

Bachelor of Education (Two Year Course)

SEMESTER IV

CC: Core Course

CC 401: Knowledge and Curriculum

Credits: 4

Hours: 75

Marks: 100(80+20)

Course outcomes

At the end of course students will be able to,

- Classify terminology of epistemological and social bases of education
- Define the of Concept of educational Sociology.
- Describe the concept of education in Sociological perspective.
- Apply the dimension of curriculum and process of making curriculum.
- Explain the concept and need of curriculum framework as well as Differentiating Curriculum and syllabus.
- Evaluate the process of curriculum construction.
- Adopt the process of assessment of curriculum

Unit	Content	Periods
Unit I	Epistemological and Social Base of Education A. Concept of Epistemology B. Process of Education: It's natural or social process C. Aims of Education: As derived from the Constitutions of India. D. Structures and forms of Knowledge. E. Ways of acquiring Knowledge.	15
Unit II	Evolving Knowledge Base in Education A. Knowledge: Meaning, Concept, emerging knowledge base in education. B. Difference between: <ul style="list-style-type: none"> • knowledge & information, • Knowledge & Skill, • Belief & Truth. C. Knowing Process: <ul style="list-style-type: none"> • Different ways of knowing process, • Construction of knowledge, • Role of knower in knowledge transmission & Constructions. D. Aspects of Knowledge: Different aspect of knowledge & Relationship such as, <ul style="list-style-type: none"> • Local & Universal, • Theoretical & Practical, • School & Out of School 	15
Unit III	Curriculum A. Concept and need of Curriculum B. Determinants of curriculum construction <ul style="list-style-type: none"> • National priorities and ideology; • social-political-cultural-geographical-economic diversity; • International contexts. • Learner characteristic C. Curriculum visualized at different level: National Level, State Level, School Level, and Class Level & Related Issues.	15
Unit IV	Curriculum Framework A. Curriculum Framework: Concept and need B. Differentiating Curriculum Framework, Curriculum and syllabus, their significance in school educations.	15

	<p>C. Aspects of Curriculum: NEP 2020 - Significance in Indian Context.</p> <p>D. Silent features and implication of NCF 2023 For School Education with special reference to school culture and process</p>	
Unit V	<p>Curriculum Construction its Assessment</p> <p>A. Curriculum Preparation: Role of State, Teacher and students in preparation the curriculum</p> <p>B. Process of Curriculum construction: Aims and Objectives, Criteria for selecting knowledge and representing knowledge, organizing fundamental concept, selections and organization of learning situations.</p> <p>C. The ways of assessing the curriculum</p> <p>D. The market need and changes in curriculum</p> <p>E. Feedback from learner, teachers, community and administrator</p>	15
	<p>MODE OF TRANSACTION:</p> <p>The course content transaction will include the following:</p> <ul style="list-style-type: none"> ▪ Planned lectures infused with multimedia /power-point presentations. ▪ Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode. 	
	<p>SESSIONAL WORK: Marks: 20 (10+10)</p> <p>* * Two Assignment on any topic from the above units (Marks: 5+5)</p> <p>** The students may undertake any one of the following activities and present the report (Marks: 10)</p> <ol style="list-style-type: none"> 1. Textbook analysis of any teaching methodology subject of class 8 to 12 2. Evaluation and preparation of a report of existing any State, ICSE and CBSC curriculum at different level. 3. Compare the curriculum framework of NEP 1986 and NPE 2020 writing report on it 	

Reference:

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- Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
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- Herbert, J. W. & Geneva, D. H. (1990). *International Encyclopedia of Education Evaluation*. New York: Pergamon Press Oxford House.
- Jenkins, D., & Shifman, D. M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
- Jhompson, K., and White, J. C. (1975). *Curriculum development*. London: Pitman Publishing
- Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication

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- Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
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- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat publications
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Sockett, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of Curriculum design*. New Delhi; Shri Sai Printographers
- सामुद्रे संध्या, (२०१६), 'ज्ञान आणि अभ्यासक्रम', अमरावती, नभ प्रकाशन

CPS 402: Curriculum and Pedagogy of School Subject One

CPS 402: Language across the Curriculum

Credits: 2

Hours: (45)

Marks: 50 (40+10)

Course outcomes

At the end of course students will be able to,

- Explain the language background of students as first or second language users of the language used in teaching the subject.
- Describe the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- Develop strategic for using oral language in the classroom in a manner that promotes learning in the subject area.
- Develop competence in analyzing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
- Create sensitivity to the language diversity that exists in the classroom.
- Develop the skill of writing in specific content areas.
- Analyze the theoretical issues of multilinguistic classrooms.

Unit	Content	Periods
Unit I	<p>Introduction of Language across the Curriculum:</p> <p>A) Introduction to Language across the curriculum Approach</p> <ul style="list-style-type: none"> • Meaning need and benefits of Language across the Curriculum Approach. • Respective roles of subject Teachers and language Teachers in Language across the curriculum Approach. • Language learning and learning through language general classroom language. • Functions of language in classroom learning. <p>B) Language Acquisition and language Learning</p> <ul style="list-style-type: none"> • Functions of language and its basic assumptions: 	12

	<p>Communicative, Receptive and Expressive, Language and society. First language, Multilingualism. Language Diversity in class room.</p> <ul style="list-style-type: none"> • Language Across the Curriculum: Relationship of language and learning, Role of subject teacher. 	
Unit II	<p>Language Skill and Language across the Curriculum Approach:</p> <p>A) Listening and speaking is essential communicative skill</p> <ul style="list-style-type: none"> • Concept and importance of listening and speaking skill • Techniques and material for developing listening and speaking skill oral conversational and compositional skills <p>B) Reading and writing skill to learn and understand</p> <ul style="list-style-type: none"> • Concept, need and importance of reading and writing skill • Techniques and material for developing Reading and writing, Reading Mechanics, compositional writing. • Understand the meaning in reference to the context <p>C) Language learning from the mother tongue to other tongues-skill acquired in mother tongue.</p>	12
Unit III	<p>Language across the Curriculum in the Indian Context</p> <p>A. Language as a determinant of Access.</p> <p>B. Language proficiency and students' attitude towards Learning and Schooling/dropouts</p> <p>C. Language/oral proficiency and critical thinking</p> <p>D. Issues in Multilingual Classrooms</p>	10
Unit IV	<p>Strategies for Multilingual Classrooms</p> <p>A. Role Plays and Discussions as tools for learning</p> <p>B. 'Questioning' to stimulate thought and to encourage and motivate to respond</p> <p>C. Preparing Subject/content based exercises in reading, comprehension and usage.</p> <p>D. Sensitizing, Reflecting and Facilitating</p> <p>E. Understanding the learner and his/her language background</p> <p>F. Creating sensitivity to the language diversity</p>	11
	<p>MODE OF TRANSACTION:</p> <p>The course content transaction will include the following:</p> <ul style="list-style-type: none"> • Planned lectures infused with multimedia /power-point presentations. • Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode. 	
	<p>SESSIONAL WORK: Marks:10(5+5)</p> <p>** One Assignment on any topic from the above units (Marks:05)</p> <p>** The students may undertake any one of the following activities and present the report (Marks:05)</p> <ol style="list-style-type: none"> 1. Study the language related arrangements made in the schools of respective areas as medium or subject. 2. Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges. 3. Make a list of at least 20 words in your mother tongue translate these words into different languages spoken in the islands including English. 4. Study authentic literary and non literary texts. 	

SUGGESTED READINGS:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books. Retrievable from http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_85/0105_Multilingualism_Ramakant%20Agnihotri.pdf
- Agnihotri, R.K. (2014): Multilinguality, Education and Harmony, *International Journal of Multilingualism*. DOI: 10.1080/14790718.2014.921181 pages 364-379 retrievable from
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- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*, 670–674.
- Fillion, B.,(1979) *Language Across The Curriculum: Examining The Place Of Language In Our Schools*. McGill Journal of Education.Vol 14, No. 001. retrievable from <http://mje.mcgill.ca/article/viewFile/7253/5192>
- *International Journal of English and Literature* retrievable from http://www.academicjournals.org/article/article1379690515_Israel%20and%20Dorcas.
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- Thwaite, A., & Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy, The*, 32(1), 38.
- Vasanta, D.(2011) (Re)searching Multilingualism in India: A Critical Review of Concepts. *Multilingualism in India*JISHA 25 (2), 71-81 retrievable from [http://ishaindia.org.in/vol25_2_7articles/JISHA2011%2025\(2\)%20Article%201.pdf](http://ishaindia.org.in/vol25_2_7articles/JISHA2011%2025(2)%20Article%201.pdf)
- Wang, H., 2011, *An Exploration on Designing College English Listening Class*.

CPS 403 : Creating an Inclusive Education**Credits: 2****Hours: (45)****Marks: 50 (40+10)****Course outcomes***At the end of course students will be able to,*

- Explain the Inclusive Education Concept and nature.
- Describe the learning disability and its types.
- Describe the Competencies need in Inclusive Education
- Develop awareness of learner towards inclusive education and its practices.
- Organized inclusive classroom.

Unit	Content	Periods
Unit I	Inclusive Education concept and Nature. A. Inclusive Education: Definition, characteristics ,principles and need B. Difference between Special Education, Integrated Education and Inclusive Education C. Need for Inclusive Education in India D. Policies and legislations for Inclusive Education and Rehabilitation. E. National legislations for Inclusive Education. F. Inclusion in Education- a human right (Right to Access, Equality and Quality Education)	11
Unit II	Learning Disability: A. Concept and nature of learning disability B. Types of learning disability: Dyslexia, Dysgraphia, Dyscalculia: Concept, nature, characteristics. C. Mentally Retarded Children: Concept, characteristics, types, and their education D. Visually Impaired: Concept, types, their education and role of teacher. E. Hearing Impaired: Concept, classification, their education and role of teacher.	12
Unit III	Inclusive School. A. Infrastructural facilities for an Inclusive School. B. An ideal Inclusive School. C. Role of Inclusive schools in modern times. D. Inclusive classroom Management. E. Key element in building an inclusive school F. Need of creating an Inclusive School Culture G. Barriers to inclusion in school: Psycho-social, Infrastructural, Resource, H. Whole class-based instruction, Lack of participation	11
Unit IV	Inclusive instructional strategies at school level and Teachers role A. Diagnosis and remedy for learning disabled children B. Remedial Teaching and team teaching, buddy systems, circle of friends, blended Learning C. Qualities of Inclusive Teacher D. Role of educators for facilitating Inclusive Education E. Training programmes for Inclusive Teacher	11
	MODE OF TRANSACTION: The course content transaction will include the following: <ul style="list-style-type: none"> • Planned lectures infused with multimedia /power-point presentations. • Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode. 	
	SESSIONAL WORK: Marks:10(5+5) ** One Assignment on any topic from the above units (Marks:05) ** The students may undertake any one of the following activities and present the report (Marks:05) <ol style="list-style-type: none"> 1. Visit to an Inclusive School/ Special School and prepare a report. 2. Prepare a report of recent developments done in the field of Inclusive education. 3. A study of Inclusive School plant and compare with high excellent school. 	

References:

- Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- गुल्हाने गजानन व धांडे किरण (२०१२) . अध्ययन अक्षमता, अमरावती: नभ प्रकाशन

DSEC: Discipline Specific Elective Course (Any One)**DSEC 404: Career Information, Guidance and Counselling.****Credits: 2****Hours: (45)****Marks: 50 (40+10)****Course outcomes***At the end of course students will be able to,*

- Develop an understanding of the need and importance of career information for the pupils.
- Describe their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- Explain the importance of developing the right attitudes and values at every stage of education.
- Analyze the relationship between guidance and Counseling
- Evaluate the need and importance currier guidance and counseling centers

Unit	Content	Periods
Unit I	Understanding Guidance A. Guidance: Meaning, concept and Need B. Guidance: Principles, Procedure and Role of school in Guidance. C. Types of guidance personal, individual, group Guidance D. Types of Guidance services; Orientation, Information, counseling, placement and research E. Techniques: Observation, Interview and socio-metric	11
Unit II	Understanding Counselling A. Counselling: Meaning, concept and Need B. Counselling: Principles, Process. C. Types: Directive, Non –directive and Eclectic counselling. D. Qualities and role of a school counselor. E. Individual and Group counselling.	11
Unit III	Counselling Process A. Preparation for Counseling –Reading, Pre- Counselling interview, case history. B. Steps in process of Counselling. C. Variables affecting Counselling process. D. Counselling interview E. Techniques: Lectures, Discussion and Dramatics.	11
Unit IV	Career Information A. Career information: Sources, methods of collection, classification and filling-up of information and evaluation of the information. B. Information about education and training opportunities for primary, elementary and secondary levels of school. C. Personal-social information at every school level. D. Tools in guidance and counseling: Blanks, Cumulative Record Cards, Rating scale, Questionnaires.	12

	<p>MODE OF TRANSACTION: The course content transaction will include the following:</p> <ul style="list-style-type: none"> Planned lectures infused with multimedia /power-point presentations. Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode. 	
	<p>SESSIONAL WORK: Marks: 15(05+10) * Test: Best one out of two unit tests (Marks: 05) * Assignment & Seminar on any one topic from the above units: Participation and Presentation (Marks: 5+5)</p> <ol style="list-style-type: none"> Test the Intelligence of IX class students by a Group test of Intelligence. Test the creativity of secondary school students by a Psychological test of creativity Visit to Counselling centers in any local school and write a reports Conducting a counselling session based on the problem of two students by using appropriate counselling technique and preparation of report there on. 	

References:

- Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- David, A. : Guidance and Counselling. Com.W. Publication.
- Kochhar, S.K. : Educational and Vocational Guidance in secondary shells. Sterling Publication.
- Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deutsland , Germany 2014
- मार्गदर्शन आणि समुपदेशन (२०१०) , डॉ.के.यु.घोरमोडे आणि डॉ.कला घोरमोडे, विद्या प्रकाशन, नागपुर
- शे.व्या. मार्गदर्शन आणि समुपदेशन (२०१०) डॉ.अरविंद दुनाखे आणि डॉ.लीना देशपांडे, नित्यनूतन प्रकाशन, पुणे

DSEC 405 : Value Education

Credits: 2

Hours: (45)

Marks: 50 (40+10)

Course outcomes

At the end of course students will be able to,

- Explain the concept, need, nature and sources of values.
- Describe the values included in school curriculum.
- Illustrate the different types of values and activities for inculcation of these values.
- Describe the need of Value Education to parents and their role in value education.
- Explain the need and importance of Value –Education and education.
- Interpret the nature of values, moral values, religious, moral and Human Values and training them Human Value to in docrination.
- Analyze the various intervention strategies for value education and conversion of value learning in to value education.

Unit	Content	Periods
Unit I	<p>Concept and nature of values and value education</p> <p>A. Values: Concept, nature , Needs and importance of values in life</p> <p>B. Sources of values and various types of values.</p> <p>C. Value Education: Concept, need and importance in present educational scenario</p>	11

	D. Human Values: Definition, concept, self introspection – Self esteem.	
Unit II	Value education in secondary school A. Need of value education in secondary school curriculum. B. Value education and Curriculum C. Activities for development at behavioral changes. D. Role of the teacher in value education.	11
Unit III	Value learning to Value Education. A. Value learning outside the school-childrearing practices and Value learning. Value learning via imitation. Nature of society and Value learning media and value learning. B. Value learning inside the school; providing “form” and “Content to education”. C. Value Education and curriculum; can value education be imparted through subject curriculum	12
Unit IV	Role of the parents in value education. A. Need of value education to parents. B. Role of parents in value education. C. Activities to involve parents in value education. D. Activities for environmental and scientific values for parents. MODE OF TRANSACTION: The course content transaction will include the following: <ul style="list-style-type: none"> • Planned lectures infused with multimedia /power-point presentations. • Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode. 	11
	SESSIONAL WORK: Marks: 10 (05+05) * Test: Best one out of two unit tests (Marks: 05) * Assignment & Seminar on any one topic from the above units: Participation and Presentation (Marks: 5+5) <ol style="list-style-type: none"> 1. A Critical analysis of any text book of class VII/IX from the view point of value Education. 2. A Critical analysis of any one morning assembly in any practicing school. 3. Conducting sample surveys on conflicting situation towards humanity 4. Critical Analysis of human nature & human values. 	

References:

- Passi, B.K., P. Singh. Value education- National Psychological Corporation. 4/230, Kacheri Ghat, Agra. 28, 2004. India.
- Kar, M.N. Value Education- A philosophical study. Association Publishers 296312. Kacha Bazar, Post Box. No. 56, Ambala Cantt., 1333001, India.
- Gawande, E.N. Value Oriented Education- Vision for better living. Sarup and Sons, New Delhi.
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- Ruhela S.P.- Human Values and Education- Sterling publishers Pvt.Ltd., L-10, Green Park Extension, New Delhi.

- Sarangi Radhashyam - Moral Education in School buses and implications published by Deep and Deep Publications , F.159, Rjouri Garden , New Delhi. (1994).
- गावंडे ए.ना.आणि झोंबाई वर्षा (२००१), मूल्यधिष्ठित शिक्षण प्रक्रिया आणि उपचार, पुणे:
नूतन प्रकाशन
- नैतिक शिक्षण प्रकल्प मूल्यमापण अहवाल, पुणे, म.रा.शै.सं.प्रकाशन परिषद
- शर्मा डॉ.राजेंद्र (१९९९), नैतिक मूल्यशिक्षण, जयपुर: पुस्तक संसार
- गुप्ता नथूलाल (१९८७), मूल्य शिक्षा

EPC: Enhancing Professional Capacities

EPC 406 : Drama & Art in Education

Credits: 2

Hours: (60 Internal)

Marks: 50

Background:

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005(NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education (John, Yogin and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences.

The course on drama and art in education also helps in understanding the self and as a form of self expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998)

Course outcomes

At the end of course students will be able to,

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Explain the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

Orientation Sessions:

Unit-I:

- Introduction: Meaning, Objectives and Significance of Music, Drama and other Creative, Co-scholastic Activities for an Individual.
- Importance of Music in Life, Types and Styles of Indian Music.
- Voice training, ear-training, correct posture of singing.
- Role of Drama as a form of self-expression.

Unit-II:

- Introduction of Fine Arts, Its Types.

- Introduction of Dance (Indian Classical and Folk).
- Identifying interests of students through auditions, Dance-Step test and acting ability test.

Unit-III:

- Introduction of Literary Activities
- Its types & styles

Activities

1. Musical Activities:

- Solo singing (Indian & western)
- Group singing (Indian & western)

2. Fine Arts:

- Sketching
- On the spot painting
- Photography
- Rangoli
- Mehendi
- Poster making

3. Dance:

- Solo Dance (Indian dance forms)
- Group Dance (folk and tribal dances)
- Creative Dance * Choreography

4. Literary Activities: (Marathi/Hindi/ English and Sanskrit)

- Essay writing *Poetry *Elocution *Debate *Quiz

5. Theatre:

- One Act Play
- Expressions
- Mime
- Mimicry
- Skit

Note: Students are expected to choose **two** from the above mentioned **5** groups of Activities.

Evaluation:

The students will be evaluated on the basis of

1. Planning and execution of at least two from the 5 groups of activities.
2. Report writing: Write a report to describe the two activities you have chosen in not less than 1000 words.

Transactional strategies:

The entire course will be transacted in **workshop mode**. **10** hours will be devoted to sessions for conceptual orientation through discussion and demonstration. Remaining **50** hours will be devoted to Practice Sessions based on the performance and aptitude of the students involving performances, Attending Musical Programs / Plays / Dance Programs / musical record listening sessions etc.

References:

- Dr. S. S. Awasthi : Sangeet Bodh
- GauriKuppaswami and M. Hariharan : Teaching of Music
- Vasant, SangeetVisharad : Hathras Prakashan
- M. Clynes and J. Panksepp, Emotion, Brain, Immunity and Health by Editors-Plenum, New York, 1980
- Fleur Griffiths, 2010 Supporting Children's Creativity through Music Dance, Drama, and Art

- Co-Curricular Activities: A Pathway to Careers by Ferguson Publishing Company, 2001
- Ragini Devi, Dance Dialects of India MotilalBanarasidass Publishers, 1972
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- Phanishwarnath Renu, Panchlight Orient BlackSwan
- The Best of Premchandra: A Collection of 50 Best Short Stories, Cosmo Publication, 1997.
- Margaret S. Livingstone, Vision and Art, The Biology of seeing , David Hubel Published May
- पाटील सुहास (२०१८) .नटाचे सादरीकरण आणि भावनिक बुद्धीमत्ता, अमरावती :आधार प्रकाशन

SEC: Skill Enhancement Course
(Task Assignment and Practicum)

P-407 : Internship

Credits: 06

Hours: 180 (Internal)

Marks: 150

As mentioned in P-210 of Semester-II & in continuation with P- 308 of Semester III.

P-408 : Final Lesson Exam and Viva Voce

Credits: 04

Hours: 120 (University Practical Exam)

Marks: 100

A	Annual lesson examination of the two methodology subjects offered by the candidate in paper to be conducted by the University by appointing the panels of examiners incorporating internal and external examiner.	60 (30+30) Marks
B	Viva-voce	20 (10+10) Marks
C	Verification of records prepared by the student-teacher during Internship.	20 Marks

P-409 : Performing Arts (Cultural Activities)

Credits: 03

Hours: 90 (Internal)

Marks: 50

Student teacher will have to Perform Cultural Activity viz. annual day celebration, gathering, farewell celebration, etc; and submit report.

Evaluation criteria: (Marks:50):

Sr.No	Evaluation criteria	Marks
1	Active participation in annual day celebration, gathering, farewell celebration and other cultural activities, etc	30
3	Report writing and submission of Hard Copy with photographs	20