

VALUE ADDED COURSES

SYLLABUS FOR PERSONALITY DEVELOPMENT COURSE

Duration: 35 Hours

Objectives:

- To understand the concept of personality and its components.
- To assess current personality traits and areas for improvement.
- To understand the process of communication.
- To enhance verbal and non-verbal communication skills.
- To develop effective listening and feedback techniques.
- To foster continuous personal growth and self-improvement.
- To develop leadership skills and qualities.
- To build resilience to handle stress and challenges effectively

Module 1: Self-Awareness and Self-Assessment

1. Introduction to Personality Development
 - a. Definition and Importance
 - b. Key Personality Theories (e.g., Big Five, Myers-Briggs)
2. Self-Awareness Techniques
 - a. Reflective Practices (Journaling, Meditation)
 - b. Self-Assessment Tools (Personality Tests, SWOT Analysis)
3. Identifying Strengths and Weaknesses
 - a. Understanding Personal Strengths
 - b. Recognizing and Addressing Weaknesses
4. Setting Personal Goals
 - a. SMART Goals
 - b. Creating an Action Plan

Module 2: Communication Skills

1. Effective Verbal Communication
 - a. Clear and Concise Expression
 - b. Public Speaking and Presentation Skills

2. Non-Verbal Communication
 - a. Body Language and Facial Expressions
 - b. Understanding and Using Gestures
3. Active Listening
 - a. Techniques for Effective Listening
 - b. Providing Constructive Feedback
4. Interpersonal Communication
 - a. Building Rapport
 - b. Conflict Resolution Skills

Module 3: Emotional Intelligence and Resilience

1. Understanding Emotional Intelligence
 - a. Components of EI (Self-Awareness, Self-Regulation, Empathy, Social Skills)
 - b. Benefits of High EI
2. Managing Emotions
 - a. Techniques for Emotional Regulation
 - b. Stress Management Strategies
3. Building Resilience
 - a. Coping Mechanisms
 - b. Strategies for Overcoming Setbacks
4. Empathy and Social Skills
 - a. Developing Empathy
 - b. Enhancing Social Interactions

Module 4: Personal Growth and Leadership

1. Continuous Self-Improvement
 - a. Lifelong Learning and Development
 - b. Building New Skills and Hobbies
2. Leadership Qualities
 - a. Key Traits of Effective Leaders
 - b. Leadership Styles and Their Application

3. Influence and Motivation
 - a. Techniques for Motivating Yourself and Others
 - b. Building Influence and Authority
4. Creating a Personal Development Plan
 - a. Setting Long-Term Goals
 - b. Tracking Progress and Adjusting Plans

SYLLABUS FOR HEALTH-RELATED PHYSICAL FITNESS COURSE

Duration: 35 Hours

Objectives:

- To understand the fundamentals of physical fitness.
- To learn about the benefits of maintaining physical fitness for overall health.
- To create a personalized fitness program tailored to individual goals and needs.
- To understand different types of exercises and their benefits.
- To understand the role of nutrition in physical fitness and recovery.
- To learn about effective recovery strategies to support fitness goals.

Module 1: Introduction to Physical Fitness and Health

1. Overview of Physical Fitness
 - a. Definition and Components (Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition)
 - b. Importance of Physical Fitness for Health
2. Principles of Exercise
 - a. FITT Principle (Frequency, Intensity, Time, Type)
 - b. Understanding Progressive Overload
3. Health Benefits of Physical Fitness
 - a. Cardiovascular Health
 - b. Musculoskeletal Health
 - c. Mental Health Benefits
4. Assessing Your Current Fitness Level
 - a. Basic Fitness Assessments (e.g., Cardiovascular Endurance Tests, Strength Tests, Flexibility Tests)

Module 2: Designing a Fitness Program

1. Components of a Fitness Program
 - a. Cardiovascular Exercises (e.g., Running, Cycling, Swimming)
 - b. Strength Training (e.g., Weightlifting, Bodyweight Exercises)
 - c. Flexibility and Mobility (e.g., Stretching, Yoga)

2. Program Design Principles
 - a. Setting SMART Goals
 - b. Balancing Different Exercise Types
 - c. Structuring Workouts (Warm-Up, Main Workout, Cool-Down)
3. Creating a Personal Fitness Plan
 - a. Designing a Weekly Workout Schedule
 - b. Adjusting for Progress and Plateaus
4. Safety and Injury Prevention
 - a. Proper Exercise Techniques
 - b. Recognizing and Avoiding Common Injuries

Module 3: Nutrition and Recovery

1. Basics of Sports Nutrition
 - a. Macronutrients (Carbohydrates, Proteins, Fats)
 - b. Micronutrients and Hydration
2. Pre- and Post-Workout Nutrition
 - a. Optimal Foods for Energy and Recovery
 - b. Timing of Meals and Snacks
3. Recovery Strategies
 - a. Importance of Rest and Sleep
 - b. Techniques for Effective Recovery (e.g., Stretching, Foam Rolling, Active Recovery)
4. Nutrition for Specific Goals
5. Weight Management
 - a. Muscle Building and Endurance

SELF STUDY COURSES

SYLLUBUS FOR BRAINSTORMING TECHNIQUES

Brainstorming Techniques

Total Duration: 40 hours

Module Overview:

This module is designed to provide B.Ed. students with a deep understanding of brainstorming techniques, tailored to educational contexts. The focus is on how to effectively use brainstorming to enhance lesson planning, encourage student participation, and solve classroom challenges.

Learning Objectives:

1. Understand the principles and purposes of brainstorming in an educational setting.
 2. Explore and apply various brainstorming techniques relevant to teaching.
 3. Develop skills in facilitating brainstorming sessions with students.
 4. Learn to overcome common obstacles in classroom brainstorming.
 5. Utilize technology and tools to enhance brainstorming in the classroom.
 6. Apply brainstorming techniques to real-world educational scenarios.
-

Module 1: Introduction to Brainstorming for Educators

The Role of Brainstorming in Education

- Overview of Brainstorming:
- Definition and historical context
- Importance in education: enhancing creativity, problem-solving, and collaboration
- Educational Benefits:
- Stimulating critical thinking
- Encouraging diverse perspectives

- Engaging students in active learning

Basic Brainstorming Techniques

- Traditional Techniques:
- Free Association
- Mind Mapping
- Educational Adaptations:
- How these techniques can be adapted for classroom use

Facilitating Brainstorming in the Classroom

- Roles in a Classroom Brainstorming Session:
- Teacher, students, and group roles
- Creating a Conducive Environment:
- Setting up physical and psychological space
- Encouraging participation
- Managing diverse opinions and ideas

Module 2: Advanced Brainstorming Techniques and Tools

- Techniques: Advanced Brainstorming Techniques

Technology and Tools for Brainstorming

- Digital Tools:
- Online whiteboards (e.g., Miro, Jam board)
- Classroom apps (e.g., Padlet, Kahoot)

Module 3: Overcoming Obstacles and Enhancing Effectiveness

: Addressing Common Obstacles

- Identifying Obstacles:
- Student disengagement
- Dominant voices
- Lack of focus

: Enhancing Brainstorming Effectiveness

- Evaluating the effectiveness of brainstorming sessions
- Setting clear objectives and measuring outcomes

Module 4: Applying Brainstorming in Educational Contexts

- Generating ideas for lesson activities, materials, and assessment

Brainstorming for Classroom Management and Problem Solving

- Addressing Classroom Challenges:

- Using brainstorming to solve classroom management issues
 - Generating ideas for student engagement and motivation
-
-

Materials and Resources:

1. Digital Tools:
 - Access to online brainstorming tools and classroom apps
 - Tutorial resources for digital tools
 1. Feedback Forms:
 - Evaluation forms for sessions and final project
-

Assessment:

- Ongoing Assessment:
- Participation in exercises
 - Application of techniques during interactive sessions

SYLLABUS FOR ICT IN TEACHING AND LEARNING

ICT IN TEACHING AND LEARNING

40 HOURS

Module 1: Introduction to ICT in Education (4 hours)

1. Introduction to ICT (1 hour)
 - Definition and scope
 - Historical development
 - Importance in education
2. Impact of ICT on Education (1 hour)
 - Enhancing teaching and learning
 - Promoting engagement and collaboration
 - Supporting diverse learning needs
3. ICT Tools and Resources (1 hour)
 - Overview of common tools
 - Introduction to educational software
 - Online resources and digital libraries

Module 2: Basic Computer Skills and Applications (8 hours)

1. Operating System Fundamentals (2 hours)
 - Basic functions of operating systems
 - File management
2. Word Processing (2 hours)
 - Creating and formatting documents
 - Using templates and incorporating multimedia
3. Spreadsheets (2 hours)

- Introduction to spreadsheet software
- Basic spreadsheet functions and data analysis

4. Presentation Software (2 hours)

- Designing presentations
- Incorporating multimedia elements

Module 3: Integrating ICT into the Curriculum (8 hours)

1. Planning with ICT (2 hours)

- Aligning ICT with curriculum objectives
- Developing technology-integrated lesson plans

2. Interactive Learning (2 hours)

- Using interactive whiteboards and digital projectors
- Incorporating online quizzes and polls

3. Collaborative Tools (2 hours)

- Utilizing collaborative platforms
- Facilitating group projects and peer feedback

4. Educational Apps and Websites (2 hours)

- Exploring educational apps and games
- Evaluating and selecting tools

Module 4: Classroom Management and ICT (8 hours)

1. Classroom Technology Management (2 hours)

- Setting up and maintaining ICT equipment
- Troubleshooting common issues

2. Engaging Students with Technology (2 hours)

- Strategies for maintaining attention and participation
- Addressing digital distractions

Module 5: Exploring Emerging Technologies (6 hours)

1. Introduction to Emerging Technologies (2 hours)

- Overview of trends (AI, VR/AR, blockchain)

- Potential applications
- 2. Virtual and Augmented Reality (2 hours)
 - Understanding VR and AR
 - Exploring educational applications
- 3. Artificial Intelligence and Education (1 hour)
 - AI applications in personalized learning
 - AI tools for grading and feedback
- 4. Future Trends and Innovations (1 hour)
 - Predicting future developments
 - Preparing for new technologies

Module 6: Professional Development and ICT (4 hours)

1. Continuing Education (1 hour)
 - Opportunities for further learning
 - Online courses and certifications
2. Building a Professional Learning Network (1 hour)
 - Connecting with educators
 - Participating in organizations and conferences

Assessment and Evaluation

1. Quizzes

SYLLUBUS FOR OPTIONAL COURSES

SEMESTER 1

EDU 01 - EDUCATION IN CONTEMPORARY INDIA

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20) Course

EDU 01- EDUCATION IN CONTEMPORARY INDIA

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I – Features of Indian society

- Concept of social diversity- diversity at individual level- regional diversities- diversity in language
- caste and class in Indian society- tribal groups in India and their diversities and anthropological features-racial diversities of Indian society
- physical diversities
- role of education in respecting diversities
- Analysis of case studies, educational statistics and field engagement with diverse groups
- Aspirations of Indian Society

(15 hours)

Unit II- Education and Contemporary India

- Education –fundamental understandings- meaning, definitions, functions and aims
- nature of education as a discipline
- types of education formal, informal and non-formal
- levels of education- pre-primary, primary, secondary, senior secondary, higher,

professional, distance and 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, Maktabas and Madrasas- patronage of learning under Gupta, Mauryas and Mughals
- colonial policy of education Macaulay's minutes, Woods dispatch- oriental and occidental controversy, colonial critique of education- nationalistic education,
- experimentation with alternatives, basic education (Nai Talim)integration of life, work and education.

(20 hours)

Unit IV – Constitutional safeguards of education

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

(10 hours)

Unit V – Policy framework of Public Education in India

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

(25 hours)

Unit VI – Education in Contemporary Kerala society

- Evolution of education in Kerala- Salas, 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

EDU 02- DEVELOPMENT OF THE LEARNER

Contact Hours: 100 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Basic concepts about development

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

(10 hours)

Unit II

Dimensions of development across different stages

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

Unit III

(20 hours)

Tasks and hazards of development

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

Unit IV

Adolescence in the milieu of present socio- cultural complexities (5 hours)

- 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

EDU 03 - SCHOOL ORGANIZATION

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Educational management

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

(15 hours)

Unit II

Institutional planning

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

(10 hours)

Unit III

Organizing physical and health education activities at schools

- Concept of physical education ,meaning and definition, aims and objectives, needs and

importance

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

(15 hours)

Unit IV

First aid, nutrition and yoga education in schools

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

(10 hours)

TASK AND ASSIGNMENTS (Any one)

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

REFERENCES

- Aggarwal J.C (1997) School Organization and Administration Management. New Delhi: Doaba House, Book sellers and Publishers
- Alka Kalra (1997) Efficient School Management and Role of Principals, APH
- Bhatnagar, RP and Agarwal, V (1986) Educational Administration and Management, Bhatnagar, S.S. , & Gupta , P.K. (2006). Educational Management. Meerut: Lall Book Dept.
- Buch, M.B, Institutional Planning for Educational Improvement and Development,
- Chaube A Chaube. (2003). School Organization, New Delhi: Vikas
- Chaudhary, N.R. (2001). Managements in education. New Delhi: APH.
- Dr A Abdul Latheef, Dr A.M Antony and et al, Introduction to physical Education for Training colleges; Educare Printers and Publishers, 2009
- Hardayal singh PhD, Science of sports training, DVS Publication New Delhi, 1995
- J C Aggarwal, health and physical education, Shipra Publications
- Light on Yoga, Iyenkar, BKS, Harper Collins: Noida, 2011
- Macnee, E.A. (2004). School Management and methods of teaching. New Delhi: Sonali.
- Mohanty, J. (1990). Educational Administration, supervision and school management. New Delhi: Sonali
- Nair TKD. (2004). School Planning and Managements. A Democratic Approach. Delhi: Choudhari offset Process.
- Noll Victor H, (1957). Introduction to educational measurement. USA: Cambridge Mesachusetts.
- Sidhu, K.S. (2007). School organization and administration. New Delhi: Sterling.
- Sindhu, I.S. , & Gupta, S. (2005). School Managements and pedagogies of education. Meerut. International.

EDU.04. UNDERSTANDING DISCIPLINES AND SUBJECTS

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit 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

(14hours)

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

References

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

Optional subjects

EDU 05.2- THEORETICAL BASES OF TEACHING ENGLISH

Contact Hours: 100 (Instruction)
Internal: 20)

Maximum Marks: 100 (External: 80,

Course Learning Outcomes

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

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

Define Micro teaching and demonstrate the core teaching skills.

Unit I Objective

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

Unit II Objective

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

First language and second language

Place of English in the Indo –European family

Role of English in the present scenario/English as an international link language

10 hours

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 111

Objective

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

Aims and objectives of teaching English

Aims at junior stage, senior stage, secondary and university stage

Aims of teaching literature - general and specific aims

Taxonomy of educational objectives -- learner objectives and learning objectives-process objectives and product objectives

Maxims of teaching in Global context

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

Unit IV

Objectives

To understand the application of various theories of language learning

Psychological theories on Language

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

Unit V

Objective

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

Teaching of English

Principles of teaching English

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

Unit V1

Objective

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

Vocabulary

Vocabulary –types, techniques to develop, use of dictionary, language games
Functions and their structures, pronunciation

10 hours

Unit V11

Objective

To understand the core teaching skills and implement them in classrooms

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

2
0

h
o
u
r
s

EDU.05.10. THEORETICAL BASES OF TEACHING MATHEMATICS

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20) Course

Course Learning Outcomes

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

1. Appraise the nature of mathematics as a science and its history
2. Explain the values aims and objectives of teaching mathematics
3. Formulate objectives/learning outcomes based on Bloom's Taxonomy/ RBT
4. Demonstrate individual teaching skills relevant to mathematics teaching
5. Select and make use of different methods and techniques for teaching mathematics
6. Explain the basic concepts of Curriculum
7. Appraise the present School mathematics curriculum with respect to the recommendations of major curriculum reforms

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, MSG, NCERT, NCF, KCF, Nuffield

(18Hours)

EDU.05.11. THEORETICAL BASES OF TEACHING NATURAL SCIENCE

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20) Course

Course Learning Outcomes

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

1. Analyse the nature and method of science
2. Detect the landmarks in the development of science and significance of science in KCF and NCF
3. Execute microteaching
4. Construct lesson plans based on different models of teaching
5. Select appropriate approaches, methods and techniques in teaching science
6. Analyse the theoretical bases of constructivism and familiarise techniques of Implementing constructivism in class room
7. Review the latest happenings in the state schooling procedures
8. Focus the influence of science and science teacher in modern society
9. Analyse the principles and stages of curriculum construction
10. Evaluate the curriculum reforms abroad
11. Correlate science with other subjects

COURSE CONTENT

Unit I

Introduction to science discipline

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

(14Hours)

Unit II

Micro teaching and models of teaching

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

(20 hours)

Unit III

Approaches, methods and techniques of teaching science.

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

(24 Hours)

Unit V

Learning as a generative process

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

(20 Hours)

Unit V

Science education

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

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

(22 Hours)

EDU 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

Contact Hours: 100 (Instruction)

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

EDU 05.12-THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

Course Learning Outcomes

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

1. Explain nature, values, and evolution of physical science as a subject and distinguish between scientific attitude and scientific aptitude
2. Design objectives, learning experiences, and evaluation procedures based on different taxonomies of instruction.
3. Plan some measures /strategies for developing science process skills among students
4. Explain and organize various procedural aspects of teaching.
5. Plan and implement micro teaching sessions.
6. Define curriculum and its principles
7. Correlate physical science with other subjects and integrate it in his/ her classroom teaching and can critically analyse the different approaches of curriculum construction
8. Plan and execute various methods and strategies in 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)

EDU 05.13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES

Contact Hours: 100 (Instruction)
Internal: 20)

Maximum Marks: 100 (External: 80,

Course Learning Outcomes

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

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

COURSE CONTENT

Unit.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

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 5

Method and strategies of teaching social sciences

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

(24 hours)

SEMESTER I
B. Practical Courses

EDU 101 MICRO TEACHING (30 Hours- 30 Marks)
COUSE OBJECTIVES

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

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

**EDU 102 COURSE ON EPC 1: LANGUAGE ACROSS CURRICULUM –
READING AND REFLECTING ON TEXTS
(50 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 group

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

1. Practicing and recording of health related physical fitness activities. (Walking/ jogging/aerobic dance/ weight training/ cycling)
8 marks
2. Practicing 15 yogasanas (5 each in standing, sitting, and laying positions)8 marks
3. Body composition –BMI/body shape index/skin fold caliper4 marks

SEMESTER II

A .THEORY COURSES

EDU 06: PERSPECTIVES ON EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Teacher and Education

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

(10 Hours)

Unit II

Philosophy of Education

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

(10 Hours)

Unit III

Sociology of Education

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

(10 Hours)

Unit IV

Schools of Philosophy

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

(20 Hours)

EDU 07- FACILITATING LEARNING

Contact Hours: 100 (Instruction)

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

COURSE OBJECTIVES

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Learning-a conceptual framework

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

(10 Hours)

Unit II

Motivation

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

(5 Hours)

Unit III

Perspectives on learning

- Behaviourist views about learning- theories of classical conditioning-trial and 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

EDU 08-ASSESSMENT FOR LEARNING

Contact Hours: 100 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Basics of Assessment

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

Unit II.

Assessment for Learning in Classroom

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

Unit III

Tools & techniques for classroom assessment

- Tools & techniques for classroom assessment- observation, Self reporting, Testing; anecdotal records, check lists, rating scale, Test- types of tests.
- Rubrics- meaning, importance
- Assessment Tools for affective domain- Attitude scales, motivationscales-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)

EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH

Contact Hours: 100 (Instruction)
Internal: 20)

Maximum Marks: 100 (External: 80,

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

To understand the various methods and approaches of teaching English
Methods, approaches, techniques of teaching English

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

20 hours

Unit II

To familiarize different audio-visual aids in teaching of English

Audio visual aids

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

15 hours

Unit III

To analyse the course books in English
Pedagogical Analysis and Content analysis

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

Content Analysis –meaning, objectives and advantages

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

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

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

Teaching of Composition -types of composition : guided and free

Pedagogy and Andragogy

(20 hours)

Unit IV

To know the need and importance of planning

Planning of instruction

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

Herbertian steps of planning and Glover plan

Preparation of lesson plans for prose and poetry from behaviourism to latest followed in schools

(20 hours)

Unit V

To understand the process of evaluation in English language
Evaluation in language

Oral and written test -Importance of essay type -CCE -Grading -evaluation criteria for various discourses -Preparation of Test design and Blue- print for language evaluation-Remedial teaching -Preparation of Port-folio at the end of a course-Editing Text books, thematic editing, content editing, grammatical editing, and transcreation.

Unit VI

To acquaint with library resources Library

Importance, e- library, inflibnet, ELT journals

(15 hours)

EDU 09.10 PEDAGOGIC PRACTICES IN MATHEMATICS

Contact Hours: 100 (Instruction)

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

Course Learning Outcomes

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

1. Analyse the secondary/ higher secondary mathematical content pedagogically
2. Plan mathematics instruction at various stages
3. Appraise the role of models of teaching in mathematics education
4. Design lesson transcripts based on various models of teaching relevant to mathematics education
5. Select and use appropriate learning resources in mathematics instruction
6. Develop different assessment tools for mathematics learning

Unit I

Pedagogic Analysis

(20 Hours)

- 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.

Unit II.

Planning for Instruction

(24 Hours)

- 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

Unit III.

Models of Teaching

(16 Hours)

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

Unit IV

Resources in Mathematics Education

(20 Hours)

- 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

Unit V

Assessment for Mathematics Learning

(20 Hours)

- 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

EDU 09.11 PEDAGOGIC PRACTICES IN NATURAL SCIENCE
Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

Course Learning Outcomes

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

1. Attribute the characteristics and organization of aims, objectives and national goals of Natural Science.
2. Check the cohesiveness and organization of Pedagogic analysis and content analysis of 8th, 9th and 10th Std. Biology textbook.
3. Construct Lesson plan based on constructivist and behaviorist formats.
4. Check the validity and worth of various resource materials in teaching Natural Science.
5. Plan the different co-curricular activities such as science club, science fair, science exhibition etc.
6. Judge the criteria and procedures of various co-curricular activities in teaching Natural science.
7. Design the science lab, science library in a school.
8. Plan different test items based on Biology text book.
9. Construct achievement test and diagnostic test based on Upper primary, Highschool and Higher secondary Biology text book.
10. Judge the criteria and standard of CCE.

Unit I

Aims and Objectives of Teaching Science

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

(22 Hours)

Unit II

Pedagogic Analysis

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

(22 Hours)

Unit III

Planning of instruction

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

(20 Hours)

Unit IV

Resources in Teaching Science

- Resource materials in teaching Natural Science-Syllabus, Textbooks, Work Book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, specimens, video, power point presentation 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.
- Co-curricular activities - organization of field trips and study tours, their importance. Science Club - its pattern, organization and activities such as Science fairs, Science exhibition, Science debates, Nature rambling, Nature calendar. Educational implication of science library and science laboratory Role of experiments in science

(20 Hours)

Unit V

Evaluation in Science

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

(16 Hours)

EDU 09.12 PEDAGOGIC PRACTICES IN PHYSICAL SCIENCE

Contact Hours: 100 (Instruction)

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

Course Learning Outcomes

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

1. Develop competencies in pedagogic analysis and content analysis.
2. Critically analyze the suitability of various learning experiences to satisfy the diverse needs of learner
3. Develop competencies in preparing different levels of planning of instruction for the effective transaction of Physical Science
4. Analyse variety of teaching- learning resources and utilize them effectively in the learning process.
5. Plan, organize and execute activity aids and utilise community based resources in the learning process
6. Develop understanding of different families of Models of Teaching and competency in using appropriate Models in different learning situations.
7. Prepare lesson transcripts based on Models of Teaching.
8. Understand the significance of assessment and evaluation in the learning process.
9. Construct evaluation tools using variety of test items of different levels to address student diversity.

COURSE CONTENT

Unit 1

Pedagogic analysis

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

- Recent changes in physical science Teaching in the state of Kerala

(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, museums

(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 n 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)

EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE

Contact Hours: 100 (Instruction)
20)

Maximum Marks: 100 (External: 80, Internal:

Course Learning Outcomes

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

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

COURSE OBJECTIVES

6. To have a hands on competency in preparing pedagogic analysis of social science
7. To acquaint with Planning of instruction
8. To provide familiarization with resources for teaching and learning social science
9. To develop ability to prepare lesson transcripts based on models of Teaching
10. 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)

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 (10 Hours- 10 Marks)

COURSE OBJECTIVES

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

EDU 201.3 CRITICISM LESSONS (30 Hours- 30

Marks)COURSE OBJECTIVES

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

Criticism classes should be arranged optional wise.

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

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

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

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

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

COURSE OBJECTIVES

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

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

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

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

Student teachers recognize

(i) School as an ‘organized’ Endeavour Functioning within a ‘structure’ with defined roles and responsibilities Internal arrangements for coordinated functioning-time table, work allocation,

differential responsibilities, planning and coordination procedures External liaison – with parents, community, authorities.

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

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

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

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

ASSESSMENT INDICATORS OF INITIATORY SCHOOL EXPERIENCE

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

SEMESTER IV

A. .Theory Courses

EDU 10-GENDER, SCHOOL AND SOCIETY

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

Unit I

Gender as a Social construct

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

10 hours

Unit II

Gender Issues in schools

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

15 hours

Unit III

Recent Issues associated with Gender

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

15 hours

Unit IV – School and Society

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

10 hours

. London: Allen lane

EDU. 11 EDUCATIONAL THOUGHTS AND PRACTICES

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

Unit 1

Philosophical thoughts on Education

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

(10 hours)

Unit II

Education and Society

- Education and social change
- Social Change in India
- Modernization- Education and modernization
- Social mobility, Social stratification,
- Education and Culture - Cultural lag, Acculturation and Enculturation

- Multiculturalism
- Social control
- Education and National Development - Education and Economic Development

(10 hours)

Unit III

Constitutional provisions of Education

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

(10 hours)

Unit 4 Curriculum Development

- Curriculum- meaning and definition-
- Bases of curriculum- philosophical and sociological
- Types of curriculum
- Modern trends in curriculum development
- Issues in curriculum development
- Curriculum for generating knowledge
- Education for a knowledge society
- Curricular changes suggested by NPE 1986.
- Systematic curriculum reforms - NCF 2005.

(20 hours)

EDU. 12 CREATING AN INCLUSIVE SCHOOL

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Concept and Relevance of Inclusion

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

Unit II

Learner Diversity in schools

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

Unit III

Challenges in Inclusion

- Issues in Creating Inclusive Schools
- Common Features for Successful Inclusion
- characteristics of cultural and gender inclusion
- characteristics of inclusive learning friendly Environment
- Dealing with Diversity in the Classroom, Valuing and Encouraging Diversity ,Including Different Kinds of Thinking, Learning, and Bias in the Curriculum and Learning Materials
- Gender and Teaching
- Diversity and Disability
- HIV/AIDS and Discrimination

(8 hours)

Unit IV

Making Schools More Inclusive

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

(15 hours)

(15 hours)

EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Professionalism

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

(15 hours)

Unit II

Global demand of English teachers

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

(10 hours)

Unit III

New careers for English teachers

- Language trainer -qualities; Content writers and their qualities content writing; meaning

and its importance

- On line teaching –features, merits and demerits; Anchoring –qualities of an anchor; Out sourcing –meaning , merits and demerits; Running commentary ; TV reporting; Tele conferencing ; event management ; social networking ; online editing

(13 hours)

Unit IV

E- learning materials in English

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

(12 hours)

EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

1. Identify the causes of poor performance in mathematics
2. Organize different activities for making mathematics learning enjoyable
3. Identify the exceptional children in mathematics and develop special programs for them
4. Appraise the role of governmental and non-Governmental initiations in nurturing mathematics learning
5. Design e- content material in mathematics
6. Identify various aspects of professionalizing mathematics education
7. Outline techno pedagogical skills for mathematics instruction

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
- 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

Course Learning Outcomes

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

1. Co-ordinate seminar on teaching profession, competency, and soft skills.
2. Judge the relevance of resources and agencies in professional growth of science teacher.
3. Prepare a review based on the information collected from ERIC and INFLIBNET.
4. Analyse the relevance of techno pedagogy, TPACK, technonpedagogic skills of natural science teacher.
5. Create digital resource, online publishing and analyse school biology topic by using appropriate ICT tools.
6. Evaluate the nature of scientifically gifted students.
7. Analyse the use of information communication technology in science classroom.
8. Evaluate the significance of IT resources and dynamic learning environment in teaching learning process.
9. Construct an e-content in biology.

Unit I

Professional Science Teacher

- Definition of profession, Teaching as a profession - Professional ethics, Traits of professionalism
- Teaching competencies required by a science teacher. Teacher Competencies listed by NCTE
- Soft Skills required for a teacher
- Professional growth of Science teacher. Teaching, Research and Extension, Research journals in Science & Science Education

- Role of SCERT and NCERT in the Professional growth of Science teacher. Internet resources and websites for professional growth of science teachers like ERIC, INFLIBNET etc.

15 hours

Unit II

Technological Pedagogical Analysis of content Knowledge (TPACK)

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

15 hours

Unit III

Gifted students in science

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

10 hours

Unit IV

Science and technology

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

10 hours

EDU 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

1. List the qualities; identify the mentoring skills and critically analyze the accountability of a Physical Science teacher.
2. Appraise professional ethics in various situations and collaborate with others in a professional manner.
3. Explain the need and scope of TPACK and analyse physical science content based on TPACK
4. Analyse various ICT tools and design e-content incorporating social media and web-based tools in physical science teaching

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
- 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 –IHC concept map tools
- M-learning
- Physical Medias as learning inputs – face book, whatsapp , Twitter, etc.

(15 Hours)

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

EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit.1

Professionalizing social science teacher

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

(10 Hours)

Unit II

Techno pedagogy in social science Teaching

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

(15 Hours)

Unit III

ICT inputs in social science learning

- Using presentation software
- E- content
- Learning objects
- Tele conferencing and video conferencing
- Scope of blogs, wiki and Google map
- Use of INFLIBNET
- Edubundu
- Free 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 Learning Outcomes

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

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

COURSE CONTENT

Unit: I

Conceptual Analysis of Child Rights

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

(6 Hours)

Unit: II

Child Rights Education

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

(7 Hours)

Unit: III

Movements for Child Rights

- Important Movements for Child Rights around the World- -United Nations Conventions for Rights of the Child (1959&1989) and Declarations on the Rights of the Child by UN.International Organizations for Child Rights- UNICEF, AMNESTY

international, IFCW, IICRDS, UNHCR, etc.

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

(10 Hour)

TASKS AND ASSIGNMENTS

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

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

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

References:

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

EDU 14.2 ENVIRONMENTAL EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit II

Introduction to our Environment

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

(5 Hours)

Unit II

Ecological Process

- Biosphere, Flow of Energy, Nutrient Cycles, Carrying Capacity, Conservation of natural resources. Bio- magnification

(5 Hours)

Unit III

Conservation of Natural Resources - Problems, Perspectives and Management

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

to Environment Movements in Kerala. Legislative measures in India for Protection of environment

(20Hours)

Unit IV

Teaching- Learning strategies in Environmental Education

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

EDU 14.3 EDUCATION FOR DIFFERENTLY ABLED

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

(20 Hours)

Unit 1

Understanding the Disabilities

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

(8 hours)

Module II

Definition, Types and Characteristics

- Hearing Impairments: Definition, Types and characteristics
- Visual Impairment : Definition, Types and characteristics
- Mental Retardation: Definition, Types and characteristics
- Neuro-muscular and Loco motor disabilities: Definition, Types and characteristics

(10 hours)

Module III

Identification and Early Intervention

- Need for early identification and Intervention
- Assessment procedures for educational placement.
- Intervention of later identified children
- Early Educational Intervention strategies.

(10 hours)

Module IV

Educational practices for students with differently abled

- Special school education
- Integrated Education
- Inclusive Education
- Education of gifted students

(10hours)

Module V

Trends and Developments in the education of differently abled

- National Institutes – NIVH, NIMH, AYJNIHH, NIOH.
- Acts and Schemes – NPE 1986, POA 1992, RCI Act 1992, PWD Act 1995, NT Act 1999.
- Role and Responsibilities of Pre-school teacher, Regular teacher, Resource teacher and special teacher.
- Community Based Rehabilitation (CBR)

(7 hours)

EDU14.4 GUIDANCE AND COUNSELLING

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Understanding Guidance

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

Unit II

guidance in schools

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

(10 Hours)

Unit III

Introduction to counseling

- Definition, Meaning, nature and scope of counselling.
- Basic principles of counselling.
- Objectives of counselling.
- Relationship between guidance and counselling
- Approaches to Counselling: directive, non-directive and eclectic
- Individual vs. group counselling (concept, advantages and limitations)
- Roles and functions of teachers involved in the counselling programmes in schools
- Skills and qualities of an effective counsellor.

Unit IV

Mental Health And Counselling

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

(10 Hours)

Unit V

Counselling In Schools

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

(10 Hours)

Course Learning Outcomes

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

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

COURSE CONTENT

Unit I

Introduction to health and physical education

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

Unit II

Physical fitness ,physical activity and exercises

7 Hours

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

10 hours.

Unit III

Yoga education

- Meaning and definition of yoga
- History ,objectives and benefits of yoga
- Types of yoga
- School of yoga

- General guidelines for yoga practices
- Suryanamaskar, importance of asanas, pranayama and its benefits, shithilikarana vyayamas, yoga and relaxation techniques
- Body types, concept of posture, causes of bad posture, postural deformities,

*15
hours*

Unit IV

Lifestyle Diseases

- Causes ,symptoms and management of diabetes, obesity ,osteoporosis, coronary artery diseases ,back pain
- skinfold measurements ,body shape index, body mass index, basal metabolic rate, pulse, blood pressure

8 hours

Unit V

First aid ,food and nutrition

- First aid -definiton and importance, fundamental principles to be followed and the duties to be followed by the first aider, CPR, first aid in different cases – poisoning ,electrick shock,burns,wounds ,heart attack,fractures,drowning,burns, heat stroke,
- Food and nutrients ,caloric value ,caloric requirements, malnutrition

10 hours

EDU14.6. MANAGEMENT IN SCHOOL EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

COURSE CONTENT

Unit 1

Basic Concepts Of School Management

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

(15 Hours)

Unit II

Institutional Climate And Planning

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

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

(10 Hours)

Unit III

Leadership At Different Levels Of School Hierarchy

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

(10 Hours)

Unit IV

Management of Resources

- Instructional Management : School Calendar, Time-Table: importance, types of time-table , principles of time table construction, Conducting exams, Maintenance of record: meaning, types, how to keep records Admission Register – Attendance Register for Staff & students – Stock Registers – Acquittance Register- Management of Library and lab
- Management of co-curricular activities : Concept and Types of co-curricular activities, Need and importance : educational value, psychological value, social value, civic value, recreational value, physical development value - Organization of co-curricular activities in school - Principles underlying organization of co-curricular activities - Difficulties faced in organizing co-curricular activities : organization and objectives of literary and cultural activities, organization and objectives of physical education activities
- Management of material resources, technology e-resources, school plant, school

complex

- Management of human resources: Teachers-staff council - functions, performance appraisal of teachers
- Parents- PTA, MPTA, GTA
- Community-Important resources of community, ways of utilizing community resources
- Management of financial resources
 - ▮ Financial management –role of teacher – preparation of school budget-meaning purpose, types, E-grant, grant-in-aids, scholarships, awards etc.
 - ▮ Total Quality Management – Concept Key elements of TQM, Steps for TQM in Schools

(15 Hours)

EDU 14.7.VALUE EDUCATION AND PEACE EDUCATION

Contact Hours: 50 (Instruction)

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

Course Learning Outcomes

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

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

1. 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 Peace- Approaches and Strategies.

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

(20 Hours)

SEMESTER IV

B. .Practical Courses

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

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

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

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

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

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

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

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

DETAILED GUIDELINES

WORKSHOP 1 – Digital Text book /e resources

DAY 1

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

(i) An introduction to Spread sheets as a tool for Administrative and Academic Support

(ii) Hands-on Experiences

Product Needed

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

Product Submission

- Send the document to your teachers email (2 marks)
-

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

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

Product Needed

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

Product Submission

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

•

DAY 2

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

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

Product Needed

- Each student should plan and develop an ICT integrated lesson and construct a digital presentation in their own optional subjects
- Presentation should include words, images and videos / audios.

Product Submission

- Send the documents to your teachers email (6 marks)
-

WORKSHOP 2 - ICT Integration with Pedagogy

DAY 3

Phase I Teacher as a Techno-Pedagogue

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

Product Needed

- Students should create a Personal website

Product Submission

- Send the url of your created websites to your teachers email

(10 marks)

WORKSHOP 3 - E content development

DAY 4

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

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

Product Needed

- A directory of selected images, Audio and videos

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

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

Product Needed

- E-content developed by students

Product Submission

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

EDU.402. COURSE ON EPC 4: UNDERSTANDING THE SELF (30 Hours- 30 Marks)

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

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self

and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

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

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

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

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

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

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

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

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

<i>Broad areas and</i>	<i>Introduction</i>	<i>Values</i>	<i>Individual and collective selves</i>	<i>Connecting - self-society</i>	<i>Social interface</i>
Main objectives	Trust building, for future	Opening self, reflection, culture for self image	Team building, respecting,	Understanding social structures	Becoming the change agent –

	exercises, laying ground rules, energizing	listening and accepting	tasks, sharing responsibility. addressing conflicts	(stereotypes/ diversity / gender) and role of the individual	designing and leading change / social action
<i>Broad methodologies</i>	Games, theatre activities, discussions	Reflections, story making, self-disclosure through art, dance and theatre	Nature walk/ field visit , adventure. Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)

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

Suggested Tasks (5x 6=30 Marks)

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

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

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

Workshop 1-A significant event or experience in life

Investigating the texture of one key event/experience (working with partners) –
Sharing and assimilating a range of experiences

Workshop 2: Gender and upbringing

Suggested workshop themes

Telling our own gendered stories

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

Gender issues in school education – case studies
Gender issues manifest in contemporary public spaces – case studies
Responding to various forms of gender discrimination

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

Suggested workshop themes

The expanding role of advertising in contemporary life. Sharing favourite advertisements and their impact on us. Looking from the other side: how psychology, research, technology and imagination combines to create a ‘targeted commercial’

Viewing and analyzing a series of advertisements- Constructing an effective advertisement (group task)

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

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

Suggested workshop themes

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

Workshop 5: Art and education

Suggested workshop themes

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

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

WORKSHOP 1

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

Phase 1 Individual Presentations

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

Phase II Report writing

- Highlights of the discussion
-

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

WORKSHOP 2

Gender and upbringing

Phase I - Telling our own 'gendered' stories

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

Phase II Panel Discussion

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

Phase III Report Writing

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

WORKSHOP 3

Deconstructing the messages of advertising (in the Audiovisual Media)

Phase I Expert Talk

Psychology of Advertisements: The expanding role of advertising in contemporary life

Or

Any other related topics

Phase II Sharing favourite advertisements and their impact on Life

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

Phase III Expert Talk

Technology and imagination combines to create a 'targeted commercial', Viewing and analyzing a series of advertisements

or

any other related topics

Phase IV constructing an effective advertisement (group task)

- Divide students into 6 member groups
- Construct the script of an effective advertisement

Phase V Report Writing

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

WORKSHOP 4

Theatre for Awareness of Body, Self and the Other

Phase I Sensitize students about their inherent potentialities

Phase II How to Refresh body and Mind through Yoga

Phase III Report Writing

WORKSHOP 5

Art and Education

Phase I Expert Talk - What is art integrated Education

Phase II Construction of an art integrated lesson Plan

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

Phase III Report Writing

- Submit the lesson plan or materials (6 marks)

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

To acquire the requisite competencies in planning and executing socially useful programmes

To develop social sensitivity and consciousness and their human sensibilities

To seek co-operation and support from local people
To develop dignity of labour

To produce products which are useful to society

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

A) Field work component (10 marks)

- Survey of social importance
- Organization of campaign on one of the themes such as nutrition, sanitation, drug, consumer education, blood donation, AIDS, environment, gender issues, population education, etc.

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

B) SUPW Component (10 marks)

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

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

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

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

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

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

SREE NARAYANA COLLEGE OF TEACHER EDUCATION, KOTTAPURAM
B. Ed FIRST SEMESTER

Time Table

Semester I

Day	I	II	11.35- 11.45	III	12.35- 1.20	III	III	3.00- 3.10	VI	VII
	9.45- 10.40	10.40- 11.35		11.45-12.35		11.45-12.35	11.45-12.35		3.10- 4.00	4.00-4.30
MON DAY	Education in contempora ryIndia	Developm entof the learner	Interval	Understandin gdisciplines and subjects	Lunch Break	Option	Library	Interval	Option	ICT
TUE S DAY	Option	Option		Developmen tof the learner		Education in contemporar yIndia	Understandin g disciplinesan d		ICT	Library
WED N ESDAY	Option	Option		Library		Education in contemporar yIndia	School organizatio n		Develop -ment of the learne r	ICT
THU R SDAY	Developmen tofthe learner	Educatio nin contempora ryIndia		Understandin g disciplines and subjects		Option	ICT		Option	Library
FRID AY	Option	Option		Education in contemporar yIndia		Developmen tof the learner	School organizatio n		Library	ICT

Semester II

Day	I	II	11.35-11.45	III	12.35-1.20	IV	V	3.00-3.10	VI	VII
	9.45-10.40	10.40-11.35		11.45-12.35		1.20-2.10	2.10-3.00		3.10-4.00	4.00-4.30
MONDAY	Optional	Optional	Interval	Perspective son education	Lunch Break	Assesment for learning	Facilitatin g learning	Interval	Library	Value Added courses
TUESDAY	Facilitatin g learning	Assesment for learning		Perspective son education		Optional	Optional		WE	ICT/ Value Added courses
WEDNESDAY	Assesment for learning	Optional		Optional		Facilitatin g learning	Facilitatin g learning		PE	Library/ ValueAdded courses
THURSDAY	Perspective son education	Assesment for learning		Assesment for learning		Facilitatin g learning	Optional		Optional	ICT/ Value Added courses
FRIDAY	Optional	Optional		PE		Perspective son education	Facilitatin g learning		Assesment for learning	Library/ ValueAdded courses

Semester IV

Day	I	I I	11.3 5 - 11.4 5	III	12.3 5 - 1.20	I V	V	3.00 - 3.10	VI	VII
	9.45- 10.40	10.40- 11.35		11.45- 12.35		1.20-2.10	2.10 - 3.00		3.10- 4.00	4.00- 4.30
MONDAY	Option	Gender schooland society	Interval	Educational thoughts and practices	LunchBreak	Creating an inclusive school	Library	Interval	Seminar	Value Added courses
TUESDAY	Educational thoughts and practices	Elective		EPC 4		EPC 3	ICT		Seminar	Value Added courses
WEDNESDAY	Gender schooland society	Educational thoughts and practices		Elective		EPC 3	Option		Library	Value Added courses
THURSDAY	Option	Elective		Creating an inclusive school		EPC 4	Seminar		SUPW	ICT/ Value Added courses
FRIDAY	EPC 4	Gender schooland society		Creating an inclusive school		EDU 13	EPC 3		SUPW	Library/ Value Added courses