



## **ANSAR TRAINING COLLEGE FOR WOMEN**

(Accredited by NAAC with B grade)

Perumpilavu, [www.ansartrainingcollege.com](http://www.ansartrainingcollege.com)

E-mail: [atc@ansar.in](mailto:atc@ansar.in), Ph: 04885281601, 8138018183

📍Atcw Perumpilavu 📷@atcwperumpilavu 📧ATCW@\_for

## **ACADEMIC SCHEDULE 2020-22**

## **Vision**

Excellent world class Mentor

## **Mission**

Identify and ignite potential of every Perspective Teacher

## **Values**

- Peace
- Leadership
- Excellence
- Creativity
- Positive outlook
- Justice
- Accountability

# **ACADEMIC SCHEDULE 2020-22 & STUDENT TEACHER'S HAND BOOK**

Name : .....

Roll no : ..... : Admission Number.....

Optional Subject:.....

Photo

Attested by the Head of  
the Institution



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## **PLEDGE**

India is my country,  
All Indians are my brothers and sisters.  
I love my country and I am proud of its  
rich and varied heritage  
I shall always strive to be worthy of it.  
I shall give my parents, teachers  
and all elders respect and  
Treat everyone with courtesy.  
To my country and my people  
I pledge my devotion.  
In their well-being and prosperity  
Alone lies my happiness.



## **PRAYER**

In the name of god,  
Most Gracious, most merciful  
Praise be to God,  
The Cherisher and sustainer of the worlds  
Most Gracious, most merciful;  
Master of the day of judgement  
Thee do we worship  
And Thine aid we seek.  
Show us the straight path  
The path of those on whom  
Thou hast bestowed Thy Grace,  
Those whose portion  
Is not Wrath  
And who go not astray  
(Amin)

## പ്രാർത്ഥന

കാരുണ്യസിന്ധുവാമല്ലാഹുവിൻ  
തിരുനാമത്തിലോതുന്ന്ദ ദിവ്യമാം സൂക്തികൾ.

ലോകങ്ങളൊക്കെയും കാത്തുരക്ഷിച്ചിടും  
ലോകൈകനാഥനെ വാഴ്ത്തുന്നു സർവ്വരും  
കാരുണ്യമേറുന്ന രക്ഷകാ, നിൻകൃപാപുരം  
നിരന്തരം വർഷിക്ക ഞങ്ങളിൽ.

തീർപ്പുകൾ നൽകുന്ന വാസരേ ഞങ്ങളെ  
കാരുണ്യമോടു നീ കാത്തുകൊള്ളണമേ!

ധ്യാനത്തിലാമജ്ജമാകും മനസ്സുമായ്  
കാലം കഴിക്കുന്നു സർവ്വമാ ഞങ്ങളും.  
നീന്നോടുമാത്രം നിവേദനം ചെയ്തിടും,  
അന്യദൈവങ്ങളെ തേടില്ലാരിക്കലും.

നേരായ മാർഗം തെളിക്കണേ രക്ഷകാ,  
പാദാതെ നിത്യം നയിക്കുമാറാകണേ.

സത്തുക്കൾ പോയോരു മാർഗേണ ദൈവമേ  
ലക്ഷ്യത്തിലെത്താൻ തുണക്കുമാറാകണേ.

നിൻ കോപവഹിയിൽ വീണോരു മർത്തുന്റെ  
പിമ്പേ അയയ്ക്കൊലാ രക്ഷകാ, ഞങ്ങളെ

PERSONAL MEMORANDA	
Name	In English :
	In Malayalam:
Permanent Address :	
Tel.No.	
Distance in Kms:	Time/Duration in hrs:
Bus/Train route :	
Address for communication :	
Tel.No.	
E-mail id	:
Age & Date of Birth	:
House/ Group name	:
Father's Name	:
Occupation	:
Mother's Name	:
Occupation	:
Name & Address of the local guardian (if any):	
Tel.No.	
Name & Address of the Hostel /Lodge :	
Tel.No.	
In case of emergency please inform to :	
Tel.No.	

## HEALTH RECORD

Height:..... Weight:.....

Blood Group:.....

Identification Marks:

1.....

2.....

Allergic to (if any).....

My credits / Achievements are :

My strengths are :

My Weakness are:

My Hobbies are:

My Objectives of doing this course:

Signature of the Student

Signature of the faculty

### **About our college**

Ansar Training College for Women is a self-financing and minority Teacher Education College established and managed by Ansari Charitable Trust, Perumpilavu. The college is established in 2005 with an objective to create a group of excellent and devoted teachers to contribute their knowledge, skill and talents towards national building process by nourishing a socially acceptable generation. The college is affiliated to the University of Calicut and recognized by NCTE. The college is accredited by NAAC with 'B' Grade with a CGPA of 2.60 on a four point scale in 2014.

### **About Ansari Charitable Trust**

The Ansari Charitable Trust was formed in 1979 to provide compassionate and dedicated service to the society in the areas of education, health care and social welfare paying special attention to the orphans, destitute and women. It upholds and disseminates the divine message of compassion, righteousness and equality. In pursuit of these noble goals, it is running a number of educational and healthcare institutions.

Ansari Charitable Trust serves the community by running Ansar English School which is a CBSE affiliated senior secondary school, Ansar Women's College which is a Post Graduate College affiliated to University of Calicut, Ansar Institution of Management Studies, Ansar Special School, Ansar Nursing School, Ansar Hospital, Ansar Orphanage etc. The Ansar institutions of education facilitates every students to grow in to an integral personality having the traits of scholarship, good character, leadership and citizenship. Ansar Training College for Women gives secondary level teacher education leading to B.Ed. degree of University of Calicut.

### **Location**

The college is situated at Perumpilavu, a junction on the Kozhikode – Thrissur highway. The nearest town is Kunnankulam (7km). The railway stations close to the campus are Pattambi (18km), Shornur(32km), Kuttippuram(24km), Thrissur(30km) and Guruvayur(20km).

## **ANSARI CHARITABLE TRUST**

### **PRUMPILAVU**

Chairman : K.K. Mammunni Moulavi  
Vice Chairman : M.V. Mohammed Saleem Moulavi  
: K.V. Mohammed  
Secretary : E A Kunjahamed  
Joint Secretary : K M Shaju Mohammedunni

#### **Managing Committee Members:**

V. MoosaMoulavi, E.M Mohammed Ameen,T.A Moideen, Noor Mohammed Kamaludheen, Adv.K.S Abdul Basheer,Ismail Kassim

#### **Members:**

Prof. K.A Sidheeque Hassan,, T. Arif Ali,Abu Abdullah, A usman AV Anwar Abdul Majeed, M I Abdul Azeez, P Mujeeb Rahman, Dr. Mohammed Badeeuzzaman, Najeeb P, Shoukath Korothe, Moidunny Falcon, Dr. Koottil Mohammed Ali.

## SUCCESSION LIST OF PRINCIPALS

1. Dr. T.K. Mohammed 18/07/2005 to 05/01/2009
2. Prof. K. Mohammed 05/01/2009 to 20/12/2014
3. Dr.MahamoodShihab K.M 01/01/2015 onwards

## FACULTY MEMBERS

- ◆ Dr.Mahamood Shihab K.M : M.A, M.Ed., M.Phil., Ph.D.  
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## Office Staff

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- ♦ Mrs. Sindhu  
Supporting Staff  
Mob: 9947733994
- ♦ Mrs. Saira Banu  
Supporting Staff  
Mob: 9048268189

## ROLL OF HONOUR

2005 – 06	Amal.A	- Social Science
2006 – 07	JishaLatheef K	- Mathematics
2007 – 08	Noora Abdul Kader	- English
2008 – 09	MuhsinaMoosa	- Arabic
2009 – 10	Dhanya K	- Physical Science
2010 – 11	Sherin P K	- English
2011 – 12	Soumiya M S	- Social Science
2012 – 13	Jasmin	- Physical Science
2013 - 14	Shahida.P.H	- Arabic
2014- 15	Febina.V.K	- English
2015- 17	Thesneem P	- English
2016- 18	Najeena T P	- Mathematics
2017- 19	Sruthy M G	- Social Science
2018 – 20	Hafsa A.R.	- Arabic

## **COURSES OFFERED**

The college offers B.Ed. Degree courses in the following optional subjects:

- Teaching of Arabic
- Teaching of English
- Teaching of Mathematics
- Teaching of Physical Science
- Teaching of Social Science

## **FEE REGULATIONS**

College fees must be paid regularly and punctually. Students must keep fee-receipts issued to them and produce them, if needed.

	First year	Second Year
Tuition fee	: Rs.29000	29000
Special Fee	: Rs.10500	10500

The fees once paid will not be refunded on any account. Fees should be paid on the scheduled date, failure of which may result in the removal of the student from the roll.

## **GENERAL RULES OF CONDUCT**

1. Students will always behave with dignity and courtesy. They shall always carry their identity cards in the college.
2. Students shall be clean and decent in appearance and dress.
3. The uniform is compulsory for all students. Muslim students must wear Maftha and full sleeve.
4. Students shall wish the members of the staff the first time they see them.
5. When a visitor or a member of the staff enters the class, the students shall stand up and should remain standing until the visitor or staff member is seated or has directed them to sit.
6. College working time is 9 am to 5 pm and the class time is 9am to 4.30pm.
7. Students shall be in their seats 5 minutes before the commencement of the class.

8. No late comer shall enter the class without permission of the lecturer concerned.
9. Students are expected to be in the library when they have no class.
10. No student shall appear for an interview or examination without prior permission of the Principal.
11. Use of Mobile phones are strictly prohibited inside the campus.
12. No certificate will be issued from the college unless the Principal is satisfied with the reason stated by the applicant for such certificate.
13. Application for certificate should be made at least two days in advance.
14. Conduct certificate will ordinarily be issued only along with the transfer certificate when the student has completed his course.
15. Field Trip is compulsory for all students.
16. A complaint box is made available in the college for students and parents.
17. Ragging of any form is a non-billable offence and required criminal procedure.

### **LEAVE AND ATTENDANCE RULES**

1. Students are not permitted to absent themselves without leave.
2. Application for leave in the prescribed format should be submitted to the teacher in charge sufficiently earlier.
3. Absence for 15 consecutive working days will be considered sufficient reason for removal of her name from the rolls.
4. Leave may be granted for not more than 10 days at a stretch including holidays. In the case of unavoidable reasons additional leave may be granted on production of certificate from a registered medical practitioner.
5. Attendance and progress certificate of all students has to be sent to the University for the examination purpose. The Principal, if not satisfied, may withheld the same. A student shall be considered to have satisfactory attendance to appear the

University examination if she attends not less than 80% of the total working days for theory classes and attends fully the practice teaching days.

6. Students are not permitted to take leave during practice teaching programme under ordinary circumstances and under casual circumstances. They have to submit their leave application to the respective head of the institution and the matter should be intimated to the lecturer in charge and also the college office well in advance.
7. Students not having required attendance for practice teaching programme will not be permitted to attend the practical examinations.
8. Absence from class tests, internal examinations, and co-curricular activities without valid reason will be treated as breach of discipline and will be taken seriously.

## **DISCIPLINE**

Discipline is an integral part of the teacher training process. If a student is to develop self-control, she must be trained to bridle her emotions and impulses, thereby enabling her to live in harmony with others, to keep the good traditions of the society and to obey the laws of the country. Students should be polite and courteous. They should greet their teachers, elders and other dignitaries, when they meet them. Students are not permitted to organize any meeting or to circulate any notice or paste posters in the college campus without the prior permission of the Principal. Everyone shall use the property of the college with care and preserve the cleanliness of the building and in furniture. Discourtesy and disrespect to the members of the college staff any form will be viewed seriously and the students responsible for such misbehaviour are liable to be dismissed. Students are responsible to the authorities of the college for their general behaviour in and outside the campus. No meeting, party or picnic or any kind of organized activity shall be arranged without the prior permission of the Principal. It is not advisable for students to have too much money or expensive articles in their possession.

The college authorities will not be responsible for the loss of such articles. Any damage caused to the property of the college must be immediately reported to the Principal and will have to be made good. All students shall be particularly careful to keep the classrooms and college campus neat and tidy. Students should abstain from the active participation in party or communal politics. The Principal shall have the right suspend or dismiss any student whose conduct is not satisfactory.

### **WITHDRAWAL OF CERTIFICATES**

Transfer certificate will be issued only after receiving written application from the students and all her dues have been cleared. Two days' notice is required for the issue of original certificates submitted in the college.

### **DISMISSAL**

Irregular attendance, disobedience or defiance of authority, malpractice in tests/examinations, injuring the moral tone of the college is sufficient reasons for the dismissal of a student.

### **AMENDMENT OF RULES**

The Principal has every right to introduce, amend or change these rules and regulations in case of exigencies and in furtherance of the aims and objectives of the college, as and when required.

### **LIBRARY RULES**

1. Library will be kept open from 8.30am to 4.45pm
2. Complete silence must be observed inside the library. Members should not be allowed to carry out any kind of conversation or discussion in the library.
3. All students and staff are the members of the library.
4. Before entering the library personal textbooks and other belongings are kept outside the library.
5. All students are required to register their names at the time of their entry and exit from the library in the movement register.

6. Books are issued to the students on Readers Ticket.
7. A student can borrow three books at a time for a period of 14 days. A fine of 1/- per day will be charged for lateness.
8. Members can renew books twice, provided they are not reserved by other members.
9. Books should be returned on or before the date stamped last on the date slip.
10. Students shall not sub lend the books of the library.
11. If any books is lost either should be replaced or double the cost of it should paid by the concerned person.
12. Magazines and reference books will not be issued to the members.
13. Library books / Magazines should be kept in good condition. They should not be disfigured or mutilate. If any damage is done to the books / magazines their cost will be realised from the respective persons.
14. Librarian can recall any books at any time.
15. Loss of Readers Ticket should be reported immediately to the librarian and duplicate cards will be issued on payment of Rs.50/-.
16. Books / Readers Ticket issued to the students should be returned at the end of the academic year.

### **THE COLLEGE COUNCIL**

The college Council is a body to advise the Principal in the internal affairs of the college. It consists of Principal, all the faculty members and college Librarian.

### **THE STUDENT UNION**

The college affiliated to the University of Calicut shall have a college Union. The objectives of the college Student's union are

- To train the students in the duties and rights of citizenship
- To represent the college in the University Student's council

- To successfully organize various co- curricular activities of the college.
- To provide opportunities for the development of leadership qualities to help the students acquire the norms of democracy and related organizational skills.

Students elect their union representatives for the following posts:

- a) Chairman
- b) Vice Chairman
- c) General Secretary
- d) Joint Secretary
- e) Fine arts secretary
- f) General Captain
- g) Student Editor
- h) University Union Councilor
- i) Class representatives

## **RESOURCES AND SERVICES**

### **Library**

Our library is well stocked with around 5000 books including dictionaries, encyclopaedias, etc. 13 educational journals, 17 other periodicals and 5 Newspapers are available for students and staffs. Internet and printing, Photo copying facilities are also available in the library

### **IT Resource lab with Broad band internet facility**

The college has a well maintained computer lab with systems and accessories. Internet and reprographic facilities are made available to students and the staff members.

### **Wi fi**

Wi fi facility is available in college campus

### **Laboratories**

The institution maintains well equipped science laboratory,



psychology laboratory educational technology lab, IT lab and Curriculum laboratories, which give the trainees real impetus for practical works

### **Facilities for indoor and outdoor games**

The college has sufficient facilities for conducting sports and games.

### **Hostel**

Hostel facilities are available in the campus on a first cum first served basis. The hostel mess is non-vegetarian. Outside food is not allowed in the hostel. Students are accommodated in dormitories with facilities like common toilets, laundry, study hall etc.

### **Health and Recreation center**

A Health and recreation center is functioning in the college. The mission of the health and recreation center is to provide quality assessment and treatment to students in time of sickness and injury and to promote a healthy life style and wellness. These services are provided by college management and support staff. The staff embraces and wellness concept along with an educational approach to help students achieve wellness and to gain the maximum benefit from their college experiences.

### **Canteen**

The canteen functioning in the campus provides refreshments to the students and staff.

### **Carrier Guidance and Placement Cell**

A career guidance cell functioning in the college gives necessary guidance to those students who require guidance for choosing their career. As a part of this cell campus interview are conducted at the end of every academic year. It also provides the list of students passing out from the college to nearby schools where teaching opportunities are available. Career guidance cell conducts different orienta-

tions, seminars and workshops for students and school teachers as extension service of the college.

### **Counseling Centre**

The college arranges regular counseling and guidance sessions for students. A resident counselor is available in the campus.

### **Alumni Association**

An Alumni Association is operating in the college. The purpose of Association is to foster and perpetuate friendship, contact and co-operation among the old students through informal meetings and through other means.

The membership is open to all students who have passed out of this college(All students newly admitted are enrolled as life members of the college Alumni Association). The association contributes much to the progress of the college by providing fund for extension activities.

## **ACADEMIC AND ADMINISTRATIVE COMMITTEES**

### **Internal Quality Assurance cell (IQAC)**

Internal Quality Assurance Cell is a body proposed by the National Assessment and Accreditation Council(NAAC) for performance evaluation, assessment and accreditation and quality upgradation of the college. The prime task of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the performance of the institutions. The composition of the IQAC may be as follows

- i) Principal(Chairman)
- ii) A few senior Administrative Officers
- iii) Three to eight teachers
- iv) One or two members from the Management
- v) One or two nominees from local societies
- vi) One of the teacher as coordinator

### **Academic Monitoring cell**

The academic monitoring cell facilitates and co-ordinates the activities for the academic improvement of the students.

### **Evaluation Monitoring Committee**

To enhance the quality of Continuous and Comprehensive Evaluation, an Evaluation Monitoring Committee is functioning in the college.

### **Admission Committee**

For monitoring the admission procedure of the B.Ed. programme for the current year, an Admission committee is constituted. The committee consists of

- i) Principal – Chairman
- ii) Members

### **Library Advisory Committee**

A Library Advisory Committee functions in the college to advise the Principal on all matters relating to Library. It consists of

- 1) Principal (Chairman)
- 2) Librarian (Secretary)
- 3) Three faculty Members
- 4) Student Representatives

### **Grievance Redress Forum**

Grievance Redress Forum is an appellate body to hear and decide on the matters related to academic, discipline, curricular and co-curricular activities. The Grievance Redress Forum will consist of the following members

- 1) Principal (Chairman)
- 2) Staff Advisor
- 3) A senior Lady Teacher
- 4) A member from the college Council nominated by the principal
- 5) College Union Chairman ( Student Representatives)

### **Anti- Ragging Cell**

As per the recommendations of the UGC the college has formed a committee to monitor and curb the menace of ragging in the Institution, students may contact any of the members in the event of any incidence of ragging.

The committee consists of the following members

- 1) Principal
- 2) Four faculty members
- 3) Senior office staff
- 4) Chairman of College Union
- 5) Representative from PTA

### **Ethics Committee**

An Ethics committee has been constituted as per the Government order(RT)no:346/05/H.Edn.Dt.01/03/2005 to monitor implementation of the decision banning mobile phones, cinematic dance and fashion show on the campus with the cooperation of the college PTA, staff members, Students Union, Management committee and local authorities.

### **Academic Calendar committee**

To chalk out the academic and non-academic programme for B.Ed course during academic year, an Academic Calendar Committee functions in the college. The committee the academic calendar for the year.

### **Attendance Committee**

The Attendance Committee functions in the college for recording and monitoring the attendance of the students.

### **Time table Committee**

To prepare the time table for the B.Ed during the academic year, an Time table committee functions in the college.

### **Fine arts Committee**

Fine arts committee organizes programmes on occasions of social relevance like Independence day, Republic Day, Teachers Day, World Literacy Day, World Human Rights Day, World Environment Day, Gandhi Jayanthi, Onam, Eid, Christmas, etc. The fine arts

committee also organizes fine arts day, talents day, College day etc for the academic year.

### **Sports Committee**

A sports committee shall be constituted in order to advice and assist the functioning of the physical education department. The Principal shall be the Ex-officio President. The lecturer in Physical education, Nominated staff members, General Captain and the House Captains shall be the members of the committee.

### **College Magazine Committee**

The college magazine will be published at the end of every academic year. The committee consists of the Principal, Staff Editor, Student Editor and selected members from different optional subjects. In addition to this every optional class shall publish manuscript magazines and wall magazines.

### **Parent Teacher Association**

To maintain continued association between the parents and teachers and to promote activities for the well being of the students a Parent Teacher Association is formed. The association meets the intervals to discuss various problems relating to the general well fare of the students. The members of PTA consists of

- 1) President
- 2) Vice President
- 3) Secretary(Principal)
- 4) Treasurer
- 5) All faculty members
- 6) All parents

## **EXTENSION SERVICES**

### **Research and Development Cell**

Research and Development Cell is an integral part of the activities of ATCW. This cell is one of the wings of the institute which facilitates, channelizes, records, and regulates all the academic, sponsored, collaborative research projects and consultancy works in the institute. ATCW aspires to transform the lives of young budding teachers through their innovative ideas to contribute for research at

academic level. The key goal of the institute is to provide a creative atmosphere in which higher studies and research thrives amongst the faculty and students.

### **Counselling Cell**

The college has established special cell for the guidance and counselling of the teacher trainers. This cell addresses the diverse Socio-economic challenges and geographic backgrounds of the heterogeneous group. The cell provides guidance to the students of the college to improve their overall personalities and help them to meet challenges in their life.

### **Blood Donor's Forum**

The college has started a Blood Donor's forum, which is one of the most significant contribution that a person can make towards the society. It is not harmful for an adult person to donate blood. The body of the donor can regenerate the blood within few days.

### **School Adoption Programme**

ATCW has established Adopt a school programme to provide the needed assistance and service to public schools.

### **Human Resource Development**

The college has designed the Human Resource Development (HRD) for the students and teachers to provide the knowledge and skills to succeed in a variety of roles

### **Karunya**

The college has launched a karunya project, which aimed to reverse cycles of poverty and haplessness by raising expectations that all children can thrive, in school. Besides this our karunya benevolent fund aimed to provides financial aid for poor people suffering from serious ailments, affecting heart, kidney, liver and brain; cancer and palliative care, by raising funds through the contribution of students, teachers, PTA and other faculty members of ATCW.

### **Publication Wing**

The college has a publication wing, which shall be in-charge of publication of the books and other printed materials and publication in any electronic form.

Literary and Social discourses are properly showcased and achieved by the publication wing of the college. Various forms and issues of publications are Prevalent through the publication wing of the institution. Documentation desk and publication wing are functioning in an interrelated manner. The units of optional subjects like Literary Club, Science Club, Mathematics Club and Social Science club, Periodically Publishes the magazines under the publication wing.

# **ALMANAC 2020-22**



# **ACTIVITY CALENDAR 2020**

Month : November    Total No. of Working Days: 13

Date	Day	Activities 1st semester	Working Days
1	Sun	Holiday, Keralappiravi Dinam	
	Mon		
3	Tue		
4	Wed		
5	Thu		
6	Fri		
7	Sat		
8	Sun	Holiday	
9	Mon		
10	Tue		
11	Wed		
12	Thu		
13	Fri		
14	Sat	Second Saturday, Children's Day	
15	Sun	Holiday	
16	Mon	First Semester Starts, Inauguration of 16th Batch Orientation to Parents & PTA Meeting	1
17	Tue	Orientation to the Course	2
18	Wed		3
19	Thu		4
20	Fri		5
21	Sat		6
22	Sun	Holiday	
23	Mon		7
24	Tue		8
25	Wed		9
26	Thu		10
27	Fri		11
28	Sat		12
29	Sun	Holiday	
30	Mon		13

# ACTIVITY CALENDAR 2020

Month : **December** Total No. of Working Days: 20

Date	Day	Activities 1 <sup>st</sup> semester	Working Days
1	Tue		14
2	Wed		15
3	Thu		16
4	Fri		17
5	Sat		18
6	Sun		
7	Mon	Orientation on EPC I	19
8	Tue		20
9	Wed		21
10	Thu		22
11	Fri		23
12	Sat	Second Saturday	
13	Sun	Holiday	
14	Mon		24
15	Tue		25
16	Wed		26
17	Thu		27
18	Fri		28
19	Sat		29
20	Sun	Holiday	
21	Mon	Christmas Holiday	
22	Tue		
23	Wed		
24	Thu		
25	Fri		
26	Sat		
27	Sun	Holiday	
28	Mon		30
29	Tue		31
30	Wed	College Re Opens after Christmas Holiday	32
31	Thu		33

# ACTIVITY CALENDAR 2021

Month : **January** Total No. of Working Days:23

Date	Day	Activities 1 <sup>st</sup> semester	Working Days
1	Fri		34
2	Sat	Mannam Jayanthi	
3	Sun	Holiday	
4	Mon		35
5	Tue		36
	Wed		37
7	Thu		38
8	Fri		39
9	Sat	Second Saturday	
10	Sun	Holiday	
11	Mon		40
12	Tue		41
13	Wed		42
14	Thu		43
15	Fri		44
16	Sat		45
17	Sun	Holiday	
18	Mon	Induction Camp	46
19	Tue	Induction Camp	47
20	Wed		48
21	Thu		49
22	Fri		50
23	Sat		51
24	Sun	Holiday	
25	Mon		52
26	Tue	Republic Day	
27	Wed		53
28	Thu		54
29	Fri		55
30	Sat		56
31	Sun	Holiday	

# ACTIVITY CALENDAR 2021

Month : **February** Total No. of Working Days: 23

Date	Day	Activities 1 <sup>st</sup> semester	Working Days
1	Mon	Internal examination & Micro teaching practices starts	57
2	Tue	Internal examination	58
3	Wed	Internal examination	59
4	Thu	Internal examination	60
5	Fri	Internal examination	61
6	Sat		62
7	Sun	Holiday	
8	Mon		63
9	Tue		64
10	Wed		65
11	Thu		66
12	Fri		67
13	Sat	Second Saturday	
14	Sun	Holiday	
15	Mon	EPC 3 ICT workshop	68
16	Tue		69
17	Wed		70
18	Thu	Talents Day	71
19	Fri		72
20	Sat		73
21	Sun	Holiday	
22	Mon		74
23	Tue		75
24	Wed		76
25	Thu	Workshop on Yoga	77
26	Fri		78
27	Sat	Convocation ceremony	79
28	Sun	Holiday	

# ACTIVITY CALENDAR 2021

Month : **March** Total No. of Working Days: 25

Date	Day	Activities 1 <sup>st</sup> semester	Working Days
1	Mon		80
2	Tue		81
3	Wed		82
4	Thu	Fine Arts Fest- On-Stage & Off-Stage Items Starts	83
5	Fri		84
6	Sat		85
7	Sun	Holiday	
8	Mon	Fine Arts Fest	86
9	Tue		87
10	Wed		88
11	Thu	Maha Sivarathri	
12	Fri		89
13	Sat	Second Saturday	
14	Sun	Holiday	
15	Mon		90
16	Tue		91
17	Wed		92
18	Thu		93
19	Fri		94
20	Sat		95
21	Sun	Holiday	
22	Mon	Model examination	96
23	Tue	Model examination	97
24	Wed	Model examination	98
25	Thu	Model examination	99
26	Fri	Model examination	100
27	Sat		101
28	Sun	Holiday	
29	Mon	Second Semester Starts	102
30	Tue	Orientation on second Semester	103
31	Wed		104

# ACTIVITY CALENDAR 2021

Month : **April** Total No. of Working Days: 22

Date	Day	Activities 2 <sup>nd</sup> semester	Working Days
1	Thu	Maundy Thursday	
2	Fri	Good Friday	
3	Sat		105
4	Sun	Holiday, Easter	
5	Mon	Orientation on Lesson Planning	106
6	Tue		107
7	Wed		108
8	Thu		109
9	Fri		110
10	Sat	Second Saturday	
11	Sun	Holiday	
12	Mon		111
13	Tue		112
14	Wed	Vishu, Ambedkar Jayanthi	
15	Thu	Workshop on Teaching Learning Materials – Charts	113
16	Fri	Workshop on Teaching Learning Materials- Models	114
17	Sat	Workshop on Teaching Learning Materials- Working Models	115
18	Sun	Holiday	
19	Mon	Discussion Lessons	116
20	Tue	Discussion Lessons	117
21	Wed	Discussion Lessons	118
22	Thu	Discussion Lessons	119
23	Fri	Discussion Lessons	120
24	Sat		121
25	Sun	Holiday	
26	Mon	Observation of Video Lessons	122
27	Tue		123
28	Wed		124
29	Thu		125
30	Fri		126

# ACTIVITY CALENDAR 2021

Month : **May** Total No. of Working Days: 19

Date	Day	Activities 2 <sup>nd</sup> semester	Working Days
	Sat	May Day	127
2	Sun	Holiday	
3	Mon		128
4	Tue		129
5	Wed		130
6	Thu		131
7	Fri		132
8	Sat	Second Saturday	
9	Sun		
10	Mon		
11	Tue		
12	Wed		
13	Thu	Idul Fithar	
14	Fri	Idul Fithar Holiday	
15	Sat	Idul Fithar Holiday	
16	Sun	Holiday	
17	Mon		133
18	Tue		134
19	Wed		135
20	Thu		136
21	Fri		137
22	Sat		138
23	Sun	Holiday	
24	Mon	Community Living Camp	139
25	Tue	Community Living Camp	140
26	Wed	Community Living Camp	141
27	Thu	Community Living Camp	142
28	Fri	Community Living Camp	143
29	Sat		144
30	Sun	Holiday	
31	Mon		145

# ACTIVITY CALENDAR 2021

Month : **June** Total No. of Working Days: 25

Date	Day	Activities 2 <sup>nd</sup> semester	Working Days
1	Tue	Internal Examination	146
2	Wed	Internal Examination	147
3	Thu	Internal Examination, Demonstration Classes	148
4	Fri	Internal Examination, Demonstration Classes	149
5	Sat		150
6	Sun	Holiday	
7	Mon		151
8	Tue		152
9	Wed		153
10	Thu		154
11	Fri		155
12	Sat	Second Saturday	
13	Sun	Holiday	
14	Mon	Peer Criticism Classes	156
15	Tue	Peer Criticism Classes	157
16	Wed		158
17	Thu		159
18	Fri		160
19	Sat		161
20	Sun	Holiday	
21	Mon	Initiatory School Experiences	162
22	Tue	Initiatory School Experiences	163
23	Wed	Initiatory School Experiences	164
24	Thu	Initiatory School Experiences	165
25	Fri	Initiatory School Experiences	166
26	Sat		167
27	Sun	Holiday	
28	Mon	EPC 02 – Workshop on Art and Drama	168
29	Tue		169
30	Wed		170



# ACTIVITY CALENDAR 2021

Month : **July** Total No. of Working Days: 23

Date	Day	Activities 2 <sup>nd</sup> semester	Working Days
1	Thu		171
2	Fri		172
3	Sat		173
4	Sun	Holiday	
5	Mon		174
6	Tue		175
7	Wed		176
8	Thu		177
9	Fri		178
10	Sat	Second Saturday	
11	Sun	Holiday	
12	Mon	Model Examination	179
13	Tue	Model Examination	180
14	Wed	Model Examination	181
15	Thu	Model Examination	182
16	Fri		183
17	Sat	Bakrid Holiday	
18	Sun	Holiday	
19	Mon	Bakrid Holiday	
20	Tue	Bakrid	
21	Wed		184
22	Thu		185
23	Fri	EPC 03- Critical Understanding of ICT	186
24	Sat		187
25	Sun	Holiday	
26	Mon		188
27	Tue		189
28	Wed		190
29	Thu		191
30	Fri		192
31	Sat		193

# ACTIVITY CALENDAR 2021

Month : **August** Total No. of Working Days: 16

Date	Day	Activities 3 <sup>rd</sup> semester	Working Days
1	Sun	Holiday	194
2	Mon		195
3	Tue	Model examination	196
4	Wed	Model examination	197
5	Thu	Model examination	198
6	Fri	Model examination	199
7	Sat	Model examination	
8	Sun	Holiday	
9	Mon	Karkidaka Vavu	201
10	Tue		202
11	Wed	Third Semester Starts	203
12	Thu	Orientation on third Semester	204
13	Fri		
14	Sat	Second Saturday	
15	Sun	Holiday, Independence Day	
16	Mon	Onam Holiday	
17	Tue	Onam Holiday	
18	Wed	Onam Holiday	
19	Thu	Muharam	
20	Fri	First Onam	
21	Sat	Thiruvonam	
22	Sun	Third Onam, Holiday	
23	Mon	Fourth Onam, Sree Narayana Guru Jayanthi	
24	Tue		206
25	Wed	School Internship Starts	207
26	Thu		208
27	Fri		
28	Sat	Ayyankali Jayanthi	
29	Sun	Holiday	
30	Mon	Sree Krishna Jayanthi	
31	Tue		

# ACTIVITY CALENDAR 2021

Month : **September** Total No. of Working Days: 24

Date	Day	Activities 3 <sup>rd</sup> semester	Working Days
1	Wed		210
2	Thu		211
3	Fri		212
4	Sat		213
5	Sun	Holiday	
6	Mon		214
7	Tue		215
8	Wed		216
9	Thu		217
10	Fri		218
11	Sat	Second Saturday	
12	Sun	Holiday	
13	Mon		219
14	Tue		220
15	Wed		221
16	Thu		222
17	Fri		223
18	Sat	School internship first term internal reflection	224
19	Sun	Holiday	
20	Mon		225
21	Tue	Sree Narayana Guru Samadhi	
22	Wed		226
23	Thu		227
24	Fri		228
25	Sat		229
26	Sun	Holiday	
27	Mon		230
28	Tue		231
29	Wed		232
30	Thu		233

# ACTIVITY CALENDAR 2021

Month : **October** Total No. of Working Days:21

Date	Day	Activities 3 <sup>rd</sup> semester	Working Days
1	Fri		234
2	Sat	Gandhi Jayanthi	
3	Sun	Holiday	
4	Mon		235
5	Tue		236
6	Wed		237
7	Thu		238
8	Fri		239
9	Sat	Second Saturday	
10	Sun	Holiday	
11	Mon		240
12	Tue		241
13	Wed		242
14	Thu	Mahanavami	
15	Fri	Vijaya Dasami	
16	Sat		243
17	Sun	Holiday	
18	Mon	Mid term reflection on school internship	244
19	Tue	Nabi Dhinam	
20	Wed		245
21	Thu		246
22	Fri		247
23	Sat		248
24	Sun	Holiday	
25	Mon		249
26	Tue		250
27	Wed		251
28	Thu		252
29	Fri		253
30	Sat		254
31	Sun	Holiday	

# ACTIVITY CALENDAR 2021

Month : **November**    Total No. of Working Days: 24

Date	Day	Activities 3 <sup>rd</sup> semester	Working Days
1	Mon		255
2	Tue		256
3	Wed		257
4	Thu		
5	Fri		258
6	Sat		259
7	Sun	Holiday	
8	Mon		260
9	Tue		261
10	Wed		262
11	Thu		263
12	Fri	School internship programme – Third term reflection	264
13	Sat	Second Saturday	
14	Sun	Holiday	
15	Mon		265
16	Tue		266
17	Wed		267
18	Thu		268
19	Fri		269
20	Sat		270
21	Sun	Holiday	
22	Mon		271
23	Tue		272
24	Wed		273
25	Thu		274
26	Fri		275
27	Sat		276
28	Sun	Holiday	
29	Mon		277
30	Tue		278

# ACTIVITY CALENDAR 2021

Month : **December**    Total No. of Working Days: 17

Date	Day	Activities 4 <sup>th</sup> semester	Working Days
1	Wed		279
2	Thu		280
3	Fri	School internship ends	281
4	Sat	Fourth Semester Starts	282
5	Sun	Holiday	
6	Mon		283
7	Tue		284
8	Wed	EPC 04- Understanding the Self	285
9	Thu		286
10	Fri		287
11	Sat	Second Saturday	
12	Sun	Holiday	
13	Mon	Study Tour	288
14	Tue		289
15	Wed		290
16	Thu		291
17	Fri		292
18	Sat		293
19	Sun	Holiday	
20	Mon		294
21	Tue	Christmas Holiday	
22	Wed	Christmas Holiday	
23	Thu	Christmas Holiday	
24	Fri	Christmas Holiday	
25	Sat	Christmas	
26	Sun	Holiday	
27	Mon	Christmas Holiday	
28	Tue	Christmas Holiday	
29	Wed	Christmas Holiday	
30	Thu	Christmas Holiday	
31	Fri		295

# ACTIVITY CALENDAR 2022

Month : **January** Total No. of Working Days: 25

Date	Day	Activities 4 <sup>th</sup> semester	Working Days
1	Sat	New Year Day	296
2	Sun		
3	Mon		297
4	Tue		298
5	Wed		299
6	Thu		300
7	Fri		301
8	Sat		
9	Sun		
10	Mon		302
11	Tue	Internal Examination	303
12	Wed	Internal Examination	304
13	Thu	Internal Examination	305
14	Fri	Internal Examination	306
15	Sat	Internal Examination	307
16	Sun	Holiday	
17	Mon		308
18	Tue		309
19	Wed		310
20	Thu		311
21	Fri		312
22	Sat		313
23	Sun	Holiday	
24	Mon		314
25	Tue		315
26	Wed		316
27	Thu		317
28	Fri		318
29	Sat		319
30	Sun	Holiday	
31	Mon		320

## **ACTIVITY CALENDAR 2022**

Month : **February** Total No. of Working Days: 23

<b>Date</b>	<b>Day</b>	<b>Activities 4<sup>th</sup> semester</b>	<b>Working Days</b>
1	Tue	Field Work	321
2	Wed	SUPW & Working with Community	322
3	Thu		323
4	Fri		324
5	Sat		325
6	Sun	Holiday	
7	Mon		326
8	Tue		327
9	Wed		328
10	Thu		329
11	Fri		330
12	Sat	Second Saturday	
13	Sun	Holiday	
14	Mon	Fine Arts Fest-On Stage & Off Stage Items Starts	331
15	Tue		332
16	Wed		333
17	Thu		334
18	Fri		335
19	Sat		336
20	Sun	Holiday	
21	Mon		337
22	Tue		338
23	Wed		339
24	Thu		340
25	Fri		341
26	Sat		342
27	Sun	Holiday	
28	Mon		343



# ACTIVITY CALENDAR 2022

Month : **March** Total No. of Working Days: 26

Date	Day	Activities 4 <sup>th</sup> semester	Working Days
1	Tue		344
2	Wed		345
3	Thu		346
4	Fri		347
5	Sat		348
6	Sun	Holiday	
7	Mon		349
8	Tue		350
9	Wed		351
10	Thu		352
11	Fri		353
12	Sat	Second Saturday	
13	Sun	Holiday	
14	Mon		354
15	Tue		355
16	Wed		356
17	Thu		357
18	Fri		358
19	Sat		359
20	Sun	Holiday	
21	Mon		360
22	Tue		361
23	Wed		362
24	Thu		363
25	Fri		364
26	Sat		365
27	Sun	Holiday	
28	Mon		366
29	Tue		367
30	Wed		368
31	Thu		369

# ACTIVITY CALENDAR 2022

Month : **April** Total No. of Working Days: 23

Date	Day	Activities 4 <sup>th</sup> semester	Working Days
1	Fri		370
2	Sat		371
3	Sun	Holiday	
4	Mon		372
5	Tue		373
6	Wed		374
7	Thu		375
8	Fri		376
9	Sat	Second Saturday	
10	Sun	Holiday	
11	Mon	University Examination	377
12	Tue		378
13	Wed		379
14	Thu		380
15	Fri		381
16	Sat		382
17	Sun	Holiday	
18	Mon	Model examination starts	383
19	Tue	Model examination	384
20	Wed	Model examination	385
21	Thu	Model examination	386
22	Fri		387
23	Sat		388
24	Sun	Holiday	
25	Mon		389
26	Tue		390
27	Wed		391
28	Thu		392
29	Fri		393
30	Sat		394

## **ACTIVITY CALENDAR 2022**

Month : **MAY** Total No. of Working Days: 5

Date	Day	Activities 4 <sup>th</sup> semester	Working Days
1	Sun	Holiday	
2	Mon		396
3	Tue	University Examination	397
4	Wed	University Examination	398
5	Thu	University Examination	399
6	Fri	University Examination	
7	Sat		
8	Sun	Holiday	
9	Mon	University Examination	
10	Tue		
11	Wed		
12	Thu		
13	Fri		
14	Sat		
15	Sun		
16	Mon		
17	Tue		
18	Wed		
19	Thu		
20	Fri		
21	Sat		
22	Sun		
23	Mon		
24	Tue		
25	Wed		
26	Thu		
27	Fri		
28	Sat		





**UNIVERSITY OF CALICUT**

**CURRICULUM OF**

**REVISED TWO YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME**

With effect from 2017-2018 Academic Year

## 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 too 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 imbue 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.

**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 will be 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.

## **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

## **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.
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 counselling 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 classroom management through microteaching.
30. Acquires skills in developing and using audio visual 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 student teachers to generate an understanding of the principles of yogic practices so 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 and 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

## Structure of the B.Ed. Programme

### Semester I

Course Code	Courses	Hours / Semester	External	Internal	Total
	Code Courses				
EDU 01	EDUCATION IN CONTEMPORARY INDIA	100	80	20	100
EDU 02	DEVELOPMENT OF THE LEARNER	100	80	20	100
EDU 03	SCHOOL ORGANIZATION	50	40	10	50
EDU 04	UNDERSTANDING DISCIPLINES AND SUBJECTS	50	40	10	50
	<b>Optional Course(i)</b>				
EDU 05.1	THEORETICAL BASES OF TEACHING ARABIC	100	80	20	100
EDU 05.2	THEORETICAL BASES OF TEACHING ENGLISH				
EDU 05.10	THEORETICAL BASES OF TEACHING MATHEMATICS				
EDU 05.12	THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE				
EDU 05.13	THEORETICAL BASES OF TEACHING SOCIAL SCIENCE				
	<b>TOTAL</b>		320	80	400
	<b>Practical Courses</b>				
	Tasks and Assignments for Courses EDU 01-05	30 (1Week)	-	-	
	College based Practicum and Tests for courses 01-05	30			
EDU101	Micro Teaching	30		30	30
EDU102	(EPC1) LANGUAGE ACROSS CURRICULUM- READING AND REFLECTING ON TEXTS	50		50	50
EDU103	YOGA HEALTH & PHYSICAL EDUCATION-1	30		20	20
	Co-curricular Activities/ Tutorials/ Guidance /Utilizing Library/ Resources	50		00	00
<b>TOTAL</b>		600	320	180	500

## Semester II

Course Code	Courses	Hours / Semester	External	Internal	Total
	Code Courses				
EDU 06	PERSPECTIVES ON EDUCATION	50	40	10	50
EDU 07	FACILITATING LEARNING	100	80	20	100
EDU 08	ASSESSMENT FOR LEARNING	100	80	20	100
	<b>Optional Course (ii)</b>				
EDU 09.1-	PEDAGOGIC PRACTICES OF ARABIC	100	80	20	100
EDU 09.2	PEDAGOGIC PRACTICES OF ENGLISH				
EDU 09.10	PEDAGOGIC PRACTICES OF MATHEMATICS				
EDU 09.12	PEDAGOGIC PRACTICES OF PHYSICAL SCIENCE				
EDU 09.13	PEDAGOGIC PRACTICES OF SOCIAL SCIENCE				
	TOTAL	350	280	70	350
	<b>Practical Courses</b>				
	Tasks and Assignments for Courses EDU 06-09	30 (1 Week)	-		-
	College based Practicum and Tests for courses 6-09	30			
EDU 201.1	PEER DISCUSSION LESSONS	20		20	20
EDU 201.2	OBSERVATION LESSONS&FACULTY DEMONSTRATION LESSONS	10		10	10
EDU 201.3	PEER CRITICISM LESSONS	20		30	30
EDU 201.4	WORKSHOP ON TEACHER ENRICHMENT (PREPARATION OF TEACHING –LEARNING MATERIALS)	20		20	20

EDU 201.5	INITIATORY SCHOOL EXPERIENCES	30 (1 Week)		20	20
	Co-curricular Activities/ Utilizing Library Resources	90		00	00
	<b>TOTAL</b>	600	320	180	450

### Semester III

Sl. No	COURSES	Hours/ Semester	External	Internal	Total
EDU 301	SCHOOL INTERNSHIP	16 Weeks		260	260
EDU 302	(EPC2)ART AND DRAMA IN EDUCATION YOGA, HEALTH &PHYSICAL	30		30	30
EDU 303	EDUCATION-II	30		30	30
EDU 304	COMMUNITY LIVING CAMP	30		30	30
<b>TOTAL</b>				350	350

### Semester IV

Sl. No	COURSES	Hours/ Semester	External	Internal	Total
EDU 10	GENDER, SCHOOL AND SOCIETY	50	40	10	50
EDU 11	EDUCATIONAL THOUGHTS AND PRACTICES	50	40	10	50
EDU 12	CREATING AN INCLUSIVE SCHOOL	50	40	10	50
	<b>Optional Course (iii)</b>				
EDU 13.1	PROFESSIONALIZING ARABIC EDUCATION	50	40	10	50
EDU 13.2	PROFESSIONALIZING ENGLISH EDUCATION				
EDU 13.10	PROFESSIONALIZING MATHEMATICS				

	EDUCATION				
EDU 13.12	PROFESSIONALIZING PHYSICAL SCIENCE EDUCATION				
EDU 13.13	PROFESSIONALIZING SOCIAL SCIENCE EDUCATION				
EDU 14	<b>Additional Optional course*</b>	50	40	10	50
EDU14.1	CHILD RIGHTS EDUCATION				
EDU14.7	VALUE EDUCATION AND PEACE EDUCATION				
	TOTAL		200	50	250
	Tasks and Assignments for Courses EDU11-14	30(1 week)			-
	College based Practicum and Tests for courses 11-14	20			
EDU 401	(EPC3)CRITICAL UNDERSTANDING OF ICT	30		30	30
EDU 402	(EPC4)UNDERSTANDING THE SELF	30		30	30
EDU403.1	SUPW & WORKING WITH COMMUNITY	30		20	20
EDU403.2	FIELD TRIP/STUDY TOUR	30		20	20
EDU 404	PRACTICAL EXAMINATION AND VIVA VOCE		100		100
	Seminar	50			
	Co-curricular Activities/ Tutorials/ Guidance / Utilizing Library/e-Resources	130			0
TOTAL		600	300	150	450
<b>GRAND TOTAL</b>					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 engage with children and their contexts, schools and their contexts.

<b>Semester</b>	<b>College based Practical</b>	<b>Community based practical</b>	<b>School based Practical</b>
Semester I	EDU 101 Microteaching EDU102.(EPC1)Language Across curriculum -Reading and Reflecting on Texts EDU103.Yoga Health& Physical education-I		
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.Commu-nity Living Camp	EDU 301. School Internship
Semester IV	EDU 401.(EPC3)Critical Understanding of ICT EDU 402.(EPC4)Understanding The Self	EDU 403.1 SUPW & Working With Community EDU 403.2 Field Trip / Study Tour	

## SCHEME OF EXAMINATION & INTERNAL ASSESSMENT.

### 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%

### Semester wise Scheme of Assessment of Theory Courses

#### Semester I

Sl. No	Course code & Course Title	End Semester Examination (Theory)		Internal	Total
		Duration	Marks		
1	EDU 01 EDUCATION IN CONTEMPORARY INDIA	3 Hours	80	20	100
2	EDU 02 DEVEL OPMENT OF THE LEARNER	3 Hours	80	20	100
3	EDU 03 LANGUAGE ACROSS THE CURRICULUM	2 Hours	40	10	50
4	EDU 04 UNDER STANDING DISCIPLINES AND SUBJECTS	2 Hours	40	10	50
5	EDU.05.1- 13THEORETICAL BASES OF TEACHING*	3 Hours	80	20	100
Total			320	80	400

\*Arabic, English, Hindi, Malayalam, Sanskrit, Tamil, Urdu, Commerce, Computer Science, Mathematics, Natural Science, Physical Science, Social Science



## Semester II

Sl. No	Course code & Course Title	End Semester Examination (Theory)		Internal	Total
		Duration	Marks		
1	EDU 06 PERSPECTIVES ON EDUCATION	2Hours	40	10	50
2	EDU 07 FACILITATING LEARNING	3 Hours	80	20	100
3	EDU 08 ASSESSMENT FOR LEARNING	3Hours	80	20	100
4	EDU 09.1-13 PEDAGOGIC PRACTICES OF....*	3Hours	80	20	100
<b>Total</b>		<b>280</b>	<b>70</b>	<b>350</b>	

\*Arabic, English, Hindi, Malayalam, Sanskrit, Tamil, Urdu, Commerce, Computer Science, Mathematics, Natural Science, Physical Science, Social Science

## Semester IV

Sl. No	Course code & Course Title	End Semester Examination (Theory)		Internal	Total
		Duration	Marks		
1	EDU 10 GENDER, SCHOOL AND SOCIETY	2 Hours	40	10	50
2	EDU 11 EDUCATIONAL THOUGHTS AND PRACTICE	2 Hours	40	10	50
3	EDU 12 CREATING AN INCLUSIVE SCHOOL	2 Hours	40	10	50
4	EDU13.1-13 PROFESSIONALIZING .....EDUCATION*	2Hours	40	10	50
5	<b>EDU 14.Additional Optional course-</b>	<b>2 Hours</b>	<b>40</b>	<b>10</b>	<b>50</b>
	EDU 14.1.CHILD RIGHTS EDUCATION				
	EDU 14.7.VALUE EDUCATION AND PEACE EDUCATION				
<b>Total</b>			200	50	250

## **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, EDU303EDU304) 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 / Performa based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. Internal assessment of Initiatory school experiences (EDU 201.5) of Semester II and Internship (EDU 301) of Semester III will be carried out by Optional teachers. The only one external assessment for the practicals is for EDU 404 (Practical Examination and viva voce)

## **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 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,EDU 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.11, EDU.12, EDU.13, 1-13 and EDU.14.1-7) should contain

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

**Maximum Marks: 40**

### **Practical Examination and Viva Voce**

Practical examination will be conducted in the 4th semester by an External Examination Board constituted by the university. The Chairman of the External Board of Examiners shall also examine the products and documents related to all practical courses and tasks and assignments of all theory courses (as per list given in annexure I) of the 1st, 2nd and 3rd semesters The Chairman of the External Board of Examiners will certify the standard of students' work done in the college by giving a signed statement in this regard (as given in pro forma I) to the Controller of Examinations along with marks statement of the practical examination.

### **Proforma- I**

I.....,  
Chairman of Board..... have verified the products and documents  
related to practical courses/ tasks and assignments of randomly  
selected students of.....  
.....

(Name of the College). I confirm that they are of EXCELLENT / HIGH / AVERAGE / BELOW AVERAGE / POOR standards.

Give the justification for your assessment in the form of bullet points.

## **Annexure**

### **List of practicals**

1. Products and documents of Tasks and Assignments that run through the theory courses 01-10
2. Products and documents of practical courses EDU101, EDU 102 , 103, EDU 201.1, EDU 201.2, EDU 201.3 , EDU 201.4, EDU 201.5 , EDU 201 , EDU301,EDU302, EDU303,and EDU304

## **SEMESTER I**

### **A .Theory Courses**

#### **EDU 01 - EDUCATION IN CONTEMPORARY INDIA**

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

**Contact Hours: 100 (Instruction)**

### **COURSE OBJECTIVES**

1. To be familiar with the interdisciplinary analysis of concepts, ideas and concerns.
2. To describe the structure of Indian Society
3. To explain the relationship between various social structure
4. To familiarize with the socio-political economic dimensions of Indian Society and appreciating its diversity.
5. To explain the role of education in respecting diversities
6. To develop an understanding of the trends, issues, and challenges facing contemporary Indian Society.
7. To discriminate between formal, informal and non-formal agencies of education
8. To analyze the applications of general principles of various disciplines in the educational system

9. To discuss the recommendations of various commissions/committees on different levels of education.
10. To describe various innovative approaches to realize the constitutional directives of public education in India.
11. To understand the relationships between specific political institutions, economic policies, and social structures in order to comprehend the achievements, persistent problems and challenges facing contemporary Indian society.

## **COURSE CONTENT**

### **Unit I – Features of Indian society**

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

### **Unit II- Education and Contemporary India**

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

### **Unit III – Evolution of Education in India**

- ♦ A brief history of education in ancient and medieval India- Gurukula education, Sangas and Viharas, Nalanda , Taxila, universities, Makhtabs 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 (NaiTalim) integration of life, work and education.

**(20 hours)**

### **Unit IV – Constitutional safeguards of education**

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

**(10 hours)**

### **Unit V – Policy framework of Public Education in India**

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

**(25 hours)**

## **Unit VI – Education in Contemporary Kerala society**

- ◆ Evolution of education in Kerala- Salas, 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 Kadir Moulavi, Chattambi Swamikal, Ayyankali.
- ◆ Education after formation of Modern Kerala- KER- Kerala Development Experience and Education- Curricular shift in Kerala after 1990s. **(15 hours)**

### **TRANSACTION MODE**

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

### **TASKS AND ASSIGNMENTS**

1. Visit an institution having more than 50 years of history and study its development and present report
2. Study on the usefulness of government sponsored program and policies in the locality of the students OR

## **EDU 02- DEVELOPMENT OF THE LEARNER**

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

**Contact Hours: 100 (Instruction)**

### **COURSE OBJECTIVES**

To enable the prospective teachers to

1. Understand the process of development; developmental aspects, stages, factors influencing development, developmental tasks, developmental needs and hazards
2. Acquire theoretical perspectives regarding development
3. Develop a sensitivity and positive attitude towards the major socio-cultural issues affecting development.
4. Develop skills in observing, analyzing and adopting appropriate strategies to deal with developmental problems and hazards

5. Familiarize about the research strategies and approaches to study the socio- cultural and political issues pertaining to development.

## **COURSE CONTENT**

### **Unit I: Basic concepts about development**

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

### **Unit II Dimensions of development across different stages**

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

### **Unit III: Tasks and hazards of development**

- ◆ Developmental needs of various stages



- ◆ Developmental task: concept, tasks of each stage
- ◆ Developmental hazards (5 hours)

#### **Unit IV: Adolescence in the milieu of present socio- cultural complexities**

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

#### **Unit V : Personality and adjustment**

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

#### **Unit VI : Uniqueness of the individual**

- ◆ Areas of individual differences- role of heredity and environment
- ◆ Intelligence: concept- definitions- Theories of intelligence-

Spearman, Guilford - Theory of multiple intelligences - Theory of Emotional intelligence

- ◆ Creativity-meaning and nature- identification of creative learner-process of creativity- teacher's role in fostering creativity
- ◆ Interest, attitude and aptitude - basic concepts, definitions and measurement
- ◆ Understanding exceptional learners- categories, identification, characteristics, educational provisions
- ◆ Learning disability(LD)- Dyslexia, Dysgraphia, Dyscalculia, ADHD
- ◆ Educational provisions for learner diversities **(25 hours)**

### **TRANSACTION MODE**

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

### **TASKS AND ASSIGNMENTS**

1. Identifying problem behaviour in children of elementary/ secondary classes and preparing a case study report.
2. Administer any one standardised psychological tool to primary/ secondary school students to identify individual differences among learners.
3. Conducting survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation.

### **EDU 03 - SCHOOL ORGANIZATION**

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

**Contact Hours: 50 (Instruction)**

### **COURSE OBJECTIVES**

1. To develop understanding about the concept and scope of educational management

2. To familiarize the school organization
3. To develop skills in preparing time table
4. To acquaint with the concept of institutional planning
5. To understand the structure and functions of SMC
6. To understand and appreciate TQM
7. To understand the Importance of health and physical education in the teacher education programme
8. To create awareness about life style diseases.
9. To understand the importance of the yoga and its benefits
10. To create awareness about first aid.
11. To create awareness about food and nutrition and its importance in human life

## **COURSE CONTENT**

### **Unit I ; Educational management**

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

### **Unit II : Institutional planning**

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

### **Unit III : Organizing physical and health education activities at schools**

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

**(15 hours)**

### **Unit IV : First aid, nutrition and yoga education in schools**

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

**(10 hours)**

### **TASK AND ASSIGNMENTS (Any one)**

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

## **EDU.04.UNDERSTANDING DISCIPLINES AND SUBJECTS**

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

**Contact Hours: 50 (Instruction)**

### **COURSE OBJECTIVES**

1. To enable student teachers to reflect on the role and significance of school of subjects
2. To acquaint with the history of teaching of different subjects in school.
3. To understand the nature and classifications of academic disciplines
4. To analyse socio political and cultural interventions upon disciplines and subjects.
5. To explore new emerging areas in academic disciplines and their causes.

### **COURSE CONTENT**

#### **Unit 1:School 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, citizenship. Historical mindedness, economic efficiency etc.-
- ◆ Science – development scientific attitude and temper, critical thinking, technical skills.
- ◆ Mathematics – Problem solving, Reasoning abilities etc.

**(10 hours)**

#### **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 life Vs pure-Non-life, Applied life Vs Applied Non-life.
- ◆ Disciplinarity- disciplinary Interdisciplinary and multidisciplinary  
(14 hours)

### **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  
(14 hours)

### **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.)  
(12 hours)

### **MODE OF TRANSACTION**

Lecture, Discussion, Seminars, Assignments

### **TASKS AND ASSIGNMENTS**

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

## **OPTIONAL COURSES**

### **EDU 05.1.THEORETICAL BASES OF TEACHING ARABIC**

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

**Contact Hours: 100 (Instruction)**

#### **COURSE OBJECTIVES**

1. To familiarize the Student teacher with the functional aspects of teaching and learning and the divergent roles expected to be an Ideal Teacher
2. To acquaint the Student Teacher with the meaning , nature and characteristics of language
3. The student teacher Grasps knowledge about the nature and scope Arabic Language and its status in the present day world.
4. Develops the ability to apply theories related to Language teaching
5. Develops Knowledge of acquisition of basic language skills
6. Familiarizes with techniques of teaching language skills
7. Familiarizes with traditional approaches and modern methods of language teaching
8. Updates Knowledge of current approaches and methods
9. Familiarizes with the modern strategies of language teaching and learning
10. Develops the ability to choose the most suitable strategies for classroom teaching

#### **Unit 1 : General introduction to teaching and learning Arabic**

- ◆ Language Learning : Perspectives
- ◆ Teaching and Learning : its nature and significance
- ◆ Teaching as an art and science
- ◆ Learner and Teacher
- ◆ Inter dependence of Teaching & Learning.
- ◆ Maxims of Teaching
- ◆ Changing concept of Teaching, learning , classroom environment; CWW (classroom without walls), VLE (Virtual Learning Environment.)

- ◆ Competency Based Language Teaching (CBLT)
- ◆ Language teacher competencies (10 hours)

## **Unit II : Arabic language education**

- ◆ Language :meaning&definitions, characteristics and functions
- ◆ Language and Culture
- ◆ Basic Concepts: Morphology, Phonology, Syntax, semantics.
- ◆ First Language, Second Language & Foreign language
- ◆ Arabic as a Second language & foreign Language
- ◆ Nature and Scope of Arabic Language
- ◆ Need & Significance of Arabic Language teaching and learning
- ◆ Problems of learning Arabic as a second language (15 hours)

## **Unit III : Global trends in arabic language education**

- ◆ Position of Arabic Language in the present day world
- ◆ Arabic language education in Kerala
- ◆ Pedagogic practices of Arabic Language in speaking / non speaking countries
- ◆ Critical study of teaching and learning Arabic in Kerala (15 hours)

## **Unit IV : Language acquisition**

### **Language Skills: LSRW**

- ◆ Receptive skills & Productive skills Listening skill ; Significance of listening
- ◆ Speaking skill :Importance of speaking, Pronunciation Reading skill: Importance of reading skill
- ◆ Loud Reading, Silent Reading Intensive reading, Extensive reading Skimming and scanning

### **Writing Skill : Importance of writing skill**

- ◆ Types of writing, Characteristics of good handwriting Creative writing
- ◆ Reference & Study Skills: Dictionaries &encyclopaedias,Online references (15 hours)



## **Unit V : Theories of teaching Arabic language**

- ◆ Application of Psychological Theories & Principles : Behaviourism, Cognitivism, Constructivism, Social constructivism, Chomskyan Concept :( LAD & Universal Grammar),
- ◆ Teaching Skills: Pre teaching skills and post teaching skills
- ◆ Core skills in teaching : stimulus variation, introducing ,explaining, questioning, response management,
- ◆ Practicing teaching skills :
- ◆ Micro Teaching: Principles and definitions ,Micro teaching cycles, Link practice
- ◆ Preparing of Micro Teaching Lesson Plans. **(20 hours)**

## **Unit VI : Approaches, methods & techniques**

### **Traditional and Modern Methods :**

- ◆ Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach,
- ◆ Communicative Approach, Eclectic Approach, Play way Method, Project Method Role play, Dramatization, Narrative strategies
- ◆ Discourse based language learning, Learning by doing, Activity Based Teaching and Learning

### **Approaches Methods of teaching Language elements:**

- ◆ Inductive and deductive methods, Functional and formal grammar

### **Approaches, Methods& techniques and of teaching Language skills:**

- ◆ Listening Skill, Speaking skill Developing speaking & Listening Skill,
- ◆ Causes of bad pronunciation, Techniques for teaching good pronunciation Methods and techniques of teaching reading
- ◆ Methods and techniques of teaching Writing,
- ◆ Techniques of teaching writing, Dictation, Creative writing, Editing Process

## **Modern Strategies in language teaching & learning Collaborative Learning & Co-operative Learning Workshop, Seminar, Symposia, Debates**

- ◆ Video conferencing
- ◆ e-learning, Blended Learning, Virtual Learning tutoring, Discourse based teaching and learning (25 Hrs )

### **MODE OF TRANSACTION**

Lecture, Reading and reflection, discussion, seminar, debate

### **TASK AND ASSIGNMENTS**

1. Conduct a Seminar on any of the theories related to Arabic language Teaching (ALT) with Power Point presentation.
2. Critical analysis of any methods related to Arabic Language Teaching and submission of it as an online assignment.

## **EDU 05.2- THEORETICAL BASES OF TEACHING ENGLISH**

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

**Contact Hours: 100 (Instruction)**

### **COURSE OBJECTIVES**

1. To become competent in pedagogic knowledge, skills and experience to professionalize the profession
2. To familiarize the feature of language, place of English language and its importance
3. To familiarize the principles of teaching English , language skills and enhancement
4. To review the basic structure of language
5. To understand the aims and objectives of teaching English at different stages
6. To understand the core teaching skills and implement them in classrooms.
7. To understand the application of various theories of language learning

## **Unit I-Objective**

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

- ◆ Language – meaning and definition, role, characteristics , teaching –maxims
- ◆ Learning and acquisition
- ◆ First language and second language
- ◆ Place of English in the Indo –European family
- ◆ Role of English in the present scenario/English as an international link language -10 hours

## **Unit II-Objective**

To review the basic structure of language

Graphical structure of language

- ◆ Structure of language, Phonetics - speech sounds - vowels , consonants, diphthongs, Phonemes, Morphemes, Allomorph, Syntax, Semantics, General Indian English , Received pronunciation, stress, intonation Review of the grammatical aspects of English language
- ◆ Functional grammar, Structural grammar, transformational generative grammar (Include all grammatical items)
- ◆ Mechanics of writing -punctuation marks and capitalization

**10 hours**

## **Unit III-Objective**

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

- ◆ Aims at junior stage, senior stage, secondary and university stage
- ◆ Aims of teaching literature - general and specific aims
- ◆ Taxonomy of educational objectives — learner objectives and learning objectives-processobjectives 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) **15 hours**

#### **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. **(20 hours)**

#### **Unit V-Objectives**

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

Teaching of English

Principles of teaching 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. **15 Hours**

#### **Unit V1-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 **10 hours**

#### **Unit V11-Objectives**

To understand the core teaching skills and implement them in class  
Micro teaching

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

- ◆ Core teaching skills (8) -their components - integration of skills or link practice
- ◆ Teaching of English -principles of teaching English, four-fold language skills: listening, speaking, reading, writing – their types and how to enhance or develop these skills, study skills and reference skills, English as a skill subject and content subject

**20 hours**

## **MODE OF TRANSACTION**

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

## **TASKS AND ASSIGNMENTS**

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

## **EDU.05.10. THEORETICAL BASES OF TEACHING MATHEMATICS**

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

Contact Hours: 100 (Instruction)

## **COURSE OBJECTIVES**

1. To develop an insight into the nature of Mathematics.
2. To develop an understanding about the interrelationship of different branches of Mathematics, relationship of Mathematics with other subjects and with daily life.
3. To familiarise the history of Mathematics and Mathematics education.
4. To know the recommendations of various committees and commissions(in India) about the role of Mathematics in school curriculum.
5. To understand the values of learning mathematics.
6. To understand the aims and objectives of teaching mathematics.

7. To analyse the objectives of teaching Mathematics at different levels of Education.
8. To understand the Taxonomies of Educational objectives (Bloom's & RBT).
9. To develop understanding about the desirable teacher behaviour for effective teaching of Mathematics
10. To understand different approaches, methods and techniques of teaching mathematics
11. To understand the implications of theories of Piaget, Bruner and Gagne in Mathematics Education.
12. To understand the steps of development of Mathematics curriculum
13. To understand the principles of curriculum construction and organization.
14. To analyse the various approaches to curriculum organization
15. To familiarise with important reforms in Mathematics Curriculum in India and abroad.

## **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.) **(20 Hours)**

## **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 **(17 Hours)**

## **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 **(22 Hours)**

## **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 contra positive and disproof by counter example. **(23Hours)**

## **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 **(18Hours)**

## **MODE OF TRANSACTION**

Lecture cum discussion, Brain storming, assignment and Seminar

## **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 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE**

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

**Contact Hours: 100 (Instruction)**

## **COURSE OBJECTIVES**

1. To acquaint with the nature and evolution of physical science
2. To understand Aims and Objectives of teaching physical science
3. To develop proper teacher behaviour among teachers
4. To understand the principles of organizing Curriculum



5. To familiarize with methods and Strategies of teaching physical science

## **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
- (16 Hours)**

### **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.
- (20 Hours)**

### **Unit III : Teacher behaviour and micro teaching**

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

#### **Unit IV: 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 **(20 Hours)**

#### **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 **(24 Hours)**

#### **MODE OF TRANSACTION**

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

#### **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)**

**Contact Hours: 100 (Instruction)**

### **COURSE OBJECTIVES**

1. To acquaint with the nature and evolution of social sciences and social studies
2. To understand Aims and Objectives of teaching social science
3. To develop proper teacher behaviour among teachers
4. To understand the principles of organizing Curriculum
5. To familiarize with methods and Strategies of teaching social sciences

### **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 **(16 Hours)**

#### **Unit II:Aims, objectives and values of teaching social sciences**

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

### **Unit III:Teacher behaviour and micro teaching**

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

### **Unit IV : Social science curriculum**

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

### **Unit V : Method and strategies of teaching social sciences**

- ◆ Lecture method
- ◆ Source method
- ◆ Discussion method
- ◆ Problem solving method
- ◆ Project Method
- ◆ Dialogical Method

- ◆ Co-operative learning strategies
- ◆ Reflective Learning Strategies
- Meta-cognitive learning Strategies
- Brain Based Learning
- Exploratory and investigatory learning
- Discovery Learning & Concept Mapping **(24 Hours)**

### **MODE OF TRANSACTION**

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

### **TASKS AND ASSIGNMENTS (Any Two of the following)**

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

### **EDU 101 MICRO TEACHING (30 Hours- 30 Marks)**

#### **COUSE OBJECTIVES**

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

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

Link practice=4 marks; Record=6 marks )

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

**COURSE OBJECTIVES**

Upon completion of this course, the student teacher will:

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

This is a major practical course suggested by NCTE curriculum framework. The course enable the learner to analyse the language of teacher, learner and text books of different subjects and contexts. This course also serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking

Processes as they grapple with diverse texts. In other words, this course will enable student- teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences.

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

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

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

Tasks = 50 marks

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

a. Activities

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

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

**a.Activities**

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

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

**a.Activities**

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

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

**a.Activities**

- i. Select articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces etc.)
- ii. Preliminary reading (Individually)
- iii. Secondary Reading (in small groups formed based on subject interest)
- iv. Identify major concepts and subordinate ideas and prepare notes using diagrams, concept maps, graphs etc (In small groups)



- v. Prepare a separate note on writing style, view point of the author, subject specific vocabulary and references used (in small groups)
- vi. Prepare and submit a review/ summary of the text incorporating conceptual as well as style element (Individual)

### **5. Engaging with journalistic writing (6 marks)**

#### **a.Activities**

- i. Select an article from newspaper or magazine of contemporary interest
- ii. Initial reading - Practice skimming and scanning for extracting information (Individually)
- iii. Analyse structure of the article (in Small groups)
- iv. Identify subheadings, key words, sequence, illustrations, statistical data in tables/graphs etc (In small groups)
- v. Critical reading to identify view points, subjectivity or personal bias, journalistic and metaphoric language etc. (in groups)
- vi. Writing a popular article on a topic of contemporary interest (Individually)

### **6. Engaging with subject-related reference books (6 marks)**

#### **a.Activities**

- i. Form small groups based on their subject
- ii. Select a topic in their subject area by each group
- iii. Identify reference books available in the library for the topic
- iv. Scanning and skimming relevant information from reference books
- v. Making and collating notes
- vi. Organize the information under various headings
- vii. Plan a presentation of concepts to whole group
- viii. Presentation to whole group
- ix. Conduct a question answer session

## **7. Engaging with educational writing (6 marks)**

### **a.Activities**

- i. Select an essay, chapter or extract from popular educational writings deal with issues and topics related with education, schooling, teaching learning process
- ii. Random grouping
- iii. Reading and discussion on main ideas, arguments, terminologies and examples used
- iv. Writing a review paper
- v. Present the review to whole gro-up

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

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

## **SEMESTER II A.THEORY COURSES**

### **EDU 06 : PERSPECTIVES ON EDUCATION**

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

### **COURSE OBJECTIVES**

This course will enable you to

1. To understand education as a discipline
2. To define education

3. To develop an understanding of major philosophical divisions and their relevance in education
4. To identify the relationship between education and social factors
5. To develop an understanding of Indian and western philosophical schools

## **COURSE CONTENT**

### **Unit I: Teacher and Education**

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

### **Unit II: Philosophy of Education**

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

### **Unit III: Sociology of Education**

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

## **Unit : Schools of Philosophy**

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

## **MODE OF TRANSACTION**

Lecture, Reading and reflection, discussion, seminar, debate

## **TASKS AND ASSIGNMENTS**

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

## **EDU 07- FACILITATING LEARNING**

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

**Contact Hours: 100 (Instruction)**

## **COURSE OBJECTIVES**

To enable the prospective teachers to

1. Understand the process, factors and theoretical bases of learning
2. Understand the phenomenon of forgetting and to familiarize with strategies of overcoming forgetting with research evidence
3. Familiarize with the acquisition of skills, values, attitudes and habits
4. Understand learning in learner's perspective
5. Develop positive attitude interest and appreciation regarding the teacher's role to foster learner based and context friendly approaches
6. Develop skills in adopting techniques and strategies appropriate to the learning task
7. Develop skills for diagnosing problems of learning and assessing learning outcomes

## **COURSE CONTENT**

### **Unit I: Learning-a conceptual framework**

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

### **Unit II : Motivation**

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

### **Unit III: Perspectives on learning**

- ◆ Behaviourist views about learning- theories of classical conditioning-trial and 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 **(30 hours)**

#### **Unit IV: Remembering and Forgetting**

- ◆ Memory-concept and definitions- types of memory- strategies to improve memory
- ◆ Forgetting- concept and definitions- causes of forgetting -curve of forgetting- educational implications
- ◆ Multi-stage model of memory- theories of forgetting-

**(15 Hours)**

#### **Unit V: Creating facilitative learning environment**

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

#### **Unit VI: Learning in learner's perspective**

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

**(15 Hours)**

#### **TRANSACTION MODE**

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

## **TASKS AND ASSIGNMENTS**

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

## **EDU 08-ASSESSMENT FOR LEARNING**

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

**Contact Hours: 100 (Instruction)**

## **COURSE OBJECTIVES**

On completion of this course, the students will be able to:

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices.
3. Understand the assessment practices in various approaches of teaching
4. Differentiate different types of assessment
5. Identify tools and techniques for classroom assessment
6. Develop necessary skills for preparation of achievement test and diagnostic tests
7. Point out key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. viii) Master various statistical techniques for reporting quantitative data

## **COURSE CONTENT**

### **Unit I: Basics of Assessment**

- ◆ Meaning, Related terms- measurement, evaluation, examination
- ◆ Role of Assessment in Learning- as learning, for learning, of learning
- ◆ Formative and Summative assessment
- ◆ Purposes of Assessment

- ◆ Principles of Assessment Practices –principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings

**( 10 hours)**

## **Unit II: Assessment for Learning in Classroom**

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

**(12 hours)**

## **Unit III: Tools & techniques for classroom assessment**

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

**(20 hours)**

## **Unit IV: Issues in classroom assessment**

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

**(13 hours)**



### **Unit V: Assessment in inclusive practices**

- ◆ Differentiated assessment- culturally responsive assessment
- ◆ Use of tests for learner appraisal-achievement test, Diagnostic test- construction of each- preparation of test items- scoring key- marking scheme-question wise analysis
- ◆ Quality of a good test
- ◆ Ensuring fairness in assessment
- ◆ Assessment for enhancing confidence in learning- Relationship of assessment with confidence, self-esteem, motivation- ipsative assessment **(25 hours)**

### **Unit VI: Reporting Quantitative assessment data**

- ◆ Statistical techniques for interpreting and reporting quantitative data
- ◆ Measures of central tendency
- ◆ Measures of dispersion
- ◆ Correlation
- ◆ Graphs & Diagrams **(20 hours)**

### **TASK & ASSIGNMENT**

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

### **TRANSACTION MODE**

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

## **EDU 09.1 PEDAGOGIC PRACTICES IN ARABIC**

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

**Contact Hours: 100 (Instruction)**

### **COURSE OBJECTIVES**

1. Familiarizes with the nature of text book and analyses pedagogically
2. Develops an understanding of pedagogy and its principles
3. Familiarizes with Taxonomy of Educational Objectives
4. Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching
5. Develops the ability to design lesson templates incorporating the relevant objectives and activities
6. Develops knowledge of the importance of planning in teaching
7. Familiarizes with ways of employing teaching skills for effective teaching
8. Acquire the ability to plan lessons and use in classroom teaching
9. Acquire the ability to apply suitable Teaching Aids in classroom teaching

### **COURSE CONTENT**

#### **Unit I: Introduction to pedagogic content knowledge (PCK)**

- ◆ Content Knowledge and Pedagogic Knowledge Pedagogic Content Knowledge Pedagogic Content Knowledge analysis: scope, principles and objectives
- ◆ Steps involved in pedagogic content knowledge analysis
- ◆ Pedagogic Analysis of language discourses :Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, write-up, profile, biography, essay, story, Quran and Hadith, narration etc.
- ◆ Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.

- ◆ Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala From 6th std to 12th std
  - ◆ Techno Pedagogic Content Knowledge Analysis (TPCKA)
  - ◆ Inter relationship of Content Knowledge, Pedagogical Knowledge, Technological Knowledge
  - ◆ Scope and challenges of TPCKA in Arabic language Teaching
  - ◆ Teacher as a techno pedagogue
  - ◆ Knowledge generation/ production
  - ◆ Use of web based resources for TPCKA
  - ◆ TPCK based content Analysis of selected units of TB of Secondary schools
  - ◆ Critical Analysis of Arabic H B& TB for viii th to x th std of the state schools
- 20 hours**

## **Unit II: Aims and objectives of teaching Arabic language**

- ◆ Aims and Objectives of Teaching and learning Languages
  - ◆ Socio- cultural & utilitarian aims
  - ◆ Principles of Language Learning
  - ◆ Objective Based Instruction
  - ◆ Bloom's Taxonomy of Educational Objectives (original & revised)
  - ◆ Objectives and Specifications
  - ◆ Process Oriented Teaching and learning
  - ◆ Outcome based Learning (OBL)
  - ◆ Developing communicative competencies
  - ◆ Addressing learner sensibilities and abilities
  - ◆ Aims and Objectives of Teaching and learning Arabic Language
- 15 hours**

## **Unit III: Essential requirements for teaching Arabic language**

- ◆ Application of ICT skills, Black Board, White Board, & Interactive Board
- ◆ Planning in Teaching :Importance of planning in teaching

- ◆ Objectives of Planning, Different levels of Planning :
- ◆ Year plan, Unit plan, lesson plan
- ◆ Planning and designing of lesson templates
- ◆ Steps involved in preparing lesson template
- ◆ Designing lesson templates for different language discourses& language elements
- ◆ Models of Teaching: Basic Concepts, families and Properties:
- ◆ Syntax, Social System, support system, principles of reaction, Instructional & nurturant effects
- ◆ Designs based on different models of teaching :
- ◆ Concept Attainment Model, Advance Organizer Model, Syntetic Model

**20 hours**

#### **Unit IV; Resources in teaching and learning of arabic language**

- ◆ Teaching Learning Materials : Psychological Bases
- ◆ Teaching aids: its design and development
- ◆ Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids
- ◆ Animated and digital aids, Language Lab, Multi media aids
- ◆ Library: importance of library ,types of library
- ◆ Activity Aids: JamaiyathulArabiyya al adabiyya, nadiyathulluga, majallathularabiyyawaljidariyya
- ◆ Wanuskhiyya, idaathularabiyya, ialanathularabiyya, maharjan al adabilarabi, al thaaleefwathasdeer
- ◆ Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyathulqiraa etc.
- ◆ Teaching learning resources:TB& HB, its characteristics and qualities
- ◆ Other resources: Supplementary Readers, Local Text, live Text, static text etc.
- ◆ Resource Mapping

- ◆ E- Learning and e teaching:
  - ◆ Digital text books, Digital library & other online resources
  - ◆ Designing of Digital text books , e-books and its application
  - ◆ Adopting down loaded resources for teaching Arabic
  - ◆ M-learning: smart phones as learning devices and its scope
- 20 hours**

### **Unit V : Curriculum design in Arabic language education**

- ◆ Curriculum: Meaning, Definition and principles
  - ◆ Approaches to curriculum construction  
Curriculum and syllabus, Types of Curriculum, language curriculum  
Criteria for selecting curriculum content
  - ◆ Modern Trends in Curriculum Construction:  
Life Centered- Learner centered, - Activity centered, Issue Based, problem pausing, Process oriented
- (15 hours)**

### **Unit VI: Assessment in Arabic Language Education**

- ◆ Assessment / evaluation in teaching and learning  
Assessment of learner achievement  
Objectives of assessment, Tools&Types ;formative and summative  
Continuous Evaluation, comprehensives evaluation, Continuous and comprehensive evaluation  
Construction and administration of achievement tests Diagnostic tests and Remedial teaching  
Marking and Grading, Grading indicators
  - ◆ Assessment using ICT
  - ◆ Development of online tests  
Preparation and use online tests and its application Student evaluation: Self evaluation, Peer evaluation Preparation of scoring indicators for CE and CCE
  - ◆ Assessment Rubrics
- (10 hours)**

## **MODE OF TRANSACTION**

Lecture, Demonstration, Discussion, Seminar, Assignment, Reading and Reflection

## **TASK AND ASSIGNMENTS**

1. Techno pedagogic content knowledge analysis of a unit each from standard VIII to XII of Kerala School Arabic Text books
2. Preparation of a manuscript magazine in Arabic language that may be used as a supplementary reader at Secondary Level.

## **EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH**

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

**Contact Hours: 100 (Instruction)**

## **COURSE OBJECTIVES**

- ◆ To become competent in pedagogic knowledge, skills and experience to professionalize the profession.
- ◆ To understand the various methods and approaches of teaching English
- ◆ To familiarize different audio-visual aids in teaching of English
- ◆ To analyse the course book and also the content
- ◆ To apply different methods of teaching English
- ◆ To know the need and importance of planning
- ◆ To understand the evaluation in language
- ◆ To understand the use of library resources

## **COURSE CONTENT**

### **Unit I: To understand the various methods and approaches of teaching English**

Methods, approaches, techniques of teaching English

- ◆ Methods – Grammar translation, Direct, bi-lingual, Dr. West method

- ◆ Approaches – structural, situational, SOS, humanistic, communicative, whole language —Features of each method, approach and limitations **20 hours**

## **Unit II: To familiarize different audio-visual aids in teaching of English**

Audio visual aids

- ◆ Importance and their limitations
- ◆ Pictures, AudioCDs, realia, flashcards, flip charts, language lab , models, video clipping, films, documentaries, cartoons, advertisements, newspaper cutting , various IT resources, etc.

**15 hours**

## **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 / expressions, Poetic usages, Poetic techniques, Develop Literary Appreciation
- ◆ Teaching of Composition -types of composition : guided and free
- ◆ Pedagogy and Andragogy **( 20 hours)**

## **Unit IV: To know the need and importance of planning**

Planning of instruction

- ◆ Planning -need and importance ; types of planning -year plan, unit plan, lesson plan
- ◆ Herbertian steps of planning and Glover plan
- ◆ Preparation of lesson plans for prose and poetry from behaviourism to latest followed in schools( 20 hours)

## **Unit V: To understand the 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. **(15 hours)**

## **Unit VI: To acquaint with the library**

Library

- ◆ Importance, e- library, inflibnet, elt journals **(10 hours)**

## **MODE OF TRANSACTION**

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

## **TASK AND ASSIGNMENTS**

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

## **EDU 09.10 PEDAGOGIC PRACTICES IN MATHEMATICS**

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

**Contact Hours: 100 (Instruction)**

## **COURSE OBJECTIVES**

1. To understand the pedagogic analysis of Mathematics and develop competency in analysing various topics in mathematics pedagogically.



2. To develop understanding about planning of instruction
3. To make proficient in planning lessons based on the select models of teaching.
4. To familiarise with various resources for teaching/ learning mathematics
5. To understand the evaluation techniques and tools for assessing the learner comprehensively.
6. To develop competency in developing Achievement and Diagnostic tests in mathematics.
7. To make proficient in interpreting test results and remediation.

### **Unit I: Pedagogic Analysis**

- ◆ Pedagogic analysis- Meaning, importance, steps
- ◆ Pedagogic analysis of various topics in mathematics at various level of Schooling— Arithmetic, Algebra, Trigonometry, Statistics and Probability, etc.- listing objectives, pre requisites, resources, strategies for teaching, evaluation strategies etc.

**(20 Hours)**

### **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 Mathematics teaching

**(24 Hours)**

### **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 **(16 Hours)**

#### **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 effective functioning  
**(20 Hours)**

#### **Unit V : Assessment for Mathematics Learning**

- ◆ Continuous and Comprehensive Evaluation in mathematics learning.
- ◆ Formal and informal tools/techniques for evaluating mathematics learning
- ◆ Formal: Achievement test, diagnostic test, observation, rating scale, checklist
- ◆ Informal assessment strategies: Application cards, exit cards, graphic organisers, guided reciprocal peer questioning.
- ◆ Construction of achievement and diagnostic tests- steps-types of questions  
(construction, merits & demerits of each) - interpretation of test results, diagnosis and remedial measures  
**(20 Hours)**

#### **MODE OF TRANSACTION**

Lecture cum Discussion, assignment, demonstration, Small group discussion

#### **TASK AND ASSIGNMENTS**

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

**EDU 09.12 PEDAGOGIC  
PRACTICES IN PHYSICAL SCIENCE**

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

**Contact Hours: 100 (Instruction)**

**COURSE OBJECTIVES**

1. To have a hands on competency in preparing pedagogic analysis of physical science
2. To acquaint with Planning of instruction
3. To provide familiarization with resources for teaching and learning physical science
4. To develop ability to prepare lesson transcripts based on models of Teaching
5. To understand the Evaluation techniques and prepare Achievement Test as per the existing state syllabus pattern in Physical science

**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 out comes
- ◆ 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

**(25 Hours)**

## **Unit II: Planning of Instruction**

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

## **Unit III: Resources of teaching and learning 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 maintenance 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, museum **(25 Hours)**

## **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 **(15 hours)**

## **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 **(15 Hours)**

### **MODE OF TRANSACTION**

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

### **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 level Physical Science Text book
3. Prepare a lesson transcript based on any one model of teaching

## **EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE**

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

**Contact Hours: 100 (Instruction)**

### **COURSE OBJECTIVES**

1. To have a hands on competency in preparing pedagogic analysis of social science
2. To acquaint with Planning of instruction
3. To provide familiarization with resources for teaching and learning social science
4. To develop ability to prepare lesson transcripts based on models of Teaching
5. To understand the Evaluation techniques and prepare Achievement Test as per the existing state syllabus pattern in Social science

## **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
- (25 Hours)**

### **Unit II: Planning of Instruction**

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

### **Unit III: Resources of teaching and learning social sciences**

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

#### **Unit IV: Models of Teaching in Social Sciences**

- ◆ Meaning and definition of Models of Teaching
- ◆ Families of Models of Teaching
- ◆ Basic Elements to describe a Model
- ◆ Concept Attainment Model
- ◆ Jurisprudential Inquiry Model **(15 hours)**

#### **Unit V: Evaluation in Social Science**

- ◆ Construction of Achievement test – Preparing design, Blueprint, item writing and editing etc.
- ◆ Writing different types of test items- Objective, Short answer and Essay
- ◆ Writing higher order test items
- ◆ Construction and administration of Diagnostic Test **(15 Hours)**

#### **MODE OF TRANSACTION**

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

#### **TASKS AND ASSIGNMENTS**

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

### **SEMESTER II**

#### **B. .Practical Courses**

##### **EDU201.1 PEER DISCUSSION LESSONS (20 Hours- 20 Marks)**

#### **COURSE OBJECTIVES**

1. To understand the concept and importance of Lesson Planning in classroom teaching
2. To strengthen the conceptions of lesson planning
3. To provide guidelines to you during teaching practice

4. To maintain the sequence of content presentation
5. To provide you a forum to discuss various facts of Lesson Planning
6. To develop attitude towards teaching
7. To prepare lesson plans on the basis of various approaches/ methods of teaching
8. To discuss lesson plans with peers and teacher educators
9. To improve the competency of lesson planning

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

## **EDU201.2 OBSERVATION LESSONS& FACULTY DEMONSTRATION LESSONS**

**(10Hours- 10 Marks)**

### **COURSE OBJECTIVES**

1. To observe teaching skills, and the participation of students in the lessons
2. To observe teacher/teaching behaviour in various teaching learning situations

#### **a.Video lesson.**

One Video Lesson of teacher educators/experts have to be observed by student- teachers individually or in groups and observation notes has to be prepared. (2 marks)

b.Student-teachers should observe Four Demonstration lessons in constructivist format by teacher educators and school mentors. Observe demonstration classes only with observation schedules. Keep a report of the observations made during demonstration lessons. (8 marks)



## **EDU 201.3 CRITICISM LESSONS**

### **(30 Hours- 30 Marks)**

#### **COURSE OBJECTIVES**

1. To provide opportunity for a macro lesson in practice
2. To develop the skill of structured observation of classroom teaching
3. To get experience of preparing lesson plans for classroom teaching
4. To provide opportunity for debating on teaching performance.
5. To pool feedback of all observers of a specific lessons. Criticism classes should be arranged optional wise.
  - i) Student teachers shall have dual role in this activity.
  - ii) As performers they have to conduct a macro lesson for duration of 40 minutes in VIII or IX (X1 for commerce and Computer Science).
  - iii) As observers they need to observe the Criticism Lessons taken by their peers.
  - iv) A student teacher should observe and record criticisms of at least eight lessons (8) of his/her peers in the subject. For this purpose schedule of criticism classes and topics selected for them shall be published well in advance.
  - v) Each student teacher shall prepare eight (8) lesson plans of the schedule and attend those criticism classes.
  - vi) Observers will be permitted for criticism sessions only with self-prepared lesson plans.

If the number of student teachers in any optional falls below nine (9), repeat lessons should be conducted so as to enable all of them observe, record and debate eight criticisms lessons.

(Sharing of valid feedback and participation in the debate=15 marks;  
Teaching performance =5marks; Record of lessons and criticisms=10marks)

**EDU 201.4 PREPARATION OF TEACHING –  
LEARNING MATERIALS (WORKSHOP)**  
**(20 Hours- 20 Marks)**

**COURSE OBJECTIVES**

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

**EDU 201.5 INITIATORY SCHOOL EXPERIENCES**  
**(30 Hours- 20 Marks)**

**COURSE OBJECTIVES**

1. To provide the student-teacher an opportunity to have primary experiences with the functioning of the school.
2. To develop conceptual understandings about teaching and learning in school environment
3. To validate the theoretical understandings developed through various foundation and pedagogy courses
4. To understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning
5. To mobilize appropriate resources for them.

This school attachment programme is for a period of five continuous working days, giving them an opportunity to acquaint with the school environment and the day-to- day functioning.

Student teachers recognize

- (i) School as an ‘organized’ Endeavour Functioning within a ‘structure’ with defined roles and responsibilities Internal arrangements for coordinated functioning-time table, work allocation, differential responsibilities, planning and coordination procedures External liaison – with parents, community, authorities.
- (ii) School as an ‘Enabling Learning Environment’ What ‘enables’ learning in schools?

Nature of school environment; Learner perceptions; teacher perceptions; parental/community perceptions Nature of inter relationships between and among learners-teachers; teachers; teacher principal; parents-school; office-teachers-learners Nature of impact generated in school

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

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

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

## **SEMESTER III**

### **Practical Courses**

#### **EDU.301.SCHOOL INTERNSHIP (16 weeks- 260 Marks)**

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

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

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

The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school-community- parent interface, and reflections on self-development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses.

The activities undertaken during the internship period will be presented in Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. . The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses s/he has studied. The major purpose of the Reflective Journal is Reflection on-Action.

Reflective Journal would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions,

capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

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

For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks.

Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII. Only those students having Post

Graduate degree in the concerned Optional Subject are permitted to teach at Higher

Secondary School level. The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A

record of these plans must be maintained. Assessment should be developmental in nature, with clear emphasis on growth of the intern. Assessment Evaluation of performance during internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/ assignments. Post-internship Activities and Follow-up activities are to be taken up by the Institute.

## ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

	Teaching	Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
	<b>Other interventions in the classroom</b>	
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
	<b>Documents</b>	
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 <b>not ICT</b> related)	05
11	Improvised apparatus and learning aids made by the intern	10
12	Student artifacts generated in the class room like <i>kai ezhuthumasika</i> , learning aids, charts, posters, albums etc.	10

13	Originality of reflective journal	10
	<b>ICT related expertise</b>	
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
	<b>Liaison with school</b>	
16	Participation of intern in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
17	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)	10
18	Any innovative programme <b>organized</b> by the trainee ( <b>if any</b> ) supported by an appreciation letter by the HM / Principal.	15
	<b>TOTAL</b>	<b>260</b>



**EDU.302. COURSE ON *EPC* 2:  
DRAMA AND ART IN EDUCATION  
(30 Hours- 30 Marks)**

**Suggested Tasks**

Workshop for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences. **(10 marks)**

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. **(6marks)**
- ◆ Develop narratives in visuals, composition of an imagined situation, telling a story through comic strips **(8 marks)**

**EDU.303 YOGA, HEALTH &PHYSICAL EDUCATION-II  
(30 Hours- 30 Marks)**

- ◆ To know how to conduct the physical education classes with Lesson Plan
- ◆ To understand the importance of Yoga and its implications to human life.
- ◆ To understand the concept of Yoga and practice of various systems of yoga.

**Tasks**

**(i) Health and Physical Education**

- ◆ Plan lessons for Health related physical fitness programmes **(5 marks)**

- ◆ Lesson plans on any one health education Theory classes (constructive approach) **(5 marks)**
- ◆ Introduction of any game with lesson plans **(5 marks)**

**(ii) Yoga Education (15 marks)**

- ◆ Role of Yoga in psychological preparation of children as athletes: Mental Wellbeing,
- ◆ Anxiety, Depression, Concentration, and Self Actualization.
- ◆ Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous,
- ◆ Respiratory and Excretory Systems.

**Practice cultural asanas**

***Standing Types:***

- ◆ Tadasana, Pada Hastasana, Trikonasana, Garudasana
- ◆ ArdhaKattiChakarasana, Ardhachakarasana, Utkattasana, Parivrutha
- ◆ Trikonasana, Virabhadrasana
- ◆ Pada Angustasana

***Sitting Postures:***

- ◆ BaddhaKonasana, Vakrasana, Paschimottasana, Sasangasana
- ◆ Gomukhasana, Veerasana, Maricyasana, Yoga Mudra, Supta Vajrasana

**EDU.304. COMMUNITY LIVING CAMP  
(30 Hours- 30 Marks)**

- To realize the aim of ‘learning to live together’
- To equip the students to live cooperatively in a society
- To impart social values and skills (adjustment, sharing, tolerance, empathy etc.)
- To impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc.)
- To provide chances for democratic living, managing events, division of labour and dignity of labour.

- vi) To promote social accommodation and broaden the mental abilities of the student-teachers
- vii) To develop critical thinking about the issues related to the policies/approaches in Education
- viii) To inquire in to the cultural, social, scientific, educational and environmental aspects of a community
- ix) To manage events of various dimensions

Learning to live together cooperatively, participation in programmes for development of personal and social skills, practicing democratic living, providing chances for division of labour, community work etc., are the major outcomes expected of the programme. A record mentioning the objectives and all the activities have to be prepared and submitted by each Student Teacher. The report may also contain some photographs related to activity.

#### Structure of a Report (Record) of Community Living Camp

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

#### **Organization of the camp**

Select a theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp.

Programmes suggested for community living camp: Social and educational

Surveys, visit to social institutions to study their functioning, undertaking community productive work, campus cleaning/ beautification/agriculture, undertaking duties in the camp including preparation /serving of food, attending classes/seminars/etc., participation in games and recreational activities, mock Parliament activities etc.

## **SEMESTER IV**

### **A. Theory Courses**

#### **EDU 10-GENDER, SCHOOL AND SOCIETY**

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

#### **Objectives:**

- ◆ To familiarize the concept of gender as a social construct
- ◆ To identify important gender issues in schools and educational settings
- ◆ To examine the recent issues associated with gender in school and society
- ◆ To understand the inter-related functions of school and society

#### **Unit I –Gender as a Social construct**

Gender- distinction between gender and sex- gender role- in family, caste, religion and culture, patriarchy and gender, status of women in different ages, ancient, medieval and colonial- gender sensitivity- gender stereotyping- feminist perspectives, radical and liberal.

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

### **TRANSACTION MODE**

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

### **TASKS AND ASSIGNMENTS**

- ◆ Collecting views from different newspapers on atrocities against girl students and prepare a report OR
- ◆ 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)**

**Contact Hours: 50 (Instruction)**

### **Objectives**

The course will enable you to

- ◆ To analyse the thoughts on education philosophy of different thinkers
- ◆ To acquaint with the nature of Indian society

- ◆ To recognize the impact of modernization in the society
- ◆ To analyse the relationship between democratic system of governance and education in view of the principles of Indian constitution
- ◆ To understand the concept of curriculum and the factors influencing it
- ◆ To acquaint with major trends in recent curricular revisions in India

### **Unit 1 Philosophical thoughts on Education (10 hours)**

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

### **Unit 2 Education and Society ( 10 hours)**

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 3 Constitutional provisions of Education ( 10 hours)**

Education and Democracy –National values enshrined in the constitution –concept of secularism, socialism, nationalism, internationalism, equality and their educational implications. Equality of educational opportunity. –Equality and Justice in the Indian Constitution, differential school system and the idea of common neighbourhood school-

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

### **Unit 4 Curriculum Development (20 hours)**

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

–NPE 1986. Systematic curriculum revision- NCF 2005.

### **Tasks and Assignment**

Narrate the educational contribution of any one of the Indian/ Western philosopher      OR

Critical appraisal of Constitutional values as practiced in an Educational Institution

## **EDU. 12 CREATING AN INCLUSIVE SCHOOL**

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

**Contact Hours: 50 (Instruction)**

### **The objectives**

This course will enable you to:

1. To explore the definition of ‘disability’ and ‘inclusion’ within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity.
2. To identify ‘barriers to learning and participation’ related to school education.
3. To bring about an understanding of the ‘cultures, policies and practices’ that need to be addressed in order to create an inclusive school,  
To appreciate inclusion as a ‘dynamic approach of responding positively to pupil diversity
4. To develop a disposition to see individual differences not as problems, but as opportunities for enriching learning.’
5. To equip with methods that promote the integration of students with disabilities in the normal schools
6. To interrogate own beliefs and also of school teachers, to see how those influence the implementation of inclusion.

7. To develop:
  - i. The conviction that all children can learn and grow;
  - ii. A firm belief in positive and varied outcomes;
  - iii. Realization that inclusion is a pedagogy that is ever evolving and constantly responding to the changing needs of learners;
  - iv. Practice of assessment that assesses skills and knowledge rather than content and that is open to a variety of assessment methods and time frames;
  - v. An inclusive environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers
8. To observe educational institutions to identify of the ‘barriers to learning and participation’ and to help schools move towards positive practices, cultures and policies.

### **UNIT 1 : Concept and Relevance of Inclusion (7 hours)**

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 2: Learner Diversity in schools (15 hours)**

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



### **UNIT 3: Challenges in Inclusion (8 hours)**

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 4: Making Schools More Inclusive (15 hours)**

- (i) 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- (10hours)
- (ii) Classroom practices in Inclusive school (5 hours)

Strategies for meeting diversity in the classrooms-Concept of resource teacher- Major Activities of resource teacher- the Collaborative teaching by regular and collaborative teachers- concept and method of Multilevel Instruction-Inclusive evaluation-

### **Tasks and Assignments**

Visit one school of your neighbourhood and consider the following Consider the special education and general education teachers in the school. Identify experiences and expertise that these teachers can offer to others as inclusive programs are developed or improved.

Reflect on your understanding of inclusion. How is your understanding similar to or different from other teachers and administrators in the school?

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?

## **EDU13.1 PROFESSIONALISING ARABIC EDUCATION**

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

**Contact Hours: 50 (Instruction)**

### **COURSE OBJECTIVES**

*The student teacher:*

1. Familiarizing with the basics of teaching and teaching profession
2. Familiarize with the ways of professionalizing language education in a technological scenario
3. Acquaints with professional traits and competencies
4. Explores and practice infotainment activities in language
5. Enables to promote student effort in learning
6. Equips to manage diverse learner needs in language classes
7. Familiarizes with the ways of integrating ICT resources in teaching and evaluation
8. Develops interest in innovative practices in the field of Arabic Language Teaching and learning
9. Develops the ability to apply the ICT based resources for enhancing teacher effectiveness
10. Develops the professional and personal qualities

### **Unit I (15Hours)**

#### **Teacher as a reflective practitioner**

- ♦ Teacher : Teaching Profession, Professional Traits and competencies, Professional Ethics
- ♦ Arabic Language Teacher: His varying roles
- ♦ Qualities and qualifications
- ♦ Humanistic teacher attributes : Temperance, Empathy, Academic aristocracy, Commitment, Humour, Ethics, Reflection, Knowledge worker, Facilitator, Mentor, Social Engineer, Helper, guide
- ♦ Reflective Practitioner,
- ♦ Teacher Development, Professional Development, Continuing professional Development

- ◆ Teacher Accountability
- ◆ Rubrics for self assessment

## **Unit II (10 hrs )**

### **Research inputs in Arabic language learning**

- ◆ Researches in Arabic Language Education and Second Language Pedagogy
- ◆ Identifying and locating significant concerns related to Arabic language learning
- ◆ Action Research –Investigating learner issues
- ◆ Review of Recent Research Studies in Arabic Language Education
- ◆ Place of Arabic language as a source of knowledge

## **Unit III (10 Hrs)**

### **E-resources in teaching & learning of Arabic language**

- ◆ E- learning and e teaching: Digital text books, Digital library & other online resources - Designing of Digital text books , e-books and its application, Adopting down loaded resources for teaching Arabic
- ◆ M-learning: smart phones as learning devices and its scope
- ◆ Networking in professional growth
- ◆ Professional communities : E-twinning for institutional & professional growth
- ◆ Forming forum of online learning
- ◆ Emails, blogs, teacher tube, for promoting teaching and learning of Arabic

## **Unit IV (10Hrs)**

**Community based teaching & learning** : Teaching and learning resources: Formal & Informal learning contexts

- ◆ Role of University Departments, Arabic Colleges, Dars system, religious madrasas on Arabic language learning

- ◆ Society as Language Lab
- ◆ Role of films and Theatres,
- ◆ News papers, magazines& electronic Medias etc.
- ◆ Language forums, Interview & Talks by Experts,
- ◆ Exposure to events of National Importance; Celebration of International Arabic Day

## **MODE OF TRANSACTION**

Lecture, Discussion, Text analysis, Practicals

## **TASK AND ASSIGNMENTS**

1. Preparation of an article based on any research thesis related to Language Teaching preferably Arabic

## **EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION**

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

**Contact Hours: 50 (Instruction)**

## **COURSE OBJECTIVE**

1. To acquire knowledge, skill and experiences to professionalize the profession
2. To understand the need of professionalism
3. To know the global demands of English teachers
4. To become aware of new careers in the global scenario
5. To understand and experience various language learning materials

## **COURSE CONTENT**

### **Unit I (15 hours)**

#### **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 (10 hours )**

### **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 (13 hours)**

### **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 ( 12 hours)**

### **E- learning materials in English**

- ◆ Nature of e-learning materials and its preparation
- ◆ Language related co-curricular activities and its organization
- ◆ Preparation of a multimedia package
- ◆ ELT journals

## **MODE OF TRANSACTION**

Lecture, Discussion, Presentations, Text analysis

## **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)**

**Contact Hours: 50 (Instruction)**

### **COURSE OBJECTIVES**

1. To know the ways of making Mathematics enjoyable.
2. To understand the ways of catering the needs of gifted students, slow learners and under achievers in Mathematics
3. To know various initiations to nurture Mathematics Talents
4. To be a professional mathematics teacher.

### **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

**(8 Hours)**

### **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.

**(15 Hours)**

### **Unit III**

#### **ICT in Improving Teaching Performance**

- ◆ E-content development- concepts, formats, steps for preparation, script writing for e-content 197
- ◆ 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.

**(15 Hours )**

### **Unit IV**

#### **Professionalizing Mathematics Teacher**

- ◆ Teaching as a profession, professional ethics in teaching, Traits of professionalism
- ◆ Qualities of a Mathematics teacher- General qualities, specific qualities, Personal qualities..
- ◆ Soft Skills for teachers
- ◆ Professional growth of Mathematics teacher. – Teaching, Research and Extension.

**(8 Hours)**

### **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

**(4 hours)**

### **MODE OF INSTRUCTION**

Lecture, assignment, small group discussion, Seminar

## **TASK AND ASSIGNMENTS:**

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

## **EDU 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION**

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

**Contact Hours: 50 (Instruction)**

## **COURSE OBJECTIVES**

6. To be a professional physical science teacher
7. To be well acquainted with uses of IT inputs in physical science class room learning practices
8. To develop Skills in Techno pedagogy
9. To develop awareness about emerging areas of physical science education

## **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
- ◆ Physical science teacher and teacher accountability

**(10 Hours)**

### **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



**( 15 Hours)**

### **Unit III**

#### **ICT inputs in physical science learning**

- ◆ Using presentation software

201

- ◆ E- content
- ◆ Learning objects
- ◆ Tele conferencing and video conferencing
- ◆ Scope of blogs, wiki 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.

**( 15 Hours )**

### **UNIT IV**

#### **Reaching out to Society**

- ◆ Science as a social Endeavor
- ◆ Science and Technology, complementarities between Science and Technology. 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.

**(10 Hours)**

### **MODE OF TRANSACTION**

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

## **TASKS AND ASSIGNMENTS**

Prepare a Techno Pedagogic Content Analysis of a Unit from Secondary School level Text Book 202

### **EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION**

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

**Contact Hours: 50 (Instruction)**

## **COURSE OBJECTIVES**

10. To be a professional social science teacher
11. To be well acquainted with uses of IT inputs in social science class room learning practices
12. To develop Skills in Techno pedagogy
13. To develop awareness about emerging areas of social science education

## **COURSE CONTENT**

### **Unit.1**

#### **Professionalizing social science teacher**

- ◆ Teaching as a profession
- ◆ Teacher as a Mentor and Mentoring Skills
- ◆ Professional Ethics
- ◆ Qualities of a social science teacher
- ◆ Ways and means of improving professionalism
- ◆ Social science teacher and teacher accountability

**(10 Hours)**

### **Unit II**

#### **Techno pedagogy in social science Teaching**

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

**( 15 Hours)**

### **Unit III**

#### **ICT inputs in social science learning**

- ◆ Using presentation software
- ◆ E- content

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- ◆ Learning objects
- ◆ Tele conferencing and video conferencing
- ◆ Scope of blogs, wiki and Google map
- ◆ Use of INFLIBNET
- ◆ Edubundu
- ◆ Free soft wares in social science –IHMC concept map tools
- ◆ M-learning
- ◆ Social Medias as learning inputs – face book, whatsapp , Twitter, etc.

**( 15 Hours )**

### **UNIT IV**

#### **Emerging areas in Social Science education**

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

**(10 Hours)**

#### **MODE OF TRANSACTION**

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

#### **TASKS AND ASSIGNMENTS**

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

## **ADDITIONAL OPTIONAL COURSES**

### **EDU14.1- CHILD RIGHTS EDUCATION**

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

#### **Course Objectives:**

1. To develop awareness about the Child Rights.
2. To understand about the need and significance of Child rights education.
3. To develop deep understandings about the present situation of children throughout the world and India.
4. To understand about the attempts of various organizations in Protecting Child Rights.
5. To develop an awareness about the constitutional provision for Child Rights in India.
6. To evaluate the conditions of children in our nation.
7. To develop positive attitude towards child rights.

#### **Unit: I Conceptual Analysis of Child Rights (6 Hours)**

Meaning-Definition- of Child Rights -Nature of Child Rights

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

#### **Unit: II Child Rights Education (7 Hours)**

Meaning and definition for child rights education- Need and Significance of Child Rights Education-Child Rights Education as learning about rights, learning through rights and learning for rights-

#### **Unit: III Movements for Child Rights (10 Hours)**

Important Movements for Child Rights around the World- -United Nations Conventions for Rights of the Child (1959&1989) and

Declarations on the Rights of the Child by UN. Organizations for Child Rights - UNICEF, AMNESTY international, IFCW, IICRDS, UNHCR etc.

Child Right Movements in India- Critical Analysis of the Situation of Children in India- Contributions of CRY, Kailash Satyarthi (Bachpan Bachao Andolan). Conventions of Child Rights

### **Tasks and Assignments**

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

OR

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

OR

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

## **EDU 14.7.VALUE EDUCATION AND PEACE EDUCATION**

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

**Contact Hours: 50 (Instruction)**

### **COURSE OBJECTIVES**

1. To understand the values and peace.
2. To promote value education and peace education.
3. To identify different types of values and peace.
4. To know various approaches in value education and peace education.
5. To transact the value education and Peace education as part of curricular programs.

### **COURSE CONTENT**

#### **Unit I: Values and Peace –Definition, classification and types.**

- ◆ Definition of values, philosophical perspective.
- ◆ Axiology of different philosophies-idealism pragmatism naturalism and humanism – types of values.

- ◆ Values Classification – Behavioural, Moral, Spiritual and constitutional values.  
NCERT classification of values. Traditional Indian values – Truth nonviolence peace, Righteous conducts etc.
- ◆ Constitutional values- Democracy, Socialism, secularism and fraternity.
- ◆ Definition to Peace. Kind of violence mental verbal and physical causes of violence.
- ◆ Source of Peace, inner Peace, Social peace and Peace with nature.  
(12 Hours)

## **Unit II: Psychological Perspectives of Values**

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

**(8 Hours)**

## **Unit III : Understanding Value education and Peace education**

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

**(10 Hours)**

## **Unit IV : Inculcating Values and Pace-Approaches and Strategies.**

- ◆ Values are caught and taught-approaches methods and curricular implications. Direct method, indirect method and Incidental methods.

- ◆ Role plays, storytelling and other methods
- ◆ Teacher and value education. School subject and value education. Strategies for value education.
- ◆ Peace education into practice-Peace education knowledge attitude and skills.
- ◆ Peace education and curriculum – dimension of Peace education knowledge attitude and skills, Peace teacher and Peace methods.
- ◆ Way of integrating peace education into subject and lessons.
- ◆ Learning ways of Peace.
- ◆ Emerging researches in peace education. **(20 Hours)**

### **MODE OF TRANSACTION**

Discussion, Seminars, Visits, Analysis texts etc

### **TASK AND ASSIGNMENTS**

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

OR

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

OR

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

OR

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

### **EDU.401 COURSE ON EPC 3: CRITICAL UNDERSTANDING OF ICT (30 Hours- 30 Marks)**

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will explore ICTs along three broad strands; *teaching-learning, administrative and academic support systems, and broader implications for society.*

Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore.

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

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

### **EDU.402. COURSE ON *EPC 4*:**

#### **UNDERSTANDING THE SELF (30 Hours- 30 Marks)**

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons. The following methodologies for the transaction of the course could be used in interactive sessions

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

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

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

Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on



whether all modes of expression were included through the sessions of not.

**Suggested Tasks (5x 6=30 Marks)**

**Writing Tasks** - (i) Writing a reflective statement of aspirations and expectations, based on one's

learning so far in the course critically evaluate oneself as a prospective teacher's.

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

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

**Suggested workshop themes**

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

**EDU .403.SUPW &WORKING WITH COMMUNITY  
(30 Hours- 20 Marks)**

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

To seek co-operation and support from local people

To develop dignity of labour

To produce products which are useful to society

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

**A) Field work component (10 marks)**

- ◆ Survey of social importance
- ◆ Organization of campaign on one of the themes such as nutrition,

sanitation, drug, consumer education, blood donation, AIDS, environment, gender issues, population education, etc.

- ◆ Cleaning public places/Beautification of campus
- ◆ Pain and palliative service or other social services-(**A Report to be maintained**)

### **B) SUPW Component (10 marks)**

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

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

### **EDU. 404. FIELD TRIPS/ STUDY TOUR (30 Hours- 20 Marks)**

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

### **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)

<b>PROGRESS RECORD( Semester..... )</b>							
Paper	I	II	III	IV	V	Total	Remarks
Internal Examination I							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Internal Examination II							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Internal Examination III							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Model Examination							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Signature of the Parent / Guardian:							

<b>PROGRESS RECORD( Semester..... )</b>							
Paper	I	II	III	IV	V	Total	Remarks
Internal Examination I							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Internal Examination II							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Internal Examination III							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Model Examination							
Mark							
Grade							
Total No. of Working Days:				No. of days Present:			
GPA:				Signature of the Teacher:			
Signature of the Parent / Guardian:							

LEAVE RECORD						
Date of Leave	No. of days	Reason	No of leaves already availed of	Remarks	Initials of the teacher	Initials of the Head in charge

LEAVE RECORD						
Date of Leave	No. of days	Reason	No of leaves already availed of	Remarks	Initials of the teacher	Initials of the Principal

LATE NOTE				
Date	Reporting time	Reason	Remarks	Initials of the Head in charge



LATE NOTE				
Date	Reporting time	Reason	Remarks	Initials of the Head in charge

# **Code of Professional Ethics for School Teachers**

## **Introduction**

It is universally felt that like all other professions, the teaching profession should also have its own Code of Professional Ethics which indeed is a prerequisite to ensure its dignity and integrity. It is also significant that the Right of Children to Free and Compulsory Education Act, 2009 entrusts teachers with some onerous professional responsibilities to be internalized by them in the performance of their duties. Accordingly, it is considered necessary that the Code of Professional ethics be evolved and adopted by the teaching community.

For the purpose of this Code, the term “Teacher” covers all school teachers, whether in government or private schools, on full-time or part-time basis, at the elementary and secondary levels and the teachers holding administrative and supervisory positions.

The Code of Professional Ethics for Teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is essential to ensure ‘professionalism’ among teachers.

## **Preamble**

- ◆ Recognizing that every child has a fundamental right to education of good quality;
- ◆ Recognizing that every child has an inherent potential and talent;
- ◆ Recognizing that education should be directed to the all round development of the human personality;
- ◆ Recognizing the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism;
- ◆ Recognizing the need to promote through education the concept of composite culture of India and a sense of national identity;
- ◆ Recognizing that teachers, being an integral part of the social milieu, share the needs and aspirations of the people;

- ◆ Recognizing the need to enhance self-esteem of teachers;
- ◆ Recognizing the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;
- ◆ Recognizing that the community respect and support for the teachers are dependent on the teachers' professionalism; and
- ◆ Recognizing the need for self-direction and self-discipline among members of the teaching community, the present Code of Professional Ethics for school teachers is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.

## **1. Obligations towards Students**

- 1.1 Treats all students with love and affection.
- 1.2 Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- 1.3 Facilitates students' physical, social, intellectual, emotional, and moral development.
- 1.4 Respects basic human dignity of the child in all aspects of school life.
- 1.5 Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- 1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India.
- 1.7 Adapts his/her teaching to the individual needs of students.
- 1.8 Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- 1.9 Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.
- 1.10 Keeps a dignified demeanour commensurate with the expectations from a teacher as a role model.

## **2. Obligations towards Parents, Community and Society**

- 2.1 Establishes a relationship of trust with parents/guardians in the interest of all round development of students.
- 2.2 Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.
- 2.3 Strives to develop respect for the composite culture of India among students.
- 2.4 Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

## **3. Obligations towards the Profession and Colleagues**

- 3.1 Strives for his/her continuous professional development.
- 3.2 Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
- 3.3 Take pride in the teaching profession and treats other members of the profession with respect and dignity.
- 3.4 Refrains from engaging himself/herself in private tuition or private teaching activity.
- 3.5 Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.
- 3.6 Refrains from making unsubstantiated allegations against colleagues or higher authorities.
- 3.7 Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.
- 3.8 Respects the professional standing and opinions of his/her colleagues.
- 3.9 Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

## Teacher's Oath

I..... son/  
daughter of .....solemnly  
declare that I shall always strive to raise the prestige and dignity of  
the teaching profession and shall not do anything which may affect  
the reputation of the profession adversely. I willingly bind myself to  
the observance of the 'Code of Professional Ethics for school  
teachers', in letter and spirit in order to discharge a teacher's obligation  
towards students, parents, community and society as enunciated in  
the Code.

Date:

Signature

Name:.....

Address:.....

.....

## **ALLIED INSTITUTIONS**

Ansar English School	- 04885 284817
Ansar English School	- 04885 284817, 282077
Ansar Women's College	- 04885 284912
Ansar Hospital	- 04885 281320, 282003
Ansar Nursing School	- 04885 282003
Ansar Special School	- 04885 282003

TIME TABLE

Day / Period	1	2	3	4	5	6
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

## Note