PONDICHERRY UNIVERSITY
PUDUCHERRY – 14.

POST GRADUATE DIPLOMA IN TEACHING SKILLS

Syllabus and Regulations (2009-10)

SCHOOL OF EDUCATION
Pondicherry University
R.V. Nagar, Kalapet,
Puducherry – 605 014.

Pondicherry University
Post Graduate Diploma in Teaching Skills
(Offered by School of Education)

Preamble

The purpose of Post Graduate Diploma in Teaching Skills programme is intended to give practical orientation to Graduates in various disciplines so as to enable them to become competent teachers at Higher Secondary and tertiary levels. In the absence of any professional teacher preparation programme for college teachers, this course will help in providing adequate pedagogic inputs, both theoretical and practical, required for effective teaching in the modern day context. The course is built on latest thinking on teaching and learning processes in Higher Education keeping in mind the advancements in use of Technology and at the same time not ignoring the field realities in the classroom. Although, there is an opinion that no teacher training is required for higher education teachers, this course will make any post graduate entering the teaching profession a better teacher than what he/she would have been without this course.

Objectives:

The Post Graduate Diploma in Teaching Skills is indented to enable students to:

01. Reflect on the context of teaching and learning in Higher Education when they enter teaching profession
02. Gain insight in to the processes of learning, especially at Higher Education level and able to reflect on the processes of teaching to facilitate the expected learning, students
03. Develop skills and competencies to teach effectively following different methodologies relevant at Higher Education level
04. Integrate the use of both lower order communication media as well as higher order technology based media in teaching-learning at Higher Education level.

Eligibility Criteria for admission to the P.G. Diploma in Teaching Skills:

1.1 Any graduate degree holder of the University or of any other university as equivalent thereto with a minimum of 50% of Marks in the aggregate or equivalent grade point for seeking admission to P.G. Diploma in Teaching Skills.

1.2 Reservation of seats and other concessions for the S.C., S.T., O.B.C., B.C. and other special categories of candidates notified by the government shall be in force from time to time.

1.3 The selection shall be based on merit decided on the aggregate of the marks or equivalent grade points in the qualifying examination.

2.0 Duration:

The course of study shall be for duration of one academic year with two semesters. There will be 80 working days per semester or 16 weeks with at least ten hours per week making a total of 160 hours per semester. The timings will be two hours in the evening generally from Monday through Friday between 5.30 pm to 7.30 pm.

3.0 Attendance

3.1 Each Semester shall be taken as a unit for the purpose of calculating attendance and a student shall be considered to have put in the required attendance for the Semester, if the candidate has attended not less than 70% of the number of working periods (lectures, seminars and practical taken together) during each Semester.

3.2 A candidate who fails to satisfy the requirement of attendance in a Semester shall repeat the course.

4.0 Scheme of Instruction

The course of the study shall comprise of the following:

CODE	TITLE OF THE COURSE	CREDIT HOURS/ WEEK	TOTAL CREDITS/ SEM.
FIRST SEMESTER			
Theory Papers			
PGDTSEDT01F	Understanding teaching – learning process and Core Teaching Skills	3	48
PGDTSEDT02F	Skills of integrating technology in classroom teaching	3	48
Practicals			
PGDTSEDP01F	Practical: Practising Core Teaching Skills	2	32
PGDTSEDP02F	Practical: Integrating new media in teaching	2	32
SECOND SEMESTER			
Theory Papers			
PGDTSEDT03S	Teaching techniques to facilitate learning	3	48
PGDTSEDT04S	Skills of Ensuring Teaching Effectiveness	3	48
Practicals			
PGDTSEDP03S	Practical: Practising techniques of teaching	2	32
PGDTSEDP04S	Practical: Assessment/evaluation in teaching	2	32
TOTAL CREDIT HOURS		20	320

5.0 Medium of Instruction
The medium of instruction shall be English.

6.0 Appearance for the Examination
A candidate shall apply for all the papers of the Semester when she/he appears for the examination of the semester for the first time.

7.0 Scheme of Examination

7.1 There shall be a University Examination at the end of each Semester.

7.2 The detailed scheme of Examination along with paper, titles and paper wise marks as given below:

Code	Title of Course	Sessional (Internal)Assessment	Univ. Exam (External)	Total Marks
FIRST SEMESTER				
Theory Papers				
PGDTSEDT01F	Understanding teaching – learning process and Core Teaching Skills	40	60	100
PGDTSEDT02F	Skills of integrating technology in classroom teaching	40	60	100
Practicals				
PGDTSEDP01F	Practical: Practising Core Teaching Skills	75	--	75
PGDTSEDP02F	Practical: Integrating new technology in classroom teaching	75	--	75
	Total	230	120	350
SECOND SEMESTER				
Theory Papers				
PGDTSEDT03S	Teaching techniques to facilitate learning	40	60	100
PGDTSEDT04S	Skills of Ensuring Teaching Effectiveness	40	60	100
Practicals				
PGDTSEDP03S	Practical: Practising techniques of teaching	75	--	75
PGDTSEDP04S	Practical: Assessment and Evaluation in teaching	75	--	75
Total		230	120	350
Grand total		**460**	**240**	**700**

7.3 Duration of examination per theory paper of 60 marks shall be for 3 hours.

7.4 Every theory paper shall comprise three sections – Part I, Part – II and Part – III with the number of questions and allotments of marks as described below.

Section	Type of Question	Marks	Total
Part – I	Very Short Answer (10)	10 x 2	20
Part – II	Short Answer (5 Questions out of 8)	5 x 4	20
Part – III	Essay with Internal Choice (2)	2 x 10	20
	TOTAL MARKS		**60**

8.0 Passing Minimum

8.1 A candidate shall be declared to have passed the theory examination if she/he secures not less than 50% in each of the sessional assessment and end semester examination of the theory papers. Similarly the candidate shall be declared to have passed in the practical if she/he secures not less than 50% in practical.

8.2 A candidate shall be awarded the PG Diploma only if she/he has passed the theory and practical. A candidate who fails in any paper in the theory examination shall be permitted to appear again only for those papers in which she/he fails. A candidate who fails in practical and passes in theory examinations shall be deemed to have failed in practical only and shall be permitted to improve her/his performance.

9.0 **Classification of successful candidates:**

9.1 To declare First Class/Distinction/Rank, the aggregate of the total marks secured by a candidate in both the semesters shall be considered. All other candidates shall be placed in Second Class, as per the following table:

$70 \leq P \leq 100$ Distinction
$60 \leq P \leq 69$ First Class
$50 \leq P \leq 59$ Second Class

Here P is the percentage of total marks secured in all the semesters of that course.

SEMESTER - I

FIRST SEMESTER
THEORY PAPERS

FIRST SEMESTER
Code: PGDTSEDT01F
Understanding Teaching and Learning Process and Core Teaching Skills

Contact Hours: 3 per week

Objectives

After completing the course, the students will be able to

1. Analyse the concept of teaching and its relationship with learning process in the classroom.
2. Understand the nature of learner in the present study context
3. Understand the needed shifts in teaching-learning process.
4. Discriminate different disciplines in terms of their nature
5. Articulate subject related broad objectives in terms of specific relations objectives
6. Demonstrate core teaching skills at competence level

Transaction Mode:

Lecture cum discussion, Group discussion, Brain storming exercise, Seminar, Demonstration

Unit I – Concept of Teaching

- Teaching- an art or a science?
- Relationship between Teaching and Learning.
- Analysis of the concept of Teaching - Teaching as a deliberately planned process: Analysis in terms of teaching skills
- General Model of instruction – Pre active, Interactive and Post active phases and Teachers role in them.

Unit II – Learner in the present Day Context

- Four pillars of learning in the context of higher education
- Socio-cultural background of the learner
- Psychological background of the learner

Unit III – Teaching in the present day context

- Needed shifts in teaching
  - teaching knowledge acquisition
  - teaching meaningful and transformative learning
- Cognitive and constructivist perspectives to teaching

Unit IV –Planning for teaching

- Analysis of the nature of different disciplines
  - Basic concepts and understandings methodology of different disciplines (logical grammar of disciplines)
- Broad objectives of teaching different disciplines
- Taxonomy of educational objectives in different domains
- Skill of writing instructional objectives for different domains
- Relationship between objectives and teaching strategies

Unit V - Core Teaching skills in classroom instruction

Purpose, components and use of skills in classroom teaching with specific reference to:
- Ways of introducing a topic,
- Employing effective questioning,
- Illustrating with examples,
- Making different types explanations,
- Reinforcing student responses,
- Making variations in stimulus,
- Managing classroom learning,
- Ways of closing a lesson.

Practicum:

1. Report on self experience as a learner and learner expectations of the teacher

2. Analysis of components of effective teaching based on observations of atleast two lecturers in their concerned subject area

Internal Assessment

Practicum based assignment	-	20 Marks
Sessional Test (one) *	-	20 Marks

Total	-	40 Marks
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* On topics self studied by the students from the syllabus. This will not be included in the university examination.

References:

Jangira N K and Ajit Singh (1982) Core Teaching Skills: The Microteaching Approach, NCERT, New Delhi.

Passi, BK (1976) Becoming better teacher Micro-teaching Approach, Sahitya Mudranalaya, Ahmedabad.

Dale Edgar (1961) Audio-visual Methods in Teaching (Revised) Hoft, Rinehart and Winston, New York.

Das RC (1993), Educational Technology – A Basic Text, Sterling Publishers, New Delhi.

Kumar, K L (1996) Educational Technology; New Age International (P) Ltd Publishers, New Delhi.

Stating Behavioural Objectives for Classroom Instruction by NE Gronlund (MacMillan).

Crosslang G and Webb, G (2002). Supporting student learning- Case studies. Kogan page , London.

Sudheesh Kumar, P.K and Bindu C. M (2002). Instructional learning strategies and Cognitive entry behaviour; An Experimental analysis, Kanishka Publishers, New Delhi.

Sudheesh Kumar, P.K (2006). How pupils learn? Theory, Research and Practice. Kanishka Publishers, New Delhi.

Cottrell, Stella (2003). The study skills. Hand book. Palgrave Macmillan, U.S

UNESCO Learning the Treasure within: A Report of International commission on Education for the Twenty first century.

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FIRST SEMESTER

Code: PGDTSEDT02F

SKILLS OF INTEGRATING TECHNOLOGY IN CLASSROOM TEACHING

Contact Hours: 3 per week

Objectives

After completing the course, the students will be able to

1. Analyse teaching-learning as communication process
2. Appreciate an understand the use of the different audio visual media for improving effectiveness of class room instruction
3. Prepare self instructional material in their subject area
4. Integrate recorded radio lesson and a telecast programme in classroom teaching
5. Critically evaluate different teaching learning resources from the point of view of their relevance for class room teaching
6. Appreciate the role of ICT in teaching learning
7. Use ICT devices and applications in teaching learning contexts

Transaction Mode:

Lecture cum discussion, Demonstration, Lab work, Group discussion, Brain storming exercise, Seminar,

Unit I: Communication Technology

- Nature and scope of a communication system for learning in Higher Education–one-to-one, one-to-many, and many-to-many communication; broadcast and non-broadcast applications – technologies and prospects.
- Communication process in the classroom and role of communication media.
- Critical analysis of Teaching learning aids and their applications in instruction and learning

Unit II: Teachers support materials for classroom instruction

- Audio media – Audio cassettes and Radio: writing scripts for Radio lesson: selection of and use of Radio programmes for classroom use
- Visual and projected materials – types: use of OHP and transparencies for OHPs ,White Interactive Board& its Accessories– Principles of use
- Audio-Visual Aids/materials – Role of telecast in classroom instruction: selection and use of telecast programmes – Principles
- Graphic Aids/materials – types, principles of preparation and use: skill of using chalk board
- Print materials/media – Programme learning materials: concept and basic principles of linear and branching styles
- Steps and preparation of Self Instructional Materials (SIM)
- Evaluation of media and materials for classroom use

Unit III – Use of Information and Communication Technology (ICT) in teaching learning
Concept, Skills needed to handle, Advantages and disadvantages of the following involving the use of computers in classroom instruction
- Virtual classroom
- Multimedia in classroom – Preparation, use and evaluation of Multimedia learning packages
- Online teaching
- E- Tutoring.

Unit IV – Use of ICT in instructional material production and information sharing
- E-learning resource – meaning, purpose for use and selection for classroom use.
- Common features of databases, their functions and use; Development, management and output of a database; Databases in educational contexts
- Websites with educational content: Search, locate and maintain lists of educational web sites; Critically examine the content of websites; Using the web as a teaching-learning resource
- Content management system

- Collaborative content development using ICT
- Institutional depositary
- Institutional website creation, maintenance and evaluation.
- Open access publication E-Publishing

Unit V - Use of Computers in Assessment of teaching effectiveness

- Use of technology in assessment
- Computerization of examination
- Use of web based tools for course management
- Communication through the web: Audio and video applications on the internet; Interpersonal communication through the web

Practicum:

Compulsory

- Design and develop a slide show based presentation

Any one of the Following

- Develop a document for print (poster, flier, newsletter)
- Develop a bibliography based on a web-search
- Design and organise a newsgroup and web based conference
- Design and develop a presentation based on analysis of data using spreadsheets
- Design and develop a database
- Analyse a website and present the analysis

Internal Assessment

Practicum based assignment	-	20 Marks
Sessional Test	-	20 Marks

Total	-	40 Marks
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* On topics self studied by the students from the syllabus. This will not be included in the university examination.

References:

1. Information and communication Technologies in Schools, A handbook for Teachers, Alexey Semenov, UNESCO, 2005
2. information and Communication Technology in education, a Curriculum for school and Programmes of Teacher Development, Jonathan Anderson and Tom van Weert, UNESCO, 2002
3. Adam DM, Computers and Teacher Training: A Practical guide, The Haworth press, Inc., New York, 1985
4. Behara SC, Educational Television Programmes, deep and deep Publications, New Delhi 1991
5. Evaut M, The International Encyclopaedia of Educational Technology.
6. Haas K B and Packer HQ, Preparation and Use of Audio Visual Aids, 3rd Education, Prentice Hall, Inc., 1990
7. Kumar K L, Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi, 1996

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FIRST SEMESTER
PRACTICALS

Paper Code: PGDTSEDP01F

Practical - 1

(2 credit hours)

First semester

PRACTISING CORE TEACHING SKILLS

Practical 1 to 5

Each student will practice the following basic/core teaching skills in peer teaching context.

1. Stimulus variation
2. Passing and use of non-verbal cues
3. Using chalk board
4. Questioning and Handling student responses
5. Probing questions

Each student will be exposed to theoretical understanding and behavioural description and observation of different components of the skill through lecture-cum-demonstrations.

Each student will plan a short lesson on a small unit focusing on predominant use of the skill under focus.

Each student lesson will be executed to a peer group which will be observed by peers and given feedback.

After the feedback each student will plan a short lesson (on same or different unit) and execute. The lesson will be observed and given feedback by peers.

Practicals 6 – 11

Each student will practice the following integrated teaching skills in peer teaching context.

1. explaining
2. increasing student participation in the class
3. introducing the lesson
4. closing the lesson
5. illustrating and use of examples

- Each student will be exposes to theoretical understanding and behavioural description and observation of the different components of the skill through lecture-cum-demonstrations.

- Each student will plan a short lesson on a small unit focusing on predominant use of the skill under focus.

- Each student lesson will be executed to a peer group which will be observed by peers and given feedback.

- After the feedback each student will plan a short lesson (on same or different unit) and execute. The lesson will be observed and given feedback by peers.

Assessment:

Maximum Marks   -   75
Lesson plan   -   10
Observation records   -   10
Performance (for 10 skills) -   50
Feedback   -   5

Paper Code: PGDTSEDP02F

Practical - 2

(2 credit hours)

First semester

INTEGRATING NEW TECHNOLOGY IN CLASSROOM TEACHING

Using each of the following devices every student should practice teaching for 15 minutes
1. Tape recorder
2. TV / Video
3. Over Head Projector
4. L.C.D. Projector
5. Visualiser

While practising, students have to
- Each student will prepare a lesson plan where one of the above devices is used
- The plans prepared by all the students are discussed in the small group.
- The group will develop a rating scale to assess the performance of the teacher in effectively integrating the device in classroom teaching. This rating scale can be a group product.
- Each student execute the lesson in peer teaching context.
- The performance will be observed and discussed by the group.

The above sequence of activities will be repeated with respect to each of the above listed devices.

Thus all the students will give one lesson using each of the device.
There will be five rating scales to assess the performance of the students in integrating the devices will be prepared by the group. These rating scales will be used for observation and feedback.

The performance of the students will be followed by feedback from the students and teacher using the rating scale.

Total marks for practical   -   75 (15 marks for each device)
Planning   -   10 (2 marks for each device)
Role in the preparation in rating scale   -   10 (2 marks for each device)
Performance   -   50 (10 marks for each device)
Feedback   -   5   (1 mark for each device)

SEMESTER - II

SECOND SEMESTER
THEORY PAPERS

SECOND SEMESTER

Code: PGDTSEDT03S

Teaching Techniques to Facilitate Learning

Contact Hours: 3 per week

Objectives

After completing the course, the students will be able to

1. Understand how information processing takes place in the learner and what strategies are to be employed by the teacher for the same
2. Understand the place, purpose and basic skills involved in different techniques of facilitating learning
3. Perform effectively different techniques of facilitating learning in large group and small group contexts
4. Help students use effectively different techniques of reflective practices.

Transaction Mode:

Lecture cum discussion, Group discussion, Brain storming exercise, Seminar, Simulated practice by students, assignments.

Unit I – Approaches to Enhancing Information Processing

- Information processing – Meaning, model and relevance in effective learning.
- Gagne's events of instruction
- Strategies for information processing outcomes – Process skills and content; kinds of process skills – observation and inference, generalizing, prediction, explanation and hypothesizing; kinds of content – facts, concepts and generalization.
- Information processing models of teaching – Ausubel, Concept attainment, inductive thinking.

Unit II – Techniques of teaching-learning – Large group

- Lecturing
  - Place in Higher Education
  - Purposes served
  - Basic skills
  - Evaluation of Effectiveness

- Demonstration
  - Place in Higher Education
  - Purposes served
  - Basic skills
  - Evaluation of Effectiveness

- Video conferencing
  - Method of organizing
  - Advantages and disadvantages as a teaching learning process
- Use of Audio Visual Aids
  - Importance
  - General Principles of use
  - Advantages and disadvantages

Unit III - Techniques of teaching-learning – Small group

Importance, Skills of using, Evaluation of Effectiveness of the following:

- Group discussion
- Collaborative learning
- Seminar
- Debate
- Group investigation
- Role play

Unit IV – Facilitating Reflection Practice / Study Skills

Importance, Methods of Organizing the following techniques in the classroom:

- Brainstorming
- Dialogue
- Critical reading
- Journal writing
- Portfolio writing
- Meta Cognition as a technique of reflections

- Study Skills
    - -Types
    - -Development of- relevance of behaviour modification techniques

Unit V – Promoting social identity

- Meaning and importance in learning and Techniques of fostering
    - - Self-concept
    - - Self-esteem
    - - Self-efficacy

Practicum:

Compulsory
1. Maintaining a reflective journal

Any one of the following
2. Critical evaluation of atleast one lecture given by any Faculty member at Higher Education level
3. Conducting discussion/demonstration class in simulation and writing a report on the experiences perceived

Internal Assessment
Practicum based assignment -   20 Marks
Sessional Test -   20 Marks

Total -   40 Marks
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* On topics self studied by the students from the syllabus. This will not be included in the university examination.

References:

Schon, D.A.(1996). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco: Jossey-Bass, Inc.

Weiss, E.M.& Weiss, S.G. (1998). New directions in teacher evaluation. Washington, DC: ERIC Digest, ERIC Clearinghouse on Teaching and Teacher Education, AACTE.

Joyce B and Weil M : Models of Teaching, Prentice Hall of India, (5th Edition), New Delhi.

Delamater, John.(2003). Handbook of Social psychology. Spinger.

Meyers, D.G., Social Psychology. Tata-Megraw Hill. VIII Edition.

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SECOND SEMESTER
Code: PGDTSEDT04S

Skills of Ensuring Teaching Effectiveness

Objectives:

At the end of the course the students will be able to

1. understand the need of assessment for learning at higher education
2. understand what should be assessed on learning
3. develop the skills of assessing student learning
4. use and interpret data on student learning for improving effectiveness of teaching

Unit I: Teaching Effectiveness and Assessment of Learning

- Concept and criteria for assessing teaching effectiveness
- Assessment for learning and assessment of learning; relative merits and demerits
- Assessment of different types of content – Achievement, Performance, Values, Attitude and Aptitude.
- Assessment for different purposes – Placement, Diagnosis and Grading
- Perspectives in assessment – Behaviorist, Constructivist

Unit 2: Assessment of learning

- Classroom Assessment Techniques (CAT) – tests, viva, written and performance
- Portfolio writing and their assessment of students' learning
- Assessment of attitude, interest and values – techniques / tools.
- Self reporting techniques/ Experience sharing by students as assessment technique of learning.

Unit 3: Assessment for learning

- Assessing teaching using observation schedules
- Student evaluation of teaching – students ratings of teaching effectiveness, dimensions and problems
- Use of test data – placement, promotion, grouping, diagnosis and remediation.
- Self reporting techniques/Reflection as assessment technique for learning.
- Interview and focus group discussion

Unit 4: Preparation of Assessing Tools

- Steps for preparation of achievement test – Blue print, objective-wise, characteristics of good items
- Preparation of Multiple choice questions, Multiple response questions
- Preparation of Essay type Question paper
- Question bank - Preparation and use
- Interpretation of performance – scheme of assessment and marking

Unit 5: Reforms in assessment and Examination

- Marking and grading systems
- Assessment of Mastery learning
- Question bank
- Use of computers in assessment
- Management of examinations
- Continuous and Comprehensive assessment

Practicum:

1. Preparation of items for development of a tool for assessment.

2. Critical Evaluation of current practices of assessment – a report.

Internal Assessment

Practicum based assignment	-	20 Marks
Sessional Test	-	20 Marks

Total	-	40 Marks
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* On topics self studied by the students from the syllabus. This will not be included in the university examination.

References:

Brown, S .et.al. (1999). Computer assisted assessment in Higher education. Kogan page, London.

Watkins Chris, Carnaell Eileen and Caroline Lodge (2007). Effective learning in classrooms. Paul Chapman publishing, London.

Boud David (1995). Enhancing learning through self assessment. Kogan page, London.

SECOND SEMESTER

PRACTICALS

Paper Code: PGDTSEDP03S

Practical - 1

(2 credit hours)

Second Semester

PRACTISING TECHNIQUES OF TEACHING

Each student has to practice the following teaching techniques in a simulated environment.

Teaching techniques:

1. Lecture
2. Discussion
3. Panel discussion
4. Brainstorming
5. Problem solving
6. Concept attainment
7. Inquiry training
8. Inductive thinking
9. Socratic method
10. Critical pedagogy

- Each student will be exposed to theoretical understanding and behavioural description and observation of different components of the technique through lecture-cum-demonstrations.

- Each student will plan a short lesson for 15 minutes on a small unit

- The plan for the lesson should be made in the form of a record.

- Each student lesson will be executed to a peer group
- The lesson will be observed by peers and the teacher followed by feedback.

This sequence will be made for each of the above listed techniques
All the students will give one lesson in each of the above techniques

Total Marks	-	75
Lesson Plan	-	15
Performance	-	50
Feedback	-	10

Paper Code: PGDTSEDP04S

Practical - 2

(2 credit hours)

Second Semester

ASSESSMENT AND EVALUATION IN TEACHING

Part - 1

Each student will practice the portfolio assessment technique (PAT) to evaluate their own core teaching competencies. Every student will get an orientation for practicing PAT in classrooms. The following teaching competencies will be assessed using PAT:

1. Lecturing
2. Use of teaching aids
3. Introducing lesson
4. Explaining
5. Closing lesson

Based on the bi-dimensional (by peer and supervisor) assessment reports, the candidate will be preparing self assessment portfolio. The assessment reports from peer and supervisor along with self assessment report should be submitted as a record. This record will be evaluated by the supervisor.

Based on the portfolio assessment techniques the student have to plan for one more class for length of 10 minutes. This class also will be subject to PAT.

Part - 2

As the second part of practical each student should practice the following assessment related activities.

1. Preparations of a question paper
2. Preparation and use of a marking scheme
3. preparations of multiple choice questions paper

Each student has to prepare all the above 3 activities individually. This should be documented in the form of record.

The prepared materials should be presented in small groups for getting feedback.

Total marks   -   75
Portfolio writing (2 records 10 + 10)   -   20
Practice based on Portfolio Assessment   -   20
Preparations of exams related materials   -   30
Small group presentations   -   5

Based on the Bi-dimensional (by peer and supervisor) assessment reports the candidate will be preparing self assessment portfolio. The assignment reports from peer and supervision along with self assessment report should be submitted as a record. This record will be evaluated by the supervisor.

Based on the portfolio assessment techniques the students have to plan for one more class for length of 10 minutes. This class also will be subject to PAT.

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