

DIPLOMA IN EDUCATION (D.Ed)
ELEMENTARY TEACHER EDUCATION CURRICULUM - 2013



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State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram - 695 012, Kerala

Website : www.scertkerala.gov.in

e-mail : scertkerala@gmail.com

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PREFACE

Teacher education is a system that ensures the quality of school education of any nation. With the implementation of RTE Act (2009), quality education has become the right of the child. The teacher education curriculum that equips teachers in this regard should be revised timely. The current teacher education curriculum was implemented in 2005. Following this, the school curriculum was revised in 2007. The teacher education curriculum has to be revised in accordance with changes in the school curriculum. This revision is a step in this direction. The National Council for Teacher Education (NCTE) prepared the National Curriculum Framework for Teacher Education (NCFTE) in 2009 and submitted it for deliberations. SCERT initiated action to disseminate the suggestions made therein. NCTE also published a model syllabus for teacher education. The teacher education curriculum revision was carried out in the light of this framework and model syllabus with a national perspective. International perspectives were also discussed during the process of revision and attempts made to incorporate them as well. The new curriculum was designed to solve prevailing issues by availing the services of veteran teacher educators.

Let us work together to enable student teachers to be student-friendly and excellent teachers.

Prof. K.A. Hashim

Director, SCERT

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Teacher Education Curriculum - Perspective and Approach

The state of Kerala has made great strides in disseminating quality education. The student-centered learning process, continuous and comprehensive evaluation and the grading system have brought about immense changes in the field of school education. In order to effect these changes we have been able to impart teacher empowerment programmes based on new learning approaches and pedagogical processes to all the teachers in service. Steps were also taken to provide on-site support to the teachers at the school level. We have also been able to revise the curriculum (teacher education) in accordance with the Kerala Curriculum Framework (2007) which was prepared with respect to the National Curriculum Framework (2005).

1.1 Teacher Education Curriculum - Need for reform

The state has to make further progress in the field of teacher education to implement reforms made in accordance with the charges in the field of school education. The present teacher education curriculum was framed in 2005. It is expected that curriculum is revised every five years. As the school curriculum was revised in 2007, there is an urgent need to revise the teacher education curriculum.

At the national level, the National Council for Teacher Education (NCTE) brought out the National Curriculum Framework for Teacher Education (NCFTE 2009) and SCERT initiated wider discussions on this. It is essential to revise the teacher education curriculum, incorporating the vision of this document. NCTE has also brought out model syllabus for teacher education. This can also be also a guideline for curriculum revision at the State level.

New perspectives and trends have come up in the field of teacher-education at the global level. It is imperative to take them into consideration while revising the curriculum. Ensuring quality education to every child is our responsibility as education is a child's right for (RTE 2009). The role of teachers is very important in this regard. Steps need to be taken to ensure quality education in the teacher education curriculum to mould prospective teachers.

The studies conducted by institutions like DIET and SCERT have indicated that the present curriculum of teacher education has many limitations. Several problems like repetition of activities in various learning areas, the profusion of activities and ineffective transaction of content areas due to insufficient explanation are the shortcomings of the present curriculum. It has become imperative to design a quality elementary teacher education curriculum based on national and international perspectives.

1.2 Curriculum revision - Perspectives, approaches

Teacher education should cater to the changing demands of school education. The National Curriculum Framework puts forward the following suggestions for revising the teacher education curriculum.

- *The realization that the need of the learner is the priority: That is, the realization that the learner is not a passive recipient in the learning process, but an active participant.*
- *The change in the role of the teacher: The notion that the teacher is the source of all knowledge and the manager of the teaching-learning process should change to where the teacher is facilitator transforming information as knowledge. The teacher should be with the child as a person strengthening the learning process through multi-fold experiences, providing encouragement to the learners and scaffolding them.*
- *The change in the concept of knowledge: The knowledge that is acquired through observation and experience helps in developing a comprehensive vision, without segregating theoretical know-how and practical experiences.*
- *The influence of social context on the process of education: The social background and situation of learners and teachers influence education considerably. The social context of the classroom and the school strongly influence the learning process and the process of education. Therefore there is need to shift the focus from emphasis on the psychological peculiarities to the social-cultural-economic and political backgrounds of each learner*

- *The change from annual evaluation to continuous evaluation in teacher education: It is necessary to be a part of varied activities in order to be a teacher of quality. The excellence in different activities are to be evaluated then and there and the limitations are to be pointed out.*

Hence, NCF 2005 recommends visualizing a new perspective for teacher education appropriate to the basic changes in school education. There is need to adopt an approach which overcomes the general shortcomings of the current curricula given below.

- *There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.*
- *Theory courses have no clear link with practical work and ground realities.*
- *The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.*

1.3 Towards a new perspective

Other than what was discussed above, the following aspects also need to be considered while revising the curriculum in order to have a wider perspective.

- *The changes that have taken place in the school education system and the new trends in education*
- *The viewpoints put forward by researches, studies and reports at the international level on the content, transactional strategies and sub-*

ject areas of teacher education curriculum.

- *Contemporary and emerging trends in various subject areas*
- *Awareness of the problems and realities in the social and cultural realms*

The National Curriculum Framework for Teacher Education (2009) can be considered as a natural continuation of these changes. The ideas that should underpin the new teacher education curriculum are highlighted in this document. This vision has been formed in the light of the limitations and shortcomings in the present curriculum, its transaction and approach.

- *Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher.*
- *Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.*
- *Teacher education programmes provide little scope for student teachers to reflect on their experiences.*
- *Disciplinary knowledge is viewed as independent of professional training in pedagogy.*
- *Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.*

The formulation of a contemporary curriculum for teacher education need to proceed from a broad perspective taking into consideration all the above view points.

1.4 Towards a pragmatic transaction method

The aim of teacher education is to mould a teacher personality who is a combination of sufficient knowledge, teaching abilities, values and attitudes. This is possible only through a system in which student teachers engage in the process called teaching right from the first day of teacher education. Along with gaining concepts and knowledge related to the specific subjects by presenting the content area either individually or as groups the student, also acquires methodological skills through repeated use. The speciality of this programme is that the methodological application is also included even when the student teacher learns the philosophy of education and child psychology. With this, there will be opportunity to practice teaching skills repeatedly and to evolve continuously, by evaluating then and there itself. Teachers have to participate and respond actively throughout this process and there by develop the subject related knowledge and skills of the students.

1.5 Curriculum - An action Plan

If the curriculum transaction should take place in the manner stated above there should be a curriculum that has been systematically organized into an action plan. The second viewpoint presented here vouches for the revision of the organization and structure of the curriculum, to make it subscribe to a transactional method that is practical. The curriculum should deviate from the usual practice of merely stating the content areas, and instead suggest activities that help the student to reach minute levels of different subject areas and acquire the knowledge and skills inherent in them. Thus, the curriculum can be converted to an action plan with aims and rationale of each subject within the

application level rather than being considered as a mere record of content area.

1.6 Teacher education appropriate to changing education

The recent changes in the field of school education demand changes in the field of teacher education as well. The new perspectives on education encourage to focus on the digital media. The possibilities of collectives called learning community, which evolve through social media, can be made use of in teacher education. The knowledge and practical skills that are required for this should be inherent in the curriculum. The vision that, along with the conventional teaching learning materials, digital materials can also be prepared and used in all areas making them the chief medium of transaction in the classroom, is presented here.

1.7 The aim of moulding teacher personality

The traditional approach in teacher education curricula stresses on teaching competency and the cognitive domain. A contemporary curriculum should aim at forming a holistic teacher personality. Opportunities should be created to make the student teachers acquire values, attitudes and commitment from real life situation, along with teaching competency and knowledge. A wider perspective on values and attitudes must be formed and appropriate methods for their practical implementation should be incorporated in the curriculum. Teachers should have a democratic approach towards important areas such as equality of status, equality of opportunity, gender justice and approaches towards down-trodden and marginalized groups and individuals. Student teachers should acquire the ability to intervene in areas such as linguistic and cultural differences, by taking into account the complexities in these areas. Teachers should be

able to create a classroom atmosphere of trust, love, friendship, recognition and a sense of security and establish a personal relationship with the learners. These aims cannot be achieved through value education at the theoretical level. It is important to understand the problems of the learners by interacting with them, their parents and other teachers. They should understand the problems related to the above-said areas and analyse and discuss their own responses. It is only through such a process that the attitude and commitment required for a teacher can be inculcated. Practical activities should be envisioned in all subjects and areas of the curriculum.

1.8 The importance of disciplinary knowledge

The student teacher should acquire knowledge in the major areas of school curriculum along with pedagogical skills. This should be handled with a view to focus on the central ideas in each subject without limiting them to the content of the school curriculum. Instead of dealing with the content of Environmental Studies, Social Science and Mathematics as separate subjects, these can be presented in connection with pedagogical skills. The presentations/activities made/done by students in classrooms should take into account the content and the pedagogical skills simultaneously.

1.9 The development of teaching skills in the backdrop of general skills

Traditionally, teacher education curricula focus on three areas: pedagogic subjects, content of learning areas and practical training. Effective teaching skills can be developed in student teachers only if certain general skills are also emphasised. Language proficiency is important. Proficiency in English and Malayalam has to be ensured. It is desirable to include them as subjects for learning. Another important area is skills in ICT. This does not require a study

as an academic subject. ICT skills that student teachers require have to be defined and the practical training and application of these should be related with different subjects. Thinking skills, presentation skills and graphic design skills can be presented linking them with different areas.

1.10 The new perspective on teaching practice

At present there is no guidance or support provided during practical skill development, except that a formal opportunity is made available for practice teaching. Instead, there is the need to implement mentoring which should be done under the guidance of experienced teachers, The vision and implementation strategies of practical training need to be revised along with curriculum revision with this in background.

1.11. Approach to evaluation

The core of any educational process is continuous and comprehensive evaluation. This should reflect in the evaluation of student teachers as well.

1.11.1. What should be evaluated

- Concepts
- Practical skills
- Attitudes
- Approach

These are subjected to evaluation. In order to evaluate comprehension of concept, the written terminal examination, is resorted to. The practical skills as a student teacher are evaluated as part of the internship. The approach to learning and attitude should be evaluated through various activities and interventions. Therefore, these too have to be given importance along with other

factors during continuous evaluation. The process and concept formation have to be considered during continuous evaluation.

Evaluation has to be carried out by developing suitable indicators for learning activities. The indicators should be developed so that they reflect.

- Progress in learning
- Ability to engage in processes
- Attitude towards activities
- Perspective

and so on. The written examination can be made use of to assess learning achievements. The written examination must be framed considering higher thinking skills, perspectives and practical experiences. The written examinations which seek responses having objectivity should be computer-based.

It is the responsibility of teacher trainers who provide learning experience and continuous scaffolding, to conduct continuous evaluation. The students need not maintain standardised documents (records) for this. The student needs only to carry out creative works, make collections and documentation as directed by teachers.

The details related to assessment of internship are given as a separate chapter in the curriculum. All assessment should be completed at the respective stages itself. The respective DIETs have the responsibility of teacher education in each district. A committee has to be formed, centered on DIET. All activities including continuous evaluation should be monitored by the DIET-level committee, providing feedback, thereby making evaluation transparent. Monitoring Report has to be compiled at the end of each semester and submitted to the Education Department (Pareeksha Bhavan) and SCERT. A district level committee at DIET and a state level committee at SCERT have to be formed to carry out monitoring in this manner. It is the responsibility of these commit-

tees to address all complaints related to evaluation. The state level committee should visit the selected teacher education institution and evaluate their activities..

District level Monitoring Committee - Model

- Representative of the District Panchayath
- Deputy Director of Education of the respective district
- Principal of the DIET (Convenor)
- District Education Officers
- DIET pre-service senior faculty
- A representative of headmasters (can be nominated by the Convenor)
- An expert in education
- Two representatives of training schools (can be nominated by the Convenor)

State level Monitoring Committee - Model

- Director, SCERT (Convenor)
- A representative of the Legislative Assembly
- A representative of the Director of Public Instruction
- Faculty, Teacher Education, SCERT
- Commissioner/ Representative of Public Examinations
- An expert in education

The head of the teacher education institution must ensure that the score awarded for continuous evaluation and internship is recorded at the appropriate time. The method of marking all the scores towards the end of the semester is not feasible. A special computer programme has to be devised for this. The Convenor of the district level monitoring committee should be able to make timely monitoring of the documentation of ITEs. Arrangement should be made for ITE visit. The district level monitoring committee should ensure the accuracy of evaluation in each semester and then may submit it to the Pareeksha Bhavan.

The respective committee will have the authority to expand the monitoring committees including subject experts at the district and state levels.

2

Structure and Content of Teacher Education Curriculum

The vision and pedagogic approach to be followed in curriculum design has already been spelt out. The present chapter discusses the structure and content of the curriculum thus framed and the subject areas under which those are to be organised.

2.1. Broad areas for curriculum organisation

Three broad areas are considered for organizing the teacher education curriculum.

Area 1 : Foundations of Education

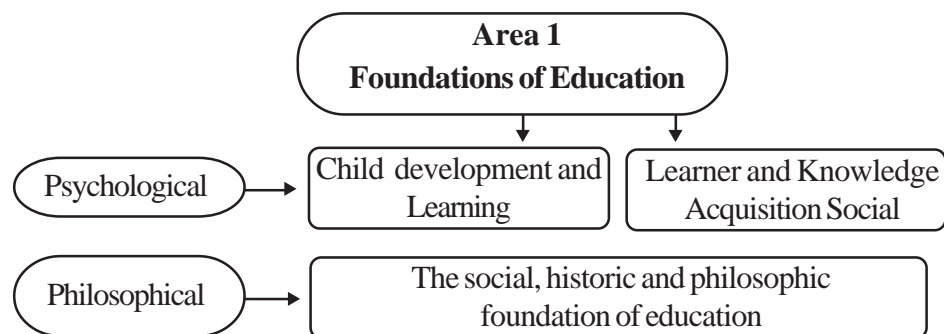
Area 2 : Curriculum and Pedagogy

Area 3 : School Internship

2.1.1 Area 1 : Foundations of Education

The student teacher must acquire an understanding of the different perspectives on educational psychology, mental development of the learner and learning. Along with this, he/she should also form a clear understanding of the social, historical and philosophical foundations of education. The curriculum provides opportunity to study educational psychology and the social, historical

and philosophical foundations. The distribution of subjects visualised herein can be illustrated in the following way.



2.1.2: Curriculum and Pedagogy

The details of content to be included in the curriculum of teacher education, their pedagogical perspectives and methods of evaluation are discussed in this section. Along with this, clarifications are made on the curriculum, the different methods of framing the curriculum and the structure of the curriculum.

This area introduces the concept of pedagogy and explains the methodology of pedagogic analysis for different subjects.

Through mother tongue learning opportunity is provided to gain proficiency in the mother tongue and for effective teaching of language at the primary and upper primary level.

The paper on English language learning is aimed at equipping the student with skills for using the English language effectively and for making the teaching of English, at the primary level more efficient.

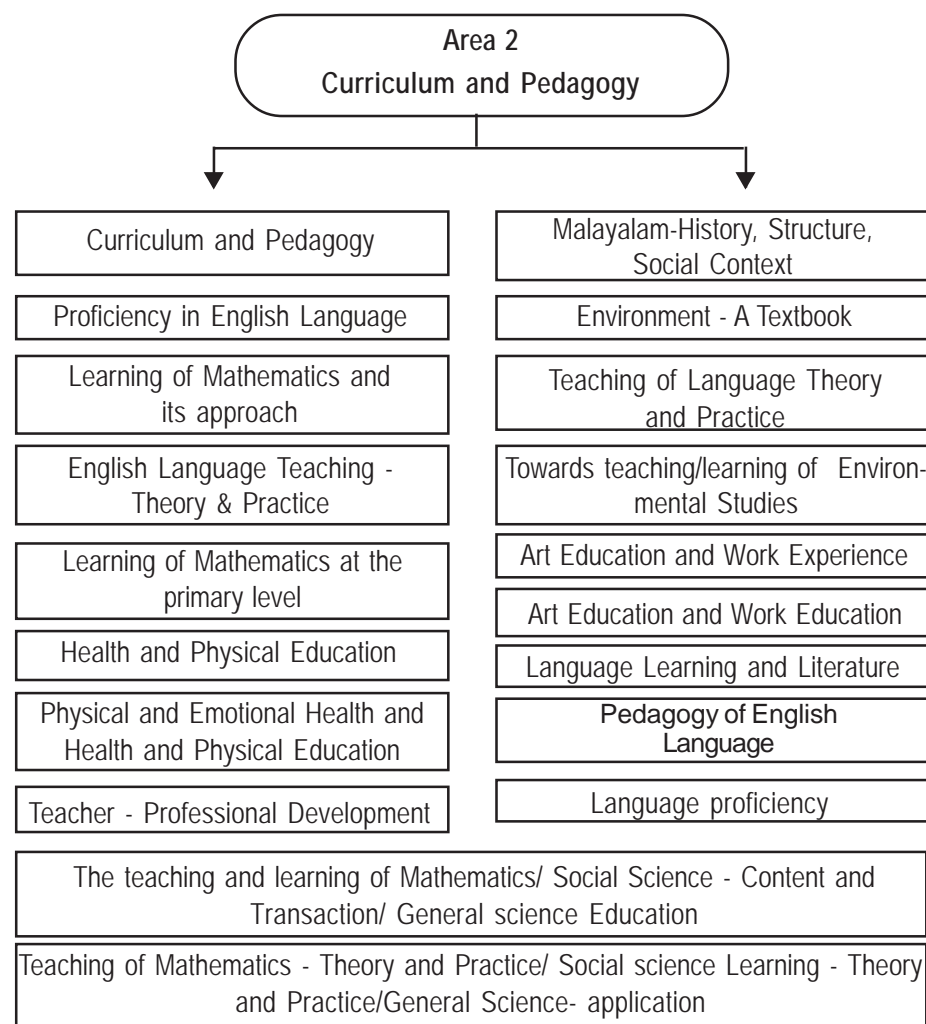
The student teachers also get a chance to acquire skills to make teaching of Environmental Studies effective in classes from 1 to 5.

Social Science learning (Class VI-VIII), General Science (Class VI-VIII) and learning of Mathematics (VI-VIII) are the optional subjects. The student teacher can opt for any one of these subjects. These are discussed in connection with subjects for classes from 6 to 8. The student teacher can select the subject based on his/her specialization at the higher secondary level and the subject he/she likes.

Mathematics at the primary level (Class 1-5) is discussed as a general subject. All student teachers get the opportunity to gain proficiency in content analysis of Mathematics, pedagogical strategies and evaluation.

Art Education and Work Experience are treated as a single paper. In this, Part One will be Art Education and Part Two will be Work Experience. In this section, basic awareness on various areas of Art Education such as Pencil Sketching/Painting, Music, Dance and Acting (related to the theater) and the possibilities of integration of Art Education and other subjects are discussed. The section discusses the need of Work Experience and the possibilities of integrating it with other subjects.

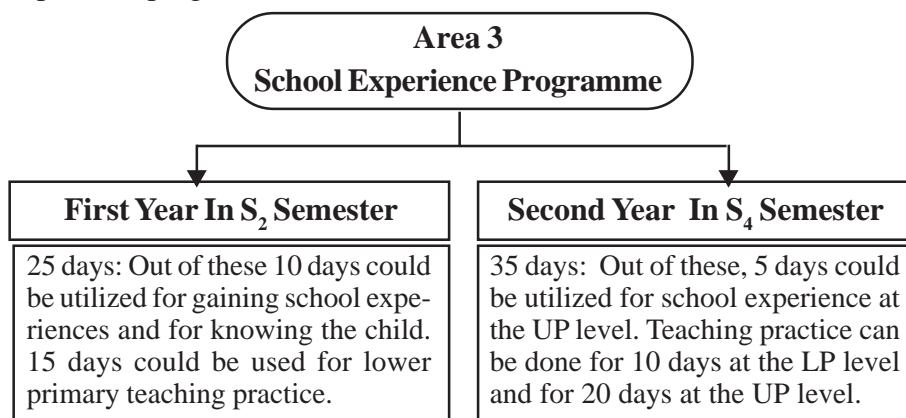
Health and Physical Education is presented as a separate subject. Through learning these subjects, the student teacher gets a chance to form basic concepts on health education and physical education. The various subject areas that are dealt with in the Area 2 are illustrated.



2.1.3 School Internship

Provisions for teaching practice related to various subjects have to be made at the lower and upper primary level. Opportunities are provided for teaching practice in the second semester (S_2) of the first year at the primary level alone and in the fourth semester (S_4) of the second year at the primary level and the upper primary level. A period of 25 days is allotted for this in the second semester (S_2). Of this, 10 days may be utilized to understand various school level activities and for interaction with children. The remaining 15 days may be used for teaching practice in various subjects at the lower primary level. The details are given in the chapter on School Internship.

In the second year, 35 days are allotted in the fourth semester (S_4) for internship. 5 days out of these may be used to gain school level experiences at the upper primary level. 10 days may be utilized for teaching practice at the lower primary level and 20 days for practice at the upper primary level. The student teacher must lead classes on compulsory subjects such as mother tongue and English, apart from Social Science/ General Science/Mathematics. In both the semesters the student teacher must teach classes on Art Education, Work Experience and Health and Physical Education. The organisation of the school experience programmes related to Area 3 is shown below.



2.2 Details on the content, score and time allotted in the Curriculum

In order to impart quality teacher education in a time-bound manner, semester system is suggested. The two-year teacher education course will have four semesters - S_1 , S_2 , S_3 and S_4 . Each semester must have a minimum of hundred working days. 500 working hours will be there in a semester at the rate of 5 hours per day. Maximum time should be utilized to ensure the quality of student teachers. Semester details are as follows:

First Semester	S_1	June to October	100 days
Second Semester	S_2	November to March	100 days
Third Semester	S_3	June to October	100 days
Fourth Semester	S_4	November to March	100 days

The subjects for each semester and the details of their score and the time allotted are given here.

2.2.1 Semester - 1 : Details

Semester - 1 (S₁)

Paper No.	Name of the paper	Score - Details			Time in hours	
		Continuous Evaluation (CE)	Terminal Examination (TE)	Total	Time allotted for one semester	Time allotted in one week
S ₁ .P ₁	Child development and Learning	20	60	80	90	5
S ₁ .P ₂	Curriculum and Pedagogy	20	60	80	95	5
S ₁ .P ₃	Malayalam – History, Structure and the Social Background	20	60	80	100	5
S ₁ .P ₄	Proficiency in English Language	20	-	20	85	4
S ₁ .P ₅	Environment – A textbook	20	-	20	65	3
S ₁ .P ₆	Learning of Mathematics and its approach	20	-	20	65	3
	Total	120	180	300	500	25

2.2.2. Semester - 2 : Details

Semester - 2 (S₂)

Paper No.	Name of the paper	Score - Details			Time in hours	
		Continuous Evaluation (CE)	Terminal Examination (TE)	Total	Time allotted for one semester	Time allotted in one week
S ₂ .P ₇	Language Teaching - Theory, Practice	20	-	20	85	6
S ₂ .P ₈	English language Teaching - Theory and Practice	20	60	80	90	6
S ₂ .P ₉	Towards the teaching of Environmental study	20	60	80	65	5
S ₂ .P ₁₀	Learning Mathematics at the Primary Level	20	60	80	65	5
S ₂ .P ₁₁	Art Education and Work Experience	20	-	20	50	2
S ₂ .P ₁₂	Health - Physical Education	20	-	20	20	1
	Total	120	180	300	375	25
	Internship					200
	Total	120	180	500	500	25

2.2.3. Semester - 3 : Details

Semester - 3 (S₃)

Paper No.	Name of Paper	Score - Details			Time in hours	
		Continuous Evaluation (CE)	Terminal Examination (TE)	Total	Time allotted for one semester	Time allotted in one week
S ₃ . P ₁₃	Learner and knowledge Aquisition	20	60	80	115	6
S ₃ .P ₁₄	The social historical and philosophical foundation of education	20	60	80	105	5
S ₃ . P ₁₅	Art education & Work education	20	60	80	40	2
S ₃ .P ₁₆	Physical Emotional Health and Health and Physical Education	20	40	60	40	2
S ₃ .P ₁₇	Lanaugage learning & literature	20	60	80	100	5
S ₃ .P ₁₈	Pedagogy of English Language	20	-	20	50	3
S ₃ .P ₁₉	a. Learning and teaching of Mathematics/ b. Social Science - Content & Transaction/ c. General Science Education	20	-	20	50	2
	Total	140	280	420	500	25

2.2.4. Semester - 4 : Details

Semester - 4 (S₄)

Paper No.	Name of Paper	Score - Details			Time in hours	
		Continuous Evaluation (CE)	Terminal Examination (TE)	Total	Time allotted for one semester	Time allotted in one week
S ₄ .P ₂₀	Language proficiency	20	-	20	70	5
S ₄ .P ₂₁	Teacher - professional development	20	60	80	120	9
S ₄ .P ₂₂	a. Teaching Mathematics - Theory and practice b. Learning of Social Science - Theory and practice c. General Science - Applications	20	60	80	110	8
	Art Education and Work Education Teaching practice, Planning (Not paper)				15	2
	Physical and Health education Teaching practice, Planning (Not paper)				10	1
	Total	60	120	180	325	25
	Internship			200	(35 days 175 hours)	
	Total	60	120	380	500	25

2.2.5. Semester : Consolidation of Scores

Semester	Continuous Evaluation (CE)	Terminal Examination (TE)	Total	Internship	Total semester Score
S1	120	180	300	-	300
S2	120	180	300	200	500
S3	140	280	420	-	420
S4	60	120	180	200	380
Total Score	440	760	1200	400	1600

2.2.6. Consolidation of Semester time

No.	Item	S ₁	S ₂	S ₃	S ₄	Total
1	Classroom transcatition (Hours)	500	375	500	325	1700
2	Internship (Hours)	-	125 25 days	-	175 35 days	300
	Total Hours	500	500	500	500	2000

3

Curriculum Transaction - Explanation and Guidelines

The details of the curriculum are recorded in two columns. Subject content is recorded in the first column and transaction in the second column. Different units and major concerned areas are arranged one below the other in the content area. The sub areas/ more precise concepts of each main area are also listed. In the second column, emphasis is more on activities that help to understand the pedagogical implication of the content, than on methods to transact the content. In other words the second column provides activities which help the student to relate the concepts and skills already required to the pedagogic practice. The general perspectives on the transaction of the curriculum content are included in the Approach and also in the following sections. These are not repeated in each subject in the curriculum. At the same time, in areas where detailing of content is necessary, they are stated.

3.1 General approaches and suggestions on transaction in the classroom

The perspective that this curriculum puts forward, in relation to the transaction of the content is:

"Isn't the aim of teacher education to mould a teacher personality that is a combination of appropriate knowledge, teaching skills, values and attitudes. This is possible only through a system in which the student teacher goes through the process of teaching right from the first day. What is visualized here is that the student teacher present all learning areas related to various subjects individually and in groups and acquire pedagogic skills through continuous practice. The merit of this programme is

that the pedagogic application is also included in the process of learning any topic such as educational philosophy, child psychology etc. Here opportunity for continuous improvement through continuous practice of teaching skills and simultaneously evaluate. The duty of the teacher is actively participating and responding at every stage of this process developing subject-related knowledge and skills of the students."

The main area of the content has to be transacted through individual and group presentations with the help of reference, discussions with teachers and mutual interaction, thereby understanding the concepts and facts thoroughly. Teachers and students participate in this transaction through questions and responses. A transactional style that co-ordinates subject content and pedagogical skills should be developed through this.

3.2 The role of teachers

The activity that a teacher should carry out primarily is to plan the transaction of each unit. Examining the facts, theories, concepts and skills etc. in the unit, he/she should decide the role of oneself and the students in its transaction. The plan should include identifying the areas and concepts that could be acquired by student through reference and other activities and the advice, guidelines, and information that the teacher must provide. The teacher should also examine the need of preliminary presentation or his/ her support by way of concept clarification before the students prepare their presentation, if required. The students must be given guidance on their mode of presentation through discussion. It should be ensured that the students use oral explanation, graph-

ics and ICT in relevant contexts. The participation of all students must be ensured in the preparation of the presentations, conducting them and in giving responses.

Teachers should try to develop the knowledge and pedagogical abilities of the student by responding to the content and pedagogical matters while presentations are going on.

3.3 Pedagogical Transaction

Three types of content can be seen under the heading 'transaction.'

- (1) The broad concepts/teaching objectives and learning achievements that should evolve through learning: These are indicated by the sign (✱) The statement of such concepts is avoided in contexts where they are clear without special mention.
- (2) Leading questions : These are questions helpful for entering the content area and analyzing the content and for providing a general direction for teaching. This is indicated by the symbol (▲)
These are also stated only in relevant places.

- (3) Activities: These are indicated by the symbol (■) Many of these activities help in relating the concepts acquired by the student with pedagogical application. Activities that transact subject-related content only in certain areas are suggested here.

It is not expected that each student carry out all of these activities. Ideas and pedagogical concepts evolving through these activities may be presented individually or in groups such that they benefit everyone. It would be better if the teacher plans more activities in a similar manner.

4

School Internship

School Internship is a very important area in the D.Ed curriculum that provides school experiences and classroom experiences to student teachers. The School Resource Group (SRG) should meet to carry this out effectively, under the leadership of the headmaster, discuss the following and make necessary advance preparations for implementing them.

4.1 Areas of discussion by the SRG:

1. Details of the analytical classes to be organized in connection with School Internship
2. Advance preparations required for facilitating School Internship
3. Possibilities of schools that could be selected for teaching practice
4. Responsibilities of teachers who function as mentors of student teachers
5. Details of teaching practice

Activities related to internship should be conducted in the second semester and fourth semester (from November to March, each year). Teaching practice can be carried out only in the months of November, December and January. Hence, it is preferable to make advance preparations to begin the teach-

ing practice in the month of November itself. Preliminary requirements of teaching practice such as identifying the schools, giving intimations, getting permission and imparting training to those who act as mentors can be done earlier. Following this, steps may be taken to conduct classes for pedagogic analysis.

Given below are the details related to classes for pedagogic analysis.

4.1.1 Classes for Pedagogic Analysis

The general aim of classes for pedagogic analysis is to observe constantly the classes of teacher educators and expert teachers and create opportunities for self improvement by analyzing the issues and merits in the teaching/learning process. The following suggestions should be considered to achieve these goals.

- There should be opportunity for the analysis of classes in all subjects
- Classes for pedagogical analysis should be conducted for LP section in the second semester (S_2) and for UP section in the fourth semester (S_4)
- There should be opportunity to observe and analyse classes of teacher educators and expert teachers for each subject
- Every teacher trainee should plan and conduct a class for pedagogic

analysis in the second and fourth semesters. Meanwhile the other trainees must prepare the teaching manual for their classes and after the class, analyze it with emphasis on improving the teaching/learning process. The basis of the analysis will be observation of classes and the teaching manual prepared by the student. The merits and demerits identified on the basis of the acquired pedagogical concepts should be discussed under the guidance of the teacher educator. Techniques and activities to resolve the limitations must be identified. All these should be recorded in the notebook. This notebook should also be considered for continuous evaluation.

4.1.1.1 Allotment of classes for Pedagogic Analysis

a. Semester 2 (LP) - Allotment of classes for pedagogic analysis

Sl. No.	Subject	No. of classes for pedagogic analysis		
		Teacher Educator	Expert Teacher	Peer
1	Malayalam	1	1	Each student should take the lead in any one of the subjects
2	Integrated Class (Class 1 or 2)	1	1	
3	English	1	1	
4	Environmental Studies	1	1	
5	Mathematics	1	1	
6	Art Education	1	1	
7	Work Education	1	1	
8	Health and Physical Education	1	1	
	Total	8	8	

b. Semester 4 (UP) Allotment of classes for Pedagogic Analysis

Sl. No.	Subject	No. of classes of Pedagogic Analysis		
		Teacher Educators	Expert Teacher	Peer
1	Malayalam	1	1	Each student should take the lead in any one of the six subjects
2	English	1	1	
3	Optional Subject	1	1	
4	Art Education	1	1	
5	Work Education	1	1	
6	Health & Physical Education	1	1	
	Total	6	6	

- The classes of teachers of selected schools should be observed during teaching practice sessions. The experiences gathered through observation should be utilized for self-improvement. The table on internship - summary given at the end of this chapter shows the number of classes related to various subjects to be observed.
- Group planning and class analysis would enhance the confidence of the student teachers.

4.1.2. School Internship - Preparations

- The details of school internship should be furnished to the Assistant Education Officer in writing. The DIETs of the respective districts also should be informed.
- A one-day workshop/meeting is to be organized for headmasters and senior teachers of selected schools. The presence of the AEO and a DIET faculty member at this meeting would be more effective.

- Aspects such as the objectives of school internship, teacher attachment (Mentor) methods, areas for practical training, the kind of support system to be provided, importance of feedback, daily lesson plan and daily SRG have to be discussed at the meeting /workshop.
- The school visit schedules of teacher educators must be prepared. On the day of visit the SRG must participate in the meeting and make suggestions for improvement.
- At the end of every week (Saturday) the student teachers must report to their parent institution and conduct evaluation and information exchange under the leadership of teacher educators.

4.1.3. Schools that can be selected for teaching practice

Government and aided schools close to the teacher training institution are to be selected for teaching practice. For training at LP level, either LP schools or UP/High schools which have LP section may be selected. Similar criteria may be adopted at the UP level too. The schools must be institutions that have proven efficiency in transacting the school curriculum. Matters concerning teaching practice must be discussed with all teachers including the head of the institution and adequate academic support system for the trainee should be provided. Teachers must be given the responsibility to act as mentors for each trainee and their duties as mentors should be explained. The number of trainees has to be fixed in proportion to the number of students in the school. Care must be taken to avoid schools which have lesser number of students. Schools having a congenial atmosphere for engaging in activities as part of the learning process and having many teachers to function as mentors may be selected.

4.1.4 . Responsibilities of teachers of selected schools

- Facilities ensuring excellent training experience for the teacher trainees attached to each teacher must be provided.
- The classes taught by the teacher trainees need to be evaluated regularly and they are to be given suggestions for improving their teaching. The daily SRG meetings must be made use of for this purpose.
- The mode of conducting and quality of the training should be discussed with the teacher educators who visit the school, during the training period.

4.2 Details of teaching practice

The teaching practice which is distributed over the two years of the D.Ed course has been included in the second and the fourth semesters. 25 days of the second semester, focusing on the LP section and 35 days of the fourth semester focusing on LP and UP sections have to be utilized for teaching practice.

4.2.1. School Internship in Semester 2

The first 10 of the 25 allotted in the second semester have to be used for gaining school experiences, whereas the remaining 15 days have to be utilized for teaching practice. The first 10 days may be utilized for acquainting oneself with the activities of the school lab and school library, for giving leadership in the noon-feeding programme and for helping the teacher appointed as mentor in the classroom activities. (Each trainee may be attached to a teacher). Moreover, practical activities, observations and interviews conducted by observing the primary children and conducting surveys related to various subjects may be availed of. The subject - period division related to the 15 day teaching practice in the LP section is given below.

Malayalam	-	5 periods
English	-	5 periods
Environmental Studies	-	5 periods
Mathematics	-	5 periods
Art Education	-	2 periods
Work Education	-	2 periods
Health & Physical Education	-	2 periods
Std I or Std II	-	2 days (5 periods 2 days)

For a trainee, spending two periods a day for teaching practice would prove effective for planning and evaluation.

During the 15 days of teaching practice one class each for each subject taught by the practicing teacher and the peers have to be utilized for observation. These class observations must serve as a platform for the trainees to get feedback. In each subject at least one class should focus on ICT skills.

Moreover, the student teacher should get acquainted with the techniques of terminal evaluation by conducting unit test in a language and a subject other than language (EVS or Maths). The comprehensive evaluation of various activities related to school internship has to be carried out in the respective semester. The total score for school internship in the second semester is 200. The distribution of scores for various subjects based on this is given below.

This division is made, so as to include unit test score.

Malayalam	-	Score 40
English	-	Score 30
Environmental Studies	-	Score 40

Mathematics	-	Score 40
Art Education	-	Score 10
Work Education	-	Score 10
Health and Physical Education	-	Score 20
Personality Development	-	Score 10
Total	-	Score 200

The guideline for personality development assessment should be prepared by SCERT. The assessment of each subject should be carried out by teacher educators in charge and consolidated at the institution level.

The student teacher will be considered successful only if he/she scores a minimum of C+ grade (50-59 percent Score) in total for the internship in the second semester.

4.2.2 School Internship in Semester 4

Of the 35 days of teaching practice in the fourth semester, the first 10 days have to focus on the LP section.

Utilizing two periods a day exclusively for teaching practice would be more effective. The subject-period division is given below.

Malayalam	-	5
English	-	5
Environmental Studies	-	5
Mathematics	-	5

At least one class for each subject should be ICT-based. The first 5 days of the remaining 25 days have to be spent for observing UP classes. Of the rest of the 20 days, each student has to spend two periods a day to complete 40 periods in teaching practice at the UP. The subject-period division is given

below.

Malayalam	-	7 periods
English	-	7 periods
Optional Subjects (SS/SC/Maths)	-	20 periods
Art Education	-	2 periods
Work Education	-	2 periods
Health and Physical Education	-	2 periods
Total	-	40 periods

The maximum score for internship in the fourth semester is also 200. The division of scores for each subject including the unit test score is given below. Score of 20 for the Community Camp and 10 for study tour are included in the total score 200. The score division has been done based on teaching practice at the LP and UP levels. The details are given in the School Internship Summary at the end of this chapter.

Division of Score

Malayalam	-	30
English	-	30
Optional Subjects	-	60
Environmental Studies	-	10
Mathematics	-	10
Art Education	-	10
Work Education	-	10
Health and Physical education	-	10
Community Living Camp	-	20
Study Tour	-	10
Total	-	200

In the fourth semester, the student teacher has to score a minimum C+ grade (Score 10) for Community Living Camp and a minimum C+ grade for Study Tour (Score 5) along with a minimum C+ grade (50-59 percentage of score)

for School Internship. Only then would he/she be considered to have successfully completed internship of the fourth semester.

- Student teachers have to assess the teaching experiences daily. This is a practical training for the functioning of the School Resource Group (SRG). Minutes of the meeting have to be maintained. The assessment of the teachers of the institution should also take place. Collective planning can also be done during this time.
- The number of classes for each subject during the school internship and the score details are given in the school internship-summary.
- Soon after teacher training, a report has to be given to the teacher training centre. A proforma may be prepared for this and supplied to the institutions.
- The headmasters of the schools must be made to participate in the planning session and given awareness on internship prior to teacher training. It would be effective if the senior teacher of the school also takes part in this.

4.2.3. School Internship - Summary

Semester	Section	Days of class Observation	Teaching Practice Days	Subject	No. of Periods	Class observation and analysis during teaching practice		Score
						Practicing teacher	Peer	
S2	LP	10 days	15	Std I or II	2 days	1	-	} 40
				Malayalam	5 periods	1	1	
				English	5 periods	1	1	30
				Environmental Studeis	5 periods	1	1	40
				Mathematics	5 periods	1	1	40
				Art Education	2 periods	-	1	10
				Work Education	2 periods	-	1	10
				Health and Physical Education	2 periods	-	1	20
			Personality Development					10
S4	LP		10	Malayalam	5 periods			*
				English	5 periods			+
				Environmental Studies	5 periods			10
				Mathematics	5 periods	1	1	10
	UP	5 days	20	Malayalam	7 periods	1	1	30*
				English	7 periods			30+
				SS/SC/Maths	20 periods	3	2	60
				Art Education	2 periods	-	1	10
				Work Education	2 periods	-	1	10
				Health and Physical Education	2 periods	-	1	10
				Community living		-		20
				Study Tour				10
	Total	15 days	45		86 periods + 2 days	10	15	400

* Malayalam - Score 30 Awarded considering LP/UP teaching practice + English - Score 30 Awarded considering LP/UP Teaching Practice

5

Mentoring

To make the school internship more effective, the mentoring model has to be implemented. Usually, the educational theories that are learnt are applied in practical situations during internship. The mismatch of the activities in the school and the theories acquired by the student teacher creates conflicts in this situation. The ideal atmosphere he/she expects need not necessarily be there in the school selected for internship. Contradictory theory and practice may affect the self-confidence of the student teacher. There are concerns that the artificial experimentation done by the student teachers affect the functioning of schools seriously.

5.1 What is mentoring?

Mentoring is the process where an experienced hand and a person who requires training, work within co-operation. Through this activity the trainee gets guidance, advice, support and suggestions for improvement. Here, the trainer does not attempt at judging. He/She encourages the student giving him/her a secure feeling and imparting training. The trainer intervenes only as an experienced predecessor and as a model. Both teaching and counseling are possible as part of this. Mentoring can bring out the latent skills in the student. Their activities testify to their perspectives, aims and expectations. This helps in developing the personality and professional aptitude of the student.

5.2 Merits of Mentoring

- The student and trainer gain the best experiences
- The extent of knowledge of both expands
- The student is able to establish a close relation with the institution

- The relation between the teacher education institution and the school strengthens
- Able to know the vocation closely and enhance vocational skills
- The student gets an opportunity to develop by realizing one's own genius and serve in the field of education in a better manner.

Thus, mentoring is conducted to reform internship into a programme that gives impetus to school education as in teacher education.

5.3 Mentor

Teachers of UP/LP section in the schools that fall into the parameters of the teacher education institution should be selected as mentors. The institution must prepare a list of teachers who have a minimum service of five years and are willing to serve as mentors. The Committee including the Deputy Director for Education of the district and the DIET Principal has to fix the jurisdiction of each teacher education institution. A mentor can train maximum three students (mentees). The responsibility of dividing the student teachers is vested upon the teacher education institution.

The mentors should be given a detailed training on mentoring. It is the teacher education institution that has to organize this by including experts. The training programme can range from one to three days. Only those who successfully complete the training should be appointed as mentors. Details related to the following must be included in the training

- Duties of the mentors
- New teaching techniques
- Planning
- Assessment

The student teachers usually engage in activities such as class observation, assisting the teacher, developing learning tools, planning, handling classes, assessing, learning and developing different records. In each stage, the duties of the mentor and the mentee should be made clear through training. The students must be able to participate in all the activities of the schools. The mentor should monitor the mentee in all activities. A training which provides necessary advice and support should be ensured.

5.4 Evaluation

The mentor should submit a Mentoring Report. Formats that adequately record explanatory observations and factual opinions should be developed and given to the mentor. The teacher education institution should decide the score of the student on based on it..

The score for internship should be awarded, dividing it into four.

1. Score awarded based on Mentoring Report - 25%
2. Score awarded by the teacher educator examining planning records - 25%
3. Score that is awarded based on the opinion of the student and on the basis of progress made in learning - 25%

(Format for opinion formation should be developed. The progress in learning should be ascertained by giving pre-test and post - test.)

4. Score for research activities - 25%

(After examining the summary of the novel activities of the students and the planning record related to it the assessment by the respective DIET, interview, visit, if necessary, may be organized.)

Internships of the second semester (S2) and the fourth semester (S4) will also be assessed.

5.5 Study Tour

Study tour will be part of the course. This should not be seen as a leisure trip. Study tours should be organized with a fixed objective. These can be field trips as well. The student teachers must visit institutions /places that provide experiences promoting them as teachers. Trips that range from one to three days could be organized.

For eg.:

- Institutions that impart education to Children with Special Needs
- Science/Technology Museums, Zoos, Planetariums, Exhibitions
- Science/ Mathematics/Work Experience Meets that are held at the district/state levels
- District State level Sports Meets
- Places of historical importance
- Factories/Processing units

The study tour need not be mere trips. More than one trip can be organized depending on the need and the situation. Planning the visit has to be made prior to the study tour. The student teachers have to prepare and submit a report of the study tour stressing upon the achievements concerning education.

A score of 10 can be awarded for the study tour. Participation is mandatory. The student teacher must score a minimum of 5.

5.6 Community Living Camp

Participation in the Community Living Camp is compulsory. Such camps should create opportunities for promoting the sense of co-operation in the student teachers and for making them achieve life skills and for imbibing values. Instead of making the students participate in a long-termed camp, it would be better to organize workshops with two or three learning objectives. Workshops on theatre, physical education and work education are examples. Steps must be taken under the auspices of the DIETS at the district level to improve the functioning of the camps. SCERT should furnish the general guidelines required. Score of 20 is allotted for the Community Living Camp. Evaluation has to be completed during the conduct of the camp itself. This score is allotted as part of the internship in the fourth semester (S_4). Given the emphasis on the Community Living Camp, a candidate will be declared successful only if he/she scores a minimum of 10 Score of the 20 Score.

6

Evaluation of the Student Teacher

Evaluation is an inevitable part of the learning process. Along with evaluation of the student, the assessment whether qualitative teacher education is being effectively transacted is fulfilled here. The curriculum envisions continuous and comprehensive evaluation. Steps have been taken to make activities for carrying out continuous evaluation along with terminal evaluation a part of the learning process. Let us examine the conditions put forward to make evaluation effective.

6.1 Semester System

Elementary Teacher Education - Semester system is suggested to make the learning process effective. The two-year D.Ed course is divided into four semesters such as S1, S2, S3 and S4. The semesters S1 and S3 will be from June to October and S2 and S4 will be from November to March. A semester should have at least 100 working days. If 5 hours a day is allotted, there will be a minimum of 500 hours for a semester. The teacher education institutions must take steps to utilize maximum working hours effectively. The evaluation of the learning process of the content in each semester has to be carried out during the semester itself. Continuous evaluation and terminal examination will

be conducted at the end of the respective semester. The result of the semester evaluation will be published at the end of the semester.

6.2 Grading system

A 9 point absolute grading is used to evaluate the student teachers. The method involves awarding the scores first and converting the score percentage to grade. The table for converting to grade is given below.

Percentage of Score	Grade
90 - 100	A+
80 - 89	A
70 - 79	B+
60 - 69	B
50 - 59	C+
40 - 49	C
30 - 39	D+
20 - 29	D
Below 20	E

6.3 Continuous and Comprehensive Evaluation

The Continuous and Comprehensive evaluation method has to be used to evaluate the student teacher.

6.3.1 Continuous Evaluation

Appropriate evaluation devices and tools related to each subject have to be used to make evaluation of student teachers, continuous. Various devices that provide opportunity for investigative learning, practical learning, creative activities and performance-based activities may be used. It is possible to evaluate the effectiveness of practical training in producing quality teachers through school experience programmes.

6.3.2 Comprehensive Evaluation

In the process of becoming an excellent teacher, the student teacher is provided with opportunities to gain physical and emotional excellence along with academic excellence. Opportunity is provided for physical development and to understand how this can be inculcated among children through Health and Physical Education. The realization that only a sound body possesses a sound mind should be created in the student teachers. Only teachers who have healthy habits and maintain physical fitness can transact the same to his/her students.

Art Education and Work Experience Education as subjects have been included to create the opportunity for emotional development in the student teachers and also to enable them to inculcate emotional development in school students to develop it among children. There is opportunity for gaining emotional excellence through learning subjects based on educational psychology curriculum and pedagogy. This provides opportunity for finding ways to make learning enjoyable and to make personality development possible. These have to be scientifically evaluated.

The student teacher also gains a lot of values through community living camp and study tours which are part of the D.Ed course. They get opportunities to realize the need for strengthening the relation between school and society, understand need for group work, to know the techniques for making relationship between teachers strong and healthy and to realize the importance of learning through experience.

SCERT must take steps to develop tools to make continuous and comprehensive evaluation accurate and for consolidating the assessment with accuracy.

6.4 Details of Paper/Score of each Semester

The details related to the papers of all four semesters and their scores are given below. For example, S_1 . P_1 indicates the first paper (P_1) of the first semester (S_1). 22 papers are included in the four semesters. Of these, 13 papers will have public examination (60 Score each, 40 Score for Physical Education) and Continuous Evaluation (20 Score each). The remaining 9 papers will have only Continuous Evaluation (20 Score each). The total score of the four semesters is 1200. Apart from this, opportunity is given for teaching practice in the second semester (200 score) and the fourth semester (200 Score). The total score for teaching practice is 400.

6.4.1 First Semester (S_1)

Paper-Score Details

There are six papers in the first semester. The paper 'Child Development and Learning', based on educational psychology and the one titled 'Curriculum and Pedagogy' for understanding the curriculum, pedagogy and evaluation are suggested in the first semester. In addition to this, the paper,

'Malayalam - History, Structure and Social Background' is suggested for learning the mother-tongue. The paper 'Proficiency in English Language' is suggested for English language learning. The papers 'Environment - A Textbook' related to Environmental Studies and 'Learning of Mathematics and Approach' related to the learning of Mathematics are included. In this, for Child development and Learning, Curriculum and Pedagogy and Malayalam below.

will have a public examination for 60 score and continuous evaluation for 20 score. Other subjects such as English language learning, Environmental Studies and learning of Mathematics will have only continuous evaluation of 20 score. The score for the papers of the first semester is given in the table.

No.	Paper No.	Name of the Paper	Score Details		
			Continuous Evaluation	Theory Exam	Total
1	S ₁ . P ₁	Child Development and Learning	20	60	80
2	S ₁ . P ₂	Curriculum and Pedagogy	20	60	80
3	S ₁ . P ₃	Malayalam, History, Structure & Social Background	20	60	80
4	S ₁ . P ₄	Proficiency in English Language	20	-	20
5	S ₁ . P ₅	Environment - A Textbook	20	-	20
6	S ₁ . P ₆	Mathematics - Learning and Approach	20	-	20
			120	180	300

Details of Paper/Score of the First Semester (S₁)

6.4.2 Second Semester (S₂) Paper-Score Details

In the second semester also there are six papers. 'Teaching of language - Theory and Practice' is the paper related to learning the mother-tongue. In connection with English language learning, the paper 'English Language Teaching - Theory and Practice' is suggested. 'Towards Environmental teaching/ learning' related to learning of Environmental Studies, 'Learning of Mathematics at the primary level' related to learning of Mathematics, 'Art Education and

Work Experience' related to art education and work education and 'Health and Physical Education' are the papers suggested in the second semester. Terminal examination (Score 60 for each paper) and Continuous Evaluation (Score 20 for each) will be there for English language learning, Environmental Studies and learning of Mathematics. Other subjects such as learning of mother-tongue, Art Education and Work Education, Health and Physical Education will have continuous evaluation (for 20 score) alone.

In addition to this there is provision for teaching practice at the LP level. The score is fixed at 200. Details are given in Chapter 4.

No.	Paper No.	Name of Paper	Score Details		
			Continuous Evaluation	Theory Exam	Total
1	S ₂ . P ₇	Language Teaching - Theory, Practice	20	-	20
2	S ₂ . P ₈	English language Teaching - Theory &Practice	20	60	80
3	S ₂ . P ₉	Towards the teaching of Environmental study	20	60	80
4	S ₂ . P ₁₀	Learning Mathematics at the Primary Level	20	60	80
5	S ₂ . P ₁₁	Art Education and Work Experience	20	-	20
6	S ₂ . P ₁₂	Health - Physical Education	20	-	20
		Total	120	180	300
		Internship			200
		Total	120	180	500

Details of Paper/Score of the Second Semester (S₂)

6.4.3 Third Semester (S₃) Paper-Score Details

A total of seven papers are suggested in Semester 3 (S3). 'Learner and Knowledge Acquisition' is the paper suggested here in connection with the learning of Educational Psychology. The paper 'The Social, Historical and Philosophical Foundation of Education' is suggested for building the social, and philosophic foundations of education.

The paper titled 'Art Education and Work Education' related to art and work education and the paper titled 'Physical - Emotional Health and Health & Physical Education' related to physical education are suggested. The paper 'Language Learning and Literature', in connection with the learning of the mother-tongue and 'Pedagogy of English Language' in connection the English

language learning are also there. Any one of the papers related to Mathematics, Social Science and Science need to be studied. The papers that can be selected as optional are given below.

- Learning and Teaching of Mathematics
- Social Science - Content and Transaction
- General Science Education

Of the 7 subjects in the third semester, 5 papers on Educational Psychology, Philosophical Foundation, Art and Work Education, Physical Education and Language Learning will have Terminal Examination (Score 40 for physical education and Score 60 each for other subjects) and Continuous Evaluation (Score 20 each). The remaining of the papers - English language learning, and the optional subjects such as mathematics/ Social Science/ General Science- will have Continuous Evaluation alone (Score 20 for each).

Details of Paper/Score in the Third Semester (S₃)

No.	Paper No.	Name of Paper	Score Details		
			Continuous Evaluation	Theory Exam	Total
1	S ₃ . P ₁₃	Learner and knowledge Acquisition	20	60	80
2	S ₃ . P ₁₄	The social historical and philosophical foundation of education	20	60	80
3	S ₃ . P ₁₅	Art education & Work education	20	60	80
4	S ₃ . P ₁₆	Physical Emotional Health and Health and Physical Education	20	40	60
5	S ₃ . P ₁₇	Language learning & literature	20	60	80
6	S ₃ . P ₁₈	Pedagogy of English Language	20	-	20
7	S ₃ . P ₁₉	a. Learning and teaching of Mathematics/ b. Social Science - Content & Transaction/ c. General Science Education	20	-	20
		Total	140	280	420

6.4.4 Fourth Semester (S4) Paper - Score Details

Only three papers are suggested for the fourth semester (S4). The paper titled 'Language Proficiency' related to learning of mother-tongue and 'Teacher - Professional Development' related to English language learning are suggested. The student teacher can select any paper related to Mathematics, Social Science and General Science. Of these only one subject need to be studied. The papers that could be selected as optional are given below.

- a. Teaching of Mathematics - Theory and Practice/
- b. Learning of Social Science - Theory and Practice/
- c. General Science - Practice

Of the three papers in the fourth semester the paper on English language learning and the one on the optional subjects Mathematics/Social Science/ General Science will have public Examination (Score 60 for each) and Continuous Evaluation (Score 20 for each). The paper on the learning of mother-tongue will have only Continuous Evaluation (Score 20).

Teaching practice in the fourth semester has to be done at the LP and UP levels. The total score is 200. Details are given in Chapter 4.

Details of Paper/Score in the Fourth Semester (S₄)

No.	Paper No.	Name of the Paper	Score Details		
			Continuous Evaluation	Theory Exam	Total
1	S ₄ . P ₂₀	Language Proficiency	20	-	20
2	S ₄ . P ₂₁	Teacher-Professional Development	20	60	80
3	S ₄ . P ₂₂	a. Teaching of Mathematics - Theory and Practice/ b. Learning of Social Science - Theory and Practice/ c. General Science - Practice	20	60	80
		Total	60	120	180
		Internship			200
		Total	60	120	380

6.4.5 Consolidation of Scores

Given below is the consolidation of scores for Continuous Evaluation, public examination and Internship for the four semesters.

Consolidated Scores

Semester	Continuous Evaluation	Theory Exam	Total	Internship	Total Semester Score
S1	120	180	300	-	300
S2	120	180	300	200	500
S3	140	280	420	-	420
S4	60	120	180	200	380
Total	440	760	1200	400	1600

6.5 Attendance of the Student Teacher

The student teacher should have 85% of attendance in order to appear for the public examination in the respective semester. Students who do not have adequate attendance are not allowed to appear for the public examination. They may appear for the public examination after completing the course and putting in the required attendance.

6.6 Eligibility for D.Ed Certification

The following norms have to be satisfied to get the D. Ed Certificate

- A total minimum C+ grade (50 - 59%) for each of the 22 papers is required
- A separate minimum C+ grade should be scored for the 13 public examination papers
- A total minimum C+ grade should be scored for the internship in the respective semesters
- In each semester a minimum 85% attendance should be there
- A minimum C+ grade should be scored for the Community Living Camp
- A minimum C+ should be scored for the Study Tour.