



**Government of Telangana
School Education Department**

**D.El.Ed. 1st Year
Internship Hand Book**



**SCERT, Telangana State
Department of Teacher Education**

PREFACE

The NCTE has developed new Curriculum for Teacher Education Programmes in view of NCF – 2005, NCFTE, 2009 and Justice Verma Committee Recommendations, 2012 and directed all the States and Union Territories to revise the existing Teacher Education Curriculum being followed in the States /UTs and to prepare new Curriculum for Teacher Education Programmes. The NCTE further directed that the States / UTs have to implement the revised Curriculum from the academic year 2015 – 2016.

Accordingly, the SCERT, TS has prepared a Position Paper on Teacher Education. The SCERT, TS has revised the existing D.El.Ed. Curriculum based on the State Position Paper and the National D.El.Ed Curriculum and the same is being implemented in the State from the academic year 2015 – 2016. The SCERT, TS has also prepared Almanac for the two year D.El.Ed Programme for 2015 -2017 and communicated the same to all DIETs and Private Teacher Education Institutions in the State, which is being followed presently.

The School Internship is a part of the D.El.Ed Programme. It is divided into four spells @ two spells in each academic year. The first spell of First year Programme commences from September, 2016. The SCERT, TS has prepared a Hand Book on Internship Programme as per the revised Curriculum keeping in view the NCTE Internship Guidelines to facilitate the student – teachers, mentor – teachers, supervisors and other officials related with the work for ensuring quality in Pre-Service Teacher Training.

A handwritten signature in red ink, appearing to be 'M. S. Reddy', with a horizontal line and an arrow pointing to the right. Below the signature, the year '2016' is written.

**Director of School Education
Telangana State**

ముందుమాట

పాఠశాల విద్యకు ఉపాధ్యాయ విద్య అనేది మూల స్థంభం లాంటిది. ఉపాధ్యాయ వృత్తి విద్యలో వృత్తి పూర్వ విద్య భావి ఉపాధ్యాయులను తీర్చిదిద్దుటలో తొలిమెట్టు వంటిది. వృత్తి పూర్వ విద్యను బలోపేతం చేయుటకు గాను జాతీయ విద్యా ప్రణాళిక చట్రం ఉపాధ్యాయ విద్య (NCFTE, 2009) మరియు NCTE మార్గదర్శకాలకు అనుగుణంగా ఎస్.సి.ఇ.ఆర్.టి., తెలంగాణ రాష్ట్రం డి.ఎల్.ఇడి.కి నూతన ఉపాధ్యాయ విద్యా ప్రణాళిక (Curriculum)ను రూపొందించడం జరిగింది. ఈ నూతన కరికులమ్ను ఈ సంవత్సరము నుండే అమలు చేయడం జరుగుతుంది. కరికులమ్లో Internship అనేది అత్యంత కీలకమైనది. Internship నందు ఛాత్రోపాధ్యాయులు (Student Teachers) పాఠశాలలో ఉపాధ్యాయులుగా విధులు నిర్వర్తించుటకు గాను అవసరమైన నైపుణ్యాలను పొందుతారు.

ఈ Internship కార్యక్రమాన్ని సక్రమమైన రీతిలో నిర్వహించుటకు గాను తగిన మార్గదర్శకాలను కరదీపిక రూపంలో ఎస్.సి.ఇ.ఆర్.టి. వారు రూపొందించారు. కరదీపికలో పొందుపరచిన అంశాలు డైట్, ఫ్రైవేటు డి.ఎల్.ఇడి. కళాశాలల ప్రిన్సిపాల్స్కు, ఎం.ఇ.ఓలకు, స్కూల్ కాంప్లెక్స్ హెడ్మాస్టర్లకు, ల్యాబ్ స్కూల్ హెడ్మాస్టర్లకు, మెంటర్ టీచర్లకు, జిల్లా మరియు మండల స్థాయిలో శిక్షణా కార్యక్రమాలను మరియు పాఠశాలలో నిర్వహించు కార్యక్రమాలకు ఉపయుక్తంగా ఉండే విధంగా రూపొందించబడ్డాయి. ఈ కరదీపిక రూపకల్పనలో పాల్గొనటవంటి డైట్ మరియు ఎస్.సి.ఇ.ఆర్.టి. ఉపన్యాసకులకు మరియు సూచనలు, సలహాలు ఇచ్చిన డాక్టర్ వి. సుధాకర్, ప్రొఫెసర్, EFLU, హైదరాబాద్ గారికి కృతజ్ఞతలు.

ఈ Internship కార్యక్రమాన్ని సమర్థవంతంగా నిర్వహించుటకు క్షేత్రస్థాయిలో బాధ్యులైనటువంటి ఎం.ఇ.ఓ.లు, స్కూల్ కాంప్లెక్స్ హెడ్మాస్టర్లు, ల్యాబ్ స్కూల్ హెడ్మాస్టర్లు మరియు మెంటర్ టీచర్లు ఈ కరదీపికలో సూచించిన విధంగా వారి వారి విధులను సక్రమంగా నిర్వర్తించి భావి ఉపాధ్యాయులను తయారుచేయుటలో తమ వంతు కృషిని అందిస్తారని ఆశిస్తూ...

సంచాలకులు

ఎస్.సి.ఇ.ఆర్.టి.

తెలంగాణ రాష్ట్రం

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Introduction:

The teacher education programme leading to the Diploma in Elementary Education (D.El.Ed.) aims at preparing teachers for the elementary stage of education, that is, classes 1 to 8. The goal of a teacher education programme is to prepare reflective practitioners, who are capable of reflecting on the ‘why’ and ‘how’ of the educational policies, programmes and practices. A reflective teacher must be able to question some of the current premises on schooling and education, develop the ability to evolve his/her own robust vision of a school and take justifiable curricular and pedagogic decisions. To develop such abilities among prospective teacher, the teacher education institutions shall have to make planned efforts through appropriate curricular interventions. One of the curricular interventions adopted in the State of Telangana to prepare prospective and reflective teachers with respect to D.El.Ed programme is to conduct 100 days (@ 40 days in the first year & 60 days in the second year) internship in the identified Lab Schools.

Internship Programmes in general are supposed to facilitate ‘the transition from student status in a profession’s pre service education programme to the status of a full – fledged member of the profession’ (Ratsoy et al., 1987, p.8). This general conceptualization can aptly apply to the professional preparation of teachers. The Field engagement is an essential component of any teacher education programme. Field engagement involves engagement with the students and teachers in schools. According to the School Internship: Framework and Guidelines (January, 2016) of NCTE, the sustained engagement with the school over a period of time is known as ‘school internship’ which equips the prospective teacher to build a repertoire of professional understandings, competencies, skills and positive attitude to schooling and teaching. This internship programme provides an opportunity to the perspective teachers to link the educational theory and pedagogical concepts with their practice on the one hand , and on the other to test the validity of theoretical propositions in actual school settings. It is this component of the teacher education curriculum which facilitates transformation of student-teachers from being learners in

the art and science of teaching to adequately-equipped teachers to perform the responsibilities of a teacher in actual school settings.

Due to globalization, a teacher in present day scenario has to engage the children coming from different socio-cultural contexts. The purpose of engagement is to facilitate children's holistic learning and development, for which the teacher must have thorough understanding of the child and his/her socio-cultural contexts. The teacher must also have the competence in different areas of school curriculum and to use appropriate pedagogies. To enhance the effectiveness and quality of teacher preparation, in the present D.El.Ed curriculum, the utility of ICT, Arts and Crafts etc are introduced as pedagogic tools.

The Internship programme helps the student-teachers to be not as mere recipients of knowledge, but to become assimilators and generators of knowledge. It provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings.

The school based activities are designed to enable the student-teachers to connect theory to practice and enable them to teach effectively. During the school-internship, the student-teacher is expected to observe classroom teaching of mentors/peers, to get insights into student behaviour, instructional practices, student learning, learning environments and classroom management. The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school – community – parent interface and reflections on self - development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified. The activities undertaken during the internship period will be presented in Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous

understandings, ‘why’ certain observations made by them with regard to instruction, classroom management, PTAs etc. are different / same and ‘how’ these observations might lead to a criticism and change in their practice.

The National Curriculum Framework for Teacher Education (NCFTE, 2009) emphasizes that we need teachers who:

- Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems and treat all children equally.
- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
- Do not treat knowledge as a ‘given’, embedded in the curriculum and accepted without question.
- Organise learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

The following are few Objectives relating to the School-Internship as per the Curriculum of D.El.Ed. Programme:

- Provides an understanding of the elementary school and elementary school child;
- Provides an opportunity for student-teachers how to integrate content, processes and context of learning and organize curricular experiences;
- Empowers student – teachers to integrate the emerging gender, disability, environmental perspectives in teaching and learning;

- Develops an understanding of the various child friendly and child – sensitive approaches and strategies of transacting learning experiences in different curricular and co-curricular areas at the elementary level;
- Develops skills and competencies of organizing learning experiences;
- Acquaints the student-teachers with the structure and dynamics of school organization and its interaction with the community;
- Empowers student-teachers to integrate the emerging ICT perspectives in teaching and learning;

Frequent Terminology used:

Student – Teacher: A student pursuing D.El.Ed. Programme in the State of Telangana.

Mentor – Teacher: A teacher working in Lab School, who provides guidance and mentors the student – teachers.

Supervisor: A faculty member working in Elementary Teacher Education Institution, who guides student – teachers in preparation of Period Plans, Lesson Plans and TLM, monitors the classroom transaction and assessment of children, awards marks for internship to student – teachers etc. The supervisor has to observe, monitor, supervise, track and assess the performance of student – teacher.

Lab School: A school where the student – teachers undergo internship programme.

Internship Details for first year D.El.Ed. as per the D.El.Ed. Curriculum:

Number of spells in the first year	02
Number of days in each spell	20
Requirement of Attendance during Internship	The minimum attendance for student-teachers shall be 90% .

Table showing Subject Wise and Class Wise Allocation of Periods and Marks:

Sl. No	Subject	No. of Periods	Allocation of Marks
1	Language for classes I and II	20 (@ 1 per Day)	40
2	Language for classes III to V	20 (@ 1 per Day)	40
3	Mathematics for classes I and II	20 (@ 1 per Day)	40
4	Mathematics for classes III to V	20 (@ 1 per Day)	40
5	Arts & Crafts	05 (@ 1 per 4 Days)	30
6	Yoga, Health & Physical Education	05 (@ 1 per 4 Days)	30

Instructions to student – teachers:

The student – teacher has to attend the two spells of Internship @ 20 days per each spell during first year D.El.Ed Programme. Conduct of classroom transaction for all classes i.e. I to V by all student – teachers is mandatory. For Example, if a student-teacher conducts classroom transaction for classes I & II in the first spell has to conduct for III, IV and V in the second spell and vice versa. As per the First year D.El.Ed curriculum, the student – teachers have to complete 20 periods each for Language (Telugu/Urdu) and Mathematics and 5 periods each for Art & Cultural Education and Yoga, Physical & Health Education. The student – teacher shall prepare Period & Lesson Plans. They shall prepare a separate period plan for each period and shall conduct classroom transaction accordingly. The student – teachers shall prepare lessons integrating ICT and shall conduct classroom transaction at least for 2 periods in each subject and in each spell using ICT. The student – teacher shall observe 5 teaching classes of 5 fellow student – teachers in each methodology subject in each spell. The student – teacher has to perform the duties of a regular teacher in Lab School, i.e. shall attend the school from morning School Assembly and shall stay in school till evening till closure and shall participate in all school activities. The student – teacher shall complete 1 or 2 units followed by exercises given under each unit. The student – teachers shall implement CCE method for assessment of students. The student – teachers shall conduct Formative and Summative tests for students on the unit(s) he/she taught during Internship. The test shall be conducted for 100 marks i.e. 50 marks for each Formative and Summative tests. The Formative marks distribution is as given here under:

Children Participation & Reflection	- 10 marks
Written works of the children	- 10 marks
Project works	- 10 marks
Slip test	- 20 marks

Slip test shall be conducted during the Internship period and Summative shall be conducted on completion of entire unit and at the end of the Internship. The Summative paper shall be based on the Academic Standards. The students shall prepare Assessment (CCE) records class wise and subject wise separately { for Language (Telugu / Urdu) and Mathematics }. The cumulative sheets of children shall be enclosed to children Assessment Record (CCE). Assessment for co-curricular activities shall be conducted through observation; grades shall be awarded and shall be shown in one of the CCE record. No formal written test shall be conducted for co-curricular subjects.

Awarding marks shall be based on student – teacher performance in writing period plans, material collection/ development and conducting effective classroom transaction in participatory mode by using appropriate TLM and also use of Black Board. (5 marks for planning and 10 marks for teaching (classroom transaction).

The student teachers shall conduct one Action research during Internship and shall prepare and submit a report (record). The student – teachers shall record/write their own experiences relating to each subject in Reflective Journal. The Reflective Journal shall include the written works of the student – teacher based on their experiences in teaching and its impact on children learning. The student – teacher has to reflect on his/her classroom experiences, children learning, impact of various strategies of teaching, relationship with children and his/her feelings etc. The reflection shall be basically on student - teacher’s feelings while teaching i.e. impact of different methods/strategies of teaching, impact of using TLM, impact of encouragement given to children etc. and children participation, feelings and learning achievement. The student – teacher shall also write their reflections on peer classroom practices (lesson/ classroom observation).

Table showing Marks distribution for activities conducted during Internship

Subject	Classroom transaction	Classroom (Peer) Observation & Reflective Journal	CCE Record	Action Research (10 Marks)	Total Marks
Telugu/ Urdu	80 marks (40 marks for classes I & II and 40 marks for classes III, IV and V). Allocation of marks shall be based on regular progress in lesson planning and class-room transaction.	10 marks	15 marks	-	105 marks
Mathematics	80 marks (40 marks for classes I & II and 40 marks for classes III, IV and V). Allocation of marks shall be based on regular progress in lesson planning and classroom transaction.	10 marks	15 marks	-	105 marks
Art & Cultural Education	15 marks	Nil	Nil	-	15 marks
Yoga, Health & Physical Education	15 marks	Nil	Nil	-	15 marks
Action Research	Nil	Nil	Nil	-	10 marks
Total	190 marks	20 marks	30 marks	10 marks	250 marks

Subject-wise / Paper-wise Practical Work to be completed by student – teacher during Internship Programme:

The student – teacher shall collect the data for the following field based practicum tasks/ work during the Internship period:

Paper I – Childhood, Child Development and Learning (as per the Tasks given in the D.El.Ed curriculum)

Task 2 – Case Profile Approach

Task 4 – Interviews with parents on Child Rearing Practices and Parenting Styles

Task 5 – Collection of data on height & weight (growth) of children

Task 6 – Making the children draw on different themes as per their choice and to assess what the diagram communicates

Task 7 – Observation of children in Play Ground to know the linkages between play and other developments of child, social, emotional, cognitive, language, motor etc.

Task 8 – Student – teachers show a famous cartoon play to children and assess their behavior using interview schedules, observation checklists etc

Task 9 – Student – teachers show a popular video game to children to assess the aggression.

Paper II – Society, Education and Curriculum

Task 4 – Visiting schools to study aims, school culture and classroom practices.

Task given by SCERT – To Literate two adult illiterates (to the extent they read sentences in their mother tongue).

Paper III – Early Childhood Care and Education

Collecting opinion of Class I teachers of different managements towards the children's background and their pace of learning.

Paper IV – Understanding Language and Language Development at Primary Level (Mother Tongue – Telugu / Urdu) – Methodology Paper

Collect five to six sentences spoken by three year old children to assess their language abilities.

Collect 20 words spoken by 2, 3 and 4 year old children to assess the stages of speaking.

Assess the language abilities like speaking, reading and writing of primary school children using the prescribed text books.

Paper V – Understanding Mathematics and Early Mathematics Education at Primary Level – Methodology Paper

- Observe 3 year old child to assess mathematical abilities.
- Observe children while playing to assess how do they frame rules of game and implications in Mathematical learning.
- Observe Mathematics notebooks of children and identify mistakes committed. Discuss the reasons and measures to overcome.
- Observe Mathematical teaching learning process at primary level, record the language used by the teacher and prepare a report.
- Analyse problems done by 10 students and identify strengths and weaknesses of concepts.
- Interview 10 children on ‘Do this’, ‘Try this’ and ‘Think and Discuss’ exercises.
- Make the children solve problems from other than textbooks and conduct group discussion.

Paper VI – Pedagogy across Curriculum and ICT Integration

Task 3 - Observe, document and interpret classroom discourses and prepare a report.

Task 5 –iii, iv and v activities of Task 5

Paper VII – Art and Art Education

Focus Areas – Fine Arts

7. Designing a Project for School Children

8. Perform any one art form in classroom based on classes I to VIII Art & Cultural Education syllabus.

11. Visit 1 or 2 Private / Government schools and observe implementation of Art & Cultural Education in the Schools.

Paper VIII – Yoga, Physical & Health Education – I

- Prepare a profile of a child to understand the child’s social context and to connect to health of child.

- Tracking child's attendance and finding out reasons for absenteeism.
- Report on 'Health of the School' covering parameters like water, toilets, sanitation, building, playground etc.
- Record observations of children on Mid-Day Meal programme.

Paper IX – Understanding Self – I

Paper X – Proficiency in English

Criteria for Selection of Lab School:

The Schools and El. TEIs are under the administrative control of the Department of School Education in the State of Telangana. The SCERT, TS maintains the data regarding intake capacity of El. TEIs and works out the requirement of lab schools for each TEI. The criteria for allocation of schools to TEIs, developed by the SCERT, TS, include distance from TEI and accessibility etc. The criteria shall be, a) identification of schools in the surroundings of the TEI, b) allocation of 4 students for each school and c) allocation of 12/13 schools for each TEI with an intake capacity of 50. The identification and allocation of schools to TEIs shall be worked out with the coordination of DEO and Principals of DIETs. The SCERT, TS shall plan to monitor and supervise the organization and conduct of internship by the TEIs, for which it shall devise 'Monitoring – cum – Supervision Proforma'.

Role of the Director, SCERT, TS:

- The Director, SCERT, TS shall nominate faculty members of SCERT, TS as District In-charges for smooth conduct of the D.El.Ed first year Internship Programme.
- The Director, SCERT, TS shall prepare a schedule of School Internship .
- The Director, SCERT, TS shall conduct State Level Workshop with the Principals and faculty members of DIETs to finalise the Guidelines and to prepare the formats to be used by the student teachers during the Internship Programme.
- The Director, SCERT, TS shall prepare a Hand Book on D.El.Ed. Internship Programme and communicate the same to all the DEOs, the Principals of DIETs & the Private Elementary TEIs.

- The Director, SCERT, TS shall instruct the Principals of DIETs to distribute the Hand Book to field functionaries in the District & Mandal Level Orientation Programme.
- The Director, SCERT shall regularly monitor the conduct of the Internship Programme for its effective implementation.
- The Director, SCERT shall look into the problems and issues reported by the field functionaries and shall provide required guidance.
- The Director, SCERT shall submit a report to the C&DSE on conduct of Internship Programme in the State after completion of the programme.

Role of the District Educational Officers:

- The District Educational Officers (DEOs) have to identify 12/13 schools (Lab Schools) for an intake of 50 student-teachers @ 04 student teachers per school for conduct of internship programme.
- The DEO shall attend the District Level Orientation Programme of Mandal Education Officers & Principals of Private TEIs organized by the Principal, DIET of the respective district and shall coordinate with the Principal, DIET in conduct of Orientation Programme.
- The DEO in consultation with the Principal, DIET shall allocate the schools in the Orientation Programme of Mandal Education Officers & Principals of Private TEIs. The DEO shall issue the allocation orders of the Schools to the MEOs, the Principals of DIET & the Principals of Private Teacher Education Institutions during the Orientation Programme.
- The DEO shall take care that the Schools located in rural and tribal areas are covered. The schools with single teachers'/low performance shall be given priority at the time of allocation of schools.
- The DEO shall take care, while identifying the schools to have minimum strength, i.e. the total strength of the school shall be 30 and above.

- The DEO shall issue orders to the HMs of the School Complexes & Lab Schools to support and provide guidance to the student-teachers for effective conduct of class room transaction and assessment of students in CCE method.
- The DEO shall depute the HM of the Lab School & Mentor Teachers to the respective DIET to attend the Orientation Programme on conduct of Internship.
- The DEO shall visit at least one school a day during the internship period, for effective conduct of the internship programme.
- The DEO shall collect the weekly reports from the MEOs and the same shall be shared with the Principal, DIET.
- The DEO shall look into the minor problems, if any, and shall see that the Internship programme is conducted without any obstacles.
- The DEO shall submit a report to the Director, SCERT about the conduct of internship programme in their respective district after completion of the programme.
- The DEO shall furnish information about major deviations or problems if any in the report.

Role of the Principal, DIET

- The Principal, DIET shall conduct the District Level Orientation Programme to the Mandal Education Officers (MEO) & the Principals of Private Elementary Teacher Education Institutions (TEIs). The Principal, DIET shall inform the date to the District Educational Officer (DEO) of the respective district and the District In-charge from SCERT, TS to attend the programme.

- The Principal of the DIET shall allocate the student teachers of his/her DIET to the schools as per the norms as per the school allocation list communicated by the DEO.
- The Principal, DIET shall coordinate with the DEO and the District In-charge from SCERT, TS in monitoring the Internship programme.
- The Principal, DIET shall appraise the roles of MEOs, Principal, TEIs, HMs of Lab Schools & School Complex and Mentor Teachers in conduct of the Internship Programme during the District Level One-Day Orientation Programme to the MEOs and the Principals of Private TEIs.
- The Principal shall conduct a Meeting with the faculty members (Supervisors) to appraise about their role in conduct of Internship Programme.
- The Principal shall conduct an in-house orientation to student-teachers about the importance and implementation of Internship Programme.
- The Principal shall conduct one day workshop with the student teachers and the faculty members of their respective DIET, after completion of the visits to lab Schools by the student teachers and shall guide accordingly in preparation of Lesson Plans, TLM and conduct of classroom transaction.
- The Principal and the faculty of the DIET shall observe and provide guidance in conduct of Mandal Level Orientation Programme.
- The Principal shall visit at least one Lab Schools daily to check the conduct of Internship programme and shall report any lapses observed to the Director, SCERT, TS.
- The Principal shall assign the work to the faculty members (Supervisors) and see that they visit the Lab Schools daily to monitor the programme and provide guidance to the Mentor Teachers and Student Teachers.

The Principal, DIET/TEI shall see that the faculty members (supervisors) shall provide orientation to Mentor Teachers on the use of assessment tools like rating scales, questionnaires, observation schedules etc to assess the student – teachers’ performance.

- The Principal and faculty members should continuously interact with the lab schools and mentor teachers.
- The Principal, DIET shall issue necessary orders to the faculty members to visit the lab schools in the district randomly, apart from the visits to the regular Lab Schools to provide guidance to mentor teachers and student-teachers.
- The Principal, DIET shall furnish the problems shared by the DEO to the Director, SCERT, TS for further course of action.
- The Principal, DIET shall send a District Report after completion of the Internship Programme to the Director, SCERT, TS.

Role of the Principal, Private Elementary TEI:

- The Principal of the El.TEI shall attend the District Level Orientation Programme and shall coordinate with MEO in conduct of Mandal Level Orientation Programme.
- The Principals of Private El. TEIs located in the mandal shall conduct the Mandal Level Orientation Programme jointly with MEO to the Head Master and one Mentor Teacher from the Lab Schools & Head Masters of School Complexes.

The Principal, El. TEI shall see that the faculty members (supervisors) provide orientation to Mentor Teachers on the use of assessment tools like rating scales, questionnaires, observation schedules etc to assess the student – teachers’ performance.

- The Principal of the El.TEI shall allocate the student teachers of his/her institution to the schools as per the norms and as per the school allocation list communicated by the DEO.
- The Principal shall conduct a Meeting with the faculty members (Supervisors) to appraise about their role in conduct of Internship Programme.
- The Principal shall conduct an in-house orientation to student-teachers about the importance and implementation of Internship Programme.
- The Principal shall conduct one day workshop with the student teachers and faculty members of the respective DIET, on completion of their first visit to lab Schools by the student teachers and shall guide accordingly in preparation of Period and Lesson Plans, TLM and conduct of classroom transaction.
- The Principal shall assign the work to the faculty members (Supervisors) and see that they visit the Lab Schools daily to monitor the programme and provide guidance to the Mentor Teachers and Student Teachers.
- The Principal and the faculty members should continuously interact with the lab schools and mentor teachers.
- The Principal shall inform the problems relating to Internship arising during Internship in Lab Schools and their TEI to the Principal, DIET and the Director, SCERT, TS for further course of action.
- The Principal shall send a Report on completion of the Internship Programme to the Principal, DIET.

Role of the Mandal Education officer:

- The MEO shall assist the DEO and the Principal of DIET in identification and allocation of schools.
- The MEO shall attend the District Level Orientation Programme and shall coordinate with Principal of the TEIs in conduct of Mandal Level Orientation Programme.
- The MEO shall conduct the Mandal Level Orientation Programme to the Head Masters of School Complexes, Head Masters & one Mentor Teacher from each Lab School jointly with the Principals of El.TEIs located in the Mandal.
- The MEO shall appraise the roles of HMs of School Complex & Lab School & and the Mentor Teachers in conduct of the Internship Programme School Complex during the Orientation programme.
- The MEO shall communicate the Proceedings of the DEO regarding Internship Programme to the Head Masters of School Complex and the Head Masters of the Lab Schools during the Mandal Level Orientation Programme.
- The MEO shall scrutinize the reports submitted by the HMs and shall inform if any major problems or deviations observed to the Principal, DIET and DEO of the respective district.

Role of the Supervisor (Faculty Members of DIETs/El.TEIs):

- The Supervisors shall attend the in-house meeting on Internship Programme conducted by the Principal of the respective institution.

- The Supervisor shall provide guidance to the student teachers with respect to: a) visit to Lab Schools, b) Observation of Lessons of Mentor Teacher, c) conduct and assessment of Pre & Post tests to students of Lab Schools, d) selection of topics for classroom transaction etc.
- The supervisor shall support the Principal in organization of the workshop in their institution with student teachers on their first visit to Lab Schools and shall provide guidance to student teachers in preparing Period plans, Lesson Plans, TLM and total planning of Internship.
- The supervisor shall give at least two demonstration lessons for student teachers for imparting quality Classroom transaction.
- The supervisor shall visit the Lab Schools daily where the student teachers of their institution are attending the Internship. They shall observe the classes and provide guidance/give suggestions to student teachers for improvement.
- The supervisors shall visit the Lab Schools before the initiation of the programme and shall interact with HM and Mentor Teachers and shall appraise about their roles in Internship.
- The supervisors shall award the marks to each student teacher based on the performance at Lab School and other related activities like preparation of Lesson Plans, TLM etc.
- The supervisor of DIET shall also visit randomly the Lab Schools in their district to verify the conduct of Internship and also to provide on-site support to student teachers and mentor teachers.
- The supervisor shall bring the problems, if any, to the notice to the Principal of their respective institution.

Role of the School Complex Head Master:

- The HM of School Complex shall attend the Mandal Level Orientation Programme and shall work as per the guidelines given in the Orientation programme.
- The HM of the School Complex shall visit the Lab Schools under its jurisdiction to monitor the attendance of student teachers and to provide academic guidance to the HM of the Lab School, Mentor Teachers and the Student Teachers.

The HM of the School Complex shall assign the work of Day-wise Attendance Monitoring to the Cluster Resource Person (CRPs) and shall scrutinize the Day-wise reports. **If the student teachers attendance falls below 90%**, the HM shall submit a report on attendance to the Principal, DIET of the respective district and the Principal of the TEI concerned after completion of the Internship Programme.

Role of the Lab School Head Master:

- The HM of Lab School shall attend the Mandal Level Orientation Programme and shall work as per the guidelines given in the Orientation programme.
- The HM of the Lab School shall conduct a meeting with the student teachers on conduct of Internship Programme and the importance of Internship Programme to student teachers and also students of their respective school.
- The HM of the Lab School shall see that the lab school functions as the extension centre of the TEI to which it has been attached.
- The HM shall introduce the student teachers to mentor teachers and also students of the school.

- The HM shall conduct a Meeting with the Mentor Teachers of the School about their role in conduct of the Internship programme. The mentor teachers shall be instructed to provide proper guidance to student teachers.
- The HM shall continuously monitor the Internship Programme and shall prepare a report on the Internship Programme after completion of the programme and shall submit the same to the MEO of the respective Mandal.
- The HM shall prepare the Time Table for conduct of Internship Programme. While preparing time table the HM shall ensure that every student teacher handles classes I to V.
- The HM shall assign the Language (Telugu/Urdu), Mathematics, Physical, Health & Yoga Education and Art & Cultural Education subjects only for conduct of Internship Programme as per the first year D.El.Ed Curriculum.
- The HM shall allocate 20 periods each for Language and Mathematics and 05 periods each for Physical, Health & Yoga Education and Art & Cultural Education subjects in the Time Table designed for each spell of the internship programme.
- The HM shall see that, Out of the four students allocated to the School, two students shall be assigned the work relating to the classes I & II and the remaining two students shall be allocated Classes III, IV and V. The students allocated classes I & II in the first spell shall be allocated with the work of classes III, IV and V in the second spell. Exposure to all five classes for each student teacher in two spells is mandatory.
- The HM shall check the daily work of mentor teachers and student teachers and certify the same. The Lesson Plans, Reflective Journals, TLM used shall be checked by the HM every day. The HM shall verify whether the student teachers are conducting other practical work assigned to them like Action Research, CCE procedures, peer observation etc.

- The HM shall maintain the Attendance Register of Student Teachers and the Visit Register to record the observations of Monitoring Officials. The HM & Mentor Teachers have to close the daily attendance of student teachers duly attesting the column daily.
- The HM shall see that all the student teachers shall maintain punctuality, i.e. attending the School from Morning Assembly till closure of the school in the evening is mandatory for Student Teachers.
- The HM of the Lab School shall monitor the conduct of Pre & Post tests, assessment, allocation of marks to students and certification of learning levels achieved by the students.
- The HM shall discuss the findings of the Action Research with the Teachers of the school and during School Complex meetings.
- The HM shall verify the TLM prepared and used by the student teachers and shall provide guidance for improvement.
- The HM also shall verify whether the student teachers are conducting the class room transaction in participatory mode and assessment as per the CCE method.
- The HM shall provide an opportunity to Student Teachers to participate in SMC and School Complex Meetings.

Role of the Mentor Teachers

- The Mentor Teachers shall allow the student teachers to observe their class and shall conduct the class room transaction in participatory mode for the benefit of student teachers before commencement of actual internship programme.

- The Mentor Teachers shall monitor and support the student teachers in conduct and assessment of Pre & Post test for students.
- The improvement shown by the Students in post test shall be the criteria for award of marks for Internship for student teachers.
- The mentor teachers shall allocate the topics/ units for the entire Internship Programme for conduct of class room transaction to the student teachers.
- The mentor teachers shall monitor the daily attendance of student teachers and shall report the same to HM.
- The mentor teachers shall scrutiny the Lesson Plan, Reflective Journals, TLM etc and shall provide guidance wherever necessary.
- The mentor teacher shall observe each lesson of the concerned student teacher daily and give guidance in the form of remarks in the Lesson Plan Record.
- The mentor teachers shall guide the student teachers in preparation of Summative/Formative formats for conduct of class room assessment following CCE Method.
- The Mentor Teacher shall monitor the conduct of classroom transaction in participatory mode, the classroom assessment in CCE method, allocation of marks to students and certification of learning levels achieved by the students.
- Any problem arising during the Internship Programme shall be brought to the notice of the HM of the Lab School by the mentor teacher.

- While awarding internship marks to the student teachers, the performance of the student teachers shall be evaluated in terms of improvement in performance of the particular class students.
- The marks shall be awarded for student teachers individually by mentor teachers and supervisor (Faculty members of the DIET/TEI concerned). Average of both the members shall be the final mark assigned to the student teacher for internship.

Duties of Student Teacher:

During Internship, the student – teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, organization of school-based and community-based activities other than teaching. For undertaking the activities, the student – teachers are required to develop a repertoire of understandings, competencies and skills.

- The student teacher shall attend the Orientation Programme conducted by the Principal at their respective DIET/TEI and shall proceed as per the guidelines given in the Orientation programme.
- The student teacher shall visit the allocated Lab School at least one week before the actual Internship Programme to observe the class of the Mentor Teacher, for conduct of Pre Test for students and to collect the allocation of units for class room transaction.
- The student teachers shall conduct pre test to assess the learning levels of students and shall plan the classroom transaction as per the learning levels of the students.
- The student teachers shall participate in the workshop at DIET/El.TEI after their visit to Lab School and shall prepare Period plans, Lesson plans and TLM as per the guidance of their faculty members (supervisors). The student teacher shall submit the Lesson plan Record and the TLM to the respective faculty member after their completion of the Internship programme.

- The student teacher shall attend the Lab School for a period of 20 days compulsorily and perform the role of a regular teacher. The student teacher shall be in the school before conduct of Assembly & Prayer in the morning to closure of the school in the evening.
- The student teachers shall also conduct the post test for students to assess the impact of Internship Programme. The improvement shown by the Students shall be the criteria for awarding the marks for Internship for student teachers.
- The Period of Internship shall be completed based on the performance of the students in post test, i.e. the students of Lab School shall show at least 50% improvement in their achievement of learning.
- The student teacher shall attend at least one School Complex and SMC meeting.
- The student teacher shall conduct classroom transaction in Language (Telugu/Urdu), Mathematics, Physical, Health & Yoga Education and Art & Cultural Education subjects only for conduct of Internship Programme as per the first year D.El.Ed Curriculum.
- The Internship Programme shall be conducted in two spells @ 20 days in each spell. The student teachers shall conduct classroom transaction for all classes i.e. I to V in two spells as per the D.El.Ed Curriculum. 90% of attendance is compulsory. The students with less than 90% attendance will not be allowed to appear for the final examination, both theory & practical.
- It is the responsibility of the student - teachers to check whether classes I & II and Classes III, IV and V are allocated for classroom transaction in two spells. For Example –if a student - teacher conducted classroom transaction for classes I & II in first spell shall conduct classroom transaction for classes III, IV and V in second spell and a student – teacher conducted classroom transaction for classes III, IV & V in first spell shall conduct classroom transaction for classes I & II in second spell. Exposure to all five classes for each student teacher in two spells is mandatory as per the first year D.El.Ed Curriculum.

- The student teacher shall conduct classroom transaction for 20 periods each for Language and Mathematics and 05 periods each for Physical, Health & Yoga Education and Art & Cultural Education subjects for each spell of the internship programme.
- The student teacher shall complete the practical work related to first year subject papers during the Internship programme.
- The student teacher shall observe the Peer Classroom teaching for 5 classes and shall submit a record on the same.
- The student teacher shall conduct Action Research in any problem area with respect to children, classroom, school etc. and shall submit the report.
- The student teacher shall record and maintain the Reflective Journal as per the guidance given by their respective DIET/El. TEI faculty.
- The student teacher shall conduct Formative and Summative Assessment for Language and Mathematics and shall submit the CCE Record for the same.
- The student teacher shall plan to conduct at least 2 lessons in each subject using ICT.
- Unauthorized absence shall be viewed seriously and his/her attendance **shall be reduced by 5%** per day.
- Period of absence shall be made good by extending the internship equal to period of absence.

General Guidelines:

- The students falling short of 90% attendance during Internship are not eligible to appear for the Final Examination as per the NCTE Norms, 2014. However, short of 2/3 days for required attendance shall be considered and the student teacher shall be instructed to attend the Lab School for completion of Internship programme with information to the Principal of respective DIET / TEI.
- The period of Internship for Student teachers who do not achieve 50% of teaching-learning skills shall be extended further till they achieve the said skills. For such students, if the number of days required is more than 05, they shall not be allowed to appear for the Final Examination (both Theory & Practical).

యూనిట్ ప్లాన్ - తెలుగు

1,2 తరగతులు

I. తరగతి :

II. విషయము :

III. పాఠం పేరు :

IV. పీరియడ్ల సంఖ్య :

V. పాఠం ద్వారా సాధించాల్సిన సామర్థ్యాలు :

1. వినడం - మాట్లాడడం
2. చదవడం
3. రాయడం
4. సృజనాత్మకత
- 5.

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాంశం /	బోధనాభ్యసన వ్యూహాలు/	బోధనాభ్యసన సామగ్రి	మూల్యాంకనం
1వ పీరియడ్				
2వ పీరియడ్				
3వ పీరియడ్				
4వ పీరియడ్				

VII. ఉపాధ్యాయుని సంసిద్ధత, అదనపు సమాచార సేకరణ

VIII. ఉపాధ్యాయుడి ప్రతిస్పందనలు

పాఠ్యపథకం నెం. తెలుగు

1,2 తరగతులు

I. ప్రాథమిక సమాచారము :

II. బోధనాంశము :

III. సాధించాల్సిన సామర్థ్యాలు :

IV. పీరియడ్ పథకము - సోపానాలు :

బోధనావ్యూహాలు / అభ్యసన అనుభవాలు

క్ర.సం	బోధనాంశాలు	ఉపాధ్యాయుని కృత్యం	విద్యార్థి కృత్యములు	బోధనాభ్యసన/ సామగ్రి	నల్లబల్ల పని
1				
2				
3				
4	మూల్యాంకనం				

V. ఉపాధ్యాయుడి ప్రతిస్పందనలు :

VI. పరిశీలకుని అభిప్రాయం :

యూనిట్ ప్లాన్ - తెలుగు

3,4,5 తరగతులు

I. తరగతి :

II. విషయం :

III. పాఠం పేరు :

IV. అవసరమగు పీరియడ్ల సంఖ్య:

V. పాఠం ద్వారా సాధించాల్సిన సామర్థ్యాలు :

1. వినడం - ఆలోచించి మాట్లాడడం
2. ధారాళంగా చదవడం - అర్థం చేసుకొని చెప్పడం
3. ఆలోచించి సొంతమాటల్లో రాయడం (స్వీయరచన)
4. పదజాలం
5. సృజనాత్మకత / ప్రశంస
6. భాషను గురించి తెలుసుకుందాం

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాంశము / సామర్థ్యం	బోధనా వ్యూహాలు/ అభ్యసన అనుభవాలు	బోధనాభ్యసన సామాగ్రి	మూల్యాంకనం
1.				
2.				

VI. ఉపాధ్యాయుని సంసిద్ధత, అదనపు సమాచార సేకరణ

VII. ఉపాధ్యాయుని ప్రతిస్పందనలు

పీరియడ్ పథకం నెం. - తెలుగు

3,4,5 తరగతులు

I. ప్రాథమిక సమాచారము:

II. బోధనాంశము :

III. సాధించాల్సిన సామర్థ్యాలు :

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2.

3.

4.

IV. పీరియడ్ పథకము - నోపానాలు

పీరియడ్	బోధనాంశం /	బోధనాభ్యసన వ్యూహాలు/ అభ్యసన అనుభవాలు		బోధనాభ్యసన	నల్లబిల్లు
		ఉపాధ్యాయుని కృత్యం	విద్యార్థి కృత్యం		
			

V. ఉపాధ్యాయుడి ప్రతిస్పందనలు

VI. పరిశీలకుని అభిప్రాయాలు

CCE - Record - Telugu

విభాగము-1

I. Description part (వివరణాత్మక విభాగము)

A) మూల్యాంకనం

1. పరిచయం
2. మూల్యాంకన రకాలు
3. మూల్యాంకన సాధనాలు
4. ఉత్తమ (ప్రశ్నాపత్రం లక్షణాలు)

B) మూల్యాంకనం - ఆధునిక పోకడలు : CCE

1. సిసిఇ పరిచయం - భావన - అవగాహన
2. సిసిఇ ఎందుకు?
3. వేటిని మూల్యాంకనం చేయాలి?
4. సిసిఇ ఎలా మూల్యాంకనం చేయాలి?

విధానాలు (FA & SA)

a) F.A. - నిర్వహణ

b) S.A. నిర్వహణ

విభాగము-2

II. Tables - Analysis

A) Formative (50 M)

B) Summative (50M)

తరగతి విషయం
మార్కులు సమయం

1. పరీక్షించాల్సిన విద్యాప్రమాణాలు (S.A.)

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2. విద్యార్థుల ప్రతిస్పందనలు

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3. పరీక్షించాల్సిన అంశాలు (Sub topics)

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4. విద్యాప్రమాణాల భారత్వం

5. ప్రశ్నాకృతి భారత్వం

5. కఠిన స్థాయి భారత్వం

6. విషయ భారత్వం

7. **Blue Print** (సారూపిక)

8. **Question Paper**

9. ప్రశ్నల వారి విశ్లేషణ

10. గణన సూచి - గణనసీమ

11. **Student - Mark - List (Table)**

III. S.A. ఫలితాలకు సాంఖ్యిక శూన్య వివరణ

1. **Tely Marks** - పొనఃపున్య పట్టిక

2. కేంద్రీయ స్థానపు కొలతలు - గణించుట

IV. ముగింపు

తెలుగు బోధనా - పరిశీలన పత్రము

పాఠశాల పేరు :

I. సాధారణాంశాలు

1. ఛాత్రోపాధ్యాయుని పేరు:
2. క్రమ సంఖ్య :
3. బోధించు తరగతి :
4. విషయం:
5. తేది :
6. పాఠం :
7. పాఠ్యాంశము :
8. మొత్తం విద్యార్థుల సంఖ్య :
9. హాజరైన విద్యార్థుల సంఖ్య :

II. పాఠ్యపథకము పరిశీలన

1. పాఠ్యపథకం సోపానక్రమం రాసిన తీరు :
2. సాధించాల్సిన విద్యాప్రమాణాలు :
3. సమకూర్చుకున్న బోధనాభ్యసన సామగ్రి :
4. సాధించాల్సిన ప్రమాణాలకు ఎన్నుకున్న కృత్యాలు ఎంత వరకు ఉపయోగపడ్డాయి :
5. జట్టు కృత్యాలు / వైయక్తిక కృత్యాలు సిద్ధం చేసిన తీరు :

III. తరగతి నిర్వహణ పరిశీలన

1. ప్రధానంగా చర్చ జరిగిన బోధనాంశం :
2. పాఠ్యాంశములో గుర్తించిన కీలక పదాలు :
3. కీలక పదాలను బోర్డుపై వ్రాసి వివరించిన విధానం :
4. విద్యాప్రమాణాల వారిగా నిర్వహించిన కృత్యాలు :
క్ర.సం. విద్యాప్రమాణం ఎన్నుకున్న కృత్యం

1.

2.

5. బోధనా సామగ్రి సరియైన సమయంలో వినియోగించారా?
6. విద్యార్థులు చరుగ్గా పాల్గొన్న కృత్యం :
7. చరుగ్గా పాల్గొనుటకు గల కారణాలు :
8. విద్యార్థులు కృత్యాలు చేస్తున్నప్పుడు ఉపాధ్యాయుడు చేసినపని :
9. విద్యార్థుల వైయక్తి బేదాలకనుగుణంగా గ్రూపులు విభజించడం జరిగిందా ?
10. విద్యార్థుల వైయక్తి బేదాలకనుగుణంగా జరిగిన బోధనాభ్యసన తీరు :
11. కృత్యాలు/ చర్చలసారం నల్లబల్లపై రాసిన విధానం?
12. నల్లబల్లపై రాసిన అంశాలు :
13. తరగతి గదిలో విద్యార్థులు చేసిన రాతపనులు ?
14. ప్రత్యేక అవసరాలు కలిగిన పిల్లలకు అందించిన సహకారం?
15. మూల్యాంకనం జరిగిన తీరు మరియు అంశాలు :
16. ఇంటిపని /ప్రాజెక్టు /అసైన్మెంట్‌గా ఇవ్వబడిన అంశం :

IV. ఉపాధ్యాయుని మూర్తిమత్తము పరిశీలన

1. వస్త్రధారణ
2. భాష/ స్పష్టత/ కంఠధ్వని
3. ఉపాధ్యాయ, విద్యార్థుల పరస్పర సహకారము
4. తరగతి గది నియంత్రణ
5. పిల్లల పట్ల ఉపాధ్యాయుని తీరు.

V. బోధనాభివృద్ధికి మీరిచ్చే సూచనలు:

మార్గదర్శక ఉపాధ్యాయుని పేరు

సంతకం

పేరు

బోధించిన ఛాత్రోపాధ్యాయుని

సంతకం

పేరు

పరిశీలకుని

సంతకం

పేరు

యూనిట్ ప్లాన్ - గణితం

1 నుండి 5 తరగతులు

I. తరగతి :

II. విషయము :

III. పాఠం పేరు :

IV. పీరియడ్ల సంఖ్య :

V. సాధించాల్సిన విద్యా ప్రమాణాలు :

1. సమస్య సాధన
2. కారణాలు - నిరూపనలు
3. వ్యక్తపరచడం
4. అనుసంధానం
5. ప్రాతినిధ్యపరచడం

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాంశం / భావన	బోధనాభ్యసన వ్యూహాలు	బోధనాభ్యసన సామగ్రి	మూల్యాంకనం
1వ పీరియడ్				
2వ పీరియడ్				
3వ పీరియడ్				
4వ పీరియడ్				
.....				

VII. ఉపాధ్యాయునిచే సేకరించబడిన అదనపు సమాచారం

VIII. ఉపాధ్యాయుడి ప్రతిస్పందనలు

పాఠ్యపథకం నెం.గణితం

1 నుండి 5 తరగతులు

I. ప్రాథమిక సమాచారం

1. ఛాత్రోపాధ్యాయుని పేరు :
2. రోల్ నెం. :
3. పాఠశాల :
4. తరగతి :
5. సమయం :
6. తేది :
7. విద్యార్థుల సంఖ్య :
8. హాజరు :
9. విషయం :
10. పాఠం/యూనిట్ :

II. బోధనాంశము / పాఠ్యాంశము :

III. సాధించాల్సిన విద్యా ప్రమాణాలు :

- 1.
- 2.
- 3.

IV. ఉపోద్ఘాతం

1. పిల్లల్ని పలకరించడం :
2. పూర్వజ్ఞాన పరిశీలన :
3. శీర్షికా ప్రకటన :
4. పాఠ్యాంశ ప్రాధాన్యత :

V. బోధనాభ్యసన సామగ్రి (Teaching hearing matrical).

VI. ప్రధర్శన-చర్చ (Presentation and Discussion)

1. భావన పరిచయం (నల్లబల్ల వినియోగం)
2. సమస్యాసాధన
3. మాదిరి సమస్య సాధన

VII. పునఃశ్చరణ (Recaptulation)

1. చదవడం
2. చర్చ
3. ప్రశ్నలు

VII. ఇంటిపని

గమనిక : పాఠ్యాంశాన్ని బోధించే సమయంలో గాని పరిచయం చేసేటప్పుడు గాని పునఃశ్చరణలో భాగంగా గాని విద్యార్థులతో పాఠ్యాంశాన్ని చదివించవచ్చు.

CCE - Record - Maths

విభాగము-1

I. Description part (వివరణాత్మక విభాగము)

A) మూల్యాంకనం

1. పరిచయం
2. మూల్యాంకన రకాలు
3. మూల్యాంకన సాధనాలు
4. ఉత్తమ ప్రశ్నాపత్రం లక్షణాలు

B) మూల్యాంకనం - ఆధునిక పోకడలు : CCE

1. సిసిఇ పరిచయం - భావన - అవగాహన
2. సిసిఇ ఎందుకు?
3. వేటిని మూల్యాంకనం చేయాలి?
4. సిసిఇ ఎలా మూల్యాంకనం చేయాలి?

విధానాలు (FA & SA)

a) F.A. - నిర్వహణ విధానాలు

b) F.A. భారత్య పట్టికలు

(ఈ భాగంలో నిర్మాణాత్మక మూల్యాంకనం -పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

నిర్మాణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సాధించిన మార్కులు				మొత్తం మార్కులు (50 మా)	గ్రేడు
		పిల్లల ప్రతిస్పందనలు (10 మా)	రాత అంశాలు (10 మా)	ప్రాజెక్టు పనులు (10 మా)	లఘు పరీక్ష (20 మా)		

5. ఎఫ్.ఎ - నిర్వహణ విధానాలు

6. ఎఫ్.ఎ - భారత్వ పట్టికలు

(ఈ భాగంలో సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక చివరన ఉంచాలి)

సంగ్రహణాత్మక మూల్యాంకనం - పిల్లల ప్రగతి నమోదు పట్టిక

క్ర. సం.	విద్యార్థి పేరు	సామర్థ్యాల వారీగా సాధించిన మార్కులు					మొత్తం మార్కులు (50 మా)	గ్రేడు
		సమస్య సాధన (25 మా)	కారణాలు చెప్పడం, నిరూపణలు చేయడం (10 మా)	వ్యక్తపర్చడం (5 మా)	అనుసంధానం (5 మా)	దృశ్యీకరణ, ప్రాతినిధ్యపర్చడం (5 మా)		

7. ప్రశ్న పత్ర తయారీ విధానం

8. విశ్లేషణ

- చివరి ఫలితం (విద్యార్థుల పేర్లతో)

క్ర. సం.	విద్యార్థి పేరు	నిర్మాణాత్మక మూల్యాంకనం మార్కులు	నిర్మాణాత్మక మూల్యాంకనం గ్రేడు	సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	సంగ్రహణాత్మక మూల్యాంకనం గ్రేడు	నిర్మాణాత్మక, సంగ్రహణాత్మక మూల్యాంకనం మార్కులు	చివరి ఫలితం గ్రేడు

- సామర్థ్యాల వారిగా విశ్లేషణ పట్టికలు

- గ్రేడింగ్ పట్టిక

తరగతి	మొత్తం విద్యార్థుల సంఖ్య	A ⁺	A	B ⁺	B	C

- గ్రేడింగ్ విశ్లేషణ - పై పట్టిక ఆధారంగా

- మార్కుల ఆధారంగా పౌనఃపున్య పట్టిక తయారీ - విశ్లేషణ

గణితపాఠ్య బోధన - పరిశీలనా పత్రం

సూచనలు:-

ఛాత్రోపాధ్యాయులు ఆరోజు బోధించే పాఠ్యాంశానికి సంబంధించిన పీరియడ్ పథకాన్ని పరిశీలించండి. దాని ప్రకారం బోధన జరిగిందా? లేదా అని పరిశీలించాలి.

పాఠ్యబోధనకు సంబంధించిన సామర్థ్యాల సాధన గురించి, ఛాత్రోపాధ్యాయుల బోధనలో గమనించిన బలాలు, బలహీనతలను గుర్తించి తగిన సూచనలు పరిశీలనా పత్రంలో రాయాలి.

మొదటి భాగం:

ఎ. ప్రాథమిక సమాచారం :

1. ఛాత్రోపాధ్యాయుని పేరు:
2. రోల్ నెం.:
3. బోధించే తరగతతి :
4. విషయం :
5. పాఠం/యూనిట్ :
6. పాఠ్యాంశం :
7. బోధించే తేది :
8. పాఠశాల పేరు :
9. తరగతి మొత్తం విద్యార్థుల సంఖ్య :
10. విద్యార్థుల హాజరు :

బి. పీరియడ్ ప్రణాళిక పరిశీలన :

- సోపానాల క్రమంలో రాశారా?
- పాఠ్యాంశం ద్వారా సాధించవలసిన సామర్థ్యాలను/ విద్యాప్రమాణాలను రాశారా?
- సాధించాల్సిన సామర్థ్యాలకు అనుగుణంగా బోధనాభ్యసన ప్రక్రియలు/ అభ్యసన అనుభవాలను పొందుపరిచారా?

- విద్యార్థుల అభ్యసనను పరిశీలించడానికి రూపొందించిన ప్రశ్నలు, సామర్థాలకు అనుగుణంగా ఉన్నాయా?
- బోధనాభ్యసన సామగ్రి వివరాలను పొందుపరిచారా?

II. రెండవభాగం : ఉపోద్ఘాతం

- విద్యార్థుల పూర్వజ్ఞానాన్ని పరిశీలించిన విధానం
- శీర్షికా ప్రకటన చేసిన విధానం
- పాఠ్యాంశ ప్రాధాన్యత

III. ప్రథమ - చర్చ

- భావన/ భావనల పరిచయం చేసిన విధానం
- విషయావగాహనలో భాగంగా, ఆలోచింపజేసే ప్రశ్నలు
- బహుళ సమాధానాలు వచ్చే ప్రశ్నలకు విద్యార్థుల ప్రతిస్పందన
- విద్యార్థులు ప్రశ్నించే విధానం
- జట్టు కృత్యం, వ్యక్తిగత కృత్యాల్లో విద్యార్థులు పాల్గొన్న విధానం
- ఉపాధ్యాయుడు నిర్వహించిన కృత్యాల్లో ఆగమన, నిగమన తార్కికత
- మాదిరి సమస్య సాధనలో విద్యార్థుల భాగస్వామ్యం
- మాదిరి సమస్యల సాధనలో విద్యార్థుల కృషి
- వినియోగించిన బోధనాభ్యసన సామగ్రి
- బోధనాభ్యసన సామగ్రి వినియోగంలో విద్యార్థులు పాల్గొన్న తీరు
- నల్లబల్ల వినియోగం
- సామర్థాల సాధనలో అభ్యసన అనుభవాల అనుకూలత
- సామర్థాల ఆధారంగా మూల్యాంకనం చేసిన విధానం

IV. పునశ్చరణ

- నిర్వహించిన అభ్యాసాలు (Exercise) ఏయే సామర్థాల సాధనకు ఉపయోగపడ్డాయి
- పునశ్చరణలో సంబంధిత పాఠ్యాంశాన్ని చదివించిన తీరు

- 80 శాతం విద్యార్థులు చేయగలిగిన సామర్థ్యాలు
- విద్యార్థులు కష్టంగా భావించిన సామర్థ్యాలు
- వెనుకబడిన విద్యార్థులకు కల్పించిన ప్రత్యామ్నాయ బోధనాభ్యసన కృత్యాలు
- విద్యార్థులకు ఇచ్చిన ఇంటిపని

V. గుర్తించిన బలాలు, బలహీనతలు మరియు సూచనలు

- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలాలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియలో మీరు గమనించిన బలహీనతలు
 1.
 2.
 3.
- బోధనాభ్యసన ప్రక్రియను మరింత విజయవంతంగా నిర్వహించడానికి మీరిచ్చే సూచనలు/సలహాలు
 1.
 2.
 3.

మార్గదర్శక ఉపాధ్యాయుని పేరు

బోధించిన ఛాత్రోపాధ్యాయుని

పరిశీలకుని

సంతకం

సంతకం

సంతకం

పేరు

పేరు

పేరు

యునిట్ ప్లాన్ - కళా విద్య

1 నుండి 5 తరగతులు

I. తరగతి :

II. విషయము :

III. పాఠం పేరు :

IV. పీరియడ్ల సంఖ్య :

V. పాఠం ద్వారా సాధించాల్సిన సామర్థ్యాలు :

- 1.
- 2.
- 3.
- 4.
- 5.

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాంశం / సామర్థ్యం	బోధనాభ్యసన వ్యూహాలు/ అభ్యసన అనుభవాలు	బోధనాభ్యసన సామగ్రి	మూల్యాంకనం
1వ పీరియడ్				
2వ పీరియడ్				
3వ పీరియడ్				
4వ పీరియడ్				
.....				

VII. ఉపాధ్యాయుని సంసిద్ధత, అదనపు సమాచార సేకరణ

VIII. ఉపాధ్యాయుడి ప్రతిస్పందనలు

పాఠ్యపథకం నెం.కళా విద్య

1 నుండి 5 తరగతులు

I. ప్రాథమిక సమాచారము :

II. బోధనాంశము :

III. సాధించాల్సిన సామర్థ్యాలు :

IV. పీరియడ్ పథకము - సోపానాలు :

బోధనావ్యూహాలు / అభ్యసన అనుభవాలు

క్ర.సం	బోధనాంశాలు	ఉపాధ్యాయుని కృత్యం	విద్యార్థి కృత్యములు	బోధనాభ్యసన/ సామగ్రి	నల్లబల్ల పని
1				
2				
3				
4	మూల్యాంకనం				

V. ఉపాధ్యాయుడి ప్రతిస్పందనలు :

VI. పరిశీలకుని అభిప్రాయం :

యూనిట్ ప్లాన్ - యోగ మరియు వ్యాయామ విద్య

1 నుండి 5 తరగతులు

I. తరగతి :

II. విషయము :

III. పాఠం పేరు :

IV. పీరియడ్ల సంఖ్య :

V. పాఠం ద్వారా సాధించాల్సిన సామర్థ్యాలు :

1.

2.

3.

4.

VI. పీరియడ్ల వారి విభజన ప్రణాళిక

పీరియడ్ సంఖ్య	బోధనాంశం / సామర్థ్యం	బోధనాభ్యసన వ్యూహాలు/ అభ్యసన అనుభవాలు	బోధనాభ్యసన సామగ్రి	మూల్యాంకనం
1వ పీరియడ్				
2వ పీరియడ్				
3వ పీరియడ్				
4వ పీరియడ్				
.....				

VII. ఉపాధ్యాయుని సంసిద్ధత, అదనపు సమాచార సేకరణ

VIII. ఉపాధ్యాయుడి ప్రతిస్పందనలు

పాఠ్యపథకం నెం. .. యోగ మరియు వ్యాయామ విద్య

1 నుండి 5 తరగతులు

I. ప్రాథమిక సమాచారము :

II. బోధనాంశము :

III. సాధించాల్సిన సామర్థ్యాలు :

IV. పీరియడ్ పథకము - సోపానాలు :

బోధనావ్యూహాలు / అభ్యసన అనుభవాలు

క్ర.సం	బోధనాంశాలు	ఉపాధ్యాయుని కృత్యం	విద్యార్థి కృత్యములు	బోధనాభ్యసన/ సామగ్రి	నల్లబల్ల పని
1				
2				
3				
4	మూల్యాంకనం				

V. ఉపాధ్యాయుడి ప్రతిస్పందనలు :

VI. పరిశీలకుని అభిప్రాయం :

پینٹ پلان (اردو)
جماعت اول و دوم

- I جماعت III سبق کا نام
II مضمون IV مقررہ گفتے V سبق کے ذریعے حصول طلبہ استعداد
1. سنٹاں لگانا 2. روٹنی سے پڑھنا 3. لکھنا 4. تخلیقی اظہار
VI پیری واری تقسیم اور موضوع

جیرے کی تعداد	تدریسی کتب / مشغلہ / استعداد	تدریسی حکمت عملی / کتابی تجربات	تدریسی واکتباہی اشیاء TLM	جاچ / اندازہ قدر Evaluation
پایا جیرے	سبق میں موجود تصویر سے متعلق طلباء سے بات چیت کروانا	تعارف / تمہیدی سوالات اسلام و یکم طلباء سابقہ معلومات کی جاچ عنوان کا اخذ کرنا I تعارف اسلام و یکم تمہیدی سوالات اعادہ II تدریسی سبق / موضوع سے متعلق III بحث طلباء کی تفہیم اور مشاہدہ	درسی کتب، تجزیہ سیاہ کھیلوں کا چارٹ نظم کا چارٹ، فلاش کارڈ نظم، سے متعلق فلاش کارڈ تعلیمی جہاز	تصویر میں موجود کھیلوں کے نام بتلائیے یہ کھیل کس طرح کھیلتے ہیں یہ کھیل نظم میں کونسا سبق ہے کھیل اور نظم کے اسباق کو جوڑیے

VII مسلم کی جاری سزا و معلومات کو جمع کرنا VIII سبق سے متعلق مدرس کا اظہار خیال

منصوبہ سبق
جماعت اول اور دوم

- I ابتدائی معلومات
II مواد و مشورے
III حاصل کئے جانے والی استعداد اور تعلیمی معیارات
IV مقررہ اوقات کا تعین اور کاربندی

تجزیہ سیاق	تدریسی و کتابی اشیاء TLM	کار طلباء	کار معلم	تعلیمی مواد	سلسلہ نشان
سبق / نظم کا عنوان تصویر کے ناموں کو لکھنا	نظم سے متعلق چارٹ درسی کتاب تجزیہ سیاق وغیرہ	طلباء معلم کے سلام کا جواب دینگے تصویر میں طلباء کھیل رہے ہیں طلباء مختلف جوابات دینگے۔ کرکٹ والی بال، ہڈت بال وغیرہ گیند کا کھیل	شہزادی کلمات میں معلم کا طلباء کے حالات معلوم کرنا سبق سے متعلق تصویر بتلاتے ہوئے طلباء سے بات چیت کرنا تصویر میں موجود اشکوں کی پہچان کروانا طلباء کو نئے کھیل کھیل رہے ہیں آپ کو کونسا کھیل پسند ہے تصویر میں موجود کونسا کھیل پسند ہے۔	تصویر سے متعلق طلباء سے گفتگو کرنے جانچ	1

1. زیر تدریس معلم کا اپنے خیالات کا اظہار
2. گمان کار معلم کا مشورہ

3,4,5 جماعتوں کی درسی کتب۔ اکائی منصوبہ

- I جماعت
II مضمون
III سبق کا نام
IV درکار ہیرو کی تعداد
V سبق کے ذریعہ جموں طلبہ استعداد
1. سنہ۔ سوچ کر لینا
2. روایتی سے پڑھنا۔ سمجھ کر اظہار کرنا
3. سوچ کر اپنے الفاظ میں لکھنا (خود سے لکھنا)
4. لفظیات
5. تخلیقی اظہار / حوصلہ افزائی
6. زبان شناسی (زبان سے متعلق قواعد کی معلومات کو حاصل کرنا)
VI ہیرواری تقسیمہ۔ منصوبہ

جائے / اندازہ قدر Evaluation	تدریسی واکتسابی اشیاء TLM	تدریسی حکمت عملی / آکتابی تجربات	تدریسی کتاب / مشغلہ۔ استعداد	ہیرو کی تعداد

- VII معلم کی تیاری۔ زائد معلومات اکٹھا کرنا
VIII معلم کا خود کا جائزہ

3,4,5 جماعتوں کا منصوبہ ساعت اردو

- I ابتدائی معلومات
 II عنوان
 III سبق کے ذریعہ حصول طلبہ استعداد
 1
 2
 IV منصوبہ ساعت کے مدارج

جائزہ/اندازہ قدر Evaluation	تدریسی واکتسابی اشیاء TLM	درس و تدریسی حکمت عملیاں/اکتسابی تجربات معلم کے مشاغل طلباء کے مشاغل	تدریسی عنوان استعداد سننا، بولنا	پیشگی تعداد 1,2,3
		محرک تصویر عنوان سبق کا پس منظر طلباء کے لئے ہدایات I تعارف مہارت محرک کہانی کے عنوان کو تصور کروانا اعلان سبق پس منظر پر وضاحت مہارت II عنوان سبق پر مہارت تقسیم III طلباء کا فہم مشاہدہ IV اعادہ		

VI مشاہدہ کار کی رائے

V معلم کا خود کار جائزہ/روٹل/جائزہ

10.	چارج کے رہائے اصول Indicators	.10
11.	1. طالب علم کا نام 2. مصلحت کار نامہ 3. فرسٹ (جہول)	.11
3	گولی چارج کے نتائج کا تحریراتی تجربہ	
.1	Tally Marks Frequency Table	
.2	Calculation of Average (Mean Median Mode)	
.IV	انعام	
	مشاورہ اور ترمیم کا مشاہداتی پراجیکٹ	

I	عام معلومات	
	1. ترمیم کا مقصد	
	2. ترمیم کی ضرورت	
	3. ترمیم کی صورت	
	4. ترمیم کی ضرورت کو پورا کرنے کے لیے	
	5. ترمیم کی ضرورت کو پورا کرنے کے لیے	
	6. ترمیم کی ضرورت کو پورا کرنے کے لیے	
	7. ترمیم کی ضرورت کو پورا کرنے کے لیے	
	8. ترمیم کی ضرورت کو پورا کرنے کے لیے	
	9. ترمیم کی ضرورت کو پورا کرنے کے لیے	
	10. ترمیم کی ضرورت کو پورا کرنے کے لیے	
II	مشورہ کا مشاہدہ	
	1. مشورہ دہندگان کی شناخت	
	2. مشورہ دہندگان کی شناخت	
	3. مشورہ دہندگان کی شناخت	
	4. مشورہ دہندگان کی شناخت	
	5. مشورہ دہندگان کی شناخت	
	6. مشورہ دہندگان کی شناخت	
	7. مشورہ دہندگان کی شناخت	
	8. مشورہ دہندگان کی شناخت	
	9. مشورہ دہندگان کی شناخت	
	10. مشورہ دہندگان کی شناخت	
III	مشورہ دہندگان کی شناخت	
	1. مشورہ دہندگان کی شناخت	
	2. مشورہ دہندگان کی شناخت	
	3. مشورہ دہندگان کی شناخت	
	4. مشورہ دہندگان کی شناخت	
	5. مشورہ دہندگان کی شناخت	
	6. مشورہ دہندگان کی شناخت	
	7. مشورہ دہندگان کی شناخت	
	8. مشورہ دہندگان کی شناخت	
	9. مشورہ دہندگان کی شناخت	
	10. مشورہ دہندگان کی شناخت	
IV	مشورہ دہندگان کی شناخت	
	1. مشورہ دہندگان کی شناخت	
	2. مشورہ دہندگان کی شناخت	
	3. مشورہ دہندگان کی شناخت	
	4. مشورہ دہندگان کی شناخت	
	5. مشورہ دہندگان کی شناخت	
	6. مشورہ دہندگان کی شناخت	
	7. مشورہ دہندگان کی شناخت	
	8. مشورہ دہندگان کی شناخت	
	9. مشورہ دہندگان کی شناخت	
	10. مشورہ دہندگان کی شناخت	

Resource Material

Action Research

The primary objective of this component of school experience is to prepare student-teachers to develop and improve their own classroom practice by conducting small scale education research themselves. This would enable student-teachers to concentrate on, and to take responsibility for, how learning is organized and transacted.

Many problems faced by teachers in school and classroom require immediate attention and solutions. Teacher cannot depend on research findings reported earlier for particular and specific problems that arise in classrooms as they may not be easily accessible for a normal teacher or he/she may not possess the necessary knowledge of Research to interpret the findings. The on - the - spot research aimed at the solutions for immediate problem is known as Action Research.

Action research is used in real situations as its main focus is on solving the problems that are identified in daily activities. Action research focuses on immediate application of procedures to solve the immediate problems but not on the development of theory or general application. It places emphasis on a problem in a local setting. It provides solutions for particular problems which are unique for that particular problem. Its findings are to be evaluated in terms of local applicability, not universal validity. It applies scientific thinking and methods to real – life problems to improve the methods, processes and approaches by solving the identified problems. In connection with the School, its purpose is to improve school and teacher practices. This kind of qualitative research is generally used by teachers who aim at improvement in their professional practices or behavioural modifications or enhancement of academic achievement in children.

In what follows a few kinds of data which can be collected from various sources are presented.

I. Data from Children

- a. Observation of Activities (Group & Individual ; Written Notes & Digital Recordings)
- b. Reports of Experience (Reading Diary+ Asking Questions/Interview + Others)
- c. Tests (Oral & Written; Standardised & Non-Standardised; Slip tests/ad hoc tests ; personality tests and other psychological tests)

- d. Expressions of Opinion (Children’s opinions and attitudes can provide data if elicited by interviews and questionnaire)
- e. Classroom Artefacts (Material produced by children ; exercise books; writings and creative work,etc.)

II.Data from Teachers

Similar procedures to those listed above ,data from children, apply here ,but the data need to be collected from teachers

- a. Observation of Activities of Teachers
- b. Reports of Experience of Teachers (Reading Diary+ Asking Questions/Interview + Others)
- c. Expressions of Opinion (Teacher’s opinions and attitudes can provide data if elicited by interviews and questionnaire)
- d. Classroom Arte facts (Material produced by Teachers ; exercise books; writings and creative work,etc.)

III.Data from Parents

- a. Reports of Experience : This may be collected from interview, questionnaire and other sources
- b. Expression of Opinion : This also can be collected from interview, questionnaire and other sources

IV.Data from Self

- a. Observation of Activities: (This can be done by the playback of audio or video –recordings)
- b. Reports of Experience: (Diary maintained)
- c. Expression of Opinion: (these are of particular interest when recorded over a period of time and reveal a shift in opinion which can be explained introspectively)
- d. Classroom Artefacts : (Material produced by Self ; exercise books; writings and creative work,etc.)

The steps usually followed in Action Research are: Plan, Act, Observe and Reflect. Initially teacher identifies the problem and formulates hypothesis or research questions, prepares action plan, implements the plan and observes the process. Collects the information (data) on the interventions / strategies, analyzes the findings to find out the success of the action plan and records the findings and self reflections in the Research Report.

Guidelines for conduct of Action Research:

- Identify the problem in your Lab School or Classroom
- State the problem clearly.
- Specify the Objectives, indicating the changes or improvements expected in the subject.
- Formulate hypotheses or frame research questions before proceeding further.
- Fix the time frame i.e. state the requirement of time to complete the work (action research).
- Identify the persons or situation responsible for the problem.
- Collect the information (data) from the persons involved to resolve the problem.
- Prepare research tools to collect the data.
- Collect the data.
- Plan strategies/interventions to solve the problem/ get solution for the problem.
- Work out the strategies / interventions and observe the process.
- Assess the process to find out the success of planned interventions / strategies.
- Report the findings.
- Document the entire process. Report self - reflections in the document. Specify your role in the process.
- If desired solutions are not achieved, reassess the problem, plan again and continue the process till the problem is resolved.

School Experience:

School experience is the heart of any meaningful holistic teacher education programme. Research in education clearly indicate that a well-conceived school experience component would maximize the trainees' learning. The success of prospective teachers cannot be guaranteed unless and until they undergo top quality practical experience in schools. In so doing, the ability of prospective teachers to carry out the manifold demands of work can be greatly enhanced, to the benefit of the learning experience of the children. Thus teacher education institutions need to undertake the school practicum component of the teacher preparation programme more authentically to ensure trainee teachers find field-based experiences fruitful and rewarding in terms of their professional preparation.

Teacher education programs need to initiate constructive practices in preparing teachers for the reality of the classroom and the school. Only during the field- experience do the trainees come to know better about the ground realities of their future workplace. Also, they are given the opportunity to apply knowledge and skills learned in the different taught courses. These experiences help trainees to think of ways to cope best with the challenges and demands they are likely to face in schools. Hence, the school-based teacher education programmes are always have a promising potential for teacher preparation and teacher development.

The Objectives of School Experience are:

1. to learn to relate and communicate with children
2. to learn to conduct meaningful group and individual activities with children
3. to learn to engage all children in activities and to ensure active participation and free expression
4. to learn to observe children and collate experiences of interacting with and relating to children
5. to learn to place emphasis on integrating craft, theatre, music, play for organizing creative activities for learning disciplinary subjects and human development
6. to learn to reflect upon experiences

The following tasks need to be planned for effective school experience programme:

1. Organizing Orientation workshops for School Teachers and student-teachers
2. Planning School Experience programme

3. Preparing student teachers (selection of lessons, mode of presentation, material development, assessment and learning experiences etc.)
4. School and Classroom Observations
5. Participation in School activities and development
6. Working with children and teachers .
7. Writing and Maintain Records
8. Planning Time Frame schedule
9. Planning Supervisory support
10. Other activities and practices for effective teaching

The School Experience (SE) is the experience gained by the student –teachers during the internship programme as full time regular teachers, playing complete role of a teacher. This is essential for individuals who are interested to become teachers. It gives them the first hand information and knowledge about the actual classroom transaction. It provides an insight into the teaching of teacher and learning of children and learning situations. It provides a chance to observe the activities and teaching of mentor teachers. It provides an opportunity to interact with children and mentor-teachers. It gives an insight about the classroom atmosphere, levels of learning of children, children behavior, facilities available in school, community support etc. SE helps to build rapport with children, enhances enthusiasm and passion towards teaching profession. It helps to understand the children, to plan and prepare Period Plans, Lesson Plans and Teaching Learning Material etc. as per the abilities and needs of children. It helps to know the role and responsibility of teacher in child learning.

During SE, the school-based activities enable the student – teachers to connect theory to practice and help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices get systematized and structured enabling them to teach effectively. The SE provides an opportunity to observe classroom teaching of mentor teachers / peers, to get an

insight into student behavior, instructional practices, student learning, learning environment and classroom management. It helps the student – teacher to critically reflect and discuss the practices and engage in activities like maintenance of records and registers, preparation of period, lesson and unit plans using different artifacts and technology, classroom management, activities related to school – community – parent interface and reflections on self – development and professionalization of teaching practice.

The SE also provides exposure to school-based activities like delivering lessons of pedagogic subjects thereby offering an experience of full-time regular teacher. The student – teachers introspect, assess and improve understanding of themselves, their classroom transaction and also about others.

Development of Learning Resources in Lab School:

The Head Master and the Mentor teachers shall take the responsibility in the development of the Learning Resources in the Lab School. They have to interact with the Student - Teachers and appraise them about the importance of Learning Resources in School to maintain and enhance the quality classroom transaction before beginning of the Internship. The Student – Teachers shall be informed to provide the Books, Journals, Magazines etc and Teaching Learning Material used during their classroom transaction to the School Library and Laboratory. The student – Teachers shall also be informed to share the soft and hard copies of the ICT lessons prepared for classroom transaction. The student – Teachers shall identify any resources (specimens, models etc.) available in the community and can share the information with the HM and the Mentor Teachers for further use by the regular teachers.

Integration of Arts & Crafts in Teaching & Learning:

The objective of this component of school experience is to enable student-teachers to experience and understand the learning process in a holistic manner, rather than as one confined to the ‘cognitive domain’. Also to develop a vast repertoire of skills in drama, art, craft, music and physical movement.

Art, Music, Dance, Theatre, Stories and Crafts have immense potential for being used as a tool for transaction of School Curriculum promoting aesthetic sensibility and healthy overall development among children. Art & Art Education enables student – teachers to participate in creative work and

understand the importance of arts and its associated values in teaching and learning. Integration of arts with general subjects facilitates teachers to use various forms of arts in education and helps them to understand children.

Arts integration is an approach to teaching that integrates the fine and performing arts as primary pathways to learning. Arts integration differs from traditional education by using / integrating art forms in regular classroom transaction of other subjects like Language, Science, Social Studies, Mathematics etc.

Arts integration is an approach to learning & teaching where the students can construct knowledge and exhibit their understanding in an artistic way about the general subjects. The goal of arts integration is to increase knowledge and understanding of general subjects at the same time fostering a greater understanding and appreciation of the fine and performing arts. In this form of learning the students engage in a creative process connecting arts to general subjects. Incorporation of arts in regular subject transaction helps to engage student for longer time in content learning. Due to the joyful experiences through arts, the motivation among students remains high and hence the span of attention increases thereby enhances the learning and quality of learning among students. Exposure to integrated learning enhances the critical thinking skills and reasoning abilities among students. Art is a powerful medium for the cognitive development of children.

Teachers can incorporate arts in general subjects by using music, dance, drama, drawings, paintings, creative writing etc. Arts Integration strategies can be implemented quite easily in classrooms. For Example, Music, drama, painting and creative writing can be used in teaching of Language, drawing, painting, music and manipulation of materials can be used in Science, Social Studies and Mathematics Teaching. The student – teachers shall consider the art as ‘learning through the arts’, i.e. using the art as a medium of expression and communication of ideas in other subjects. The basic objective of this concept is not to give training to become proficient in a given art form but to cultivate certain skills among children helping them to engage with life creatively and to provide space for the expression of ideas.

Reflective Journal

Reflective journals are personal records of students' learning experiences during the course period. Students reflect their own thoughts, ideas, feelings, opinions etc. and record their experiences confronted during the teaching - learning process. Reflecting is a cyclical process, where recording ones thoughts (reflecting) "leads to improvement", improvement could mean progress, development, maturity, indicating positive change.

This promotes the development of metacognitive skills among student – teachers. The student may self-reflect on or analyse the situation by writing. Self – assessment paves a way for betterment among student - teachers. The process of assessing one's own thoughts, emotions and feelings is particularly helpful for student– teachers as it helps to modify their classroom practices and behaviour. During Pre – Service Teacher Education Programme it is desired that the students are expected for change for the better. It is expected from the student - teachers to grow while learning and to become knowledgeable persons. Reflecting on happenings processes and analyzing leads to improvement of the learning among student - teachers. The aim of writing Reflective journals is to see progress over a period of time and to gain a sense of achievement and improvement.

Student - Teachers shall know how to identify the problems, how to reflect on problems, what they already know about the problem, what they further need to know about the problem, and how to proceed to increase their understanding to provide conducive classroom environment / situation.

The Reflective journal is an assessment tool that provides an insight into how individuals value their own learning and progress. It encourages students to begin their self –thinking and promotes development of personal values. It encourages student - teachers to explore their thoughts in depth that leads to improvement.

Guidelines for writing Reflective Journal:

- No specific format is prescribed for writing, it is a unique and open ended document. The student – teacher is at liberty to record his feelings and experiences.
- The style of writing can be informal and flexible. It is suggested that students capture all formal and informal events which will prove useful. But, using of correct language, terminology, facts, and connections to subject content is to be followed.
- Focus on the areas which pose the most problems or difficulty and also include those areas which are less problematic.
- The student – teachers shall reflect his / her feelings and experiences daily.
- The student – teacher shall clearly state his / her ideas and view points on any particular event / concept.
- Daily record of feelings, emotions, opinions, ideas and experiences - the student – teachers shall observe and describe the situation. The student – teacher shall assess and state who all are involved in the situation and also his / her role in that situation. Reflection feelings, reactions and experiences. Analyse and indicate good and bad of the situation and what the student – teacher has learnt from the situation. The student – teacher has to frame questions for improvement of the situation and shall implement the same and it shall be recorded.
- Review the situation and find out whether the situation has led to self – development. If not achieved the desired improvement, analyse what steps and process would give the improvement and implement the process.