



**The West Bengal University of Teachers' Training,  
Education Planning and Administration**

25/2 & 25/3, Ballygunge Circular Road, Kolkata - 700019

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Notification No:- WBUTTEPA/RO/ 403 /2017

Date:-29.11.2017

It is notified for the information of all concerned that in terms of the provisions of section 13 of the University Act 2014 and, in exercise of her power under 13(6) of the said Act, the Vice Chancellor by an order, dated 29.11.2017 approved some additional guidelines for smooth implementation of two-year M.Ed. Curriculum (Ref. Notification No. WBUTTEPA/RO/173/2017, Date – 12/05/2017) as laid down in the accompanying pamphlet.

The above guidelines will take immediate effect.

*PK Chando*  
29/11/2017

REGISTRAR

WBUTTEPA

Registrar  
The West Bengal University of  
Teachers' Training, Education  
Planning and Administration

**Addition to the ‘GUIDELINES FOR IMPLEMENTATION OF 2-YR M.ED. CURRICULUM’  
(Ref.: Notification No. WBUTTEPA/RO/173/2017, dated – 12/05/2017)**

**1) Distribution of Practicum Activities of Course 2.3.1 [only for Secondary and Higher Secondary Education] :**

<b>Course Code</b>	<b>Remarks</b>	<b>Sl. No.</b>	<b>Practicum activity</b>
<b>2.3.1(a)</b>	Any <b>one</b> activity from these	1	Analyse the All India Education Survey Report through the indicators and interpret the results
		2	Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE) <b>Note :</b> A comparative analysis may be done among these different Boards.
		3	Preparation of a report on the existing status of the teachers, method of recruitment and salary structure
		4	Preparation of school profiles of different types of secondary schools.
<b>2.3.1(b)</b>	Any <b>one</b> activity from these	1	Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area.
		2	Analysis of the social aspects of girl’s education at secondary/higher secondary through survey or interviews.
		3	Preparation of a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
		4	View films / videos on issues related to secondary education (e.g., Stand and deliver, India untouched, Darker side of India, videos on talks of Abdul Kalam, and many others who spoke for education) and write a brief report on it.
<b>2.3.1(c)</b>	Any <b>two</b> activities from these	1	Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms
		2	Writing of a critical report on the implementation of any one of the programmes to improve secondary education
		3	Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education
		4	Analysis of RMSA in the backdrop of CABE committee on USE
		5	Group work and presentation on innovative assessment technique
		6	Survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve
		7	Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education.
		8	Survey of educational needs of disadvantaged/students with disabilities
		9	Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools

**Note :** These sessional activities may be given as group works and relevant discussions can be held during tutorial sessions.

**2) Internship Activities in both Semester – II [ Course Code : 2.2.6] and Semester – III [ Course Code : 2.3.3] :**

Remarks	Existing	Amendment
Fourth activity under section A	<b>Part A: Observation of activities-</b> <ul style="list-style-type: none"> <li>Preparation of lesson plans</li> </ul>	<b>Part A: Observation of activities-</b> <ul style="list-style-type: none"> <li>Preparation of learning designs</li> </ul>
First activity under section B	<b>Part B: Assisting B.Ed. students-</b> <ul style="list-style-type: none"> <li>Assisting B.Ed. students in lesson plan preparation</li> </ul>	<b>Part B: Assisting B.Ed. students-</b> <ul style="list-style-type: none"> <li>Assisting B.Ed. students in learning design preparation</li> </ul>

**3) Communication and Expository Writing (Tool subject) [Course Code : 2.1.5] :**

Course content	Suggested Activities
<ul style="list-style-type: none"> <li>Exemplary illustrations or narrations or comprehensive pieces for reading and exercises</li> </ul>	<p>A handwritten document, with the following points covered minimally :-</p> <p>(i) Meaning of effective and understandable writing, along with some of its characteristics.</p> <p>(ii) Simple academic representation to express and appreciate the sense of effective writing through constructing a brief report on the <b>single</b> Group discussion in which an individual M.Ed. trainee has participated, mentioning the following points :</p> <ol style="list-style-type: none"> <li>Formation of the Group for Group discussion mentioning the selection criteria (if any) of the Group members, name and institutional roll numbers of the Group members etc.</li> <li>Selection of topic for the Group discussion.</li> <li>Mentor Teacher's role.</li> <li>Date(s) on which the Group discussion was held with a very brief description regarding the developmental sequence of the conclusion from the Group discussion.</li> <li>Photographic documentation of the Group discussion may be attached.</li> <li>Any other relevant point.</li> </ol>
<ul style="list-style-type: none"> <li>Group discussion on important issues related to education</li> </ul>	<p>Development of appreciation for meaning and essence of nature, purpose, perspective, sensitivity to catch and hold attention, connectivity and relation, and use of clarity, brevity etc. during holding a Group discussion on an important issue related to education, under the supervision of a mentor teacher.</p>

**4) Guidelines for INTERNSHIP ACTIVITIES in both M.Ed., Semester – II & Semester – III of the WBUTTEPA [i.e., Course 2.2.6 & Course 2.3.3, respectively]**

One M.Ed.faculty member may function,maximally, as the Mentor to **Ten** M.Ed. students.

- a. Each student will be required to perform - **any 2 activities from Part- A, 2 activities from Part B and conduct interviews of five interviewees from among the groups of interviewees as earmarked in part C .**
- b. A file has to be prepared along with original relevant certificate(s) given by the Head of the Institution(s) where the Internship Activities have been done.
- c. Internal Assessment will be done by the Mentors considering 5 marks (in Semester II)/10 marks (in Semester III) from each category mentioned above. (i.e., Total 25 marks in Semester II/Total 50 marks in Semester III)
- d. The external examiner will evaluate the file (15 marks in Semester II/30 marks in Semester III) and will take the viva voce (10 marks in Semester II/20 marks in Semester III) (i.e., Total 25 marks Semester II/Total 50 marks in Semester III)
- e. Total 64 hours time for internship. Therefore 12 hours ( approx) are to be earmarked for each 5 type of tasks to be performed during internship.

**Suggested marking scheme for different types of internship activities:**

**Part A – Observation of activities (any two):** Each activity will comprise 12 hours of time.

- 1) **Classroom teaching** - Each student will observe minimum of 12 classes where B.Ed. students will take classes (in schools) and the M.Ed. students will observe them there. In case M.Ed. students do not get the opportunity to observe the B.Ed. trainees, then the classes taken by regular teachers may be observed. If this is not allowed then B.Ed. students will organize mock classes and the M.Ed. students will observe them.

The evaluation of the teaching shall be based on the following teaching skills:

- ✓ Lesson planning- Very good ( A), good (B), Fair ( C) Poor (D), Very poor ( E)
- ✓ Introduction – Very good ( A), good (B), Fair ( C) Poor (D), Very poor ( E)
- ✓ Exposition, voice, delivery, presentation with objective-     A   B   C   D   E
- ✓ Use of teaching aids   A   B   C   D   E
- ✓ Use of blackboard   A   B   C   D   E
- ✓ Questioning   A   B   C   D   E
- ✓ Student participation   A   B   C   D   E
- ✓ Time management, Closure-     A   B   C   D   E

The intern in his/her file write Class, Date, Time, Subject and topic, Class hour etc. At the end of the observation of the class , he/she will also write what suggestions he /she had given to the trainee-teacher of B.Ed.. Numerical marks can also be given.

- 2) **Micro teaching practice** observation may be assessed in similar way as it is done in classroom observation. Only micro teaching practice observation should be more in number as its duration is less (i.e., 24 micro teaching practice observations are to be documented).
- 3) **Assembly** - An assembly is when the school community, or a part of it, meets together to share aspects of life that are of worth. It acts as a medium for communicating matters of significance from one generation to another.

Each intern should observe the assembly of a school/s for at least 10 days and observe the following :

Day, date, duration,	Physical settings :	Central focus: theme of the	Leader of the assembly:	Pupils activities
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time of the assembly; Name of the school/s	Ventilation, space ,room Comfortable or not, Aesthetic nature of the place, cleanliness etc.	Assembly, music, whether it creates calm among the participants etc. Reflective mood: whether anything special on any given day of a week or otherwise. Values imparted through assembly etc.	his/her attitude, behavior of the adults, whether important announcements are made, routine attendance check	involved, Prayers, sharing of news etc.
1				
2				
10				

At the end of the observation the intern should write a report indicating whether the assembly activities were able to develop self esteem, spiritualism, personal autonomy , self discipline, awareness of the needs of others. The write up should also contain whether the assembly activities reflect the vision and mission of the school.

- 4) **Co-curricular activities-** The interns should visit the schools for at least 12 days to observe the co curricular activities of the school/s or B.Ed. colleges. The interns may not find all types of co curricular activities in the school/s they visited. Interns may also observe the co curricular activities organized by the B.Ed. trainees within the teaching education institution.

School Visited, Dates Time	Literary activities	Physical Development activities	Aesthetic Cultural Development activities	Civic Development activities	Social Welfare activities	Leisure Time activities	Excursion activities
		Type 1 CCA		Type2 CCA		.....	
	How many students are involved? Participation compulsory?						
	Which teachers are in charge						
	Are there any committees in this respect?						
	Are these activities scheduled within the school time?						
	Interns' perception regarding activity						
	Involvement of the head teachers						
	Is there separate classes for CCA in the time table ?						
	Any weightage						

given in the school record regarding participation in non scholastic activities?			
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A summary of the observations and perceptions of the interns indicating suggestions for improvement.

**5) Seminar presentation- Seminar Evaluation Sheet**

	Performance maximum	50 points	Total
1. Presentation		<u>Obtained</u>	
• Style	10	Score:	
• Organization and simplicity	15	Score:	
• Effective use of slides	10	Score:	
• Satisfies minimum presentation time	15	Score:	
2. Subject matter		<u>Obtained</u>	
• Knowledge of subject	25	Score	
• Questions handled	10		
3 Personal characteristics- presence, voice, clarity ability to command attention	15	<u>Obtained</u>	
		Score	
Total score or grade			

At least 5 seminars presented by the trainee teachers to be observed and evaluated. Concluding remarks are to be given specifying subjects of the seminars and over all performance of the presenters and suggestions for those whose presentations are not up to mark.

**6) Student Council-**

The intern may observe student councils in school or if it is not possible to school visit he /she may observe the student councils in training colleges. The intern should write the log which includes- Listing of dates of school /college visit, the hours spent on this activity each day and what was done each day.

They may follow the following format:

Activities	Student council 1 Name of the institute	Student council 2 Name of the institute	.....
How was the council formed? Elected or nominated/			
Student Council members and different office bearers			
How often it meet, where and the time			
Is attendance			

mandatory? How are members intimated? Website or e mail used?			
The functions and objectives of the Council			
The role of adult/ teacher/ parents			
Who keeps the record? Is there a treasurer?			

The intern may include more such questions as this list is not exhaustive. In conclusion the intern should write his overall observation and opinions regarding the functioning of the council.

### **8. Community Work**

Community work undertaken by the B.Ed. trainee teachers in their own college or in some other institutions. If permission is obtained, the interns may also study schools or any other NGOs. The file should record the number of visit, time spent during observation and the dates of the visit. If the community work performed by the B.Ed. students is observed then the intern should study at least 12 files of the trainee teachers. Often the B.Ed. students visit a place and write about it . But this is not community work. The trainees must contribute something. Observation will be based on the following points.

1. Title of the community work done by ..... [name of the B.Ed. student]
2. Goals/ objectives of the work
3. Activities of the participant during the work carried out.
4. Outcome of the work
5. Contribution of the trainee teacher/s
6. Importance of such work
7. Concluding remarks which should include effectiveness and efficiency of the trainee teachers in this respect.

**Part B – Assisting in activities ( any two):** The M.Ed. intern will select any two areas of assistance mentioned in the M. Ed syllabus. The file should contain assistance and help given to at least five B.Ed. trainees from each area of assistance.

The file should comprise the following points:

1. Name of the area of assistance
2. Name of the student
3. When and how often the intern interacted with the trainee
4. The intern should write in detail how he/she guided the trainee teachers. The names of the books suggested by him. The first draft submitted by the trainee teachers and corrected by the intern may be attached with the file.

**Part C – Interview of pupil teachers, in service teacher-trainees, teacher educators, school management heads and administrative authorities :**

The interns shall interview five individuals either from different above mentioned groups or from the same group. An interview schedule has to be constructed. The write up should include the following subheadings :

1. The group /s interviewed and the names of the respondents.
2. Objectives of the interview
3. The research questions included in the interview schedule reflecting the objectives of the study.
4. The result of the interview may be presented in the tabular form .

Research questions	Respondent no.1	No.2	No.3	No.4	No.5
A)					
B)					
C)					
.....					

5. **Analysis of the data-** The responses from the interview should be categorized in to different heads and the findings are to be discussed.
6. **Conclusion-** The intern should discuss the findings and should also give his/her suggestions.

The mentor should help the intern to select areas of research and in the construction of interview schedule and its analysis. A few topics may be suggested as follows :

- For pupil teachers –perception of the pupil teachers regarding the effectiveness of B.Ed. programme, opinions of them regarding pre service teacher education, curriculum of teacher education, infrastructural facilities of the college, Opinion about NCFTE, NCTE, RTE Act, any education related issues .
- For in service teacher trainees- same type of topics also, how would training programme help when they go back to school , what are the difficulties they are likely to encounter when they try to implement their newly acquired skill, mismatch between practice and educational theories, opinion about inclusive education, CCE, evaluation system , examination system, holistic education, private tuition, learning disability, problem behavior of the students, teacher pupil ratio, low quality education etc.
- The heads of the institutions and administrators may be interviewed regarding matters related management ( school managing committee, teacher parent association, relation with community, finance, implementation of government policies, leadership issues, political interference, quality education, competition with private schools, private public partnership, issues related RTE, teachers’ commitment, absenteeism , ethics , erosion of values etc.

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