

**Tribhuvan University**  
**Faculty of Education**



**Postgraduate Diploma in Education (PGDE)**  
**Third Semester Curriculum**

**TU, Faculty of Education**  
**Office of the Dean**  
**Balkhu, Kathmandu**  
**2082, Jestha (May, 2025)**

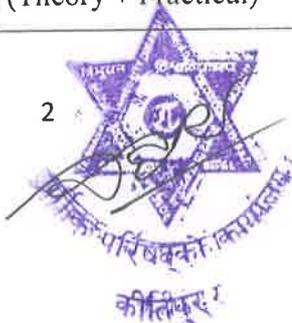


## Program Structure

The Postgraduate Diploma in Education (PGDE) constitutes a rigorous three-semester (18 months) full-time academic program. Graduation from the program necessitates a minimum of 39 credits, including a mandatory teaching internship accounting for 9 credits. In the curriculum, there are five core courses, distributed across three in the first semester and two in the second semester. Additionally, students are required to choose four courses focusing on subject-specific pedagogy—two in the first semester and two in the second semester—aligned with the subjects they pursued during their Bachelor's Degree studies. Furthermore, the second semester offers three elective courses, with students mandated to select only one elective course. Notably, the internship course, valued at 9 credits, is scheduled for the third semester. The structured outline of the Three-Semester PGDE course can be found in Table 1 below.

**Table 1: Course Structure of Postgraduate Diploma in Education (PGDE)**

Semester	Nature Course	Course Code	Course Title	Credit Hours	Total
First Semester	Core Courses	Ed. 461	Educational Philosophy and Curriculum Development	3	15
		Ed. 462	Social and Educational Psychology in Classroom	3	
	Pedagogy Courses	Sp. Ed. 471	Subject A – Pedagogy I (Theory + Practical)	2+1	
		Sp. Ed. 471/472	Subject B – Pedagogy I (Theory + Practical)	2+1	
	Applied Course	Ap. Ed. 463	Yoga and Physical Activity for Health Promotion (Theory + Practical)	2+1	
Second Semester	Core Courses	Ed. 481	Assessment for Learning	3	12
		Ed. 482	Application of Information and Communication Technology (ICT) (Theory + Practical)	2+1	



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	Pedagogy Courses	Ed. 491	Subject A – Pedagogy II (Theory + Practical)	2+1	3
		Ed. 491/492	Subject B – Pedagogy II (Theory + Practical)	2+1	
	Elective Courses (Any One Course)	El. Ed. 493	Guidance and Counselling	3	
		El. Edu. 494	Inclusive Education and Classroom Management	3	
		El. Ed 495	Application of Arts in Education (Theory + Practical)	2+1	
	Third Semester	Pedagogy Courses	Ed. 496	Teaching Internship	

There are five core courses, three in first semester and two in second semester. Student should select and study four courses of subject specific pedagogy (two in first and two in second semester) based on relevant subjects that they studied in their Bachelor's Degree. There are three elective courses in second semester. Students must select only one elective course. Internship course worth 9 credits is in the third semester.

**Course Title: Teaching Internship**

**Course Code: Ed.496**

**Level: Post Graduate Diploma in Education (PGDE)**

**Semester: Third**

**Nature of Course: Practical**

**Credit Hours: 9**

**Teaching Hours: 144**

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### 1. Course Description

This course offers practical, hands-on experiences for PGDE students to strengthen their teaching skills and professional development. It prepares them to become competent educators through real-world teaching practices, both online and in collaboration with schools, under the close supervision of the faculty and field experts. The course also emphasises curriculum analysis, instructional material development, implementation of learning improvement plans, and test item construction and evaluation. Students select a subject and grade level based on their specialization and carry out related activities on campus and in cooperating schools. This enables them to critically evaluate their teaching and assess the effectiveness of their instructional strategies and tools. Additionally, the course builds students' capacity to plan and manage extracurricular and co-curricular activities (E/CCAs). Field-based tasks help them design inclusive programs and reflect on their implementation through detailed reporting. The course also integrates seminars as a platform for students to explore, share, and reflect on their teaching experiences. It encourages them to connect theory with practice, write seminar papers on teaching-learning issues, and present their findings. Emphasis is placed on reflective practice, educational innovations, and professional growth. Finally, students will develop competencies to develop and present different types of reports. This course fosters a research-informed approach, promoting continuous self-improvement among future teachers.

### 2. General Objectives

The general objectives of this course are:

- To equip prospective teachers with practical teaching experience that strengthens their instructional planning, delivery skills, and use of appropriate teaching methods and materials.



- To equip students with the ability to critically analyze subject-specific curricula, design and implement effective instructional materials and improvement plans, and develop and evaluate assessment tools for enhanced teaching and learning outcomes.
- To develop students' competencies in planning, organizing, implementing, and reflecting on extracurricular and co-curricular activities (E/CCAs) to enhance holistic student development in schools.
- To foster students' critical inquiry and academic communication skills by presenting their insights on key teaching-learning issues through seminar discussions and written reports.
- To develop students' abilities to write different types of reports and present them.

### 3. Specific Objectives and Contents

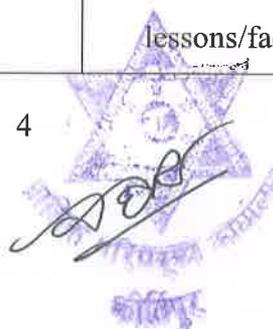
Specific Objectives	Contents
<b>Phase I: Orientation of Internship</b>	
<ul style="list-style-type: none"> <li>• To elaborate on the activities conducted during the various phases of the teaching practice program.</li> <li>• To outline the requirements necessary to complete the teaching practice.</li> </ul>	<p><b>1.1 Orientation of Curriculum and Activities (5 Hours)</b></p> <p>1.1.1 Orientation of curriculum</p> <p>1.1.2 Orientation of activities: Implementation phases (preparation, during practicum, and post-practicum phases)</p>
<b>Phase II: Preparation Phase- On Campus Teaching</b>	
<ul style="list-style-type: none"> <li>• To prepare micro lesson plans that incorporate various teaching methods.</li> <li>• To implement micro lesson plans that align with specific learning objectives and student needs.</li> <li>• To practice peer class observation activities to enhance reflective teaching practices.</li> </ul>	<p><b>2. 1 Micro Lesson Teaching (18 Hours)</b></p> <p>2.1.1 Preparation of at least ten micro lesson plans utilizing various teaching methods</p> <p>2.1.2 Online and face-to-face micro-teaching practice (at least 5 lessons)</p>



	2.1.3 Observation of teaching by peers with the instructor (1 lesson)
<ul style="list-style-type: none"> <li>Analyze the school level curriculum objectives, contents (scope, continuity, sequence and integration, and weightage), adequacy and coverage of the teaching and learning activities and resources, assessment procedures and methods.</li> <li>Develop the analytical report based on the curriculum analysis.</li> <li>Follow APA 7<sup>th</sup> edition citation format.</li> </ul>	<p><b>2.2 Project Work 1: Curriculum Analysis (6 Hours)</b></p> <p>2.2.1 Analysis of the school-level subject-specific curriculum in terms of curricular goals, objectives, contents, methods, activities, and provisions for assessment, analysis of the curriculum to link with world of work</p> <p>2.2.2 Report writing Develop an analytical report on the curriculum following APA 7th format</p>
<ul style="list-style-type: none"> <li>Prepare printed instructional materials for classroom instruction.</li> <li>Develop audio-visual resources including recordings, videos, and infographics.</li> <li>Create digital learning materials using interactive tools and platforms.</li> <li>Construct improvised teaching aids and educational models.</li> <li>Design subject-specific instructional materials from the locally available resources.</li> </ul>	<p><b>2.3 Project Work 2: Materials Development (14 Hours)</b></p> <p>2.3.1 Preparation of printed materials (worksheet, concept maps, posters, charts, diagrams, flash cards, brochures) <i>(At least 2 from each category)</i></p> <p>2.3.2 Construction of audio-visual materials (audio recording, video recording and editing, infographics) <i>(at least 3 materials)</i></p> <p>2.3.3 Development of digital materials (PowerPoints,</p>



	<p>interactive quizzes, digital lesson modules and digital workspaces)</p> <p>2.3.4 Development of improvised materials using local resources</p>
<ul style="list-style-type: none"> <li>• Design inclusive E/CCAs that address diverse student needs</li> <li>• Plan and prepare E/CCAS activities</li> </ul>	<p><b>2.4 Project Work 3: Extra/Co-curricular Activities (E/CCAs) (5 Hours)</b></p> <p>2.4.1 Identification of E/CCAs</p> <p>2.4.2 Planning and preparation of E/CCAs</p> <p>The plan should incorporate activity objectives, required resources and budget management, roles and responsibilities, venue and schedule, risk/safety management, program setting (planning the activities and work division)</p>
<p><b>Phase III: In School Teaching and Activities</b></p>	
<ul style="list-style-type: none"> <li>• To teach lessons in classroom settings to develop instructional skills.</li> <li>• To observe at least two peer-taught video lessons/face-to-face classes and provide constructive feedback.</li> </ul>	<p><b>3.1 Teaching Practice (32 Hours)</b></p> <p>3.1.1 Preparation and teaching of 30 lessons for the specialized subject in a collaborating school, utilizing various methods and materials</p> <p>3.1.2 Observation of teaching by peers on video recording lessons/face-to-face classes, 1</p>



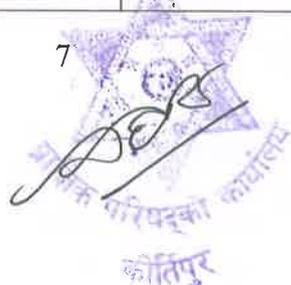
	<p>lesson, and 1 on the final examination day</p>
<ul style="list-style-type: none"> <li>• To prepare a portfolio that showcases teaching practices, reflections, and achievements.</li> </ul>	<p><b>3.2 Project Work 4: Student Portfolio Development (5 Hours)</b></p> <p>3.2.1 Preparation of student profiles covering personal and family demographics, Socioeconomic Status (SES), ability, interest areas, strength and area of weakness</p>
<ul style="list-style-type: none"> <li>• Identify the issues faced by the students from diverse backgrounds and abilities.</li> <li>• Analyze learning needs of the students.</li> <li>• Design learning improvement plan for individual students.</li> <li>• Implement the learning improvement plan.</li> <li>• Trace students learning after executing the plan.</li> </ul>	<p><b>3.3 Project Work 5: Preparation of Learning Improvement Plan (6 Hours)</b></p> <p>3.3.1 Identification of learning needs and difficulties of the students (Use a worksheet)</p> <p>3.3.2 Preparation of Learning Improvement Plan (LIP)</p> <p>3.3.3 Implementation of the plan and tracing the learning improvement of the students</p> <p>3.3.4 Preparation of a reflective report</p>
<ul style="list-style-type: none"> <li>• Analyze the specification grid prepared by the Curriculum Development Center</li> <li>• Prepare a specification grid indicating the number of test items in each of the following categories: <ul style="list-style-type: none"> <li>✧ knowledge and understanding,</li> <li>✧ application, and</li> <li>✧ higher ability,</li> </ul> </li> </ul>	<p><b>3.4 Project Work 6: Construction and Analysis of Test Items (8 Hours)</b></p> <p>3.4.1 Analysis of the specification grid prepared by the CDC</p> <p>3.4.2 Construction of test items: <ul style="list-style-type: none"> <li>• Multiple choice questions (15 items)</li> </ul> </p>



<ul style="list-style-type: none"> <li>• Construct test items and seek expert validation.</li> <li>• Administer test items.</li> <li>• Analyze the individual items (Difficulty level and Discrimination index)</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answer questions (5 items)</li> <li>• Short answer questions (5 items)</li> <li>• Long answer questions (5 items)</li> </ul> <p>3.4.3 Item analysis (find the difficulty level and discrimination index)</p> <p>3.4.4 Preparation of a brief report</p>
<ul style="list-style-type: none"> <li>• Execute well-organized and inclusive extracurricular activities</li> <li>• Manage opening ceremonies, main activities, and closing events</li> <li>• Create evaluation frameworks for measuring E/CCA effectiveness</li> <li>• Develop skills in reflective practice and reporting</li> <li>• Apply feedback mechanisms to improve future activities</li> </ul>	<p><b>3.5 Project Work 7: Organization of E/CCAs (10 Hours)</b></p> <p>3.5.1 Planning opening ceremonies and E/CCAs activities</p> <p>3.5.2 Creation of evaluation framework</p> <p>3.5.3 Implementation of planned activities (conduct of programs)</p> <p>3.5.4 Organization of prize distribution and closing ceremonies</p> <p>3.5.5 Report writing: Format of report (Introduction, Program details, Reflection, Conclusion, References and appendices)</p>
<p><b>Phase IV: Seminar</b></p>	
<ul style="list-style-type: none"> <li>• Identify credible sources and platforms to access seminar papers.</li> <li>• Collect seminar papers following academic standards and ethical guidelines.</li> <li>• Organize and archive collected papers</li> </ul>	<p><b>4.1 Seminar in Reflective Practice and Teacher Development (20 Hours)</b></p> <p>4.1.1 Issues from classroom teaching and learning (language; culture; technology; diversity and</p>



<p>systematically for ease of study and future reference.</p> <ul style="list-style-type: none"> <li>• Identify key elements of well-structured seminar papers.</li> <li>• Develop a seminar paper based on the issues generated from classroom practices.</li> <li>• Design and organize a seminar event, including planning sessions, logistics, and coordination.</li> <li>• Develop and write a seminar paper using a standard academic template.</li> </ul>	<p>inclusion; assessment, critical thinking strategies, material development and use; teacher training; instructional planning; action research; etc)</p> <p>4.4.2 Development of seminar paper (Title, Abstract, Key words, Introduction, Literature review, Results and Discussion, Conclusion, References)</p> <p>4.4.3 Planning and Organizing a Seminar</p> <ul style="list-style-type: none"> <li>• Technical committee: Location or venue selection, participants identification, logistic preparation, cost management</li> <li>• Academic/Scientific Committee: Selection of themes, keynotes speaker, schedule of seminar, review of papers, roles and responsibilities of personnel</li> </ul> <p>4.4.4 Execution of seminar</p> <p>4.4.5 Collection of feedback on paper, presentation, and writing seminar paper</p>
<p><b>Phase V: Report Writing</b></p>	
<ul style="list-style-type: none"> <li>• To summarize the overall teaching practice experience, highlighting key activities and learning outcomes.</li> <li>• To document the process of lesson</li> </ul>	<p><b>5.1 Report Writing (15 Hours)</b></p> <p>5.1.1 Summarizing practicum experiences</p> <p>5.1.2 Documenting lesson planning,</p>



<p>planning, including strategies, methods, and resources used throughout the teaching practice.</p> <ul style="list-style-type: none"> <li>• To reflect on teaching practices and experiences, identify strengths and improvement areas.</li> <li>• To submit and present the final report of different activities to the respective department for thorough evaluation and constructive feedback</li> </ul>	<p>teaching practices, and reflections</p> <p>5.1.3 Submission and presentation of the activity report by combining the teaching practice report, item analysis report, curriculum analysis, portfolio, E/CCAs report, and seminar report</p>
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*Note: Students are required to submit all digital materials and reports electronically to the respective departments through the official LMS or through personal emails. Additionally, video recordings and photographic evidence of field work, material improvisation, and development activities must be included in the submission.*

#### **4. Instructional Strategies**

##### **Orientation of Teaching Practice**

Concerned campus will conduct a subject-wise orientation programme for students by the campus supervisors or tutors on various phases of teaching practice

##### **Need assessment**

Students will be engaged in a needs assessment task, identifying the potential areas for improvement.

##### **Activity Planning and Execution**

Students will be engaged in activities planning and execution under the close supervision of the supervisor/instructors

##### **Teaching practice**

Students will be engaged in micro-teaching and teaching practice to develop competencies to school teaching



## Report Writing

Students will be engaged in developing reports on various activities they perform during on-campus teaching, in-school teaching, and seminars. They are writing a comprehensive reflective report following the prescribed format under the guidance of the instructor/supervisor

## Seminar

Engage students in real seminar planning, organization, delivery, and reflection through hands-on experiences. Students work individually or in groups to design and implement seminar activities or write papers on contemporary educational issues.

## 5. Evaluation

### 5.1 Internal Evaluation (180 Marks)

Internal marks will be distributed as follows

- On-Campus Teaching: 80 Marks
- In School Teaching (From campus): 85 Marks
- In School Teaching (From cooperative school): 15 Marks

Internal evaluation will be conducted by the internal supervisors based on the following activities:

#### 5.1.1 On-Campus Teaching (Internal from respective campus)

S.N.	Evaluation Criteria	Marks
1	Attendance and participation	6
2	Micro teaching plan	5
3	Micro teaching effectiveness	20
4	Peer observation	2
5	Curriculum Analysis	15
6	Teaching Materials	15
7	E/CCAs plan	5
8	Reflective report	12
<b>Total</b>		<b>80</b>



### 5.1.2 In School Teaching (Internal from respective campus)

S.N.	Evaluation Criteria	Marks
1	Attendance and participation	5
2	Teaching plan	5
3	Teaching strategies	20
4	Peer observation	2
5	Learning improvement plan	5
6	Portfolio report	5
7	Teaching materials	8
8	E/CCAs report	5
9	Test and its analysis	5
10	Organization and reporting of seminar	15
11	Internship reflective report	10
	<b>Total</b>	<b>85</b>

### 5.1.3 In School Teaching (Internal from cooperative school)

S.N.	Evaluation Criteria	Marks
1	Attendance	2
2	Teaching plan	3
3	School engagement	6
4	Teaching material and activities	4
	<b>Total</b>	<b>15</b>



## 5.2 External Evaluation (120 Marks)

S.N.	Evaluation Criteria	Marks
1.	Observation of teaching	40
2.	Teaching plan	10
3.	Materials	20
4.	Reports	40
5.	Viva	10
<b>Total</b>		<b>120</b>

### Note:

- *The Dean's office will provide a detailed evaluation framework for the internal and external evaluation of the internship.*
- *For on campus teaching (Preparation phase), maximum 20 students equals to one group. For each group a subject specific internal will be assigned and it carries 3 credit hours regular routine. On campus teaching will be conducted by allocating 3 teaching hours per day (4 days per week).*
- *For in-school teaching, the respective campus will assign subject-specific internal from their campus.*
- *For in-school teaching, the respective campus will assign a local supervisor from the cooperative school.*
- *The external evaluation will be conducted by the Office of the Dean, Faculty of Education, Dean's office will appoint subject-specific external evaluators.*
- *External evaluation of the internship will be conducted from the fourth to the fifth month of the semester starts.*
- *The Campus will collect internal marks and forward to the external. The external evaluator will submit the total marks (internal and external) to the teaching practice section in the Dean's office.*



#### 4. Reference Books and Reading Materials

- Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. Routledge.
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- Suphasri, P. & Chinokul, S. (2021). Reflective practice in teacher education: Issues, challenges, and considerations. *PASAA*, 62, 236-264.
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