



**GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'**



**3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-II
TEACHING LEARNING AND EVALUATION**



CRITERION 2

KEY INDICATOR- 2.4 Competency and Skill Development

2.4.4 – Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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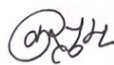
GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20 D, CHANDIGARH

SKILL-IN-TEACHING

Consolidated School Internship Report (2022-23)

As per the Panjab University norms for B.Ed Course, **106 students** of **B.Ed semester III** of our college have successfully completed School Internship programme comprising of **14 weeks of teaching practice** in **17 schools** of Chandigarh. The pupil teachers have undertaken duties as assigned to them by the Head Master/Principal of the school. The activities included:

- Preparing and delivering 120 lesson plans in two teaching subjects
 - Macro Lesson Plans
 - Diary form Lesson Plans
 - ICT Based Lesson Plans
 - Unit Test Based Lesson Plans (Preparing blue print & conducting unit tests)
 - Lessons Plans based on Models of Teaching
 - Peer teaching observation
 - Micro lesson plans
 - Discussion lesson
- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports
- PTA/PTM
- Time Table preparation
- Assessment of student learning
- Maintain related document & other administrative work



Coordinator
Skill-in-Teaching



Principal
Govt. College of Education,
Sector 20 D, Chandigarh

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SEMESTER –III

EPC-3.1

SCHOOL INTERNSHIP PROGRAMME

Total marks – 300

Pedagogical subjects (In each Subject)

External-100

Internal-30

Assessment by concerned school – 40

(100 + 30 + 100 + 30 + 40 = 300)

Duration: 16 Week

16 weeks internship shall be carried out in the three phases as described below:

Phase-1 : Pre-Practice Duration: 2 week (In parent institute)

1. Student teachers will learn to write and demonstrate micro, macro, diary, ICT, test based and teaching model based lesson plans.
2. Every student teacher should go through one week simulated teaching practice in each teaching subject.
3. Workshop on development of audio visual aids be organized during this week.
4. Necessary orientation programmes for Mentor Teachers and Heads of the selected schools be organized by the institute.

Phase-2: Teaching Practice Duration: 14 weeks

The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the *convenient small groups of student teachers 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 minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.*

Nomination of Mentor Teachers: During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

Identification of supervisors: The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor

shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

Activities for Student teachers: Student teachers shall undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

(A) Preparing and delivering 120 lesson plans in two teaching subjects - (60 + 60)

- Macro Lesson Plans-40
- Diary form Lesson Plans- 08
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching - 03

(B) Peer teaching observation - 10 +10 in each subject

(C) Micro lesson plans – 5 + 5 in each subject

(D) Discussion lesson – 02 (one in each teaching subject)

Phase II. Assessment of students' performance: Assessment record on the basis of unit tests.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PT/PTM/SMC

Records to be submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)
- Assessment record
- Record of Participation/organization of school activities

Phase – III

Post-Practice and Evaluation

Duration: 1 Week

The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 300 marks)

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – **40 marks (20+20 in each subject)** on assessment **performa - A**
- Internal assessment on the basis of submitted records and discussion lesson - 30 in each teaching subject **(30+30 in each subject =60)**
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college **(100+100 in each subject =200)** under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (100 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 60 Marks
 - Teacher Traits - 20 Marks
 - Teaching aids - 10 Marks

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)
(Estd. Under the Panjab University Act VII of 1947 – enacted by the Govt. of India)



FACULTY OF EDUCATION
SYLLABI
FOR
M.Ed. (GENERAL)
Two Year (Regular Course) Semester System
(I to IV Semesters)
&
CREDIT BASED SYSTEM
EXAMINATIONS 2021-2022

APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of the course spread over four semesters in two academic years, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of each semester. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

M.ED. (GENERAL)

TWO YEARS REGULAR COURSE CREDIT BASED SEMESTER SYSTEM SEMESTER-WISE OUTLINE OF SYLLABI, COURSES OF READING AND TESTS FOR THE DEGREE OF M.ED. (GENERAL) FOR THE EXAMINATIONS OF 2021-2022

GENERAL OBJECTIVE

To prepare students as Teacher Educators, Administrators and Researchers for various institutions engaged in Teaching, Educational Research and Educational Planning.

SPECIFIC OBJECTIVES: The objectives for M.Ed. (General) course are as follows:

- To prepare teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.
- To prepare professionals for teaching in colleges of education.
- To train professionals for psychological testing; personal, educational and vocational guidance; statistical analysis with an educational orientation.
- To orient students for participation in programmes of educational evaluation and examination reforms.
- To train professionals for organizing curriculum development and preparation of instructional materials.
- To prepare teacher educators through systematic study and research in order to contribute to the development of educational literature and lead to the growth of education as a discipline.

GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT

The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It will include written/house test, snap test, participation in discussion in the class, sessional work, term papers, attendance etc. The Colleges/Departments will conduct these and assign weightages as quantified below:

1. Written Test	:	50 marks
2. Snap Test	:	15 marks
3. Participation in Class discussion	:	10 marks
4. Term Paper/Assignment/Presentation	:	15 marks
5. Attendance	:	10 marks

Total: 100 (reduced to 20)

Weightage of three marks for attendance component out of 20 marks for Continuous Internal Assessment shall be available only to those students who attend 80% and more of classroom lectures. The break-up of marks for attendance component for theory papers shall be as under:

Attendance Component	Marks for Theory Papers
a) Below 80%	Nil
b) 80% and above up to 85%	1
c) Above 85%	2

Duration of each paper in the semester end examinations will be of three hours.

Outlines of tests, syllabi and courses of reading for M.Ed. (General) 2 Year Syllabus

M.Ed. General Semester I

Program Code: MEDGN-I

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/ Practical	
I	C01-PIE-I	Perspectives in Education-I	4	70	-	20	10 (sessional work)	100
II	C02-LLP-I	Learner and Learning Process-I	4	60	10	20	10 (Practical)	100
III	C03-ERS-I	Educational Research and Statistics-I	4	70	-	20	10 (sessional work)	100
IV	C04-HOE-I	History of Education-I	4	70	-	20	10 (sessional work)	100
V	C05-TED-I	Teacher Education-I	4	70	-	20	10 (sessional work)	100
VI	C06-DIS-I	Dissertation – I (Orientation to writing a synopsis)	-	-	-	-	-	-

Aggregate of Semester - I = 500 marks Total Credits = 20

One Credit= 1 hour/week

M.Ed General Semester II

Program Code: MEDGN-II

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C07-PED-II	Process of Education-II	4	70	-	20	10 (sessional work)	100
II	C08-PIS-II	Psychology for Individual and Social Development-II	4	60	10	20	10 (Practical)	100
III	C09-ERS-II	Educational Research and Statistics-II	4	70	-	20	10 (sessional work)	100
IV	C10-DIS-II	Dissertation-II (submission of Research Proposal)	1	-	-	25	-	25
V	C11-SDS-II	Self Development Skills –II (Yoga, Communication and Professional Skills)	1	-	-	25	-	25
VI	Any one of the following:							
	E01-PSE-II	Pedagogy of Science Education-II	4	70	-	20	10 (sessional work)	100
	E02-PSS-II	Pedagogy of Social Science Education-II	4	70	-	20	10 (sessional work)	100
	E03-PLE-II	Pedagogy of Language Education-II	4	70	-	20	10 (sessional work)	100
	E04-PME-II	Pedagogy of Mathematics Education-II	4	70	-	20	10 (sessional work)	100

Aggregate of Semester - II = 450 marks

Total Credits = 18

One credit= 1 hour/week

M.Ed General Semester III

Program Code: MEDGN-III

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C12-ESD-III	Education for Sustainable Development & Global Peace-III	4	70	-	20	10 (sessional work)	100
II	C13-GNC-III	Guidance and Counselling-III	4	60	10	20	10 (Practical)	100
III	C14-MEV-III	Measurement, Assessment and Evaluation-III	4	70	-	20	10 (sessional work)	100
IV	C15-EPF-III	Educational Management, Policy Planning -III	4	70	-	20	10 (sessional work)	100
V	C16-FAI-III	Field Attachment/Internship (Actual Conduct)	2	-	-	50	-	50

Aggregate of Semester - III = 450 marks

Total Credits = 18

One credit= 1 hour

M.Ed General Semester IV
Program Code: MEDGN-IV

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C17-EDT-IV	Educational Technology and ICT-IV	4	60	10	20	10 (Practical)	100
II	C18-DIS-II	Dissertation-IV (Viva Voce)	5	100	-	25	-	125
III	C19-FAI-III	Field Attachment/Internship-IV (only Assessment)	2	50	-	-	-	50
IV	C20-SDS-II	Self Development Skills –II (Yoga, Communication and Professional Skills)	1	-	-	25	-	25
V,VI & VII	Any three of the following:							
	E05-INE-IV	Education for Differently Able-IV	4	60	10	20	10 (Practical)	100
	E06-CRS-IV	Curriculum Studies-IV	4	70	-	20	10 (sessional work)	100
	E07-CME-IV	Comparative Education-IV	4	70	-	20	10 (sessional work)	100
	E08-LLL-IV	Life Long Learning-IV	4	70	-	20	10 (sessional work)	100
	E09-ECE-IV	Economics of Education-IV	4	70	-	20	10 (sessional work)	100

Aggregate of Semester - IV = 600 marks

Total Credits = 26

One credit= 1 hour

Aggregate of Semester I, II, III and IV = 500 + 450 + 450 +600 = 2000 Marks Total Credits = 20 + 18 + 16 + 26= 80

PAPER-VI

COURSE CODE: C06-DIS-I

COURSE TITLE: Dissertation-I (Orientation to Writing a synopsis)

Credits=Nil

Marks=Nil

COURSE OBJECTIVES

- Orient students to the process of research.
- Enable them to identify a problem for undertaking the research project
- Enable them to prepare a synopsis on which they will submit a research proposal in Semester II.

COURSE REQUIREMENT

A research problem will be taken up by each candidate under the supervision of a guide allotted to them by the college/department's Academic Committee. They will follow steps of preparing a synopsis and report to their guides for its finalization.

9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
10. Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
12. Hinton, P.R. (2014): Statistics Explained. London: Routledge.
13. Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
14. Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
17. Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
18. Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications.
20. Panneerselvam, R. (2011): Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
21. Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
24. Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

PAPER-IV

COURSE CODE: C10-DIS-II

COURSE TITLE: Dissertation-II (Submission of Research Proposal)

Credits=1

Internal=25

Under the supervision of their guides they will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in the month of March.

7. Das, R.C. (1993): Educational Technology : A Basic Text, New Delhi, Sterling Publishers.
8. Dececco, J.P. & Cramford, W.R., (1970): Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
9. Flanders, Ned A.(1978): Analysing Teaching Behaviour, London , Addison Wesley Publishing Co.
10. Gage, N.L., (1978): The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
11. Gakhar , S.C. (2008). Educational Technology, Panipat, N.,M. Publication
12. Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
13. Hiltz, S.R. and Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey: Lawrence Erlbaum Associates, Publishers.
14. Jolliffe, A. Ritter, J. and Stevens, D. (2001) The Online Learning Handbook. Developing and Using Web based learning: London, Kogan Page.
15. Joyce, B.Weil, M. & Showers, B., (2009) : Models of Teaching, New Delhi: Prentice Hall of India, Pvt. Ltd.
16. Khirwadkar, A. and Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.
17. Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.
18. Modi, J.(2010) Micro Teaching Technique and Practice, Delhi: Shipra Publications.
19. Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt Ltd.
20. Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributers.
21. Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distrbuters.
22. Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributers.
23. Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt Ltd.

PAPER-II

COURSE CODE: C18-DIS-IV

COURSE TITLE: Dissertation–IV

Credits=5
Total Marks=125
External=100
Internal=25

The students will submit the dissertation upto 15th Feb, prepare and appear for dissertation viva voce in April- May before an external examiner and supervisor.