

Gautam Budh Teachers Training College

AT- GAUTAM BUDH NAGAR, NAGARNAUSA, NALANDA, BIHAR

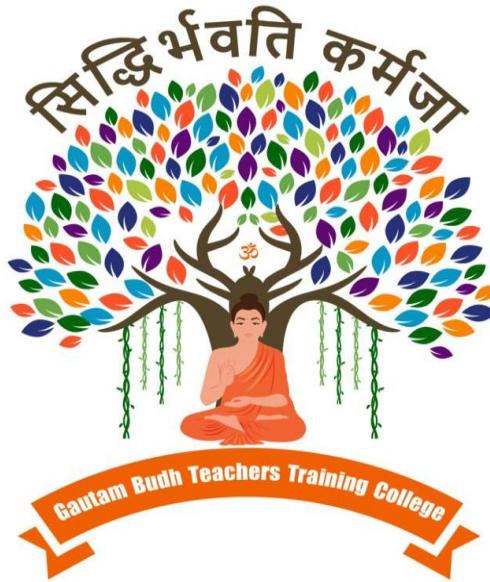
Recognized By NCTE, Bhubaneshwar

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Course: B.Ed.

2nd Year Syllabus

COURSE: B.ED

2ND YEAR SYLLABUS

Course No.	Course Name	Credit	Theory	Practical	Full Marks
Course 7b	Pedagogy of a School Subject- Part- II	2	40	10	50
Course 8	Knowledge and Curriculum	4	80	20	100
Course 9	Assessment for Learning	4	80	20	100
Course 10	Creating an Inclusive School	2	40	10	50
Course 11	Optional Course***	2	40	10	50
Course EPC-4	Understanding of Self	2	40	10	50
	School Internship	10	-----	-----	250
	Total	26	-----	-----	650

***Each student-teacher will take one Optional paper from the following- Vocational/Work Education, Health & Physical Education, Peace Education, Guidance & Counseling etc. and can also be an Additional Pedagogy Course.

COURSE 8 : KNOWLEDGE AND CURRICULUM

Course Credit : 4

Full Marks: 100

Exam Duration : 3Hrs.

Theory : 80

Practicum : 20

Objectives:

On completion of the course the student teacher will be able:

- To introduce perspectives in education and will focus on epistemological and social; bases of education.
- To discuss the basis of modern concept child-centered education.
- To introduce changes due to industrialization, democracy ideas of individual autonomy and reason.
- To understand education in relation to modern values like equity and equality, individual opportunity, social justice & human dignity, with special reference to the ideas of Ambedkar.
- To draw understanding from critical multiculturalism and democratic education system of education.
- To understand nationalism, universalism and secularism and their inter-relationship with education with reference to the ideas of Tagore & Krishnamurti.
- To identify various dimensions of the curriculum and their relationship with the aims of education.
- To discuss the relationship of power, ideology and the curriculum.
- To analyse critically various samples of textbooks, children's literature and teacher's handbooks etc.

Course Content

UNIT 1: Epistemology and social bases of Education

- Distinction between knowledge and skill.
- Teaching and training, Knowledge and Information, Reason and belief.
- The concepts of activity discovery and dialogue with reference to the ideas of Gandhi and Tagore.
- Child's construction of knowledge: attaining knowledge through activity & experiences.
- Concepts of belief, information, knowledge & understanding.
- Different kinds of knowledge & their validation processes.

UNIT 2: Education and Modern values

- Historical changes Introduced by industrialisation democracy and ideas of individual autonomy and reason.
- Education in relation to modern value like equity and equality, individual opportunity social, justice and human dignity with special reference to ideas of Dr. Ambedkar (Rodrigues, 2002).
- Multiculturalism and democratic system of education.
- Concepts of Nationalism, universalism, secularism and there inter relationship with education with special reference to the ideas of Tagore & Krishnamurti.

UNIT 3: Various Dimensions of Curriculum

- Various dimensions of curriculum and their relationship with the aims of education.
- Knowledge & Power: representation, inclusion of knowledge & knowledge of different social groups in curriculum & textbook.
- What is curriculum?
- Who prepares the curriculum and why?
- Who will participate in the developing curriculum?
- Process & criteria for curriculum selection & construction.
- What is the role of state in designing curriculum?

UNIT 4: Framing Curriculum

- The relationship between curriculum framework and syllabus.
- How syllabus is transformed into textbooks? Explain through examples?
- Principles of curriculum construction.
- Dominant knowledge vs. marginalized knowledge Indigenous knowledge vs Scientific Knowledge.
- School knowledge vs. Everyday knowledge information & out of school knowledge.
- Approaches to curriculum Organisation & Development.
- Development of children & Organisation of curriculum experiences.

UNIT 5: Curriculum as a Process

- Curriculum as a process and practice, relationship of power, ideology and curriculum.
- Curriculum, syllabus and Textbooks: concept and interrelation.
- Representation of various social groups in curriculum development
- Analysis of various samples of textbooks, children, literature and teachers handbooks.

COURSE 9 : ASSESSMENT FOR LEARNING

Course Credit : 4

Full Marks: 100

Exam Duration : 3Hrs.

Theory : 80

Practicum : 20

Objectives:

On completion of the course the student teacher will be able to:

- Understand the nature of assessment and evaluation and their role in teaching learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realize the need for school based and authentic assessment

- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learner's performance
- Analyze, manage, and interpret assessment data
- Analyze the reporting procedures of learner's performance in schools
- Develop indicators to assess learner's performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

Course Content:

UNIT 1: Perspectives on Assessment and Evaluation

- Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- Difference between “true ability” and “observed ability”, Principles of assessment and evaluation, Behaviorist, Cognitivist and Constructivist Perspectives.
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured. (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm referenced, criterion referenced) and context (internal, external) Need for continuous and comprehensive assessment School based assessment; Authentic assessment.

UNIT 2: Assessment of Learning

- Dimensions of learning: cognitive, affective and performance
- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills -convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment.
- Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment.
- Assessment of Performance: tools and techniques for assessment of skills
- Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved indicators.

UNIT 3: Assessment for Learning

- Assessment information as an input for learning, metacognition and development - need for continuous, formative and diagnostic assessment.
- Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.
- Developing Performance Tasks (Subject Specific)
- Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills.
- Portfolio Assessment - its meaning, scope and uses; Planning, development and Assessment.
- Self, Peer and Teacher Assessments.

UNIT 4: Planning, Construction, Implementation and Reporting of assessment

- Consideration of what and why to assess (content and objectives).
- Differentiation between instructional, learning and assessment objectives.
- Stating of Assessment Objectives - Need for integrated objectives.
- Deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print

- Construction/selection of items; Guidelines for construction of test items
- Assembling the test items; Guidelines for administration
- Scoring procedure - manual and electronic; Development of Rubrics
- Analysis and Interpretation of Students' Performance
- Processing test performance: calculation of percentages; central tendency measures; graphical representations; and interpreting performance Item response analysis.
- Role of Feedback in Improving Learning, and Learners' Development
- Ascertaining student needs, identifying student interests and feeding forward for improving learning
- Reporting Student Performance - content and formats; Progress reports, Cumulative records, Profiles, and Open house.
- Using feedback for reporting to different stakeholders - students, parents, and administrators.
- Use of Feedback for teachers, self-improvement.

UNIT 5: Issues, Concerns and Trends in Assessment and Evaluation

- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys.
- Management of assessment and examinations, Use of question bank
- Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity.
- Impact of entrance test and public examination on teaching and learning - the menace of coaching.
- Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks
- Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
- Standards based assessment - international practices.

COURSE 10: CREATING AN INCLUSIVE SCHOOL

Course Credit : 2

Full Marks: 50

Exam Duration : 1Hr 30min

Theory : 40

Practicum : 10

Objectives:

On completion of the course the student teacher will be able:

- To bring about an understanding of the “Cultures, Policies & Practices” that need to be addressed in order to create an inclusive school, as spelt out by both and ainscow in “The Indian for Inclusion” (2000).
- To explore the definition of „disability” and „inclusion” within an educational framework so as to identify the dominating threads that contribute to the Psychological construct of disability and identity.
- To look at the models of disability as well as the dominant disclosure on “the other” in the narratives of all concerned.
- To attempt to identify the “barriers” to learning and participation.
- To integrate the physically and mentally handicapped with the general community as equal partners.
- To prepare them for normal growth and enable them to face life with coverage and confidence.
- To promote integration of students with disabilities in the normal schools.
- To help schools move towards positive practices, cultures and policies.

Course Content:

UNIT 1: Concepts of Inclusive Education

- Meaning, Definition, characteristics and objectives of special Education, Integrated Education and Inclusive Education.
- De-institutionalization, normalization, least restricted environment integration, Mainstreaming and Inclusive education.
- Implement Disability and Handicappedness.

UNIT 2: Education for children with special need

- Definition, Causes, Identification and Educational provisions for Visually Impaired children.
- Definition causes identification and educational provisions for Hearing Impaired children.
- Definition causes identification and educational provisions for Mentally Impaired children.
- Definition, characteristics, causes Type and approaches for helping learning Disability.

UNIT 3: Policies & Acts Implementing Inclusive Education

- Silent features of national policy on education (1968 to1986)
- Rehabilitation council of India.
- Persons with disabilities act 1995 (Equal opportunities, Protection of right and full participation)
- New Policies for persons with disability 2012.
- Right to education 2009.

UNIT 4: Children with special Needs

- Historical and contemporary perspectives to disability and inclusion.
- Range of learning difficulties.
- Disability identification, assessment and interaction.
- Approaches and skills for teaching children with learning difficulties.

UNIT 5: Inclusion and Exclusion in Indian Education

- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- Understanding and exploring the nature of assessment for inclusive education

Mode of Transaction:

- The Practicum and the Theory courses of the program to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- The practicum courses of the program, with the present course should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction of this course.

COURSE 11: OPTIONAL COURSE (OC)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hrs

Theory : 40

Practicum : 10

(OC) 1: Work Education and Office Processing

Objectives:

On completion of the course the student teacher will be able to:

- Develop the ability to write different types of letters.
- Use postal and telephone services.
- Develop the competence in maintaining different types of office registers.
- Develop the skill in filling and indexing of letters properly.
- Appreciate the place of office in life.

Course Content:

UNIT-I:

- Letter writing: Qualities of a good letter, format of a letter
- Commercial Letters: Letters of inquiry, quotation and order, complaints and recovery.
- Letters of complaint: Railway and post office
- Government letters: Meaning and characteristics, types of official letters, Format of ordinary official letter, D.O. letter, Memorandum and circular letter
- Filing and indexing: Aims of filing, characteristics of good filing, types of filing. Horizontal and vertical filing systems, indexing, meaning and need, types of indexing - sample, card and visible indexing.

UNIT-II:

- Meaning of office and office procedures, office organization and office management
- Office communications - meaning and characteristics, types of communication, Internal and external communication. Departmentisation of office.
- Making travel arrangement - Tour programme, Reservations, Tour Advance, Submission of T.A. Bills.

UNIT-III:

- Postal service: Types of postal service, filling in different types of forms and performas, preparing postal packer and parcel and sealing them. Writing a telegram, Operation of intercom, receiving a call, making notes about calls, use of telephone directory, private branch Exchange (PBX), Speed post, Western Union & Instant Money order.
- Postal saving schemes: Term Deposits, Kisan Vikas Patra (K.V.P), National Saving Certificate (NSF), MIS, PPF, RD.

UNIT-IV:

- Handling of correspondence/mail - Record of inward and outward mail. Making entries in important registers - stock register, attendance register, medical bill registers, inward and outward register, peon book and letter receipts and dispatch.

UNIT-V:

- Filing and indexing - aims of filing, characteristics of good filing, types of filing. Horizontal and vertical filing systems, indexing, meaning and need, types of indexing - simple, card and visible indexing.

EVALUATION:

Evaluation will be done on the basis of practicals, records and tests and viva.

(OC) 2: Health and Physical Education

Objectives:

On completion of the course the student teacher will be able to:

- Develop physical fitness
- Understand the rule and regulations of different physical education activities.
- Develop competencies in games and athletic events and other activities.
- Understand their role in conducting matches and annual sports.
- Develop and appreciate the values of education program.

Course Content:

UNIT-I: Physical Education

- Concept of Physical Education
- Definition of Physical education
- Aims & Objectives of Physical Education
- Importance of Physical Education
- Meaning of Physical Education
- Scope of Physical Fitness.
- Definition of Physical Fitness
- Component of Physical Fitness.

UNIT-II: Health Education

- Meaning and definition of Health & health Education
- Objectives of Health Education
- Importance of Health Education
- Dimension of Health
- Objectives of Health Education
- Importance of Health Education
- Dimension of Health

UNIT-III: Major Games

- History of Game
- Measurement of Court/Ground
- Fundamental Skills
- Techniques & Tactics of Games/Sports
- Rules & Regulations
- Major championship/competitions

3.1 Awards & Honor of Particular Games/Sports

Note: student teacher shall participate and learn minimum of two games in a year from the following: badminton, basketball, cricket, football, table-tennis, volleyball and any other similar game

UNIT-IV: Athletics

- Short Distance (Sprints) 100m, 200m, 400m, Run
- Middle Distance 800m, 1500m, Run
- Distance Runes 3000m, 5000m, 10000m, Run
- Relay 4×100m, 4×400m
- Skills: Starts (Crouch start standing start) Striding, Finishing, Exchange of baton etc.)

UNIT-V: Yoga

- Meaning and definition of Yoga and Meditation.
- Element of Yoga (Practice of selected Asanas)
- Importance of Yoga.
- Types of Pranayama (Practice of selected Pranayama).

(OC) 3: Peace Education

Objectives: On completion of the course the student teacher will be able to:

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarize them with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life. Course Content:

UNIT-I: Importance of Peace

- Aims, Objectives and importance of Peace Education.
- Barriers - Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Characteristics of good textbook, evaluation of text book, analysis of text book from peace education and environmental education perspective.

UNIT-2: Empowerment for Peace

- Justice - Social economics, Cultural and religions.
- Equality - Egalitarianism, Education for all, equal opportunity.
- Critical thinking: Reasoning and applying wisdom cooperation.
- Learning to be and learning to live together.
- Conflict resolution; Brain storming, Problem Solving Model and Activity Performance.

UNIT-3: Development Perspectives: Adolescence

- Cognitive, moral, social reasoning and wisdom.
- Bad habits: drug, abuses, theft, indiscipline.

UNIT-4: Pedagogy of Peace

- Conflict resolution
- Brain storming
- Problem Solving Model
- Activity Performance

UNIT-5: Strategies for Peace

- Emotional integration: Rapprochement, storytelling, narration of scenario with zest.
- Understanding background: Survey, action researches.
- Violence in school, home and society. Negotiation Persuasion, rapprochement, co-existence.

Practicum:

Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, meditation, exhibition, etc. on peace-related themes.

End of term project: each student will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

(OC) 4: Guidance and Counseling

Objectives: On completion of the course the student teacher will be able to:

- Understand the concepts of guidance and its need.
- Provide guidance and counseling to pupils.
- Assist the school counselor.

Course Content:

UNIT-1: Introduction to Guidance

- Meaning, Nature, Scope and need of guidance.
- Guidance Services: Educational, Vocational and Personal guidance.
- Problems of Guidance, Principles of guidance.
- Modern Trends of Guidance.
- Placement Service: Educational placement, vocational placement.
- Evaluation of guidance program, follow-up services.

UNIT-2: Counseling

- Nature of principles of counseling, difference between guidance and counseling.
- Approaches to counseling- Directive, Non-Directive and Eclectic Counseling.
- Professional Role & Functions of the counselor.
- Techniques for collection information's-Non-standardized method and standardized method.

UNIT-3: Function of Guidance and counseling Service:

- Role and Requirement of Guidance and counseling Centre.
- Identification of problems and Organisation in guidance.
- Anecdotal Record.
- Need of psychological test in guidance service: Intelligence test, personality test and Interest inventories.

UNIT-4: Educational Guidance

- Meaning and principles of guidance.
- Philosophical, psychological and sociological foundations of guidance.
- Aims and objectives of guidance with special reference to secondary schools.
- Evaluating the students through performance in class and co-curricular activities, anecdotal records, rating scales, autobiographies and essays, sociogram and cumulative records, uses and limitations of standardized tests and inventories in guidance.
- Educational and occupational information.

UNIT-5: Vocational Guidance

- Group guidance techniques and guidance in classroom program.
- Understanding the role of counselor teachers, administrators and other specialists.
- Helping student with educational and vocational problems.
- Introduction to counseling and follow-up programme.
- Teaching and guiding exceptional students (the gifted, retarded and handicapped).

Transaction Mode:

- Lecture cum discussion.
- Project and Presentation.
- Question-Answer.
- Problem Solving

Practicum: Any two of the following

- Case study of any one special need child.
- Organizing career interview for school students.
- Psychological test: Personality test, Aptitude test, Creativity test.
- Organizing career and counseling talk.

Practicals:

1. The students will administer at least five tests/non tests from a & b selecting at least two from them.
 - a) Test Technique: Intelligence Test, Aptitude Test, Interest Test, Personality Questionnaire and study Habit Inventory.
 - b) Non Test technique: Sociometric Test, rating scale, anecdotal record and interview.
2. Students will maintain cumulative record or prepare a case study.
3. Collection and dissemination of educational and occupational information.

COURSE EPC 04: UNDERSTANDING OF SELF(1/2)

Course Credit : 2

Full Marks: 50

Exam Duration : 1Hr 30MIN

Theory : 40

Practicum : 10

Objectives:

On completion of the course the student teacher will be able:

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.

Course Content:***UNIT-1: Exploring the Aim of Life*****Objectives**

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality. Workshop Themes
- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

UNIT-2: Discovering one's True Potential**Objectives**

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration. Workshop Themes
- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust: competition and cooperation
- Developing skills of inner self organization and self-reflection
- Writing a self-reflective journal.

UNIT-3: Developing Sensitivity

Objectives

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

UNIT-4: Peace, Progress and Harmony

Objectives

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution.
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Workshop Themes

- Establishing peace within oneself, exercises of concentration and mediation
- Understanding group dynamics and communication.
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

UNIT-5: Facilitating Personal Growth: Applications in Teaching

Objectives

- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: Appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of

student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concern and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically.

SCHOOL INTERNSHIP

Course Credit : 10

Full Marks: 250

1. Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI - VIII) and secondary (IX - X), or senior secondary (XI- XII), with at least 16 weeks in secondary/ senior secondary classes.
2. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
3. Internship in schools will be for a minimum duration of 20 weeks for a two-year program (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observation of Practice lessons.

Internship & Evaluation

(A)B.Ed. (First year) Maximum Marks : 50

Duration: Four weeks

During this period, the student teachers will be provided training in core teaching skills, content analysis, development of TLM, organization of school activities,

lesson planning etc. The evaluation of the students will be done on the basis of their performance by teacher educators' group.

1. Content analysis and mode of transaction Assignment in each Teaching subject 5×2=10
2. Preparation, representation and use of TLM in each subject. 5×2=10
3. Participation, Exercises, Acquisition of Skills, 10
4. Peer group teaching in each subject two lesson plans Observation of day to day School activities and report of an in- depth study of one activity. 10
5. Delivery of two lessons in each teaching subject in school. 10

Total Marks: 50

Internship & Evaluation

(B) B.Ed.(Second year)

1. Duration (16 weeks) 200 marks

Delivery of lessons

Minimum number of Lessons in each teaching subject to be delivered should be 20 including two criticism Lessons. Total 60 Lessons for two teaching subjects will be required for students who had P.G. & kept 2 method papers in same subject.

2. Practicum

- (i) Preparation and analysis of achievement tests followed by remedial teaching.
- (ii) Case study/Action Research

Working with community (meeting with parents (at least 2) for total growth & development of their words and preparation of report)

- (iii) Observation of 5 lessons in each subject and preparation of report
Organise/Participate in any one school co-curricular activities/Review of the text book.
- (iv) Teaching Aids in each teaching subject. (Any other activities decided by the institute)
Preparation of health card/time-table preparation blue print of an achievement test/psychological test (2) etc.

3. Post Internship

Reflection/Review of above program & feedback

4. Suggested School Activities (any four): 40marks

- Organization of Cultural Activities
- Organization of Sports/Games
- Making school time table
- Organizing morning assembly
- Maintenance of School record
- Preparing TLM
- Guidance and Counseling
- Organizing Science Exhibition
- Maintenance School Laboratories
- Maintenance School Library
- Community Oriented activities
- Gardening - Literacy Campaign
- Mass Awareness Program.

5. Assessment and Internship Activities

A	Regular Classroom Teaching through 30 lessons with preparation	50 marks
B	Criticism Lessons two in each subject observed by minimum 2 supervision	10 marks
C	Classroom Management Techniques	20 marks
	(i) Observation of 5 lessons in each teaching subject and preparation of report	20 marks
	(ii) Development of achievement test and remedial teaching	10 marks
	(iii) Participation in 2 co-curricular activities and preparation of report	10 marks
	(iv) Analysis of textbook from peace prospective	10 marks
D	Teaching Aids (at least 2 in each subject)	10 marks
E	Implementation of ICT Skill development through curriculum	20 marks
	<ul style="list-style-type: none">- Use of Computer- PPT Presentation- Browsing- Data Entry & calculation	