





TIM TRAINING COLLEGE

Run by : TIM Committee Nadapuram



PROSPECTUS 2022-24

Name:.....

Optional Subject:.....

Notes:

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പ്രാർത്ഥന

നന്മതൻ തേൻതുളി ഉള്ളിൽ തുളുമ്പുന്ന
പൂക്കളായി ഞങ്ങൾ വിരിഞ്ഞീടണേ
ഉള്ളിൽ തുളുമ്പുന്ന സ്നേഹത്തിൻ മൺചെരാ-
തെന്നുമണയാതെ കാത്തീടണേ,
ഇടരിൽ, ഇരുട്ടിൽ, പകയ്ക്കുന്ന പ്രാണന്റെ
നൊമ്പരം മാറ്റാൻ കഴിഞ്ഞീടണേ
നശ്വരമീജൻമം, ധന്യമാക്കും ജ്ഞാന-
പുണ്യം തെളിക്കാൻ കരുത്തേകണേ
നമ്മളൊന്നാണെന്നൊരുമതൻ സൗഹൃദ
സംഗീതമുള്ളിൽ നിറയേണമേ.



PLEDGE

India is my country.
All Indians are my brothers and sisters.
I love my country, and I am proud of it's
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 to my people,
I pledge my devotion.
In their well -being and prosperity
alone lies my happiness.

Notes:

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NATIONAL ANTHEM

Jana-Gana-Mana Adhinayaka jaya he
Bharatha- bhagya- vidhata
Punjab-sindh, Gujarat-Marata
Dravida- Utkala- Vanga
Vindya-Himachala-Yamuna Ganga
Uchala Jaladhi-taranga
Tava shubha.Name jage
Tava shubha asisha mage
Gahe tava jaya gatha
Jana-Gana-Mangala dayka jaya he
Bharatha-bhagya-vidhata
jaya he, jaya he, jaya he
jaya jaya jaya jaya he.

I. Profile of the College

TIM training college is located in the middle lands of Malabar region with a picturesque site spread over 9.19 acres, on the southern side of the Nadapuram-Kuttiadi road. Nadapuram is a serene developing town ship, nearly seventy KM away from Kozhikode airport. Nadapuram belongs to Kozhikode District of Kerala state in India. The college functions in a newly constructed building and comes under the jurisdiction of the Nadapuram Grama Panchayath. T.I.M. Training college is an institution managed by the Tha-aleemul Islam Committee, Nadapuram. Our mission is to provide educational facilities to poor students, especially girls who are deprived of proper educational avenues.

A committee was set up in 1964 with the aim of uplifting the educational, cultural, moral and social standards of Muslims. The pioneers in this regard were Janab Paravanna Moideen Kutty Musalyar, a famous religious scholar and the stalwart of Samastha Kerala Jammiyathul Ulama and Janab Atholi Moidu Sahib, an eminent educational reformer. They motivated the local people to form a committee, which later established the Tha-aleemul Islam Madrasa committee. In the year 1964 the committee was registered as per the registration of societies Act XXI of 1860. This was done under the leadership of Poolath kombi Kunhabdulla and Janab Karayath Mammu.

Institutions under Tha-Aleemul Islam Committee

- TIM Secondary Madrasa
- TIM Girls High School
- TIM Girls Higher Secondary School
- Al-Huda Islamic Nursery School
- Al-Huda U.P. School
- TIM English Academy and Resource Centre
- TIM Training College

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Objectives

The college is set up with the broad objective of providing education for the prospective teachers. We aim at forming socially committed, Intellectually competent, spiritually mature, morally upright, psychologically integrated, secular minded, and truthful, just and human teachers of tomorrow. Excellence is our motto. The institution will nurture each student to actualize his potentialities, to become efficient, skillful, competent, responsible, and dedicated to the profession of teaching and to the community.

The Management

T.I.M college of education is a minority co-educational institution owned and run by the Tha-aleemul Islam Committee.

OFFICE BEARERS

1. Hameed Haji Narikkolil (President)
2. Karayath Hameed Haji (Vice President)
3. K.G. Azeez (Vice President)
4. V.C Iqbal (Secretary)
5. Kurumbeth Kunhabdulla (Joint Secretary)
6. Erath Iqbal (Joint Secretary)
7. Faisal Komath (Treasurer)
8. Bangalath Muhammad
(Manager-Higher Secondanry School)

MEMBERS OF TEACHING FACULTY

1. **Dr. Nadeer Chathoth** MA. History, MA Sociology,
MA. Psychology
M.Ed, M.Phil, MBA, NET, PhD
9447040134
2. **Mrs.Nimisha Vijayan** M.Sc. M.Ed, SET, NET
(Asst. Professor of 9349451547
Natural Science) 0495 2360656
3. **Mrs. Sajitha.V** M.A.M.Ed, DCA, NET (Edn.)
(Asst. Professor of NET (Hist),
Social Science) 9995014397
4. **Mr. Sirajudheen V.P** M.Sc. M.Ed., NET, SET
(Asst. Professor of 9744837191
Physical Sciece)
5. **Mrs.Aneesa. A.K** M.Sc. M.Ed., NET
(Asst. Professor of 9048153616
Physical Science)
6. **Mrs. Linda. A** MA. History, M.Ed, NET
(Asst. Professor of 9946744449
General Education)
7. **Mr. Abdul Hameed. T** MA. English, M.Ed, NET
(Asst. Professor of CELTA (Cambridge)
General Education) 9633194195
8. **Mrs. Jilna Raj** M.A (History), M.Ed, NET
(Asst. Professor of 9747741097
Social Science)
9. **Mrs. Vidya Vijayan . K** M.A (English), M.Ed.
(Asst. Professor of 9048096597
English Education)
10. **Mrs. Sabira. M.K** M.A Psychology, M.com, M.Ed, SET, DFA
(Asst. Professor of 9539332927
General Education)
11. **Mrs. Smitha. P.C** M.sc Mathematics, M.Ed
(Asst. Professor of 9497031979
Mathamatics)

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12. **Mr. Muhammed Ansar. N.K** M.A, M.Ed, NET
(Asst. Professor of English) 9846545984
13. **Mr. Vipinlal. V**
(Asst. Professor of Art Education) MPA, MSW 8754328725
14. **Mrs. Keerthana.S Anand** Master of Fine Art
(Asst. Professor of Fine Arts) 8547977291
15. **Mr. A.P. Surendran** PDC
(Asst. Profaser in General Education)
MA Psychology (Clinical), MA Economics, MA Politics,
MSc Psychology, MEd, TEt, NET

MEMBERS OF NON TEACHING STAFF

1. **Mrs. Sajeera. K.K** B. Tech ECE
(Superintendent) 8086723595
2. **Mr. Haridasan. E.K** M.com
(Office Administrator)
3. **Mrs. Naseema. M.M** PDC
(Office Clerk) 9846723228
0496 2554530
4. **Mr. Rajan. P** 9745311828
(Store Keeper)
5. **Mrs. Reena. C.V** 7034298130
(Typist)
6. **Miss. Athira Sreedharan. P** BA, ML I Sc, NET
(Librarian) 7560856053
7. **Mr. Manoj. C.K** 8113940422
(Electrician)
8. **Mrs. Leela. K** 9048076078
(FTS)

GENERAL CONDUCT

- The students are admonished to set examples of a noble and dignified demeanour.
- They should practice good manners in the Campus as well as in the society.
- Their appearance should be simple and modest.
- They should avoid being rude and arrogant in the Campus.
- The students are reminded that the success of the course lies in their devotion for learning and hard work.
- The Principal has the right to sent away those students who are found wanting in any of the above mentioned qualities or those who are defective in their disposition.
- The course certificate for the university examination will not be granted to any student unless the principal is satisfied with his/her (a) conduct (b) progress in studies (c) attendance.

General Rules and Regulations

ATTENDANCE

- A Student shall be considered to have satisfactory attendance to appear the examination. No condonation will be there for lack of attendance of practice teaching days.
- Morning session is from 9.30 am to 12.40pm and the afternoon session is from 1.30pm to 4.30 pm Students should be punctual and regular in classes .
- Unauthorized absence will be seriously dealt with. Absence of one Period in a day will be counted as absence for that session
- Application for leave should be submitted in the prescribed leave form, at least a day before it is to be availed of. It should be submitted to the Principal with the recommendation of the teacher concerned.
- The total attendance of each student will be displayed on the noticeboard at the end of every semester.
- A student absenting himself without leave for 15 consecutive Working days will be removed from the rolls.
- For admission to the university examination, students should have:

Notes:

Notes:

- a) the required attendance out of the total no of working days
- b) attended all the demonstration and criticism class.
- c) a satisfactory academic achievement and conduct in the college.
- d) completed the course of instruction and practical work to the satisfaction of the teachers and Principal.
- e) attended all examination conducted by the college authorities.

Library and Reading Room

The library and reading room will remain open from 9.30 am to 4.30pm on all working days.

- 1. Students are allowed to take only a note book to the library. All other belongings shall be left at the entrance.
- 2. Students can borrow two books at a time on production of library card. The borrowed books can be retained for 14 days and a fine shall be levied in the case of books not returned on the due date.
- 3. Strict silence should be maintained in and around the library.
- 4. All the borrowed books and library documents should be returned two weeks before the final examination.
- 5. Borrowers shall replace the book, in case it is lost or damaged.
- 6. Sub lending of library books is not allowed.
- 7. Reference books and current issue of any periodical cannot be borrowed.
- 8. Hall ticket shall be issued only after obtaining a no due certificate from the librarian.

Residence of Students

- Hostel facility is arranged for girls.
- Students shall take permission from the Principal before receiving admission to hostel.
- Any subsequent change of residence shall be made only with the written permission of the principal.
- Students should obey the rules and directions given by the warden/ deputy warden from time to time.

Co-Curricular Activities

(a) NSS Unit

(b) Clubs

programmes are organized under the A variety of co- curricular auspices of various clubs. Each club with its specific aims and objectives prepares a plan of action at the beginning of the academic year. (The Principal shall be the ex officio president of all clubs. The important clubs functioning in the college are).

- (I) Literary club
- (ii) Science & Nature club
- (iii) Mathemeties club
- (iv) Social science forum
- (v) Sports club

(c) Intramural Programmes

Four houses shall be formed, comprising all the students. The captains and vice captains of each house shall be elected from among the students. Intramural prognnmes in literary, arts, sports & flames will be conducted on the basis of competition among the deficient houses.

(d) Physical Education and Sports

The lecturer in physical education shall be in charge of the department. A sports committee shall be formed to assist the working of this department. The lecturer in physical education, the general captain, the house captains and vice captains shall be the members of the committee. The Principal shall be the ex-officio president of the committee.

All the students should actively participate in the sports day. Intramural competitions in various games and other programmes organised by the department.

(e) S.U.P.W. Activities

Socially Useful Productive Work activities are organised in the college to help the teacher trainees to develop healthy attitudes towards manual labour and to cultivate the spirit of social service.

Notes:

TENTATIVE ACADEMIC TIME SCHEDULE B.Ed PROGRAMME 2024-2026

February - 2026

Date	Day	
1		
2		
20		Working with Community
13		
14		
25		Fine Arts Programme

March - 2026

1		
2		SUPW
20		
13		
14		
25		Model Exam

April - 2026

May - 2026

(f) College Magazine

The college magazine will be published at the end of every academic year. The management of the college magazine shall be vested in the Magazine Editorial Board comprising

- 1) The Principal
- 2) Staff Editor nominated by the staff council
- 3) Student editor elected member from among the students
- 4) Seven students at least one from each optional subject, nominated by the Student Editor and the Staff Council jointly.

(g) Planning Forum

All the students are the members of the college planning forum which undertake multifarious curricular and co-curricular activities.

The committee shall be lead by:

- 1) President Principal
- 2) Director A staff member
- 3) Secretary..... A teacher trainee
- 4) Joint Secretary..... A teacher trainee

(h) Talent Show

A talent show shall be organized so that the entire students get an opportunity to expose their hidden talents. It helps to develop self concept and instill confidence in the students.

(i) Thought for the Day

Effective communication is the hallmark of a good teacher. To develop this skill, one student teacher is expected to address others, every day after the prayer. It should be on a relevant topic of public interest and it shall be followed by an open discussion for a short span.

(j) Study Tour and Excursions

As a partial fulfillment of the B. Ed course relevant study tours and general excursions shall be conducted.

Student Support Services

1) Laboratories

The different laboratories in the institution include language laboratory, a technology laboratory, psychology laboratory physical science laboratory and natural science laboratory. These Laboratories have been established to help the students in their academic pursuits.

2) Computer with Internet

There is an access for internet facility in the College. Students can avail facilities, with the guidance and consent of the teacher in charge of it

3) Canteen Facility and General Stores

A canteen facility is open for all the students with provision for lunch, tea and refreshments. A general store with necessary stationary items and other material is also made available in the college.

ASSOCIATIONS

a. T.I.M College Staff Association

The objective of the Association is to study and discuss topic of educational, professional and general interest and also promote social awareness.

The Principal is the ex-officio president of the association and one of the teaching staff is nominated as the secretary. All the members of the teaching and non-teaching staff shall be the members of the association.

b. Parent Teachers Association (P.T.A)

A fresh parent teacher association is formed every year. The association includes all the faculty members and parents of all the students. It supports the various developmental programmes of the college. An executive committee is elected from the members of P.T.A to look after its admission.

c. Alumni Association

An Alumni Association is formed for the purpose of utilising the experience of former teacher students of the College. It aims at promoting their integrity to the foster institution or Alma mater. It is also to solicit the Alumn's keen interest in promoting or extending their key role in facilitating the infrastructure and in various developmental work by their values contribution, council and active involvement in all process of innovation and renovation of the mother institution.

TENTATIVE ACADEMIC TIME SCHEDULE B.Ed PROGRAMME 2024-2026

October - 2025

Date	Day	

November - 2025

December - 2025

1		
2		
12		Internship Ends
13		
14		
15		Community Living Camp

January - 2026

1		
2		
5		Sports Day
13		
14		
15		Practical Exam

TENTATIVE ACADEMIC TIME SCHEDULE B.Ed PROGRAMME 2024-2026

June - 2025

Date	Day	
1		
2		
14		
15		Criticism Classes
16		
17		

July - 2025

1		
2		
14		
28		
29		
30		Art & drama in Education

August - 2025

1		
2		
3		
4		
5		Internship Start
6		

September - 2025



UNIVERSITY OF CALICUT 2 YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

I. INTRODUCTION

Bachelor of Education (B.Ed) programme is a professional programme meant for preparing teachers for upper primary or middle level (classes VI- VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII)

It is well known that the quality of school education is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge is that the academic and professional standards of teachers are achieved only by a systematically conceived teacher education programme. The Teacher Education mission is to empower candidates to become ethical, knowledgeable, prepared individuals who can assume the role of teacher in elementary and secondary schools as well as prepare them for further career choices and advancement.

As envisioned by NCTE Regulation 2014 the University of Calicut revises its teacher education programme for preparing professionally empowered teachers. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to imbibe the prospective teachers with the aspirations, knowledge base, repertoire of pedagogic capacities and human attitudes. The Two year B.Ed. programme shall be introduced with effect from academic year 2015-16. The modified curriculum of the two year programme shall be implemented from the academic year 2017-18.

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad interrelated curricular areas -I) Perspectives in Education, II) Curriculum and Pedagogic

Studies, and 111) Engagement with the Field. All the courses include in-built field-based units of study and projects along with the theoretical inputs from interdisciplinary perspective. Engagement with the field the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the Student teachers. Transaction of the courses is to be done using a variety of approaches, such as case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

Definitions

Programme: Programme means a patterned combination and sequences of courses in the discipline education spreading over four semesters, the successful completion of which would lead to the award of a bachelor degree in education. The curriculum has been introduced in all the Colleges of Teacher Education affiliated to University of Calicut and the Calicut University Teacher Education Centers directly run by the University with effect from 2015-2016 admissions.

Course: Course is a complete integrated series of lessons / instructional content which are identified by a common title. Semester System An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year. It is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time, called semesters. The B.Ed. programme includes four semesters.

2. STRUCTURE OF THE PROGRAMME

B. Ed. programme is a professional teacher education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the framework suggested by NCTE. The theory courses consist of seven (7) courses under **Perspectives in Education**, six (6) courses under **Curriculum and Pedagogic Studies** and one (1) additional Optional Courses. Under the category **Engagement with the Field** apart from School Internship four (4) EPC courses are introduced for enhancing professional capacities

TENTATIVE ACADEMIC TIME SCHEDULE B.Ed PROGRAMME 2024-2026

February - 2025		
Date	Day	
1		
2		
3		
4		
14		
15		Demonstration Class
March - 2025		
1		
2		
12		Workshop for learning aids
13		
27		
28		University Exam 2 nd Sem
April - 2025		
May - 2025		

TENTATIVE ACADEMIC TIME SCHEDULE B.Ed PROGRAMME 2025-2027
October - 2025

Date	Day	
1	Wed	Mahanavami
2	Thu	Vijayadashami
3	Fri	Cultural Programme
6	Mon	Second Internal Exam
10	Fri	Cultural Programme
13	Mon	Antinarcotic Anniversary Programme
20	Mon	Deepavali

November -2024

2		
3		
10		Field Trip
19		University 1 st sem exam Start

December -2024

1		
2		
3		
22		
23		Christmas Programme
24		

January - 2025

1		
2		
3		
4		
5		
6		Discussion Lessons Start

Semester I

Course Code	COURSES	External	Internal	Total
	Core Courses			
EDU 01	EDUCATION IN CONTEMPORARY INDIA	80	20	100
EDU 02	DEVELOPMENT OF THE LEARNER	80	20	100
EDU 03	SCHOOL ORGANIZATION	40	10	50
EDU 04	UNDERSTANDING DISCIPLINES AND SUBJECTS	40	10	50
	Optional Course(i)			
EDU 05.2	THEORETICAL BASES OF TEACHING ENGLISH	80	20	100
EDU 05.10	THEORETICAL BASES OF TEACHING MATHEMATICS			
EDU 05.11	THEORETICAL BASES OF TEACHING NATURAL SCIENCE			
EDU 05.12	THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE			
EDU 05.13	THEORETICAL BASES OF TEACHING SOCIAL SCIENCE			
	TOTAL	320	80	400
	Practical Courses			
	Tasks and Assignments for Courses EDU 01-05	- -		
	College based Practicum and Tests for courses 01-05			
EDU 101	Micro Teaching	30	30	30
EDU102	(EPC1) LANGUAGE ACROSS CURRICULUM - READING AND REFLECTING ON TEXTS	50	50	50
EDU103	YOGA HEALTH& PHYSICAL EDUCATION-1		20	20
	Co-curricular Activities/Tutorials/ Guidance /Utilizing Library Resources	50	00	00
	TOTAL	320	180	500

TENTATIVE ACADEMIC TIME SCHEDULE B.Ed PROGRAMME 2025-2027

JULY - 2025

Date	Day	
7	Mon	Commencement of 1st Semester
21	Mon	Fresher's Party
22	Tue	Induction Programme - Course Map
24	Thus	Karkkidaka Vavu
25	Fri	Induction Programme - Campus Connect
28	Mon	Induction Programme - Teaching From Heart
29	Tue	Induction Programme - Right time Right Role
30	Wed	Induction Programme - The ethical Educator
31	Thu	Induction Programme - The essential 21st century Teacher

August- 2025

7	Wed	Talent Day
12	Tue	Programmes by Ethics Committee

15	16	Independence Day
Semester II		

Course Code	COURSE Hours/Week	External	Internal	Total
EDU 062	PERSPECTIVES ON Women development	40	10	50
EDU 078	FACILITATING LEARNING Jayanthi	80	20	100
EDU 089	ASSESSMENT FOR LEARNING Jayanthi	80	20	100
Optional Course (ii)				
EDU 092	PEDAGOGIC PRACTICES OF Jayanthi	80	20	100

September - 2025

EDU-09-10	PEDAGOGIC PRACTICES OF	Cultural Program Opens After Onam Vacation			
9	MATHEMATICS	1st Internal Exam			
EDU-09-11	PEDAGOGIC PRACTICES OF	Cultural Programme Begins			
12	NATURAL SCIENCE	Blood Donation Anniversary Programme			
15					
EDU-09-12	PEDAGOGIC PRACTICES OF	Cultural Programme			
19	PHYSICAL SCIENCE				
22		Anti Ragging Anniversary Programme			
EDU-09-13	PEDAGOGIC PRACTICES OF	Cultural Programme			
26	SOCIAL SCIENCE				
	TOTAL	280	70	350	

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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.

SUGGESTED AREAS FOR SEMINAR

Educational Technology

School Organization

Adult and Continuing Education

Population Education

Vocational Education

Higher Education

Economics of Education

Educational Planning

Institutional Planning

Alternative Education

Teacher Quality and Accountability

Teacher Education Programmes

ECCE

Issue Based Curriculum

Autonomous Colleges

Community Schools

Teacher and Research

Role of NCTE, UGC, NAAC etc.

Social Problems and Education (The institution may add more)

40 10 50

Semester III

Sl. No	COURSES	External	Internal	Total
EDU 301	SCHOOL INTERNSHIP		260	260
EDU 302	(EPC2)ART AND DRAMA IN EDUCATION		30	30
EDU 303	YOGA, HEALTH & PHYSICAL EDUCATION-II		30	30
EDU 304	COMMUNITY LIVING CAMP		30	30
	TOTAL		350	350

Semester IV

Sl. No	COURSES	External	Internal	Total
EDU 10	GENDER, SCHOOL AND SOCIETY	40	10	50
EDU 11	EDUCATIONAL THOUGHTS AND PRACTICE	40	10	50
EDU 12	CREATING AN INCLUSIVE SCHOOL	40	10	50

Optional Course (iii)

EDU 13.2	PROFESSIONALIZING ENGLISH EDUCATION			
EDU 13.10	PROFESSIONALIZING MATHEMATICS EDUCATION			
EDU 13.11	PROFESSIONALIZING NATURAL			

EDU 14.7	VALUE EDUCATION AND PEACE EDUCATION			
	TOTAL	200	50	250
	Practical Course *			
EDU 401	(EPC3) CRITICAL UNDERSTANDING OF ICT		30	30
EDU 402	(EPC4) UNDERSTANDING THE SELF		30	30
EDU 403.1	SUPW & WORKING WITH COMMUNITY		20	20
EDU 403.2	FIELD TRIPS / STUDY TOUR		20	20
EDU 404	PRACTICAL EXAMINATION AND VIVA VOCE	100		100
	TOTAL	300	150	450
	GRAND TOTAL	900	850	1750

The practical courses of the B.Ed. programme collectively come under the broad category **Engagement with the Field**. The practical courses are classified in to three groups-viz.

College based, Community based and School based Practicals These field attachment practical courses enable student teachers to en-gage with children and their contexts, schools and their contexts.

Workshop 4: Theatre for awareness of body, self and the other
Workshop 5: Art and education

EDU .403.SUPW & WORKING WITH COMMUNITY

(20 Marks)

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

(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

ADDITIONAL OPTIONAL COURSES

Edu14.1- Child Rights Education

Edu 14.2 Environmental Education

Edu 14.3 Education For Differently Abled

Edu 14.4 Guidance And Counselling

Edu 14.5 Health And Physical Education

Edu 14.6. Management In School Education

Edu 14.7. Value Education And Peace Education

B..PRACTICAL COURSES

EDU.401 COURSE ON EPC 3: UNDERSTANDING OF ICT

(30 Marks)

Tasks

- (i) Workshop on ICT Integration with Pedagogy
- (ii) Workshop on Digital Text Books/ e-resourses
- (iii) Workshop on e-content development

EDU.402. COURSE ON EPC 4: UNDERSTANDING THE SELF

(30 Marks)

suggested Tasks (5x 6=30 Marks)

Writing Tasks -

Workshop I-A significant event or experience in life

Workshop 2: Gender and upbringing

Workshop 3: Deconstructing the messages of advertising (in the Audiovisual Media)

Semester	College based Practicals	Community based Practicals	School based Practicals
Semester I	EDU 101 Microteaching EDU 102. (EPCL) Language Across Curriculum - Reading and Reflecting on texts EDU 103. Yoga Health & Physical education - 1	-----	-----
Semester II	EDU 201.2 Peer discussion Lessons EDU 201.3 Observation lessons & faculty demonstration lessons EDU 201.4 Peer criticism lessons EDU 201.5 Preparation of teaching - learning materials	-----	EDU 201.6 Initiatory School Experiences
Semester III	EDU 302 (EPC2) Art and Drama in Education EDU 303. Yoga, Health & Physical Education - II	EDU 304 Community Living Camp	EDU 301 School Internship
Semester IV	EDU 401. (EPC)3 Critical Understanding of ICT EDU 402. (EPC4) Understanding The Self	EDU 403.1 SUPW & Working with community EDU 403.2 Field Trips / Study Tour	-----

Assessment in Theory Subjects

The ratio of internal to external examination for theory courses is 20:80.

The marks allotted for internal continuous assessment and end semester university examinations shall be 20 marks and 80 marks respectively with a maximum of 100 marks for each theory subject with full weightage and shall be 10 marks and 40 marks respectively with a maximum of 50 marks for each theory subject with half weightage.

Internal evaluation: The internal evaluation of Theory courses shall be based on predetermined transparent system involving periodic written tests, practicum/tasks and assignments. The weightage to award internal continuous assessment marks should be as follows;

Test papers (minimum two for 100 marks courses and one for 50 marks courses) - 50 %

Tasks and Assignments (two for 100 marks courses and one for 50 marks courses) -50%

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 (EDU101, EDU102, EDU203), 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 (EDU401, EDU402, EDU403.1, EDU403.2) will be done internally by the teacher educators concerned on the basis of the criteria fixed for the purpose. For assessing student performance, Criteria / Performance 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)

Pattern of Questions for End-Semester Examinations of 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 and 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

EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION

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

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

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

Unit III ICT inputs in social science learning

- * Using presentation software
- * E- content
- * Learning objects
- * Tele conferencing and video conferencing
- * 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.

UNIT IV Emerging areas in Social Science education

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

TASKS AND ASSIGNMENTS

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

- * Physical science teacher and teacher accountability

Unit II Techno pedagogy in physical science Teaching

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

Unit III ICT inputs in physical science learning

- * Using presentation software
- * E- content
- * Learning objects
- * Teleconferencing and video conferencing
- * Scope of blogs, wild and Google map , Web 2.0 tools
- * Use of INFLIBNET
- * Edubuntu
- * Free soft wares in physical science -IHMC concept map tools
- * M-learning
- * Physical Medias as learning inputs -face book, whatsapp , Twitter, etc.

UNIT IV Reaching out to Society

- * Science as a social Endeavor
- * Science and Technology, complementarities between Science and Tech-nology. Scientific Literacy, Influence of science on society.
- * The Science Teacher and Society. Role of science teacher in eradicating superstitions in Society.
- * Identifying and nurturing the scientifically gifted children. Creativity and Critical thinking in Science. NTSE(National Talent Search Examination by NCERT), Olympiad programme in Science by Homi Bhabha Centre for Science Education (HBCSE), KVPY scholarships by the Department of Science and Technology.

TASKS AND ASSIGNMENTS

Prepare a Techno Pedagogic Content Analysis of a Unit from Second-ary School level TextBook

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. Different types of questions shall have different weightage to quantify their range. The pattern of questions for theory subjects shall be as follows:

80 Marks-3 Hours Papers (for courses EDU 01, EDU 02,EDL: 07, EDU 08, EDU 05.1-

13 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) (Maximum Marks: 80)

40 Marks-2 Hours Papers (for courses EDU 03, EDU 04,EDU 06, EDU.10, EDU.1 I,

ED1.1.12, EDU. I3, 1-13 and EDU. 14.1-7) should contain

- a) 6 questions of 1 marks 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) 1 question of 10 marks =10 (Answer 1 Questions out of 2)

Maximum Marks: 40

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/her 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/her 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 .

Unit III Gifted students in science

- * Identifying and nurturing the scientifically gifted children., characteristics - strategies to foster giftedness.
- * Creativity - components of creativity - Critical thinking in Science. NTSE(National Talent Search Examination by NCERT).

Unit IV Science and technology

- * Complementaries between Science and Technology - use of ICT in science Educational uses of e-mail, ediscussion, chat, Wiki , Blog in education - how to use blog in education, utilizing social networking effectively.
- * Communication Technology- Technology based new emerging communication media [Tele-conferencing, webinar, video conferencing, micro blogging etc] . Virtual class room and virtual reality, virtual labs (iLab Project at MIT)
- * Computer Aided Teaching, Expert System and Intelligent Tutoring Systems, Module preparation for e-content Development Course ware, Free softwares in Science - Learning Management Systems -MOODLE

TASKS AND ASSIGNMENTS

1. Prepare a summary of an article related to science education from an e-journal.
- OR
2. Prepare a Techno pedagogic Content Analysis of a biology lesson from Secondary level

EDU 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION

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

COURSE CONTENT

Unit.1 Professionalizing physical science teacher

- * Teaching as a profession
- * Teacher as a Mentor and Mentoring Skills
- * Professional Ethics
- * Qualities of a physical science teacher
- * Ways and means of improving professionalism

- * Qualities of a Mathematics teacher- General qualities, specific quality sonal qualities.
- * Soft Skills for teachers
- * Professional growth of Mathematics teacher. - Teaching, Research and Extension.

Unit V. Techno pedagogy in Mathematics Teaching

- * Techno pedagogy- meaning, need and scope
- * Technological Pedagogical Content Knowledge (TPACK)
- * Techno-Pedagogical Skills of social Mathematics teacher

TASK AND ASSIGNMENTS:

1. Prepare a script for an e-content material for any topic in mathematics at secondary level.

EDU 13.11 PROFESSIONALIZING NATURAL SCIENCE EDUCATION

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

Unit I Professional Science Teacher

- * Definition of profession, Teaching as a profession - Professional ethics, Traits of professionalism
- * Teaching competencies required by a science teacher. Teacher Competencies listed by NCTE
- * Soft Skills required for a teacher
- * Professional growth of Science teacher. Teaching, Research and Extension, Research journals in Science & Science Education
- * Role of SCERT and NCERT in the Professional growth of Science teacher. Internet resources and websites for professional growth of science teachers like ERIC, INFLIBNET etc.

Unit 11 Technological Pedagogical

Analysis of content Knowledge (TPACK)

- * Techno pedagogy-meaning, need and scope
- * Technological Pedagogical Content Knowledge (TPACK)
- * Science teacher as techno pedagogue
- * Techno-Pedagogical Skills of Natural Science teacher
- * Digital Resources-CD, DVD, Websites, m-learning.
- * Analysis of school biology topic c i using ICT Tools
- * Relevance of Online Publishing using blogs, forums, wikis, online journals etc.

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.

Practical Examination and Viva Voce

Practical examination will be conducted in the 4th semester by an External Examination Board constituted by the university. The present practice of zonal boards is to be continued. 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-coordinating 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.

OBJECTIVES OF THE TWO YEAR B. Ed PROGRAMME

The prospective teacher:

1. Understands and explores the meaning, need and significance of education
2. Understands the various perspectives on education.
3. Identifies and questions one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them.
4. Understands education in the socio-cultural context.
5. Familiarizes with the socio-political economic dimensions of Indian Society and appreciating its diversity.
6. Develops an understanding of the trends, issues, and challenges facing contemporary Indian Society.
7. Facilitates student teachers' understanding of the psychological basis of teaching and learning.
8. Understands the developmental processes and needs of children and adolescents and role of teachers in facilitating developments.
9. Understands the various theories of personality, factors affecting individual differences and the special problems of exceptional children.
10. Acquaints with the prominent theories of learning, retention, and transfer of training and the strategies to facilitate each one of these.
11. Familiarizes with the psychological principles underlying curriculum transactions, psychological testing, management and guidance and counseling.
12. Understands the essentials of assessment for learning, democratic education, school management, and physical & health education.
13. Helps them in understanding the relation between language, mind and society.
14. Develops a comprehensive and critical understanding on disability, marginalization and inclusive education.
15. Addresses the learning needs of all children, including those who are marginalized and disabled
16. Understands basic assumptions of ICT its scope in the area of teaching and learning.

- * Preparation of a multimedia package
- * ELT journals

TASKS AND ASSIGNMENTS

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

EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION

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

Unit I Mathematics for All

- * Causes for poor performance in mathematics
- * Mathematics phobia among learners- Causes and Remedies
- * Role of recreational activities in mathematics learning (mathematical games, riddles, quiz, puzzles, Sudoku etc.)
- * Mathematics club-Activities, importance and organisation
- * Mathematics fairs

Unit II Exceptional Children in Mathematics

- * Concept of Multiple Intelligences
- * Exceptional children in mathematics- Mathematically gifted, slow learners, under achiever- their characteristics; special programmes for each
- * Learning difficulty in mathematics (dyscalculia)- characteristics and remedial measures
- * Mathematical creativity- characteristics, Role of teacher
- * Governmental and non-governmental initiatives in improving mathematics learning; Field medal, Mathematics Olympiad, NUMATS, NTSE, MTSE.

Unit III ICT in Improving Teaching Performance

- * E-content development- concepts, formats, steps for preparation, script writing for e content
- * Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET
- * E-resources for teaching and learning- Websites, blogs, E-books, E-Journals, wikis, discussion forums, social networking sites & Apps.

Unit IV Professionalizing Mathematics Teacher

- * Teaching as a profession, professional ethics in teaching, Traits of professionalism

teachers can offer to others there 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?

Eou 13.2 PROFESSIONALIZING ENGLISH EDUCATION
Contact Hours: 50 (Instruction)

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

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

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

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.

Unit IV E- learning materials in English

- * Nature of e-learning materials and its preparation
- * Language related co-curricular activities and its organization

17. Imbibes knowledge and develops an understanding of methods and strategies of teaching in Middle, High schools and Higher Secondary schools, and evaluating its outcome.
18. Acquires adequate knowledge of the content of the school subjects concerned, of middle, secondary and higher secondary classes.
19. Develops positive attitude to teaching profession and to the coming generation
20. Acquires the democratic and social values of an ideal teacher thereby to inspire his/her students.
21. Develops interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.
22. Readiness to accept the progressive changes in the field of education
23. Generates sensitivity towards local and global environment to emphasize living in
24. Harmony within oneself and with natural and social environment.
25. Recognizes the need of integrating and inculcating life skills and values in school Curriculum and its implementation.
26. Develops skills in dealing with the problems of maladjustment, indiscipline and learning disability.
27. Becomes capable in rendering counseling and guidance for the needy students.
28. Develops skills in planning, transacting and evaluating curricular contents of secondary and higher secondary classes.
29. Develops various sub skills and competencies in teaching and class room management through microteaching.
30. Acquires skills in developing and using audiovisual devices and ICT for classroom teaching.
31. Acquires skills in discharging the duties of a competent teacher in the prevailing socio cultural and political system and to meet the challenges of the transforming society.
32. To acquaint with professionalization of teacher education
33. Attains a sound knowledge base and proficiency in language
34. Develops an artistic and aesthetic sense in children through art education
35. Learns how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills

36. Helps student teachers discover and develop open - mindedness, the attitude of a self - motivated Learner, having self knowledge and self restraint.
37. Helps student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
38. Develops the capacity to facilitate personal growth and social skills in their own students.
39. Enables students teachers to generate an understanding of the principle of yogic practices as to improve quality of life.
40. Develop the ability to perform appropriate yogasanas so as to improve physical and mental conditions and emotional equilibrium.
41. Be sensitive to the social, professional and administrative contexts in which they need to operate
42. Identifies their own personal expectations, perceptions of self, Capacities inclinations
43. Learns about the requirements of professional work and makes Contribution to the schools providing internship opportunity.
44. To be a professional and humane teacher

SEMESTER I

A .Theory Courses

EDU 01- EDUCATION IN CONTEMPORARY INDIA

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

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

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

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

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 Multi-level Instruction-Inclusive evaluation

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

- * Equity and equality, individual opportunity and social justice and dignity with special reference to the contributions of Dr. Ambedkar.

Unit 4 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

TASKS AND ASSIGNMENTS

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

EDU. 12 CREATING AN INCLUSIVE SCHOOL

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

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)

Unit II Learner Diversity in schools

- * Types of diversity (with reference to special issues in education)-

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 optional education
- * Inter disciplinary nature of education- philosophy, psychology, sociology, anthropology, politics, history- Role of education in respecting diversities.

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.

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.

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 program policies- SSA, RMSA, RTE Act, NCF 2005, NCFTE 200g :s and meal and other legal provisions.

Unit VI-Education in Contemporary Kerala society

- * Evolution of education in Kerala Salas, Budha viharas, Othupallis Kalaries, Kudi Pallikoodam, Madrasas- role of Christian missionaries in education
- * Educational renaissance in Kerala in the 20th century- Sree Narayana Guru, Vakkom Abdul Khadar Moulavi, Chattambi Swamikal, Ayyankali
- * Education after formation of Modern Kerala- KER- Kerala Development Experience and Education- Curricular shift in Kerala after 1990s.

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

EDU 02- DEVELOPMENT OF THE LEARNER

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

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, so-cial, moral and language development. Inter relationship between different aspects of development
- * Stages of development

- * Role of School in a democratic Society- School as a miniature society, functions of schools in society.
- * Responsibilities of society towards Education.

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

EDU. 11 EDUCATIONAL THOUGHTS AND PRACTICES

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

Unit 1 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 - Mich, Reimer

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

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 neighborhood school-

SEMESTER IV
A. Theory Courses
EDU 10-GENDER, SCHOOL AND SOCIETY
Maximum Marks: 50 (External: 40, Internal: 10)

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

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

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, counselors, parents, NGOs and other groups in reinforcing gender parity.

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.

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

Unit III Tasks and hazards of development

- * Developmental needs of various stages
- * Developmental task: concept, tasks of each stage
- * Developmental hazards

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

Unit V Personality and adjustment

- * Personality: concept, definitions
- * Approaches and theories to study personality: trait approach- theories of Allport, Eysenck 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

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

TASKS AND ASSIGNMENTS

1. Identifying problem behaviour in children of elementary/second ary 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 chil dren and making action plan for remediation.

EDU 03 - SCHOOL ORGANIZATION

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

COURSE CONTENT

Unit I Educational management

- * Concept - Need, scope and functions of management - Characteris- tics 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 - Atten dance Register for Staff & students - Stock Registers - Acquit tance .Teach-ing Manual -Student Profile - Cumulative Record - Service Book

EDU.303 YOGA, HEALTH & PHYSICAL EDUCATION-II

(30 Marks)

EDU.303 HEALTH ,FITNESS & PHYSICAL EDUCATION- PRACTICAL II

1. Plan lesson for HRPF programme 7 marks
2. Lesson plan on any one health and fitness education theory classes (constructive approach) 7 marks
3. Assisting/participation in annual athletic championship/intramu ral competitions 6 marks
4. Yogic practices to improve flexibility, pranayama techniques, the sun salutation, shithilikarana vyayamas, yoga and stress management (10 Marks)

EDU.304. COMMUNITY LIVING CAMP

(30 Marks)

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 cer- tain formalities and following a pre/well planned time table. Learn- ing to live together co-operatively, participation in programmes for development of personal and social skills, practicing democratic liv- ing, providing chance for division of labour, community work etc., are the majar outcomes expected of the Programme. A record mentioning the objectives and all the activites have to be prepared and submitted by each student Teacher. The report may also contain some photographs related to activity.

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, PTS meeting etc.) 17. Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc) 18. Any innovative programme organized by the trainee (if any) Supported by an appreciation letter by the HM/ Principal.	10 10 15
TOTAL	260
EDU.302. COURSE ON EPC 2: DRAMA AND ART IN EDUCATION (30 Marks) EDU 302 Course on EPC :2 Drama and Art in Education (30 Marks) 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 modeling, 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) 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) Planning a stage - setting for a performance / Presentation by the student - teacher. (6 Marks) Develop narratives in visuals, composition of an imagined situation, telling a story through comic strips (8 marks)	

Unit II Institutional planning

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

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
- * Hypokinetic diseases and its management -Obesity, diabetes, hypertension, osteoporosis, coronary heart disease , back pain.
- * Importance of good posture, common postural deformities.

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

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)

EDU.04.UNDERSTANDING DISCIPLINES AND SUBJECTS

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

COI USE CONTENT

Unit 1 Sch000l subjects

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

Unit 2 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 lifeVs pure- Non-life, Applied life Vs Applied Non-life.
- * Disciplinarites-disciplinaryInterdisciplinaryand multi disciplin ary

Unit 3

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 4 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.)

TASKS AND ASSIGNMENTS

1. Select a topic from school subject and sketch the development the topic into an elaborated form in a discipline

SEMESTER III Practical Courses EDU.301.SCHOOL INTERNSHIP (16 weeks- 260 Marks)

ASSESSMNET INDICATORS OF SCHOOL INTERNSHIP

Teaching	Marks
1. Teaching performance as evaluted by the teacher educator	100
2. Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3. Mentor evalutaion report on the intern Other interventions in the classroom	10
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. Audiovisual 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 artifacts 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 artifacts used for teaching as incorporated in lesson plans.	10

EDU 201.5 INITIATORY MAR SCHOOL EXPERIENCES
(20 marks)

COURSE OBJECTIVES

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

2. Identify any 5 interdisciplinary subjects and list out their chief characteristics

EDU 05.2-THEORETICAL BASES OF TEACHING ENGLISH

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

Unit I Objective

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

- * 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

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

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 - (Principles of purpose, Principles of habit formation, Principles of motivation, Principles of multiple line of Approach, Principles of interest, Principles of concreteness, Principles of selection and gradation, Principles of accuracy and correctness

Principles of teaching, Principles of philosophy, Principles of psychology, Principles of linguistics)

Unit IV Objectives

To understand the application of various theories of language learning Psychological theories on Language

- * Behaviourism, constructivism, Social Constructivism, MI theory, LAD -Chomskian, CBLT, CLL, Krashen, etc.

Unit V Objectives

To familiarize the language skills and methods of enhancement Teaching of English-

Four fold language skills: listening, speaking, reading, writing- their types and how to enhance or develop these skills, study skills or reference skills, English as a skill subject and content subject.

Unit VI Objectives

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

Unit VII Objectives

To understand the core teaching skills and implement them in class 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

TASKS AND ASSIGNMENTS

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

EDU 201.3 CRITICISM LESSONS

(30 Marks)

Criticism class 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 or 40 minutes in VIII or IX (X I 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 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 = 5 marks; Record of lessons and criticisms=10marks)

EDU 201.4 PREPARATION OF TEACHING- LEARNING MATERIALS (WORKSHOP)

(20 Marks)

- (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)

Unit V Evaluation in Social Science

- * Construction of Achievement test - Preparing design, Blue print, Item writing and editing etc.
- * Writing different types test items - Objective, Short answer and Essay
- * Writing higher order test items.
- * Construction and administration of Diagnostic Test

TASKS AND ASSIGNMENTS

- * Pedagogic Analysis of unit of X std. Geography
 - * Prepare a Year plan, Unit plan and a Lesson Plan for a Secondary level Social Science Text book
- or
- * Prepare a lesson transcript based on any one model of teaching

SEMESTER H B.(Practical Courses) EDU201.1 PEER DISCUSSION LESSONS (20 Marks)

Student teachers shall prepare at least 8 discussion lesson plans in constructivist format (VII, 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)

EDU201.2 OBSERVATION LESSONS & FACULTY DEMONSTRATION LESSONS (10 Hours- 10 Marks)

- 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.05.10. THEORETICAL BASES OF TEACHING MATHEMATICS

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

COURSE CONTENT

Unit I Nature of mathematics

- * Mathematics- meaning and definition
- * Nature of Mathematics- Mathematics as a Science, Mathematics as a game, Mathematics as a language, Mathematics as a tool. Difference between Mathematical science and basic science.
- * Pure and applied Mathematics, Role of axioms and postulates
- * Fundamental branches of Mathematics (Arithmetic, Algebra, Geometry, Trigonometry)- Origin, nature of content, link between the branches
- * Correlation of mathematics with other subjects and real life.
- * Evolution of Mathematics as a discipline: Development as a science, History of Mathematics from ancient period to 20th century
- * Role of Mathematics in school curriculum in India- Recommendations of various Committees and commissions (NPE, NCF, KCF.)

Unit II Aims and objectives teaching mathematics

- * Values of learning Mathematics, aims and objectives of teaching Mathematics
- * Objectives of teaching Mathematics at elementary, secondary and senior secondary levels with respect to NCF and KCF.
- * Taxonomy of educational objectives- Blooms Taxonomy, Revised Bloom's Taxonomy- a conceptual overview

Unit III. Micro teaching

- * Teaching -Meaning, Definition, Principles and Functions
- * Phases of Teaching
- * Maxims of teaching
- * Teaching skills
- * Micro teaching-Meaning, Definition, Phases, Micro Teaching Cycle Link practice and preparation of micro teaching Lesson plan

Unit IV

Approaches, methods and techniques of teaching mathematics

- * Behaviourist approach, problem based learning, constructivist approach and heuristic approach

- * Methods of teaching mathematics- Inductive-Deductive method Analytic-Synthetic method, Project method, laboratory method, problem solving method.
- * Techniques of teaching mathematics- questioning, brainstorming, assignment
- * Teaching for understanding proofs, Kinds of proofs- direct, indirect, by mathematical induction, by contradiction, by causes, the contrapositive and disproof by counter example.

Unit V. Mathematics curriculum

- * Curriculum- meaning, types
- * Curriculum development: Construction, organisation and evaluation
- * Principles of Mathematics curriculum construction, principles and approaches of curriculum
- * Organisation
- * Mathematics curriculum reforms - SMP, SMSG, NCERT, NCF, KCF, Nuffield

TASK AND ASSIGNMENTS

1. Critically analyse the implications of SMP/SMSG/Nuffield in secondary school mathematics curriculum in Kerala with the supporting evidences (interview/questionnaire, content analysis etc. Items for interview or questionnaire may be framed based on each dimension of the concerned reform)
2. Prepare a picture album of famous mathematicians (including western and Indian) with descriptions of their biography and contributions. (At least 10 mathematicians)

EDU.05.11. THEORETICAL BASES OF TEACHING NATURAL SCIENCE

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

COURSE CONTENT

Unit I Introduction to science discipline

- * Science-its meaning, definitions, and nature
- * Science as a product and process
- * Science as an on-going process of enquiry, importance of science as a school subject
- * Scientific Method, steps of scientific method
- * Scientific Attitude-Scientific Aptitude.
- * Landmarks in the development of science education.
- * Science Education as envisaged in the NCF (2005), KCF (2007)

EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE

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

COURSECONTENT

Unit 1 Pedagogic analysis

- * Meaning and Definition
- * Need and objectives of pedagogic analysis
- * Stages and steps of pedagogic analysis
- * Analysis of learning objectives/learning outcomes
- * 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

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

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

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

unit III Resources of teaching and learning physical sciences

- * Physical science Text book
- * Work book and hand book/Teacher text
- * Reference materials and supplementary readings
- * Audio visual technology and mass media
- * Physical science Laboratory and its organization, purchase and main-tenance of chemicals, apparatus and equipments. Laboratory rules, accidents in the laboratory, precautions and First Aid
- * Science library and its organization.
- * Teaching Aids, Improvised apparatus, Essential audiovisual aids
- * Physical science club
- * field trips and study tours, Science Club and activities such as science fairs, science exhibition, science debates.
- * Community based resources- science exhibitions, fairs, science parks, museums

Unit IV Models of Teaching in Physical Sciences

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

Unit V Evaluation in Physical Science

- * Test, evaluation, assessment
- * 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

TASKS AND ASSIGNMENTS (Any Two)

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

Unit II Micro teaching and models of teaching

- * Micro teaching-micro teaching cycle-Teaching skills for classroom instruction, Essential skills for Science teaching, Micro teaching - a skill based practice.
- * Models of Teaching - Meaning and concept, Families of Models of Teaching, Elements of a model
- * Concept Attainment Model, Inquiry Training Model and Advance Organizer Model

Unit III

Approaches, methods and techniques of teaching science.

- * Teaching - Maxims of teaching.
- * Inductive, Deductive, Enquiry, Discovery and guided discovery Approaches .
- * Methods of Instruction - Lecture, Lecture cum demonstration method.
- * Heuristic method, Project method, Problem solving method.
- * Dalton Plan, Individual laboratory method and activity based learning (ABL)
- * Teaching techniques and strategies- Questioning Technique, Discussion, Brain storming, Role Playing, simulation, Seminar and Debate and panel discussion

Unit V Learning as a generative process

- * Constructivism- conceptual frame and underpinning theories
- * Cognitive Constructivism and Social Constructivism.
- * Behaviourist approach Vs Constructivist approach.
- * Collaborative learning, jig-saw learning-Managing Group learning in classroom
- * Learning as a Generative process- Role of a teacher and learner in these contexts.
- * Critical Pedagogy and issue based learning
- * Review of the latest happenings in the state schooling procedures.

Unit V Science education

- * Science and society-Science. as a social Endeavour; Scientific Literacy, Influence of science on society.
- * Misconceptions in Science-Examples of common misconceptions in students, Role of teachers in overcoming student misconceptions.
- * The Science Teacher and Society. Roles of science teacher in modern society

- * Science Curriculum -A conceptual analysis, Curriculum and syllabus, Hidden curriculum
- * Principles of curriculum construction.
- * Stages of curriculum development. Approaches to curriculum organization, Integrated, Disciplinary and Inter disciplinary approach.
- * Curriculum reforms abroad-BSCS, Nuffield Foundation.
- * Correlation in science teaching -Need and Significance, Types of correlations- Incidental correlation, Systematic correlation, Correlation of science with other subjects.

TASKS AND ASSIGNMENTS

1. Prepare a lesson transcript based on any one models of teaching prescribed in syllabus.
2. Write a script for the Role play of a Biological theme and enact it in a school class and reflect

EDU 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

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

COURSE CONTENT

Unit.1 Introduction to teaching physical science

- * Meaning, definition, nature and scope of physical science
- * Science as a product and process
- * Evolution and significance of physical science as a school subject
- * Values of teaching physical science in the present context
- * Scientific Attitude and Scientific Aptitude
- * Branches of science, Emergence of interdisciplinary subjects

UNIT II

Aims , objectives and values of teaching physical science

- * Aims and Objectives of teaching Physical Science
- * Objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation
- * Bloom's Taxonomy of Educational Objectives
- * Revised Bloom's Taxonomy by Anderson and Krathwohl
- * Taxonomy of Mc Cormack & Yager
- * Digital Taxonomy
- * Process skills in Science at secondary stage, Developing process skills in students.

maintenance of chemicals, apparatus and equipments. Laboratory rules, accidents in the laboratory, precautions and First Aid Science library and its organization.

- * Co-curricular activities - organization of field trips and study to their importance. Science Club - its pattern, organization and activities, such as Science fairs, Science exhibition, Science debates, Nature ram-bling, Nature calendar. Educational implication of science library and science laboratory Role of experiments in science

Unit V Evaluation in Science

- * Evaluation - Different types of test items - merits and demerits. construction and administration of Achievement tests Diagnostic tests.
- * Continuous and Comprehensive Evaluation, Evaluation Criteria for As: signment, Seminar and Project- Evaluation of non-cognitive areas like creativity, skill, and interest.

TASK AND ASSIGNMENTS

1. Construct a work book on any one unit in Biology of VIII standard.
2. Construct a Diagnostic Test on topic of your choice and administer it in school class. Interpret the test and report

EDU 09.12 PEDAGOGIC PRACTICES IN PHYSICAL SCIENCE Maximum Marks: 100 (External: 80, Internal: 20) COURSECONTENT

Unit 1 Pedagogic analysis

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

Unit H 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

- * Construction of achievement and diagnostic tests- steps-types of questions (construction, merits & demerits of each) - interpretation of test results, diagnosis and remedial measures

TASK AND ASSIGNMENTS

1. prepare a year plan for teaching Mathematics based on 8th / 9th standard text book n Kerala.
2. Prepare a work book on any unit in Mathematics of 9th standard

EDU 09.11 PEDAGOGIC PRACTICES IN NATURAL SCIENCE

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

Unit I Aims and Objectives of Teaching Science

- * Aims and Objectives of teaching Natural Science.
- * Broad National Goals.
- * Taxonomy of educational objectives-Bloom's Taxonomy
- * Cognitive affective and psychomotor domains
- * Revised Bloom's Taxonomy
- * Mc Cormack & Yager Taxonomy. Process skills in Science at secondary stage, Developing process skills in students.

Unit II Pedagogic Analysis

- * Pedagogic Analysis- A conceptual overview, Steps involved in Pedagogic Analysis
- * Pedagogic Analysis of the Biology content portions of 8th and 9th standard textbooks of Kerala state.
- * Analysis of learning objectives/Learning outcomes.
- * Content analysis- meaning and steps involved in content analysis

Unit III Planning of instruction

- * Objective Based Instruction-interdependence of objectives, learning experience, and evaluation
- * Planning of Instruction-Year Plan, Unit Plan, Resource Unit . Les-son planning-Need, Stages (Herbartian steps)
- * Lesson plan preparation based on The Constructivist format and Behaviourist format

Unit IV Resources in Teaching Science

- * Resource materials in teaching Natural Science-Syllabus, Text books, Work Book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, specimens, video, power point presentation Laboratory and its organization, purchase and

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.

Unit IV Physical science curriculum

- * Meaning and Definition of Curriculum
- * Curriculum , Syllabus and Text book
- * Principles, Foundation and Stages of Curriculum construction
- * Correlation in science teaching
- * Organizing physical science curriculum-Topical, Spiral and Unit Approach
- * Approaches to Curriculum Construction - concentric plan, topic method, type study. Integrated, Disciplinary and Interdisciplinary Approaches Grass root approach
- * CBA, CHEM, PSSC.

Unit V Method and strategies of teaching physical sciences

- * Methods of Instruction: Lecture cum demonstration method, Project method, Problem Solving method, Individualized laboratory method, Dalton Plan, Supervised study.
- * Teaching techniques and strategies- Brain storming, Questioning Technique, Buzz discussion- Debate, Symposium, Panel Discussion, and Seminar. Concept map, Mind Map, Analogies, Blended learning, Problem-based Learning (PBL), Mnemonics, Graphic organizers.

TASKS AND ASSIGNMENTS (Any Two of the following)

1. Construct a mind map for any topic in Physics or Chemistry at the higher secondary level.
2. Critically evaluate Physical Science Textbook at Secondary level based on Principles of Curriculum Construction
3. Develop a module for a single topic emphasising the development of any 5 process skills in secondary students.

**EDU 05.13 THEORETICAL BASES OF
TEACHING SOCIAL SCIENCES**

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

COURSE CONTENT

Unit.1 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

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

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

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
- * Grass root approach
- * Administration approach

EDU 09.10 PEDAGOGIC PRACTICES IN MATHEMATICS

Maximum Marks: 100 ,mxtemal: 80, Internal: 20)

Unit I Pedagogic Analysis

- * (Pedagogic analysis- Mean. ing, importance, steps
- * Pedagogic analysis of various topics inma. mathematics atis dleavnel of Schooling-Arithmetic, Algebra, Trigonometry, Statistics Probability, etc.- listing objectives, pre requisites, resources, strait. gies for teaching, evaluation strategies etc.

Unit II. Planning for Instruction

- * Stages of planning instruction- year plan, unit plan, lesson plan- importance and steps
- * Planning of lessons in constructivist format and behaviourist format
- * Implication of theories of Piaget, Bruner and Gagne in Math ematics teaching

Unit III. Models of Teaching

- * Models of teaching- meaning, definitions, characteristics
- * Families of models of teaching
- * Concept attainment model, Inquiry training model, Inductive thinking model- theoretical orientation, criteria for selecting a model for Mathematics teaching and lesson planning

Unit IV Resources in Mathematics Education

- * Text books, hand books/teacher texts, work books, reference books, supplementary readers- Need and importance of each.
- * Audio- visual aids, Improvised aids- Meaning and importance.
- * Familiarising programmes for teaching mathematics in Edubuntu (Practical oriented)
- * Mathematics lab- importance, organisation and equipments.
- * Mathematics library- role,organisation and effectivefunctioning

Unit V Assessment for Mathematics Learning

- * Continuous and Comprehensive Evaluation in mathematics learning.
- * Formal and informal tools/techniques for evaluating mathemat ics learning
- * Formal. Achievement test, diagnostic test, observation, rating scale, checklist
- * Informal assessment strategies: Application cards, exit cards, graphic organisers, guided reciprocal peer questioning.

Unit III To analyse the course book and the content

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- Type 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 I expressions, Poetic usages, Poetic techniques, Develop Literary Appreciation
- * Teaching of Composition -types of composition : guided and free composition
- * Pedagogy and Andragogy.

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 Cover plan
- * Preparation of lesson plans for prose and poetry from behaviourism to latest followed in schools

Unit V To understand the evaluation in 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 transcreation.

Unit VI To acquaint with the library

Library

- * Importance, e- library, infolibnet, elt journals

TASK AND ASSIGNMENTS

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

- * Demonstrative approach
- * Modern Trends in Social Science Curriculum
- * Evaluation of Social Studies Curriculum

Unit 5 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
- * Meta-cognitive learning Strategies
- * Brain Based Learning
- * Exploratory and investigatory learning
- * Discovery Learning & Concept Mapping

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

SEMESTER I B. (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 behavior 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 Marks)**

**EDU 102 Course on EPC :1
Language Across curriculum Reading and Refleting on Texts
(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/workshop etc and language usage in other formal and informal instructional contexts. Prepare a reoprt (10 Marks)
2. Observe two subject classes of secondary schools and record the discipline based language, teacher language and student language while discourse. Make comparative analysis (10 Marks)
3. Engaging with narrative and descriptive accounts (6 Marks)
4. Engaging with popular subject-based expository writing (6 Marks)
5. Engaging with journalistic writing (6 marks)
6. Engaging with subject-related reference books (6 books)
7. Engaging with educational writing (6 marks)

construction of each- preparation of test items- scoring key- marking scheme-question arise 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

Unit VI. Reporting Quantitative assessment data

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

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

EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH

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

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

Unit II

To familiarize different audio-visual aids in teaching of English

Audio visual aids

- * importance and their limitations
- * Pictures, Audio CDs, realia, flashcards, flip charts, language lab models, video clipping, films, documentaries, cartoons, advertisements, newspaper cutting, various IT resources, etc.

EDU 08-ASSESSMENT FOR LEARNING

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

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

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

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

Unit III Issues in classroom assessment

- * Major issues-commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues
- * Reforms in assessment-open book, WA, on line, on demand
- * Examination reform reports

Unit V. Assessment in inclusive practices

- * Differentiated assessment- culturally responsive assessment
- * Use of tests for learner appraisal-achievement test, Diagnostic test-

EDU 103.YOGA, HEALTH AND PHYSICAL EDUCATION-I -

(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 lying positions)
8 marks
3. Body composition —BMI/body shape index/skin fold caliper
4 marks

SEMESTER II

A .THEORY COURSES

EDU 06: PERSPECTIVES ON EDUCATION

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

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.

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.

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.

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.

TASKS AND ASSIGNMENTS

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

EDU 07- FACILITATING LEARNING

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

COURSE CONTENT

Unit I Learning-a conceptual frame work

- * 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

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

Unit III Perspectives on learning

- * Behaviourist views about learning- theories of classical conditioning and error- operant 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

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

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

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
- * Metacognition-planning, monitoring and evaluation

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.