



**DAKSHINA BHARATH HINDI PRACHAR SABHA,
CHENNAI**

PAREEKSHA BHAVAN

CURRICULUM

DIPLOMA IN ELEMENTARY EDUCATION

DAKSHINA BHARAT HINDI PRACHAR SABHA,

Declared by Parliament as an Institution of National Importance by

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PREFACE

The Diploma in Elementary Education (D.El.Ed.) of Dakshina Bharath Hindi Prachar Sabha aims to nurture competent, innovative, and empathetic educators who can cater to the diverse learning needs of students in a rapidly evolving educational landscape. Anchored in the norms of the National Council for Teacher Education (NCTE) and aligned with the Kerala SCERT curriculum, this curriculum incorporates the visionary directions of the National Education Policy (NEP) 2020. It emphasizes the holistic development of future teachers equipped to transform classrooms into vibrant, inclusive spaces of learning.

The curriculum is structured to integrate the latest pedagogical practices with a strong foundation in Information and Communication Technology (ICT). This ensures that future teachers can effectively leverage digital tools to enhance teaching and learning. Recognizing the multilingual and multicultural context of India, the program places significant emphasis on promoting Hindi while respecting and nurturing the learners' mother tongues. This approach aligns with the objectives of Dakshina Bharatha Hindi Prachara Sabha, fostering linguistic harmony and national integration.

Key features of the curriculum include:

Innovative Pedagogy: Incorporating experiential learning, project-based methods, and reflective practices to make learning meaningful and engaging.

ICT Capability: Providing hands-on training in digital tools, e-learning platforms, and assistive technologies to prepare teachers for 21st-century classrooms.

Multilingual Proficiency: Encouraging bilingual and trilingual competencies with a focus on Hindi and regional languages, fostering effective communication and cultural understanding.

NEP Alignment: Emphasizing foundational literacy and numeracy, creative and critical thinking, and competency-based education as outlined in NEP 2020.

Inclusivity and Sustainability: Preparing teachers to address diverse learner needs and promote sustainable practices in education.

Through a blend of theoretical knowledge, practical training, and community engagement, the program equips teachers to inspire young minds and contribute meaningfully to society.

With its forward-looking approach and integration of traditional wisdom with modern methodologies, the D.El.Ed. program aspires to create a cadre of educators capable of shaping the future of education in India.

CHAPTER 1

INTRODUCTION TO TEACHER EDUCATION CURRICULUM

The necessity of modernizing teacher education

The dynamic nature of society and the rapid pace of technological advancements necessitate a thorough modernization of teacher education. Teachers play a pivotal role in shaping the future, and their education must align with contemporary global standards and local cultural contexts. Modernizing teacher education ensures that educators are equipped with the skills, knowledge, and ethical grounding required to navigate the complexities of modern classrooms. The National Council for Teacher Education (NCTE) guidelines emphasize the need for a comprehensive and forward-looking approach to teacher preparation, integrating emerging trends in pedagogy, technology, and inclusive education.

The Guidelines of NCTE

The NCTE, as a regulatory body, provides a framework for teacher education that emphasizes quality, innovation, and inclusivity. Its guidelines advocate for competency-based and outcome-oriented curricula that focus on developing critical thinking, problem-solving, and ICT skills. The emphasis on inclusive education and multicultural understanding ensures that teachers can address diverse learner needs effectively. Additionally, the guidelines highlight the importance of continuous professional development, reflective practices, and ethical conduct.

Curriculum Modernization in Schools

Modernizing school curricula is integral to fostering holistic development in students. A modern curriculum incorporates interdisciplinary approaches, real-world applications, and experiential learning. It aligns with the needs of the 21st century by emphasizing critical and creative thinking, digital literacy, environmental awareness, and global citizenship. Teacher education programs must prepare educators to implement and adapt to these curricula effectively, ensuring that they can create engaging, inclusive, and meaningful learning experiences.

Development and Expansion of Educational Technology

The evolution of educational technology has transformed the teaching-learning process, making it more interactive, personalized, and accessible. From digital classrooms to AI-powered learning tools, technology offers innovative solutions for enhancing educational outcomes. Teacher education programs must integrate technology training, equipping educators with the skills to use digital tools effectively, design e-learning content, and foster an environment of collaborative and lifelong learning.

Perspectives that Encourage Curriculum

A well-designed curriculum is rooted in various perspectives, including psychological, sociological, and philosophical viewpoints. The constructivist approach emphasizes a child's active role in constructing knowledge through interaction with their environment. Sociological perspectives highlight the curriculum's role in fostering social cohesion and addressing inequalities. Philosophical underpinnings ensure that the curriculum reflects ethical values, critical inquiry, and cultural heritage.

Construction of Knowledge and learning

Modern educational philosophies view the child as an active participant in their learning journey rather than a passive recipient of information. Constructivist approaches stress the importance of experiential and inquiry-based learning, where students explore, question, and derive meaning from their experiences. Teacher education must equip educators with strategies to create learner-centered classrooms that nurture curiosity, creativity, and critical thinking.

The future Teachers

Teachers in the modern era must be versatile, technologically adept, and culturally sensitive. They should possess a deep understanding of their subject matter, pedagogical skills, and the ability to foster a supportive and inclusive learning environment. Additionally, teachers must adapt to the evolving educational landscape by embracing lifelong learning and continuous professional development.

Teacher Ethics

Ethics form the foundation of the teaching profession. Teachers are role models who influence students' values, attitudes, and behaviors. Ethical principles such as integrity, fairness, respect, and accountability must be integral to teacher education. Educators should also be trained to navigate ethical dilemmas and foster an environment of trust and mutual respect.

Teacher-Student Interaction

The teacher-pupil interaction and relationship is central to effective education. A positive and supportive relationship fosters trust, motivation, and a sense of belonging among students. Teacher education programs must emphasize the development of interpersonal skills, empathy, and cultural sensitivity to nurture strong teacher-student connections.

Relationships between Guardians, Children, and the Institution

Education is a collaborative effort that involves institutions, children, and their guardians. Strong partnerships between these stakeholders enhance student learning and well-being. Teacher education should prepare educators to engage effectively with parents and guardians, fostering open communication, shared goals, and mutual support.

The Relationship of Teachers to the Nation and Society

Teachers play a crucial role in shaping society and fostering national development. They act as agents of social change, promoting values such as tolerance, equality, and environmental stewardship. Teacher education programs must instill a sense of social responsibility and national pride, encouraging educators to contribute meaningfully to their communities and country.

Relationship with Colleagues and Peers

Collaboration and teamwork are essential in the teaching profession. Positive relationships with colleagues foster professional growth, innovation, and a supportive work environment. Teacher education should emphasize teamwork, conflict resolution, and collaborative problem-solving skills.

Teachers as Mentors

Mentorship is a vital aspect of professional development. Experienced teachers serve as mentors, guiding novice educators and fostering their growth. Teacher education programs must highlight the importance of mentorship and provide opportunities for aspiring teachers to engage with and learn from experienced educators.

Teacher Attitudes and Competencies

Competent teachers possess a blend of knowledge, skills, and attitudes that enable them to address diverse learner needs effectively. Teacher education should focus on developing pedagogical expertise, classroom management skills, cultural competence, and a positive attitude toward lifelong learning.

Acquiring Knowledge and Developing Useful/Effective Models

Teachers must be equipped with the ability to acquire, analyze, and apply knowledge in practical contexts. This involves designing and implementing innovative teaching methods, creating working models, and fostering a culture of experimentation and problem-solving.

Projects for School Development and Pedagogical Skills

Pedagogical skills are the cornerstone of effective teaching. Teacher education programs should provide practical training in lesson planning, instructional strategies, and assessment techniques. Additionally, participation in school development projects enables aspiring teachers to contribute to institutional growth and gain hands-on experience.

Skills for Assessment and Evaluation

Assessment is a critical component of the teaching-learning process. Teachers must be skilled in designing and implementing diverse assessment methods, interpreting results, and providing constructive feedback. Teacher education should emphasize formative and summative assessment practices, ensuring that educators can evaluate student learning effectively.

Integrated Education

Integrated education promotes inclusivity by addressing the diverse needs of all learners, including those with disabilities and from marginalized communities. Teacher education programs must prepare educators to implement inclusive practices, foster an environment of equality, and adapt teaching methods to suit varied learner profiles.

The Art and Science of Teaching

Teaching is both an art and a science, combining creativity with evidence-based practices. The art of teaching involves inspiring and engaging students, while the science of teaching relies on research, data, and systematic approaches. Teacher education must strike a balance between these aspects, fostering innovation and rigor.

By integrating these elements, the teacher education curriculum aims to prepare educators who can inspire, empower, and transform the lives of their students while contributing to the broader goals of society and nation-building.

CHAPTER 2

THE STRUCTURE AND CONTENT OF CURRICULUM

The quality of educated has an impact on a country's progress and development. The constitutional rights of our nation ensure the fundamental right of education to every citizen. It has become clear to us that education must be quality, equity-based, and lifelong. In order to carry out the educational program with the same goal in mind, a teacher society that is always learning and has acquired abilities and skills appropriate for the current context is required.

In order to promote the virtues of society, educators should be prepared to make learning enjoyable and possess a democratic mindset. Philosophical considerations and a basis in child psychology should be part of the teacher education curriculum in order to develop such instructors.

Additionally, academic topics and practical school experiences appropriate for implementing the primary school curriculum should be included in the teacher education program. The aforementioned items are spread over the four subject areas of the D.El.Ed. Curriculum.

THE FOUR AREAS OF CURRICULUM

Area code	Content
01	The Psychological Foundation of Education.
02	The Philosophical - Historical - Social Foundation of Education, Democratic Education Inclusive Education School Management and Gender Education.
03	Various subjects at school level, Education Technology Information and Communication - Technological Foundation - Practical Experience Programme related to school and institute of teacher education.
04	Integration of Art, Work Education, Health & Physical Education

The scope and details of these areas are given below:

Area 1

The nature of primary school students, psychological traits, and growth and development are all relevant to the practical applications of psychological principles of education. By taking into account the children's level, learning style, and personality qualities, the goal is to equip the teacher students with the necessary skills to deliver learning experiences. The following content sections are taken into consideration for this.

Contents in Area 01

Sl No	Content
01	Child Psychology – theory and practice
02	Learning and learning process
03	Education Psychology – Practical experiences

Area 2

This topic includes the philosophical, social, and historical underpinnings of education, the democratic perspective in curriculum development and transaction, CWSN education, school management for implementing qualitative education, and gender status education. The following content sections are taken into consideration for this.

Contents in Area 02

Sl No	Content
01	The Philosophical, social and historical foundation of Education.
02	Curriculum and Democratic Education.
03	Inclusive Education and School Organization.

Area 3

The third area includes the different subjects taught in elementary school classes. Additionally, it is intended to increase teacher students' ability to use educational technology to carry out curriculum. This section encompasses the following content areas.

Contents in Area 03

Sl No	Content
1.	Mother Tongue (Malayalam & Hindi)
2.	English
3.	Mathematics
4.	Environmental study
5.	Basic Science
6.	Social Science
7.	Art Education
8.	Work Education
9.	Health Education
10.	Information and Communication Technology.

Area 4

It encompasses the necessary hands-on experiences that were required throughout the previous semester. Here, opportunities are provided for active engagement in the real-world experiences that are obtained by assimilating the philosophical and psychological concepts that are connected to the first two semesters of instruction. In addition, there is a 100-day varied school experience program for both lower and upper primary students, a 15-day community coexistence camp, and a study tour.

The four areas' content is organized differently for each of the four semesters. D.El.Ed. is organized using a semester system; the course lasts two years and consists of four semesters. The second semester will run from November to March, while the first and third will run from June to October. Below are the specifics of each semester's timetable, score distribution, and structural material.

DETAILS OF THE PAPERS IN THE FIRST SEMESTER (S₁)

There are ten papers in the first semester. Three papers will undergo term examinations, and each paper will undergo ongoing review. The following list contains the paper names and score information.

Sl. No	Papers	Score Details			
		CE	TE	total	internship
101.	Educational Psychology Theory and Practice	20	70	90	0
102.	Philosophical, Sociological and Historical foundation of Education	20	70	90	0
103.	Malayalam Language Teaching Approach and Method	10	0	10	10
104.	Hindi – Language Proficiency and Pedagogical Aspects	10	40	50	10
105.	Proficiency in English Language	10	0	10	10
106.	Mathematics – Learning and Teaching	10	0	10	05
107.	Environment and Learning	20	0	20	05
108.	Information & Communication Technology – Possibilities & Application	10	0	10	0
109.	Art & Work Education – Approach & Application	10	0	10	10
110.	Health and Physical Education	10	0	10	05
Total		130	180	310	55
Grand total		365			

In the first semester, paper nos. 101, 102 will have Term Exam for 70 scores each and Paper no. 104 will have 40 score. Moreover, the proposed subjects will have fixed score as a part of school experience programme.

- i. Total continuous assessment (CE) score in the first semester : **130**
- ii. Total term exam (TE) score in the first semester : **170**
- iii. Total score towards school experience programme in the first semester : **50**
- iv. Total score in the first semester : **350**
- v. In the first semester, School Experience Programme has 50 score (Workshop)

Every item on the provided list pertaining to each subject must be completed, per the instructions. Eight subjects—including Malayalam, Hindi, Integration, English, Mathematics, Environmental Studies, Art Education, Work Education, and Health and Physical Education—will receive five points each as part of the school Experience Program. Each subject's workshop should define the specifics of the same. 30 hrs per week for regular periods and 6 hrs for workshops shall be set apart.

DETAILS OF THE PAPERS IN THE SECOND SEMESTER (S₂)

There are eleven papers in the second semester. Four papers will undergo term examinations, and each paper will undergo ongoing review. Paper Nos. 201, 202, 208 & 209 will have term exam. The following list contains the paper names and score information.

Sl. No	Papers	Score Details			
		CE	TE	total	internship
201.	Education Psychology Learning and Learning process	20	70	90	-
202.	Curriculum and Democratic Education	20	70	90	-
203.	Malayalam Language learning & Teaching	10	-	10	05
204.	Hindi Language Teaching & Learning	10	-	10	05
205.	Theory and Practice of English Language Teaching	10	-	10	05
206.	Mathematics - Learning and Teaching (11)	10	-	10	05
207.	Science Education	20	-	20	05
208.	ICT and Learning Teaching Process	-	60	60	-
209.	Art, Work Education - pedagogy	-	60	60	10
210.	Health and Physical Education	10	-	10	05
211.	Social Science - Learning and Teaching	20	-	20	05
Total		130	260	390	45
Grand total		435			

The 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.

Workshop - The school Experience Programme will have 45 scores in the second semester also. The preparation for this should be done in the workshop in time with the first semester.

DETAILS OF THE PAPERS IN THE THIRD SEMESTER (S₃)

In the third semester these are total 10 papers. 5 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. 308 will have workshops only based on the practical experience. Names of papers and the details of score are in the table, given below:

Sl. No	Papers	Score Details			
		CE	TE	total	internship
301.	Educational Psychology - Practical Experiences - 1	10	0	10	0
302.	Inclusive Education and School Organization	20	0	20	0
303.	Malayalam Language Teaching Approach and Method	0	80	80	40
304.	Hindi Language Teaching & Learning	10	0	10	20
305.	English Language – Teaching competence	0	80	80	20
306.	Mathematics –learning and Teaching	10	0	10	20
307.	EVS – Learning and Teaching	20	0	20	20
308.	*ICT – Practical Experiences	0	0	0	0
309.	Art & Work Education – Planning and Implementation (LP Level)	0	0	0	20
310.	Health and Physical Education	0	60	60	10
Total		70	220	290	150
		440			

The school experience programme in the third semester will have 130 score.

DETAILS OF THE PAPERS IN THE FOURTH SEMESTER (S₄)

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

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 409. The name of papers and score details are given in the following table. The content in the 4th semester will be included with term exam as part of papers no. 405, 406 and 409.

Sl. No	Papers	Score Details			
		CE	TE	total	internship
401.	Education Psychology Practical experiences II	10	0	10	0
402.	Malayalam – school experience and evaluation	10	0	10	20
403.	Hindi – school experience and evaluation	10	0	10	20
404.	Professional Development of English Teachers	10	0	10	20
405.	Mathematics – Learning and teaching (IV)	0	80	80	20
406.	Science Education – Learning & Teaching	10	70	80	20
407.	Art & Work Education Planning and Implementation – UP Level	10	0	10	20
408.	Health & Physical Education	0	0	0	10
409.	Social Science – Learning and Teaching (11)	10	70	80	20
	Social contact co-existence camp				40
	Study Tour				20
Total		70	220	290	210
Grand total		490			

- ❑ 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.
- ❑ The remaining 50% score fixed for CE/assessed must be made in the suggested score by assessing suitable method.
- ❑ 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.
- ❑ 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.

SEMESTER WISE TIME ALLOCATION TO EACH SUBJECT

SEMESTER 01 (S₁)

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

SEMESTER 02 (S₂)

Sl. No	Papers	Time distribution			
		Hrs. in a semester	Hrs. For workshop	Total	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 learning &Teaching	60	05	65	04
204.	Hindi Language learning &Teaching	30	05	35	03
205.	Theory and Practice of English Language Teaching	60	05	65	04
206.	Mathematics – Learning and Teaching	60	05	65	04
207.	Science Education	65	10	75	04
208.	ICT and Learning Teaching Process	10	05	15	01
209.	Art, Work Education – pedagogy	10	05	15	01
210.	Health and Physical Education	10	05	15	01
211.	Social Science – Learning and Teaching	65	10	75	04
Total		500	75	575	33
Internship		33			
Grand total		608			

SEMESTER 03 (S₃)

Sl. No	Papers	Time distribution			
		Hrs. in a semester	Hrs. For workshop	Total	Approximate Hrs. In work
301.	Educational Psychology – Practical Experiences - 1	05	0	05	01
302.	Inclusive Education and School Organization	50	10	60	05
303.	Malayalam Language Teaching Approach and Method	45	10	55	05
304.	Hindi Teaching Approach and Method	25	10	35	05
305.	English Language – Teaching competence	40	10	50	05
306.	Mathematics –learning and Teaching	40	10	50	05
307.	EVS – Learning and Teaching	40	10	50	05
308.	*ICT – Practical Experiences	0	15	15	01
309.	Art & Work Education – Planning and Implementation (LP Level)	15	10	25	02
310.	Health and Physical Education	15	05	20	01
Total		275	90	365	35
Internship		275			
Grand total		600			

SEMESTER 04 (S₄)

Sl. No	Papers	Time distribution			
		Hrs. in a semester	Hrs. For workshop	Total	Approximate Hrs. In work
401.	Education Psychology Practical experiences II	05	05	10	01
402.	Malayalam – school experience and evaluation	45	15	60	05
403.	Hindi – school experience and evaluation	25	10	35	05
404.	Professional Development of English Teachers	40	15	55	05
405.	Mathematics – Learning and teaching (IV)	40	15	55	05
406.	Science Education Learning & Teaching	40	15	55	05
407.	Art & Work Education Planning & Implementation – UP Level	8+7=15	5+5=10	15+10=25	02
408.	Health & Physical Education	10	05	15	01
409.	Social Science – Learning and Teaching	45	10	55	06
Total		275	90	365	35
Internship		270			
Grand total		640			

CHAPTER 3

LEARNING METHOD AND STRATEGIES

Instead of focusing on behaviorist technique, the methodology should prioritize constructivist methodology. The ability to construct knowledge in the classroom must be had by the student instructors. With D.El.Ed. programs, it is anticipated that the teaching approach will place a high value on self-learning, which differs slightly from classroom instruction.

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 ITEs' training programs will provide as a venue for hands-on practice using a range of learning techniques and approaches. Through discussion, debate, research, and creative endeavors, aspiring educators should gain awareness. There should be ample opportunity to develop theories, use the awareness gained, and draw on real-world experiences in order to persuade. Additionally, there should be a chance to interview members of the public and educational institutions. Peer group learning and mentoring outcomes will be released as part of the key techniques to be approved, which include referencing (books, digital materials, and the internet).

Subjects for learning

Elementary school disciplines that will be studied include mother tongue, English, mathematics, social science, basic science, EVS, art education, physical education, work education, and information and communication technology. Contact between the subjects and the learning technique up to class 10 should be:

- ⊕ The teacher educator dedicated to their work without much regard to time or duration.
- ⊕ They also lifelong learners who pick up new knowledge and abilities much like experts in other different industries.

Institute of Teacher Education

The ITEs ought to serve as a resource center that produces teachers with superior understanding and expertise. There should be opportunities and resources for ITEs to persuade themselves that education technology and information and communication technology are useful tools for transactions. These resources should include the ability to absorb new information and understanding about curriculum content, including subject matter, pedagogy, assessment, educational philosophies,

psychological perceptions, society, and education. The idea of "campus as textbook" should be exemplified by the ITEs.

Learning Atmosphere

There should be a learning environment that allows people to openly voice their thoughts and see the advantages and disadvantages of the current educational, administrative, and content systems. It is important to apply and integrate the theories in addition to learning them.

Teacher Educator

The teacher educator should be competent and skilled to drive the future teachers. The vision of the teacher educator should be backend with:

- ⊕ 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 influenced the future teaching in each year, concepts, learning materials, techniques and outputs. Among this, circumstances 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 and to know intimately the changes in education sector balancing with inclusive education, CE and the technology.

CHAPTER 4

SCHOOL EXPERIENCE PROGRAMME

The most crucial activity for enhancing self-confidence and molding instructor pupils' innate qualities is the school experience program or internship. a school-related social process for teacher candidates. Schools host social events pertaining to education, kids, parents, and society. The headmaster of the school and a senior teacher, whom the teacher trainee views as their mentor and guide, insist that the teacher trainee follow their instructions during this period. The teacher trainee uses this situation to apply and improve the pedagogical perceptions and understandings they have gained. As part of their internship, the teacher trainee has the chance to work in schools for 100 days. They must engage in all activities during this time, just like the other teachers. There should be mutual understanding and cooperation between the ITEs and the schools chosen for internships. The program through which both schools benefit is the internship. Internships should provide schools with cutting-edge educational opportunities and action plans. Similarly, the innovative activities that are held in the schools would benefit the ITEs.

School Experience Programme

The goal of the School Experience Program is to complete 100 school days across four semesters. Five days should be set aside for internships in the first and second semesters, and forty-five days in the third and fourth semesters, respectively.

Important Aims

1. To attain understanding for observing the learning-teaching 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 learning-teaching activities.
4. To observe what the school activities are and how the 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 learning-teaching process and to acquire necessary skills in assessing reflectively by developing teaching manual.
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 learning-teaching materials and to acquire skill in using them effectively in the learning process.

10. To attain skill in utilizing the ICT systems in learning-teaching process effectively.
11. To achieve practical understanding in assessing the learning-teaching process.

DETAILS OF SCHOOL EXPERIENCE PROGRAMME

No	Semester	Days	Score
1.	Semester 1	5	40
2.	Semester 2	5	40
3.	Semester 3	45	130
4.	Semester 4	45	130
Total		100	340

Internship – Preparation

It is recommended that ITEs hold workshops during internships in order to take measures about the activities that are carried out. In the second chapter, the time allotted for seminars pertaining to each topic is discussed. The following table contains the model activities that can be assigned to each subject; each item should be familiarized with the subject in the workshop. The workshop should be used to create the schedules, surveys, equipment, and recording materials required for each activity. 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 be aware that many teacher students will not be assigned to a single subject if they are deployed in a school. In addition to the activities listed in the table, teaching educators are free to choose other activities. Teacher educators must attend the schools on the day that the activities are expected to take place in order to offer the assistance that is required.

First and second semester internship

The first and second semesters each have five days dedicated to the school experience program.

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 can be used as 5/4/3/2/1 to each indicator.
- Assessment shall be done by giving deserving score.

Indicator

Indicator	Criteria	Description
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

INTERNSHIP ACTIVITIES

First Semester (S₁)

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 to be carried out
101.	Education Psychology – Theory & practice	1. Sociogram 2. Check list/rating scale – learning friendly atmosphere 3. Survey 4. Finding out aptitude
102.	The Philosophical, Sociological and Historical foundations	1. Community Participation in School Development - interview 2. Influence of Philosophies in classrooms observation

	& Education	note 3. Records prepared by the teacher – check list. 4. Govt. supports available to children in class – survey 5. PTA/class PTA – minutes – a study
103.	Malayalam – Language and Learner	1. Day observance and language learning – diary note 2. Use of Library – study report 3. Status study of language learning 4. Learning enrichment programmes – survey 5. Discourses – try out
104.	Hindi – Language and Learner	1. Day observance and– diary note 2. Collection of biography of Hindi poets – study report 3. Status study of Hindi at national level 4. Learning enrichment programmes – survey 5. Discourses – try out
105.	Proficiency in English Language	1. Developing individual magazines of discourses – product 2. Performance of discourses like skill / choreography performance 3. Conducting a film show followed by open discussion 4. Conducting tryout on storytelling using different strategies suitable for elementary classes. 5. Observing an English class to assess the extend of using mother tongue by the teacher.
106.	Mathematics – learning and teaching (1) Education	1. Class observation – Report 2. Application of Mathematics Learning strategies – Tryout of teaching method. 3. Mathematics quiz – Try out 4. Conducting try out by making a learning material 5. BaLa (Building as a Learning Aid) Try out
107.	Environment and Learning	1. Bio Diversity Park – Observation Note 2. Agriculture in School – Possibility Study 3. Sketch of School Compound – Preparation 4. Day observances in EVS – Report 5. Waste Disposal System/Mechanism – check list
108.	Information & Communication Technology (ICT) Possibilities and application	1. Report of a special programme held in school (Day observance) preparation in word processor 2. Conduct a try out after preparing a presentation that can be utilized in a subject in class 3. Conduct a result analysis by preparing a score sheet of the children in a class. 4. Collect the documentation of schools and the activities held in CD/DVD/USB 5. Prepare a spreadsheet of scores obtained by children of a class in the previous examination

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

SECOND SEMESTER (S₂) 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"> 1. Construction and analysis of classroom process study 2. Factors affecting learning – Data collection with tool 3. MI factors/elements – Try out 4. Check list 5. Motivation strategies – Try out
202.	Curriculum and Democratic Education	<ol style="list-style-type: none"> 1. Community Participation in School Development – PTA/CPTA – preparation of report 2. Intervention of LSGs and school – report 3. Registers kept in schools – checklist 4. Timetable and distribution of subjects – study 5. Admission and drop out – Analysis report
203.	Malayalam – Language learning and teaching	<ol style="list-style-type: none"> 1. Library and distribution of books – study 2. Learning enrichment programmes – report 3. Examine a language textbook in a class and finding out HS relation with literary movement. 4. Poet – poetry familiarization – report 5. Question paper – analysis of answer scripts
204.	Hindi teaching and learning	<ol style="list-style-type: none"> 1. Library and distribution of books – study 2. Learning enrichment programmes – report 3. Examine and compare Hindi and Malayalam textbook in a class. 4. Poet – poetry familiarization – report 5. Question paper – analysis of answer scripts
205.	Theory and practice of English teaching	<ol style="list-style-type: none"> 1. Evaluating CB based on indicators 2. Similar on analysis of TBs – seminar 3. Developing sample pedagogic analysis of TM – product

		<p>4. Developing my activity collection book – product</p> <p>5. Developing my grammar activity book product</p>
206.	Mathematics – learning and teaching	<p>1. Experimental method – try out</p> <p>2. Mathematics teaching methods – try out</p> <p>3. Maths lab – its use – survey</p> <p>4. Mathematics plays – possibilities in class – try out</p> <p>5. Application of mathematical concepts</p>
207.	Science Education	<p>1. Utilization of LAB – survey</p> <p>2. Science experiment – try out</p> <p>3. Science learning method – interview with science teacher</p> <p>4. Functioning of science class – observation report</p> <p>5. Learning materials and science learning – report</p>
208.	Information & Communication Technology (ICT) & Learning Teaching Process	<p>1. Post the pictures of activities by preparing a blog for the school visited.</p> <p>2. Prepare a PP for presenting in the CPTA about the activities held in the class and the learning progress of children.</p> <p>3. Prepare a digital teaching manual by making learning resources in a subject with the support of resource portals</p>
209.	Art & Work Education - Pedagogy	<p>1. Poetry dramatisation – try out</p> <p>2. Finding out the possibilities of art learning in textbook report</p> <p>3. Dramatization of a portion of a lesson</p> <p>4. Making of garden in school – observation report</p> <p>5. Distribution of noon meal – effectiveness study</p> <p>6. Hygienic system – checklist</p>
210.	Health and Physical activities in daily life	<p>1. Finding system – checklist</p> <p>2. Folk games – utilizing in school – try out</p> <p>3. Vaccination – survey</p> <p>4. Availability and use of play materials – study</p> <p>5. Ensuring the availability of purified water – study</p>
211.	Social Science – Learning and Teaching	<p>1. Social science LAB & use of learning materials – survey</p> <p>2. Socio – Economic survey</p> <p>3. Conducting try out by preparing a digital material</p> <p>4. Interview the headmaster – duties – interview report</p> <p>5. School Development Plan – Analysis Report</p>

SEMESTER THIRD AND FOUR

General Instructions Internship

Internship involves teaching practice for 45 days in the 3rd and 4th 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 pareeksha bhavan of DBHP Sabha. 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 THREE (S₃)

Internship Activities

Interactive experience at school level programme in the 3rd 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 carry out an excellent class through the activities mentioned. In order to achieve these aims the following suggestions can be considered.

1. To develop indicators for class analysis based on the understanding and the tryouts held in the class.
2. To understand the details of class for analysis and thereby develop teaching manual.

3. To point out views on the observed class.
4. To discuss the merits and demerits found, based on pedagogic strategies /activities for overcoming the demerits.
5. To analysis the learning strategies by observing the classes by senior teachers during teaching practice.
6. To utilizes the possibilities of ICT in Class room teaching.
7. To ensure class analysis of all subjects.
8. The teacher students should conduct an in-depth analysis about learning-teaching process in the classes observed.
9. The teacher educator should consolidate the class analysis classes by giving necessary additions or deletions after the analysis by learners.
10. 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	01	01	01
2.	Hindi	01	01	01
3.	Integration (class 1,2)	01	01	01
4.	English	01	01	01
5.	EVS	01	01	01
6.	Mathematics	01	01	01
7.	Art Education	01	01	01
8.	Work Experience	01	01	01
9.	Health & Physical	01	01	01
Total		9	9	9

- ❑ 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
S3 INTERNSHIP PERIOD - SCORE DISTRIBUTION ORDER

SL. No	Subject	No. of periods	Score
1.	Malayalam	15	20
2.	Hindi	10	10
3.	English	15	20
4.	Mathematics	15	20
5.	EVS	15	20
6.	Integration(Class 1, 2)	10	20
7.	Art Education	05	10
8.	Work Experience	05	10
9.	Health & Physical Education	05	10
Total		95	140

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 4th 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 3rd semester shall be conducted focusing on UP level in this semester.

SEMESTER FOUR (S₄)
SEMESTER - 4 (S₄)
DISTRIBUTION ORDER OF ANALYSIS CLASSES (UP Level)

Sl. No	Subject	Number of analysis classes		
		Class by teacher educators	Class by experts	Class by co learner (1 each)
1.	Malayalam	01	01	01
2.	Hindi	01	01	01
3.	English	01	01	01
4.	Mathematics	01	01	01
5.	Science	01	01	01
6.	Social science	01	01	01
7.	Art Education	01	01	01
8.	Work Experience	01	01	01
9.	Health & Physical	01	01	01
Total		9	9	9

INTERNSHIP PERIOD, SCORE DISTRIBUTION ORDER

SL. No	Subject	No. of periods	Score
1.	Malayalam	15	20
2.	Hindi	10	10
3.	English	15	20
4.	Mathematics	15	20
5.	EVS	15	20
6.	Integration(Class 1, 2)	15	20
7.	Art Education	05	10
8.	Work Experience	05	10
9.	Health & Physical Education	05	10
Total		100	140

CLASS ANALYSIS

Sl. No.	AREA	ASSESSMENT ITEMS
1.	Planning	<ol style="list-style-type: none"> 1. Pedagogic analysis done in relation to the unit. 2. Teaching manual – process oriented micro planning 3. TLM effectiveness
2.	Implementation of activities	<ol style="list-style-type: none"> 1. Characteristics of learning activity <ul style="list-style-type: none"> ✓ Possibility of achieving learning objectives ✓ Consideration of nature of child and learning process ✓ Ensuring the participation of all children ✓ Considering children with multilevel skills ✓ Suitability of teaching method and teaching strategies 2. Opportunities for self analysis and peer group analysis 3. Consolidation by teacher 4. Opportunity for children to free composition and recording.
3.	Strategies and materials of learning	<ol style="list-style-type: none"> 1. Effective utilization of learning methods / strategies 2. Utilization of learning materials (including BB)
4.	Evaluation	<ol style="list-style-type: none"> 1. Attempts for conducting continuous assessment 2. Changes made in learning process based on the responses of children 3. Providing opportunity for peer group assessment, self assessment and teacher assessment. 4. Opportunity for carrying out extended activity

5.	Atmosphere	1. Arrangement of classes 2. Learner friendly class atmosphere
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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 3rd and 4th semester. In the 3rd semester there are 45 days of teaching practice in LP sections. Teaching practice in UP section shall be in the 4th 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 3rd and the 4th 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.

- 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.

1. 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 by 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.

2. 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.
3. 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.
4. 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 be 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 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:

Process / Order of Activity	Assessment

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 $4 \times 100 = 400$ 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.

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

Camp Schedule

- Income and Expenditure
- Digital Reports including photos
- Camp Reviews
 3. Personality Development/Leadership Quality
 4. Social Skills
 5. Involvement of teacher student

Department of Education are authorised to give necessary guidelines for conducting planning-Review Meeting related to camp organization of ITE.

ITE should prepare the module of the camp and it shall be given to the Department of Education and DIET concerned earlier to the commencement of camp.

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 their activities 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 use.

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	Internship	Community living camp	Study tour	Total
S ₁	130	180	310	55	00	00	365
S ₂	130	260	390	45	00	00	435
S ₃	70	220	290	150	00	00	440
S ₄	70	220	290	210	40	20	560
Total	400	880	1280	460	40	20	1800

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:

Score Percentage	Grade
90-100	A+
80-89	A
70-79	B+
60-69	B
50-59	C+
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 At least '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 are explained in the forthcoming part.

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.

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 Department of Education of Sabha, local DIETs and neighbouring ITEs.

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

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(a) (All semesters)
(b) – Non- Literary items - Form- A3(b) (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.
 - i. Form C1 (Ist semester)
 - ii. Form C2 (IInd semester)
 - iii. Form C3 (IIIrd semester)
 - iv. Form C4 (IVth semester)
- Consolidation of internship scores

Separate formats are necessary for assessing internship of each subject.

- i. From T1/T2-1,2 semesters (for the use of teacher – education)
- ii. Form T3 -3,4 semesters (for the use of mentors)
- iii. 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 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

The assessment of total 40 score is divided 5 items. Total score is to be given by assessing each item.

Items

- a. Camp diary
- b. Camp products
- c. Personality development and leadership quality
- d. social skills
- e. 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 are explained in chapter 7. 20 scores for this shall be given by dividing it into 5 areas. Each area will leave 4 score each.

ASSESSMENT ITEMS

- a. Role in planning and leadership quality
- b. Digital documentation
- c. Individual diary
- d. Relevance of institution/place visited
- e. Reflection note

Form ST shall be used for this.

Practical exam board system

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

Structure of Board

- i. Chairman: Principal of concerned DIET where the institute is located.
- ii. Convener : Head of the Department of Education
- iii. 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 of DBHP Sabha 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 tours is held in the fourth semester.

Disputes and complaint solving mechanism

- ✓ The scores awarded by the exam board will be final. But, if any serious complaint regarding the functioning of the board, the given scores can be submitted to the controller of examinations of DBHP Sabha.

- ✓ Complaint can be given by teacher-students, parents, teachers, principal and Heads of institutions. It is the responsibility of the controller of examinations to find remedies for the complaint received on the basis of enquiry, as the chairman of the practical board. Those complaints from the school to be solved by the Principal should be sent to the controller of examinations of DBHP Sabha.
- ✓ The solutions suggested by the registrar/Controller of Examinations of DBHP Sabha can be accepted by the complainant.
- ✓ 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 board chairman can submit the complaint to the registrar of the DBHP Sabha.

Curriculum Revision Committee

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