to understand and use in our teaching learning process. Overall development depends upon development of all faculties. We must learn about child development and provide opportunities for all children to grow.

Learning cannot be a terminal activity for those who work and wish to grow in the 21<sup>st</sup> century. This is more true for teachers. We will fail to impart quality education if we ourselves stop learning. We need to continuously keep in touch with the advancements in our disciplinary knowledge and as practicing teachers, need also to be in touch with new pedagogic inventions. However, we cannot go for full time face to face course to update our knowledge and chisel our skills. Distance education remains the only viable option. You need to be congratulated for choosing to pursue your education through distance mode from the NIOS.

This course has tried to incorporate various new areas which need to be brought into school activities. Units on Yoga is a new addition. Read the units, watch the video and practice with children. I am sure you will be able to see the difference in children's behaviour, agility and also pace of learning.

Let me once again welcome you to the course and congratulate you on deciding to pursue the course through distance mode which is a learning method of the 21<sup>st</sup> century as lifelong learning would be a necessity for every individual to keep oneself up to date.

Welcome to NIOS

**(Professor Chandra Bhushan Sharma)**

## **INTRODUCTION**

Few landmark initiatives, in recent years, have been taken in school education sector to address the key objective of providing affordable and quality school education for all children of the country. Most notable among these is the RTE Act 2009 which makes education a fundamental right for all children in the 6-14 years' age group. Another notable milestone is NCF-2005 which signifies a fundamental change in underlying philosophy of traditional school education curriculum that had considered learners as passive recipients of information provided by teachers, and promoted rote memorization with little scope for the learner to show his/her own creativity. The NCF-2005 has addressed this issue by connecting knowledge to life outside school; ensuring that learning shifts away from rote methods; enriching the curriculum so that it goes beyond textbooks; making examination flexible and integrating them with classroom life; and nurturing an overriding identity informed by caring concerns within the democratic polity of the country. Realizing the vision of NCF-2005 on the school curriculum that goes beyond conventional textbooks, where knowledge is co-constructed by teachers and students is quite challenging in the present ethos of school education that promotes passive learners and unquestioned acceptance of teachers' views. The 12th five year plan document has expressed concern over the quality of teaching-learning in the classroom that is neither child-friendly nor child centred and needs to be addressed immediately. Teachers in the emerging context are called upon to acquire new knowledge and skills and develop them continuously. Teachers are also expected to de learn their existing practices and re-learn the practices which may help them to become the facilitator of learning. Professional development of teacher on a continuous basis, utilizing both conventional and distance mode, is therefore the only way to provide necessary orientation and expose teachers to the range of skills and activities which impact upon quality classroom transactions. The thrust at present is towards modular courses delivered in distance-cum-contact mode and other innovative delivery methods that enable teachers to brush up their awareness on emerging issues and concerns related to school education, and update and upgrade their content and pedagogical skills without disturbing their daily routine.

This programme is an on demand programme to suit the specific needs and requirements of in-service teachers working at elementary level. In order to ensure the relevance of programme for in-service teachers working at elementary level, the training needs assessment had been done. The programme is designed with the combination of self learning print materials, assignments, practical activities in classroom situation, interactive personal contact programme through various modes of ICT including, audio-visual materials, radio and teleconferencing, etc. The main objective of the programme is to orient in-service teachers working at elementary level professionally by developing their capacity on emerging issues and concerns of elementary education, enriching their content knowledge and sharpening their pedagogical skills to situate the teaching-learning process on the experiences and needs of learners, ensure learner-centred transactional approaches, and facilitate child-friendly assessment process. All the materials developed for the programme are self-instructional and interactive in nature including sufficient examples from classroom situations, narratives, case studies and illustrations, etc. Web links for additional studies are also to be provided wherever possible.

## **OBJECTIVES OF THE PROGRAMME**

The major objectives of the programme are:

- (i) to make elementary school teachers aware of the current issues and concerns of elementary education
- (ii) to prepare teachers to address the challenges in the implementation of RTE Act, 2009
- (iii) to develop teachers skills for fulfillment of the needs of diverse groups of learners.
- (iv) to develop teachers' capacity to follow child-friendly and child-centered teaching learning approaches and strategies.
- (v) to enrich their conceptual understanding of various subjects at elementary level .
- (vi) to prepare teachers to organize Continuous and Comprehensive Evaluation (CCE) effectively at elementary level.

## **TARGET GROUP AND ELIGIBILITY CONDITIONS**

In-service Teachers teaching at Primary level (I-V) having B.Ed./ B.Ed. Special Education qualification from the Teacher Education Institution recognised by NCTE.

## **DURATION OF THE PROGRAMME**

The minimum duration of the programme is six months. However, the maximum period allowed for completion of the programme will be by 31<sup>st</sup> March 2019.

**MEDIUM:** ENGLISH/HINDI

## **PROGRAMME FEE**

The Programme has been envisaged as a self sustained programme. The programme fee per teacher will be Rs.5000/-. Examination fees is Rs.250/-per subject per attempt.

## **PROGRAMME STRUCTURE**

The programme is essentially a judicious mix of courses providing theoretical orientation to elementary school teachers on emerging issues and concerns of elementary education, and developing their skills relevant to elementary level teaching. School Based Activities , Workshop-based activities and Practice Teaching are integral components of the programme which will provide teachers an opportunity to acquire hands-on experience.

## **COURSE DESCRIPTION**

Considering the job requirements of elementary teachers and the broad programme objectives, the following courses have been identified. All the courses are compulsory.

<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>
<b>Theory Courses</b>		
521	Elementary Education: Context, Concerns and Challenges	2
522	Understanding Elementary School Child	2
523	Curriculum and Teaching-Learning Process	2
524	Pedagogy of Elementary School Subjects	4
<b>Practical Activities</b>		
525	School – Based Activities(SBA)	2
526	Workshop – Based Activities(WBA)	2
527	Practice Teaching (PT)	2
<b>Total Credits</b>		<b>16</b>

## CURRICULUM STRUCTURE

Code No.	Title of the Course	Title of the Blocks	Title of the Unit	Credits
521	<b>Elementary Education: Context, Concerns and Challenges</b>	<b>Block1:Context and Concerns of Elementary Education</b>	<b>Unit 1: Perspectives of Elementary Education in India</b> <ul style="list-style-type: none"> <li>❖ Elementary education system in ancient India</li> <li>❖ Evolution of Elementary Education in colonial era and after independence</li> <li>❖ Basic Education : Nai Taleem</li> <li>❖ Constitutional provisions for Education</li> <li>❖ Universalization of Elementary education (focus on NEP-1968, 1986 and important interventions like DPEP, SSA, EFA, KGBV, Scholarship Scheme, Mid day meal etc.)</li> </ul>	2
			<b>Unit 2:Contemporary Concerns in Elementary Education</b> <ul style="list-style-type: none"> <li>❖ Genesis of Education as a Right in India: Views of Tilak, Vivekanand, Malviya, Gandhi, Tagore, and other Indian Educational Thinkers</li> <li>❖ RTE Act -2009 (Expectations and Challenges)</li> <li>❖ NCF: a critical understanding on issues and concerns in elementary education</li> <li>❖ Difference between NCF 2005 and NCF-2000</li> <li>❖ Concerns in understanding and implementing NCF 2005</li> <li>❖ NCFTE-2009 , its implications on elementary education</li> </ul>	
			<b>Unit 3: Growth of Elementary Education in India</b> <ul style="list-style-type: none"> <li>❖ Elementary Education : Trends</li> <li>❖ Current Status of Elementary Education in India</li> <li>❖ Schemes and Interventions at Elementary Education Level in India</li> </ul>	

			❖ Challenges in Elementary Education in India	
		<b>Block 2: Challenges in Elementary Education</b>	<b>Unit 4: Teacher as a professional</b> ❖ Indian Understanding of teacher and teaching ❖ Teacher as Guru ❖ Emerging role of teachers <ul style="list-style-type: none"> <li>○ Facilitator</li> <li>○ Manager</li> <li>○ Researcher – as an action researcher</li> <li>○ Leader <ul style="list-style-type: none"> <li>– Transformational leadership</li> <li>– Shared governance</li> </ul> </li> <li>○ Teacher as a reflective practitioner</li> </ul> ❖ Professional development (Competence, commitment, performance) ❖ Ethical Concerns in Teaching Profession, Professional Ethics and Conduct	
			<b>Unit 5: Quality Concerns in Elementary Education</b> ❖ Quality as a core concern ❖ Quality Indicators ❖ Indian Dimensions of Quality in Education <ul style="list-style-type: none"> <li>– Global Indicators on quality in elementary education</li> </ul> ❖ Quality Assurance (Classroom & school) ❖ TQM(Total Quality Management) ❖ Role of Teacher in ensuring quality education	
			<b>Unit 6: All round Development of Learners</b> ❖ Moral and spiritual development ❖ Value crisis and value transition ❖ Need for development ❖ Identification of values and cultural dimensions Focus on cultural, religious and nationalistic values in development ❖ Approaches for values inculcation <ul style="list-style-type: none"> <li>- Curricular</li> <li>- Co-curricular</li> </ul> ❖ Gender sensitization	



			<ul style="list-style-type: none"> <li>❖ Curriculum and its transaction for value inculcation</li> <li>❖ Transacting Curriculum for value inculcation</li> </ul>	
522	Understanding Elementary School Child	Block 1: Child & Childhood: Socio-Cultural Context	<b>Unit 1: Understanding Child and Childhood</b> <ul style="list-style-type: none"> <li>❖ Early stages of Development</li> <li>❖ Concept of Childhood</li> <li>❖ Child in Traditional Indian Text</li> <li>❖ Different Perspectives and problems in Childhood</li> <li>❖ Psychological</li> <li>❖ Socio Cultural (Marginalised, Gender Perspective, First Generation, Disability, etc.)</li> <li>❖ Legal</li> <li>❖ Role of Family, Neighbourhood, School and Teacher</li> </ul>	2
			<b>Unit 2: Transition from childhood to Adolescence</b> <ul style="list-style-type: none"> <li>❖ Developmental changes</li> <li>❖ Cognitive emotional and Social Development</li> <li>❖ Problems of Adolescents</li> <li>❖ Needs and Aspirations of Adolescents(vocational, gender, personal, recreational, health)</li> <li>❖ Developmental Tasks &amp; Role of Teacher</li> </ul>	
			<b>Unit 3: Child Rights</b> <ul style="list-style-type: none"> <li>❖ Indian perspectives of child rights</li> <li>❖ Child rights, UN Convention of Rights of the Child, 1989</li> <li>❖ Child Protection; Child Abuse, Child Trafficking</li> <li>❖ Protection of Rights of Child; Role of NCPCR, SCPCR, Redressal of grievances in respect of Child Rights violations.</li> <li>❖ School and Child Rights</li> <li>❖ Counseling parents for generating awareness of Child Rights</li> </ul>	
		<b>Block 2: Facilitating Learning</b>	<b>Unit 4: How Children Learn</b> <ul style="list-style-type: none"> <li>❖ Ancient Indian Understanding of Learning Process</li> <li>❖ Stages of Cognitive Development and Learning</li> <li>❖ Learning as an individual</li> </ul>	

			<ul style="list-style-type: none"> <li>- Self-learning, Open learning and construction of knowledge</li> <li>❖ Religious, Cultural and Social Dimensions of Learning</li> <li>❖ Facilitating learning in socio-cultural contexts of the child <ul style="list-style-type: none"> <li>- Learning at home</li> <li>- Learning with community</li> <li>- Learning in school setting</li> <li>- Learning from nature</li> </ul> </li> </ul>	
			<p><b>Unit 5: Childhood Concerns</b></p> <ul style="list-style-type: none"> <li>❖ Health and Hygiene</li> <li>❖ Concerns about Socio-Emotional Problems</li> <li>❖ Role of School, Family and Media</li> </ul>	
			<p><b>Unit 6: Creating Conducive Learning Environment</b></p> <ul style="list-style-type: none"> <li>❖ Salient features of conducive learning environment</li> <li>❖ Learning Environment in Indian Context</li> <li>❖ Inclusive classroom environment</li> <li>❖ Role of teachers and all educational administrators</li> <li>❖ Curriculum Development and evaluation</li> </ul>	
523	Curriculum and Teaching-Learning Process	Block 1: Enriching Learning Experiences	<p><b>Unit 1: Curriculum Development in Evaluation</b></p> <ul style="list-style-type: none"> <li>❖ Curriculum, Syllabus , Courses and Text Books</li> <li>❖ Process of Curriculum Development and Evaluation</li> <li>❖ Critical Examination of Curriculum &amp; Textbooks</li> </ul> <p><b>Unit 2: Paradigm Shifts in Pedagogy</b></p> <ul style="list-style-type: none"> <li>❖ Constructive Approach</li> <li>❖ Similarities in Indian Philosophical Approaches and Constructivist Approach</li> <li>❖ Passive to Active Learning</li> <li>❖ Teaching to Learning</li> <li>❖ Teacher to Learner</li> <li>❖ Assessment to Evaluation</li> <li>❖ Bookish to Environment Centric</li> <li>❖ Cooperative and collaborative Learning</li> </ul>	2

			<ul style="list-style-type: none"> <li>❖ Disciplinary to Integrated Learning</li> <li>❖ Subject Oriented to Life Oriented</li> <li>❖ Focus on ICT and Media</li> </ul>	
			<p><b>Unit 3: Designing Learning Experiences in Contemporary Classroom</b></p> <ul style="list-style-type: none"> <li>❖ Concept Mapping as a Tool for Planning</li> <li>❖ Designing learning experiences</li> <li>❖ Identifying and procuring/developing resources</li> <li>❖ Identifying learning outcomes (Using Anderson Taxonomy)</li> <li>❖ Planning for teaching</li> <li>❖ 5 E Model of Learning Constructivist</li> </ul>	
			<p><b>Unit 4: Managing Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>❖ Concept of Inclusive Education</li> <li>❖ Inclusive Classroom</li> <li>❖ Identifying needs of Inclusive Classroom</li> <li>❖ Designing learning experiences UDL (Universal Design of Learning)</li> <li>❖ Assessment in Inclusive Setup</li> </ul>	
			<p><b>Unit 5: Assessment of Teaching Learning</b></p> <ul style="list-style-type: none"> <li>❖ Difference between assessment in learning, of learning and for learning</li> <li>❖ Assessment as integral part of learning process: Traditional Indian Approach vis-a-vis Modern Approach</li> <li>❖ CCE: A brief introduction</li> <li>❖ Implementation of CCE</li> <li>❖ Using Tools and Techniques for assessing Active Learning(focus Portfolio, Rubrics)</li> </ul>	
			<p><b>Unit 6: ICT Mediated Teaching-Learning</b></p> <ul style="list-style-type: none"> <li>❖ Selection of appropriate ICT</li> <li>❖ Using Internet Technology for Teaching -Learning and Planning</li> </ul>	

			<ul style="list-style-type: none"> <li>❖ Use of Mobile for creating &amp; sharing learning</li> <li>❖ ICT for management of school</li> </ul>	
		<b>Block 2: Enriching Holistic Life</b>	<p><b>Unit 7: Community as a Learning Resource</b></p> <ul style="list-style-type: none"> <li>❖ Family and Friends as a Learning Resource</li> <li>❖ Community Members as Learning Resource (Physicians, Craftsperson, Farmers etc.)</li> <li>❖ Resource of Community (Zoo, Religion Centres, Museum, Agricultural, Farms, Ponds, Fair etc.)</li> <li>❖ Religion and Religious events</li> <li>❖ Cultural Events (Fairs, Festivals and other Celebrations)</li> </ul> <p><b>Unit 8: Art as a Pedagogic Resource</b></p> <ul style="list-style-type: none"> <li>❖ Arts &amp; Aesthetics : their significance in individual’s development in elementary school teaching</li> <li>❖ Using various art forms (dance, folk songs, music, theatre, puppetry and other forms)</li> <li>❖ Appreciating Child Art</li> <li>❖ Nurturing creative expression through art</li> <li>❖ Evaluation of artistic expression</li> </ul> <p><b>Unit 9: Promoting Health &amp; Hygiene in Schools (Sports &amp; Physical Education)</b></p> <ul style="list-style-type: none"> <li>❖ Concept of Holistic Health &amp; Well Being</li> <li>❖ Health and Hygiene needs of children</li> <li>❖ Developing Healthy habits</li> <li>❖ Role of Yoga, Games and Sports in promoting health and development of children</li> </ul>	
		<b>Block 3:Yoga Education in Schools</b>	<p><b>Unit 10: Role and Importance of Yoga for School Children</b></p> <ul style="list-style-type: none"> <li>❖ Concept of Yoga: Definition and History of Yoga</li> <li>❖ Yogic concept of Holistic health :Holistic Health, Patanjali Yog</li> <li>❖ Role of Yoga for School Children: Physical Health, Emotional</li> </ul>	

			<p>behavioural aspect, Enhancing potentials, Balanced education, Creative aspects</p> <ul style="list-style-type: none"> <li>❖ Importance of Yoga in Schools: Inner Awareness , Discipline, Management of sedentary life styles, to develop human qualities</li> <li>❖ A balanced approach to life</li> </ul> <p><b>Unit 11: Yogic practices and its application for school children</b></p> <ul style="list-style-type: none"> <li>❖ Yogic practices – traditional way</li> <li>❖ Yoga as fun for small children</li> <li>❖ Classroom application of yogic practices</li> <li>❖ Practice Note</li> </ul>	
524	Pedagogy of School Subjects	Block 1: Pedagogy of Languages	Unit 1: Language and Communication, Language Skills and their development during infancy and childhood	4
			Unit 2: Approaches, Methods and Techniques in Language Teaching-Learning	
			Unit 3: Resources Supplementing Teaching Learning Language	
			Unit 4: Assessment of Language Learning	
		Block-2: Pedagogy of Environmental Studies( EVS)	Unit 5: Importance of Environment at the early stages of learning; Objectives and Scope of Teaching-Learning EVS at the Primary Stage	
			Unit 6: Teaching-Learning in EVS	
			Unit 7: Resources Supplementing Learning EVS	
			Unit 8: Tools and Techniques for Assessing Learning in EVS	
		Block-3: Pedagogy of Mathematics	Unit 9: Aspects of Teaching Mathematics	
			<ul style="list-style-type: none"> <li>❖ Aims and Objectives of Teaching Mathematics</li> <li>❖ Importance of Mathematics</li> <li>❖ Nature of Mathematics</li> <li>❖ Vedic Mathematics</li> </ul> <p><b>Unit 10: Teaching Learning Process of Mathematics</b></p> <ul style="list-style-type: none"> <li>❖ How children learn Mathematics</li> <li>❖ Learner and Learning –Centred Methodologies in teaching Mathematics</li> </ul>	

			<p><b>Unit 11:</b> Teaching Learning Material and Other Resources in Mathematics Teaching</p> <ul style="list-style-type: none"> <li>❖ Teaching Learning Material</li> <li>❖ Text book</li> <li>❖ School building</li> <li>❖ Mathematics Laboratory / Corner</li> </ul> <p><b>Unit 12:</b> Assessment in Mathematics Learning</p> <ul style="list-style-type: none"> <li>❖ Traditional and Emerging Approaches</li> <li>❖ Emerging trends in assessment</li> <li>❖ Tools and Techniques of Assessment</li> <li>❖ Follow up of Assessment of Learning Mathematics</li> <li>❖ Information from the Assessment.</li> </ul>	
		<b>Block-4: Pedagogy of Science</b>	<b>Unit 13:</b> Nature of Science	
			<b>Unit 14:</b> Different Approaches and Methods of Teaching Science	
			<b>Unit 15:</b> Lesson Planning and Low Cost / No Cost Teaching Resources	
			<b>Unit 16:</b> Assessment in Science Learning	
		<b>Block-5: Pedagogy of Social Studies</b>	<b>Unit 17:</b> Nature of Social Studies & Social Studies in Elementary School Curriculum	
			<b>Unit 18:</b> Resources Supplementing Teaching Social Studies	
			<b>Unit 19:</b> Teaching Learning Strategies in Social Studies	
			<b>Unit 20:</b> Assessment in Social Studies	
<b>Practical Activities</b>				
525	<p><b>School Based Activities (SBA)</b></p> <p>There are four groups of School Based Activities (SBA). 3 activities are to be carried out i.e. one activity from each of the groups (A, B and C) whereas 4 activities are to be carried out i.e. one activity from section (i &amp; iii) and two activities from section (ii) are to be carried out from group D, thus, total of seven activities will be carried out by every student teacher. Report of School Based Activities (SBA) to be submitted during the workshop, which will be assessed and marks/grades will be assigned accordingly. Each activity in Group A, B and C carries twenty (20) marks (<b>Total 3x20 =60 marks</b>) and activity from Group D carries 10 marks each from section (i&amp;iii) i.e. 2x10= 20</p>			2

marks and 20 marks from section (ii) i.e. 20+20=40 marks (**Total 4x10=40 marks**) from Group D.

### **GROUP A**

**(Any one activity is to be carried out from this group)**

- Critically examine the provisions made in the RTE ACT- 2009 regarding roles and responsibilities of teachers in your own school context.
- Organise a group discussion in the presence of mentor on the guiding principles of NCF 2005 and prepare a report on the main points emerging from the discussion.
- Prepare a report on status of elementary education in your cluster with reference to access, enrolment, retention and drop out and initiatives taken to check dropouts.
- Read code of conduct applicable in your school and analyze its role in developing conducive school environment.
- Collect at least two stories from various sources (Folk tale/ Panchtantra/ Jataka Katha/ Freedom Struggle and Patriotic Stories, Textbooks, etc.) and identify values that are promoted through stories.

### **GROUP B**

**(Any one activity is to be carried out from this group)**

- Collect twenty news paper clippings on child right violation/abuse, give their summary and suggest ways/mechanisms to generate awareness about child rights.
- Organise a game in the school and observe children at play and analyse how it affects their affective and cognitive development
- Prepare a case profile of a child from your neighbourhood.
- Map children's talk, what they interact among peers.
- Identify behavioural issues/problems among children in your school and develop a mechanism for overcoming these problems with the help of parents.

### **GROUP C**

**(Any one activity is to be carried out from this group)**

- Organise teaching in a multigrade classroom and identify challenges and ways to overcome them in this situation.
- Identify some instances that reflect gender discrimination in your community and suggest ways to eliminate such gender bias.
- Use your mobile phone to develop an audio and/or video of five (05) minutes duration and use it as a teaching aid in your classroom and prepare a report on it.
- Identify the steps you will take for maintaining cleanliness in your school campus & classrooms and use your student's art work for beautifying the campus.

- Identify the locally available food, fruits & vegetables and indicate their nutritious values.

**GROUP D**

**(One activity each from Sub-section (i &iii), two activities from Sub-section (ii).**

**(i)**

- Prepare five jumble word games
- Prepare a set of flash cards and explain how do you plan to use it in your classroom
- Organize one Language Game
- Organize Picture Reading activity
- Organize a one Role Play focusing on expressions of dialogue delivery by children.
- Word map and word chain

**(ii)**

- Prepare a First Aid kit
- List the natural resources available in your surrounding and their use in teaching-learning.
- Identify causes of pollution in your locality and suggest ways to deal with it.
- Identify common superstitious practices prevalent in your community and suggest ways to eradicate them.
- Develop a concept map on any topic of your choice in EVS/ Science.
- Prepare a guide map of your locality with important land marks.
- Collect pictures related to diversity in your state or India and prepare a collage.
- Develop a map of local resources like river, canal, ponds, agricultural crops, horticulture and floriculture in your area.
- Document contributions of women in the freedom struggle from your state.

**(iii)**

- Prepare a Teaching Learning Material (TLM) to help learners in identifying shapes.
- Interview 50 people in your community about their yogic practices & prepare a table and show it in the form of graphs.
- Take Photographs of some monuments and find out the symmetry and patterns being followed in them
- Design a mathematical game (indoor/outdoor) through which you may teach the four operations.
- Diagnose learning difficulties that children face while learning mathematics in your class, suggests ways to overcome them.

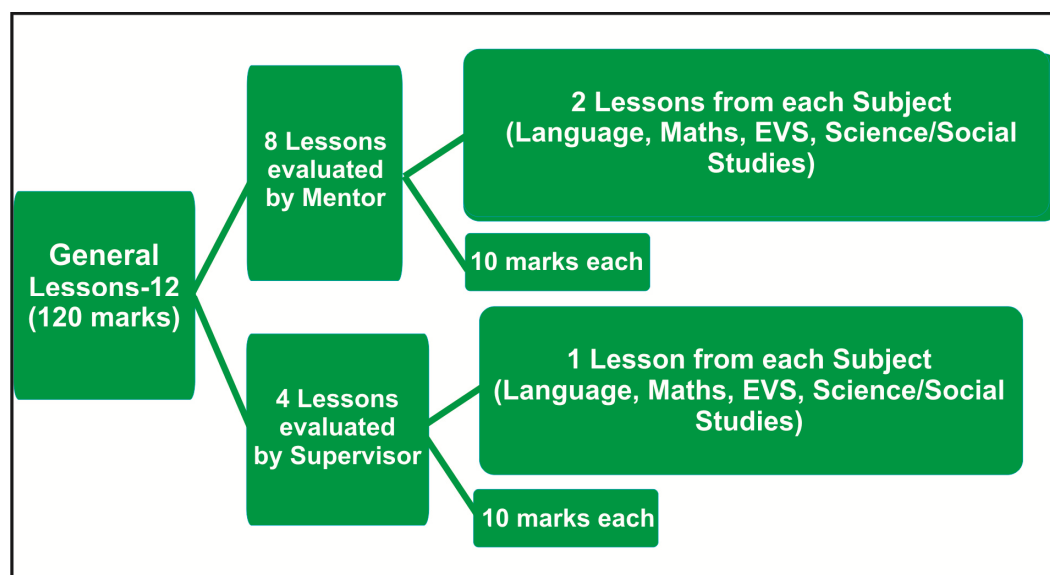


526	<p><b>Workshop Based Activities(WBA)</b></p> <p>Each teacher offering this course will have to compulsorily attend a (10) ten days Workshop Based Activities.</p> <p><b>ORGANISATION OF WORKSHOP BASED ACTIVITIES</b></p> <p>One compulsory practical workshop of ‘10 days’ duration, with intensive face-to-face interaction to develop skills and competencies among teachers will be organized at the Programme Centre assigned to learner.</p> <p><b>Pre- workshop</b></p> <ul style="list-style-type: none"> <li>• Preparation of lesson plans on languages (English/Hindi), Maths, EVS, and Social Studies/Science.</li> <li>• Preparation of Teaching Learning Materials (TLM) and aids on the these subjects.</li> <li>• Development of portfolio for subject based evaluation.</li> <li>• Preparation of balanced question papers based on design and blueprints to be developed by a student teacher.</li> <li>• Observation of Demonstration lessons.</li> <li>• Participation in process evaluation.</li> </ul> <p><b>During 10 days workshop</b></p> <ul style="list-style-type: none"> <li>• Concept mapping in languages(English/Hindi), Maths, EVS, Social Studies and Science</li> <li>• Acting on Art, Physical &amp; Health and Work Education</li> <li>• Seminar presentation</li> <li>• Peer lesson observation</li> <li>• Participation in process evaluation</li> </ul> <p><b>(this section should be developed after finalization of content of various courses and only those practical dimensions, in which skill development or face-to-face interaction is essential, should be kept as activity in WBA)</b></p>	2
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Practice Teaching is of 2 credits. A teacher trainee will be required to give 4 practice lessons in each of the four subjects (Language, Mathematics, Environmental Studies and Science/ Social Science). S/he will be allotted to a mentor (senior teacher of the school) in the school where the trainee is working. Supervisor will be an external expert. Teacher Trainees will prepare and deliver total 16 lessons i.e. 4 lessons from each subject.

**There will be 12 General Lesson and 4 Final Lesson/Discussion Lesson. General Lesson will carry 120 marks and Final Lesson will carry 80 marks. Total weightage of Marks for Practice Teaching (16 Lesson) is 200.**

**General Lessons:** Total 12 lessons out of which 8 lessons per trainee i.e. two from each subject ( $2 \times 4 = 8$  lessons) will be evaluated by Mentor and 4 Lesson i.e. one from each subject ( $1 \times 4 = 4$  lessons) will be evaluated by Supervisor . Each Lesson carries 10 marks i.e. Total 120 marks.



- **Final Lessons:** Total 4 Final Lessons i.e. one lesson from each subject(Language, Maths, EVS, Science/Social Studies). Each lesson carries 20 marks i.e. total 80 marks. All Final Lessons/ Discussion lessons will be evaluated by Supervisor only.



	<p>One Mentor will supervise all trainees working in his/her workplace and one Supervisor will supervise 10 Mentors only, of his/her nearby workplace. The ratio of trainees to Mentors and Mentors to Supervisor is given as under:</p> <p><b>5 Trainees : 1 Mentor</b>  <b>10 Mentors : 1 Supervisor</b></p> <p>S/he will be evaluated by Mentor and Supervisor through the following Evaluation criteria :</p> <ul style="list-style-type: none"> <li>• Lesson planning</li> <li>• Subject matter competence</li> <li>• Teacher’s guidance</li> <li>• Pupil participation in the lesson&amp; its management</li> <li>• Pupil Evaluation</li> <li>• Evaluation of Practice Teaching process by Head of the school</li> </ul> <p><b>Supervisor = 120 marks &amp; Mentor = 80 marks</b></p> <p style="text-align: right;"><b>Total Marks=200</b></p>	
	<b>Total Credits</b>	<b>16</b>

## **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.

## **CREDIT SYSTEM**

The Institute follows the “Credit System” for the programmes. Each credit is of 30 hours of study comprising all learning activities. 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 component.

## **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, Resource Person, 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 programme centres and Regional Centres in concerned states.

## **PROGRAMME DELIVERY STRATEGIES**

Instructional system in the open system of education carries 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 Workshop
- Delivery of Practice Lessons

### **II- Supplementary**

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

## **SELF-LEARNING 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.

## **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 6-month special in-service Professional Development Programme for Elementary Teachers(PDPET). In these sessions, you must try to resolve your subject-based difficulties and any other related problems.

The Study Centre coordinators will provide the tutoring schedule as per their convenience. The tutoring sessions will include clarifications required in the print-material. The tutoring sessions are organised for theory courses. Tutoring sessions for 4 theory courses are to be organised for each student. There will be minimum of 10 days in a 6 months 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.

### Schedule of PCP for 10-day

<b>Day</b>	<b>Morning Session(10:00 am-1:00pm)</b>	<b>Evening Session(2:00 pm-5:00pm)</b>
<b>One</b>	Inauguration, Registration, Welcome Introduction and Discussion on PDPET Programme	Discussion on Self Instruction Material(SIM)
<b>Two</b>	Discussion on Hard Spots in Course-521	Discussion on Hard Spots in Course-522
<b>Three</b>	Discussion on Hard Spots in Course-523	Discussion on Hard Spots in Course-524 (Pedagogy of Languages)
<b>Four</b>	Discussion on Hard Spots in Course-524 (Pedagogy of EVS)	Discussion on Hard Spots in Course-524 (Pedagogy of Mathematics)
<b>Five</b>	Discussion on Hard Spots in Course-524 (Science/ Social Science)	Discussion on assignments in Course-521
<b>Six</b>	Discussion on assignments in Course-522	Discussion on assignments in Course-523
<b>Seven</b>	Discussion on assignments in Course-524 ( Pedagogy of Languages)	Discussion on assignments in Course-524 (Pedagogy of EVS)
<b>Eight</b>	Discussion on assignments in Course-524 ( Pedagogy of Mathematics)	Discussion on assignments in Course-524(Science/ Social Science)
<b>Nine</b>	Feedback and discussion on problems regarding courses 521-522	Feedback and discussion on problems regarding courses 523 & 524 (Languages)
<b>Ten</b>	Feedback and discussion on problems regarding courses 524 Maths, EVS, Science/ Social Studies)	Feedback on SIM & Valediction

## CONDUCT OF PRACTICALS

To provide effective support to the practical work, NIOS has set up in consultation with States, a number of Study Centres where workshop of 6 days duration in 6 months course will be conducted during 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 50 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 institutions identified as Study Centres/Workshop Centres. The workshop-based practicals will be organised in workshop of 10 days duration over six months. The workshop includes intensive face-to-face interaction to develop skills and competencies for trainees.

Activities	Credits	Hours
School Based Activities(SBA)	2	60
Workshop Based Activities(WBA)	2	60
Practice Teaching(PT)	2	60
Tutoring support for theory courses -10 days (5 hrs x10 days=50 hours)	No Credit	50
<b>Total Hours</b>		<b>230</b>

**Note: 1 credit =30 hours**

## 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. 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 word 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).
- v. There will be two course based assignments carrying a weightage of 25 percent in each course code 521, 522 & 523 and in course code 524 there will be only one assignment. Practice based item will carry 15 percent and theoretical item will carry 10 percent weightage in 521, 522 & 523 and in 524 there is only practice based will carry 25 percent weightage. There will be no options and all the items will be compulsory. *In toto* there will be 10 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.**

S.N.	Course code	Assignment		Marks		Total Marks
		Theory	Practical/ Project Work	Theory	Practical/ Project Work	100
1	521	1	1	10	15	25
2	522	1	1	10	15	25
3	523	1	1	10	15	25
4	524	Language-(one assignment)		7		25
		EVS-(one assignment)		6		
		Mathematics-(one assignment)		6		
		Science/Social Studies-(one assignment)		6		

(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.

#### **SCHEDULE OF SUBMISSION OF COURSE BASED ASSIGNMENTS (Total 10)**

<b>Course Code</b>	<b>Assignment No.</b>	<b>Maximum Marks</b>	<b>Last Date of Submission</b>
<b>521</b>	Elementary Education: Context, Concerns and Challenges (Assignment-1&2)	25	Assign First-2 <sup>nd</sup> Day of the third month from the commencement of the Programme  Assign Second -3 <sup>rd</sup> Day of the third month from the commencement of the Programme
<b>522</b>	Understanding Elementary School Child (Assignment-1&2)	25	As above
<b>523</b>	Curriculum and Teaching-Learning Process (Assignment-1&2)	25	As above
<b>524</b>	Pedagogy of Elementary school subjects (Languages, Mathematics, Environmental Studies, Social Studies/Science) (Assignment-4 one from each subject) <b>Languages = 7</b> <b>Mathematics = 6</b> <b>Environmental Studies = 6</b> <b>Social Studies/Science = 6</b> <b>(Total=25)</b>	25	As above

**Assignment Remittance-Cum-Acknowledgement Form:** Following is the acknowledgment form for submitting the Assignment to the study centre.

<p><b>National Institute of Open Schooling</b>  <b>Assignment Remittance-Cum-Acknowledgement Form</b>  <b>Programme: 6- month Professional Development Programme for Elementary Teachers (PDPET)</b></p>																				
<p>Study Centre Code: _____</p>	<div style="border: 1px solid black; padding: 5px;"> <p><b><u>FOR OFFICE USE ONLY</u></b></p> <p>Sr. No.: _____</p> <p>Signature of receiver _____</p> <p>Date: _____</p> <p style="text-align: right;">Seal</p> </div>																			
<p>Enrolment No: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table></p>																				
<p>Name:-----</p>																				
<p>Address : ----- -----</p>																				
<p>Course Code:-----</p>																				
<p>Assignment No.-----</p>																				
<p>Signature of the Student-----</p>																				

- Notes: 1. Submit this form to the coordinator of your study centre along with the assignment.  
 2. When you submit the assignment by post, enclose a self-addressed stamped envelope

<p>Enrolment No. <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table></p>																				<p>Programme : <b>(PDPET)</b></p>
<p>Study Centre Code: _____</p>																				
<p>Name: _____</p>																				
<p>Course Code: _____</p>																				
<b>S. No.</b>	<b>Assignment No.</b>	<b>For Office Use only</b>																		
		Sr. No. _____																		
		Date of Receipt : _____																		
		Name of Evaluator : _____																		
		Date of Despatch to Evaluator: _____																		
		Date of Receipt from Evaluator : _____																		
<p>Signature of Dealing Assistant</p>		<p>Date</p>																		



### **Each course has two components**

- Theoretical components carrying 75 marks and
- Assignment component mainly practice based related to the particular course carrying 25 marks

**Note :** In course 521, 522 & 523 assignments carrying 25 marks each and in course 524 assignments carrying marks as under:—

**Languages = 7 marks, Mathematics = 6 marks, Environmental Studies = 6 marks, Social Studies/Science = 6 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 basis 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 two course based assignments in 521, 522, & 523. There will be four course based assignments in 524. Assignments carrying a weightage of 25 percent.

### **(E) Practical Courses (WBA , SBA & PT)**

For Practical Course, evaluation comprises continuous and comprehensive evaluation framework:

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

### **(a) 525- School Based Activities (SBA)**

There are four groups of School Based Activities (SBA). A minimum of one activity is to be carried out from each of the groups (A, B and C) whereas a minimum of one activity from section (i &iii)

and two activities from section (ii) are to be carried out from group D, thus, total of seven activities will be carried out by every student teacher. Report of School Based Activities (SBA) are to be submitted during the workshop, which will be assessed and marks/grades will be assigned accordingly. Each activity in Group A, B and C carry twenty (20) marks and activity from Group D carry 10 marks each from section (i&iii) i.e.  $2 \times 10 = 20$  marks and 20 marks from section (ii) i.e.  $20 + 20 = 40$  marks from Group D.

School Based Activities(SBA) carries 100 marks.

**NOTE:**

- **Any one Activity from Group A, B, C & Two Activity from Group D will be evaluated by the Supervisor i.e. only Three activities will be evaluated by the Supervisor.**
- **Two activities from Group A, B, C & Two Activity from Group D will be evaluated by the Mentor i.e. only Four activities will be evaluated by the Mentor.**

**GROUP A**

**One activity from Sub-section (i), two activities from Sub-section (ii) and one activity from Sub-section (iii).**

**(Any one activity is to be carried out from this group)**

- Critically examine the provisions made in the RTE ACT- 2009 regarding roles and responsibilities of teachers in your own school context.
- Organise a group discussion in the presence of mentor on the guiding principles of NCF 2005 and prepare a report on the main points emerging from the discussion.
- Prepare a report on status of elementary education in your cluster with reference to access, enrolment, retention and drop out and initiatives taken to check dropouts.
- Read code of conduct applicable in your school and analyze its role in developing conducive school environment.
- Collect at least two stories from various sources (Folk tale/ Panchtantra/ Jataka Katha/ freedom struggle and patriotic stories, Textbooks, etc.) and identify values that are promoted through stories.

**GROUP B**

**(Any one activity is to be carried out from this group)**

- Collect twenty news paper clippings on child right violation/abuse, give their summary and suggest ways/mechanisms to generate awareness about child rights.
- Organise a game in the school and observe children at play and analyse how it affects their affective and cognitive development
- Prepare a case profile of a child from your neighbourhood.
- Map children's talk while they interact among peers.
- Identify behavioural issues/problems among children in your school and develop a mechanism for overcoming these problems with the help of parents.

## **GROUP C**

**(Any one activity is to be carried out from this group)**

- Organise teaching in a multigrade classroom and identify challenges and ways to overcome them in this situation.
- Identify some instances that reflect gender discrimination in your community and suggest ways to eliminate such gender bias.
- Use your mobile phone to develop an audio and/or video of five (05) minutes duration and use as it a teaching aid in your classroom and prepare a report on it.
- Identify the steps you will take for maintaining cleanliness in your school campus & classrooms and use your student's art work for beautifying the campus.
- Identify the locally available food, fruits & vegetables and indicate their nutritious values.

## **GROUP D**

**(One activity from section (i &iii) and two activities from section( ii) is to be carried out from this group)**

**(i)**

- Prepare five jumble word games
- Prepare a set of flash cards and explain how do you plan to use it in your classroom
- Organize one language game
- Organize Picture Reading activity
- Organize a one Role Play focusing on expressions of dialogue delivery by children.
- Word map and word chain

**(ii)**

- Prepare a First Aid kit
- List the natural resources available in your surrounding and their use in teaching-learning.
- Identify causes of pollution in your locality and suggest ways to deal with it.
- Identify common superstitious practices prevalent in your community and suggest ways to eradicate them.
- Develop a concept map on any topic of your choice in EVS/ Science.
- Prepare a guide map of your locality with important land marks.
- Collect pictures related to diversity in your state or India and prepare a collage.
- Develop a map of local resources like river, canal, ponds, agricultural crops, horticulture and floriculture in your area.
- Document contributions of women in the freedom struggle from your state.

**(iii)**

- Prepare a Teaching Learning Material (TLM) to help learners in identifying shapes.
- Interview 50 people in your community about their yogic practices & prepare a table and show it in the form of graphs.
- Take Photographs of some monuments and find out the symmetry and patterns being followed in them
- Design a mathematical game (indoor/outdoor) through which you may teach the four operations.
- Diagnose learning difficulties that children face while learning mathematics in your class suggests ways to overcome them.

### **(b) 526- Workshop Based Activities(WBA)**

Each teacher offering this course will have to compulsorily attend a Ten days' Workshop Based Activities.

Workshop of ten (10) days are planned to be organised for in-service teachers in the Programme during 6- month. Workshop activities all together carry a weightage of 100 marks in 6-month programme. The activities are as under:

#### **ORGANISATION OF WORKSHOP BASED ACTIVITIES**

One compulsory practical workshop of '10 days' duration, with intensive face-to-face interaction to develop skills and competencies among teachers will be organized at the Programme Centre assigned to learner.

##### **Pre- workshop**

- Preparation of lesson plans on languages (English/Hindi), Maths, EVS, and Social Studies/Science.
- Preparation of Teaching Learning Materials (TLM) and aids on the these subjects.
- Development of portfolio for subject based evaluation.
- Preparation of balanced question papers based on design and blueprints to be developed by a student teacher.
- Observation of Demonstration lessons.
- Participation in process evaluation.

##### **During 10 days workshop**

- Concept mapping in languages(English/Hindi), Maths, EVS, Social Studies and Science
- Acting on Art, Physical & Health and Work Education
- Seminar presentation
- Peer lesson observation
- Participation in process evaluation

**(this section should be developed after finalization of content of various courses and only those practical dimensions, in which skill development or face-to-face interaction is essential, should be kept as activity in WBA)**

The Workshop 2 Credits carrying 100 marks. It carries weightage as under:

- |  |          |
|--|----------|
| • 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 Seminar Presentation  | 10 marks |
| • Participation on process evaluation  | 20 marks |

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**Total 100 marks**

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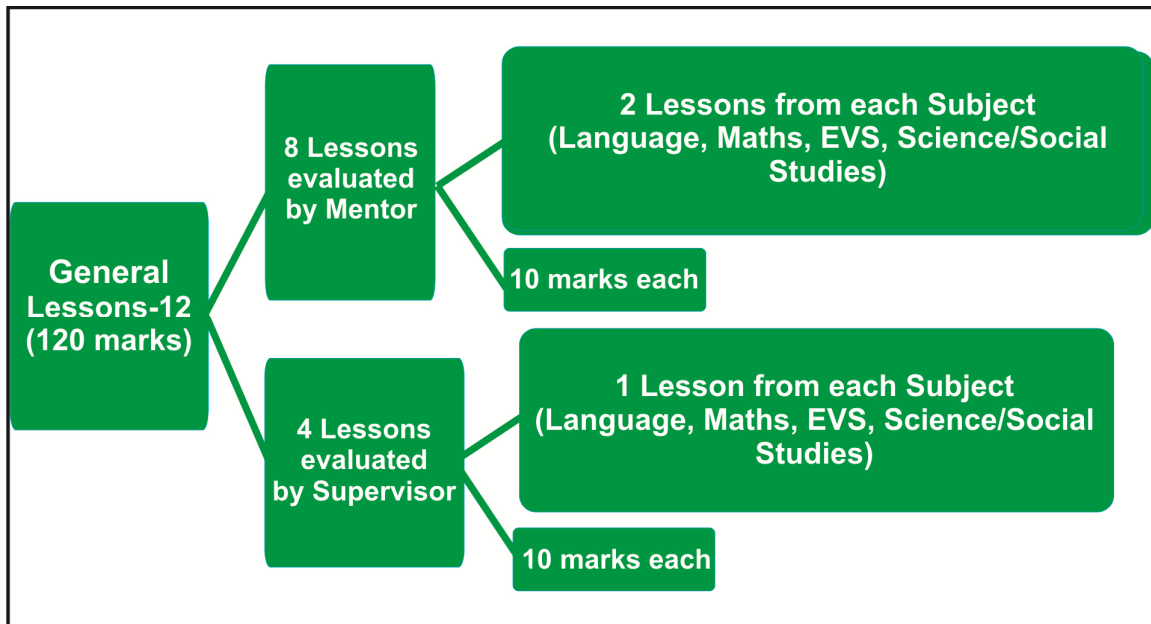


**i) 527- Practice Teaching(PT)**

Practice Teaching is of 2 credits. A teacher trainee will be required to give 4 practice lessons in each of the four subjects (Language, Mathematics, Environmental Studies and Science/ Social Science). S/he will be allotted to a mentor (senior teacher of the school) in the school where the trainee is working. Supervisor will be an external expert. Teacher Trainees will prepare and deliver total 16 lessons i.e. 4 lessons from each subject.

**There will be 12 General Lesson and 4 Final Lesson/Discussion Lesson. General Lesson will carry 120 marks and Final Lesson will carry 80 marks. Total weightage of Marks for Practice Teaching (16 Lesson) is 200.**

**General Lesson:** Total 12 lessons out of which 8 lesson per trainee i.e. two from each subject (2 x 4 = 8 lessons) will be evaluated by Mentor and 4 Lesson i.e. one from each subject (1 x 4 = 4 lessons) will be evaluated by Supervisor . Each Lesson carries 10 marks i.e. Total 120 marks.



**Final Lessons:** Total 4 Final Lessons i.e. one lesson from each subject(Language, Maths, EVS, Science/Social Studies). Each lesson carries 20 marks i.e. total 80 marks. All Final Lessons/ Discussion lessons will be evaluated by Supervisor only.



One Mentor will supervise all trainees working in his/her workplace and one Supervisor will supervise 10 Mentors only of his/her nearby workplace. The ratio of trainees to Mentors and Mentors to Supervisor is given as under:

**5 Trainees : 1 Mentor**

**10 Mentors : 1 Supervisor**

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

S/he will be evaluated by Mentor and Supervisor 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

**Supervisor-120 marks &Mentor=80 marks**

**Total Marks=200**

## **GRADING/MARKING AND CERTIFICATION**

Teachers undergoing the 6-month **PDPET** programme would be evaluated by the NIOS and certificate will accordingly be issued.

### **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:

<b>Marks Range ( in percentage)</b>	<b>Letter Grades</b>
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 Workshop-based Activities will be treated as final where 50 percent is the qualifying marks separately. With regards to the Courses '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 18 months or 3 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 and 45 percent in aggregate in to qualify for getting the certificate.

### **Evaluation Scheme of the courses of 6- month Professional Development Programme for Elementary Teachers (PDPET)**

Course Code	Title of the course	External / full marks	Pass marks	Assignment/ Internal full marks	Pass mark	Total
521	Elementary Education: Context, Concerns and Challenges	75	30	25	10	100
522	Understanding Elementary School Child	75	30	25	10	100
523	Curriculum and Teaching-Learning Process	75	30	25	10	100
524	Pedagogy of Elementary School Subjects	75	30	25	10	100
	<b>Sub-total</b>	<b>300</b>	<b>120</b>	<b>100</b>	<b>40</b>	
	<b>Total Marks(Theory)</b>		-		-	<b>400</b>
<b>Practical Activities</b>						
525	School Based Activities (SBA)			<b>100</b>	<b>50</b>	
526	Workshop Based Activities (WBA)			<b>100</b>	<b>50</b>	
527	Practice Teaching (PT)			<b>200</b>	<b>100</b>	
	<b>Sub-Total</b>	-	-	<b>400</b>	<b>200</b>	
	<b>Total Marks (Practical)</b>	-	-	-	-	<b>400</b>
	<b>Grand Total Marks (Theory &amp; Practical)</b>	--	---	---	--	<b>800</b>
				<b>(Aggregate 45%)</b>		<b>360</b>

**Note:-** The time allowed for individual external theory examination paper is 3 hours for 75 marks

### **RE-APPEAR IN EXAMINATION**

The candidate need to pass individual theory (External and Course Based Assignment) and practical subjects separately and in aggregate. 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.