2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

As the candidates join for the initial/ advanced teacher education program as graduates/ post-graduates

their subject and experiential background may have wide degree of heterogeneity. The initial learning needs (entry behaviour) are identified in the initial weeks of the first semester of the B.Ed. The total course structure is envisaged to cater to bridge this wide gap in due course. The summative assessment at the last weeks of the fourth semester of the B.Ed. course will help to assess the extent to which the initial learning needs are being accommodated (Terminal Behaviour). List of Initially identified learning needs:

Communication skill: Below the expected level of competency of Transfer from vernacular to

Foreign language and vice versa; expression of subject knowledge in lucid and clear manner with illustration to student community; proper mixing and management of verbal and nonverbal communication including gestures, body language etc.

Low techno-pedagogical skills including Cyber technology, ICT competencies, learning apps

management Proper development of Attitudinal shift conducive for moulding a teacher persona and grooming needs Moulding and shaping of the candidate as a teacher leader

Improper Group dynamics and leadership

Requirement for Social / emotional / spiritual Intelligence

Varied Capabilities in Aesthetic appreciation

People Management skills

Counselling / guidance skills

Physical dexterity – Handling Equipment

Physical/ Mental Training

Critical thinking and Problems solving competencies

The above identified initial tasks covers curricular, capacity building, co- curricular, emotional, and technological needs, which are catered through a variety of avenues, events, challenges, and opportunities.

The following are such cases of avenues provided:

Theory Paper Examination, MCQ test, Record Writing, Discussions, Group Activities, Individual Practicums, Practical Works, Project works, preparation of evaluation tools, brain storming Micro teaching classes, criticism classes, school internship programme in 2 phases, remedial teaching to students Online examination and assignment, blog preparation, ICT oriented lessons, observation and reporting of video lessons, digital portfolio preparation, digital album, cognitive map on any one topic in higher secondary level, e-content preparation. Seminars, presentations, Group discussion, theatre practice, reading and reflection on text, yoga, health and physical education works, art and aesthetic education work, SUPW and preparation of teaching aids

Reflective journal, peer evaluation, criticism classes, school-based evaluations, multiple choice test battery Community living camp, social visit and conscientization programme

Performance in Arts, Literature and Sports festivals

Participation in intercollegiate competitions. (SPARKZ, Rangolsav)

Talent hunt programme, extension talks, club activities, association activities, weekly assembly, morning prayer, arts and literary fest, sports day, celebrations and remembrance of national and international days, film festival, food festival, celebration of regional, national and international festivals, organization of intercollegiate competitions, participating in intercollegiate competitions, extension programmes, all the activities that they do in school, induction programme, organization of competitions for school students, collaborating activities with regional, national and international agencies, activities in various laboratories in the college, exhibitions on prolife, blood camp, family life seminars, environment conservation seminars, add-on courses, National Level Study Tours etc