



Vishwavidyanilaya Karyasoudha
Crawford Hall, Mysuru- 570 005

No.AC6/453/2016-17

Dated: 22-07-2017

NOTIFICATION

Sub: Modification in the existing syllabus of 2 years B.Ed Programme.

- Ref: 1. Decision of the Faculty of Education Meeting held on 17th March 2017.
2. Decision of the Academic Council Meeting held on 30th March 2017.

The Board of Studies in Education (UG) which met on 26th December 2016 and 07th March 2017 and has recommended for the Modifications in the existing syllabus of two years of B.Ed Program.

The Faculty of Education and the Academic Council at their Meetings held on 26th December 2016 and 7th March 2017 and 30th March 2017 respectively have also approved the above said proposal.

The revised syllabus of I and II Semester is to be implemented from the academic year 2016-17 and III and IV Semester shall be implemented from the year 2017-18 and is notified.

The contents is uploaded in the concerned may be downloaded from the University Website i.e., www.uni-mysore.ac.in
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Draft approved by the Registrar

DEPUTY REGISTRAR(Academic)

To:

- 1) The Registrar (Evaluation), University of Mysore Mysuru.
- 2) The Dean, Faculty of Education, Department of Studies in Education. Manasagangotri, Mysuru.
- 3) The Chairman, Department of Studies in Education, Manasagangotri, Mysuru.
- 4) The Chairman, Board of Studies in Education (UG), Manasagangotri, Mysuru.
- 5) All the Principals of the College running B.Ed Program.
- 6) The Director, College Development Council, Moulya Bhavan, Manasagangotri, Mysuru.
- 7) The Deputy Registrar/Assistant Registrar/Superintendent, AB & EB University of Mysore, Mysuru.
- 8) The PA to Vice-Chancellor/Registrar/Registrar (Evaluation), University of Mysore, Mysuru.
- 9) Office Copy.

Education Noti. 2017-18

Modifications required in the regulations stipulated for Two –Year B Ed. Programme in the report entitled Teacher Education (Two Year B Ed programme-2015) : Regulations, Syllabus, and Recommendations

S/no	Regulation existing	Regulation Modified
Regulation 6.00(ii) b [page 17]		
1	Teacher for 8-10 and 11-12 std eligibility (only for PG qualified)	Teacher for 9-10 and 11-12 std eligibility (only for PG qualified)
Regulation 7.00 [page 20]		
1	Medium of Instruction: Medium of Instruction for the course is English.....	Medium of Instruction for the Programme is English or Kannada or both.
Regulation 14.00 [page 38-39]		
1	There shall be a Board of Moderation for moderating continuous assessment marks awarded to candidates. The board shall constitute: <ul style="list-style-type: none"> a) The Chairperson Board of Studies (B. Ed) b) The chairman Board of Examination (B Ed) c) Two senior from teaching staff of dept of education on rotation basis- Members Academic Head (B Ed) from TEI, fully qualified and appointed on permanent basis, approved by University, on rotation basis based on seniority. 	<u>Addition:</u> <ul style="list-style-type: none"> d) Including 2 senior faculties from TEI for the MAAC visit in case if any members unable to attend the visit to main the corum.
2	<u>Additions required :</u>	
1	Provision should be made for the study of Health and Physical Education, women’s Education and Human right (as per the direction of Dean, Faculty of Education) as an optional course.	Syllabus of the course –Health and Physical Education as an Elective Course for III Sem is appended.
		Syllabus for language across the curriculum I Sem is appended.

	The number of units in Understanding the discipline and pedagogy of Language includes 7 units.	The number of units in Understanding the discipline and pedagogy of Language shall be limited to 5 units. Since it is 50 Marks paper where the syllabus seems to be very vast. (Draft copy enclosed)
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➤ Semester end examination theory question papers pattern :

Duration: 3 hours Maximum marks: 80

Section	Types of questions	Marks	Total
A	Four Long answer type questions out of six (at least one question from each unit is mandatory)	4 x 10	40
B	Five Short answer type questions out of six (at least one question from each unit is mandatory)	5 x 5	25
C	Five Very short answer type questions out of six (at least one question from each unit is mandatory)	5 x 3	15
Total			80

Assessment Pattern:

	Course Title							Total
		Credits	Test	Field Assignme nt	Test	Semin ar	University Examination	
Theory	CHILD HOOD AND ADOLESCENCE	04	5	5	5	5	80	100
	PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION	04	5	5	5	5	80	100
	EDUCATIONAL TECHNOLOGY	04	5	5	5	5	80	100
	UNDERSTANDING DISCIPLINE AND PEDAGOGY....1	04	5	5	5	5	80	100
	UNDERSTANDING DISCIPLINE AND	04	5	5	5	5	80	100

	PEDAGOGY....2							
	INTERNAL/TERM WORK							
EPC & EF	ICT BASIC	02						50
	LANGUAGE ACROSS THE CURRICULUM	02						50
	PSYCHO SOCIAL TOOLS AND TECHNIQUES	02						50
	MICRO TEACHING AND INTEGRATION	02						50

Additions required :

1.Syllabus of the course –Health and Physical Education

ELECTIVE - CPS 7- Health and Physical Education

Credits: 4 TOTAL MARKS =THEORY + I A 80+20=100

Hours: 60

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

- Develop awareness towards health and physical education.
- Understand general health, personal health and public health.
- Assist teacher for good conduct of physical education programme
- Contribute for good overall personality development.
- Understand the meaning and importance of yoga and pranayama
- Acquire the knowledge of first aid.
- Develop leadership qualities.
- Understand meaning and importance of recreation.

Unit 1: Health Education & First Aid

- Health Education: Meaning, Definitions, Importance, aims & Objectives
- Communicable Diseases: Mode of Transmission & Control
- First Aid: Meaning, Principles of First Aid, qualities of first aider.
- First Aid:
 - Fracture
 - Dislocation
 - Ankle sprain

Unit 2: Physical Education and Safety Education

- Physical Education: Meaning, Definitions, Importance, Aims & Objectives
- Methodology of teaching Physical Education, steps in Cass Management. General Lesson Plan, Specific Lesson Plan

- Yoga & Pranayama: Meaning & Importance
- Safety education: Home, School, Playground, Road

Unit 3: Camp & Recreation

- Recreation: Meaning, Aims & Objectives
- Need & Importance of recreation in the modern society
- Camping: Meaning, Importance & Organization
- Recreational Activities: Indoor and Outdoor

Unit 4: Tournaments

- Tournament: Meaning, Intramurals and Extramural
- Drawing Fixture: Single Knockout and League
- Olympics: Ancient and modern
- Marking of play field: Volleyball, Throwball, Kabaddi

Suggested list of topics/ questions / activities to organize tutorials:

- Giving first aid
- Organizing Intramural activities
- Marking play ground
- Flag hoisting and de-hoisting
- First aid for
 - Fracture
 - Dislocate
 - Sprain
- Component of Physical Fitness
- Benefits of Physical Fitness
- Importance of Camping.
- Indoor recreational activities
- Outdoor recreational activities
- Olympics
- Advantages of yoga, Pranayama
- Safety measures in home, School and playground
- Drawing fixtures

References:

1. Voltmer and Esslinger: Organization and administration of physical education. Times of India. Press.
2. Vannier Fait: Teaching physical education in secondary schools, Sanders.
3. J.P.Thomas: Organization of physical education: Gnanodya Press, Madras.
4. Chales A Buchor Eviyn M.Reade: Physical education and Health Education in the Elementary School, MacMillan.
5. Charles A Boucher: Foundation of Physical Education, St.Louis, The C.Y.Mosby Company.

6. N.C.E.R.T: Physical Education, a Draft Curriculum for classes 1 to 10.
7. L.K.Govindarajulu and Daily Joseph: Camping and Education, Y.M.C.A.
8. Y.M.C.A: Rules of Games and Sports.
9. Lal D., Padiwala: Manual of Athletic competitions Tardeo, Tardeo Apartments, Bombay.
10. St. John's ambulance: Association Manual of First Aid.
11. Ministry of Education, Government of India: Hand book of Physical Education.
12. Linus Dowell: Strategies for Teaching Physical education, Prentice Hall.

LANGUAGE ACROSS THE SCHOOL CURRICULUM

Total Hours :15+30 Instructional hours : 15
Learning Hours : 30 Total Marks: 50
Internal Assessment Credit: 02

Instructions:

1. This practicum should complete throughout the semester I
2. Student teachers should be formed in groups. Each group consists 7/8 student teachers and one teacher educator.
3. Teacher educator of each group should make provision to cover all the suggested activities given below under each unit.
4. Each student teacher should select one of the suggested activities for each unit. He should prepare the suggested activities and present it in the group. He should write the report of all the selected activities in two to three pages.
5. Figures into the right side indicate marks.

OBJECTIVES:

To enable the student teacher ----

1. to understand the language background of students.
2. to create sensitivity to the language diversity that exists in the classroom.
3. to understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. to understand the nature of reading in the content areas in different school subjects.
5. to understand the nature of writing in specific content areas in school subjects.

UNIT: 1 MULTILINGUALISM IN THE CLASSROOM (08 Hrs)

Suggested Activities: (select any one)

- a) Seminar on different aspects of multilingualism in the classroom
- b) Case study - Comparative study of home language and the school language of the school students
- c) Symposium on difference between language as school subject and language as means of learning and communication

UNIT: 2 CLASSROOM DISCOURSE (06 Hrs)

Suggested Activities: (select any one)

- a) Seminar on the nature of classroom discourse
- b) Seminar on the importance of oral language in the classroom
- c) Classroom observation in the school regarding discussion as tool for learning
- d) Classroom observation in the school regarding the nature of questioning in the classroom and its types

UNIT: 3 READING IN THE CONTENT AREA (08 Hrs)

Suggested Activities: (select any one)

- a) Reflective reading from library on Reading comprehension: Social science, science and mathematics
- b) Reflective reading from library on the nature of expository texts vs. narrative texts
- c) Critical analysis from Languages point of view text structure and content area of any textbook at secondary or higher secondary levels by using Schema Theory
- d) Classroom observation in the school on reading strategies for children - note making, summarizing, making reading writing connections

UNIT: 4 WRITING IN THE CONTENT AREA (08 Hrs)

Suggested Activities: (select any one)

- a) Seminar on importance of writing in the content area
- b) Classroom observation in the school on Process of writing - Analyzing children's writing to understand their conceptions,
- C) Write an analysis- Take a few passages from Science, Social Science and Maths textbooks of classes VI to X and analysis with the help of the following points
 - i) How the different registers of language have been introduced?
 - ii) Does the language clearly convey the meaning of the topic being discussed?
 - iii) Is the language learner-friendly?
 - iv) Is the language too technical?
 - v) Does it help in language learning?

Assessment:

Teacher educator should assess each student's performance in the group or in the classroom observation and their reports on each activity as suggested in each unit and calculate total marks obtained by each student teacher.

Syllabus

Understanding Discipline and pedagogy: Language

Contact Hours: 30

Marks: 50

2 Credits

Unit 1: General Introduction on Language

What is Language? Various components of language; Functions of language; How different are different languages? Critical analysis of the following terms: Dialect, Formal and Informal language, classical; Characterizing mother tongue, first language and second language, bilingual.

Unit 2: Language Policies and Politics

Language Policy in India; Language as a medium of instruction and debates about English as a medium of instruction; the recommendation of NCF-2005 on language education.

Unit 3: Language and Literacy in the Context of School

Language Learner's profile: language environment at home, at school and outside the classroom; characterizing bilingualism; Notions about interference or bridge: Mother tongue on other tongue or other tongue on other tongue.

Unit 4: Language Acquisition

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky and Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition

Unit 5: Language Processes and the Classroom Context

Oral language: components, process, activities to develop, Reading: components, process, activities to develop, Writing: components, process, Activities to develop, instantaneous writing, Problem solving in language teaching and learning : Issues of non-comprehension; lack of independence in language use; examining the role of school context in creating difficulties for language "disability" and the language teacher's role in dealing with it.

Activities

Review of textbooks,
Review of Use of literature in language textbooks,
Critical analysis of exercises and Moving beyond the textbook:

Collection Children's literature for different age groups;
Survey on Classroom practices in India.

Readings

1. Agnihothri, R.K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43
 2. Agnihothri, R.K. (2009). Language and dialect. Learning curve, 13.
 3. Agnihothri. R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publication.
 4. Atwell, N. (1987). In the Middle: Writing, reading and learning with the adolescents. Portsmouth: Heineman.
 5. Kunwar, N. (2015). "Right writing" In Indian classroom: learning to be artificial. Language and language teaching. Vol 4, No 1, Issue 7.
 6. Raj, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No1, Issue 7, 32-36
 7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms.
 8. Language and Language Teaching, 1:1, 22-26
 9. Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education 1.
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II)

The following clarifications made in executing II Sem syllabus-

Special reference to EPC & EF

Paper : ICT Applications Page No 30 to 32 (Ekbote Syllabus)

1. Activities: Basic competency- slno 5 to 8 & Additional activities slno 1 to 14

Out of these a minimum of 4 activities should be performed in the II Sem.

Marks Distribution:

- | | |
|--|----------|
| 1) Conduct of practicum in lab situation | 5 Marks |
| 2) Conduct of practicum field based and Presenting as report | 10 Marks |
| 3) Reporting the journal record and submission | 5 Marks |
| 4) Examination for in lab work | 20 Marks |
| 5) Viva-voce on P ICT works | 10 Marks |
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Paper: Simulated and ICT based lessons (2 pedagogy as per 1st SEM)

- Out of 10 lessons 5 per pedagogy—
(Pedagogy subjects are as per I Sem)
- At least 2 + 2 lessons with ICT mediation
- Minimum 20 minutes per lesson
- 5 marks for Each lesson

Paper: School lessons and reflective diary

- Internship I Phase 24 days

Activities and marks allocation:

S/no	days	Activities	Marks
1	1 day	secondary /senior school visit	Nil
2	1 day	school planning process (taking with sap & sdp)	2½ Marks
3	2 days	School academic record observation	2½ Marks
4	2 days	Observation of prog of gok & edn dept	5 Marks
5	1 day	Attending SDMC/PTA Meeting	5 Marks
6	2 days	Observation at least 2 mentors classes	10+10 Marks
7	2 days	Observation at least 2 mentors classes	--
8	1 day	Observation at least 1 class of head teacher	--
9	5 days	Visit nearby HPS (Minimum 3 class observation) (Four lessons per pedagogic subject)(Sl.no 6 to 9)- 20 marks	--
10	1 day	Visit to Special school	2½ Marks
11	2 days	Visit to Residential School	2½ Marks
12	1 day	Visit to BEO Office	2½ Marks
13	1 day	Visit to BRC Office	2½ Marks

Assessment pattern:

	Course title	C-1		C-2		C-3	TOTAL
		Test	Field Assignment	Test	Seminar	Uni-Exam	
Theory	Learning and teaching Processes	05	05	05	05	80	100
	Knowledge and Curriculum	05	05	05	05	80	100
	Education in Contemporary India	05	05	05	05	80	100
	Pedagogic tools, techniques and approaches	05	05	05	05	80	100
Internals/ term work							
EPC	ICT applications					50	50
	Understanding Self, Personality and Yoga					50	50
EF	Simulated and ICT based lessons					50	50
	School lessons and reflective diary					50	50

III)

Modifications required in the regulations stipulated for Two –Year B Ed. Programme in the report entitled Teacher Education (Two Year B Ed programme-2015) : Regulations, Syllabus, and Recommendations

S/no	Regulation existing	Regulation Modified
Regulation 22.00 Provision (page 46)		
iv)	The Candidate has to complete the B.Ed programme within three years	The Candidate has to complete the B.Ed programme within four years

	from the date of admission and no extension is permissible as per NCTE norms.	from the date of admission and no extension is permissible i.e double the duration.
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IV)

It was resolved to restructure the syllabus of III and IV Semester of 2 year B.Ed programme as per the proposal appended herewith in view of the unsuitability of the time schedule for conducting the school based internship and immersion programme on account of year end examination and vacation for Schools in the State.

Proposed modification in the structure of III & IV semesters B Ed Programme – 2016-17 :-

III Semester

Course Code	Course Titles	Credits	Int - Marks		Ext - Marks		Total	Minimum for Pass
			Max.	Min.to pass	Max.	Min.to pass		
PIE	Inclusive Education	4	20	8	80	32	100	50
"	Educational Evaluation	4	20	8	80	32	100	50
PDC	Subject Specific Pedagogy (Any Two)	4	20	8	80	32	100	50
		(2)	(10)	(4)	(40)	(16)	(50)	(25)
		(2)	(10)	(4)	(40)	(16)	(50)	(25)
OC	Optional Course (Any One)	4	20	8	80	32	100	50
EPC	Fine Arts and Theatres	2	50	25	-	-	50	25
"	Research Project	2	50	25	-	-	50	25
"	Reading and Reflecting	2	50	25	-	-	50	25
"	Teacher Placement and CTE Practice	2	50	25	-	-	50	25
	TOTAL	24					600	

IV Semester

Course Code	Course Titles	Credits	Int - Marks		Ext - Marks		Total	Minimum for Pass
			Max.	Min.to pass	Max.	Min.to pass		
PIE	Gender, School and Society	4	20	8	80	32	100	50
"	Educational management and	4	20	8	80	32	100	50

	Organization							
PDC	Advanced Pedagogy of Specific Subjects (Any Two)	4 (2) (2)	20 (10) (10)	8 (4) (4)	80 (40) (40)	32 (16) (16)	100 (50) (50)	50 (25) (25)
	Field Assignments	2	50	25	-	-	50	25
	School lesson(Unit based) and reflective Dairy	2	50	25	-	-	50	25
“	Field work and Immersion	4	100	50	-	-	100	25
“	Test Lesson I and II	2+2	-	-	50+50	25+25	100	50
	TOTAL	24					600	

V) It was resolved to modify some changes in the subjects mentioned below.

Pedagogy: History

	Present syllabus/Existing	Required Modifications
1.	1.3- Correlation of History and Political science Croft	1.3- Correlation of History and Political science Art
2.	Unit -2 –Constructing History	New Topic 2.4 – Planning- Annual Plan, Lesson Plan, Unit Plan, and Resource Unit,
3.	Select any primary source that can be used to teach history and analyze the same using the 6c approach	Select any unit from 8/9/10 and prepare Resource Unit Plan
4.	Unit -3 Pedagogies of Teaching History and Political Science	Delete – Task : Choose any cooperative learning strategy, Plan and conduct 15 minutes lesson in your peer group to teach history and Political Science

Pedagogy: Geography

	Present syllabus/Existing	Required Modifications
1.	Unit -2 –Essentials of teaching Geography and Curriculum Construction	Constructing and Planning of Geography and Add-New Topic 2.3 – Planning- Annual Plan, Lesson Plan, Unit Plan, and Resource Unit,

Pedagogy: Biology

	Present syllabus/Existing	Required Modifications
1.	Unit -3 3.4 –Transactional Strategies	As 4.4.1- Lesson Planning, 4.4.2 Unit Plan, and 4.4.3 Resource Unit- Concepts are in the Unit one, above said may be delete
		Unit Test- Concept, Construction (Steps) may be added to Unit number 1-1.2

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	Present syllabus/Existing	Required Modifications
	ಘಟಕ-2 – ಮೌಲ್ಯಮಾಪನ	ಘಟಕ- ಯೋಜನೆ & ಮೌಲ್ಯಮಾಪನ 2.1- ಯೋಜನೆ – ಪಾಠಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ, ವಾರ್ಷಿಕ ಯೋಜನೆ, ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ,

Pedagogy: Mathematics

	Present syllabus/Existing	Required Modifications
	Objectives: On completion of course the student teacher will be able to – 1. Understand the various curriculums of Physics 2. Understand the nature, structure, scope and relations with other disciplines. 3. Understand the Approaches and methods of teaching physics 4. Understand the aims and objectives of teaching mathematics. 5. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics. 6. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication 7. Able to revive the school science curriculum	Objectives: On completion of course the student teacher will be able to – 1.Understand the aims and objectives of teaching mathematics 2.Understand the various curriculums of Mathematics 3.Understand the Approaches and methods of teaching mathematics 4.Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics 5.Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom teaching
	UNIT I- PHYSICS CURRICULUM STUDY. 10 HOURS 1.1 Curriculum: Meaning and principles.	Unit 1: Aims, Objectives and Curriculum of Mathematics 1.1.Aims and Objectives of teaching Mathematics-meaning ,importance

1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC. 1.3 Recommendations made by NPE - 1986, NCF - 2005. 1.4 Organization of curriculum 1.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics	and formulation 1.2.Curriculum: meaning and principles 1.3.Organization of curriculum 1.4.Different approaches of curriculum construction: NCERT, CBSE,ICSE 1.5.Recommendations made by NPE- 1986,NCF- 2005
Rest of the syllabus may be retained as it is	

UNDERSTANDING DRAMA AND ART IN EDUCATION

Credit – 2

Total Marks : 50

Criteria for Assessment :

Sl.No.	Criteria	Marks	Remarks
01	Content Based Test	20	
02	Conducting Theatre/Music/Drawing Activities	10	
03	Presentation of Skit/Street Play/ Mini Play.	10	
04	Presentation of the content using Drama and Art Elements (Each Pedagogy) 1 +1 (5+5)	10	
	TOTAL	50	

III Semester Syllabus

TEACHER PLACEMENT & COMMON ELIGIBILITY TEST (CET)

Credits: 2 Max. Marks: 50

Aims and Objectives:

1. Develop Professional competence among teachers\educators
2. Enable teachers / educators develop Leadership qualities
3. Develop awareness on different types of educational institutions
- 4.Help develop networking with & career development in Academic NGOs at various levels
- 5.Guide establishing a functional Career G&C Centre and Placement Cell in TE institutions
6. Enable teachers develop capacity to face eligibility tests & meet the prescribed requirements

Syllabus

Unit 1: Professional Development among Teachers

- a) Concept, Need and Importance of Professional Development
- b) Competencies of a Professional Teachers
- c) Avenues for Professional Development - Government / NGO / Association
- d) Development of Teacher Competences – Life skills for teachers
- e) Leadership role – Teacher networking

Unit2: Career Development in Teaching:

a) Educational Institutions

Types of educational Institutions – State Syllabus Schools – Government/Aided/Un-aided – CBSE & ICSE schools – Kendriya Vidyalaya National Sanghatan – Adarsha Vidyalayas – Novodaya Vidyalayas – Morarji Desai Residential Schools – Kittur rani Channamma Sainik Schools – Ekalavya schools – Atal Bihari Vajapayi Residential schools

b) Non-Governmental Organisations (NGOs) – at Local, State, National, International levels - Pratham – Akshara Foundation – Ajim Premji foundation

c) Modalities of Employment / Recruitment

d) Guidance & Counselling Service Organisations:

Unit 3: Placement Guidance & Counselling Services:

Establishment of a Functional Placement cell – Teacher as a Career counsellor,– Organising Campus interviews – Coordination between schools and Teacher Education Institutions – Documentation

Unit4: Capacity Building for Eligibility Tests

- Planning and Organising capacity building programmes

- a) Training for Interviews
- b) Foundation Papers – Mainly Educational Psychology with a glance on Social Sciences, Science, Philosophy and Administration & Management concepts in Education
- c) Personality Development
- d) General Mental Ability
- e) General Knowledge
- f) English – Grammar & Composition

Suggestive List of Activities / Programmes

- 1) Orientation on Career development in the fields of Education / Teaching NGOs related to Education
- 2) Workshop on enhancing Teacher Competence
- 3) Workshop on Life Skill development
- 4) Interviews with Community centred teachers

- 5) Interaction with NGOs for networking and collaboration – Pratham, Akshara foundation etc.
- 6) Leadership development programmes
- 7) Visits to various types of schools
- 8) An orientation on Syllabus / Scheme of examination / Eligibility / Selection criteria /Facing Interviews / Cracking MC test items etc.
- 9) Visits to / Interaction with Career Guidance & Counselling service organisations
- 10) Visits to institutions with an effective and functional placement cell
- 11) Workshop on the development of Career guidance and counselling skills
- 12) Organising capacity building programmes for students / teachers
- 13) Training workshop on Interview related skills
- 14) Organising Mini Refresher Courses on Content / course papers
- 15) Organising Personality Development workshops
- 16) Orientation / Refresher course on English Language (Training regarding functional grammar, composition and conversational skills).

Criteria for assessment teacher placement & common eligibility test:

Sl.No.	Criteria	Marks	Remarks
01	Content Based Test (4 Units)	20	
02	Survey of Competitive Examinations-Report	10	
03	Conducting Mock Interview	10	
04	Conducting Mock Written Test based on Present exam pattern	10	
	TOTAL	50	

3rd Semester

EPC: Research Project [Credits: 2 Marks: 50 (fully internal)]

Criteria for Assessment

Slno	Criteria	Marks
1	One Test (Covering all three Units)	20
2	Drafting Action Research Proposal	20
3	Development of any one tool for data collection / Graphical Representation of data / Testing of differences: t-test, Median Test	10
	TOTAL	50

4th Semester

EFW: Field Assignment (Action Research) [Credits: 2 Marks: 50 (fully internal)]

Criteria for Assessment

S/no	Criteria	Marks
1	Field Work / Data Collection	10
2	Table work / Data Analysis	10
3	Report	20
4	Viva-voce	10
	TOTAL	50

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