

OUR LEADING LIGHT



“If you have assimilated fine ideas and made them the basis of your life and character you have more education than any man who has got by heart a whole library”

CALENDAR AND HAND BOOK 20 -20

SREE SWAMY VIVEKANANDA

CENTRE OF TEACHER EDUCATION

MAYILUMPURAM, THOTTAKARA (PO), OTTAPALAM-2

PERSONAL DATA

Affix your recent
passport size photo
here

Name in Full :

Roll No. :

Course :

Name of Guardian :

Address :

Phone No. :

COLLEGE PRAYER

അനന്ത സർഗ്ഗ വൈഭവം
നിറഞ്ഞു നിൽക്കുമീ മഹാ പ്രപഞ്ച
സീമ തോറുമേ
നിറഞ്ഞിടുന്ന ദൈവമേ
അപാരമാകുമാ കൃപാ-
വരങ്ങളേകി ഞങ്ങൾ തൻ
കുറുന്നു ചിത്തമാകവേ
കരുത്തുകൾ നിറയ്ക്കണം
ബുദ്ധിശക്തി ഓർമ്മയും
നിത്യശുദ്ധി വിനയവും
സർഗ്ഗ സിദ്ധിയൊക്കെയും
ഞങ്ങളിൽ നിറയ്ക്കണം
അക്ഷരങ്ങൾ വാക്കുകൾ
സഞ്ചയിക്കു മറിവുകൾ
ചിന്തയിൽ അടങ്ങുവാൻ
ശക്തി നിത്യമേകണം
പിറന്ന പുണ്യ ഭൂമിയോടെനിയ്ക്കു
കുറു തോന്നണം
മരിക്കുവോളമമ്മയെ
സ്മരിക്കുവാൻ കഴിയണം
ചരാചരങ്ങൾ ഒക്കെയും
സഹചർ പോലെ തോന്നണം
ഉദാത്തമായ മാനവ
സ്നേഹചിന്ത പകരണം
അനന്ത സർഗ്ഗ വൈഭവം
നിറഞ്ഞു നിൽക്കുമീ മഹാ പ്രപഞ്ച
സീമ തോറുമേ
നിറഞ്ഞിടുന്ന ദൈവമേ



PLEDGE

India is my country and all Indians are
my brothers and sisters.

I love my country and I am proud of its rich and
varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and
all elders respect and treat everyone with courtesy.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.



NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he

Bharata-bhagya-vidhata.

Punjab-Sindh-Gujarat-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

Uchchala-Jaladhi-taranga.

Tavashubha name jage,

Tavashubhaasisa mage,

Gahetavajayagatha,

Jana-gana-mangala-dayakajaya he

Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya jayajaya, jaya he!

VISION AND MISSION OF THE INSTITUTION

Vision:

To honour the legacy of SREE SWAMY VIVEKANANDA by becoming an example of teacher education excellence, fostering intellectual enlightenment, and manifesting the divine potential within every student-teacher.

Mission:

1. To impart quality teacher education with a strong foundation in humanism and ethical values, following the profound wisdom of SREE SWAMY VIVEKANANDA.
2. To inspire self-confidence and a vision of excellence in aspiring educators.
3. To equip our student-teachers with effective communication skills and the ability to integrate soft skills and ICT-based methodologies into their teaching.
4. To promote lifelong learning, critical thinking, and the development of socially responsible individuals within our educational community.
5. To foster problem solving, persistence, collaboration and curiosity among the student teachers which will make them efficient and fit to thrive in a rapidly evolving technology - mediated world
6. To equip the student teachers with necessary skills that is required to succeed in this new world and thus help them grow their confidence to practice those skills

TEACHERS OATH

I call myself a teacher with great pride and satisfaction. I pledge my dedication to my vocation.

I pledge to make full use of my skills and talent in order to offer the best instructions of which I am capable

With due respect, I pledge that I will work together with my colleagues and be humble to my Students

I promise never to stop learning, for a teacher should always remain a learner too

I swear by Almighty God that I will serve as a teacher with a just and truthful disposition

CORE VALUES

- **Commitment to Academic Excellence:** We uphold the highest standards of academic quality in all our programs, drawing inspiration from Swamy Vivekananda's emphasis on the pursuit of knowledge and wisdom as essential aspects of personal and societal growth.
- **Access and Inclusivity:** Following Swamy Vivekananda's vision of education for all, we are dedicated to making quality teacher education accessible to individuals from all backgrounds, ensuring that those with the potential and motivation to become educators have the opportunity to do so.
- **Diversity and Inclusion:** In alignment with Swamy Vivekananda's message of universal acceptance, we foster a welcoming and inclusive environment that celebrates diversity, where people from various backgrounds and cultures are valued and respected.
- **Transformation through Education:** We resonate with Swamy Vivekananda's belief in the transformative power of education and utilize the resources of our institution to empower students to realize their full potential and aspirations, much like he aimed to transform lives through education.
- **Student-Centered Approach:** Our students are at the core of our educational community. We are committed to providing them with an exceptional learning experience and the necessary support to excel.
- **Collaboration and Teamwork:** We emphasize collaboration and teamwork as essential skills for our teachers. We encourage teachers to work with parents, fellow educators, and a range of other educational professionals.
- **Lifelong Learning:** We believe in the concept of teaching as a lifelong learning journey. Teachers are encouraged to be reflective practitioners and to continuously develop their knowledge and skills.
- **Valuing Learner Diversity:** We consider learner differences as valuable resources in the educational process and encourage our teachers to embrace and leverage this diversity.

These core values reflect the teachings and philosophy of Swamy Vivekananda, emphasizing his vision of accessible education, inclusivity, and the transformative power of knowledge. They guide our institution's commitment to teacher education and overall growth.

SREE SWAMY VIVEKANANDA EDUCATIONAL & CHARITABLE TRUST

MANAGING TRUSTEE: Sri. T. KRISHNADAS

MANAGER: Sri. SUNIL KRISHNADAS

The trust was formed to perpetuate the memory of Sree Swamy Vivekananda, who was a great humanist and whose educational ideas which are found scattered in the works, in which we can see intellectual excellence and depth of vision of highest order. “Education is the manifestation of divine perfection already existing in man.”

The Trust came in to being on 7th June 2001. The formation of the trust was with an intention to fulfil certain objectives mainly and of the upliftment of the system of education with special emphasis to Teacher Education.

- To give good education for the deserving candidates.
- To meet the cost of education of poor and deserving students irrespective of caste, creed, community or religion.
- To give education for life building, man making, character making, assimilation of ideas.
- To give education for making men, duty bound and that too for serving the society.
- To promote education according to the need of the hour.
- To start educational institutions which provides better education.
- To give proper guidance and thus prepare the student to meet the fast changing scenario in the field of education.
- To give good training to the prospective teachers using modern technologies.
- To arrange scholarship and other help to the deserving students.
- To establish, setup, run and manage educational institutions including Professional Institution which would help to achieve, the highest goal of education in the new generation.
- The office of the Trust is at Ottapalam in Palakkad Dist.

SREE SWAMY VIVEKANANDA CENTRE OF TEACHER EDUCATION

This Institution managed by Sree Swamy Vivekananda Educational and Charitable Trust under Self Financing Stream. The Sree Swamy Vivekananda Centre of Teacher Education started its regular functioning on Nov. 12th 2007. Three subjects are offered for B.Ed. Course.

- Commerce
- English
- Social Science

The total students enrollment is 50 out of which 50% of the seats are allotted by the government on merit basis.

The main campus of the centre is at Mayilumpuram, Ambalappara Panchayath, Ottapalam Taluk, Palakkad Dist.

The institution is situated in a tranquil and beautiful greenish atmosphere; surrounded by paddy fields and a stream within an area of 5.7 acres. The chilly breeze blows from the Anangan Mala and the sweet songs of the birds, and the lullaby of the stream give bliss and pleasure to the students and the inspire students to be creative and receptive. This blissful blend of nature makes teaching and learning a very joyous, wonderful and ever memorable experience.

ACCREDITATION AND AFFILIATION DETAILS

The college is a recognized institution by NCTE and is affiliated to University of Calicut

CONTACT US

College Address : **Sree Swamy Vivekananda Centre Of Teacher Education
Mayilumpuram, Thottakkara (PO), Ottapalam,
Palakkad dist., Kerala-679102**

Website : **www.ssvotp.com**

E-mail : **ssvprincipal@yahoo.com**

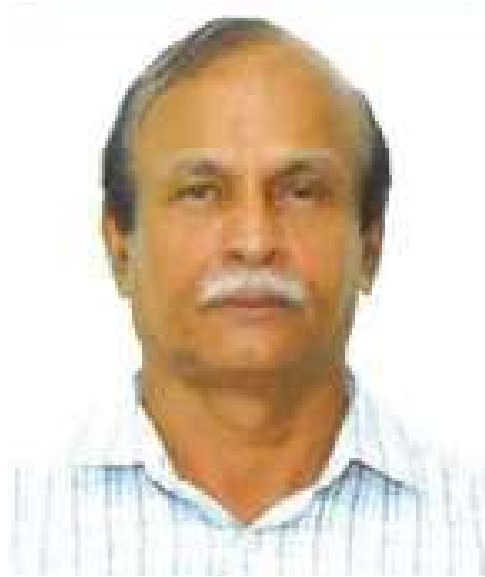
Office Phone : **0466 2247444, 8547789169 (Mob.)**

Head of the Institution : **Dr. K Ramakrishnan**
Phone No. : **9446495156**

Visitors Time : **11:00 am to 2:30 pm (On all working days)**

NB: All second Saturdays are holidays.

PRINCIPAL'S MESSAGE



I am extremely glad and happy to lead an institution having a rich tradition both in and out of the classrooms. Our institution has an excellent track record of scholastic and co-scholastic excellence which is the outcome of hardwork, consistency and perseverance of students, teachers, parents and staffs. We are extremely proud that, we support student teachers on their curricular and co-curricular activities that prepares them to achieve their career related goals.

In the words of Swamy Vivekananda, “Education is the manifestation of divine perfection already existing in man.” The statement suggest that it is only through a proper education, knowledge gets transformed into a means for all round development of human beings. Vivekananda insisted that we need “nerves of steel, muscles of iron and minds like a thunder bolt.”

Education is thus a harmonious and synchronized combination of head (intellect), hand (physical actions) and heart (values). In the present era of technology and digitalization, the greatest challenge before educators and parents is to nurture the young minds with a holistic education.

Therefore, our vision is to nurture the diverse abilities and talents of student teachers, helping them become responsible, accountable, and compassionate educators.

Sri. Dr. K Ramakrishnan

INSTITUTIONAL HIGHLIGHTS

1. Morning Assembly

Morning assembly is conducted every day at 9:40am. It begins with a prayer followed by pledge, thought for the day, day observance messages if any, book reviews, news reading and address by the principal on any announcements to the B.Ed students. It also consists of message from the principal on important days. The assembly is concluded by National Anthem. The everyday morning assembly record is maintained by the students and is also checked by the in-charge teacher. A group of students are selected to chart the programs for morning assembly.

It facilitates the student teachers to maintain a balance with the modern challenges happening in our dynamic society.

The resource for morning assembly includes college auditorium, sound system, projector if required and other handheld devices. Comfortable seating arrangements are provided for students and teachers. After the morning assembly the normal classes start at 9:50am as per the timetable for the respective day.

2. Clubs in the College

- i. Social Science Club
- ii. English Club
- iii. Commerce Club
- iv. Seed Club
- v. Music Club
- vi. IT club
- vii. Sports Club
- viii. Fine Arts Club
- ix. Health Club

3. Committees in the College

- i. Managing Committee
- ii. Curriculum Development Committee
- iii. Examination Committee
- iv. NAAC Committee
- v. Planning and Decision Making Committee
- vi. Internal Grievance Committee

4. Cells in the College

- i. Internal Quality Assurance Cell(IQAC)
- ii. Placement Cell
- iii. Students Grievance Redressal Cell
- iv. Staff Grievance Cell
- v. SC/ST/EWS/PWD Grievance Cell
- vi. Admission Cell
- vii. Women Cell
- viii. Anti-Ragging Cell
- ix. Anti-Drug Cell
- x. Anti-Harassment Cell

5. Councils and Union in the College

- i. Staff Council
- ii. Students Union

6. Evaluation System in the College

The evaluation system for an academic year is planned and designed by Principal, Management, and Teachers every year at the commencement of academic session. The following criteria of evaluation is practiced in our institution for the award of internal marks of students

- Task and Assignments
- Concerned Practicals in the subjects
- Seminars
- Debates and Discussions
- Internal Examinations
- Model Examination

The external examination for all the theory papers and practical examination [commission/viva] is conducted as per the order from the university.

7. Extra-Curricular Activities

Our institution has different Co-Curricular Activities designed for the overall benefit of the student teacher. It includes cultural activities, sports and games that falls outside the normal academic curriculum followed in the institution. These activities promote the growth of physical mental and behavioral dimensions including cognitive, affective, social, moral and artistic development of the student teachers. It inculcates in them a sense of sportsmanship, competitive attitude, leadership, meticulousness, co-operation and team spirit.

The following extracurricular activities are included in our institution

- a) Talents Day
- b) Festival Celebrations
 - Onam
 - Ramzan
 - Christmas
- c) Arts Day
- d) Union Day
- e) Sports Day
- f) College day
- g) Important National and State Days of observance**
 - Independence Day
 - Kerala Piravi Day
 - Republic Day

Apart from these days, all the important days as mentioned by state and centre are observed in our institution.

8. College Union Election

Under the guidance of university of Calicut, a college union election is conducted in parliamentary system for every academic batch students each year. The election follows

the procedural norms as prescribed by the university of Calicut. The following posts are elected from the students to form the students union each year

- Chairperson
- Vice Chairperson
- General Secretary
- Joint Secretary
- Secretary Fine Arts
- University Union Councilor
- Magazine Editor
- General Captain
- Class Representatives (3) - Commerce, English, Social

9. Seminar, Workshops, Orientation programs for student teachers

- Seminar

The college hosts a minimum of two one-day seminars each year for the students. Experts are invited to preside over the seminars. The topics for the seminars are selected on the basis of academic relevance related to the broad disciplined Education. The college also hosts National Seminar occasionally to enhance the student knowledge on modern day changes happening in teaching, training and educational policies

- Workshops

The students are provided with the following workshops each year to enhance their professional skills and capabilities in teaching.

- Workshop on Chart Writing
- Workshop on Model Making
- Workshop on Art and Drama
- Workshop on Performing Arts
- Workshop on Additional Skill Developments
- Workshop on ICT in teaching

- Orientation Programs

The student teachers are given orientation for the different competitive examinations in education by the college faculty members. The following orientation programs are active in our institution

- K-TET Orientation
- C-TET Orientation
- SET Orientation
- NET Orientation
- CUET Orientation for PG studies
- Orientation on Interviews and Personality Developments

10. Tutorial System

Our college has an effective and efficient tutorial system that is active and is renewed each year after fresh admissions. It focuses on student cognitive and personal development for the overall mental and physical wellbeing of students. It helps the students improve their learning and leadership skills and develop the potential. The respective mentors in the tutorial system can provide guidance and support on academic and carrier related issues which will help the students develop their skills and confidence. The students are divided into small groups by random sampling procedures and are allotted to different mentors who are the permanent college faculties.

11. Student Recognition and Convocation

Every year the outstanding students are given certificates and rewards as an appreciation for the hard work. In our college, the semester toppers, the competitive examination winners, arts and sports champions are rewarded for their excellence in curricular and co-curricular areas. The certificates and rewards are distributed to the students in the scheduled college programs of a corresponding academic year.

Every year, a convocation program is hosted in the college as a recognition to the student teachers for their hard earned degree. The program is scheduled and the degrees are awarded to student teachers by a Chief Guest in the presence of college Principal, Management and Teachers.

12. Conveyance and Travel Facilities in college

The college bus provides a shuttle service from Ottapalam town to college and back each day. Apart from this, the college handles the travelling charges of the students and teachers in case of any emergency. The nearest private bus stop is at Pullinchod which is at a walkable distance from college.

13. Alumni Association

We have a lively and registered alumni association. We have Sri. Arun Meloor as Alumni President, Sri. Jagadeesh as Alumni Secretary, Sri Vyshakh as Alumni Treasurer. Smt. Aswathy, Smt Meera, Smt. Reeba and Sri Krishnaprasad as Alumni Executive Members. Every year we conduct Alumni meetings and submit the Alumni report in College Magazine.

14. Blood Donors Forum

We have an active blood donors forum which is very lively and well maintained by our Alumni members. They maintain and update a list of donors every year. In association with the Panchayath, the college and Alumni jointly conducts Medical camps and health checkups in College to the locals around the college locality

15. College Library

Our library is designed to support and stimulate intellectual growth, creativity, and curiosity, making the learning experience more enriching and effective. It is fully operational and has been completely digitalized to provide seamless access to resources. The collection includes approximately 5,000 books, covering a wide range of subjects to support academic and personal development. The digitalization of the library allows for efficient management of resources and easy access to both physical and digital materials, enhancing the overall educational experience for students and faculty alike.

16. Lab Facilities

➤ **Computer Lab**

Our computer labs are fully equipped with systems, each running the latest software, providing an environment conducive to implementing and experimenting with knowledge gained in the classroom. All systems are connected to the internet, ensuring that students have access to online resources and tools. Additionally, the computer labs host workshops designed to develop ICT skills, offering hands-on experience and practical training in various aspects of information and communication technology.

➤ **Language Lab**

Our Language Lab is equipped with a speaker system and audio equipment designed to enhance the development of language skills for student teachers. These resources provide an interactive environment for practicing pronunciation, listening comprehension, and overall language proficiency, supporting effective language learning and teaching strategies.

➤ **Psychology Lab**

We have a fully equipped psychology lab which is used to record the behaviour and monitor the mental and state of student teachers. The lab enables teaching, consultancy, research activities and conducting practical psychological tests for deeper understanding of the science of student behavior

➤ **SUPW/Work Experience Lab**

Our institution sets a perfect atmosphere in the SUPW/work experience lab for the students to learn about team work, skill development and dexterity in producing socially useful and productive products. The student articles are displayed in the Lab and exhibited during the workshop and practical examinations

17. Subject Resource Center

Each classroom features a dedicated Subject Resource Center tailored to the specific courses being taught. These centers are equipped with a variety of essential resources, including handbooks, sourcebooks, maps, charts, and models relevant to the subject matter. This setup ensures that students and instructors have easy access to valuable materials directly within the learning environment, enhancing the overall educational experience by providing immediate and convenient resources to support teaching and learning activities.

18. Smart Classrooms

In every classroom, we have an overhead projector and screen available for connecting to a computer. PowerPoint presentations and other video lessons can be demonstrated to students directly in their respective classes.

19. College Auditorium

The college auditorium is the venue for all cultural programs as well as PTA meetings, union meetings, and staff meetings. It is well-equipped with a high-quality sound system and lighting arrangements.

20. Additionally, we have a **multipurpose hall** that is used for university examinations, and various college activities. The multipurpose hall is fully equipped with CCTV cameras to ensure the smooth conduct of examinations and other events.

21. The entire building is under **CCTV surveillance**, including the back areas, with cameras positioned around the institution to enhance the security and protection of our students and teachers.
22. **Waste Management**- We have established a comprehensive waste management system at our institution. Sanitary napkin disposal units have been installed in the women's washrooms. We follow strict waste management protocols for proper disposal and recycling.
23. We have implemented a **rainwater harvesting system** to enhance our sustainability efforts. This system collects and stores rainwater from the building's roof and other surfaces, which is then used for various purposes such as watering gardens, flushing toilets, and other non-potable uses.
24. The college is equipped with a robust and **fully functional power backup system** designed to maintain an uninterrupted power supply during any emergency or power outage. This comprehensive system includes high-capacity batteries that provide immediate backup power, inverters that convert the stored energy into usable electricity, and generators that kick in to provide extended power support when needed. This layered approach ensures that all essential functions, such as lighting, computing, and other critical operations, continue without interruption, thereby maintaining a safe and productive environment for students, faculty, and staff, even in unforeseen circumstances.
25. **Parent-Teacher Association**- All parents are members of Parent-Teachers Association of the college. There is yearly subscription for PTA. Every year we select an executive committee which comprises of PTA President and 6 Executive Members. These posts are unanimously elected in the first general body after the completion of admission in each academic year. Executive meetings and PTA meetings are conducted twice in a year.
 - The PTA brings better understanding of the problems of the pupils, parents and teachers which will help in giving clear cut solutions to the concerned problems.
 - The PTA meetings help the parents to comprehend student progress in academic and non-academic areas. It also gives a opportunity to understand the conduct of students and their approach towards academic activities.
 - In case of dearth of funds, the help from PTA is taken to raise funds for the institutional welfare.
 - The number of PTA meetings and Executive meetings may vary according to the timely needs and requirements of the institution.

STAFF LIST

Principal: Sri. Dr. K Ramakrishnan

Faculty of Teaching

1. Sri. Dr. K Ramakrishnan (Physical Education)
2. Smt. Dr. Sandhya Kumar (General Subjects)
3. Smt. Sreelatha P (General Subjects)
4. Smt. Bharathy K K (General Subjects)
5. Smt. Hima M B (English)
6. Smt. Reeba A B (Social Science)
7. Smt. Beena K (General Subjects)
8. Sri. Dr. A Kumar (Commerce)
9. Sri. Mubarak P A (Music)
10. Smt. Ramya K (General Subjects)
11. Smt. Nisha K P (ICT)
12. Smt. Meera N M (English)
13. Smt. Aswathy P (Commerce)

Non-Teaching Staff

- Sri. Jyothish T (Superintendent)
- Smt. Sheela C R (Clerk)
- Smt. Priya T K (Librarian)
- Smt. Parvathy A P (Office Assistant)
- Smt. Jayasree (Helper)
- Sri. Chandrababu (Bus driver)

GENERAL RULES

- TIME: The college Starts at 9.30 a.m. and ends at 3:45 p.m. At the bell before the morning session, all students should be in their respective classes for morning prayer at 9.25 a.m. Strict compliance is necessary for successful completion of the program in our institution.
- Late comers should enter the class with the permission of the lecturer in charge of the class.
- ATTENDANCE: 80 percent for all theory classes and 90 percent for internship
- UNIFORM: All student teachers should wear the prescribed uniform on regular working days.
- LEAVE/ABSENCE: Student teachers are instructed to take leave only on prior information with the concerned teacher/faculty in charge until or unless any emergency situation arises.
- PRACTICALS: Compulsory attendance required for the completion of all practicals and internal assessments.
- Use of mobile phones during class hours is only as advised by the subject teacher in-charge as mentioned in the timetable.
- Students shall endeavour to preserve cleanliness and orderliness in the class room varandhas and college premises.

UNIVERSITY OF CALICUT 2 YEAR B.Ed. PROGRAM

The NCTE made the recommendation for beginning a two year B.Ed. Program to prepare quality teachers as per Regulation 2014. It was a complete revamping of the earlier existing curriculum. The curriculum retains the essence of student teachers, the active participants in the learning process and prepares the student teachers for facing the emerging challenges resulting out of globalization and its consequences.

PREFACE TO REVISED B.Ed. CURRICULUM

The Board of Studies in Education (UG), Calicut University modified the curriculum of the existing two years B.Ed. Programme in 2017. The curriculum of the two year B.Ed. Programme was hence modified to Outcome based without changing the content of the curriculum.

INTRODUCTION

Bachelor of education B.Ed. Program is a professional program meant for preparing teachers for upper primary or middle level, secondary level and senior secondary level.

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. Program is comprised of three broad inter related curricular areas: 1. Perspectives in education, 2. Curriculum and pedagogic studies, 3. Engagement with the field

PROGRAMME EDUCATIONAL OBJECTIVES

Programme Educational Objectives 01: Enhance Professional Competencies

Equip prospective teachers with Techno Pedagogical Content Knowledge and competencies to handle the challenges of the present-day classroom, there by acquiring expertise in critically engage with the current reflective practices of the school education.

Programme Educational Objectives 02: Personal Transformation:

Develop sensitivity towards local and global environment among prospective teachers through cognitive and affective transformation emphasizing harmonious living with oneself and with the society.

Programme Educational Objectives 03: Develop Leadership

Transform the prospective teachers to competent leaders with organizational, administrative and managerial skills and aptitudes.

Programme Educational Objectives 04: Continuing Education

Motivate the prospective teachers and lay down sound foundation for advanced learning in the area of education. It means aspire towards advanced studies in the realm of education.

Programme Educational Objectives 05: Inculcate Values and Ethics

Provide opportunities and experiential learning to impart the ethics and values in personal and professional life.

PROGRAMME OUTCOMES

Programme Outcome 01:

Master in pedagogical knowledge, professional competencies and skills to become as a competent teacher

Programme Outcome 02:

Proficient in fundamental ICT skills indispensable for personal and professional development

Programme Outcome 03:

Competent to amalgamate various methods, strategies and approaches in teaching learning process

Programme Outcome 04:

Appreciate philosophical, sociological, cultural, political and environmental perspectives of education

Programme Outcome 05:

Motivate for lifelong learning and continuing education for professional development

Programme Outcome 06:

Sensitize the effective ways in anticipating and solving the social problems and challenges of transforming society.

Programme Outcome 07:

Analyze the trends, issues and challenges facing in the contemporary education system.

Programme Outcome 08:

Proficient to apply the knowledge of educational management and administration in academic planning, organization and decision making

Programme Outcome 09:

Acquire democratic and social values of an ideal teacher there by inspire the learners

Programme Outcome 10:

Acquaint with the prominent role of educational psychology in identifying the individual differences of the learners and in facilitating their learning.

STRUCTURE OF THE PROGRAM

- ▶ The program consists of four semesters of 100 days each.
- ▶ The theory courses consist of seven courses under perspectives in education, six courses under curriculum and pedagogic studies and one additional optional course under engagement with the field.
- ▶ Apart from the school internship 4 EPC courses are introduced for enhancing professional capacities.

SCHEME OF INSTRUCTION

- ▶ There shall be 100 contact hours for the instruction of each theory course with full weightage of 100 marks course. 15 hours is also assigned for tasks and assignments, college based practicals/tests of each full weightage theory course.
- ▶ 50 contact hours is allotted for the instruction of each theory course with half weightage of 50 marks course. 8 hours is also assigned for tasks and assignments, college based practicals/tests of each half weightage theory course.

COURSE REGULATIONS

- **Scope:**

The regulation provided herein shall apply to the regular B.Ed. programme conducted by the Affiliated colleges- Government/Aided/Unaided/ Self-financing, and Calicut University Teacher Education Centers with effect from the academic year 2015-2016 admission onwards. The provisions herein supersede all the existing regulations for the regular B.Ed. programme conducted by the teacher education institutions of the University of Calicut unless otherwise specified.

- **Duration of the Programme:**

The B.Ed. Programme is of four semesters spread over two years duration. However, the students shall be permitted to complete the programme requirements within a maximum of four years from the date of admission to the programme. Classes of First semester shall be started latest by July in all affiliated colleges of University of Calicut. The minimum number of working days in each semester shall be 100 and in each year shall be 200 excluding days of admission and examinations.

- **Eligibility for Admission:**

Candidates seeking admission to the B.Ed. programme shall be required to have

- (i) at least 50% marks or an equivalent grade either in the Bachelor's degree and/or in the Master's Degree in Science/ Social Science/Humanity.
- (ii) at least 55% marks or an equivalent grade in the Bachelor's degree in Engineering or Technology with specialization in **Science and Mathematics** (In case of B. Tech / B.E degree aggregate marks/grade in Science and Mathematics papers alone will be considered)
- (iii) Any other qualification equivalent thereto OR the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the University of Calicut from time to time

Relaxation in the marks will be allowed in the case of Candidates belonging to scheduled castes / Scheduled tribes/ socially and Educationally Backward classes/PWD and other applicable categories as per the rules of state government.

- **Medium of Instruction:**

The medium of instruction shall be English for all courses. However, in case of languages, instruction may be given partly in the language concerned. Medium of examination shall be English/Malayalam. The Language Optional papers shall be written in the language specified in the Question paper.

- **Attendance:**

A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% for all theory classes and course work and practicum and 90% for internship. Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.

- **Registration for each Semester**

All the courses carrying score should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the End Semester University examination. Every candidate should register for all subjects of the end semester examinations of 1st, 2nd and 4th semester before its closure. But for the 3rd semester (Since having no End Semester Theory Examinations), registration is to be done after the closure of the semester. A candidate who does not

register will not be permitted to attend the end-semester examinations; he/she shall not be permitted to attend the next semester. A candidate shall be eligible to register for any higher semester, if he/she has satisfactorily completed the course of study and registered for the examination of the immediate previous semester. He/she should register for the semester before the stipulated date. University will notify the date of registration and the starting and closing dates for each semester.

- **Re-admission rules**

Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. There shall be provision for readmission in the same institution in the second, third and fourth semesters within a period of three years for those who have satisfactorily completed first, second and third semesters respectively and also registered for the previous semester University Examination, provided there is vacancy in the institution and the syllabus being the same. Re-admission shall be permitted during the first week of 2nd, 3rd and 4th semester.

- **Course Calendar**

The course calendar, published by the University in advance, should be strictly followed for ensuring timely conduct of examinations and publication of results. Semester classes should be started and completed on the stipulated dates at all affiliated institutions as notified by the University. Regular classes for the subsequent semesters will be started only after completing the examinations of the just previous semester. Faculty members from affiliated institutions who are assigned duty by the University for Centralized Valuation Camp should strictly attend the valuation at the specified center; Head of each institution should ensure this. Suspending classes for the conduct of valuation camp is not a feasible procedure; Home valuation may be implemented for examinations of 1st semester. Faculty members appointed for Centralized Valuation Camp/home valuation should necessarily have minimum three years teaching experience at B.Ed. degree level. Within a week after the commencement of classes of each semester, Head of each Institution should forward the list of faculty members working in the college along with their qualification and years of teaching experience, to the University. This is a mandatory requirement which should be strictly followed by Head of each Institution. Head of each Institution shall ensure the availability of sufficient number of regular faculty members having experience and qualifications (as per NCTE Regulations) in the institution.

- **Procedure for completing the course**

A candidate shall be required to complete the B.Ed. programme after undergoing the prescribed courses of study in a college affiliated to the university for four semesters within a period of not less than two years; clear all the examinations prescribed and fulfill all such conditions as prescribed by the University from time to time. However, the maximum duration permissible for taking the B.Ed. programme is fixed as 3 years after joining the course.

- **Eligibility for the Degree**

No candidate shall be eligible for the B.Ed. degree unless he/she has undergone the prescribed course of study for a period of not less than two academic years in an institution affiliated to the University of Calicut and has passed all subjects as per the prescribed syllabus.

COURSE STRUCTURE

PERSPECTIVES IN EDUCATION	CURRICULUM AND PEDAGOGY	OPTIONAL COURSES	ADDITIONAL OPTIONAL COURSES (Any One)
EDU 01	EDU 03	EDU 05.2, 05.8, 05.13	EDU 14.1
EDU 02	EDU 04	EDU 09.2, 09.8, 09.13	EDU 14.2
EDU 06	EDU 08	EDU 13.2, 13.8, 13.13	EDU 14.3
EDU 07			EDU 14.4
EDU 10			EDU 14.5
EDU 11			EDU 14.6
EDU 12			EDU 14.7

SEMESTER I

SEMESTER I THEORY COURSES

COURSE CODE	PAPERS	HOURS/ SEMESTER	EXTERNAL	INTERNAL	TOTAL
EDU 01	EDUCATION IN CONTEMPORARY INDIA	100	80	20	100
EDU 02	DEVELOPMENT OF THE LEARNER	100	80	20	100
EDU 03	SCHOOL ORGANISATION	50	40	10	50
EDU 04	UNDERSTANDING DISCIPLINES AND SUBJECTS	50	40	10	50
EDU 05	OPTIONAL COURSES				
EDU 05.2	THEORETICAL BASES OF TEACHING ENGLISH	100	80	20	100
EDU 05.8	THEORETICAL BASES OF TEACHING COMMERCE	100	80	20	100
EDU 05.13	THEORETICAL BASES OF TEACHING SOCIAL SCIENCE	100	80	20	100
TOTAL		400	320	80	400

SEMESTER I PRACTICAL COURSES

COURSE CODE	PRACTICALS	HOURS	MARKS
EDU 101	MICRO TEACHING	30	30
EDU 102	EPC 1 LANGUAGE ACROSS CURRICULUM READING AND REFLECTING ON TEXTS	50	50
EDU 103	YOGA, HEALTH AND PHYSICAL EDUCATION-1	30	20
TOTAL		110	100

INTERNAL ASSESSMENT

TASK AND ASSIGNMENTS EDU 01-05	30 HOURS/ 1 WEEK
COLLEGE BASED PRACTICUM AND TESTS EDU 01-05	30 HOURS
CO-CURRICULAR ACTIVITIES TUTORIAL GUIDANCE UTILIZING LIBRARY RESOURCES	50 HOURS

SEMESTER I

EDU 01 EDUCATION IN CONTEMPORARY INDIA

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

EDU 01- EDUCATION IN CONTEMPORARY INDIA

Course Learning Outcomes

On the successful completion of the course the learner will be able to,

1. Recognize the diversity of Indian society and role of education in respecting them.
2. Describe the meaning, definitions, functions and aims of education.
3. Differentiate various types and levels of education.
4. Classify the ancient, medieval, colonial education and basic education.
5. Develop the capacity to accept the progressive changes from ancient to modern education.
6. Explain the constitutional provisions related to education in India.
7. Organize different programmes related to issues of inequality and marginalization.
8. Discuss the current issues of education in India.
9. Summarize the recommendations of different policy frameworks of education in India.
10. Analyse the evolution of education and developmental experience of Kerala.

COURSE CONTENT

Unit I

Features of Indian society

- Concept of social diversity- diversity at individual level- regional diversities- diversity in language.
- Caste and class in Indian society- tribal groups in India and their diversities and anthropological features-racial diversities of Indian society.
- Physical diversities.
- Role of education in respecting diversities.
- Analysis of case studies, educational statistics and field engagement with diverse groups.
- Aspirations of Indian Society. **(15 hours)**

Unit II

Education and Contemporary India

- Education –fundamental understandings- meaning, definitions, functions and aims.
- Nature of education as a discipline.
- Types of education formal, informal and non-formal.
- Levels of education- pre-primary, primary, secondary, senior secondary, higher, professional, distance and open education.
- Inter disciplinary nature of education- philosophy, psychology, sociology, anthropology, politics, history- Role of education in respecting diversities. **(15 hours)**

Unit III

Evolution of Education in India

- A brief history of education in ancient and medieval India- Gurukula education, Sangas and Viharas, Nalanda, Taxila, universities, Maktabas and Madrasas- patronage of learning under Gupta, Mauryas and Mughals

- Colonial policy of education Macaulay's minutes, Woods dispatch- oriental and occidental controversy, colonial critique of education- nationalistic education.
- Experimentation with alternatives, basic education (Nai Talim) integration of life, work and education. **(20 hours)**

Unit IV

Constitutional safeguards of education

- Constitutional vision of independent India: then and now - Preamble of the constitution Rights and Duties of Indian citizen - directive principles of state policies.
- Constitution and Education - Concurrent status of education.
- Constitutional values related to aims of education, freedom, justice, equality and fraternity.
- Concepts of inequality, discrimination and marginalization - Constitutional provisions related to the issues of inequality, discrimination marginalization and education. **(10 hours)**

Unit V

Policy framework of Public Education in India

- Historical background of current issues of education such as UEE, women education, education of Dalits and Tribals, medium of instruction, multilingual education, financial allocation, plebianisation, LPG and social stratification.
- Recommendations of different policy frameworks- Kothari commission- NPE 1986- review committees on NPE- pedagogic and curricular shifts of 1990s and 2000- SSA, RMSA, Right to Education Act-2009, NCF 2005, NCFTE 2009.
- Transcending caste, class and gender through different programs and policies- SSA, RMSA, RTE Act, NCF 2005, NCFTE 2009-mid-day meal and other legal provisions. **(25 hours)**

Unit VI

Education in Contemporary Kerala society

- Evolution of education in Kerala- Salas, Budhaviharas, Othupallis, Kalaries, KudiPallikoodam, Madrasas- role of Christian missionaries in education.
- Educational renaissance in Kerala in the 20th century- Sree Narayana Guru, Vakkom Abdul Kadir Moulavi, Chattambi Swamikal, Ayyankali.
- Education after formation of Modern Kerala- KER- Kerala Development Experience and Education- Curricular shift in Kerala after 1990s. **(15 hours)**

TRANSACTION MODE

Lecture method, Seminars, Small group discussions Field survey/visit, Brainstorming sessions, Projects.

TASKS AND ASSIGNMENTS

1. Visit an institution having more than 50 years of history and study its development and present report.
2. Study on the usefulness of government sponsored program and policies in the locality of the students OR.
3. Conduct a field visit to understand the social and cultural diversities and prepare a report

REFERENCES

- Agrawal, S. P. & Aggarwal J. C. (1997). Development of Education in India. Newdelhi:Concept Publishing Company.
- Amartya Sen, and Jean Dreze (1997). India: Economic development and social Opportunity, Oxford India: Delhi. Select Chapters
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience Oxford University press: New Delhi.
- Chandra, B. (2005). Modern India. Newdelhi. NCERT
- Chandra, S. (2005). Medieval India. Newdelhi. NCERT
- Chinara. B. (1997) Education and Democracy, New Delhi APH
- Dash, B.N. (2002). Teacher and Education in the Emerging Indian Society. 2 Vols
- Dash, M. (2000). Education in India: Problems and Perspectives. Newdelhi: Atlantic
- Dewey John (1900). The School and Society Chicago: The University of Chicago Press.

EDU 02 DEVELOPMENT OF THE LEARNER

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal:20)

Course Learning Outcomes

On the successful completion of the course the learner will be able to,

1. Differentiate between Growth and Development.
2. Identify and analyse the principles, factors, aspects and Stages of Development.
3. Identify and categorize the developmental tasks and hazards.
4. Apply the theories of development in educational contexts and design learning activities.
5. Analyse the different socio cultural aspects influencing the adolescence.
6. Analyse and contrast the theories of personality.
7. Judge the process of assessing the personality.
8. Classify the mental disorders.
9. Analyse the differences in individuals.
10. Categorize the learning disabilities and suggest strategies to deal with.

COURSE CONTENT

Unit I

Basic concepts about development

- Concept of growth and development, biological and socio-cultural aspects of development.
- Factors affecting development-development as a result of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological).
- Principles of development.
- Aspects of development: physical& motor, cognitive, emotional, social, moral and language development. Inter relationship between different aspects of development.
- Stages of development. **(10 hours)**

Unit II

Dimensions of development across different stages

- Physical and motor development: characteristics, influences.
- Cognitive development: characteristics, influences, theories of Piaget and Bruner.
- Development of emotions, attitudes values- stages of psycho-sexual development.
- Social development: influence of parents, family, peer group-identity crisis- Erikson's theory of psycho social development.
- Moral and ethical development: concept of morality, Kohlberg's theory.
- Language development: LAD, theory of Chomsky and Vygotsky, development of speech-speech defects. **(20 hours)**

Unit III

Tasks and hazards of development

- Developmental needs of various stages.
- Developmental task: concept, tasks of each stage.
- Developmental hazards. **(5 hours)**

Unit IV

Adolescence in the milieu of present socio- cultural complexities

- Adolescence- problems and complexities.
- Family influence- Broken family, parenting style, changing family structures, Peer influences loneliness.
- Influence of social media, Cybercrimes and related problems.
- Substance abuse, Depression, suicidal tendencies.
- Gender related problems.
- Information overload.
- Remediation of adolescent problems in the present socio- cultural complexities- role of Teachers **(15 hours)**

Unit V

Personality and adjustment

- Personality: concept, definitions.
- Approaches and theories to study personality: trait approach- theories of Allport, Eysenk and Cattell, Freud's theory of personality, Humanistic approach- Maslow and Rogers – characteristics of mature personality.
- Measurement of personality.
- Transaction Analysis, NLP.
- Adjustment and maladjustment.
- Mental health and mental hygiene - concept and importance, role of teacher in promoting mental health
- Mental disorders - classification DSM **(25 hours)**

Unit VI

Uniqueness of the individual

- Areas of individual differences- role of heredity and environment
- Intelligence: concept- definitions- Theories of intelligence- Spearman, Guilford - Theory of multiple intelligences - Theory of Emotional intelligence
- Creativity-meaning and nature- identification of creative learner- process of creativity teacher's role in fostering creativity
- Interest, attitude and aptitude - basic concepts, definitions and measurement
- Understanding exceptional learners- categories, identification, characteristics, educational provisions
- Learning disability(LD)- Dyslexia, Dysgraphia, Dyscalculia, ADHD
- Educational provisions for learner diversities **(25 hours)**

TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey

Brainstorming sessions, Case study, Projects

Video viewing and power point presentations, Peer learning

TASKS AND ASSIGNMENTS

1. Identifying problem behaviour in children of elementary/secondary classes and preparing a case study report.

2. Administer any one standardised psychological tool to primary/secondary school students to identify individual differences among learners.
3. Conducting survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation.

REFERENCES

- A Teacher's Handbook on IED: Helping Children with Special Needs, Sharma, P.L. (1988), New Delhi: NCERT.
- Adolescent Development, Hurlock, E.B.(1955), New York: McGraw-Hill Co. Inc.
- Advanced Educational Psychology, Chauhan, S.S.(2006), New Delhi: Vikas Publishing House.
- Advanced Educational Psychology, Kakkar, S.B.(1992), New Delhi: Oxford & IBH Publishing Co.
- Advanced Educational Psychology, Mangal, S.K.(1997), New Delhi: Prentice Hall of India Pvt. Ltd.
- Child Development and Personality, Mussen, P.H., Conger, J.J. & Kagan, J.(1964), New York: Harper & Row.
- Counselling Psychology, Rao, S.N.(1981), New Delhi: Tata McGraw-Hills Publishing Co.
- Developmental Psychology: A Life-span Approach, Hurlock, E.B.(1995), New Delhi: Tata McGraw-Hills Publishing Co.

EDU 03 SCHOOL ORGANIZATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course the learner will be able to,

1. Summarize the significance of educational management and organization in schools
2. Check appropriateness of criteria for teacher appraisal
3. Discuss the importance of maintaining essential records in schools
4. Monitor adequacy of infrastructure in a school
5. Design time tables
6. Organize programmes that bridges the gap between school and community with active Community participation
7. Identify relevance of physical and health education in schools
8. Ascertain motives for physically fit life
9. Deconstruct the biases regarding first aid for injuries commonly found in schools
10. Abstract few Asanas in Yoga and their benefits

COURSE CONTENT

Unit I

Educational management

- Concept - Need, scope and functions of management - Characteristics of democratic institutional climate
- Organisational process in school - HM/Principal as a leader - Duties and responsibilities of HM
- Performance Appraisal - meaning and importance - performance appraisal of Teachers.
- Importance of essential records - Admission Register - Attendance Register for Staff & students - Stock Registers – Acquittance Teaching Manual – Student Profile - Cumulative Record - Service Book **(15 hours)**

Unit II

Institutional planning

- Institutional Planning - Meaning and Importance - School Management Committee (SMC) – School Development Plan - Functions of staff council and student council.
- Timetable - Types and Principles of timetable construction.
- Total Quality Management (TQM) – Concept and Scope. **(10 hours)**

Unit III

Organizing physical and health education activities at schools

- Concept of physical education, meaning and definition, aims and objectives, needs and importance
- Concept of health, aim and objectives of health education and health instruction in schools, importance of health education in teacher education programme, physical fitness and wellness, Types and components of physical fitness, physical fitness tests based on components
- Physical activity and exercise, Exercise and safe heart rate
- Hypo kinetic diseases and its management -Obesity, diabetes, hypertension, osteoporosis, coronary heart disease, back pain
- Importance of good posture, common postural deformities. **(15 hours)**

Unit IV

First aid, nutrition and yoga education in schools

- Food and nutrition: Nutritional balance, Caloric values, caloric requirements and energy expenditure
- Principles of first aid, CPR, first aid and emergency care in various situations- Electric shock, burns, drowning, accident, poisoning, heart attack and epilepsy
- First aid for Common injuries: head injuries, different wounds, sprain, strain, dislocation and fractures
- YOGA Education-Meaning and definition, history and types of yoga, benefits of yoga, general Guidelines for yogic practices and misconceptions about yoga, importance of asanas and pranayamas, yoga and stress management **(10 hours)**

TASK AND ASSIGNMENTS (Any one)

1. Prepare a questionnaire for HMs for collecting data regarding his/her difficulties in performing duties and responsibilities
2. Prepare a sample master time table for secondary school
3. Assessment of Health related physical fitness (Any two variables)

REFERENCES

- Aggarwal J.C (1997) School Organization and Administration Management. New Delhi: Doaba House, Book sellers and Publishers
- Alka Kalra (1997) Efficient School Management and Role of Principals, APH
- Bhatnagar, RP and Agarwal, V (1986) Educational Administration and Management,
- Bhatnagar, S.S. , & Gupta , P.K. (2006). Educational Management. Meerut: Lall Book Depot.
- Buch, M.B, Institutional Planning for Educational Improvement and Development,
- Chaube A Chaube. (2003). School Organization, New Delhi: Vikas
- Chaudhary, N.R. (2001). Managements in education. New Delhi: APH.
- Dr A Abdul Latheef,Dr A.M Antony and et al, Introduction to physical Education for Training colleges; Educare Printers and Publishers, 2009

EDU 04 UNDERSTANDING DISCIPLINES AND SUBJECTS

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Analyse the significance of different school subjects
2. Classify of academic discipline based on their nature and features
3. Differentiate the nature of different school subjects and their explain their evolution
4. Analyse and explain the process of emerging new academic disciplines
5. Critically examine the socio political dimensions of discipline and subjects

COURSE CONTENT

Unit I

School subjects

- Major school subjects – languages, social sciences, mathematics and sciences.
- Reasons for including different subjects –
 - o Languages – Language related skills/communication skill.
 - o Social Sciences - Understanding Social environment, citizenship. Historical mindedness, economic efficiency etc.
 - o Science – development scientific attitude and temper, critical thinking, technical skills.
 - o Mathematics – Problem solving, Reasoning abilities etc. **(10 hours)**

Unit II

Academic disciplines

- Meaning, definition and concept of academic discipline- Nature of discipline: discipline specific terminologies, method of inquiry, publications, experts and fraternity etc-
- Differences and relationship between school subjects and academic discipline
- Disciplines-classifications of disciplines (Biglan Model): soft Vs Hard, Pure life Vs pure Non-life, applied life Vs Applied Non-life.
- Disciplinarites- disciplinary Interdisciplinary and multidisciplinary **(14 hours)**

Unit III

Nature of different school subjects and their evolution

- History and nature of Languages.
- Subject nature and Subject history of Mathematics
- Subject nature and Subject history of Sciences.
- Subject nature and Subject history of Social Science

Unit IV

Emergence of new disciplines

- Reasons for the establishment of new disciplines- changing social, political scenario, new researches and inventions- specialisations, interdisciplinary approach, inclusion of work related areas etc.
- Emerging subjects (Disaster management, Nano technology, Gemmology, Bio informatics, Immunology etc.) **(14 hours)**

MODE OF TRANSACTION

Lecture, Discussion, Seminars, Assignments

TASKS AND ASSIGNMENTS

1. Select a topic from school subject and sketch the development the topic into an elaborated form in a discipline
2. Identify any 5 interdisciplinary subjects and list out their chief characteristics

REFERENCES

- Deng, Z (2013), School subjects and academic disciplines. In A Luke, A woods & K weir (Eds.), Curriculum, Syllabus design and equity: A primer and model. Routledge.
- Hodson (1987), Science curriculum change in Victorian England: A case study of the Science common things in I Goodson (Ed). Inter National perspectives in curriculum history, Croom Helm.
- Ivor F. Goodson and Colin J. Marsh, Studying school subjects, A guide (1996),Routledge.
- Maisnam, P, Lanka, S, K. & Gandhi, A.(2016). Understanding Disciplines and subjects. Meerut. Vinay Rakheja
- Makol, R & Makol,L. (2015). Understanding Disciplines and subjects. Bookman Pande,R.(2015) Understanding Disciplines and subjects. Lall book depot

OPTIONAL COURSES

EDU 05.2 THEORETICAL BASES OF TEACHING ENGLISH

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Extend knowledge about the meaning, importance, scope and characteristics of English Language
2. Identify the position of English in the Indo-European family and the roles played by English in the present scenario
3. Explain the different structural aspects of English language
4. Formulate the aims and objectives of teaching English at different stages.
5. Relate and apply the various principles of language teaching.
6. Select and make use of various psychological theories of language learning in classrooms.
7. Interpret the different language skills and manipulate these skills
8. Differentiate types of vocabulary and design language games.
9. Define Micro teaching and demonstrate the core teaching skills.

Unit I

Objective

To familiarize the feature of language, place of English language and its importance

Language

Language – meaning and definition, role, characteristics Learning and acquisition

First language and second language

Place of English in the Indo –European family

Role of English in the present scenario/English as an international link language **(10 hours)**

Unit II

Objective

To review the basic structure of language

Graphical structure of language

Structure of language, Phonetics - speech sounds - vowels, consonants, diphthongs, Phonemes, Morphemes, Allomorph, Syntax, Semantics, General Indian English, Received pronunciation, stress, intonation

Review of the grammatical aspects of English language

Functional grammar, Structural grammar, transformational generative grammar (Include all grammatical items)

Mechanics of writing -punctuation marks and capitalization **(10 hours)**

Unit III

Objective

To understand the aims and objectives of teaching English at different stages

Aims and objectives of teaching English

- Aims at junior stage, senior stage, secondary and university stage
- Aims of teaching literature - general and specific aims
- Taxonomy of educational objectives -- learner objectives and learning objectives-process objectives and product objectives

- Maxims of teaching in Global context

Principles of language teaching - (Principle of purpose, Principle of habit formation, Principle of motivation, Principle of multiple line of Approach, Principle of interest, Principle of concreteness, Principle of selection and gradation, Principle of accuracy and correctness, Principle of teaching, Principles of philosophy, Principles of psychology, Principles of linguistics) **(15 hours)**

Unit IV

Objectives

To understand the application of various theories of language learning

Psychological theories on Language

Behaviourism, Constructivism, Social Constructivism, Theory of Multiple Intelligence, Language Acquisition Device- Noam Chomsky, CBLT, CLL, Krashen. **(20 hours)**

Unit V

Objective

To familiarize the principles of teaching English and the four fold language skills

Teaching of English

Teaching of English Principles of teaching English Four-fold language skills: listening, speaking, reading, writing-their types and how to enhance and evaluate these skills, study skills or reference skills, English as a skill subject and content subject **(15 Hours)**

Unit VI

Objective

To have knowledge about types of vocabulary and techniques to develop; methods of teaching vocabulary, functions and pronunciation

Vocabulary

Vocabulary –types, techniques to develop, use of dictionary, language games

Functions and their structures, pronunciation

(10 Hours)

Unit VII

Objective

To understand the core teaching skills and implement them in classrooms

Micro teaching

- Micro teaching – meaning and definition -features -steps or process in micro teaching-micro teaching cycle -merits and demerits

- Core teaching skills (8) -their components - integration of skills or link practice **(20 hours)**

MODE OF TRANSACTION

Lecture method, discussion, seminars, symposium, IT based learning, blended learning, community participation

TASKS AND ASSIGNMENTS

1. Reading recent literary works or films and Preparation of a review
2. Preparation of manuscript magazine and dictionary

REFERENCES (For I, II and IV semester)

- Arnold, (1986): An Introduction To Functional Grammar Halliday, M.. London
- Bhattacharya, Indrajit (2002). An Approach to Communication Skills. New Delhi: Dhanpat Rai & Co. Books
- Bloom, B.S. (1971). Handbook on Formative and Summative Evaluation of Student Learning. USA: McGraw Hill, Inc.
- Doff, Adrian. (1988). Teach English: A Training Course for Teachers. Cambridge: Cambridge University Press
- Ellis, Rod. (1990). Integrated Second Language Acquisition. Massachussetts: Basil Blackwell Inc.

EDU 05.8 THEORETICAL BASES OF TEACHING COMMERCE

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Explain the relevance of commerce education in past and present era
2. Implement various areas of commerce in to the modern commercial endeavour
3. Relate the aims, objectives and values of commerce education with teaching of commerce subjects at higher secondary level
4. Explore the implications of Bloom's taxonomy in commerce education
5. Determine appropriate approaches, methods, and techniques for teaching commerce subjects
6. Organize the principles and approaches of curriculum construction in selecting subject matter of commerce subjects
7. Judge the current trends in commerce curriculum at higher secondary level
8. Design micro lessons to develop skills in teaching commerce subjects

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal:20)

COURSE CONTENT

Unit I

Commerce as a unique discipline

- Commerce - Meaning, Definition, Importance and Scope of Commerce as a subject
- Areas of Commerce and its recent development
- Accounting - Meaning, definition, Importance and Scope (Cost Accounting, Computerized Accounting, Financial Accounting, DBMS)
- Vocational Education, Entrepreneurship Education, Consumer Education - Meaning, features and importance
- Concept of Marketing Management, Financial Management, Human Resource Management, and its recent development. **(15 hours)**

Unit II

Commerce education

- Concept of Commerce Education, Meaning, definition, nature and Importance
- Historical development of Commerce - Recommendations of various committees on Commerce Education
- Curricular reforms by KCF 2007 and NCF 2005-A brief outline of aims of education. **(8 hours)**

Unit III

Aims and objectives of teaching commerce

- Aims of Teaching Commerce
- Objectives of Teaching Commerce at Secondary and Higher Secondary Level.
- Values of Teaching Commerce
- Instructional Objectives of teaching Commerce- Revised Bloom 's Taxonomy-Criteria for writing Instructional Objectives- Specifications
- Process skills in Commerce **(20 hours)**

Unit IV

Micro teaching

- Meaning, features, Steps and Phases of micro teaching
- Teaching Skills- Core Skills and its components –Lesson plans
- Integration of Skills and link Practice

(15 hours)

Unit V

Commerce curriculum

- Concept of Curriculum –Meaning and Definition
- Principles of Curriculum Construction
- Types of Curriculum
- Approaches of Curriculum organization
- Recent Trends in Construction of Commerce Curriculum
- Curriculum Evaluation – Meaning, purpose, levels and techniques of curriculum evaluation

(12 hours)

Unit VI

Approaches, methods & techniques of teaching commerce

- Maxims and Principles of Teaching Commerce.
- Meaning, Characteristics and Advantages of Learner centred approach, Competency based approach and Multi Media approach, Activity based approach- large group activity and small group activity
- Approaches of Teaching Accountancy: Balance sheet approach, Equation approach and Spiral Development approach
- Methods of Teaching Commerce: Lecture method, Discussion- Group discussion and panel Discussion, Debate, Seminar, Project method, Problem Solving method, Inductive and Deductive method, Analytic and synthetic method, Case Study method, Market studies and Surveys
- Techniques of Teaching Commerce – Review, Role play, Simulation, Brainstorming.
- Teaching Strategies in Commerce – Co-operative learning, Experiential Learning, Concept Mapping

(30 hours)

MODE OF TRANSACTION

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

TASKS AND ASSIGNMENT (20 Marks)

1. Undertake a Project on selected area from commerce
2. Compare the commerce curriculum of Higher Secondary Stage of Kerala state with that of the Central Board of Secondary Education based on curricular reforms.

REFERENCES

- Aggarwal, J.C. (2003). Teaching of Commerce; A Practical Approach. New Delhi : Vikas Publication.
- Anderson,W,L and Krathwohl,D,R (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Boston : Allyn & Bacon:.
- Bloom, B. S. (1956). Taxonomy of Educational Objectives. Cognitive Domain. New York: David Mckay Co.
- Borich,Gary.D. (2004). Effective Teaching Method. New Jersey : Prentice Hall Inc.
- Boynton,L.D .(1963). Methods of Teaching Bookkeeping and Accounting. Ohio: South Western Publication.

EDU 05.13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Define and explain the meaning, nature and evolution of social sciences and its correlation with other subjects
2. Document aims and objectives of teaching social sciences
3. Explicate the significance of the Blooms taxonomy and Revised Blooms Taxonomy in teaching social sciences
4. Define and demonstrate the basic principles and phases of teaching, and the aspects of Micro teaching in social science
5. Explain and illustrate the features and approaches of social science curriculum

COURSE CONTENT

Unit I

Introduction to teaching social sciences

- Meaning, definition, nature and scope of social science
- Evolution of social science as a subject
- Need and significance of teaching social science in the present context
- Social Studies as a core subject and its relation to other core subjects- language, General science and mathematics.
- Social studies Vs Social sciences **(16 hours)**

Unit II

Aims, objectives and values of teaching social sciences

- General aims of Teaching Social Sciences
- Aims of Teaching Social Sciences at Secondary stage
- Objectives of Teaching History, Geography, Economics and Political Science.
- Conceptual, Inquiry, Skill and Affective Objectives of Social science
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson & Krathwohl
- Values of Teaching Social Sciences **(20 hours)**

Unit III

Teacher behaviour and micro teaching

- Teaching -Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teacher behaviour
- Teaching skills
- Micro teaching – Meaning, Definition, Phases, Micro Teaching Cycle, Link practice and preparation of micro teaching Lesson plan **(20 hours)**

Unit IV

Social science curriculum

- Meaning and Definition of Curriculum
- Curriculum, Syllabus and Text book
- Principles of Curriculum construction
- Fusion, Integration and Correlation in Social Science Curriculum
- Organizing social science curriculum – Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction
 - o Grass root approach
 - o Administration approach
 - o Demonstrative approach
- Modern Trends in Social Science Curriculum
- Evaluation of Social Studies Curriculum (20 hours)

Unit V

Method and strategies of teaching social sciences

- Lecture method
 - source method
 - discussion method
 - problem solving method
 - Project Method
 - Dialogical Method
 - co-operative learning strategies
 - Reflective Learning Strategies
 - o Meta-cognitive learning Strategies
 - o Brain Based Learning
 - o Exploratory and investigatory learning
 - o Discovery Learning & Concept Mapping
- (24 hours)

MODE OF TRANSACTION

Lecture, discussion, demonstration, small group activities, seminars etc.

TASKS AND ASSIGNMENTS (Any Two of the following)

1. Critically evaluate Social Science Textbooks at Secondary level based on Democratic and Secular values
2. A minor Project relevant to Social Science

REFERENCES (for 1st & 2nd Semester)

- o Aggarwal, J.C. (2003). Teaching of Social Studies: A Practical Approach. Mumbai: Vikas Publishing House.
- o Aggarwal J.C (1995) Essentials of Education Technology Teaching Learning – Innovations in Education, Vikas Publishing House.
- o Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- o Atkins N.J and Atkins J.N, Practical Guide to Audio Visual Technique in Education

PRACTICAL COURSES

EDU 101 MICRO TEACHING (30 Hours- 30 Marks)

COUSE OBJECTIVES

1. To develop specific teaching skills
2. To build up confidence in teaching
3. To practice and refine teaching skills
4. To provide feedback for modification of teaching behaviour

Student teachers shall practice and refine at least 5 **teaching skills** through micro practices and their Integration through Link practice. They have to prepare micro lessons, and receive feedback from peers and teacher educators. Keep a record of micro lessons, link practice lesson, and observation schedules on the skills practiced and improved upon. **(Micro practice= 20 marks; Link practice=4 marks; Record=6 marks)**

EDU 102 COURSE ON EPC 1: LANGUAGE ACROSS CURRICULUM – READING AND REFLECTING ON TEXTS (50 Hours -50 Marks)

COURSE OBJECTIVES

Upon completion of this course, the student teacher will:

1. Develops ability to comprehend the language of texts, teacher and learner and various other instructional contexts
2. Improve his/her proficiency in ‘reading’, ‘writing’, ‘thinking’, and ‘communicating’ in the language of instruction
3. Develop an interest in reading
4. Improve his/her ability to understand instruction

This is a major practical course suggested by NCTE curriculum framework. The course enables the learner to analyse the language of teacher, learner and text books of different subjects and contexts. This course also serves as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop meta cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one’s own experiences.

This course offers opportunities to confront with use of language in different curricular contexts including textbooks, classrooms and other formal and informal learning contexts.

The learner also gets opportunity to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people’s experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies.

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read. Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas.

Tasks = 50 marks

1. Identify and analyse the specific languages used in different curricular contexts – Language of textbooks of different subjects, Language of Examinations, Language of articles seminars/debates/workshops etc. and language usage in other Formal and informal instructional contexts. Prepare a report (10 Marks)

a. Activities

- i. Prepare a list of terminologies in English and local language of a subject text book at primary/secondary/higher secondary level
- ii. Analyse a question paper of an examination and prepare a list of usages for different types and levels of test items
- iii. Make a comparative analysis of structure of presentation and Specific language used in an article/ seminar/ debate/ workshop etc and prepare a report (Utilise one sample article/programme details of a seminar/workshop/debate)

2. Observe two subject classes of secondary schools and record the discipline based language, teacher language and student language while discourse. Make a comparative analysis (10 Marks)

a. Activities

- i. Visit a school and interact with subject teachers on discipline specific language
- ii. Observe two subject classes of two different teachers
- iii. Identify and list the use of discipline specific language, teacher language and student language simultaneously

3. Engaging with narrative and descriptive accounts (6marks)

a. Activities

- i. Select a text (A short story/ chapter of a fiction/ dramatic incident/ part of a travelogue/ comic etc.)
- ii. Preliminary reading (individually)
- iii. Secondary reading (in small groups)
- iv. Share a related life experience with small group
- v. Reflect upon language, characters, situations in small groups and present the same for whole group
- vi. Prepare and submit a summary of the text in one's own language

4. Engaging with popular subject-based expository writing (6 marks)

a. Activities

- i. Select articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces etc.)
- ii. Preliminary reading (Individually)

- iii. Secondary Reading (in small groups formed based on subject interest)
 - iv. Identify major concepts and subordinate ideas and prepare notes using diagrams, concept maps, graphs etc (In small groups)
 - v. Prepare a separate note on writing style, view point of the author, subject specific vocabulary and references used (in small groups)
 - vi. Prepare and submit a review/ summary of the text incorporating conceptual as well as style element (Individual)
5. Engaging with journalistic writing (6 marks)
- a. Activities
 - i. Select an article from newspaper or magazine of contemporary interest
 - ii. Initial reading - Practice skimming and scanning for extracting information (Individually)
 - iii. Analyse structure of the article (in Small groups)
 - iv. Identify subheadings, key words, sequence, illustrations, statistical data in tables/graphs etc. (In small groups)
 - v. Critical reading to identify viewpoints, subjectivity or personal bias, journalistic and metaphoric language etc. (in groups)
 - vi. Writing a popular article on a topic of contemporary interest (Individually)
6. Engaging with subject-related reference books (6 marks)
- a. Activities
 - i. Form small groups based on their subject
 - ii. Select a topic in their subject area by each group
 - iii. Identify reference books available in the library for the topic
 - iv. Scanning and skimming relevant information from reference books
 - v. Making and collating notes
 - vi. Organize the information under various headings
 - vii. Plan a presentation of concepts to whole group
 - viii. Presentation to whole group
 - ix. Conduct a question answer session
7. Engaging with educational writing (6 marks)
- a. Activities
 - i. Select an essay, chapter or extract from popular educational writings deal with issues and topics related with education, schooling, teaching learning process
 - ii. Random grouping
 - iii. Reading and discussion on main ideas, arguments, terminologies and examples used
 - iv. Writing a review paper
 - v. Present the review to whole group

EDU 103.YOGA, HEALTH AND PHYSICAL EDUCATION-I
(30 Hours -20 Marks)

1. Practicing and recording of health related physical fitness activities. (Walking/ jogging/ aerobic dance/ weight training/ cycling) 8 marks
2. Practicing 15 yogasanas (5 each in standing, sitting, and laying positions) 8 marks
3. Body composition –BMI/body shape index/skin fold calliper 4 marks

SEMESTER II

SEMESTER II THEORY COURSES

COURSE CODE	PAPERS	HOURS/ SEMESTER	EXTERNAL	INTERNAL	TOTAL
EDU 06	PERSPECTIVES ON EDUCATION	50	40	10	50
EDU 07	FACILITATING LEARNING	100	80	20	100
EDU 08	ASSESSMENT FOR LEARNING	100	80	20	100
EDU 09	OPTIONAL COURSES				
EDU 09.2	PEDAGOGIC PRACTICES OF ENGLISH	100	80	20	100
EDU 09.8	PEDAGOGIC PRACTICES OF COMMERCE	100	80	20	100
EDU 09.13	PEDAGOGIC PRACTICES OF SOCIAL SCIENCE	100	80	20	100
TOTAL		350	280	70	350

SEMESTER II PRACTICAL COURSES

COURSE CODE	PRACTICALS	HOURS	MARKS
EDU 201.1	PEER DISCUSSION LESSONS	20	20
EDU 201.2	OBSERVATION LESSONS AND FACULTY DEMONSTRATION LESSONS, VIDEO LESSONS	10	10
EDU 201.3	PEER CRITICISM LESSONS	30	30
EDU 201.4	WORKSHOP ON TEACHER ENRICHMENT PREPARATION OF TEACHING LEARNING MATERIALS	20	20
EDU 201.5	INITIATORY SCHOOL EXPERIENCES	30	20
TOTAL		100	100

INTERNAL ASSESSMENT

TASK AND ASSIGNMENTS EDU 06-09	30 HOURS/ 1 WEEK
COLLEGE BASED PRACTICUM AND TESTS EDU 06-09	30 HOURS
CO-CURRICULAR ACTIVITIES TUTORIAL/GUIDANCE/UTILIZING LIBRARY RESOURCES	50 HOURS

SEMESTER II

THEORY COURSES

EDU 06 PERSPECTIVES ON EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course the learner will be able to

1. Analyse the role of teacher as a nation builder
2. Discuss the role of education to eradicate social evils in the contemporary society
3. Apply the knowledge of sociology and philosophy in teaching learning process
4. Differentiate eastern and western philosophical thoughts and its significance in education

COURSE CONTENT

Unit I

Teacher and Education

- Education as a discipline - Education as bipolar and tri polar process - Child centered a life centered education –
- Teaching as a profession - Teaching- An art and Science – Teacher - Qualities and Competencies Teacher Ethics- Teacher as a Leader -Role and Responsibilities of Teacher
- Teacher as a Change agent and Nation builder- Teacher as Social Transformer - Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc. **(10 hours)**

Unit II

Philosophy of Education

- Etymological and general meaning of Philosophy – Major Definitions
- Major philosophical divisions - Axiology, Metaphysics, and Epistemology and its educational implications.
- Relation between education and philosophy
- Functions of philosophy. **(10 hours)**

Unit III

Sociology of Education

- Sociology – etymological meaning and definitions.
- Relationship between sociology and education.
- Educational sociology and its functions.
- Social Structure and Function - Social System and Education as socialization.
- Agencies of education – family, school, community, state and media. **(10 hours)**

Unit IV

Schools of Philosophy

- Eastern schools – Vedas, Upanishads, Buddhism, Jainism, and Islamic philosophy - its aims, ideals, and its significance in education.
- Western schools- Basic ideals of Idealism, Naturalism, and Pragmatism and its educational implications. **(20 hours)**

MODE OF TRANSACTION

Lecture, Reading and reflection, discussion, seminar, debate

TASKS AND ASSIGNMENTS

Prepare a detailed report on the various agencies of education in the socialization process of an individual

REFERENCES

- Brubacher John. S (1962). Modern Philosophies of Education. New Delhi: Tata McGraw, Hill Publishing Co. Pvt. Ltd.
- Butter J. Donald (1951). Four Philosophies and Their Practice in Education and Religion New York: Harper and Brothers Publishers
- Butter, J. Donald (1968). Four Philosophies and their Practice in Education and Religion. New York: Harper and Row
- Chinara. B. (1997) Education and Democracy, New Delhi APH Dash, B.N. (2002). Teacher and Education in the Emerging Indian Society. 2 Vols. Hyderabad: Neelkamal Publication.
- Curren Randall (2007). Philosophy of Education. U.S.A; Blackwell.
- Dash, B.N (2004). Education and Society. Delhi; Dominant.
- Dewey John (1916). Democracy and Education, New York: MacMillan
- Dewey John (1938). Experience and Education. New York: Macmillan
- Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin George Thomas (2004) Introduction to Philosophy, Delhi, Surjeet Publication

EDU 07 FACILITATING LEARNING

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Analyse the process, factors and theoretical bases of learning
2. Identify and apply different ways of motivating learners
3. Compare and contrast the different perspectives on learning
4. Analyse the process of remembering and forgetting
5. Create facilitative learning environment through reflective practices which will in turn make self-awareness and independent thinking
6. Examine the process of learning in learner 's perspective
7. Diagnose problems of learning and assessing learning outcomes

COURSE CONTENT

Unit I

Learning-a conceptual framework

- Concepts and definitions of learning- characteristics of learning process
- Learning and maturation
- Factors affecting learning: learner variables, task variables, method variables - cognitive, affective and socio- cultural factors
- Types of learning **(10 hours)**

Unit II

Motivation

- Meaning and definitions, historical perspectives
- Types of motivation
- Achievement motivation - meaning, characteristics, importance, developing achievement motivation
- Role of motivation in learning
- Classroom motivating techniques **(5 hours)**

Unit III

Perspectives on learning

- Behaviourist views about learning- theories of classical conditioning-trial and erroro perant conditioning- educational implications
- Gagne's theory of learning and instruction- educational implications
- Cognitive views about learning- learning theories of Piaget, Bruner, Ausubel, Vygotsky- educational implications-
- Constructivist learning strategies: cooperative and collaborative learning, peer tutoring, concept mapping, brain based learning, cognitive apprenticeship, engaged learning
- Humanistic views on learning- Experiential learning (Carl Rogers)
- Social learning theory (Bandura) - educational implications
- Transfer of learning: concepts and definitions- types of transfer- theories of transfer- educational implications **(30 hours)**

Unit IV

Remembering and Forgetting

- Memory-concept and definitions- types of memory- strategies to improve memory
- Forgetting- concept and definitions- causes of forgetting -curve of forgetting- educational implications
- Multi-stage model of memory- theories of forgetting- **(15 hours)**

Unit V

Creating facilitative learning environment

- Learning environment- formal, informal- home learning environment-school environment class room climate- educational implications
- Teaching to facilitate learning: importance of teaching strategies- models of teaching (families, types, general overview)- Teacher's personality- role of teacher
- Learning in groups: concept of group- types of groups- characteristics of groups Sociometry: use and importance - group dynamics- group cohesion-educational implications
- Guidance and counselling- concept- types- need and importance- role of teacher **(25 hours)**

Unit VI

Learning in learner's perspective

- Meaning and definition of learning style- approaches to learning- orientations in learning classification of learning style (Dunn & Dunn) - multiple intelligence as learning style – educational importance of style preferences
- Reflective practices- attending to the experience- returning to the experience- reevaluating the experience
- Meta cognition-planning, monitoring and evaluation **(15 hours)**

TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey, Brainstorming sessions, Case study, Projects, Video viewing and power point presentations, Peer learning

TASKS AND ASSIGNMENTS

1. Constructing Sociograms based on an elementary classroom group and a secondary classroom group and comparing them.
2. Conducting a study on style preferences in learning in a group of 15-20 children using any tool on learning style.

REFERENCES

- A Text book of Educational Psychology, Bhatia, H.R.(1977), New Delhi McMillan India Ltd.
- Advanced Educational Psychology, Chauhan, S.S.(2006), New Delhi Vikas Publishing House Pvt. Ltd.
- Child Development, Dinkmeyer, D.C.(1967), New Delhi, Prentice Hall of India Pvt. Ltd.
- Child Language, Elliott, A.J.(1981), Cambridge University Press
- Educational Psychology, Crow, L.A. & Cros, A.(1973), New Delhi : Eurasia Publishing House.
- Educational Psychology, Duric, L.(1990), New Delhi : Sterling Publishers.
- Educational Psychology, Mathur, S.S.(2007), Agra-2, Vinod Pustak Mandir.

EDU 08 ASSESSMENT FOR LEARNING

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Describe the meaning, role and purpose of assessment in teaching learning process
2. Summarize the various types and principles of assessment
3. Critically analyse the assessment process in various approaches of classroom teaching learning.
4. Design and create appropriate techniques and tools of good quality for classroom assessment
5. Classify the major issues in classroom assessment
6. Discuss the major reforms in assessment
7. Explain the assessment strategies for inclusive practices
8. Compute various statistical measures for reporting quantitative data

COURSE CONTENT

Unit I

Basics of Assessment

- Meaning, Related terms- measurement, evaluation, examination
- Role of Assessment in Learning- as learning, for learning, of learning
- Formative and Summative assessment
- Purposes of Assessment
- Principles of Assessment Practices –principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings **(10 hours)**

Unit II

Assessment for Learning in Classroom

- Student evaluation in transmission-reception (behaviourist) model of education-drawbacks
- Changing assessment practices- assessment in constructivist Approach-Continuous and Comprehensive evaluation- projects, seminars, assignments, portfolios; Grading
- Types of assessment- practice based, evidence based, performance based, examination based
- Practices of assessment- dialogue, feedback through marking, peer and self-assessment, formative use of summative tests **(12 hours)**

Unit III

Tools & techniques for classroom assessment

- Tools & techniques for classroom assessment- observation, Self-reporting, Testing; anecdotal records, check lists, rating scale, Test- types of tests.
- Rubrics- meaning, importance
- Assessment Tools for affective domain- Attitude scales, motivation scales-interest inventory
- Types of test items-principles for constructing each type of item **(20 hours)**

Unit IV

Issues in classroom assessment

- Major issues-commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues
- Reforms in assessment-open book, IBA, on line, on demand

- Examination reform reports

(13 hours)

Unit V

Assessment in inclusive practices

- Differentiated assessment- culturally responsive assessment
- Use of tests for learner appraisal-achievement test, Diagnostic test- construction of each preparation of test items- scoring key- marking scheme-question wise analysis
- Quality of a good test
- Ensuring fairness in assessment
- Assessment for enhancing confidence in learning- Relationship of assessment with confidence, self-esteem, motivation-ipsative assessment

(25 hours)

Unit VI

Reporting Quantitative assessment data

- Statistical techniques for interpreting and reporting quantitative data
- Measures of central tendency
- Measures of dispersion
- Correlation
- Graphs & Diagrams

(20 hours)

TASK & ASSIGNMENT

1. Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.
2. Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report

TRANSACTION MODE

Lecture-cum-Discussion, brain storming, group discussion, individual and group exercises, assignments

REFERENCES

- Baker, E.L and Quellmalz, E.S Ed. (1980) Educational Testing and Evaluation. London: Sage Publications.
- Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning. New York: McGraw – Hill Book Co.
- Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment, New Delhi: NCERT.
- Ebel, R. L. (1966). Measuring Educational Achievement. New Delhi: Prentice Hall of India Pvt. Ltd.
- Griffin, P., McGaw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer
- Gronlund, E.N. (1965) Measurement and Evaluation in Teaching. London: Collier – Macmillan Ltd
- Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall,

OPTIONAL COURSES

EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Classify and compare different methods, approaches and techniques of teaching English.
2. Select and create appropriate aids for classroom instruction
3. Interpret and develop pedagogical analysis for course books.
4. Distinguish different forms of literature and plan discourses.
5. Identify and prepare different types of classroom planning
6. Distinguish between different types of tests and construct test designs
7. Modify instructional procedures for teaching-learning
8. Appraise library resources and make use of different library resources in teaching-learning

COURSE CONTENT

Unit I

To understand the various methods and approaches of teaching English

Methods, approaches, techniques of teaching English

Methods – Grammar translation, Direct, Bi-lingual, Dr. West method. Approaches – Structural, Situational, SOS, Humanistic, Communicative, Whole language -- Features of each method, approach and limitations **(20 hours)**

Unit II

To familiarize different audio-visual aids in teaching of English

Audio visual aids

Importance and their limitations- Pictures, AudioCDs, realia, flashcards, flip charts, language lab, models, video clipping, films, documentaries, cartoons, advertisements, newspaper cutting, various IT resources. **(15 hours)**

Unit III

To analyse the course books in English

Pedagogical Analysis and Content analysis

Pedagogical Analysis of Course Book: Varieties of literature –Intensive and Extensive readers

Content Analysis –meaning, objectives and advantages

Teaching of Prose- Types of prose, Literary side, steps of planning a lesson on Prose –

Central idea, Vocabulary-- active and passive, Discourses, Functions.

Teaching of Poetry -Central idea, Poetic words / expressions, Poetic usages, Poetic techniques,

Develop Literary Appreciation

Teaching of Composition -types of composition: guided and free

Pedagogy and Andragogy **(20 hours)**

Unit IV

To know the need and importance of planning

Planning of instruction

Planning -need and importance; types of planning -year plan, unit plan, lesson plan

Herbertian steps of planning and Glover Plan

Preparation of lesson plans for prose and poetry from behaviourism to latest followed in schools
(20 hours)

Unit V

To understand the process of evaluation in English language

Evaluation in language

Oral and written test -Importance of essay type -CCE -Grading -evaluation criteria for various discourses -Preparation of Test design and Blue- print for language Evaluation-Remedial teaching -Preparation of Port-folio at the end of a Course-Editing Text books, thematic editing, content editing, grammatical editing, and trans creation.
(15 hours)

Unit VI

To acquaint with library resources

Library

Importance, e- library, infolibnet, ELT journals
(10 hours)

MODE OF TRANSACTION

Lecture method, discussion, seminars, symposium, face to face communication, IT based learning, blended learning, community participation

TASK AND ASSIGNMENTS

1. Preparing lesson plans for teaching prose and poetry
2. Preparation of portfolio at the end

EDU 09.8 PEDAGOGIC PRACTICES IN COMMERCE

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Illustrate various models of teaching with examples from commerce subjects
2. Relate the theories of Behaviourism and Constructivism in teaching of commerce subjects
3. Deconstruct the content of Business studies and Accountancy at higher secondary level for transacting the curriculum effectively
4. Determine appropriate instructional aids, supplementary materials and community resources for teaching Business Studies and Accountancy
5. Construct year plan, unit plan and lesson plan for teaching of commerce subjects at higher secondary level
6. Design innovative ICT lesson plans in commerce subjects

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

COURSE CONTENT

Unit 1

Pedagogic Analysis of Commerce Subjects

- Pedagogic Analysis - Meaning, Importance, Steps and Scope
- Content Analysis - Meaning and Process-Terms, Facts, Concepts, Principles, Theory, Process
- Analysis of Business studies and Accountancy of plus one and plus two of Kerala state
(20 hours)

Unit II

Planning of Instruction

- Meaning, importance and steps in Year Planning, Unit planning and Lesson Planning, Herbartian approach and Evaluation approach
- Resource Unit, Meaning and purpose.
- Theoretical base of Behaviourism
- Theoretical base of Constructivism- Piaget, Bruner, Vygotsky, Gardner
- Critical Pedagogy- Problem Posing Education
- Lesson Planning in Constructivist approach
(25 hours)

Unit III

Teaching –learning Resources in Commerce

- People as resource: The significance of oral data
- Primary and secondary sources: Field visits, textual materials, journals, magazines, newspapers etc.
- Community resources and ways of utilizing community resources
- Commerce Library-importance
- Commerce Textbook-qualities and functions, Criteria for Selection-Textbook review.
- Workbooks, handbooks and reference materials
- Supplementary materials in Commerce- Need and Importance – Source Documents used in teaching of commerce subjects
- Audio-Visual aids –Projected aids, Non Projected aids and Activity aids.
- ICT enabled lesson planning
(20 hours)

Unit IV

Models of Teaching in Commerce

- Meaning and definition of Models of Teaching
- Families of Models of Teaching
- Basic Elements to describe a Model
- Concept Attainment Model
- Advance Organizer Model
- Jurisprudential Inquiry Model

(15 hours)

Unit V

Assessing the Learner

- Types of test items-merits and Demerits- prepare various types of test items from accountancy and business studies
- Construction and administration of Achievement tests
- Construction and administration of Diagnostic tests

(20 hours)

MODE OF TRANSACTION

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

TASKS AND ASSIGNMENTS

1. Preparation of Resource Unit for any unit from Accountancy and Business Studies
2. Prepare Question Bank based on revised blooms taxonomy for various type of test items either from accountancy or from business studies

REFERENCES

- Aggarwal, J.C. (2003). Teaching of Commerce; A Practical Approach. New Delhi: Vikas Publication.
- Anderson,W,L and Krathwohl,D,R (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Boston: Allyn & Bacon.
- Borich,Gary.D. (2004). Effective Teaching Method. New Jersey: Prentice Hall Inc.
- Boynton,L.D .(1963). Methods of Teaching Bookkeeping and Accounting. Ohio: South Western Publication
- Chopra, H.K. & Sharma, H. (2007). Teaching of Commerce. Ludhiana: Kalyani Publisher
- Ebel, L & Frisbie, A. (1991). Essentials of Educational Measurement. New York:McGraw Hil
- Gronlund, N.E. (1976). Measurement and Evaluation in Teaching. New York: Macmillan.

EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Design the pedagogic analysis of Social Science subject for secondary school level
2. Demonstrate the aspects of critical pedagogy by analysing school level social science texts in the socio - political contexts
3. Analyse the texts and resources of social sciences and competently practice the social science teaching
4. Explain and demonstrate the models of teaching in social sciences.
5. Design and administer the evaluation strategies and achievement tests in social Sciences

COURSE CONTENT

Unit 1

Pedagogic analysis

- Meaning and Definition
- Need and objectives of pedagogic analysis
- Stages and steps of pedagogic analysis
- Analysis of learning objectives/learning out comes
- Content analysis- Meaning, Importance, Elements and Methods of Content analysis
- Constructivist Learning Design
- Critical pedagogy and social science Classroom
- Selecting and Sequencing learning activities
- Inclusion of diverse needs of the learner
- Recent changes in social science Teaching in the state of Kerala **(25 hours)**

Unit II

Planning of Instruction

- Needs and importance of planning
- Levels of planning – year plan, unit plan and lesson plan
- Lesson plan/ Teaching manual– meaning, need and characteristics
- Steps of lesson planning
- Constructivist Lesson Planning **(20 hours)**

Unit III

Resources of teaching and learning social sciences

- Social science Text book
- Work book and hand book/Teacher text
- Reference materials and supplementary readings
- Audio visual technology and mass media
- Community resources and ways of utilizing community resources
- Social science laboratory, Museum and Library
- Social science club
- Maps, Globes and Time line **(25 hours)**

Unit IV

Models of Teaching in Social Sciences

- Meaning and definition of Models of Teaching
- Families of Models of Teaching
- Basic Elements to describe a Model
- Concept Attainment Model
- Jurisprudential Inquiry Model

(15 hours)

Unit V

Evaluation in Social Science

- Construction of Achievement test – Preparing design, Blueprint, item writing and editing etc.
- Writing different types of test items- Objective, Short answer and Essay
- Writing higher order test items
- Construction and administration of Diagnostic Test

(15 hours)

MODE OF TRANSACTION

Lecture, discussion, demonstration, small group activities, seminars etc.

TASKS AND ASSIGNMENTS

1. Pedagogic Analysis of unit of X Std. Geography
2. Prepare a Year plan, Unit plan and a Lesson Plan for a Secondary Level Social Science Text book
3. Prepare a lesson transcript based on any one model of teaching

PRACTICAL COURSES

EDU 201.1 PEER DISCUSSION LESSONS

(20 Hours- 20 Marks)

COURSE OBJECTIVES

1. To understand the concept and importance of Lesson Planning in classroom teaching
2. To strengthen the conceptions of lesson planning
3. To provide guidelines to you during teaching practice
4. To maintain the sequence of content presentation
5. To provide you a forum to discuss various facts of Lesson Planning
6. To develop attitude towards teaching
7. To prepare lesson plans on the basis of various approaches/methods of teaching
8. To discuss lesson plans with peers and teacher educators
9. To improve the competency of lesson planning

Student teachers shall prepare at least 8 discussion lesson plans in constructivist format (VIII, IX & X)/XI & XII for trainees with PG) in groups and keep a record of them **(Contribution of ideas and participation in discussion=10 marks; Record of lessons=10 marks)**

EDU 201.2 OBSERVATION LESSONS& FACULTY DEMONSTRATION LESSONS

(10 Hours- 10 Marks)

COURSE OBJECTIVES

1. To observe teaching skills, and the participation of students in the lessons
2. To observe teacher/teaching behaviour in various teaching learning situations
 - a. **Video lesson.** One Video Lesson of teacher educators/experts have to be observed by student teachers individually or in groups and observation notes has to be prepared. (2 marks)
 - b. **Student-teachers** should observe Four Demonstration lessons in constructivist format by teacher educators and school mentors. Observe demonstration classes only with observation schedules. Keep a report of the observations made during demonstration lessons. (8 marks)

EDU 201.3 CRITICISM LESSONS

(30 Hours- 30 Marks)

COURSE OBJECTIVES

1. To provide opportunity for a macro lesson in practice
2. To develop the skill of structured observation of classroom teaching
3. To get experience of preparing lesson plans for classroom teaching
4. To provide opportunity for debating on teaching performance.
5. To pool feedback of all observers of a specific lessons.

Criticism classes should be arranged optional wise.

- i) Student teachers shall have dual role in this activity.
- ii) As performers they have to conduct a macro lesson for duration of 40 minutes in VIII or IX (X1 for commerce and Computer Science).
- iii) As observers they need to observe the Criticism Lessons taken by their peers.

- iv) A student teacher should observe and record criticisms of at least eight lessons (8) of his/her peers in the subject. For this purpose, schedule of criticism classes and topics selected for them shall be published well in advance.
- v) Each student teacher shall prepare eight (8) lesson plans of the schedule and attend those criticism classes.
- vi) Observers will be permitted for criticism sessions only with self-prepared lesson plans.

If the number of student teachers in any optional falls below nine (9), repeat lessons should be conducted so as to enable all of them observe, record and debate eight criticisms lessons. **(Sharing of valid feedback and participation in the debate=15 marks; Teaching performance =5marks; Record of lessons and criticisms=10marks)**

EDU 201.4 PREPARATION OF TEACHING –LEARNING MATERIALS (WORKSHOP)

(20 Hours- 20 Marks)

COURSE OBJECTIVES

1. To nurture ideas of preparing relevant teaching aids for identified content areas
 2. To develop creative instincts
 3. To give chance for expression of ideas
 4. To develop feeling of conservation of thrown out materials
- (i) Improvisation/ Preparation of handmade teaching aids/ learning aids from locally available resources. Student teachers shall visualize relevant aids in their subject areas and bring necessary materials to the college and prepare two models/teaching aids in a workshop conducted for the purpose (10 marks)
- (ii) Charts and other graphic aids: - Student teachers shall prepare charts, sketches, Symbols etc. in another workshop conducted for the purpose. 5 Charts- (Tabular Charts, Flow/Process charts. Tree charts. Flipcharts etc. (10 marks)

EDU 201.5 INITIATORY SCHOOL EXPERIENCES

(30 Hours- 20 Marks)

COURSE OBJECTIVES

1. To provide the student-teacher an opportunity to have primary experiences with the functioning of the school.
 2. To develop conceptual understandings about teaching and learning in school environment
 3. To validate the theoretical understandings developed through various foundation and pedagogy courses
 4. To understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning
 5. To mobilize appropriate resources for them.
- This school attachment programme is for a period of five continuous working days, giving them an opportunity to acquaint with the school environment and the day-to- day functioning. Student teachers recognize

(i) School as an _organized 'Endeavour Functioning within a 'structure 'with defined roles and responsibilities Internal arrangements for coordinated functioning-time table, work allocation, differential responsibilities, planning and coordination procedures External liaison – with parents, community, authorities.

(ii) School as an 'Enabling Learning Environment '- What 'enables 'learning in schools? Nature of school environment; Learner perceptions; teacher perceptions; parental/community perceptions Nature of inter relationships between and among learners-teachers; teachers; teacher principal; parents-school; office-teachers-learners Nature of 'impact 'generated in school

(iii) Classroom as a Learning Site - modalities, learning resources used, student reactions and any relevant related points

Observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and their interest in learning, seeing the learning facilities in the school, observing the social climate in the school etc., are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons individually or as shared practice. In shared practice, student-teachers will be in small groups of three members. The lessons will be divided into three parts and each student teacher will practice one of the parts by rotation in the natural classroom situation. Lesson plans need not be written with the rigidity as employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as a record of the visit.

After the initiatory school experiences, a reflection session should be organized in the college. Institutions can depute the Optional teacher for organizing and assessment of initiatory school experiences. 100% attendance is compulsory.

ASSESSMENT INDICATORS OF INITIATORY SCHOOL EXPERIENCE

	Components	Marks
1	Teaching performance as Shared Practice	4
2	Teaching performance through individual effort	4
3	Observation of 5 lessons of senior teachers + Observation report	4
4	Observing the social climate and learning facilities in the school	4
4	Maintenance of diary	4
	TOTAL	20

SEMESTER III

SEMESTER III PRACTICAL COURSES

COURSE CODE	PRACTICALS	HOURS	MARKS
EDU 301	SCHOOL INTERNSHIP	16 WEEK	260
EDU 302	EPC II ART AND DRAMA IN EDUCATION	30	30
EDU 303	YOGA, HEALTH AND PHYSICAL EDUCATION-2	30	30
EDU 304	COMMUNITY LIVING CAMP	30	30
TOTAL			350

SEMESTER III

PRACTICAL COURSES

EDU 301 SCHOOL INTERNSHIP

(16 weeks- 260 Marks)

The Internship Program forms an integral and important component of B.Ed. programme; internship serves as a capstone experience that informs about and prepares them for the expectations of and how to succeed in the profession. Student teaching internships is an essential component for a student 's success as a professional teacher. Student Teaching Internships provides students the opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

COURSE OBJECTIVES

1. To observe children and the teaching learning process in a systematic manner.
2. To understand the content and pedagogical principles, issues and problems related to teaching
3. To develop a repertoire of resources which can be used by the intern later in her teaching– textbooks, children 's literature, activities, games, and excursions
4. To participate in teaching school subjects for the children of Class VI to X.
5. To experience the school in its totality
6. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
7. To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community
8. To be able to innovate within existing systemic limitation
9. To critically reflect on her own school experiences and keep records of the same.
10. To learn to assess different aspects of children 's learning without a focus only on Achievement.
11. To develop proper professional attitudes, values and interests.

To familiarize with the existing educational scenario of the respective states.

The school internship is designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively.

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the college. The intern must function as a regular teacher and therefore be immersed in all aspects of the school.

During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behaviour, instructional practices, student learning, learning environments and classroom management.

The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school-community- parent interface, and reflections on self-development and professionalization of teaching practice. The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses.

The activities undertaken during the internship period will be presented in Portfolios and **Reflective Journals**. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses s/he has studied. The major purpose of the Reflective Journal is Reflection on-Action. Reflective Journal would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners 'questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

The internship will be organized for a continuous period of 16 weeks in selected schools. Necessary orientation to the cooperating teachers and headmasters will be organized at the Institute. The School Internship Programme could include undertaking classroom-based research projects; developing and maintaining resources in the Internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organizing curricular and co-curricular activities etc. The intern must create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in

another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.

The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. Assessment should be developmental in nature, with clear emphasis on growth of the intern. Assessment Evaluation of performance during internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. Post-internship Activities and Follow-up activities are to be taken up by the Institute.

GUIDELINES FOR SCHOOL INTERNSHIP

1. The internship is to be organized as a single block program for a continuous period of 16 weeks -80 days in selected schools.
2. For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks -80 days
3. Students should be assigned classes in any two different standards that too in two different levels viz. elementary, secondary or senior secondary
4. For student-teachers, classes spread over VI to X.
5. For post graduate student-teachers, classes spread over VI to XII. (Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.)
6. For student-teachers of Commerce and Computer Science, classes spread over XI to XII.
7. The continuous internship period of 16 weeks -80 days is of two parts of 39 days and 40 days with an interim one-day Mid Internship Reflection Session conducted in the Teacher Education Institutions.
8. Each student-teacher has to teach and record a minimum of 60 lessons in the concerned Optional Subject- not less than 30 lessons in the first part (during the first 39 days) and not less than 30 lessons in the second part (during the next 40 days). Out of the 60 lessons each student-teacher has to include a minimum of 3 ICT enabled lessons.
9. Lesson plans/Records have to be maintained by all student-teachers
10. During the school-internship the student teacher has to observe classroom teaching of mentors/ peers, and to record observations of not less than 10 lessons
11. The activities undertaken during the internship period should be presented in Portfolios

The activities to be undertaken during the internship period are listed below

- Classroom teaching
- Observing classroom teaching of mentors/ peers,
- Lessons for Health & Physical Education-
- Preparation and administration of Diagnostic tests and identifying of learning difficulties (Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test.)

- Preparation and administration of Achievement tests with quantitative and qualitative analysis of results
- Conducting a Case study/Action research
- Maintain a daily reflective journal
- Administration of any of the psychological tools like inventories, scales, projective techniques, Sociogram etc.
- Organizing Participating in the Co-curricular activities of the school (like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)
- Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.)
- Participation in organizing _Beyond the class Activities ‘in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

Supervision of School Internship

The supervision of Internship is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the Optional teacher is mandatory. The Teacher Educators have to observe not less than 3 lessons of each student-teacher in the first part and not less than 2 lessons in the second part and enter their suggestions in the Supervision Diary maintained by the student-teacher. Similarly, the School supervisors/mentors has to observe maximum number of classes and enter their suggestions in the Supervision Diary Assessment of Practice Teaching will be done on the basis of the given Indicators for assessment of internship

90% attendance is mandatory for Internship. There is no condonation for Internship

ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

	Teaching	Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
Other interventions in the classroom		
4	Achievement test – scientific & robust blueprint, Quality questions, scoring , statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales, projective techniques, sociogram or any other.	05
Documents		
8	Observation report of classroom teaching of mentors/ peers	05
9	Record of lesson Plans	10
10	Audio-visual aids made by the intern (which are not ICT related)	05
11	Improvised apparatus and learning aids made by the intern	10
12	Student artifacts generated in the class room like kai ezhuthu masika, learning aids, charts, posters, albums etc.	10
13	Originality of reflective journal	10
ICT related expertise		
14	ICT related artefacts used for teaching as incorporated in lesson plans (to be stored in a CD/DVD etc. for evidential support)	10
15	Richness and variety of the ICT related artefacts used for teaching as incorporated in lesson plans.	10
Liaison with school		
16	Participation of intern in the Co-curricular activities of the school (like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
17	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)	10
19	Any innovative programme organized by the trainee (if any) supported by an appreciation letter by the HM / Principal.	15
TOTAL		260

EDU 302 COURSE ON EPC 2: DRAMA AND ART IN EDUCATION

(30 Hours- 30 Marks)

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular 'encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or acting 'in a superficial manner, but is for creating that 'dramatic pressure 'or tension, where the student would arrive at a. problem or an understanding in a new way

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as 'hot seating 'can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of 'discomfort 'and 'confusion ', to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering 'happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognize their agency, for transformational action. Drama as 'critical pedagogy 'can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilizing for transformative action

The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching-learning Student teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise, other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives. Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature The challenge of teacher-educators

lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work.

Suggested Tasks

1. Workshop for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. The focus of the workshops should be on how art forms can be used as tool/ method of teaching learning of Languages, Social Sciences, Mathematics and Sciences. (10 marks)
2. Participation and performance in any one PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY -of the Regional Arts forms keeping in mind the integrated approach (6 marks)
3. Planning a stage-setting for a performance/presentation by the student-teacher. (6marks)
4. Develop narratives in visuals, composition of an imagined situation, telling a story through comic strips (8 marks)

EDU 303 YOGA, HEALTH & PHYSICAL EDUCATION-II

(30 Hours- 30 Marks)

Health, fitness & physical education

1. Plan lesson for HRPF programme
2. Lesson plan on any one health and fitness education theory classes (constructive approach)
3. Assisting/participation in annual athletic championship/intramural competitions 6 marks
4. Yogic practices to improve flexibility, pranayama techniques, the sun salutation, 10 marks
shithilikaranavyayamas, yoga and stress management

EDU 304 COMMUNITY LIVING CAMP

(30 Hours- 30 Marks)

COURSE OBJECTIVES

1. To realize the aim of ‘learning to live together ‘
2. To equip the students to live cooperatively in a society
3. To impart social values and skills (adjustment, sharing, tolerance, empathy etc.)
4. To impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc.
5. To provide chances for democratic living, managing events, division of labour and dignity of labour.
6. To promote social accommodation and broaden the mental abilities of the student-teachers
7. To develop critical thinking about the issues related to the policies/approaches in Education
8. To inquire in to the cultural, social, scientific, educational and environmental aspects of a community
9. To manage events of various dimensions

All the colleges have to organize a four-day residential Community Living Camp in a convenient location of their choice. It is a joint camp of Student- Teachers and their Teacher Educators, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programmes for development of personal and social skills, practicing democratic living, providing chances for division of labour, community work etc., are the major outcomes expected of the programme. A record mentioning the objectives and all the activities have to be prepared and submitted by each Student Teacher. The report may also contain some photographs related to activity.

Structure of a Report (Record) of Community Living Camp

- Community Living Camp- Introduction (need and significance)
- Main theme of the camp during the academic year
- Objectives
- Session wise details (objective of the session, programme/ activity, consolidation/ outcome with self-assessment)
- Conclusion
- Appendix –
- Organizing committee – List of groups/ members – Responsibilities (group wise) (Maximum 10 page)

Organization of the camp

Select a theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp. Programmes suggested for community living camp: Social and educational Surveys, visit to social institutions to study their functioning, undertaking community productive work, campus cleaning/beautification/agriculture, undertaking duties in the camp including preparation /serving of food, attending classes/seminars/etc., participation in games and recreational activities, mock Parliament activities etc.

CRITERIA FOR ASSESSING COMMUNITY LIVING CAMP

	Criteria	Marks
1	Participation in planning and implementing educational activities during the camp	5
2	Participation in the creative/ expressive/ demonstrative/ presentation aspects of different sections	8
3	Leadership quality/ Democratic culture/ Social accommodation & adaptability/ Group working skill	6
4	Participation in the community related programmes/ activities	7
5	Comprehensiveness of report (Record)	4
	TOTAL	30

SEMESTER IV

SEMESTER IV THEORY COURSES

COURSE CODE	PAPERS	HOURS/ SEM	EXT	Int	Total
EDU 10	GENDER, SCHOOL AND SOCIETY	50	40	10	50
EDU 11	EDUCATIONAL THOUGHTS AND PRACTICE	50	40	10	50
EDU 12	CREATING AN INCLUSIVE SCHOOL	50	40	10	50
EDU 13	OPTIONAL COURSES				
EDU 13.2	PROFESSIONALISING ENGLISH EDUCATION	50	40	10	50
EDU 13.8	PROFFESIONALISING COMMERCE EDUCATION	50	40	10	50
EDU 13.13	PROFESIONALISING SOCIAL SCIENCE EDUCATION	50	40	10	50
EDU 14	ADDITIONAL OPTIONAL COURSES(Any One)				
EDU 14.1	CHILD RIGHTS EDUCATION	50	40	10	50
EDU 14.2	ENVIRONMENTAL EDUCATION	50	40	10	50
EDU 14.3	EDUCATION FOR DIFFERENTLY ABLED	50	40	10	50
EDU 14.4	GUIDANCE AND COUNSELLING	50	40	10	50
EDU 14.5	HEALTH AND PHYSICAL EDUCATION	50	40	10	50
EDU 14.6	MANAGEMENT IN SCHOOL EDUCATION	50	40	10	50
EDU 14.7	VALUE EDUCATION AND PEACE EDUCATION	50	40	10	50
TOTAL		250	200	50	250

NB: Any one Additional Optional Course among the seven elective has to be chosen by each student teacher for the completion of semester 4

SEMESTER IV PRACTICALS COURSES

COURSE CODE	PRACTICALS	HOURS	MARKS
EDU 401	EPC III - CRITICAL UNDERSTANDING OF ICT	30	30
EDU 402	EPC IV – UNDERSTANDING THE SELF	30	30
EDU 403.1	SUPW/WORKING WITH COMMUNITY	30	20
EDU 403.2	FIELD TRIP/STUDY TOUR	30	20
EDU 404	PRACTICAL EXAMINATION VIVA VOCE		100
TOTAL			200

INTERNAL ASSESSMENT

TASK AND ASSIGNMENTS EDU 10-14	30 HOURS/ 1 WEEK
COLLEGE BASED PRACTICUM AND TESTS EDU 10-14	20 HOURS
SEMINAR	50 HOURS
CO-CURRICULAR ACTIVITIES TUTORIAL/GUIDANCE/UTILIZING LIBRARY RESOURCES	30 HOURS

SEMESTER IV

THEORY COURSES

EDU 10 GENDER, SCHOOL AND SOCIETY

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40 Internal:10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Comparatively describe and summarize the concept of gender as a social construct at different contexts
2. Suggest designs and resolves to gender issues in schools and educational settings
3. State the jurisprudence on gender related social issues and issues at institutions
4. Critically analyse and debate the recent issues associated with gender in school and society
5. Monitor and document the inter-related functions of school and society

Unit I

Gender as a Social Construct

- Gender- distinction between gender and sex
- Gender role- in family, caste, religion and culture
- Patriarchy and gender
- Status of women in different ages, ancient, medieval and colonial
- Gender sensitivity
- Gender stereotyping
- Feminist perspectives, radical and liberal **(10 hours)**

Unit II

Gender Issues in Schools

- Problems of women in contemporary India
- Experience of being a boy or girl- unequal access to education
- Gender identity construction in school- distribution of roles and responsibilities in classroom and schools
- Child rights violation among girls- role of schools, peers, teachers, curriculum, text books classroom processes, and student-teacher interactions in challenging gender inequalities
- Working towards gender equality in the classroom **(15 hours)**

Unit III

Recent Issues associated with Gender

- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- Safety at school, home and beyond- identification of sexual abuse/violence verbalization of sexual abuse/violence-
- objectification of female body- propagation of popular beliefs through media- film, advertisements and songs- role of teachers, counsellors, parents NGOs and other groups in reinforcing gender parity **(15 hours)**

Unit IV

School and Society

- School as an agent of change- instrument of social change.
- Influence of type of management on the functioning of schools - Government, Aided, Un-aided and Minority, recognized and non-recognized schools.
- Role of School in a democratic Society- School as a miniature society, functions of schools in society.
- Responsibilities of society towards Education **(10 hours)**

TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey/visit, Brainstorming sessions, Projects

TASKS AND ASSIGNMENTS

1. Collecting views from different newspapers on atrocities against girl students and prepare a report OR
2. Visit a school and conduct interview with teachers and parents on problem faced by girl students

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- Desai, M & Raj, K. (1999). Women and society in India. New Delhi. Ajantha Publications
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education Commission and after, National University of Educational Planning and Administration: New Delhi
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- Mitchel, J. (1974). Psych analysis and feminism. London: Allen lane

EDU 11 EDUCATIONAL THOUGHTS AND PRACTICES

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Compare the philosophical thoughts of Indian and Western thinkers on Education.
2. Recognize the impact of education in social processes.
3. Specify the educational provisions of the Indian Constitution.
4. Examine the implications of equality of educational opportunities on social justice.
5. Discuss the modern trends in curriculum development.
6. Summarize the curricular reforms suggested by NPE and NCF.

Unit I

Philosophical thoughts on Education

- Philosophical thoughts on Education of Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J. Krishnamoorthy
- Philosophical thoughts of Western thinkers - Plato, John Dewey, Rousseau, Paulo Freire
- Alternative thoughts – Illich, Reimer **(10 hours)**

Unit II

Education and Society

- Education and social change
- Social Change in India
- Modernization- Education and modernization
- Social mobility, Social stratification,
- Education and Culture - Cultural lag, Acculturation and Enculturation
- Multiculturalism
- Social control
- Education and National Development - Education and Economic Development **(10 hours)**

Unit III

Constitutional provisions of Education

- Education and Democracy – National values enshrined in the constitution – concept of secularism, socialism, nationalism, internationalism, equality and their educational implications.
- Equality of educational opportunity. – Equality and Justice in the Indian Constitution, differential school system and the idea of common neighbourhood school-
- Equity and equality, individual opportunity and social justice and dignity with special reference to the contributions of Dr. Ambedkar. **(10 hours)**

Unit IV

Curriculum Development

- Curriculum- meaning and definition-
- Bases of curriculum- philosophical and sociological
- Types of curriculum
- Modern trends in curriculum development
- Issues in curriculum development

- Curriculum for generating knowledge
- Education for a knowledge society
- Curricular changes suggested by NPE 1986.
- Systematic curriculum reforms - NCF 2005.

(20 hours)

MODE OF TRANSACTION

Lecture, Discussion, Seminars, Document and Text analysis

TASKS AND ASSIGNMENT

1. Narrate the educational contribution of any one of the Indian/ Western philosopher OR
2. Critical appraisal of Constitutional values as practiced in an Educational Institution

REFERENCES

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- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
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- Brubacher John. S (1962). Modern Philosophies of Education. New Delhi: Tata McGraw
- Butter J. Donald (1951). Four Philosophies and Their Practice in Education and Religion New York:
- Dewey, John (1916). Democracy and education. New York; MacMillan
- Dewey John (1938). Experience and Education. New York: Macmillan.
- Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin
- George Thomas (2004) Introduction to Philosophy, Delhi, Surjeet Publication

EDU 12 CREATING AN INCLUSIVE SCHOOL

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Define the concept of disability and inclusion within an educational framework
2. Identify the dominating threads that contribute to the psychological construct of disability and identify the barriers and challenges to inclusive learning and participation.
3. Describe the cultures policies and practices that need to be addressed in order to create an inclusive school.
4. Implement various methods and strategies that promote the integration of students with disabilities in the normal schools.
5. Design and implement University acceptable plan and procedure for making the schools more inclusive.

COURSE CONTENT

Unit I

Concept and Relevance of Inclusion

- Historical perspective of inclusive school
- Concept of inclusive school- Understanding the Difference: Inclusive, Integrated and Segregated Education
- Definitions of mainstreaming and inclusion
- History of Special Education Policy and Inclusion in India- need and importance of inclusive school in view of Right to Education in India
- Inclusive schools as effective schools
- Barriers to inclusion- measures taken by GOI for Inclusive Education for Disabled at Secondary Stage (IEDSS) **(7 hours)**

Unit II

Learner Diversity in schools

- Types of diversity (with reference to special issues in education)– gender – culture and language- marginalized- economic disparities- special ability groups
- Hearing Impairment, Visual Impairment, Physical Impairment - Motor and Mobility Impairments, Cerebral Palsy, Developmental / Intellectual Impairment, Down's Syndrome.
- Specific Learning Difficulties
- Other Impairments and Disabilities
- Social, Emotional and Behavioural Difficulties
- Multiple Impairment **(15 hours)**

Unit III

Challenges in Inclusion

- Issues in Creating Inclusive Schools
- Common Features for Successful Inclusion
- Characteristics of cultural and gender inclusion
- Characteristics of inclusive learning friendly Environment
- Dealing with Diversity in the Classroom, Valuing and Encouraging Diversity, Including

Different Kinds of Thinking, Learning, and Bias in the Curriculum and Learning Materials

- Gender and Teaching
- Diversity and Disability
- HIV/AIDS and Discrimination

(8 hours)

Unit IV

Making Schools More Inclusive

- Organizational Supports for Change Toward Inclusive Schooling-Promising Practices That Foster Inclusive Education- Access to the General Education Curriculum for All: The Universal Design Process- methods of involving parents and communities in schools Need for Leadership and Collaboration in Developing Inclusive Schools-
- Classroom practices in Inclusive school
- Strategies for meeting diversity in the Classrooms-Concept of resource teacher- Major Activities of resource teacher- the Collaborative teaching by regular and collaborative teachers- concept and method of Multilevel Instruction-Inclusive evaluation-

(15 hours)

MODE OF TRANSACTION

Lecture, Discussion, School visits, Seminars, Debates

TASKS AND ASSIGNMENTS

Visit one school of your neighbourhood and Consider the following

1. Consider the special education and general education teachers in the school. Identify experiences and expertise that these teachers can offer to others as inclusive programs are developed or improved.
2. Reflect on your understanding of inclusion. How is your understanding similar to or different from other teachers and administrators in the school?
3. A recent school change or improvement effort undertaken by the school focusing on resistance was encountered during this effort and measures taken by the school to address this resistance?

REFERENCES

- Ainscow, M. (1994). *Special Needs in the Classroom: A Teacher Education Guide*.
- Baglieri, S., & Knopf, J. H. (2004). Normalizing difference in inclusive teaching. *Journal of learning disabilities*, 37(6), 525-529.
- Booth T, Ainscow M, Black-Hawkins K, Vaughan M and Shaw L. (2000). *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Centre for Studies on Inclusive Education.
- Frederickson, N., & Cline, T. (2002). *Special educational needs, inclusion and diversity: A textbook*. McGraw-Hill Education (UK)
- Harris, R., Miske, S., & Attig, G. (2004). *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments*. UNESCO Bangkok.
- Kohama, A. (2012). *Inclusive Education in India: A Country in Transition*

OPTIONAL COURSES

EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Integrate knowledge, skills and experiences for becoming a professional in teaching English.
2. Summarize the need for professionalism
3. Practice capacity building in English education as per the global demands.
4. Design outreach programs for the global scenario by preparing themselves for new careers.
5. Plan and prepare e-content materials for language learning

COURSE CONTENT

Unit I

Professionalism

- Profession –professional ---professionalism-- meaning, need and importance
- Qualities of a professional teacher in English -ways to inculcate professionalism in teaching
- Professionalization of teaching
- In-service and pre service courses
- Leadership qualities and types **(15 hours)**

Unit II

Global demand of English teachers

- Job Attractions -challenges in the global level
- Qualifying Proficiency tests; IELTS, TOEFL, etc.
- Equip teachers to meet global demands **(10 hours)**

Unit III

New careers for English teachers

- Language trainer -qualities; Content writers and their qualities content writing: meaning and its importance
- On line teaching –features, merits and demerits; Anchoring –qualities of an anchor; Out sourcing –meaning, merits and demerits; Running commentary; TV reporting; Tele conferencing; event management; social networking; online editing **(13 hours)**

Unit IV

E- Learning materials in English

- Nature of e-learning materials and its preparation
- Language related co-curricular activities and its organization
- Preparation of a multimedia package
- ELT journals **(12 hours)**

MODE OF TRANSACTION

Lecture, Discussion, Presentations, Text analysis

TASKS AND ASSIGNMENTS

1. Report on any 2 recent researches in English language teaching

EDU 13.8 PROFESSIONALIZING COMMERCE EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Identify various e-learning resources to lead virtual commerce classrooms effectively
2. Describe personal qualities and professional competencies of a commerce teacher
3. Execute the knowledge of TPACK in transacting commerce subjects
4. Judge the interdisciplinary nature and role of co-curricular activities in relation to commerce subjects
5. Design digital lessons for topics in business studies and accountancy

COURSE CONTENT

Unit I

Professionalizing Commerce Teacher

- Commerce teacher -Teacher Qualities, Professional competencies listed by NCTE
 - Teaching as a Profession - Traits of Professionalism
 - Professional Ethics
 - Professional growth - ways and means - Role of Commerce Teachers Association, SCERT and NCERT
- (13 hours)**

Unit II

Techno Pedagogic Content Analysis

- Meaning and purpose of Technological Pedagogical Content Knowledge Analysis
 - Interrelationship between Technology, Pedagogy and Contents of commerce subjects at HSS level.
 - Teacher as a Techno pedagogue: Meaning and Qualities
 - Prepare Digital Lesson Plan for suitable topic from business studies and accountancy
- (13 hours)**

Unit III

Techno Pedagogic Skills

- CAI and CMI
 - E-learning meaning and features –How the web will change the classroom
 - Video conferencing and Tele conferencing in teaching of commerce.
 - Virtual libraries and Digitized books
 - Web Based Learning
 - Use of Websites like ERIC, INFLIBNET etc.
 - E-content development – concept, forms of e-content and steps in the preparation of content
 - ICT inputs as learning resources- Facebook, Blog, Wiki, Twitter, Discussion Forum, YouTube Resources etc.
 - M-Learning
- (14 hours)**

Unit IV

Interdisciplinary approach in teaching Commerce

- Meaning and importance of interdisciplinary approach in commerce teaching
- Commerce and its branches- Relationship of Commerce subject with its branches like

insurance, banking, marketing, income tax, management etc.

- Relation of commerce with other subjects - Relationship of commerce subject with other subjects like economics, geography, politics, mathematics, statistics, information technology etc.
- Co-curricular activities in Commerce- Meaning and importance.
- Commerce club
- Running of school bank and cooperative store. (10 hours)

TRANSACTION MODE

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

TASKS AND ASSIGNMENT

1. Techno pedagogic content analysis of any five suitable topics and prepare the digital materials
(Selected units of higher secondary Accountancy and Business Studies text book)

REFERENCES

- Aggarwal, J.C. (2003). Teaching of Commerce; A Practical Approach. New Delhi: Vikas Publication.
- Borich, Gary.D. (2004). Effective Teaching Method. New Jersey : Prentice Hall Inc.
- Boynton, L.D. (1963). Methods of Teaching Bookkeeping and Accounting. Ohio: South Western Publication.
- Chopra, H.K. & Sharma, H. (2007). Teaching of Commerce. Ludhiana: Kalyani Publisher
- Gehlawat, M. (2012). Information Technology in Education. New Delhi: Pearson Education
- Khan, S. Mohammed. (1987). Commerce Education. New Delhi: Sterling Publishers.
- Krathwohl, et.al. (1965). Taxonomy of Educational Objectives. Hand Book II: Affective Domain. New York: McKay
- Kumar, M. (2004). Modern Teaching of Commerce. New Delhi: Anmol Publications Ltd

EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Generate Teacher accountability and professional ethics of Social Science Teachers
2. Perform Techno Pedagogic skills in Social Science teaching
3. Demonstrate various ICT inputs in social science learning
4. Evaluate and report the emerging areas in Social Science Education

COURSE CONTENT

Unit.1

Professionalizing social science teacher

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a social science teacher
- Ways and means of improving professionalism
- Social science teacher and teacher accountability **(10 hours)**

Unit II

Techno pedagogy in social science Teaching

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of social science teacher
- Analysis of school text book units using ICT Tools **(15 hours)**

Unit III

ICT inputs in social science learning

- Using presentation software
- E- content
- Learning objects
- Tele conferencing and video conferencing
- Scope of blogs, wiki and Google map
- Use of INFLIBNET
- Edubundu
- Free softwares in social science –IHMC concept map tools
- M-learning
- Social Medias as learning inputs – face book, WhatsApp, Twitter, etc. **(15 hours)**

UNIT IV

Emerging areas in Social Science education

- Teaching of current affairs
- Controversial issues
- Consumer education
- Law focused education
- Human rights education

(10 hours)

MODE OF TRANSACTION

Lecture, discussion, demonstration, small group activities, seminars etc.

TASKS AND ASSIGNMENTS

Prepare a Techno Pedagogic Content Analysis of a Unit from Secondary School level Text Book

EDU 14 ADDITIONAL OPTIONAL COURSES (Any one)

EDU 14.1 CHILD RIGHTS EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Explain the need and significance of child rights education
2. Design a collage about the violations in children's fundamental rights
3. Develop a project on the contributions of voluntary organizations in protecting the rights of children in your locality
4. Explain the important movements for child rights around the world
5. Critically analyse the situation of children in India with reference to child rights movement in India
6. Make a survey in your nearest cities to trace out the child labours

COURSE CONTENT

Unit: I

Conceptual Analysis of Child Rights

- Meaning-Definition- of Child Rights -Nature of Child Rights
- Types of Child Rights-Freedom of speech, thought, fear, choice and the right to make decisions, Ownership over one's body, etc Right to Survival, Right to Protection, Right to Participation, Right to Development Differences from related concepts-
- Women 's right, Youth rights and Human rights.) **(6 hours)**

Unit: II

Child Rights Education

- Meaning and definition for child rights education-
- Need and Significance of Child Rights Education-
- Child Rights Education as learning about rights, learning through rights and learning for rights **(7 hours)**

Unit: III

Movements for Child Rights

- Important Movements for Child Rights around the World- -United Nations Conventions for Rights of the Child (1959&1989) and Declarations on the Rights of the Child by UN. International Organizations for Child Rights- UNICEF, AMNESTY international, IFCW, IICRDS, UNHCR, etc.
- Child Right Movements in India- Critical Analysis of the Situation of Children in India Contributions of CRY, Kailash Satyarthi (Bachpan Bachao Andolan).
- Conventions of Child Rights **(10 hours)**

TASKS AND ASSIGNMENTS

Prepare a collage by using paper cuttings about the violations in children 's fundamental rights.
OR

A project on the contributions of Voluntary organizations in protecting the rights of Children in your locality OR

Make a survey in your nearest cities to trace out the child labours.

REFERENCES:

- Bhaskara Rao D, United Nations Decade for human Rights Education,DPH,New Delhi
- Dr, Savitha Bhakhry, _Children in India and their Rights ', National Himan Rights Commission. 2006.
- Child Rights Education Toolkit. Rooting Child Rights in Early Child hood Education, Primary and Secondary Schools, UNICEF Private Fundraising and Partnerships Division (PFP), 2014
- UN Briefing Papers,Human Rights Today: A UN Priority, New York

EDU 14.2 ENVIRONMENTAL EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Organize a seminar on ecosystem.
2. Evaluate the significance of ecological processes.
3. Criticize environmental problems at global, state and local level.
4. Judge existing environmental protection movements.
5. Recommend suitable approach, methods and techniques and Co-curricular activities for environmental education transaction.
6. Constructs appropriate tools and techniques of evaluation in environmental education.

COURSE CONTENT

Unit I

Introduction to our Environment

- Meaning, Importance and components of Environment- Principles of
- Environment (interdependence and interrelationships)-
- Ecosystems- Meaning, types, characteristics and ecological balance. **(5 hours)**

Unit II

Ecological Process

- Biosphere, Flow of Energy, Nutrient Cycles, Carrying Capacity, Conservation of natural resources. Bio- magnification **(5 hours)**

Unit III

Conservation of Natural Resources - Problems, Perspectives and Management

- Natural resources (renewable and non-renewable)- Bio diversity- socioeconomic and cultural factors including poverty leading to exploitation and degradation of natural resources, changing life styles and its impact on environment.
- Pollution- Water, land, air, sound and radioactive
- Environmental Problems- Global, Regional and Local.
- Problems at the global level:
 - o Population explosion, Global warming and Greenhouse effect, Acid rain ozone depletion and CFCs, Deforestation, Extinction of Species, Loss of Habitat and Biodiversity, Industrialization and Urbanization, Commercialization of agriculture
- Problems at the State level:
 - o Soil erosion, Deforestation, Bad water management
 - o Solid waste and its disposal, Destruction of mangroves
 - o Over fishing and marine pollution, shrinking of back waters
 - o Quarrying, Sand mining, Food adulteration, Changing cropping patterns and land use
- Problems at the local/ immediate environment
 - o Specific environmental issues pertaining to the district
- Concept of Sustainable Development – need and requirement for attaining
- Sustainable development.

- Important Environmental Movements in the country with special reference to Environment Movements in Kerala. Legislative measures in India for Protection of environment

(20 hours)

Unit IV

Teaching- Learning strategies in Environmental Education

- Environmental Education- meaning, need, significance and characteristics, Objectives and principles of Environmental Education. Role of national and international organizations and movements in the promotion of Environmental Education
- Approaches- Infusion and problem- solving
- Methods - Discussion, Demonstration and Project
- Techniques -Observation, Nature games, Nature walk, Quiz, Role- play, Brain storming, Survey, Dramatization, Puppetry, Case study, etc.
- Co- curricular activities- Field trips, Collection, Exhibitions, Film shows, Video Shows, eco clubs.
- Evaluation in Environmental Education
- Use of appropriate tools and techniques of evaluation- Achievement tests, questionnaire, rating scale, observation schedule and Case studies, Evaluation of projects

(20 hours)

MODE OF TRANSACTION

Lecture, Discussion, Field visits, seminars, workshops

TASKS AND ASSIGNMENTS

Visit a place of severe environmental pollution in your locality and analyse the socio-political causes of pollution there.

REFERENCES

- Capra, F.(1999). Eco-literacy: The challenge for next century. Liver pool Schumacher Lectures.
- Orr, D (1992) . Ecological Literacy: Education and transition to a post modern worlds. Albany: State University Press, New York.
- Goleman, D.(2010) Ecological Intelligence, Penguin Books, London 136
- Odum , E.P. (1971) Fundamentals of Ecology WB Saunders
- Speth & James,G. (2006) Global Environmental challenges: Transition to a sustainable world, Orient Longmann
- Firor, John & Judith E ,J. (2003) Crowded Green House, University Press
- Brown , Lester R (2002) Eco Economy : Building an economy for earth , Orient Longmann
- Gardner HS(2006) Frames of Mind. Harvard University Press
- Bharucha E (2005) , Text book of Environmental Studies, University Press

EDU 14.3 EDUCATION FOR DIFFERENTLY ABLED

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Recognize and identify different levels of differences among differently abled.
2. Define and distinguish various categories of differences in differently abled students.
3. Select and use appropriate early identification and intervention strategies in order to make conducive social/ learning environment.
4. Examine and choose suitable placement opportunities for differently abled.
5. Develop critical understanding of recent trends and developments in the education of differently abled in order to cultivate appropriate teacher adaptation.

Unit 1

Understanding the Disabilities

- Concept and Definition of Impairment, Disability and Handicap.
- Historical and National developments and constitutional obligations for children with special needs.
- Categories of disability as per the PWD Act 1995.
- Social and Educational Needs of children with special needs. **(8 hours)**

Unit II

Definition, Types and Characteristics

- Hearing Impairments: Definition, Types and characteristics
- Visual Impairment: Definition, Types and characteristics
- Mental Retardation: Definition, Types and characteristics
- Neuro-muscular and Loco motor disabilities: Definition, Types and characteristics **(10 hours)**

Unit III

Identification and Early Intervention

- Need for early identification and Intervention
- Assessment procedures for educational placement.
- Intervention of later identified children
- Early Educational Intervention strategies. **(10 hours)**

Unit IV

Educational practices for students with differently abled

- Special school education
- Integrated Education
- Inclusive Education
- Education of gifted students **(10 hours)**

Unit V

Trends and Developments in the education of differently abled

- National Institutes – NIVH, NIMH, AYJNIHH, NIOH.
- Acts and Schemes – NPE 1986, POA 1992, RCI Act 1992, PWD Act 1995, NT Act 1999.

- Role and Responsibilities of Pre-school teacher, Regular teacher, Resource teacher and special teacher.

- Community Based Rehabilitation (CBR)

(7 hours)

MODE OF TRANSACTION

Lecture, Discussion, Field visits, seminars etc

TASKS AND ASSIGNMENTS (Any One)

1. Visit special school and make classroom observation report (HI/VI/MR)
2. Visit General school where practicing inclusive education and conduct interview with resource teacher and prepare report regarding inclusive education. Take three cases (students with HI/VI/MR/LD) and make reports with special reference to education.

REFERENCES

- Alan H. and Ravic R. (1992), Introduction to Special Education, Allyn and Bacon, Boston
- Chauhan.S.S(2002)Education of Exceptional Children
- Hegarty S.(2002).Educaton and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
- Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
- Seamus Hegarty, Mithu Alur (2002) Educaton and Children with Specials Needs: From segregation to Inclusion
- Smith, D.D, and Luckasan, R. (1992), introduction to Special Education, Allyn and Bacon, Boston
- Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

EDU 14.4 GUIDANCE AND COUNSELLING

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Identify the meaning, need, scope and principles of guidance and its different forms.
2. Execute diverse guidance activities at school through proper planning and organization.
3. Develop a clear concept about counselling.
4. Define mental health and describe what leads to poor mental health.
5. List the qualities of a school counsellor and role of teachers in catering the students with special needs.

COURSE CONTENT

Unit I

Understanding Guidance

- Meaning and Definitions
- Nature of guidance
- Purpose of guidance
- Scope of guidance
- Need for guidance
- Principles of guidance
- Types of guidance (Educational Guidance - Vocational or Career guidance - Personal or Individual guidance)
- Group guidance (concept, need and significance) **(10 hours)**

Unit II

Guidance in Schools

- Various Guidance services in schools (orientation service – pupil inventory services – career information service – placement service – follow up services - their needs)
- Teacher as a guidance personal (role - essential qualities needed)
- Career guidance (role of the teacher – need – methods)
- Organisation of school guidance Programmes (1. Pre-requisite of Guidance Programme – Formation of guidance committee – budget allotment – infra structural facilities – support from parents and community – orientation of guidance services to students and staff 2. Planning of Guidance Programme – identify the areas where guidance is required – assign duty to different staff members as guidance personal – specification of various functions of each guidance services - set up objectives of the service on the basis of student needs 3. Guidance Activities – in secondary level – in higher secondary level (list some orientation services, pupil inventory services, career information services, placement services and follow up services at different levels) **(10 hours)**

Unit III

Introduction to Counselling

- Definition, Meaning, nature and scope of counselling.
- Basic principles of counselling.
- Objectives of counselling.

- Relationship between guidance and counselling
- Approaches to Counselling: directive, non-directive and eclectic
- Individual vs. group counselling (concept, advantages and limitations)
- Roles and functions of teachers involved in the counselling programmes in schools
- Skills and qualities of an effective counsellor. **(10 hours)**

Unit IV

Mental Health and Counselling

- **Mental health** (concept – definitions - Importance - Factors contributing to mental health – Characteristics of mentally healthy person.
- **Current mental health issues among school children** - Internet addiction – mobile phone addiction – Pornography – substance abuse (discuss how these will affect the mental health) – school girls and mental health issues **(10 hours)**

Unit V

Counselling in Schools

- Role and functions of school counsellors
- Concept of children with special needs.
- Counselling for gifted, creative, MR, LD, Slow learner, socially disadvantaged children and problem children.
- Role of teacher in dealing students with special needs.
- Behavioural problems among school children (List some common problems) **(10 hours)**

TRANSACTIONAL MODE

Lecture, Group discussion, lecture-cum-discussion, panel discussion, presentation of reports and sharing of experiences etc.

TASKS AND ASSIGNMENTS

- Prepare a questionnaire (minimum 15 Questions) to find out the recent mental health problems of secondary school students (ensure individual preparation and variety in questionnaire). Administer the questionnaire on secondary students (minimum 20 students 10 boys + 10 girls). Analyse the findings and submit an individual report

REFERENCES

- Aggarwal J.C. (2008). Essentials of Educational Psychology, 2nd ed. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bangalee, M. (1984): Guidance and counselling, Seth publishers. Bombay.
- Belkin, G.S. (1988). Introduction to Counseling: W.G. Brown Publishers.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Corey, G (1996). Theory and practice of counselling and psychotherapy. Brooks/cole publishing co. London.

EDU 14.5 HEALTH AND PHYSICAL EDUCATION

Contact Hours: 50 (Instruction) Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Understand the importance of physical and health education for a healthy lifestyle
2. Design a fitness program
3. Understand the basics of yoga, posture
1. Explain the causes, symptoms and management of various lifestyle diseases
2. Equipped to handle the basics of first aid, food and nutrition

COURSE CONTENT

Unit I

Introduction to health and physical education

- Definitions, aims and objectives of physical education
- Need and importance of physical education
- Health, importance of health education
- Physical fitness and wellness
- Fitness balance

(7 hours)

Unit II

Physical fitness, physical activity and exercises

- Meaning and definition of fitness
- Types of fitness [physical, mental, spiritual and financial]
- Types of physical fitness,
- Components of physical fitness,
- Activities of developing physical fitness,
- Physical activity and exercise, principles of exercises, benefits of exercise, exercise and heart rate zones, aerobic and anaerobic activities, leisure, play and recreation, warm up and cool down.

(10 hours)

Unit III

Yoga education

- Meaning and definition of yoga
- History, objectives and benefits of yoga
- Types of yoga
- School of yoga
- General guidelines for yoga practices
- Suryanamaskar, importance of asanas, pranayama and its benefits, shithilikaranavyayamas, yoga and relaxation techniques
- Body types, concept of posture, causes of bad posture, postural deformities.

(15 hours)

Unit IV

Lifestyle Diseases

- Causes, symptoms and management of diabetes, obesity, osteoporosis, coronary artery diseases, back pain

- skinfold measurements, body shape index, body mass index, basal metabolic rate, pulse, blood pressure **(8 hours)**

Unit V

First aid, food and nutrition

- First aid -definition and importance, fundamental principles to be followed and the duties to be followed by the first aider, CPR, first aid in different cases – poisoning, electric shock, burns, wounds, heart attack, fractures, drowning, burns, heat stroke,
- Food and nutrients, caloric value, caloric requirements, malnutrition. **(10 hours)**

MODE OF TRANSACTION

Lecture, Demonstration, Drill and Practice

TASK AND ASSIGNMENT (Any One)

1. Assessment of any three physical fitness variables
2. Yogic practices and recording or
3. Practicing simplified physical exercises or stretching and recording

REFERENCES

- Hardayal singh PhD, Science of sports training, DVS Publication New Delhi, 1995
- Dr A Abdul Latheef, Dr A.M Antony and et al, Introduction to physical Education for Training colleges; Educare Printers and Publishers, 2009
- J C Aggarwal, health and physical education, Shipra Publications
- Light on Yoga, Iyengar, BKS, Harper Collins: Noida, 2011
- American Alliance for Health, Physical Education [1980]. Recreation and Dance, Health related Physical Fitness Test Manual, 1900, Association Drive, Reston, V A 22091, p.5.

EDU 14.6 MANAGEMENT IN SCHOOL EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On successful completion of the course, the learner will be able to:

1. Familiarize the concept School organization
2. Develop an understanding of the concepts management, administration and organization in education
3. Develop an awareness of various levels of management in schools
4. Delineate school as the formal system of education
5. Understand the existing constitutional provisions for the school education on India
6. Analyse the role of various organizations in school management.
7. Critically examine the dimensions of institutional climate
8. Construct time table by applying the various principles of timetable construction
9. Design institutional plan for the successful functioning of an institution.

COURSE CONTENT

Unit I

Basic Concepts of School Management

- Meaning, Definition, Importance and scope of school management –
 - Functions of school management: Planning, Organizing, Directing, Motivating, Evaluating, Decision making etc. –
 - School as a formal educational system - Social structure of school - School Structure: Pre-school Education, ten year schooling Higher secondary education, University education –
 - Hierarchies in school system: Hierarchical structure of school, Types of Hierarchies of school structure
 - School education in India - Indian constitution and school education - Status of Indian schools – The structure of Indian school education - academic and administrative structure – Responsibilities of Central Government in school education - Responsibilities of State government –
 - Central provisions for school education – CAME, CBSE, NCERT, NCTE, NIEPA, KVS, NOS – State provisions for school education- SCERT, BSE, State Textbook Board Regional level organizations-
 - District level organizations –District Education Office, DIET-Role of local level Organizations- Teachers ‘Union
- (15 hours)**

Unit II

Institutional Climate and Planning

- Organizational process in schools: Academic planning, Resource mobilization, Curricular activities. Co-curricular activities, Planning, Time allocation, Monitoring, Evaluation, Feedback.
- Institutional Climate: Concept, Dimensions of school climate, Types of Institutional climate, Democratic and autocratic Climate. Impact of organizational climate on the performance of teachers, parents, students etc.
- Institutional planning: meaning, definition, importance and steps of institutional planning.

- School management committee (SMC): structure, functions - School Development Programme (SDP) **(10 hours)**

Unit III

Leadership at Different Levels of School Hierarchy

- Leadership at different levels of school hierarchy: Meaning and nature of school leadership – Styles of school leadership: Autocratic leadership, Democratic leadership, Free rein/ Lassiz fair leadership - Role of headmaster - Essential qualities of principal/HM - Duties and responsibilities of HM - Role of HM: as a manager, teacher, organizer - problems faced by HM
- Teacher as a leader: As an instructional input, As a manager, As a facilitator, As a counsellor, Teacher in the community
- Leadership roles of pupils Students - functions of student council and school parliament **(10 hours)**

Unit IV

Management of Resources

- Instructional Management: School Calendar, Time-Table: importance, types of time-table, principles of time table construction, conducting exams, Maintenance of record: meaning, types, how to keep records Admission Register – Attendance Register for Staff & students – Stock Registers – Acquaintance Register Management of Library and lab
- Management of co-curricular activities: Concept and Types of co-curricular activities, Need and importance: educational value, psychological value, social value, civic value, recreational value, physical development value - Organization of co-curricular activities in school - Principles underlying organization of co-curricular activities - Difficulties faced in organizing co-curricular activities: organization and objectives of literary and cultural activities, organization and objectives of physical education activities
- Management of material resources, technology e-resources, school plant, school complex
- Management of human resources: Teachers-staff council - functions, performance appraisal of teachers
- Parents- PTA, MPTA, GTA
- Community-Important resources of community, ways of utilizing community resources
- Management of financial resources
 - Financial management –role of teacher – preparation of school budget meaning purpose, types, E-grant, grant-in-aids, scholarships, awards etc.
 - Total Quality Management – Concept Key elements of TQM, Steps for TQM in Schools **(15 hours)**

TRANSACTION MODE

Lecture Method, Discussion, Group work, Assignment, Seminar and Debate

TASKS AND ASSIGNMENTS

Visit to a government/ aided school in your locality and prepare a record of resources available and suggest methods for its effective utilization

REFERENCES

- Buch, T et al. (1980). Approaches to School Management, Harper & Row Publishers, London
- Agarwal, V. & Bhatnager, R.P. (1997). Educational Administration, Meerut. Lall Book Depot

EDU 14.7 VALUE EDUCATION AND PEACE EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Develop perspectives on the axiological principles of different philosophies value education and peace education
2. Examine different theories of value development and the nature and characteristics of value development
3. Explain and report value education, peace education and its history in India
4. Plan and execute different value education and peace education practices in school and social contexts.
5. Integrate the value and peace education with the school subjects in teaching contexts

COURSE CONTENT

Unit I

Values and Peace –Definition, classification and types.

- Definition of values, philosophical perspective.
- Axiology of different philosophies-idealism pragmatism naturalism and humanism –
- types of values.
- Values Classification – Behavioural, Moral, Spiritual and constitutional values.
- classification of values. Traditional Indian values – Truth nonviolence peace, Righteous conducts etc.
- Constitutional values- Democracy, Socialism, secularism and fraternity.
- Definition to Peace. Kind of violence mental verbal and physical causes of violence.
- Source of Peace, inner Peace, Social peace and Peace with nature. **(12 hours)**

Unit II

Psychological Perspectives of Values

- Value development in childhood and adolescence. Psycho-analytic view, Piaget Kohlberg and Erikson about value development in child hood adolescence and adult hood.
- Nature and characteristics of value development, Role of family school and Society in value development. **(8 hours)**

Unit III

Understanding Value education and Peace education

- Meaning and nature of value education
- Value education in India Vedic Buddhist Islamic periods
- Post independent attempts in value education- University education commission
- Sri Prakash Committee and emotional integration committee etc.
- Peace Education -Approaches – Conflict compromise approach. Holistic approach to words peace education.
- Peace education as skill building. **(10 hours)**

Unit IV

Inculcating Values and Peace- Approaches and Strategies.

- Values are caught and taught-approaches methods and curricular implications. Direct• method, indirect method and Incidental methods.
- Role plays, storytelling and other methods
- Teacher and value education. School subject and value education. Strategies for value education.
- Peace education into Practice-Peace education knowledge attitude and skills.
- Peace education and curriculum – dimension of Peace education knowledge attitude and skills, Peace teacher and Peace methods. Way of integrating peace education into subject and lessons.
- Learning ways of Peace.
- Emerging researches in peace education. **(20 hours)**

MODE OF TRANSACTION

Discussion, Seminars, Visits, Analysis texts etc.

TASK AND ASSIGNMENTS

Prepare a lesson plan from the school subject and conduct classes based on strategies of value education/ Peace education OR

Prepare an E content for promoting awareness of values/Peace and conduct a community interaction programme in your locality or school OR

Prepare a report about any one of the institution which is functioning inculcation of values and peace OR

Prepare a script for a video programme for promoting value education/Peace education.

REFERENCES

- ArunaGoel and SL Goel. Human values and education: New Delhi Deep & Deep publications Pvt ltd
- Ahuja.R (2000). Value oriented education in India. Jaipur:Ravat Publication Bandiste. (1999)
- Humanist Values asource book. NewDelhi: NCERT. Battacharya,s. (2003) Psychological
- Foundation of education. New Delhi: Atlantic Publishers and distributors
- Bark, EL (2003). Child development. New Delhi: Pearson education
- Bottery, M. The challenge of education leadership – Values in a globalized age; London: Rural Chap man Publishing.
- Dutt (1998). Moral values in child development; New Delhi:Anmol Publishers
- Flanders, Lac and Clare MAC (1994).Integratedapproach to value education.Manglore: Assasi press.

PRACTICAL COURSES
EDU 401 COURSE ON EPC 3:
CRITICAL UNDERSTANDING OF ICT

(30 Hours- 30 Marks)

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; **teaching-learning, administrative and academic support systems, and broader implications for society.**

ICTs have often been seen as a stand-alone subject, consisting of a finite set of proprietary applications, taught to children directly by technology experts, bypassing teachers, which has diluted possibilities of teacher's ownership, enhancement of expertise and engagement. Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore. Applying these principles can support Teacher Professional Development models that are self-directed, need-based, decentralized, and collaborative and peer-learning based, and continuous, in line with the NCFTE, 2009 vision for teacher education

Since ICTs are technologies, along with developing such understanding, the course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate preservice and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials The course will explore use of ICTs to simplify record keeping, information management in education administration.

Communication and information sharing/ storing are basic social processes; new digital Information and Communication Technologies (ICTs), by making these easier and cheaper, have significantly impacted and are impacting our socio-cultural, political and economic spheres. The course will help student-teachers to develop an understanding of the shift from an 'industrial society' to a 'post-industrial information society', where the production and consumption of information is easier/ simpler as well as important. This change has positive and negative implications and possibilities for democracy, equity and social justice, all core components of our educational aims.

The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralization and proprietisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipatory process

Tasks – Conduct of Three workshops (3x10=30 marks)

- 1. Digital Text book /e resources**
- 2. ICT Integration with Pedagogy**
- 3. E content development**

DETAILED GUIDELINES

WORKSHOP 1 – Digital Text book /e resources

DAY 1

Phase I - Spread Sheets as a Tool for Teaching-Learning, Administrative and Academic Support Systems.

- (i) An introduction to Spread sheets as a tool for Administrative and Academic Support
- (ii) Hands-on Experiences

Product Needed

- Enter mark list of Achievement Test in to a Spread sheet.
- Calculate Mean, Median and Mode by using Software tools
- Draw graphs by using Software tools
- Calculate grades of children by using software tools

Product Submission

- Send the document to your teacher's email (2 marks)

Phase II- Producing e-documents and Digital Text Book as a Tool for Administrative and Academic Support Systems.

- (i) An introduction to e-documents and Digital Textbooks
- (ii) Hands-on Experiences

Product Needed

- Select a content from concerned optional subject and prepare a digital text
- add content, images, audio/video
- Prepare a school classroom time table

Product Submission

- Send the documents to your teacher 's email (2 marks)

DAY 2

Phase III - Creating an ICT Integrated Lesson by Using Presentation Software.

- (i) An introduction to Presentation software
- (ii) Planning and preparation of e-lesson
- (iii) Hands-on experience

Product Needed

- Each student should plan and develop an ICT integrated lesson and construct a digital presentation in their own optional subjects
- Presentation should include words, images and videos / audios. Product Submission
- Send the documents to your teacher's email (6 marks)

WORKSHOP 2 - ICT Integration with Pedagogy

DAY 3

Phase I Teacher as a Techno-Pedagogue

- Expert presentation Towards a Techno-Pedagogue
- Hands-on experience

Product Needed

- Students should create a Personal website

Product Submission

- Send the url of your created websites to your teacher's email
(10 marks)

WORKSHOP 3 - E content development

DAY 4

Phase I - Integrating Images, Audio and Videos for e-content Authoring by using Open Free Software

- Expert Talk: Introduction to free software
- Hands-on experience

Product Needed

- A directory of selected images, Audio and videos

Phase II e-content Development through exe (open free Software)

- Expert Talk
- Hands-on experience
- e-content Development

Product Needed

- E-content developed by students

Product Submission

- Send your e-content to your teacher through email (10 Marks)

EDU 402 COURSE ON EPC 4: UNDERSTANDING THE SELF

(30 Hours- 30 Marks)

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one 's implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one 's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.

Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one 's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one 's childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions

Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.

Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.

Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.

The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.

Broad areas	Introduction	Values and self-image	Individual and collective selves	Connecting - self-society	Social interface
Main objectives	Trust building, for future exercises, laying ground rules, energizing	Opening self, reflection, culture for listening and accepting	Team building, respecting, tasks, sharing responsibility. addressing conflicts	Understanding social structures Understanding social structures	Becoming the change agent – designing and leading change / social action
Broad methodologies	Games, theatre activities, discussions	Reflections, story making, self-disclosure through art, dance and theatre	Nature walk/ field visit, adventure. Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator 's personal integration and unique individual and group characteristics and are rooted within the context of student 's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials, which should be contextualized and updated periodically.

Suggested Tasks (5x 6=30 Marks)

Writing Tasks - (i) Writing a reflective statement of aspirations and expectations, based on one 's learning so far in the course critically evaluate oneself as a 'prospective teacher '.

OR Essay: Identify one social issue/problem of key significance, and reflect on:

- a) Ways in which current forms of 'schooling 'may be contributing to sustaining this, and
- b) how 'school education 'and 'classroom practice 'may be realigned to ameliorate this.

Workshop 1-A significant event or experience in life

Investigating the texture of one key event/experience (working with partners) –

Sharing and assimilating a range of experiences

Workshop 2: Gender and upbringing

Suggested workshop themes

Telling our own 'gendered 'stories

En-culturing 'gendered 'roles in upbringing within different kinds of families –Case studies

Gender issues in school education – case studies

Gender issues manifest in contemporary public spaces – case studies

Responding to various forms of gender discrimination

Workshop 3: Deconstructing the messages of advertising (in the Audio-visual Media)

Suggested workshop themes

The expanding role of advertising in contemporary life. Sharing favourite advertisements and their impact on us. Looking from the other side: how psychology, research, technology and imagination combines to create a 'targeted commercial 'Viewing and analysing a series of advertisements- Constructing an effective advertisement (group task)

How to be a critical and media-literate viewer of advertisements

Workshop 4: Theatre for awareness of body, self and the other

Suggested workshop themes

Sensitize students about their inherent potentialities. Components — activities related to body and mind, senses, emotions, imagination, concentration, Observation, introspection.

Workshop 5: Art and education

Suggested workshop themes

Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects.

DETAILED GUIDELINES FOR EDU.402. COURSE ON EPC 4: UNDERSTANDING THE SELF (30 HOURS 30 MARKS)

WORKSHOP 1

Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course and critically evaluate oneself as a prospective teacher

Phase I Individual Presentations

- Memorise the best teacher who influenced the presenter
- Concept about a teacher
- A SWOT Analysis of the teacher student
- Their future plan to attain the goal as a great teacher

Phase II Report writing

- Highlights of the discussion
- Lessons learned from the sharing of experiences
- Plan for future
- Submit the report at the same day (6 marks)

WORKSHOP 2

Gender and upbringing

Phase I - Telling our own 'gendered' stories

- Divide the students in to two equal groups
- 10 minutes' presentation of each Student
- Each student must present their experiences as a boy or girl
- Sharing and assimilating a range of experiences
- Cite a significant event or experience in life
- Suggestions to solve the gender issues as a teacher

Phase II Panel Discussion

- Merge two groups as a single group
- Construct 6 member Panel from students
- Discuss the solutions for gender issues (audience can also participate)
- Teachers act as a Moderator. They should conclude the session

Phase III Report Writing

- Students can write or note the hints for report
- Highlight the individual experiences
- Highlights of the discussion needed
- Prepare the report as a home work and submit it in the next day before 9.30 Am (6 marks)

WORKSHOP 3

Deconstructing the messages of advertising (in the Audio-visual Media)

Phase I Expert Talk

Psychology of Advertisements: The expanding role of advertising in contemporary life Or
Any other related topics

Phase II Sharing favourite advertisements and their impact on Life

- Few students can share their views
- Teacher concludes the session

Phase III Expert Talk

Technology and imagination combines to create a targeted commercial , Viewing and analysing a series of advertisements or any other related topics

Phase IV constructing an effective advertisement (group task)

- Divide students in to 6 member groups
- Construct the script of an effective advertisements

Phase V Report Writing

- Submit the script for an advertisement at (Group wise) (6 marks)

WORKSHOP 4

Theatre for Awareness of Body, Self and the Other

Phase I Sensitize students about their inherent potentialities

Phase II How to Refresh body and Mind through Yoga

Phase III Report Writing

WORKSHOP 5

Art and Education

Phase I Expert Talk - What is art integrated Education

Phase II Construction of an art integrated lesson Plan

- Divide students in to 6 member groups
- Construct the plan
- Each individual student wants to submit the plan

Phase III Report Writing

- Submit the lesson plan or materials (6 marks)

EDU 403 SUPW & WORKING WITH COMMUNITY

(30 Hours- 20 Marks)

To acquire the requisite competencies in planning and executing socially useful Programmes to develop social sensitivity and consciousness and their human sensibilities

To seek co-operation and support from local people

To develop dignity of labour

To produce products which are useful to society

Student teachers shall select one activity from field work components and two from SUPW components

A) Field work component (10 marks)

- Survey of social importance
- Organization of campaign on one of the themes such as nutrition, sanitation, drug, consumer education, blood donation, AIDS, environment, gender issues, population education, etc.
- Cleaning public places/Beautification of campus
- Pain and palliative service or other social services-

(A Report to be maintained)

B) SUPW Component (10 marks)

Book binding, craft/art work, soap making, paper bag making, candle making, agarbathi, File making, pot making, stitching and embroidery, glass painting designing and making electronic devices, etc.

Output-The prepared products and a brief report including the objectives and methodology adopted

EDU 404 FIELD TRIPS/ STUDY TOUR

(30 Hours- 20 Marks)

Educational Tour is aimed to provide an exposure to students to study and appreciate. It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field trip and understanding the environment around. **A Study Tour / 2 Field trips** shall be mandatory for all students. Those students who fail to attend the Study Tour / Field trips shall forfeit the marks (20 marks) allotted for this activity. No other activity could be assigned to the absentee student in lieu of the Study Tour/ Field trips.

The Study tour can be organized by the institution at their convenience as a general programme/Optional requirement. The students may undertake one study tour preferably during the holidays taking not exceeding 3 working days, combined with the holidays if required. Total number of Tour days shall not exceed 6 days. The tour period shall be considered as part of the working periods of a semester

A feedback session, within a fortnight of returning from the tour shall be mandatory. The Faculty should encourage the students to reflect on the experiences based on their observations. The students shall be required to prepare individual reports of the visits. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The reports should also contain an evaluation of their own inputs for planning and implementing the tour.

SEMESTER WISE PRACTICALS

SEMESTER	COLLEGE BASED PRACTICALS	COMMUNITY BASED PRACTICALS	SCHOOL BASED PRACTICALS
I	EDU 101: Microteaching EDU 102: Language across Curriculum EDU 103: Yoga, Health & Physical Education	-	-
II	EDU 201.1 Peer Discussion Lessons EDU 201.2 Observation lessons EDU 201.3 Peer Criticism lessons EDU 201.4 Preparation of teaching learning materials	-	EDU 201.5 Initiatory School Experiences
III	EDU 302: EPC 2: Art and Drama in education EDU 303: Yoga, health and physical education II	EDU 304: Community Living Camp	EDU 301: School Internship
IV	EDU 401: EPC 3: Critical Understanding of ICT EDU 402: EPC 4: Understanding the Self	EDU 403.1: SUPW and Working with Community EDU 403.2: Field Trip/Study Tour	-

GRAND TOTAL

SEMESTER	TOTAL
I	500
II	450
III	350
IV	450
TOTAL	1750

N.B: Candidates should score a minimum of 18 marks in half paper and 36 marks in full paper, solely in written external examination. The passing criteria is 50 percentage in total [external + internal]

Candidates should score 50 percentage in all practicals for the successful completion of the program

CONDUCT OF EXAMINATION

- ▶ End semester examinations will be conducted only once in a year; failed candidates will have to re-appear for the end-semester examinations along with the regular students of the next batch.
- ▶ To ensure the transparency of the evaluation process, the students should be made aware of the indicators of assessment well in advance and the internal assessment marks awarded to the students in both theory and practical shall be published on the notice board at least one week before the commencement of external examinations so as to enable the corrections in the marks if any.
- ▶ The consolidated mark lists of all courses of a semester shall be submitted to the university immediately after the closure of each semester.

SCHEME OF EXAMINATIONS AND INTERNAL ASSESSMENT

- ▶ Assessment of students for each subject will be done by internal continuous assessment and end semester examinations. Internal assessment shall be conducted throughout the semester which will be based on internal examinations, tasks and assignments as specified in the syllabus. End semester examinations of theory subjects will be conducted by the University and those of all the practical subjects will be conducted at the institutional level.
- ▶ There shall be end-semester examinations in the first, second and fourth semester while the third semester is an exclusive practical semester and hence there will be no end semester university exam for theory in the third semester. However, the results of the practical courses internally evaluated will be published by the University.

CRITERIA FOR INTERNAL ASSESSMENT

- ▶ Internal evaluation based on periodic written tests and task and assignments; for full papers a minimum of two tests and for half papers a minimum of one test is mandatory.
- ▶ Two tasks and assignments for full papers and one for half paper will be considered for internal assessment

COURSE REGULATIONS AND SCHEME OF EXAMINATIONS

DURATION OF THE PROGRAM	4 SEMESTER PROGRAM SPREAD OVER 2 YEARS DURATION
Medium of instruction	English
Medium of examination	English/Malayalam
Attendance	80 percent for all theory classes and 90 percent for internship

N.B: Additional 20 minutes for every 1 hour will be provided for differentially abled candidates {ph/vh}.

EXTERNAL ASSESSMENT

A. Theory Subjects

End-Semester Examinations shall normally be conducted at the end of each semester.

There are two types of theory examinations-

- 80 Marks-3 Hours Paper
- 40 Marks- 2 Hours Paper

There shall be one end-semester examination of 3 hours' duration in each full weightage theory courses and of 2 hours duration in each half weightage theory courses. The question papers of end-semester examinations of theory subjects shall be able to perform achievement testing of the students in an effective manner. The question paper shall be prepared in accordance with the following guidelines. A question paper may contain very short answer type, short answer type /annotation, short essay type questions, essay type questions /long essay type questions depending on its duration and marks.

B. Assessment of Practical Courses

Practical Courses viz., School based, College based and Community-based Practical will be subjected to internal assessment through continuous evaluation Comprehensive assessment of the College, School & Community Based Practical for Semester I (**EDU 101, EDU 102, EDU 203**) ,for Semester II (**EDU 201.1, EDU 201.2, EDU 201.3, EDU 201.4, EDU 201.5**),for semester III(**EDU301, EDU302, EDU303, EDU304**) and for semester IV (**EDU 401, EDU 402, EDU 403.1, EDU 403.2**) will be done internally by

the teacher educators concerned on the basis of the criteria fixed for the purpose. For assessing student performance, Criteria / Performa based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. Internal assessment of Initiatory school experiences (**EDU 201.5**) of Semester II and Internship (**EDU 301**) of Semester III will be carried out by Optional teachers. The only one external assessment for the practicals is for **EDU 404** (Practical Examination and viva voce)

C. Practical Examination and Viva Voce

Practical examination will be conducted in the 4th semester by an External Examination Board constituted by the university. The practical examination is conducted by zonal boards. The Zonal Board will consist of a Chairman, Subject expert for each Optional Paper. The subject expert for the Optional Paper will conduct Practical Examination for the concerned Optional. The board shall observe and assess the teaching competency of all candidates for a maximum of 75 marks and conduct a Viva-Voce on the subject. Each student should attend the viva-voce on pedagogy of their subject (for 25 marks). There shall be no minimum for a pass in viva-voce. If the number of candidates in an Optional subject is more than 20, an additional examiner can be appointed. The University will constitute the required number of Zonal Boards to complete the Practical Examination in all centers in a duration of 8-10 days. Practical examination will be scheduled and carried out simultaneously in all the colleges and completed at least two months before the end of Semester IV to facilitate a smooth completion of academic programmes in the Colleges.

The duration of the Practical Examination in an institution will be two days for an intake of 100 students. Additional days will be provided depending on the intake of the institution. A Co-ordinating Chairman will be appointed by the University who will co-ordinate the work of zonal boards. The Coordinating chairman has to randomly check the assessment of Zonal Boards and make corrections, if necessary. The final Mark List of Practical Examination has to be forwarded to the Controller of Examination.

Description of records which is to be submitted for practical examination

SEMESTER I

CODE	TASK & ASSIGNMENTS	DETAILS OF WORK
EDU 101 (College Based)	Micro Teaching	Micro Teaching Record (5 Skills Practice + 2 Link Practice with observation schedules)
EDU 102(College Based)	EPC 1: Language across Curriculum -Reading and reflecting on texts	<ol style="list-style-type: none"> 1. Identify and analyse the specific languages used in different curricular contexts (list of terminologies, Question Paper analysis, comparative analysis of seminars/ debates/ workshops etc.) 2. Comparative analysis of two subject classes of secondary schools and record the discipline based language, teacher language and student language while discourse. 3. Engaging with narrative and descriptive accounts (Summary of the text like short story / chapters of a fiction/ dramatic incident travelogue etc.) 4. Engaging with popular subject based expository writing (Summary of the texts on subject based articles/ biographical writing/ nonfiction writing etc.) 5. Engaging with journalistic writing. (Article) 6. Engaging with subject related reference books (presentation / notes on subject related text books) 7. Engaging with educational writing. (Reviews papers on an essay/ Chapters/ extract from popular educational writing)
EDU 103 (College Based)	Yoga, Health and Physical Education – 1	<p>Report – 1) Practicing and recording of health related physical fitness activities (walking/jogging/aerobic dance/ weight training/ Cycling etc.) +</p> <p>2) Practicing 15 Yogasanas(5 each in standing, sitting and lying) + 3) body composition (8+8+4=20 Marks)</p>

EDU 01	Tasks and Assignments	Education in Contemporary India. Any two assignments 1. report on visit an institution having more than 50-year history 2. report of study on the usefulness of government sponsored programmes and policies in the locality 3. report of field visit to understand social and cultural diversities
EDU 02	Tasks and Assignments	Development of the Learner. Any two assignments 1. Case study report by identifying problem behaviour in children 2. Administer any standardised Psychological tool to school children 3. Survey on social problems among school children with action plan for remediation
EDU 03	Tasks and Assignments	School Organisation. Any one assignment 1. Questionnaire for HMs for collecting data regarding difficulties in performing duties and responsibilities. 2. Sample master time table for secondary school 3. Assessment of Health related physical fitness
EDU 04	Tasks and Assignments	Understanding Disciplines and subjects. Any one assignment 1. A topic from school subject and sketch the development. 2. identify 5 interdisciplinary subject and list out their chief characteristics
EDU 05	Tasks and Assignments	Theoretical Bases of Teaching Subjects. Two assignments (Subject Specific)
EDU 01 to 05	College based Practicum and Tests	Answer scripts of tests conducted by the college

SEMESTER II

CODE	TASK & ASSIGNMENTS	DETAILS OF WORK
EDU 201. 1 (College Based)	Peer Discussion Lesson	Record of 8 Lesson Plans(Constructivist Format,8-12th classes only)
EDU 201. 2 (College Based)	Observation Lessons and Faculty demonstration Lesson	1. Record of Observation Report of 1 video lesson (class 8-12th needed) + 2. 4 Faculty demonstrations constructivism with observation schedule.
EDU 201. 3 (College Based)	Peer criticism Lessons	Record of 8 lesson Plans with criticism report + One individual Lesson Plan
EDU 201. 4 (College Based)	Workshop on teacher Enrichment.	2 Models, improvised)/ Handmade (Working or still 5 Charts (Tabular Chart, Flow Chart, tree Chart, Flip chart, content chart etc.)/Other Graphic aids
EDU 201. 5 (School Based)	Initiatory school experiences	1. Report of 3 lessons conducted Individually and as shared practice (4+4 score) 2. Observation Report of 5 Senior Teachers' lessons. 3. Report of the social climate and learning facilities in the schools. 4. Maintaining a diary
EDU 06	Tasks and Assignments	Perspectives on Education one assignment Report of various agencies of education in the socialisation process of an individual
EDU 07	Tasks and Assignments	Facilitating Learning. Two assignment 1. Two Sociograms of elementary and secondary schools and their comparison 2. Report of the study on style preferences n learning in a group of 15-20 children using a tool on learning style

EDU 08	Tasks and Assignments	Assessment for Learning. Two assignments 1. tool for measuring any of the affective outcome of the learner (administer and interpret the tool) 2. visit nearby schools and collect information regarding the advantages and disadvantages of CCE from teachers and prepare report
EDU 09.1-13	Tasks and Assignments	2 Tasks and Assignments (Subject Related)
EDU 06-09	College based Practicum and Tests	Answer scripts of tests conducted by the college

SEMESTER III

CODE	TASK & ASSIGNMENTS	DETAILS OF WORK
EDU 301 (School Based)	School Internship A. Interventions in the classroom	<ol style="list-style-type: none"> 1. Achievement tests (2 tests – Blue print – question Paper) and statistical analysis for both tests. 2. Diagnostic Tests and remediation (2 tests- question paper – Identification of Learning Difficulties Answer key- with planning and execution report of appropriate remedial teaching. 3. Action research Report 4. Report of the Administration of any one Psychological tool
	School Internship B. Documents	<ol style="list-style-type: none"> 1. Observation Report of Classroom Teaching of mentors/ peers (10 lessons) 2. Record of Lesson Plans (Phase 1 and Phase 2) (30+30 Lesson Plans including three ICT based needed) 3. Audio visual aids (not ICT related) 4. Improvised apparatus and Learning Aids 5. Student artefacts generated in the classroom 6. Reflective journal (Weekly/Daily) 7. Supervision Diary (Minimum 5 observations by Teacher educator (3+2), school supervising teachers may observe maximum classes and record in diary)
	School Internship C. ICT Related Expertise	<ol style="list-style-type: none"> 1. ICT related artefacts used for teaching as incorporated in lesson plan (to be submitted in CD/ DVD/ Pen drive) (With Richness and varieties)
	School Internship D. Liaison with School	<p>Report of the following</p> <ol style="list-style-type: none"> 1. Participation in the co-curricular activities of the school 2. Beyond the classroom

		<p>activities in the school (Lab cleaning/club activities/ organizing quiz seminar etc...)</p> <p>3.Any innovative programmes organised by the trainee (with HM's Certificate)</p>
EDU 302 (College Based)	EPC 2: Art and Drama in Education	<ol style="list-style-type: none"> 1. Working with artist or artisans during workshop 2. Participation and performance in any one art form 3. Planning report of Participation and performance 4. Visual narrative/ Comic strips
EDU 303 (College Based)	Yoga, Health and Physical Education (College based Practical)	<ol style="list-style-type: none"> 1) Lesson on HRPF programme, 2) lesson plan on any one health & Physical education, 3) Report of participation /assisting in annual athletic meet/intramural competitions, 4) Report of yoga Practice
EDU 304 (Community Based)	Community Living Camp	<p>Report of Four Days Community Living Camp</p> <p>(Introduction, main theme, Objectives, Sessions details, conclusion, Appendix, Organising Committee details)</p>

TOTAL MARKS

- ▶ The pattern of questions for theory subjects shall be as follows:

80 Marks-3 Hours Papers (for courses EDU 01, EDU 02, EDU 07, EDU 08, EDU 05.1- 6 and EDU 09.1-13) should contain

- ▶ a) 10 questions of 2 marks each= 20 (Answer 10 Questions out of 10)
- ▶ b) 10 questions of 4 marks each= 40 (Answer 10 Questions out of 12)
- ▶ c) 2 questions of 10 marks each=20 (Answer 2 Questions out of 3)

Thus totaling to the maximum score of 80

40 Marks-2 Hours Papers (for courses EDU 03, EDU 04, EDU 06, EDU.10, EDU.11, EDU.12, EDU.13, 1-13 and EDU.14.1-7) should contain

- ▶ a) 6 questions of 1marks each= 06 (Answer 6 Questions out of 6)
- ▶ b) 04questions of 2 marks each= 08(Answer 04 Questions out of 04)
- ▶ c) 04 questions of 4 marks each= 16(Answer 04 Questions out of 06)
- ▶ d) 1question of 10 marks =10 (Answer 1 Questions out of 2)

Thus totaling to the maximum score of 40

PASSING MARKS

- ▶ Minimum for Pass A separate minimum of 45% marks for external is required for a pass for a Theory course. However, (a) A candidate who secures not less than 45% marks in a subject at the end semester examinations and (b) not less than 50% of the total marks assigned to the subject, shall be declared to have passed the examination in that subject. The total marks assigned to a subject in the above calculations are the sum of maximum marks assigned to the end-semester examination and maximum internal assessment marks of that subject. Hence Minimum marks for a pass in each theory course shall be 50% (marks obtained in internal and external evaluation put together).
- ▶ A candidate shall be declared to have passed the programme if s/he obtains not less than 50% of marks in each Theory courses, in each Practical course, in each EPC courses and Internship as well as 50% of the total marks assigned to the whole programme
- ▶ A student who does not secure this pass marks in one or more subject/component will have to repeat the respective course.
- ▶ Candidates shall not be allowed to improve the grade already obtained. However, cancellation and reappearance will be permitted.
- ▶ If under any circumstances, a candidate fails in School internship, he/she may be permitted to repeat the School internship after the completion of Semester II with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

- ▶ No classification of results will be done during the first, second and third semesters. The classification of the results will be done after combining the marks of first, second, third and fourth semesters. The classification of results will be as follows.
- ▶ (a) A candidate who qualifies for the degree, passing all the subjects of the four semesters, in 2 academic years after the commencement of his course of study and secures not less than 80% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class with Distinction
- ▶ (b) A candidate who qualifies for the degree, passing all the subjects of the four semesters within 2 academic years after the commencement of his course of study and secures not less than 60% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class.
- ▶ (c) All other candidates who qualify for the degree passing all the subjects of the four semesters and not covered at least (b) shall be declared to have passed the B.Ed. examination in second class.