GOVERNMENT BRENNEN COLLEGE OF TEACHER EDUCATION (GBCTE)

THALASSERY - 670 101

E-mail : gbctethalassery@gmail.com
Website : www.gbctethalassery.ac.in

CALENDAR

A.D. 2025-2026
M.E. 1201-1202

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OF TEACHER EDUCATION (GBCTE)
THALASSERY - 670 101

CALENDAR

A.D. 2025-2026
M.E. 1201-1202

PERSONAL DATA

1. Name of student :
2. Optional subject :
3. Roll No. :
4. Admission No. :
5. Year of study :
6. Native place :
7. Residential address
   with contact number :

8. Pincode :
9. Phone No. :
10. Phone No. of guardian:

KANNUR UNIVERSITY

MANGATTUPARAMBA
KANNUR UNIVERSITY CAMPUS P.O.
KANNUR-670 567
KERALA, INDIA

elegram : UNIKAN
Phone : 0497-2782330, 2782351

fax : 0497-2782190
e-mail : cnn_knruty@sancharnet.in

o. PID/A2/1163/2010/UGC

CERTIFICATE

This is to certify that Government Brennen College of Teacher Education, Thalassery, Kannur Dist., Kerala has been recognized by 2(f) and 12(b) status of UGC.

(Sd.)

Kannur University Campus,
28-10-2013.

DEPUTY REGISTRAR (Academic)
i/c of REGISTRAR

KANNUR UNIVERSITY

MANGATTUPARAMBA
KANNUR UNIVERSITY CAMPUS P.O.
KANNUR-670 567
KERALA, INDIAAcad/A3/GBCTE/10278/2008 30-10-2013

CERTIFICATE

This is to certify that Government Brennen College of Teacher Education, Thalassery, Kannur is an affiliated College under this University offering B.Ed. and M.Ed. courses.

This Certificate is issued to the Principal, Government Brennen College of Teacher Education, Thalassery as per the request dated 29-10-2013 for the purpose of online registration for NAAC Accreditation.

(Sd.)

DEPUTY REGISTRAR (Acad.)
FOR REGISTRAR

To

The Principal,
Government Brennen College of Teacher Education,
Thalassery, Kannur.

Bachelor of Education (B. Ed.) Programme

Preface

The pre-service teacher education programme, the vital early phase in the development of new teachers should equip the future teachers with a competency profile required to address the issues in the modern schools and society. It must be relevant, coherent and of high quality. To ensure the creation of quality teachers, the National Council for Teacher Education (NCTE) has made some sweeping changes in the teacher education curriculum in 2014 laying emphasis on competencies to enable teachers for handling a variety of tasks inside and outside the classroom with more emphasis on the application of knowledge and principles in teaching and learning rather than only on the theoretical understanding of the principles enunciated in a particular course of study. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. So it is critical to pay close attention to how we train and support the prospective teachers.

It is in this context that Kannur University also revises its teacher education curriculum in tune with the NCTE Two Year B.Ed. Programme Curriculum Framework for preparing professionally competent teachers who are more reflective, versatile and effective, not simply to teach successfully in relation to current external expectations, but who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.

The syllabus could not have been completed without the dedication of the drafting committee members under the leadership and patronage of Dr. M. K. Abdul Khader (Hon. Vice-Chancellor), Dr. Balachandran Keezhoth (Registrar), Dr. S. Pradeepkumar (Controller of Examinations) and Dr. P. J. Jacob (Dean, Faculty of Education and Syndicate Member), Kannur University. The contributions of the drafting committee, review committee, Heads and Principals of Teacher Education Colleges and University staff is duly acknowledged. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to prepare reflective, accomplished and enquiring teachers for the new era.

DR. BABU KOCHAMKUNNEL,
Chairman, BoS in Education.

ASHRAF, T.P.
Co-ordinator.

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1. HISTORY OF THE COLLEGE

Our Institution, Government Brennen College of Teacher Education, Thalassery was named as **"Government Training College, Tellicherry",** when it was established in September 1957. The Institution is situated in the heart of the Thalassery Town, in between the old bus stand and the Municipal stadium.

Our College covered several milestones before it attained the present status as College of Teacher Education (CTE). On the 1st September of 1862, (Late) Captain Edward Brennen, a Master attendant of Tellicherry Port established an educational institution in Tellicherry town "to give the boys of all castes, creeds and colour a sound English education" and he left an endowment of ` 8,900 for opening of the free school. In 1866, this institution was upgraded and amalgamated with Basal German Mission Brennen English School (B. G. M. Brennen English School). Within two years ie., in 1868, the school was again upgraded to a high school. However in 1872, the institution was taken over by the then Government. The decision was taken by the Governor of Madras as the Basal Mission was not able to manage the institution. Till 1883 it was a district school under the management of the Government. In 1884, the school was transferred to Tellicherry Municipality on the basis of Government policy.

During the year of 1890, this full fledged High School was converted to a Second Grade College known as "Government Brennen College, Tellicherry". The college has functioned in this building for a long period. When the Brennen College was shifted to the present campus at Dharmadam in 1957, Government Training College was established in its place at Tellicherry. Since June 1958, the Training College has been housed in the old Government Brennen College buildings. The Training College was formally inaugurated by Dr. B. Ramakrishna Rao, the then Governor of Kerala on 13th September 1957. This institution has been situated in 1.52 acres of its own land since June 1958.

The Government Brennen Higher Secondary School, the institution which is now situated in the college premises is the old Model high school. A high school, known as 'Model School' was attached with every Training College during that period. So, this school was upgraded and shifted from Chirakkara to this college premises for the smooth functioning of the Training College. Later, it was again upgraded and renamed as 'Govt. Brennen Higher Secondary School'.

The Government Training College, Thalassery was upgraded and renamed as Government College of Teacher Education, Thalassery under the Central Govt. Scheme sponsored by the Ministry of Human Resources and Development as per Order No. G.O. (Rt.) 1788/94/H.Edn. dated, 29-11-1994 with manifold purpose in the field of Education.

The Government College of Teacher Education, Thalassery was renamed as Government Brennan College of Teacher Education, Thalassery as per the Order No. G.O. (Rt.)No. 1399/08/H.Edn. dated 20-09-2008. The name 'Brennan' mentioned in the Government order read above is corrected and read as 'Brennen' as per the Order No. G.O.(Rt.)No.1675/08/H.Edn.dated10-11-2008.This institution has now developed to the level of National centre for giving In-service Training to Secondary School Teachers of Kannur and Kasaragod Districts and to improve the quality of teachers through an ongoing process of intensive training programmes every year.

The College was affiliated to the University of Kerala at the time of the establishment in 1957. Later it was affiliated to the University of Calicut due to the formation of the new University in 1968. When the University of Kannur was established in 1996, this institution also was affiliated to the Kannur University.

The College now offers three courses B.Ed., M.Ed. and Ph.D. in Education. The total intake of students in B.Ed. course is 50+5 EWS=55. For B.Ed., the institution offers the following nine optional subjects:–

(i)	Arabic	(v)	Mathematics
(ii)	English	(vi)	Natural Science
(iii)	Hindi	(vii)	Physical Science
(iv)	Malayalam	(viii)	Social Science
ix)	Urdu		

The college was elevated to the status of a Research Centre in Education in 2008. Part-time and Full-time Scholars under Kannur University are doing research in education here.

M.Ed. Course was started in October 2011, at present M.Ed. course is not running in our college due to the withdrawal of recognition by NCTE.

The College has been assigned as a Coursework Centre of Ph.D. in Education of Kannur University in 2012. B.Ed course in Urdu started in our college in the year 2024 June onwards

2. VISION AND MISSION

Vision:

- *Disseminating principles of Education to all sections of the society, regardless of caste, creed and colour.*
- *Imparting Training to meet techno-pedagogical advancement in the changing social scenario.*
- *Helping to evolve the philosophy of Continuous and Lifelong Education.*
- *Promoting Research in Various fields of Education.*
- *Organising programmes to foster equity with respect to gender and ethnically, physically and socially needed sections.*
- *Propagating Principles of Peace and Values.*

Mission:

The Mission of the College is to help prepare outstanding educators and researchers and to advance the profession of education, as broadly defined, through research on the science and art of teaching and learning, the effective uses of technology and the analysis of educational policy.

3. MEMBERS OF TEACHING STAFF

SL. NO	NAME OF THE FACULTY	EDUCATIONAL QUALIFICATION	DESIGNATION	CONTACT DETAILS
1	PROF.(DR.) ISSAC PAUL	M.COM., M.ED., M.PHIL., PGDHE, Ph.D., NET	PRINCIPAL	9447588913
2	Sri. R. SURESH KUMAR	M. A., M.ED., P.G.D.J,, NET (HISTORY & EDUCATION)	Assistant Professor of Social Science	9447202286
3	Dr. BABY CHORAN	M. A., M.Ed., NET, Ph.D	Assistant Professor of Hindi	9446264850
4	Sri.ANWAR MUHYIDDEEN K. A	M. A., M.Ed., NET	Assistant Professor of Arabic	9446901817
5	Dr. PRASANTH P.	M.Sc. (Zoology), M.Sc. (Psychology), M.Ed., MSCP,NET, Ph.D	Assistant Professor of Educational Psychology	9567239932
5	Dr. K. KANCHANA	B.Sc., B.P.Ed., M.P.Ed., M.Phil., Ph.D, MBA(HR) PGDSM	Assistant Professor of Physical Education	9496355723
6	Dr. BINEESH JOHN	M,A, M.Sc., M.Ed., P.hD., PGDELT	Assistant Professor of Educational Psychology	9847047060
7	Dr. RAKHI RAJ	M.Sc., M.Ed., Ph.D., JRF. (Education)	Assistant Professor of Mathematics	9846837555
8	Dr. REMIA K. R.	M.A., M.Ed.,NET, Ph.D.	Assistant Professor of Malayalam	9495224449
9	Dr. SOFIYA K. M.	M. A., M.Ed., NET, Ph.D	Assistant Professor of English	8281315070
10	Sri. BAIJU P T	M.Sc. Chemistry, M. Ed., NET.	Assistant Professor of Physical Science	9745261853
11	Dr. HIMA P. M.	M.Sc. Zoology, M.Ed., NET, JRF, Ph.D.	Assistant Professor of Natural Science (GUEST)	8606416994
12	Sri. REJITH. M. C.	M, A., M.Ed.	Assistant Professor Foundation of Education(GUEST)	9567792405
13	DR. P. RANGARAJ	M.Sc., M.A., M.H.R.M., MPA., K-TET, Ph.D. (Drama & Theater Arts)	Assistant Professor Performing Arts (GUEST)	9489190128

14	SMT. AMRUTHA C. V.	MFA Painting, K - TET	Assistant ProfessorFine Arts (GUEST)	9746329296
15	DR. HASHIM M. H.	M.A., M.Ed., M.B.A, L.L.M., M.Phil., Ph.D (Education), Ph.D ((Linguistics)	Assistant Professor Urdu (GUEST)	9446440544
16	Vacant	-	Reader	-
17	Vacant	-	Reader	-
18	Vacant	-	Assistant Professor in Educational Technology	-
19				

4. Members of Non Teaching Staff			
Sl. No.	**Name**	**Designation**	**Phone No.**
1	Sri. ASSIS M.	Senior Superintendent (Hr. Gr.)	965650801
2	Vacant	Senior Librarian	-
3	Sri. LETHISH V. V.	Head Accountant	9995459741
4	Smt. ANUJA ABHILASH	Senior Clerk	8921601306
5	Smt. PRATHIBHA M. N.	Senior Clerk	9388201982
6	Smt. MAHIJA P.	Senior Clerk	9605034499
7	Sri. SHYNO THOMAS	Senior Clerk (Hr.Gr.)	7025649651
8	Smt. VIPINA M.	Senior Grade Typist	9895100986
9	Sri. RAJEEVAN P. P.	Lower Division Typist	9495479356
10	Sri. AHAMMED T. I.	Library Assistant	9947776765
11	Sri. SAJIL K.	Office Attendant (Gr.I)	9995813671
12	Smt. MAYAMOL T. M.	Office Attendant(Gr.I)	8606687139
13	Sri. AKHIL K.	Office Attendant (Gr. II)	8301064005
14	Sri. DIVIN RAVEENDRAN P.	Night Watchman	9744853527
15	Smt. LATHA KOVVAPRAVAN	Sweeper (8 Years Hr. Gr.)	8547367317
16	Smt. NAVEETHA K.	Sanitation Worker (Daily	9496844125

		Wages)	

5. OFFICE BEARERS OF COLLEGE ACTIVITIES 2025-2026		
	Principal	PROF.(DR.) ISSAC PAUL
	Academic Coordinator	Dr. Baby Choran
	Staff Council Secretary (Teaching-nonteaching)	Dr. Rakhi Raj
	Hostel Warden	Dr. Rakhi Raj
	Staff Advisor	Sri.R.Suresh Kumar
	Staff Secretary	Dr. Rakhi Raj
	P.T.A. Secretary	Dr. Remia.K R
	Election Committee	Dr. Sofiya.KM Sri. BAIJU P T
	Research Journal Editor	Dr. Sofiya.KM
	Chief Information Officer (RTI)	Dr. Baby Choran
	NAAC coordinator	Dr. PRASANTH P.
	SAAC	Dr. Rakhi Raj (Convenor)
	IQAC-Coordinator	Dr. Rakhi Raj (Convenor)
	P.T.A. Executive Committee	Dr. Remia K.R, (PTA Secretary) All Permanent Teachers (Members)

	Human Rights Committee	Dr.Sofiya K M (Convenor) Sri. Anwar Muhyiddeen. K.A
		PL
	CDC (College Development Council)	PROF.(DR.) ISSAC PAUL. (Principal) Dr. Baby Choran Sri. R. Suresh Kumar Dr. Bineesh John Dr PRASANTH P Dr. Rakhi Raj Sri. Anwar Muhyiddeen K.A Dr. Kanchana. K Dr. Remia K R
	Guidance and Counselling Cell	Dr. Bineesh John (Convenor) Ms. Sanjana. M,(College Psychologist) (Member)
	Anti Sexual Harassment Cell	Dr.Sofiya.KM (Convenor)
	Carrier and Placement Cell	Dr,Kanchana.K Dr. Hima.PM
	Research library	Dr. Bineesh John (Convenor)
	Extension & Charity Programmes	Sri. Anwar Muhyiddeen. K.A. (Convenor) Dr. Rakhi Raj Dr. Remia K R Dr.Sofiya.KM Sri. BAIJU P T Dr. Hima PM, Mr.Rejith MC
	ICT Cell- Nodal Officer	Dr. Rakhi Raj

	AISHE	Dr. Bineesh John (Convenor) Smt.Haseena.P V
	Teaching Practice	Sri. Anwar Muhyiddeen. K.A. (Convenor) Sri. BAIJU P T Dr.Hima.P M
	College calendar	Dr. Prasanth P Dr. Rakhi Raj Dr. Hima P M
	Time Table Committee	Dr. Baby Choran (Convenor) Dr. Remia. K R, Sri. BAIJU P T Dr. Hima P M&
	Women's Cell	Dr.Sofiya.KM, Dr. Rakhi Raj, Smt.Sanjana.M
	Anti Ragging Cell	Dr. Baby choran(Convenor) Dr. Kanchana. K Smt.Haseena P V Smt.Sanjana,M
	Grievance Cell	Sri. Anwar Muhyiddeen KA (Convenor) Dr. Bineesh John Dr. Kanchana. K Smt,Sanjana.M
	CAMS-Nodal Officer	Sri. Anwar Muhyiddeen K A
	Cultural Programmes	Dr. Remia K R (Convenor) Dr.Sofiya.KM Dr. Rakhi Raj Smt.Haseena.P V Sri. BAIJU P T
	Attendance B.Ed/M.Ed &Research	Dr. Remia K R (Convenor)

		Smt.Haseena.PV
	College Magazine Staff Editor	Dr. Remia K R
	Health and Fitness Club	Dr. Kanchana. K (Convenor)
	Nature Club	Dr. Rakhi Raj & Dr. Hima PM
	Literary Club	Sri. Anwar Muhyiddeen. K.A. Smt.Haseena.PV
	Science Club	Dr. Rakhi Raj (Convenor) Sri. BAIJU P T Dr. Hima PM
	Social Science Club	R. Sureshkumar
	Thought for the Day Compilation	Dr.Sofiya.KM Dr. Rakhi Raj Smt. Haseena. P V Dr. Hima P M
	Admission Committee Nodal Officer Members	Sri. R.Sureshkumar (Convenor) All Teachers
	Documentation of all Activities & Publicity	Dr.Sofiya.KM Sri. Anwar Muhyiddeen K.A Dr. Rakhi Raj Dr.Remia.KR Smt.Haseena.PV
	Tour Committee	Dr. Kanchana. K (Convenor), Sri. Anwar Muhyiddeen K A, Dr. Rakhi Raj Sri. BAIJU P T Smt. Haseena P V Rejith MC
	PTA & Research Journal Audit Committee	Sri. Anwar Muhyiddeen K.A (Convenor) Dr. Rakhi Raj

	Discipline Committee	Dr. Kanchana. K (Convenor)Sri. Anwar Muhyiddeen K.A Dr. Rakhi Raj Rejith MC
	Examination in Charge	Sri.anwar Muhyiddeen.K.A Sri. BAIJU P T
	Jagratha Samithi	Dr.Sofiya.KM Dr.Hima.PM Sri. BAIJU P T
	CASH	Sri. Anwar Muhyiddeen K.A (Convenor) Dr. Kanchana. K
	Planning & Purchase Committee	Dr. Bineesh John (Convener) All Permanent HODs
	EDUSAT/ORICE	Dr. Rakhi Raj (Convenor)
	YIP Facilitators (Young Innovators Programme)	Dr. Bineesh John Convenor)
	Uniform Committee	Dr. Remia K R , Dr. Rakhi Raj, Dr. Hima.PM,, Sri. BAIJU P T Smt.Sanjana.M, Asst.Prof.Foundation
	Institutional Innovative Practices	Dr. Bineesh John (Convenor) Dr. Rakhi Raj Dr. Hima PM Sri. BAIJU P T
	Institutional Development Committee	Dr. Bineesh John (Convenor) All Staff
	NAAC Documentation Committee	Dr.Sofiya.KM (Convenor),

		Dr. Rakhi Raj Dr. Hima P M Smt.Sri. BAIJU P Ta.G
	University Zonal Officer	Sri.R.Sureshkumar
	Nodal Officer Scholarship	Dr.Rakhi Raj
	Alumni Association	Dr. Bineesh John Dr. Remia.KR Dr. Kanchana. K Dr. Rakhi Raj
	M.Ed Course	Dr. Rakhi Raj and All Teachers
	Folk Lore Club	Dr.Sofiya.KM Dr.Remia.K R Smt.Haseena.PV
	Portfolio for the Academic Year	Sri.R.Sureshkumar
	IGNOU Study Centre	Dr. Rakhi Raj Dr. Bineesh John Dr.Sofiya.KM
	Arts fest	Dr. Kanchana. K Dr. Rakhi Raj Sri. BAIJU P T Dr.Hima.P M
	Internal Complaint Committee	Dr. Kanchana. K (Convenor)
	Festivals and Day Celebrations	Dr. Kanchana. K Dr. Rakhi Raj Dr. Hima P Sri. BAIJU P T
	Academic Calendar for the Academic Year 2024-2025	Sri. Anwar Muhyiddeen K.A Dr. Hima PM

	Technology Lab	Dr. Rakhi Raj .Dr.Sofiya KM
	SC/ST Cell	Dr. Remia K R (Convenor)
	Tourism Club	Dr. Kanchana K
	Film Club	Dr. Remia K R
	Bhumithra Club	Dr. Rakhi Raj
	NSS Coordinator	Dr. Kanchana K
	Music club	Dr. Hima PM

6. MEMBERS OF STAFF—COLLEGE HOSTEL 2023-2024

Sl.No	Name	Designation	Contact details
1	Dr. Rakhi Raj , Assistant Professor of Mathematics	**Warden**	9846837555
2	Nipun AM	Clerk	9746538645
3	Sheeja K	Clerk typist	7561884650
4	Sujithkumar Edakkandy	Office Attendant	9947403807
5	.Ashraf C.P	Night watchman	9037188669
6	Rema A.V	Coock	85470 72954

7	Vacant	Cook	
8	Chandralekha P.P	Part time sweeper	73061 73770
9	Rocy Nisha	Sanitation worker	99475 35697

7. PARENT-TEACHER ASSOCIATION

A well organised Parent-Teacher Association is very active in this college.

Constitution of the Parent-Teacher Association
Government Brennen College of Teacher Education
Thalassery

1. ***Name:***

The name of this Association shall be "The Parent-Teacher Association, Govt. Brennen College of Teacher Education, Thalassery".

2. ***Office:***

The office of the Association shall be located at the Government College of Teacher Education, Thalassery.

3. ***Aims and Objects:***

The aims and objects of the Association shall be :

(a) To foster and promote good relationships among the members of the teaching staff, students and guardians of the students.

(b) To create in its members a keen interest for the smooth working and the progress of the College and for maintaining good
discipline and high academic standards.

(c) To institute scholarships, prizes, medals, etc. to benefit student showing a high proficiency in their studies.

(d) To provide and ensure amenities to the students of the college.

4. ***Memberships:***

(a) The Parents/Guardians of all the students on the rolls of the college during a year shall be eligible to be members of the Association.

(b) Every member shall pay an annual membership fee of ` 10

(Ten) to the association.

(c) When a student is removed from the rolls of the college, the parent/guardian of the student shall *ipso facto* cease to be a member of the Association.

(d) The Principal and other members of the teaching staff shall *ipso facto* be members of the Association.

5. ***Administrations:***

(a) The administration of the Association shall be vested in an
Executive Committee, hereinafter referred to as the Committee, elected for the purpose.

(b) The Committee shall consist of :

(1) A President

(2) A Vice-President

(3)A Secretary elected from among the members of the teaching staff.

(4) Not more than 8 other members of which at least 4 shall represent the parents and 4 the teaching staff.

The four teaching staff to the Executive Committee shall be elected from among the teaching staff on the basis of proportional representation by means of single transferable vote. Only parents (and not guardians) shall be eligible for election as Vice-President or Committee members.

6. ***Powers and Responsibilities of the Executive Committee:***

Subject to the approval of the general body of the Association, the Committee shall have the following powers:

(a) To manage all affairs of the Association, to incur and meet all necessary expenses and do all such acts as are not inconsistent with these rules.

(b) To enlist members.

(c) To hold meetings of the committee at least once in a term or when if deemed necessary.

(d) To periodically check the registers and other records of the Association and to scrutinise the statement of accounts.

(e) To scrutinise the annual report, the audited statement of accounts for the year and for the ensuing year to be placed before the general body.

(f) To implement all decisions taken by the general body.

(g) To suggest amendments to any of the existing rules and to frame new rules for consideration of the general body.

(h) To fill up any casual vacancy in the committee by co-option to form sub-committees for specific purposes.

7. *Duties of the Office Bearers:*

President.— (a) The Principal shall be ex-officio President and the Treasurer of the Association.

(b) He/She shall have control over the affairs of the Association and shall preside over all committee meetings and the meetings of the general body.

(c) He shall have powers to convene meetings of the committee and of the general body either on his own initiative or on the written requisition of at least 5 members in the case of the committee, and 25 members in case of general body meetings.

(d) He shall be the sole custodian of all the funds of the Association and all the connected account books, receipt books, voucher, pass books etc.

(e) He shall have powers to operate the accounts of the Association and to incur such expenditure as may be approved by the Committee.

(f) He shall maintain proper records of all receipts and payment and such records shall be presented before the committee at its meetings.

(g) He shall get the annual statement of accounts prepared and audited and such audited statements shall be placed before the committee and the general body.

(h) He shall keep an imprest advance of ` 500 to meet unforeseen expenses. The balance amount shall be deposited in any scheduled Bank approved by the general body.

Vice-President.—(a) He/She shall be elected from among the parents.

(b) In the absence of the President, the Vice-President shall perform all the duties of the President.

8. RULES AND REGULATIONS OF THE COLLEGE

Admission to the College

Total sanctioned strength of students in B.Ed. Course is 55, including 10 seats reserved for the students belonging to the Kannada Linguistic Minority of the Kasaragod Taluk. 20% of the seats ie., 10 seats are reserved for departmental candidates,5 seats reserved for the students belonging to Economic Weaker sections of the society.

The Principal is competent to send away any student who appears to him not likely to prove an efficient teacher.

A student may be dismissed by the Principal for continued idleness or serious misconduct; and if so dismissed, he may be declared unfit for employment as a teacher. In case he/she is a student enjoying stipend or any other educational concession, the student shall also be required to refund the whole amount received by him during the period of his/her study in the college.

(a) Admission to B.Ed. Course

(1) Applications are invited by the notification provided by the Kannur university in the prescribed form to the B.Ed. Course during the month of May/June every year and regular classes start during the first week of June.

The candidates willing to join for the B.Ed course have to submit their application in online format to the Kannur University. Kannur university will publish the provisional rank list of the candidates for all the B.Ed colleges and self-financing Colleges of Teacher Education (Kasargod, Wayanad and Mananthawady) affiliated under it.`Government Brennan College of Teacher Education thalassery is the only one government college affiliated to Kannur university offering B.Ed course, M.Ed course and Ph.d in education.

(2) The following optional subjects are offered in this college:

(a) Arabic (b) English (c) Hindi (d) Malayalam
(e) Mathematics (f) Natural Science (g) Physical Science
(h) Social Science(i) Urdu

(3) Candidates should present themselves for an interview before the Principal at their own expense, if provisionally selected.

(b) Regulations and Scheme of Examination—B.Ed.

Eligibility for Admission:

1. Candidates seeking admission to the B.Ed. course should have passed the B.A./B.Sc./M.Com. Degree Examination under the 10+2+3 pattern with one main subject and two subsidiary subjects from this University or any university recognized by the Academic Council as equivalent thereto.

Double or triple main candidates of other universities will be considered for admission only if they furnish the copies of the Eligibility Certificate from Kannur University stating that the qualifying

examination is recognized for seeking admission to B.Ed. Degree course in a particular optional subject. Equal weightage is given to single main, double main and triple main Degree holders.

Equivalency Certificate must be produced at the time of admission.

Those who have qualified from other states should produce a Migration Certificate.

(a) T**he minimum marks for B.Ed. admission is 50% for the subjects in Part III.**

or

(b) A minimum of 50% marks for part I English of B.A./B.Sc. degree examination of English optional. They should also possess a Master Degree in English with not less than 50% marks.

(c) Applicants should have secured 45% marks in aggregate (for Part I+Part II+Part III).

Note:—Admission based on (b) above is only when candidates with qualification under (a) are not available for English.

Candidates belonging to SC/ST, natives of Lakshadweep need to secure a pass in the Degree Examination. The candidates belonging to OBC will be given a relaxation of 3% and the candidates belonging to OEC will be given a relaxation of 5% from the prescribed minimum.

Reservation of Seats:

There shall be reservation of seats for S.C./S.T./O.E.C./O.B.C./EWS/P.W.D. (Persons with Disabilities) etc. as per the norms and rules of the concerned institution, University and Government, laid down in this regard.

The regulations recommended by the Board of Studies are subject to the rules and regulations prescribed by the NCTE/Government of Kerala from time to time.

Eligibility for each optional:

(a) B.A. degree with English language and Literature/Functional English/Communicative English with 45% of marks for Part III or B.A./B.Sc.with 50% for marks for Part I English and not less than 50% marks for Masters Degree in English Language and Literature.

(b) For all other Language Optionals (Malayalam, Hindi, Arabic, Sanskrit, Urdu and Kannada) B.A. Degree with respective language and literature with 45% for Part III or B.A./B.Sc. with 50% of marks for Part II of concerned language and not less than 50% marks for M.A. in the concerned subject.

(c) Graduates in History, Geography, Economics, Political Science, Sociology, Psychology, Islamic History, Philosophy and Anthropology under Part III with at least one paper as subsidiary can be admitted to group with **Social Studies** as optional subject.

(d) Graduates in Mathematics or Applied Statistics and Statistic with Mathematics as subsidiary subjects are eligible for **Mathematics** optional.

(e) Graduates in Zoology main, Botany main and Home Science main with Zoology/Botany/Life Science as subsidiary subjects will be eligible for **Natural Science** as optional subjects. Candidates possessing B.Sc. Bio-Chemistry and B.Sc. Plant Science/Aquaculture with Zoology/Botany as subsidiaries are also eligible for it.

(f) B.Sc.Degree with Physics/Chemistry/Polymer Chemistry/Industrial Chemistry/Geology/Petrochemicals/Biochemistry/Home Science with Physics/Chemistry as subsidiaries will be eligible for **Physical Science** optional.

(g) M.C.A./M.Sc. Computer Science/M.Sc. Electronics with a minimum of 50% of marks is fixed as the basic qualification for admission to **Computer Science (B.Ed. I.T.)**.

(h) M.Com. Degree with a minimum of 50% marks is fixed as the basic qualification for admission to **Commerce** optional.

Weightage of Marks:

(a) Selection of candidates will be done on the basis of marks obtained by them in the B.A./B.Sc. degree examination together with the weightage given for various items as fixed by the Government/University.

(b) An additional weightage of 5% will be awarded to those candidates who where qualified from Kannur University.

(c) No weightage will be given to P.G. qualification if it is in subjects other than the optional chosen for B.Ed.

Weightage may be given for P.G. degree recognized by university
as follows:

M.A./M.Sc./M.Com.—I class 5 points

M.A./M.Sc./M.Com.—II class 3 points

M.A./M.Sc./M.Com.—III class 2 points

(d) Teaching experience: Additional weightage of one point for every completed year of teaching service may be given subject to a maximum 5, and the candidate has to produce service certificate countersigned by A.E.O./D.E.O./D.D. for the same.

Age limit: **No age limit is prescribed for admission of B.Ed. course.**

Time limit admission: Admission should not be made after one month from the date of re-opening of the college or beginning of the session.

(c) Curriculum Development Committee

Various Sub committees

Sub committee I: Papers Assigned

1. Psychology of Childhood and Growing up.
2. Psychology of Learning and Teaching.
3. EPC 2—Drama and Art in Education.
4. EPC 4—Understanding the self.
5. Guidance and Counseling.

KANNUR UNIVERSITY

BACHELOR OF EDUCATION (B.Ed.) DEGREE PROGRAMME

Regulation and Scheme of Examination

The Bachelor of Education (B.Ed.) Programme of Kannur University is a professional programme that prepares teachers for upper primary or middle level, secondary level and senior secondary level. Teacher education institutions shall make arrangements for effective curriculum transaction through many innovative teaching-learning strategies like problem solving, group discussion, panel discussion, seminar reading, brain storming, practical and project work, discovery method, competency based teaching, contextual transaction of the contents, demonstration-cum-discussion, participatory/activity based group work, case studies, practical exercises, innovations, individual/group assignment, face to face contact, tutorial/library work, research approach etc.

9. MAJOR OBJECTIVES OF THE PROGRAMME

- ✦ To prepare professionally competent, reflective and versatile teachers
- ✦ To develop social sensitivity and consciousness and finer human sensibilities among prospective teachers through self reflection.
- ✦ To acquire adequate knowledge of the content of the school subjects concerned of, Upper primary, Secondary and Higher secondary classes.
- ✦ To provide systematic hands-on activities including analysis of text books, curriculum and syllabi, choosing and designing activities for classrooms.
- ✦ To educate prospective teachers to connect school knowledge with community knowledge and life outside school.
- ✦ To construct knowledge on the basis of their own observation, experiences, analysis and reflection.
- ✦ To understand the psycho-social attributes and needs of learners, their special abilities and characteristics.
- ✦ To create awareness about the latest developments and thinking in the field of education.
- ✦ To understand innovative child centred teaching learning strategies.
- ✦ To imbibe knowledge and develop an understanding of the various methods and approaches of organizing learning experiences.
- ✦ To acquire skills in developing and using ICT integrated learning resources for classroom learning.

✦ To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications to interpret the results.

✦ To acquaint themself with the professionalization of teacher education.

***Title*:** These regulations shall be called "Regulations and Guidelines for the Two Year B.Ed. Programme of Kannur University".

***Scope*:** Applicable to Regular B.Ed. Programme conducted by Kannur University with effect from 2015. The provisions herein supersede all the existing regulations for the regular B.Ed. programme to the extent herein prescribed.

Definitions

Programme: Programme means a patterned combination and sequences of courses in the discipline of education spreading over four semesters, the successful completion of which would lead to the award of a degree in education.

Semester System: An academic system with a programme designed to be completed progressively within a period covering multiples of half an academic year.

Course: Course is a complete integrated series of lessons/instructional content which are identified by a common title.

Core Course(C): Core Course means a course that comes under the category of courses which is compulsory for all students undergoing B.Ed. Programme.

Pedagogic Course (P):Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.

Elective Course (E): An Elective Course is one chosen by a student from a number of optional courses in the curriculum.

EPC Course: EPC Course means a course which would enhance professional competency of B.Ed. students which is compulsory for all students undergoing B.Ed. Programme.

Duration of the Programme: The B.Ed. Programme is of four semesters spread over two year duration.

Strength of Students: There shall be a basic unit of 50 students with a maximum of 2 units. There shall not be more than 25 students per teacher for a school subject for method courses and other practical activities of the programme to facilitate participatory teaching and learning.

10. ELIGIBILITY CRITERIA

Eligibility for Admission: Eligibility for Admission and norms for admission to B.Ed. Degree programme shall be according to the rules framed by the Government / Kannur University from time to time.

(i) General

(a) Candidates seeking admission to the B.Ed. course should have passed B.A./B.Sc./M.Com. Degree Examination (under the 10+2+3 pattern) with one main/core subject and two subsidiary/ complementary courses from this University or any other University recognized by this University as equivalent thereto.

(b) Candidates who have passed their qualifying examination from Universities outside Kerala should submit Eligibility/EquivalenceCertificate stating that their qualifying examination is recognized by

this University, for seeking admission to B.Ed. Degree Course in a particular optional subject in a stream as applicable, along with their application.

(c) Double or triple main candidates of other Universities will be considered for admission only if they furnish the copies of the Equivalence / Eligibility Certificate from Kannur University stating that the qualifying examination is recognized for seeking admission to
B.Ed. Degree Course in a particular optional subject. Equal weightage is given to Single main, Double main and Triple main Degree holders.

(d) The minimum requirement of marks for admission to B.Ed. Course is 50 % or equivalent CGPA (No rounding off of the percentage of marks to the nearest whole number is permitted) in Bachelor's Degree (Science/Arts Subjects) for Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone with 50% or equivalent CGPA in M.A./M.Sc./M.Com. with usual relaxation for the eligible categories as per University/Government/NCTE Norms.

(e) Candidates belonging to SC/ST and natives of Lakshadweep, Aided or Government Teachers with 3 years regular service need to secure a pass in the Degree Examination. The candidates belonging to SEBC will be given a relaxation of 5% and the candidates belonging to OEC will be given a relaxation of 5% from the prescribed minimum marks. Blind candidates who have more than 40% disability will be given relaxation of 5% from the prescribed minimum marks. Candidates should be physically fit and mentally sound. Deaf/Dumb candidates are not eligible. However blind candidates are eligible for admission to courses other than Science optional.

(ii) For Language Optional

(a) English:—B.A. Degree with English Language andLiterature/Functional English/Communicative English with 50% marks or equivalent CGPA/GPA in Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.A. English Language and Literature/Functional English/Communicative English or B.A./B.Sc. with 50% of marks or equivalent CGPA/GPA for Part I English/Common Course - 1 and not less than 50% marks for Master's Degree in English Language and Literature.

(b) Malayalam:—B.A. Degree with Malayalam Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in
M.A. Malayalam Language and Literature or B.A./B.Sc. with 50% of marks or equivalent CGPA/GPA for Part II/Common Course-2 (Malayalam) and not less than 50% marks for Master's Degree in Malayalam Language and Literature.

(c) Hindi:—B.A. Degree with Hindi Language and Literature/ Functional Hindi with 50% marks or equivalent CGPA/GPA in
Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.A. Hindi Language and Literature or B.A./B.Sc. with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Hindi) and not less than 50% marks for Master's Degree in Hindi Language and Literature.

(d) Arabic:—B.A. Degree with Arabic Language and Literature/Afzal-Ul-Ulama Degree with 50% marks or equivalent CGPA/GPA in Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.A. Arabic

Language and Literature or B.A./B.Sc. with 50% of marks or equivalent CGPA/GPA for Part II/Common Course-2 (Arabic) and not less than 50% marks for Master's Degree in ArabicLanguage and Literature.

(e) Kannada:—B.A. Degree with Kannada Language and Literature with 50% marks or equivalent CGPA/GPA in Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A. Kannada Language and Literature or B.A./B.Sc. with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Kannada) and not less than 50% of marks for Master's Degree in Kannada Language and Literature.

(f) Sanskrit:—B.A. Degree with Sanskrit Language and Literature with 50% marks or equivalent CGPA/GPA in Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.A. Sanskrit Language and Literature or B.A./B.Sc. with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – (Sanskrit) and not less than 50% marks for Master's Degree in Sanskrit Language and Literature.

Note:—*Candidates applying for the course under the language stream with a Bachelor's Degree in the subject concerned will be ranked first in that particular stream. Candidates applying for the course under any language stream based on Part I/Part II or common courses at undergraduate level and having PG Degree in the same subject as in Part I/Part II will be ranked only after that. (iii) For Other Optional Subjects*

(a) Mathematics:—B.Sc. Degree with Mathematics/Statistics/Applied Statistics as main, with 50% marks or equivalent CGPA/GPA in Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.Sc. Mathematics/Statistics/Applied Statistics. Candidates with Statistics/Applied Statistics should have studied Mathematics as one of the subjects.

(b) Physical Science:—B.Sc. Degree with Physics/Chemistry/ Polymer Chemistry/Geology/Petrochemicals/Biochemistry/Industrial Chemistry main with 50% marks or equivalent CGPA/GPA in
Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.Sc. Physics/Chemistry/Polymer Chemistry/Geology/Petrochemicals/Biochemistry/Industrial Chemistry/Photonics(Integrated from CUSAT).

(c) Natural Sciences:—B.Sc. Degree with Botany/Zoology/Biochemistry/B.Sc. Plant Science/Home Science with Zoology or Botany as subsidiary/Aquaculture (with Biochemistry and Zoology as Subsidiaries)/Forestry and Wood Technology/ Biotechnology/Microbiology with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.Sc. Botany/Zoology/Biochemistry/Plant Science/Home Science. They should have studied Zoology/Botany/Biochemistry as one of the subjects in Degree level.

(d) Social Science:—B.A. Degree with History/Arabic and Islamic History/Urudu and Islamic History/Geography/Politics/ Economics/Sociology/ Psychology/ Philosophy/ West Asian Studies with 50% marks or equivalent CGPA/GPA in Part I+II+III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary Courses) alone or 50% marks in M.A. History/Arabic and Islamic History/Geography/ Politics/Economics/Sociology/ Psychology/ Philosophy/West Asian Studies.

(e) Commerce:—Candidates who have secured M.Com. Degree with not less than 50% marks alone are eligible for admission to the B.Ed. Course in Commerce. Such candidates are not eligible for admission to any other B.Ed. Course.

Illustration

The procedure to calculate CGPA of core and complementary courses together on the basis of Grade card issued by Kannur University from 2009 admission onwards illustrated through the example below:

Course	Credit	CGPA	CGP=Credit X CGPA
Core	54	3.52	190.08
Complementary I	12	3.12	37.44
Complementary II	12	2.68	32.16
Total	**78**	**9.68**	**259.68**

CGPA=259.68/78=3.33

Hence percentage of marks = 3.33 x 25=83.25

11. SELECTION CRITERIA

(a) Selection is based on the marks/grade obtained by the applicant in the Degree Examination for Part III/core and Complementary courses or Part I/Part II common courses as the case may be.

(b) Special weightage will be given to post graduate, in the same subject concerned as shown below:

M.A./M.Sc.	First Class	5 points/marks
-do-	Second Class	3 points/marks
-do-	Third Class	2 points/marks

A weightage of 5 points/marks will be given to candidates who have taken Degree from Kannur University.

A weightage of five index points will be given to the natives of Kannur University jurisdiction (ie. Kannur, Kasaragod Revenue Districts and Mananthavady Taluk of Wayanad Revenue District) for admission toB.Ed. programme in all institutions maintained by or affiliated to the University on production of Nativity Certificate of 5 years issued by the Competent Revenue Authority.

(c) Weightage will be given to Teachers in Government/Aided School service. Total approved service of applicants will be considered in ranking. (0.1 index point will be given for each completed month of experience). Approved Service means full time teaching experience in Government/Aided Schools duly certified in form IV of KER by the controlling officer, that is Head of the School and countersigned by the concerned A.E.O./D.E.O.

(d) 10% of seats are reserved for Teachers in service of Kerala (in Govt. College only). Teachers having a minimum of 3 years experience with relaxation of 2 years to T.T.C. holders, 1 year to L.T.T.C./Diploma in Teaching and one year to Diploma in Pre-primary Education as per rules as on the date of notification alone are eligible to apply for selection under Teacher's quota. Those who are eligible

to get study leave for the duration of the entire course from the authority concerned alone need apply and in case they are selected for the course, they should produce a certificate from the Head of Schools concerned, that they have applied for eligible leave for the duration of the course before being admitted.

(e) Those who have undergone NCC Training with minimum 75% attendance as stipulated in G.O. 673/04/HEDN, dated 15-4-1994 will be given an additional 5 marks. This will be added to the marks obtained by the candidate for Part III/Core and Complementary courses. Eligible weightage will be given to NCC A, B, C certificate holders.

(f) In the case of applicants with double main and triple main subjects, admission will be based on the total of all main subjects and weightage will be given only on the subject which the applicant applies as optional.

(g) Ezhava/Thiyya/Billava/Muslim/O.B.H./S.I.U.C./L.C. applicants are eligible for consideration for reservation of seats as per the Government rules in this regard**.**

***Medium of Instruction*:**—The medium of instruction shall be English for all courses. However, in the case of languages, instruction may be given partly in the language concerned. **The medium of examination shall be English/Malayalam.**

***Attendance*:**

(a) **One semester of B.Ed. programme will normally consists of 100 working days** of 6 hours each. The candidate should earn minimum of 80% attendance of the total working days in each semester.

(b) Shortage of attendance (in each semester) up to 10% may also be condoned by the Vice-Chancellor on the recommendation of the Principal of the college on genuine grounds.

(c) The percentage of attendance of a candidate to be calculated based on the total number of working days as stipulated by NCTE/University.

(d) A candidate who does not complete the work in the practical (Internship) satisfactorily (minimum 90% attendance) will not be permitted to take University examination in the fourth semester until he/she completes the internship in the subsequent years.

***Attendance*:**

(a) One semester of B.Ed. programme will normally consists of 100 working days of 6 hours each. The candidate should earn minimum of 80% attendance of the total working days in each semester.

(b) Shortage of attendance (in each semester) up to 10% may also be condoned by the Vice-Chancellor on the recommendation of the Principal of the college on genuine grounds.

(c) The percentage of attendance of a candidate to be calculated based on the total number of working days as stipulated by NCTE/University.

(d) A candidate who does not complete the work in the practical (Internship) satisfactorily (minimum 90% attendance) will not be permitted to take University examination in the fourth semester until he/she completes the internship in the subsequent years.

***Re-admission*:**

A student who did not have sufficient attendance and could not appear for the examination may be re-admitted in the subsequent year as term student, with a permission of principal and concurrence of University, only if he/she had completed the all internship activities successfully.

***Structure of the Programme*:**

Total Marks for the Programme : 1500

Duration of the Programme : Two Years Comprising 4 Semesters.

Semesters	*Period*	*No. of working days*	*Remarks*	
I	June to October	100		
II	November to March vacation. School	100	April/May Summer programme in November.	Acclimatization
III	June to October	100	80 days/15 weeks in school (internship)+one week for demonstration/criticism classes	
IV	November to March	100		

***Period of Examination (Suggested)*:**

First semester external examinations shall be conducted in November, second semester in April, Practical examination during November and examinations for the third semester pedagogy course and fourth semester courses shall be held in April. The mark sheets of internal marks on the prescribed processes of theory courses including EPCs shall be submitted to the University immediately after the closure of each semester.

***Curriculum Content*:**

The content of the Teacher Education Curriculum has been designed keeping in view the envisioned profile of a teacher, who manages teaching learning resources, acts as a facilitator and counsellor for the students and mobilizes community resources for the larger benefit of the society.

The Two Year B.Ed. programme of NCTE Curriculum Framework comprises three broad curricular areas stretching across four semesters– (i) Perspectives in Education, (ii) Curriculum and Pedagogic Studies and

***Period of Examination (Suggested)*:**

First semester external examinations shall be conducted in November, second semester in April, Practical examination during November and examinations for the third semester pedagogy course and fourth semester courses shall be held in April. The mark sheets of internal marks on the prescribed processes of theory courses including EPCs shall be submitted to the University immediately after the closure of each semester.

***Curriculum Content*:**

The content of the Teacher Education Curriculum has been designed keeping in view the envisioned profile of a teacher, who manages teaching learning resources, acts as a facilitator and counsellor for the students and mobilizes community resources for the larger benefit of the society.

The Two Year B.Ed. programme of NCTE Curriculum Framework comprises three broad curricular areas stretching across four semesters– (i) Perspectives in Education, (ii) Curriculum and Pedagogic Studies and 8 B.Ed. C 403 Creating an Inclusive School.

13. LIST OF PEDAGOGIC COURSES

B.Ed. P 101.1. Understanding Discipline and Subject – Arabic

B.Ed. P 101.3. Understanding Discipline and Subject – English

B.Ed. P 101.4. Understanding Discipline and Subject – Hindi

B.Ed. P 101.6. Understanding Discipline and Subject – Malayalam

B.Ed. P 101.7. Understanding Discipline and Subject – Mathematics

B.Ed. P 101.8. Understanding Discipline and Subject – Natural Science

B.Ed. P 101.9. Understanding Discipline and Subject – Physical Science

B.Ed. P 101.11. Understanding Discipline and Subject – Social Science

B.Ed. P 201.1. Pedagogy of School Subject – Part I: Arabic

B.Ed. P 201.3. Pedagogy of School Subject – Part I: English

B.Ed. P 201.4. Pedagogy of School Subject – Part I: Hindi

B.Ed. P 201.6. Pedagogy of School Subject – Part I: Malayalam

B.Ed. P 201.7. Pedagogy of School Subject – Part I: Mathematics

B.Ed. P 201.8. Pedagogy of School Subject – Part I: Natural Science

B.Ed. P 201.9. Pedagogy of School Subject – Part I: Physical Science

B.Ed. P 201.11. Pedagogy of School Subject – Part I: Social Science

B.Ed. P 201.12. Pedagogy of School Subject – Part I: Urdu

B.Ed. P 202.1. Assessment for Learning – Arabic

B.Ed. P 202.3. Assessment for Learning – English

B.Ed. P 202.4. Assessment for Learning – Hindi

B.Ed. P 202.6. Assessment for Learning – Malayalam

B.Ed. P 202.7. Assessment for Learning – Mathematics

B.Ed. P 202.8. Assessment for Learning – Natural Science

B.Ed. P 202.9. Assessment for Learning – Physical Science

B.Ed. P 202.11. Assessment for Learning – Social Science

B.Ed. P 301.1. Pedagogy of School Subject – Part II: Arabic

B.Ed. P 301.3. Pedagogy of School Subject – Part II: English

B.Ed. P 301.4. Pedagogy of School Subject – Part II: Hindi

B.Ed. P 301.6. Pedagogy of School Subject – Part II: Malayalam

B.Ed. P 301.7. Pedagogy of School Subject – Part II: Mathematics

B.Ed. P 301.8. Pedagogy of School Subject – Part II: Natural Science

B.Ed. P 301.9. Pedagogy of School Subject – Part II: Physical Science

B.Ed. P 301.11. Pedagogy of School Subject – Part II: Social Science

B.Ed. P 301.12. Pedagogy of School Subject – Part II: Urdu

14. LIST OF ELECTIVE COURSES

Institutions with 50 annual intakes should offer a minimum of two courses from this (from 401.1 to 401.5) and institutions with 100 annual intakes should offer at least four courses from this category.

B.Ed. E 401.1. Guidance and Counseling

B.Ed. E 401.2. Health and Physical Education

B.Ed. E 401.3. Peace Education

B.Ed. E 401.4. Environmental Education

15. LIST OF ENHANCING PROFESSIONAL CAPACITIES (EPC) COURSES

EPC 01 **: Reading and Reflecting on Texts**

EPC 02 **: Drama and Art in Education**

EPC 03 **: Critical Understanding of ICT**

EPC 04 **: Understanding the Self**

Course Structure of the Programme

Courses	***Sem I***	***Sem II***	***Sem III***	***Sem IV***
Core Courses	B.Ed. C 101 B.Ed. C 102 B.Ed. C 103	B.Ed. C 201 B.Ed. C 202	***No core courses due to internship***	B.Ed. C 401 B.Ed. C 402 B.Ed. C 403
Pedagogic Courses	B.Ed. P 101*	B.Ed. P 201* B.Ed. P 202*	B.Ed. P 301*	***Nil***
Elective Courses	***Nil***	***Nil***	***Nil***	B.Ed. E 401*
EPC Courses (Internal Evaluation only)	EPC 01	EPC 02	***Nil***	EPC 03 EPC 04

*Indicates branches

16. SEMESTER WISE SCHEME OF EXAMINATION

The student teachers shall be required to study 4 courses each during the first, second and fourth semesters, and one course during the third semester apart from Physical Education practical and EPC courses. Each theory course has the component of internal and external assessment. The external assessment shall be based on the students' achievement in the Term End examination in the theoretical components and internal assessment shall be based on the student teachers performance in the practicum components. The projects/assignments/tasks in the practicum component shall be assessed internally. The weightage in terms of marks for different courses (theory internal) is given below:

SEMESTER—I

Duration of the semester: 100 days

Course code	***Course***	***Marks***		
		External	*Internal*	*Total*
B.Ed. C 101	Psychology of Childhood and Growing Up	80	20	100
B.Ed. C 102	Contemporary India and Education	80	20	100
B.Ed. C 103	Language Across Curriculum	50	10	60
B.Ed. P 101.1	Understanding Discipline and Subject–Arabic	50	10	60
B.Ed. P 101.3	Understanding Discipline and Subject–English	50	10	60
B.Ed. P 101.4	Understanding Discipline andSubject–Hindi	50	10	60
B.Ed. P 101.6	Understanding Discipline andSubject–Malayalam	50	10	60
B.Ed. P 101.7	Understanding Discipline andSubject–Mathematics	50	10	60

B.Ed. P 101.8	Understanding Discipline andSubject-Natural Science	50	10	60
B.Ed. P 101.9	Understanding Discipline andSubject-Physical Science	50	10	60
B.Ed. P 101.11	Understanding Discipline andSubject-Social Science	50	10	60
B.Ed. P 101.12	Understanding Discipline andSubject-Urdu	50	10	60
EPC 01	Reading and Reflecting on Text	50	10	60
			50	50
	Total for Theory	**260**	**110**	**370**
	Physical Education Practical		**30**	**30**
	Total	**260**	**140**	**400**

SEMESTER—II

Duration of the semester: 100 days

Course code	***Course***	***Marks***		
		External	*Internal*	*Total*
B.Ed. C 201	Psychology of Learning and Teaching	80	20	100
	B.Ed. C 202 Knowledge and Curriculum—Part I	50	10	60
B.Ed. P 201.1	Pedagogy of school Subject–Part I: Arabic	50	10	60
B.Ed. P 201.3	Pedagogy of school Subject–Part I: English	50	10	60
B.Ed. P 201.4	Pedagogy of school Subject–Part I: Hindi	50	10	60

B.Ed. P 201.6	Pedagogy of school Subject–Part I: Malayalam	50	10	60
B.Ed. P 201.7	Pedagogy of school Subject–Part I: Mathematics	50	10	60
B.Ed. P 201.8	Pedagogy of schoolSubject-Part I: Natural Science	50	10	60
B.Ed. P 201.9	Pedagogy of schoolSubject-Part I: Physical Science	50	10	60
B.Ed. P 201.11	Pedagogy of school Subject-Social -Part I: Science	50	10	60
B.Ed. P 201.12	Pedagogy of school Subject-Part I: Urdu	50	10	60
B.Ed. P 202.1	Assessment for Learning– Arabic	80	20	100
B.Ed. P 202.3	Assessment for Learning- English	80	20	100
B.Ed. P 202.4	Assessment for Learning–Hindi	80	20	100
B.Ed. P 202.6	Assessment for Learning– Malayalam	80	20	100
B.Ed. P 202.7	Assessment for Learning–Mathematics	80	20	100
B.Ed. P 202.8	Assessment for Learning–: Natural Science	80	20	100
B.Ed. P 202.9	Assessment for Learning– Physical Science	80	20	100
B.Ed. P 202.11	Assessment for Learning– SocialScience	80	20	100
B.Ed. P 202.12	Assessment for Learning–Urdu	80	20	100
EPC 02	Drama and Art in Education		50	50
	* Physical Education Practical		30	30

	Total	**260**	**140**	**400**

SEMESTER—III

Duration of the semester: 100 days

Course code	***Course***	***Marks***		
		External	*Internal*	*Total*
B.Ed. P 301.1	Pedagogy of school Subject–Part II: Arabic	50	10	60
B.Ed. P 301..3	Pedagogy of school Subject–Part II: English	50	10	60
B.Ed. P 301..4	Pedagogy of school Subject–Part II: Hindi	50	10	60
B.Ed. P 301..6	Pedagogy of school Subject–Part II: Malayalam	50	10	60
B.Ed. P 301.7	Pedagogy of school Subject–Part II: Mathematics	50	10	60
B.Ed. P 301..8	Pedagogy of schoolSubject-Part II: Natural Science	50	10	60
B.Ed. P 301..9	Pedagogy of schoolSubject-Part II: Physical Science	50	10	60
B.Ed. P 301.1	Pedagogy of school Subject-Social -Part II: Science	50	10	60
B.Ed. P 301..12	Pedagogy of school Subject-Part II: Urdu	50	10	60
	SCHOOL INTERNSHIP (15 DAYS)		200	200
	PRACTICUM DURING INTERNSHIP		90	90
		50	**300**	**350**
	BREAK UP OF 90 MARKS OF PRACTICUM			

	Record of Practice Teaching			10
	Record of Demonstration/Criticism			10
	Handling of Health & Phy. Edn. Class			20
	Learning Aids			10
	Observation Record of a Regular Classroom of a teacher			10
	Case Study/Action Research			10
	Blue Print and Question Papers			10
	Working with School Programme (Arts Festival/Red Cross/Sports & Games, etc.)			10
	Total for the Third Semester:			**350 Marks**

SEMESTER—IV

Duration of the semester: 100 days

Course code	***Course***	***Marks***		
		External	*Internal*	*Total*
B.Ed. C 401	Gender, School and Society	50	10	60
B.Ed. C 402	Knowledge & Curriculum– Part II	50	10	60
B.Ed. C 403	Creating an Inclusive School	50	10	60
B.Ed. E 401.1	Guidance and Counseling	50	10	60
B.Ed. E 401.2	Health and Physical Education	50	10	60
B.Ed. E 401.3	Peace Education	50	10	60

B.Ed. E 401.4	Environmental Education	50	10	60
EPC 03	Critical Understanding of ICT	50	10	60
EPC 04	Understanding the Self	50	10	60
	*Physical Education Practical		10	10
	Total	**200**	**150**	**350**

*Record of Physical and Health Education

Criteria for Internal Assessment

Attendance	4	4
Test	2	6
Assignment	2	4
Task	2	6
Total	**10**	**20**

Criteria for Distributing Marks for Attendance

Attendance	*Marks*
Above 90%	4
85-90%	3
80-85%	2

Engagement with the Field—Organization and Assessment

Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. This curricular area has the following components:

(i) Tasks And Assignments that run through all the courses as indicated in the year wise distribution of the syllabus. Two weeks shall be utilized for collecting data for the given tasks and assignments.

(ii) School Acclimatization Programme

During the first year, preferably during the second semester, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centers of pedagogy and learning - innovative schools, educational resource centers, etc. one week in school to acclimatize student teachers to the school and its environment, understanding of children, teaching-learning process and school dynamics. During this period, prospective teachers shall observe class room transactions but will not deliver any lessons. However, they may take up assignments on records/projects as assigned by the teacher educators/school teachers or principals.

(iii) School Internship

An internship programme in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

OBJECTIVES OF INTERNSHIP

· Learns the skills to transact the subject matter in accordance with the accepted principles of learning and teaching and in tune with the needs and interest of the children.

· Develop required skills to teach in an inclusive classroom.

· Use different activity based and stage specific learning methods and strategies in the class rooms.

· Incorporate the components of ICT in classroom transactions.

· Learn about school activities, scheme and programmes and their impact on children.

· Utilize the community resources for meaningful partnership between school and community.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. However, internship period should not be reduced for the 'delivery' of a certain number of lesson plans, but should aim at meaningful and holistic engagement with learners and the school.

School Internship should be designed for interns to teach for 5 days per week for a minimum period of 16 weeks, including an initial phase of observing a regular classroom. The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who may also be supported by general teachers. The intern will be required to develop unit plans for which she must choose and design appropriate activities. The minimum number of lessons to be delivered is 60 at two levels excluding Physical and Health Education classes. If a student practices teaching at different levels (upper primary, middle level, secondary and senior secondary) during the internship period, the minimum number of lessons to be delivered in a level should not be less than 15. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal *(Reflective Daily Diary) in which the intern will reflect on his/her practice and also attempt to draw linkages between pedagogy and the theory courses she/he has studied.

*Reflective Journal would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

17. PRACTICAL EXAMINATION

Practical examination will be conducted by External Examination Boards constituted by the University. The duration of examination in a college shall be three days for a unit of 50 students and four days for two units of 100 students.

One examiner for the optional course and one examiner for Physical & Health Education will conduct the practical examination. All the records/products of item 1 to 9 except 4 given below will be verified by the optional examiner. No separate examiners for Audio Visual Education and measurement and evaluation. The Examiner for Physical & Health Education will evaluate item no. 4. However the marks awarded internally for teaching competency, handling of health & physical education classes, learning aids and achievement tests and case study/action research only will be standardized by the board.

The Board shall observe and evaluate the teaching competency and other practical works of all candidates. All candidates should appear for a Viva voce for optional and Physical & Health Education. The chairperson of the Practical Examination Board also will verify the records and conduct Viva voce for selected candidates (10 to 15%) of an institution.

ASSESSMENT OF INTERNSHIP ACTIVITIES

1.	Regular Class room teaching delivery of 60 lessons	200 marks
2.	Record of Practice Teaching	10 marks
3.	Record of 5 Demonstration classes/8 Criticism classes	10 marks
4.	Handling of Health & Physical Education Class	20 marks
5.	Learning Aids	10 marks
6.	Observation of 5 lessons of a regular teacher	10 marks
7.	*Case Study/Action Research	10 marks
8.	Blue Print and Question Papers	10 marks
9.	Working with School Programme	10 marks

(Arts Festival/Red Cross/Sports & Games, etc.)

*Case Study/Action Research

All the student teachers must identify a topic during the second semester and make a proposal for Action Research/Case Study to be completed during the internship programme. The report shall be submitted for verification during the practical examination.

*Learning Resources

ICT integrated learning aids, models and still models used during the internship are to be submitted for evaluation. Preparation and use of charts, glass slides, and transparency sheets, etc. shall be minimized. **Only eco-friendly materials are to be used for making learning aids/resources.**

18. ORGANIZATION OF EPC COURSES

All the EPC courses shall be organized as per the instructions/guidelines given in each syllabus. Some of the contents in the EPC courses, though outlined in a semester in the two year programme, need not be confined to that semester. Rich and varied experience across the semesters should be provided to students with the necessary credit hours gained throughout the programme. A record of the activities oriented towards the same may be beneficial in monitoring the EPC courses.

***EPC 01: Reading and Reflecting on Texts*:** Forty contact hours shall be utilized for developing proficiency in reading, writing, speaking, etc. The course shall be conducted as per the guidelines given in the syllabus under the leadership of Language faculty members of the college. Students shall be directed to submit reading reflections after completing each reading assignment. These reflections not only

encourage students to read more regularly, they also promote content mastery and foster student development of monitoring, self-evaluation
and reflection skills. Though Teacher Education Institutions have the freedom to select appropriate and relevant books for reading/writing/speaking activities, the activities shall offer opportunities 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 hof reading skills and strategies.

Criteria for awarding Marks

1. Test : 10 Marks
2. Tasks on Narrative Writing : 10 Marks
3. Tasks on Expository Writing : 10 Marks
4. Tasks on Journalistic Writing : 5 Marks
5. Tasks on Educational Writing : 5 Marks
6. Tasks on Subject-related Reference Books : 10 Marks

***EPC 02: Drama and Art in Education*:** The course on Drama and Art in Education needs to be conducted in the mode of workshops (minimum five days, preferably in two phases of 2 and 3 days) by professionals trained in drama, theatre, folk arts, music and fine arts and co-ordinated by faculty members.

Criteria for Awarding Marks

1. Workshop involvement : 10 Marks
2. Skill in Dramatization/Role Play : 10 Marks
3. Individual performance in arts (two items) : 10 Marks
4. Group performance in arts (two items) : 10 Marks
5. Documentation : 10 Marks

***EPC 03: Critical Understanding of ICT*:** The course should enable prospective teachers to learn integrating technology tools for teaching learning material development, developing collaborative networks for sharing and learning. This course shall be integrated with every day teaching learning process and special training can be given through well equipped ICT labs in teacher education colleges under the guidance of faculty members. ICT learning materials are to be produced based on all courses.

Criteria for awarding Marks

1. Test : 10 Marks
2. Preparation of Power Point documentary (Individual task) : 20 Marks
3. Handling of Class (Optional/General) by using ICT resources – one : 10 Marks
4. Preparation of Educational Video of 5 minutes duration (Individual product) : 10 Marks

***Course EPC 04: Understanding the Self*:** The course shall be conducted in workshop mode, preferably in five phases giving weightage to each theme under the guidance of the physical education director and other faculty members. **A Study tour also shall be organized by the institution at their convenience as a part of the course, understanding the self.**

CRITERIA FOR AWARDING MARKS

1. Workshop Involvement : 5 Marks
2. Assignment based on any theme of the paper : 10 Marks
3. Record of Activities including case study, biographies, reflective journal : 10 Marks
4. Reflective skills : 10 Marks
5. Test : 10 Marks
6. Field Trip/Study Tour : 5 Marks

19. ASSESSMENT OF EPC COURSES

All the EPC courses shall be internally assessed as per the criteria given above. *An institution shall form an **Internal Examination Cell** under the chairmanship of the Principal to regulate the internal assessment of EPC courses. All the faculty members and trained resource persons of the respective workshops shall be the members of the Cell. Participation of every student teacher is mandatory in all EPC courses. Individual record files are maintained as a record of activities by student teachers duly signed by teacher educators. The following direction shall strictly be followed to prevent inflation of marks in EPC courses.* **The marks to individual students shall be distributed in such a way that the total marks for one EPC course shall not exceed 2000 for one unit of 50 students and 4000 for two units of 100 students.**

The Principal should submit an undertaking to the Controller of Examination stating that he/she has checked and verified the internal assessment of EPC courses and followed all the instructions and guidelines given in the regulation and syllabi of respective courses in two year B.Ed. Programme.

20. ORGANIZATION AND ASSESSMENT OF PHYSICAL EDUCATION

SEMESTER 1—*Physical Education Practicals: 30 Marks (Internal)*

PROGRAMME OBJECTIVES:

Grading students on their fitness component may be holding them accountable for accomplishments beyond their control and is **NOT recommended.** The purpose of the physical education practical component is to create an understanding of fitness concepts and what the tests measure. The programme should make student teachers aware of choices that impact their health. Students who understand and value good nutrition and physical fitness will be more likely to make better choices and develop lifelong habits that maximize health.

The student teachers have to get oriented with the procedure of fitness testing. The fitness testing can be done as a group work and the students need to create a database of fitness testing scores to create meaningful interpretation for the individual and group on the basis of created norms. A report with interpretation of the fitness levels should be prepared by the student teachers.

ASSESSMENT**:** Among the 30 marks allotted to the component, 10 marks are to be allotted for their understanding of fitness components and the testing procedures, 5 marks for their involvement and

conduct of fitness testing; 10 marks are allotted for the report on the fitness score and its interpretation and 5 marks are allotted for the fitness scores of the respective individuals.

MODE OF TRANSACTION:

The programme delivery would involve lectures and demonstrations on the fitness components and their testing, participation in conditioning activities, practice of fitness testing, scoring and interpretation of the test scores. The interpretation of the fitness scores should create fitness awareness and lead the student teachers towards individualized fitness programmes.

TEST COMPONENTS

All the students have to the acquainted with three physical fitness or health related fitness among the following:

1. Coopers 12 minute run/walk test to assess the aerobic endurance or one mile run/walk test.
2. Sit and Reach test to assess trunk flexibility or shoulder stretch to assess upper body flexibility.
3. Pushups or modified pushups to assess muscular strength/ endurance.
4. Body Mass Index or percentage body fat using skin fold measurements.

General Consideration on fitness testing and follow up:

- Student participation in conditioning activities.
- Instruction on test items.
- Assessment of fitness levels.
- Planning individualized fitness programmes and setting goals.

SEMESTER 2—*Physical Education Practicals: 30 Marks (Internal)*

PROGRAMME OBJECTIVES:

The programme is oriented towards involvement and participation of the student teachers in wholesome physical activities and sports and games including intramural and extramural competitions.

The programme intends the students to actively participate in at least one intramural/extramural competition in games and sports and at least one athletic event in the sports meet.

ASSESSMENT**:** Among the 30 marks allotted to the component, 20 marks are allotted for involvement and participation of the student teachers in intramural and extramural competitions; and 10 marks is awarded towards performance in intramural or extramural competition as follows:

Participation in one intramural games competition	:	5 marks
Participation in one athletic event	:	5 marks
Involvement in co-ordinating intramural games/sports	:	10 marks
Total	**:**	**20 marks**
First/Second or third Position in Extramural (Intercollegiate) competitions	:	10 marks
Participation in Extramural competition (intercollegiate)	:	8 marks
First Position in intramural competition	:	7 marks

Second Position in intramural competition : 5 marks

Third Position in intramural competition : 3 marks (In case of performance, the highest achievement will be considered)

SEMESTER 3—*School Internship Health & Physical Education Classes:20 Marks*

PROGRAMME OBJECTIVES**:**

The programme is intended in orienting student teachers towards handling of Health and Physical Education classes in the schools. The minimum number of lessons to be delivered is one each during the internship period.

ASSESSMENT**:** Among the 20 marks allotted to the component, 10 marks will be allotted for the competency in handling Physical Education/Health Education class; and 10 marks will be allotted for Viva voce.

SEMESTER 4: *Physical Education Practical 10 Marks (Internal)*

The student teacher has to either :

(i) Undergo a project on physical education relevant to topics on health, fitness, lifestyle, nutrition, common injuries, etc. and prepare a report of the same.

(ii) Prepare a record of physical education/health education with emphasis of relevant topics related to health and physical education in schools, nutrition, first aid, etc.

Classification of Successful Candidates

A candidate shall have to secure 40% marks in each theory examination and 50% marks in Practicals, EPC courses and Internship programme to qualify. Separate minimum of 40% for theory external examination is essential. No separate minimum for internal examination (theory). The classification of results will be as follows.

(a) A candidate who qualifies for the B.Ed. degree, passing all the required courses of the four semesters, in 2 academic years and secures not less than 80% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in **First Class with Distinction**.

(b) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 60% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in **First Class.**

(c) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 50% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. examination in second class.

If a candidate fails to secure a minimum for pass, he/she shall be permitted to reappear for the course examination. But there will be no supplementary examinations. For Reappearance/Improvement, the students can reappear along with the next batch.

21. PATTERN OF QUESTION PAPER

(1) For 80 Marks Papers Time: 3 hours. Maximum Marks: 80

Part—I. Answer **all** questions. Each question carries two marks

(10 X 2=20 Marks)

Part – II Answer any **eight** questions. Each question carries five marks (Choice 8 out of 10)

(8 X 5=40 marks)

Part – III Answer any **two** questions. Each question carries ten marks (Choice 2 out of 3)

(2 X 10=20 marks)

Part	***Type of Question***	***Number of Questions***	***Marks***
Part I	Short Answer Type	10	20
Part II	Short Essay Type	8/10	40
Part III	Essay Type	2/3	20
	Total	**20**	**80**

(2) For 50 marks

Time: 2 hours. Maximum Marks: 50

Part—I Answer **all** questions. Each question carries one mark

(6 X 1 =6 Marks)

Part—II Answer **all** questions. Each question carries two marks

(5 X 2=10 Marks)

Part—III Answer any **six** questions. Each question carries four marks (Choice 6 out of 8)

(6 X 4 = 24 Marks)

Part –IV Answer any **one** question. Each question carries ten marks

(Choice 1 out of 2)

(1 X 10 = 10 Marks)

Part	*Type of Question*	*Number of Questions*	*Marks*
Part I	Very Short Answer Type	6	6
Part II	Short Answer Type	5	10
Part III	Short Essay Type/Problem solving type	6/8	24
Part IV	Essay Type	1/2	10
	Total	**21**	**50**

22. MONITORING COMMITTEE

The two year B.Ed. programme as envisaged by NCTE intends to offer theoretical components, practical inputs and experiences to transform prospective teachers into reflective practitioners. With course content being extended to two years across four semesters, it becomes necessary that institutions of teacher education meet the physical infrastructure and human resource requirements to meet the appropriate transaction of the curricular contents.

The institutions offering B.Ed. course should be keen in developing the necessary physical infrastructure necessary for transacting the curricular contents according to the units of allotment. Adequate classrooms for two batches, well equipped laboratories for optional subjects, psychology lab, technology lab and ICT resources, counseling cell, adequate playgrounds and facilities for physical education are essential requirements for effective curricular transaction. Therefore, a **University Level Monitoring Committee** including university officials and experts from the field of education shall be constituted to monitor the physical infrastructure and curricular transaction of the revised two year curriculum as part of good practice of ensuring quality teacher education programmes.

23. GRIEVANCE REDRESSAL MECHANISM

Internal assessment shall be made very transparent. A student has all the rights to know how the teacher arrived at a grade. Students should be made aware of the modus operandi of the assessment process and the criteria by the teacher concerned well in advance. The score indicating their level of performance in prescribed processes is to be published periodically. In order to address the grievance of students, a three level Grievance Redressal Mechanism is envisaged. A student can go to the upper level only if the grievance is not addressed at the lower level.

Level 1 Teacher Level: the teacher concerned

Level 2 Department/College level committee with the Director/Principal as Chairperson, Convener of Internal examination cell and a teacher nominated by the Department/College Council as member.

Level 3 University Level: Committee constituted by the Vice-Chancellor

TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

CURRICULUM—SEMESTER I

24. CURRICULUM—SEMESTER I

B.Ed. C 101: Psychology of Childhood and Growing up

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+20 Internal)

RATIONALE:

The purpose of this course is to equip the student-teacher with the background knowledge that one needs to develop an understanding of the school children and their socio-cultural contexts. This background includes a critical engagement with theories, as well as psychological issues in the world of children and adolescence. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.

OBJECTIVES

- To review general conceptions about childhood and adolescence (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood and adolescence.
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.
- To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts; family, schools, neighbourhoods and community.
- To analyze the major theories of intelligence as applied to a variety of educational settings.
- To develop an understanding of different theories of personality and to know the impact/influence of socio-cultural context in shaping personality, especially with respect to the Indian context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

MODE OF TRANSACTION

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments.
- Theoretical and practical activities/exercises/investigations; analysis and interpretation of collated observations, systematic data.
- Watching movies/videos and holding discussions.

Unit I—Introduction to Perspectives on Development (8 Hours)

1.1 Concept and introduction to perspectives on development (Brief introduction) - Behaviouristic, Psychoanalytic, Cognitive, Humanistic, Neuro-Biological and Eco psychology. 1.2 Enduring themes in the study of development: development as multidimensional and plural; development as continuing through the life span; socio-cultural contexts influencing development. 1.3 Principles of Growth and Development; Stages of Development (Infancy, Childhood, Adolescence). 1.4 Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods.

Unit II—Physical, Social and Emotional Development (20 Hours)

2.1. Physical Development—Gross and fine motor development skills. Role of parents and teachers in providing opportunities for physical-motor development; developmental tasks. 2.2.Psycho-social Development (Erikson); influence of early childhood experiences on later personality. Moral Development—perspective of Kohlberg: cultural variations in moral reasoning. 2.3.Cognitive Development—(Piaget & Bruner); Language Development—Stages—Chomsky and Vygotsky. 2.4 Childhood and adolescence in the context of poverty, globalization and adult culture; Commonalities and diversities within the notion of childhood and adolescence and how multiple childhoods and adolescence are constructed with particular reference to the Indian context. Adolescence: Aspirations, challenges and problems.

Unit III—Individual Differences Among Learners (12 hours)

3.1. Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values. 3.2. Differences in learners based on predominant 'learning styles'. 3.3. Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners. 3.4. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

Unit IV—Intelligence (20 hours)

4.1. Intelligence – Meaning and Definition. 4.2. Theories of Intelligence: Spearman, Thurston and Guilford. Gardner's theory of Multiple Intelligence; how Multiple Intelligences theory defines and describes intelligence; the ways in which Multiple Intelligences theory can support teaching and learning practices. 4.3. Concept of Emotional Intelligence and Sensory attractive natural eco-intelligence. 4.4. Measurement of Intelligence—kinds of Intelligence

tests. 4.5. Exceptional Child; Educational Planning for the Individual learners; Learning Disabilities—Types, Planning and Remedial Measures.

Unit V—Personality *(20 hours)*

5.1. Definition and basics of personality. 5.2. Major theories on personality development: Freud, Jung, Adler, Allport, Cattell, Carl Rogers and Eric Berne. 5.3. Factors influencing development of Personality—Genetic and Environmental. 5.4. Adjustment and Mal-adjustment, defense mechanisms, mental health and mental hygiene.

Suggested Tasks/Assignments

Task 1—Students collate about ten newspaper articles that involve issues of parenting and childhood, analyze these and hold discussions.

Task 2—Case Study Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3—Students watch a movie (for instance: Salaam Bombay) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

References:

Scan the QR to get the references

SEMESTER—I

B.Ed. C 102: Contemporary India and Education

Hours of Instructions: 80 hours Maximum Marks: 100 (80 External+20 Internal)

Objectives of the Course:

The course will enable the student teachers to study the unique and diversified nature of Indian Society and Education.

- To enable student-teachers to engage with studies on Indian society and education
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To develop insight among the student teachers by analyzing the diversity, inequality and marginalization in the society and its implication for education.
- To construct and develop a comprehensive and critical understanding among the student teachers about the policy framework for public education in India.

Mode of Transaction

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

Unit I—Social Diversity:

Diversities in traditional society—Vedic and Epic Period, Medieval society—Muslim period and modern Society—Advent of the Europeans to the present society—Different levels of diversities—Individual—Regional—Religious—caste and linguistic diversities—Diverse Knowledge and experience base—diversified demands from education-Sensitizing India as a land of diversity—Strategies to attain harmonious living in a diversified Society—Culturally responsive pedagogy—Its significance and relevance in the present Indian context.

Unit II—Indian Constitution and Education:

Preamble—Fundamental rights—Directive Principles of StatePolicies—Their implications in the current context—Article 45 and 30 (1)—Constitutional values and aims of education.

Issues related to inequality, discrimination and marginalization—Its impact on the fulfillment of the Constitutional promise of freedom, justice, equality and fraternity.

Unit III—Universalization of Education and Constitutional provisions:

[Article 30(1)] Right to Education India Act of 2010. Inequalities—caste-colour-backwardness—cultural, Social and economic backwardness. Discrimination and marginalization—Its Impacts on achieving constitutional values. Positive Discrimination—Constitutional amendments. Child Right and Child Labour—Recent amendments.

Unit IV—Policy frame work for public education in India:

Comprehensive understanding of different education commissions and reports in pre independent and post independent India—Kothari Commission—Recommendation, National policy of education, NPE of 1986 and after-Reports and policies. Significance of recommendations these reports in contest of Liberalization, Privatization and Globalization. Different schemes for Education in India- Naithalim, Wardha Scheme, SSA, RMSA, RUSA, Knowledge Commission reports.

Unit V—Educational Development in India:

Planned Educational Development in India—Financing of Education in India—National level and state level financing—Pressure exerted by different stake holders on education—Community, religion, political, governmental and non governmental agencies.

Unit VI—Education of the marginalized:

Dalits, Women, Socially and culturally marginalized. Alternative education movements in India, KANFED, Mahila Samakhya, De-Schooling movements and literary movements in India and Kerala.

Unit VII—Language Policy for education :

Basic education and mother tongue—the constitutional provisions of the Medium of Instruction—three language formula. Debates on colonial language policies. Multi—lingual education.

Unit VIII—Modern Paradigms in Pedagogy and Curriculum:

Pedagogical shifts across the world—constructivism and issue based pedagogy—Four pillars of Education—issues in education in the context of urbanization, plebianisation, privatization and stratification of education in India and World.

Unit IX—Education for Building a New Nation:

Different programmes for eradicating inequalities—Gender, Caste and Class. Mid day meal programme—Its social and ideological implications— significance of the Supreme Court order, Right to food campaign. Education for Nation Building.

SUGGESTED TASKS/ASSIGNMENTS

- Group work : Prepare a short film/presentation of five minutes duration for combating any of the social evils in our society.
- Conduct a study on issues of socially and culturally marginalized people of the locality.

REFERENCES: Scan the QR to get the references

SEMESTER—I

B.Ed. C 103: Language Across the Curriculum

Hours of Instructions: 50 Hours Maximum Marks: 60 (50 External+10 Internal)

RATIONALE AND AIM

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. It is a system that structures the reality around us and represents it in our minds. Language and content are closely interrelated-content subjects provide context for language learning while effective language development facilitates learning of content subjects. Consequently, all teachers are encouraged to participate in developing language skills and competences within their fields of responsibility and thus contribute to a school *learning* policy as a whole. The primary objective of this paper is to make prospective teachers aware of the dynamic language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation and make them globally competent.

OBJECTIVES:

To help the students to—

- Improve language proficiency and understanding of academic content.
- Know the function of language, the language background of children and how children use language as a tool.
- Understand the nature of different classroom discourses.
- Understand the nature of reading comprehension in the content areas.
- Develop strategies for using oral language in the classroom.
- Understand how oral and written language can be used in the classroom to ensure optimal learning.

MODE OF TRANSACTION

Classroom discussions for developing conceptual understanding.,Close reading of text material/research papers/case studies.,Project Method., Participatory transaction by building them around responses of students. Giving students opportunities to go through an experiential process for transacting some topics such as process writing, reading, speaking, etc.

Units of Study

Unit 1—Language across the Curriculum: A Conceptual Discussion: (8 hrs.)

1.1. Language across the Curriculum—meaning need and benefits. 1.2. Principles and practices of LAC approach in classrooms. 1.3. Language and communication skill—language and thinking process—language as a tool for conceptualising/thinking. 1.4. Role of content subject teachers and language teachers in LAC.

Unit 2—Language and Teacher: (15 hrs.)

2.1. Importance of teacher language—criteria of good teacher language—elements contributing to good teacher language (speed, vocabulary, structure, content, flexibility). 2.2. General classroom language of teacher- praising students, saying a student is wrong, encouraging students after they have given answers, encouraging students to speak, beginning and ending of lessons, marking stages of a lesson, classroom organization, eliciting answers/explanations, clueing, giving instructions for pair/group work, instructions for home assignments, checking understanding, instruction for tests and examinations, etc.

Unit 3—Language and Children: (5 hrs.)

3.1. Language acquisition and language learning- Myth and reality. 3.2. Home language and school language; the power dynamics of the 'standard' language as the school language vs. home language or 'dialects'. 3.3. Listening-strategies to help students in listening; subject related listening activities. 3.4. Speaking-strategies to help students in speaking; discussion as a tool for learning.3.5.Deficit Theory (Eller, 1989), Discontinuity theory. 3.6. The importance of giving students a list of classroom expressions—asking for repetition, asking for clarification, making requests, asking for feedback, asking for permission, apologizing, group work/pair work, etc.

Unit 4—Language Development and Reading: (12 hrs.)

4.1 Reading as a Source for Language Development-Different Levels of Reading—Literal-Interpretive-Critical-Creative. 4.2. Different Types of Reading—Detailed-Skimming- Scanning- Reading strategies for children- Note making and Summarizing. 4.3. Strategies for improving reading- *Making use of typographic clues* (italics, bold faced print)—*Making use of patterns of knowledge* (description, sequence, comparison and contrast, cause and effect, definition, classification, hypotheses, exemplification and evaluation) *Making use of graphics*—tables, bar graphs, line graphs, pie charts, flow charts, pictographs, maps, photographs, cartoons, time lines, etc.—*Making use of information transfer activities* SQR3-Survey, Question, Read, Recite and Review: Use of SQR3 in different subjects.

Unit 5—Language and Writing: (10 hrs.)

5.1. Difference between Spoken Language and Written Language.5.2. Types of Writing: Expository, Descriptive, Persuasive, Narrative—Fictional and Nonfictional—Freelance Writing and its Areas.5.3. Analyzing children's writings to understand their conceptions.

5.4.Projects for developing writing: Teacher's involvement—sources of information—forms of presenting information, techniques for designing a questionnaire, techniques for conducting interviews— guidelines, report writing—techniques; oral presentation techniques. 5.5. Useful websites for all subjects

SUGGESTED TASKS/ASSIGNMENTS

- Select two stories from children's literature and identify teaching points from each story to be used for developing for oral expression. Submit a detailed report.
- Prepare plans of subject specific classroom language Tasks/Assignments.
- Preparation of Brief Autobiography.
- Preparation and Presentation of Speeches.

REFERENCE : Scan the QR to get the references

SEMESTER—I

B.Ed. P 101.1: Understanding The Discipline And Subject–Arabic

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES:

After completion of course the student teacher will be able to—

- Acquainted with the meaning, nature and characteristics of language.
- Familiarize with the nature, roles and scope of Arabic Language and its status in the present day world.
- Familiarize with Taxonomy of Educational Objectives.
- Develop an insight into the symbiotic relationship between curriculum, syllabus and text books.
- Develop the competencies and professional qualifications for teachers in the present scenario.
- Identify methods, approaches, materials and new trends for teaching Arabic at various levels.
- Develop the ability to apply theories related to language teaching.
- Familiarize with the approaches, methods & techniques and develop the knowledge of acquisition of basic language skills.
- Update knowledge of current approaches, methods and strategies.
- Develop the ability to choose the most suitable approaches, methods & strategies for classroom teaching.

MODE OF TRANSACTION

Lecture, Group learning, Seminar, Discussions, Debate, Practice & Observation, Workshop, Practical sessions, CAI.

Unit 1—General introduction to Arabic Language Education (6 hrs.)

Language : Nature, meaning & definitions, characteristics and functions, Language and Culture, Role of family and community as a resource in language acquisition. Basic Concepts: Morphology, Phonology, Syntax, Semantics. First Language, Second Language & Foreign Language. Arabic as a Second Language & Foreign Language. Nature and scope of Arabic Language. Need & Significance of Arabic Language teaching and learning. Problems of learning Arabic as a second language. Arabic Language in Kerala.

Unit 2—Aims and Objectives of Teaching Arabic Language: (8 hrs.)

Aims and objectives of teaching and learning Languages. Socio-cultural & utilitarian aims.Principles of Language Learning. Objective based instruction. Bloom's Taxonomy of Educational Objectives (original & revised). Objectives and specifications.Process Oriented Teaching and Learning. Outcome Based Learning (OBL). Developing communicative competencies. Addressing learner sensibilities and abilities. Aims and objectives of Teaching and Learning Arabic Language.

*Unit 3—Curriculum Designing in Arabic Language Education: (6 hrs.***)**

Curriculum**:** Meaning, Definition and Principles.Approaches to Curriculum Construction: Curriculum and syllabus, Types of Curriculum, Language Curriculum Criteria for selecting curriculum content. Modern Trends in Curriculum Construction: Life centered— Learner centered, - Activity centered, Issue Based, Problem pausing, Process oriented NCF (2005), KCF (2007) A Critical review of Arabic Curriculum of State Schools of Kerala.

Unit 4—Language Acquisition: (6 hrs.)

Language skills: LSRW Receptive skills & Productive skills. Listening skill : Significance of listening. Speaking skill :Importance of speaking, Pronunciation. Reading skill: Importance of reading skill, Loud reading, Silent reading, Intensive reading, Extensive reading, Skimming and Scanning. Writing skill: Importance of writing skill, Types of writing, Characteristics of good handwriting, Creative writing .Reference & study skills: Dictionaries & Encyclopedias, Online.Developing communicative competencies. Addressing learner sensibilities and abilities. Aims and objectives of Teaching and Learning Arabic Language.

*Unit 3—Curriculum Designing in Arabic Language Education: (6 hrs.***)**

Curriculum**:** Meaning, Definition and Principles. Approaches to Curriculum Construction: Curriculum and syllabus, Types of Curriculum, Language Curriculum Criteria for selecting curriculum content. Modern Trends in Curriculum Construction: Life centered— Learner centered, - Activity centered, Issue Based, Problem pausing, Process oriented NCF (2005), KCF (2007) A Critical review of Arabic Curriculum of State Schools of Kerala.

Unit 4—Language Acquisition: (6 hrs.)

Language skills: LSRW Receptive skills & Productive skills. Listening skill : Significance of listening. Speaking skill :Importance of speaking, Pronunciation. Reading skill: Importance of reading skill, Loud reading, Silent reading, Intensive reading, Extensive reading, Skimming and Scanning. Writing skill: Importance of writing skill, Types of writing, Characteristics of good handwriting, Creative writing .Reference & study skills: Dictionaries & Encyclopedias, Onlinereferences.

Unit 5—Theoretical Bases of Teaching Arabic Language: *(12 hrs.)*

Application of Psychological Theories & Principles : Behaviourism, Cognitivism, Constructivism, Social constructivism, Chomskyan Concept: (LAD & Universal Grammar), Krashen's Hypothesis. Models of Teaching: Basic concepts, families and properties: syntax, social system, support system, principles of reaction, instructional & nurturant effect. Designs based on different models of Teaching.Concept attainment model, Advance organizer model, Synectic model.

Unit 6—Methods & Strategies of Teaching Arabic Language: *(12 hrs.)*

Approaches, methods, strategies and techniques of teaching : Traditional and Modern Methods Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach, Communicative Approach, Eclectic Approach, Play way Method, Project Method Role play, Dramatization, Narrative strategies Discourse based language learning, Learning by doing, Activity Based Teaching and Learning Approaches Methods of teaching Language elements: Inductive and Deductive methods, Functional and Formal grammar

Approaches, methods & techniques of teaching Language skills**:** Listening skill, Speaking skill, Developing speaking & Listening skill, Causes of bad pronunciation, Techniques for teaching good pronunciation methods and techniques of teaching reading skill, Techniques of teaching reading methods and techniques of teaching writing skill, Techniques of teaching writing, Dictation, Creative writing, Editing Process.

Modern strategies in language teaching & learning: Collaborative Learning & Co-operative Learning, Workshop, Seminar, Symposia, Debates Video conferencing E-learning, Blended Learning, Virtual Learning, E-tutoring, Discourse based teaching and learning, Addressing Individual differences in teaching and learning: Multiple level learning, Learning disabilities.

Suggested Tasks/Assignments

- Seminar on scope of Arabic language in the present-day world
- Assignment on problems of learning Arabic in multi lingual-plural society.

Reference : Scan the QR to get the references

SEMESTER—I

B.Ed. P 101.3: Understanding the Discipline and Subject-English

Hours of Instructions: 50 hours Maximum Marks 60: (50 External+10 Internal**)**

Objectives:

After completion of course the student teacher will be able to—

- *acquainted with the meaning, nature and characteristics of language education.*
- *familiarize with the nature, roles and scope of the English Language and its status in the Present day world.*
- *familiarizes with Taxonomy of Educational Objectives.*
- *develop an insight into the symbiotic relationship between curriculum, syllabus and text books.*
- *develop the competencies and professional qualifications for teachers in the present scenario.*
- *identify methods, approaches, materials and new trends for teaching English at various levels.*
- *develop the ability to apply theories related to Language teaching.*
- *familiarize with the approaches, methods& techniques and develop the knowledge of acquisition of basic language skills.*
- *update Knowledge of current approaches, methods and strategies.*
- *develop the ability to choose the most suitable approaches, methods & strategies for classroom teaching.*

MODE OF TRANSACTION

Lecture, Group learning, Seminar, Discussions, Debate, Practice & Observation, Workshop, Practical sessions, CAI**,** Assignment, Brain Storming, Buzz Session, Projects and Related reading.

Unit 1: General Introduction To English Language Education

Language: Nature, meaning & definitions, characteristics and functions

Language and Culture, Role of family and community as a resource in language acquisition.Basic Concepts: Morphology, Phonology, Syntax, semantics. First Language, Second Language & Foreign language English as a Second language & foreign Language.Nature and Scope of English Language. Need & Significance of English Language teaching and learning .Problems of learning English as a second language.English Language in Kerala .Difference between Oral and Written language

Unit 2: Aims And Objectives of Teaching English Language

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

Unit 3: Curriculum Designing in English Language Education

Curriculum**:** Meaning, Definition and Principles.Approaches to curriculum construction.Curriculum and syllabus, Types of Curriculum, language curriculum.Criteria for selecting curriculum content.Modern Trends in Curriculum Construction: Life Centered- Learner centered - Activity centered, Issue Based, Problem pausing, Process oriented.NCF (2005), KCF (2007).A Critical review of English Curriculum of State Schools of Kerala

Unit 4: Language Acquisition

Acquisition v/s Learning. Language Skills: LSRW.Receptive skills & Productive skills .Listening skill: Significance of listening .Speaking skill: Importance of speaking, Pronunciation.Reading skill: Importance of reading skill.Loud Reading, Silent Reading.Intensive reading, Extensive reading

.Skimming and scanning.Writing Skill: Importance of writing skill.Types of writing, Characteristics of good handwriting.Creative writing.Reference & Study Skills: Dictionaries & Encyclopedias, online references

Unit 5: Theoretical Bases of Teaching English Language:

Application of Psychological Theories & Principles: Behaviourism, Cognitivism, Constructivism, Social constructivism, Chomskyan Concept:(LAD & Universal Grammar) .Krashen's Hypothesis.

MODELS OF TEACHING: Basic Concepts, Families and Properties: Syntax, Social System, support system, principles of reaction, Instructional & nurturant effect.Designs based on different Models of Teaching: Synetic Model

Approaches, Methods, Strategies and techniques of teaching: Traditional and Modern Methods.Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach.Communicative Approach, Eclectic Approach, Play way Method, Project Method.Role play, Dramatization, Narrative strategies.Discourse based language learning, learning by doing, Activity Based Teaching and Learning.Approaches Methods of teaching Language elements: Inductive and deductive methods.

Approaches, Methods & techniques and of teaching Language skills: Listening Skill, Speaking skill.Developing speaking & Listening Skill.Causes of bad pronunciation, Techniques for teaching good pronunciation.Methods and techniques of teaching Reading skill, Techniques of teaching reading.Methods and techniques of teaching Writing skill.Techniques of teaching writing, Dictation, Creative writing, Editing Process

Modern Strategies in language teaching & learning:Collaborative Learning & Co-operative Learning.Workshop, Seminar, Symposia, Debates.Video conferencing.E-learning, Blended Learning, Virtual Learning.E-tutoring, Discourse based teaching and learning.Addressing Individual differences in teaching and learning:Multiple level learning, Learning disabilities

SUGGESTED TASKS/ASSIGNMENTS

- Seminar on scope of English language in the present-day world
- Assignment on problems of learning English in multi lingual-plural society.

REFERENCE : Scan the QR to get the references

SEMESTER—I

B.Ed. P 101.4: Understanding the Discipline and Subject-Hindi

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES OF THE COURSE

After completion of course the student teacher will be able to—

- Understand the different roles, status and the nature of language
- Reflect on the cultural supremacy of language
- Understand the different roles of language
- Understand the science of language such as grammar, phonetics etc.
- Develop an understanding the nature of language system
- Understand the different constitutional provisions and policies of language especially Hindi as a national language.
- Develop insight into the symbiotic relationship between curriculum and syllabus.
- Identify methods, approaches, materials and new trends for teaching Hindi at various levels especially in the Kerala context.
- Understand the competencies and professional qualifications for teachers in the current scenario.

MODE OF TRANSACTION

Group learning, Seminar, Discussion, Lecture, Demonstration, Practice & Observation, Workshop, Practical sessions, CAI.

Unit I : General Introduction to Language Learning and Nature of Hindi Language

Language: Meaning and definition—Importance of language in social life—Language a vehicle of cultural heritage—multi-culture awareness and language teaching.

Nature and Structure of Hindi Language: Sentence, meaning—Basic concepts in phonology, morphology, syntax and semantics.

Unit II: Language Education – Constitutional Provisions, Policies, Recommendations, Positions and Role of Hindi Language in India and Kerala Context

Position of Languages in India; Articles 343 – 351, 350 A; Kothari Commission (1964—66); NPE – 1986; POA – 1992; National Curriculum Framework – 2005 (Language Education). Before Independence and after Independence, Hindi as a mother tongue second language, National language, Official language, Hindi as a link language, Position of Hindi in Kerala – Three Language Formula. Challenges of teaching and learning Hindi.

Unit III: Curriculum Designing in Hindi Language Education:

Understanding the concept of curriculum, basis, Principles of curriculum construction, types of curriculum, scope and limitation of existing school Hindi language curriculum (with reference to NCF 2005). Modern trends of curriculum construction.

Unit IV: Teacher as a Reflective Practitioner:

Teaching as a profession, teacher as a facilitator, scaffolder, mentor, reflective practitioner. Pre-service, in-service training programmes for quality improvement—Seminars, workshops, panel discussions, field trips, projects etc.

Unit V: Innovative Theories and Approaches for Language Education (MT &SL)

Philosophical, social and psychological bases of approaches toLanguage acquisition and Language learning: principles and maxims, inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L.Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

A Critical Analysis of the Evaluation of Language Teaching Methodologies: Grammar translation method, direct method, structural – situational method, Audio-lingual method, Natural method; reciprocal teaching, project method—play way method, co-operative learning—collaborative learning, Dr. West's new method, merits and demerits.

SUGGESTED TASKS/ASSIGNMENTS

- Seminar on role of National language/lingua franca in a multi- linguistic society, assignment on three language formulas.

REFERENCES**:** Scan the QR to get the references

SEMESTER—I

B.Ed. P 101.6: Understanding Discipline and Subject–Malayalam

Hours of Instructions: 50 hours

Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES:

To enable the learners to understand the concept and nature of Languages.

To acquaint the learners with the concept of Language Acquisition.

To enable the learners to understand the communication process.

To develop a positive attitude towards mother tongue, the rich and vivid culture of Kerala.

To familiarize the learners with nature and scope of functional languages.

To enable the learners to understand the professional role of language teachers.

TRANSACTIONAL STRATEGIES:

Lecture, Group learning, Discussion, Seminar, Demonstration,
Practice & Observation.

CONTENT:

Unit I:

(i) Introduction to languages and its relation to other disciplines. (ii) Concept of natural language. Design features of language. (iii) Speech Vs. Writing. (iv) Piaget, Bruner, Vygotsky, Chomsky. (v) Chomsky's competence and performance.

Unit II:

(i) Language Acquisition Vs. Language Learning. Universal Grammar (UG) and Language Acquisition Device (LAD). (ii) Stages of Language Acquisition. (iii) Mothertongue, Second

Language and Foreign Language, concept of three language formula. (iv) Use of Language in Society. Concept of communicative competence. Role of Media.

Unit III:

(i) Communication process in teaching–learning (ii) Meaning and significance of communication process (iii) Inter-personal and intrapersonal communication (iv) Factors affecting communication (v) Verbal and non verbal communication

Unit IV: 1. Importance of mothertongue—medium of thought and communication of ideas and emotions—creativity and aesthetic sense—medium of instruction—cultural transformation. Planning for instruction—Designing year plan, unit plans and lesson plans.

Unit V:

(i) Nature and scope of functional languages. (ii) Language and education.(iii) Methods and strategies in language teaching. (iv) Lexicography, translation and stylistics. Dialects, folklore—an overview.

Unit VI:

(i) Teachers role & professional ethics (ii) As a facilitator of learning (iii) Competencies and qualities of language teacher in preparing students to encounter future challenges (iv) As a link between school & community (v) As a mobiliser of community resources (vi) Concept and dimensions of professional ethics of teachers.

SUGGESTED TASKS/ASSIGNMENTS:

- Assignment on language
- Project on language
- Prepare a report of seminar/symposium/discussion/debate

REFERENCES**:** Scan the QR to get the references

SEMESTER—I

B.Ed. P 101.7: Understanding the Discipline and Subject—Mathematics

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

COURSE OBJECTIVES**:**

On completion of the course the student-teacher will be able to—

1. Understand and appreciate the characteristics and development of Mathematics and its role in the development of modern society.
2. To understand the development of Mathematics and contributions of Mathematicians.
3. Understand the essential qualities of a Mathematics teacher.
4. Understand and appreciate the professional growth and development of a teacher.
5. Understand the Mathematical implications of various theories of learning.
6. Gain competence in using modern psychological theories to device teaching learning process.
7. Compare and contrast the nature and functions of various instructional approaches and techniques of teaching Mathematics.
8. Improve the understanding of the principles of curriculum construction and organization in Mathematics.
9. Understand the characteristics and development of Mathematics.

MODE OF TRANSACTION

Lecture cum discussion, individual and group assignments, guided small group discussion, project work, seminars, activity methods, brain storming and individual tasks.

COURSE OUTLINE**:**

Unit-I: Mathematics as a discipline and conceptual background of Mathematics (10 Hours)

1.1 Mathematics- meaning and definition. 1.2 Nature and scope of Mathematics: Pure and applied Mathematics, Role of axioms and postulates, Mathematics as a Science, Mathematics as a game, Mathematics as a language, History of Mathematics with special emphasis on teaching of Mathematics. 1.3 Contributions of the following Mathematicians to Mathematics:

(a) Pythagoras (b) Euclid (c) Rene Descartes (d) Aryabhatta (e) Bhaskara Charya-II (f) Srinivasa Ramanujan (g) Shakunthala Devi .1.4 Correlation of Mathematics: (a) within the subject (b) with other subjects (c) real life.

Unit-II: Values and Objectives of Teaching Mathematics (5 Hours)

2.1 Aims and objectives of teaching Mathematics. 2.2 Values of teaching Mathematics–utilitarian, cultural, disciplinary, aesthetic and recreational. 2.3 Taxonomy of educational objectives: cognitive, affective and psychomotor domains. 2.4 Relationship between, aims, objectives and specifications. 2.5 Objective based instruction–Need and importance in Mathematics, competency based instruction.

*Unit III: Teacher and Psychological bases of Teaching Mathematics (5 Hours***)**

3.1 Qualities and competencies of a good Mathematics teacher- General qualities, specific qualities, personal qualities. 3.2 Professional growth of Mathematics teacher–Teaching, research and extension. 3.3 Role of SCERT and NCERT in the professional growth of a teacher. 3.4 orientation to theories of Bruner, Piaget, Gagne, Vygotski, Chomsky and Gardner. 3.5 Implications of theories of Bruner, Piaget, Gagne, Vygotski, Chomsky and Gardner in teaching Mathematics.

Unit IV: Instructional and Learning Strategies and Techniques (20 Hours)

4.1 Maxims of Teaching. 4.2Approaches: Teacher centred, learner centred and activity based behaviourist approach and constructivist approach. 4.3 Methods for productive learning- Teaching of Mathematics. 4.3.1 Teaching Mathematical concepts—lecture discussion method and Heuristic method. 4.3.2 Teaching Mathematical generalisation—Inductive—Deductive strategies. 4.3.3 Teaching proof of theorems—Analytic—synthetic proofs. 4.3.4 Teaching problem solving. Problem—solving method and project method. 4.4 Techniques of individualizing instruction—Homogeneous grouping, supervised study and self study.4.5 Oral work, Drill work, Written work, Homework, Review, Assignments. 4.6 Small group techniques: Brainstorming, collaborative learning, co-operative learning.

Unit V: Mathematics Curriculum *(10 Hrs)*

5.1 Curriculum—Meaning, new trends in curriculum construction and their application in developing Mathematics curriculum. 5.2Principles of content selection—Objectives based, child centred, correlated, cater to individual differences fulfilling requirements of higher education, flexible and practicable. 5.3Principles of content organization- organizing the syllabus both logically and psychologically, topical, spiral and concentric approaches. 5.4Reforms in Mathematics curriculum- National and State level reforms- NCERT Mathematics curriculum. 5.5 Mathematics curriculum reforms - SMP, SMSG, NCERT, NCF, KCF, Nuffield

SUGGESTED TASKS/ASSIGNMENTS:

- Critically analyse the implications of SMP/SMSG/Nuffield in secondary school mathematics curriculum in Kerala with the supporting evidences (interview/questionnaire, content analysis etc.).
- Prepare a picture album of famous mathematicians (including Western and Indian) with descriptions of their biography and contributions. (At least 10 mathematicians).

REFERENCES**:** Scan the QR to get the references

SEMESTER—I

B.Ed. P 101.8: Understanding the Discipline and Subject—Natural Science

Hours of Instructions: 50 hours Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES:

- To acquaint themself with the nature of Science.
- To develop understanding of the place of science in National School Curriculum.

- To familiarize the evolution of Teaching of Science.
- To update the present practices of learning and instruction prevailing in the State Schools of Kerala.
- To understand Approaches, Methods & Techniques of Teaching Science.
- To understand the principles of organizing curriculum.
- To provide familiarization with resources for teaching/learning Science
- To be a Professional Science Teacher

Unit I: Nature and Scope of Natural Science/Biological Science (7 Hours)

Science—its meaning, definitions and nature of Science as a product and process-Science as an on-going process of enquiry, scientific method. Importance of science as a school subject. Values of teaching science with special reference to Biology. Scientific Attitude, Scientific sensitivity, Scientific creativity. Historical background of science Education- A brief sketch.

Unit II: Science Curriculum and Resources in Teaching Biological Science Education (12 Hours)

Curriculum—A conceptual analysis, Curriculum and syllabus, Principles of curriculum construction. Approaches to curriculum organization, Disciplinary and Inter disciplinary approach. Concept of correlation-systematic and incidental correlation. Curriculum reforms abroad (BSCS), Curriculum reforms in Kerala, Curriculum reforms as envisaged is NCF, KCF

Unit III: Approaches and strategies of learning Biological Science (15 Hours)

Teaching, Maxims of teaching. Inductive, Deductive, Discovery approaches of Teaching. Methods of Instruction—Lecture, Lecture cum demonstration method, Project method, Problem solving method. Questioning Technique, Brain storming & Role playing, seminar and debate. Discussion method, programmed learning.

Unit IV: Learning Resources in Biological Science (8 Hours)

Resource materials in teaching Natural Science-Syllabus, Textbooks, Work book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, Digital images, 3D Animations, micrographs, specimens, video, PowerPoint presentation. WEB RESOURCES

Unit V: Professionalising Science Teacher (8 Hours)

Definition of profession, Teaching as a profession. Teacher Competencies listed by NCTE. Soft Skills Role of SCERT and NCERT in the Professional growth of Science teachers. Internet resources and websites for professional growth of science teachers like PUBMED, ERIC,INFLIBNET etc.

SUGGESTED TASKS/ASSIGNMENTS:

- Environment related Project.

REFERENCES: Scan the QR to get the references

SEMESTER—I

B.Ed. P 101.9: Understanding the Discipline and SubjectPhysical Science

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

COURSE OBJECTIVES:

On completion of the course the student teacher will be able to—

- Understand the nature, significance and scope of physical science.
- Understand science as both process and product.
- Facilitate development of scientific attitude and scientific aptitude in learners.
- Aware of the various instructional strategies and curricular approaches in teaching physical science.
- Understand scientific method of inquiry.
- Achieve mastery over the methods and techniques contents of physical science for transacting.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.

Unit I—Nature of Physical Science

1.1. Science—as a domain of enquiry—as a dynamic and expanding body of knowledge—as a process of constructing knowledge --as interdisciplinary area of learning. Process skills in science at secondary stage. 1.2. Facts, concepts, principles, theories and laws—their characteristics in the context of physical science. 1.3. Physical science for environment, health, peace, equity. 1.4. Contribution of eminent scientists. 1.5. Scientific Attitude, Scientific Aptitude, Scientific Creativity, Scientific Sensitivity.

Unit II.—Curriculum in Physical Science.

2.1. Curriculum – principles of construction, factors affecting. 2.2. Approaches to curriculum organization – concentric plan, type study integrated, disciplinary and inter disciplinary approaches. 2.3. Science curricular projects- Chemstudy, Nuffield project, PSSC. 2.4. Science education as envisaged by NCF and KCF.

Unit III.—Approaches and Strategies of Learning Physical Science.

3.1. Scientific Method-steps involved. 3.2. Science a Process Approach (SAPA) 3.3. Behaviorist approach Vs Constructivist approach; Critical Pedagogy. 3.4. Inductive and Deductive approach of teaching – Mill's canons of induction 3.5. Communication in Science, Lecture cum demonstration, Problem solving, Project method, Heuristic method, Historical method, Brain storming, Group discussion, Seminar. 3.6. Graphic Organizers, Concept mapping, Collaborative learning and experiential learning. 3.7. Facilitating Learners for self-study. 3.8. Models of Teaching- Concept Attainment Model and Inquiry Training Model.

Unit IV—Exploring Learners

4.1. Learning as a generative process- Learner as Little Scientist. 4.2. Encouraging learners to raise questions; appreciating dialogue amongst peer group; Ensuring equal partnership of learners with special needs.4.3. Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in science. 4.4. Stimulating creativity and inventiveness in science; Nurturing creative talent at local level and exploring linkage with District/State/Central agencies.

Unit V.—Professional Development of Science Teachers

5.1. Professional development programmes for science teachers; 5.2.Participation in seminar, conferences, online sharing, membership of professional organizations. 5.3. Teachers as a community of learners, collaboration of schools with universities. 5.4. Role of reflective practices in professional development of teachers. 5.5. Teacher as a researcher: Learning to understand how children learn science—action research in physical science

SUGGESTED TASKS/ASSIGNMENTS:

- Lesson plan based on concept attainment model and inquiry training model.

REFERENCES**:** Scan the QR to get the references

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SEMESTER—I

B.Ed. P 101.11: Understanding the Discipline and Subject Social Science

Hours of Instructions: 50 hours Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES:

- To develop a thorough understanding of the Nature, scope and values of social science teaching.
- To develop understanding about the aims and objectives of teaching social science at secondary level.
- To get acquainted with the relationship of social science with other subjects.
- To identify relevant psychological theories and its application in the learning of social science.
- To achieve mastery over instructional strategies, methods and skills for teaching social science.
- To get an understanding of the principles of curriculum construction and also acquire a familiarity with different approaches of organizing social science curriculum.
- To develop an appreciation of the role and significance of social science in achieving national integration and fostering international understanding.
- To acquaint themself with the various issues and challenges in society.
- To get familiarity with the importance of instructional materials for social science teaching.

MODE OF TRANSACTION:

Discussion, Project work, seminar, assignments, brain storming, group work, lecture cum demonstration etc.

Unit 1: Social Science as a core discipline (4 Hrs.)

1.1 Structure of Social Science.Meaning, nature and scope of Social Science.·Difference between Social Science and Social Studies.Values of teaching Social Science.Social Science as a core subject. 1.2Aims of Teaching Social Science Need and importance of Social Science in the present scenario General objectives of teaching Social Science 1.3 Relationship of Social Sciences and with other subjects. Fusion, integration and correlation within Social Sciences and with other subjects.

Unit 2: Social Science Curriculum (5 Hrs.)

2.1 Meaning and definition of curriculum. 2.2 Principles of curriculum construction. 2.3 Organizing Social Science Curriculum – different approaches – relative merits and demerits

Unit 3: Learning Theories and the Teaching of Social Science (6 Hrs.)

3.1. New perspective of Social Science teaching - approaches and Strategies based on NCF and KCF.

3.2. Piaget, Burner, Vygotsky, Ausubel, Gardner – their theories and its influence in curriculum and learning process. 3.3. Role of teacher, learner, evaluation in Behaviourist and constructivist approaches.

Unit 4: Approaches, Techniques and Methods of Social Science Teaching (20 Hrs.)

4.1 Approaches to Teaching Social Sciences Didactic – Lecture and expository methods – teacher initiated. Socratic – Question answer – interactive method Facilitative – Learner initiated – Co-operative learning. 4.2 Methods/Techniques of teaching. Lecture – Discussion – Problem Solving – Project method – Source method – Socialized Recitation method – supervised study - Role Play and simulation -Dramatization- co-operative and collaborative learning- Questioning – guided discovery.4.3 Techniques for Higher learning Brain Storming – Brain Trust- buzz session- Symposium –workshop etc.

Unit 5: Reference Materials for Social Science (10 Hrs.)

5.1 Social Science Library .5.2.Social Science Text Book.5.3 Workbook, hand book, supplementary reading material etc. 5.4 Educational websites- Eric, endure, funderstanding, Edubundu etc. 5.5 Uses of Inflibnet, linux, ubuntu. 5.6 Blog creation

Unit 6: Social Science and Changing Society (5 Hours)

6.1 Current affairs in Social Science 6.1 Teaching environmental issues. 6.3 utilising community resources. 6.4. National integration. 6.5 international understanding

TASK AND ASSIGNMENTS

1. Assignment submission (soft and hard copy)
2. Content analysis of Social Science text book at secondary level.
3. Preparation of instructional plans at different levels
4. Conduct debate, symposium, etc.

5. Module preparation for e-content

6. Prepare e-portfolios

REFERENCES : Scan the QR to get the references

SEMESTER I

BED P 101.12: UNDERSTANDING THE DISCIPLINE AND SUBJECT-URDU

Hours of Instructions: 50 hours Maximum Marks 60 (50 External+10 Internal)

Objectives:

After completion of course the student teacher will be able to:

- Acquaints with the meaning, nature and characteristics of language education.
- Familiar with the nature, roles and scope of Urdu Language and its status in the present day world.
- Familiarizes with Taxonomy of educational objectives
- Develops an insight into the symbiotic relationship between curriculum, syllabus and text books and learning materials.
- Develops the competencies and professional qualifications for teacher in the present scenario.
- Identifies methods, approaches, materials and new trends for teaching Urdu at various levels Develops the ability to apply theories related to Language teaching and acquisition. Familiarizes with the approaches, methods& techniques and develop the knowledge of acquisition of basic language skills
- Updates Knowledge of current approaches, methods and strategies
- Develops the ability to choose the most suitable approaches, methods and strategies for classroom teaching

MODE OF TRANSACTION

Group learning, Seminar, Discussions, Lecture, Debate, Practice & Observation, Workshop,

Practical sessions, CAI, Assignments, Brain Storming, Buzz Session

UNIT 1: **GENERAL INTRODUCTION TO URDU LANGUAGE EDUCATION 6 Hrs**

Language: Nature, meaning &definitions, characteristics and functions. Role of family and community a resource for language development.• Origin and development of Urdu Language. • Urdu as a Second language, Indian language, Global language, Urdu as Lingua Franca. • Nature and Scope of Urdu Language Education, Need & Significance of Urdu Language teaching and learning in Kerala. • Problems of learning Urdu as a second language in Kerala.

UNIT 2: AIMS AND OBJECTIVES OF TEACHING URDU LANGUAGE 8 Hrs

Aims and Objectives of Teaching and learning Languages.• Socio- cultural & utilitarian aims .• Principles of Language Learning.• Objective Based Instruction.• Bloom's Taxonomy of Learning (original & revised).• Process Oriented Teaching and learning.• Outcome Based Learning (OBL).• Developing communicative competencies

UNIT 3: CURRICULUM DESIGNING IN URDU LANGUAGE EDUCATION (6 Hrs)

Curriculum: Meaning, Definition and principles.• Approaches to Curriculum-Construction.Curriculum and Syllabus, Language Curriculum.Criteria for selecting curriculum content.• Modern Trends in Curriculum Construction.Life Centred- Learner centred, -Activity centred, Issue Based, problem pausing, Process oriented, NCF (2005), KCF (2007), NEP (2020), KCF (2023).A Critical review of Urdu Text Books & Teacher Texts of state schools of Kerala

UNIT 4: LANGUAGE ACQUISITION 6 Hours

- **Language Skills: LSRW**

Listening skill; Significance of listening Speaking skill: Importance of speaking, Pronunciation Reading skill: Importance of reading skill Loud Reading, Silent Reading, Sentence- Word- Phonetic based reading, Intensive reading, Extensive reading, Skimming and scanning Writing Skill: Importance of writing skill.Urdu Graphemes and Allographs, *Saheeh Imla.*Creative Writing, Editing. Activities and strategies for developing LSRW.

UNIT 5: THEORETICAL BASES OF TEACHING URDU LANGUAGE (12hrs) •

Application of Psychological Theories & Principles:

Behaviourism, Constructivism: Cognitive and Social.Chomsky`s Concepts :(LAD & Universal Grammar), Krashen's Hypotheses

UNIT 6: METHODS & STRATEGIES OF TEACHING URDU LANGUAGE (12 Hrs)

• Approaches, Methods, strategies and techniques of teaching

Bilingual approach, Structural approach, Communicative approach, Integrated approach. Direct method, Grammar Translation method, Play way method, Inductive and deductive method.

Project, Role play, Dramatization, Narrative. Learning by doing, Activity Based Learning

Modern Strategies in language teaching & learning

Collaborative Learning, Co-operative Learning & Group Learning. Workshop, Seminar, Symposia, Debates, etc. E-learning, Blended Learning, Virtual Learning.E-tutoring, Discourse based teaching and learning.Addressing Individual differences in teaching and learning.Multiple level learning, Inclusive education & Including Learning disabilities.

SUGGESTED TASKS & ASSIGNMENTS

- Need and importance of Language and Language education.
- Need and significance of Urdu language education in Kerala.
- Critical review of any One Urdu textbook of Primary/Secondary Schools of Kerala. •

Need and importance of focusing on language skills

- Problems of learning and teaching Urdu as second language in Kerala

REFERENCES: Scan the QR to get the references

SEMESTER—I

Course EPC 01: Reading and Reflecting on Texts

Total Marks: 50 Contact Hours:

Internal assessment: 50 2 hours per week

RATIONALE AND AIM

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Unit 1: Engaging with Narrative Writing

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts or even well-produced comic strip stories.

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation).
- Re-telling the account–in one's own words/from different points of view (taking turns in a smaller group).
- Narrating/Describing a related account from one's life experience (in front of a smaller group).
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group).
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

Unit 2: Engaging with Popular Subject-based Expository Writing

The selected texts could include articles, biographical writing or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, commerce, literature/language pieces). For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making).

- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs).
- Explaining the gist of the text/topic to others (in the larger subject group).
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing).
- Writing a review or a summary of the text, with comments and opinions (individual task).

Unit 3: Engaging with Journalistic Writing

- Working out in journalistic writing—Assign to collect particular journalistic items—letter to the Editor, General Article, thematic article, feature article, Students corner etc.
- Find out the attributes of each item (Group work).
- Skill acquisition in report writing—seeing all the details in an event—diseminating them- judging them—relating them—and realizing their significance.
- Publish a journal of their own with all the properties and varieties like—Unexpected events, like fires, accidents, or crimes; Expected events, like meetings, plans, movements or legislation; Expressions of opinion by prominent men or women, as given in speeches or interviews—ingenious reports on flood, draught, accident, strikes etc.
- Each member of the group has to work to get published in any of the periodicals.
- Prepare a collection of the printed items.

Unit 4: Engaging with Subject-related Reference Books

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which

they could research from a set of available reference books. The focus of this unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

- Selecting the topic for research and articulating some guiding questions.
- Searching and locating relevant reference books (could be from a school library or the institute library).
- Scanning, skimming and extracting relevant information from the books by making notes.
- Collating notes and organizing information under various subheadings.
- Planning a presentation – with display and oral components.
- Making presentations to the whole subject group, fielding questions.

Unit 5: Engaging with Educational Writing

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit.

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs).
- Analyzing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion).
- Discussion of the theme, sharing responses and point(s) of view (small group discussion).
- Writing a response paper (individually or in pairs).
- Presentations of selected papers, questions and answers (large group).

REFERENCE

1. Baker, L. and Brown, A. L., 1984, *Metacognitive skills and reading*: in Pearson, P. D., Barr, R., Kamil, J. L. and Rosenthal, P. (editors), Handbook of Reading Research, Longman Press, NY.
2. Bransford, J. D., Brown, A. L. and Cocking, A. R. (editors), 2000, *How People Learn: Brain, Mind, Experience and School*: National Research Council, National Academy Press, Washington D.C., 346 p.
3. Gourgey, A. F., 1999, *Teaching reading from a Metacognitive perspective: Theory and classroom experiences*: Journal of College Reading and Learning, v. 30, p. 85-93.
4. Zimmerman, B., 2002, *Becoming a self-regulated learner: An Overview: Theory into Practice*, v. 41, no. 2, p. 64-70.

CURRICULUM—SEMESTER II

25. CURRICULUM—SEMESTER II

B.Ed. C 201: Psychology of Learning and Teaching

Hours of Instruction: 80 hours Maximum Marks: 100 (80 External+20 Internal)

OBJECTIVES:

* To understand the process of learning and the concept, nature and various factors influencing learning.
* To develop an understanding of the cognitive process involved in different approaches to the teaching learning process.
* To gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social–constructivist theories.
* To become aware of different contexts of learning and explore the possibilities of learning.
* To familiarize different teaching learning strategies suitable to individual differences.
* To understand constructivist views and neo constructivist methods of learning.
* To acquire different techniques of motivation for the effective classroom transactions.
* To understand the concept of mental health and mental hygiene.
* To acquaint the learner with the concept, process and importance of Group Dynamics.
* To apply the principles of group dynamics for effective class management.

MODE OF TRANSACTION

Lecture—cum-demonstrations, Seminars, Peer learning strategies, Community visits, Brain storming sessions, Debates, Group discussions, Problem-solving sessions, Project reviews, Use of video-clips and transcripts of classroom teaching, innovations and inquiry, Observation in schools and other field sites, Recording of observations and experiences, Interviews with school personnel, Individual projects, Journal writing, Using library and ICT resources, analysis of a variety of records of learning and teaching,

Constructivist Learning Strategies—Co-operative and Collaborative Learning, Concept mapping—Brain based learning— Cognitive apprenticeship—Engaged learning.

Unit I: Understanding the learner and learning process: (10 hours)

1.1 Implicit knowledge and beliefs about learning 1.2 Characteristics of learning – Role of learner in various situations 1.3 Variables affecting learning process – different psychological perspectives of learning .1.4 Learners motivation—types of motivation and Achievement motivation (Mc Cleland) 1.5 Powerful learning and learner's motivation. Learning curves: positive, negative and combination type 1.6 Plateau's in learning curves: causes and elimination of plateau's

Unit II: Understanding learning: Socio-cultural and cognitive processes: (30 hours)

2.1 Behaviourist Approach (In Brief) -Ivan Petrovich Pavlov's classical conditioning -Edward Lee Thorndike's trial and error learning -Burrhus Frederik Skinner's operant conditioning

2.2 Cognitive learning theories -Gestalt theory of learning.-Kurt Lewin's Field theory.2.3 Eclectic approach.Robert M. Gagne 2.4 Cognitive developmental approaches (In Detail).- Genetic Epistemology-Jean Piaget -Discovery learning- Jerome Seymour Bruner -Reception learning- David Paul Ausubel 2.5 Social learning approaches-Socio-cultural learning- Lev Vygotsky -Vicarious learning theory- Albert Bandura 2.6Beyond constructivism:— "navigationism in the knowledge era" 2.7 Cognitive neuroscience—Brain scan to lesson plan: the role of cognition. 2.8 Transfer of learning/training – Types, theories and importance of transfer.2.9 Learning in and out of school. 2.10 Concepts of synergy, scaffolding, psycho-osmosis.

Unit III: Cognitive Functions in learning: (15 hours)

3.1 Sensation and Perception. 3.2 Errors in perception—Illusions and Hallucinations – (physical illusions and perceptual illusions. Visual, auditory, taste, smell and cutaneous hallucinations). 3.3Concept formation—abstraction and generalization. 3.4 Cognitive functions—Thinking, reasoning, decision making and problem solving. 3.5 Gestalt laws of perceptual organization. 3.6 Memory—Concept and types of memory. 3.7 Forgetting—Causes and theories of forgetting. 3.8 Techniques for Effective Memorization—Association, mnemonics, chunking etc. 3.9 Pre cognition and Meta cognition.

Unit IV: Mental Health and Mental Hygiene: (10 hours)

4.1 Mental Health and Mental hygiene—meaning and nature

4.2 Foundation of mental health—Heredity, physical factors, social factors such as the home, the school, the community and the peer and satisfaction of basic needs. 4.3 Characteristics of mental health. 4.4Promotion of mental health in the learner and in teacher. 4.5 Objectives of mental hygiene. 4.6 Importance of mental hygiene in school—Values, personal relationships between teacher and learners.4.7Relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners. 4.8 Eco-psychology – 'Realizing the connection between humans and nature is healing for both'.

Unit V: Learning in Groups (15 hours)

5.1 Meaning and characteristics of Psychological group. 5.2 Factors facilitating group formation – for security, self-esteem, mutual interest, physical proximity, social needs, social identity, and overcoming stress. 5.3 Types of Groups—primary and secondary groups, formal and informal groups, inclusive and exclusive groups, voluntary and involuntary groups, small and large groups. 5.4Group Dynamics—Group behaviour, process and its importance in learning. 5.5

Concepts and importance of group morale, group conscience and group cohesiveness. 5.6 Sociometry—Use and importance. 5.7 Styles of Leadership—qualities and aims.

Suggested Tasks

* Conduct any two experiments in psychology and prepare a report.

References: Scan the QR to get the references

SEMESTER—II

B.Ed. C 202: Knowledge and Curriculum Part-1

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

Rationale:

The purpose of this course is to make the student-teacher familiar with the different dimensions of knowledge and knowing. The course makes a comprehensive analysis of the epistemological doctrines of knowledge and knowing, different levels and ways of knowing, variety of sources of knowledge etc. It proposes towards the student- teacher community the importance of realizing the sources of knowledge and how students can be trained to make use of such sources for independent study.

Objectives:

- To make the teacher-student realize concepts and misconceptions on education and make her a true practitioner of education.
- To make student-teachers competent in different strategies of knowledge creation and a good facilitator of construction of knowledge.
- To develop among the student-teachers a culture of learning and become an active participant in learning communities.
- To give insight to the student—teacher on the epistemologies of different schools of philosophy and different approaches to knowledge and knowing and their impact in shaping and re-shaping the educational system.
- To develop the competence of curriculum development and evaluation among student-teachers.

Mode of Transaction

- Lecture ,Dialogue,Classroom Discussion,Debate, Dramatization

Unit I : Epistemological Basis of Education (10 Hours)

(i) Education—Concept, meaning, definitions and approaches. (ii) Aims of Education—Traditional and Modern. (iii) Factors Determining Educational System—Philosophical, Political, Socio-Cultural, Economic, Geographical, Technological etc.(iv) Education as a System, as a Process and as a product. (v) Purpose and Roles of education.

Unit II: Knowledge and Knowing *(15 Hours)*

(i) Knowledge- Theories of knowledge, classification of knowledge and different approaches to knowledge. (ii) Difference between information, knowledge, skill—belief, truth and reason – teaching and training—learning and acquisition. (iii) Knowledge and Schooling. (iv) Major Sources of Knowledge. (v) Different Ways of Knowing.

Unit III: Different Perspectives on Knowledge and Knowing: *(15 Hours)*

(i) A detailed study of the epistemologies of the different Schools of Philosophy with special reference to the concept of Knowledge and Knowing, Organization of Educational System and Transaction of Knowledge : (a) Idealism (b) Naturalism (c) Pragmatism (d) Humanism, (e) Existentialism, (f) Futurism. (ii) Bases of Modern Child Centred Education—Activity, discovery and dialogue as exemplified in the educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire.

Unit IV: Curriculum: *(10 Hours)*

Curriculum—various dimensions of curriculum and their relationship with the aims of education—curriculum as enacted, curriculum as process and practice—curriculum development—The relationship between power, ideology and the curriculum—Role of the state in curriculum—Role of various social groups in curriculum making. Different Types of Curriculum—Core Curriculum, Activity Oriented Curriculum—Content Oriented Curriculum, Hidden Curriculum, Issue based Curriculum etc. Innovations in Curriculum construction, Curriculum framework, syllabus, text books and hand books.

ASSIGNMENTS

1. Evaluation of a Textbook
2. Preparation of a unit for a Textbook
3. Development of Hand book for teachers (One unit)

REFERENCES : Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.1: Pedagogy of School Subject-Part 1: Arabic

Hours of Instructions: 50 hours Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES:

- *Familiarizes with the nature of text book and analyses pedagogically*
- *Understanding the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum*
- *Develops an understanding of pedagogy and its principles*
- *Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching*
- *Develops the ability to design lesson templates incorporating the relevant objectives and activities*
- *Develops knowledge of the importance of planning in teaching*
- *Familiarizes with ways of employing teaching skills for effective teaching*
- *Acquire the ability to plan lessons and use in classroom teaching*
- *Acquire the ability to apply suitable teaching and learning resources in classroom teaching*

MODE OF TRANSACTION

- Lecture, Group Learning, Seminar, Discussions, Debate, Demonstration—Practice & Observation, Workshop, Practical Sessions, CAI.

Unit 1: Introduction to Pedagogic Analysis – Arabic : (10 Hrs.)

- Pedagogic Science; Teacher as a pedagogue.Principles of Pedagogic Analysis Content Knowledge and Pedagogic Knowledge, Pedagogic Content Knowledge · Pedagogic Content Knowledge analysis: Scope, Principles and Objectives Steps involved in pedagogic content knowledge analysis Pedagogic Analysis of Arabic Language Discourses: Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, profile, biography, essay, story, Quran and Hadith and narration etc. Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc. Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala From 6th std. to 12th std.

Unit 2: Essential Requirements for Teaching Arabic Language (12hrs.)

- Perspectives in Language Learning & Teaching.· Teaching and Learning of language: its nature and significance.Teaching and Learning of Arabic language.Teaching is an art and science; Learner and Teacher.Interdependence of Teaching & Learning, Maxims of Teaching.· Arabic Language Teacher .Changing concept of Teaching, learning, classroom environment; CWW (Classroom Without Walls), VLE (Virtual Learning Environment).Competency Based Language Teaching (CBLT) Language teacher competencies.*Teaching Skills*: Pre teaching skills and post teaching skills. Core skills in teaching : stimulus variation, introducing, explaining, questioning, response management, Application of ICT skills, Black Board, White Board & Interactive Board.Practicing teaching skills.·*Micro Teaching*: Principles and definitions, Micro teaching cycles, Link practice.· Preparing of Micro Teaching Lesson Plans.*Planning in Teaching*: Importance of planning in teaching Objectives of Planning, Different levels of Planning: Year plan, Unit plan, Lesson plan.· *Planning and designing of lesson templates* steps involved in preparing lesson template.*Designing lesson templates* for different language discourses & language elements

Unit 3: Resources in Teaching and Learning of Arabic Language (8hrs.)

- Teaching Learning Materials: Psychological Bases.Teaching aids: Its design and development audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids, Animated and digital aids, Language lab, Multi media aids. Library: Importance of library, types of library.Activity Aids: Jamaiyathul Arabiyya al adabiyya, nadiyathu lluga, majallathul arabiyya wal jidariyya wa nuskhiyya, idaathul arabiyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleefwa thasdeer Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyathul qiraa etc. Teaching learning resources: TB & HB, its characteristics and qualities. · Other resources: Supplementary Readers, Local Text, Live Text, Static Text etc..Resource MappingE-Learning and e-teaching: Digital text books, Digital library & other online resources.Designing of Digital text books, e-books and its application. Adopting downloaded resources for teaching Arabic.· M-learning: Smart phones as learning devices and its scope.

Unit 4: Assessment in Arabic Language Education (12hrs.)

- Assessment for learning & teaching. Assessment for learner achievements. Objectives of assessment, Tools & Types; formative and summative.Continuous evaluation, Comprehensives evaluation, Continuous and Comprehensive evaluation.Construction and administration of achievement tests.Diagnostic tests and Remedial teaching.Marking and Grading, Grading indicators.Assessment using ICT .Development of online tests .Preparation and use online tests and its application.Student evaluation: Self evaluation, Peer evaluation.Preparation of scoring indicators for CE and CCE.Assessment Rubrics

Unit 5: Global Trends in Arabic Language Education (8 hrs.)

- Position of Arabic language in the present day world.Arabic as a foreign language.Arabic language education in India & Kerala.Pedagogic practices of Arabic language teaching & learning Critical evaluation of teaching and learning Arabic in Kerala .

Assignments/Practical/Project etc. ·

- Practicing Micro Teaching and preparation of Micro Teaching LP & Observation schedule
- ·Assignment on preparing/collecting online tests in Arabic.

REFERENCES: Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.3: Pedagogy of School Subject-Part 1: English

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES:

After completion of Course the student-teacher will be able to—

- *familiarize with the nature of text book and analyses pedagogically*
- *understand the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum*
- *develop an understanding of pedagogy and its principles*
- *develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching*
- *develop the ability to design lesson templates incorporating the relevant objectives and activities*
- *develop knowledge of the importance of planning in teaching*
- *familiarize with ways of employing teaching skills for effective teaching*
- *acquire the ability to plan lessons and use in classroom teaching*
- *acquire the ability to apply suitable teaching and learning resources in classroom teaching*

MODE OF TRANSACTION

Lecture, Group Learning, Seminar, Discussions, Debate, Demonstration—Practice & Observation, Workshop, Practical sessions, CAI.

Unit 1: Introduction To Pedagogic Analysis—English : (10 Hrs.)

Pedagogic Science; Teacher as a pedagogue.Principles of Pedagogic Analysis.Content Knowledge and Pedagogic Knowledge, Pedagogic Content Knowledge..Pedagogic Content Knowledge analysis: Scope, principles and objectives Steps involved in pedagogic content knowledge analysis.Pedagogic Analysis of English Language Discourses: Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, Profile, biography, essay, story, narration etc.Pedagogic Analysis of language elements: Grammar, vocabulary, structures, rhetoric & prosody etc.Pedagogic Analysis of English Text Books prescribed for the State Schools of Kerala From 6th Std. to 12th Std.

Unit 2: Essential Requirements for Teaching English Language: (15 Hrs.)

Perspectives in Language Learning & Teaching.Teaching and Learning of language: its nature and significance.Teaching and Learning of English language.Teaching is an art and science; Learner and Teacher.Inter dependence of Teaching & Learning, Maxims of Teaching.English Language Teacher.Changing concept of Teaching, learning classroom environment. CWW (Classroom Without Walls), VLE (Virtual Learning Environment). Competency Based Language Teaching (CBLT) Language teacher competencies.*Teaching Skills*: Pre teaching skills and post teaching skills. Core skills in teaching: stimulus variation, introducing, explaining, questioning, response management, Application of ICT skills, black board, White board & Interactive board Practicing teaching skills:

Micro Teaching: Principles and definitions, Micro teaching cycles, Link practice..*Planning in Teaching*: Importance of planning in teaching .Objectives of Planning, Different levels of Planning: Year plan, Unit plan, Lesson Plan.

*Planning and designing of lesson templates:*Steps involved in preparing lesson template.*Designing lesson templates* for different language discourses & language elements.

Unit 3: Resources in Teaching and Learning of English Language (10 Hrs.)

Teaching Learning Materials: Psychological Bases.Teaching aids: its design and development.Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids, Animated and digital aids, Language Lab, Multi media aids.Library: importance of library, types of library.Teaching learning resources: TB & HB, its characteristics and qualities.Other resources: Supplementary Readers, Local Text, Live Text, Static Text etc. Resource Mapping.E-Learning and e-teaching: Digital text books, Digital library & other online resources.Designing of Digital text books, e-books and its application, Adopting downloaded resources for teaching English.M-learning: smart phones as learning devices and its scope

Unit 4: Assessment in English Language Education (10 Hrs.)

Assessment for learning & teaching.Assessment for learner achievements.Objectives of assessment, Tools & Types; formative and summative.Continuous evaluation, Comprehensives evaluation, Continuous and Comprehensive evaluation.Construction and administration of achievement tests.Diagnostic tests and Remedial teaching.Marking and Grading, Grading indicators.Assessment using ICT.Development of online tests.Preparation and use online tests and its application.Student evaluation: Self evaluation, Peer evaluation.Preparation of scoring indicators for CE and CCE Assessment Rubrics

Unit 5: Global Trends in English Language Education (5 Hrs.)

Position of English Language in the present day world.English as a foreign language.English language education in India & Kerala.Pedagogic practices of English Language teaching & learning.Critical evaluation of teaching and learning English in Kerala.

Suggested Assignments/Practical/Project

Preparing lesson templates and observation schedule

Assignment on preparing/collecting online tests in English.

REFERENCES: Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.4: Pedagogy of School Subject-Part 1: Hindi

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

AIMS OF THE COURSE

After completion of Course the student-teacher will be able to—

- Understand the aims and objectives of teaching Hindi.
- Understand the practical knowledge of micro teaching concepts and different teaching skills.
- Understand about the teaching of poetry, prose and drama.
- Understand how children in diverse social contexts construct knowledge of specific subject concept areas.
- Understanding the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.

Unit I—Micro Teaching:

Principles–Steps–Uses–Skills–Introducing a Lesson–Explanation– Questioning–Using the black board–Reinforcement–Stimulus Variation– Link Lesson.

Unit II—Aims and Objectives of Teaching Hindi Language:

- Aims and objectives of teaching and learning Hindi language— Socio-cultural utilitarian aims—Principles of Language learning— Aims and objectives of teaching and learning Hindi language: Objective Based Instruction, Taxonomy of Educational Objectives (Original & revised) ,Objectives and Specifications—Process Oriented Teaching and learning—Outcome Based Learning (OBL)—Life Oriented Teaching & Learning.
- Teaching of Prose—Aims and procedure of teaching intensive reader and extensive reader—Teaching of Poetry-Method-Teaching of composition—strategies, oral and written—Difference between teaching prose and poetry–Teaching of Grammar-Method—Theoretical and practical grammar.

Unit III—Transactional Strategies:

Lesson planning–concept, construction and administration, year plan, unit plan, lesson plan based on different approaches.

Unit IV—Language Mastery Through Skill Acquisition:

Listening and Speaking: Sub skills of listening and speaking skills— Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources—Reading: Sub skills of reading: Study skills, including using thesauruses, dictionary, encyclopedia etc.— Writing: Stages of writing, Process of writing, Formal and informal writing such as poetry, short story, letter, diary, notices, reports, dialogue, speech, advertisement, etc. Reference skills Study skills Higher order skills.

*Unit V—Teaching Technique***:**

Observation—Demonstration—Discussion, Assignment, Supervised Study- Interview, Role playing, Team teaching, programmed learning. Questioning, Narration, Dramatization, Explanation etc. Syllabus—Kinds— Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.

ACTIVITIES

Group learning, Seminar, Discussion, Lecture, Demonstration, Practice & Observation, Workshop, Practical sessions, CAI.

ASSIGNMENTS/PROJECT/PRACTICAL

Preparation of Micro teaching lesson plans & observation schedule, Practice micro-teaching.

REFERENCES: Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.6: Pedagogy of School Subject-Part 1: Malayalam

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES:

- To understand the status, role and the nature of Malayalam language
- To analyze the nature of Malayalam language in the school curriculum including its relation to other disciplines and its social and cultural history as a subject in the school curriculum.
- To appreciate the importance of teaching Malayalam at various levels and the aims and objectives of teaching it.
- To understand and execute the teaching skills.
- To develop an understanding of the aims and pedagogical approaches for teaching Malayalam at different stages of school.
- To acquire the theoretical knowledge of different methods and approaches of teaching Malayalam and apply them in classroom teaching.
- To know the different methods of teaching different types of lesson in Malayalam teaching.
- To develop a deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject concept areas.
- To acquire the knowledge of the kinds of curriculum and syllabus.
- To understand planning and organization of teaching Malayalam.

- To acquire the knowledge of the different resources for teaching Malayalam.
- To appreciate the importance of suitable teaching materials in language teaching and prepare/select them for the use in class room teaching effectively.

TRANSACTIONAL STRATEGIES:

Group learning, Seminar, Discussion, Lecture.

CONTENT:

Unit I:

(1) Introduction to language—Nature, Need, aims and objectives of teaching Malayalam—Meaning, definition, functions. (2) The status of Malayalam—need and importance of Mothertongue—Official language—Three language formula. (3) Objectives of teaching Malayalam at Primary, Secondary and Higher Secondary level—Cultural background. Problems of Multi Lingualism and Mothertongue as medium of instruction. (4)Teaching language as a skill rather than a knowledge subject. Teaching the communication skills—Listening—Speaking—Reading—Writing.

Unit II:

(1) General Principles and maxim of language teaching.(2) Bloom's Taxonomy of Educational Objectives—Cognitive—Affective— Psychomotor domains—General and specific instructional objectives—process skills, issue based approach, critical pedagogy—curricular statements. (3) Micro teaching, various teaching skills (4) Teaching of Prose—Aims and procedure of teaching intensive reader and extensive reader—Teaching of Poetry—Method—Differences between teaching Prose and Poetry—Teaching of Grammar—Method—theoretical and practical grammar—Teaching of various discourses.

Unit III:

(1) Methods of teaching Malayalam—merits and limitations—direct, indirect method—structural method—project method—play way method, constructivist method—co-operative learning—collaborative learning—Lecture method, inductive, deductive methods—Merits and demerits—Integration of content and methods. (2) Communicative approach. Eclectic approach. Constructivism (NCF 2005)—synetic model of teaching—Recent trends in the teaching of Malayalam (3) Technique—Observation—Demonstration—Discussion, Assignment, Supervised Study—interview, Role playing, Team teaching, programmed learning. Questioning, Narration, Dramatization, Explanation, Brain storming, simulation, peer tutoring, reflective learning, experiential learning strategies, etc. (4) Syllabus—Kinds—Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.

Unit IV:

(1) Language curriculum, meaning and principles (with reference to NCF 2005) and teaching language through literature and discourses. (2) Curriculam and Syllabus—Meaning and definition—Principles of curriculum construction—different approaches of organizing curriculum—Modern trends in curriculum. Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus—local text. (3) Planning for Instruction—Designing year plan, unit plans and lesson plans—an overview.

Unit V:

Resources in Teaching Malayalam and co-curricular Activities.(1) Linked in teaching, need, importance, types—Audio, Visual and Audio-Visual Aids. (2) Teacher made aids—Flash cards, Pictures, Charts, Models. (3) Mechanical aids—Recorder, Radio, Television. (4) Programmed learning—Language laboratory. (5) Computer assisted language learning—Power point presentation (6) Multi-media and Internet e-learning, social media, blogs - identifying websites. (7) Different co-curricular activities which promote learning language.

Suggested Assignments/Project:

Survey on the status of implementing three language formulas in schools.

Listing out different types of literary items included in secondary school text book.

Identifying suitable approaches, methods and strategies for transacting secondary school text book.

Conducting a study on various curricular reformation movements.

Preparation of suitable learning aids for transacting curriculum.

Preparation of self learning material.

Preparing CAI material for transacting secondary school curriculum.

REFERENCES : Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.7: Pedagogy of School Subject-Part 1: Mathematics

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

COURSE OBJECTIVES:

On completion of the course the student-teacher will be able to—

1. To develop understanding about the major skills for effective teaching of Mathematics.
2. To understand the pedagogic analysis of Mathematics and develop competency in analysing various topics in mathematics pedagogically.
3. To develop understanding about planning of instruction.
4. To be proficient in planning lessons based on the select micro teaching skills.
5. To familiarise with various resources for teaching/learning mathematics
6. To apply the evaluation techniques and tools for assessing the learner comprehensively.

7. To be proficient in planning lessons based on the select topics.
8. To develop competency in developing Achievement tests in mathematics.
9. To be proficient in interpreting test results and remediation.
10. To do Continuous and Comprehensive Evaluation.

MODES OF TRANSACTION

Lecture-cum-discussion, individual and group assignments, guided small group discussion, project work, seminars, activity methods, brain storming and individual tasks.

COURSE CONTENT:

Unit I: *Pedagogical Analysis of Mathematics* *(10 Hrs)*

1.1 Pedagogical Analysis- A conceptual overview.1.2Objectives of Pedagogic Analysis.1.3 Scope of Pedagogic Analysis 1.4 Steps in Pedagogical Analysis.

Unit II: *Planning for Instruction in Mathematics* *(10 Hrs)*

2.1 Need and importance of planning.2.2 Year planning.2.3Unit planning 2.4 Lesson Planning

Unit III: *Teaching Skills in Mathematics* *(10 Hrs)*

3.1 Micro teaching- meaning, steps, cycle.3.2Certain important components of teaching skills-Skill of introduction-Skill of stimulus variation- Skill of explaining, illustrating with examples - Skill of using black board - skill or fluency in questing, skill of probing questions-skill for reinforcement. 3.3Link Practice (Integration of Teaching Skills) in Micro teaching. 3.4 Simulation- meaning, steps and characteristics.

Unit IV: *Resources for Strengthening Mathematics Education* *(10 Hrs)*

4.1 Textbooks-Nature, functions and characteristics of text books-critical analysis of the existing mathematics textbooks in the secondary schools of Kerala. 4.2Teachers handbook - Importance and characteristics. 4.3 Workbook-use and characteristics.4.4Mathematics Library - Importance and use. 4.5Mathematics Laboratory-Importance and use for the development of student's thinking and general knowledge. 4.6Reference books, Periodicals, Journals, Resource CD's, e-materials, Supplementary readers- Need and importance of each.

Unit V: *Formal and Informal Ways of Evaluation in Mathematics* *(10 Hrs)*

5.1 Concept of Test, Examination, Measurement, Assessment and Evaluation.5.2 Evaluation – Meaning, Process, Types and Tools.5.3Qualities of a good test and Types of Tests. 5.4Preparation of Scholastic Achievement Test (SAT) with weightage tables and Blue Print..5.5 Analysis and Interpretation of Test scores.5.6Continuous and Comprehensive Evaluation in mathematics learning.

TASK AND ASSIGNMENTS:

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

REFERENCES : Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.8: Pedagogy of School Subject Part I: Natural Science

Hours of Instructions: 50 hours Maximum Marks 60: (50 External+10 Internal)

OBJECTIVES

- To understand the significance of planning and different types of planning in the Teaching Learning Process.
- To develop skills for effective teaching to understand the meaning, scope and importance of models of teaching.
- To understand and practice the pedagogic analysis of 8th, 9th and 11th Biology.
- To acquaint themself with the co-curricular activities in Science.
- To have a hands-on approach in organizing and maintaining library and laboratories in Science.
- To familiarize the I.T. related professional inputs of teaching.

Unit I: *Planning for Teaching Learning of Biological Science:* *(15 Hours)*

Objective Based Instruction-interdependence of objectives, learning experience and evaluation. Planning of Instruction-Year Plan, Unit Plan, Resource Unit. Lesson Plan [Herbartian steps, Behaviourist (Outcome based) format, Constructivist format].

Unit II: *Micro Teaching and Models of Teaching* *(15 Hours)*

Micro teaching-Teaching skills for class room instruction, Essential skills for Science teaching, Micro teaching—a skill based practice. Models of teaching-Common features of models, key concepts for describing models, some typical models, viz CAM, Inquiry training model, Advance organizer model.

Unit III: *Co-curricular Activities in Biological Science* *(12 Hours)*

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, seminars, nature calendar. Educational implication of science library and science laboratory.

Unit IV: *Science and Technology* *(8 Hours)*

Complementarities between Science and Technology—use of ICT in science education Computer Assisted Instruction, Digital imaging system associated with Microscope, Course ware, Free Software in Science. Learning Management Systems, MOODLE, EDUBUNTU.

TASK:

Field trip and report

REFERENCES **:** Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.9: Pedagogy of School Subject Part I: Physical Science

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

COURSE OBJECTIVES:

On completion of the course the student-teacher will be able to—

- Analyse the text book prescribed for secondary level classes.
- Analyse the context of physical science as a pedagogue.
- Acquainted with the planning of instruction according to the objectives.
- Develop unit plans and innovative lesson plans.
- Develop Micro Lessons in core teaching skills.

Unit I: Pedagogic Content Knowledge Analysis

1.1. Meaning and steps of Pedagogic Analysis. 1.2. Pedagogic Analysis of the Physics and Chemistry content portions of Secondary school textbooks of Kerala State—curricular objectives—terms, facts, concepts—process skills—learning outcomes—classroom learning activities and supplementary aids—resources—evaluation activities.

Unit II: Planning for Teaching—Learning of Physical Science

2.1. Planning of instruction—year plan, unit plan and resource unit. 2.2.Lesson plan—significance—Herbartian steps—Constructivist format—Outcome Based Format.

Unit III: Development of Teaching Skills

3.1. Core teaching skills, Essential skills for science teaching Micro Teaching: Phases—cycle—link practice. 3.2. Development of teaching skills: Set induction, explaining, questioning, stimulus variation, demonstration.

TASKS:

1. Pedagogic Analysis of the Physics and Chemistry content portions of Secondary school textbooks of Kerala State.
2. Preparation of Year, Unit and Lesson Plan.
3. Develop Micro—Lesson plans in at least three skills and practice.

REFERENCES**:** Scan the QR to get the references

SEMESTER—II

B.Ed. P 201.11: Pedagogy of School Subject Part I: Social Science

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES:

- To acquaint with the core teaching skills and to practice micro-teaching class for mastering teaching skills.
- To apply the principles of teaching in preparing different types of instructional plan.
- To undertake pedagogic analysis of Social Sciences text book for Secondary and Higher Secondary classes
- To develop the ability to apply constructivist learning design in the modern classroom.
- To gain practical experience in handling software and hardware materials related to the teaching of Social Science.

MODE OF TRANSACTION:

Lecture-cum-discussion, project work, seminars, assignments, group work, demonstration, etc.

Unit 1: *Teaching Skills and Micro Teaching* *(8 Hrs.)*

1.1 Maxims of Teaching 1.2Core Teaching Skills 1.3 Micro Teaching Procedure

Unit 2: *Pedagogic Analysis* *(12 Hrs.)*

2.1 Content analysis—Statement of objectives—deciding pre requisites—determining inputs—assignment—activities and evaluation procedures. 2.2 Analysis of relevant content of Social Science text books of Secondary and Higher Secondary classes.

Unit 3: *Planning of Instruction* *(12 Hrs.)*

3.1 Need and importance of Planning 3.2Level of Planning—Year Plan, Unit Plan and Lesson Plan

Unit 4 : *Shift from Behaviorism to constructivism* *(6 Hrs.)*

4.1 Towards social construction of knowledge ·Cognitive Revolution.Social Constructivism. 4.2 Constructionist learning design.Co-operative Learning.·Meta Cognitive Strategies .Concept Mapping.4.3Objective based instruction.First Paradigm—Interrelationship of objectives, learning experiences and evaluation

Unit 5: *IT inputs in social science teaching* *(12 Hours)*

5.1 Computer aided teaching.5.2 Using presentation software's.5.3Module preparation for e-content 5.4Video conferencing 5.5Free software's

TASK AND ASSIGNMENTS

1. Assignment submission (soft and hard copy)
2. Content analysis of Social Science text book at secondary level.
3. Preparation of instructional plans at different levels
4. Conduct debate, symposium, etc.
5. Module preparation for e-content
6. Prepare e-portfolios

REFERENCES : Scan the QR to get the references

SEMESTER II

BED P 201.12: PEDAGOGY OF SCHOOL SUBJECT-PART 1: URDU

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

- Familiarizes with the nature of the Urdu reader and analyses pedagogically
- Understanding the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.

• Develops an understanding of pedagogy and its principles

• Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching

• Develops the ability to design lesson templates incorporating the relevant objectives and activities with reflections.

• Develops knowledge of the importance of planning in classroom teaching

• Acquires the ability to plan lessons and use in classroom teaching

• Familiarizes with ways of employing teaching skills for effective teaching

• Acquires the ability to apply suitable Teaching and learning resources in classroom teaching

Mode of Transaction

• Group Learning and Collaborative Learning, Creative and Constructive learning, Seminar, Discussions, Debate, Situational lectures, Brain storming, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

UNIT 1: INTRODUCTION TO PEDAGOGIC ANALYSIS – URDU: (12 Hrs)

•

Teacher as a Pedagogue • Principles of Pedagogic Analysis.TPACK and its various dimensions.• Steps involved in pedagogic analysis.• Pedagogic Analysis of Urdu Language Discourses in Readers. Conversation, Poem, Rhyme, Slogan, Speech, Notice, Report, Message, Letter, Poster, Note, Advertisements, Profile, Biography, Essay, Story and Narration etc. • Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc. • Pedagogic Analysis of Urdu Text Books prescribed for the State Schools of Kerala.

UNIT 2: ESSENTIAL REQUIREMENTS FOR TEACHING URDU LANGUAGE (12Hrs

Perspectives in Language Acquisitions Learning & Teaching.• Teaching and learning of Urdu language: its nature and significance.• Teaching is an art and science; Learner and Teacher • Maxims of Teaching. Urdu Language Teacher, Competencies of Language teacher. • Changing concept of Teaching, Various roles of teacher in school, CWW (Classroom Without Walls), VLE (Virtual Learning Environment.) • Competency Based Language Teaching (CBLT).

Teaching Skills: Pre teaching skills and post teaching skills .• Core skills in teaching: Stimulus.Variation, Introducing, Explaining, Reinforcement, Questioning, Black board usage etc. Application of ICT skills, Black Board, White Board, & Interactive Board.• **Micro Teaching:** Principles and definitions, Micro teaching cycles, Link practice Preparing of Micro Teaching Lesson Plans and replans.• **Planning in Teaching**: Importance of planning in teaching, Objectives of Planning, Different levels of Planning: School planning, Academic Calendar, Year plan, Unit plan, Lesson plan -for different discourses and Standards.

UNIT 3: RESOURCES IN TEACHING AND LEARNING OF URDU LANGUAGE (8Hrs)

• **Teaching Learning materials**:

Teaching Aids: Its design and development .Audio Visual, Improvised aids, Animated and digital aids, Language Lab, Multi-media aids • Library: Types of Libraries, INFLIBNET.• Teaching learning resources: Text Books & Teacher Texts.• Other resources: Supplementary Readers and Web resources.• Conducts Field trips, Mushayira, Baith Bazi, Ghazal Program, Taqreer, Day observations etc. • E- Learning and e teaching: Digital text books, Digital library, Websites & other online resources. • Designing of Digital text books, e-books and its application.• M-learning: Meaning, scope and its advantages.

UNIT4: MODELS OF TEACHING (10Hrs)

Basic Concepts, families and Properties:Syntax, Social System, Support system, Principles of reaction, Instructional & Nurturant effect • Designs based on different Models of Teaching relevant in Urdu teaching and learning. Concept Attainment Model, Advance Organizer Model, Synectics Model

UNIT 5. GLOBAL TRENDS IN URDU LANGUAGE EDUCATION (8hrs)

Position of Urdu Language in the present-day world • Urdu as an Indian Language, Lingua franca • Urdu language education in India & Kerala.• Pedagogic practices of Urdu Language teaching & learning.• Critical evaluation of teaching and learning Urdu in Kerala

SUGGESTED TASKS & ASSIGNMENTS

- Preparation and Practicing Micro Teaching.
- Preparation of Lesson plan based on Synectics Model/Concept Attainment Model/Advanced Organised Model.

REFERENCES: Scan the QR to get the references

SEMESTER—II

B.Ed. P 202.1: Assessment for Learning–Arabic

Hours of Instructions: 80 hours Maximum Marks: 100 (80 External+20 Internal)

COURSE OBJECTIVES:

The student teacher will be able to—

· *Understand aims and objectives of Assessment for teaching & learning*

- *Familiarize with trends & issues in assessment and evaluation (from a constructivist paradigm)*
- *Comprehend key concepts, such as formative and summative assessment, evaluation and measurement, test, examination and assessment rubrics*
- *Exposed to new trends, different kinds and forms of assessment for student learning.*
- *Application of basic statistics in Arabic Language education.*

Unit 1: *Assessment & Evaluation in Arabic Language Education*

1.1 Concept, nature and types of Evaluation & Measurement. 1.2 Types of Evaluation: CE, CCE, Formative, Summative, Diagnostic. 1.3 Tools of Evaluation: Characteristics of good tool. 1.4 Taxonomy of Educational Objectives: Blooms taxonomy. 1.5 Evaluating/Assessing Educational Objectives, definition, role and function of objectives—specific objectives. General objectives— learning experience—evaluation, objective based instruction & evaluation and outcome based evaluation.

Unit 2: *Perspectives of Assessment and Evaluation*

2.1. Perspective of assessment and evaluation of learning in a constructivist paradigm. 2.2.'Assessment of Learning' and 'Assessment for Learning'.2.3. Purposes of assessment in a 'constructivist' approach.2.4. Critical review of current assessment & evaluation practices and their impact in learning and development.2.5. CE, CCE for evaluation of ongoing teaching-learning process and through overall performance of children.

Unit 3: *Trends & Developments in Evaluation*

3.1. Qualitative & quantitative assessment and evaluation: types & techniques.Assessment, evaluation: Written/Oral test & examination. Internal and external evaluation and assessment.·Formative and summative evaluation .Criterion referenced and norm referenced evaluation.Continuous and comprehensive evaluation/assessment.Grading in assessment 3.2. Projects, assignments, performances in assessment.3.3. Tests and their constructions for assessment.3.4. Observation for evaluation of learning processes, Self evaluation, Peer evaluation, Teacher evaluation, Self-assessment, peer assessment, constructing portfolios 3.5. Open book examination, Question Banks.3.6. Choice based credit and semester system

Unit 4: *Techniques & Tools of Assessment for Learning Arabic Language*

4.1. Performance—based assessment, developing indicators for performance based assessment in Arabic language, observation of learners' records, notes & diaries, Oral presentation of learner's works, portfolios. 4.2. Internal Assessment—Assessment of assignments and seminars in Arabic. 4.3. Assessment of project works in Arabic. 4.4. Assessment of participation in collaboration.4.5. Assessment of experimental and innovative works in Arabic language learning. 4.6. Construction of test items in Arabic language and its administration: Different types of tests—Achievement tests, Diagnostic tests, Blue Print. Evaluation of non-scholastic aspects like creativity, skills, attitude in Arabic learning contexts.

Unit 5: *ICT in assessment*

5.1. Technology in Assessment: Computer assisted assessment, online assessment, e-portfolio—Downloading online tools and rubrics for e-materials and activities.

Unit 6: *Statistics in Educational Evaluation*

6.1. Need and importance of statistics in Education & Evaluation statistical tools, frequency distribution, tabulation of data, graphical representation, measures of central tendency, measures of variability (meaning, calculation and application).6.2. Statistical interpretation: Interpreting test scores and norms, methods: Grade, percentile rank, standard scores and profiles: Reporting—Scores, grades and qualitative descriptions—Developing maintaining a comprehensive learner profile— Purposes of reporting—reporting a consolidated learner profile.

SUGGESTED TASKS/ASSIGNMENTS

1. Developing Achievement/Diagnostic Test
2. Analysis of Data/Reporting
3. Preparing learner profile

REFERENCES: Scan the QR to get the references

SEMESTER—II

B.Ed. P 202.3: Assessment for Learning–English

Hours of Instructions: 80 hours Maximum Marks: 100 (80 External+20 Internal)

COURSE OBJECTIVES:

On completion of the course the student teacher will be able to—

* Acquire conceptual understanding about assessment
* Get introduced different measures of assessment
* Gain a critical understanding of issues in assessment and evaluation
* Grasp basics of assessment, such as formative and summative assessment, evaluation and measurement, test, examination
* Becomes proficient in evaluation, assessment, measurement and tests
* Become exposed to different kinds of tasks, tools and techniques and forms of assessment that aid student learning
* Become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures
* Understand the assessment of students with disabilities
* Get trained in IT—based modes of assessment

COURSE OUTLINE

Unit 1: *Conceptual Background of Assessment*

Definition and rationale of assessment—older methods of assessment—short comings of traditional external examination—attempts of reforms with special reference to Radhakrishnan Commission (1948-49), Secondary Education Commission (1952-53), KothariCommission (1964-66), National Policy Education (1986) and Programme of Action in (1992), National Curriculum Frame Work (2005), National Focus Group position paper on examination reforms, The Right of Children to Free and Compulsory Education Act, RTE Act (2009), Kerala Curriculum Frame Work (2007).

Unit 2: *Perspectives of Assessment and Evaluation*

2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm. 2.2.Distinction between 'Assessment of Learning' and 'Assessment for Learning'. 2.3.Purposes of assessment in a 'constructivist' paradigm. 2.4.Critical review of current evaluation practices and their assumptions about learning and development.2.5.Evaluation as ongoing teaching-learning process and through overall performance of child.

Unit 3: *Overview of Assessment and Evaluation*

3.1. Clarifying the terms.Assessment, evaluation, test, examination, measurement. Internal and external evaluation.Formative and summative evaluation.Criterion referenced and norm referenced evaluation.Continuous and comprehensive assessment.Grading..3.2. Kinds of tasks: Projects, assignments, performances. 3.3.Kinds of tests and their constructions. 3.4Observation of learning processes by self, by peers, by teacher; Self-assessment and peer–assessment; constructing portfolios. 3.5.Quantitative and qualitative aspects of assessment.

Unit 4: *Tools and Techniques of Assessment for Learning English*

4.1. Performance—based assessment, developing indicators for performance based assessment in English, learners' records of observations, field diary; Oral presentation of learners work, Portfolio. 4.2. Assessment of assignment and seminars in English. 4.3. Assessment of project work in English. 4.4. Assessment of participation in collaborative learning. 4.5.Assessment of experimental work in English. 4.6.Construction of test items in English and administration of tests: Different types of test items-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print. Assessment of learners' creative talents.

Unit 5: *Technology in assessment*

5.1. Technology in Assessment: Computer assisted assessment, online assessment, e-portfolio—downloading online tools and rubrics for e-materials and activities—online language tests— grammar online assessment—web based creativity tests.

Unit 6: *Data Analysis, Feedback and Reporting*

6.1. Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation. 6.2.Feedback as an essential component of formative assessment, Use of assessment for feedback, For taking pedagogic decisions, Types of teacher feedback (written comments, oral), Peer feedback. 6.3.Reporting—Place of marks, grades and qualitative descriptions—Developing and maintaining a comprehensive learner profile—Purposes of reporting—Reporting a consolidated learner profile.

REFERENCES: Scan the QR to get the references

SEMESTER—II

B.Ed. P 202.4: Assessment For Learning-Hindi

Hours of Instructions: 80 hours Maximum Marks: 100 (80 External+20 Internal)

COURSE OBJECTIVES:

On completion of the course the student teacher will be able to—

* Acquire conceptual understanding about assessment in Language Education.
* Get introduced to different measures of assessment.
* Gain a critical understanding of issues in assessment and evaluation in Hindi language.
* Grasp basics of assessment, such as formative and summative assessment, evaluation and measurement, test, examination.
* Become exposed to different kinds of tasks, tools and techniques and forms of assessment that aid student learning especially in Hindi language.
* Become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
* Understand the assessment of students with disabilities.
* Get trained in IT- based modes of assessment.

COURSE OUTLINE

Unit 1: *Conceptual Background of Assessment*

(1) Definition and rationale of assessment-older methods of assessment- short comings of traditional external examination—attempts of reforms with special reference to Radhakrishnan Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1964-66), National Policy Education (1986) and programme of action in (1992), National curriculum frame work (2005), National Focus Group position paper on examination reforms, The Right of Children to Free and Compulsory Education Act, RTE Act (2009), Kerala curriculum frame work (2007).

Unit 2: *Perspectives of Assessment and Evaluation in Hindi Language*

2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm. 2.2.Distinction between 'Assessment of Learning' and 'Assessment for Learning'. 2.3Purposes of assessment in a 'constructivist' paradigm. 2.4.Critical review of current evaluation practices

and their assumptions about learning and development. 2.5. Evaluation as an ongoing teaching-learning process and through overall performance of children.

Unit 3: *Overview of Assessment and Evaluation*

3.1. Clarifying the terms. Assessment, evaluation, test, examination, measurement.Internal and external evaluation in Hindi .Formative and summative evaluation in Hindi.Criterion referenced and norm referenced evaluation.Continuous and comprehensive assessment.Grading.3.2**.** Kinds of tasks: projects, assignments, performances in Hindi language testing.3.3.Kinds of tests and their constructions. 3.4. Observation of learning processes by self, by peers, by teacher; Self-assessment and peer –assessment; constructing portfolios. 3.5. Quantitative and qualitative aspects of assessment in language Hindi

Unit 4: *Tools and Techniques of Assessment for Learning Hindi*

4.1. Performance-based assessment, developing indicators for performance based assessment in Hindi, learners' records of observations, field diary; Oral presentation of learners work, Portfolio. 4.2. Assessment of assignments and seminars in Hindi. 4.3. Assessment of project work in Hindi. 4.4. Assessment of participation in collaborative learning. 4.5.onstruction of test items in Hindi and administration of tests: Different types of test items (oral and written)-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print. Assessment of learners' creative talents.

Unit 5: *Technology in assessment*

5.1. Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolio—downloading online tools and rubrics for e-materials and activities–online language tests- grammar online assessment—web based creativity tests.

Unit 6: *Data Analysis, Feedback and Reporting*

6.1. Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation.6.2Feedback as an essential component of formative assessment, Use of assessment for feedback, For taking pedagogic decisions, Types of teacher feedback (written comments, oral), Peer feedback. 6.3.Reporting- Place of marks, grades and qualitative descriptions—Developing and maintaining a comprehensive learner profile— Purposes of reporting—Reporting a consolidated learner profile.

REFERENCE : Scan the QR to get the references

SEMESTER—II

B.Ed. P 202.6: Assessment For Learning-Malayalam

Hours of Instructions: 80 hours

Maximum Marks: 100 (80 External+ 20 Internal)

OBJECTIVES**:**

* To enable the learners to understand the concept, nature and types of measurement and evaluation.
* To develop a critical understanding of issues in assessment and evaluation.
* To understand Taxonomy of educational objectives.
* To explore realistic, comprehensive and dynamic assessment processes for use in the classroom.
* To enable the learners to construct an achievement test.
* To understand new trends of evaluation in education.
* To critically look at the prevalent practices of assessment and evaluation.
* To develop diagnostic test and suggest remedial measures.
* To enable the learners to apply basic statistics in education.

COURSE OUTLINE

MODE OF TRANSACTION

Lecture, Discussion, Group learning

Unit I: *Concept of Measurement, Assessment and Evaluation in Education:*

(1) Meaning of measurement, assessment and evaluation.
(2) Nature of measurement, assessment and evaluation. (3) Types of evaluation, continuous and comprehensive evaluation—Formative, Summative and Diagnostic evaluation, Grading pattern.
(4) Tools of Evaluation. (5) Characteristics of a good test—Objectivity—Reliability—Validity—Feasibility.

Unit II: Taxonomy of Educational Objectives

(1) Taxonomy of Educational Objectives—Revised edition of Bloom's Taxonomy of educational objectives (2) Test construction – its steps, types and criteria of a good test. (3) Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests. (4) Types of achievement tests - oral test - written test - teacher made test - standardized test. (5) Objective tests - One word answer - Fill in the blanks - Matching - Multiple choices - Error recognition. (6) Written test- Short answer type - Paragraph type - Essay type. (7) Construction of a good test - Preparation of blue print - Scoring key - Marking scheme. Item analysis - Item difficulty - Discriminative index.
(8) Planning and preparation of teacher 's test.

Unit III: *New Trends in Evaluation:*

(1) Quantitative Evaluation—Types and techniques (written and oral). (2) Qualitative Evaluation – Types and techniques (Observation, Check list, Rating scale and Anecdotal records). (3) Internal Assessment – Cumulative records, Anecdotal, portfolio etc. (4) Credit system and Grading system. (5) Continuous Comprehensive Evaluation – concept, tools and techniques.

Unit IV: *Diagnostic test and Remedial Teaching*:

(1) Concept, meaning and nature. (2) Preparation of diagnostic test, diagnostic chart, item analysis. (3) Remedial teaching—reason for under scoring and suggesting remedies.

Unit V: Statistics in Education:

(1) Statistics-meaning, need, and application (2) Frequency distribution-meaning, grouping and tabulation of data (3) Graphical representation-Frequency polygon, - Cumulative frequency curve – OGIVE, Histogram and Bar diagram, Pie-diagram. (4) Measures of Central tendency, Variation and Correlation (5) Mean, Median and Mode– their meaning, calculation & application (6) Measures of variability– Range, Average Deviation, Standard Deviation & Quartile Deviation– their meaning, calculation & application (7) Correlation–meaning.

TASKS/ASSIGNMENTS:

Development and standardization of an achievement test

Project on language

Prepare a report of seminar/symposium/ discussion/ debate

Statistical analysis of data

Graphical representation of data

REFERENCES: Scan the QR to get the references

SEMESTER—II

B.Ed. P 202.7: Assessment For Learning-Mathematics

Hours of Instructions: 80 hours Maximum Marks: 100 (80 External + 20 Internal)

COURSE OBJECTIVES

The course will enable student teachers to—

- gain awareness about recommendations made by various education commissions regarding educational evaluation.
- understand the concept of evaluation based on learning theories.
- gain critical awareness of issues in assessment and evaluation.
- becomes proficient in evaluation, assessment, measurement and tests.
- become exposed to different kinds of tasks, tools and techniques and forms of assessment that aid student learning.
- become proficient in developing assessment tools and techniques for classroom assessment.

- become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- become proficient in grading procedures, preparing report card and communicating assessment results.
- gain awareness in the assessment of students with disabilities.
- become proficient in computerized adaptive testing.

MODE OF TRANSACTION

Lecture cum discussion, individual and group assignment, projects, seminars and practical works.

COURSE OUTLINE

Unit 1: *Examination Reform Efforts* *(2 Hours)*

1. Examination reform efforts in India based on: 1.1Radhakrishnan Commission (1948-49) 1.2Secondary Education Commission (1952-53)1.3Kothari Commission (1964-66).1.4.National Policy Education (1986) and programme of action in (1992).1.5National curriculum frame work (2005).1.6National Focus Group position paper on examination reforms. 1.7 The Right of Children to Free and Compulsory Education Act RTE Act (2009).1.8 Kerala curriculum frame work (2007)..(Discussion should focus only on recommendations about educational evaluation).

Unit 2: *Theoretical foundations of learning and assessment*
(4 Hours)

2.1 Behaviourist theories of learning.2.2Cognitive constructivist theories of learning. 2.3Socio-cultural constructivist theories of learning. 2.4 Multiple intelligence theory.2.5 Theories related to motivation. 2.6Taxonomy of educational objectives and assessing learning outcomes. 2.7Concept of Evaluation. (Discussion should focus on process and product assessment and styles of learning).

Unit 3: *Educational evaluation* *(4 Hours)*

3.1 Meaning, definition, purpose, functions and principles of evaluation.3.2 Steps involved in evaluation.3.3. .Meaning, definition of assessment.3.4.Assessment paradigm: Assessment for learning, assessment as learning and assessment of learning .3.5.Assumptions of educational assessment.3.6Meaning, definition and scales of measurement.3.7 Distinction between Evaluation, Assessment and Measurement.

Unit 4: *Continuous and comprehensive evaluation* *(5 Hours)*

4.1 Meaning and definition of continuous and comprehensive evaluation. 4.2 Features of continuous and comprehensive evaluation 4.3Functions of continuous and comprehensive evaluation. 4.4 The objectives of the continuous and comprehensive evaluation. 4.5Characteristics of school based evaluation, its merits and demerits. 4.6SHORTCOMINGS of traditional external examination. 4.7Importance of continuous and comprehensive evaluation. 4.8.Meaning, definition, purpose and use of formative and summative evaluation. 4.9Importance of feedback, diagnosis, remediation and styles of learning.

Unit 5 : *Criterion of good test* *(8 Hours)*

5.1 Objectivity – meaning, purpose –how to maintain objectivity. 5.2 Validity – meaning and definition 5.2.1Types of validity—content validity, predictive validity, concurrent validity, construct validity and face validity. 5.3Reliability—meaning and definition. 5.3.1 Methods of estimating reliability 5.4Practicability—meaning and definition 5.5.Objective basedness—meaning and definition 5.6Discrimination—Meaning and definition. 5.7.Comprehensiveness—Meaning and definition. 5.8How to maintain objective basedness, discrimination and comprehensiveness of a test.

Unit 6 : *Tools and techniques for evaluation* *(8 Hours)*

6.1 Interview: structured, unstructured, guidelines to develop good interviewing techniques 6.2.Self reporting.6.3Questionnaires: closed form, open form, guidelines to develop questionnaire. 6.4.Schedule: meaning, definition, development of a schedule. 6.5 Observation: meaning and definition, types of observation, guidelines to develop good observations. 6.6.Open-ended group discussions, Focus group discussions.6.7Check lists—Definition, the development and use of check lists. 6.8Rating scale –Definition, types of rating scales, development and use of rating scales. 6.9Anecdotal records – definition, development and use of anecdotal records. 6.10 Sociometric techniques – definition, development and use of sociogram.

Unit 7: *Types of tests* *(8 Hours)*

7.1 Development and use of selected- response items: true-false items, multiple-choice items and match the following types. 7.2Development and use of constructed – response items: Completion type items, short answer type and essay type. 7.3Development and use of teacher made and standardized tests.7.4Development and use of norm – referenced test and criterion – referenced test.

Unit 8: *Performance Assessments* *(8 Hours)*

8.1 Definition of performance assessment. 8.2Process and product assessment of non-cognitive behaviours. 8.3.Types of performance assessment.8.4Guidelines for developing effective performance assessments. 8.4.1Selecting appropriate performance tasks. 8.4.2 Developing instructions and criteria for assessing non scholastic aspects of pupils growth.8.4.3.Developing procedures for evaluating responses. 8.5Reliability issues in performances assessments.8.6.Strengths and weaknesses of performance assessment.

Unit 9: *Portfolios* *(3 Hours)*

9.1 Definition and purpose of portfolios. 9.2Guidelines for developing portfolio assessment. 9.3 Strength and weaknesses of portfolio assessments. 9.4Guidelines and students role in selection of portfolio entries and self evaluation. 9.5Scoring Rubrics: Holistic scoring rubrics and analytic scoring rubrics.

Unit 10: *Assigning Grades on the basis of classroom assessments and reporting (5 Hours)*

10.1 Grading: Meaning and definition, letter grades, numerical grades, verbal descriptors, pass-fail grades. 10.2Frame of reference: Norm – referenced grading, criterion – referenced grading, combining grades into a composite. 10.3Record keeping and grading software. 10.4.Informing students of the grading system and grades received through report cards. 10.5 Development and use of report cards. 10.6Parent conferences and reporting results to parents.

Unit 11: *New trends in evaluation* *(4 Hours)*

11.1 Open book examination system. 11.2.Question banks.11.3.Choice based credit system and semester system. 11.4Computerized Adaptive Testing (CAT) and other technological advances. (discussion should focus on theory and practice)

Unit 12: *Trends in the assessment of students with disabilities* *(5 Hours)*

12.1 Typical response tests to assess construct such as personality attitudes and interest.12.2 Projective techniques—Definition, types of projection and different types of tests—their use and interpretation.12.3Case study—definition, development and interpretation. 12.4 Observations. 12.5.Teachers role in assessing students with disabilities.

Unit 13: *Data analysis* *(16 Hours)*

13.1 Statistics: Meaning, definition, need and importance. 13.2.Graphical representation of data. 13.3 Measures of central tendency. 13.4.Measures of variability.13.5Correlation: Types of correlation co-efficients. 13.6.Interpreting test scores and Norms. 13.7.Profiles.13.8 Cautions in interpreting test scores.

Tasks And Assignments

- Write a project report on current formative assessment practices at the secondary school level.
- Develop a module based on a lesson of your choice by incorporating multiple tasks and strategies based on continuous and comprehensive evaluation.
- Develop techniques and tools for assessing co-scholastic aspects of pupil's in your class.
- Prepare a check list and rating scale for self assessment and peer assessment of individual and group work in your mathematics class.

References : Scan the QR to get the references

SEMESTER—II

B.Ed. P 202.8: Assessment For Learning—Natural Science

Hours of Instructions: 80 hours.Maximum Marks: 100 (80 External+ 20 Internal)

Objectives:

- To understand the aims and objectives of Teaching Science.
- To develop a critical understanding about assessment and evaluation
- To be exposed to different kinds and forms of assessment tools.

- To develop skill in construction and administration of achievement and diagnostic tests.
- To develop skills in using different statistical treatment for data analysis.

Unit I: *Aims and objectives of Teaching Biological/Natural Sciences:* *(8 hrs.)*

General aims of teaching Natural Science. Broad National Goals. Taxonomy of educational objectives –Revised Bloom's Taxonomy, Mc Cormack & Yager Taxonomy. Process skills in Science at secondary stage, developing process skills in students.

Unit II: *Overview of Assessment and Evaluation:* *(25 hrs.)*

Need and significance of evaluation. Distinction between 'Assessment of Learning' and 'Assessment for learning'. Classifying the terms. (a) Assessment, evaluation, test, examination, measurement.(b) Formative and summative evaluation (c) NRT & CRT .(d) CCE (e) Grading

Unit III: *Assessment of subject based learning:* *(12 hrs.)*

Enlarging notions of 'Subject based learning in a constructivist perspective. Assessment tools. Kinds of task: project, assignments, seminars, performances.

Unit IV: *Kinds of tests and their constructions:* *(15 hrs.)*

Construction and standardisation of achievement test, diagnostic test and its significance. Quantitative and qualitative aspects of assessment appropriate tools for each. Suitable criteria for evaluation.

Unit V: *Data analysis using different statistical treatment:* *(20 hrs.)*

Statistical tools – Percentage, graphical presentation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation. EXCEL.

SUGGESTED TASKS/ASSIGNMENTS

Project report on current formative assessment practices in biological science at the secondary school level.

REFERENCES : Scan the QR to get the references

SEMESTER—II

B.Ed. 202.9: Assessment For Learning-Physical Science

Hours of Instructions: 80 hours Maximum Marks: 100 (80 External+20 Internal)

COURSE OBJECTIVES:

On completion of the course the student teacher will be able to—

- Understand aims and objectives of teaching physical science in Secondary Schools.
- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.
- Be exposed to different kinds and forms of assessment that aid student learning.
- Become the user of a wide range of assessment tools, and learn to select and construct these appropriately and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Unit 1: *Aims and objectives of Teaching Physical Science.*

1.1 Aims and objectives of teaching physical science. Definition, role and function of objectives-specific objectives. Objectives— learning experience—evaluation, objective based instruction, objective based evaluation. 1.2 Taxonomy of educational objectives—Bloom's Taxonomy—Revised Bloom's Taxonomy, Objectives of physical science suggested by NCERT, Taxonomy of Science teaching (Mc Cormack & Yager). Overview of different taxonomies of science education.

Unit 2: *Perspectives of Assessment and Evaluation*

2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm .2.2.Distinction between 'Assessment of Learning' and 'Assessment for Learning' 2.3.Purposes of assessment in a 'constructivist' paradigm 2.4.Critical review of current evaluation practices and their assumptions about learning and development. 2.5.Evaluation as an ongoing teaching-learning process and through overall performance of a child.

Unit 3: *Overview of Assessment and Evaluation*

3.1. Clarifying the terms. Assessment, evaluation, test, examination, measurement.Internal and external evaluation.Formative and summative evaluation.Criterion referenced and norm referenced evaluation.Continuous and comprehensive assessment.Grading.3.2. Kinds of tasks: projects, assignments, performances.3.3.Kinds of tests and their constructions.3.4.Observation of learning processes by self, by peers, by teacher; Self-assessment and peer –assessment; constructing portfolios. 3.5. Quantitative and qualitative aspects of assessment.

Unit 4: *Tools and Techniques of Assessment for Learning Physical Science*

4.1. Performance-based assessment, developing indicators for performance based assessment in physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio. 4.2.Assessment of assignments and seminars in physical science.4.3.Assessment of project work in physical science.4.4. Assessment of participation in collaborative learning.4.5. Assessment of experimental work in Physical science.4.6.Construction of test items in Physical Science and administration of tests:Different types of test items-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print(Mc Comark& Yager Taxonomy Using Learning outcomes and/or process).Qualities of a good test.
4.7.Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels. Evaluation of non-cognitive areas like creativity, skill, attitude in science learning contexts

Unit 5: *Technology in assessment*

5.1. Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolio-downloading online tools and rubrics for e-materials and activities.

Unit 6: *Data Analysis, Feedback and Reporting*

6.1. Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation.6.2.Feedback as an essential component of formative assessment, Use of assessment for feedback, For taking pedagogic decisions, Types of teacher feedback (written comments, oral), Peer feedback. 6.3. Reporting- Place of marks, grades and qualitative descriptions-Developing and maintaining a comprehensive learner profile- Purposes of reporting-Reporting a consolidated learner profile.

SUGGESTED TASKS/ASSIGNMENTS

1. Construction of achievement test
2. Construction of diagnostic test comprising minimum ten test items

REFERENCES**:** Scan the QR to get the references

SEMESTER—II

B.Ed. P 202.11: Assessment For Learning-Social Science

Hours of Instructions: 80 hours Maximum Marks: 100 (80 External+20 Internal)

OBJECTIVES

- To develop ability to design evaluation procedures and tools for measuring attainment of objectives of teaching
- To develop skills to undertake the evaluation procedure objectively as well as effectively
- To develop understanding about the importance of evaluation in the teaching learning process.
- To develop the ability to apply different approaches of evaluation in the teaching learning process.
- To develop ability to use instructional objectives in framing question for evaluating Students.
- To State the importance of guidance to overcome the educational and adjustment problems of the learner.
- To develop ability to interpret the test scores graphically.
- To develop the ability to apply the statistical techniques to interpret the data.
- To gain awareness in the assessment of students with disabilities.
- To develop proficiency in computerized adaptive testing and statistical analysis by using SPSS and R Modes of transaction.

MODE OF TRANSACTION

Lecture cum demonstration, assignments, group work,etc.

COURSE OUTLINE

Unit 1: *Instructional Objectives*

1.1 Educational Objectives. 1.2 Evaluation and instructional objectives. 1.3 Classification of Educational objectives – Bloom's Taxonomy .Cognitive Objectives.Affective Objectives.Psychomotor Objectives .1.4.Usefulness of the Taxonomical Classification.1.5.Principles for the statements of Instructional Objectives.1.6.Revised Bloom's Taxonomy. 1.7 General Learning outcome, specific learning outcome and process skills. 1.8.Input – Output model of Instruction.

Unit 2: *Examination Reform Efforts*

- Examination reform efforts in India based on: 2.1.Radhakrishnan Commission (1948-49).2.2 Secondary Education Commission(1952-53).2.3.Kothari Commission(1964-66). 2.4 National Policy Education (1986) and programme of action in (1992).2.5.National curriculum frame work(2005). 2.6.National Focus Group position paper on examination reforms.2.7 The right of children to free and compulsory education act RTE act (2009). 2.8.Kerala curriculum frame work (2007).

Unit 3: *Educational evaluation*

3.1 Concept of evaluation. 3.2 Meaning, definition, purpose, functions and principles of evaluation. 3.3 Steps involved in evaluation. 3.4.Meaning, definition of assessment. 3.5.Assessment paradigm: Assessment for learning, assessment as learning and assessment of learning. 3.6.Assumptions of educational assessment. 3.7 Meaning definition and scales of measurement. 3.8.Distinction between Evaluation, Assessment and Measurement.

Unit 4: *Continuous and comprehensive evaluation*

4.1 Meaning and definition of continuous and comprehensive evaluation. 4.2 Features of continuous and comprehensive evaluation.4.3 Functions of continuous and comprehensive evaluation. 4.4 The objectives of the continuous and comprehensive evaluation. 4.5.Characteristics of school based evaluation, its merits and demerits.4.6.SHORTCOMINGS of traditional external examination. 4.7.Importance of continuous and comprehensive evaluation. 4.8.Meaning, Definition, Purpose and use of Formative and Summative evaluation.4.9.Importance of feedback, diagnosis, feedback, remediation and styles of learning.

Unit 5: *Performance Assessments*

5.1 Definition of performance assessment. 5.2.Process and product assessment of non-cognitive behaviors. 5.3 Types of performance assessment.5.3.1 Guidelines for developing effective performance assessments. 5.3.2 Selecting appropriate performance tasks. 5.3.3 Developing instructions.5.4Developing procedures for evaluating responses. 5.5.Reliability issues in performance assessments.5.6.Strengths of performance assessments. 5.7.Weaknesses of performance assessments.

Unit 6: *Portfolios*

6.1 Definition and purpose of portfolios.6.2 Guidelines for developing portfolio assessment. 6.3.Strength of portfolio assessments. 6.4.Weaknesses of portfolio assessments.6.5.Guidelines and students role in selection of portfolio entries and self evaluation. 6.6 Scoring Rubrics: Holistic scoring rubrics and analytic scoring rubrics.

Unit 7: *New trends in evaluation*

7.1 Open Book Examination system.7.2 Question Banks. 7.3 Choice based credit system and semester system.7.4 Evaluation of non-scholastic aspects of pupil's growth. 7.5.Computerized adaptive testing (CAT) and other technological advances (discussion should focus on theory and practice).

Unit 8: Trends in the assessment of students with disabilities

8.1 Typical response tests to assess constructs such as personality attitudes and interest. 8.2.Projective techniques- Definition, types of projection and different types of tests- their use and interpretation. 8.3 Case study- definition, development and interpretation. 8.4.Observations. 8.5 Teachers role in assessing students with disabilities.

Unit 9: *Tools and Techniques of Evaluation*

9.1 Process evaluation and product evaluation. 9.2 Evaluation Tools.9.3 Evaluation Techniques. 9.4.Qualities of evaluation tools. 9.5.Construction of Achievement Test. 9.6 Types of Test items. 9.7.Construction of Diagnostic Test.9.8.Remedial Instruction. 9.9. Development and use of Teacher made and Standardised Tests.9.10. Development and use of Norm-Referenced and Criterion-Referenced Test.

Unit 10: *Data analysis*

10.1 Statistics: meaning, definition, need and importance.10.2.Graphical representation of data. 10.3.Measures of central tendency. 10.4 Measures of variability. 10.5 Correlation: Types of Correlation coefficients.

REFERENCES: Scan the QR to get the references

SEMESTER- II

BED P 202.12: ASSESSMENT FOR LEARNING-URDU

Hours of Instructions: 80 hours Maximum Marks 100 (80 External+20 Internal)

Course Objectives:

The student teacher will be able to:

• Understands aims and objectives of Assessment for teaching & learning

• Familiarizes with trends & issues in assessment and evaluation (from a constructivist paradigm) • Comprehends key concepts, such as formative and summative assessment, evaluation and measurement, test, examination and assessment rubrics

• Exposes to new trends, different kinds and forms of assessment for student learning. • Applies basic statistics in Urdu Language education.

Unit – 1: Assessment & Evaluation in Urdu Language Education (16 Hrs.)

1.1 Concept, Meaning of Measurement, Assessment & Evaluation. 1.2 Techniques and Tools of Evaluation; Techniques of Evaluation: Observation, Interview, Sociometry etc.Types of Tools: Questionnaire, Test, Rating scale, Sociogram, Interview schedule etc. 1.3 Objective Based Instruction & Evaluation, and Outcome Based Evaluation.

Unit - 2: Perspectives of Assessment and Evaluation (15 Hrs.)

2.1. Perspectives of assessment and evaluation of learning in a constructivist paradigm 2.2. Assessment of learning, Assessment as learning and Assessment for learning 2.3. Purposes of assessment in a constructivist approach.2.4. Critical review of current assessment & evaluation practices.

Unit- 3. Trends & Developments in Evaluation (16 Hrs.)

3.1. Qualitative & Quantitative Assessment and Evaluation: types & techniques • Assessment, Evaluation: Written/oral test& examination .• Internal and External Evaluation and Assessment.• Formative and Summative evaluation • Criterion Referenced and Norm Referenced Evaluation.• Continuous and Comprehensive Evaluation (CCE). • Grading-Types (Direct and Indirect Grading, Absolute and relative grading) 3.2. Observation for evaluation of learning processes, Self-Evaluation, Peer & Group Evaluation, Teacher Evaluation, Self-Assessment, Peer assessment; Constructing portfolios 3.3. Open book examination, Question Banks, Online Examinations.3.4 Choice Based Credit Semester System (CBCSS)

Unit- 4: Techniques & tools of Assessment for Learning Urdu Language (13 Hrs.) 4.1. Performance-based assessment, developing indicators for performance-based assessment in Urdu language, observation of learners' records, Notes & diaries, Oral presentation of learner's works, Portfolios. 4.2. Internal Assessment- Assessment of Projects, assignments and seminars in Urdu 4.3. Assessment of participation in collaboration and co-operation. 4.4. Construction of test items in Urdu language and its administration: Different types of tests Achievement tests, Diagnostic tests, Teacher made test & Standardized Test.

Unit-5: ICT in assessment (8 Hrs.)

Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolioOnline tools and rubrics.

Unit 6: Statistics in Educational Evaluation (12 Hrs.)

6.1. Need and importance of Statistics in Education & Evaluation.Statistical tools, frequency distribution, Tabulation of data, graphical representation, Measures of central tendency-Mean, Median, Mode.Measures of variability-Range, Quartile deviation, Mean deviation, Standard deviation. 6.2. Statistical interpretation: Interpreting test scores and norms, methods: Grade, percentile rank, standard scores.Reporting- Scores, Grades and qualitative descriptions-Developing and maintaining a comprehensive learner profile.

SUGGESTED TASKS & ASSIGNMENTS

1. Development of Achievement tests and Diagnostic Tests.
2. Analysis of Data and Reporting
3. Preparation of learner profile.
4. Prepare a paper on Techniques & Tools of Assessment in Language Education.

REFERENCES: Scan the QR to get the references

SEMESTER—II

EPC 02: Drama and Art in Education

Total Marks: 50	Hours of instruction
Internal assessment: 50	5 Days (Workshop based)

Rationale and Aim

This course includes two critical areas of focus: drama and art in education. Drama draws our physical, emotional, intellectual and other faculties together in a moment to create worthwhile, far reaching, holistic learning. Art education aims to help connect with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world. The aim is to train, enhance some theatre and art skills that will later help prospective teachers be creative and enlightened teachers.

Objectives

- To Identify and develop one's own creative potential.
- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- To explore the role of the teacher as a creative guide in learning that is drama driven.
- To recognize the role of "drama as education" in secondary school.
- To learn the use of art in the teaching learning process.
- To develop an appreciation for diverse art forms and the role of art in human culture.
- To evolve collective art projects incorporating different art media – into a public festival/event.
- To develop deep understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

Mode of Transaction

This course needs to be conducted in the mode of workshops (minimum five days) by professionals trained in drama, theatre, folk arts, music, and fine arts and co-ordinated by faculty members.

Workshop Session Focus Areas

1. Drama

SESSION I—*Introduction to Acting*

Performance skills (basic), physical preparation, etc.

- Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students.
- Participative learning using role play, hot seating, building stories/songs, making and analyzing a "character's" diary, personal belongings (objects) of characters.

SESSION II—*Movements Improvisation*

- Students learn how to use their body, and imagination and tapping emotional resources -They learn how to be aware of the body and concentrate on its rhythm, enter space and loosen their limbs.
- Students acquire acting skills through understanding of the self improvisation, silent and word-oriented, students learn to see, hear, believe, react, observe and concentrate.
- Help build a set of skills so the class can organize role plays as well as larger school plays that are built on a student's creativity rather than following a given script.
- Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in the world outside.
- Presentation of local arts forms.
- Making short plays that can be performed by student-teachers with the aim to study school Student's responses during school contact programmes.
- Evaluating one's own and group's progress in class.

2. Arts

SESSION 1—*Introduction to Art, Art Appreciation and Art Education*: Orientation to the basic concepts of art and appreciation

SESSION 2—*Visual Art*: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines,
news paper etc.

SESSION 3—*Music*: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms.

Voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new form: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. Design and run sessions on music with children.

SESSION 4—*Cinema and Electronic Media*: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence and sex; age appropriate viewing and selection of films.

SESSION 5—*Literary Arts*: Appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in

different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.

Assessment

- Continuous assessment of Individual and group performance.
- Individual and group products at the end of each workshop and documentation.

REFERENCE **:** Scan the QR to get the references



26. CURRICULUM—SEMESTER III

B.Ed. P 301.1: Pedagogy of School Subject-Part II: Arabic

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES OF THE COURSE:

After completion of Course the student-teacher will be able to—

- Understand the concept and importance of techno pedagogical analysis
- Develop an insight of teacher as a Techno pedagogue
- Familiarizing with the basics of teaching and teaching profession
- Familiarize with the ways of professionalizing language education in a technological scenario
- Familiarizes with the ways of integrating ICT resources in teaching and evaluation
- Acquaints with professional traits and competencies
- Enables to promote student effort in learning
- Equips to manage diverse learner needs in language classes
- Develops interest in innovative practices in the field of Arabic Language Teaching and learning

- Develops the ability to apply the ICT based resources for enhancing teacher effectiveness
- Develops the professional competencies and personal qualities

Course Outline

Activities/Mode of Transaction

- Lecture, Group Learning, Seminar, Discussions, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

Unit 1: *Techno Pedagogic Content Knowledge Analysis* *(15 Hrs.*)

- TPCK- Inter relationship of Content Knowledge, Pedagogical Knowledge, Technological Knowledge.Scope and challenges of TPCK in Arabic language Teaching . Teacher as a techno pedagogue Knowledge generation/ production.Knowledge generation Use of web based resources of TPCK. TPCK based content Analysis of selected units of TB of Secondary schools.Programmed instruction and self instructional modules. Critical Analysis of Arabic H B& TB for VIIIth to Xth std. of the State Schools

Unit 2: *E-resources in Teaching & Learning of Arabic Language* *(10 Hrs.)*

- E- learning and e-teaching .·Digital text books, Digital library & other online resources.Designing of Digital text books , e-books and its application.·Adopting downloaded resources for teaching Arabic.· M-learning: smart phones as learning devices and its scope

Unit 3: *Community Based Teaching & Learning* *(08 Hrs.)*

- Teaching and learning resources: Formal & Informal learning contexts
- Role of University Departments, Arabic Colleges, Dars system, Deeni Madaris on Arabic language learning.Society as Language Lab.Role of films and Theatres.·Mass Medias- News papers, magazines & electronic Medias etc. ·Language forums, Interview & Talks by Experts.Exposure to events of National Importance; Celebration of International Arabic Day

Unit 4: *Teacher As A Reflective Practitioner* *(07 Hrs.)*

- Teacher ; Teaching Profession.·Professional Traits and competencies.Professional Ethics.Arabic Language Teacher: His Varying Roles.·Qualities and Qualifications.Humanistic TEACHER attributes : Temperance, Empathy, Academic Aristocracy, Commitment, Humour, Ethics, Reflection. Knowledge worker, Facilitator, Mentor, Social Engineer, Helper, guide. Reflective Practitioner.Teacher Development, Professional Development.·Continuing professional Development(CPD).Teacher Accountability.·Rubrics for self assessment

Unit 5: *Research Inputs in Arabic Language Learning* *(10 Hrs.)*

- Continuing Professional Competencies.·Researches in Arabic Language Education and Second Language Pedagogy.·Identifying and locating significant concerns related to Arabic language learning.Action Research –Investigating learner issues.·Review of Recent Research Studies in Arabic Language Education.·Place of Arabic language as a source of knowledge.· Networking in professional & Personal growth.·Professional communities : E-twinning for institutional &

professional growth Forming forum of online learning and teaching.Use of E-mails, blogs, teacher tube etc. for promoting teaching and learning of Arabic

SUGGESTED TASKS/ASSIGNMENTS

- Downloading & Preparing e-learning materials for Arabic Language classes
- Critical study of Arabic TB & HB for Secondary & HS Schools.

SEMESTER—III

B.Ed. P 301.3: Pedagogy of School Subject—Part II: English

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES OF THE COURSE:

After completion of Course the student-teacher will be able to—

- understand the concept and importance of techno pedagogical analysis.
- develop an insight of a teacher as a Techno pedagogue.
- familiarize with the basics of teaching and teaching profession
- familiarize with the ways of professionalizing language education in a technological scenario
- familiarizes with the ways of integrating ICT resources in teaching and evaluation
- acquaints with professional traits and competencies
- promote student effort in learning
- equip to manage diverse learner needs in language classes
- develop interest in innovative practices in the field of English Language Teaching and learning
- develop the ability to apply the ICT based resources for enhancing teacher effectiveness
- develop the professional competencies and personal qualities.

MODE OF TRANSACTION

Lecture, Group Learning, Seminar, Discussions, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

Unit 1: *Techno Pedagogic Content Knowledge Analysis*

TPCK—Inter relationship of Content Knowledge, Pedagogical Knowledge, Technological Knowledge—Scope and challenges of TPCK in English language Teaching—Teacher as a techno pedagogue—Knowledge generation/production. Use of web based resources of TPCK—TPCK based content Analysis of selected units of TB of Secondary schools—Programmed instruction and self instructional modules—Critical Analysis of English H B & Text Books-Course Book/Practice Book/Work Book/Supplementary Reader/Literature Reader for VIII to X STD of the State schools

Unit 2: *E-resources in Teaching & Learning of English Language*

E- Learning and e-teaching:

Digital text books, Digital library & other online resources— Designing of Digital text books, e-books and its application—Adopting downloaded resources for teaching—English M-learning: smart phones as learning devices and its scope.

Unit 3: *Community Based Teaching & Learning*

Teaching and learning resources: Formal & Informal learning contexts—Role of Language Institutes/Universities in English language learning—Society as Language Lab—Role of films and Theatres—Mass Medias—Newspapers, magazines & electronic Medias etc.—Literary Clubs and Language forums, Interview & Talks by Experts, Exposure to events of National Importance; Celebration of Language specific days.

Unit 4: *Teacher As A Reflective Practitioner*

Teacher; Teaching Profession—Professional Traits and competencies— Professional Ethics—English Language Teacher: his Varying Roles— Qualities and qualifications—Humanistic TEACHER attributes: Empathy, Academic Aristocracy, Commitment, Humour, Ethics, Reflection.
Knowledge worker, Facilitator, Mentor, Social Engineer, Helper, guide— Reflective Practitioner—Teacher Development, Professional Development—Continuing Professional Development (CPD)—Teacher Accountability Rubrics for self assessment.

Unit 5: *Research Inputs in English Language Learning*

Continuing Professional Competencies—Researches in English Language Education and Second Language Pedagogy—Identifying and locating significant concerns related to English language learning—Action Research– Investigating learner issues—Review of Recent Research Studies in English Language Education. Place of English language as a source of knowledge—Networking in professional & Personal growth—Professional communities: E-twinning for institutional & professional growth Forming—forum of online learning and teaching use of E-mails, blogs, teacher tube etc. for promoting teaching and learning of English.

Suggested Tasks/Assignments

Downloading & preparing e-learning materials for English Language classes, preparing tools for self assessment.

Critical study of English Textbooks & Handbooks for Secondary & Higher Secondary schools.

SEMESTER—III

B.Ed. P 301.4: Pedagogy of School Subject—Part II: Hindi

Hours of Instructions: 50 hours Maximum Marks 60 (50 External+10 Internal)

Aims of the Course

After completion of Course the student-teacher will be able to—

- Understand the concept and importance of pedagogical analysis.
- Understand the concept of models of teaching and its application
- Understand e-resources for teaching Hindi and co-curricular activities.

Unit I—Pedagogic Analysis

Scope - Principles and objectives, Steps in pedagogic analysis, content analysis, language learning experiences, evaluation, diagnostic test – achievement test. Qualities of a good Hindi text book, work book, hand book. Critical Analysis of Hindi text book – V to X Kerala Syllabus.

Unit II—Models of Teaching

Dimension of a model, syntax, social system, Principles of reaction, Support system, Instructional and Nurturant effect. Any two models relevant for language acquisition.

Unit III—Resources in Teaching Hindi and Co-curricular Activities

Teaching Learning Materials (TLM) : Psychological Bases of its application – Teaching and learning aids – Audio, video, audio-video, Graphic and improvised aids – Projected and non projected aids, Animated and digital aids - Working models, Language Lab, Reading corner, Multi Media Aids – Classroom Activities – Computer assisted language learning – power point presentation – identifying websites – Multi-media and Internet.Different co-curricular activities which promote learning language.

MODE OF TRANSACTION

Group learning, Seminar, Discussion, Lecture, Demonstration, Practice & Observation, Workshop, Practical sessions, CAI.

SUGGESTED TASKS/ASSIGNMENTS

Conducting a radio lesson, Preparation of material for teaching picture composition, Development of VAI/CAI programme for a teaching item, Planning and execution of language games, PPT in teaching structure and vocabulary, prepare any two models relevant for language acquisition.

SEMESTER—III

B.Ed. P 301.6: Pedagogy of School Subject—Part II: Malayalam

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES:

- To analyze curriculum, syllabus, text book and content of the subject of Malayalam.
- To acquaint with professional teacher preparation programmes.
- To understand reference and study skills and use it for lesson transactions.
- To understand the need and importance of discourses in language teaching.
- To acquire reference skills and study skills and use it for lesson transaction.
- To practice evaluation tools and techniques in the learning process.
- To acquire the knowledge of remedial instruction.

COURSE OUTLINE

MODE OF TRANSACTION

Group learning, Discussion, Debate, Seminar, Workshops, Panel discussion, Field trip, etc.

Unit I—1. Syllabus 2.Text Book - Critical study & analysis of Malayalam text book for secondary school in Kerala. 3. Content analysis. The syllabus for VIII- XII of Malayalam text books prescribed by the Text book committee of the Government of Kerala—time to time. 4. Malayalam Language Curriculum Transaction- Scope & Limitations in the existing school Malayalam language curriculum- Qualities of a good Malayalam language text book.

Unit II—Professional Competencies of a Malayalam teacher - pre Service, in service training- Programmes for quality improvement- Seminars, Workshops, Panel discussions, Field trips, Projects etc. and Techno pedagogy.

Unit III—Reference and Study Skills : 1. Study skills – note – taking, note – making, summarizing and paraphrasing. 2. Reference skills – library – dictionaries-internet – thesaurus – encyclopedia – bibliography- annotated Bibliography.

Unit IV—1. Various discourses. 2. Reflecting texts- Summarizing – Abstracting – Translation – Comprehension. 3. Editing and publishing.

Unit V—Transactional Strategies. 1. Lesson planning - Concept, construction and administration. 2. Unit plan & Unit test – construction & administration. 3. Resource Materials.

Unit VI—Evaluation 1. Aims & objectives of Evaluation. 2. Importance of Evaluation in Malayalam, concept, nature of evaluation. 3. Tools of evaluation- Quantitative, Qualitative, Various types of Questions. 4. Diagnostic Test – pupil's linguistic ability. 5. Remedial Teaching- indentifying the reason for under achieving- suitable remedial measures for different types of problems.

Suggested Tasks/Assignments

Analyzing existing secondary school Malayalam text book

Making notes on different literary items

Preparing classroom dictionary

Writing composition on various school subjects

Preparing year plan, unit plan and lesson plan.

Construction of model unit.

Preparing formal/informal letters

Developing standardized achievement test.

Developing diagnostic test and conducting remedial teaching.

References: Scan the QR to get the references

SEMESTER—III

B.Ed. P 301.7: Pedagogy of School Subject—Part II: Mathematics

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

COURSE OBJECTIVES**:**

On completion of the course the student-teacher will be able to—

1. To develop competency in analysing and teaching various topics in mathematics pedagogically.
2. To develop understanding about planning of instruction.
3. To be proficient in planning lessons based on the select models of teaching.
4. To develop competency in the preparation of programmed learning materials.
5. To practice various recreational techniques of teaching mathematics.
6. Sensitize the needs and requirements of slow and gifted learners in mathematics.
7. Develop competency in teaching exceptional children and in the preparation of suitable teaching materials for them.
8. Acquire basic skills needed for effective teaching through ICT.
9. Acquire mastery in co-operative learning techniques.
10. Apply multiple intelligence theory in practical situations.

MODES OF TRANSACTION

Lecture cum discussion, Individual and group assignments, guided small group discussion, project work, seminars, activity methods, Brain storming and individual tasks.

Unit I: *Planning for Teaching-Learning Mathematics*

1.1 Selecting the content for instruction.1.2 Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Co-ordinate Geometry, Statistics and Probability, etc.).1.3.Organization of concepts for teaching-learning of Mathematics.1.4.Stating instructional objectives.1.5 Identifying learning experiences. 1.6.Selecting appropriate strategies.1.7.Teaching aids (Using low-cost materials – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cylinder etc.).1.8.Analysis of current VIII, IX, X, XI and XII standard state syllabus text books and comparison of secondary school syllabi under different streams.

Unit II: *Strategies for Instruction*

2.1 Models of teaching- concept attainment model, advance organizer model and guided discovery model. 2.2 Programmed Learning - Meaning and characteristics Linear- Branching- Mathematics.

Unit III: *Mathematics for All*

3.1 Identifying learners' strengths and weaknesses.3.2.Activities enriching mathematics learning. 3.3.Recreational activities in mathematics learning—use puzzles to maintain interest and to create positive attitude in the classroom—games, riddles, quiz, puzzles, Sudoku etc. 3.4.Co-operative learning ensuring equal partnership of learners with special needs.3.5.Mathematics Clubs—

Importance, organization, functioning and execution of various activities.3.6 Mathematics Fairs/Exhibition; Mathematics Olympiad.3.7.Mathematics talent search examination.

Unit IV: *Exceptional Children in Mathematics*

4.1 Exceptional children in mathematics- Mathematically gifted, slow learners, under achiever-their characteristics; special programmes for each. 4.2. Learning difficulty in mathematics (dyscalculia)- Symptoms, identification and strategies to overcome dyscalculia.
4.3.Mathematical creativity- characteristics, stimulating creativity and inventiveness in mathematics. 4.4.Concept of Multiple Intelligence. 4.5 Governmental and non-governmental initiatives in improving mathematics learning; Fields medal, Mathematics Olympiad, NUMATS, NTSE, MTSE, etc.

Unit V: *ICT in Improving Teaching Performance*

5.1 Technology integration strategies for Mathematics education –web based lessons- webquest, cyber guides, multimedia presentation, tele-computing projects etc.5.2.Familiarizing programme for teaching mathematics in Edubuntu (Practical oriented) .5.3 E-content development-concepts, formats, steps for preparation, module preparation for e-content.5.4.Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET etc.5.5 Technology for teaching individual, small group and large group (Computerized instruction, personalized instruction, educational television, closed circuit television, Video-Tape Interaction, Radio/Tape lessons etc.).5.6 Audio-visual aids, Improvised aids—Meaning and importance.

TASK AND ASSIGNMENT: (SELECT ANY TWO)

- Critical study of the Mathematics textbook of standard VIII, IX, X, XI or XII.
- Preparation of lesson plans based on different models of teaching.
- Preparation of programmed learning materials.
- Preparation of enriched material of a unit for gifted pupils.

REFERENCES Scan the QR to get the references

SEMESTER—III

B.Ed. P 301.8: Pedagogy of School Subject Part II: Natural Science

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES

- To understand and apply skills in Pedagogic transactions.
- To understand and find inter relationship of different areas of TPACK.
- To develop skill in Technological Pedagogical Analysis of Content Knowledge (TPACK).
- To understand the scope of networking in science teaching.
- To develop skill in networking through different ways.

- To understand the use of video conferencing and smart class rooms.
- To understand various strategies to address the learners with special needs.

Unit I: *Pedagogic Analysis* *(18 Hours)*

Pedagogic Analysis – A conceptual overview, steps, Pedagogic Analysis of the Biology content portions of 8th and 9th and 11th standard textbooks of Kerala State. Stating general instructional objectives and specific instructional objectives in terms of behavioural outcomes and curricular objectives.

Unit II: *Techno Pedagogic Analysis of Content Knowledge (TPACK)* *(12 Hours)*

Technological Pedagogical Analysis of Content Knowledge (TPACK). Technological Pedagogical Content Knowledge Analysis of any one topic of Sec. School Biology. Relevance of Online publishing using blogs, forums, wikis, online journals etc.

Unit III: *Learning through Networking* *(10 Hours)*

Networking its meaning and scope in science learning, how social networking sites can be used for educational purpose. Hands on experience of using smart classes for teaching Natural Science.

Unit IV: *Biological Science – Life Long Learning* *(10 Hours)*

Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Nurturing creative talent at local level and exploring linkage with District/State/Central agencies. Enrichment and Remedial programmes National Talent search scheme.

Suggested Tasks/Assignments

Resource unit with soft & hard copy (with PPT)

SEMESTER—III

Course 09: Pedagogy of School Subject Part II: Physical Science

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

Course Objectives:

On completion of the course the student-teacher will be able to—

- Acquaint with the digital and non digital learning resources.
- Develop awareness in designing science laboratories and precautions and first aid.
- Develop skills in organizing a science library and its classroom utilization.
- Explore various co-curricular activities in science and their significance in developing skills and attitude.

· Apply techno pedagogic skills in the teaching-learning process in science.

Unit I: *Learning Resources in Physical Science*

1.1 Resource materials: Textbook, workbook, supplementary reader, handbook, reference book. 1.2.Digital resources – CD ROM such as Encyclopaedia – Britannica, Microsoft Encarta, Edubuntu of it @ school, Kerala DVD, Websites, Open sources – e-books and e-journals.

Unit II: *Library and Laboratory as resources*

2.1 Science library – organization and its utilization. ERIC, INFLIBNET, DELNET, Digital Library, Library Networks. 2.2.Co-curricular Activities – Science club – pattern, organization and activities. Science fairs, science exhibitions, science dramas, poster making, observance of days of scientific importance. Field trip, science park, museums.2.3.Science Laboratory – Designing, Selection and purchase and maintenance of chemicals, apparatus and equipments. Accidents in the lab. Precaution and first aid. Improvised aids.

Unit III: *Techno Pedagogic Content Analysis*

TPCKA- Science Teacher as techno pedagogue- techno pedagogic skills and competencies- pedagogical designs using ICT in physical science- Digital Lesson Plans- use of interactive white boards- relevance of online publishing-using blog, forum, wikis-online journals.

Suggested Tasks/Assignments

· Prepare a report on a field trip that is organized and executed.

· TPCKA of any topic at secondary level.

References: Scan the QR to get the references

SEMESTER—III

B.Ed. P 301.11: Pedagogy of School Subject Part II: Social Science

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

Objectives:

· To acquaint with the innovative practices in Social Science teaching and to develop the ability to apply such practices in the modern classroom.

· To develop different strategies to cater individual differences in learning.

· To acquire knowledge and understanding in the preparation and management of teaching aids and equipment for teaching Social Science.

· To develop the ability to become a professional Social Science teacher.

· To get familiarity with the importance of instructional materials for Social Science teaching.

Mode of Transaction:

Group project, role play, discussion, seminar workshop, assignments etc.

Course content

Unit I: *Innovative Practices in Social Science Teaching*

1.1 Critical Pedagogy and Social Sciences – Problem Posing Education.1.2. Issue Based learning 1.3.CT Enabled learning 1.4.Models of teaching-Concept attainment,Juris prudential enquiry,· Inquiry training model.1.5.Jigsaw technique for learning.1.6.MI based learning

Unit 2: *Fostering Giftedness and creativity in Social Sciences*

2.1 Higher order thinking skills.Critical thinking.Problem solving.Logical thinking etc.2.2.Characteristics of gifted and creative children.2.3 Strategies to foster creativity and giftedness.

Unit 3: *Resources for Teaching Social Sciences*

3.1 Software and hardware.3.2.Social Science laboratory.3.3.Social Science museum.3.4.Maps and Globes 3.5.Timeliness. 3.6 Social Media

Unit 4: *Becoming a Professional Social Science Teacher*

4.1 Teaching as a Profession.4.2.Professional Ethics.4.3.Personal and Professional qualities of a Social Science teacher. 4.4.Ways and Means of improving professionalism.

Unit 5: *Co-Curricular Activities in Social Science*

5.1 Club activities.5.2.Exhibitions.5.3.Field trips.5.4.Quiz competition

Suggested Tasks and Assignments

1. Prepare Computer Based Learning Package
2. Prepare Lesson transcripts for each Models of Teaching
3. Field Trip Report
4. Prepare Picture Album, Map Album etc.
5. Prepare Models
6. Prepare E-Portfolios

SEMESTER III

BED P 301.12: PEDAGOGY OF SCHOOL SUBJECT-PART II: URDU

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives of the Course:

After completion of Course the student-teacher will be able to:

- Understands the concept and importance of techno pedagogical analysis.
- Develops an insight of a teacher as a Techno pedagogue.
- Familiarizes with the basics of teaching and teaching profession
- Familiarizes with the ways of professionalizing language education in a technological scenario

• Familiarizes with the ways of integrating ICT resources in teaching and evaluation •Acquaints with professional traits and competencies and commitments

• Enables to promote student effort in learning

• Equips to manage diverse learner needs in language classes

• Develops interest in innovative practices in the field of Urdu Language Teaching and learning

• Develops the ability to apply the ICT based resources for enhancing teacher effectiveness

Develops the professional competencies and personal qualities

MODE OF TRANSACTION

• Group Learning Collaborative Learning, Seminar, Discussions, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

UNIT 1: TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS (15 Hrs)

• TPACK- Inter relationship of Content Knowledge, Pedagogical Knowledge, Technological Knowledge.• Scope and challenges of TPACK in Urdu language Teaching.• Teacher as a Techno Pedagogue.• Knowledge generation/ production.• Use of web-based resources of TPACK.• TPACK Analysis of selected units of Text Book of Secondary schools

UNIT 2: E-RESOURCES IN TEACHING & LEARNING OF URDU LANGUAGE (10 Hrs)

E- learning and e-teaching: • Digital text books, Digital library & other online resources.• Designing of Digital text books, e-books and its application.• M-learning: Meaning, scope and its advantages. Use of E-mails, blogs, YouTube etc. for promoting teaching acquisition and learning of Urdu • Programmed Instruction and Self-Instructional modules (CAI)

UNIT3: COMMUNITY BASED TEACHING & LEARNING (08 Hrs)

Teaching and learning resources: Formal & Informal learning contexts • Role of University Departments, Colleges, NCPUL, CIIL-NTS, CPDUMT, NCERT etc in Urdu language learning.Society as Language Lab.• Role of films and Theatres etc.• Mass Media- Newspapers, Television (DD Urdu), magazines& electronic Media etc. Interviews, Talks, Guidance by Experts etc. • Language forums and Clubs.• Exposure to events of National Importance; Celebration of National & International Urdu Days, Talent Competitions.

UNIT 4. TEACHER; QUALITIES AND COMPETENCIES (07Hrs)

Teacher- Teaching Profession.• Professional Traits, Commitments and competencies.• Professional Ethics • Urdu Language Teacher: his varying roles • Qualities and qualifications.• Humane Teacher attributes: Temperance, Empathy, Commitment, Humour, Ethics, Accountability. • Teacher as a Facilitator, Mentor, Social Engineer, Scaffolder, Guide and Counsellor, Reflective Practitioner.• Professional Development- Continuing professional Development (CPD) – Inservice Programs. • Networking in professional & Personal growth and development.• Professional communities: E-twinning for institutional & professional growth Forming forum of online learning and teaching

UNIT 5: RESEARCH INPUTS IN URDU LANGUAGE LEARNING (10 Hrs)

• Researches in Urdu Language Education and Second Language Pedagogy.• Identifying and locating significant concerns related to Urdu.language learning • Action Research –Investigating learner issues

• Review of Recent Research Studies in Urdu Language Education

SUGGESTED TASKS & ASSIGNMENTS

• Preparing e- learning materials for Urdu Language classes.

• Critical study of Urdu Text Books & Teacher Texts for Schools.

• Prepare a paper on teacher and teaching profession.

REFERENCES: Scan the QR to get the references



CURRICULUM—SEMESTER IV

27. CURRICULUM—SEMESTER IV

B.Ed. C 401: Gender, School And Society

Hours of Instructions: 50 hours Maximum Marks: 60 (50 External+10 Internal)

OBJECTIVES OF THE COURSE

1. Developing a critical aware of the processes of socialization at home and school and their roles in shaping the identity.

2. Reflects critically on the roles of teacher and pedagogy on instilling the concepts of gender, shaping gender identity.
3. Develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.
4. Develop critical insight on the transformations around the world with respect to gender and gender roles.
5. Perceive and realize the roles pedagogy and teachers in developing a gender fair society.

Mode of Transaction:

Discussion, Debates, Seminars, Case studies and Field visit.

Unit 1: *Issues And Concepts of Gender*

Gender and gender identity, sex, patriarchy—masculinity and feminine—gender bias, gender stereotyping, transgender and empowerment, gender roles—influence of institutions such as the family, caste, religion, culture, the media and popular culture—equity and equality in relation with caste, class, religion, ethnicity.

Unit 2: *Gender Equality And Empowerment*

Historical backdrop—Power and authority structure in Indian Society- significance of gender—just education—role of social reform movements on women's education and empowerment.

Shift from women studies to gender studies - impact of policies, programme and scheme for promotion of gender equality and opportunity for education contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programme and plans.

Unit 3: *Theories of Gender and Education*

Understanding the different theories and their application in the Indian Context Theories on Gender and Education: Socialization theory—Gender difference—Structural theory—Deconstructive theory—Gender Identities and Socialization Practices in Family, Schools and other formal and informal organizations—Schooling of Girls—Inequalities and resistances—issues of access, retention and exclusion.

Unit 4: *Gender Issues and Curriculum*

Role of schools, peers, teachers, curriculum, pedagogy and textbooks in challenging gender inequalities or reinforcing gender parity—Gender biases in the distribution of roles and responsibilities in schools and classrooms, rituals and school routines- processes of disciplining distinctly as for girls and boys—gender and classroom interaction—Curriculum and gender—hidden curriculum—Gender in text and context—Teacher as an agent of change—Significance of life skill education- Gender fair pedagogy.

Unit 5: *Gender, Sexuality, Sexual Harassment and Abuse*

Gender and Oppression- Sexual Harassment and Child Sexual Abuse—Linkages and differences between reproductive rights and sexual rights.

Development of sexuality and its influences in the lives of children (such as gender, body image, role models).

Sites of conflict- Social and emotional - addressing sexual harassment in family, neighbourhood and other formal and informal institutions - Agencies perpetuating violence: Family, school, work place and media.

Institutions for redressing sexual harassment and abuse – Policies and enactments.

SUGGESTED TASKS/ASSIGNMENTS

1. Preparation of a project on key concepts and relating it with the social context of the pupil teacher.
2. Organizing debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability and region.
3. Discussion on theories of gender and education with its application in the Indian context.
4. Project on analyzing the institution of the family
   (i) Marriage, reproduction.
   (ii) Sexual division of labour and resources.
5. Debates and discussions on violation of rights of girls and women.
6. Analysis of video clipping on portrayal of women.
7. Collection of folklores reflecting socialisation processes. Discussion on theories of gender and education with its application in the Indian context.
8. Preparation of indicators on participation of boys and girls in heterogeneous schools.
9. Field visits to schools, to observe the schooling processes from a gender perspective.
10. Preparing analytical reports on portrayal of women in print and electronic media.

REFERENCES : Scan the QR to get the references

SEMESTER—IV

B.Ed. C 402: Knowledge and Curriculum Part-II

Hours of Instructions: 50 hours Maximum Marks 60: (50 External+10 Internal)

RATIONALE:

The purpose of this course is to make the student-teacher familiar with the social bases of education. The paper would help the student-teachers to realize the influence of socio-cultural factors on educational system. It would assist the student-teachers to analyze the changes occurred in the field of knowledge and knowing on account of different historical movements. It also covers some advanced level discussion on curriculum construction.

OBJECTIVES:

- To give insight to the student-teacher on the role of different social institutions in the process of education.
- To make the student-teacher understand the role of education in social development.
- To familiarize the teacher-students with the concept of culture and the relationship between culture and education.
- To sensitize the student-teachers on the importance of value education in the present social scenario.

MODE OF TRANSACTION

- Lecture, Dialogue,Classroom Discussion,Debate, Dramatization

Unit I: *Social Context of Education*

Society, culture, modernity and education—Their interrelationship Social Institutions and education—Family, school and media—Their role in knowledge creation and knowing—Role of Social Groups like Local Peer Group, Campus Peer Group, Local Community, Social Media Community and Professional Linked Online Groups in the individual, Social and Scholastic Development of an Individual.

Unit II: *Education and Social Movements*

(i) Changes in the nature, structure and purpose of education with reference to**:** Industrialization, democracy, individual autonomy and reason, globalization and privatization. (ii) The process of education in different social structures and cultures. (iii) Perception on education in different socio economic contexts-– The marginalized, the disadvantaged and the neo liberal societies.

Unit III: *Education and Social Development (15 hours)*

(i) Education as an instrument for social Development—Social Mobility, Social Reforms and Social Transformation. (ii) Education and Economic Development—Education as an Investment—Education for Nation Building. (iii) Education as an agent of social change and development.

Unit IV: *Education as a Social Tool*

(i) Education as an instrument for developing value—Nationalism, universalism and secularism—Their interrelationship with education—The ideology of Tagore and Krishnamurthy on value education. (ii) Education as a cultural process- Interaction between culture and education—Different roles of culture and education—Their role in meaning making, freedom and development. (iii) Education and Different Cultural Issues: Pluralism, Critical Multiculturalism, Cultural Lag, Cultural Conflict etc.

SUGGESTED TASKS/ASSIGNMENTS

Assignment on a topic from the syllabus

REFERENCES : Scan the QR to get the references

SEMESTER—IV

B.Ed. C 403: Creating an Inclusive Education

Hours of Instructions: 50 hours Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES OF THE COURSE

The teacher student will be able to—

- Understand the concept, meaning and significance of inclusive education.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Develop critical understanding of the recommendations of various commission and committees towards teacher preparation for inclusive education.
- Understand the nature of difficulties encountered by children with disabilities.
- Identify need based programmes for all children with varied abilities.
- Understand the policy perspective status related to inclusive education.
- Reformulate attitudes towards children with special needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.

Unit 1: *Education And Children With Special Needs*

Definition, concept and importance of inclusive education. Difference between special education, integrated education and inclusive education. Psychosocial construct of disability and identity—Barriers to learning and participation—Social—psychological, economic and Physical Concept of neighbourhood school. Inclusive education in the context of 'education for all' and 'right to education'.Approaches of viewing disabilities: The Charity Model, the Bio-Centric Model, the Functional Model and the Human Right Model.

Unit 2: Legal And Policy Perspectives Important International Declarations/Conventions/Proclamations:

Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006. Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism,

Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. Recommendations of the Indian Education Commission (1964-66). Scheme of Integrated Education for Disabled Children National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); DPEP, SSA. Education in the National Policy on Disability, 2006.

Programme and Schemes of Education of Children with Disabilities:

Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009). Special Role of Institutions for the Education of Children with Disabilities–Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

Unit 3: *Curriculum adaptations and evaluation for children with diverse needs*

Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented children and mentally challenged children), developmental disabilities (autism, cerebral palsy, locomotor, neuromuscular disorders, mental—retardation, leprosy cured persons, mental illness, learning disabilities, multiple disorders), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal group: Transgenders and HIV affected people. Adoption for special need in the curriculum to meet different differential abilities and their learning styles.

Concept of an inclusive school—infrastructure accessibility, human- resources, attitudes to disability, whole school approach and Community based education.

Unit 4: *Current Issues in Inclusive Education*

Meaning of differentially abled and marginalized sections in India- Issues of SC/ST, Educationally backward minorities, girls children from rural and slums. Inclusion of all children with diverse needs in existing schools. Early identifications and placement in inclusion, Development of plus curriculum- Co-ordination and utility of resources. Role of culture, family, peer group, teachers, administrators and policymakers in inclusive education. Multicultural education and multi-grade teaching in rural context.

Unit 5: *Classroom for all and support network*

Making schools inclusive—Make the students aware about the self—Technological awareness and its application for the different disabilities- Classroom management and organization—strategies for inclusion. Additional support from special teachers—speech therapy, psycho therapy, occupational therapy etc. learner friendly evaluation. Parents as partners for developing positive relationships between school and home—Use of community resources as a support to teachers.

SUGGESTED TASKS/ASSIGNMENTS

The students may undertake the following activities:

1. Preparation of status report on education (elementary/secondary) of disabled groups in a District/State region.

2. Evaluation of text books designed for special children.
3. Critical analysis of NCF, 2005 (Focus group report).
5. Project report on the topic in the area of education of socially disadvantage sections.
6. Documentation/preparation of report on institutions/school practicing innovations.
8. Evaluation/Analysis of school textbooks from inclusive perspective.

REFERENCES : Scan the QR to get the references

SEMESTER—IV

B.Ed. E 401.1: Guidance and Counseling

Hour of instruction: 50 hours Maximum Marks 50 (Internal: 50)

OBJECTIVES

To enable the student teacher to—

- Understand the nature, purpose and need for guidance and counseling.
- Understand the various areas, tools and techniques in guidance
- Understanding the principles and approaches of counseling.
- Understand the responsibilities, qualities and role and of a counselor
- Understand the concept, importance and theories of career development.
- Understand the tools and techniques in counseling.
- Realize the need of counseling for children with special needs.

MODE OF TRANSACTION & SUGGESTED TASKS

The curriculum transition is conducted by lectures, utilizing face to face interactions with the faculty; project work, assignments, supervised practical activities in real life situations, visits to counseling centers as well as under simulated conditions using available electronic media and other field study, including educational tours.

Unit I—Understanding Guidance *(10 hours)*

· Guidance: Concept, aims, objectives, functions and principles.·Need & Procedure for (Educational, Psychological and Social).guidance. ·Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools.

Unit II—Tools and Techniques of Guidance (10 hours)

· Tools for guidance:- Blanks / Records of students. ·Cumulative Records, Rating Scale, Psychological tests, Questionnaires and inventories. ·Techniques in Guidance: Observation, Interview and Sociometry.

Unit III—Understanding Counseling (10 hours)

· Counseling: Meaning, Principles and approaches of counseling, Individual and Group Counseling. ·Process of counseling (Initial disclosure, In-depth Exploration &Commitment to Action).·Qualities (including Skills for Listening, Questioning, Responding, Communicating) & Qualifications of a good / effective Counselor. ·Role of teacher as a Counselor, Professional Ethics and Code of Conduct.

Unit IV—Tools and Techniques in Counseling (10 hours)

· Individual counseling and Group counseling ·Lectures , discussions and Dramatics as techniques in ·Importance of follow-up in counseling ·Counseling for the children with special needs.Counseling for parents

Unit V—Occupational Information and Guiding Students with Special Needs (10 hours)

· Meaning, collection, types, classification and dissemination of occupational information, Career development: Teacher's role in career planning. ·Behavior problems of students with special needs, viz. socio- emotional problems of handicapped and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level.

Suggested Tasks/Assignments

- Interview of a school counselor.
- Visit a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.
- Conduct a mock counseling and prepare a report.
- Identify children with special needs in a school and prepare a report.

References :Scan the QR to get the references

SEMESTER—IV

B.Ed. E 401.2: Health and Physical Education

Hour of instruction: 50 hours Maximum Marks 60 (External: 50+Internal 10)

Objectives:

1. To introduce the student teacher with the concept of holistic health.
2. To enable them to understand the various dimensions & determinants of health.
3. To acquaint them with the school health program and its importance.

4. To create awareness regarding the areas and concerns for health and hygiene
5. To enable them to understand the need & importance of Physical Education.
6. To introduce them to the benefits of practicing Yoga.
7. To enable the students to be equipped with the knowledge and practice of first aid and emergency care
8. To motivate them to resort to physical activity for fitness development.

Unit I—Health and Hygiene *(10 hours)*

· Health: Concept, definition, dimensions and determinants. ·Health Education: Definition, aims and objectives. ·School Health Program: Health Services, Health Supervisions and Health Instructions. · Hygiene Education: Definition, aims and objectives. Role of teacher in development of health and good hygienic habits.

Unit II—Areas of Concern for Health and Hygiene *(12 hours)*

· Communicable Diseases: Mode of Transmission, Methods of Prevention and Control. Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.Modern lifestyle and hypo kinetic diseases: prevention and management.·Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

Unit III—Physical Education *(10 hours)*

· Physical Education: concept and understanding.·Need, scope and Importance of Physical Education.Principles of training, Benefits of physical activity, Aerobic and anaerobic activities.Concept of Yoga and its practice. Benefits of yoga, meditation and relaxation.

Unit IV—Physical Fitness *(10 hours)*

· Components of Physical Fitness, Factors affecting physical fitness.·Type of Fitness - Health Related Physical Fitness; Performance Related Physical Fitness.·Activities for developing Physical fitness.· Energy systems and Physiological Effects of exercise.

Unit V—First aid and Emergency care *(8 hours)*

· Meaning, Importance, Aims and Principles of first aid.·Health and safety in daily life..Types of injuries, First aid for common injuries and their management, administration of CPR.

REFERENCES:Scan the QR to get the references

SEMESTER—IV

B.Ed. E 401.3: Peace Education

Hour of instruction: 50 hours Maximum Marks 60 (External: 50+Internal 10)

OBJECTIVES OF THE COURSE

(i) To broaden insight of student teachers about peace and peace education;

(ii) To make student teachers aware of the scale and variety of conflicts affecting contemporary life;

(iii) To give insight to the student teachers into the complex role that institutionalized education plays in the context of different types of conflicts;

(iv) To enable the student teachers to develop personal initiative and resources for the pursuit and promotion of peace;

(v) To aware the student teachers about the dynamics of transformation of violence into peace;

(vi) To enable the student teachers to develop attitudes and skills for resolving conflicts in creative manner in schools and society.

COURSE OUTLINE

Unit I: Understanding Peace As A Social Reality

Meaning, Nature concept and Definition of peace education. Aim and objective of peace education Peace education–assumption, Process and imperatives. Relevance of Peace education in the present Indian Context- Challenges of Peace education—stress, conflict, terrorism, violence and war—Negative Peace—How to affect individual and society Peace and constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society. Foundations ofPeace—Pre requisite to Peace, compassion, ethical decision—making, inter cultural and cultural harmony. Responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences—Cultural, socio economic, linguistic and gender. Developing life style for sustainable development.Approach to Peace education—High lights of various philosophy of peace—Gandhiji, Vivekananda, Tagore, Aurobindo, Krishna Moorthi, Dalailama, Narayana Guru.Initiatives at National and International levels—Role of National and International Organisations- UN, UNICEF, Red Cross, etc.

Unit II: Conflicts, Mediation and Transformation.

Nature of conflict: inter personal and intra personal, Organizational, Interstate and International. Antecedents of Conflicts—limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc. Type of conflict—Positive and negative aspect of conflict Nature of violence—Organised Violence and crime—Challenges and sufferings raised by conflict and violence to humanity. Study of successful struggle and Movements for peace and ongoing conflicts in the political, economic socio cultural and ecological sphere.Conflict Management and conflict resolution—Developing capabilities for mediation and conflict transformation

(i) Skills and strategies needed for conflict resolution, (ii).Listening to the conflicting parties.(iii).Awareness of own identity, cultural underpinning and communication skills (iv) Awareness of context of the conflict.(v)Commitment to mediate.(vi).Looking for alternative strategies and creative solutions to overcome/transform conflicts.

Role of peace education in resolving and reducing conflict among students.

Unit III: Empowerment of Self

Role of the family, school and neighbourhood in developing healthy discipline. Role of peer group and effective parenting in developing self and self esteem. Role of negative experience—generate stress, anger and aggression.Stress Coping Strategies—Yoga, meditation, stress management techniques, Counseling and Psychotherapies—Critical Self Reflection- building multicultural orientation—Ethics. Significance of shared understanding, open communication, non-judgmental attitude for peaceful living.

Unit IV: Education for Peace

Education as an instrument for peace- opportunities inherent in curriculum for inculcating peace-Healthy discipline practices in and outside school. Experiences of different cultural identities, issues and challenges.Critical pedagogy of peace education—Problem Pausing Education—Traditional method of learning to constructivist approach in learning. Understanding social justice in local context and its implication for beliefs, attitudes, and values and school/social practices and conflict resolution at different levels.Pedagogical skills and strategies for removing tension, fear, corporal punishment, violence and conflicts—knowledge, attitudes, values and skills for a good peace teacher: Development of listening skill for dialogue—Critical listening, Skills of questioning, paraphrasing and providing feedback.

Pedagogic Skill for Peace Orientation—Awareness of epistemic connection of subject content with peace values.

Unit V: Humanistic Approach to Evaluation

Adopt broad-based assessment taking in multiple talents, emphasise success rather than failure, enable every pupil to experience success in some areas. Strategies for making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals. Developing commitment and willingness for receiving feedback and review of strategies · Significance of developing individual level indicators for evaluation- includes behaviour, expressing inner peace and positive relationship.

Suggested Tasks/Assignments

1. Experiential learning sessions on yoga, meditation, communication Skills, Art etc.
2. Undergoing/ Organizing Counseling and Psychotherapy Session for Empowerment and Development/ Conflict Resolution.
3. Visits to organizations connected with peace and intercultural harmony and aesthetic appreciation to experience peace as reality.
4. Case study of conflict and conflict resolution.
5. Critical analysis of any Art work, Literary work , films etc. which are based on conflict/ conflict resolution/ peace.
6. Critical analysis of the functioning of regional or national and International agencies for peace.

Mode of Transaction: Discussion, case studies, Debates, Field visits, Experiential Learning sessions, Seminars, symposia.

References

SEMESTER—IV

B.Ed. E 401.4: Environmental Education

Hour of instruction: 50 hours Maximum Marks 60 (External: 50+Internal 10)

Objectives

- To understand the concept of environment and ecology
- To understand environmental education and its importance
- To understand the causes for environmental hazards and pollution
- To understand the causes for environmental degradation

- To understand the need for remedial ways to protect the environment in daily life and its application
- To acquire knowledge of environmental issues and policies in India
- To acquire knowledge about the international efforts for environmental protection
- To understand the status of environmental education in school curriculum To understand the curriculum and methods in environmental education
- To acquire knowledge about the different methods of teaching in environmental education
- To acquire knowledge of the tools and techniques for the evaluation of environmental education

Unit I—Introduction to Environmental Education

Meaning, definition and characteristics of environmental education— content. Importance, objectives, scope and guiding principles of environmental education. Factors of degradation of environment— adverse socio—economic impacts of degradation of environment. Environmental hazards and pollution—Types of environmental hazards and disaster—Types of pollution: Land, Air, Water, Noise and Radiation—Green house effect- Ozone layer depletion.

Unit II—Environmental Management and Protection

Need for environmental management—function and characteristics of environmental management—dimensions of environmental management. Factors responsible for flora and fauna extinction— Measures to conserve flora and fauna—causes for forest fire—measures of prevention.

Unit III—India and Environmental Issues Policies and Movements

Major environmental problems in India—Environmental protection and policies in India—Need and objectives of conservation—Environmental conservation measures taken in India—Constitutional amendments made and Environmental laws Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao Andolon, National Test Range at Baliupal, Orissa—Conditions for achieving the goals of sustainable development—Strategies for sustainable development in India.

Unit IV—Environmental Education in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level—Major constraints for its implementation at these level—Teacher's role—national resource center for environmental education. Impact of Science and technology on environment—degradation of resources—Role of individual in conservation of natural resources—Role of information technology in environmental and human health.

Unit V—Methods of Teaching in Environmental Education

Characteristics of good teaching method. Seminar, Workshop, Problem—solving, Field trips and Surveys, Projects, Exhibition and other methods. Relative efficiency of teaching methods.

SUGGESTED TASK/ASSIGNMENT

Environment related project

REFERENCE : Scan the QR to get the references

SEMESTER—IV

Course EPC 03: Critical Understanding of ICT

Total Marks: 50	Contact Hours:
Internal Assessment: 50	2 hours per week

RATIONALE AND AIM

The use of Information and Communication Technology (ICT) such as Internet applications, CD-ROMs, video technology and various computer attachments and software programs is an integral part of education. But majority of the teachers use ICT to support existing 'traditional' pedagogical practices (teacher-centric, lecture-based, rote learning). It must be used as well as to enable more learner-centric, 'constructivist' learning models. The use of ICT in appropriate contexts in education can add value in teaching and learning, by enhancing the effectiveness of learning, or by adding a dimension to learning that was not previously available. ICT can also be a significant motivational factor in students' learning, and can support students' engagement with collaborative learning. This course is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool

Unit 1: Perspectives on ICT.

1.1. The Comprehensive Nature of the Term ICT

1.2. Difference between ICT Learning and ICT in Learning

1.3. ICT and Teacher: Misconceptions and the Reality

1.4. Significance of ICT in Schooling with Reference to New Generation Routines

1.5. Factors to be considered when Using ICT in School

Unit 2: ICT in Classroom (Practical Sessions only)

2.1. Major Software to be Made Use of in Daily Classroom Teaching and Related Guidelines.

2.2. PPT Presentations: Creation of Standard and Attractive PPT Presentations—Image, Audio & Video Inserting in PPT.

2.3. You Tube Videos: Downloading, Editing and Effective Using of You Tube Videos.

2.4. E-Collage Preparation: Training in Collage Preparation by Making Use of Latest Softwares, Available.

2.5. Projector Handling: Training in LCD Projector Handling— Possible Technical Failures—Cell Phone Projectors and other Devices that can overcome power failures.

2.6. Image Downloading, Editing and Simple Designing for Classroom Use.

2.7. Handling of CDs, DVDs and USBs: CD and DVD Writing and Possible Errors- Storing in and Using USB Drives.

2.8. Familiarizing Animation Software: Providing Information on Animation Software like Flash by Showing Animated Videos and encouraging them Attend Courses on Such Softwares (Optional).

2.9. Assessment, Using ICT : E-Quiz Programmes—Development of online tests—Preparation and use of online tests and its application—Students Self evaluation, Peer evaluation—Preparation of scoring indicators for CE and CCE.

2.10. Interactive Discussion Outdoor—7 X 24 Hours Contact with Students through e-mailing, SMSing, FB Posting, Personal blogs and websites.

Unit 3: ICT for Self Development and Updating (Purely Practical Sessions)

3.1. Online Searching: Effective Keyword Using—Downloading Word and PDF Documents, Editing and Saving Necessary Parts—Note Making—Summarizing—Rewriting.

3.2. Inflibnet Searching: Searching for Synopsis and Full Research Papers.

3.3. Online Purchasing of Books and Learning Materials.

3.4. Publishing PPT Presentations on Slideshare.

3.5. Online Chatting with Educational Experts—Downloading and Using Skype and Such Video Chatting Soft wares.

3.6. Attending Webinars and Presenting Papers (Optional).

3.7. Information on Online Courses provided by Sites like Lynda.com

3.8. Information on Linkedin.com and Such Career Development Sites.

Unit 4: Ethics in using ICT

4.1. Concept of Plagiarism and its Bad Effects

4.2. Dangers of Pornography, Immoral Online Chatting etc.

4.3. Consequences of Excessive Use of ICT—Mental Dryness, Autism, Indifference, Degeneration of Teaching Skills etc.

SUGGESTED TASKS

1. Creation of Power point Narratives
2. Collection of You Tube Videos and Editing
3. Handling of Classes by using ICT(minimum one)
4. Indulging in Chatting with at least one Educational Expert and Submitting its E-Report
5. Publishing at least One PPT Presentation on Slideshare

REFERENCE : Scan the QR to get the references

SEMESTER—IV

Course EPC 04: Understanding the Self

Total Marks: 50	Contact Hours:
Internal Assessment: 50	2 hours per week

RATIONALE AND AIM

The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.

OBJECTIVES

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.

MODE OF TRANSACTION

- The professional experts are expected to engage with the students with specially designed activities.
- The facilitator's personal integration and unique individual and group characteristics are rooted within the context of student's lives and contemporary realities.
- The students are to explore and articulate their own sense of life and its issues.
- The students are encouraged to think 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 include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials.
- The list of resource materials should be contextualised and updated periodically.

Units of Study

Unit 1: Exploring the Aim of Life & Discovering Ones True Potential(10 hours)

OBJECTIVES

- To enable students to develop a vision and conscious direction of their life and to take responsibility for their actions.
- To facilitate the personal growth of the students by helping them to identify their own potential.
- To develop the power of positive attitude and to encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
- Understanding one's strengths and weaknesses through self observation exercises.
- Developing positivity, self esteem and emotional integration.
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal.

Unit 2: Developing Sensitivity *(8 hours)*

OBJECTIVES

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media). ·Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness. ·Developing the capacity for empathic listening and communication skills. Understanding one's own childhood and adult-child gaps in society.

Unit 3: Peace, Progress and Harmony *(10 hours)*

OBJECTIVES

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation

- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

Unit 4: Integrating the self: Connectivity of mind- body and spirit *(10 hours)*

OBJECTIVES

- To understand the holistic integration of mind-body and spirit
- To develop essential knowledge, awareness and practices to maintain a healthy body- mind connection
- To learn methods and strategies to release stress and learn practices to help you live a mindful and satisfying life
- To nurture practices that support happiness, harmony, and love for yourself and others
- To acquire knowledge, skills and understanding for daily living skills, personal-social and occupational skills.

Workshop Themes

- Understanding mind-body connection—understanding the value of body fitness and appreciating the philosophy of yoga for well-being
- Basic Stress management Techniques—Exercise, Relaxation and Meditation
- Understanding Concept of Well-being, happiness, mindfulness and positivism in life.
- Understanding and Practice of Process and methods of Enhancing Life Skills.

Unit 5: Facilitating Personal Growth: Applications in teaching *(12 hours)*

OBJECTIVES

- To explore attitudes and methods needed for facilitating personal growth in students.
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.

SUGGESTED AUDIO-VISUAL RESOURCES

1. *Aim of Life* by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
2. *Full of Life:* A sensitive Japanese Teachers explores feelings, death with 10 year olds. (http://www.arvindguptatoys.com/films.html)

3. *Personality Development* (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation

4. *The House on Gulmohar Avenue* by Samina Mishra *(www.cultureunplugged.com)*

REFERENCES : Scan the QR to get the references

28. LEAVE RULES

1. (i) All applications for leave should be submitted to the Principal a day before it is required, except in case of sudden illness.

(ii) In the application, the period and necessity for the leave should be clearly stated.

(iii) Students should make their own arrangements to be informed whether leave has been granted or not.

2. (i) No casual leave may be granted for more than 5 days at a time, exclusive of Sundays and other holidays. In case of real necessity, additional leave may be given, but it shall be leave without stipend (See also Rule III).

(ii) No student will be granted more than 10 days casual leave on full stipend in a college year.

(iii) The period of absence at a time, inclusive of casual leave should not exceed 10 days.

(iv) When casual leave is applied for owing to sickness, the production of a certificate by a registered Medical Practitioner may be required to a student who is absent in consequence and severe illness.

3. (i) Leave may be granted on half stipend, for a period not exceeding 10 days in the year, on production of Medical Certificates from a Registered Medical Practitioner.

(ii) No stipend shall be granted for medical leave in excess of 10 days.

(iii) Leave will not ordinarily be granted in continuation of the Onam or Christmas holidays. When leave is not granted, stipend may be withheld for the vacation.

(iv) Casual leave will not be granted in combination with joining time, vacation, leave on half-stipend or loss of stipend.

4. (i) Students are not permitted to absent themselves without leave.

(ii) In case where absence without leave unavoidable, application for leave must be submitted as soon as possible, and in no case later than the first day of return to the college.

(iii) *If a student absents himself/herself for 5 consecutive working days without applying for leave his name will ordinarily be removed from the rolls of the college.*

(iv) A student may be dismissed, if he/she is absent without leave for 3 whole consecutive working days, or for periods aggregating to 5 whole days in one term.

5. A student who does not answer when the roll is called, or who arrives after roll call, will be marked late.

6. The necessary attendance certificate will not be granted unless the Principal is satisfied that the students progress and conduct have been satisfactory and that he/she has attended three-fourths of the number of working days in the academic year.

7. For the purpose of the College certificates, 75% of the total number of actual working days of the College will be regarded as
satisfactory attendance, anything less being regarded as unsatisfactory attendance. A student may be declared unfit for employment as a teacher for continued illness or serious misconduct. If he/she is a stipendiary student he/she shall also be required to refund the whole amount drawn by him.

8. All applications for leave should be submitted to the Principal through the Head of the Department.

9. No student will be permitted to appear for the University
examination if he/she fails to acquire not less than 75% of attendance of working days.

(Vide Memorandum No. A3-760/57, dated 28-11-1957 from the Director of Collegiate Education, Trivandrum.)

RULES REGARDING LIBRARY

1. The library is subdivided into (i) Reference and (ii) Lending.

2. The library is under the supervision of a lecturer of the College appointed by the Principal.

3. The library facilities are available to all students and staff members of the college.

4. The library is open every working day from 10 am to 4.30 pm and is closed on Sundays and all other holidays.

5. Books from the reference section shall be allowed to be taken out of the library only with the written authorization of the subject lecturers concerned. They can be consulted in the library room on all days during which the library remains open. During the time of teaching practice, special arrangements shall be made for more liberal use of the library books.

6. Strict silence shall be observed in the library.

7. The issue of books from the lending section is governed by the following rules:

   (i) Students are permitted to borrow two books at a time from the library.

   (ii) It is up to the borrower to make sure that the book issued to him/her is in sound condition and if not, bring the matter to the notice of the librarian then and there. For all damages to books noticed at the time of their return to the Library, the borrower shall be held responsible and they will have to pay the cost of replacement.

   (iii) When a book is returned, the borrower shall make sure that the necessary entries are made by the library staff.

   (iv) Books shall never be sub lent.

   (v) Any markings, underlining etc. on the books by the user shall attract fine or replacement or both.

(vi) Periodicals, reference books, etc. which may be difficult to replace and such other works as may from time to time
be regarded as unsuitable for lending, shall not be lent out.

(vii) No books shall be kept for more than 14 days by a borrower. If the due date falls on a holiday, the next working day after the holiday will be considered as the due date.

(viii) Books may be re-issued to users at their request if there is no demand for them from any other user.

(ix) The Principal may recall any book lent to a borrower, at any time.

(x) If a book is not returned when due or recalled, a fine of `1 per day from the date of default shall be levied.

(xi) Any user, against whom a fine or other charge is outstanding, shall not be permitted to borrow books from the library till they have paid up in full.

(xii) If a book is lost or damaged while under the custody of a user, it shall be reported to the librarian at once.

(xiii) If copy of the lost book is available in the market, the book lost shall be replaced with a new copy of it, or its current market price including procuring charges shall be levied.

8. No other books, note books or files except loose sheets of paper may be brought into the library.

9. Books shall be kept on the table after consultation, lest they be misplaced in the shelves.

Reference Section:

(i) Readers shall not write upon, damage or make any mark upon any book, manuscript or map belonging to the library.

(ii) Before leaving, the readers shall return to the librarian any book, manuscript or map they have taken for consultation.

Academic Calendar 2025-2026

Semester	Commencement date	End date
I semester	**15-07-2025**	**17-12-2025(100DAYS)**
II semester	**19-12-2025**	**29-04-2026(100DAYS)**
III semester	**02-06-2025**	**04-11-2025(100DAYS)**
IV semester	**05-11-2025**	**08-04-2024(100DAYS)**

Onam Vacation (Tentative) :
Christmas Vacation (Tentative) :

Office bearers of College Union 2025-2026

The Chairperson : Mr.Abhijith N
The Vice Chairperson : Aiswarya T
The General Secretary : Ms. Sneha K
The Joint Secretary : Ms. Sreerekha PB
University Union Councillor : Mr. Abhishek E
The Secretary Fine Arts : Ms Arya SM
The Student Editor : Ms. Anusree A
The General Captain : Ms. Krithi P

Class representatives of 2025-2026

Arabic: SHAHINA P
Hindi : SNEHAMOL MP
Malayalam: NANDANA K
English : ANJU SATHEESH
Natural Science : KAVYAMOL P
Physical Science : YADHUKRISHNAN
Social Science : AMBILY P
Mathematics : NAVITHA MONS
Urdu: IRFANA SHERIN

SPECIMEN OF APPLICATION FORMS FOR VARIOUS PURPOSES

Form of Application for Leave

1. Name of student :
2. Roll No. & optional Subject :
3. Nature of leave :
4. Period of leave :

5. Reason :

6. No. of days already availed of :

Station.....

Date..... *Signature of the student.*

Recommendation of the Lecturer

Orders of the Principal

Application for Transfer Certificate
& Conduct Certificate

1. Name of the applicant :
2. Date of birth :
3. Roll No. & Admission No. :
4. Admission date :

5. Date of leaving :

6. Optional subject & year of study :

7. Have you appeared for University Examinations? If so Register No. and year :

8. Are you in receipt of any fee concession/stipend/scholarship? :

9. Signature of the applicant with date :

10. Recommendation of the Head of the Department :

11. Initials of the Principal :

UNIVERSITY OF KANNUR

Application for Revaluation/Scrutiny of Answer Papers

1. Name of the candidate :

2. Address to which communications are to be sent :

3. Centre of examination :

4. Name, year & month of examination :

5. Register number of candidate :

6. Details of Papers to be revalued :

   (i) Examination :
   (ii) Part :
   (iii) Name of Papers :

7. Details of fees remitted:

   (a) Chalan No. & Date :
   (b) Name of Treasury :
   (c) Amount :

Place:

Date: *Signature of the applicant.*

(*Note*:—Application should be submitted within 10 days of the publication of results.)

Application for Refund of Caution Deposit

1. Name (in block letters) :

2. Optional subject :

3. Roll No. & Admission No. :

4. Years of study in the college :

5. Amount of caution deposit to :

6. T. C. No. & date :

7. Signature of the applicant with date :

8. Orders of the Principal :

Application for Duplicate Identity Card

1. Name of Student :

2. Optional subject :

3. Admission No. :

4. Roll No. :

5. Date of birth :

6. Residential Address :

7. Signature of student :

8. **Declaration**

I, ...do hereby declare that the particulars given above are correct and true. The original Identity Card issued to me has been irrecoverably lost and hence I request to issue a duplicate card for my own use.

Signature of student
with date

9. Recommendation of the Head of Department/Advisor

Signature of the Teacher

10. Order of the Principal

TELEPHONE NUMBERS OF IMPORTANT EDUCATIONAL INSTITUTIONS

Kannur University

Kannur University Enquiry	0497-2782351 to 2782355
,, Vice Chancellor	0497-2782310
,, Registrar	0497-2782330

Controller of Examinations		0497-2783350
Director of Student Services		0497-2862863
University Centre, Palayad		0490-2346270
School of Distance Education, Mangattuparamba		0497-2782351
Teacher Education Centre, Chovva		0497-2726870
Teacher Education Centre, Kasaragod		04994-230975
Teacher Education Centre, Mananthavady		0493-2543008
School of Legal Studies, Palayad	..	0490-2345210

University of Calicut

Vice Chancellor	..	0494-2400241
Registrar	..	0494-2400252
Controller of Examinations	..	0494-2400291
School of Distance Education	..	0494-2400288

M. G. University, Kottayam

Vice Chancellor	..	0481-2731001
Registrar	..	0481-2731007
Controller of Examinations	..	0481-2731000
Public Relations Officer	..	0481-2731020

Cochin University

Vice Chancellor	..	0484-2577619
Registrar	..	0484-2577396
Controller of Examinations	..	0484-2577109
Public Relations Officer	..	0484-2577550

Kerala University

Vice Chancellor	..	0471-2306634
Registrar	..	0471-2305631
Controller of Examinations	..	0471-2305946
Public Relations Officer	..	0471-2305738
Director of Distance Education	..	0471-2418019

Other Institutions

Govt. Brennen College, Thalassery	..	0490-2346027

K.M.M. Govt. Women's College, Kannur	..	0497-2746175
S.N. College, Kannur	..	0497-2731085
Payyannur College, Payyannur	..	0497-2805121
Nirmalagiri College, Kuthuparamba	..	0490-2361247
Co-operative College, Madayi	..	0497-2870550
Sir Syed College, Thaliparamba	..	0498-2203217
S.E.S. College, Sreekandapuram	..	0498-2302930
P.R.N.S.S. College, Mattannur	..	0490-2471747
Mahatma Gandhi College, Iritty	..	0490-2491666
N.A.M. College, Kallykandi	..	0490-2463067
P.K.M. College of Teacher Education, Madampam	..	0460-2230929
Keyi Sahib Training College, Karimbam	..	0460-2205557
Engineering College, Kannur	..	0497-2780224
College of Applied Science, Pattuvam	..	0460-2206050
College of Applied Science, Kuthuparamba	..	0490-2362123
Medical College, Pariyaram	..	0497-2808111 0497-2808121
Ayurveda College, Kannur (Pariyaram) ,, ,, (Parassinikadavu)	..	0497-2800167 0497-2780250
Director of Collegiate Education, Thiruvananthapuram	..	0471-2303107 Fax-0471-2303548
College of Teacher Education Kozhikode	..	0495-2722792
,, ,, Thiruvananthapuram	..	0471-2323964
IASE, Thrissur	..	0487-2331185
Director of Collegiate Education Special Officer for Scholarship	..	0471-2326580
Director of Public Instruction, Thiruvananthapuram	..	0471-2324601 Fax-0471-2325106
Govt. College, Kasaragod	..	04994-256023
Govt. College, Elerithattu	..	0467-2241345

Govt. College, Manjeshwar	..	04998-272670
P. K. M. College of Education, Madampam	..	0460-2230929
Dr. Ambedkar College of Education, Periya, Kasaragod	..	0467-2419590
Crescent B. Ed. College, Pazhyangadi	..	0497-2877010
S.U.M. College of Teacher Education, Muzhappala, Kannur	..	0497-2850600
Malabar B. Ed. Training College, Peravoor, Kannur	..	0497-2702488
Mahathma College of Education, Nileswar, Kasaragod	..	0467-2284945
Jaybees Training College of B. Ed. Mathamangalam	..	0498-5274339
Rajeev Memorial College of Teacher Education, Mattannur	..	0490-2474870
Kannur Salafi College of Teacher Education, Chekkikulam, Kannur	..	0497-3297677
Zainab Memorial B. Ed. Centre, Cherkala P. O., Kasaragod		9287-210804 0499-4256421