Diploma in Elementary Education (D.El.Ed.)

Student Teachers' Handbook

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1. **INTRODUCTION**

This handbook has been developed for the student teachers enrolled for the Diploma in Elementary Education (D.El.Ed.) programme. The main purpose of the handbook is to orient you about the different practical aspects of teacher training programme at the elementary education and will facilitate you to be an effective teacher. At the same time this handbook has discussed various activities that you have to undertake in your school, classroom and in the workshops. These activities will help you to develop and update necessary skills, knowledge, competencies and attitude as a teacher. Further it will also sharpen your performance as a professional. To be precise the handbook deals with the following:

- Various components or the practical activities
- Procedures of organizing these activities
- Evaluation procedure

2. **ABOUT THE PROGRAMME**

*Diploma in Elementary Education (D.El.Ed)* Programme is an effort of School of Education to enhance understanding and competencies of in-service teachers for carrying out the teaching learning process effectively at the elementary level. The programme also takes into account experiences gained by in-service teachers and aims at strengthening their professional competencies, pedagogical skills and attitudes in order to make teaching learning an effective and enjoyable activity.

3. **OBJECTIVES OF THE PROGRAMME**

The following four broad objectives have been envisaged in the programme:

I. to develop knowledge and understanding of the elementary school curriculum;
II. to develop skills in transacting the prescribed curriculum effectively;
III. to acquaint the teacher-trainees with the factors affecting child development, individual differences in the classroom, learning and motivation process etc; and
IV. to appreciate the role of teachers in the socio-cultural and political context of the countries in general and in the elementary education system in particular.

4. **STRUCTURE OF THE PROGRAMME**

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At this juncture, it would be appropriate to define the term credit. Credit, is a notional representation of a fixed amount of students’ study hours devoted to various aspect of study as studying the material, writing assignments, attending counseling and teleconferencing sessions, gathering information from audio and video programme through practical work etc. One credit has been deemed equivalent to 30 study hours. Out of 4 credits of each theory courses, 1 credit is allotted to practical activities.

5. PRACTICAL COMPONENT

The practical component of this Diploma in Elementary Education programme (D.El.Ed) aims to concretize your experience as a successful teacher. While the theory courses provide necessary background on which professional skills and competencies of the school teachers could be built; the practical activities will enable you to improve your competencies in teaching and other related activities more effectively and efficiently. The practical work will enable you to apply knowledge learnt through the theory courses to the practical concerns of everyday professional life and to integrate and apply the knowledge gained through different courses. You have already been associated with the activities that we are going to discuss in this handbook. Our purpose here is to help you to perform better and more systematically.

The specific objectives of the practical components of D.El.Ed. programme are given below. The practical components should help you to develop:

- skills and capabilities for effective teaching and learning;
- a better understanding of the theoretical concepts and principles as well as their applications;
- understanding of the practical experiences you already have in your work situations; and
- a positive attitude towards teaching as a profession and a broader outlook and open mindset towards educational innovations.
We have tried to ensure that all the essential competencies and skills needed by an effective school-teacher are included in the D.El.Ed. curriculum. In other words, our attempt is to cater to the professional needs, problems and aspirations of teachers.

Considering the possibilities inherent in the distance and open education systems on which this programme is based, the practical activities or courses are being organized as follows:

- Practical oriented assignments based on each theory course (10 credits)
- School-based practical activities (8 credits)
- Workshop-based practical activities (8 credits)
- Practice of teaching (8 credits)

5.1 Practical Oriented Assignments Based on Theory Courses

In the D.El.Ed programme, it has been envisaged that the assignments should be such that they cover the theory as well as practical aspects. So, one practical oriented assignment on each theory course is designed in which you are expected to apply knowledge gained through the theory courses to practical situations. Thus, you will work on 10 practical oriented assignments. You are expected to submit your assignment responses for evaluation and comment to the Coordinator of the Programme Study Centre to which you are attached with. The evaluated assignment responses with constructive feedback will be sent back to you within the specified period. The explanation concerning these assignments will be provided during specified workshop sessions by the workshop facilitator. If you fail to complete the assignments in the year/session they are meant for, you are expected to work on a set of new assignments prepared for the following year.

5.2 School-Based Practical Activities

School-based practical activities constitute an important part of the D.El.Ed. programme. It is based on the premise that, besides regular teaching job, a teacher performs a number of other activities in the school. Our concern in the D.El.Ed programme is to help you plan, organize and conduct certain practical activities more systematically and professionally. It is important to note that all the school-based activities have undertaken by you are to be accompanied by an authentication by the Mentor to the effect that the activity was actually undertaken by you in the school. Also his or her comments on the activities report/portfolio are essential.

Activities

Number of activities are designed for student-teacher to be undertaken in the settings of their school during the two-year duration of the programme. The objective is that they reflect on their current practices with their own observations, discussions with their peers and mentors and improve it to enrich the teaching-learning experience. Each activity is to be carried out in three phases i.e. involving preparation and feedback before activity, during activity and post-activity. The student-teacher will discuss and submit all the activities to the mentor for evaluation during the duration of the programme. You have to identify a list of activities which you are expected to work on as per the guidelines prescribed for each of the activities. You have to select activities worth eight credits (4 credits worth activities for 1st year and 4 credits worth activities for 2nd year) equivalent to 240 hours of study from the school-based practical activities and produce a report for each activity. The report should be in the specified word limit. Also it should be well structured, clear and comprehensive. The reports, along with the mentor’s
authentication and comments, will be submitted to the workshop facilitator in the first and the second workshop as specified. Each activity is to be discussed under the following major sections:

- Name of the activity
- Objectives
- Your role (as a student teacher)
- Role of the Mentor/Head-Teacher/Principal
- Evaluation mechanism
- Credit points

**List of School Based Activities**

1. Maintenance of records and registers (for 1st year)
2. Addressing the school assembly (for 1st year)
3. Preparation of cumulative records (for 1st year)
4. Preparation of school time table (for 1st year)
5. Organization of a field trip (for 1st year)
6. Preparation of a case profile (for 1st year)
7. Evaluating mid-day meal scheme (for 1st year)
8. Observation and analysis of classroom learning environment (for 1st year)
9. Communicating students’ needs and progress to parents (organization of parent teacher meeting) (for 1st year)
10. Organizing academic, co-curricular and sports activities (for 1st and 2nd year)

   (You can opt only 2 activities in each year: 2+2=4 activities)
   - Arts and drawing
   - Games and Sports
   - Science corner
   - Debate
   - Quiz
   - Cultural activities
   - Essay competition/slogan writing/story writing/poem writing/recitation
   - Environmental conservation related activities
   - Guidance and counseling cell

11. Organization of a community service campaign (for 2nd Year)
12. Conducting a sociometric test in your class (for 2nd Year)
13. Observation and report writing on a movie related with children (for 2nd Year)
14. Linking curriculum to instruction and assessment (for 2nd Year)
15. Examine and develop a report on drop-outs amongst girls students (for 2nd Year)
16. Study “How gender sensitive are you?” (for 2nd Year)
17. Examine and prepare a report on “Inclusion in the classroom”. (for 2nd Year)
18. Conducting a case study in the context of ICTs enabled/ supported innovative practices used in an elementary school in teaching learning practices and administration. (for 2nd Year)
19. Development of digital learning content (for 2nd Year)
20. Development of programmed instruction package (for 2nd Year)
21. Conducting an action research. (for 2nd Year)

Details of activities for which reports are to be submitted in Workshop I & II

Activities worth 8 credits (4 credits for first year and 4 credits for second year) are to be selected from these activities.

Activity 1 : Maintenance of Registers and Records

- **Nature of the activity:** Maintenance of various registers such as records of student’s performance as progress report, attendance register, admission register, laboratory stock books etc.

- **Objectives:** To provide you with an opportunity to know the systematic procedure of handling and maintaining records in the school.

- **Your role**
  - To maintain any two of the aforementioned school registers for about 3 months.
  - Collect the necessary information to be included in the record.
  - Discuss issues and problems related to the collection and recording of different types of information and find out the possible solutions.

- **Output:** A report of about five-six pages, i.e. about 750 words on the work you have done along with copies of records handled by you.

- **Role of the Mentor**
  - To guide you in the effective maintenance of various registers and records.
  - To provide his/her authentication to the report.

- **Evaluation:** Rating Scale

- **Credit Points:** Credit points are calculated in terms of time devoted for carrying out and reporting of the activity.
Half an hour each day for about 3 months = 50 working days
Total- 25 hours
Reporting –5 hours
Total Credit-1

**Activity 2: Addressing the School Assembly**

- **Nature of the activity:** Addressing the children in the morning school assembly

- **Objectives**
  - To acquire the needed competencies and skills of addressing the school assembly on the contemporary topics;
  - To develop confidence and effective communication skills.

- **Your role**
  - To identify five different themes or topics and to prepare them for presentation on five different occasions;
  - The topics may be on contemporary socio-economic problems, moral education, population education, national integration/unity, international/political scenario, empowerment of socially and economically backward people, women emancipation, child rights RTE Act 2009 etc.;
  - To receive feedback from your colleagues and the mentor on the presentations. (Feedback may be on the relevance of the topic, quality of language, organization of the content, clarity of expression, etc.);
  - To consider feedback and improve upon the skills of addressing the assembly.

- **Output:** A report of five-six pages or about 750 words which should include a resume’ of the all five addresses presented, a brief description of feedback received from the mentor, and your experiences as a teacher trainee.

- **Role of the Mentor**
  - To observe all the addresses presented by you and evaluate them separately in terms of the relevance of the topic, quality of presentation, quality of language and clarity of expression. This feedback is to be attached with the report;
  - To provide guidance for improvement and sharpening the skills of presentation.

- **Evaluation:** Rating Scale

- **Credit points**
  - Four hours each for the preparation of topics: 20 hours in total;
  - One hour each for five presentations: 5 hours;
  - Preparation of the report: 5 hours.

Total Credits: 1
Activity 3: Preparation of Cumulative Records

- **Nature of the activity**: Preparation of cumulative records of a child with a span of 2 years

- **Objectives**
  - To provide you with an experience of continuous and comprehensive evaluation;
  - To give you an idea of deciding about educational and vocational inclination/aptitude of the children.

- **Your role**
  - To prepare a complete cumulative record of the child’s/ student’s past and present performance in a span of 2 years.

- **Output**: A report based on child performance in about 4-5 pages, i.e. 500-600 words has to be prepared by you.

- **Role of the Mentor**
  - To help in the preparation of records;
  - To authenticate the records prepared along with comments.

- **Evaluation**: Rating Scale

- **Credit points**:
  - Preparation of records: 12 hrs;
  - Report writing: 3 hrs.

  Total Credit: ½

Activity 4: Preparation of School Time – Table (Elementary or Primary Level)

- **Nature of the activity**: Preparation and implementation of time table in your school

- **Objectives**: To know the systematic procedure of preparing and implementing timetable.

- **Your role**
  - To analyze the existing time-table of the school and hold discussions with fellow teachers and the principal/ head teacher regarding preparation of a time-table;
  - To develop a new class-wise time-table suited to the needs of your school;
  - To develop time-table for teachers keeping in mind their problems;
  - To discuss the new time-table with your colleagues and incorporate the suggestions given by them;
  - To prepare the final time-table.

- **Output**: A report of about 4-5 pages or 500 words which should include the following:
  - the need and importance of time-table;
  - analysis of the existing time-table.
- feedback given by your colleagues and the principal/ head teacher; and
- problems faced by you in preparing and implementing the time-table.

**Role of the Mentor**
- To guide you in preparing and implementing the time-table;
- To authenticate the report along with comments.

**Evaluation:** The report submitted by you will be evaluated with the help of a rating scale.

**Credit points**
- Two hours a day for 6 days : 12 hrs
- Reporting : 3 hrs.

Total Credit: $\frac{1}{2}$

**Activity 5 : Organization of a Field Trip**

- **Nature of the activity**: Planning and organization of a field trip to a place which may be a Zoological park, Botanical garden, Museum, Factory, Historical Monument, Local fair, Dam, State Assembly, Akashwani/ Doordarshan Kendra, etc.

- **Objectives**
  - To acquire the experience of planning and organization of a field trip;
  - To help your students understand the environment around them.

- **Your role**
  - To specify the objectives of the field trip;
  - To formulate the detailed plan of the trip;
  - To carry out the plan accordingly;
  - To study the impact of the field trip on the students’ behavior by administering an academic achievement test or interviewing them.

- **Output of the activity**: You are required to develop a report of about 5-6 pages or 750 words on this activity. The report should contain the objectives of the trip in terms of learning outcomes, the planning and organization of the field trip, impact on the students, problems faced and suggestions for organizing a meaningful field trip.

- **Role of the Mentor**
  - To help you in planning and organization of the field trip;
  - To authenticate the report along with comments.

- **Evaluation**: Rating Scale

- **Credit points**
  - Planning and Organization of field trip : 25 hrs
➢ Preparation of the report : 5 hrs

Total Credit : 1

Activity 6 : Preparation of Case Profile

➢ Nature of the activity : The student teacher can identify one child in the class/school in the age group of 6 -14 years to understand him/her in diverse contexts and use case profile method to study him/her.

➢ Objectives
  ➢ To provide you an understanding about the diverse contexts of children;
  ➢ To support the development and educational needs of the marginalized children.

➢ Your role
  ➢ To maintain case profile of child belonging to diverse contexts;
  ➢ Collect the necessary information to be included in the record. It should include the following aspects:
    • Personal Information
    • Child rearing practices
    • Socio-cultural environment
    • Expectation from school by the child, his/her parents and community
    • Aspiration of the child or what the child wants to be in the future

➢ Output: A report of about five-six pages or 750 words along with copies of records handled by you.

➢ Role of the Mentor
  ➢ To help you in the effective preparation of a comprehensive and self explanatory case profile.

➢ Evaluation: Rating scale

➢ Credit points: credit points are calculated in terms of time devoted for planning, carrying out and reporting of the activity.
  ➢ Observation of child for 8 days 2 hrs per day: 16 hrs
  ➢ Interview with parents & visit to child’s home( 2 hrs per day & 5 visits): 10 hrs
  ➢ Preparing case profile/ writing a report: 4 hrs

Total Credit: 1

Activity 7 : Evaluating Mid-Day- Meal (MDM) Scheme

➢ Nature of the activity. Evaluation of mid –day meal scheme in your school for last two years by the discussion with other teachers, head teacher and mid-day meal coordinator.
- **Objectives:**
  - To understand the importance and management of mid-day meal scheme by evaluating it;
  - To understand ground realities of mid-day meal scheme.

- **Your role**
  - To specify the objectives of the evaluation of mid-day meal scheme;
  - To discuss with other teachers in the school and evaluate the mid-day meal scheme in your school for the last 2 years.

- **Output of the activity:** You are required to develop a report of about 5 & 6 pages or 750 words on this activity. The report should contain:
  - Objectives of the scheme;
  - Organization;
  - Implementation;
  - Impact on;
    i. Enrolment of boys and girls from economically deprived families,
    ii. Retention of girl students,
    iii. Overall work load of teachers.
  - Problems/challenges faced by the school;
  - Any other like nutritional supplementation value of the meal, overall response of the school children, feedback of the parents, timely arrival of the grant, food supply, availability of cooking facility, etc.

- **Role of the Mentor**
  - To evaluate the observation ability of student teacher;
  - To help you in the preparation of the report;
  - To authenticate the report along with comments.

- **Evaluation:** Rating Scale

- **Credit points**
  - Observation and evaluation Mid-day Meal Scheme for 1 hour/per day about 10 days: 10 hrs
  - Interview with school principal/head teacher, teachers, students, parents etc: 8 hrs
  - Discussion with mid-day meal coordinator and analysis of records related to MDM: 7 hrs
  - Preparation of the report: 5 hrs.

Total Credit: 1
Activity 8: Observation and Analysis of Classroom Learning Environment

- **Nature of the activity:** You have to select a class and observe critically available physical infrastructure and its arrangement, classroom learning environment and your attitude towards teaching-learning.

- **Objectives:** To make you able to
  - analyze your classroom learning environment,
  - analyze your attitude towards teaching learning in the classroom,
  - modify your classroom as a constructivist classroom.

- **Your role**

  Based on the observation of the classroom and reflection on your teaching practice, collect data over a period of 2 weeks or 10 days (5 days in a week) and prepare a daily report on the following points

  i) **Sitting arrangement:** boys and girls, SC and ST children, economically deprived and children with disabilities etc.;

  ii) **How desks, durries, etc are arranged:** in rows, semi-circles without any order, is there enough space for all children or are children sitting comfortable?

  iii) **Who initiates and manages class talk:** do you inquire about student’s understanding of concepts before showing your explanation and description of those aspects, do you frequently ask questions, to all children equally, are the questions open-ended, do you invite students to ask questions in the class; do you provide a feedback?

  iv) **How active or passive the classroom is?:** do you encourage and accept student’s autonomy and initiative? do children move freely or you move in the classroom to talk with children in their place, or stay at the front?

  v) **How children are guided, controlled and disciplined?** are the rules of behavior management clearly and fairly applied and also learning oriented; are children encouraged to talk about their hopes, dreams, worries and problems?

  vi) **How visible children are?** does a child respond and interact as an identified individual or a “student”?, has student work displayed on wall magazines?; do boys and girls participate in class decisions equally?; does you as a the teacher address and involve girls and boys equally in all activities?; and

  vii) **How self-directing are you as a professional?** are you coming to school regularly and on time?; do you plan and implement your lessons?; do you seem happy/relaxed or distracted/anxious; do you reach out to other fellow teachers to exchange teaching experiences or with parents to discuss students progress? are you involved in school’s “vision” and management activities?

  What did you observe? Reflect your responses/ answers and introspect. Do your findings makes any difference after two weeks? What has made the difference?

- **Output:** A report of about 5 - 6 pages or 750 words has to be prepared by you. It should include a brief note on the activity, organization of the activity, managerial problems faced,
feedback and its implementation, outcomes of the activity, your observations while undergoing the activity and suggestions for improvement.

- **Role of the Mentor**
  - To supervise and help in organizing of activity;
  - To observe the activity, authenticate the report and provide feedback to sharpen your skills required for effective organization of the activity.

- **Evaluation:** Rating Scale

- **Credit points**
  - Pre-organization activity (one hour per day): 10 hrs
  - Organization of activity: 10 hrs
  - Collecting feedback and suggestions: 5 hrs
  - Report writing: 5 hrs

Total Credit: 1

**Activity 9: Communicating Students’ Needs and Progress to Parents (Organization of Parents Teacher Meeting)**

- **Nature of the activity:** Organizing parents teacher meeting in your class/school
- **Objectives:** To help you acquire skills necessary for systematically and effectively organizing Parent Teacher Meeting (PTM) / Mother Teacher Meeting (MTM)
- **Your role**
  - To plan and conduct PTM/ MTM;
  - To collect feedback on the effectiveness of the activity from the mentor, colleagues and parents;
  - To prepare a report on the activity done.
- **Output:** A report of about 4-5 pages or 500 words has to be prepared by you. It should include a brief note on the activity, organization of the activity, managerial problems, feedback and its implementation, outcomes of the activity, your observations while undergoing the activity and suggestions for its improvements.
- **Role of the Mentor**
  - To supervise and guide you in the organization of the activity;
  - To observe the activity, authenticate the report and provide feedback to sharpen your skills required to effectively organize the activity.
- **Evaluation:** Rating Scale
- **Credit points**
  - Pre-activity preparation: 6 hrs.
Organisation of activity : 3 hrs
Collecting feedback and suggestions : 3 hrs
Report writing : 3 hrs.

Total Credit: ½

Activity 10: Organizing Academic, Co-curricular and Sports Activities
(You can opt only 2 activities in each year)

- Arts and drawing
- Games and Sports
- Science corner
- Debate
- Quiz
- Cultural activities
- Essay competition/slogan writing/story writing/poem writing/recitation
- Environmental conservation related activities
- Guidance and counseling cell

- Nature of the activity: Organization of a maximum of 4 activities of mentioned above in your school
- Objectives: To help you acquire skills necessary for systematically and effectively organizing and managing academic, co-curricular and sports activities.

- Your role
  - To plan, conduct and evaluate any activity;
  - To collect feedback on the effectiveness of the activities from the mentor, colleagues and the students;
  - To prepare a report on the activities done.

- Output: A report of about 4-5 pages or 500 words has to be prepared by you. It should include a brief note on the activity, organization of the activity, managerial and implementation problems, feedback and its implementation, outcomes of the activity, your observations in the entire duration of the activity and suggestions for their improvement.

- Role of the Mentor
  - To supervise and assist you in the organization of the activity (ies);
  - To observe the activity, authenticate the report and provide feedback to sharpen your skills required to effectively organize the activity (ies).

- Evaluation: Rating Scale
Credit points (for each activity)

- Pre-activity preparation: 6 hrs
- Organization of activity: 3 hrs.
- Collecting feedback and suggestions: 3 hrs
- Report Writing: 3 hrs.

Total Credit: ½ Credit for each activity

Activity 11: Organization of a Community Service Campaign

- **Nature of the activity:** Planning and execution of a campaign on one of the socially useful themes such as nutrition, literacy, sanitation, blood donation, immunization, environment awareness, gender issues, etc.

- **Objectives**
  - To acquire the requisite competency in planning, executing and evaluating socially useful campaigns.

- **Your role**
  - To select one of the themes mentioned above as the topic for the campaign depending on your interest, availability of time and the resources available in the school;
  - To plan, execute and evaluate the campaign undertaken by you;
  - To motivate and involve your students in the campaign;
  - To seek cooperation and support from local development agencies, educational institutions, key-person of the area, etc.

- **Output:** You have to prepare a report which should include the objectives of the campaign, methodology adopted, observations as the organizer, and outcomes of the campaign. The report may also contain some photographs related to the campaigning.

- **Role of the Mentor**
  - To help you in planning and execution of the campaign;
  - To authenticate the report along with comments.

- **Evaluation:** Rating Scale

- **Credit points**
  - Planning of the campaign: 8 hrs
  - 4 hours of campaign for 3 day: 12 hrs.
  - Collecting feedback from students and community: 5 hrs
  - Report writing: 5 hrs

Total Credit: 1
Activity 12: Conducting a Sociometric Test in Your Class

- **Nature of the activity:** To conduct sociometric test for understanding group dynamics in the classroom.

- **Objectives**
  - To identify group processes working in the classroom;
  - To initiate measures to improve group processes.

- **Your role**
  - To go through the inputs provided to you in workshop II;
  - Prepare sociogram of your class;
  - Identify star/s, isolate, mutual pairs and chains;
  - Suggest strategies for improvement of group processes.

- **Output:** A report of about 5-6 pages or 750 words including all aforementioned aspects.

- **Role of the Mentor**
  - To help the teacher trainee in the conduct of the activity and providing improvement measures;
  - To authenticate the report and provide comments/feedback on it.

- **Evaluation:** Rating Scale

- **Credit points**
  - Pre-activity preparation: 2 hrs.
  - Conduction of Sociometric test: 3 hrs.
  - Preparation of Sociogram: 5 hrs.
  - Preparation of the report: 5 hrs.

  Total Credit: ½

Activity 13: Observation and Report Writing on a Movie Related with Children

- **Nature of the activity:** Student teacher is expected to watch movies like Taare Zameen Par and Stanley Ka Dabba collectively or individually and reflect on the portrayal of children. Discussion can also be conducted in the classroom based on varying background, construct of childhood, etc.

- **Objectives**
  - To analyze the real life situations of children;
  - To suggest for betterment of children’s situation.

- **Your role**
  - To develop the ability to express one’s views;
➢ To discuss the points to be noted while preparing observation record;
➢ To develop the ability to handle diversified classroom situations;
➢ To develop empathy among the children to their peers belonging to divers contexts;

• Output: A report of about 4-5 pages or 500 words which should include the following points.
  ➢ The cultural background of the children;
  ➢ The theme of the movie;
  ➢ The measures to manage the children from diverse contexts.

• Role of the Mentor
  ➢ To help and evaluate the observation ability of teacher-trainees;
  ➢ To help you in the preparation of the report.

• Evaluation: Rating Scale

• Credit points
  ➢ Planning of the activity: 3 hrs
  ➢ Showing the movie: 3 hrs
  ➢ Collecting & analyzing students’ observations: 5 hrs
  ➢ Writing the report: 4 hrs

Total Credit: ½

Activity 14: Linking Curriculum to Instruction and Assessment

• Nature of activity: Analysis of a curriculum i.e. how content and various parts of the curriculum (teaching methods, resources, assessment procedures) are linked.

• Objectives: To make you able to understand and analyze different aspects of curriculum.

• Your role: Take the curriculum/syllabus of any subject of any class in elementary stage that you teach and do the following:
  ➢ Analyze how content and various parts of the curriculum (teaching methods, resources, assessment procedures) are linked; and
  ➢ Discuss how curriculum can be used in planning instruction and assessment.

• Output: You have to prepare a report which should include the objectives of the content included under that subject in the elementary stage, the teaching-learning practice and assessment practices have been adopted by you, highlighting the innovative teaching-learning & assessment techniques you are planning to take, what teaching aids you are planning to prepare, how CCE is going to be incorporated, etc

• Role of the Mentor
  ➢ To help you in critically analyzing the content points vis-a-vis teaching learning in a subject;
➢ To help you to plan your teaching–learning methods using innovative, child centered approaches;
➢ To help you to assess children using CCE effectively;
➢ To help you in the preparation of the report;
➢ To authenticate the report along with comments.

• **Evaluation:** Rating Scale

• **Credit points**
  ➢ Analysis of curriculum - 25 hrs.
  ➢ Preparation of the report - 5 hrs.

Total Credit : 1

**Activity 15: Examine and Develop a Report on Drop-outs amongst Girl Students**

• **Nature of Activity:** Conduct a small survey to find out causes of drop out of girls students.

• **Objectives:** To make you able
  ➢ to analyze the ground realities of leading to drop out of girls students;
  ➢ to identify suggest interventions to prevent drop out of girls students.

• **Your role**

Take a random sample of 5 girls enrolled in your class and 5 girls who have dropped out in the current academic session. Based on your observations and discussions with teachers, parents, senior students including girls in your school/community; collect information on the following points, record the data for each girl separately in the diary. The common family oriented and school based factors are given below:

<table>
<thead>
<tr>
<th>Contributing family based factors affecting girls access to education</th>
<th>Contributing school based factors affecting girls access to and retention in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family occupation and income</td>
<td>Location of school (distance)</td>
</tr>
<tr>
<td>Direct and Indirect costs of schooling</td>
<td>School environment (small rooms, over crowding, lack of drinking water and sanitation facilities, school timing)</td>
</tr>
<tr>
<td>Family size and child rearing practices (girls as care givers for younger siblings)</td>
<td>Content and quality of learning materials (e.g. gender based biases/ stereotypes)</td>
</tr>
<tr>
<td>Family educational background</td>
<td>Learning processes (e.g., quality of teachers, availability of female teachers’, assessment procedures, teaching aids, resources, school management, school calendar etc.)</td>
</tr>
</tbody>
</table>

• **Output:** A report of about 5 - 6 pages or 750 words has to be prepared by you. It should consider the issues given here. Some of the points to analyze the collected information are as follows:
- Is there anything common in all of them?
- What are the differences between each one and between both the groups?
- Highlight the factors which facilitate retention of girl students in the school?
- What are the causes of dropout in girl students?
- What you interventions as a teacher suggest to prevent girls’ dropout in your class?

• **Role of the Mentor**
  - To supervise and guide you in the organization of the activity;
  - To observe the activity, authenticate the report and provide feedback to sharpen your skills required to effectively organize the activity.

• **Evaluation:** Rating Scale

• **Credit points**
  - Pre planning activity: 5 hrs
  - Organizing activity (observation sessions- 1 hour per student): 10 hrs
  - Analysis of student registers, report cards, interview with parents, peers, family members, principals/head teachers, etc: 10 hrs
  - Report writing: 5 hrs

Total Credit: 1

**Activity 16: Examine and Prepare a Report on “How gender sensitive are you?”**

• **Nature of the activity:** You have to examine and modify your behavior in respect of gender sensitivity.

• **Objectives:** To enable you to
  - examine your behavior in respect of gender sensitivity;
  - modify your behavior in respect of gender sensitivity.

• **Your role**

Observe your behavior towards girl and boy students and examine it from a gender-sensitive viewpoint. The observation results could be divided largely into three parts:

A. **Interaction with student in the classroom;**
   - Opportunities provided to girl/boy students for interaction and participation in the class;
   - Opportunities provided to girl/boy students to respond to questions initiated by you;
   - Opportunities provided to girl/boy students in questions initiated by students;
   - Opportunities for social interaction among girl/boy students.

B. **Use of Curricular Materials**

Do you use curricular materials based on patriarchal, gender role stereotype pictures, cartoons,
charts, photographs, showing female in a subordinate position (like assisting a male in flying a kite or building a model or setting up a laboratory experiment)

C Use of Instructional Language

Do the explanations / illustrations/ examples you use are gender discriminative and strengthen traditional male and female roles, i.e., making female students recognize themselves as passive? Do you use example such as the following: “males can participate more in affairs relating to the community, village, country, etc because females have to concentrate on looking after the family” or do you use statements like “how can a young girl shout”, “girls should sit properly in class”, etc.

- What are your observations about your behaviour in classroom?
- How can you make your approach more gender sensitive?

Output: A report of about 4-5 pages or 500 words has to be prepared containing some of the issues given below:

i. Communication opportunities provided to all students
ii. Communication opportunities provided to girl students
iii. Social interaction opportunities provided to girl students vis-a-vis boy students

Role of the Mentor

➢ To supervise and guide in the organization of the activity;
➢ To observe the activity, authenticate the report and provide feedback to sharpen your skills required to effectively organize the activity.

Evaluation: Rating Scale

Credit points

➢ Pre-organization activity : 3 hrs
➢ Organization of activity: 3 hrs
➢ Collecting the data through observation interviewing girl students, peers & fellow teachers: 5 hrs
➢ Report writing: 4hrs

Total Credit: ½

Activity 17: Examine and Develop a Report on “Inclusion in your classroom”

- Nature of the activity: You have to select a class and analyze your classroom from inclusion perspective.

- Objectives:
  ➢ To sensitize you about need of inclusive classroom;
  ➢ To provide you opportunities to analyze your classroom from inclusion perspective.
Your role: Examine the composition of students in your class and answer the following:

<table>
<thead>
<tr>
<th>Classroom Population</th>
<th>(Total Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Boys</td>
<td></td>
</tr>
<tr>
<td>2. Girls</td>
<td></td>
</tr>
<tr>
<td>3. Dalits</td>
<td></td>
</tr>
<tr>
<td>4. Adivasis</td>
<td></td>
</tr>
<tr>
<td>5. Muslims</td>
<td></td>
</tr>
<tr>
<td>6. Christians (any minority religion)</td>
<td></td>
</tr>
<tr>
<td>7. Artisan castes</td>
<td></td>
</tr>
<tr>
<td>8. Migrant labour</td>
<td></td>
</tr>
<tr>
<td>9. Nomads</td>
<td></td>
</tr>
<tr>
<td>10. Urban slums/ deprived sections</td>
<td></td>
</tr>
<tr>
<td>11. Children with Special Needs(CSWN)</td>
<td></td>
</tr>
<tr>
<td>12. Higher castes/Economically well off</td>
<td></td>
</tr>
</tbody>
</table>

Output: A report of about 4-5 pages or 500 words has to be prepared by you. It should be based on following issues-

I. During classroom interaction, which children participate the most and which participate the least?

II. What is your attitude response, as a teacher, towards children who do not participate at all in the class?

III. Do you try to bring in the social and cultural experiences of the silent, non-participating children during classroom discussions as examples, etc.?

IV. Is it possible for you to make the silent children speak about their lives and contexts?

Role of the Mentor

➢ To supervise and guide you in the organization of the activity;

➢ To observe the activity, authenticate the report and provide feedback to sharpen your skills required to effectively organize the activity.

Evaluation: Rating Scale

Credit points

➢ Pre-organization activity: 3 hrs

➢ Organization of activity: 3 hrs

➢ Collecting and analysis of data: 5 hrs

➢ Report writing: 4 hrs

Total Credit: ½
Activity 18: Conducting a Case Study in the Context of Information Communication Technologies (ICTs) Enabled/Supported Innovative Practices used in an Elementary School in Teaching Learning Practices and Administration

- **Nature of the activity**: Conduct a case study of an elementary school in context of innovative practices related to ICT.

- **Objectives**
  - To sensitize you about ICT enabled innovation in teaching learning and administration;
  - To provide you opportunities to analysis an elementary school in context of innovative practices related to ICT.

- **Your role**: You have to conduct a case study of an elementary school. You have to collect data through observation and interview in context of what type of technology resources are available in the school / How technology is used in teaching-learning, assessment, administrative work, etc.? How many teachers are technology friendly?

- **Output**: A report of about 4 to 5 pages or 500 words has to be prepared by you. It should include a brief note on the activity, organization of the activity, managerial problems faced, feedback and its implementation, outcomes of the activity, your observations while undergoing the activity and suggestions for improvements.

- **Role of the Mentor**
  - To supervise and guide you in the organization of the activity;
  - To observe the activity, authenticate the report and provide feedback to sharpen your skills required to effectively organize the activity.

- **Evaluation**: Rating Scale

- **Credit points**
  - Pre-organization activity: 3 hrs
  - Organization of activity: 3 hrs
  - Collecting the data through interview of principal, teachers, students, administrative staff: 5 hrs
  - Report writing: 4 hrs

  Total Credit: \( \frac{1}{2} \)

Activity 19: Development of Digital Learning Content

- **Nature of the activity**: Plan and develop a digital learning text on a topic from the subject that you are teaching. It may be in the form of digital text embedded with videos & images, etc that can be transmitted through internet.

- **Objectives**
  - To develop digital learning content.

- **Your role**
➢ To develop basic knowledge in various ICT techniques and particularly on digital content forms;

➢ Choose any topic that you teach in elementary class and explore possibility of development of digital content;

➢ To discuss with your mentor and fellow teachers for effectiveness of this topic for development of digital content and teaching-learning;

➢ Develop digital content in the selected topic;

➢ Try to upload the developed digital content in a website.

• Output: A report of about 6-7 pages or 750 words has to be submitted by you. It should include rationale for selection of the topic and its content, procedure followed,. The digital content in CD form is to be enclosed with the report.

• Role of the Mentor

➢ To guide you in the selection of topic and its content;

➢ To suggest various strategies and types of digital content forms suitable for the content selected;

➢ To guide to the development of the digital content;

➢ To suggest ways and techniques to upload the developed digital content on a website.

• Evaluation: Rating Scale

• Credit points

➢ Selection of the topic: 3 hrs

➢ Selecting the strategies: 6 hrs

➢ Development of digital content 2 hours / per day for 8 days : 16 hrs

➢ Preparation of the report : 5 hours

Total Credit : 1

Activity 20: Development of Programme Instruction Package

• Nature of the activity: Plan and prepare a programmed instruction (PI) package using linear programmed instruction and/or branched programmed instruction

• Objectives

➢ To apply theories of learning in the development of programmed instruction package;

➢ To develop programmed instruction (PI) package using branched programmed instruction on any suitable topic for your subject.

• Your role

➢ Choose any topic that you teach in the elementary class;

➢ To discuss with your mentor and fellow teachers for suitability of this topic for development of PI package;
- To prepare PI package on the selected topic

**Output:** A report of five-six pages or about 750 words has to be submitted by you. It should include rationale for selection of the topic & its content, procedure followed. A copy of the developed programmed instruction package is to be enclosed with the report.

**Role of the Mentor**
- To guide in the selection of the topic;
- To discuss various designs forms suitable for the content selected;
- To guide you in the development of programmed instruction package.

**Evaluation:** Rating Scale

**Credit points**
- Selection of topic: 3 hrs
- Selecting the design: 6 hrs
- Development of PI’S 2 hours/per day for 8 days: 16 hrs
- Preparation of the report: 5 hours

Total Credit: 1

**Activity 21: Conducting an Action Research**

**Nature of the activity:** Conduct an action research on a problem faced by you in your class.

**Objectives:** To provide you with an opportunity to systematically solve the problems related to the class/school.

**Your role**
- To select any problem which you, as a teacher, are confronted with;
- To identify the suitable methodology(ies), tools(s) and technique(s) to collect required data/evidence;
- To analyse and interpret data/evidence to reach the conclusion(s) i.e. solution of the problem;
- To incorporate findings of the study in the school system to make its functioning more effective and efficient;
- To prepare a report on the research work.

**Output:** A research report is to be prepared by you. The report should include the following:
- Topic/Problem to be solved;
- Need/Rationale for the study;
- Statement of the problem;
Objective(s);
Hypothesis;
Delimitation(s) of the study;
Action plan;
Collection and analysis of data;
Finding and conclusion;
Follow-up i.e. application of research findings.

The report should be of about 10-12 pages.

- **Role of the Mentor**
  - To help you in the conduct (planning, data collection, data analysis and interpretation) of action research;
  - To evaluate your performance in the research work.

- **Evaluation**: Rating Scale

- **Credit Points**
  - Pre-activity preparations: 5 hrs
  - Conducting action research: 15 hrs
  - Analysis of the data: 5 hrs
  - Preparation of the report: 5 hrs

**Total Credit: 1**

### 5.3 Workshop–Based Practical Activities

Classroom interaction requires mastery of various methods and modes of communication with the students. Instruction includes proper planning of instruction, special techniques associated with teaching specific subjects’ and also general management strategies needed for organizing teaching in a classroom. Apart from this, the teacher also has a multifaceted role of a manager; the researcher and the facilitator. To prepare you to effectively fit in all these roles, two workshops of 10 days each have been planned. Normally 1st workshop will be conducted before the commencement of the practice teaching in the first year and 2nd workshop will be conducted before the commencement of practice teaching in the second year.

To successfully complete the D.El.Ed. programme, you have to participate in all the activities of the workshops. The workshop facilitators and workshop directors specially oriented for the purpose will conduct the workshops. In the workshop you will participate individually as well as in groups, in various activities and will sharpen your teaching skills. Only those topics/activities which need guided experiences are included in the workshop. You will work on your activities under the direct supervision/guidance of teacher educators and the workshop will also give the opportunity to work with your fellow teachers. The quality and extent of participation and the progress made by you will be monitored and evaluated by the facilitators. Therefore, it is expected that you come to participate in the workshops with prior preparation. This preparatory phase
has been called the “pre-workshop activity”. The tasks performed during the workshop are referred as “during workshop activity”. All tasks/activities done during workshop have to be followed up in teaching- learning situations and descriptions of all theses constitute the “post-workshop activities”. It is to be noted that the first workshop corresponds to the first year theory courses and most of the school based activities those to be carried out during practice teaching. Apart from these, the first workshop orients you on different teaching skills and different aspects of practice teaching. The second workshop corresponds to the second year theory courses, different aspects of practice teaching and school based activities. It also provides exposure to sharpen your teaching skills with innovative teaching methods. The schedule and details of activities are presented in the following pages.
<table>
<thead>
<tr>
<th>Day</th>
<th>Session I</th>
<th>Session II</th>
<th>Session III</th>
<th>Session IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction of trainees</td>
<td>About the D.El.Ed. programme: brief outline of aims, objectives, courses &amp; purpose of the workshop</td>
<td>Orientation to development of teaching skills</td>
<td>Orientation to planning of instruction: Unit planning</td>
</tr>
<tr>
<td>2</td>
<td>Demonstration &amp; discussion: Unit planning</td>
<td>Presentation cum discussion on How to develop a case study of a child?</td>
<td>Planning and preparation of micro lesson plans by teacher trainees</td>
<td>Discussion on “School based activities”</td>
</tr>
<tr>
<td>3</td>
<td>Plenary session: Lesson plan preparation</td>
<td>Discussion on use of mass media in teaching-learning: Radio, TV, Newspaper, etc</td>
<td>Small group exercise: Preparation of teaching aids using locally available materials</td>
<td>Small group sessions: Presentation of micro lesson plans by teacher trainees followed by comments and discussion</td>
</tr>
<tr>
<td>4</td>
<td>Discussion on NCF -2005 and its implication for elementary education</td>
<td>Orientation and demonstration of lessons related to Mathematics</td>
<td>Orientation and demonstration of lessons related to Language</td>
<td>Orientation and demonstration of lessons related to Environmental Studies</td>
</tr>
<tr>
<td>5</td>
<td>Presentation followed by small group activities</td>
<td>Orientation on “Teaching through activities” (Play and Puzzle)</td>
<td>Small group exercise: Presentation of lesson plans, (3 lesson plans related to mathematics, language, environmental studies)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Presentation &amp; Discussion on implementation of “Continuous &amp; comprehensive evaluation”</td>
<td>Presentation &amp; Discussion on “Scholastic &amp; co-scholastic abilities and its criteria for evaluation”</td>
<td>Small group exercise: develop and discuss criteria of scholastic abilities</td>
<td>Small group exercise: develop and discuss criteria of co-scholastic abilities</td>
</tr>
<tr>
<td>7</td>
<td>Presentation cum discussion on “Organization of PTM: Role of Teacher”</td>
<td>Small group exercise: Presentation of lesson plans, (3 lesson plans related to mathematics, language, environmental science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Plenary session:: Achievement test preparation</td>
<td>Small group exercise Discussion and practice for preparation of blue print</td>
<td>Small group exercise: Preparation of test items</td>
<td>Small group exercise: Preparation of achievement test according to prepared blue print</td>
</tr>
<tr>
<td>9</td>
<td>Plenary session and discussion: Fundamentals of identifying learning difficulties</td>
<td>Plenary session and discussion: Preparation of remedial teaching material for who are slow in learning</td>
<td>Orientation on “Concept &amp; importance of Portfolio”</td>
<td>Preparation and discussion on Progress report card based on CCE</td>
</tr>
<tr>
<td>10</td>
<td>Presentation cum discussion on “Right to Education Act-</td>
<td>Small group discussion: Roles and responsibilities of teachers in RTE</td>
<td></td>
<td>Valedictory</td>
</tr>
</tbody>
</table>
## Workshop II

<table>
<thead>
<tr>
<th>Day</th>
<th>Session I</th>
<th>Session II</th>
<th>Session III</th>
<th>Session IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome, introduction and sharing of expectations</td>
<td>About the workshop: An overview of the purpose of the workshop</td>
<td>Discussion and feedback sessions: Sharing of experiences gained in practice teaching</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Orientation and discussion: Constructivist Classroom</td>
<td>Orientation and discussion: Development of Life Skills</td>
<td>Small group exercise: Prepare/develop activities for development of life skills and its evaluation criteria</td>
<td>Presentation by teacher trainees: activities for development of life skills and evaluation criteria of life skills</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s role as manager (planning and implementing various co-scholastic activities in the school)</td>
<td>Discussion on teacher’s role in monitoring various resource of the school</td>
<td>Specific exercise: Preparation of school budget</td>
<td>Follow up of the 1st workshop: small group exercise Presentation case study of a child</td>
</tr>
<tr>
<td>4</td>
<td>Plenary Session: Subject wise lesson plan preparation (Social Science, Mathematics, Science, English)</td>
<td>Plenary Session: Subject wise lesson plan preparation (Social Science, Mathematics, Science, English)</td>
<td>Presentation cum Discussion on: How to make school environment barrier free and safe for children with special needs-CSWN</td>
<td>Discussion on “School Based Activities”</td>
</tr>
<tr>
<td>5</td>
<td>Orientation and discussion: Use of ICT in classroom teaching-learning process</td>
<td>Orientation and discussion: use of e-learning &amp; interactive classroom in present context</td>
<td>Small group session: Preparation of subject wise lesson plans (using innovative/constructive/activity centered approach)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Orientation and discussion: Multi-grade teaching &amp; multi-level teaching</td>
<td>Specific exercise: Organization of multi-grade teaching &amp; multi-level teaching in the school?</td>
<td>Small group exercise: Presentation of lesson plans; 2 lesson plan based on two optional pedagogic courses (using innovative/constructive/activity centered approach)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Discussion on school community interface: mobilizing community resources</td>
<td>Sharing of experience of teacher trainees: Role of Village Education Committee or School Management Committee</td>
<td>Small group exercise: Presentation of lesson plans; 2 lesson plan based on two optional pedagogic courses (using innovative/constructive/activity centered approach)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Plenary Session: Preparation of Sociometric test</td>
<td>Small group exercise: conduct and interpret a sociometric test in simulative condition</td>
<td>Presentation cum discussion: Issues and challenges of class room management</td>
<td>Small group discussion: Practical applications of principles of class room management</td>
</tr>
<tr>
<td>10</td>
<td>Orientation and discussion: Management of stress/conflict</td>
<td>Orientation and discussion: How a teacher can help student to develop self confidence and self esteem?</td>
<td>Feedback Sessions: Sharing experiences of the workshop with the teacher trainees</td>
<td>Valedictory</td>
</tr>
</tbody>
</table>
Details of Workshop-Based Activities

Workshop I

In workshop, each session will be of 90 minutes duration. In the beginning of each day a 15 minute slot has been provided for the presentation of a brief report of the previous day’s activities. This will orient you to better course of action.

Session-wise break up of the workshop is as follows:

Day 1 Session 1
Welcome and introduction of teacher trainees

Day 1 Session II
About the D.El.Ed. programme :brief outline of aims, objectives, courses and the purpose of workshop

Day 1 Session III
Orientation to development of teaching skills: Demonstration of a teaching skill through micro lessons.

Purpose of this session is:

- To develop specific teaching skills.

Pre-workshop activity
Go through the relevant units.

During Workshop activity
The workshop facilitator/resource person explains various core teaching skills & provides a microteaching demonstration on a core teaching skill.

Post-workshop activity
Planning of draft micro lesson plans.

Day 1 Session IV
Orientation to planning of instruction: Unit planning

Purpose of this session is:

- To help you to understand the concept and importance of unit planning in classroom teaching.

Pre-workshop activity
Go through the Course BES-010, Block 3, Unit 7 and BES-019, Block-2, Unit-7.

During workshop activity
The workshop facilitator/resource person makes a presentation on the essential features and procedure of unit planning.
Post-workshop activity
You prepare a unit plan in your respective subject areas.

Day 2 Session I
Demonstration and Discussion: Unit planning
Purpose of this session is:
• To strengthen your concept of unit planning.

Pre-workshop activity
You prepare and revise a unit plan.

During workshop activity
The workshop facilitator/resource person presents a model unit plan and you discuss the strengths and weakness of your unit plan.

Post-workshop activity
You will practice the preparation of unit plan and use them for practice teaching.

Day 2 Session II
Presentation cum discussion: How to develop a case study of a child?
Purpose of this session is:
• to help you to understand the concept and importance of case study method and to understand a child/student.

Pre-workshop activity
Go through the relevant units.

During workshop activity
The workshop facilitator/resource person makes a presentation on the essential features and procedure to develop a case study.

Post-workshop activity
You have to prepare a case study of a child.

Day 2 Session III
Small group session: planning and preparation of micro lesson plans by teacher trainees
Purpose of this session is:
• Preparation of micro lesson plan.

Pre-workshop activity
Planning of micro lesson plans.

During workshop activity
You have to prepare and revise your micro lessons under the guidance of workshop facilitator.

**Post-workshop activity**

You have to prepare two micro lesson plans for two different skills of teaching.

**Day 2 Session IV**

**Discussion on “School based activities”**

**During workshop activity**

The workshop facilitator/resource person discusses different activities which you will be conducting during practice teaching duration.

**Day 3 Sessions I**

**Lesson plan preparation**

Purpose of this session is:

- to provide guidelines to you during your practice teaching;
- to make you aware of behavioral definition of teaching objective; and
- to make you aware steps of lesson planning.

**Pre-workshop activity**

Go through the relevant units of the course BES-002; and go through the format provided to the students teachers’ handbook in the section entitled ‘practice teaching’.

**During workshop activity**

The workshop facilitator/resource person makes a presentation on general steps of lesson planning.

**Post-workshop activity**

You have to prepare draft lesson plans on the basis of guidelines provided.

**Day 3 Session II**

**Discussion on use of mass media in teaching-learning: Radio, TV, Newspaper, etc**

Purpose of this session is:

- To make you aware how mass-media is useful in teaching learning.

**Pre-workshop activity**

Go through the relevant units.

**During workshop activity**

The workshop facilitator/resource person makes presentation on various ways of using mass media in teaching. Student teachers share their experiences related to this topic with relevant examples.
Post-workshop activity
Try to incorporate use of mass media in your day to day teaching.

Day 3 Session III
Preparation of teaching aids using locally available materials.
Purpose of this session is:
- to develop your creativity in the preparation of teaching aids;
- to nurture ideas of preparing relevant teaching aids from the locally available materials.

Pre-workshop activity
Go through the course BES-002, Block - 2,Unit-7.

During Workshop activity
Student teachers individually try to prepare a teaching aids in the form of like model, chart, sketches, etc from locally available materials or low cost materials for any teaching topics on a relevant subject.

Post-workshop activity
Try to use locally available material as teaching aids in your day to day teaching.

Day 3 Session IV
Small group sessions: Presentation of micro lesson plans by teacher trainees.
Purpose of this session is:
- To provide feedback on modification of teaching skills.

Pre-workshop activity
You prepare two micro lesson plans on two teaching skills.

During workshop activity
You have to deliver two micro lessons on two core skills (one micro lesson for one core skills) and receive feedback from peers and workshop facilitator.

Post-workshop activity
You will keep a record of the skills practiced and improved upon.

Day 4 Session I
Discussion on National Curriculum Framework (NCF) -2005 and its implication for elementary education
Purpose of this session is:
- to make you aware of the main features of NCF-2005.
Pre-workshop activity
Go through the course BES-004, Block-2, Unit-5.

During workshop activity
The workshop facilitator/resource person will make a presentation on main features of NCF - 2005 and its implications for elementary education.

Post-workshop activity
Try to incorporate implications of NCF-2005 in day to day teaching.

Day  4 Session II, III, IV
Orientation and demonstration of lessons related to Mathematics, Environmental Studies & Language
Purpose of these sessions is:

- to make you aware of different methods of teaching related to different subjects, and
- to provide you some experience related to about formats of lesson planning in various subjects like Mathematics, Environmental Science & Language.

Pre-workshop activity
Go through the relevant units of the course BES-002; and you prepare a draft lesson plan.

During workshop activity
In all three sessions resource persons demonstrate model lessons related to three different subjects i.e. Mathematics, Environmental Studies & Language. They also discuss various methods of teaching related to different subjects.

Post-workshop activity
You have to prepare three lesson plans on three different subjects i.e. Mathematics, Environmental Studies & Language.

Day  5 Session I
Presentation & Discussion on “Teaching through activities (Play and Puzzle)”
Purpose of this session is:

- To develop skills for learner centered teaching-learning process.

Pre-workshop activity
Go through the course BES-002, Block-2, Unit-8.

During workshop activity
The workshop facilitator/resource person makes a presentation on teaching through activities using play, puzzle, quiz, drama, debate, etc and teacher trainees discuss their experiences related to this technique.
Post-workshop activity

Try to teach through activity in your day to day teaching-learning practice.

Day 5 Session II, III IV

Small group exercise: Presentation of lesson plans, (3 lesson plans related to mathematics, language, environmental science)

Purpose of these sessions is:

- to present one lessons each on the basis of formats provided in three different subjects.

Pre-workshop activity

You prepare three lesson plans on three different subjects i.e. Mathematics, Environmental Studies & Language.

During workshop activity

In II, III, IV sessions all of you will be divided into two groups. In all three sessions you have to deliver at least one lesson each of three different subjects’ i.e. mathematics, language, and environmental science and collect feedback from peers and work shop facilitator/resource person.

Post-workshop activity

You have to further practice and try to refine these lesson plans. Aslo, you have to prepare another three lesson plans on three different subjects i.e. Mathematics, Environmental Studies and Language and will present on day 7 session II,III and IV.

Day 6 Session I

Presentation & Discussion on implementation of “Continuous and Comprehensive Evaluation (CCE)

Purpose of this session is:

- to make you aware about of the concept continuous & comprehensive evaluation (CCE)

Pre-workshop activity

Go through the course BES-002, Block-3, Unit-11

During workshop activity

The workshop facilitator/resource person makes a presentation on evaluation for holistic development of children. You can discuss your experiences about implementation of continuous and comprehensive evaluation.

Day 6 Session II

Presentation & Discussion on “Scholastic and co-scholastic abilities and its criteria for evaluation”

Purpose of this session is:

- To make you understand about scholastic & co-scholastic abilities and how to evaluate these abilities.
Pre-workshop activity
Go through the course BES-002, Block-3, Unit-11.

During workshop activity
The workshop facilitator/resource person makes a presentation cum discussion on scholastic and co-scholastic abilities of children and various tools & techniques used for evaluation of these abilities.

Post-workshop activity
Try to use various tools and techniques for evaluation of students' abilities in day to day teaching.

Day 6 Session III
Small group exercise: develop and discuss criteria for evaluation of scholastic abilities.
Purpose of this session is:
- To develop evaluation criteria or tools & techniques to assess scholastic abilities of children in your classroom

Pre-workshop activity
Go through the course BES-002, Block-3, Unit-11.

During workshop activity
Scholastic abilities related to assessment of learners’ in curricular areas or subject specific areas. Assignments, projects, debate, group discussion, experiment, quizzes, etc are techniques for assessing scholastic abilities of children. In this session student teachers will be divided into 4 groups. Each group chooses one technique and discusses its criteria for evaluation with the help of workshop facilitator/resource person and then one of student teacher of each group will present criteria for evaluation of a technique in front of whole group.

Post-workshop activity
Try to use these tools in day to day teaching.

Day 6 Session IV
Small group exercise: develop and discuss criteria of evaluation of co-scholastic abilities
Purpose of this session is:
- To develop evaluation criteria or tools and techniques to assess co-scholastic abilities of children in your classroom.

Pre-workshop activity
Go through the course BES-002, Block-3, Unit-11.

During workshop activity
Co-scholastic aspects relate to assessment of children’s life skills, co-curricular activities, social
values, attitude, etc. In this session student teachers will be divided into 4 groups. Each group choose one aspect and discusses its criteria for evaluation with the help of workshop facilitator/resource person and then one of student teacher of each group will present it in front of whole group.

**Post-workshop activity**

Try to use these tools in day to day teaching.

**Day 7 Session I**

**Presentation cum discussion on “Organization of Parent Teacher Meeting (PTM) : Role of Teacher”**

Purpose of this session is:

- To make you able to interact with parents in over all development of child.

**Pre-workshop activity**

Go through the relevant units.

**During workshop activity**

The workshop facilitator/resource person makes a presentation cum discussion on role of teacher in organization of PTM.

**Post-workshop activity**

You have to organize PTM effectively in your school.

**Day 7 Session II,III,IV**

**Small group exercise: Presentation of lesson plans, (3 lesson plans related to mathematics, language and environmental science)**

Purpose of these sessions is:

- To present lessons on the basis of format provided in three different subjects.

**Pre-workshop activity**

You prepare three lesson plans on three different subjects i.e. Mathematics, Environmental Studies and Language.

**During workshop activity**

In II, III, IV sessions all of you will be divided into two groups. In all three sessions you have to deliver at least one lesson each of three different subjects’ i.e. mathematics, language, and environmental science and collect feedback from peers and workshop facilitator/resource person.

**Post-workshop activity**

Prepare lesson plans and implement during practice teaching.

**Day 8 Session I**

**Plenary session: Preparation of an Achievement test**

The purpose of this session is:
To provide you with an overview of various aspects of curricular evaluation of children in schools.

**Pre-workshop activity**

Go through the course BES-002, Block-3, Unit-10.

**During workshop activity**

The workshop facilitator/resource person makes a presentation cum discussion on preparation of achievement test in general and the various types of test items and their appropriateness in a particular situation.

**Day 8 Session II**

**Small group exercise: Discussion and practice for preparation of blue print**

The purpose of this session is:

- Make you able for preparation of blue print.

**During workshop activity**

You prepare a draft blue print for preparing achievement test in any one of your teaching subjects under the guidance of workshop facilitator/ resource person.

**Day 8 Session III**

**Small group exercise: Preparation of test items**

**During workshop activity**

You prepare various types of test items in your concerned subject areas.

**Day 8 Session IV**

**Small group exercise: Preparation of achievement test according to prepared the blue print**

**During workshop activity**

The test items prepared on the previous day are incorporated in the blue print.

**Post-workshop activity**

This achievement test can be administered to your students during practice teaching.

**Day 9 Session I**

**Presentation cum Discussion: Fundamentals of identifying learning difficulty**

The purpose of this session is:

- Orienting you towards identifying strengths and weaknesses of children;
- Identifying possible cause of low learning achievements or learning difficulties.

**Pre-workshop activity**

Go through the relevant units.
During workshop activity

The workshop facilitator/resource person makes a presentation on various learning needs and on how to identify learning difficulties as well as the factors associated with this.

Post-workshop activity

Try to identify and provide remedial for learning difficulties of children in day to day teaching

Day 9  Session II

Presentation cum Discussion: Preparation of remedial teaching material for who are slow in learning.

The purpose of this session is:

- To make you aware and able to help children who are slow in learning through remedial teaching;
- To orient you in the development of teaching learning material for them.

Pre-workshop activity

Go through the relevant units.

During workshop activity:

Workshop facilitator/resource person makes a presentation highlighting the above topic. Then you will discuss and prepare teaching learning material for learners who are slow in learning.

Post-workshop activity

Try to develop teaching learning material for learners who are slow in learning and use in day to day teaching.

Day 9  Session III

Presentation cum Discussion on “Concept & importance of Portfolio”

The purpose of this session is:

- To make you understand about Portfolio and its development.

Pre-workshop activity

Go through the course BES-010, Block-3, Unit-9.

During workshop activity

Workshop facilitator/resource person discusses how portfolio helps a teacher to assess student’s holistic development.

Post-workshop activity

Try to develop portfolio of children in day to day teaching.

Day 9  Session IV

Preparation and discussion on Progress Report Card based on Continuous and
Comprehensive Evaluation

Purpose of the session is:

- To orient you in the preparation and critical evaluate of a progress report card based on CCE.

Pre-workshop activity

Go through the course BES-002, Block-3, Unit-11.

During workshop activity

A format of progress report card based on CCE is already available in the CBSE website. You must have using a prescribed progress report card for assessing child in your school. Now you have to examine critically both the report card formats and provide suggestions for its improvement.

Post-workshop activity

Try to implement in day to day teaching.

Day 10  Session I

Presentation cum discussion on “Right to Education Act- 2009”

Purpose of this session is

- To make you aware about RTE Act 2009;
- To make you aware about your duties in implementing RTE Act-2009.

Pre-workshop activity

Go through the course BES-004, Block-2, Unit-6.

During workshop activity:

Workshop facilitator/resource person will make a presentation highlighting the above topic.

Day 10 Session II

Small group discussion: Roles and responsibilities of teachers in RTE Act-2009

During workshop activity

Workshop facilitator/resource person makes a presentation highlighting the above topic and teacher trainees will discuss their specific experiences related to this topic.

Post-workshop activity

Try to implement in day to day teaching.

Day 10 Sessions III & IV

Valedictory
Details of Workshop-Based Activities

Workshop II

Duration of each session of workshop II will be of 90 minutes.

Day 1 Session I
Welcome and Introduction

Day 1 Session II
About the workshop:
The workshop facilitator/resource person presents the objectives and purpose of the workshop, describe the linkage between the first and second workshops, list out the outcomes of first workshop and what is expected from you in this workshop.

Day 1 Session III & IV
Discussion and feedback sessions: Sharing of experiences gained in practice teaching

Pre-workshop activity
Prepare a list of skills and competencies that you feel you have gained.

During workshop activity
This session will be initiated by you. The workshop facilitator will work as a mediator. All of you will share your experiences what you have gained in practice teaching.

Day 2 Session I
Orientation and discussion on constructivist classroom
Purpose of this session is:

- To make you aware how a teacher can make his/her classroom learner centered.

Pre-workshop activity
Go through the relevant units of the course BES-002. Block-1.

During workshop activity
Workshop facilitator/resource person makes a presentation followed by discussion on above topic. He/She will give an idea how to plan and teach a lesson through constructive approach.

Post-workshop activity
You have to implement constructive approach in day to day teaching.

Day 2 Sessions II, III & IV
Discussion on development and assessment of life skills

Purposes of these sessions are:

- to make you aware about development of life skill;
- to make you able to develop life skill in students; and
- to make you able to assess life skill in students.
Pre-workshop activity
Go through the course BES-002, Block-3, Unit-11.

During workshop activity
In the second session workshop facilitator / resource person will make a presentation on “how to
develop life skill in students and its importance”. In the third session 100 student teachers will be
divided in 10 groups. According to WHO document ‘ Life Skill Education for Children and
Adolescent and School” there are 10 main life skills. So workshop facilitator/ resource person
will assign one life skill to each group. It will be a group activity. Each group will suggest activities
to develop particular life skill in students. They can also suggest criteria for assessment of that
skill. In the fourth session each group has 7-8 minutes of time to present what they has done in
the previous session.

Post workshop activity
You have to implement these activities in day to day teaching.

Day 3 Session  I

Plenary Session: Teacher’s role as manager (planning and implementing various co-scholastic
activities in the school)

Purpose of this session is:
• Orienting you in planning various activities systematically;
• Implementing them efficiently and effectively;
• Getting sensitized to the various facets of teacher behavior other that teaching in the classroom.

Pre-workshop activity
Go through the course BES-017, Block-2.

During workshop activity
A brief overview of the various steps involved in effective planning and implementing of co-
scholastic activities in school is presented by workshop facilitator/ resource person.

Post-workshop activity
To apply knowledge gained in organizing various school-based activities during practice teaching.

Day 3 Session  II

Discussion on teachers’ role in monitoring various resources of the school

Pre-workshop activity
Go through the course BES-017, Block-1.

During workshop activity
The workshop facilitator / resource person initiates discussion on what school resources are and
how they are to be scrutinized from time to time and monitored.

Post-workshop activity
Keep a record of the various points that come up during the discussion.
Day 3  Session   III

Specific exercise: How can teachers monitor school budgeting.
This session will help you to be aware of:

- The sources of income and expenditure of an educational institution.

Pre-workshop activity
Go through the course BES-017, Block-2.

During workshop activity
Presentation will be given by the workshop facilitator / resource person and followed by discussion. Copies of observation schedule will be distributed to you.

Post workshop activity
The observation schedule to be provided by the workshop facilitator/ resource person , you have to identify details of budgeting in the context of your school. Then prepare a report on the total income and expenditure of school where you are employed.

Day 3  Session   IV

Small group exercise Presentation a case study of a child

Pre-workshop activity
You prepare a case study of a child.

During workshop activity
In workshop I (day 2, session II) you participated on how to develop a case study of a child. On the basis of that you had prepared a case study of a child. It is a small group exercise. Student teachers will be divided into 4 groups. Each teacher trainee has to present a  present case study and collect feedbacks by workshop facilitator / resource person and peers.

Post-workshop activity
You have to conduct this type of case studies in your school.

Day 4  Session I & II

Orientation and demonstration of subject wise lesson plan (Social Science, Mathematics, Science and English)
This session will help you:

- to be aware of different methods and techniques of curriculum transaction; and
- to make clear understanding about lesson planning for various subjects.

Pre-workshop activity
You prepare a draft lesson plan.
During workshop activity
In these two sessions four – four parallel sessions will be organized by resource persons because there are 4 pedagogical (teaching methodology) courses is given. A student teacher has to choose any two out of the four courses. One has to participate in any two sessions according to the two pedagogical courses. In four parallel sessions the workshop facilitator/ resource person demonstrate and discusses subject wise lesson plans.

Post workshop activity
You have to prepare draft lesson plans on the basis of guidelines provided.

Day 4 Session III
Presentation and discussion: How to make school environment barrier free and safe for children with special needs-CSWN
This session will help you to:

➢ Develop understanding on what are the barriers that restrict the participation of children with special needs-CSWN with the rest of the school;

➢ Appreciating their ability limitations you can understand how the school can change its attitude and physical structure (example: adding a ramp to the stairs), ensure safety on the playground.

Pre-workshop activity
Go through the course BES-017, Block-3, Unit 13.

During workshop activity
The workshop facilitator/ resource person makes a presentation followed by discussion.

Pre-workshop activity
You have to make necessary arrangement in your class/school to facilitate CWSN for maximising their learning experiences.

Day 4 Session IV
Discussion on School Based Activities (SBA)
The purpose of this session is:

• To share your experience on the SBAs you have already completed and also discuss on the additional ones you would like to undertake.

During workshop activity
The workshop facilitator discusses on school based activities.

Day 5 Session I
Presentation and discussion: Use of ICT in classroom teaching- learning process
The purpose of I & II sessions is:
• to make you aware of using of computer/ ICT in the teaching – learning process;
• to make you able to develop Power Point presentation;
• to make you aware about the concept of e-learning and internet as a source of teaching-learning

**Pre-workshop activity**

Go through the course BES-002 , Block-3, Unit12 &13

**During workshop activity**

The workshop facilitator/ resource person makes a presentation followed by discussion on the above topic.

**Post-workshop activity**

Try to use ICT in teaching learning in day to day practice.

**Day 5 Session II**

**Presentation and discussion on use of e-learning and interactive classroom in present context**

**Pre-workshop activity**

Go through the course BES-002 , Block-3, Unit12 &13.

**During workshop activity**

The workshop facilitator / resource person makes a presentation followed by discussion on the above topic.

**Post-workshop activity**

Try to use interactive classroom in day to day teaching.

**Day 5 Session III & IV**

**Preparation of subject wise lesson plan (using innovative/ constructive/activity centered approach)**

**Pre-workshop activity**

Go through the course BES-002 , Block-2 and prepare draft lesson plans.

**During workshop activity**

You have to prepare lesson plans on the basis of the format provided on your teaching subjects using innovative/constructive/activity centered approach under the guidance of resource persons and discuss with your peer.

**Post-workshop activity**

You have to prepare two subject wise lesson plan that you will present in next day (Day 6, Session III & IV).
Day 6 Session I

Orientation and discussion: Multi-grade teaching and multi-level teaching

Purpose of I &II sessions is:

- to make you aware about the concept of multi-grade teaching and multi-level teaching;
- to make you able to implement Multi-grade teaching and multi-level teaching in your schools.

Pre-workshop activity

Go through the course BES-002, Block-2, Unit-9.

During workshop activity

The workshop facilitator/resource person makes a presentation highlighting the above topic.

Day 6 Session II

Specific exercise: Organization of multi-grade teaching and multi-level teaching in the school

During workshop activity

It will be a small group exercise. You have to discuss your experience relating to the above topic.

Post-workshop activity

You try to incorporate concept of multi-grade teaching in day to day teaching.

Day 6 Session III & IV

Presentation of lesson plans: 2 lesson plans based on two pedagogic courses.

Purpose of these sessions is:

- To develop and nurture different skills and competencies of curriculum transaction.

Pre workshop activity

You prepare two lesson plans.

During workshop activity

In III & IV sessions teacher trainees will be divided into four groups. In these two sessions you have to deliver the two lessons (one from each pedagogic course that you opted) and receive feedback from peers and workshop facilitators/resource person.

Post workshop activity

According to feedback getting by workshop facilitator/resource person and peers you have to prepare another two lesson plans (one from each pedagogic course that you opted).

Day 7 Session I

School community interface: mobilizing community resource

Pre workshop activity

Go through the course BES-017, Block-1, Unit-4.
During workshop activity
The workshop facilitator/resource person makes a presentation and followed by discussions.

Post-workshop activity
You try to use these experiences in your school.

Day 7 Session II
Discussion forum: Role of Village Education Committee (VEC) or School Management Committee (SMC)

Pre workshop activity
Go through the course BES-017, Block-1, Unit-3.

During workshop activity
It will be a small group exercise. You have to discuss your experience relating to the role of VEC and/or SMC in the context of your school.

Post workshop activity
You have to help the VEC/SMC members to enhance community participation in the well-being of your school.

Day 7 Session III & IV
Presentation of lesson plans: 2 lesson plans based on two pedagogic courses
Purpose of these sessions is:

- to develop and nurture different skills and competencies of curriculum transaction.

Pre workshop activity
You prepare two lesson plans.

During workshop activity
In III & IV sessions teacher trainees will be divided in four groups. In these two sessions you have to deliver the two lessons (one from each pedagogic course that you opted) and receive feedback from peers and workshop facilitator/resource person.

Post workshop activity
Try to improve your lesson plans according to the feedback provided by the resource person. You have to practice the preparation of lesson plans and use them in practice teaching.

Day 8 Session I
Plenary Session: School Development Plan
Purpose of these two sessions is:

- to make you acquaint with the process of planning and development of a school plan; and
- to make you aware of the role of teachers in developing school plans.
Pre-workshop activity
Go through the course BES-017, Block-2, Unit-8.

During workshop activity
Workshop facilitator/resource person discusses importance of school development plan and how to prepare it.

Day 8 Session II
Preparation of School Development Plan

During workshop activity
In small groups you have to conceptualize school development plan under the guidance of workshop facilitator/resource person.

Post workshop activity
Try to make a school development plan in your workplace.

Day 8 Session III
Presentation and discussion on pluralism in the context of elementary schools
Purpose of this session is:

- you will be able to appreciate the concept of pluralism in the context of elementary schools in Indian context; and
- You will be able to get familiar with the management of a pluralist school.

Pre workshop activity
Go through the Course BES-013, Block 3.

During workshop activity
workshop facilitator/resource person discusses on issues of pluralism and what makes a school pluralist? She/he also discusses how can a teacher manage a culturally responsive school.

Post-workshop activity
Try to implement these experiences in day to day teaching.

Day 8 Session IV
“Teachers role on implementing CCE” or “Effect of RTE-2009 on quality elementary education” Seminar Presentation

Pre workshop activity:
You can collect materials from internet, journals, newspapers and books relating to the topic and have to prepare for presentation.

During workshop activity
Seminar will be organized in 4 groups. It will be an individual activity. You have to give a brief presentation on the selected topic in 5-6 minutes.
Day 9 Session I

Plenary Session: Preparation of a Sociometric test

Purpose of these two sessions is:
- To make you aware about sociometry and how to administer it.

Pre-workshop activity

Go through the relevant units.

During workshop activity

Workshop facilitator/resource person makes a presentation about sociometry and teacher trainees prepare a sociometric test.

Day 9 Session II

Small group exercise: conduct/administer and interpret a sociometric test in simulative condition

During workshop activity

The test prepared by you in the earliest session (day-9, session I) will be administered on any ten teacher trainees (selection on voluntary bases). Try to analyze and interpreted with the help of resource person.

Post-workshop activity

Try to administer sociometric test in your school.

Day 9 Session III

Discussion on “Issues and Challenges of Class Room Management”

Purpose of this sessions is, you should be able
- to develop positive relationship among teachers, students, peers;
- to create conducive learning environment in the classroom; and
- to manage classroom.

Pre-workshop activity

Go through the relevant units of the course BES-002, Block-2.

During workshop activity

The workshop facilitator/resource person makes presentation cum demonstration with the help of case studies & illustrations related to class room management.

Day 9 Session IV

Small group discussion: Practical applications of principles of class room management

During workshop activity

Teach trainees are divided in four groups. They have to identify their group leader and reporter.
Then they will discuss their experiences in their groups and every group leaders will present a report in 5-6 minutes.

**Post-workshop activity**

Principles of class room management are to be applied in classroom teaching.

**Day 10 Session I**

**Presentation cum discussion: Management of stress / conflict**

Purpose of this session is:

- To make you able to help children to manage their stress.

**Pre-workshop activity**

Go through the course BES-016, Block-2, Unit-6.

**During workshop activity**

workshop facilitator / resource person makes a presentation followed by discussion on stress management.

**Post-workshop activity**

Try to intimate and help children to manage stress.

**Day 10 Session II**

**Presentation and discussion: How a teacher can help students to develop self confidence and self esteem?**

Purpose of this session is:

To make you acquaint to help students to develop self confidence and self esteem.

**Pre-workshop activity**

Go through the course BES-016, Block-1, Unit-3.

**During workshop activity**

workshop facilitator/ resource person makes a presentation followed by discussion on above topic.

**Post-workshop activity**

Try to intimate and help students to develop self confidence and self esteem at your workplace.

**Day 10 Session III**

Feedback Sessions

**During workshop activity**

You will exchange views in groups on various aspects

**Day 10 Session IV**

Valedictory
5.4 Practice Teaching

The practice of teaching occupies a central position in the activities of any teacher education programme. As a matter of fact, developing, reinforcing and nurturing different skills and competencies of curriculum transaction are some of the most essential concerns of teacher education. The introduction of theory courses in the curriculum is aimed at strengthening teacher trainees’ understanding of various aspects of teaching in the classroom. They provide them with different modes, methods, techniques and strategies of curricular transaction. But unless they practice these methods and techniques and implement these strategies in the actual classroom situation, they cannot master them. It is for this purpose that a provision of actual classroom teaching (practice) is made in every teacher education programme.

In practice teaching you plan your lessons, deliver them under the supervision of your mentor and/or supervisor and get feedback to improve your teaching competencies as a result of guided experience.

Your roles in practice teaching are as follows:

- You have to select any primary/elementary class in the elementary where school you have been working and seek the principal’s permission to undertake practice teaching in that school.
- You have to deliver a total of 40 lessons. In the first year you have to deliver 20 lessons in three subjects, namely, Teaching of Language, Teaching of Mathematics, and Teaching of Environmental Studies. In the second year, you have to deliver 20 lessons in two subject areas chosen by you out of the four subjects under optional courses. The subject wise distribution of these lessons to be delivered in the first and second year of the programme is as follows.

  1st Year
  - Teaching of Language = Minimum five lessons
  - Teaching of Mathematics = Minimum five lessons
  - Teaching of Environmental Studies = Minimum five lessons
- Rest five lesson plans can be prepared in any one or more than one subject mentioned above.

  2nd Year
  Any two subjects to be chosen from the following four subjects:
  - Teaching of English = 10 lessons
  - Teaching of Social Science = 10 lessons
  - Teaching of Mathematics = 10 lessons
  - Teaching of Sciences = 10 lessons
- Get all the lesson plans approved by the mentor. A mentor is a senior trained teacher or headmaster of the school where the teacher trainee delivers lessons for practice of teaching.
- You have to ensure that 9 lessons (3 lessons in each of the three subjects) are observed by the mentor and 6 lessons (2 lessons in each of the three subjects) are observed by the supervisor during the first year.
- You have to ensure that 10 lessons (5 lessons in each of the two subjects) are observed by the mentor and 6 lessons (3 lessons in each of the two subjects) are observed by the supervisor during the second year.

**Table: Showing lessons to be supervised by mentor and supervisor**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year (No. of lesson to be observed)</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; year** (No. of lesson to be observed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Mentor: 3, Supervisor: 2</td>
<td>Subject: English, Mentor: 5, Supervisor: 3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mentor: 3, Supervisor: 2</td>
<td>Mathematics, Mentor: 5, Supervisor: 3</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Mentor: 3, Supervisor: 2</td>
<td>Science, Mentor: 5, Supervisor: 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science, Mentor: 5, Supervisor: 3</td>
</tr>
</tbody>
</table>

** Student teacher has to opt for any two courses.

- You have to prepare a lesson plan notebook for each subject. The notebook should be available with you while delivering lesson(s) in the classroom.

- You should develop appropriate teaching aids to present your lesson effectively.

- As your lesson will be supervised and commented upon by mentor and supervisor, you should make copies of Teaching Assessment Battery (TAB) available to them. A sample of TAB is given in Appendix 2.

- You should try to observe at least 10 lessons of your peers or senior teachers in your school and rate them on the TAB.

- You have to prepare practice teaching schedule for 1<sup>st</sup> year and 2<sup>nd</sup> year teaching subjects and submit it to the programme study centre (PSC) that you have been assigned by the regional centre.

- You have to identify the mentors for all teaching subjects and submit it to your PSC.

- Before starting your practice teaching please inform your PSC coordinator.
APPENDIX-1

General Lesson Plan Format

A. Name of the student teacher: ______________________________________________
   School : ________________________________________________________________
   Class: _________________________________________________________________
   Subject : ______________________________________________________________
   Topic: __________________________________________________________________
   Sub-topic : __________________________________________________________________
   Date: ____________________ Time _________________________
   Enrolment No. : _______________________________

B. Instructional Objectives :

C. Testing previous knowledge:

D. Introduction :

E. Teaching method(s):

F. Teaching Aids:

G. Transaction of Lesson :

<table>
<thead>
<tr>
<th>Teaching Point</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
<th>*Blackboard Work</th>
<th>Evaluation items</th>
</tr>
</thead>
</table>

H. Generalizations (if any):

I. Application :

J. Recapitulation :

K. Home Assignments :

Signature of the Student Teacher

Signature of the Supervisor/Mentor

*To be done on Left Hand Side (LHS) of the page.
PROCEDURE OF USING THE GENERAL
LESSON PLAN FORMAT

Name: Name of the student teacher:

School: Write the name of the school where you are teaching.

Class: Mention the class you will teach.

Subject: Name of the subject which you will teach.

Topic: Main topic

Sub-topic: Specify the topic you are going to present in the classroom.

Instructional Objectives: Write the objectives you will keep in your mind for preparing the lesson plan.

Testing Previous knowledge: Before starting the topic you will test the previous knowledge of the students which is related to the topic, by means of asking questions, narrating anecdotes, cases etc. to put through the necessary background.

Introduction: After testing the previous knowledge you will introduce the lesson.

Teaching Method: The method technique to be used by you will be pointed out i.e. lecture discussion, demonstration, project, etc. may be mentioned.

Transaction of Lesson: The main teaching point(s), teacher’s activity/student activity, teaching aids and evaluation items will be listed briefly.

Blackboard work: Blackboard summary should be given in the lesson plan notebook. This is normally written on the opposite plane page.

Generalizations: You will take up the generalizations emerging from the content at the end.

Applications: You will cite examples as to how the content learnt is useful in real life situations.

Recapitulation: You will revise all the teaching points and on the basis of the content material you will ask questions from the students. You should also encourage student to ask thought provoking questions which will lead to further clarity of the content taught.

Home Assignments: The work will be given to students which is related to the topic.

At the end, you will sign on each plan in the lesson notebook.
ROLE OF THE MENTOR AND SUPERVISOR (TEACHER EDUCATOR)

The mentor will be a senior teacher teaching in the same school as yours and should have the same subject background as yours. He/She can also be the principal/headmaster/headmistress of that school.

The supervisor will be identified by the university. He/She will be a teacher educator and will visit the school from time to time.

The mentor and supervisor will encourage, assist, guide, observe, advise and motivate you. They will write a comprehensive report on your practice teaching and evaluate each lesson on the basis of a five-point scale Teaching Assessment Battery (TAB). Their role in practice teaching is as follow:

- The mentor and supervisor will function as your guide and will help you in the planning and delivery of lessons.
- The mentor will supervise at least 9 (3+3+3) lessons in 1st year and 10 (5+5) lessons in 2nd year. He/She will record his/her comments on the TAB. The supervisor will also supervise at least six lessons in each year and will use TAB for his/her comments.[see in table (1)]
- The mentor and supervisor will award you a grade on every presentation based on your performance rated on TAB. You will also be awarded a cumulative grade based on your overall consisted performance with you.
- They will ensure that you are regular and punctual in classroom. They will have pre-lesson and post-lesson discussions with you.
- They will suggest strategies for class management and help you in organising your classroom time.
- They will provide you feedback on teaching skills, mannerism, speech, teaching aids, lesson planning etc.
- They will discuss 10 lessons in detail with you.
**APPENDIX-2**

**Teaching Assessment Battery (TAB)**

**Instructions**

The scale contains 15 items comprising different aspects of teaching. Specifications of each item have also been given. You are to rate the performance of the student teacher on each item on the five point grade scale. Encircle the point grade which indicates your assessment. The cumulative average grade points score of the student teacher on all the 15 items indicating the level of his performance be found out.

Student Teacher: ___________ Enrolment No.: _______________ School: _______________
Class: _________________ Subject: _________________ Topic: _________________
Date: ___________ Observer/Mentor/Teacher Educator (Supervisor): _____________________

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Specification</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Appropriateness of instructional objectives</td>
<td>Clarity, relevance to the content, adequacy with reference to the domains and levels of objectives, attainability in terms of pupil outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Proper organisation of content</td>
<td>Logical, organization according to content and psychological organization as per need of the pupil.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Creating situations for introducing the lesson</td>
<td>Greeting, accepting greeting, securing attention and giving rapport, ensuring facilities like chalk, duster, aids apparatus, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Effective introduction of lesson</td>
<td>Linking with past experience, link between introduction and main parts properly formed, use of appropriate devices-techniques like questioning, examples, exhibits etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
5. Questions properly structured
   Structuring questions at different levels, which are grammatically correct, unambiguous, precise and relevant to content.

6. Questions well-delivered and distributed
   Questions delivered with appropriate speed, with proper intonation and pitch allowing pause for thinking and question covering even non-volunteers.

7. Pupil responses properly handled
   Handling pupil responses, techniques like prompting eliciting further information, refocusing and asking critical awareness questions.

8. Explanation clear and concrete
   Clarity, continuity, relevance to the content using beginning and concluding statements, covering essential points.

9. Used appropriate examples for illustrations
   Simple, interesting illustrations and relevant to the point being explained

10. Used appropriate teaching aids for illustrations
    Relevant to content, appropriate to the pupil's level, properly displayed and appropriately used or handled.

11. Varied stimuli for securing & sustaining pupil attention.
    Appropriate body movements, gestures, change in notation and pitch, change in sensory focus, change in interaction pattern and pausing, aural-visual switching and encouraging pupils, physical participation.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Used appropriate verbal and non-verbal reinforces.</td>
<td>Use of praise words, statements, accepting and using students, ideas use of pleasant and approving gestures and expressions, writing pupil answers on blackboard</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>Appropriate pacing of the lesson</td>
<td>Adjusting the speed of the lesson to the level of the pupils</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Innovations</td>
<td>Providing novelty in teaching approach, student activities, lesson structure or teaching aids.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>Conclusion of the lesson</td>
<td>Giving the lesson a logical closure with asking adequate recapitulation question.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Strengths of the student teacher:

Weakness of the student teacher:

Average grade point awarded:

Please provide suggestions for improvement.

Date:

Signature:

Name of Mentor/Teacher Educator (Supervisor):

Address:
Scheme of Monitoring and Supervision of D.El.Ed. Theory and Practical

The D.El.Ed. practical work is an essential component of the course as it is based on various practical activities concerned with development of skills and competencies among student teachers. The various practical activities of D.El.Ed. practical work are classified under four categories: practical assignments, school-based practical activities, workshop-based practical activities, and practice teaching. For the smooth organisation of the practical activities, effective monitoring and supervision is required. It is deemed desirable that you, as student teachers, should be well aware of the details of the mechanism for your convenience and for enhancing the quality of teacher education. The scheme to monitor and supervise the practical activities at different stages/places of the organisation is as follows:

The four categories of practical work i.e. practical assignments, school-based practical activities, workshop-based practical assignments, and practice teaching will be conducted at the work centers (Where student under training is teaching) and programme centers (specially commissioned teacher training institutions). The organizations that will organise, monitor and supervise these four categories of practical activities.

i) **Work centre**: It is the school where the teacher trainee works and carries out practice teaching.

ii) **Programme centre**: It will be a teacher college or teacher training institution where academic counseling and practical workshop will be conducted.

iii) **Regional centre**: It is one of the regional centres of IGNOU. It will be utilized to organize, monitor and supervise practical activities related to the D.El.Ed. programme.

iv) **School of Education (Headquarters)**: The school will plan, organize, monitor, supervise and guide all the activities related to the D.El.Ed. Programme.

For the monitoring and supervision to be effective, appropriate number of academics (full/part time) will be engaged. The process of monitoring and supervision of the practical activities and the resource persons involved at various stages of implementation is summarized in following table:

<table>
<thead>
<tr>
<th>Centre/ Place</th>
<th>Nature of Practical Activities</th>
<th>Academic Person Involved</th>
<th>Monitoring and Staff Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Centre</td>
<td>a) School-based activities</td>
<td>Headmaster/ Principal/mentor</td>
<td>Mentor or senior subject teacher will supervise the activities and Headmaster/Principal will monitor the activities and practice teaching.</td>
</tr>
<tr>
<td></td>
<td>b) Practice Teaching</td>
<td>Headmaster/ Principal/Mentor</td>
<td>Mentor will supervise delivery of 9 (3+3+3) lessons in 1st year and 10 (5+5) lessons in second year. Also he/she will discuss 10 lessons in detail.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Educators/ Supervisors Specially engaged for the purpose.</td>
<td>The teacher educator will supervise 6 lessons in each year.</td>
</tr>
</tbody>
</table>
Thus, the faculty of the School of Education or external resource persons appointed by SOE along with staff from the Regional Centers will be engaged in supervision and monitoring of practical work at the Programme Centre. Appropriate rating scales of supervision/monitoring have been developed to carry of supervision and monitoring of school-based practice teaching and workshop-based practicals. Checklists for you to cross check the conduct of your practice teaching and school based practical activities have also been provided in Appendix 3 and 4.

4. Evaluation Procedure

Considering the need of continues and comprehensive evaluation in D.El.Ed. practicals, it is desirable to involve Principal/Head Master for evaluating the school-based activities (SBA) and practice teaching. The school-based activities and practice teaching grades provided by workshop facilitator on SBA and supervisors on practice teaching in consultation with the workshop director and programme centre coordinator will be moderated by SOE faculty or the external resource persons appointed by the SOE.

School-based activities: These will be authenticated and commented upon by mentor. The report will be evaluated with the help of rating scales at the programme centers by workshop facilitator (Resource person) in the workshop and a cumulative grade awarded. Assignments (Theory and Practical-oriented) will be evaluated by Academic Cunsellors at the Programme Centre.

Workshop-based activities: Evaluation of workshop-based activities will be done by Coordinator/head of programme centre in consultation with workshop facilitator/workshop director involved in the workshop and will be moderated by SOE faculty or external resource persons appointed by the SOE.

The cumulative grade sheets together with all the individual rating scales will be sent to SOE for moderation before submitting the finalized assessment to the Student Registration and Evaluation Division of IGNOU for declaration of result.
APPENDIX-3
Self Appraisal Checklist
(To be used by the Student Teacher)

A. Maintenance of Registers and Records
1. Have you prepared the following registers?
   i) Attendance
   ii) Admission
2. Have you maintained the following records?
   i) Laboratory stock book
3. Have you experienced any problem in the preparation and maintenance of records/registers? Please specify.
4. Did you find any solution for these problem?
5. Have you prepared report of this activity?
6. Have you got it certified by the Mentor?

B. Addressing the School Assembly
1. Did you address the assembly on the requisite number of occasions?
2. Have you prepared a resume of the assembly addresses?
3. Have you received feedback/comments from your colleagues and principal/headmaster?
4. Have you prepared report on the experience of assembly address?

C. Preparation of Cumulative Records
1. Have you recorded all the details required?
2. Have you appended records along with report?

D. Preparation of School Timetable
1. Have you critically analyzed the present time-table?
2. Did you find any weakness and strengths of the present timetable?
3. Did you prepare a new timetable?
4. Did you discuss it with peers/colleagues?
5. Did you incorporate their suggestions?
6. Did you prepare a report?

E. Organization of a Field Trip
1. Did you plan and organize field trip with students?
2. Have you submitted report to principal/headmaster and got it certified/authenticated from him/her.

**F. Preparation of a Case Profile**

1. Did you collect the information?
2. Did you conduct interviews with parents?
3. Did you prepare a report?

**G. Evaluating Mid-Day-Meal (MDM) Scheme**

1. Have you critically analyzed the records of mid day meal scheme?
2. Did you conduct interviews with head teacher, teachers, students and parents?
3. Did you discuss it with the mid day meal coordinator?
4. Did you prepare a report?

**H. Observation and Analysis of Classroom Learning Environment**

1. Have you analyzed your classroom learning environment?
2. Have you analyzed your attitude towards teaching learning process in the classroom?
3. Did you prepare a report?

**I. Communicating Students’ Need and Progress to Parents**

1. Have you conducted parents teacher meeting or mother teacher meeting (PTM/MTM) in your class?
2. Have you prepare report on it?

**J. Organizing Academic, Co-curricular and Sports Activities**

1. How many activities of the following have you conducted/organised?
   - Art and Drawing
   - Games and Sports
   - Science Corner
   - Debates
   - Quiz Programme
   - Cultural Activities
   - Essay competition/slogan writing/story writing/poem writing/recitation
   - Environmental conservation related activities
   - Guidance and counseling cell
2. Did you prepare reports on them?
3. Have you got them certified/authenticated from the mentor/headmaster/principal and received feedback?

K. Organization of a community Service Campaign
1. Did you plan and organize a community service campaign with the help of your students?
2. Have you submitted a report to principal/headmaster and got it certified/authenticated from him/her.

L. Conducting Sociometric Tests
1. Have you prepared a sociogram of students of your class?
2. Have you analyzed it and suggested possible solutions in your report?

M. Observation and Report Writing on a Movie Related with Children
1. Have you observed a movie related with children?
2. Have you analyzed your observations?
3. Did you prepare a report?

N. Linking Curriculum with Instruction
1. Have you analyzed the content and various parts of the curriculum or syllabus of a subject?
2. Did you prepare a report?

O. Examine and Develop a Report on Drop-outs amongst Girl Students
1. Have you analyzed the ground realities or reasons of drop outs of girl students?
2. Have you conducted interview with parents, teachers, head teacher, etc?
3. Did you prepare a report?

P. Examine and Prepare a report on “How gender sensitive are you?”
1. Have you analyzed your behavior in respect of gender sensitivity?
2. Did you prepare a report?

Q. Examine and Develop a Report on “Inclusion in your classroom”.
1. Have you analyzed your classroom from inclusion perspective?
2. Did you prepare a report?

R. Conducting a Case Study in the Context of Information Communication Technologies (ICTs) Enabled/Supported Innovative Practices used in an Elementary School in Teaching Learning Practices and/or Administration.
1. Have you observed innovative practices related to use of ICTs in an elementary school.
2. Have you conducted interviews with head teacher, teacher, administrative staff, etc?
3. Did you prepare a report?
S. Development of Digital Learning Content
1. Have you developed a digital learning content?
2. Have you prepared a report?
3. Have you appended CD along with report?

T. Development of Programme Instruction Package
1. Have you developed a programme instruction package?
2. Have you prepared a report?
3. Have you appended records along with report?

U. Conducting an Action Research
1. Did you identify a topic/ problem.
2. Have you conducted a research (action) in trying to find possible solutions?
3. Did you prepare a report and get it certified/authenticated by principal/supervisor/headmaster?
Check List For Practice Teaching

{To be used by the student teacher}

1. Did you prepare 20 lesson plan in first year and 20 lesson plan in second year?

2. How many lessons have been discussed with supervisor and mentor (specify date, subject and nature of lesson like micro-teaching/simulated teaching/real classroom teaching)?

3. How many lessons have been supervised by (a) headmaster/mentor/principal (b) Supervisor? (Specify date, subject and person).

4. How many lessons of your peers and senior teachers have been observed by you (specify date, topic and subject).

5. Did you prepare many teaching aids? Specify subject and type of teaching aids prepared by you?

6. Have you got lessons and teaching aids evaluated by the supervisor/mentor on TAB?

7. Have you submitted records (lesson plans and teaching aids) to your mentor and got signatures from them?

(Signature of student teacher)

(Signature of Mentor)
APPENDIX -5

Supervision and Monitoring Performa
(For Mentor)

School- Based Activities

Certified that:

1. I helped/guided the students in carrying out the following school based activities (A to H)
2. I have received following reports and certified the conduct of following activities.
3. I have evaluated the report prepared by the student teacher (specify name and enrolment number) on the conduct of the following activities (Name the activities).
4. I have submitted the report to SOE/Programme Centre/Regional Centre.

Practice Teaching

1. I have discussed lesson plans (specify number) prepared on the subject (specify subject) by (specify name and enrolment number).
2. I have supervised lessons (specify subject, date and number of lessons).
3. I have discussed/supervised lesions prepared using.
   i) Micro-teaching technique
   ii) Simulated teaching technique
4. I have evaluated lessons and teaching aids prepare by the student teachers on the specified criteria. (Please specify the number of lessons and type of teaching aids.)
5. I have submitted the reports to SOE, IGNOU, New Delhi/Programme Centre.

Signature of Mentor