

CC-02: EDUCATIONAL STUDIES

Maximum Marks	=	100 (Internal=30 + External=70)
Pass Marks	=	40% of Full Marks in each of the External & Internal Evaluation
Student Contact	=	90 hours

OBJECTIVES

- To understand and explore the meaning, aims, purposes of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
- ? To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

Unit-1: Philosophical understanding of Education Class-7 hours

- Ø Understanding the basic assumptions about Human nature, Society, Learning and aims of Education
- Ø Relationship between Schooling and Education and exploring various educative process in Human Societies.

Unit-2: Factors of Education Class-8 hours

- Ø Factors of Education-teacher, Learner, Curriculum, School
- Ø Child centric education and its importance
- Ø Learners in context: situating learner in the Socio-political and cultural context

Unit-3: Learning, Learner and Teaching Class-7 hours

- Ø Learning-Concept and nature
- Ø Learning- Knowledge and skills
- Ø Different ways of learning
- Ø Meaning of teaching and its relationship with learning and learner

Unit-4: Knowledge and Curriculum

Class-8 hours

- Ø Child's construction of knowledge: attaining knowledge through activity and experience
- Ø Definition of Curriculum and types of Curriculum.
- Ø Factors of curriculum
- Ø Purposes of Education, Needs and abilities of Education

Unit-5: Great Educators:

Class-11 hours

- Ø Indian Thinkers- Gandhi, Aurobindo, Tagore, Vidyasagar, Vivekananda
- Ø Western Thinkers- Rousseau, Dewey, Froebel, Montessori, Piaget

Unit-6: Education Politics and Society

Class-10 hours

- Ø Political nature of Education
- Ø Role of Education in reproducing dominance and challenging marginalization with reference to class, caste, Gender and Religion
- Ø Teacher and Society: A critical appraisal of teachers' status

Unit-7: Structure and process of Indian Education system

Class-10 hours

- Ø Types of schools within different Administration Bodies
- Ø Roles and responsibilities of Educational Functionaries
- Ø Relationships between support organization and the School
- Ø What is School culture, organization, Leadership and Management? What is the role of School Activities such as Assemblies, Annual Days etc. in the creation of School culture

Unit-8 : School Effectiveness and School Standards

Class-10 hours

- Ø What is School effectiveness and how it is measured?
- Ø Understanding and developing standards in Education
- Ø Classroom management and the Teacher
- Ø Lesson plans, Preparation for transaction and inclusive education
- Ø Communication in the classroom and multiple learning levels in the classroom

Unit-9 : School Leadership and Management **Class-9 hours**

- Ø Administrative Leadership
- Ø Team Leadership
- Ø Pedagogical Leadership
- Ø Leadership for change
- Ø Change Management

Unit- 10 : Change facilitation in Education: **Class-10 hours**

- Ø SarvaShikshaAbhiyan (SSA) experiences
- Ø Equity in Education
- Ø Incentives and schemes for Girl Children
- Ø Issues in Educational and School reform
- Ø Preparing for and facilitating change in Education

Mode of Curriculum Transaction

- Ø Classroom discussions for developing conceptual understanding.
- Ø Close reading of text material/research papers
- Ø Individual and group presentations of issues and concerns raised in assignments and
- Ø Theoretical and practical activities / exercises / investigations; analysis interpretation of collated observations, systematic data.

Course Evaluation:

- Ø Evaluation is process- based. A procedure for conducting evaluation in both the internal and external is as follows:-

Internal marks-30

Distribution of the Marks

Assignment-10 marks

Internal Examination /Paper Presentation /Group wise or Individual
-10 marks

Attendance - 5 Marks

Overall Participation - 5 Marks

External Evaluation :70 marks, Time: 3 hours

External Marks =70

QUESTION-PATTERN FOR WRITTEN (Theoretical) EXAMINATIONS

- Ø All theoretical papers for written examinations shall be of 70 marks each

- Ø Of these 70 marks 20 shall be kept for Multiple Choice Type Questions with four options. In case of Content & Method papers 20 marks shall be divided into two equal halves of 10 marks, i.e 10 for contents and 10 for method portion
- Ø There will be 10 Very Short Answer Type Questions of 2 marks each. Such answers should be written within 25 words.
- Ø There will also be one Essay Type question to be answered within 500 words. For this answer 16 marks will be awarded. Such questions should have a reflective/creative part. Such questions should be from the methodology portion in method papers.
- Ø Apart from these there will be two Short Answer Type Questions of 7 marks each, to be answered within 250 words.
- Ø In all sections, excepting the MCQ-section, there should be one or two questions in excess of the number which a trainee has to write compulsorily.

Sl No.	TYPE of Questions	Number of Questions to be answered	Weigh-tage	Remarks
01	MCQ-Type	20 (out of twenty)	20x1	Four- option- MCQ In Methodology papers 10 for Content & 10 for Method
02	Very Short AnswerType	10 (out of twelve)	10x2	Answers to be written within 25 words
03	Short Answer Type	02 (out of Three)	07x2	Answers to be written within 250 words
04	Essay type	01 (out of two)	16x1	Answer is to be written within 500 words

Marks-grade Point Conversion-

Range of % of Marks	Grade	Grade Point	Qualitative Evaluation
90 & above	O	9	Outstanding
80 -89	E	8	Excellent
70- 79	A	7	Extraordinary
60- 69	B	6	Very Good
50- 59	C	5	Good
40- 49	D	4	Average
Below 40	K	Nil	Poor(Not Qualified)

CC-02: Contemporary Studies

Maximum Marks	=	100 (Internal=30 + External=70)
Pass Marks	=	40% of Full Marks in each of the External & Internal Evaluation
Student Contact	=	90 hours

OBJECTIVES

- To make the student-teachers aware of the interdisciplinary concepts, ideas and concerns of education
- To help them gain an understanding of structure of Indian Nation States
- To help them understand Historical perspective and development of Indian education
- To throw light on RTE Act-2009 and provisions therein for ensuring quality elementary education for all
- To expose the student-teachers to the Indian Constitution with reference to elementary education
- To enlighten the student-teachers on ICT in Education, Inclusive Education, Education for Children with Special Needs (CWSN) etc.

Unit 1: India: the freedom struggle and Independence

Class-6 hours

- Ø Impact of colonialism and anti-colonial struggle
- Ø Education in Pre and Post-Independence India

Unit 2: Structure of Indian nation State (Pre and Post Independence Era)

Class-10 hours

- Ø Institutional Structures of the Indian Nation State; Continuities and Breaks with the colonial apparatus
- Ø Constitutional vision of Independent India: then and now
- Ø Democratic systems and institutional structures: party system and electoral politics. The centre and the state, the judiciary, legislature and executive.

Unit 3: Constitution of India and education

Class-9 hours

- Ø Constitution and Education; Concurrent status of education
- Ø Reservation as an egalitarian policy

- Ø Equality and justice in the Indian constitution, different school system and the idea of common neighborhood school

Unit 4: Right to Education Act 2009

Class-10 hours

- Ø Policies, acts and provisions
- Ø Historical perspective of right to education act
- Ø Right to Education Act 2009 & relevant Government Notifications in West Bengal

Unit-5 : ICT in Education

Class-9 hours

- Ø 21st Century Skills
- Ø Meaning & Scope of ICT
- Ø History and evolution of ICT
- Ø ICT and Teaching-Learning Process --- Computer Literacy, Computer Aided Learning.

Unit 6: Inclusive Education

Class-10 hours

- Ø Concept & Forms of inclusion and exclusions in Indian education (marginalized sections of society, gender, children with special needs)
- Ø Historical and Contemporary Perspectives to Disability and Inclusion
- Ø Inclusive Education and Integration
- Ø Addressing Inequality and Diversity in Indian classroom : pedagogical and curriculum concerns – scope for flexibility as and when required
- Ø Understanding and Exploring the nature of assessment for inclusive education

Unit 7: Children with Special Needs

Class-10 hours

- Ø Disability identification, assessment and teaching strategies –
 - (i) Visual Impairment
 - (ii) Auditory Impairment
 - (iii) Mild Mental Retardation
 - (iv) Orthopedically handicapped
 - (v) Range of Learning Difficulties and approaches and skills for teaching children with learning difficulties

Unit 8: Gender, School and Society

Class-10 hours

- Ø Social Construction of Masculinity and Femininity- a brief exposition with focus on contemporary developments
- Ø Including gender-balance in school Curriculum, Text-books, classroom processes, peerinteraction and teacher-student interactions

Unit 9: Contemporary Indian issues - 1

Class-8 hours

- Ø Critical Appraisal of constitutional values as practiced in an educational institution
- Ø First Generation Learners in school
- Ø Role of education in Democracy
- Ø Education for Peace
- Ø Language within School

Unit 10: Contemporary Indian issues - 2

Class-8 hours

- Ø Educational status, opportunities and experiences of Dalits, Tribal, and Religious Minorities in India
- Ø Marginalization and education of Children from slums and distress migration
- Ø Impact of electronic media on children
- Ø Understanding youth culture in the present times and the impact of internet and other visual mediums

Mode of Curriculum Transaction

- Ø Classroom discussions for developing conceptual understanding.
- Ø Close reading of text material/research papers
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- Ø Theoretical and practical activities / exercises / investigations; analysis interpretation of collated observations, systematic data.

Course Evaluation:

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CC-02: Pedagogy Across Curriculum

Maximum Marks	=	100 (Internal=30 + External=70)
Pass Marks	=	40% of Full Marks in each of the External & Internal Evaluation
Student Contact	=	90 hours

OBJECTIVES

- To ensure quality instruction and develop learners with good understanding of the contents and their inter and intra relationship.
- To develop an understanding of the concept of Pedagogy across Curriculum
- To facilitate an understanding of the historical and philosophical perspectives of pedagogy across curriculum
- To develop an understanding of how children learn and the importance of socio-cultural, economic and political context in the process
- To clarify differences between interdisciplinary and multidisciplinary approaches and generate awareness about the importance of interdisciplinary approach for integrated teaching-learning at the elementary level
- To develop a clear understanding of the practice of pedagogy across curriculum for application in teaching elementary school subjects like L1, L2, Mathematics and Environmental Science
- To engage the student teachers in various activities related to Pedagogy across Curriculum that are to be assessed continuously and comprehensively.
- To understand and apply the appropriate mode of transaction of the content materials to make learning situation vibrant and active.

Unit 1: Pedagogic Practice and Process of Learning Class-6 hours

- Ø Concept of Pedagogy and Pedagogy across Curriculum – meaning, features, objectives
- Ø Critical understanding of the process of concept-formation
- Ø Constructivist approach in pedagogy across curriculum

- Ø Aspects of child-centric education and creation of non-intimidating environment for knowledge construction

Unit 2: Historical and Philosophical Perspectives of Pedagogy across Curriculum **Class-5 hours**

- Ø Philosophical bases of pedagogy across curriculum
- Ø History of the development of pedagogy across curriculum
- Ø Constructivist approach and pedagogy across curriculum
- Ø Development of skills through pedagogy across curriculum – nature, principles, significance
- Ø Pedagogy across curriculum for inclusive education

Unit 3: Integrative Teaching in Pedagogy across curriculum

Class- 5 hours

- Ø Concept of Integrated teaching-learning
- Ø Concept of interdisciplinary approach – difference with multidisciplinary approach
- Ø Significance of interdisciplinary approach in integrated teaching at the elementary level
- Ø Socio-cultural aspects in pedagogy across curriculum

Unit 4: Knowledge and Methods of Enquiry **Class- 5 hours**

- Ø Concept of knowledge, information and their differences
- Ø Concept of Knowledge Construction – case examples from elementary school subjects
- Ø Methods of Enquiry, different types of thinking – scientific, mathematical, social, higher order thinking
- Ø Relation between knowledge ,curriculum, text books, learners and pedagogy
- Ø Basic tenets of enquiry based learning, contextualization, project based learning

Unit 5: Learner and their Context

Class -6 hours

- Ø Alternative frameworks of children's thinking
- Ø Everyday concepts and situated cognition
- Ø Pedagogy across curriculum for contextualization – language, social relations, identity, equity, rights and their relation through education
- Ø Eradication of Child and adult misconceptions

Unit 6: Use of ICT for Pedagogy across Curriculum **Class -10 hours**

- Ø Role of ICT in education
- Ø Use of ICT for pedagogy across curriculum
- Ø Capacity development in the use of ICT for integrated teaching
- Ø Significance of ICT in catering to diverse needs of children with special needs in an inclusive classroom

Unit 7: Integration of Values and Performing Arts through Pedagogy across Curriculum **Class- 10 hours**

- Ø Value education- importance at elementary stage, integration through pedagogy across curriculum
- Ø Types of performing arts , their relevance in education at elementary level
- Ø Integration of performing arts – principles, significance, strategies
- Ø Integration of performing arts for learner motivation with special reference to inclusive setting

Unit 8: Pedagogy across Curriculum for Class I-V **Class -15hours**

- Ø Content analysis for teaching in Interdisciplinary approach
- Ø Plan and Design of relevant teaching learning material for pedagogy across curriculum- Year Plan, Unit Plan., Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
- Ø Concept mapping and integrative teaching for inclusive classroom

Unit 9: Pedagogy across Curriculum for Class VI-VIII **Class -15 hours**

- Ø Content analysis for teaching in Interdisciplinary approach
- Ø Plan and Design of relevant teaching learning material for pedagogy across curriculum- Year Plan, Unit Plan., Lesson Plan, Writing Instructional Objectives, Instructional Aids, Instructional Strategies.
- Ø Concept mapping and integrative teaching for inclusive classroom

Unit 10: Evaluation **Class -15 hours**

- Ø Monitoring the progress during and after lesson

- Ø Follow-up activities- Maintenance of student profile, reporting progress
- Ø Diagnosis and diagnostic tests in L-1, L-2, Mathematics and Environmental Science
- Ø Remedial Measures

Mode of Curriculum Transaction:

■ Theory based study with relevant examples from text books of different subjects of the classes of the elementary level. Use of ICT in Unit 6 and 10 should be practical based and student teachers must actually learn to use ICT for pedagogy across curriculum. Units 8 and 9 must be practical oriented as well. Collating and analyzing child and adult conceptions of socio-cultural and natural phenomena for transaction of pedagogy across curriculum must be done.

Internal Marking Scheme:

Content Analysis -10

Demo class[pedagogy across curriculum]-10

Development of Teaching learning material for integrative teaching- 5

Use of ICT for pedagogy across curriculum-5

External Evaluation :70 marks, Time: 3 hours

External Marks =70

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CC 05: Computer Application In Education

Maximum Marks	= 100 (Internal=30 + External=70)
Pass Marks	= 40% of Full Marks in each of the External & Internal Evaluation
Student Contact	= 90 hours

Objectives:

- Ø To prepare the student-teachers for the emerging ICT dependent-class-room transactions
- Ø To acquaint them with the basic operations in computer system
- Ø To help them understand Computer Aided Learning (CAL) and prepare CAL materials and plan such lessons
- Ø To help them use computer for learning enhancement programme.

Unit-1 : Basic Concept in Computer

Class : 9 hours

1.1 : Introduction	1 hour
1.2 : Objectives of the unit	1 hour
1.3 : Some common Functions/Operations of Computer	2 hours
1.4 : Various Features of the Computer System	3 hours
1.5 : Computer Configuration	2 hours

Unit-2: Computer Operating System

Class: 10 hours

2.1 : Introduction	1 hour
2.2 : Objectives of the Unit	1 hour
2.3 : Computer Memory	2 hour
2.4 : Operating System	3 hour
2.5 : Computer Network	3 hour

Unit 3: Word Processing System in Computer

Class : 11 Hours

3.1 : Introduction	1 hour
3.2 : Objectives of the Unit	1 hour
3.3 : Some General Characteristics of Word Processing System in Computer	4 hours
3.4 : Mail Merge	3 hours
3.5 : Printing Documents	2 hours

Unit-4 : MS Excel

Class: 11 hours

4.1 : Introduction	1 hour
4.2 : Objectives of the Unit	1 hour

4.3 : Work Sheet	2 hours
4.4 : Uses of Charts and Graphs in Excel Sheet	4 hours
4.5 : Use of Formula in Excel (very Simple Form)	3 hours

Unit-5 : Using Power Point in Teaching Learning Process

Class : 12

hours

5.1 : Introduction	1 hour
5.2 : Objectives of the Unit	1 hour
5.3 : Basic Concepts of Power Point	2 hours
5.4 : Preparations through Power Point	5 hours
5.5 : Slide Show and Slide Printing	1 hour
5.6 : Planning Lessons by Using Power Point	1 hour

Unit6: Computer Aided Learning

Class : 17

hours

6.1 : Introduction	
6.2 : Objectives of the Unit	1 hour
6.3 : Computer Aided Learning-Concept Formation & Method Application	2 hours
6.4 : Preparation of Learning-Teaching Materials by using Computer	2 hours
6.5 : Application of the Learning-Teaching Materials	3 hours
6.6 : Application of CAL Materials in the Instructional System	4 hours
6.7 : Project Activities on Preparation of CAL Materials	5 hours

Unit-7 : Web Based Learning

Class : 17

hours

7.1 : Introduction	1 hour
7.2 : Objectives of the Unit	1 hour
7.3 : World Wide Web (www)	1 hour
7.3.1 : Conceptual Frame Work of WWW	1 hour
7.4 : Fundamentals of Internet	2hour
7.4.1 : Concept of Some Fundamentals used in Internet	2 hour
7.5 : Uses of Internet	3 hour
7.5.1 : Downloading Information from Internet & using the same for the development of Children	3 hour
7.5.2 : Uses of Web in Teaching-Learning System	1 hour
7.5.3 : Importance of Email in Communication and Teaching-Learning System	1 hour

7.5.4 : Creating Password for Net Work Security

1 hour

Unit8 : Virus Protection in Computer

Class : 3 hours

8.1 : Concept of Virus in Computer

1 hour

8.2 : Fire Wall Protection in Computer

1 hour

8.3 : Uses of Anti-Virus for Security

1 hour

Transaction Modalities :

1. Lecture and demonstration with hands on experiment 20 hour

2. Practical 70 hour

Evaluation:

1. Formative Evaluation :

30 Marks

2. Sessional Work :

5 x 10=50

a) Preparation of CAL Materials on Bengali,

b) English,

c) Maths, Science

d) Social Science, and

e) EVS

3. Preparation of Marksheet in Excel Sheet

10

4. Drawing Statistical Figures using data in Excel Sheet

10

School Internship Including Practice Teaching

(P-03)

PRACTICUM:

P-3 School Internship including Practice Teaching: marks: 200

- Ø To observe children and the teaching learning process in a systematic manner.
- Ø To learn to relate to and communicate with children.
- Ø To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
- Ø To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
- Ø To reflect critically on practice by visiting a learning centre
- Ø To experience the school in its totality; activities in addition to classroom teaching, include school activities and interaction with parents.
- Ø To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
- Ø To be able to innovate within existing systemic limitations.
- Ø To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- Ø To critically reflect on her own school experiences and keep records of the same.
- Ø To learn to assess different aspects of children's learning without a focus only on achievement.

Practice Teaching:

Practice teaching will be held in the second year. Minimum 40 lessons should be practiced in 45 days consuming 150 study hours. This means at least 3 hours will be used every day of the allotted 45 days. At least ten lessons should be executed in each of the four method subjects (Language-1, Language-2, and Mathematics & Environmental Science).

The following marking scheme for assessment of performances of the student-teachers in the face-to-face mode will be accepted with effect from 2014-16 session.

Macro: 200 marks (100 for internal evaluation & 100 for external evaluation)

The following marking scheme for assessment of performances of the student-teachers in the face-to-face in the area of Macro teaching will be followed with effect from 2014 session.

Internal Evaluation of 100 marks on macro lessons shall be mainly on the basis of the

- | | |
|---|----------|
| (a) Planning lessons (Lesson note book) : (over all) | 10 marks |
| (b) Use of learning teaching materials, interactive devices to ensure participation of all the students (overall) | 10 marks |
| (c) Critical Observation of delivery of Lessons of others in the group (overall) | 10 marks |
| (d) Executing Four Lessons on four subject-areas | |
| (e) In real class room situation | 60 marks |
| (f) Overall Participation | 10 marks |

For External Evaluation of Macro Lessons-100 marks

- Four Final Lesson notes on four subject-areas within the periphery of primary education (other than those assessed internally) : 4x5 marks
- Classroom-demonstration on any two, one of which must be on language) : 2x40 marks

(Introducing the topic: 5, Ensuring learner-centricity: 10, Use of Teaching Learning Materials: 10 addressing students' problems and providing support on the spot: 10, Over all class room management and conducting activities: 5)

PRACTICUM: P-4 School Based Activities: P4

1. Activity-1: Addressing School Assembly on Special Occasions for commemoration and Awareness-creation
2. Activity-2: Organization of Educational Excursion
3. Activity-3: Organization of Awareness Campaign in the locality for Preservation of Environment through Performing Arts.
4. Activity-4: Preparation of Achievement Test
5. Activity-5: Organization of Quiz/Brainstorming/Role Play/Debate in subject Areas
6. Activity-6: Organization of Independence Day/Republic Day/Gandhi Jayanti/any Public Holiday through Musical Performances.
7. Activity-7: Conducting Action Research
8. Activity-8: Developing Learning Materials (holding workshops in the schools for the purpose)
9. Activity-9: Selection of a Topic & Preparation of Power Point Presentation
10. Activity-10: Preparation of School & Class Time Table
11. Activity-11: Conducting a Case Study
12. Activity-12: Holding March Past on special occasions
13. Activity-13: Drill Display
14. Activity-14: Different Sports Event
15. Activity-15: Preservation of Cultural Heritage/Organizing School Magazines/Wall Magazines /Exhibition of TLM/Beautification of School Surroundings.
16. Activity-16: Preparation of Extension Activities to correlate textbook-based activities

Note: The school-based - activities (P-4) for the student –teachers will start in the month of January in the first year of the course and go on till March. During this period the learners will go to the selected and allotted school and interact with the students and management of the schools in terms of the activities, mentioned in our course. The performance of the student-teachers thereon each of the activities will have to be submitted in the second year for internal evaluation only.

Evaluation (Only Internal) :

Out of these only five activities will be taken up for assessment. For assessment the following scheme will be used :

Out of the 16 activities, performed, a student-teacher will report finally 5 activities. The evaluator is to see that all the trainees do not submit the reports of the same 5 activities. In order to avoid this repetition the evaluator may select 5 activities by drawing lots for every trainee. Each activity will be assessed on 20 marks (maximum). (20 x 5 = 100 marks)

Evaluation Schema for School Based Activities

Four Indicators for Assessment of Five School based Activities:

1. Report Book : 05

2. participation : 05

(Each trainee will have to be certified by the Head of the School to which he/she will be attached, regarding the execution of each Activity)

3. Language used for reporting : 05

4. Over-all impression of the evaluator: 05

Evaluation: Scheme & Guideline (General)

The evaluation scheme consists of continuous evaluation and course end written test. The marks division for theoretical courses will be 30% for internal and 70% for external evaluation. For a course of 100 marks the marks distribution will be 30: 70 as well.

However, evaluation-procedure given at the end of each course will be followed, keeping in mind the uniformity in the question-pattern and marking system.

Continuous Evaluation (Internal)

- ☐ Course based term-paper.
- ☐ Development of learner portfolio.
- ☐ Project work- group and individual.
- ☐ Preparation of content enrichment material.
- ☐ School-based practical activities.
- ☐ Teaching Practice- for each school subjects.
- ☐ Number of classes as per NCTE norms

- ☐ Lesson plan,
- ☐ Observation of Lessons of learners during lesson,
- ☐ Peer observations (irrespective of subjects)

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