

# **DIPLOMA IN ELEMENTARY EDUCATION**

## **D.Ed**

### **D.Ed CURRICULUM**

#### **2018**



**State Council of Educational Research  
and Training (SCERT)**

**State Council of Educational Research and Training (SCERT)**

Poojappura, Thiruvananthapuram 695012, Kerala

*Website* : [www.scertkerala.gov.in](http://www.scertkerala.gov.in), *e-mail* : [scertkerala@gmail.com](mailto:scertkerala@gmail.com)

Phone : 0471 - 2341883, Fax : 0471 - 2341869

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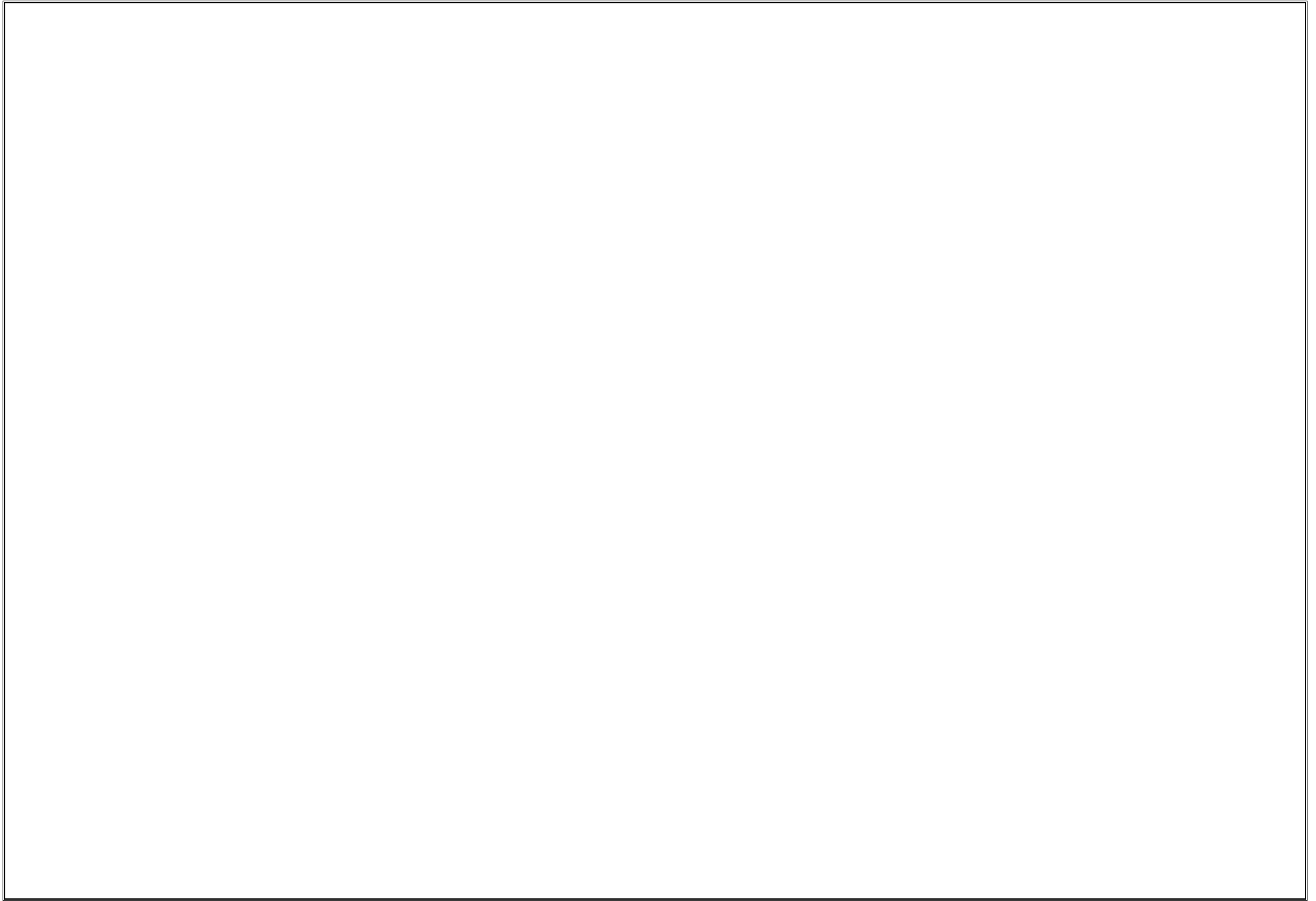
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## **Preface**

The curriculum for Teacher Education at the elementary level, prepared on the basis of suggestions by NCTE, has come into being on December 1<sup>st</sup>, 2018. The name of the present course, D.Ed (Diploma in Education) is now changed as D.El.Ed (Diploma in Elementary Education) from this academic year 2018 – 2019 onwards. The curriculum is revised in accordance with the norms of NCTE. The SCERT, Kerala is about to implement this revised curriculum in the academic year 2018 – 19. This curriculum is aimed at equipping the student teachers to teach in elementary classes, which are child friendly in nature. Modern Educational Psychology, Philosophies of education and pedagogical perceptions are the foundations of this curriculum.

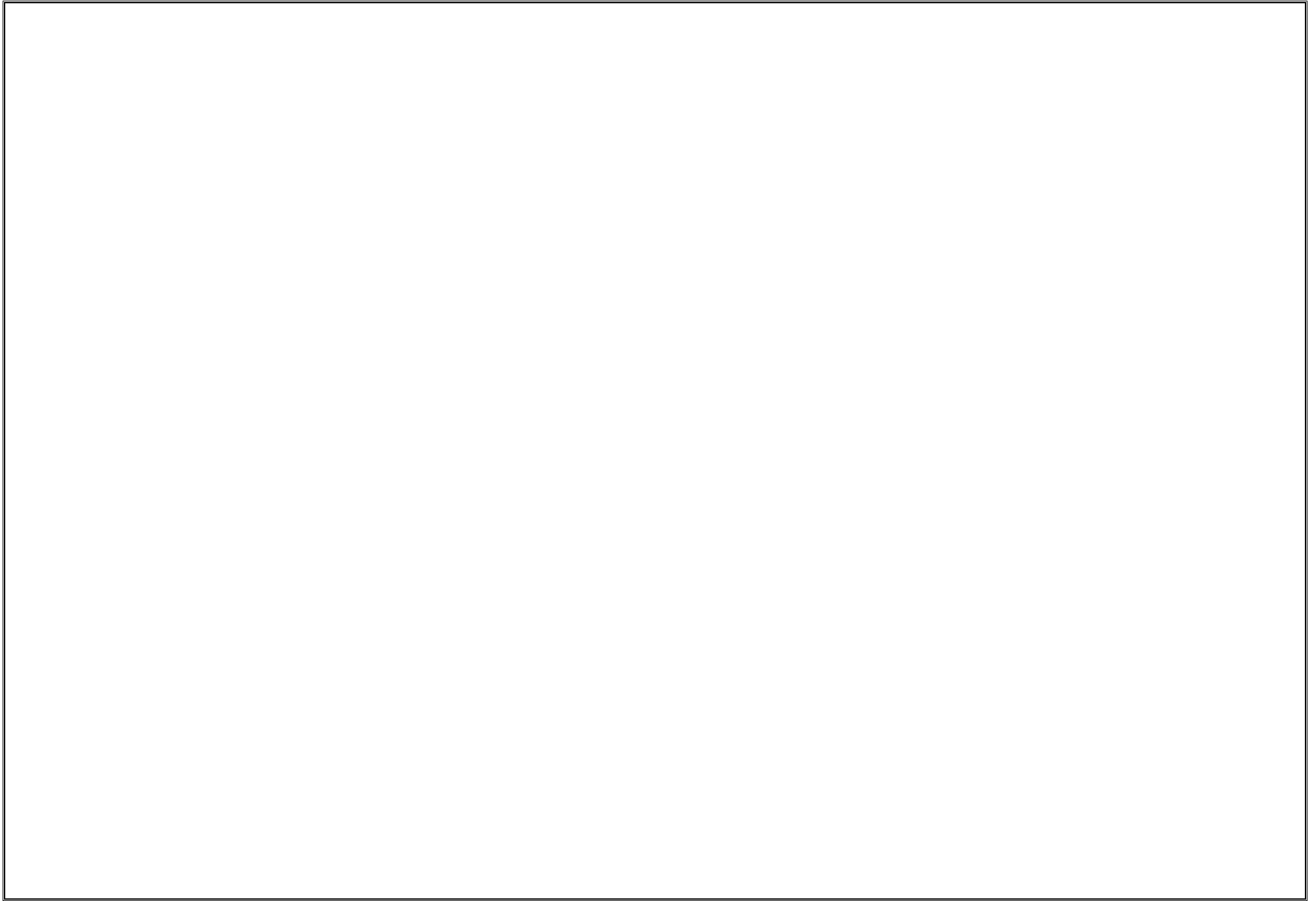
The future society is shaped in our classrooms. Each child should get opportunity to its comprehensive growth and the development of aptitudes. School is the place, where the perceptions on making the society dynamic and making the social interventions more humane, nature friendly and progressive are shaped. The support, recognition and encouragement should be made available to each child from the school so as to enable them become a nuclear of society and a sensible person. The main challenge of teaching is how to provide Psychological support and opportunities to each and every child with Social and Scientific awareness. Teaching is both an art and science. The aim of Pre-service Teacher Education is to equip the trainee with the skills and knowledge needed to approach students and develop their inherent talents by understanding that each child is unique. This Pre-service Teacher Education Curriculum is framed on the basis of this perspective. It is expected that the ITEs would implement this curriculum in a most effectively manner.

**Dr. J. Prasad**  
Director, SCERT



## Content

1. Teacher Education Curriculum – General Approach	6 – 15
2. Structure and Content of Curriculum	16 – 24
3. Learning Methods and Strategies	25 – 29
4. School Experience Programme	30 – 46
5. Pedagogic Analysis and Teaching Manual	47 – 49
6. Community Living Camp	50 – 51
7. Study Tour	52 – 53
8. Assessment	54 – 62
9. Content Analysis	
a) Semester – 1	63 – 1368
b) Semester – 2	169 – 286
c) Semester – 3	287 – 354
d) Semester – 4	355 - 391



# Chapter 1

## Teacher Education Curriculum General Approach

Curricula are being continuously modernized to enhance/improve the quality of education in Kerala where public/general education has been traditionally strong influential. This is done through a timely revision of the content and transactional strategies on the basis of the analysis of experience of the existing curriculum. Keeping up with such reforms, suitable and appropriate revisions are to be brought out in the curriculum of teacher education that moulds teachers of the future. If this is not done, it will be definitely losing the ability to effectively respond to the social, educational and vocational needs. What Kerala requires in future are teachers who are engaged in a continuous learning process capable viewing learning as a social process after having internalized the characteristics of a child at the elementary level, her mental abilities/skills and also the theoretical basis of education.

### Modernization of Teacher Education : Its Need

It is a fact that D.Ed curriculum implemented in 2013-14 is structurally very different from the one in existence/practice till then. Yet, it had certain limitations as pointed out by the Joint Review Mission in 2014. The study carried out by NCERT in 2015 also had suggested changes in the content and the time schedule of the curriculum. Further, NCERT's recommendation of teaching practice for 100 days also could not be implemented.

SCERT had carried out a comprehensive study in 2017 named 'Teacher education in Kerala : study based on D.Ed curriculum'. In this study, the following limitations were highlighted:

It has not been able to transact the subjects and activities as suggested by the curriculum within the stipulated time. Not do the academic councils and planning systems for carrying out activities effectively within the time available function effectively in the institutions.

- Most of the teacher training centres lack the necessary infrastructure and instructional materials. Other than the DIETs, the (necessary) required teacher strength is not there in the govt. as well as private teacher education institutions.
- Activities like continuous evaluation, unit/term exams, internship and annual exams are yet to reach the desired goal/level/standard.

- There are no co-ordinated efforts or monitoring councils to implement the curriculum. The visit by the practical exam board which is supposed to carry out coordination never offers any scope for correction.
- Teacher education should be able to provide make available to the young learners who have acquired the core certain experiences that can develop the attitude and skill required to blossom into the best teachers. It has to be ensured that they get proper helpful understanding for this and also that they are given the appropriate experiences to make it possible. But more importance is given to concepts and records and also to the examination strategies that assure these. The primary goal of moulding excellent teachers gets sidelined in this process.
- More time is to be made available understanding of pedagogy is for getting more practical experience in teaching practice and for assessing/analyzing one's own strengths and weaknesses. More time is to be provided to evaluate the practical aspect of these concepts. At present teaching is more of a force and is not being subjected to effective intervention or correction. There is certain inevitable understanding one should acquire before starting teaching practice in a school. Unfortunately this does not seem to be happening.
- Pupil teachers do not get a proper inn sight into/understanding of how to conduct learning activities in English medium classes. The students do not possess the self confidence to communicate in English language. Taking this into consideration, the students should be given special assistance in English.
- Content as instructed in the curriculum, handbooks that help in its transaction and reference materials are not available in the institutions. Due to this non-availability, teacher educators are able to guide the students properly.
- The necessary support and opportunity is not available either to adopt the inclusive approach or to implement and analyse the same.
- There are some core teaching competencies pupil teachers should acquire. But they do not get teaching methods or practical experiences that give emphasis to these competencies.
- There is not scope to develop a practical knowledge of IT or to in still the skill to make use of technology in teaching.



## **NCTE Guidelines**

- At present, elementary teacher education courses are labeled under different names. From now onwards, they will be uniformly known as Diploma in Elementary Education (D.El.Ed)
- The course should have a duration of 2 years consisting of 400 working days excluding the examination days. The total working hours should be 2400 hours, @ 6 hrs per day.
- Teacher Training Institutes should work for 36 hrs in a week.
- Admission should be on the basis of marks obtained in the qualifying exam. State governments may take necessary policy decisions in adapting entrance tests or such admission procedures.
- There should be an internship of 100 working days as part of the course.
- Each training institute should have a minimum of 10 affiliated schools for the purpose of internship. Besides at least a minimum of 1 lab school should permanently attached to an institute. Help of education officers may be sought in this matter.
- The academic calendars of the training institute and the school where internships is to be carried out should complement and supplement each other.

## **Modernization of School Curriculum**

Curriculum reforms aiming at quality education are being carried out in Kerala from 1997. These reforms are based on the theory of social constructivism and the learning strategies and techniques are presented accordingly as a part of it. Teachers should be well-equipped to transact curriculum accordingly and also to evaluate the children. School curriculum should therefore be able to inculcate the required skills, understanding and attitude in the future teachers. The curriculum for teacher education should have the ability to ... new pedagogical concepts and changes that take place in the subject content. School curriculum and teacher education curriculum can influence each other mutually can influence each other mutually. Therefore reforms in both are to be done simultaneously.

## **Progress/Growth of Education Technology**

Educational process is making rapid studies, with the help of technology. Efforts are understanding at the government level to give a new facelift to the general education sector by establishing hitech schools and smart classrooms all over. The future generation of teaching community should also be well prepared and capable of handling classes (importing teaching) using ICT. Hence ICT is to be given due importance in the D.El.Ed curriculum.

Educational technology is not confined to ICT alone. Technology should be made use of in preparing adequate physical facilities in the learning process and management and also to solve problems related to learning.

## **Viewpoints that support curriculum**

There are certain views that act as the basis while formulating a curriculum. These have been consolidated in the D.El.Ed curriculum. In the case of teacher education curriculum, viewpoints/vision regarding the pedagogical and theoretical foundation, role of teachers in democratic education, role of teachers in democratic education, teacher competencies, inclusive education, art, physical and work experience education, learner and society are essentially important factors.

## **A child who constructs knowledge**

Vision about learning is very important while formulating a curriculum for teacher education. The curricula that had been implemented in Kerala during the last decades are founded on the theory of social constructivism. This view believes that a child constructs knowledge in a social environment. Knowledge is constructed through a mutual give-and-take by children among themselves, between children and teachers and between children and society. Learning is to take place in an experiential setting.

Major considerations of school curriculum are given below :

Considers the child's nature and learning process.'

Learning should take place in a democratic environment. Children should get the opportunity to choose.

Importance is given to discovery learning

Learning should be based on experiences

Opportunity should be provided for co-learning and co-operative learning.

Opportunity to be given for self-evaluation and mutual evaluation.

School curriculum has adopted a most humanistic approach which addresses the social and intellectual differences among children their physical limitations and also the learning disabilities. This means that educational objectives can be deemed to be failures if the majority in a classroom are not able to achieve the envisaged learning outcomes. Our aim is to achieve sustainable development through quality education. Education should be capable of producing generation that can contribute to the national development and who can find for themselves on their own. Teacher education is bound to mould teachers who will show commitment in implementing such a curriculum.

### **Teachers for the era**

A suitable education system that can overcome the challenges and anxieties being experienced by the new age and society is the need of the.. hour. Human conditions all over the world have parallels elsewhere. However, each nation and its geography within varies according to its nature, climate/weather, resources form of government and culture. As years pass by, new possibilities and and arises also increase. Changes keep on occurring in the subjects to be learnt, the learning technique/style, learning materials and the relevance of the taught subjects. As a result, educational objective, content and methodology will also be subjected to changes what we need is a teaching community that can understand these changes and reforms themselves accordingly. For this, teachers should possess the following qualities :

- A suitable perspective that can nurture democracy as envisaged in by the constitution, secularism, socialism and scientific temper.
- Ability to provide leadership to the society through education.
- Should have self confidence and communication skills.
- Endeavourer to modernize/update continuously so that vocational excellence will be maintained.
- Helpful attitude towards democratizing educational activities.
- Critical approach to knowledge and concepts and self-conceptualisation.
- Inclusion of all the social groups and their special characteristics.
- Acceptance of all kinds of abilities and giving opportunity to all.
- Individual care/attention and support to those who have physical and mental limitation.

- Adaptation of appropriate educational materials and strategies after considering each individual's intellectual-cultural levels.
- Exploring the possibilities of IT for the benefit of the growth and development of children and society.

### **Teacher Ethics**

Our tradition is one that accords only affection and respect to teachers. This status of teachers imposes great responsibility on them, making it different from other professions. For the same reason, teachers are to observe some codes of behavior, based on ethics. When we consider this topic, it should be done from a general perspective encompassing children's developmental needs, rights and human rights.

### **Teacher-pupil Relation**

- Observe a time schedule/punctuality in school administration matters.
- Ensure the learning process only after making all the necessary preparations.
- Treat all children with love and equally, irrespective of their caste, religion, gender, socio-economic status and language.
- Give proper guidance for the physical, intellectual, social, emotional and ethical development of the children.
- Understand that the need of each child is unique and provide opportunities accordingly.
- Do not accept remuneration from children for providing instruction or correctional teaching.
- Do not make public the confidential details of the children (Do not reveal to the public the confidential matters related to children)
- Do not engage/indulge in activities that will create a wedge between children themselves, children and teachers and ever children and the school.
- Maintain a respectable demeanor in attire, language and behavior
- Do not violate children's rights under the guise of discipline.

### **Relation between the Institution, children and guardians**

- Encourage friendship with the guardians
- Inform the parents of the excellence as well as limitations of their wards at the appropriate time/in due course.
- Do not complain to the parents in a manner that will ruin the self confidence of the children.

### **Teachers' Relation with society and Nation**

- Take part/participate in those activities meant to promote national integration and unity.
- Show loyalty and respect to school, society, state and nation.
- Respect the culture of India and inculcate the same in children as well.
- Develops the school as a resource centre for knowledge, information, competency and attitude required for a society.

### **Relationship with Colleagues/Peers**

- Treat the colleagues in the same way we should expect them to treat us,
- Do not raise baseless allegations against the colleagues or the higher authorities.
- Participate in inservice training seminars and workshops which help in career development.
- Do not pass bad comments about the colleagues in front of children, teachers, higher officials or parents.
- Co-operate both within and outside the institution with the higher authorities and colleagues for the betterment of the institution.
- Exhibit professionalism while reporting or passing on details information to the concerned authorities, for the welfare of children or development/growth of the institution.

## **Teacher mentors**

In a democratic education system, teachers should have democratic approaches like social sense, responsibility, sense of equal justice, tolerance, co-operative attitude and humanity. A teacher should be a veritable mentor who will personally care for help, advise and encourage the student.

## **Teacher competencies and Attitudes**

Teacher education should be that process which can democratize and humanize education and make it an enjoyable experience. What is effected through teacher education is a process that will transform a student, who has completed 12 yrs of school education, into a teaching mode. What is to be developed is the knowledge and attitude needed for this transformation.

### **1. Evolving an independent teaching style**

The aim/goal is to develop an independent teaching style, with focus on the present/existing accepted psychological and theoretical viewpoints. This is what the curriculum prescribes. The future teachers should be able to go through research-oriented practical experiences and mould an independent teaching style as well. The main objective of the new curriculum is ensuring opportunities in the pre-service classes for acquiring competencies which will help in this and also for providing scope for self-evaluation the subsequent improvement.

### **2. Expression and expansion of vocational excellence**

Opportunities should be created with in the learning process to give emphasis to the all-around development of all the students and also to express their talents. Teachers should have the capability to provide the necessary support taking the physical, social, economic and cultural limitations into consideration. The following factors are to be considered for the development of vocational skills required for this.

- Should be knowledgeable about the school support systems.

- Should have a clear idea about which help will be available for solving problems and also the ability and attitude to extract this/to win over.
- Should have the willingness to evaluate one's own activities and take steps for self-improvement.
- Should recognize that it is one's own responsibility to do life long and achieve professional development,
- Should acquire the necessary skill and attitude required to collect data/information for reference whenever needed.

### **3. Knowledge acquisition and creation of practical /working models.**

Knowledge in all the taught subjects at the school level and ability to plan are very important. Along with this, special consideration should be given to subject approach, teaching theories, learning equipment, use of ICT and the language skill for effective communication.

### **4. Pedagogical skill and attitudes**

The following factors are to be considered while aiming at developing pedagogical skills and attitudes:

An understanding of the learning materials suitable for curriculum transaction and learning experiences and the competency to prepare them.

- A comprehensive knowledge of the teaching methods for different subjects.
- Ability to plan lessons and implement the lesson plans and to develop special methods.
- Ability to plan the activities within time frame and implement the same.
- Ability to formulate learning activities with due consideration to the different levels/standards of the students and to implement them.
- Clear idea about educational objectives and learning outcomes.

## **5. Evaluation/Assessment skill**

It is very essential to develop an understanding in the pupil teachers about continuous and comprehensive evaluation and its methodology.

A teacher student should acquire the skill to provide opportunity for self-evaluation and peer evaluation among the students and to give the feedback to them after evaluation. Besides, there should be opportunity for self-assessment for improving one's own skills as a teacher. Keeping this vision in mind chances should be provided giving equal importance to theoretical learning as well as practical work.

## **Integrated education**

A small and section of the students are differently-abled. A curriculum that ignores this minority will be outdated. We envisage an integrated education which has both the differently-abled and the others studying together.

## **Teaching : Its Art and Science**

A research aptitude/culture should be cultivated in the new generation/age teachers to constantly search for visions and pedagogic approaches keeping in with the fast changes and develop the suitable teaching is a science. It is an inevitable professional competency/skill for the teachers to acquire identity through searches and studies and reform themselves.

It is a creative process to converse heartily with children who have diverse aptitudes and interests. Teachers should have the natural ability to discover and practice innovative methods. They should be able to recognize the children creative abilities and tastes interests of children.

## **School Development Project**

Planning is to be done to make the physical, academic and emotional environment in a school sync with the times. This is to be done through a co-operative effort of teachers, parents, local bodies and education activists at the local level. Through this, school development plan is to be prepared every academic year. Each school has to prepare and implement an academic plan which aims at developing the diverse abilities of children step-by-step, after identifying them first. This is to be done with public participation. In a similar fashion, school and classroom are to be converted into a talent lab. It is very essential to ensure the student teachers the vision and experience required for this. During school experience programmes, they can participate in such activities held at the schools and develop the necessary understanding.



## Chapter 2

### The Structure and Content of Curriculum

The development of a nation is related to the education of these. We have realized the necessity of education that shall be equity based, qualitative and lifelong. In order to implement the education programme having the same aim in view, it is necessary to have a constantly learning teacher society, who have acquired capacities and skills suitable to the present context. Teachers ought to have readiness to make learning a joyful experience and have democratic attitude, aiming at the virtue of society. The curriculum of teacher education for formulating such teachers should have a foundation of child psychological awareness and philosophical concern. Besides, the teacher education curriculum should include subject areas and school practical experience suitable for transacting elementary school curriculum. The things mentioned above are distributed in 4 areas of the content in D.El.Ed curriculum.

#### Area 1

The Psychological Foundation of Education.

#### Area 2

The Philosophical - Historical – Social Foundation of Education, Democratic Education Inclusive Education School Management and Gender Education.

#### Area 3

Various subjects at school level, Education Technology Information and Communication Technological Foundation Practical Experience Programme related to school and ITE.

#### Area 4

The scope of these areas are given below.

#### Area 1

Psychological Principles of Education and their practical possibilities related to the nature of learners at elementary level, Psychological characteristics, Growth & Development are included. The objective of this is to make the teacher students competent ..... to prepare learning experiences by considering the level of children, learning pace and personality traits. For this, the following content areas are considered.

1. Child Psychology – theory and practice
2. Learning and learning process
3. Education Psychology – Practical experiences

#### Area 2

The Philosophical social historical foundations of education, the democratic vision in the formation and transaction of curriculum, education of the CWSN, School Management for implementing qualitative education and education of Gender Status are included in this area. For this the following content areas are considered.

1. The Philosophical, social and historical foundation of Education.
2. Curriculum and Democratic Education.
3. Inclusive Education and School Organization.

**Area 3**

Various subjects teaching in the elementary classes are included in the third area. In addition to this, it is aimed at making capacity in transacting curriculum using educational technology among the teacher students is included. The following content areas are included in this area.

1. Mother Tongue
2. English
3. Mathematics
4. Environmental study
5. Basic Science
6. Social Science
7. Education
8. Work Education
9. Health Education
10. Information and Communication Technology.

**Semester – I (S<sub>1</sub>)**

Details of papers in the first semester.

In the first semester, there are 9 papers. Each paper will have continuous evaluation and two papers will have Term Examination. The name of papers and details of scores are given in the following list.

**Area 4**

The essential practical experiences to be attained are included in this area. Here, the ..... is given to the activation, which have luck ages to the practical experiences gamed through the assimilation of Psychological and Philosophical ..... related to the learning in the first 2 semesters. Varied School Experience Programme for 100 days both at the Lower Primary and upper primary levels, community co-existence camp for 15 days and a study ..... are also included. Content in the 4 areas is arranged in the 4 semesters separately.

D.El.Ed is arranged in semester system these are 4 semesters with 2 years course. The first and third semesters will be held from June to October and the second and the ..... will be from November to March. The details regarding structure content, score distribution and time arrangement at each semester is given below.

**First semester (S<sub>1</sub>) – Papers**

- 101 Educational Psychology – theory practice
- 102 Philosophical, Sociological and historical foundation of Education.
- 103 Malayalam – Language & Child
- 104 Proficiency in English Language

Paper No.	Name of paper	Score Details			
		CE	TE	Total	Internship
101	Educational Psychology Theory and Practice	20	70	90	-
102	Philosophical, Sociological and Historical foundation of Education	20	70	90	-
103	Malayalam Language & Child	10	-	10	10
104	Proficiency in English Language	10	-	10	05
105	Mathematics – Learning & Teaching (1)	10	-	10	05
106	Environment and Learning	20	-	20	05
107	Information & Communication Technology – Possibilities & Application	10	-	10	-
108	Art Education, Work Education – Approach & Application	10	-	10	10
109	Health & Physical Education	10	-	10	05
	<b>Total</b>	<b>120</b>	<b>140</b>	<b>260</b>	<b>40</b>
	<b>Grand Total</b>			<b>300</b>	

In the first semester, paper nos. 101, 102 will have Term Exam for 70 scores each. Moreover, the proposed subjects will have fixed score as a part of school experience programme.

Total continuous assessment (CE) score in the first semester : 120

Total term exam (TE) score in the first semester : 140

Total score towards school experience programme in the first semester : 40

Total score in the first semester : 300

### Workshop

In the first semester, School Experience Programme has 40 score.

- 105 Mathematics – Learning and teaching (1)
- 106 Environment and Learning
- 107 Information and Communication Technology Possibilities and Application
- 108 Art Education, Work Education – Approaches and Application
- 109 Health and Physical Education

Time distribution table (SI)

It is instructed that each item from the given list related to each subject is to be done. As a part of school Experience Programme, 8 subjects, such as Malayalam, Integration, English, Mathematics, Environmental study, Art Education, Work Education and Health and Physical Education, will have 5 scores each. The details of the same should determine with workshop held for each subject. In page 35, the activities concerned are given. Order of time that can be allowed to each subject will be given in the following table.

### Semester – II (S<sub>2</sub>)

Details of papers in the second semester.

There are 10 papers in the second semester. Out of 10, 8 papers will have continuous Assessment and 4 papers will have term exam. The paper, information and communication technology, has a practical exam. The name of papers and details of score is given in the following table. The content of the papers having no exam in the first semester will be included as a part of term exam in the second semester.

### Second semester (S<sub>2</sub>) – Details of score

Paper No.	Name of paper	Score Details			
		CE	TE	Total	Internship
201	Education Psychology Learning and Learning process	20	70	90	-

30 hrs per week for regular periods and 6 hrs for workshops shall be set apart.

### Second semester (S<sub>2</sub>)

- 201 Educational Psychology – Learning and Learning process
- 202 Curriculum and Democratic Education
- 203 Malayalam Language Learning and Teaching
- 204 English Language Teaching – Theory and Practice
- 205 Mathematics – Learning and Teaching
- 206 Science Education
- 207 Information and Communication Technology (ICT) Learning – Teaching Process
- 208 Art and Work Education – Pedagogy
- 209 Health and Physical Education
- 210 Social Science – Learning & Teaching

Paper Nos. 201, 202 & 208 will have term exam. But with case of paper 207 (ICT), there is practical exam for 80 scores. Besides, there is fixed scores to each proposed subjects, as a part of school experience programme.

Total CE score in the second semester	:	120
Total score of TE in the second semester	:	260
Score of School Experience Programme	:	40
Total score	:	420

202	Curriculum and Democratic Education	20	70	90	-
203	Malayalam Language Learning & Teaching	10	-	10	05
204	Theory and Practice of English Language Teaching	10	-	10	05
205	Mathematics – Learning & Teaching (11)	10	-	10	05
206	Science Education	20	-	20	05
207	ICT and Learning Teaching Process	-	60	60	-
208	Art, Work Education – pedagogy	-	60	60	10
209	Health & Physical Education	10	-	10	05
210	Social Science – Learning and Teaching	20	-	20	05
	<b>Total</b>	<b>120</b>	<b>260</b>	<b>380</b>	<b>40</b>
	<b>Grand Total</b>			<b>420</b>	

### Workshop

The school Experience Programme will have 40 scores in the second semester also. The preparation for this should be done in the workshop in time with the first semester. In the table the time arrangement that can be set apart to each subject in the second semester, is given.

### Semester 3 (S<sub>3</sub>) –

Details of Papers in the third semester

In the third semester these are total 9 papers. 4 subjects will have continuous assessment and 3 papers will have term exam. The content of papers having no exam in the first and second semesters will be included in the TE of 7 papers concerned, in the third semester as part of term exam. The paper no. 307 will have workshops only based on the practical experience. Names of papers and the details of score are in the table, given below:

Paper No.	Name of paper	Score Details			
		CE	TE	Total	Internship
301	Educational Psychology – Practical Experiences (1)	10	-	10	-
302	Inclusive Education and School Organization	20	-	20	-
303	Malayalam Language Teaching Approach and Method	-	80	80	40
304	English Language – Teaching competence	-	80	80	20
305	Mathematics – Language and Teaching	10	-	10	20

**Table of time arrangement (S<sub>2</sub>)**

Paper No.	Name of paper	Time Distribution			
		Hrs. in a semester	Hrs. for workshop	Total Hours	Approximate Hrs. in work
201	Education Psychology Learning and Learning process	65	10	75	04
202	Curriculum and Democratic Education	65	10	75	03
203	Malayalam Language Teaching Approach and method	60	05	65	04
204	English Language Teaching – Theory and practice	60	05	65	04
205	Mathematics – Learning & Teaching (11)	65	05	65	04
206	Science Education	65	10	75	04
207	ICT and Learning Teaching Process	10	05	15	01
208	Art, Work Education – pedagogy	10	05	15	01
209	Health & Physical Education	10	05	15	01
210	Social Science – Learning and Teaching	65	10	75	04
	<b>Total</b>	<b>485</b>	<b>85</b>	<b>570</b>	<b>30</b>
	<b>Internship</b>			<b>30</b>	
	<b>Grand Total</b>			<b>600</b>	

30 hrs per week for regular periods and 5 hrs to workshops should be set apart per week.

**Third semester (S<sub>3</sub>) Papers**

301 Educational Psychology – Practical Experiences (1)

302 Inclusive Education and School Organization

306	EVS – Language and Teaching	20	-	20	20
307	ICT – Practical Experiences	-	-	-	-
308	Art & Work Education – Planning and Implementation (LP Level)	-	-	-	20
309	Health and Physical Education	-	60	60	10
	<b>Total</b>	<b>60</b>	<b>220</b>	<b>280</b>	<b>130</b>
	<b>Grand Total</b>			<b>410</b>	

Papers in the third semester (S<sub>3</sub>) – Details of score. The school experience programme in the third semester will have 130 score. Details are mentioned in the fourth chapter.

Total continuous Assessment score in the III sem : 60

Total score of TE in the third semester : 220

School Experience Programme : 130

Total score : 430

The time distribution that can be allowed to each subject in the third semester.

**Time Distribution table S<sub>3</sub>**

Paper No.	Name of paper	Time Distribution			
		Hrs. in a semester	Hrs. for workshop	Total Hours	Approximate Hrs. in work
301	Education Psychology Practical Experiences	05	00	05	01
302	Inclusive Education and School Organization	50	10	60	05
303	Malayalam Language Teaching Approach and method	45	10	55	05
304	English Language Teaching – Experience	40	10	50	05

303 Malayalam Language Teaching – Approach and method  
 304 Teaching competence in English Language  
 305 Mathematics – Learning and Teaching (III)  
 306 Environmental study – Language and Teaching  
 307 Information and Communication Technology Practical experience  
 308 Art and Work Education – Planning and implementation of Education – LP level  
 309 Health and Physical Education  
 Paper Nos. 303, 304 & 309 will have Term Exam. In this paper 309 has 60 score and other papers have 80 score each.

Paper No.	Name of paper	Time Distribution			
		Hrs. in a semester	Hrs. for workshop	Total Hours	Approximate Hrs. in work
305	Mathematics – Language and Teaching	40	10	50	05
306	EVS – Language and Teaching	40	10	50	05
307	ICT – Practical Experiences	0	15	15	01
308	Art & Work Education – Planning and Implementation (LP Level)	15	10	25	02
309	Health and Physical Education	15	05	20	01
	<b>Total</b>	<b>250</b>	<b>80</b>	<b>330</b>	<b>30</b>
	<b>Internship</b>			<b>270</b>	
	<b>Grand Total</b>			<b>600</b>	

30 hrs per week for regular periods and 6 hrs for workshops can be set apart.

#### Semester 4 (S<sub>4</sub>) –

##### Details of Papers

Total number of papers in the fourth semester is 8. Out of this 7 papers will have continuous assessment and 3 papers will have term exam.

Paper Nos. 405, 406 and 410 will have term exam. There is 80 score to paper 405 and 70 scores each to papers 406 and 410. The name of papers and score details are given in the following table.

The content in the 4<sup>th</sup> semester will be included with term exam as part of papers no. 405, 406 and 410.

#### Papers in the semester (S<sub>4</sub>)

- 401 Educational Psychology – Practical experiences - 11
  - 403 Malayalam – School Experience & Education
  - 404 Professional Development of English Teacher
  - 405 Mathematics – Learning & Teaching (IV)
  - 406 Science Education – Learning and Teaching
  - 408 Art & Work Education – Planning and Implementation at Up level
  - 409 Health & Physical Education
  - 410 Social Science – Learning and Teaching
- The school experience in the fourth semester will have 130 score. Details are given in the 4<sup>th</sup> chapter.

### Details of papers and scores in the fourth semester

Paper No.	Name of paper	Details of scores			
		CE	TE	Total	Internship
401	Education Psychology Practical experiences II	10	-	10	-
403	Malayalam – school experience and evaluation	10	-	10	20
404	Professional Development of English Teachers	10	-	10	20
405	Mathematics – Learning and teaching (IV)		80	80	20
406	Science Education – Learning & Teaching	10	70	80	20
408	Art & Work Education Planning and Implementation – UP Level	10	-	10	20
409	Health & Physical Education	-	-	-	10
410	Social Science – Learning and Teaching (11)	10	70	80	20
	Social contact co-existence camp	-	-	-	40
	Study Tour	-	-	-	20
	<b>Total</b>	<b>60</b>	<b>220</b>	<b>280</b>	<b>190</b>
	<b>Grand Total</b>			<b>470</b>	

Total CE score in the 4<sup>th</sup> Semester : 130

Total TE score in the 4<sup>th</sup> semester : 220

School experience programme, camp

Study tour – total score

Grand Total 480

The time allocated to each subject in the 4<sup>th</sup> semester is given in the following table.

30 hrs for regular periods and 6 hrs to workshops shall be set apart per week.

Note

- (1) 50 of the score fixed for CE to the subject concerned shall be given proportionately to the score given to the end semester assessment held at the institutional level.
- (2) The remaining 50% score fixed for CE/assessed must be made in the suggested score by assessing suitable method.
- (3) The total score in the CE is meant the scores added with the scores of end semester assessment at institutional level and the assessment of 4 items. The fixed items for continuous assessment shall be given scores through assessment based on the indicators.
- (4) If CE score to any subject in one semester need not be recorded the CE items of the same shall be considered jointly with the subject in the forthcoming semester



**Table of time arrangement**

Paper No.	Name of paper	Time Distribution			
		Hrs. in a semester	Hrs. for workshop	Total Hours	Approximate Hrs. in work
401	Education Psychology Practical Experience II	5	5	10	01
403	Malayalam – School Experience and Evaluation	45	15	60	05
404	Professional Development of English Teacher	40	15	55	05
405	Mathematics – Learning and Teaching (IV)	45	10	55	05
406	Science Education – Learning and Teaching	45	10	55	05
408	Art and Work Education – Planning and Implementation (UP Level)	8+ 7 15	5+ 5 10	15+ 10 25	02
409	Health and Physical Education	10	05	15	01
410	Social Science – Learning and Teaching (II)	45	10	55	06
	<b>Total</b>	<b>250</b>	<b>80</b>	<b>330</b>	<b>30</b>
	<b>Internship</b>			<b>270</b>	
	<b>Grand Total</b>	<b>600</b>			

### **Chapter 3**

#### **Learning Method and Strategies**

It is expected that the teaching method with ITEs shall give much importance to self learning, which is somewhat different from school learning.

### **Learning Strategies**

Strategies, learning materials and assessment are obtained as learning topics. The subjects, such as Education Psychology, Philosophy and Pedagogy are also included for the effective and scientific transaction of them.

The training experiences in the ITEs shall be a platform for practical experiences to various kinds of learning methods and learning strategies. The future teachers should acquire awareness through dialogue/debate, research and creative activities. There should be sufficient opportunities to convince by applying the awareness attained and to formulate theories and practical experiences. Besides, opportunity for interacting with society and schools is in need of. The important strategies to be accepted are referencing (Books, digital materials, internet) Peer group learning and mentoring outputs shall be come out as part of this.

#### **Subjects for learning**

The general subjects in the elementary education such as, mother tongue, English, Mathematics, Social Science, Basic Science, EVS, Art Education, Physical Education, Work Education and ICT will be the subjects for learning. The content of the subjects upto class 10, method of learning.

- Should have commitment for working without much considering time and duration.
- The teacher educator should be a constant learner who acquires new skills and understandings as the professionals in other fields.

#### **Institute of Teacher Education**

The ITEs should be a resource centre suitable for making teachers with excellent awareness and professional skills. The ITEs should have the facilities for assimilating new knowledge and understanding related to the curriculum content such as content of subjects, pedagogy, assessment, educational philosophies, psychological perceptions, society and education – opportunities should be available for convincing themselves and materials

#### **Teacher Educator**

In this changes scenario, the vision about educator is given below.

- Should have in depth knowledge and understanding in subject areas.
- Should be a person having the qualifications prescribed by NCTE.
- Should have a capacity and attitude to develop the values of democracy, secularism, socialism and scientific attitude among the teacher students.
- Should have a research mind to implement by finding out activities necessary for the development of teacher students.

The circumstance that should be made available for growing teachers with self confidence for realizing his/her capacities through critical assessment, novel thought, debatable group activities, school experiences and forms for creativity and to grow learning culture. An opportunity should be made available for familiarising the content and natural methodology of learning through the activation of discussion, making of learning materials, field trips, interview with experts, workshops, application of suitable technology, referencing responding to current issues, analysis of textbook and researchable enquiries.

The ITEs should prepare a ground for displaying the books which can influence the future teaching in each year, concepts, learning materials, techniques and outputs. Among this, circumstances are

should be available for convincing themselves about education technology and Information and Communication Technology as an effective tool for transaction. The ITEs should be an excellent model to the concept “campus as textbook.”

### **Learning Atmosphere**

These should be a learning atmosphere for giving opportunity in realizing the strength and weaknesses of the existing system of education, content and administrative system and to express opinions freely. Not only learn the theories, but also it should be applied and assimilated.

## **Chapter 4**

The school Experience Programme or Internship is the most important activity of augmenting self confidence and moulding the inborn capabilities of teacher students. A social process related to school, of teacher trainee. A social process related to school, children, parents and society is held in schools. As teacher trainee this situation is utilised by applying and self improving the understandings and the pedagogical perceptions gained this insisted that the teacher trainee should act according to the guidance’s of a senior teacher, whom the teacher trainee consider as their guide and mentor, and the headmaster of school during this time. The teacher trainee get an opportunity to spend 100 days as part of internship in schools. During this time they are

made available for applying novel ideas and improving by assessing.

Learning experiences should be formed through workshops and camps for developing, applying and assessing learning techniques, strategies and support materials. The social values and skills shall be grown by interviewing the activities of society. Opportunity is made available to utilise the local resources most effectively and to know intimately the new pulses with education sector. In the atmosphere there should be circumstances and materials to learn through apply of the inclusive education, CE and the use of technology.

## **School Experience Programme**

The School Experience Programme is confused to 100 school working days in 4 semesters. In the first and second semesters, there are 5 days each and 45 days each in the third and fourth semester respectively should be set apart for internship.

### **Important Aims**

1. To attain understanding for observing the lg-Tg activities in and outside the school and assessing effectiveness.
2. To achieve comprehension regarding the support systems in the schools.
3. To realise the role of elements such as student, teachers, parent and learning atmosphere in Lg-Tg activities.
4. To observe what the school activities are and how the

expected to participate in all activities as the other teachers. The ITEs and the schools selected for internship should have a mutual understanding and co-operation. Internship is the programme through which both the institutions get mutual gains. Through internship, schools should get innovative learning experiences and programmes of action. Likewise, the ITEs shall be a beneficiary of the innovative activities held in the schools.

7. To improve practical understanding by participating in variety of activities held in schools.
8. To observe the roles played by teacher and headmistress and to comprehend how the various needs of learners are satisfied.
9. To prepare Lg-Tg materials and to acquire skill in using them effectively in the learning process.
10. To attain skill in utilizing the ICT systems in Lg-Tg process effectively.
11. To achieve practical understanding in assessing the Lg-Tg process.

**Details of school experience programme**

No.	Semester	Days	Score
1	S <sub>1</sub>	5	40
2	S <sub>2</sub>	5	40
3	S <sub>3</sub>	45	130
4	S <sub>4</sub>	45	130
	Total	100	340

coordination and monitoring of them are.

5. To find out and resolve learning problems and engage in simple research activities.
6. To gain practical experience in planning and implementing Lg-Tg process and to acquire necessary skills in assessing reflectively by developing teaching manual.

**Internship – Preparation**

ITEs are suggested to conduct workshops during internship for taking precautions of the activities to be carried out. The allocation of time of workshops related to each subject is mentioned in the second chapter. The model activities that can be given to each subject is available in the forth coming table, each item in the table should be familiarised to them in the workshop. Schedules, questionnaires, tools and recording materials necessary for each activity should be developed in the workshop. After the internship, a report of eight activities done by each teacher trainee is to be prepared and submitted to the teacher educators of the subject concerned. This report is considered for evaluation.

The teacher educator should bear in mind that, it more than one teacher student is deployed in a school they won't be given one subject. Teaching educators may select other activities in addition to the activities given in the table. On the day, when the activities are likely to undertake, teacher educators must visit the schools in order to provide necessary support.

**Semester – 1 & 2 Internship**

5 days each in the first and second semesters are set apart for school experience programme.

In order to carry out the internship seriously, effective planning should be done in each ITE. Details are given below.

During these semesters, each activity and selected from the prescribed paper, suggested for giving score, shall be completed by each teacher student within 5 working days. The internship activities of subjects, in which score is not recorded, shall be assessed as a part of continuous evaluation. A total of 80 score is to be given for internship activities of both in the first and second semesters. 5 indicators for assessing activity are given below: Assessment shall be done by giving deserving score in the manner, 5/4/3/2/1 to each indicator.

Indicator

1. Planning

Planning includes all preparations done beforehand for implementing the activity.

2. Materials

Questionnaire, tables, tools and graphs necessary for implementing the activity shall be considered.

3. Process

It is meant that the stages of activities taken for implementing the activity at school.

4. Transaction skill

It deals with the communication skill, excellence in presentation and organizational capacity used for implementing activity.

5. Reflection Note

The realisations and skills obtained through the activity must be recorded as notes. The quality of the same should be assessed.

**Preparations**

- Selection of schools
- Necessary preparations
- Selection of teachers acting as mentor and deciding responsibilities/duties
- Analysis classes/expert classes
- Possibilities for teaching practice/details
- Availing on site support / monitoring

## Semester – 1 (S<sub>1</sub>) Internship Activities

In the first semester, the activities should be focused on Lower Primary Level (Anyone, from the 5 activities given against each paper, should be carried out by each teacher student. The activities in the papers nos. 101 & 102 are not the part of internship. They can be considered for CE activities.

Paper Nos.	Name of Papers	Practical work which can be carried out
101	Education Psychology – Theory & practice	<ol style="list-style-type: none"> <li>1. Sociogram</li> <li>2. Check list/rating scale – learning friendly atmosphere</li> <li>3. Survey</li> <li>4. Finding out aptitude</li> </ol>
102	The Philosophical, Sociological and Historical foundations & Education	<ol style="list-style-type: none"> <li>1. Community Participation in School Development - interview</li> <li>2. Influence of Philosophies in classrooms – observation note</li> <li>3. Records prepared by the teacher – check list.</li> <li>4. Govt. supports available to children in class – survey</li> <li>5. PTA/class PTA – minutes – a study</li> </ol>
103	Malayalam – Language and Learner	<ol style="list-style-type: none"> <li>1. Day observance and language learning – diary note</li> <li>2. Use of Library – study report</li> <li>3. Status study of language learning</li> <li>4. Learning enrichment programmes – survey</li> <li>5. Discourses – try out</li> </ol>
104	Proficiency in English Language	<ol style="list-style-type: none"> <li>1. Developing individual magazines of discourses – product</li> <li>2. Performance of discourses like skill / choreography performance</li> <li>3. Conducting a film show followed by open discussion</li> <li>4. Conducting tryout on story telling using different strategies suitable for elementary classes.</li> </ol>

105	Mathematics – learning and teaching (1) Education	<p>5. Observing an English class to assess the extend of using mother tongue by the teacher.</p> <ol style="list-style-type: none"> <li>1. Class observation – Report</li> <li>2. Application of Mathematics Learning strategies – Tryout of teaching method.</li> <li>3. Mathematics quiz – Try out</li> <li>4. Conducting try out by making a learning material</li> <li>5. BaLa (Building as a Learning Aid) Try out</li> </ol>
106	Environment and Learning	<ol style="list-style-type: none"> <li>1. Bio Diversity Park – Observation Note</li> <li>2. Agriculture in School – Possibility Study</li> <li>3. Sketch of School Compound – Preparation</li> <li>4. Day observances in EVS – Report</li> <li>5. Waste Disposal System/Mechanism – check list</li> </ol>
107	Information & Communication Technology (ICT) Possibilities and application	<ol style="list-style-type: none"> <li>1. Report of a special programme held in school (Day observance) preparation in word processor</li> <li>2. Conduct a try out after preparing a presentation that can be utilized in a subject in class</li> <li>3. Conduct a result analysis by preparing a score sheet of the children in a class.</li> <li>4. Collect the documentation of schools and the activities held in CD/DVD/USB</li> <li>5. Prepare a spreadsheet of scores obtained by children of a class in the previous examination</li> </ol>

108	<p>Art &amp; Work Education</p> <p>Approach and Application</p>	<ol style="list-style-type: none"> <li>1. Art Education in School – Status study</li> <li>2. Choreography of a poem</li> <li>3. Possibilities of integration in Art Education – Try out</li> <li>4. Possibilities of work experience in School – Report</li> <li>5. Work Experience in learning activities – Try out</li> <li>6. Making a product suitable for a lesson</li> </ol>
109	<p>Health and Physical Education</p>	<ol style="list-style-type: none"> <li>1. Analysis by finding out the BMI of children in a class</li> <li>2. Nutrients in noon meal – status study</li> <li>3. Drinking water facility in school – status study</li> <li>4. Availability of opportunity for plays/games</li> <li>5. Physical facilities in school – observation note</li> </ol>



## Semester – 2 (S<sub>2</sub>)

### Internship Activities

In the second semester, activities to be held are concentrated on upper primary classes. (Any one from the 5 activities given against each paper should be carried out by teacher student. The activities in paper nos. 201 & 202 are not the part of internship.

Paper Nos.	Name of Papers	Practical work to be carried out
201	Education Psychology – Learning and learning process	<ol style="list-style-type: none"><li>1. Construction and analysis of classroom process study</li><li>2. Factors affecting learning – Data collection with tool</li><li>3. MI factors/elements – Try out</li><li>4. Check list</li><li>5. Motivation strategies – Try out</li></ol>
202	Curriculum and Democratic Education	<ol style="list-style-type: none"><li>1. Community Participation in School Development – PTA/CPTA – preparation of report</li><li>2. Intervention of LSGs and school – report</li><li>3. Registers kept in schools – checklist</li><li>4. Timetable and distribution of subjects – study</li><li>5. Admission and drop out – Analysis report</li></ol>
203	Malayalam – Language learning and teaching	<ol style="list-style-type: none"><li>1. Library and distribution of books – study</li><li>2. Learning enrichment programmes – report</li><li>3. Examine a language textbook in a class and finding out HS relation with literary movement.</li><li>4. Poet – poetry familiarization – report</li><li>5. Question paper – analysis of answer scripts</li></ol>

204	Theory and practice of English teaching	<ol style="list-style-type: none"> <li>1. Evaluating CB based on indicators</li> <li>2. Similar on analysis of TBs – seminar</li> <li>3. Developing sample pedagogic analysis of TM – product</li> <li>4. Developing my activity collection book – product</li> <li>5. Developing my grammar activity book product</li> </ol>
205	Mathematics – learning and teaching	<ol style="list-style-type: none"> <li>1. Experimental method – try out</li> <li>2. Mathematics teaching methods – try out</li> <li>3. Maths lab – its use – survey</li> <li>4. Mathematics plays – possibilities in class – try out</li> <li>5. Application of mathematical concepts</li> </ol>
206	Science Education	<ol style="list-style-type: none"> <li>1. Utilization of LAB – survey</li> <li>2. Science experiment – try out</li> <li>3. Science learning method – interview with science teacher</li> <li>4. Functioning of science class – observation report</li> <li>5. Learning materials and science learning – report</li> </ol>
207	Information & Communication Technology (ICT) & Learning Teaching Process	<ol style="list-style-type: none"> <li>1. Post the pictures of activities by preparing a blog for the school visited.</li> <li>2. Prepare a PP for presenting in the CPTA about the activities held in the class and the learning progress of children.</li> <li>3. Prepare a digital teaching manual by making learning resources in a subject with the support of resource portals</li> </ol>
208	Art & Work Education - Pedagogy	<ol style="list-style-type: none"> <li>1. Poetry ..... – try out</li> <li>2. Finding out the possibilities of art learning in textbook reort</li> <li>3. Dramatization of a portion of a lesson</li> <li>4. Making of garden in school – observation report</li> <li>5. Distribution of noon meal – effectiveness study</li> <li>6. Hygienic system – checklist</li> </ol>

209	Health and Physical activities in daily life	<ol style="list-style-type: none"> <li>1. Finding system – checklist</li> <li>2. Folk games – utilizing in school – try out</li> <li>3. Vaccination – survey</li> <li>4. Availability and use of play materials – study</li> <li>5. Ensuring the availability of purified water – study</li> </ol>
210	Social Science – Learning and Teaching	<ol style="list-style-type: none"> <li>1. Social science LAB &amp; use of learning materials – survey</li> <li>2. Socio – Economic survey</li> <li>3. Conducting try out by preparing a digital material</li> <li>4. Interview the headmaster – duties – interview report</li> <li>5. School Development Plan – Analysis Report</li> </ol>

## **SEMESTER 3, 4**

### **General Instructions Internship**

Internship involves teaching practice for 45 days in the 3<sup>rd</sup> and 4<sup>th</sup> semester. The service of the mentors shall be ensured in this situation. The teacher educator should carryout teaching practice, tryouts, case studies during participation in school activities and conducting evaluation by preparing tools. Assessment of teacher-students shall be made by the mentors and the teacher-educators jointly

Prior to the teaching practice preparations such as model class by teacher-educators, classes by experts shall be made in the first two semesters. Each institution is advised to prepare a schedule ensuring participation of each teacher-student which shall be handed over to the DIET's. The selection of schools for internship should be in proportion to the number of teacher-students in each TE. The deployment of teacher students for internship in a school is restricted to the maximum number of 5.

### **SEMESTER 3 (S3)**

#### **Internship Activities**

Interactive experience at school level programme in the 3<sup>rd</sup> semester should be focused on the LP classes only. This is envisaged to include programmes for 45 working days. The days from July 15 to October 15 are desirable for the programme. The ITE resource group should plan and implement the activities such as funding unit school, giving intimation, covering the meeting of Headmasters and the SRG conveners, permission, conducting training to mentors and during interim assessment. As a part of preparation, analysis/classes tryout/classes should be conducted.

#### **Class Analysis**

The aim of analysing classes is to formulate understanding regarding the observation of classes by teacher educators and expert teachers related to subject doing analysis of learning teaching process at micro level finding out excellences of classes doing analysis of the demerits formulating suggestion for improvement and how to carryout an excellent class through the activities mentioned. In order to achieve these aims the following suggestions can be considered.

- To develop indicators for class analysis based on the understanding and the tryouts held in the class.
- To understand the details of class for analysis and thereby develop teaching manual.
- To point out views on the observed class.
- To discuss the merits and demerits found, based on pedagogic strategies /activities for overcoming the demerits.

- To analysis the learning strategies by observing the classes by senior teachers during teaching practice.
- To utilizes the possibilities of ICT in Class room teaching.
- To ensure class analysis of all subjects.
- The teacher students should conduct an in-depth analysis about learning-teaching process in the classes observed.
- The teacher educator should consolidate the class analysis classes by giving necessary additions or deletions after the analysis by learners.
- The teacher educator has to ensure that the teacher-students get improvised and sensitized through the pedagogical approaches in varied levels.

### SEMESTER 3 Distribution orders of analysis classes

Sl No	Subject	Number of analysis classes		
		Class by teacher educators	Class by experts	Class by co learner (1 each)
1	Malayalam	1	1	1
2	Integration (class 1,2)	1	1	1
3	English	1	1	1
4	EVS	1	1	1
5	Mathematics	1	1	1
6	Art Education	1	1	1
7	Work Experience	1	1	1
8	Health & Physical	1	1	1
	<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>

- Maximum working days necessary for teaching practice and observation must be availed.
- A general format for class observation is given herewith. Action should be taken to utilize maximum suggested areas and assessment items in this regard.

### **SEMESTER 3 (S3)**

#### **TEACHING PRACTICE PERIOD, SCORE DISTRIBUTION ORDER**

The activities can be planned to complete the days from July 15<sup>th</sup> October 15<sup>th</sup>

#### **S3 INTERNSHIP PERIOD – SCORE DISTRIBUTION ORDER**

<b>SL. No</b>	<b>Subject</b>	<b>No. of periods</b>	<b>Score</b>
1	Malayalam	15	20
2	English	15	20
3	Mathematics	15	20
4	EVS	15	20
5	Integration (Class 1, 2)	10	20
6	Art Education	05	10
7	Work Experience	05	10
8	Health & Physical Education	05	10
	<b>Total</b>	<b>85</b>	<b>130</b>

**Note:** In the integration format of score consolidation, paper 303, total score is to be 40 added to the score for Malayalam (Class 1, 2). The integration (class 1, 2) score consolidation with 4<sup>th</sup> semester of the school experience programme shall be focused on UP section classes. For this it is envisaged to conduct programme included for 45 working days. The period of time shall be fixed from the beginning of December to February 15. The propagating activities done in the 3<sup>rd</sup> semester shall be conducted focusing on UP level in this semester.

**SEMESTER – 4 (S4)**

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**DISTRIBUTION ORDER OF ANALYSIS CLASSES (UP Level)**

Sl.No	Subject	Number of analysis class		
		Class by teacher educators	Class by expert teachers	Class by co learner (1 each)
1	Malayalam	1	1	1
2	English	1	1	1
3	Mathematics	1	1	1
4	Science	1	1	1
5	Social Science	1	1	1
6	Art Education	1	1	1
7	Work Experience	1	1	1
8	Health & Physical Education	1	1	1
	<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>

#### S4 INTERNSHIP PERIOD, SCORE DISTRIBUTION ORDER

SL. No	Subject	No. of periods	Score
1	Malayalam	15	20
2	English	15	20
3	Mathematics	15	20
4	EVS	15	20
5	Integration (Class 1, 2)	15	20
6	Art Education	05	10
7	Work Experience	05	10
8	Health & Physical Education	05	10
	<b>Total</b>	<b>90</b>	<b>130</b>

#### CLASS OBSERVATION RECORD GENERAL FORMAT

Name of teacher :  
Institution :  
Subject :  
Unit :  
Date :  
Objectives :



### CLASS ANALYSIS

	<b>Area</b>	<b>ASSESSMENT ITEMS</b>
1	Planning	<ol style="list-style-type: none"> <li>1. Pedagogic analysis done in relation to the unit.</li> <li>2. Teaching manual – process oriented micro planning</li> <li>3. TLM effectiveness</li> </ol>
2	Implementation of activities	<ol style="list-style-type: none"> <li>1. Characteristics of learning activity               <ul style="list-style-type: none"> <li>• Possibility of achieving learning objectives</li> <li>• Consideration of nature of child and learning process</li> <li>• Ensuring the participation of all children</li> <li>• Considering children with multilevel skills</li> <li>• Suitability of teaching method and teaching strategies</li> </ul> </li> <li>2. Opportunities for self analysis and peer group analysis</li> <li>3. Consolidation by teacher</li> <li>4. Opportunity for children to free composition and recording.</li> </ol>
3	Strategies and materials of learning	<ol style="list-style-type: none"> <li>1. Effective utilization of learning methods / strategies</li> <li>2. Utilization of learning materials (including BB)</li> </ol>
4	Evaluation	<ol style="list-style-type: none"> <li>1. Attempts for conducting continuous assessment</li> <li>2. Changes made in learning process based on the responses of children</li> <li>3. Providing opportunity for peer group assessment, self assessment and teacher assessment.</li> <li>4. Opportunity for carrying out extended activity</li> </ol>
5	Atmosphere	<ol style="list-style-type: none"> <li>1. Arrangement of classes</li> <li>2. Learner friendly class atmosphere</li> </ol>

## **ASSESSMENT OF CLASS ANALYSIS**

During the course of observation, the class activities should be recorded continuously and informatively. The analysis format should be prepared only after the completion of class observation. The indicators that can be used for assessing classes are given below.

- Teaching manual is based on process oriented and learner friendly atmosphere.
- Analysis is done scientifically using analysis format.
- Active participation in the process of analysis.
- Analysis report is clear and comprehensive
- Actions taken for encouraging excellences and solving disadvantages

## **PREPARATIONS AND SELECTION OF SCHOOLS NECESSARY FOR UNDERTAKING INTERNSHIP**

Internship is a very important component in the DEL ED curriculum. For this, preparations are necessary for its qualitative and easy functioning. The activities given below shall be carried out as part of preparations.

### **SELECTION OF SCHOOL FOR TEACHING PRACTICE**

The neighbouring schools of the ITEs are to be selected for teaching practice. It is to be seen that schools which follow the curriculum of the general education department, Kerala, should be selected for the purpose. Schools where children are very few in number must not be selected. It would hurdle the real objectives of internship. A discussion with the headmistress is necessary before finding the school as a part of getting permission for internship. It would strengthen the relationship between the schools and ITEs. The matter shall be intimated to AEO, DEO and the DIET concerned.

The second step after the selection of school is to conduct a training for headmistress and for the mentors.

### **TRAINING FOR THE HMS AND THE MENTORS OF THE SCHOOL SELECTED FOR TEACHING PRACTICE**

It would be better to conduct a one day workshop for discussing the details of teaching practice. The date of conducting workshop shall be a joint decision. By this, the participation of all can be ensured. Action should be taken to ensure the participation of the AEO and DIET faculty. The things to be done in the workshop are given below.

- Number of teacher students for teaching practice to each school
- The months in which TP is to be carried out

- Various areas of teaching practice to select school having moderate strength. This may adversely affect successful carrying out of internship in the matters of meaningful group activity and shortage of teachers and mentors.
  - Getting school experiences
  - Practice teaching
  - The methods of giving supports by HMs and Co teachers
  - Suggestions for HMS, Reporting

### **MENTORING – DETAILS**

In order to make the internship more effective, mentoring has been implemented since 2013–14. The understanding of the content in the subject of psychology attained by the teacher-students may find difficulties when disrupted with the school atmosphere. On the occasion it would be easy for an experienced teacher to convince the teacher-students and to give necessary support.

In this way, mentoring is a process that makes school activity more effective by conducting communication between an experienced teacher and a teacher-student who needs training. Through this activity the teacher students are given guidance, advice support and suggestions for improvement. The process monitoring is meant to provide confidence to teacher students by fostering capacities for exhibiting excellence in teaching process.

#### **Advantages of Mentoring**

- Gets excellent experiences to teacher students and trainers.
- Develops areas of knowledge of both.
- The teacher students can establish better relationships with the school.
- The language between ITEs and Schools strengthens teacher students.
- It observes teaching closely and increases teaching skills.
- Gets opportunity for developing by realizing own talent suited to dedicate excellent service in the realm of education.

A mentor is expected to provide teaching to 3 teachers-students at the maximum. It is the responsibility of the institution to deploy teacher students.

### **TRAINING TO MENTORS**

Mentors should have training on the methods of the process of mentoring. ITEs are authorized to organize training. ITEs should seek necessary support from the DIETs.

## **IMPORTANT ACTIVITIES TO BE CARRIED OUT BY TEACHER STUDENTS**

- Class observation
- Working as an assistant to mentor
- Developing and providing learning materials
- Planning
- Carrying out teaching
- Assessing learning
- Drafting and documentation
- Participation in various activities in school

Thus, mentoring should ensure the due understanding and familiarization of the whole activities in the schools along with proper scaffolding and support.

## **DETAILS OF TEACHING PRACTICE**

Teaching practice is included in the 3<sup>rd</sup> and 4<sup>th</sup> semester. In the 3<sup>rd</sup> semester there are 45 days of teaching practice in LP sections. Teaching practice in UP section shall be in the 4<sup>th</sup> semester for 45 days.

Out of 45 days of teaching practice, the first 5 days are for getting school experiences and the remaining 40 days should be set part for teaching practice. During the first 5 days the following activities can be done.

- Getting introduced to the activities of school LAB/Library
- Take leadership in the noon meal programme
- Assist class room activities
- Observe children
- Conduct survey
- Participate in PTA/CPTA meetings
- Avail these days for practical activities, observation and interviews.

Classes should be arranged so as to ensure each teacher- student gets two / three classes per day.

Decision shall be taken in advance regarding the availability of periods with school timetable and the teacher students should keep the timetable of the periods accordingly and the remaining periods shall be used for observing classes in each subject the co-learner. The classes handled by the teacher educator should ensure that the teaching manual is prepared accordingly. The teacher student should administer unit test in language and in core subjects (EVS, Mathematics, Science, Social Science) and (Mother tongue, English). It should be given to children after valuation. The question paper and the mark sheet should be kept by each teacher student. Teacher educators should ensure that the question paper for unit test is prepared according to the norms stipulated for the same.

### **Internship Assessment**

The school experience programme in the first and the second semesters shall be assessed by the teacher educators. But in the 3<sup>rd</sup> and the 4<sup>th</sup> semesters, score is given jointly by the teacher educators and the mentor. The score of each subject is to be given as 75% and 25% by the teacher educator and the mentor respectively.

1. Each subject in the internship of each semester the teacher student should obtain at least C+ grade (50 – 59% score). Those who obtain below C+ grade will be considered as not completing the internship successfully. A particular format can be used for the consolidation of the score.

### **SPECIAL SUGGESTION RELATED TO INTERNSHIP**

During practice teaching, the teacher students should make self-assessment of each day.

At the end of each school day, they should meet together for discussing and writing the details in the minutes. It can be considered as a practical experience from school resource group. The suggestion of the same shall be given by the teacher educators. In addition to this, they should be convinced of the necessity of collective planning. The teacher student shall be instructed to take part in the SRG, CPTA, SSG, etc. at the school level.

2. The teacher educator, who is responsible to each subject should make sure that the classes related internship are taken after carrying out lesson planning in a proper way and the class analysis is as per mandate. Teacher educators should make a continuous visit to the school for ensuring the activities by the teacher students. They must see that the activities are undertaken properly and should provide on-site support. During visits the teaching manual of all teacher students shall be scrutinised by the teacher educator. The schedule of school visits by the teacher educators shall be prepared at the ITE level and along with this on-site support is to be ensured.
3. During the course of teaching practice, opportunity should be made available for effective training related to academic support to the students, application of action research and if necessary training in Guidance and Counseling. It is essential to have a congenial atmosphere to carry out activities based on guidance and support by the mentors.

4. With the completion of teacher training, each school should prepare a report and submit it to the ITEs concerned. A separate Proforma can be prepared and given to schools. The attendance register of teacher students should also be submitted along with the report.
5. During the course of teaching practice, the sessions for discussion shall be conducted with the teacher students at the ITEs on Saturdays. The agenda of the discussion shall be the problems faced during the teaching practices, attitude of the school authorities and excellences in performances. Immediate steps should taken to clear the hurdles. The support of DIETs and AEO shall be sought in this regard.

## **CHAPTER 5**

### **PEDAGOGIC ANALYSIS AND TEACHING MANUAL**

#### **PEDAGOGICAL ANALYSIS**

Pedagogical analysis is a planning document prepared prior to the preparation of teaching manual. Each teacher student has to find out answers to the following indicators before preparing the TM (Teaching Manual).

- The class or the students to be dealt with
- Topic to be handled
- Unit to be focussed
- Thrust area
- Learning outcome
- Approaches and strategies
- The learning materials and learning aids required
- Time limit
- The Evaluation strategies to be adopted
- The values and attitudes available to be transacted

A teacher can make proper preparations only through finding out answer to the indicators. In this sense, pedagogical analysis is nothing but the enlisting and making a format of the above.

Through the process of pedagogical analysis, the teacher students can get in to close touch with the textbooks and ensure deeper understanding of the content. It smoothens the teaching process. A model table that can be used for pedagogic analysis is given below.

### Pedagogical Analysis (Model)

Class :

Subject :

Unit :

Learning concepts	Learning Activities	Teaching methods & strategies	Learning Aids	Required time	Evaluation strategies	Values & Attitude

### TEACHING MANUAL

The (TM) Teaching Manual is prepared in tune with the views and visions of the present scenario. There are mainly 3 parts in the TM. The first part contains the name of the teacher, class, school, subject, unit, topic, date, time, learning outcomes and learning materials. The second part is meant to have 2 columns, the first column containing learning experience and assessment/evaluation. The second column is supported by the elaboration of the learning activities in the third column of the Pedagogical Analysis. It is with a view to extending and enhancing the process of



knowledge acquisition. The third part of the TM is for writing down the reflection notes and remedial measures. This part is to be completed only after the classroom activities.

**TEACHING MANUAL (MODEL)**

Name of School :  
Name of Teacher :  
Class :  
Subject :  
Date :  
Time :  
Learning Outcomes :

<b>Process / Order of Activity</b>	<b>Assessment</b>

## Chapter 6

### Community Living Camp

Community Living Camp plays a major role in creating competent teachers. The aim of the camp is to develop qualities, such as, communication skills, capacity in overcoming adverse situations, enriching artistic, physical and creative skills. The skills for leadership, and engaging in activities for solving and to inculcate an attitude for tolerance in communities with different backgrounds.

#### Administering Camp

- The duration of camp is 15 days.
- The number of days in a camp in addition to 4 x 100 = 400 semester working days.
- Camp can be organized for 15 days at a stretch or in two spells by breaking the 15 days into 10 days and 5 days.
- The camp shall be conducted, having 10 days activity in its own campus and the remaining 5 days activity shall be in connection with society.
- The activities of 5 days can be held within the district or out of the state or joining with other institutions.

- The participation of all teacher-students in the camp is compulsory.

#### Community Living Camp

- The nature of camp shall be purely residential
- The module prepared for the camp shall contain the details of activities of each day.

The module of the camp should cover the following areas

- Personality development activities
- Items related to Art, physical work experience
- TL workshops/puppetry.
- Visits to institutions – field visits
- Health related classes-Orientation in law gender education
- Parliamentary Activity
- Campus beautification
- Physical activities – Cycling, swimming
- Afforestation
- Environmental protection activities
- Helping the depressed sections in the society
- Biodiversity /Scientific Farming
- Fairs.
- Social surveys
- National integration programme
- Nature camps

Variety of programmes mentioned above can be included as part of the camp. Module necessary for the camp should be prepared earlier.

- The entire programme of the camp shall be planned under the leadership of a joint committee by the teacher students and teacher educators.
- Programmes of the camp shall be prepared and published prior to the commencement of camp
- The budget and accounting should be carried out by the representatives of teacher students and the same shall be presented in the parliament.

- DIETs are authorised to give necessary guidelines for conducting planning-Review Meeting related to camp organization of various ITEs at district level.
- ITEs should prepare the module of the camp and it shall be given to the DIETs concerned earlier to the commencement of camp. The DIETs should intervene and monitor the camps necessary for ensuring the quality.

The records to be prepared in connection with the camp.

- Detailed programme schedule
- Daily timetable
- Camp Diary
- Camp Daily/Report
- Visitors Diary
- Income and expenditure statement
- Documentation including photos

### **Assessment of Camp**

- Total score of 15 days' camp is 40
- The assessment can be done based on the following
- 5 indicators
  1. Camp Diary
  2. Products/Output
- Income and Expenditure
- Digital Reports including photos
- Camp Reviews

3. Personality Development/Leadership Quality
4. Social Skills
5. Involvement of teacher student

## **Chapter 7**

### **Study Tour**

Study Tours are opportunities for learning by seeing and understanding the places and institutions of which are known through learning. It is essential to achieve the experiences and skills to against effectively as learning strategy as far as the teacher students are concerned. Though study tours teacher students get an opportunity for entertainment and knowledge acquisition.

Places and institutions that can be chosen for study tour.

- Educational institutions of excellence in and outside the state.
- Institution providing education/training/treatment to the CWSN

- Science/Mathematics/Social Science/Technology Museums/Heritage Museums
- Zoos, places of biodiversity
- planetariums
- Mathematics-Science-work experience exhibitions
- Excellent Laboratories
- Places of historical importance
- Cultural institutions

#### **Administration of Study Tour**

- Participation in study tour is compulsory
- The teacher students themselves shall plan the tour.
- The execution and financial transaction and expenditure should be carried out by the teacher students themselves.
- Study tours shall be organized for not less than 3 days.
- Report including photo and diary shall be prepared
- Route Map and Daily activities shall be prepared.

- Permission for visiting places/institutions, of necessary, should be sought in advance. The directives of the department in this regard should be followed.

### **Assessment of Study Tour**

Total score for study tour is 20. Assessment shall be done by considering the following 5 items.

(1) Role and Leadership in planning

- Route Map
- Budget
- Expenditure

(2) Digital documentation

(3) Individual Diary

- Daily timetable and routine

(4) The Educational relevance of Institution/places visited

(5) Reflection Note

# **Chapter 8**

## **Assessment**

### **Strategies for assessment and its Recording**

#### **Evaluation**

The process of teacher-education should be assessed continuously and comprehensively by focusing its aims. The assessment shall be in such a way as to acquire the relevance of the objectives of assessment and its application. Along with this, the assessment of skills of teacher students shall be assessed in various skills.

The areas of concept, awareness skill in application, attitudes, aptitudes, skills and social emotional qualities should be assessed. The teacher students should have opportunity to assess and improve learning for self assessment, assessment by co-learner, and the assessment by the teacher/experts. Besides, the institutes of teacher education centres and the iractivities are to be assessed.

APPROACH TO EVALUATION OF TEACHER EDUCATION  
CAN BE CONSOLIDATED AS FOLLOWS

- The process of evaluation should be continuous and comprehensive.
- Emphasis shall be given to the teaching skills acquired.

#### **ASSESSMENT**

- Emphasis is to be given to the application level of the acquired knowledge.
- Not only the cognitive, but also the socio emotional quotients are to be assessed.
- The methodology for giving motivation to improve by self-assessment and evaluation.
- Various techniques can be utilized for the assessment of teachers, external assessment for standardization and the performances in connection with the school experience programme.

- Due weightage is given to continuous evaluation and terminal evaluation
- In Terminal examination the possibilities of understanding application are to be assessed.

Continuous assessment and the assessment of school experience programme shall be carried out by giving importance to weightage in teaching skills, planning, data collection, utilization of materials and time management,

- Problem analysis, case study, experience analysis and giving feedback.

The process of evaluation should be transparent and humane.

In order to ensure the reliability, transparency and objectivity of evaluation process, qualitative assessment grading indicators should be used.

The total score of D.El.Ed course is 1600 out of this, 760 scores are set apart for practical activities and 840 scores for term and evaluation. Out of 760 scores (760) for practical activities, 360 scores are for the CE of all papers in the four semesters. 340 scores out of the remaining 400 scores, shall be intended for school

experience programme, 40 scores and 20 scores to community living camp and study tour respectively

### CONSOLIDATION OF SCORES

Semester	CE	TE	CE+ TE Total	Internship	community living camp	Study tour	Total
S <sub>1</sub>	120	140	260	40	-	-	300
S <sub>2</sub>	120	260	380	40	-	-	420
S <sub>3</sub>	60	220	280	130	-	-	410
S <sub>4</sub>	60	220	280	130	40	20	470
<b>Total</b>	<b>360</b>	<b>840</b>	<b>1200</b>	<b>340</b>	<b>40</b>	<b>20</b>	<b>1600</b>

### Grading System

In order to assess teacher student 7 point Absolute grading system is used. After giving scores, score percentage is encoded in 7 grades.

**Grade Table is given below.**

<b>Score Percentage</b>	<b>Grade</b>
90-100	A <sup>+</sup>
80-89	A
70-79	B <sup>+</sup>
60-69	B
50-59	C <sup>+</sup>
40-49	C
0-39	D

CE, TE assessment of all papers in the semesters need at least ‘C+’ grade (50-59%) in each separately. Then only the course can be considered successfully completed. The school experience programme in each paper on each semester should have achieved atleast ‘C+’ grade (50-59%). Likewise, minimum ‘C+’ grade (50-59%) is to be achieved in community living camp and study tour.

## **CONSOLIDATION OF CONTINUOUS ASSESSMENT**

The learning in the D.EL.ED course is designed to utilize varied transactional strategies learning techniques and methods of research. The ITEs are free to choose suitable measures according to the nature of context, the present scenario and the approach undertaken. For the transaction of curriculum, seminar, symposium, debate, discussion etc. and for the research activities such as, project, case study, survey, sociometry and tryout are utilized in addition to the performance forms such as drawing, drama, dance, puppetry and assignments such as, notes and essays are to be made use of. The continuous assessment should be on the basis of these parameters.

### **1. Assessment of Cognitive Domain**

All subjects to be learnt by the teacher-students are included in this domain. Understanding of concept, aptitudes, skills and abilities are assessed. It can be done as assessment of learning process, portfolio assessment, unit level assessment and term assessment.



### **ASSESSMENT – PART OF LEARNING PROCESS**

Assessment shall be transformed according to learning process of participation in activities, concept awareness, skill acquisition and performance/presentation.

Self-assessment, peer group assessment and assignment by teacher should be done continuously and comprehensively based on appropriate materials and aids using the techniques of creative learning. Assessment should be coded into assessment for learning and learning itself as an assessment.

### **PORTFOLIO ASSESSMENT**

All products should be assessed and added to the portfolio, which are formed through the activities of each subject. (Reflective journal, Action Research, case study Report and all products which are emerged as part of learning activity). Scope should be opened to self-assessment and teacher assessment of the above.

### **ASSESSMENT AT UNIT LEVEL**

In each unit learning progress of teacher students should be assessed. For this, creative strategies can be made use of Possibilities should be included for uploading the level of achievement in similar period and by utilizing the possibilities of

assessing learning progress using the tools such as rating scale & check list and by utilizing the online possibility.

### **END SEMESTER ASSESSMENT**

The district level internal exam will be conducted by each institution at the end of each semester under the leadership of End semester assessment committee. In the CE score of each subject will have 50% weightage with score of ESA.

### **TERM END ASSESSMENT**

The terminal examination should be conducted by using various question models focusing on content areas and practical experiences. The details of Terminal Examination to be conducted are explained in the forthcoming part.

## **II. ASSESSMENT OF SOCIO-EMOTIONAL AREAS**

Camps and study tours are suggested as part of the course. The duration of community living camp is 15 days long. It can be conducted in one spell or two spells. Study tours are to be conducted only for academic purpose. In study tours well shown institutions in and outside the state, schools institutions for the CWSN/schools, institutions of historical and scientific importance are to be included in the study tour. The criteria for the assessment of this area is explained in the forthcoming part.

### **III. ASSESSMENT OF APPLICATION EXPERTISE OF TEACHING SKILLS**

Assessment should be made on attitudes, understandings and teaching skills of teacher students as part of school experience programme. Analysis classes, observation and the objectives, recorded can be considered as part of assessment. A uniform web portal having online possibilities for uploading the scores of continuous assessment in the school experience programme shall be included subject to the assessment by the monitoring team at the district/state levels in time, for the monitoring /administering of the SEP at the institution level, separate team/committee should be formed.

### **IV. ON THE SPOT MONITORING & ASSESSMENT OF INSTITUTIONS**

Institute of Teacher Education is the place, where meaningful learning is to be carried out. Continuous assessment and support mechanism are made available to the institutions. The method of assessing by comparing the excellences of institution with that of the excellences teacher students can be relied on. Institution should prepare academic plans. There shall be opportunities for transacting by uploading excellent activity models in separate portals and for

self assessment. The district level monitoring team should plan and implement necessary actions.

The excellences of institutions should be documented and transacted by organizing seminars under the leadership of DIETs.

### **CONSOLIDATION OF CE SCORES**

The CE score of each subject shall be calculated by the assessing the following 4 items.

1. Work Diary
2. Unit Test
3. Products Literary items – Non literary items
4. Performance /practical
5. Score shall be given by assessing each item on the basis of 5 indicators.

### **Formats of items are given below.**

- 1) Work diary – Form- A1 (All semesters)
- 2) Unit test – Form- A2 (All semesters)
- 3) (a) – Literary items - Form- A3<sub>(a)</sub> (All semesters)  
(b) – Non- Literary items - Form- A3<sub>(b)</sub> (All semesters)
- 4) Performance/Practical – Form A4 (All semesters)
- 5) End semester assessment – Form A5 (All semesters)

- CE Score of the subject shall be given by combining the score of exam held on the supervision of End semester assessment for this, Form B is to be used. CE score of certain subjects is 20 and CO scores to certain other subjects. it is to be written in Form B in an appropriate way

- Consolidation of CE score to all papers with semester  
There are separate formats for the consolidation of 4 semesters.

Form C1 (I<sup>st</sup> semester)

Form C2 (II<sup>nd</sup> semester)

Form C3 (III<sup>rd</sup> semester)

Form C4 (IV<sup>th</sup> semester)

- Consolidation of internship scores

Separate formats are necessary for assessing internship of each subject.

Form T1/T2-1,2 semesters (for the use of teacher – education)

Form T3 -3,4 semesters (for the use of mentors)

Form T4, 3,4 semesters (for the use of teacher educator)

Scores obtained in 5 items such as planning, TLM, materials, process transaction capability and reflection note shall be transformed into subject score. Suggestions are given below in terms T3 and T4. Only 25% of the score given by mentor is considered for evaluation (Form T3)

Consolidation of scores given by mentor and teacher educator.

25% of the score given by the mentor and 75% of the score given by the teacher educator together shall be transformed into the score of subject.

Form T5 and Form T6 are the forms are to be used for this.

- Form T5 – mentor score / teacher – educator score consolidation – semester 3
- Form – T6- mentor teacher – educator score consolidation – semester 4

Consolidation of scores of all subjects in the semesters, form – TP1, TP2, TP3 and TP4 shall be used.

- Form – TP1- Semester I (consolidation of all subjects)
- Form – TP2- Semester II (consolidation of all subjects)
- Form – TP3- Semester III (consolidation of all subjects)
- Form – TP4- Semester IV (consolidation of all subjects)

Proposed forms are included in the manual.

### **CONSOLIDATION OF SCORE IN COMMUNITY LIVING**

In chapter 6, 5 items are given for the assessment of total 40 score are divided 5 items. Total score is to be given by assessing each item.

### **Items**

- 1) Camp diary
- 2) Camp products
- 3) Personality development and leadership quality
- 4) social skills
- 5) involvement of the teacher – educator

For this, form – CLC is to be used.

### **ASSESSMENT OF STUDY TOUR**

The criteria for the assessment of study tour is explained in chapter 7. 20 scores .. for this score shall be given by dividing it into 5 areas. Each area will leave 4 score each.

### **ASSESSMENT ITEMS**

1. Role in planning and leadership quality
2. Digital documentation
3. Individual diary
4. Relevance of institution/place visited
5. Reflection note

Form ST shall be used for this.

V Practical exam board system

VI (i) District Practical Exam Board

The information of the district practical exam board is intended assess the learning activities by visiting the DIET and ITEs and carrying out the duties for finalizing scores of continuous assessment and internship. It is the responsibility of the DIET principal to issue the order regarding the formation of the board. Suggestions for the same shall be given by the Pareeksha Bhavan.

Structure of Board

Chairman : Principal , DIET

Convener : Senior Llecturer, Preservice Teacher Education, DIET

Members : Number of members and subjects will be decided by the Pareeksha Bhavan considering the subject experts by considering subjects including in each semester.

### **DUTIES OF THE BOARD**

- The sole responsibility of uploading scores the first and third semesters in the website of Pareeksha Bhavan shall be vested with heads of institutions. Records, which are the proof of scores given to teacher-students shall be kept with the institution for verification.
- At the end of the second and at the fourth semesters the institution shall be visited according to the calendar prepared in advance.

- In the second and the fourth semester the practical exam board should visit institution and upload the scores after standardization process.
- The academic activities held as part of the two semesters shall be assessed and the score given by the teacher indicators with institutions shall be standardized.
- The process of standardization is to done on the basis of portfolio, on the spot performance and other records.
- The assessment for school experience is coded in the third and fourth semester. The assessment for community living camps and study toursis held in the fourth semester.
- The standardization of scores with ITES of Mahi and Lakshadeep shall be carried out by the exam boards of Eranakulam and kannur respectively.
- In each board (4 to 5 members of ITES) adequate number of boards can be setup.

#### V(ii) State Level Evaluation-Committee

The scores awarded by the district exam board will be final. But, if any serious complaint regarding the functioning of the board, the given scores can be submitted to the DIET Principal. Complaint can be given by teacher-students, parents, teachers, principal and Heads of institutions. It is the responsibility of the DIET Principal to

find remedies for the complaint received on the basis of enquiry, as the chairman of the DEB. Those complaints from the school to be solved by the Principal should be sent to the State Evaluation Committee. The solutions suggested by the Principal as chairman of the DEB can be accepted by the complainant. They can submit the complaint directly to the SEB.

If the Committee/Board feels prima facie an enquiry is essential, solutions to the complaint should be made by visiting such institutions discussing with the concerned and verifying the records. If any serious malpractice comes to the notice but the scores awarded by the institution and the academic activities held, the DEB can submit the complaint to the SEB.

#### **Structure of Board**

- Chairman : Director , SCERT
- Vice Chairman : Addl. Director General Education  
Department  
Secretary Pareeksha Bhavan
- Convener : Head, Teacher Education, SCERT
- Members : 1. SCERT faculty member (Teacher Education)  
2. DIET Principal (Rep)

## **DISTRICT LEVEL MONITORING TEAM**

This team is constituted for ensuring the quality of teacher education in the district level. The formation of this team and the planning of activities are entrusted with the DIETs of each district.

### **Structure of the Team**

Chairman: Principal , DIET

Convener : Senior lecturer pre-sevice, DIET

Members : DIET faculty members (2)

Govt/Aided ITE teacher educators (2)

Teachers (Rtd) (School, ITE, DIET)-3

### **DUTIES OF THE TEAM**

- Team may meet in the beginning of each academic year in order to make a general understandings. Then organize two day workshop for DIET faculty members and the teacher educators of ITE. Revise academic master plan and frame year plan calendar.
- Take decisions for improving the activities of the second and the fourth semester by asserting the activities in the previous semesters, prior to the commencement of the second and fourth semesters. For this, organize a one day workshop for DIET faculty members and the teacher educators.

- Assess the activities by visiting the institutions once in a semester by a team having 3 representatives in the committee and give guidelines for improvement.
- Give suggestions regarding the conduct of in-service training on the auspices of DIETs after determining the training needs of teacher educators in the ITES.
- In the revisits, ensure that how the suggestion are executed accordingly.
- The activities of the district level monitoring committee, should be subject to observation by the teacher education section, SCERT in each semester. The state level report is prepared and published based on the same.
- Model activities and learning excellences of teacher students held there in each institution can be submitted through online or directly to the district level monitoring committee.
- Activities of excellences in each institution will be sharedd in the teacher education faculty in the SCERT.