



आञ्चलिक शिक्षा प्रविष्ठान, भुवनेश्वर
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



1.3.2 Familiarizing students with the diversities in school system: Assessment system

The curriculum provides multiple options for students to engage in activities and assess their competencies and skills. The assessment guidelines for some of the courses of the different programmes are given herein.

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1.3.2 Familiarizing students with the diversities in school system: Assessment system

B.Ed Programme

Semester I

CPS1: Language across the Curriculum

Guidelines for Assessment

Sl. No.	Suggested Activities	Marks
1	Preparation of a report on diversity of languages in a classroom and connect it with classroom discourse.	10
2	Re-telling the text - in one's own language from different points of view and narrating / describing a related account from one's life experience.	10
3	Choose a few words from different texts of content areas and give examples how similar word / language can be used in different context to convey the meaning.	5
4	Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)	10
5	Writing articles/reports on topics related to content areas and current issues.	15
6	Total	50

EPC-1 Learning to Function as a Teacher

Guidelines for Assessment:

The following process based skills essential for secondary schools is taken up.

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|--|
| <ul style="list-style-type: none">• Critical thinking and reflection, Observation, Communication, Organization of group activity/project, Assessing learner and giving feedback, Class room management, Managing diversity, Contextualization, Facilitating learning, Core teaching competencies• Introducing the lesson Questioning in the class Explaining and illustrating Encouraging and appreciating students (Verbal and non-verbal) Stimulus Variation Using Blackboard /white board/ smart board g. Using learning resources and ICT |
|--|

The above stated ten process-based competencies will be practised by the student-teachers which will be observed and evaluated during the classroom transaction.

EPC 2 -Understanding ICT and Its Application

Guidelines for Assessment

Sl. No.	Activity	Marks
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1	Analysis of school textbook and identify suitable ICT for teaching learning	5
2	Developing ICT integrated lesson plan in any school subject	10
3	Surfing and collecting OER materials relating to school education	5
4	Developing e-portfolio and rubrics	5
5	Written test (one test)	25
Total		50

School Exposure

Activities

A group of student teachers need to visit schools. A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute. Evaluation: The activity will be assessed and graded as follows: Grading on Five Point Scale

A – Excellent

B – Very Good

C - Good

D – Average

E - Poor

The grading will take into account the preparation of report, presentation and reflection of student teachers.

Semester-II

CPS 2: Pedagogy of First Language (Odia/Hindi/Bengali) (Part-II) (Question Paper will be prepared separately for each Language)

Note: Project work, Students Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each unit as examples. Such other activities may be developed as per the need. Every student has to prepare her/his own portfolio and four projects are compulsory for each semester.)

CPS 2: Pedagogy of Language (English) (Part-II)

Note: Project work, Students Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each unit as examples. Such other activities may be developed as per the need. Every student has to prepare her/his own portfolio and four projects are compulsory for each semester.)

EPC 3: Reading and Reflecting on Texts

Guidelines for Assessment

Sl. no.	Activity	Marks
1	Narrating any one story selected from Unit 1 in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed	10
2	Converting any one situation from the text specified under Unit 1 into a dialogue followed by role-playing	10
3	Interpretation of the text, reflecting on the key ideas exposed in the texts specified under Unit 2 and preparing a write up based on any one text	10
4	Reflection on the ideas expressed in the selected essays/ excerpts specified under Unit 3	10
5	Seminars and open forum for discussion based on themes related to selected texts from Unit 3	10
Total		50

SCHOOL EXPOSURE (MULTICULTURAL PLACEMENT)

Guidelines for Assessment

Sl. No.	Activity	Marks
1	Observing 10 lessons 5 in each method delivered by regular teachers with the help of observation schedule	10
2	Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report	5
3	Availing at least 5 substitute teaching opportunities in actual school situation	10
4	Developing 4 lessons (two lessons in each method subject) and use of learning materials/teaching aids and one unit plan.	(10+5)= 15
5	Undertaking a case study of student/ institute and reporting	10
Total		50

Semester-III

EPC 4: Arts in Education

Guidelines for Assessment

Sl. No.	Activity	Marks
1	Presentation on any one art form	10
2	Text book analysis to find out integration of art forms	5

3	Prepare a lesson incorporating one or more artistic expression	15
4	Documentation of any one heritage art form	10
5	Write up on life and work of any one artist (local or national)	10
Total		50

EPC 5: Library Resources

Sl. No.	Activity	Marks
1	Practical work on classification, locating and arrangement of books	10
2	Review of any one book and one article	15
3	Observation report on a school library	15
4	Making a plan for setting up of a school library	10
Total		50

EF-3 School Internship

Phase-1: Pre internship

The pre internship will be of one week duration during which necessary orientation programmes for Mentor Teachers and Heads of the selected schools is organized in the institute. The following activities were organized during pre-internship phase:

The following activities shall be organized during pre-internship phase:

- Orientation of the mentor teachers and Heads of the schools regarding the objectives and different aspects of internship in teaching
- Orientation about the roles and responsibilities of different personal involved in internship in teaching specially roles of mentor teachers/HM/Principal
- Discussion on process involved in unit planning/ lesson planning
- Discussion on process of developing achievement test and its administration and uses
- Discussion on records to be maintained by student teachers during internship.
- Orientation about process of giving constructive feedback to student teachers
- Demonstration of model lessons by the experts/supervising teacher followed by discussion, preferably in DMS
- Demonstration and criticism lessons of at least 2 lessons, by the student teachers, of their peers in each subject followed by discussion

Phase-2: Internship

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 120 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc.) and familiarity with school system.

Practicum during Internship

Student teachers shall perform the following during internship:

- Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject
- Integrate student assessment activities with teaching learning process
- Development and use learning resources related to pedagogy courses
- Observation of peer teaching: 10 in each school subject
- Observation of teachers' lessons: 5 in each school subject
- Develop, administer, score and analyse at least 2 unit tests: one in each school subject
- Conducting action research based on real classroom problems
- Prepare and maintain student portfolios
- Preparation of the school time table
- Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings
- Maintenance of school library and laboratory
- Maintaining a reflective diary of his/her school experience.

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Record of observation of class of regular teacher/mentor teacher
- Report of action research
- Assessment record
- Reflective Journal

Phase – 3: Post Internship: The post internship is required to be organized in the Institute for one week just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in

smaller group/subject wise and assessed by the supervisors.

- Some of the video clippings of lesson delivering developed earlier during internship will be shown for critical reflection
- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.

The weightage to different components of internship shall be assigned as under:

Component	Minimum Number	Maximum Marks	Internal by the faculty of the Institute	External by the Mentor School Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Observation record of classes taught by mentor teachers/regular teachers	10 (05 in PC-1 and 05 in PC-2)	10(5+5)	10	--
Unit Plan	2 in each subject/pedagogy	10(5+5)	10	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	10	10	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	10	10	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC2)	10(5+5)	10	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10) 2	20	--
Teaching Learning Resources	ALL	10 (5+5)	--	--
Reflective Diary	1	10	10	10
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based	60 lesson in PC-1 and 60 lesson in PC-2	80	40= (PC1(20)+ PC-2(20))	40= (PC-1(20)+ PC-2(20))

on overall performance in school including teaching and participation in other school activities				
Overall Assessment of Trainee by Head Teacher/Principal		10	--	10
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		250	190	60

SEMESTER-IV

EPC 6: Understanding the Self

Guidelines for assessment

SL. NO.	Activities	MARKS
1	Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity)	5
2	Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)	10
3	Reflections on critical moments in the lives of peers (small group activity)	5
4	Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)	10
5	Group activities involving community participation	20
TOTAL		50

EPC 7: Health, Yoga and Physical Education

Guidelines for assessment

SL. NO.	Activities	MARKS
1	Group discussion/assignment/project work on any one health issue	10
2	Physical fitness activity	10
3	Skill test on physical activities(game/sports/yoga)	10
4	Report on any health/yoga/sports activity conducted in a school/Preparing a write up on any international sport event	10
5	Written test	10
TOTAL		50

EPC 8: ICT Practicum

Guidelines for assessment

SL. NO.	Activities	MARKS
1	Preparing a document using word / PPT	10
2	Create a documentary file	10
3	Design a project using e portfolio	10
4	Develop an e-content and share it using blog/Wikipedia/word press/YouTube	10
5	Create a data base for student management system	10
TOTAL		50

WORKING WITH COMMUNITY

Transaction Mode

Discussion, Rally, Competitions (Debates) Posters and Banner displays Working in community setting, Mass movement, Nukkad Performances, Local action group formation, surveys, interviews, action research, case study, dissemination of success stories etc.

Suggested Activities

- Micro planning of a school community relationship
- Study of the nature of community participation in a secondary school
- Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area
- Report on social customs, traditions and superstition
- Survey of a village/town with at least 20 households in order to study the socioeconomic and educational status of the villager
- Study of wastage and stagnation in local primary schools
- Study of an area in regard to consumption of electricity and water and suggest remedial measures
- Tree plantation programme in the campus/nearby village
- Survey of parent's attitude towards education of their children
- Organization of non-formal education canter for dropouts and out of school children in a locality
- Organization of campus beautification programme
- Identification of problems of parents with respect to education of their children
- Aids awareness, electoral awareness, road safety, human rights, women rights etc. literacy programmes in the community
- Cleanliness drives in the community and awareness about its needs
- Developing healthy food habits among the community members
- Training of community in some simple vocations for self-employment
- Action research on local problems in consultation with the community

- Micro – planning exercises for assessing the educational status of the community
- Establishment of peace-committees and making them functional effectively
- Critical review of implementation of RTE act (2009) .
- Assistance and working with local community in actual relief work whenever needed
- Training of community in first aid
- Exploiting the community resources and finding means and ways of using them for school

Many more such exercises could be conceived. Any such activities could be planned at the institutional level and executed. It is suggested that these activities may be conducted individually or collectively under the supervision of teacher educators.

The performance of student teachers in all activities will be graded in a five point scale and at the end of the programme overall grade will be awarded.

- **A-Excellent**
- **B-Very Good**
- **C-Good**
- **D-Average**
- **E-Poor**

B.A.B.Ed/ B.Sc.B.Ed Programme

SEMESTER-VI

CC-XII, PROJECT CUM SEMINAR-I

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

CC-XIV PROJECT CUM SEMEINAR-II

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-II

CC-III: CLIMATOLOGY

PRACTICAL: 25 Marks

SEMESTER-III

CC-V

GEOMORPHOLOGY

PRACTICAL

Practical: 25 Marks

SEMESTER-V

CC-X

ECONOMIC GEOGRAPHY

PRACTICAL

Practical: 25 Marks

SEMESTER-VI

CC-XI

HUMAN GEOGRAPHY

PRACTICAL (Human Geography)

Practical: 25 Marks

SEMESTER-VI

CC-XII-PROJECT CUM SEMINAR-I

Guide teacher shall assign topics for Term paper and Seminar based on any one of the following countries / regions:

1. Japan
2. West Asia
3. S.E. Asia
4. Australia
5. U.K.
6. Sahara
7. South Africa

8. Scandinavian Countries

9. Central America

10. Brazil

11. Eastern Europe

12. Oceania

13. U.S.A.

14. China The project cum seminar course will be conducted through seminar mode.

The seminar will be conducted in every week to reflect and consolidate the activities of students. The report and viva-voce will be examined by both internal and external examiners.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER – VIII

CC-XIV

PROJECT CUM SEMINAR- II

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER – VI

CC- XII

PROJECT CUM SEMINAR –I

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER – VIII

CC- XIV

PROJECT CUM SEMINAR –II

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-VI
CC-XII
Project cum Seminar
(TERM PAPERS ON DEVELOPMENT ISSUES)

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-VIII
CC-XIV
PROJECT CUM SEMINAR-II

Report and Viva-voce shall be examined by two examiners - Internal and External.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-VIII
CC- XIV
PROJECT CUM SEMINAR

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER-VIII

CC-XIV

Project cum Seminar

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER – VIII

CC- XIV

(PROJECT CUM SEMINAR)

The report and viva-voce will be examined by both internal and external.

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

SEMESTER – VIII

CC- XIV

PROJECT CUM SEMINAR

Survey and Identification of topic	Review of literature	Project work and Seminar	Report	Viva-voce	Total
10	10	30	20	30	100
Internal(50)			Internal and External(50)		

EPC-2.1: LEARNING TO FUNCTION AS A Teacher

Guidelines for Assessment: The above stated process-based skills will be practised by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.

FE-1: MULTICULTURAL PLACEMENT

Guidelines for Assessment

Sl.No	Activities	Marks
1	Observing 6 lessons 3 in each method delivered by regular teachers with the help of observation schedule	10
2	Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report	10
3	Availing at least 6 substitute teaching opportunities in actual school situation	10
4	Teaching 4 lessons (two lessons in each method subject) by using learning resources and ICT.	10
5	Undertaking a case study on students/institution	10
Total		50

EPC 3: Art in Education

Guidelines for Assessment:

Sl no	Activity	Marks
1	Presentation on any one art form	10
2	Text book analysis to find out integration of art forms	5
3	Prepare a lesson incorporating one or more artistic expression	15
4	Documentation of any one heritage art form	10
5	Write up on life and work of any one artist (local or national)	10
Total		50

EPC 4: ICT Practicum

Guidelines for Assessment

Sl no	Activity	Marks
1	Preparing a document using word / PPT	10
2	Create a documentary film	10
3	Design a project using e portfolio	10
4	Develop an e-content and share it using blog/Wikipedia/word press/YouTube	10
5	Create a data base for student management system	10
Total		50

EF-2 School Internship

Phase-1: Pre internship

The pre internship will be of one week duration during which necessary orientation programmes for Mentor Teachers and Heads of the selected schools will be organized in the institute. The following activities shall be organized during pre-internship phase:

- Orientation of the mentor teachers and Heads of the schools regarding the objectives and different aspects of internship in teaching
- Orientation about the roles and responsibilities of different personal involved in internship in teaching specially roles of mentor teachers/HM/Principal
- Discussion on process involved in unit planning/ lesson planning
- Discussion on process of developing achievement test and its administration and uses
- Discussion on records to be maintained by student teachers during internship.
- Orientation about process of giving constructive feedback to student teachers
- Demonstration of model lessons by the experts/supervising teacher followed by discussion, preferably in DMS
- Demonstration and criticism lessons of at least 2 lessons, by the student teachers, of their peers in each subject followed by discussion

Phase-2: Internship

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 120 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc.) and familiarity with school system.

Practicum during Internship

Student teachers shall perform the following during internship:

- Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject
 - Integrate student assessment activities with teaching learning process
 - Development and use learning resources related to pedagogy courses
 - Observation of peer teaching: 10 in each school subject
 - Observation of teachers' lessons: 5 in each school subject
 - Develop, administer, score and analyze at least 2 unit tests: one in each school subject
 - Conducting action research based on real classroom problems
 - Prepare and maintain student portfolios
 - Preparation of the school time table
-

- Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings
- Maintenance of school library and laboratory
- Maintaining a reflective diary of his/her school experience

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Report of action research
- Assessment record
- Reflective Journal

Phase – 3: Post Internship

The post internship is required to be organized in the Institute for one week just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Some of the video clippings of lesson delivering developed earlier during internship will be shown for critical reflection
- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty.

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.

The weightage to different components of internship shall be assigned as under:

Component	Minimum Number	Maximum Marks	By the faculty of the Institute	By the Mentor School Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Unit Plan	2 in each subject/pedagogy	20 (10+10)	20	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	20	20	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	20	20	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	20 (10+10)	20	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	-	10	--	10

Reflective Diary	-	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	120	120= (PC-1(60)+ PC-2(60))	
Overall Assessment of Trainee by Head Teacher/Principal		40	--	40
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		350	300	50

M.Ed. Programme

EPC 5: Understanding the Self

Guidelines for assessment

Sl.No	Activities	Marks
1	Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity)	5
2	Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations)	10
3	Reflections on critical moments in the lives of peers (small group activity)	5
4	Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)	10
5	Group activities involving community participation	20
Total		50

EPC 7: Reading and Reflecting on Texts

Guidelines for Assessment

Sl no	Activity	Marks
1	Narrating any one story selected from Unit 1 in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed	10
2	Converting any one situation from the text specified under Unit 1 into a dialogue followed by role-playing	10
3	Interpretation of the text, reflecting on the key ideas exposed in the texts specified under Unit 2 and preparing a write up based on any one text	10
4	Reflection on the ideas expressed in the selected essays/ excerpts specified under Unit 3	10
5	Seminars and open forum for discussion based on themes related to selected texts from Unit 3	10
Total		50

TEC1: Teacher Education I

Sessional work

Each student is required to do any TWO of the following and submit the report of the sessional work before the commencement of examination.

Assignment/term paper on selected themes from the course

- Relevance of teacher education curriculum
- Writing review of at least one book related to teacher education
- Critical study of teacher education Curriculum frameworks-1978,1988,1998,2006
- Preparation of Training Plan for INSET giving the rationale, target group, costing of resources and phases of training
- Book Review (at least one Book on Teacher Education)
- Analysis of the written supervisory remarks by Peers and supervisors
- Construction of tools for identification of training needs
- Preparation of self-learning material for D.Ed./B.Ed. students on any identified topic
- Appraisal of norms/standards of teacher education developed by NCTE
- Appraisal of regulatory and accrediting bodies for teacher education

TC1: Self-Development

Evaluation of Self-development:

During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with following documents. Students are required to submit Portfolio in the prescribed format with all evidences.

1. Documentation of the Critical thinking practices; Creative thinking practices; Decision making practices; and Problem solving practices
2. Documentation of their reflection on feelings and attitude change on the observations during visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups of children. Team work done by them out of empathy.
3. Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.
4. Documentation of the realities felt during 'nature walks' and 'nature' observations.

5. Documentation of the difficulties faced in maintaining 'let come' and 'let go' attitude and the ability to experience the spells of silence and its outcomes.
6. Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
7. Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
8. Documentation of the effective communication skills with enriched understanding in relation to students, their parents, colleagues, authorities and outsiders.
9. Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living.
10. Documentation of critical understanding of the biographies of the great thinkers and educationists.
11. Documentation of the rich contributions of the great people.

Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

TC2: Communication and Expository Writing

Mode of Assessment: Assignments can be given during semester break and they can be submitted for assessment.

INTERNSHIP IN TEACHER EDUCATION INSTITUTION

Evaluation and Scheme of Assessment

Evaluation of performance during internship in teacher education will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

Area	Marks
1. Pre-service Teacher Education	
▪ Planning learning experiences on a unit	10
▪ implementation of learning experiences on a group of student teachers	25
▪ evaluation of learning outcomes	10
▪ Report on institutional profile and reflections	15
	60 marks
2. In-service Teacher Education	
▪ Need Assessment	10
▪ Analysis of an in-service teacher education programme	20
▪ Review of TLM/Programme Report	10
	40 marks

Total 100

- Observation of pedagogic practices of a teacher educator in pre-service teacher education context
- Professional journey of a teacher educator – a case study

Dissertation

Sl. No	Research Dissertational Activity	Mode of Engagement	Time required	End Product	Marks
1	Understanding the Objects of research in Education Lead Questions/Guided Questions <ul style="list-style-type: none"> • What is/are objects of research in education? • How diverse they are? 	Debate and dialogue	2 Hours	Identification and listing of objects of education --Preparation of list of 'objects' and their nature; Either preparation of Table or listing them in sentences (in 500 words)	5
2	Identifying Research Areas Lead Questions/Guided Questions <ul style="list-style-type: none"> • What areas of research interests you have? And 	Self dialogue; Exploring one's personal		i. Listing the area of research of one's own interest and mentioning the reasons.	5

	<p>why?</p> <ul style="list-style-type: none"> ○ Infrastructure related ○ Process related ○ Pedagogy related ○ Policy related ○ Socio-cultural aspects of schooling related and etc.. 	<p>interests, academic strengths and background to relate with research area;</p> <p>Seminar presentation</p>	<p>1 Week</p>	<p>(Write up)</p>	
3	<p>Review of research literature</p> <p>Lead Questions/Guided Questions</p> <ul style="list-style-type: none"> • How the review needs to be done? • What is to be observed in RRL? <ul style="list-style-type: none"> ○ Statement of the Problem. ○ Variables of the study ○ Objectives ○ Research question/hypotheses ○ Methods ○ Findings and their interpretation • How the research is conducted in the research literature that you are reviewing? • What are the components that need to be seen in RRL? • Where do you use the RRL in your research? • Should the Theme based review is better? • Should the Chronology of research be the better way? 	<p>Library work;</p> <p>Table work;</p>	<p>2 Weeks (Every day two hours, preferably afternoons)</p>	<p>i. identifying one study for each of the 'object' of study listed above;</p> <p>(as many and as diverse as possible)</p> <p>Review report writing and presentation</p>	10
4	<p>Evolving and Stating Research Problem</p> <p>Lead Questions/Guided Questions</p> <ul style="list-style-type: none"> • How do you state your research problem? 	<p>Classroom dialogue and seminar presentation</p>	<p>1 Week</p>	<p>i. Statement of the Problem</p> <p>ii. Spelling out effect/relation/interaction between the variables</p>	5
5	<p>Conceptualization of the Problem</p> <p>Lead Questions/Guided Questions</p>	<p>Seminar presentation</p>	<p>2 Weeks</p>	<p>i. Write up on conceptual</p>	5

	Questions			development (1000 words)	
6	Framing of Objectives of the Study Lead Questions/Guided Questions	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Objectives (Write up)	5
7	Formulation of Research questions/hypotheses	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Research Questions/Hypotheses (Write up)	5
8	Methods of the Research Study	Classroom seminars, debates	1 Week	i. Identifying appropriate method of study for one's research ii. Identifying appropriate tools and techniques for one's research. (Write up)	5
9	Sampling procedure	Classroom presentation	1 Week	i. Identifying Sample, sampling technique along with rationale (Write up)	5

Internship in Thematic Specialization

Educational administration and management

Internship activities at elementary/secondary level (any two)

- 1) Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget
- 2) Preparation of a an interview schedule for the school heads and in-service elementary and secondary school teachers with regards to management of their continuous professional development
- 3) A study of organizational climate of the institutions in administration and management of elementary and secondary education
- 4) Case study of the school Head Master elementary/secondary from administrative point of view.
- 5) Study the functioning and contribution of SCERT/SIEMAT.
- 6) Study the resources available in the school and find out the relationship with community also.
- 7) To study the structural and functional setup of management in school for elementary/secondary education state government.
- 8) A case study of functioning of rural/urban governance bodies for administration and management of elementary and secondary education in nearby locality
- 9) Preparing anorganigraph for management of a elementary /secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ CPM/ PPBS/ system approach
- 10) Performing and recording the practical related to use of ICT tools and techniques like EMIS, LMS, web 2.0, videoconferencing, webinar etc. for school management
- 11) Preparation of a plan for procurement, utilization and maintenance of resources in elementary and secondary education.
- 12) A study of organizational climate of the institutions in administration and management of elementary and secondary education
- 13) Preparation of a an interview schedule for the school heads and in-service secondary and teachers with regards to management of their continuous professional development
- 14) Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget

Elementary stage

- 1) Preparation a report on the role and function of Principal of the DIET.
- 2) Prepare report on the monitoring and supervision infrastructural facilities and academic work of DIET.
- 3) Study of the various schemes running by central and state government in DIET.
- 4) Study the functioning and contribution of school management committee participation and learning achievement

Curriculum, Pedagogy and Assessment

Evaluation and Scheme of Assessment

Evaluation of performance during internship in curriculum, pedagogy and assessment will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

Activity. No	Area	Marks
	Attachment to the Curriculum Development Agency such as SCERT/SIE	
1.1	Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned.	15
1.2	Interview textbook writers in any one subject to understand the intricacies and challenges in textbook preparation at elementary/secondary stage	15
1.3	Based on the acquaintance with various activities, infrastructure and resources of the curriculum making agency/institution, prepare an institutional profile with reflections on the experiences gained	20
	Attachment to Schools	
2.1	Study of Curriculum implementation process through interview with practicing teachers in four schools	25
	Case Study of an Innovative Programme	
3.1	Report on Innovativeness in pedagogic and assessment practices	10
3.2	Involve in the process of implementation of a part of the curriculum as practiced in an innovative scheme/program such as Activity Based Learning/Multi Lingual Education/Kali-Nali (Joyful Learning)	15
	Total	100

Educational Technology and ICT

Evaluation and Scheme of Assessment

Evaluation of performance during internship in ET will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows-

Activity No	Area	Marks
1	Review and evaluate E-content and e-courses	
	Evaluate a standalone RLO, e-content using the specified criteria	5
	Enroll for a MOOC course of interest and of minimum three weeks duration. On completion of the course review and evaluate the course content, design and delivery	10
	Complete a free e-learning course. review and evaluate the course content, design and delivery	10
	Total	25
2	Design and develop e-content for school subject/B. Ed. subject	
	Script and story board	10
	Audio, video, graphics	15
	Final content in authoring with interactivity using authoring tool	10
	Total	35
3	Field Implementation	
	Developing the course in LMS	10
	Providing LMS based e-learning	15
	Report preparation and presentation	15
		40
	Total	100

Internship in Inclusive education

III SEMESTER DISSERTATION ACTIVITIES					Marks
1.	Preparation of Research Proposal/ Synopsis (1500-2000 words) Detailed proposal				25
2.	Presentation of Research Proposal /synopsis	Classroom seminar presentation	2 weeks	Written Proposal and its Presentation	5
3.	Planning the data collection Procedure	Seminar presentation	1 Week	Write up	5
4.	Tool selection/ development/adaptation/ Try-out	Seminar presentation	1 Week	Mention the tools required and their preparation/adaptation process and the rationale	5
5.	Chapterization (Tentative) Skeleton of the chapters	Seminar presentation	1 Week	Write up on chapterization along with rationale for the proposed chapterization	5
6.	Data Analysis Procedure	Seminar presentation	2 Weeks	Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure.	5
7.	Total				50

TC5: Academic Writing

Dissertation (4 Credits)

1.	Chapterisation (Tentative) Skeleton of the chapters	Write up on chapterisation along with rationale for the proposed chapterisation	
2.	Data Analysis Procedure, Interpretation, Conclusion, Educational Implication, Recommendation and summary.	Identifying and Mentioning the procedure in written mode along with rationale for the proposed activities.	
3.	Dissertation Report Preparation and viva-voce	Internal-50, External-50	100




समन्वयक
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