

# **DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.)**

**Personal Contact Programme (PCP)  
&  
Practical Manuals (SBA, WBA, PT)**



**NATIONAL INSTITUTE OF OPEN SCHOOLING**

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# *The Chairman's Message .....*

## WELCOME TO NIOS

*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. The 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.

The 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 Right to Education Act (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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*Personal  
Contact Programme  
(Tutoring Sessions)*

## 1.0 INTRODUCTION

The Personal Contact Programme (PCP) in Open and Distance Education System is specially meant for supporting and facilitating you, as a distant learner and to solve your problems which you face during your self-study. Through the PCP you get an opportunity to interact with tutors/ resource person as well as the peer group. You 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 you all come together to share your learning experiences, find solutions to academic problems and remove the barriers in your 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 you 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 you will be able to draw benefit by attending the sessions.

- i. Opportunities come rarely in life and avail them at once without any delay or hesitation. PCP is such an opportunity for you.
- ii. The theoretical discussions made in the PCP sessions will help you a lot in doing School Based Activities (SBA), Workshop Based Activities (WBA) and Practice Teaching (PT) exercise. You should, therefore, attend 100 percent sessions of PCP.

## 2.0 OBJECTIVES OF PCP

You have to attend the PCP compulsory. 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. You have to attend the minimum of 75 percent of PCP/tutorial sessions without which you will not be allowed to appear in terminal examinations.

The objectives of PCP are to enable you :

- i. 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;
- ii. to deal with academic problems and opportunities to clarify doubts;
- iii. to seek tutors’ guidance in learning and completing assignments;
- iv. to develop confidence and get motivated for self-study;
- v. to use the library and ICT resource available at the study centre to facilitate your learning;
- vi. to get feedback on your progress individually as well as in groups;
- vii. to prepare well for term end examinations.

### 3.0 IMPORTANCE AND ACTIVITIES OF PCP

By attending PCP, you can

- i. avail opportunities to have interaction to know your peers (classmates) and tutors/resource persons will definitely free you from the feeling of isolation at home and tension about your 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 your doubts relating to hard spots that you 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 your knowledge and skills.
- vii. assess yourself about your progress in studies which would definitely help you in planning for further improvement.
- viii. plan well for Term-End Examination and prepare accordingly.
- ix. gain self-confidence by attending PCP sessions; whereby you can do better in your performance.
- x. have a strong theoretical knowledge to do the School Based Activities (SBA), Workshop Based Activities (WBA) and Practice Teaching (PT).

Please bring with you 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.

Please bring with you the Identity Card, Programme Guide, Practical Manual and corresponding study material as per the given schedule.

Please with you the telephone numbers of some peers, whom you think that they are helpful at the time of need and you may contact them for academic help whenever needed.

### 4.0 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

#### 4.1 The Pre -tutoring situations

##### 4.1.1 Jobs to do prior to the PCP

You are advised to do the following jobs prior to the PCP:

- i. to be in close touch with your study centre/co-ordinator.

- 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 yourself totally free on the dates of PCP so as to enable you 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. to prepare course wise list of your doubts.
- vii. to go through the course based assignments and note down the points for clarification in the PCP.
- viii. to plan, in such a way that sessions you can attend all the without fail (a minimum 75 percent of sessions need be attended)

#### **Very Important**

- i. PCP sessions should not be compared with or considered as regular teaching classes of a Formal Teacher Training Institution. PCP sessions are, in fact, doubt clearing sessions of some genuine and common doubts of a majority of trainees.
- ii. It should be borne in mind that if every trainee would prepare a long list of doubts, then it would be practically impossible on the part of a tutor to clarify all the doubts of all the trainee with the time frame.
- iii. In view of the above mentioned reasons trainees are advised to identify local ‘no-cost’ resource like teachers or retired teachers or trainees of PTI and get maximum doubt clarified from them.

## **4.2 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,
- Guiding learn independently,
- Guiding to perform well,
- Providing professional guidance,

### **4.2.1 Jobs to do during the PCP**

- i. carry with you the “Teacher Trainee Handbook”, course books and other relevant as per the programme schedule.
- ii. handover the list of doubts to the PCP co-ordinator keeping a xerox copy of with you.



- iii. listen attentively to the doubts (clarifications sought) by your peers and discussions made on it by the tutor. Note down the points of discussions and make your note on it at home referring to the content given in the course books.
- iv. participate in the classroom academic discussions if you are thorough about the point.
- v. if you 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 yourself.
- vii. always be sober and polite with the peers and the tutors in your dealings.
- viii. try to refer the library books and use the ICT resources available in the study centre in order to enrich your knowledge and upgrade your 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 your courses) and buy or borrow them for reference.

## **5.0 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.

## **6.0 ATTENDANCE**

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

## **7.0 ASSIGNMENTS**

As you know it is compulsory to complete and submit your assignments which are related to theoretical course materials. You will get the guidance, share the ideas in the group to complete assignments. Take note of different questions which you feel difficulty in answering on your own and get it clarified. The assignments in each course carry one credit per course. All assignments provided to you 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.

## **8.0 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 you 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.

## Schedule of a Day

Time	Activities
10.00 am	Reporting to the study centre
10.00 am-10.15 am	Making sitting arrangement
10.15am-10.30 am	Marking attendance
10.30 am -01.00 pm	First session (Morning with a tea break at 11.45 to 12.00)
01.00 pm -02.00 pm	Lunch break
02.00 pm- 04.30 pm	Third session ( Afternoon with a tea break at 3.15 pm to 3.30 pm)
04.30 pm- 04.45 pm	Feedback & Marking attendance

***511***

***School Based Activities***

## 1.0 INTRODUCTION

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 you have 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 assembly in general and many others specific activities are regularly conducted in the school system. You are expected to develop skills and competencies in you conducive for organizing such activities in actual school settings.

School based experiences activities provide you firsthand exposure to the systematic schooling procedure. It enables you to develop your own understanding of the realities of working with mentors and children in school situations. You will carry out scientific observation in school setting under the supervision of mentors/supervisor who are asked to guide your performance. School based activities enables you 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. You are required to conduct the activities in your 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 your mentors/ supervisors. From the observation, you need to make reports on your activities and have to make a portfolio. There will be no final examination for this course as the main focus is on your 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. You are required to conduct activities according to the list mentioned under each group. You 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 October to March 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 you in consultation with the mentor/supervisor and the head of the school. You will conduct these activities under the guidance/supervision of the mentor who may be one of your colleagues or the head of the school. The mentor/supervisor will supervise the organization of these activities. You 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 your 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 you. For each activity, after it is being organized, you 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 your activities in a five point scale on your keenness of maintaining records, nature of suggestion given by you to solve the school based problems, comprehensiveness and clarity of your 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-CASE STUDY OF A CHILD

### 511.1.1-Format for the CASE STUDY

1. Name of the Teacher Trainee :
2. Enrolment No:
3. Name and Address of the Study Centre:
4. Name and Address of the School:
- A) IDENTIFICATION DATA:**
  1. Name of the Student:
  2. Date of Birth:
  3. Male/Female:
  4. Natural/ Guardian's Name:   Father:  
  Mother:  
  Guardian:
  5. Class in which Studying:
  6. Postal Address:
  7. Monthly income of the parents/Guardian:
  8. Profession and Educational Qualification of Father /Guardian:
  9. Profession and Educational Qualification of Mother:
  10. No. of :.....Brothers..... Sisters
  11. Ordinal Position of the Child among the Siblings:.....
- B) RECORDING OF THE PROBLEM AND SOLUTION**
  1. Objectives of the case study.
  2. Nature of the Problem- Scholastic/Co- Scholastic/ regularity, punctuality etc. (Viz-Attendance, emotion, recreation, playing, speaking, writing, listening etc)
  3. Probable reasons for the problems of the child:.....
  4. What are the strengths with the child:.....
  5. Details of intervention carried out with the child:.....
  6. Effect of the intervention:.....

Signature of the Teacher Trainee

**Counter signature by the Head Master  
with office seal**

**Signature of Mentor**

**Signature of Supervisor**

**Note:-** Case Study report need be written basing on the points mentioned above. Additional information may be added if need be.  
-Procedure of conducting the study need be mentioned in the report  
- Study may be carried out within 3 months.

### 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):

**Counter signature by the Head Master  
with office seal**

**Signature of the Teacher Trainee**

**Signature of Mentor**

**Signature of Supervisor**

**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/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/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	

**Counter signature by the Head Master  
with office seal**

**Signature of the Teacher Trainee**

**Signature of Mentor**

**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) Keeness 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:

**Counter signature by the Head Master with official seal**

**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**

**Counter signature by the Head Master with office seal**

**Signature of Mentor**

**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**

**Counter signature by the Head Master with office seal**

**Signature of Mentor**

**Signature of Supervisor**

### 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**

**Counter signature by the Head Master with office seal**

**Signature of Mentor**

**Signature of Supervisor**



### 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**

**Counter signature by the Head Master with office seal**

**Signature of Mentor**

**Signature of Supervisor**

### 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**

**Counter signature by Head Master with office seal**

**Signature of Mentor**

**Signature of Supervisor**

### 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:

**Counter signature by Head  
Master with office seal**

**Signature of Supervisor  
(Assessment)**

***Workshop Based Activities***  
***(WBA)***

- **512-Workshop-I (1<sup>st</sup> Year)**
- **513-Workshop-II(2<sup>nd</sup> Year)**

## 1.0 INTRODUCTION

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 you get opportunity to have face-to-face interaction with the resource persons, peer groups and others. It will also provide a platform for you for exchanging your views, raising issues, discussing themes, problems etc., relating to your 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 practise 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 your part and are considered essential for enhancing your 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**

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### 512- Workshop-II (Second Year)

The Workshop-II (Second Year) involve 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.

## 2.0 EXECUTION

The Study centre coordinator will conduct the workshop as workshop coordinator as per the schedule drawn by the 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 you will be able to :

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

## 3.0 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

### 3.1 Pre-workshop Activities

- i. In pre-workshop activities you are expected to prepare yourself thoroughly for the workshop based activities so that your interaction with the resource persons/ peer groups is effective and meaningful.
- ii. You are advised to read the relevant theoretical input given in the self-learning materials, as you have to make necessary preparation needed for workshop activities.
- iii. The pre-workshop activities lay a strong foundation for the workshop and you 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.

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

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

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

### **Second Year**

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

### **3.2 During-workshop Activities**

This is the stage of the workshop which is consisting of 168 teaching hours in two years. At this stage you get direct opportunities to develop and practise 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 you to integrate knowledge gained from the textual materials given to you 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 you and them during the sessions and active



participation in various activities. You may ask questions; discuss issues and problems pertaining to the concerned activity.

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

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

### **3.3 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 you 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**

- i. Verification of School Based Activities (SBA) records
- ii. Identification of teaching/learning points from a given topic
- iii. Formulation of general objectives and learning objectives concerning Language, Mathematics, EVS and Science/Social Science
- iv. Demonstration of lesson plans in various subjects by Resource Persons (RPs)
- v. Development of lesson plans in Language, Mathematics, EVS and Science/Social Science
- vi. Development of lesson plan pertaining to multigrade setting
- vii. Analysis of any two chapters of mathematics textbook
- viii. Presentation of multigrade teaching demonstration by RPs
- ix. Writing observation report on demonstration of lessons by RPs in different subject areas
- x. Developing items for laboratory (Maths, Science/Social Science, Language, EVS)
- xi. Conducting subject based achievement tests
- xii. Development of blue prints for unit test
- xiii. Conducting field visit for environmental/ socio-economic point of learning
- xiv. Development of teaching aids in different subject areas
- xv. Participation in discussion on TCMP (Teaching Competency Mapping Profile)
- xvi. 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 practise 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

- i. Verification of lesson plans delivered during PT
- ii. Participation in course based activities included in second year
- iii. Analyzing lesson diary/notes (format appended)
- iv. Developing subject based concept maps
- v. Analysis of CCE conducted in respective schools
- vi. Conducting Art education activities
- vii. Conducting work education activities
- viii. Conducting health and physical education activities
- ix. presentation of report on library activity in respective schools
- x. Observing library setting in DIET/BRC/CRC
- xi. Development of non-testing technique tools (questionnaire, observation schedule, interview schedule, rating scale, checklist etc.)
- xii. Analysis of annual activity calendar and time tables of various schools
- xiii. Analysis of unit test papers
- xiv. Developing expertise in identifying various type of children with physically challenged
- xv. Analysing question paper of previous annual examination
- xvi. Analysing result of previous examination of a particular class
- xvii. Presentation of Seminar papers on various issues
- xviii. Analysing Portfolio of various subject based evaluation

- xix. Conducting specific community mobilization activity
- xx. Analysis of reports on opinion of parents of first and second generation school goers
- xxi. Conducting and presentation of peer lesson observation (format appended)
- xxii. Analyzing specific School community partnership
- xxiii. 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

### 3.4 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. You are expected to pursue the activities, which have been conducted during the workshop. You will practise all these activities and experiences when you go back to respective schools. In other words the post workshop activities are meant for practising or reinforcing what you have learnt during the workshop.

#### Summary of Post Workshop Activities

##### First Year

- i. Preparation of lesson plans in various subjects for Practice Teaching (PT)
- ii. Development of TLM corner in respective schools with the TLM developed during workshop
- iii. Submission of all the records and reports for evaluation by Resource Persons(RPs) immediately after the workshop if it is necessary
- iv. 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

### 4.0 Assessment

As stated earlier, your 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 your part) in two years, evaluation of your performance is essential.

You are required to prepare reports on various activities undertaken by you 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 your reference. You will be awarded with marks on your attendance, punctuality and sincerity also. Your enthusiasm involvement and participation in the various activities during the workshop sessions will be under observation for awarding marks.

## 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 : .....

<i>Steps</i>	<i>Teaching Points</i>	<i>Learning Activities</i>	<i>Suggested Alternate/additional activities</i>	<i>Reasons for suggesting alternate/additional activities</i>
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** **Ratings**  
(5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)

**School Time-Table**

– 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	Ratings				
	(5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
<b>Calendar of activities</b>					
– 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
a) Self Confidence	5	4	3	2	1
b) 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:**

<b>Criteria</b>	<b>Rating</b> (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:**

<b>Criteria</b>	<b>Ratings</b>				
	(5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
- 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					
- Fulfilment 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	<b>Ratings</b> (5-Excellent, 4-Very Good, 3-Good, 2-Average, 1-Unsatisfactory)				
– Identification of school and community partnership	5	4	3	2	1
a) Identification of school roles					
b) Identification of community roles					
c) Utilization of school resources for community					
d) 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**

**514**

*Practice Teaching*

## 1.0 INTRODUCTION

One of the main objective of D.El.Ed. Programme is to enable you 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 you a successful teacher. Through continuous and sincere practice only you can acquire them to the possible extent, as they are acquirable, achievable and measurable competencies. PT exercise is consider as foundation stone of the teaching profession and it ( 40 practice lessons) provides ample opportunities to the teacher trainees like you to acquire, improve and master the teaching skills to ac 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.**

## 2.0 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. You as a teacher trainee need be well aware of them and act accordingly

### 2.1 Teaching-Theory and Practice

In order to become an effective teacher you 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. You are to master the theoretical knowledge as well as through practice gain experience and get exposed to your strengths and limitations. You are to be supplemented with the observation and feedback of the mentor and supervisor. It will help you to rectify the weak points and do better and better in the area of your strength. This is how practice makes a man perfect.

### 2.2 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. You 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. You also have to take into consideration the academic levels of the learners and difficulty level of the content matter to be a better teacher.

### **2.3 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 procedural 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**

## 2.4 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. You 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, you 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.

## 3.0 ROLE AND RESPONSIBILITY OF THE MENTOR/SUPERVISOR

The role of mentors/supervisors in practice teaching exercise is that of a real guide. They are supposed to oversee and help you in different aspects and stages of your practice teaching. The mentor and supervisor are also to observe and evaluate your 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 you 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, you 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 you to plan the lesson systematically according to the format. They may ensure that you deliver the lessons in accordance with the learning objectives to be achieved. The mentor/supervisor will also help you in selecting, preparing and using appropriate teaching learning materials. They may also guide you 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 organised by you under the guidance of a mentor and a supervisor in the classroom situation in your workingschool.

- ii. You are required to develop a time table for practice teaching in consultation with the mentor/supervisor and deliver lessons accordingly.
- iii. You are to discuss lesson plans with the mentor/supervisor and obtain their views
- iv. The mentor/supervisor will observe how you are organising different teaching activities in actual classroom situations. They will write observations in your lesson plan notebook as per the points given in the Teaching Competency Mapping Profile (TCMP) and discuss with you 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 you, 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 you, which may or may not be evaluated.
- viii. **Out of 12 Lessons at least 4 lessons you are to deliver in multigrade/multiple class context and which will be observed by Supervisor**

#### **4.0 MULTIPLE CLASS/MULTIGRADE TEACHING AT PRIMARY LEVEL**

You 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 you may have to handle more than one class in a single room singlehandedly. It may also so happen that you may have to handle 2 to 3 classes at a time which need multigrade teaching skills. You are required to take minimum 4 classes of that type which are going to be supervised by supervisors. If in your school that situation does not exist, you are required to identify a nearby multigrade school and deliver the requisite number of lessons under the supervision of the supervisor.

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

- i. You need to work as a curriculum planner
- ii. In planning lessons, you should take care of using necessary source materials (Syllabus, teacher's Hand Books, Text books and TLMs )
- iii. You should prepare term notes for the whole year , weekly notes and daily notes
- iv. You 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 you design activities of different levels for each grade under the same theme.
- vii. You need to assign group activities to small group of pupils.

## 5.0 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 him/her 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 him/her 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
<b>Total</b>	<b>100x2=200 Marks</b>

### 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 lessons
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.

## Competence or competency

### Teaching Competence 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

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



<b>B. Teacher Guidance</b>					
<b>1. Integrating/correlating with other subjects by the learners</b>	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)					
<b>2. Encouraging Questioning by the learners:</b>	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)					
<b>3. Use of Teaching Learning Materials:</b>	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)					
<b>C. Pupil Participation in the lesson and its management</b>					
<b>1. Pupils' Participation:</b>	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)					
<b>2. Closure of the Lesson:</b>	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)					
<b>3. Classroom Management:</b>	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.)					
<b>D. Pupil Evaluation</b>					
<b>1. Evaluation</b>	5	4	3	2	1
(identifies learning difficulties at all levels, ensures understanding of each teaching point, ascertains the realization of overall objectives)					
<b>2. Follow Up</b>	5	4	3	2	1
(Follow-up by giving appropriate assignment)					

**Total out of 75:**

**Signature of the Supervisor / Mentor**

# 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:

- |  |                   |
|--|-------------------|
| <b>1 Personal characteristics</b> 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 |
| <b>2 Participation in co-scholastic activities</b> 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 |
| <b>3 Participation in School work</b> , arrangement, of classes laboratory library activities etc.   | 5   4   3   2   1 |
| <b>4 Teaching:</b> Preparation of lessons, creating learning situations in the classroom   | 5   4   3   2   1 |
| <b>5 Originality and novelty</b> , 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**

## 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		<b>Feedback</b>
2	SBA 511.3 verification of activities on Contribution to School Programme			Identification of teaching/learning points from a given topic		<b>Feedback</b>
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		<b>Feedback</b>
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		<b>Feedback</b>
5	Demonstration of lesson in Language & post lesson discussion	Demonstration of lesson in EVS & post lesson discussion		Lesson planning in Languages by the trainees		<b>Feedback</b>
6	Demonstration lesson on Mathematics & post-lesson discussion			Prepare a plan in mathematics using constructivist approach	Prepare lesson plan in EVS using constructivist approach	<b>Feedback</b>
7	Demonstration of lesson in Science/ Social Science & post lesson discussion			Demonstration of multi-grade teaching with post lesson discussion		<b>Feedback</b>
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		<b>Feedback</b>
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	<b>Feedback</b>
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)		<b>Feedback</b>
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		<b>Feedback</b>
12	Teaching aids exhibition (every trainee need to present minimum two teaching aids)			Discussion on TCMP(Teaching Competence Mapping Profile)		<b>Feedback &amp; conclusion</b>

- 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, Assistant 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)	<b>Feedback</b>
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		<b>Feedback</b>
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)		<b>Feedback</b>
4	Activity on Art education(Practical)			Activity on work education(Practical)		<b>Feedback</b>
5	Activity on physical & Health Education(Practical)			Analysis of school time table		<b>Feedback</b>
6	Analysis of Annual activity calendar			Analysis of Lesson diary/notes		<b>Feedback</b>
7	Analyzing unit test developed during PT in any one subject			Identification of support services for CWSN		<b>Feedback</b>
8	Preparation of portfolio evaluation on activities relating to Sc./ S.Sc			Plenary session on course based assignments (courses- 506 & 507)		<b>Feedback</b>
9	Plenary session on course based assignments (courses-508,509 & 510)			Seminar on corporal punishment and child right		<b>Feedback</b>
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)	<b>Feedback</b>
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		<b>Feedback</b>
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)		<b>Feedback and conclusion</b>

**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, Assistant Coordinator and the concerned Resource Person