

**TWO-YEAR DIPLOMA
IN
ELEMENTARY EDUCATION (D.El.Ed.)
FOR
IN-SERVICE UNTRAINED TEACHERS**

**Handbook
on
Academic Support System**



NATIONAL INSTITUTE OF OPEN SCHOOLING

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The Chairman's Message

Dear Learner

The National Institute of Open Schooling (NIOS) is an autonomous organization under the Government of India, Ministry of Human Resource Development(MHRD). It is the largest open schooling system in the world with around 2.02 million learners currently on roll at the secondary and senior secondary level. NIOS has national and international network with more than 15 Regional Centres, 2 Sub-Centres and about 5,000 study centres for its Academic and Vocational Programme within and outside the country.It provides access to learner centric quality education, skill up-gradation and training through open and distance learning mode. The delivery of its programmes is through printed material coupled with face to face tutoring (Personal Contact Programmes), supplemented by use of Information and Communication Technology- Audio/Video Cassettes, Radio Broadcast and Telecast etc.

NIOS has been vested with the authority to train the untrained teachers at Elementary Level. The training package for D.El.Ed. Programme has been developed by the NIOS in collaboration with other agencies working in field. The Institute offers a very innovative and challenging Two-year Diploma in Elementary Education Programme for in-service untrained teachers in different states according to RTE 2009.

I take the pleasure of welcoming you all to this Diploma Course in Elementary Education Programme of National Institute of Open Schooling (NIOS). I appreciate your contribution in elementary schooling of the children of your state. As per RTE Act 2009, it becomes essential for all school teachers to be professionally trained. We understand that your experience as a teacher has already given you requisite skills needed to be a good teacher. Since it is now mandatory by law, you will have to complete this course. I am sure your knowledge and experience, so far accumulated by you, will certainly help you in this Programme.

This D.El.Ed. Programme is through Open Distance Learning (ODL) mode and provides you ample opportunity to be professionally trained without being disturbed from your regular working as a teacher.

The self-instructional materials developed specifically for your use would be helpful in creating understanding and help you in becoming a good teacher apart from becoming qualified for your job.

Best of luck in this great endeavour!!

S.S. Jena
Chairman (NIOS)

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1.0 Introduction

The main purpose of this handbook is to orient you about the planning, organization and conduct of different types of practical activities. The personal contact programme which need be conducted in both the years also find a place here. The handbook will also appraise you about the outlines of the programme. Your specific role and responsibilities are also highlighted in this handbook. To be precise the handbook deals with the following:

- various components of the practical activities
- activities relating to Personal Contact Programme(PCP)
- procedures of organizing these activities
- tools to be adopted for evaluation of these activities
- trainee evaluation process
- marking/grading
- role of the resource person

2.0 About the Programme

Diploma in Elementary Education (D.El.Ed) programme is a specifically designed package for in-service untrained teachers working in primary/ upper primary schools of different states of the country. The programme has been developed by the Academic Department, NIOS on the initiative of Ministry of Human Resource Development (MHRD), Govt. of India, keeping in view the NCF 2005, RTE 2009 and NCFTE 2010. The Programme aims at enabling the target group to develop in them skills, competencies, attitudes and understanding to make teaching and learning more effective.

3.0 Programme Structure

The basic principles on which the programme is structured is based on the functions a teacher is expected to perform at the elementary schools, be it engaging in the classroom processes, mobilizing the community, participation in the corporate life of the school, or implementing the whole school development plan. Accordingly, the programme structure is evolved as presented below:

Table-1
The D.El.Ed Programme consists of two components: 1-Theory, 2- Practical

S. No.	Course Group & Title	Credit Weightage		Remarks
		Theory	Practical	
1	Group-I (Contextual Issues)	18	06	All Courses are compulsory
	1. Elementary Education in India: Socio- Cultural Perspective	03	01	
	2. Understanding Children in inclusive context	06	02	
	3. Pedagogic Processes in Elementary schools	06	02	
	4. Community & Elementary Education	03	01	
2	Group-II (Teaching-Learning at Elementary/Primary level)	12	04	All Courses are compulsory
	1. Languages	03	01	
	2. Mathematics	03	01	
	3. Environmental Studies (EVS)	03	01	
	4. Art, Health & Physical and Work Education	03	01	
4	Group-III (Teaching-Learning at Upper Primary level)	03	01	One Course to be selected from the Group
	1. Social Science	03	01	
	2. Science	03	01	
5	Group-IV (Internship in Schools)	Nil	20	All Courses are compulsory. Credit on Workshop Based Activities will be divided equally for 1st & 2nd year
	1. School – Based Activities	Nil	04	
	2. Workshop – Based Activities	Nil	08	
	3. Practice Teaching	Nil	08	
Total		33	31	The Total Credit weightage for the programme is 64. Since there is an option at Group-III, Total 68 credit of courses developed under the programme.

Table-2

The distribution of courses to be offered during first and second year is as below:

First Year (32)

Second Year (32)

Core Courses (Group –I)				Core Courses (Group –I)			
Course Code	Title of the Course	Block	Credits T+P=Total*	Course Code	Title of the Course	Block	Credits T+P=Total*
501	Elementary Education in India: A Socio-Cultural Perspective	3	3 +1=4	506	Understanding Children in inclusive context	4	6 +2=8
502	Pedagogic Processes in Elementary schools	4	6+2=8	507	Community & Elementary Education	3	3 +1=4
Teaching Subjects (Group –II)				Teaching Subjects (Group –II)			
503	Learning Languages at Elementary Level	3	3 +1=4	508	Art, Health & Physical and Work Education	3	3 +1=4
504	Learning Mathematics at Elementary Level	3	3 +1=4	Teaching Subjects (Group III)			
505	Learning Environmental Studies (EVS) at Primary Level	3	3 +1=4	509	Learning Social Science at Upper Primary Level	3	3 +1=4
Practical Courses Internship in School (Group –IV)				OR			
511	School – Based Activities		4	510	Learning Science at Upper Primary Level	2	3 +1=4
512	Workshop – Based Activities		4	Practical Courses Internship in School (Group –IV)			
				513	Workshop – Based Activities		4
				514	Practice Teaching		8

* T=Theory, P=Practical

4.0 Objectives of the Programme

The objectives of the Programme are to

- enable the teachers to understand and address diversity in their context;
- empower them to improve quality of classroom processes/transaction;
- develop capacity in them to promote child friendly, child centered processes in school;
- familiarize them with appropriate teaching learning processes;
- facilitate them to develop leadership & problem solving skills among children;
- sensitize them to contribute towards safeguarding child rights.

5.0 Target Group & Eligibility Conditions

Untrained Teachers working at Elementary level (Classes I- VIII) having Sr. Secondary Qualification (or its equivalent) with at least 50 percent marks in aggregate and B.A./B. Sc. Qualification will be eligible for admission into the course. For SC/ST/OBC candidates a relaxation of 5 percent marks is allowed. State sponsorship is mandatory.

6.0 Duration

The Minimum duration of the programme is **Two years**. However, the registration of a learner to the programme shall be valid for a period of maximum **three years**.

7.0 Medium of Instruction: English/Hindi

8.0 Functionaries: Role And Responsibilities

Different functionaries are involved in the effective and efficient conduct of the practical components of this Programme in one or the other capacity. The types of functionaries associated with the Programme at different levels are given below in box – A and their main functions are explained in Table-3

Box-A

1. **Coordinator, Study Centre/Workshop**
2. **Resource Person**
3. **Supervisor**
4. **Mentor**
5. **Faculty of Academic Department, NIOS/RC**

Table-3**Role and Responsibilities of the Functionaries engaged in Organization of Various Activities**

S. N.	Title of the Functionary Study/Workshop Centre	Role and Responsibilities
1.	<p>Coordinator, Study Centre/ Workshop</p> <p>(Principal DIET/BEEO/ Head of the Institution/senior faculty of DIET)</p> <p>Qualification:</p> <p>M.Ed. / M.A. (Edn.)/PG in any discipline with B.Ed.</p>	<ol style="list-style-type: none"> 1. To ensure the completion of the admission process and maintain the database of the trainees for onward transmission to NIOS Headquarter, NOIDA 2. To ensure distribution of SLM along with course based assignment to the trainees 3. To orient the mentor and supervisor as regards the practical activities meant for the trainees 4. To conduct day to day activities during PCP (Personal Contact Programme) 5. To monitoring all the activities (SBA,WBA and PT) at the study centre 6. To finalize the dates and activity schedule of PCP and the workshop in consultation with the State functionaries 7. To keep the record of percentage of attendance of trainee in PCP 8. To ensure the appointment of Resource Persons for the Workshop 9. To control and monitor the activities of workshop directly 10. To keep the record of course based assignments and its evaluation 11. To report the consolidated marks scored by the trainees in SBA, WBA, PT 12. To get the examination form for term-end examination filled in by the trainees 13. To finalize the exam centre for Term-end Examination 14. To conduct the examination and ensure the receipt of exam centre material such as Question Papers (QP), List of candidates, Enrolment No. List date-wise and subject-wise, scanned data of candidates with photographs, Answer Books (AB), Award List Theory and Practical, Attendance Sheet subject-wise and date-wise etc.

		<p>15. To prepare the list of evaluators for answer scripts</p> <p>16. To intimate the evaluation grades/marks and other relevant information to the D.El.Ed. Cell (JEPC)/ principal monitoring officer and headquarters</p> <p>17. To collect re-checking/re-evaluation form submitted by the trainees if any for onward transmission to NIOS</p> <p>18. To ensure infrastructure and other physical requirement</p> <p>19. To keep contact with all the functionaries and the teacher trainees whenever necessary</p>
2.	<p>Resource Person at the Study Centre</p> <p>(Faculty of DIET/PTTC/ BRC/CRC)</p> <p>Qualification: MA, M.Sc. B.Ed. / M.Ed. /M.A Education/ Retd. Graduate Sr. Teacher with B.Ed. / D.El.Ed.</p> <p>(4-Pedagogy and 4- Content based)</p>	<ol style="list-style-type: none"> 1) To organize tutoring sessions for teacher trainees in PCP for different courses 2) To organize workshop based activities during the workshop and evaluate the performance of the trainees 3) To evaluate the activities of the trainee during the Workshop 4) To assist the coordinator in Workshop Based Activities and 5) To evaluate theory and practical assignments of the teacher trainees 6) To submit the marks/grades as regards to the activities of the trainee to the Study Centre Coordinator 7) To perform the activities assigned by study centre coordinator from time to time
3.	<p>Supervisor</p> <p>(Faculty of DIET/ PTTC/BRC/CRC)</p> <p>Qualification: M.A., M.Sc., B.Ed. / M.Ed. / M.A. Education / Retd. Graduate Qualified Teacher with B.Ed /D.El.Ed.</p> <p>(One for 5 Mentors)</p>	<ol style="list-style-type: none"> 1) To finalize the time schedule of SBA and PT in consultation with mentors, head of the schools and teacher trainees 2) To guide both the teacher trainees and the mentor 3) To assess school based activities in consultation with the mentor 4) To observe the lesson delivered by teacher trainees for the entire period and write the comments and suggestions on the body of the lesson plan 5) To provide feedback to the teacher trainees for practice teaching in preparation of lesson plans and to conduct pre-lesson and post- lesson discussions with the teacher trainees

		<ol style="list-style-type: none"> 6) To supervise, observe and assess at least 3 lessons being delivered by individual teacher trainees 7) To guide teacher trainees in School Based Activities, Workshop Based Activities and Practice Teaching 8) To assign final grades to School Based Activities and Practice Teaching activities in consultation with the mentor 9) To assist the trainees in completing the course based assignment 10) To assess the course based assignment of the trainees 11) To submit all the final marks/grades of the trainees to Study Centre Coordinator 12) To act as a bridge Study Centre Coordinator and mentor/trainee
4.	<p style="text-align: center;">Mentor (Qualified Senior Teacher)</p> <p style="text-align: center;">Qualification: Graduate with B.Ed. / D.El.Ed. Retd. Qualified Teacher with B.Ed. / D.El.Ed.</p> <p style="text-align: center;">(One for 10 trainees)</p>	<ol style="list-style-type: none"> 1) To develop time schedule of SBA and PT in consultation with supervisor, head of schools and teacher trainees 2) To provide feedback to the teacher trainees for practice teaching in preparation of lesson plans and to conduct pre-lesson and post- lesson discussions with the teacher trainees 3) To observe the lesson delivered by teacher trainees for the whole period 4) To observe the lesson delivered by teacher trainees for the entire period and write the comments and suggestions on the body of the lesson plan 5) To guide the teacher trainees in school based activities and workshop based activities 6) To evaluate the reports prepared by the teacher trainees of the school based activities 7) To assist the trainees in completing the course based assignment 8) To assist supervisor in different activities from time to time
5.	<p style="text-align: center;">Faculty of Academic Department HQ NIOS /RD</p>	<ol style="list-style-type: none"> 1) To orient the resource persons and coordinators required on the D.El.Ed. programme 2) To provide SLM along with assignments to the study centre 3) To assist in monitoring PCP,SBA,WBA and PT activities to the State/District monitoring officials

		<p>4) To provide exam related material to study centre coordinator before the term end examination</p> <p>5) To monitor all activities relating to trainee activities in the State</p> <p>6) To assist in evaluation of trainee performance and certification</p>
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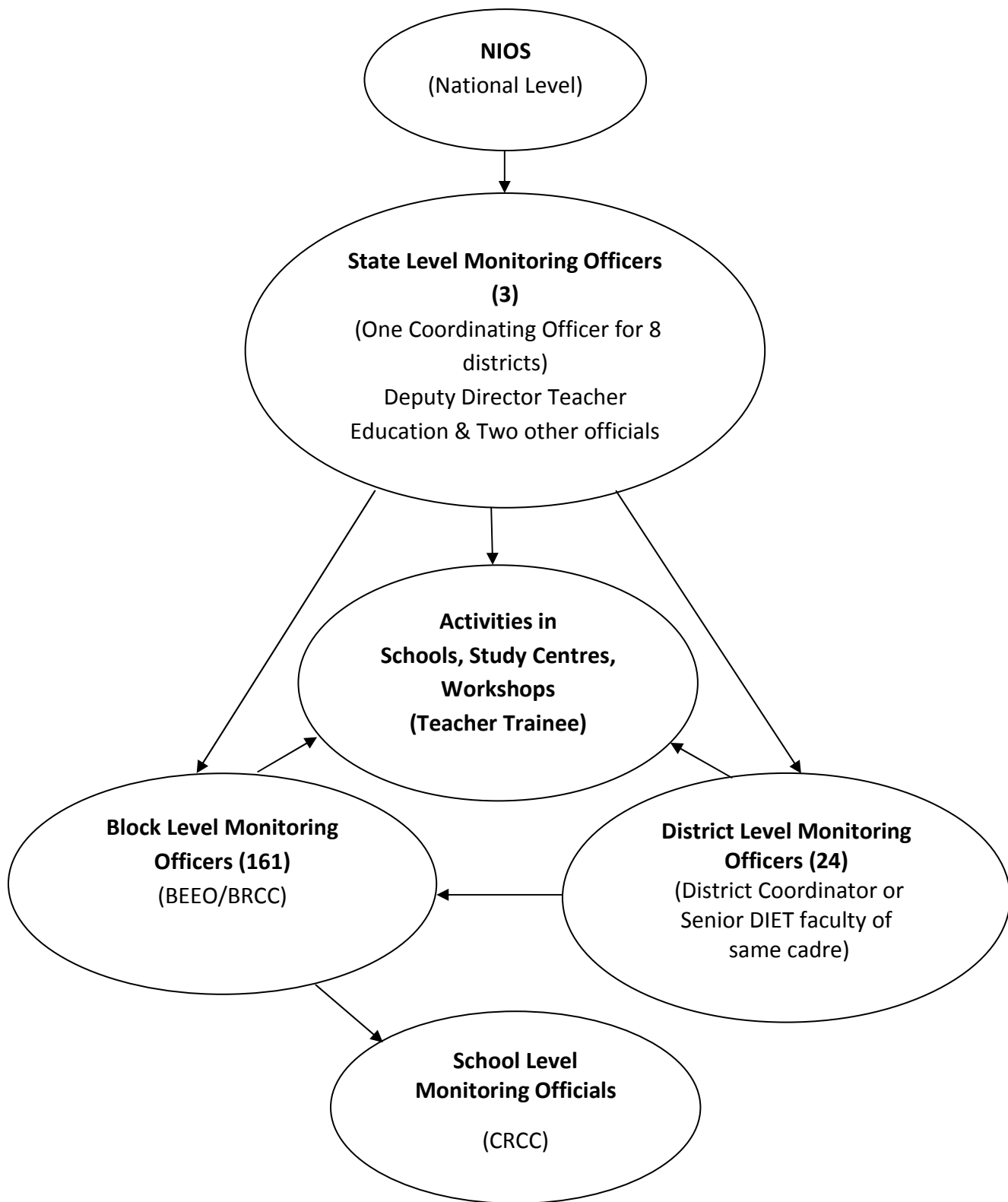
As indicated in Table-3, the functionaries are the key persons in facilitating the teacher trainee with regard to organization / conduct of different kinds of practical activities and personal contact Programme (PCP). Suggested activities for practical work are actually a framework or broad outlines, which can be adopted or adapted in keeping with the specific needs/requirements of the teacher trainees. The aim of the practical work to be conducted in the classroom /workshop is to ensure proper development of knowledge, performance and competencies in the teacher trainees. The PCP session are aiming at strengthening of understanding, feeling and acting. The interactive sessions with teacher trainees will enable them to take part in activities with vigor and enthusiasm.

9.0 Monitoring of the Programme

Monitoring is the most important component for success of the programme of this magnitude. The monitoring mechanism has been needs to be developed at every stage not only for programme design, development and delivery, but also for effective implementation. The field level resource institution will play a significant role in providing inputs for programme monitoring. NIOS has planned a system involving such institutions for the purpose. Broadly, a three tier system has been planned for not only obtaining feedback but also providing resource support in the context. These are as follows:

- i. Active involvement of functionaries(BRCC/CRCC) working at the BRCs, CRCs at block and school level
- ii. Involvement of District level officers [one officer from SSA { District Project Coordinator/ Senior DIET(faculty)/ Senior PTTC(faculty)} as district coordinator]
- iii. State level agencies – JEPC, Human Resource Development Department (Dy. Director-Teacher Education/ Equivalent Official from SSA) one officer for 8 districts-3 officers

Flow Chart of Monitoring Personnel at different levels



Role of the Monitoring Functionaries

<i>State</i>	<i>NIOS</i>
1. Preparation of Admission Data ranging from School, Block, District to State Level	1. Supply of Identity card of each trainee to the State
2. Supply of I-Card to individual Teacher Trainee	2. Supply of SLM and Assignments to the State
3. Collection of SLM from NIOS	3. Development and punching of admission data
4. Distribution of SLM to individual Teacher Trainee received from NIOS	4. Orientation of Coordinators, Resource Person in collaboration with the state functionaries
5. Orienting the supervisors and mentors about the programme	5. Developing examination data
6. Monitoring the activities of Study Centre coordinators/Workshop Coordinators, Resource Persons, Supervisors and Mentors	6. Finalizing the examination centres with the help of the JEPC
7. Follow up the PCP schedule through Study Centres	7. Sending the examination materials such as Question Papers, Answer Books, Attendance Sheets, Award list, Guidelines of Centre Superintendent, Bank covering letter, Scan Data of candidates, etc. to state monitoring functionaries
8. Organization and follow up of School Based Activities	8. Conducting on the spot evaluation, processing and publication of examination result
9. Organization and follow up of Workshop Based Activities	9. Coordinate and monitor activities at national and state level
10. Monitoring the activities of the Supervisor and Mentors during Practice Teaching	10. Issue of Certificates
11. Making arrangement for Exam Centres and Spot Evaluation	
12. Selecting Centre Superintendent, Chief Secrecy officer, evaluators, Team Leaders for spot evaluation	
13. Coordinate and monitor activities at State, District Block and School level	

Note: The functionaries at different level share the feedback received from different points for effective monitoring of the programme at the grassroots level i.e. functioning of school system, study centre and workshop with the Teacher Education programme.

10.0 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

11.0 Personal Contact Programme (Tutoring)

The Personal Contact Programme (PCP) in Open and Distance Education System is specially meant for supporting and facilitating distant learners to solve their problems which they face during their self-study. Through the PCP they get an opportunity to interact with tutors/ resource person as well as the peer group. Trainees will appreciate that the use of the word ‘contact’ rather than ‘teaching’ itself makes a categorical distinction between the traditional classroom teaching and the PCP. In fact, this is a programme where they all come together to share their learning experiences, find solutions to academic problems and remove the barriers in their learning activities. Face-to-face interaction takes place both in and outside the classroom. The Resource Persons engaged in the programme are identified from the faculty of DIETs and PTTIs who are quite experienced people from whom trainees can avail effective guidance.

Hence, depending upon the need of the individual learners, the PCP could provide a forum to interact with tutor and peers for personalised care and problem solving. Depending upon the course, these are made compulsory for attending and these are always a great help to the learners. Therefore, it becomes very important, first, to understand the objectives of PCP in order to make the programme effective. PCP tutorials are spread over Sundays and other holidays or at such convenient times when most of them will be able to draw benefit by attending the sessions.

11.1 Objectives of PCP

Trainees must have to attend the PCP. Though there is no specific assignment of credit to PCP still there is a lot of weightage given to it. Attendance in these sessions is compulsory. They have to attend the minimum of 75 percent of PCP/tutorial sessions without which they will not be allowed to appear in terminal examinations.

The objectives of PCP are to enable the trainees to :

- get opportunities to interact with Resource Persons/tutors and fellow professionals and thus, to overcome the feeling of isolation; thus help in getting better perspective about the role of a teacher
- deal with academic problems and opportunities to clarify doubts
- seek tutors' guidance in learning and completing assignments;
- develop confidence and get motivated for self-study;
- use the library and ICT resource available at the study centre to facilitate your learning.
- get feedback on your progress individually as well as in groups
- prepare well for term end examinations.

11.2 Importance and Activities of PCP

By attending PCP, trainees can

- i. opportunities to have interaction to know their peers (classmates) and tutors/resource persons will definitely free them from the feeling of isolation at home and tension about their studies.
- ii. know many things about the D.El.Ed. programme during the course of interaction in PCP.
- iii. discuss with the peers and tutors about the styles and strategies of self-study and solution of your study related problems.
- iv. clarify their doubts relating to the hard spots that they have come across in the course books from the tutors.
- v. get tips about the Course Based Assignments and School Based Activities (SBA) from the tutors.
- vi. use the library and ICT resources available at the study centre to enrich their knowledge and skills.
- vii. assess themselves about their progress in studies which would definitely help them in planning for further improvement.
- viii. plan well for Term-End Examination and prepare accordingly.
- ix. gain more and more self-confidence by attending more and more PCP sessions; whereby they can do better and better in their performance.
- x. have a strong theoretical knowledge to do the School Based Activities (SBA), Workshop Based Activities (WBA) and Practice Teaching (PT).
- xi. they should bring with them to the PCP session 10-12 white sheets paper, a long size notebook, pen, pencil, eraser, scale, stapler with pin and other required reading-writing materials.
- xii. they should bring with them the Identity Card, Programme Guide, Practical Manual and corresponding study material as per the given schedule.

11.3 Main components of PCP

The PCP/tutoring sessions start from the second month of commencement of the course till the tenth month before the term-end examination mostly on Sundays and other holidays. It is having two distinct components:

- a) Pre-tutoring situations
- b) Tutorial Sessions

11.3.1 The Pre -tutoring situations

11.3.1.1 Jobs to do prior to the PCP

Trainees are requested to do the following jobs prior to the PCP

- i. to be in close touch with their study centre/coordinator.
- ii. to read the Programme Guide thoroughly and note down the points for clarification during PCP.
- iii. to collect information from the study centre about the date of commencement of the PCP and make prior preparation for it.
- iv. to keep themselves totally free on the dates of PCP so as to enable them to attend all the 15 days of PCP.
- v. to go through the study materials (line by line and page by page) sincerely and note down the genuine points for clarification in the PCP.
- vi. they are to prepare course wise list of doubts.
- vii. to go through the course based assignments and note down the points for clarification in the PCP.
- viii. plan, so that all the sessions they can attend without fail (minimum 75 percent of sessions need be attended)

11.3.2 Tutorial Sessions

During the sessions the personal contact with resource persons and peers will take place. It is otherwise known as Personal Contact Programme (PCP). The tutoring sessions will be based on the tutorials and the problem solving approach with emphasis on:

- Motivating and building confidence in trainees,
- Guiding them to learn independently,
- Guiding them to perform well
- Providing professional guidance,

11.3.2.1 Jobs to do during the PCP

- i. carry with them the course books and other relevant as per the programme schedule.
- ii. handover the list of doubts to the PCP coordinator keeping a Xerox copy of each with them.
- iii. listen attentively to the doubts (clarifications sought) by their peers and discussions made on it by the tutor. Note down the points of discussions and make their note on it at home referring to the content given in the course books.

- iv. participate in the classroom academic discussions if they are thorough about the point
- v. if they wish to intervene (take part) in the discussion, do it with all humbleness.
- vi. avoid asking vague or irrelevant questions with a view to glorify themselves.
- vii. always be sober and polite with the peers and the tutors in their dealings.
- viii. try to refer the library books and use the ICT resources available in the study centre in order to enrich their knowledge and upgrade their skills.
- ix. try to participate in co-scholastic activities organised by the study centre.
- x. obey the rules and regulations of the study centre.
- xi. follow the instructions and advices given by the co-ordinator/tutors.
- xii. try to collect the addresses of good books (relating to their courses) and buy or borrow them for reference.

11.4 Duration

The tutorial session for theory courses would be held for 15 days for 5 hrs a day amounting to 75 hours in a year and 150 hours in two years.

11.5 Attendance

Trainees need to attend 75 percent of the sessions to be eligible to appear in the year end examination. If someone fails to attend he/she have to repeat the PCP in next year.

11.6 Assignments

It is compulsory to complete and submit their assignments which are related to theoretical course materials. They will get the guidance; share the ideas in the group to complete assignments. Take note of different questions which they feel difficulty in answering on their own and get it clarified. The assignments in each course carry one credit per course. All assignments provided to them are compulsory having internal choice in each of the assignment. These are assessed by Resource Persons. The submission of assignment is considered as qualifying conditions for appearing in the term-end examination. These assessment results given 30 percent weightage in the final score for qualifying the examination.

11.7 Schedule of Tutorial Sessions in Study Centres

A study centre will organise tutorial sessions in every subject during an academic year. Only theory papers will be dealt with during the programme. These are conducted on Sundays and other Holidays or such convenient days when most of them will be able to attend. There will be sessions on theory courses in each year during PCP sessions. The schedule for PCP is as follows:

PCP (Personal Contact Programme) Sessions

Schedule (First year)

Day	Morning Session 10.30 am-1.00 pm	Afternoon Session 2.00 pm to 4.30 pm
1.	Inauguration & discussion on “SBA-511.1- Case Study”	Discussion on “SBA-511.2- Maintenance of School/Class records and registers”& Plenary session on course based assignments Courses-501 & 502
2.	Discussion on “SBA-511.3-Contribution to School Programme”& Plenary session on course based assignments Courses-503,504 & 505	Discussion on “501- Elementary Education in India—a socio-cultural Perspectives” units- 1 &2
3.	504-“Learning of maths at elementary level” units-1,2 &3	502-“Pedagogical Process in Elementary schools” units-1,2 &3
4.	503-“Learning of language at elementary level” units-1 & 2	504-“Learning of maths at elementary level” units-4 & 5
5.	505-“Learning of EVS at primary level” units-1 & 2	503-“Learning of language at elementary level” units-3 & 4
6.	501- “Elementary Education in India—a socio-cultural Perspectives” units- 3 &4	502-“Pedagogical Process in Elementary schools” units-4,5 &6
7.	504-“Learning of maths at elementary level” units- 6&7	503-“Learning of language at elementary level” units-5 & 6
8.	505-“Learning of EVS at primary level” units-3 & 4	502-“Pedagogical Process in Elementary schools” units-7 &8
9.	504-“Learning of maths at elementary level” units- 8&9	503-“Learning of language at elementary level” units-7 & 8
10.	501- “Elementary Education in India—a socio-cultural Perspectives” units- 5 &6	502-“Pedagogical Process in Elementary schools” units-9 &10
11.	505-“Learning of EVS at primary level” units-5 & 6	501- “Elementary Education in India—a socio-cultural Perspectives” units- 7 &8
12.	502-“Pedagogical Process in Elementary schools” units-11 &12	501- “Elementary Education in India—a socio-cultural Perspectives” units- 9 &10
13.	502-“Pedagogical Process in Elementary schools” units-13 &14	505-“Learning of EVS at primary level” units-7 & 8
14.	502-“Pedagogical Process in Elementary schools” units-15 &16	504-“Learning of maths at elementary level” units- 10, 11&12
15.	505-“Learning of EVS at primary level” units-9, 10, & 11	503-“Learning of language at elementary level” units-9 & 10 & concluding session

Note: Each session will be of 2 ½ hour Duration. The flexibility in the schedule is allowed as per the local needs.

PCP (Personal Contact Programme) Sessions

Schedule (Second year)

Day	Morning Session 10.30 am-1.00 pm	Afternoon Session 2.00 pm to 4.30 pm
1.	Inauguration & Plenary session on course based assignments Courses-506,507	Plenary session on course based assignments Courses-508,509 & 510
2.	507-“Community & Elementary Education” units- 1 & 2	508-“Health & Physical Education” units- 6 & 7
3.	506-“Understanding children in Inclusive context” units-1 & 2	508-“Work Education” units-12 & 13
4.	507-“Community & Elementary Education” units- 3 & 4	509-“ Social Science” units-1 & 2/ 510-“ Learning Science” unit- 1
5.	506-“Understanding children in Inclusive context” units-3 & 4	508-“Art Education” units-1,2 & 3
6.	509-“ Social Science” unit- 3 / 510-“ Learning Science” unit- 2	508-“Health & Physical Education” units- 8 & 9
7.	509-“ Social Science” units- 4 & 5 / 510-“ Learning Science” unit- 3	506-“Understanding children in Inclusive context” units-5 & 6
8.	507-“Community & Elementary Education” units- 5	508-“Art education (practical))” units 4 & 5
9.	506-“Understanding children in Inclusive context” units-7 & 8	508-“Health & Physical Education “ units- 10 & 11
10.	507-“Community & Elementary Education” units- 6 & 7	508-“Work Education (Practical)” units- 14,15 & 16
11.	506-“Understanding children in Inclusive context” units-9 & 10	509-“ Social Science” unit- 6 / 510-“ Learning Science” unit- 4
12.	506-“Understanding children in Inclusive context” units-11 & 12	507-“Community & Elementary Education” units- 8 & 9
13.	507-“Community & Elementary Education” units- 10 & 11	509-“ Social Science” unit-7 / 510-“ Learning Science” unit- 5
14.	506-“Understanding children in Inclusive context” unit-13	509-“ Social Science” unit-8 / 510-“ Learning Science” unit- 6
15.	507-“Community & Elementary Education” unit- 12	509-“ Social Science” unit-9 / 510-“ Learning Science” unit-7 & concluding session

Note: Each session will be of 2 ½ hour Duration. The flexibility in the schedule is allowed as per the local needs.

12.0 Practical Activities: Types, Executing and Assessment

The practical activities are commonly accepted as the backbone of any professional programme. In the absence of practical activities, teacher education programmes may prove a futile exercise. The practical activities of this programme are grouped as under in Table 4.

Table- 4: Practical Activities with Credits and Study Hours

S.N.	Practical Component	Credits	Total hours of study
i.	School Based Activities (SBA)	4	120
ii.	Workshop Based Activities (WBA)	8	240
iii.	Practice of Teaching (PT)	8	240
	Total	20	600

(1 credit = 30 hrs)

12.1 Executing

The practical activities in three broadness will be organized in different situations according to the nature of each activity. The School Based Activities (SBA) will be organized in the school where the trainee is working as a teacher under the guidance of his/her mentor. The workshop based activities will be organized at Study Centre. The duration of the workshop will be of 24 days (12 days in each year). Practice of teaching will normally be done by each trainee at his/her work place. The complete details about organization of all these kinds of activities are discussed in different heads.

12.2 Assessment

The main purpose of assessment is to judge the quality of the product trainees, who come out successful after completion of the course. Mere organization/conduct of the activities will not serve any useful purpose unless the trainees are assessed and evaluated objectively, accurately and thoroughly keeping in view the objectives of the Programme. It is on the basis of evaluation it can be said whether the objective of the Programme have been achieved. The process of evaluation of the practical activities is mentioned under respective heads.

(i) School Based Activities (SBA)

The School Based Activities constitute an essential component of the D.El.Ed programme. Apart from the classroom teaching, a school teacher is also responsible for a number of scholastic and school management related activities. As an efficient and competent teacher each trainee has to always maintain a comprehensive record of entire learners' performance pertaining to continuous and comprehensive evaluation, socio-emotional behaviour, and other significant information about their aptitude, interests etc. Starting from addressing morning school assembly in general and many others specific activities are regularly conducted in the school system. They are expected to develop skills and competencies in them conducive for organizing such activities in actual school settings.

School based experiences activities provide firsthand exposure to the systematic schooling procedure. It enables them to develop their own understanding of the realities of working with mentors and children in school situations. They will carry out scientific observation in school setting under the supervision of

mentors/supervisor who is asked to guide their performance. School Based Activities enables them to develop the professional expertise and understanding as a Qualified Teacher in practical sense.

This programme will be conducted during the first year of the course, given weightage of 4 credits. They are required to conduct the activities in their respective school settings. Some senior teachers or head teacher or CRC coordinator or competent retired teachers or senior teacher from nearby Secondary/Senior Secondary school will be their mentors/ supervisors. From the observation, they need to make reports on their activities and have to make a portfolio. There will be no final examination for this course as the main focus is on their participation.

These activities have been selected out of a long range of activities on the basis of their needs and importance in school functioning. The total number of activities identified for this purpose is listed below under each group. They are required to conduct activities according to the list mentioned under each group. They will organize/conduct these activities under the active guidance/supervision of the mentor/supervisor

511-SCHOOL BASED ACTIVITIES (SBA)

The whole of activities involve 120 study hours.

511.1 Case study of a school child 1 Credit(30 study hours) 30 marks

511.2 Maintenance of school/class records and registers
1.5 Credit (45 study hours) 35 marks
(7x5)

511.2.1 Preparation of progress report of the pupils

511.2.2 Anecdotal Record (based on specific observation)

511.2.3 Maintenance of Lesson Diary/Notes

511.2.4 Preparation of schedule and conducting arrangement/substitute class schedule and conducting substitute classes.

511.2.5 Preparation of record of library, laboratory and sports activities for pupils

Note: For the activities of (i) Progress report of the students, (ii) Anecdotal record (based on specific observation), (iii) Lesson diary/ Notes the formats available in the respective working school need be followed. For the activities (iv) Conducting arrangement/substitute class teaching in school situation and (v) Record in library, laboratory and sports activities of learners the formats are provided for reference.

511.3 Contribution to School programmes 1.5 Credit(45 study hours) 35 marks (7x5)

- 511.3.1** Organizing morning assembly and other assemblies and preparing a report of the process and outcome achieved
- 511.3.2** Reporting the process of PTA/MTA/SMC (School Management Committee) meeting and outcome achieved
- 511.3.3** Organisation of social festivals in the schools
- 511.3.4** Organization of Annual sports or Annual day of the school
- 511.3.5** Organisation of Excursion/fields visit

Note: The report need to contain description in the light of criteria given in the rating scale.

Note: (The activities need be conducted from the beginning of the first year in the school itself)

Execution

The school based activities as listed above are to be organized at your work place. The schedules of these activities are to be prepared by them in consultation with the mentor/supervisor and the head of the school. They will conduct these activities under the guidance/supervision of the mentor who may be one of their colleagues or the head of the school. The mentor/supervisor will supervise the organization of these activities. They are required to submit the reports to the mentor for assessment under the **authentication of the head of the school.**

Assessment

Since the school based activities constitute one of the essential components of the programme having a weightage of four credits, their evaluation becomes important. It is, therefore, impressed upon the mentor and the supervisor to be fairly objective in assessing their performance by the help of rating scale.

The assessment of the school based activities is the responsibility of the mentor and the supervisor. In this process the mentor will observe these activities while they are being conducted/ organized by them. For each activity, after it is being organized, they will prepare reports mentioning the process of organization, difficulties faced, if any, personal experiences about the conduct of the activity and feedback received from the learners involved. **Each report will be authenticated by the mentor** with his/her observations/remarks. The mentor will retain all these reports with him/her and pass them on to the supervisor. The supervisor may also observe some of the activities at the time they are being organized. **The final assessment will be done by the supervisor.** S/he will award mark to each activity on the basis of observation of the mentor and his/her own observations. The supervisor will use appropriate rating scales for awarding marks to the activities conducted by you. S/he will also make an overall rating of their activities in a five point scale on their keenness of maintaining records, nature of suggestion given by them to solve the school based problems, comprehensiveness and clarity of their reports. After assessing each activity separately, an overall grade will be calculated for all the activities. The award list will be submitted to the Study centre coordinator for further necessary action. **The reports are to be returned to the teacher trainees to produce those for verification during the workshop-I at study centre.**

The formats and the rating scales are given here as under-

511.1.2-Rating Scale for CASE STUDY (School Based Activities)

Name of the Teacher Trainee :

Enrolment No. :

Name and address of the school :

Rating need to be done according to the following criteria

Criteria	Ratings				
	(5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
Identification of the learner with problem	5	4	3	2	1
Collection of family history of the learner (Income & qualification of parents, sibling status etc.)	5	4	3	2	1
Formulation of objectives of the case study	5	4	3	2	1
Appropriateness of intervention (Remedial measure adopted)	5	4	3	2	1
Procedure adopted to collect data about the student with problem	5	4	3	2	1
Clarity of conclusions drawn	5	4	3	2	1

Total Marks out of 30:

Signature of Mentor
(Authentication)

Signature of Supervisor
(Assessment)

511.2- MAINTENANCE OF SCHOOL/CLASS RECORDS AND REGISTERS

511.2.1 Format for Conducting Arrangement/ Substitute Class Teaching in School Situation

1. Name of the Trainee: :
2. Enrolment No: :
3. Name and Address of the School :
4. Date of Substitute Teaching :
5. Subject Taught :
6. Topic: (Each trainee should conduct /deliver substitute teaching activities related in any scholastic/co-scholastic area that has some educative values which can influence the learners)
7. Substitute Activities Conducted in the class: (Give detail report about the substitute activities/ teaching). (Use Separate Sheet if necessary)
 - (i) Area (Specification of the Activity)
 - (ii) Process/Method of activity conducted (Details)
 - (iii) Outcome of the activity (Specific):

Signature of the Teacher Trainee

Signature of Supervisor

Signature of Mentor

Counter signature by the Head Master with office seal

NOTE: A trainee is need to prepare report on minimum 4 arrangement/substitute classes taken during the year. He/she has to attach the copy of the daily schedule developed in the school system for arrangement of the classes in the absence of teacher(s).

511.2.2 Format Schedule for Assessment of Library, Laboratory and Sports Resources by Teachers Trainee

Name of Teacher Trainee :

Enrolment No. :

Name and Address of the School:

Total no. of books in library :

No. of books in different subject area:

List of equipment and chemicals in the laboratory (list to be attached):

List of Sports material available in school (list to be attached):

The teacher trainee conducts a study of the school library, laboratory and sports resources on the basis of the following criteria:

Components	Yes/No
(i) Provision of separate library room in the school	
(ii) Adequacy of library books in different subject area	
(iii) Provision of enrichment materials in different subject area	
(iv) Provision of suitable newspapers, magazines, journals, periodicals etc.	
(v) Teacher helps to develops proper study habits with the pupils by	
a) Providing study guidance	
b) Monitoring the type of books being frequently issued	
(vi) Mode of issue of books including provision of issue card	
(vii) Adequacy of laboratory equipments and chemicals	
(viii) Process of arranging of equipment and chemicals	
(ix) Adequacy of sports materials	
(x) Process of arranging of sports materials	

Signature of Mentor

Signature of the Teacher Trainee

*Counter signature by the Head
Master with office seal*

Signature of Supervisor

511.2.3 Rating Scale for Maintenance of Records and Registers (School Based Activities)

Name of the Teacher Trainee :

Enrolment No. :

Name & address of the school :

Name of the records maintained(each record will be evaluated as per the rating scale out of 35 and the average of five records as under will be taken to consolidate the mark of trainee in this activity)

- (i) Progress report of the students
- (ii) Anecdotal record (based on specific observation)
- (iii) Lesson diary/ Notes
- (iv) Conducting arrangement/substitute class teaching in school situation
- (v) Record in library, laboratory and sports activities of learners

Rating need to be done according to the following criteria

Criteria	Ratings				
	(5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
(i) Knowledge of basic principle of maintenance of report/ record	5	4	3	2	1
(ii) Efforts to motivate the pupils	5	4	3	2	1
(iii) Keenness of keeping record update	5	4	3	2	1
(iv) Cleanliness of the records maintained	5	4	3	2	1
(v) Clarity of the information put forth	5	4	3	2	1
(vi) Description of the problem encountered in maintaining the records	5	4	3	2	1
(vii) Solution suggested to overcome the problem	5	4	3	2	1

Total marks out of 35:

Signature of Mentor
(Authentication)

Signature of Supervisor
(Assessment)

511.3 CONTRIBUTION TO SCHOOL PROGRAMMES

511.3.1 Format for Organising the Morning School Assembly

Mentor/Supervisor is to rate the student teacher according to the comments provided by the mentor/supervisor.

Name of the Teacher Trainee :

Enrolment No. :

Name of the School :

- (i) Description of the preparatory activities
 - Organization of the morning assembly
- (ii) Objectives of the activity
- (iii) Steps taken for conducting the activity
 - Arrangement of the class-wise gathering
 - Maintenance of discipline
 - List of the activities conducted
- (iv) Procedures of conducting the activity
 - Communication skill

 - Language clarity
 - Readiness of the speaker
 - Capacity of holding the attention of listeners
- (v) Problems encountered during the activity:
- (vi) Solution envisaged relating to the problem:
- (vii) Impact of the activity on school environment

Have the resume' for the all assembly address been appended? Yes/No

Signature of the Teacher Trainee

Signature of Mentor
Counter signature by the Head
Master with office seal

Signature of Supervisor

511.3.2 Format for Reporting about PTA/MTA/SMC meeting

Name of the Teacher Trainee :
Enrolment No. :
Class :Date:

- (i) Description of the preparatory activities for conducting PTA/MTA/SMC meeting:
.....
- (ii) Objectives of the meeting :
- (iii) Steps taken for conducting the meeting:
- (iv) Procedures of conducting the meeting in the school:
- (v) Problems encountered for conducting the meeting :
- (vi) Solution envisaged relating to the problem:
- (vii) Impact of the meeting on school environment:

Signature of the Teacher Trainee

Signature of Mentor

Signature of Supervisor

*Counter signature by the Head Master
with office seal*

511.3.3 Format for organisation of social/national festivals

Name of the Teacher Trainee :

Enrolment No.:Class:

Date:Time/Duration:

- (i) Description of the preparatory activities for conducting the festivals:
.....
- (ii) Objectives of conducting the festivals :
- (iii) Steps taken for conducting the festivals :
- (iv) Procedures of conducting the festivals in the school:
- (v) Problems encountered for conducting the festivals :
- (vi) Solution envisaged relating to the problem:
- (vii) Impact of the festivals on school environment:

Signature of the Teacher Trainee

Signature of Mentor

Signature of Supervisor

*Counter signature by the Head Master
with office seal*

511.3.4 Format for Organising Annual Sports/Annual day of the school

Name of the Teacher Trainee :

Enrolment No.:Class:

Date:Time/Duration:

- (i) Description of the preparatory activities for conducting the Annual Sports/Annual day:
.....
- (ii) Objectives of conducting the Annual Sports/Annual day :
- (iii) Steps taken for conducting the Annual Sports/Annual day.....
- (iv) Procedures of conducting the Annual Sports/Annual day in the school:
- (v) Problems encountered for conducting the Annual Sports/Annual day :
- (vi) Solution envisaged relating to the problem :
- (vii) Impact of the Annual Sports/Annual day on school environment:

Signature of the Teacher Trainee

Signature of Mentor

Signature of Supervisor

*Counter signature by the Head Master
with office seal*

511.3.5 Format for Organising Field Trip/Excursion

Name of the Teacher Trainee :

Enrolment No.:Class:

Date:Time/Duration:

Tick mark the venue of the field trip

a) Historical monument

b) Fair

c) State assembly

d) Akashwani/Doordarshan

e) Zoological Park

f) Museum/Planetarium

g) Dam

h) Factory

i) Any other, please specify

i. Description of the preparatory activities for organising the Field Trip/Excursion keeping in mind learners interest : _____

ii. Objectives for organising the Field Trip/Excursion : _____

iii. Steps taken for organising the Field Trip/Excursion

iv. Procedures for organising the Field Trip/Excursion in the school: _____

v. Problems encountered for conducting the Field Trip/Excursion: _____

vi. Solution envisaged relating to the Field Trip/Excursion : _____

vii. Impact of the Field Trip/Excursion on school environment: _____

Signature of the Teacher Trainee

Signature of Mentor

Signature of Supervisor

*Counter signature by the Head Master
with office seal*

511.3.6-Rating Scale for Contribution to School Programmes (School Based Activities)

Name of the Teacher Trainee :

Enrolment No. :

Name & address of the school :

Name of the overall school related activities (each record will be evaluated as per the rating scale out of 35 and the average of five records as under will be taken to consolidate the mark of trainee in this activity)

- (i) Organizing morning school assembly
- (ii) Reporting about PTA/MTA/SMC meeting
- (iii) Organisation of social/national festivals
- (iv) Organising annual sports/Annual day of the school
- (v) Organising field trip/excursion

Rating need to be done according to the following criteria:

Criteria	Ratings (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
(i) Description of the preparatory activities	5	4	3	2	1
(ii) Objectives of the activity	5	4	3	2	1
(iii) Steps taken for conducting the activity	5	4	3	2	1
(iv) Procedures of conducting the activity	5	4	3	2	1
(v) Problems encountered during the activity	5	4	3	2	1
(vi) Solution envisaged relating to the problem	5	4	3	2	1
(vii) Impact of the activity on school environment	5	4	3	2	1

Total Marks out of 35:

Signature of Mentor
(Authentication)

Signature of Supervisor
(Assessment)

(ii) Workshop Based Activities (WBA)

The workshop provides a basic introduction to techniques and tips for facilitation, useful for training in different aspects of teaching and learning. In the workshop they get opportunity to have face-to-face interaction with the resource persons, peer groups and others. It will also provide a platform for trainee for exchanging their views, raising issues, discussing themes, problems etc., relating to their function as a teacher. The workshop will be organized at the study centre. The duration of the workshop will be of 12 days every year. The schedule for the workshop has been drawn providing the scope for flexibility as per the local needs.

One of the purposes of this workshop is to help you to acquire and practice skills, particularly those related to teaching and management in the classroom under the supervision of Resource Persons. In the proposed workshops such activities are included which require active participation and involvement on their part and are considered essential for enhancing their effectiveness as teachers.

The Workshop Based Activities (WBA) involve 240 study hours (8 credits) in two years

512- Workshop-I (First Year)

The Workshop-I (First Year) involve 4 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 Demonstration lesson	10 marks
• Participation on process evaluation	20 marks
Total 100 marks	

512- Workshop-II (Second Year)

The Workshop-II (Second Year) involves 4 Credits carrying 100 marks. It carries weightage as under:

• 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	

Note: Format/rating scale has not been provided for some of the activities. Flexibility is being provided to the Resource Persons to use the evaluation tools of their own.

Execution

The Study centre coordinator will conduct the workshop as workshop coordinator as per the schedule drawn by NIOS. Necessary details with regard to the conduct of the workshop have been provided in this schedule. All the activities related to workshop will be conducted in three stages (Pre-workshop, During-workshop, Post-workshop), with the objectives to develop various course based skills. These are briefly discussed below:

After completion of the workshop based activities during the D.El.Ed. Programme they will be able to :

- utilize various methods and approaches to language teaching
- formulate planning lesson at monograde and multigrade contexts adopting various approaches
- formulate subject based evaluation tools
- conduct field visit from environmental and socio-economic point of learning
- analyze mathematics text books in relation to real life situation
- organize mathematics laboratory in schools
- prepare various subject based TLM to reinforce learning
- organize various subject based TLM exhibition
- develop concept maps on specific subject areas
- analyze various subject based question papers.
- analyze learners' performance for a particular class
- prepare portfolio for various subject based evaluation
- identify various types of children with physically challenged
- analyze lesson diary/notes
- conduct library activity in school
- conduct continuous comprehensive evaluation
- conduct activities relating to art, work, health & physical education in school
- construct non-testing technique tools (at least two)for working with different clientele from school and community
- prepare effective annual activity calendar and school timetable
- mobilize community for school development programme
- conduct seminar and various meetings in the school system

Conducting workshop: The workshop would be conducted for 12 days every year (24 days in two years) for which certain pre and post workshop activities have been planned. The workshop is going to be conducted by study centre coordinator and resource persons who are identified from faculty of DIET/PTTIs. The study hour requirement has been provided below:

Activities	Required Study Hours	
	First year	Second year
Pre – Workshop Activities	26hrs	26 hrs
During Workshop Activities	84hrs	84 hrs
Post- Workshop Activities	10 hrs	10 hrs

⇒ **Pre-workshop Activities**

- i. In pre-workshop activities they are expected to prepare themselves thoroughly for the workshop based activities so that their interaction with the resource persons/ peer groups is effective and meaningful.
- ii. They are advised to read the relevant theoretical input given in the self-learning materials, as they have to make necessary preparation needed for workshop activities.
- iii. The pre-workshop activities lay a strong foundation for the workshop and they should be an active participant throughout the workshop.
- iv. The problems and issues related to the activities are foreseen through the pre-workshop activities which involve at least 52 teaching hours in two years in the school.

They are, therefore, advised to carefully look at the schedule of workshop given in Practical Manual and get prepared accordingly. There are two workshops in this programme. A workshop will be conducted in each year. Hundred percent attendances is compulsory. All the pre-workshop activities as suggested need to be completed. If they miss any of the workshop partially or fully they have to attend the subsequent one in the next year. There is continuous evaluation of their work in the workshop in each session.

Pre-workshop Activities
(Check list, with instruction to check before attending the workshop).

First Year

- All the records prepare in School Based Activities are to be presented in the workshop
- Development of lesson plan (at least two from each subject i.e., Language, Maths, EVS and Science/Social Science) to be discussed during workshop
- Planning one lesson (in multigrade/multiclass contexts)
- Development of different types of subject based evaluation tools
- Action plan for field visit for environmental/socio-economic points of learning
- Plan for developing a mathematics lab in your school
- Preparation of evaluation portfolio in different subject areas
- Preparation of two TLM and its presentation in the workshop
- Collection of question paper of last annual examination for analysis

Second Year

- Verification of lesson plans in Languages, Mathematics, Environmental Studies, Science/Social Science used during Practice Teaching (PT)
- Preparation for conduct of course based activities included in second year
- Collection of materials for development of TLM
- Development of write up for seminar presentation on RTE/ CWSN/ Professional growth of teacher etc.
- Preparation of report on library activity in your school
- Development of concept mapping on any chapter in four subject areas
- Collection of result of previous examination of a particular class for analysis of learners' performance.
- Plan of action on Art education activity
- Plan of action on work education activity
- Plan of action on Health & Physical education activity
- Collection of Annual activity calendar and timetable of any one class for analysis
- Collection of Unit test papers used in PT for analysis
- Analysis of evaluation portfolio developed during PT
- Collection of data on school community partnership in respective schools
- Preparation report on opinion of parents of first and second generation school goers as regards performance of their children.

⇒ **During-workshop Activities**

This is the stage of the workshop which is consisting of 168 teaching hours in two years. At this stage they get direct opportunities to develop and practice practical skills as mentioned earlier required for becoming an effective teacher.

- i. Each day will start with a plenary session where all the participants, resource persons and workshop coordinator would be present.
- ii. In the plenary session all the sessions scheduled for the day will be briefly discussed.
- iii. If there is a theme which requires general orientation for all the participants, the resource person will do the needful.

The plenary session will help them to integrate knowledge gained from the textual materials given to them to develop skills which are otherwise difficult to be achieved by reading printed learning materials alone.

During the workshop sessions the Resource Persons will conduct their respective sessions as per schedule. It is expected to have full interaction between trainees and you during the sessions and active participation in various activities. They may ask questions; discuss issues and problems pertaining to the concerned activity.

Every one of them is expected to participate in each activity individually or in groups where group activities are involved. The workshop coordinator/ Resource Person will divide them into small groups for efficient conduct of these activities. They are expected to undertake these activities with all seriousness and derive maximum benefit from the experiences of the Resource Persons. They should remember that they are being observed by the Resource Persons and credits will be awarded to them based on their participation in activities and there upon their performance. Their preparation in pre-workshop activities would provide them insight for better involvement in the workshop. Besides the mentioned workshop activities many other activities may be waiting there for them for developing expertise to be a better teacher.

The Resource Persons will assess trainees on the workshop based activities individually or in groups.

The Feedback Session

At the end of the last working session of each day there will be a joint session of 30 minutes duration called “The feedback session”. In this session the workshop coordinator will interact with the entire group of participants and receive feedback of the day’s activities. The Coordinator will also orient them about the next day’s activities and if necessary, relevant instructions/guidelines will be given regarding the kind of preparation needed for the coming day. Feedback from different levels is essential to have better conceptual clarity.

Summary of Workshop Activities

First Year

- Verification of School Based Activities (SBA) records
- Identification of teaching/learning points from a given topic
- Formulation of general objectives and learning objectives concerning Language, Mathematics, EVS and Science/Social Science
- Demonstration of lesson plans in various subjects by Resource Persons (RPs)
- Development of lesson plans in Language, Mathematics, EVS and Science/Social Science
- Development of lesson plan pertaining to multigrade setting
- Analysis of any two chapters of mathematics textbook
- Presentation of multigrade teaching demonstration by RPs
- Writing observation report on demonstration of lessons by RPs in different subject areas
- Developing items for laboratory (Maths, Science/Social Science, Language, EVS)
- Conducting subject based achievement tests
- Development of blue prints for unit test
- Conducting field visit for environmental/ socio-economic point of learning
- Development of teaching aids in different subject areas
- Participation in discussion on TCMP (Teaching Competency Mapping Profile)
- Handling ICT materials to make use of these in teaching-learning contexts

Transactions in the workshop-I

- i. All essential teaching and testing skills need to be developed and immediately after it teacher trainees need to take up the Practice Teaching (PT) exercise to practice all the skills learnt in the workshop.
- ii. In each session, a Resource Person shall present a model (say, a lesson plan) and discuss its salient features. Thereafter, every trainee shall be given the assignment of writing individual assignment and shall be asked to submit after a day or two.
- iii. The assignment shall be evaluated by a Resource Person and marks shall be awarded to it.
- iv. In this manner, everyday there shall be presentation of one or two models on skills followed by written assignment to be done that evening itself and submit it/then the next day.
- v. There shall be a good number of assignment in the workshop
- vi. There shall be no group assignment as the evaluation of individual performance in a group work is a difficult task.

Second Year

- Verification of lesson plans delivered during PT
- Participation in course based activities included in second year
- Analyzing lesson diary/notes (format appended)
- Developing subject based concept maps
- Analysis of CCE conducted in respective schools
- Conducting Art education activities
- Conducting work education activities
- Conducting health and physical education activities
- presentation of report on library activity in respective schools
- Observing library setting in DIET/BRC/CRC
- Development of non-testing technique tools (questionnaire, observation schedule, interview schedule, rating scale, checklist etc.)
- Analysis of annual activity calendar and time tables of various schools
- Analysis of unit test papers
- Developing expertise in identifying various type of children with physically challenged
- Analysing question paper of previous annual examination
- Analysing result of previous examination of a particular class
- Presentation of Seminar papers on various issues
- Analysing Portfolio of various subject based evaluation
- Conducting specific community mobilization activity
- Analysis of reports on opinion of parents of first and second generation school goers
- Conducting and presentation of peer lesson observation (format appended)
- Analyzing specific School community partnership
- Handling IT materials to make use of these in teaching learning contexts

Note:-There is an inbuilt flexibility of conducting the activities as per the time duration during the workshop

⇒ **Post-workshop Activities**

This stage of the workshop consist 20 Study hours (10 hours each year). It is a follow up of the workshop based activities. They are expected to pursue the activities, which have been conducted during the workshop. They will practice all these activities and experiences when they go back to respective schools. In other words the post workshop activities are meant for practicing or reinforcing what they have learnt during the workshop.

Summary of Post Workshop Activities

First Year

- Preparation of lesson plans in various subjects for Practice Teaching (PT)
- Development of TLM corner in respective schools with the TLM developed during workshop
- Submission of all the records and reports for evaluation by Resource Persons(RPs) immediately after the workshop if it is necessary
- Preparation and submission of feedback report to the Workshop Coordinator immediately after the workshop

Second Year

- i. Improving library and laboratory activities in respective schools
- ii. Finalization of records and reports on all activities conducted during workshop immediately after the workshop for evaluation
- iii. Submission of all records and reports for evaluation to resource persons
- iv. Preparation and submission of feedback report to workshop coordinator immediately after the workshop

Assessment

As stated earlier, their participation and performance in each activity will be assessed.

Since the workshop-based activities carry a weightage of 8 credits (240 hours of study work on their part) in two years, evaluation of their performance is essential.

They are required to prepare reports on various activities undertaken by them individually and submit the same to the resource persons during the workshop period i.e. next day of the activity. Before leaving the workshop, all reports should be submitted for evaluation. These reports will be evaluated with the help of rating scales. The formats of these rating scales have been appended in this handbook for their reference. They will be awarded with marks on their attendance, punctuality and sincerity also. Their enthusiasm involvement and participation in the various activities during the workshop sessions will be under observation for awarding marks.

512-“WORKSHOP-I” (FIRST YEAR)

DAY	SESSION 1 10.00-11.30	SESSION 2 11.30-1.00	LUNCH 1.00 -2.00	SESSION 3 2.00-3.15	SESSION 4 3.15-4.30	SESSION5 4.30-5.00
1	Registration & Welcome Introduction, Workshop objectives	SBA 511.1 Verification of case studies taken up by the trainees		SBA 511.2 Verification of records and registers on maintenance of School/Class		Feedback
2	SBA 511.3 verification of activities on Contribution to School Programme			Identification of teaching/learning points from a given topic		Feedback
3	Process of writing general objectives and learning objectives on a given topic	Selecting a topic from EVS & writing teaching/ learning points, general objectives and learning objectives		Selecting a topic from mathematics & writing teaching/ learning points, general objectives and learning objectives		Feedback
4	Selecting a topic from Language & writing teaching/ learning points, general objectives and learning objectives			Selecting a topic from Science/Social Science & writing teaching/ learning points, general objectives and learning objectives		Feedback
5	Demonstration of lesson in Language & post lesson discussion	Demonstration of lesson in EVS & post lesson discussion		Lesson planning in Languages by the trainees		Feedback
6	Demonstration lesson on Mathematics & post-lesson discussion			Prepare a plan in mathematics using constructivist approach	Prepare lesson plan in EVS using constructivist approach	Feedback
7	Demonstration of lesson in Science/ Social Science & post lesson discussion			Demonstration of multi-grade teaching with post lesson discussion		Feedback
8	Prepare a small manual on the materials you will like to keep in the mathematics laboratory. Describe each material with its utility and use in the classroom	Preparation of lesson plan on multi-grade teaching		Development of blue print on Language and Mathematics with long answer, short answer and objective test items		Feedback
9	Development of blue print on EVS and Science/Social Science with long answer, short answer and objective test items			Preparation of Unit test based on the given blue print in any one subject area	Analysis of the question paper of the last annual exam in different subject areas	Feedback
10	Preparation of term-end test on a given blue print in any one subject area	Discussion on development of Portfolio for subject based evaluation		Preparation of teaching aids in four subject areas (at least two aids per trainee)		Feedback
11	Preparation of teaching aids in four subject areas (at least two aids per trainee)			Field visit to an identified location: Environmental/socio-economic points of learning on specified environmental issue		Feedback
12	Teaching aids exhibition (every trainee need to present minimum two teaching aids)			Discussion on TCMP(Teaching Competence Mapping Profile)		Feedback & conclusion

Note:

- Reports on SBA are to be presented by the teacher trainees for verification during the workshop-I at the study centre.
- In each post lesson discussion each teacher trainee is required to submit their observation for assessment by RP.
- In every session each trainee is going to be assessed basing on their performances by the RPs.
- Feedback session will be conducted by Workshop Coordinator and the concerned Resource Person

513-“WORKSHOP-II”(SECOND YEAR)

DAY	SESSION 1 10.00-11.30	SESSION 2 11.30-1.00	LUNCH 1.00 -2.00	SESSION 3 2.00-3.15	SESSION 4 3.15-4.30	Session 5 4.30-5.00
1	Registration inauguration & workshop objectives	Verification of lesson plans in Language delivered during Practice Teaching(PT)		Verification of lesson plans in Mathematics delivered during Practice Teaching(PT)	Verification of lesson plans in EVS delivered during Practice Teaching(PT)	Feedback
2	Verification of lesson plans in Science/ Social Science delivered during Practice Teaching(PT)	Orientation on Continuous Comprehension and Evaluation (CCE)		Analysis of Report on school Library activities Observation of Library activity in BRC/CRC/DIET		Feedback
3	Development of concept mapping in different subject areas (at least two maps in different subject need be developed by each trainee)			Planning on CCE (With reference to specific activity on CCE)		Feedback
4	Activity on Art education(Practical)			Activity on work education(Practical)		Feedback
5	Activity on physical & Health Education(Practical)			Analysis of school time table		Feedback
6	Analysis of Annual activity calendar			Analysis of Lesson diary/notes		Feedback
7	Analyzing unit test developed during PT in any one subject			Identification of support services for CWSN		Feedback
8	Preparation of portfolio evaluation on activities relating to Sc./ S.Sc			Plenary session on course based assignments (courses- 506 & 507)		Feedback
9	Plenary session on course based assignments (courses-508,509 & 510)			Seminar on corporal punishment and child right		Feedback
10	Seminar on professional qualities of a teacher (on the basis of experience in school system)			Local specific community mobilization process. (development of base paper in these issues in respective schools)	Analyzing specific school community partnership (development of base paper in these issues in respective schools)	Feedback
11	Discussion on responsibility of school teacher with respect to money, labour, resourcefulness			Discussion on responsibilities of teacher to prevent violation of rights of child within the school		Feedback
12	Analysis of reports on opinion of parents of first and second generation school goers			Issues on assessment and evaluation in learning Science/ Social Science in respective schools (parallel session) (Parallel Session)		Feedback and conclusion

Note:

- The lesson plans in different subjects will be produced by the teacher trainee to be verified in the first day of Workshop-II.
- In each post lesson discussion each teacher trainee is required to submit their observation for assessment by RP
- In every session each trainee is going to be assessed basing on their performances by the RPs.
- Feedback session will be conducted by Workshop Coordinator and the concerned Resource Person

Schedule of a Day

Time	Activities
10.00 am	Reporting to the study centre
10.00 am-10.10 am	Marking attendance
10.10am-11.30 am	First session
11.30 am -11.45 am	Tea break
11.45 am -01.00 pm	Second session
01.00 pm -02.00 pm	Lunch break
02.00 pm- 03.15 pm	Third session
03.15 pm- 03.30 pm	Tea break
03.30 pm- 04.30 pm	Forth Session
04.30 pm- 05.00 pm	Feedback & Marking attendance

FORMAT FOR LESSON NOTE/ DIARY

Name of the Teacher Trainee :

Enrolment No :

Date :

Class & Section :

Teaching Learning Materials Used:

Subject :

Period & Duration of the class :

Topic :

Teaching Points (Concepts) :

Learning Objectives :

Strategies adopted :

Brief description of learning activities:

Evaluation strategies :

Home assignment :

Signature of Mentor/Supervisor

Date:

Signature of Teacher Trainee

FORMAT FOR LESSON OBSERVATION

Name of the Work place : _____
 Date: _____
 Name of the Trainee-Observer: _____ Class: _____
 Enrolment No. : _____
 Period : _____
 Method Subject : _____
 Subject : _____
 Topic : _____
 Name of the Demonstrator : _____

Steps	Teaching Points	Learning Activities	Suggested Alternate/additional activities	Reasons for suggesting alternate/additional activities
Introduction				
Presentation				
Evaluation (Assignment)				

Any other observation:

*Full signature of Teacher Trainee
 whose lesson is observed*

Signature of the Trainee Observer

Total marks out of 10:

Signature of Resource Person

RATING SCALE FOR ANALYSIS OF SCHOOL TIME TABLE

To be used by the workshop coordinator /Resource Person in the Workshop

Name of the teacher trainee :

Enrolment No. :

Name of the School :

Rating need to be done according to the following criteria:

Criteria School Time-Table	Ratings (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
- Steps to avoid overlapping of period	5	4	3	2	1
- Placement of subject according to its difficulty level	5	4	3	2	1
- Steps to alleviate excessive burden on students :	5	4	3	2	1
a) Variety in activities for curricular transaction					
b) Placement of co-curricular activities					
- Structure of the report	5	4	3	2	1

Has a copy of the time-table be appended along with report? Yes/No

Total Marks out of 20:
(to be converted out of 10)

Signature of the Workshop Coordinator/Resource Person

RATING SCALE FOR ANALYSIS OF CALANDER ACTIVITY

To be used by the workshop coordinator /Resource Person in the Workshop

Name of the teacher trainee :

Enrolment No.: :

Name of the School :

Rating need to be done according to the following criteria:

Criteria Calendar of activities	Ratings (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
- Inclusion of varieties of activities	5	4	3	2	1
- Placement of right kind of activities in the proper place	5	4	3	2	1
- Steps to alleviate excessive burden on students :	5	4	3	2	1
- a) Variety in activities for curricular transaction					
- b) Placement of co-curricular activities in the calendar					
- Placement of evaluation activities	5	4	3	2	1
Has a copy of the calendar activity be appended along with report?					Yes/No

Total Marks out of 20:
(to be converted out of 10)

Signature of the Workshop Coordinator/Resource Person

RATING SCALE FOR SEMINAR PRESENTATION

Presentation of Teacher Trainee to be rated by the Workshop Coordinator.

Name of the Teacher Trainee :

Enrolment No. :

Topic :

Time Duration of the presentation :

Rating need to be done according to the following criteria:

Criteria	Rating (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
- State of preparedness of the student teacher	5	4	3	2	1
- Reading skill	5	4	3	2	1
- Relevance of the seminar topic to issue related to Education	5	4	3	2	1
- Self Confidence	5	4	3	2	1
- Accuracy of facts	5	4	3	2	1
- Organization of presentation	5	4	3	2	1

Total Marks out of 30:
(to be converted out of 20)

Signature of Workshop Coordinator/ Resource Person or his/her nominee

RATING SCALE FOR PARTICIPATION (PROCESS EVALUATION) IN WORKSHOP

(To be filled in by the workshop Coordinator for each day of the workshop)

Name of the Teacher Trainee :

Enrolment No. :

Name of the study centre :

Rating need to be done according to the following criteria:

Criteria	Rating (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
(i) Participation(leadership, emotional stability, Cooperation, raising questions, responding)	5	4	3	2	1
(ii) Punctuality	5	4	3	2	1
(iii) Sincerity	5	4	3	2	1
(iv) Regularity	5	4	3	2	1
(v) Actual attendance (number of sessions)	5	4	3	2	1

Comments and remarks:

Total Marks out of 20:

Signature of Workshop Coordinator/ Resource Person or his/her nominee

RATING SCALE FOR SELF- DEVELOPED TEACHING LEARNING MATERIALS (TLMS)

Teaching aid prepared by teacher trainee is to be rated by the resource person

Name of the teacher trainee :

Enrolment No. :

Name of the aid : Class for which the aid is meant:

Type of aid (audio/visual/ audio-visual):

Rating need to be done according to the following criteria:

Criteria	Ratings (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
	5	4	3	2	1
- Relevance of the aid according to :	5	4	3	2	1
a) Teaching-learning context					
b) Cognitive level of students					
c) Appropriateness of the aid					
- Fulfillment of the specified objectives of preparation of aid	5	4	3	2	1
- Use of locally available (inexpensive indigenous) material for preparation of aid	5	4	3	2	1
- Effectiveness of the aid in :	5	4	3	2	1
a) Attracting students attention					
b) Clarifying concepts					
c) Achieving objectives of the lessons					
d) Accuracy of the size of model					

Total Marks out of 20:

Signature of Workshop Coordinator/ Resource Person or his/her nominee

RATING SCALE FOR EVALUATION OF REPORT ON COMMUNITY PARTNERSHIP

The report of the teacher trainee on “The relationship of the school and community and role of the teacher” (suggested in 3 activities in Workshop-II) is to be evaluated by the resource person on the basis of the following criteria.

Name of the teacher Trainee :

Enrolment No.:

Rating need to be done according to the following criteria:

Criteria	Ratings (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
- Identification of school and community partnership	5	4	3	2	1
o Identification of school roles					
o Identification of community roles					
o Utilization of school resources for community					
o Utilization of community resources for school					
- Role of the teacher to meet the challenges on the school and community partnership	5	4	3	2	1
- Identification of problems encountered	5	4	3	2	1
- Formulation of the solution to the problem	5	4	3	2	1

Total Marks out of 20:
(to be converted out of 10)

Signature of Mentor/Supervisor/Resource Person

(iii) Practice Teaching

One of the principal objectives of D.El.Ed. Programme is to enable them to develop the right attitude towards the teaching profession and acquire the teaching skill to the optimum level through the Practice Teaching (PT) exercise. The chief components of PT are-

- i. Acquiring the techniques of writing good lesson plans and
- ii. Acquiring the skills of delivering the lesson effectively as per the plans

In fact, these two components are considered as the very essential of the teaching-learning process; and mastering both and using them in the right spirit will definitely make them a successful teacher. Through continuous and sincere practice only they can acquire them to the possible extent, as they are acquirable, achievable and measurable competencies. PT exercise is considered as foundation stone of the teaching profession and it (40 practice lessons) provides ample opportunities to the teacher trainees to acquire, improve and master the teaching skills to a satisfactory level. Love for the profession, strong will power and consistent efforts (practice) will definitely yield fruitful results. There is a saying 'Practice makes a man perfect'; which implies that practice of teaching is to be done with a desire, determination and diligence to achieve perfection.

The whole PT exercise involves 8 credits equivalent to 240 hours in your place of work.

Factors associated with the Practice Teaching Exercise

The act of teaching is associated with and governed by several factors. Some of them are discussed briefly as under, which are essential in the Practice Teaching Exercise. Teacher trainee need to be well aware of them and act accordingly.

Teaching-Theory and Practice

In order to become an effective teacher they need to do continuous practice, mere theoretical knowledge and getting good marks in the Term-end Examination and getting involved in SBA and PT mechanically would not help much to be a good teacher. They are to master the theoretical knowledge as well as through practice gain experience and get exposed to their strengths and limitations. They are to be supplemented with the observation and feedback of the mentor and supervisor. It will help them to rectify the weak points and do better and better in the area of their strength. This is how practice makes a man perfect.

Teaching-Content and Method

Teaching involves delivering the content matter of the subject through suitable learner friendly approaches. Teaching in the real sense refers to effective inputs resulting fruitful outputs (meaningful and permanent learning). 'WHAT TO TEACH' refers to 'CONTENT' and 'HOW MUCH TO TEACH', 'WHOM TO TEACH', 'HOW TO TEACH' and such other aspects refer to 'METHODS OF TEACHING'. Competency over the content area and expertise in choosing and employing the appropriate teaching strategies taking all influencing factors into consideration-are the two basic qualities of a good teacher.

In order to attain competency in the content area, one has to refer not only the textbook of the concerned class but also textbooks of the higher classes and the reference books. Apart from this, according to the professional ethics and academic honesty, one should never hesitate to consult with

and learn things from the subject teachers of higher classes and other resource persons; in order to enrich own knowledge. All such attempts would definitely transform a poor teacher into a better teacher.

Having ample theoretical knowledge of various methods and strategies of teaching a subject will not make one a better teacher. They have to choose the appropriate method/strategy of teaching and executing it in the right manner and in right time and in the right situation. They also have to take into consideration the academic levels of the learners and difficulty level of the content matter to be a better teacher.

Teaching- An Art as well as a Science

Teaching is an art refers to artistic original activities of a teacher during the course of academic transaction in the classroom- such as

- i. Where to stand
- ii. How to speak (the mode of speaking and modulation of voice)
- iii. How to connect the content to the real life situation
- iv. Where to stand while engaging the students in meaningful activities
- v. How to make the learners to think
- vi. How to use black or white board and other teaching aids
- vii. How to encourage the learners to ask questions
- viii. Gestures and postures and some more activities

Remember: These are all non-academic but essential activities

Teaching is a Science refers to knowledge and skills such as

- i. Lesson planning
- ii. Identifying teaching points from the unit
- iii. Formulating general and learning objectives concerning to the unit
- iv. Choosing content appropriate learner friendly strategy
- v. Structuring learning experiences
- vi. Structuring and delivering classroom questions
- vii. Meeting with the answers to the questions arose by the learners
- viii. Formulating various evaluation test items and other related activities.

Remember: These are all academic activities and essential activities

Teaching and Testing

Testing is an integral part of teaching. Testing enables a teacher

- i. To identify the strengths and limitations relating to his/her own teaching
- ii. It help to assess the degree of academic progress of the learners

These two aspects act as feedbacks for you as a teacher and accordingly you would be able to employ suitable remedial for better outputs. Trainees are required to create situations so that learners will be

tempted to raise the questions which will be an indication that they are involved in the learning process. In addition to it, they are to ask some simple and higher order questions to assess their level of understanding during the process of formation of the concept by the learners.

Some questions need to be asked at the end of the lesson of summative type on the topics so far covered. Home assignment of comprehensive type may be given to the learners for strengthening their understanding of the concepts.

Role and responsibility of the Mentor/Supervisor

The role of mentors/supervisors in practice teaching exercise is that of a real guide. You are supposed to oversee and help them in different aspects and stages of their practice teaching. The mentor and supervisor are also to observe and evaluate their learning outcomes in terms of skills and competencies in teaching. The mentor is required to observe and evaluate at least **five** out of **seven** lessons each in Learning languages, Mathematics, EVS and Social Science/Science and the supervisor has to observe and evaluate at least **two** out of **three** lessons in each subject as mentioned above.

The mentor/ supervisor must ensure that they are able to identify the teaching points and frame the learning objectives which are to be achieved through variety of learning experiences provided during teaching. While stating learning objectives, they are to use action verbs like draw, experiment, tell, state, discuss, describe, differentiate, compare, define, demonstrate, show etc. and avoid use of verbs like know, understand, appreciate, apply, etc. because such verbs cannot be directly observed or tested.

The mentor/supervisor may guide them to plan the lesson systematically according to the format. They may ensure that they deliver the lessons in accordance with the learning objectives to be achieved. The mentor/supervisor will also help them in selecting, preparing and using appropriate teaching learning materials. They may also guide them how to use the learner centric skills and techniques such as motivating the learners, encouraging questioning, encouraging observation by the learners, helping learner to integrate through correlation of subjects, reinforcement, stimulus variation, class management etc., while engaging the learners in learning situations.

Conducting Practice Teaching: You are to take care of the following

- i. The practice teaching will be organized by trainee under the guidance of a mentor and a supervisor in the classroom situation in your working school.
- ii. They are required to develop a time table for practice teaching in consultation with the mentor/supervisor and deliver lessons accordingly.
- iii. They are to discuss lesson plans with the mentor/supervisor and obtain their views
- iv. The mentor/supervisor will observe how they are organizing different teaching activities in actual classroom situations. You will write observations in their lesson plan notebook as per the points given in the Teaching Competency Mapping Profile (TCMP) and discuss with them to provide regular feedback immediately after the class.
- v. The mentor/supervisor will observe the entire lesson. Altogether 40 lessons (10 lessons in each subject area – Language, Mathematics, Environmental Studies, Science/Social Science) are to be delivered in both Mono grade and multigrade/multiple class contexts.
- vi. At least 20 out of 28 lessons (7 lessons each in 4 subject areas) will be supervised by Mentors. The rest are to be delivered by them, which may or may not be evaluated
- vii. At least 8 out of 12 lessons (3 Lessons each in 4 subject area) will be supervised by Supervisors. The rest are to be delivered by them, which may or may not be evaluated.

- viii. **Out of 12 Lessons at least 4 lessons they are to deliver in multigrade/multiple class context and which will be observed by Supervisor**

Multiple class/Multigrade teaching at Primary Level

They may be working in a school where class and teacher ratio may not be 1:1. There may be five or eight classes and number of teachers may be less than 5 or 8 respectively. It may so happen that they may have to handle more than one class in a single room singlehandedly. It may also so happen that they may have to handle 2 to 3 classes at a time which need multigrade teaching skills. They are required to take minimum 4 classes of that type which are going to be supervised by supervisors. If in their school that situation does not exist, they are required to identify a nearby multigrade school and deliver the requisite number of lessons under the supervision of the supervisor.

Lesson Planning situations (general hints) in multigrade/multiple class context:

- i. Trainee need to work as a curriculum planner
- ii. In planning lessons, they should take care of using necessary source materials (Syllabus, teacher's Hand Books, Text books and TLMs)
- iii. They should prepare term notes for the whole year , weekly notes and daily notes
- iv. They better select one theme for all those grades if possible for a fixed period of one week
- v. Common activities should be planned to suit all the grades by selecting some suitable themes, Units and topics
- vi. Better they design activities of different levels for each grade under the same theme.
- vii. They need to assign group activities to small group of pupils.

Assessment

Like the assessment of school based activities, the mentor and the supervisor will assess practice teaching. As indicated earlier, the mentor will observe all the lessons (28) and assess 20 of them by assigning rating on a five-point scale provided in the Teaching Competency Mapping Profile (TCMP).The supervisor, however, will assess the quality of 8 (2+2+2+2) lessons including four in multigrade/multiple context observed by you using the format, which is provided at the end of this handbook. The ratings of the two evaluators (the mentor and the supervisor) may vary. On the basis of the ratings of all the lessons delivered, the supervisor will calculate a cumulative rating of all the lessons (20+08=28 lessons) and will assign an overall mark to Teacher Trainee in accordance with the procedure given in this handbook. The overall grades of Practice Teaching of all the candidates assigned to you will be submitted to the study centre coordinator for further action. At the end of the programme (Practice Teaching), the Head of the school will submit a practice teaching process evaluation report for each trainee in the prescribed rating scale appended at the end of this section. The marks awarded by the Supervisors and head of school will be put together to assign final weightage to the Practice Teaching in respect of each candidate. **The lesson plans, after assessment, in different subjects will be returned to the teacher trainee to be verified in the first day of Workshop-II.**

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

- Lesson planning 20 Marks
- Subject matter competence 15 Marks
- Teacher's guidance 15 Marks
- Pupil participation in the lesson& its management 15 Marks
- Pupil Evaluation 10 Marks
- Evaluation of Practice Teaching process by Head of the school 25 Marks

Total 100x2=200 Marks

Delivery of lesson during Practice Teaching

Name of the Subject	No. of lessons to be evaluated by Mentor	No. of lessons to be evaluated by Supervisor	Total
Language	5 out of 7	2 out of 3	10
Mathematics	5 out of 7	2 out of 3	10
Environmental Studies	5 out of 7	2 out of 3	10
Science/ Social Science	5 out of 7	2 out of 3	10
Total	20 out of 28	8 out of 12	40

(Four in multigrade/ multiple class contexts to be supervised by Supervisor)

Note: The Practice Teaching (PT) need be conducted at the beginning of the session of the second year.

FORMAT FOR GENERAL LESSON PLAN

- A. Name of the Teacher Trainee :
- Enrolment No. :
- Name of the school :
- Date :
- Class :
- Subject :
- Topic :
- Duration :
- B. Teaching points :
- C. Learning objectives :
- (Expected Learning Outcome)
- D. Previous knowledge :
- E. Learning Resources planned :
- F. Learning processes (strategies) proposed :
- G. Introduction :
- H. Presentation of the content material
 with Blackboard summary :
- I. Evaluation Items/Questions :
- Home Assignments
- J. Reference :
- K. Delivery of the lesson :

Steps	Teaching Point(s)	Learning Activities	Blackboard Work/ Test items
1) Introduction			
2) Presentation			
3) Evaluation Home Assignment			
4) Reference			

HOW TO USE THE GENERAL LESSON PLAN FORMAT

- 1) **Name** Write your Name
- 2) **School** Write the name of your school
- 3) **Date** The date on which the lesson is delivered
- 4) **Class** Mention the class you will teach
- 5) **Subject** Name of the subject you will teach
- 6) **Topic** Specify the topic you are going to present in the classroom
- 7) **Teaching points** The points to be identified centering in which learning takes place
- 8) **Learning objectives** The objectives to be achieved after being engaged in the learning situations.
- 9) **Previous knowledge** Before starting the topic you will test previous knowledge of the students by means of asking questions, narrating anecdotes, creating appropriate situations.
- 10) **Learning Resources** The teaching learning materials proposed to be used for better conceptual clarity in learning
- 11) **Learning Process (strategies)** The method/technique to be used by you will be pointed out in the lesson plan i.e., inductive- deductive, enquiry, project, problem solving, cooperative/collaborative etc. The focus mostly on Constructivist approach.
- 12) **Introduction** After testing the previous knowledge or adopting some other means you will introduce the lesson to motivate the students for studying the topic
- 13) **Presentation** After introduction of the lesson, you will lead the content material in a logical/sequential order based on the teaching points and opting appropriate strategy so as to help learners to formulate their own knowledge.
- a) **Continuous/ Regular Learning Activities** The learner's activity, teaching learning materials and evaluation items will be listed briefly. The organization of the lesson should be interactive encouraging the students to ask questions to the peer and teacher for better comprehension and clarity of the ideas/concepts. Adequate use of examples should be derived from learners' experience to clarify the concepts/content. The learning situations should be created so as to help the learners to build up knowledge on their own;

- b) **Blackboard Summary** The brief summation need be derived from the learners at the end of the lesson

- 14) Evaluation** Citing examples as to how the content learnt in the classroom is useful in real life situations. (Learning objective based)

- a) **Home Assignments** Topic-related application based home work to be given to students. The assignment must not be such that learner gets scope copying the answer directly from the text book. At the end, you will sign each plan in the lesson notebook.

- 15) References** The textbook and other books/materials referenced need to be mentioned which are being used by you to deliver the lesson.

OBSERVATION OF PRACTICE TEACHING

Please Note: All the activities pertaining to practice teaching are to be evaluated by the supervisor on the basis of remarks given by the mentor or on his/her own observation.

Teaching Competency Mapping Profile (TCMP)

Instructions

- The profile contains items on planning and learning situations.
- Each item is related to one or the other aspect of planning and learning situations.
- Each item has been analyzed into its specifications.
- Rate each of the items on a five point rating scale mentioned against them.
- Observe the specified learning situation created by the teacher and then rate him/her on this aspect by encircling the point, which matches your assessment.
- Sum up the ratings on all the items.
- Divide the summed up rating score by the number of items.
- The average score indicates the complete map of the teaching effectiveness of the teacher.

Teacher trainee.....

Enrolment No.....

Class.....Subject.....Topic.....

Date..... Name of the Evaluator.....

TEACHING COMPETENCY MAPPING PROFILE

Name of the working Place..... Class:

Name of the Teacher-Trainee..... Subject:-

Enrolment No: Topic:-

Name of the Supervisor/ mentor.....

Ratings					
Aspects/Components (Criteria/Teacher Behaviour)	(5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
1	2				
I. LESSON PLANNING					
1. Learning Objectives	5	4	3	2	1
(Stated in terms of pupils' ability to construct the knowledge, Relevant to the content, Adequacy with regard to learners ability and time)					
2 Content (Teaching Points and Previous knowledge)	5	4	3	2	1
(Accuracy and clarity, Adequacy with regard to learning time and Learners' ability)					
3 Learning Activities :	5	4	3	2	1
(Appropriateness, Effectiveness, Variety and originality)					
4 Evaluation : Formative & Summative	5	4	3	2	1
(Clarity and Appropriateness, Distribution; Review, Assignment)					
II. LEARNING SITUATIONS					
a) <u>Subject Competency</u>					
1.Lesson Introduction :Testing previous knowledge and motivation	5	4	3	2	1

2. Development of the Lesson:	5	4	3	2	1
(Uses appropriate teaching strategies, guides/ generalizes content with accuracy and clarity, guides in maintaining logical and sequential order, Provides opportunities for applying knowledge/skills, encourages use of the appropriate media, Budgets time according to task and importance of objectives.)					
3. Confidence in the subject	5	4	3	2	1
B. Teacher Guidance					
1.Integrating/correlating with other subjects					
by the learners	5	4	3	2	1
(Encourages Interpretations with the help of examples/ instances, helps to derives the process and structure through demonstration by the teacher/the students, encourages to speak with clarity & fluency, provides emphasis & interest through stimulus variation, helps to observe the phenomenon by the learners)					
2. Encouraging Questioning by the learners:	5	4	3	2	1
(Clear, relevant, utilizes pause for thinking. Helps the learners to raise questions, helps pupil responses using the prompting, seeking further information, refocusing & asking critical awareness questions from peer and teachers)					
3. Use of Teaching Learning Materials:	5	4	3	2	1
(Appropriateness of the materials with regard to size of the class, Allows handling of the materials by the learners to bring conceptual clarity, Adequacy of the material, making learners to Draw diagrams/sketches and labels, helps them to write legibly, neatly and systematically with adequate space and size)					
C. Pupil Participation in the lesson and its management					
1. Pupils' Participation:	5	4	3	2	1
(Secures & sustains pupil's attention through varied stimuli, responding & motivating statements by encouraging to ask questions and using verbal and non-verbal cues, group activities and reinforces)					
2. Closure of the Lesson:	5	4	3	2	1
(Reviews major points of the lesson, helps learner to relate present learning with previous & future learning, gives a chance to learners for clarification and more information, creates sense of accomplishment in pupils)					
3. Classroom Management:	5	4	3	2	1
(Reinforces for continuous participation, Provides democratic atmosphere and builds team spirit, effectiveness in tackling individual difference and learner's problem.)					

D. Pupil Evaluation

1. Evaluation	5	4	3	2	1
(identifies learning difficulties at all levels, ensures understanding of each teaching point, ascertains the realization of overall objectives)					
2. Follow Up	5	4	3	2	1
(Follow-up by giving appropriate assignment)					

Signature of the Supervisor / Mentor

Total out of 75:

PRACTICE TEACHING PROCESS EVALUATION REPORT BY THE HEAD OF THE SCHOOL

Name of the Trainee :

Enrolment No. :

Name & Address of the School :

Trainees need be rated on the basis of the following characteristics in a five point scale:

1	Personal characteristics in terms of punctuality, Initiative, capacity to manage classes, relationship with school staff, cooperativeness, participation in the special programme of the school, community service etc.	5	4	3	2	1
2	Participation in co-scholastic activities such as games and sports cultural activities, academic activities such as science /social science/ literary mela and club activities etc.	5	4	3	2	1
3	Participation in School work , arrangement, of classes laboratory library activities etc.	5	4	3	2	1
4	Teaching: Preparation of lessons, creating learning situations in the classroom	5	4	3	2	1
5	Originality and novelty , correction of home assignments, testing and reporting, diligence, originality and novelty.	5	4	3	2	1

Overall Mark out of 25:

Signature of the Head of the School with Office seal