

PEET MEMORIAL TRAINING COLLEGE

Mavelikara, Alappuzha (Dist.), KERALA -690101

Approved by the NCTE & Affiliated to the University of Kerala
Accredited by NAAC



(A Minority Institution under the CSI Madhya Kerala Diocese)

**Students' Handbook
2014-2015**

www.peetmemorialcollege.org
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Manager
The Rt. Rev. Thomas K. Oommen
Deputy Moderator of Church of South India
Honourable Bishop of the Madhya Kerala Diocese of Church of South India.

Principal
Dr.Jibby George

Name:..... Optional Subject.....
Class No:

Foreword

Peet Memorial Training College, Mavelikara, is one of the pioneering institutions in the field of teacher education, whose contributions to the realm are considered extremely significant.

The college has been constantly focusing on quality improvement, and over the years has moulded thousands of teachers, who have been offering their immensely valuable services to the society for the last several decades.

The year 2014-15 holds special significance to the college, since the institution is gearing itself up for the NAAC reaccreditation process. As an initiative that requires a whole lot of efforts on the part of the teaching and non-teaching staff, students and alumni of the college, the strenuous tasks that lie ahead are several. However, we are sure that we are bound to come out of this phase with flying colours.

Academically, these are times of transition, as the B.Ed curriculum has undergone massive revisions during the previous year, incorporating techno pedagogy into teacher education. The demands made on educational institutions by the new syllabus are many, and with great pride let me assure you that Peet Memorial Training College has risen up to the situation as has emerged fully equipped to meet any fresh challenge. Peet Memorial Training College provides an inspiring and supportive environment that is conducive to the 21st century teacher training programme.

I heartily welcome the new batch of B.Ed and M.Ed students to the institution and wish them an extremely productive and fruitful year ahead.

Dr. Jibby George
Principal

The College Crest

The College adopted its crest and motto in 1960. The College Crest is a distinctive device, proffering great values through its profound symbolism and urging us to live up to its ennobling motto.

The main symbol, the open book is symbolic of the wisdom and knowledge that pervades the institution, while the burning lamp reminds us that knowledge like light, when shared with others, illuminates ourselves. The light we receive is to be relayed so as to be beneficial for all.

The two coconut trees on the right upper part are symbolic of Kerala, the land of coconuts. They also signify the need for proper nurture for producing fruit in abundance, which like knowledge, will be used by all those who need it.

Motto

Our coat of arms bears on top the motto of the college "Lighted to Lighten". With the light of wisdom, let us live on the campus a life inspired by the spirit to enlighten and to be enlightened.

Vision

Rev. Joseph Peet, the C. M. S. missionary from England had a broad vision of the land when he landed here in 1836. His vision was focused on different areas like promotion of holistic development of students, human rights and justice, women empowerment and social upliftment by eradicating castism and untouchability and through women's education and vocational education. The vision of this great philanthropist has been adopted as the vision of the college.

Mission

The Peet College community strives to produce intellectually competent, morally upright, socially committed, spiritually inspired and God fearing, emotionally well balanced, patriotic men and women to act as role models in the service of humanity, today and forever.

The College Prayer

We praise Thee, O God, that ever Thou didst bring us into the fellowship of this College. We give Thee thanks for the adventure in friendship and knowledge that we have shared together and pray that as we go on to fulfil our great vocation, the ties that bind us to Thee and to one another may grow stronger with the years.

Be Thou our Teacher and Guide. For if Thou dost teach us, we cannot learn amiss and if Thou dost guide us we cannot go astray. May we ever remember that it is in giving that we receive, it is in pardoning that we are pardoned; it is in dying to self that we are born to eternal life.

So may we live in fellowship with Thee until all pure, just and noble things of God and men are precious to us; and we find nothing to fear but that which is hateful in Thine eyes and nothing worth seeking but that which is precious to Thee.

Amen.

The College Hymn

Lead, Kindly Light, amidst th'encircling gloom,
Lead Thou me on!
The night is dark, and I am far from home,
Lead Thou me on!
Keep Thou my feet; I do not ask to see
The distant scene; one step enough for me.

I was not ever thus, nor prayed that Thou
Shouldst lead me on;
I loved to choose and see my path; but now
Lead Thou me on!
I loved the garish day, and, spite of fears,
Pride ruled my will. Remember not past years!

So long Thy power hath blest me, sure it still
Will lead me on.
O'er moor and fen, o'er crag and torrent, till
The night is gone,
And with the morn those angel faces smile,
Which I have loved long since, and lost awhile!

Meantime, along the narrow rugged path,
Thyself hast trod,
Lead, Saviour, lead me home in childlike faith,
Home to my God.
To rest forever after earthly strife
In the calm light of everlasting life.

~ Cardinal John Henry Newman

The National Integration Pledge

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

The National Anthem

Jana-Gana-Mana-Adhinayaka Jaya He
Bharata-Bhagya-Vidhata
Punjab-Sindh-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-JaladthaTaranga
Tava Subha Name Jage
Tava Subha Ashisa Mage
Gahe Tava Jaya Gatha.
Jana-Gana-Mangala Dayaka, Jaya He
Bharata-Bhagya-Vidhata,
Jaya He, Jaya He, Jaya He,
Jaya, Jaya, Jaya, Jaya He

English Version

Thou art the ruler of the minds of all people,
Dispenser of India's destiny.
Thy name rouses the hearts of Punjab, Sindh, Gujarat and Maratha,
Of the Dravida, Utkala and Bengal;
It echoes in the hills of the Vindhyas and Himalayas,
Mingles in the music of Yamuna and Ganga and is
Chanted by the waves of the Indian Ocean.
They pray for thy blessings and sing thy praise.
The saving of all people waits in thy hand,
Thou dispenser of India's destiny.
Victory, victory, victory to thee.

Profile of the College

Peet Memorial Training College, Mavelikara was founded in 1960 in memory of the Rev. Joseph Peet, who was one of the leading missionaries, sent by the CMS to South India. He came to Mavelikara in 1836 not only to spread the gospel, but also to uplift the downtrodden. He was mainly instrumental in popularising education in the area. The college is governed by a council, constituted by the Diocese of Madhya Kerala of the Church of South India.

The college is affiliated to the University of Kerala, accredited by NAAC, recognised by the NCTE and offers a one year teacher training course leading to the Degree of Bachelor of Education in six subjects: English, Mathematics, Natural Science, Physical Science, Social Studies and Commerce with sanctioned strength of 150. Masters Degree in Education (M.Ed.) course was started in the college in 2006 in the self financing sector with a sanctioned strength of 12 students. Currently the intake has been raised to 25.

Right from the inception of the college, eminent scholars and able administrators have served as Principals. The college has been giving initiative in starting innovative programmes in the field of research, education and extension services. The result in the University examinations has been consistently excellent and the college has carved a niche for itself in the field of Teacher Education in Kerala.

Goals & ideals

The college has been established to provide teacher's training to the young men and women of our country, especially to the members of C. S. I. Madhya Kerala Diocese. It also extends to the members of all other communities and religions as per Articles 14 and 15 of the Indian Constitution. The Specific goals of the college are:

- (i) to produce sincere, committed and responsible teachers to strive for excellence in every field of life.
- (ii) to develop the spiritual, moral, intellectual, physical and aesthetic powers of the students so that they may be good citizens of the society.
- (iii) to encourage teacher education among the weaker socially disadvantaged sections of the society.
- (iv) to be agents of social change leading to the progress of our Motherland.

Educational progress depends on the calibre of the teachers who prepare men and women of quality required for the country. The college desires to inculcate in the students knowledge and appreciation of those values which will lead to become devoted and talented teachers.

Welcome

We take great pleasure in welcoming you to Peet Memorial Training College and wish you a purposeful year of stay. You are now a student of this 54 year old institution. We present to you this Hand Book, so that you can be benefited with the information provided there in. There are several facilities and opportunities offered to you by the college and you should take maximum advantage of the same. It is our desire to help you become a successful teacher devoted to the ministry of teaching.

24-11-2014

Manager, Principal & Staff Members

Former Managers

Rt. Rev. Dr.M. M. John	-	1960 - 1980
Rt. Rev. T. S. Joseph	-	1980 - 1984
Rt. Rev. Dr. M. C. Mani	-	1984 - 1992
Rt. Rev. Dr. Sam Mathew	-	1992 - 2001
Rt. Rev. Thomas Samuel	-	2001 - 2011

Former Principals

Prof. A. Cherian	-	1960 - 1967
Prof. Dr. K. Samuel	-	1967 - 1986
Prof. Verghis Chandy	-	1986 - 1996
Prof. Dr. Grace Annie Mathews -	-	1996 - 2005
Prof. Dr. Annie Paul	-	2005 - 2008
Prof. Dr. Ashok Alex Philip	-	2008 - 2014

Manager

The Rt. Rev. Thomas K. Oommen, Deputy Moderator of Church of South India and Honourable Bishop of the Madhya Kerala Diocese of Church of South India.

Principal

Dr. Jibby George, M.Sc, M.Ed, PhD

Members of the Management Board

Rt. Rev. Thomas K. Oommen (Manager & Chairman)
Rev. Dr. Oommen George (Clergy Secretary)
Rev. Dr. Sabu K. Cherian (Treasurer)
Adv. Stephen J. Daniel (Lay Secretary)
Dr. Simon T. John (Registrar)
Prof. K. Samuel
Prof. Dr. Kurien Thomas
Rev. Dr. Sabu K. Cherian
Prof. John Mathew (Bursar)
Dr. Jibby George (Principal)

B.Ed. Teaching Staff

Dr. Jibby George M. Sc., M.Ed., Ph.D	Principal
Prof. Thomas Uzhuvath MSc., M.Ed.	Gen. Education
Prof. Bobby Oommen Kurien B.Sc.,B.P. Ed., M.P.Ed., M.Phil.	Phy. Education
Dr. Jibby George M. Sc., M.Ed., Ph.D	Mathematics
Prof. Abraham Thomas MSc., M.Ed.	Nat. Science
Dr. Mariamma Mathew MSc., M.Ed., Ph.D	Phy. Science
Dr. Ashok Alex Philip, M. A., M. Ed., Ph.D	Social Science
Mrs. Alie Molly Verghis M. Sc, M.Ed. (on deputation)	Gen. Education
Dr. Sony Mary Varghese, M.Sc., M.Ed., Ph.D	Gen. Education
Mrs. Mumthas. S, M.Sc., M.Ed., M.Phil.	Gen. Education
Mrs. Sheeja R. M.Com, M.Ed.	Commerce
Dr. Velayudhan Nair T, M. A., M. Ed, Ph.D	English
Ms. Elizabeth Joshua (FIP Substitution Lecturer)	Gen. Education

M.Ed. Teaching Staff

Dr. J. Exemmal	Head of the Department
Mrs. Rajalakshmy	Lecturer
Mrs. Preethy Eapen	Lecturer

Non - Teaching Staff

Mr. John Thomas	Junior Superintendent
Mrs. Mariamma Varghese	Head Accountant
Mrs. Gigi K. Varghese	UD Clerk
Mr. J. John	Attender
Mr. Tony Cherian	College Librarian
Mr. Georgy Thomas	LD Clerk
Mrs. Sherin C. S.	LD Clerk
Mr. Roy Philip	LD Typist
Mr. Biju David	Store Keeper
Mr. Smiju Thankachen	Last Grade Staff
Mr. Bijoy George	Last Grade Staff
Mrs. Anumol Joseph	Last Grade Staff
Mrs. Princy G.	Last Grade Staff

Alumni Association

The Alumni Association came into existence in 1961. The Annual Meeting is arranged on the Second Saturday of every February.

Patrons

Dr. Ashok Alex Philip
Prof. Bobby Oommen Kurien

Principal

Dr. Jibby George

President

Shri. Paulose Koshy

Vice Presidents

Sri. Koshy John

Sri. Varghese Pothan

Sri. Issac Daniel

Secretary

Shri. Aji M

Organizing Secretary

Mrs. Mumthas. S

Policy on Gender Sensitization

Every woman should have provisions of higher learning. Every woman should get equal privilege in all public domains. Every woman is empowered to engage with the social as well as academic issue. every woman is entitled to have wellness parameters like education, Health, Training and Security.

The Policy has four articles:

- Article 1 PROVIDING HIGHER LEARNING
- Article 2 ENSURING EQUALITY
- Article 3 ENGAGING WITH ISSUE, BOTH SOCIAL ACADEMIC
- Article 4 TRANSFORMING THEIR LIVES WITH
WELLNESS PARAMETERS

Enacted from 8th March 2013, as a tribute to Rev. Joseph Peet who proclaimed the first Equality and Freedom Charter for Women on 8 th March 1835.

Quality Policy

The College community is committed to give quality resources to the academic enrichment, envisioning and exploration.

Details of fees

a) The following fees will be charged

Tuition fee	Rs.2000.00
Sports fee	Rs. 100.00
Medical Inspection fee	Rs. 10.00
Excursion fee	Rs. 50.00
Magazine fee	Rs. 50.00
Admission fee	Rs. 50.00
Calendar fee	Rs. 30.00
Students group insurance	Rs. 25.00
Women's Study Unit fee	Rs. 10.00
Association and College day fee	Rs. 50.00
Audio - visual fee	Rs. 10.00
Library fee	Rs. 100.00
Student's Aid fund	Rs. 25.00
University union fee	Rs. 50.00
Sports affiliation fee	Rs. 50.00
Stationary fee	Rs. 25.00
Laboratory fee	Rs. 50.00
Teaching Practice fee	Rs. 50.00
Caution Deposit	Rs. 360.00
Students Affiliation fee	Rs. 500.00
Examination fee	Rs. 1140.00

Special fees are payable along with the first instalment of tuition fees, at the time of admission.

- b) A defaulter must pay Rs. 5 for fine within 10 days after the due date and with Rs. 10, thereafter but before the 25th day after the due date; if not the defaulters name will be struck off from the rolls.
- c) The caution deposit of Rs. 360/- will be refunded when the student leaves the college at the end of the academic year, after deducting dues if any to the college..
- d) A student who enlisted himself on payment of the first instalment of fees will be liable to pay the fees and special fees for the whole year in the event of discontinuing his studies or leaving with T. C.
- e) A graduate of any other University joining the college should produce in addition to the certificate in original of the examinations passed, an amount of Rs. 50/- being the fees required for registering the applicant as Matriculate of Kerala University and an amount of Rs. 200 being the fee required for considering the applicant for recognition of his qualifying examination along with the application concerned.
- f) A fee of Rs. 250/- will be charged for the issue of duplicate Transfer Certificate.
- g) A fee of Rs. 50 will be charged for the issue of Original Transfer Certificate after the lapse of one month after the publication of the B.Ed. result. A course and Conduct Certificate except when the student leaves the college and certificate extract from any of the college records.
- h) A fee of Rs. 500 will be charged for the issue of Transcript.

Certificates to be submitted

Candidates will not be admitted unless they submit the following certificates:

- a) Transfer certificate from the college last attended.
- b) S. S. L. C.
- c) Degree, Diploma or Provisional Certificate
- d) Relieving Order (in the case of teachers)
- e) Migration Certificate (in the case of who passed from other Universities)
- f) Those who passed Degree from Universities other than Kerala University must submit Eligibility Certificate from the Kerala University
- g) Mark list of B.A./B.Sc./M.A./M.Sc./M.Com. Examinations.
- h) Recent Conduct Certificate from the Principal of the College last attended.
- i) Community certificate from the Tahsildar (in the case of SC/ST/OEC students).
- j) Community and income certificate from the Tahsildar or Village Officer (in the case of OBC students if they require fee concessions).
- k) Medical Certificate (in the case of physically handicapped students)

Attendance

Attendance will be taken at the beginning of each period. Absence for any one period will be counted as absence for that session. A fine Rs. 50/- on the opening day and Rs. 10/- per day will be charged for absence.

Application for leave should ordinarily be submitted at least one day in advance, but in no case later than 10 a. m. on the day of return after leave.

Students should be punctual and regular in attendance. They are strictly forbidden from cutting classes. If there is sufficient reason to forego any one class, they must get prior permission from the respective lecturer, but for more than one class, they must get leave from the principal.

A student who absents himself without leave for 15 consecutive working days will be removed from the rolls.

The annual certificate of attendance and progress required for admission to the University examination will not be granted unless -

- I) the student has three fourth of the attendance.
- II) he/she completed the course of instruction to the satisfaction of the authorities of the college and
- III) his/her progress in studies and conduct in the college and outside are satisfactory.

The students will be observed and appraised by the teaching faculty throughout the course for internal assessment.

General Conduct and Discipline

1. Students are expected to be aware of the rules and regulations of the college and abide by them.
2. Students are expected to keep the college building and premises neat and tidy. Any damage done to the college property will have to be made good, along with appropriate fine.
3. Students are forbidden to attend or organize any meeting in the college, or to collect money without the permission of the Principal.
4. The students should be examples of moral integrity of a very high order and are expected to behave in a dignified manner.
5. All students are expected to behave themselves in such a way as to maintain the credit and reputation of the college as well as their own.
6. The use of tobacco in any form, intoxicated drinks and drugs is forbidden to all, in the campus.
7. Students are not allowed to bring 'outsiders' in the campus, without the prior sanction of the Principal.

Examination and Test Papers

1. There will be two model examinations in an academic year, in addition to regular test papers and assignments.
2. The marks of the examinations and assignments are taken in to account for internal assessment.
3. Absence from examinations and test papers will be considered seriously.

Practice Teaching

Demonstration lessons will be given in the college by the faculty and other expert teachers. Criticism classes will be arranged for the students. These will be supervised by the faculty. Fellow students are to appreciate the good points and criticise vehemently all the wrong features; the student must take stock of these criticisms and adopt correct and successful behaviour patterns in the teaching and eliminate wrong patterns. There will be block teaching practice in schools for students in January and June / July.

Students taking classes during the practice course shall submit the relevant notes of lessons to the respective lectures for correction and guidance and get them corrected and initialised sufficiently early.

Students are expected to inform the Heads of institutions also in advance, if they are on leave during the teaching practice course. They are not allowed to inflict punishment of any kind on pupils of the practising schools. All cases of negligence or misbehaviour will be seriously considered.

College Library

The library shall open from 9.30 a.m. to 4.30 p.m. on all working days. Not more than two volumes may stand as borrowed by a student at any time. They Books should not be retained for more than 7 days. A fine of Rs. 1/- per book per day will be levied in the case of books not returned on the due date. Books of the reference section cannot be borrowed; such books can be consulted in the library. If a book is damaged or lost by a student, he/she will have to replace it and pay double the cost of the book. Staff and students are not allowed to sub-lend the books of the library. Strict silence should be observed in and around the library.

Pedagogic Assistance Centre (PAC)

The centre was started in the year 1967 under the leadership of Prof. K. Samuel and Prof. Dr. C. T. Abraham (Former Faculty of our College). In the first year itself, the centre got national acclaim through its publication on objective based instruction authored by Dr. C. T. Abraham, Dr. N. P. Pillai, Prof. Dr. George Jacob (Former UGC Chairman) and others. In recognition of its active witness to the four decades, (1967 - 2008), the service mark registration has been awarded to it in 2009.

The Centre has developed and designed various assessment and evaluative tools for pedagogic advancement.

Anti Ragging Policy

The Kerala Prohibition of Ragging Act

(Published in Kerala Gazette Extra No. 1007 dated 24.6.1998)

An Act to prohibit ragging in educational institutions in the State of Kerala.

Preamble- WHEREAS it is expedient to prohibit ragging in educational institutions in the State of Kerala; BE it enacted in the forty-ninth year of the Republic of India as follows:-

1. Short title, extent and commencement

- (1) This Act may be called the Kerala Prohibition of Ragging Act, 1998.
- (2) It extends to the whole of the State of Kerala.
- (3) It shall be deemed to have come into force on the 23rd day of October, 1997

2. Definition

In this Act, unless the context otherwise required,

- a) 'head of the educational institution' means the Principal or the Headmaster or the person responsible for the management of that educational institution;
- b) 'Ragging' means doing of any act, by disorderly conduct, to a student of an Educational institution, which causes or is likely to cause physical or psychological harm or raising apprehension or fear or shame or embarrassment to that student and includes (i) teasing, abusing or playing practical jokes on, or causing hurt to, such student; or (ii) asking a student to do any act or perform something which such student will not, in the ordinary course, willingly, do.

3. Prohibition of ragging

Ragging within or without any educational institution is prohibited.

4. Penalty for ragging

Whoever commits, participates in, abets or propagates ragging within, or without, any educational institution shall, on conviction, be punished with imprisonment for a term which may extend to two years and shall also be liable to a fine which may extend to ten thousand rupees.

5. Dismissal of student

Any student convicted of an offence under Section 4 shall be dismissed from the educational institution and such student shall not be admitted in any other educational institution for a period of three years from the date order of such dismissal.

6. Suspension of student

(1) whenever any student or, as the case may be, the parents or guardian. or a teacher of an educational institution complains, in writing, of ragging to the head of the educational. institution, the head of that educational institution shall, without prejudice to the foregoing provisions, within seven days of the receipt of the complaint, enquire into the matter mentioned in the complaint and, if, prima facie, it is found true, suspend the

student who is accused of the offence, and shall, immediately forward the complaint to the police station having jurisdiction over the area in which the educational institution is situated, for further action.

(2) Where, on enquiry by the head of the educational institution, it is proved that there is no substance prima facie in the complaint received under sub-section (1), he shall intimate the fact, in writing, to the complainant.

7. Deemed abetment

If the head of the educational institution fails or neglects to take action in the manner specified in Section 6 when a complaint of ragging is made, such person shall be deemed to have abetted the offence of ragging and shall, on conviction, be punished as provided for in Section 4.

8. Power to make rules

(1) The Government may, by notification in the Gazette, make rules for carrying out all or any of the purposes of this Act.

2) Every rule made under this Act shall be laid, as soon as may be after it is made before the Legislative Assembly, while it is in session for a total period of fourteen days which may be comprised in one session or in two successive sessions, and if before the expiry of the session in which it is so laid, or the session immediately following, the Legislative Assembly makes any modification in the rule or decides that the rule should not be made, the rule shall, thereafter, have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that Rule.

9. Repeal and saving

(1) The Kerala Prohibition of Ragging Ordinance, 1998 (2 of 1998) is hereby repealed.

(2) Notwithstanding such repeal, anything done or deemed to have been done or any action taken or deemed to have been taken under the said Ordinance shall be deemed to have been done or taken under this Act

For the Specific Attention of Students:

- Any students may be suspended, dismissed or expelled from the college at any time during the year for the following reason:
- Stealing; any form of cheating; any form of public immorality in campus or during a college function; possessing or bringing into campus pornographic material; bringing or using Alcoholic or any intoxicating beverage into the campus; coming into the campus under the influence of alcohol; bringing or carry within the Campus fire arms or any lethal weapon; physical assault on others; Gross and deliberate discourtesy to college personnel or students on or off the campus; possession use of trafficking of drugs on the campus; Vandalism in the campus or of college property.

- Students once suspended from the college are not eligible to stand as candidates in any of the college election and are not eligible to hold any office in the college.
- An office bearer will lose the office he/she is holding if he / she is found guilty of indiscipline and of misusing his/her office.
- Notice signed or countersigned by the Principal and displayed on the notice boards are considered as having been brought to the notice of the students of the college.
- Students are summoned during class time ordinarily by means of a call slip signed by the Principal.
- The Principal will keep in touch with parent or guardian of all students especially the students who are very backward in their studies and whose attendance is very inadequate and conduct unsatisfactory. If the parents or guardian do not respond or do not take any interest in such matters the Principal will take appropriate actions.
- Do not submit mass petitions to the Principal. If the students have any complaints, let their representatives meet him. If a student or a group of students have any grievance of any kind what so ever, it is to be brought to the attention of the grievance, redressal in writing. The cell in consultation with the Principal shall take necessary steps to resolve such grievances.
- All students shall abide by the decisions of the Principal discipline committee and the college council.
- Any student or group of students in the name of the strike or agitation cannot disrupt work or cannot prevent the staff or principal from carrying out their duties. Stringent disciplinary action including dismissal will be taken against such students.
- The students are bound to obey the directions issued from time to time, by the Principal and the authorities. The said directions shall be published on the notice board or circulated. The students are expected to read the notice board on a day to day basis.
- All administrative and departmental notice boards are for official use only; to tamper with them is a serious offence.
- The principal shall have the power to inflict the following punishments: fine, cancellation of attendance, withholding a term certificate, forfeit education concession and scholarship, suspension, compulsory issue of T. C. without an application from the student or guardian, expulsion. The decision of the Principal shall be final.
- Conduct certificate will not be issued as a matter of course. It has to be earned by the student's good conduct. The decision of the Principal shall be final regarding this matter.
- Any one is free to follow and practice any religion of his choice but external worship other than catholic is not allowed in the college.
- Every student is expected to take part in one or more of the games for which facilities are provided by the college.
- Any other issue which is not covered in this will be decided by the Principal.

Co-curricular activities

College Union

Every year, the college union members will be elected by the student as per the direction and instructions of the University of Kerala. The different posts for election are (1) Chairman, (2) Vice - Chairman, (3) General Secretary, (4) Arts Club Secretary, (5) Magazine Editor, (6) University Union Councillor, Secretary for Sports and Games, Women's Cell Secretary, Social Service Secretary and class representatives. The college union is intended to provide the students with opportunities to channelize their energies and talents in a constructive manner. All the activities of the college union are organized and conducted under the guidance of the concerned teachers.

Subject Associations

Associations for every Subject is functioning under the guidance of the Subject Teachers. The associations of this college are (English Association), Mathematics Association, Physical Science Association, Nat. Science Association, Social Science Association and Commerce Association. The Associations organize seminars, lectures, debates, competitions and workshops.

Guidance and Counselling Cell

Guidance and Counselling Cell is functioning in an effective manner to strengthen the student teacher's, to identify their skills and to solve their emotional and personal problems. The teachers function as counsellors. Besides, experts and professionals in this field are often invited.

The Women's Cell

The Women's cell is organised as per the directions of U.G.C. and the University. All the lady students are members of the cell. The objectives of this organisation are

- (1) to create awareness of social problems faced by women in general.
- (2) to empower them politically, socially, culturally, economically and educationally.
- (3) to identify their abilities and disabilities.
- (4) to train them to be the socially useful citizens and leaders.

Nature Club

The club strives to make its members aware of the environmental problems around. With this aim, environmental awareness programmes, seminars, discussions, study classes, field visits etc. are organised. The 'Honey Comb' nature club of this college collaborates with WWF and arrange 4 days field visit and study classes every year.

Music Club

The Music Club is a form of music lovers of the college. The club aims at organising choir groups for singing patriotic songs, National Anthem and Ganamela.

Adult Education

Centre for Adult and Continuing Education and Extension (CACEE). A special wing for CACEE is working in this college, under the auspices of the University of Kerala. The CACEE has sanctioned two certificate courses for the college. One is Functional English

(CFE) and the other is Certificate courses in Early Childhood Education (CECE). The classes for these certificate courses will be conducted during this year. Regular students of this institution as well as outsiders can join the courses and they will be awarded certificates from the University after completion of the courses.

The advisory board consists of Teachers and representatives of the Adult Education Centre, Kerala University.

Student support services

Computer Training

Classes on computer fundamentals, usage of internet etc. is given to the students. The students can utilise the computer and other related facilities.

Laboratories

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

Guidance and Counselling Centre

The students can freely approach this centre for guidance or counselling regarding various aspect of life.

Facilities for photocopying

Facilities of a Xerox copying machine are provided for the students. The facilities can be availed at normal rates.

Medical Inspection

Every student shall be required to undergo a medical inspection on the date fixed. The report of the medical inspection will be recorded in a prescribed form and a duplicate copy is given to students.

Staff Council

A staff council of teachers is functioning effectively in this college. Staff Council regularly meets monthly. The problems of the students, disciplinary measures, innovative strategies for effective teaching, student support activities etc. are regular topics for discussion.

Guardian Teacher Association

As the duration of the course is one year; we form a Guardian Teacher Association every year, The association includes all faculty members and parents of all students. It supports the various developmental programmes of the college. Every year, it raises a certain amount from it members. An executive committee is selected from the members of GTA to look after the welfare of students.

Alumni Association

Alumni Association is functioning formally in the college. It provides opportunities for the old students and former staff to keep in contact with the institution in which they have studied and worked. The members can render valuable service to the institution as resource persons and in conducting various curricular and

extracurricular programmes. The alumni association also publishes magazines and conducts literary competitions for the school and college students. The alumni association has instituted an endowment in honour of Prof. Verghis Chandy, the former principal of the college.

Religious Association

This association is aimed at inculcating and strengthening the religious, social and human value of the students. They organise worship services, speeches, value education classes and retreats for staff and students.

Extension Service Centre

The Extension Service Wing of the College, Peet Extension Services (PES) is actively functioning in this college. This unit organises various programmes for the community development. The usual programmes of an academic year consist of medical and vaccination, camps, blood donation, general awareness classes to the women folk of the community, remedial programmes for the academically weak students of neighbouring schools.

Placement Cell

A placement cell is functioning in the college as a 'unit' of Staff Council. This is specially constituted to assess and evaluate the academic and non academic activities of the student teachers and place them in various positions. The criteria for placement are based on regularity in attendance, the submission of assignments performance in examinations and test papers and overall participation of students in various co-curricular activities. Enrichment programmes and suggestions are given to the academically weak students. The individual needs of students are considered and catered to. The committee of this cell consist of Principal and all members of the teaching staff.

CFMPE (Centre for Fidelity Management and Personal Excellence)

The Centre is an advanced Pedagogic attachment to the College. It was blessed by the Rt. Rev. Thomas Samuel Bishop CSI Diocese of Madhya Kerala and was inaugurated by Prof. Dr. A Sukumaran Nair Former Vice Chancellor Mahathma Gandhi University on 20th Oct. 2008. It is believed that asset management of prime significance in the capital market. Likewise, the human potentials can be enhanced, managed, harnessed and assessed (EMHA) through various HRD techniques. CEMPE requires accuracy, precision and quality in the actions; and interactions of teacher trainees. The centre got service mark registration from the Registrar of trademarks. The centre aimed at professional development and excellence in all vistas of personal and social interventions. The centre has produced a CD on Patriotic Songs by imparting specialized training to our students and has conducted series of programmes.

Eloquence Training Programme (ETP)

An Eloquence Training Programme has been arranged in the morning session with a view of improving the communication skills of teacher trainees. The College intends to develop fluency, accuracy, meaningfulness, appropriateness and richness in

speech among teacher trainees, which are identified as the key eloquence components. Students were provided with modules on different themes based on which the students have to speak on. It is followed by discussion and summarisation by the teaching authority.

Faculty Enrichment and Student Empowerment Programme (FESEP)

The Management took special care in imparting advanced training to Higher Secondary Teachers and the programme was started in 1998. Over the years, the College trained 367 teachers and 1860 students with regard to soft skills, career preparation, subject updating, content reorganisation and so on.

IQAC Quality Circles

Quality circles have been formed in order to identify the entry points and the nature of intervention with regard to Quality System Management (QSM). The Quality Circles (QC's) were formulated on 15-10-2008 based on the quality and the change quadrants - Internal, External, Sustainable and Expertise quality as well as Intrinsic, Extrinsic, Spontaneous and Enduring changes. The College Planning Forum (CPF) identified certain areas and prepared a tool for fixing agenda (A), discussion areas (D) and decisions (D). It is believed that these components - ADD- will enhance and will continually add to the existing potentialities.

Extension Services

1. WWF Green Sensitivity Programme
2. Peet Pension plan to the Neighbourhood
3. Project Sunshine - Shelter for the shelter less

Scholarships and Endowments

1. M/s. Samuel & Aley Endowment (Research Scholarship)
2. Wattasseril Endowment (Highest mark in the University Exam)
3. Prof. A. G. George Endowment (Highest mark in Mathematics)
4. Old student's Endowment (Highest mark in the College)
5. Philip's Prize (Highest mark in Nat. Science)
6. Sri. P. P. Chandapillai Memorial Prize (Highest mark in Science)
7. Sri. T. J. Chandy Endowment (Highest mark in Psychology)
8. Kaleeckal Endowment (Highest mark in English)
9. Prof. Verghis Chandy Endowment (Scholarship for 10 students)
10. Dr. Anandan Nair Endowment (Highest mark in Phy. Science)
11. Rev. M. Mathews Endowment (Highest mark in Commerce)
12. Status Scholarship
13. Alumni Scholarship in honour of Prof. Verghis Chandy
14. Golden Jubilee Scholarship
15. Kuwait St. Peters Award

Awards

1. Prof Grace Annie Mathews - Teacher Excellence Award - 2005 onwards
2. K. C. Philip Memorial “ Prospective Teacher” award for best outgoing student of Peet Memorial Training College - 2012 onwards.
3. In connection with the Golden Jubilee of the College, a new Award has been declared - Golden Jubilee Memorial Rev. Joseph Peet Teacher Excellence Award - to an outstanding person with credible track record - 2013 onwards.

Vidyanidhi Scholarship Programme

Vidyanidhi is an innovative tutorial assistance rendered by the students, the faculty and well wishers of the College for the brilliant students of neighbouring schools.

Regular lectures / Seminars on education

1. Prof. A. Cherian Memorial Science Seminar
2. Bishop John & Joseph lecture on Education
3. Smt. Elachy Chandy Memorial Seminar on Child Development
4. National Seminar
5. Lecture on Population Education
6. Lecture on Value Education
7. Sardar Patel National Integration Lecture
8. Seminar on Personal & Group Counselling
9. Workshop on Personality Development
10. Seminars on Health Awareness
11. Prof. Verghis Chandy Memorial Lecture
12. Golden Jubilee Lecture Series
13. Prof. N. Vedamoni Manuel Memorial Lecture Quality Week Celebrations
14. Research Methodology Workshop.
15. FOCUS : Presentation Contest in Educational Psychology

List of Faculty as Vice Presidents in charge of Various Associations & Clubs 2014 -2015

A. Advisory Bodies

Staff Secretary	- Prof. Bobby Oommen Kurien
Staff Advisor to College Union	- Prof. Bobby Oommen Kurien
UGC Affairs & Plan Development	- Prof. Abraham Thomas
Library Advisory Committee	- Dr. Jibby George
Counselling Centre	- Ms. Elizabeth Joshua
Extension Service Unit	- Prof. Thomas Uzuvath
Alumni Association	- Mrs. Mumthas. S
Hostel Committee	- Mrs. Mumthas. S
Office Development Committee	- Mr. John Thomas
Guidance Cell	- Dr. Sony Mary Varghese
Placement Cell	- Dr. Sony Mary Varghese

Student Welfare Committee	- Mrs. Sheeja. R
Grievance Redressal Cell	- Dr. Mariamma Mathew
Documentation Unit	- Dr. Velayudhan Nair T.

B. Students Union Association

College Union & Arts Club	- Prof. Bobby Oommen Kurien
Magazine Editorial Board	- Dr. Velayudhan Nair . T
Athletic Association	- Prof. Bobby Oommen Kurian
Women's Study Cell	- Ms. Elizabeth Joshua
Horticultural Association	- Dr. Mariamma Mathew
Social Service Association	- Dr. Sony Mary Varghese
Religious Association	- Dr. Sony Mary Varghese

C. Clubs

1. Nature Club	- Prof. Abraham Thomas
2. Health & Yoga	- Prof. Bobby Oommen Kurian
3. Literary & Debating Forum	- Dr. Velayudhan Nair T
4. Heritage Club	- Dr. Ashok Alex Philip
5. General Awareness Forum	- Mr. Tony Cherian
6. Music Club	- Dr. Mariamma Mathew
7. Drama & Dance	- Dr. Velayudhan Nair T
8. Tourism Club	- Prof. Abraham Thomas
9. Film Club	- Prof. Thomas Uzhuvath

D. Learning Circles

1. Computer & IT	- Mrs. Mumthas. S
2. English Speaking	- Dr. Velayudhan Nair
3. Adult & Population Cell	- Mrs. Sheeja. R
4. Research Cell	- Dr. Velayudhan Nair. T.
5. IQAC	- Dr. Mariamma Mathew
6. Quality Circles	- Dr. Mariamma Mathew
7. NAAC Convenor	- Prof. Bobby Oommen Kurien

The Principal shall be ex-officio President / Chairman of all the committees and clubs.

Phone Numbers

Rt. Rev. Thomas K. Oommen

(Manager) : 0481 - 2566536

Prof. John Mathew

(Bursar) : 9447804109 / 0479 – 2307386

Dr. Jibby George

(Principal) : 9446710671 / 0479 - 2453100

Prof. Thomas Uzhuvath : 989504200 / 0468-2360303

Prof. Bobby Oommen Kurian : 9447596411 / 0479 - 2305098

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Smt. Gigi K. Varghese : 9495874949
Sri. Tony Cherian : 9447700749 / 0479-2368769
Sri. J. John : 9605620627 / 0476-2068214
Sri. N. K. John : 9747976665 / 0479-2133686
Sri. Georgy Thomas : 9947166082 / 0481-2430044
Sri. Biju David : 9847098165 / 0479-2447404
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UNIVERSITY OF KERALA
Bachelor of Education (B.Ed.) Degree Course
Course Framework & Syllabus

Course Framework

Semester	Working days	Working Hours/Credits	Marks			Total Marks
			Theory	Practical	Total	
I	90	540/ 45	350	100	450	1100
II	110	660/55+10*=65	350	300	650	

Structure of the B.Ed. Course

A. Theoretical Discourses			B. Practical Courses		
Subjects	Codes- Sem. I	Codes- Sem. II	Practical	Codes- Sem. I	Codes- Sem. II
Core Subjects	EDU 01 EDU 02 EDU 03	EDU 06 EDU 07 EDU 08	1. College based 2. School based 3. Community based	EDU 101 EDU 102 EDU 103	EDU 201 EDU 202 EDU 203
Optional Subjects	EDU 04 EDU 05	EDU 09 EDU 10			

Course Pattern

Semester	Code	Papers	Credits		Total Credits
			Theory	CE	
Sem. I	EDU 01	Core paper I	5 credits	2 credits	7 credits
	EDU 02	Core paper II	5 credits	2 credits	7 credits
	EDU 03	Core paper III	5 credits	2 credits	7 credits
	EDU 04.1-04.13	Optional I	5 credits	2 credits	7 credits
	EDU 05.1-05.13	Optional II	5 credits	2 credits	7 credits
	Practical Courses	College Based (EDU 101) School Based (EDU 102) Community Based (EDU 103)	7 credits 2 credits 1 credit	10 credits	
	Total		25 credits	20 credits	45 credits
Sem. II	EDU 06	Core paper IV	5 credits	2 credits	7 credits
	EDU 07	Core paper V	5 credits	2 credits	7 credits
	EDU 08	Core paper VI	5 credits	2 credits	7credits
	EDU 09.1-09.13	Optional I	5 credits	2 credits	7 credits
	EDU10.1-10.13	Optional II	5 credits	2 credits	7credits
	Practical Courses	College Based (EDU201) School Based (EDU202) Community Based (EDU203)	4 credits 23 credits 3 credits	30credits (including10 additional credits)	
	Total		25 credits	40 credits	65 credits
	Grand total			110 credits	

Details of Theory Courses -- Semester I

Code	Title	Instructional hours/credits	Related Practical work-Hours/credits
EDU 01	Philosophical and Sociological Perspectives of Education	60 hrs/5 credits	24 hrs/2 credits
EDU02	Psychology of Development and Learning	60 hrs/5 credits	24 hrs/2 credits
EDU 03	Technology, Assessment and Evaluation in Education	60 hrs/5 credits	24 hrs/2 credits
EDU 04.2	Theoretical Base of English Education -I	60 hrs/5 credits	24 hrs/2 credits
EDU 04.7	Theoretical Base of Mathematics Education -I	60 hrs/5 credits	24 hrs/2 credits
EDU 04.8	Theoretical Base of Physical Science Education -I	60 hrs/5 credits	24 hrs/2 credits
EDU 04.9	Theoretical Base of Natural Science Education-I	60 hrs/5 credits	24 hrs/2 credits
EDU04.10	Theoretical Base of Social Science Education - I	60 hrs/5 credits	24 hrs/2 credits
EDU 04.12	Theoretical Base of Commerce Education – I	60 hrs/5 credits	24 hrs/2 credits
EDU 05.2	Pedagogic Content Knowledge Analysis-English	60 hrs/5 credits	24 hrs/2 credits
EDU 05.7	Pedagogic Content Knowledge Analysis-Mathematics	60 hrs/5 credits	24 hrs/2 credits
EDU 05.8	Pedagogic Content Knowledge Analysis-Physical Science	60 hrs/5 credits	24 hrs/2 credits
EDU 05.9	Pedagogic Content Knowledge Analysis-Natural Science	60 hrs/5 credits	24 hrs/2 credits
EDU 05.10	Pedagogic Content Knowledge Analysis-Social Science	60 hrs/5 credits	24 hrs/2 credits
EDU 05.12	Pedagogic Content Knowledge Analysis-Commerce	60 hrs/5 credits	24 hrs/2 credits

Details of Theory Courses - Semester II

Code	Title	Instructional hours/credit	Related Practical work Hours/credits
EDU 06	Education in Indian Society	60 hrs/5 credits	24 hrs/2 credits
EDU 07	Learner in the Educational Perspective	60 hrs/5 credits	24 hrs/2 credits
EDU 08	Management of Education	60 hrs/5 credits	24 hrs/2 credits
EDU 09.2	Theoretical Base of English Education –II	60 hrs/5 credits	24 hrs/2 credits
EDU 09.7	Theoretical Base of Mathematics Education – II	60 hrs/5 credits	24 hrs/2 credits
EDU 09.8	Theoretical Base of Physical Science Education –II	60 hrs/5 credits	24 hrs/2 credits
EDU 09.9	Theoretical Base of Nat. Science Education-II	60 hrs/5 credits	24 hrs/2 credits
EDU 09.10	Theoretical Base of Social Science Education – II	60 hrs/5 credits	24 hrs/2 credits
EDU 09.12	Theoretical Base of Commerce Education – II	60 hrs/5 credits	24 hrs/2 credits
EDU10.2	Techno-Pedagogic Content Knowledge Analysis-English	60 hrs/5 credits	24 hrs/2 credits
EDU10.7	Techno-Pedagogic Content Knowledge Analysis- Mathematics	60 hrs/5 credits	24 hrs/2 credits
EDU10.8	Techno-Pedagogic Content Knowledge Analysis- Physical Science	60 hrs/5 credits	24 hrs/2 credits
EDU10.9	Techno-Pedagogic Content Knowledge Analysis- Natural Science	60 hrs/5 credits	24 hrs/2 credits
EDU10.10	Techno-Pedagogic Content Knowledge Analysis- Social Science	60 hrs/5 credits	24 hrs/2 credits
EDU10.12	Techno-Pedagogic Content Knowledge Analysis- Commerce	60 hrs/5 credits	24 hrs/2 credits

Course Pattern Semester - I

Total Marks – 450 Total Working Days – 90 (540 working hours = 45 credits) & 1 credit = 12 hours

THEORY COURSES – Max marks – 350

(Total Credits – 35)

SUB.CODE	TITLE	Theoretical discourses			Related Practical Work (CE)			Total Mark
		Hours	Credits	Marks	Hours	Credit	Marks	
CODE	CORE PAPERS							
EDU 0 1	Core paper I	60	5	50	24	2	20	70
EDU 02	Core paper II	60	5	50	24	2	20	70
EDU 03	Core paper III	60	5	50	24	2	20	70
	OPTIONALS							
EDU 04.1-4.13	Methodology I	60	5	50	24	2	20	70
EDU 05.1-5.13	Pedagogy I	60	5	50	24	2	20	70
TOTAL		300	25	250	120	10	100	350

Details of Practical Work related to Core & Optional Papers – CE

(Internal evaluation only) - 2 credits each (EDU 01 to 05)

Title	Tasks to be initiated	Time allotted/credits	Marks
Internal Tests	2 Nos	2 credits 24 hours	10 marks
Practicum-Problem based study #	1 No		5 marks
Seminar/presentation	1 No		5 marks

Details of Practical Courses - Semester - I

a) Optional Subjects (4 Credits)

Title	Task to be carried out	Marks (Internal evaluation only)	Time allotted
Discussion Lessons	10 lessons out of which 3 based on Models of Teaching	5 marks	48 hours
Observation of model Video lessons & reporting	Total 2 (Teacher monitored)	5 marks	
Demonstration Lessons	Total 5	5 marks	
Micro Teaching	One skill to be practiced by each student	5 marks	
Criticism Lessons (can be practiced with school students/peers)	10 lessons out of which 3 based on Models of Teaching	10 marks	
Computer/ICT enabled lesson preparation	Total 1- As Group work	5 marks	
Development of Script for video lesson & video recording	Total 1 – As Group work	5 marks	

(b) Health and Physical Education (3 Credits)

Task to be carried out	Marks (Internal evaluation only)	Time allotted
Preparation of Personal Health chart	5 marks	36 hours
Preparation of a P E Record	10 marks	
Participation in sports Participation in games Winning of prizes (5 marks each)	15 marks	

EDU 102-School Based Practical (2 Credits)

Title	Task to be carried out	Marks	Time allotted
Initiatory School Experiences (school visit and reporting)	School induction for 4 days with 3 periods Teaching/Shared Practice. (Teaching – 15 marks, Diary – 5 marks)	20 marks	4 days

EDU 103-Community Based Practical (1 Credit)

Title	Task to be initiated	Marks
SUPW	Service & Products (one each)	10 marks

Guidelines for Practical Courses – Semester I EDU 101 (7 Credits)

1. Number of Discussion Lessons required is 10 out of which 3 lessons will be based on Models of teaching. The different categories of lessons included in this section should follow a conceptual sequence so that student teachers are able to write lesson notes on their own, when the discussion session is complete.
2. Two Video Lessons of teacher educators/experts have to be observed by student-teachers individually or in small groups and their observation notes have to be prepared.
3. Five Demonstration Lessons of different categories (guided inquiry, discovery, projects, modules, small group activity, multi-media etc. and Skill specific for Language based Optional) are essential.
4. Under Microteaching, each student-teacher has to practice at least one skill with video recording and lesson notes.
5. All student-teachers should practice one Criticism Lesson each and record 10 Criticism Lessons taken by peers, out of which three should be based on Models of Teaching. Criticism classes can be conveniently arranged with students of lab school/peers.
6. One computer/ICT enabled lesson has to be prepared and video recorded as Group Work (3 to 4 students).
7. Script for one video lesson has to be prepared as a Group Work (3 to 4 students).
8. Health and Physical Education – Student-teachers have to prepare a Health Chart, a Record on Physical Education and participate regularly in sports and games. Teacher educator in charge of Physical Education (PE) should maintain a record of student-teacher participation.

EDU 102 – (2 Credits) – Semester I

The sole purpose of Initiatory school experience is to provide the student-teacher an opportunity to have primary experiences with the functioning of the school. This school attachment programme is for a period of four continuous working days, giving them an opportunity to acquaint with the school environment and the day-to-day functioning. Observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and their interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc., are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons

individually or as Shared Practice. In Shared Practice, student-teachers will be in small groups of three members. The lessons will be divided into three parts and each student teacher will practice one of the parts by rotation in the natural classroom situation. Lesson plans need not be written with the rigidity employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as record of the visit.

After the initiatory school experiences, a reflection session should be organized in the college. Assessment of student-teacher performance during this period will be done jointly and conveniently by the General and Optional teachers. Institutions can depute either the Optional teacher or the General teacher for organizing and assessment of school initiatory experiences.

EDU 103 – (1 Credit) – Semester I

The objective of this programme include planning and executing productive work, develop social sensitivity, seek support from the locality, sensitize with dignity of labour, etc. This Community based practical - Socially Useful Productive Work (SUPW) has to be organized by the college at their convenience in the specified time. The task include one service (Participation in social activities, social services, social projects, social work etc) and submission of one product (e.g. - book binding, craft/art work, soap making, agarbathi, paper bag, designing and making electronic devices, candle making, film making, pot making, embroidery, improvisation,.....) Assessment has to be made on the basis of the Performa for assessment designed by the institution.

Note: Practical work related to Core and Optional papers (CE) & other Practical Courses (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester I University Examination. All the Practicals during Semester- I will be assessed by teacher educators internally. Records/reports/products related to CE and Practical courses have to be prepared and maintained and have to be made available for assessment, if demanded. Marks and respective grades of assessment have to be forwarded to the University before the last working day of the semester.

Course Pattern Semester - II

Total Working Days – 110, 660 working hours = 65 (55+10) Credits (1 credit = 12 hours)

THEORY COURSES – Max. marks – 350 (Total credits – 35)

SUB.CODE	TITLE	Theoretical discourses			Related Practical Work (CE)			Total Mark
		Hours	Credits	Marks	Hours	Credit	Marks	
EDU 06	Core paper IV	60	5	50	24	2	20	70

EDU 07	Core paper V	60	5	50	24	2	20	70
EDU 08	Core paper VI	60	5	50	24	2	20	70
	OPTIONALS							
EDU 09.1-09.13	Methodology II	60	5	50	24	2	20	70
EDU 10.1-10.13	Pedagogy II	60	5	50	24	2	20	70
TOTAL		300	25	250	120	10	100	350

Practical Work related to Core and Optional Papers – CE 2 credits each (EDU 06 to 10)

Title	Tasks to be initiated	Time allotted /credits	Marks
Internal Tests	Total 1	2 credits 24 hours	5 marks
Practicum - Problem based study #	Total 1		5 marks
EDU 06,07 & 08 - Field Work (school based practical)* EDU 09 – Preparation and uploading of teaching manual ** EDU 10 – Preparation and uploading of Power Point	1each h Total		10 marks

- # systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject- Records/short reports have to be maintained.
- * Undertaking a field work/investigation on a topic related to the subject area to be completed during practice-teaching. Records/short reports about 10 pages have to be prepared.
- ** Each student teacher has to upload in her/his blog a self-designed innovative lesson segment on a single concept in the optional subject concerned.
- *** Prepare & upload a Power Point on a single concept with minimum of five slides.

Practical Courses

	201.1 - Optional	2 credits*	20 marks
EDU 201 College based	201.2 - Health Education (1 addl.	2 credits	20 marks
	202.1 – Optional	22 credits	220 marks
EDU 202 School based	202.2 - Health Education	1 credit	10 marks
	203.1 - Community Living Camp	2 credits	20 marks
EDU 203 Community based	203.2 - Study Tour	1 credit	10 marks
	Total	30 credits	300 marks

Optional Subjects

Title	Tasks to be carried out	Marks	Time allotted
Online assignments	Submission of online assignment – Total 1	10 marks	24 hours
Innovative work	Presentation of an innovative work in the Optional Subject	10 marks	

Health and Physical Education

Title	Tasks to be carried out	Marks	Time allotted
Health Education	Internal test (total 1)	10 marks	24 hours
	Preparation of Health Education Record	10 marks	

School Based Practical (23 credits)

	Tasks to be carried out	Marks	Time allotted
EDU 202.1 optional subject	Teaching Practice for Optional Subject – 40 lessons (Marks : Lesson Record-40, Peer Review Record-10, Teaching-130 : (Marks allotted to : Optional Teacher-100&	180 (18 credits)	36 working days (216 hours)
	Preparation of Diagnostic Test and Remedial measures	10 (1 credit *)	
	Preparation of Achievement test, statistical analysis and interpretation	20(2 credits *)	
	Reflective Journal	10 (1 credit *)	
EDU 202.2 Physical & Health	Teaching of PE & HE classes – Total 2.	10 (1 credit)	

EDU 203 - Community Based Practical (3 Credits)

Title	Tasks to be initiated	Marks
203.1 - Community Living Camp	Four days Residential camp	20 marks (2 credits *)
203.2 - Study Tour	Educational trip to a location of educational/historical importance	10 mark (1 credit *)

Guidelines for Practical Courses – Semester - II

Online assignment: One online assignment has to be submitted in the concerned Optional Subject on a selected topic as per the directions of the teacher educator. The assignment has to be forwarded by e mail of the teacher educator concerned.

One innovative work on a selected theme / teaching aid has to be submitted as a requirement of Optional Subject.

Practical Record has to be maintained for teaching Physical and Health Education during Practice- Teaching. Record of Health Education also has to be maintained.

Practice Teaching: - Practicing the process of teaching and participating in the school activities in a selected lab school under the direct supervision of the teacher educators and subject teachers of the school. Practice Teaching for Semester II may be arranged as a single block programme for a duration of 36 working days. Student-teachers have to complete 40 Practice Lessons spread over in standards VI to XII in the Secondary and Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in the concerned Optional Subject and 2 lessons for Health & Physical Education during this period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Practice Teaching at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. Preparation of Achievement Test, Reflective Journal, and Field work (school based practical) for Core subjects have to be undertaken during the period of Practice Teaching. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures. All student-teachers have to observe at least 20 lessons of peers and record the observations in the Peer Review Record.

Supervision of Practice Teaching

The supervision of Practice Teaching is a joint responsibility of the Training Colleges and Practice-Teaching Schools. Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of five lessons (probably at the beginning, middle and at the end of Practice Teaching) by the Optional teacher and one lesson by the General teacher is mandatory. The Principals of Training Colleges have to visit the practicing schools, observe lessons and monitor Practice Teaching. Assessment of Practice Teaching will be done on the basis of the proforma for assessment of teaching (see appendix). Assessment of Practice Teaching will be done jointly by the General and Optional Teachers.

Lesson Template Format

The prescribed lesson template consists of two columns viz, **Classroom Interaction Procedure** and **Expected Pupil Responses**. Each lesson template should have a composition of items like *Curricular statements, Learning outcomes, Content Analysis, Pre-requisites, Teaching-Learning Resources, Formative Evaluation Procedures including Review and Follow-up activities.*

Community Living Camp

All the colleges have to organize a four-day residential Community Living Camp/Citizenship Training Camp in a convenient location of their choice. It is a joint camp of Student- Teachers and their Teacher Educators in a convenient location, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programmes for development of personal and social skills, practicing democratic living, providing chances for division of labour, community work etc., are the major outcomes expected of the programme. A record mentioning all the activities have to be prepared and submitted by each Student- Teacher. Community Living Camp can be organized by the institution at their convenience in a convenient location either during Semester II or during holidays after the Semester I University examinations, but will be credited with Semester II. Assessment of participation in Community Living Camp has to be done on the basis of the Tentative camp schedule and Assessment Schedule.

Organization of the camp

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

- To promote social accommodation and broaden the mental abilities of the student-teachers
- To promote the democratic nature and involvement of the student-teacher in planning and implementing educational activities
- To develop critical thinking about the issues related to the policies/approaches in Education
- To inquire in to the cultural, social, scientific, educational and environmental aspects of a community
- To develop an interest to train the body and mind for a well balanced personality

Themes for a CL camp (list inconclusive-decide the theme to suit the location)

- Education and Social Change
- Education-its creative and social aspects
- Nature, Agriculture, Culture and Education
- Education and Development

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

Study Tour: It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field work and understanding the environment around. A Report of tour has to be prepared by all student-teachers. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The Study tour can be organized by the institution at their convenience as a general programme/Optional requirement, for a duration not exceeding 5 working days, and will be counted as an activity of Semester II.

There will be both internal and external assessment of Practical Work related to Theory papers (CE) and other Practical Courses of Semester II.

ASSESSMENT

The academic growth of the student-teacher is assessed using various assessment devices. For the theory courses, the proficiency of the student-teacher is evaluated through continuous evaluation of the candidates' progress and through the end semester examination. To make continuous evaluation transparent, student-teachers should be made aware of the modus operandi of the evaluation process and the assessment criteria. The level of performance of the student-teachers is to be published periodically. The internal marks (CE) of the Theory Courses (both Core and Optional papers) and Practical Courses of Semester I, signed by the candidate shall be submitted to the University before the end of the semester. During Second Semester the same has to be handed over to the Chairman, External Practical Board at the time of Practical examination.

Practical Courses viz., School, College and Community-based Practical will be subjected to internal assessment through continuous evaluation during Semester I and through internal and external assessment during Semester II.

Tools for Assessment:-For assessing student performance, Criteria / Proforma based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. A *rubric* is an explicit set of criteria used for assessing a particular type of work or performance. A rubric is a guideline for rating student performance. A rubric usually includes levels of potential achievement for each criterion, and sometimes also includes work or performance samples that typify each of those levels. Levels of achievement are often given numerical scores. A summary score for the work being assessed may be produced

by adding the scores for each criterion. Rubrics are typically displayed in list or grid form. Within the rubric a series of criteria and traits are listed, usually followed by a Rating Scale.

Modes of Assessment Semester I & II

Theory: (50 marks each)-Theoretical discourses of Core and Optional papers for semester I & II will be assessed externally through end semester examinations of the University.

Practical work related to theory papers (20 marks each) - (EDU-01 to 10) Continuous Evaluation (CE) of Practical Work related to theory papers will be done by the teacher educator concerned internally as per the guidelines in each case. The Practical Work coming under Theoretical Discourses (EDU 01 to 05) will be subjected to internal assessment only during Semester I. But the practical work related to theory of Semester II (EDU 06 to 10) will be subjected to both internal and external evaluation. The criteria of assessment will be the same for internal and external evaluation.

Practical Courses for Internal assessment

- Comprehensive assessment of the College, School & Community Based Practical for Semester I (EDU 101, EDU 102, EDU 103) & Semester II (EDU 201, EDU 202, EDU 203) will be done by the teacher educators concerned internally on the basis of the criteria fixed for the purpose.
- The internal examiner will assess the performance of the student-teachers and award marks and respective grades for the maximum marks specified.
- Internal assessment of Initiatory school experiences of Semester I and Practice Teaching in Semester II will be carried out jointly by the General and Optional teachers.
- The marks and respective grades of internal assessment (CE & Practical Courses) during Semester I have to be forwarded to the University by the institutions before the end of Semester I. There will be no external assessment for the practicals done during Semester I.
- The marks and respective grades of internal assessment (CE & Practical Courses) during Semester II have to be handed over to the Chairman of External Practical Board appointed by the University at the time of Practical Examination.

Practical Courses for External Assessment

Practical work related to theory papers (EDU 06 to 10), Practical Courses and Practice Teaching of Optional Subjects (EDU 201, 202, 203) of Semester II will be subjected to external assessment by an External Examination Board constituted by the University. The external examiner for Physical Education will assess the Records related to Physical and Health Education. There will be no external assessment of Physical and Health Education classes by the external examiner. The present practice of appointing Zonal Boards will be continued. The board members will be appointed by the University on the basis of existing norms.

Scheme of assessment of Practical work related to theory paper (CE) and Practical

Courses of Semester II by External Practical Examination Board

External Examiner	Item for assessment		Marks
General Subject	EDU (06 to 08) EDU-203.1 EDU-203.2	1. CE of Related Practicals of Core papers 2. Report of Community Living Camp 3. Report of Study Tour	& Viva voce 3 X 20 20 10
Health Education	EDU 201.2 EDU 202.2	4. Internal Test 5. Record of Health education 6. Record of Practice teaching	& Viva voce 10 10 10
Optional Subject	EDU-09 & 10 EDU 201.1 EDU 202.1	7. CE of Optional subject 8. Online assignment 9. Innovative work/aid 10. Record of Practice Tg 11. Peer review record 12. Teaching 13. Diagnostic Test 14. Achievement test 15. Reflective Journal	& Viva voce 2 x 20 10 10 40 10 130 10 20 10

Scheme of Assessment: Theory Sem I (End Sem Examination)

Code	Paper	Duration	Marks	Internal (related practical work) CE	Total
EDU 01	Philosophical and Sociological Foundations of	2 hours	50	20	70
EDU 02	Psychology of Development and Learning	2 hours	50	20	70
EDU 03	Technology and Evaluation in Education	2 hours	50	20	70
EDU 04.1-13	Theoretical base ofEducation – I	2 hours	50	20	70
EDU 05.1-13	Pedagogic Content Knowledge Analysis:	2 hours	50	20	70
Total			250	100	350

04.1-13 & 05.1-13 – Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Natural Science, Physical Science, Mathematics, Social Science, Geography, Commerce, Home Science.

Semester II (End Semester Examination)

Code	Paper	Duration	Marks	Internal (related practical work) CE	Total
EDU 06	Education in Indian Society	2 hours	50	20	70
EDU 07	Learner in the Psychological Perspective	2 hours	50	20	70
EDU 08	Management in Education	2 hours	50	20	70
EDU 09.1-13	Theoretical Base of.....Education II	2 hours	50	20	70
EDU 10.1-13	Techno-Pedagogic Content Knowledge	2 hours	50	20	70
Total			250	100	350

09.1-13 & 10.1-13 - Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Natural Science, Physical Science, Mathematics, Social Science, Geography, Commerce, Home Science.

Syllabus – Semester I

EDU – 01: Philosophical and Sociological Perspectives of Education

Unit I: Teacher and Education

Meaning and concept of Education - General Aims of education - Definitions of Education - Formal, informal, and non-formal education - Child centered and life centered education - Teacher- Qualities and Competencies - Teaching- An art and Science

Unit II: Philosophical Perspectives of Education

Relationship between Philosophy and Education - Thoughts on Education – Idealism - Naturalism-Pragmatism - Realism – Humanism- features and educational implications - Thinkers on Education – Plato – Froebel– Montessori- Dewey – Gandhiji - Tagore –Vivekananda- Jiddu Krishmoorthy - Eclectic tendencies in education

Unit III: Sociological Perspectives of Education

Education and Sociology - Interactive role of education and society - Functions of education with regard to Culture - Acculturation and Enculturation –Cultural lag, cultural inertia, Cultural diffusion - Sanskritisation and cultural changes - A comparative account on Dravidian, Vedic and Buddhist education

Unit IV: Education and Social Change

Characteristics of Indian Society –class, religion, ethnicity, language - Social Change – Factors influencing social changes- Role of Education - Modernization and social changes - Major changes occurred in Indian society - Conscientisation - Areas where conscientisation is needed - Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc. - Teacher as a Change agent and Nation builder

Unit V: Education in Contemporary Society

Four pillars of education by UNESCO - Democracy and Secularism - Duties and Rights of Indian Citizens - Three visions by Dr. A.P.J. Abdul Kalam - National Integration - International Understanding - Peace Education

EDU 02: Psychology of Development and Learning

UNIT I: Foundations of Educational Psychology

Educational Psychology- Meaning, Scope, Limitations and relevance in classrooms - Scientific method of studying behavior, Methods of studying Educational Psychology - Introspection, Observation, Experimental, Case Study & Action research

UNIT II: Development of the Learner

Growth and Development: Concept and Principles, Developmental tasks and Developmental hazards - Theories of development- Piaget's theory of intellectual development, Erickson's theory of psycho social development and Kohlberg's theory of moral development - Modern theories of development- Socio cultural and Ecological (Vygotsky Bronfenbrenner) - Developmental characteristics with

special reference to childhood and adolescence - Physical development - Cognitive development - Language development (Noam Chomsky, Vygotsky) - Emotional development - Moral & social development - Role of teacher.

UNIT III: Nature, Characteristics and Factors of Learning

Meaning, Definition & Characteristics, Factors affecting learning - learner, Method and Task variables, Study habits - Concept and methods, Transfer of Learning - Maturation, Need, Interest, Attention and Motivation - Concept, Types, strategies & educational Implications - Theory of motivation - Abraham Maslow, Achievement motivation

UNIT IV: Approaches to Learning

Behaviourist approach - Pavlov, Thorndike, Skinner - Cognitive approach - Gestalt, Kurt Lewin - Information processing approach to learning - Meaningful Verbal learning - Ausubel - Gagne's Cumulative learning approach - Constructivist approach - Individual and Social - Piaget, Bruner &, Vygotsky.

UNIT V: Cognitive Functions in learning

Sensation and Perception - factors, laws, Concept formation - Cognitive functions - Thinking, Reasoning - Problem solving and Meta cognition - Memory - Concept; Types & Strategies to develop memory - Forgetting - causes and problems

EDU 03 : Technology, Assessment and Evaluation in Education

A. Educational Technology

UNIT I: Concept of Educational Technology

Educational Technology - meaning and definition - Approaches of educational technology - Hardware, Software and Systems approach - Multimedia and multisensory approach - meaning and concept - Resource centres and services in educational technology - SIET - SITE - UGC-CEC - AVRC - C-DIT - EDUSAT - IT@SCHOOL - VICTERS channel - AKSHAYA PROJECT - GYAN DARSAN - INFLIB NET

UNIT II: Audio- Visual Aids

Categorisation and classification - Mass media - Meaning and relevance - role of television, radio, newspapers and films in education - Improvised aids - Relevance in teaching - learning process - Teleconferencing - Audio - Video - Interactive white boards - Advantages over normal chalk board - Dale's cone of experience

UNIT III: Classroom Communication and Interaction

Concept, types, communication cycle - Characteristics and components of effective classroom communication - Barriers and facilitators of communication - Interaction analysis - FIACS - Metric construction - Interpretation of matrix

UNIT IV: ICT in Classrooms

Introduction to MS Office and Open Office - Word, Power point, Excel and Publisher - Operating System - Windows and Ubuntu - Computer simulation - concept and uses - Legal and ethical issues - Copyright, Hacking, Netiquette - web resources - Search engines, academic web resources - Familiarisation of free educational software and

tools applicable at school level – G- complex, chemical calculator, K-tech, Stellerium, Molecular viewer, G-compris – HotPotatoes - Social networking – Facebook - LinkedIn - Twitter - its application in classrooms - e-learning concept – Types - Offline e-learning (meaning and importance) Online e-learning (Synchronous and Asynchronous) meaning and importance - Evolving trends of ICT in classrooms (Educational blogs, educational podcasting, blended learning, YouTube, Newsgroups, Virtual classrooms, e-journals, e-reading-implications in classrooms) - Introduction to Moodle- educational uses - Teacher in a digital era- Changing role and competencies

B. Educational Assessment and Evaluation

UNIT I: Introduction to assessment and evaluation

Assessment and evaluation- Meaning, concept - Classification of assessment based on - Purpose, prognostic, diagnostic, formative and summative - Scope : teacher made and standardized - Attributes : achievement aptitude and attitude - Nature of information gathered: qualitative and quantitative - Mode of response : oral, written and performance test - Nature of interpretation: NRT and CRT - Context: internal and external - Current practices in evaluation -CCE- concept , need and relevance, Grading system- concept, types, levels, application, merits and demerits

UNIT II: Assessment in Learning

Brief introduction to Instructional objectives as the basis of scientific evaluation- Bloom's taxonomy of educational objectives - Domains of learning – cognitive, affective and performance - Assessment of cognitive learning – types and levels of cognitive learning, understanding and application -Thinking skills- convergent, divergent, critical and problem solving-procedures for their assessment - Assessment of affective learning – attitudes, values, interest –procedures for their assessment - Assessment of performance tasks - tools and techniques for assessment of skills-reading, writing, experimental - Performance based indicators-scholastic and co-scholastic activities(State and CBSE) - Assessment techniques and devices for performance based activities - Observation, projects, assignments, worksheets, practical work, seminars and reports

UNIT III: Tools and Techniques in Evaluation

Techniques – Interview, Self reporting, testing- nature, merits, demerits- relevance in the field of research - Tools- test, checklist, rating scale cumulative record, questionnaire, inventory, schedule, anecdotal record- concept, merits, demerits - relevance in the field of research - Qualities of a good evaluation tool- validity, reliability, objectivity and practicability - Online examination/Computer based examination- Concept and uses - Portfolio assessment- planning and development - Evaluation based on Rubrics – construction

UNIT IV: Basic Statistics in Evaluation

Need and importance of statistics in educational evaluation - Classification and tabulation of data- need and purpose - Frequency distribution of data - Graphical representation of data- Pie diagram, Histogram, Bar diagram, Frequency polygon - Frequency curve advantages and limitations⁴¹ - Measure of Central tendency – Mean, Median, Mode - Measure of Dispersion – Range, Quartile deviation, Mean deviation, Standard deviation - Correlation- Rank difference method

EDU - 04.2: Theoretical Base of English Education – I

Unit I: General Introduction to Teaching and Learning

Language teacher competencies - Teaching, its nature - Learning, its nature - Knowledge worker – Facilitator – Scaffolder – Mentor - Social Engineer - Reflective Practitioner - Maxims of Teaching - Classroom types - Face-to-face - Distance mode - Blended learning - Virtual Learning Environment

Unit II : Nature and Scope of English Education

Language –Morphology – Phonology – Syntax – Semantics -English as global language - World Englishes - First Language - Second Language - Foreign Language - Utilitarian aim
Objectives of teaching English in India

Unit III: Language Theories and Psychological Principles

Behaviourism - Imitation – Repetition – Reinforcement – Cognitivism – Schema – Constructivism - ZPD-Scaffolding - Mental Processes – Chomsky - -LAD-Universal Grammar - Krashen's Hypotheses

Unit IV : Approaches and Methods

Approach – Method – Technique - Grammar Trans. Meth. - Bilingual Meth. - Direct Meth. - Audio-lingual Meth. - SOS Approach - Communicative Approach – Humanistic approaches – TPR - Silent Way – CLL - Suggestopaedia - Multiple Intelligence - Neurolinguistic Programming - Task Based Language Teaching

Unit V: Strategies for Developing Language Skills and Communication Skills

(Four Skills) – Listening - -Discriminate: Word forms - Sounds in connected speech, Stress, Accent, Intonation – Speaking - Producing sounds in meaningful chunks - -Stress, rhythm and intonation - Convey information - Formulate response – Reading - Recognize word/letter, meanings of words - Chunking in sense groups - Interpreting discourse – Writing – Punctuation – Sentence – Organization - Linking of Paragraphs - Different discourses for communication - Structure and style - Creative writing - Academic writing - (Comm. Skills) - Communication Cycle - Barriers to Comm. – Linguistic, Psychological, Physical Verbal Com. - Oral: Dialogue, Conversation, Phone call, Interview -
Written: Letter, Memo, Reports - Non-verbal Com.-Body language: eye contact, facial exp., gesture, posture, space

EDU - 04.7: Theoretical Base of Mathematics Education – I

Unit 1: Introduction to Teaching and Learning Mathematics for a Novice

Concept of Basic Teaching Model of Glazer on Interdependence of Teaching and Learning - Maxims of Teaching /Learning - Concepts of Teacher as a professional – Teacher Competencies and roles-Knowledge Worker, Facilitator, Scaffolder, Mentor, Social Engineer and Reflective Practitioner - Pre-active, Interactive and Post-active teaching (Phases of teaching), Teacher behaviour and Learning - Concepts of Virtual Learning Environment (Class room without wall) - Qualities of a good mathematics teacher

Unit II: Nature, Scope and Development of Mathematics

Meaning and Definition of Mathematics - Nature and scope of Mathematics - Characteristics of Mathematics - Language of Mathematics - Role intuition, induction and reasoning - Development of Mathematics - Human needs as the basis of growth of mathematics - as science-reasoning, inductive, deductive - Axioms and postulates - Pure and applied - Contributions of great Mathematicians- Euclid, Pythagoras, Rene Descartes, C.F. Gauss, Aryabhata, Bhaskaracharya, Brahmagupta, and Sreenivasa Ramanujam - Values of learning Mathematics- Utilitarian, Disciplinary, Cultural, Aesthetic, Social, Moral, International etc. - Correlation of Mathematics with – life, other subjects and different branches of mathematics

Unit III: Aims, Objectives, Chronological Development of Taxonomy, Constructivism and Cognitive Approaches to Learning

Meaning of objectives - Instructional objectives and Specification- Definition and Meaning - Concept of Objective based instruction - Blooms taxonomy of educational objectives- Cognitive domain, Affective domain, and Psychomotor domain - A conceptual overview of revised Bloom's taxonomy of objectives of teaching/ learning mathematics
Objectives of teaching mathematics as enumerated by NCF and KCF

Unit IV: Methods, Approaches and Techniques Of Learning Mathematics

Methods and approaches - Procedure, merits & demerits of: Lecture method
- Deductive methods - Analytic -Synthetic methods - Laboratory method - Project method - Heuristic approach - Problem solving method - Concept of Questioning
- Features of good questions and good questioning - Techniques for individualising instruction – Assignments - Homogeneous grouping - Supervised study - Drill work - Dalton plan - Programmed instruction - Linear and Branched Programming - Modular instruction - Computer Assisted Instruction (CAI)

Unit V : Models of Teaching

Concept of a model of teaching - Components of a teaching model - Families of teaching models - Detailed study and practice on Concept Attainment Model , Inquiry Training Model, Mastery Learning Model, Discovery Learning Model, Inductive Learning Model

Unit VI: Teaching Skills and Mathematical Skills

Teaching skills - Concept of Micro teaching - Need and importance - Micro teaching cycle - Major skills in teaching Mathematics like questioning, reinforcement, stimulus variation, using blackboard, explanation etc. - Mathematical skills - Computation skill - Geometrical skill - Drawing and interpreting Charts, Graphs etc. - Developing speed and accuracy in mathematics

Unit VII: Application of Psychological Theories

Educational implications of the Psychological theories of: Piaget – Bruner - Gagne and Vygotsky in the teaching of Mathematics

EDU - 04.8 : Theoretical Base of Physical Science Education – I

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Unit I: General introduction to the Process of Teaching and Learning

Teaching and learning- Interdependence, – Definitions of learning-behaviorist, cognitivist and constructivist points of view - Basic teaching model of Glaser – Maxims of teaching - Science teacher as professional – Teacher competencies – Techno pedagogical competencies, Multiple roles of teacher - Teacher as a leader, knowledge worker, facilitator, supervisor, mentor, scaffolder, social engineer and reflective practitioner . Changing concept of classroom environment

Unit II: Nature, Development and Scope of Science

Nature of Science – Science as product and process. Development of Science – India & Abroad – Contribution of scientists – Einstein, Newton, Lavoisier, Mendeleev, Rutherford, C V Raman, M N Saha, P C Ray, Abdul Kalam, G Madhavan Nair , ECG Sudarshan; Indian Women scientists – Leelavathi, Kalpana Chawla, Sunitha Williams, Tessy Thomas - History of Science Education-evolution of science teaching. Emerging branches of Science– Nanotechnology, Bioinformatics, Information technology, Geo informatics - Science for sustainable development

Unit III: Aims and Objectives of Teaching Physical Science

Science as an important subject – Values of science (Practical, disciplinary, social, moral, intellectual, and recreational values) and transactional potentiality. Scientific attitude – Means for fostering them - Thinking skills – critical, reflective & creative - Aims and Objectives of teaching Physical science with respect to NCF, KCF - Taxonomy – origin – Bloom’s taxonomy, 1956; Revised Taxonomy (Anderson & Krathwohl)1990; Mc Cormack & Yager’s Taxonomy of Science Education,1989 ; Process skills; Technology integrated taxonomy – Peck & Wilson (1999).

Unit IV: Methods and Techniques of Teaching Physical Science

Teacher centered methods (lecture method, lecture – demonstration method & Historical method) and learner – centered methods (Individual laboratory method, assignment method, heuristic method, Development method, project method, Dalton plan Problem-solving method , Guided discovery, inductive method and deductive method - Scientific method-steps - elements of scientific method-logical aspects , Technical aspects, Mill’s canons of induction, transfer of training - Techniques of teaching physical science – Buzz session, brain storming, simulation, role play, discussion.

Unit V: Models of Teaching in Physical Science Learning

Psychological theories for learning Science - Piaget, Bruner, Gagne, Vygotsky & Ausubel, Gardner’s Multiple Intelligences theory - Models of teaching - Concept attainment Model, Inquiry Training Model, Advance organizer, Role Play and Constructivist.

EDU - 04.9: Theoretical Base of Natural Science Education – I

Unit I: General Introduction to Teaching and Learning for Novice

Classroom as an organization-Teacher and Learner, Definitions of learning from different point of view (behaviouristic, cognitive and constructivist),Teaching- Learning process - Maxims of teaching - Changing concept of classroom environment- classroom climate-conducive, learner friendly and inclusive, classroom as a social laboratory, Virtual learning environment (VLE) - Teacher as a professional - Teacher qualities, competencies and Role of Teacher as manager, leader, knowledge worker, guide, supervisor, mentor, scaffolder, social engineer, reflective practitioner and in different phases of teaching -

Pre active Phase(planning),Interactive Phase (teaching),Post active Phase (evaluating)

Unit II - Science –A Conceptual Analysis - Nature and Development

Nature of science - Science as process(Scientific method ,Process skills) and products(Terms, Facts, Concepts, Principles, Process, Theories , Laws, and Generalizations) - Scientific attitude - Development of science - Path breaking discoveries and land mark developments of Biological Science in State, National and International level (Three from each). An introduction to Emerging branches of science- Biotechnology, Nanotechnology, Bioinformatics, Geo informatics

Unit III-Aims and Objectives of Teaching Natural Science

Broad aims of teaching Natural Science to fulfill the national goals of education with special reference to developing scientific literacy(Practical, Civic and Cultural),Effecting social changes(promoting health and hygiene, Population control, Eradication of diseases, Better nutrition, Removal of superstitions),Raising the standard of living : bringing science to home and community(longevity of life, decreasing infant mortality rate, health index, better living conditions, role and functioning of community health centers),Self sufficiency in food, Modern agricultural practices- Agricultural management, Modern techniques of cultivation, Conservation of natural resources, Environmental awareness and concept of sustainability - Aims and objectives teaching natural science with respect to NCF and KCF - Taxonomy of Instructional Objectives - Origin, Bloom’s Taxonomy(1956) , Revised Blooms Taxonomy by Anderson and Krathwohl (2001), Classification by NCERT, Technology Integrated Taxonomy – (Peck & Wilson (1999) Mc Cormack and Yagar’s classification,.

Unit IV-Methods and Strategies for Teaching Natural Science

Teacher initiated methods- Lecture method, Lecture cum Demonstration, Biographical - Student initiated methods- Problem solving, Project method, Guided discovery, individual Laboratory and heuristic method – Approaches -Inductive-Deductive,Multimedia, Interdisciplinary and Constructivist approaches - Techniques- Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping, role play - Self Instructional Strategies- PI, CAI &Modules

Unit V - V Models of Teaching

Introduction, Elements and Families of models teaching-Concept Attainment Model(CAM),Inquiry Training Model(ITM), 5E Model of BSCS, Inductive Thinking Model , Role play model - Application of Relevant Psychological theories in teaching Natural Science.(Piaget, Bruner, Gagne, Vygotsky ,Ausbel & Garner’s Multiple intelligence theory

EDU 04.10 – Theoretical Base of Social Science Education – I

Unit I –Conceptual background, Need and Significance of Social Science

Definitions and meaning of Social science - Social science & Social Studies - Nature, scope, need, significance and values of teaching Social Science - Fusion, Integration & Correlation within Social Science Social Science and relation with other subjects- Literature and Science - Correlation of Social Science with life - Meaning of Core subject - Need of Social Science as a core subject in school curriculum

Unit II – Aims and Objectives of teaching Social Science

Difference in aims & objectives - Individual , social, cultural, national & international considerations in social science - Taxonomy of Educational Objectives (revised) and domains - Instructional objectives and specifications (behaviorist approach) - Formulation of learning objectives based on cognitive/ constructivist approach

Unit III - Learning theories and the Teaching of Social Science

New perspective of Social Science teaching- approaches & strategies based on NCF &KCF - Skinner- Pavlov-Thorndike- Piaget-Bruner- Vygotsky- Howard Gardner their theories and its influence in curriculum & learning process - Role of teacher, learner, Text book, Evaluation in Behaviourist and constructivist approaches

Unit IV - Methods and Strategies of teaching Social Science

Lecture -Discussion -Problem solving- Project method-source method- debate- supervised study-role play- dramatization - Cooperative & collaborative learning - ICT enabled learning and Multimedia approach

Unit V - Models of teaching in Social Science

Concept and significance of Models of Teaching- Families- essential elements of models of teaching - Jurisprudential inquiry - Advance organizer - Group Investigation - Concept attainment

EDU 4.12 – Theoretical Base of Commerce Education - I

Unit I - Interdependence of Teaching and Learning

Teaching as a profession, Teacher, Student, Instruction, Factors determine effective instruction, Interactions, Learning, Learning environment, classroom as a social laboratory, Teaching, Maxims of teaching - Teacher as professional, teacher competencies, multifarious roles: knowledge worker, facilitator, scaffolder, mentor, social engineer and reflective practitioner

Unit II - Nature, Scope and Development of Commerce Education

Introduction to commerce as a discipline, Meaning and scope of commerce, Impact of commerce in the technological era - Commerce education: Meaning and Nature – both Academic and Vocational. Significance and Historical development of Commerce education - Values of commerce education - Interdisciplinary approach, Correlation with other subjects – Geography, Mathematics, Economics, and Statistics - Consumer Education - Entrepreneurship Education

Unit III - Aims and objectives of Teaching Commerce

Aims of Teaching Commerce - General objectives of teaching commerce - Bloom's taxonomy of Instructional objectives (Revised) - Objectives–NCERT - Curricular objectives - Principles of framing curricular objectives - Basic concepts of Behaviorism, constructivism and cognitivism in commerce discipline

Unit IV - Instructional Methods and Techniques

Methods of teaching – criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods, Problem solving method, Case study, Source method, Inductive and Deductive, Analytical and Synthetic method - Techniques of Teaching – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.

Unit V - Models of teaching

Models of teaching Introduction, Operational heart of teaching models, Different families - Concept attainment model, Advance Organizer Model, Cognitive Apprenticeship model, Group Investigation Model, Inquiry Training Model

Unit VI - Psychological Theories and its application

Psychological theories and its principles in teaching commerce with special reference to Piaget, Vygotsky, Gardner and Golman - Key aspects of: assimilation, accommodation, equilibration - Zone of proximal development - Components of multiple intelligence - Dimensions of Daniel Golman's EQ

EDU- 05.2 : Pedagogical Content Knowledge Analysis – English

Unit I: Pedagogic Content Knowledge Analysis (PCKA)

Pedagogy - Its principles - Its objectives - Pedagogic content knowledge - Scope in teaching and learning - Content Analysis of CB Secondary – Themes - Language element - Literary discourses - Sequencing of content - Deficiency in content

Unit II: Instructional Objectives

Bloom's Taxonomy - Objectives of teaching English – Specifications - Process skills -Mental Processes - Thinking Skills - Critical thinking - Creative thinking - Problem Solving

Unit III: Planning and designing the Teaching Manual/Lesson Plan

Lesson Plan/Teaching Manual - Planning-Design - Relevance, mode of planning
Year Plan-Unit Plan - Lesson Templates - Planning to teach Prose - Intensive reading - Extensive reading Skimming-Scanning-Reading aloud Silent reading-Pre-reading- Post-reading - Strategies for teaching Poetry - Deviant language of Poetry - Ways of teaching - Formal Grammar- Functional Grammar - Inductive method -Deductive method - Use of Substitution Tables - Teaching Communicative functions - Techniques for teaching Vocabulary Content words-Function words Strategies for enhancing vocabulary Incorporating activities - Identifying strategies for Spoken and written discourse - Individual work-Pair work-Group work - Syntax of models - Instructional and nurturant effect - Direct Instruction Model - Concept Attainment Model - Advance Organizer Model - Synectics Model - Role Play Model

Unit IV: Micro Teaching Skills and Psychological Principles

Micro Teaching - Core Skills of Teaching - Micro Teaching-What , how - -Micro Teaching Cycle - Ten main skills - Introduction, -Stimulus Variation – Explaining – Reinforcement - Questioning-Using Blackboard-Illustrating with examples-Using teaching aids - Promoting pupil participation – Closure - (Psychological Principles) - Motivation, - Readiness, -Learning by doing Reinforcement-Law of exercise - Group Dynamics

Unit V: Design and Development of Teaching Aids

Teaching aids - Its design-Its development - Learning support resources - Pictures-Charts-FlashCard-Models-Radio- Tape Recorder-Video Clips-Interactive White Board-LCD Projector-Internet - CALL, Language Lab

Unit VI: Assessment and Evaluation

Assessment, Evaluation - Purpose-Different types of testing mechanisms - Criteria of a good test in English - Art of Questioning - Question form-LOT questions - HOT questions - Test types for LSRW - Construction and administration of:- Achievement Test-Diagnostic Test - Remedial Teaching – CCE - Formative and Summative Assessment – Feedback - ICT integrated projects

EDU 05.7: Pedagogical Content Knowledge Analysis - Mathematics

Unit I: Pedagogic Analysis

Concepts and principles of pedagogic analysis - Content Analysis of Standard 8,9 & 10 text books - listing of Objectives, Curricular objectives, pre-requisites, resources, teaching strategies, learning activities and evaluation strategies

Unit II: Microteaching

Microteaching skills, Microteaching lessons, Planning and preparation of Microteaching lesson plans - Practicing Microteaching skills

Unit III : Planning and Designing of Instruction

Planning instructions, Need and Importance of planning - Stages of planning - Year plan, Unit plan and Lesson plan - Preparation of lesson plans in Behaviourist and Constructivist formats

Unit IV : Design and Development of Learning Aids

Learning aids, Concretisation of abstract ideas in mathematics, Need and Importance of Learning aids, Different types of learning aids, modern learning supporting gadgets, Hands on experience of the modern learning supporting gadgets

Unit V : Self reflection and Peer Evaluation

Concept of Self-reflection and peer evaluation - Schedule for self-reflection and peer evaluation - Planning and Designing rubrics for Self- reflection and peer evaluation

Unit VI : Assessment and Evaluation

Concept of Educational Evaluation, Different types of Evaluation - Concepts of Placement, formative vs summative, product vs process, internal vs external, diagnosis, CCE and Objective- based evaluation - Concept of Educational Diagnosis - Diagnostic test – Concept, purpose ,steps, analysis of results ,identification of difficulty (Diagnostic Chart) and Remedial teaching - Type of test items – Objective type, short answer type and Essay type - Concept of Achievement Test –, purpose, Construction, Statistical analysis and Interpretation - Distinction between Teacher made test and standardised test - Distinction between Achievement and Diagnostic Test - Qualities of good Test, Concept of a good test - Preparation of a test assessing problem solving abilities/ thinking abilities based on a

topic in mathematics

EDU 05.8 – Pedagogical Content Knowledge Analysis – Physical Science

Unit I : Introduction to Pedagogic Content Knowledge Analysis

Pedagogic Content Knowledge (PCK) – its scope in teaching and learning –content analysis – meaning, purpose, steps – Working with PCK (Selecting instructional objectives; objectives that can be realized, learning aids that are to be used, general methods or strategies that can be relied upon, principles of selecting instructional strategies, learning experiences that are to be provided, evaluation techniques to be adopted) - Principles of student efforts in learning – opportunity for maximum student efforts - Pedagogic Content Knowledge Analysis of Physics and Chemistry content from Std 7 – 10 of Kerala State syllabus.

Unit II : Planning and Designing of Lesson Templates

Planning – Year plan – Unit plan – Resource unit – Lesson plan – purpose – different formats (Herbatian steps, behaviourist format, constructivist format, format based on models of teaching such as CAM, ITM, and Roe Play (any three minimum) , -IT supported lesson(1).

Unit III : Essential Requirements for Teaching and Learning

Prerequisites for learning - Teachingskills: Microteaching–Definition, principle, Steps, Microteaching cycle. Development of teaching skills – selected teaching skills – Set induction, Reinforcement, Explaining, Illustrating with examples, Questioning , Using Chalk Board, Stimulus Variation , Silence and Non-Verbal Cues, Achieving Closure - Design and development of 10 micro lessons – practice and documentation - Link practice.

Unit IV : Teaching and Learning Enhancement Tools

Audio-visual aids-importance of AV aids in Science learning - Learning aids – designing , developing and documenting graphic aids , projected aids and improvised aids

Unit V : Fundamentals of Assessment and Evaluation in Science Classrooms

Forms of questions - Objective, short answer and essay type Tests : Achievement test – construction, Diagnostic test – construction – remedial instruction
Continuous comprehensive evaluation – grading system – rubrics for assessment of assignments, projects, debates, seminars, discussion – assessment of thinking skills – critical and creative thinking – assessment of process skill in Physical science - Reflection and feedback – Assessing student’s performance.

Unit V : Self reflection and peer evaluation in classrooms

Concept of self reflection and peer evaluation – development and practice of rubrics. (To be practiced during teaching practice)

EDU 05.9: Pedagogical Content Knowledge Analysis – Natural Science

Unit I : Pedagogical Analysis of Teaching Natural⁴⁹ Science

Pedagogic Content Knowledge (PCK) - Meaning, objectives, scope, principles and dimensions - Pedagogic content analysis of secondary school syllabus prescribed by

SCERT.

Unit II : Instructional Planning for Teaching Natural Science

Meaning and importance of planning, Types of planning – Year plan, Unit plan, lesson plan and Resource Unit - Designing lesson plans based on following approaches and Models of teaching- Herbartian Approach, Constructivist Approach, Concept Attainment Model, Inquiry Training Model, 5 E Model of BSCS , Inductive Thinking Model, Role play model and IT supported lessons

Unit III : Teaching Skills and their Development

Teaching skills–Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for biology teacher - Micro-teaching: Objectives, Micro-teaching cycle - its relevance in teacher training programmed. Design and development of micro lessons- practice and documentation

Unit IV : Design and Development of Materials

Audiovisual aids – Significance in science learning .Designing, developing and documenting minimum of one item for - improvised, Visual and graphic aids -Charts, Models, , Diagrams, Pictures, Posters. Projected and non- projected aids-OHP, LCD, ,Bulletin Board, Flannel Board etc - Activity aids -Aquarium, Terrarium, Nature Calendar, collection and preservation of specimens etc.

Unit V : Assessment and Evaluation in Classrooms

Objective based evaluation - Preparation and practice of Assessment - &Evaluation tools- Tests- Different test items (HOT, LOT Questions) , Achievement and Diagnostic tests, Remedial Teaching - Open book examination. Test for thinking skills - Continuous comprehensive evaluation- Grading system-Rubrics for assessment of Assignments, Projects, Debates, Seminars, Discussions - Reflection and feedback- Assessment of student's performance - Development and practice of rubrics for self reflection and peer evaluation.

EDU 05.10 - Pedagogical Content Knowledge Analysis – Social Science

Unit I: Fundamentals of Pedagogic Analysis

Meaning and definition of pedagogical analysis - Need, significance and principles of pedagogical analysis

Unit II: Content Analysis in Social Science

Relevant content areas of standard 8, 9 & 10- history, geography, political science, economics and sociology areas

Unit III: Microteaching in Social Science

Concept of micro teaching & principles - Steps in micro teaching - Important micro teaching skills- components - Link practice in Micro teaching

Unit IV: Planning for Social Science teaching

Need and importance of planning- planning for instruction Year plan & unit plan- need and significance - Lesson plan- principles, need and significance

Unit V: Learning aids in Social Science

Need and significance of Learning aids - Graphic aids- Charts, Graphs, Pictures, Maps. 3D aids- Models, Realia, and Glob. AV aids- Radio, TV, Tape recorder, Film and Computer - Display boards- Chalk board, Bulletin board and interactive board
Projected aids- OHP and LCD

Unit VI: Evaluation in Social Science

Concept and purpose of evaluation- modern evaluation techniques - Need of Continuous & Comprehensive Evaluation and Grading - Diagnostic and Achievement tests

EDU 5.12: Pedagogical Content Knowledge Analysis - Commerce

Unit I: Nature and Scope of Pedagogical content knowledge analysis

Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce discipline - Relationship between pedagogic with content analysis Content Analysis – Procedure, facts, concepts, principles, process, rules, equations - Content analysis of higher secondary business studies and accountancy text book.

Unit II: Instructional Planning

Instructional planning –Importance, Phases Types - Year plan, Unit plan, Lesson plan, Resource unit - Procedure for the Preparation of year plan, unit plan and lesson plan - Lesson plan based on constructivist approach - ICT enabled lesson plans - Lesson plan based on Models of Teaching (any 5 models)

Unit III: Teaching Skills

Teaching skills – key concepts, mastery of skills, TAS formula - Micro teaching - Meaning, Phases, steps - Link practice - Micro teaching – Lesson designs, Practice and assessment mechanisms.

Unit IV: Instructional Supports

Instructional supports: Importance, educational values, classification of learning aids: projected, Non-projected and activity aids - Hands on experience: Computer, LCD Projector, Interactive white board and multi media

Unit IV: Assessment and Evaluation

Assessment mechanisms: Quantitative and Qualitative - Achievement test, Diagnostic test, Performance test, Portfolio assessment, Rubrics - Self & Peer assessment - Art of questioning, LOT, MOT & HOT questions - Deal answers

EDU 101 - Health and Physical Education

Unit I: Curriculum Grid for Health and Physical Education

Definition - Meaning, need and importance - Aims and objectives - Dimensions

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Unit II: Recreation and recreational activities

Need and importance - Leisure time management

Unit III: Track & Field or Athletic events

General awareness on Athletics - Rules and regulations of any one event in detail

Unit IV: Major and minor games

Understanding Major and minor games - Rules and regulations of any one major game in detail

Unit V: Tournaments

Knock out, League and combination tournaments - Methods of drawing fixtures under Knock out and League tournaments

Unit VI: Track and Field marking

Standard 400 mts./200 mts. Track marking - Field marking

Semester II

EDU 06: Education in Indian Society**Unit I: Milestones in Indian Education**

A brief account on history of Indian education during British period - Education in post independent India: Radhakrishnan Commission(1948) - Kothari Commission report(1964-66) -New Education Policy 1986 o Right to Education Act 2009 o Programmes and Schemes - DPEP,SSA,RMSA, RUSA - Apex bodies- CABE,NCERT,SCERT, DIET, UGC, NCTE, NAAC, NUEPA - Evolution of education in Kerala

Unit II: Education for Economic and National Development

Social Indices of National Development - Education as an investment- Share of GDP to Education - 'Educated unemployment'- Causes and Remedies - Role of NKC - Education in 12th five year plan(overview) - Education an instrument for intellectual property and inventions and discoveries for the welfare of the society- (IPR)- Industrial property rights- copy rights and related rights

Unit III: Challenges in Indian Education

Current Problems of Indian education – Primary- secondary- higher education
Constitutional Goals - Articles of Indian Constitution Pertaining to Education – Preamble, Article 21 A, Article 38, Article44, Article 45, Article 46,Article 47,Article 48A, Article 49

Unit IV: Emerging Trends in Education

Gender equity- Women empowerment- Gandhian views on women empowerment - Inclusive Education – Meaning, Relevance and Practices - Population Education – Need, Trends in Demography, Population explosion and adverse effects - Meaning and significance of Human Rights education - Relevance of environmental education - Health education and prevention of life style diseases
§2 Futurology of education

Unit V: Value Education

Concept of Purusharthas - Human Values- Social Values - National values - Universal values -

Strategies for inculcating values - Professional ethics of Teachers

EDU 07 – Learner in the Educational Perspective

Unit I: Individual Difference of Learner

Concept of Individual Differences - Areas of individual Differences - Interest, Attitude and Aptitude - Understanding Exceptional learners - Gifted and Slow Learners, Mentally Retarded, Learning Disability- Educational provisions for learner differences - Inclusive education- National Policy and Acts RCI(1992),PWD (1995), NTA (1999).

Unit II : Learner Differences in Intelligence and Creativity - 20 hours

Meaning and nature of intelligence - Theories of Intelligence – two factor, group factor, multi factor, Guilford’s structure of intellect model - Multiple intelligence etc. - Measurement of Intelligence –verbal, nonverbal and performance tests - Emotional intelligence - Creativity- meaning and nature - Identification of Creative Learner - Process of Creativity, measurement of creativity, Teacher’s role in fostering Creativity.

Unit III : Personality and Adjustment of Learner

Concept of Personality- role of heredity and environment - Approaches to study personality - Psycho analytic(Freud) - Trait(Allport and Cattell) – Characteristics of mature personality - Assessment of personality- techniques and methods- projective techniques - Adjustment and maladjustment, Adjustment mechanisms - Mental Health: Concept and Importance, mental hygiene- role of teacher.

Unit IV : Learning in Groups - 12 Hours

Meaning & Characteristics of a Social Group, classroom as a social group – Sociometry - Use and Importance - Group dynamics - Leadership- nature, types, skills etc. - Life skills- self awareness, communication skills, interpersonal relationship, decision making & problem solving

Unit V : Guidance and Counselling - 14 hours

Guidance and counselling – Meaning – Need, types and scope, organisation of guidance cell - Counselling skills- adolescent issues and their management-Sexual harassment, Substance abuse - Impact of media/ Internet/ mobile - Depression and suicide- causes and remedies etc. - Stress management- concept and practices - Behaviour management in classrooms- trends and practices, Classroom Management Skills

EDU 08: Educational and Environment Management

A. Educational Management

Unit I: Management, Administration, Organisation

Modern trends in management- theories, functions and effectiveness indicators - Educational management – meaning and difference with industrial management - Importance of study of educational management - Different components of management of educational system - Structure of management at Central, State,

District and Panchayat level

Unit II: Aspects of School Management

Time management : Time table-importance, principles and types - Resources in education: a).Material resource management: Organization of school plant- building. Equipment, school records and registers- Human Resource Management : Role of Head of the institution as a leader and a manager-application of Total Quality Management (TQM)-SWOCK analysis- quality audit- duties and responsibilities of teaching and administrative staff-Staff council-Student council-PTA-MPTA - Classroom management: Concept, need and approaches - Role of students in a classroom- Leader, Follower and Non participant - Role of teacher in classroom management

Unit III: Management of School Activities

Academic support- library, workshop and museum - Co-scholastic activities- morning assembly, club activities, sports and games, celebration of various days, recreational activities, field trips, debates, discussion, symposium.

B. Environmental Education

Unit I: Concept and relevance of environmental education

Meaning, definition and components of environment - Ecosystem- Meaning, characteristics and ecological balance Environmental Education-Concept, definition - Need and importance of environmental education at various levels-primary, secondary and higher secondary level - Objectives and principles of environmental education

Unit II: Environmental problems: Global and local level-Causes and Effects

Global warming, greenhouse effect ozone depletion and population explosion - Depletion of Bio diversity, loss of arable soil, quarrying, destruction of mangroves and coral reefs, deforestation and extinction of species - Pollution- Air, Water, Soil and Sound - Environmental laws and rights-Air act, Water act, Wildlife protection Act, Forest Conservation Act, Article 48 A, 51 G - International Protocols - Earth summit, Kyoto protocol, Montreal protocol, Stockholm conference

Unit III: Environmental Concerns

Urban problems- Solid waste management-Industrial waste management, domestic waste management and e-waste management, water conservation, rain water harvesting - Conservation of energy sources- alternative sources of energy Wildlife and its conservation - Forests and its conservation - sustainable development-concept and need - Green culture-Green plastics, eco-friendly life style, organic farming - Role of government and non-governmental agencies

Unit IV: Disaster management

Meaning and concept of disaster management - Phases of disaster management – Steps and brief description only - Prevention and preparedness for Flood, Land slide, Fire and Earthquake

Unit I: Curriculum and Syllabus

Curriculum – Types - Principles of construction - NCF 2005 - KCF 2007 - Difference- Curriculum and Syllabus - Syllabus types – State – CBSE - NCERT ICSE - Critical Pedagogy - Problem Based Learning - Issue-based curriculum

Unit II: Teaching Learning Resources: School and Community linkage

Teaching and learning resources - Formal learning contexts - Informal learning contexts - Library for learning English - Society as Language Lab – Film – Theatre – Language Institutes - Spoken English Centres - Soft Skills training centres - Literary clubs - Language forums - e-Library - Commercially available materials

Unit III: Instructional Materials and strategies

Instructional materials - Course Books - Learning Modules as in Correspondence Course Study Materials Supplementary Reader - Work Book - Teachers' Handbook – Cartoons – Comics – Strategies - Play-way method – Dramatization – Skit – Mnemonics

Unit IV: Collaborative and Cooperative Learning

Collaborative Learning - Steps and tasks - Co-operative Learning - Steps and tasks - Interactive sessions – Tasks - Dealing with heterogeneous groups - Project Work – Workshop - Seminar – Symposia – Debates – Anchoring - Event Management

Unit V: Inclusive Education

Inclusive Education – Concept - Need and significance - Proficient and non proficient learners - Talented children - Less talented children - Ways of identifying – Nurturing - Assigning appropriate tasks - Learning disability(LD) - Ways of dealing with learners with LD in inclusive settings

Unit V: Research in ELT

Research in English - Language Education and Second Language Pedagogy - Innovative practices

EDU 09.7 – Theoretical Base of Mathematics Education - II

Unit I: Curriculum Construction and Organization

Concept of Curriculum - New approaches to curriculum transaction - Critical Pedagogy, Problem Based Learning, Reflective learning, Experiential learning Modern trends in curriculum construction - their application in developing Mathematics curriculum - Principles of Curriculum organisation – Topical and Spiral, Logical and Psychological, Concentric and Spiral, Correlation - Approaches to mathematics curriculum suggested by NCF and KCF - Curriculum Study Groups - SMP SMSG, NMP, SCERT, NCERT

Unit II: School and Community Based Teaching-learning Resources

Concept of community based resources - Human resources - locally available experts in Mathematics - Natural resources- Mathematical aspects found in Environmental phenomena- congruence, similarity, ratio and proportion, geometric shapes, symmetric property etc. - Man made resources like: Mathematics laboratory- need and significance,

Mathematics library-need and Significance, Mathematics Club- need and significance, formation and its activities, On line resources - Informal learning contexts such as Mathematics exhibitions, Fair etc.

Unit III: Resource Materials for Teaching Mathematics

Text book – need and importance, qualities of good mathematics text book, critical analysis of the existing mathematics text book in secondary schools of Kerala - Teachers hand books – need and importance - Work books – need and importance
Need and importance of websites, Educational CDs, Learning Modules

Unit IV: Resource Materials for Teaching Mathematics

Modern instructional strategies - Cooperative learning strategies - Collaborative learning - Concept mapping – Gradation – Simulation - Mathematics Education for children with special needs - Nature, Characteristics and activities of Gifted students - Slow learners and Culturally deprived children - Ways for Stimulating and maintaining interest in learning Mathematics

Unit V: e-Resources and Learning Management Systems

Learning management systems- definition and identification of e-resources - e-content development - m-learning

Unit VI: Process based Performance Assessment Methods in Mathematics Learning

Research in Mathematics Education- Need and importance - Performance Assessment Methods in Mathematics Learning

EDU 09.8 – Theoretical Base of Physical Science Education - II

Unit I: Curriculum in Science Education

Curriculum – meaning- syllabus, Principles of curriculum construction . Hidden curriculum - Approaches to curriculum organization – concentric plan, spiral curriculum, type study, topical approach, historical approach, nature study, nature rambling, general science and disciplinary approach. Modern trends in curriculum construction – Regional – National – International (Critical Pedagogy / Problem Based Learning / Issue Based Curriculum , KCF (2007), NCF (2005

, 2009), NCERT, State curriculum (SCERT), Nuffield Science Teaching Project, PSSC, CHEM study, SAPA, CASE - Correlation – Incidental & systematic — correlation of physical science with other subjects such as Biology, Mathematics, Language, Geography, History, Earth science, Music, Art & Craft, life and environment.

Unit II: Community Based Science Teaching – Learning Resources

Community based resources-Meaning, Need and significance - Formal Science learning contexts: Library – School library and class library. Science library – importance and its organization, web resources for accessing information. Science lab – importance and its organization, Registers-purchase and maintenance of chemicals, apparatus and equipments, laboratory rules, accidents in the laboratory, precautions, and first aid. Facilities for individual and group work in the lab. Need and importance of field trips, excursions, Science fairs and exhibitions: facilities and support to create knowledge, Significance and organization of Science club – activities-training in problem solving and

development of psychomotor skills - Informal learning contexts such as parks, museum, historical monuments, play ground, music room, planetarium, ANERT etc. - Governmental and non-governmental movements & organizations for popularizing science – Science Talent Search Programme, Science Olympiad, KYVP, Sasthraphoshini scheme etc.

Unit III: Resource Materials for Teaching Physical Science

Textbook – qualities of a good science text book –Vogel’s criteria, Readability-Fog index, handbook for teachers – source book – work book for learners – reference books – supplementary reading materials – educational CD /DVDs – learning module - websites.

Unit IV: Modern Instructional Approaches in Science Education

Modern instructional approaches for cooperative / collaborative learning – Jigsaw technique, circle learning, concept mapping, think – pair and share - Science education for students with special education needs – slow learners, fast learners, scientifically gifted and creative learners

Unit V: E-resources in Teaching and Learning of physical science

Learning management systems –Definition - identification of e –resources - e – content development – steps (Practice as Practicum) - Educational entrepreneurship – career possibilities for trained graduate and post graduate science students

EDU 09: Theoretical Base of Natural Science Education - II

Unit I: Modern Instructional Strategies

Modern instructional approaches/technique for Cooperative and Collaborative learning – Jigsaw technique, circle learning, concept mapping, think-pair share - Reflective practices – Meaning and importance, modes and means of reflective practices.

Unit II: Community Based Resources for Enhancing Science Learning

Community based resources for science learning- relevance and scope - Identification of Community resources for better science teaching and learning –Human resources- e.g. Resource persons/ eminent teachers/ personalities/ scientists in the local community. Natural Resources- e.g .pond

/lake/river/sea/ forest/ wet land/ mangroves/ sacred grooves etc. Man made Resources - e.g. Museum/ Zoo/ Botanical garden/ Agrifarms / hospital, Krishibhavan/Research centers /other governmental and non governmental agencies etc.

Unit III: School based Resources for Science Learning

Library –School and Class library- importance and its organization, Types of resources for accessing information - book, non book and web resources - Science laboratory- significance and organization –Designing a high school biology laboratory - Club activities - Science club, Science fair, Exhibition, Manuscript magazine, Field trip & Excursion, Community awareness programme and Living corners- Pisciculture, Bird watching and rearing ,different types of garden⁵⁷(Vegetable, ornamental and Herbal)

Unit IV: Resource Materials for Teaching Natural Science

Text books- qualities of good science text book, Text book analysis. Supplementary reader - Hand book for teachers and Work book for learners-prepare a work book based on the select unit of secondary school biology Reference material-encyclopedia, newsletters, magazines, journals - ICTBaesd Resource Materials- –Educational CDs developed by SIET, NCERT, IT@ school and other Non Governmental agencies for the learning of biology at secondary level.

Unit V: Curriculum Trends in Biological Science

Curriculum-Meaning-functions and, Principles of curriculum construction - Types of curriculum-subject centered, activity centered, integrated and hidden curriculum - Approaches to curriculum organization- Topical, Subject, Concentric, Spiral and Integrated. Factors affecting curriculum organization, Criteria of a good Natural science curriculum - Modern trends in curriculum movements - State- SCERT,KCF(2007) - National–NCERT,NCF(2005) - International-Biological Science Curriculum Study (BSCS),Nuffield Biology Project - Critical analysis of the prevailing secondary school biology syllabus - An introduction to Critical Pedagogy, Problem Based and Issue Based Learning.

EDU 09.10 :Theoretical Base of Social Science Education - II

Unit I: Curriculum in Social Science

Social science curriculum- Principles- Modern trends in curriculum- Concentric – Spiral- Topical approaches

Unit II: Role of Social Science in National Integration and International understanding

Meaning of National integration and international understanding - The role of Social science in promoting the spirit - Challenges to democracy-Communalism, Terrorism, globalization and technological advancement.

Unit III: Organizing and maintaining of Social Science materials and resources

Features , significance and ways to organize - Social science room – Laboratory – Museum – Library - Features of a good Social Science Text book - Difference between Text book and hand book - Need and significance of work book

Unit IV: Community Resources in Social Science

Community resources- meaning –nature- need and significance- Relationship between school and community - Historical- Palace, Museum, caves etc. - Geographical- planetarium, geology museums, sea shore etc. - Political – local self govt. institutions, gramasabha legislative assembly etc. - Economical – banks, markets etc. - Ways to utilize- bring the community to school or bring the school to community

Unit V: Present practices in Social Science teaching

Collaborative – problem solving- discovery – investigatory and metacognitive approaches and strategies

Unit VI: Research inputs of Social Science Education

Need of research in the teaching learning process - Need for developing innovative techniques and strategies in pedagogy and evaluation - Action research in Social

Science

EDU 9.12 Theoretical Base of Commerce Education - II

Unit I: Commerce Curriculum

Curriculum – Concept, Principles of curriculum construction, Approaches, types of curriculum, Modern trends in curriculum construction. Curriculum transaction: meaning and modes - Brief outline about NCF (2005) KCF (2007) and its relevance in vocational education.

Unit II: School and Community Resources

School and community based teaching – learning resources: school to the community and community to the school - Co-curricular activities-school bank, commerce club, commerce library, commerce room

Unit III: Instructional Resources

Instructional Resources: textbook, workbook, handbook, source book, cartoons - IT enabled instructional resources: videos, YouTube resources, animations, film clippings.

Unit IV: Innovative Strategies and Approaches

Instructional Strategies: Collaborative learning, Co-operative learning, Experiential learning, Self study approach, Contract learning, Problem Based learning, Graphic organizers - Approaches for teaching book keeping and accountancy - Strategies to deal with differently able, slow learners, gifted students in heterogeneous class room.

Unit V: e- Resources

Concept of e- resources, Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, web based learning - Learning management system in the teaching learning process of commerce education - E-commerce and its relevance in the modern world

Unit VI: Research inputs of Commerce Education

Action Research - Research in Commerce Education- Need and importance - Qualities of a good researcher - An introduction to educational research and preliminary data analysis

EDU 10.2 Techno-Pedagogic Content Knowledge Analysis- English

Unit I: Teacher as a techno-pedagogue

Techno-pedagogy - Content Knowledge - Pedagogic Knowledge - Technology Knowledge - Content-based Web resources – Need - Ways of using

Unit II: Professionalizing Language Education in a Techno-pedagogic scenario

Networking - Teacher >Teacher - Teacher >Institution - Forum-Wiki - Blog-Video – Conferencing - Professional communities - Overseas opportunity Educational Blogs English Teacher Blogs Teacher TubeESL Café LinkedIn - Study Skills enhancing using Web resources

- Note making-Reference skills - Information literacy - Content writer-Copy Writing - Call Centre jobs-Transcription – Outsourcing - Learning Management System
-Scope- Storage – Collaboration - Communication Evaluation

Unit III: ICT-enabled teaching of Prose, Poetry, Grammar and Vocabulary

ICT-enabled tasks for Prose - Film adaptations of literary texts - Online Vocabulary games- Online Grammar games - Audio podcasts – Speeches - Pronunciation and Conversation practice Online – Poems - Critique of poems on websites - Exploring text types Online – Descriptive – Narrative – Expository - Argumentative

Unit IV: ICT integrated assessment practices

Assessment Rubrics - e-Portfolio - Google Docs - Online editing in Wikis - Digital Magazine editing - Competitive and placement tests IELTS,TOEFL,TKT,TET,NET,SET

Unit V: Self-instructional strategies

Programmed Instruction – Linear – Branching - Instructional modules - Computer Assisted Instruction(CAI) - Computer Based Instruction (CBI) - Computer Assisted Language Learning (CALL)

EDU 10.7 : Techno-Pedagogic Content Knowledge Analysis - Mathematics

Unit I: Teacher as a Techno Pedagogue

Concept, meaning and scope of Techno- pedagogue- Role of teacher as a techno-pedagogue - Concept of TPCK - Interrelationship of Content knowledge, pedagogic knowledge and technological knowledge - Scope and challenges of TPCK - Generation and transaction of TPCK based content analysis of secondary school text books and CD resources

Unit II: Experience with Curriculum Design

Concept of student teacher generated digital text books - Designing of student teacher generated digital text books by adapting free downloadable digital resources in mathematics based on the principles of curriculum construction

Unit III: Networking as a Means of Personal/Professional Growth

Concept of E-twinning for institutional/professional growth - Concept of Online learning- creation of personal e-mail ID and BLOGS with a minimum of 5 posts for promoting the teaching and learning of Mathematics

Unit IV: Teacher as a Reflective Practitioner

Concept of reflective practices - Designing and development of tools for evaluating reflective practices in Mathematics - Posting of reflections in Blogs, Forums etc.

Unit V: Assessment in Classrooms

Concept of Continuous and Comprehensive evaluation secondary classes - Assessment as a feedback to student, teacher and parents - Downloading of free assessment tools – Maths Olympiad, TET, SET, NET etc.

EDU 10.8 TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - PHYSICAL SCIENCE

Unit I: Techno-Pedagogic Content Knowledge and Self-Instructional Strategies

Techno-Pedagogic Content Knowledge Paradigm- Interrelationship of Content Knowledge, Pedagogic Knowledge and Technological Knowledge, Generation and Transaction of the optional subject, in the light of TPCK paradigm, TPCK based content analysis of selected units of the secondary readers in physical Sciences - Self-instructional strategies: Meaning, Personalized System of Instruction , Programmed Instruction-Linear, Branching, CAI and CMI

Unit II: Material Design for Curriculum Transaction

Techno Pedagogic Curriculum Transaction Materials – Digital texts, brief explanation – Designing of digital texts- digital resources, brief explanation – digital resources in Physical Science

Unit III: Networking in Physical Science Learning

Networking as a means of collaborative growth. Networking in learning of Physical Science. Purposes – means of personal and professional growth, Types-Technical, Personal and Institutional, e-twinning for institutional or professional growth in learning of Physical Science, Cloud Learning Environment for Science learning - Online learning – meaning, purposes – creation of email ID – Blogs – meaning – types – educational, instructional blogs for learning Physical Science (with a minimum of 5 postings for promoting teaching–learning of Physical Science)

Unit IV: Teacher as a Reflective Practitioner

Reflective practitioner: Meaning, Modes and means of reflective practices-Localized designing and development of tools of reflection by the Student-Teacher, Postings of reflection in blogs and forums

Unit V: Practice with Assessment in Classrooms

Online assessment –meaning, practicing of online tools. Down loading of online tools – Online quiz maker, competitive /placement examinations-GATE, GRE, Science Talent Search, Olympiad, Intel Science Programme, Google Science Fair, KTET Performance tests- assessment of process outcomes,

EDU10: Techno-Pedagogic Content Knowledge Analysis – Natural Science

Unit I: Technological Pedagogical Analysis of Content Knowledge

Technological Pedagogical Analysis of Content Knowledge (TPACK)-meaning and scope. Different knowledge areas of TPACK-1.Content Knowledge (CK), 2. Pedagogical Knowledge (PK), 3. Technology Knowledge (TK) 4. Pedagogical Content Knowledge (PCK), 5.Technological Content Knowledge (TCK), 6.Technological Pedagogical Knowledge (TPK), and 7. Technological Pedagogical Content Knowledge (TPCK). Interrelationships of different areas of TPACK - Technological pedagogical content knowledge analysis of secondary school biology.

Unit II: Technology Enhanced Resources – Preparation and Practice

ICT and Multimedia as technology enhanced communication devices in the teaching of life science - Collection/ Preparation of e-materials for pedagogic transaction of secondary school biology syllabus including environmental issues affecting local community(Power points, video clippings, pictures, instructional materials) -

Networking- meaning and scope of Net working in science learning. Development of one Blog for Natural science class and 5 postings by each student for promoting teaching learning/social issues/challenges etc. - e-twinning- means for institutional and professional growth.

Unit III: Online Assessment and Competency Enhancement Avenues

Online assessment- -meaning and scope, Down load an Online quiz maker and use it during practice teaching - Competitive examinations for secondary school students – Science Talent Search Scheme, Science Olympiad, Google science fair - Competitive Examinations for teachers - KTET, NTET, TET - Educational entrepreneurship – Career possibilities for trained graduate and post graduate science students.

Unit IV: Classroom Management for Pedagogic Transaction

Classroom management –a conceptual analysis-an introduction to classroom rules - Physical arrangement for different types of instruction-small group, large group, laboratory - Time management in class room- allocated time watching Vs engaged time.

EDU 10.10 - Techno Pedagogical Content Knowledge Analysis - Social Science

Unit I: Professionalism and Social Science teacher (14 Hrs)

Profession- definition, difference with other occupations- significance of profession - Qualities and competencies of Social science teacher- different roles and personal qualities - In-service programmes, Refresher/ orientation programmes, research and development

Unit II: Teacher as a reflective practitioner (18Hrs)

Meaning of reflection- reflective teaching and thinking - Strategy for reflective practices- field experiences and reflective practice.

Unit III: Social Science teacher as a techno pedagogue (18Hrs)

Inter relationship with content knowledge with technological knowledge - Technological knowledge needed for a social science teacher - ICT and constructivist approach in Social Science- scope and challenges - Sample content analysis on techno pedagogical aspects

Unit IV: Information technology inputs in Social Science teaching (16Hrs)

Computer assisted instruction in Social Science- needs and scope - Utilization of soft wares - E content development in Social science - Video conferencing

Unit V: Internet and the teaching of Social Science (18Hrs)

Concept of internet- its utilization in Social science teaching- scope and limitations -

Blogging – information, teaching and research purposes and utilities

EDU 10.12: Techno-Pedagogic Content Knowledge Analysis - Commerce

Unit I: Techno Pedagogic Content Knowledge Analysis (TPCK) – Introduction (10 Hrs+4 Hrs)

Inter relationship between Technology, Pedagogy and Content - Teacher as a Techno-Pedagogue: Meaning and Qualities Scope and purpose of Techno-Pedagogic Content Knowledge Analysis - TPCK based content analysis (Selected units of higher secondary commerce text book)

Unit II: Curriculum Material Design (12 Hrs+ 4 Hrs)

Experience with curriculum design-Design digital texts and e-content - Adapting free downloadable digital resource in commerce - Web sites surfing practices

Unit III: Networking as a means of personal and professional growth (14 Hrs + 4 Hrs)

Professional and Institutional growth: Through network-twinning - Student and Institution Networking - Online learning: Concept and system of online learning- Creation of e-mail ID and blogs (5 posts for promoting teaching learning of commerce) - Learning management system and pedagogical analysis

Unit IV: Reflective Practices (8 + 4 Hrs)

Teacher as a reflective practitioner, Concept of Reflective practices - Reflective strategies: concept maps, brain storming, journaling, portfolio writing, problem solving

Unit V: Assessment and Learner Performance (8Hrs + 4 Hrs)

Assessing student performance as feedback for Students progress - Teacher's proficiency – Parents - Designing performance tests: purposes and uses - Downloading of free online assessment tools-online quiz, online test - Competitive exams- Basic ideas of MAT,CA, CS, ICWAI

Unit VI: Individualized Instructions (8Hrs + 4 Hrs)

Individualized instruction: Importance and principles - Personalized system of instruction(PSI) - Programmed instruction CAI and CMI - Instructional modules

EDU – 201.2 & 202.2 - Health Education (3 credits-36 hrs) – Total Marks - 30

Unit I: Curriculum Construction (17 hours)

Meaning, importance and factors affecting Health - Significance, scope ,aims and objectives of Health Educatio

Unit II: Physical Fitness

Definition - Components of Physical Fitness - Health related Physical Fitness - Activities for developing Physical Fitness components

Unit III: Types of Exercises

Aerobic and Anaerobic Exercises - Isotonic ,⁶³Isometric and Isokinetic Exercises - Health benefits of Physical Exercises - Effect of exercise on Circulatory, Respiratory and Muscular Systems

Unit IV: Hygiene & Health Hazards

Personal and Community Hygiene - -Smoking ,Alcoholism and Abuse of drugs

Unit V: Food and Nutrition, Diseases, First Aid and Posture

Macro and Micro Nutrients - Balanced diet - Vitamin deficiency and related diseases - Mal nutrition - Hypo kinetic /Lifestyle diseases and it's management – Definition - Aims and Principles Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc. - Congenital and acquired postural deformities - Remedial measures for acquired postural problems

(Detailed Syllabus with References can be downloaded online at:

http://www.keralauniversity.ac.in/images/Downloads3/revised_bed_curriculum_2013_2014.pdf)

UNIVERSITY OF KERALA

Master of Education (M.Ed.) Degree Course Course Framework & Syllabus

The M.Ed. programme shall include

Core Subjects (compulsory for all students)

The core subjects in Semester I:

(CS1) Methods of Educational Research and Statistics (CS2) Advanced Educational Psychology

The Core Subject in Semester II:

(CS3)Philosophical and Sociological Foundations of Education

Elective Subjects

Elective Subjects are allotted as per the optional subject studied for B.Ed. or as general supplement for Specialization as per the choice of the student. The Elective subjects for the First Semester are given in two categories, of which the students can select one from each category. For the Second Semester, the electives will be allotted as per the optional subject of the candidate for the B.Ed., provided he/she possess UG/PG degree in that subject and for other candidates, there is a choice of general subjects. The Elective Subjects shall be allotted as per the availability of facility at the institution on recommendation of the Academic Advisor of the College/institution. The Elective Subjects offered for the M.Ed. Programme of affiliated colleges are given below:

For Semester I, the electives are given in two categories. One from each category may be selected by the candidate:

Category I

1. (ES1)Techniques of Evaluation and Test Construction
2. (ES2)Educational and Vocational Guidance and Counselling

Category II

3. (ES3) Teacher Education
4. (ES4) Educational Technology

For Semester II, the Electives are:

5. (ES5)Mathematics Education
6. (ES6)Science Education
7. (ES7)English Language Education

8. (ES8)Hindi Language Education
9. (ES9)Malayalam Language Education
10. (ES10) Social Science Education
11. (ES11)Commerce Education
12. (ES12)Early Childhood Education
13. (ES13)Sanskrit language Education
14. (ES14)Tamil language Education
15. (ES15)Arabic language Education
16. (ES16)Geography Education

Dissertation and Viva-Voce

Each student has to submit a dissertation on an educational theme ordinarily based on the candidate's field of specialization. The candidate has to do the dissertation work under the guidance and supervision of a faculty member nominated by the Monitoring committee of the College. After finalizing the topic, a brief Research proposal may be submitted by the candidate for the approval by a committee consisting of Dean, Faculty of Education of the University and the Monitoring committee of the college. Report should be approximately in between 10000 to 20000 words depending upon the nature of the topic. For evaluating the dissertation, there will be external and internal evaluation by two experts followed by a viva-voce. The Viva-voce will be based on Research Methodology and the Dissertation.

Detailed Semester Wise Scheme of the M.Ed. Programme

1.5.4.1 Semester I

Nature of the Paper	Name of the paper	Assignments/ Seminars	Reflective Practicum	CA MM	EE MM	Total MM
Core Subject CS 1	Methods of Educational Research and Statistics	Min. 2	2	30	70	100
Core Subject CS 2	Advanced Educational Psychology	Min. 2	2	30	70	100
Elective Subject ES 1	(ES1)Techniques of Evaluation and Test Construction / (ES2)Educational and Vocational Guidance and Counselling	Min. 2	2	30	70	100
Elective Subject ES 2	(ES3)Advanced Educational Technology/(ES4)Teacher Education	Min. 2	2	30	70	100
Total		65		120	280	400

1.5.4.2 Semester II

Nature of the Paper	Name of the paper	Assignments / Seminars	Reflective Practicum	CA MM	EE MM	Total MM
Core Subject CS 3	Philosophical and Sociological Foundations of Education	Min. 2	2	30	70	100
Elective Subject ES 3	Mathematics Education /Science Education/English Language Education /Hindi Language Education/Malayalam Language Education/ Social Science Education/Commerce Education/Early Childhood Education/Sanskrit language Education/Tamil language Education/Arabic language Education/Geography Education	Min. 2	2	30	70	100
Dissertation					250	250
Viva voce					50	50
				60	440	500
Total						

Reflective Practicum

Two Reflective practicums per Subject shall be done through field experiences and case studies. Some practicums have been given along the syllabus as samples. The teachers may either give the samples or suggest new problem based situations in the beginning of the course itself for approval of the Monitoring Committee of the Institution. The list of practicum may be displayed to the students within one month from the beginning of the course.

**Syllabus
Core Papers
Semester I**

CS1. Methods of Educational Research and Statistics

Unit I: Introduction to Research in Education (3 Hours)

Meaning and definitions of research- Need and significance of research in Education - Areas/levels of Educational Research-Characteristics of educational research- Steps in conducting research in Education - Qualities of good research and researcher- Constraints and limitations - Ethical issues and its consideration

Unit II: Scientific Approach in Educational Research (9 Hours)

Purpose and features - Applications of Scientific methods in education - Types of Research – Classification based on: (a) Purpose/nature- Basic/Fundamental/Pure and Applied/Functional research- (b) Method: Experimental (Different Designs), Descriptive and Historical-(c) Type of data: Qualitative and Quantitative - (d) Others: Evaluation, Research and Development (R & D), Action research-(e) Eclectic research- mixed method, mixed model and multi-method- Interrelations among various types of research - Research design-meaning, characteristics and elements

Unit III: Research Problem (6 hours)

Identification & Selection - Sources and Criteria - Statement and its justification - Delimiting the Research problem - Characteristics of a good Research Problem

Unit IV: Review of Related Research and Literature(6 Hours)

Purpose and need of literature review - Selection and Preparation - theoretical and conceptual overview, related literature and studies - Sources and types: journals, literature, data bases, international abstracts, online-computer assisted searches - Abstracting and organization of the literature - Reporting

Unit V: Research hypotheses/ Research Questions (4 Hours)

Definition and purpose – Characteristics – Types - Stating the research hypotheses/ research questions

Unit VI: Sampling (6 Hours)

Definition and purpose: population and sample -Techniques of sampling - Probability sampling techniques-simple random-stratified-cluster-systematic - Non-probability sampling techniques-convenience, purposive/judgmental, snowball, quota sampling - Errors in sampling and its control - Rationale for fixing sample size

Unit VII: Tools and Techniques for Data Collection (8 Hours)

Purpose of research instruments - Characteristics, types, construction and uses of instruments for (a) Observation (b) Interview (c) Survey : Questionnaire, Opinionnaire etc.(d) Self reporting: Inventories, Sociometry etc. (e) Personality measures (f) Intelligence measures (g) Rating Scales (h) Demographic measures (i) Tests (and their types) (j) Focus Group Discussion Devising your own instrument and establishing its Reliability, validity and usability -

Digging data from Survey Archives, Written Records - Recording Content Analysis of Documents/text books and Case studies – Research ethics

Unit VIII: Introduction to Statistics in Educational Research (3 Hours)

Use of statistics for managing data-Nature and Types of educational data-Scales of measurement-Organisation and tabulation of data.-frequency distributions-Graphic Representation of data - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram and Bar Diagram- Advantages and uses of Graphic representation of data

Unit IX: Descriptive Statistics (20 Hours)

Measures of Central Tendency- Meaning and computation of Measures of Central Tendency: Arithmetic Mean, Median and Mode, When to use the different measures along with the merits and demerits. Measures of Relative Position- Meaning, uses and computation of Percentiles Quartiles and Percentile Rank Measures of Dispersion / Variability- Meaning, Measures of variability as supplements to the Measures of central tendency, Computation of common Measures of variability like Range, Quartile deviation, Average Deviation and Standard Deviation - Merits and Demerits. Measures of Relationship: Concept and types of Correlation - Linear, Non linear. Partial and Multiple correlation - Methods of computing Coefficient of correlation: Spearman's Rank Difference Method and Pearson's Product Moment Method, Uses and Interpretation, and Application of the concept of correlation in test validation , item analysis, estimation of reliability and validity . Regression and Prediction: Scatter plots, concept of Simple Linear Regression, Regression lines and Regression Equations – Standard Error of Estimate as accuracy of prediction.

Unit X: Normal Probability Distributions and its applications

Concept of Probability and Probability distributions, Central Limit Theorem- Concept, Importance of Normal Distribution in educational research, Characteristics/Properties of Normal Probability Curve, Applications of Normal Probability Curve, concepts of Skewness and Kurtosis as indicators of deviation from Normality, Computation of transformed scores: Standard scores (Z-Scores) and T-Scores

Unit XI: Inferential Statistics (Parametric and Non-parametric Tests) (20 Hours)

Parametric Tests : Concepts and uses of Parametric tests, Concept of population, sample, parameter, statistics, sampling error and standard error of mean, standard deviation, percentage and correlation, degrees of freedom, estimation of parameters, Levels of Significance and confidence intervals. Tests of Significance: Concept of Test of Significance, Null Hypothesis- concept, testing of Null Hypothesis, Directional (One tailed) and Non-directional (two - tailed) tests of significance, Significance of Mean Testing of significance of the difference between: Means, Standard Deviations, Correlation Coefficients and Percentages– for independent and correlated samples (large and small samples only) - Concepts and Application. Analysis of variance (ANOVA) and Analysis of Co-variance (ANCOVA) (one way and Two Way) - Concept, basic assumptions and uses only. Non - Parametric Tests: Concept, features and uses of Non-Parametric tests- Concept and application of Chi-square test, Median Test and Sign Tests.

Unit XII: Analysis of Data and Interpretation of results (5 Hours)

Analysis and interpretation of data in terms of objectives, hypothesis, limitations of tools and data, earlier findings, unstudied factors, intervening variables – Interpreting significant and

non significant results-generalizing findings - Methods of collating results obtained: Triangulation, Meta analysis. Selecting appropriate statistical techniques and analyzing the results of research investigations – Techniques for comparing Group percentages, Correlating Individual Scores, Comparing Group Means. Uses of Descriptive and Inferential Statistics

Unit XIII: Computer Analysis of Data (5 Hours)

Computer data management- Possibilities of utilizing Softwares (Excel/SPSS/ STATA/R etc.) available for analysis of Social science data – Data analysis using computers – Excel and SPSS. Cyber security-Cyber ethics

Unit XIV: Writing Research Report and its Evaluation (5 Hours)

Writing Style- Organization of the report- The Use of Headings -Citing and Referencing Sources-Essential Grammatical Considerations-Reporting Numbers and Statistics - Major Style Manuals/Guides -Chicago manual, Publication/ dissertation Manual of American Psychological Association(APA), MLA (Modern Language Association) Handbook for Writers of research papers, , American Anthropological Association (AAA), American Sociological Association(ASA), Council of Science Editors (CSE) Style etc – General manuscript Format followed by the University/ institution-Consult APA 6th Edition(2009) or a latest version for Manuscript Structure and Content- Writing clearly and Concisely-the Mechanics of style- Displaying results-Crediting Sources-Reference Examples – Reference Management softwares: Mendeley and Zoreto (open source) - Evaluation of a research report-criteria and norms - Check for plagiarism - Anatomy of a Research Article: Abstract- Introduction -Method –Results- Discussion - Bibliometric and *Scientometric* evaluation- Quality and visibility of publications- citation count.

CS2. Advanced Educational Psychology

Unit 1: Perspectives in Advanced educational Psychology (2 Hours)

Educational Psychology with respect to the learners, teachers, teaching-learning process and effectiveness-Approaches with special reference to Humanistic approach and Cognitive Psychology

Unit 2: Development of the Learner (12 Hours)

Different stages of development-Language development (Piaget, Vygotsky, Chomsky)- Cognitive development (Piaget and Burner)- Sternberg’s information processing approach-Emotional development (Bridges)-Moral development (Piaget and Kohlberg)- Psycho-socio development (Erickson)-Socio-cultural perspective (Vygotsky)

Unit 3 : Personality and Self-Concept of the Learner (12 Hours)

Personality-concept and meaning-Theories and approaches to personality- Allport, Cattell, Eysenck, Freud, Jung, Adler, Maslow and Rogers-Assessment of personality- objective and solo methods-Concept of self-development (Roger’s Theory)
Integrated personality and Deviant Personality

Unit 4: Individual differences (6 Hours)

Concept of Exceptional children- gifted and differently abled- Different categories of exceptionality

Unit 5: Intelligence and Cognition (12 Hours)

Changing concepts of intelligence-Compare the theories of intelligence by Spearman, Thorndike, Thurstone, Burt, Vernon, Guilford, Cattell, Sternberg and Gardner

Influence of Multiple intelligences on learning- Classroom possibilities Concept of Emotional Intelligence (EI) and Emotional Quotient(EQ)

Unit 6: Cognitive Skills Development (12 Hours) Cognition and Metacognition, Brain based Learning-Thinking- Concept and types- Scientific thinking-Reasoning- meaning-types-Problem solving-strategies Creativity- Instructional Strategies for promoting creativity-Analytical/Synthetic thinking

Unit 7: Theories of Learning (16 Hours)

Behaviouristic, Cognitive and Constructivist theories of learning Transfer of Learning/ Training- theories of transfer. Learning Disabilities- Strategies for the learning disabled

Unit 8: Motivation (12 Hours)

Intrinsic and extrinsic-Theories of motivation: Maslow, McClelland, Attribution Theories (Bernard Weiner, Fritz Heider and Rotter)-Techniques for enhancing Motivation

Unit 9: Adjustment, Maladjustment and Mental Health (12 Hours)

Concept of Adjustment and Maladjustment- Concept of mental disorder causes, symptoms and prevention-Concept of mental hygiene and mental health. Factors influencing mental health-Measures to maintain mental health/ Conflict Management/ Stress Management-Emotional Education, Life skills

Unit 10: Ethical Responsibilities (4Hours)

Professional ethics of teachers- Code of conduct for teachers and learners Prevention of cyber crime-cyber security measures-Social responsibility

ES1. Techniques of Evaluation and Test Construction**Unit1: Nature of Evaluation: (10 Hours)**

Measurement and evaluation, historical development of measurement and evaluation, measuring instruments, classification of tests. Criteria in the evaluation of education, defining educational objectives in terms of behavioral outcomes, Bloom's Taxonomy of educational objectives. (Revised and Pre revised). Measuring the intellectual outcomes of education, measurement of knowledge, understanding, of thinking skills, of communication skills, and practical skills. The characteristics of a good evaluation tool – validity, reliability, usability, comprehensiveness, objectivity, interpretability. Types of Evaluation – Formative and Summative Evaluation , Continuous and Comprehensive Evaluation, Criterion referenced and norm referenced evaluation.

Unit 2: Models in Educational Evaluation (5 Hours)

3D Model, Total Reflection model and Individual judgment model

Unit 3 :Tools of measurement and evaluation (10 Hours)

Teacher made and standardized evaluation tools, Limitation of standardized tests for classroom use Essay test, objective test, questionnaires, attitude scales, rating scales, schedules, inventories, performance tests, Sociometry

Unit 4: Test Construction and Standardization (15 Hours)

Construction and standardized of evaluation tools like tests, questionnaires, scales, inventories etc. Construction and standardization of Achievement tests and Attitude scale. Types (Forms) of items in an Achievement test- Advantages and limitations of different type of items. Construction of Questionnaires and Interest inventories – Kuder Richardson Inventories. Difference between Achievement test and Diagnostic test construction of diagnostic test - analysis and interpretation of diagnostic test results - remedial instruction Interpreting Test Scores and Norms- Norms: types and uses- Methods of interpreting test scores, percentile rank, standard score, profiles- Cautions in interpreting test scores- Reporting test results to parents

Unit 5 : Tests of Personality (15 Hours)

Measures of Behaviour- situational tests of character- systematic observation - steps to improve observational procedures -Advantages and Limitations - Informal observation - the anecdotal record. Projective techniques: The Rorschach Inkblot Test - The Thematic Apperception Test- Word association test - sentence completion test.

Unit 6: Measuring Intelligence (15 Hours)

Individual Tests: Binet tests audits revisions - WAIS - WISE Group Tests: Army Alpha - Army Beta. Non-Language and Performance type: Raven's progressive Matrices Test - Bhatia's Battery. Culture free and Culture fair tests - Cattell I Culture Free Intelligence Test

Unit 7 : Measurement of Aptitudes(15 Hours)

Aptitude: definition _ Aptitude test — types - mechanical aptitude, clerical aptitude, teacher aptitude tests—construction of aptitude tests: Aptitude test batteries - The differential Aptitude Test Battery and its subtests

Unit 8 : New trends in Evaluation (10 Hours)

Internal assessment and Continuous Comprehensive Evaluation-Pass-fail system- Multiple marking and Reporting System-Grading - different forms. Semester system and(CBCSS)-Peer evaluation- Self evaluation-Open-book examination-Use of computers in evaluation Current Measurement Trends and issues

Unit 9 : Research in Evaluation-areas (5 Hours)

Fixing priorities - Review of research done in the area of educational evaluation in the University.

ES2. Educational & Vocational Guidance and Counseling

Unit 1 Guidance and Types of Guidance (20 Hours)

Fundamental concepts of Guidance- meaning, objectives, need and significance – personal, social, psychological, educational, national and universal need. Characteristics, scope, basic assumptions, basic principles. Different types of guidance- educational, vocational

, guidance in social activities, guidance in use of leisure time, guidance in physical and health activities- Individual and Group guidance- Guidance at primary, secondary and higher level - History of Guidance Movement-Present situations and problems

Unit 2 Counselling: Tools and techniques (20 Hours)

Meaning, purpose, elements of counselling, steps in counseling, Approaches to counseling-Psychotherapy and psychodrama - Non testing techniques- counselling interview, observation, anecdotal record, auto biography, case study,sociometry, cumulative record - Testing techniques- intelligent test, aptitude test, interest inventory, achievement test, personality assessment test.

Unit 3 School Counselling and Counsellor (15Hours)

School Counselling as a Preventive , Curative & Developmental approach-the school counsellor-qualification, characteristics, duties and functions-Hurdles in organizing School Counselling. Utilizing School resources(Principal, Teachers, Pupil, Personnel Staff), Out of school resources (Parents,community resources). Staff level guidance agencies- National employment services. Designing acomprehensive school counselling programme- delivery of counselling, consultation, coordination, career guidance and advocacy services.

Preparation of a Sample Calendar for documenting a time frame for curriculum developers.

Unit 4 Various Guidance Services (15Hours)

Essential Guidance Services-Areas of education process- Curricula (importing subject matter knowledge)- Administrative (Staffing plating, budgeting and building, supervision, etc.)- Pupil personnel (i) Child accounting and regulatory services: registration and admission, attendance, fee, fine, etc., (ii) Clinical services: General health, hygiene, first aid etc., (iii) Guidance services: Orientation service, inventory service, information service, counselling, placement, follow-up, research and evolution). Individual inventory services, occupational and educational information services, counselling services, placement services, follow-up services, research services. Setting up guidance services in schools-Guidance and Counselling as a coordinated team process-School- Community - interaction in guidance. Use of media in guidance service-ICT tools and its application in guidance

Unit 5 Guidance and Counselling for Children with Special needs (15 Hours) Concept of children with special needs, types of children with special needs- learning- disabilities, mental retardation, under-achievers, discrepant achievers, gifted children, backward, vulnerable and at risk children, PH children, juvenile delinquents, children of in-migrant labourers etc.

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Unit 6 Job analysis (10 Hours)

Meaning, purpose, job study schedule, job analysis-how to use it, job satisfaction, factors responsible for dissatisfaction in job Career orientation in schools-organizing capacity building /bridge courses Guidance -Services in India.

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ES3. Advanced Educational Technology

Unit 1: Concept, Scope and Theoretical Bases (15 Hours)

Different approaches-Development of the main concerns of ET-The Elton Model

Physical science approach, behavioral science approach and systems approach- Hardware software approach. Theoretical Bases- A fresh look at learning –Skinner’s response centred approach, Gagne’s hierarchical approach, Ausubel’s learning categories, Bruner’s structure of knowledge, Cognitive learning, Piaget’s learning stages-Transactional usage of educational technology Integrated, complementary, supplementary and standalone

Unit 2: Media in Education (22 Hours)

Dale’s cone of experience , Finn’s categorization : low technology medium and high technology medium- A-V media – historical perspective. Audio Media – Podcast-script writing; Audio production stage- pre production, post- production and practices; Audio conferencing/Teleconferencing and Interactive Radio conferencing. Video – Educational television; Video conferencing, Video script writing Simulations, games, animated films- uses and advantages. Media selection criteria- factors in selecting media, schematic aid for media selection developed by Briggs. Internet, internet enabled e-content – using internet as an exploration tool – virtual lab, virtual field trip- Use of internet and web accessibility – computer supported co-operative work, collaborative internet tools/technologies – e mail, knowledge blocks, blog, video conferencing, world wide web.- Mobile learning, eduwiki

Unit 3: Communication Technology (13 Hours)

Classroom Communication-Factors affecting classroom communication; forms of teacher-pupil interaction; observation schedules of interaction-OSCAR, Bales, FIACS and VICS interaction matrix analysis; modification of teacher behaviour. Group Instruction Characteristics and patterns; small-group and large -group instruction; Group Learning techniques - general features and main GL techniques.

Unit 4: Information and Communication Technology in Education (25 Hours)

Changes and challenges, role of ICT in humanizing education- Role of ICT in education of disadvantaged and disabled-Incorporating technologies for pupils with diverse needs, special technologies for students with diverse needs– Assistive technology, special technology – visually impaired, hearing impaired. ICT in educational management-Diffusion theory and instructional technology- Academic and research content on the web- online journals and abstract services. Blended learning- meaning and concept-Scope of computers and communication technology- Computer based examination.-concept – preparation

Unit 5: e-Learning and Instructional Design (17 Hours)

Introduction to e-learning-concept and nature, definitions, meaning, modes, characteristics and benefits. e-learning tools, preparation- Multimedia approach- Designing multimedia package- Webinars-concept, uses. Overview of Models of instructional design- ADDIE Model, Dick and Carey Model Instructional Designs for competency based teaching - Concept of Learning Management System (LMS)- MOODLE- its application in classroom

Unit 6: Cyber Security and Information Security (8 Hours)

Concept, need and significance, Internet safety in the classroom, Legal and ethical issues- Copyright, Hacking, Netiquette, Pirated materials. Cyber security measures in the context of Teacher Education and Educational Research.

ES4. Teacher Education

Unit I : Concept, objectives and development of Teacher Education (15 hours)

Teacher education-concept, origin and development in India –evolution of teacher education-Pre-post independence scenario of teacher education- objectives-policies and recommendations of various committees and commissions on teacher education- major reforms in teacher education in the post independence period.

Unit 2 : Structure and Curriculum of Teacher Education at different Levels (15 Hours)

Structure of teacher education — levels and types - one year undergraduate, one year post-graduate and four year integrated. Salient characteristics of teacher education - relevance, flexibility, integration and interdisciplinary. Nature and concepts of teacher education curriculum at primary, secondary and college level. Pedagogical theory in terms of Reflective practice, learner-activated instruction, constructivist theory and practice, convergent and divergent questioning strategies etc. Methodology of teaching school subjects Practice teaching/ internship other practical work. Socially Useful Productive Work (SUPW) and working with community, physical education, health education.

Unit 3: Comparison of Teacher Education Curricular Frame works (10 Hours)

NCFTE frame Work.(2005, 2007,...) comparison of vision, mission and realization- Curricula for TE in Indian Universities–comparison with Curricula for TE of other Asian Countries like Malayasia, Singapore, Seattle etc. Curricula for different levels of teacher education in developed and developing nations- comparison of teacher education curricula in the state universities of Kerala

Unit 4: Assessment in Teacher Education (15 Hours)

Problems of Assessment, Principles & Strategies of Assessment -Internal vs external assessment (examination)-Critical Analysis of different Programmes like school experience, Demonstration, Criticism, Practice teaching, in teacher education courses: Pre-Primary, Primary & Secondary Level-Identifying theory practice gaps - Evaluation Methods-Evaluation of Practice Teaching /School Experience Programme/ Community living/etc. and their comparative weightage in the makeup of a teacher-State level and National Quality assessment tests for teachers: KTET/SET/NET/SLET/CTET etc-Analysing Multiple data sources for Teacher evaluation-Different levels of teacher Evaluation vs Quality Teaching

Unit 5 : National /State level Agencies for managing Teacher Education (10 Hours)

Role and functions of National and State Level agencies for managing teacher education University Grants Commission ((UGC)-National Council of Educational Research and Training (NCERT)-National Council for Teacher Education (NCTE)-Centre of advanced Studies in Education (CASE)-CABE Committee, NIE etc.— State Councils of Educational Research and Training (SCERT)-Centre of Continuing Education for Teachers (Academic Staff College)-State Board of Teacher education- University Department of Education - Centre for Teacher Education – IASE-College of Teacher Education (CTE), LTTC, TTI, DIET etc

Role of institutional quality maintenance-IQAC-Peer assessment by National Assessment and Accreditation Council (NAAC)- Management of staff pattern in teacher education-UGC Regulations-qualification and mode of recruitment

Unit 6 : Professional Organizations and Status of Teacher Educators (10 Hours)

Objectives and activities of Local, State, National, international level professional organization for teacher educators- need for collective and united action by teacher educators for quality of teacher empowerment programmes on novel ideas, transactional modalities and skill development of teacher educators. Status of Teacher Educators- professional-social and economic - Responsibilities and rights -Opportunities for professional growth -Online professional Development (OPD)-Quality Assurance; Capacity building -Code of ethics and its enforcement - working conditions, provision of facilities and equipments

Unit 7: Major Issues and Problems of Teacher Education (10 Hours)

Quality concerns in teacher education -Isolation of teacher education institutions- Empowering special teachers such as crafts, art and physical education, music etc. and teachers for special education-Issues pertaining to the opportunities for professional development of teacher educators-challenges due to Liberalization, Privatization and Globalization on teachers and Teacher Education- impact of Information and communication Technologies in Teacher Education.need for Academic Audit/ social audit-capacity building through Pre-service and in-service programmes-excess politics of service/ professional organizations-lack of co-ordination among different agencies of teacher education

Unit 8: Updating content &Techno-pedagogical skill of Teachers (5 Hours)

Continuing education vs lifelong education-Resource Centres for inservice education: Scope and role of SRC, BRC, Cluster Meeting etc. e-resources for empowerment of teachers- EDUSAT, Cloud Computing, virtual science labs, language labs, learning labs etc.

Unit 9 : Research and Innovation in Teacher Education (10 Hours)

Nature and scope of research in teacher education in India Areas, Trends and Problems of research in teacher education. Innovative/ Best practices at secondary and elementary level teacher education - Strategies for Empowering teacher-microteaching, team teaching-

Innovative teaching and Models of teaching- Innovations in teacher education at the national and international levels

**Core Papers
Semester II****CS3. Philosophical and Sociological Foundations of Education****Unit 1: Philosophy of Education: Meaning and Scope (3 Hours)**

Meaning of Philosophy - Quest of Wisdom, scope of philosophical inquiry, Meaning of education with reference to individual growth and development. Origin and purpose of human existence as the common denominator between philosophy and education- Need for philosophy of Education

Unit 2: Fundamentals of Philosophy (5 Hours)

Branches of Philosophy: metaphysics, epistemology, and axiology - their implications for education- philosophical redirection of educational research in recent times.

Unit 3: Indian Philosophy and Education (10 Hours) Education in vedic times - Nature of the learner, goals of life, theory of knowledge and the ethical values advocated in the Philosophies of Buddhism, Jainism, Charvaka, Nyaya, Vedanta (Upanishad, Bhagwat Gita and Advaita Vedanta) Samkhya. Teacher student relationship as manifest in Bhagwatgia and Upanishads- Quranic monism and monotheism and its influence in education- Christian thought and idea of human services

Unit 4: Schools of Philosophy (10 Hours)

A short introduction to philosophy of education - Naturalism - Contributions of Hegel, Spencer, Moore and Tagore. Pragmatism -Contributions of Peirce, William James, John Dewey, Schiller, Kilpatrick and Gandhi. Idealism-contributions of Descartes, Berkeley, Kant, Sankaracharya & Vivekananda Realism - Contributions of Ascham, Montaigne, Bacon & Comenius

Unit 5: Foundations of Curriculum (5 Hours)

Historical, Philosophical, Psychological, Social, General education, vocational versus liberal education, Freedom and discipline

Unit 6: Contemporary Philosophical thoughts and Education (12 hours) Humanism and Existentialism- Meaning, scope & implication to aims of education, Curriculum and methods of teaching. Re constructionism (Brahmeld), Communism (Marx), Conscientisation (Paulo Freire) Modern Indian Thinkers-. Contributions of Tagore, Mahatma Gandhi, J. Krishnamurthy, Radhakrishnan

Unit 7: Education and Values (5 Hours)

Material, Intellectual, Social, Aesthetic, Moral and Spiritual

Unit 8: Sociology of Education (5 Hours)

Meaning of Sociology - Concept of Sociology and Education Educational Sociology and Social Foundation of Education - Relation of sociology of Education with other disciplines - scope and importance of sociology of Education

Unit 9: Agencies serving Education (10 Hours)

The school: its social function in a modern society. The Family: the family in relation to the school, educational attainment and aspiration - Peer-group as a socializing agency - Medial/ Voluntary/ non voluntary organization etc.

Unit 10: Education and Culture (5 Hours)

Meaning and nature of culture, role of education in cultural context, education and cultural change, cultural disadvantage and compensatory education cultural deprivation, cultural sensitivity

Unit 11: Access, Equity and Excellence (5 Hours)

Nature and causes of inequality in children's education - protective discrimination. Equalization of educational opportunities in the country : access, enrolment, participation and quality in achievement - A critical examination of the efforts of central and state governments

Unit 12: Political Ideologies and Education(5 Hours)

Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration. Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration. Discussion on Indian scenario-Constitutional provision for education, Nationalism and Education to all for National integration and International understanding

Unit 13: Social Change and Education (10 Hours)

Meaning, nature and scope of social change -Factors responsible for social change -The role of education in social reconstruction with reference to the changing condition in India - Social forces influencing education- globalization, peace & anti-terrorism, Secularism, technology and social media Community involvement in education: Village Education Committees, Parent Teacher Association, Mother Teacher Association (M'TA), Self help groups. De-Schooling of Education and views of Evan Illich and others - Measures to prevent marginalization of BPL Population (Tribals, fishermen etc & other deprived sections)

Unit 14: Right based approach to Education (5 Hours)

Human Rights Education, Child Rights, Right to Education Act, Rights for women, destitute, challenged and the vulnerable sections-Role of Flagship programme ICDS in bringing equity and protecting rights

(Detailed Syllabi of the Elective Subjects of Semester II can be downloaded online at http://www.keralauniversity.ac.in/images/Syllabus/med_syllabi_affili_colleges_modify.pdf)