

## **Detailed information on B. Ed Programme**

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

The program follows the general rules prescribed for the B.Ed course by the University of Calicut with respect to academic standards for admission, course of study, scheme of examination, instructional hours, practice teaching requirements, attendance of students, etc.

## **Course Structure**

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

## **B. Ed Programmes offered**

The institution offers two year B. Ed programme in six subjects with a total sanctioned intake of 100 students.

- Bachelor of Education (B. Ed) in English
- Bachelor of Education (B. Ed) in Malayalam
- Bachelor of Education (B. Ed) in Mathematics
- Bachelor of Education (B. Ed) in Natural Science
- Bachelor of Education (B. Ed) in Physical Science
- Bachelor of Education (B. Ed) in Social Science

### Course Structure: Semester wise

B. Ed. programme is a professional teacher education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the framework suggested by NCTE. The theory courses consist of

- I. Seven courses under Perspectives in Education
- II. Six courses under Curriculum and Pedagogic Studies and
- III. One additional Optional Courses

Under the category Engagement with the Field apart from School Internship four EPC (Enhancing Professional Competency) courses are introduced for enhancing professional capacities

### Programme in Nut Shell

#### SEMESTER I

Course Code	Course	Marks		Total Marks
		External	Internal	
i. Core Courses				
EDU 01	Education in Contemporary India	80	20	100
EDU 02	Development of the Learner	80	20	100
EDU 03	School Organisation	40	10	50
EDU 04	Understanding Disciplines and Subjects	40	10	50
ii. Optional Courses				
EDU 05. 2	Theoretical Bases of Teaching English	80	20	100
EDU 05. 4	Theoretical Bases of Teaching Malayalam			
EDU 05. 10	Theoretical Bases of Teaching Mathematics			
EDU 05. 11	Theoretical Bases of Teaching Natural Science			
EDU 05. 12	Theoretical Bases of Teaching Physical Science			
EDU 05. 13	Theoretical Bases of Teaching Social Science			
iii. Practical Courses				
EDU 101	Micro Teaching		30	100

EDU 102	(EPC1) Language Across Curriculum - Reading and Reflecting on Texts		50	
EDU 103	Yoga, Health and Physical Education		20	
Total		320	180	500

## SEMESTER II

Course Code	Courses	Marks		Total Marks
		External	Internal	
i. Core Courses				
EDU 06	Perspectives on Education	40	10	50
EDU 07	Facilitating Learning	80	20	100
EDU 08	Assessment for Learning	80	20	100
ii. Optional Courses				
EDU 09. 2	Pedagogic Practices of English	80	20	100
EDU 09. 4	Pedagogic Practices of Malayalam			
EDU 09. 10	Pedagogic Practices of Mathematics			
EDU 09. 11	Pedagogic Practices of Natural Science			
EDU 09. 12	Pedagogic Practices of Physical Science			
EDU 09. 13	Pedagogic Practices of Social Science			
iii. Practical Courses				
EDU 201.1	Peer Discussion Lessons		20	100
EDU 201.2	Observation Lessons & Faculty Demonstration Lessons		10	
EDU 201.3	Peer Criticism Lessons		30	
EDU 201.4	Workshop on Teacher Enrichment		20	
EDU 201.5	Initiatory School Experiences		20	
Total		280	170	

## SEMESTER III

Course Code	Course	Marks		Total
		External	Internal	
EDU 301	School Internship		260	

EDU 302	EPC 2 – Art & Drama in Education		30	350
EDU 303	Yoga, Health & Physical Education II		30	
EDU 304	Community Living Camp		30	
Total			350	350

#### SEMESTER IV

Course Code	Course	Marks		Total
		External	Internal	
i. Core Courses				
EDU 10	Gender, School and Society	40	10	50
EDU 11	Educational Thoughts and Practices	40	10	50
EDU 12	Creating an Inclusive School	40	10	50
ii. Optional Course				
EDU 13.2	Professionalising English Education	40	10	50
EDU 13.4	Professionalising Malayalam Education			
EDU 13.10	Professionalising Mathematics Education			
EDU 13.11	Professionalising Natural Science Education			
EDU 13.12	Professionalising Physical Science Education			
EDU 13.13	Professionalising Social Science Education			
Additional Optional Course				
EDU 14.3	Education for Differently Abled	40	10	50
EDU 14.6	Management in School Education			
iii. Practical courses				
EDU 401	EPC 3 Critical Understanding of ICT	30		
EDU 402	EPC 4 Understanding the Self	30		
EDU 403.1	SUPW & Working with Community	20		
EDU 403.2	Field Trip/ Study Tour	20		
EDU 404	Practical Examination & Viva Voce		100	
Total		300	150	450

**Grand Total - 1750 marks**

### CURRICULUM AND SYLLABUS

#### SEMESTER I

#### CORE COURSES

#### EDU 01- EDUCATION IN CONTEMPORARY INDIA

Contact Hours: 100 (Instruction)  
Internal: 20)

Maximum Marks: 100 (External: 80,

## COURSE CONTENT

### Unit I – Features of Indian society

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

### Unit II- Education and Contemporary India

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

### Unit III – Evolution of Education in India

- A brief history of education in ancient and medieval India- Gurukula education, Sangas and Viharas, Nalanda , Taxila, universities, Maktabas and Madrasas- patronage of learning under Gupta, Mauryas and Mughals
- colonial policy of education Macaulay’s minutes, woods dispatch- oriental and occidental controversy, colonial critique of education- nationalistic education,
- experimentation with alternatives, basic education (Nai Talim)integration of life, work and education. (20 hours) Unit IV – Constitutional safeguards of education
- Constitutional vision of independent India: then and now - Preamble of the constitution Rights and Duties of Indian citizen - directive principles of state policies

- Constitution and Education - Concurrent status of education.
- Constitutional values related to aims of education, freedom, justice, equality and fraternity.
- Concepts of inequality, discrimination and marginalization - Constitutional provisions related to the issues of inequality, discrimination marginalization and education.

(10 hours)

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

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

(25 hours)

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

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

(15 hours)

#### **TASKS AND ASSIGNMENTS**

1. Visit an institution having more than 50 years of history and study its development and present report

OR

2. Study on the usefulness of government sponsored program and policies in the locality of the students

OR

3. Conduct a field visit to understand the social and cultural diversities and prepare a report

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

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

### **COURSE CONTENT**

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

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

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

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

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

- Developmental needs of various stages
- Developmental task: concept, tasks of each stage
- Developmental hazards (5Hrs)

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

- Adolescence- problems and complexities
- Family influence- Broken family, parenting style, changing family structures, Peer influences loneliness
- Influence of social media, Cybercrimes and related problems

- Substance abuse, Depression, suicidal tendencies
- Gender related problems
- Information overload
- Remediation of adolescent problems in the present socio- cultural complexities- role of teacher (15 hours)

#### Unit V Personality and adjustment

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

#### Unit VI Uniqueness of the individual

- Areas of individual differences- role of heredity and environment
- Intelligence: concept- definitions- Theories of intelligence- Spearman, Guilford - Theory of multiple intelligences - Theory of Emotional intelligence
- Creativity-meaning and nature- identification of creative learner- process of creativityteacher's role in fostering creativity
- Interest, attitude and aptitude - basic concepts, definitions and measurement
- Understanding exceptional learners- categories, identification, characteristics, educational provisions
- Learning disability(LD)- Dyslexia, Dysgraphia, Dyscalculia, ADHD
- Educational provisions for learner diversities (25 Hrs)

#### TASKS AND ASSIGNMENTS



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

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

Contact Hours: 50 (Instruction)

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

#### **COURSE CONTENT**

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

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

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

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

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

- Concept of physical education ,meaning and definition, aims and objectives, needs and importance
- Concept of health, aim and objectives of health education and health instruction in schools, importance of health education in teacher education programme, physical fitness and wellness, Types and components of physical fitness, physical fitness tests based on components
- Physical activity and exercise , Exercise and safe heart rate

- Hypo kinetic diseases and its management -Obesity, diabetes, hypertension, osteoporosis, coronary heart disease , back pain
- Importance of good posture, common postural deformities (15 hours)

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

- Food and nutrition: Nutritional balance, Caloric values , caloric requirements and energy expenditure
- Principles of first aid, CPR, first aid and emergency care in various situations- Electric shock, burns, drowning, accident, poisoning, heart attack and epilepsy
- First aid for Common injuries: head injuries , different wounds, sprain ,strain ,dislocation and fractures
- YOGA education-Meaning and definition ,history and types of yoga, benefits of yoga, general guidelines for yogic practices and misconceptions about yoga, ,importance of asanas and pranayamas, yoga and stress management (10 hours)

#### TASK AND ASSIGNMENTS (Any one)

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

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

Contact Hours: 50 (Instruction)  
Internal: 10)

Maximum Marks: 50 (External: 40,

#### COURSE CONTENT

##### Unit 1 School subjects

- Major school subjects – languages, social sciences, mathematics and sciences.
- Reasons for including different subjects –
  - o languages – Language related skills/communication skill.
  - o Social Sciences - Understanding Social environment, citizenship. Historical mindedness, economic efficiency etc.-
  - o Science – development scientific attitude and temper, critical thinking, technical skills.

- o Mathematics – Problem solving, Reasoning abilities etc. (10 hours)

#### Unit 2 Academic disciplines

- Meaning, definition and concept of academic discipline- Nature of discipline: discipline specific terminologies, method of inquiry, publications, experts and fraternity etc-
- differences and relationship between school subjects and academic discipline
- disciplines-classifications of disciplines (Biglan Model): soft Vs Hard, Pure life Vs pure Non-life, Applied life Vs Applied Non-life.

- Disciplinarity- disciplinary Interdisciplinary and multidisciplinary (14 hours)

#### Unit 3 Nature of different school subjects and their evolution

- History and nature of Languages.
- Subject nature and Subject history of Mathematics
- Subject nature and Subject history of Sciences.
- Subject nature and Subject history of Social Science (14 hours)

#### Unit 4 Emergence of new disciplines

- Reasons for the establishment of new disciplines- changing social, political scenario, new researches and inventions- specialisations, interdisciplinary approach, inclusion of work related areas etc.
- Emerging subjects (Disaster management, Nano technology, Gemmology, Bio informatics, Immunology etc.) (12 hours)

#### TASKS AND ASSIGNMENTS

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

#### **PEDAGOGIC PAPERS**

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

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

#### Unit I

- To familiarize the feature of language, place of English language and its importance  
Language (10 hours)

## Unit II Language

- meaning and definition, role , characteristics Learning and acquisition First language and second language Place of English in the Indo –European family Role of English in the present scenario/English as an international link language
- Graphical structure of language Structure of language, Phonetics - speech sounds - vowels , consonants, diphthongs, Phonemes, Morphemes, Allomorph, Syntax, Semantics, General Indian English , Received pronunciation, stress, intonation Review of the grammatical aspects of English language Functional grammar, Structural grammar, transformational generative grammar (Include all grammatical items) Mechanics of writing -punctuation marks and capitalization

(10hours)

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

- Aims and objectives of teaching English
- Aims at junior stage, senior stage, secondary and university stage Aims of teaching literature - general and specific aims
- Taxonomy of educational objectives -- learner objectives and learning objectives-process objectives and product objectives
- Maxims of teaching in Global context
- Principles of language teaching - (Principle of purpose, Principle of habit formation, Principle of motivation, Principle of multiple line of Approach, Principle of interest, Principle of concreteness, Principle of selection and gradation, Principle of accuracy and correctness, Principle of teaching, Principles of philosophy, Principles of psychology, Principles of linguistics)

(15 hours)

Unit IV Objectives To understand the application of various theories of language learning

- Psychological theories on Language Behaviourism, Constructivism, Social Constructivism, Theory of Multiple Intelligence, Language Acquisition Device- Noam Chomsky, CBLT, CLL, Krashen.

(20 hours)

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

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

(15 Hours)

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

- Vocabulary –types, techniques to develop, use of dictionary, language games Functions and their structures, pronunciation (10 hours)

Unit VII Objective To understand the core teaching skills and implement them in classrooms  
Micro teaching

- Micro teaching – meaning and definition -features -steps or process in micro teaching-micro teaching cycle -merits and demerits
- Core teaching skills (8) -their components - integration of skills or link practice (20 hours)

#### TASKS AND ASSIGNMENTS

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

#### **EDU 05.4. THEORETICAL BASES OF TEACHING MALAYALAM**

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

#### COURSE CONTENT

Unit –I Significance of mother tongue

- Functions of language in a society
- Relevance of Mother tongue in a democratic society
- Mother tongue as a medium of thought and communication of ideas, emotions and experiences
- Mother tongue as a medium of instruction
- Mother tongue as an official language
- Importance of folklore in language development
- Language is a tool for cultural and social development (12 hours)

Unit- II Aims and objectives of teaching Malayalam

- Aims of teaching Malayalam
- Objectives of teaching Malayalam at secondary and higher secondary level
- Objective based instruction

- Instructional objectives of teaching Malayalam Blooms taxonomy and Revised Blooms taxonomy

- Objectives and Specifications

- Objectives framed by NCERT

- Mental process skills in Malayalam teaching (25hours)

#### Unit-III Language skills

- Listening- Listening with comprehension as the most important and primary language skill

- Types and methods of teaching to listen

- Different activities for developing listening skills

- Speaking - Aims and importance of Oral work

- Different activities for developing Speaking skills.

- Teaching pronunciation- problems of pronunciation

- Reading- Importance and methods of teaching to read

- Types of reading

- Writing – importance of writing

- Different methods of writing

- Characteristics of good handwriting

- Errors in writing

- Ways to minimizing spelling errors in children (20 hours)

#### Unit- IV Principles of language teaching and micro teaching

- General principles of language teaching

- Gradation in language teaching

- Maxims of language teaching

- Teaching skills-Core teaching skills and its components

- Micro teaching- Meaning and definition

- Procedure of micro teaching

- Integration of teaching skills

- Merits and Demerits of micro teaching (25 hours)

#### Unit VI Malayalam curriculum

- Meaning and definition
- Principles of curriculum construction
- Different approaches of organizing curriculum
- Modern trends in curriculum construction
- General approaches on language learning in NCF and KCF. (12hours)

#### TASKS AND ASSIGNMENTS

1. Preparing Language games for teaching language skills
2. Prepare scrap book on Kerala folk art forms with a brief description.

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

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

#### COURSE CONTENT

##### Unit I Nature of mathematics

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

##### Unit II Aims and objectives teaching mathematics

- Values of learning Mathematics, aims and objectives of teaching Mathematics

- Objectives of teaching Mathematics at elementary, secondary and senior secondary levels with respect to NCF and KCF.
- Taxonomy of educational objectives- Blooms Taxonomy, Revised Bloom's Taxonomy- a conceptual overview (17 Hours)

#### Unit III. Micro teaching

- Teaching -Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teaching skills
- Micro teaching – Meaning, Definition, Phases ,Micro Teaching Cycle , Link practice and preparation of micro teaching Lesson plan (22 Hours)

#### Unit IV Approaches, methods and techniques of teaching mathematics

- Behaviourist approach, problem based learning, constructivist approach and heuristic approach
- Methods of teaching mathematics- Inductive-Deductive method, Analytic-Synthetic method, Project method, laboratory method, problem solving method
- Techniques of teaching mathematics- questioning, brainstorming, assignment
- Teaching for understanding proofs, Kinds of proofs- direct, indirect, by mathematical induction, by contradiction, by causes, the contra positive and disproof by counter example. (23Hours)

#### Unit V. Mathematics curriculum

- Curriculum- meaning, types
- Curriculum development: Construction, organisation and evaluation-
- Principles of Mathematics curriculum construction, principles and approaches of curriculum
- Organisation
- Mathematics curriculum reforms - SMP, SMSG, NCERT, NCF, KCF, Nuffield (18Hours)

#### TASK AND ASSIGNMENTS

1. Critically analyse the implications of SMP/SMSG/Nuffield in secondary school mathematics curriculum in Kerala with the supporting evidences (interview/questionnaire,



content analysis etc. Items for interview or questionnaire may be framed based on each dimension of the concerned reform)

2. Prepare a picture album of famous mathematicians (including western and Indian) with descriptions of their biography and contributions. (At least 10 mathematicians)

### **EDU.05.11. THEORETICAL BASES OF TEACHING NATURAL SCIENCE**

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

#### **COURSE CONTENT**

##### **Unit I Introduction to science discipline**

- Science-its meaning, definitions, and nature
- Science as a product and process
- Science as an on-going process of enquiry, importance of science as a school subject
- Scientific Method, steps of scientific method
- Scientific Attitude-Scientific Aptitude.
- Landmarks in the development of science education.
- Science Education as envisaged in the NCF (2005), KCF( 2007). (14Hours)

##### **Unit II Micro teaching and models of teaching**

- Micro teaching-micro teaching cycle-Teaching skills for class room instruction, Essential skills for Science teaching, Micro teaching - a skill based practice.
- Models of Teaching –Meaning and concept, Families of Models of Teaching, Elements of a model
- Concept Attainment Model, Inquiry Training Model and Advance Organizer Model (20 hours)

##### **Unit III Approaches, methods and techniques of teaching science.**

- Teaching - Maxims of teaching.
- Inductive, Deductive, Enquiry, Discovery and guided discovery Approaches .
- Methods of Instruction – Lecture, Lecture cum demonstration method,
- Heuristic method, Project method, Problem solving method,
- Dalton Plan, Individual laboratory method and activity based learning (ABL)

- Teaching techniques and strategies- Questioning Technique, Discussion, Brain storming, Role Playing, simulation, Seminar and Debate and panel discussion (24 Hours)

#### Unit V Learning as a generative process

- Constructivism- conceptual frame and underpinning theories
- Cognitive Constructivism and Social Constructivism,
- Behaviourist approach Vs Constructivist approach.
- Collaborative learning, jig-saw learning-Managing Group learning in classroom
- .Learning as a Generative process- Role of a teacher and learner in these contexts
- Critical Pedagogy and issue based learning
- Review of the latest happenings in the state schooling procedures. (20 Hours)

#### Unit V Science education

- Science and society-Science as a social Endeavour; Scientific Literacy, Influence of science on society.
- Misconceptions in Science – Examples of common misconceptions in students, Role of teachers in overcoming student misconceptions.
- The Science Teacher and Society. Roles of science teacher in modern society
- Science Curriculum -A conceptual analysis, Curriculum and syllabus,Hidden curriculum
- Principles of curriculum construction.
- Stages of curriculum development. Approaches to curriculum organization, Integrated, Disciplinary and Inter disciplinary approach.
- Curriculum reforms abroad-BSCS, Nuffield Foundation.
- Correlation in science teaching -Need and Significance, Types of correlations- Incidental correlation, Systematic correlation, Correlation of science with other subjects.

(22 Hours)

#### TASKS AND ASSIGNMENTS

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

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

Contact Hours: 100 (Instruction)

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

### **COURSE CONTENT**

#### **Unit.1 Introduction to teaching physical science**

- Meaning, definition, nature and scope of physical science
- Science as a product and process
- Evolution and significance of physical science as a school subject
- Values of teaching physical science in the present context
- Scientific Attitude and Scientific Aptitude
- Branches of science, Emergence of interdisciplinary subjects (16 Hours)

#### **UNIT II Aims , objectives and values of teaching physical science**

- Aims and Objectives of teaching Physical Science
- Objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson and Krathwohl
- Taxonomy of Mc Cormack & Yager
- Digital Taxonomy
- Process skills in Science at secondary stage, Developing process skills in students. (20 Hours)

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

- Teaching -Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teacher behaviour
- Teaching skills

- Micro teaching – Meaning, Definition, Phases ,Micro Teaching Cycle , Link practice and preparation of micro teaching Lesson plan (20 hours)

#### Unit IV Physical science curriculum

- Meaning and Definition of Curriculum
- Curriculum , Syllabus and Text book
- Principles, Foundation and Stages of Curriculum construction
- Correlation in science teaching
- Organizing physical science curriculum – Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction - concentric plan, topic method, type study. Integrated, Disciplinary and Interdisciplinary Approaches Grass root approach
- CBA, CHEM, PSSC (20 Hours)

#### Unit V Method and strategies of teaching physical sciences

- Methods of Instruction: Lecture cum demonstration method, Project method, Problem solving method, Individualized laboratory method, Dalton Plan, Supervised study.
- Teaching techniques and strategies- Brain storming, Questioning Technique, Buzz discussion- Debate, Symposium, Panel Discussion, and Seminar. Concept map, Mind Map, Analogies, Blended learning, Problem-based Learning (PBL), Mnemonics, Graphic organizers (24 Hours)

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

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

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

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

#### COURSE CONTENT

##### Unit.1 Introduction to teaching social sciences

- Meaning, definition, nature and scope of social science
- Evolution of social science as a subject

- Need and significance of teaching social science in the present context
- Social Studies as a core subject and its relation to other core subjects- language, General science and mathematics.
- Social studies Vs Social sciences (16 Hours)

Unit II Aims , objectives and values of teaching social sciences

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

Unit III Teacher behaviour and micro teaching

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

Unit IV Social science curriculum

- Meaning and Definition of Curriculum
- Curriculum , Syllabus and Text book
- Principles of Curriculum construction
- Fusion, Integration and Correlation in Social science Curriculum
- Organizing social science curriculum – Topical, Spiral and Unit Approach

- Approaches to Curriculum Construction o Grass root approach o Administration approach o Demonstrative approach

- Modern Trends in Social Science Curriculum

- Evaluation of Social Studies Curriculum (20 hours)

Unit 5 Method and strategies of teaching social sciences

- Lecture method

- source method

- discussion method

- problem solving method

- Project Method

- Dialogical Method

- co-operative learning strategies

- Reflective Learning Strategies

- o Meta-cognitive learning Strategies o Brain Based Learning o Exploratory and investigatory learning o Discovery Learning & Concept Mapping (24 hours)

TASKS AND ASSIGNMENTS (Any Two of the following)

1. Critically evaluate Social Science Textbooks at Secondary level based on Democratic and Secular values

2. A minor Project relevant to Social Science

## **SECOND SEMESTER**

### **CORE COURSES**

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

Contact Hours: 50 (Instruction)

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

#### **COURSE CONTENT**

Unit I Teacher and Education

- Education as a discipline - Education as bipolar and tri polar process - Child centered a life centered education –

- Teaching as a profession - Teaching- An art and Science – Teacher - Qualities and Competencies Teacher Ethics- Teacher as a Leader -Role and Responsibilities of Teacher

- Teacher as a Change agent and Nation builder- Teacher as Social Transformer - Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc.

(10 Hours)

#### Unit II Philosophy of Education

- Etymological and general meaning of Philosophy – Major Definitions

- major philosophical divisions - Axiology, Metaphysics, and Epistemology and its educational implications.

- Relation between education and philosophy

- Functions of philosophy.

(10 Hours)

#### Unit III Sociology of Education

- Sociology – etymological meaning and definitions.

- Relationship between sociology and education.

- Educational sociology and its functions.

- Social Structure and Function - Social System and Education as socialization.

- Agencies of education – family, school, community, state and media.

(10 Hours)

#### Unit IV Schools of Philosophy

- Eastern schools – Vedas, Upanishads, Buddhism, Jainism, and Islamic philosophy - its aims, ideals, and its significance in education.

- Western schools- Basic ideals of Idealism, Naturalism, and Pragmatism and its educational implications.

(20 Hours)

#### TASKS AND ASSIGNMENTS

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

#### **EDU 07- FACILITATING LEARNING**

Contact Hours: 100 (Instruction)

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

#### Unit I Learning-a conceptual framework

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

#### Unit II Motivation

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

#### Unit III Perspectives on learning

- Behaviourist views about learning- theories of classical conditioning-trial and error, operant conditioning- educational implications
- Gagne's theory of learning and instruction- educational implications
- Cognitive views about learning- learning theories of Piaget, Bruner, Ausubel, Vygotsky educational implications-
- Constructivist learning strategies: cooperative and collaborative learning, peer tutoring, concept mapping, brain based learning, cognitive apprenticeship, engaged learning
- Humanistic views on learning- Experiential learning (Carl Rogers)
- Social learning theory (Bandura) - educational implications
- Transfer of learning: concepts and definitions- types of transfer- theories of transfer educational implications (30 hours)

#### Unit IV Remembering and Forgetting

- Memory-concept and definitions- types of memory- strategies to improve memory
- Forgetting- concept and definitions- causes of forgetting -curve of forgetting- educational implications



- Multi-stage model of memory- theories of forgetting- (15 Hours)

#### Unit V Creating facilitative learning environment

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

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

- Meaning and definition of learning style- approaches to learning- orientations in learning classification of learning style (Dunn & Dunn) - multiple intelligence as learning style - educational importance of style preferences
- Reflective practices- attending to the experience- returning to the experience- re -evaluating the experience
- Meta cognition-planning, monitoring and evaluation (15 Hours)

#### TASKS AND ASSIGNMENTS

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

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

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

#### Unit I Basics of Assessment

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

- Principles of Assessment Practices –principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings (10 hours)

## Unit II. Assessment for Learning in Classroom

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

## Unit III Tools & techniques for classroom assessment

- Tools & techniques for classroom assessment- observation, Self reporting, Testing; anecdotal records, check lists, rating scale, Test- types of tests.
- Rubrics- meaning, importance
- Assessment Tools for affective domain- Attitude scales, motivation scales-interest inventory
- Types of test items-principles for constructing each type of item (20 hours)

## Unit IV Issues in classroom assessment

- Major issues-commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues
- Reforms in assessment-open book, IBA, on line, on demand
- Examination reform reports (13 hours)

## Unit V. Assessment in inclusive practices

- Differentiated assessment- culturally responsive assessment
- Use of tests for learner appraisal-achievement test, Diagnostic test- construction of each preparation of test items- scoring key- marking scheme-question wise analysis
- Quality of a good test
- Ensuring fairness in assessment

- Assessment for enhancing confidence in learning- Relationship of assessment with confidence, self-esteem, motivation-ipsative assessment (25 hours)

#### Unit VI. Reporting Quantitative assessment data

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

#### TASK & ASSIGNMENT

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

#### **PEDAGOGIC PAPERS**

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

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

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

Methods, approaches, techniques of teaching English

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

Approaches – Structural, Situational, SOS, Humanistic, Communicative, Whole language --  
Features of each method, approach and limitations (20 hours)

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

Audio visual aids Importance and their limitations- Pictures, AudioCDs, realia, flashcards, flip charts, language lab , models, video clipping, films, documentaries, cartoons, advertisements, newspaper cutting , various IT resources. (15 hours)

Unit III To analyse the course books in English

Pedagogical Analysis and Content analysis Pedagogical Analysis of Course Book : Varieties of literature –Intensive and Extensive Readers

Content Analysis –meaning, objectives and advantages

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

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

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

Teaching of Composition -types of composition : guided and free

Pedagogy and Andragogy (20 hours)

Unit IV To know the need and importance of planning : Planning of instruction

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

Herbertian steps of planning and Glover plan

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

(20 hours)

Unit V To understand the process of evaluation in English language

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

(15 hours)

Unit VI To acquaint with library resources Library

Importance, e- library, inflienet, ELT journals (10 hours)

#### TASK AND ASSIGNMENTS

1. Preparing lesson plans for teaching prose and poetry

2. Preparation of portfolio at the end

#### **EDU 09.4 PEDAGOGIC PRACTICES IN MALAYALAM**

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

Unit –I Pedagogic analysis

- Meaning, Importance, Steps and Scope of pedagogic analysis
- Analysis of learning objectives/learning out comes
- Pedagogic analysis of text book of 8 to 12 standards

- Content analysis- meaning and process
- Gender analysis (15 hours)

#### Unit –II Modern Theories of teaching

- Constructivism- meaning and characteristics
- Cognitive and Social constructivism
- Theories of Piaget, Bruner, Vygotsky, Norm Chomsky and Gardner
- Critical pedagogy

#### Unit –IV Methods, Techniques and Strategies of teaching Malayalam (10 hours)

- Meaning of methods of teaching Malayalam
- Lecturer method, Discussion method, Project method, Problem solving method, Assign method and inductive and deductive method
- Merit, Demerit and Role of teacher in each method
- Meaning and purpose of techniques in teaching
- Role play, Simulation, Dramatization and Brainstorming
- Merits, Demerits and Role of teacher in each technique
- Meaning and purpose of strategy
- Cooperative/Collaborative learning, Peer tutoring, Reflective learning and Experiential learning strategies.
- Merit, Demerit and Role of teacher in each strategy
- Different discourses used in language learning
- Models of Teaching- meaning and characteristics
- Concept Attainment Model and Synetics Model (25 hours)

#### Unit –IV Planning in teaching

- Need and importance of planning
- Year plan, Unit plan and Lesson plan
- Lesson plan in behaviorism and constructivism (20 hours)

#### Unit –V Teaching learning resources in Malayalam teaching

- Text books, Resource units, periodicals and handouts etc.
- Dictionaries
- Different community resources
- Library and Language lab
- Audio-visual aids for language teaching (10 hours)

#### Unit –VI Assessing the Learner

- Construction and administration of Achievement test and Diagnostic test
- Evaluation of Language skills
- Evaluation criteria for different learning activities and discourses (10 hours)

#### TASKS AND ASSIGNMENTS

1. Prepare an Achievement test and a diagnostic test
2. Analysis of Malayalam text book of X Std.

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

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

#### Unit I Pedagogic Analysis (20 Hours)

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

#### Unit II. Planning for Instruction (24 Hours)

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

#### Unit III. Models of Teaching (16 Hours)

- Models of teaching- meaning, definitions, characteristics
- Families of models of teaching

- Concept attainment model, Inquiry training model, Inductive thinking model, theoretical orientation, criteria for selecting a model for Mathematics teaching and lesson planning

#### Unit IV Resources in Mathematics Education (20 Hours)

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

#### Unit V Assessment for Mathematics Learning (20 Hours)

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

#### TASK AND ASSIGNMENTS

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

#### **EDU 09.11 PEDAGOGIC PRACTICES IN NATURAL SCIENCE**

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

#### Unit I Aims and Objectives of Teaching Science

- Aims and Objectives of teaching Natural Science.
- Broad National Goals.
- Taxonomy of educational objectives-Bloom's Taxonomy
- cognitive affective and psychomotor domains

- Revised Bloom's Taxonomy,
- Mc Cormack & Yager Taxonomy. Process skills in Science at secondary stage, Developing process skills in students. (22 Hours)

#### Unit II Pedagogic Analysis

- Pedagogic Analysis- A conceptual overview, Steps involved in Pedagogic Analysis
- Pedagogic Analysis of the Biology content portions of 8th and 9th standard textbooks of Kerala state.
- Analysis of learning objectives/Learning outcomes.
- Content analysis- meaning and steps involved in content analysis (22 Hours)

#### Unit III Planning of instruction

- Objective Based Instruction-interdependence of objectives, learning experience, and evaluation
- Planning of Instruction-Year Plan, Unit Plan, Resource Unit .Lesson planning – Need, Stages (Herbartian steps)
- Lesson plan preparation based on The Constructivist format and Behaviourist format (20 Hours)

#### Unit IV Resources in Teaching Science

- Resource materials in teaching Natural Science-Syllabus, Textbooks, Work Book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, specimens, video, power point presentation Laboratory and its organization, purchase and maintenance of chemicals, apparatus and equipments. Laboratory rules, accidents in the laboratory, precautions and First Aid. Science library and its organization.
- Co-curricular activities - organization of field trips and study tours, their importance. Science Club - its pattern, organization and activities such as Science fairs, Science exhibition, Science debates, Nature rambling, Nature calendar. Educational implication of science library and science laboratory Role of experiments in science (20 Hours)

#### Unit V Evaluation in Science

- Evaluation - Different types of test items - merits and demerits. Construction and administration of Achievement tests and Diagnostic tests.



- Continuous and Comprehensive Evaluation, Evaluation Criteria for Assignment, Seminar and Project- Evaluation of non-cognitive areas like creativity, skill, and interest.(16 Hours)

## TASK AND ASSIGNMENTS

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

## **EDU 09.12 PEDAGOGIC PRACTICES IN PHYSICAL SCIENCE**

Contact Hours: 100 (Instruction)

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

### Unit 1 Pedagogic analysis

- Meaning and Definition
- Need and objectives of pedagogic analysis
- Stages and steps of pedagogic analysis
- Analysis of learning objectives/learning out comes
- Content analysis- Meaning ,Importance, Elements and Methods of Content analysis
- Constructivist Learning Design
- Critical pedagogy and physical science Classroom • Selecting and Sequencing learning activities
- Inclusion of diverse needs of the learner
- Recent changes in physical science Teaching in the state of Kerala (25 hours)

### Unit II Planning of Instruction

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

### Unit III Resources of teaching and learning physical sciences

- Physical science Text book
- Work book and hand book/Teacher text
- Reference materials and supplementary readings
- Audio visual technology and mass media
- Physical science Laboratory and its organization, purchase and maintenance of chemicals, apparatus and equipments. Laboratory rules, accidents in the laboratory, precautions and First Aid
- Science library and its organization.
- Teaching Aids, Improvised apparatus, Essential audio visual aids
  - Physical science club • field trips and study tours, Science Club and activities such as science fairs, science exhibition, science debates.
- Community based resources- science exhibitions, fairs, science parks, museums (25 Hours)

#### Unit IV Models of Teaching in Physical Sciences

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

#### Unit V Evaluation n Physical Science

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

#### TASKS AND ASSIGNMENTS (Any Two)

1. Pedagogic Analysis of unit of X std.

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

#### EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE

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

#### COURSECONTENT

##### Unit 1 Pedagogic analysis

- Meaning and Definition
- Need and objectives of pedagogic analysis
- Stages and steps of pedagogic analysis
- Analysis of learning objectives/learning out comes
- Content analysis- Meaning ,Importance, Elements and Methods of Content analysis
- Constructivist Learning Design
- Critical pedagogy and social science Classroom
- Selecting and Sequencing learning activities
- Inclusion of diverse needs of the learner
- Recent changes in social science Teaching in the state of Kerala (25 Hours)

##### Unit II Planning of Instruction

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

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

- Social science Text book
- Work book and hand book/Teacher text
- Reference materials and supplementary readings
- Audio visual technology and mass media

- Community resources and ways of utilizing community resources
- Social science laboratory , Museum and Library
- Social science club
- Maps , Globes and Time line  
Hours)

(25

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

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

#### Unit V Evaluation in Social Science

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

#### TASKS AND ASSIGNMENTS

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

#### **SEMESTER III SCHOOL INTERNSHIP PROGRAMME**

##### GUIDELINES FOR SCHOOL INTERNSHIP

1. The internship is to be organized as a single block program for a continuous period of 16 weeks -80 days in selected schools.
2. For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks -80 days

3. Students should be assigned classes in any two different standards that too in two different levels viz. elementary, secondary or senior secondary
4. For student-teachers, classes spread over VI to X.
5. For post graduate student-teachers, classes spread over VI to XII. (Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.)
6. For student-teachers of Commerce and Computer Science, classes spread over XI to XII.
7. The continuous internship period of 16 weeks -80 days is of two parts of 39 days and 40 days with an interim one day Mid Internship Reflection Session conducted in the Teacher Education Institutions.
8. Each student-teacher has to teach and record a minimum of 60 lessons in the concerned Optional Subject- not less than 30 lessons in the first part (during the first 39 days) and not less than 30 lessons in the second part (during the next 40 days).Out of the 60 lessons each student-teacher has to include a minimum of 3 ICT enabled lessons.
9. Lesson plans/Records have to be maintained by all student-teachers
10. During the school-internship the student teacher has to observe classroom teaching of mentors/ peers, and to record observations of not less than 10 lessons
11. The activities undertaken during the internship period should be presented in Portfolios

The activities to be undertaken during the internship period are listed below

- Classroom teaching
- Observing classroom teaching of mentors/ peers,
- Lessons for Health & Physical Education-
- Preparation and administration of Diagnostic tests and identifying of learning difficulties (Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test.)
- Preparation and administration of Achievement tests with quantitative and qualitative analysis of results
- Conducting a Case study/Action research
- Maintain a daily reflective journal
- Administration of any of the psychological tools like inventories, scales, projective techniques, Sociogram etc.

- Organizing Participating in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)
- Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.)
- Participation in organizing ‘Beyond the class Activities’ in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

#### ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

<b>Teaching</b>		Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
<b>Other interventions in the classroom</b>		
4	Achievement test – scientific & robust blueprint, Quality questions, scoring , statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales, projective techniques, sociogram or any other	05
<b>Documents</b>		
8	Observation report of classroom teaching of mentors/ peers	05
9	Record of lesson Plans	10
10	Audio visual aids made by the intern (which are not ICT related)	05
11	Improvised apparatus and learning aids made by the intern	10
12	Student artifacts generated in the class room like kai ezhuthu masika, learning aids, charts, posters, albums etc.	10
13	Originality of reflective journal	10
<b>ICT related expertise</b>		
14	ICT related artifacts used for teaching as incorporated in lesson plans (to be stored in a CD/DVD etc for evidential support)	10
15	Richness and variety of the ICT related artifacts used for teaching as incorporated in lesson plans.	10
<b>Liaison with school</b>		
16	Participation of intern in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
17	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)	10
18	Any innovative programme organized by the trainee (if any) supported by an appreciation letter by the HM / Principal	15
<b>Total</b>		260

#### SEMESTER IV

## **CORE COURSES**

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

Contact Hours: 50 (Instruction)  
Internal: 10)

Maximum Marks: 50 (External: 40,

#### Unit I Gender as a Social construct

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

(10 hours)

#### Unit II Gender Issues in schools

- Problems of women in contemporary India
- Experience of being a boy or girl- unequal access to education
- gender identity construction in school- distribution of roles and responsibilities in classroom and schools
- child rights violation among girls- role of schools, peers, teachers, curriculum ,text books classroom processes, and student-teacher interactions in challenging gender inequalities
- Working towards gender equality in the classroom (15 hours)

#### Unit III Recent Issues associated with Gender

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

(15 hours)

#### Unit IV – School and Society

- School as an agent of change- instrument of social change.
- Influence of type of management on the functioning of schools - Government, Aided, Un-aided and Minority, recognized and non-recognized schools.
- Role of School in a democratic Society- School as a miniature society, functions of schools in society.
- Responsibilities of society towards Education (10 hours)

#### TASKS AND ASSIGNMENTS

1. Collecting views from different newspapers on atrocities against girl students and prepare a report  
OR
2. Visit a school and conduct interview with teachers and parents on problem faced by girl students

#### EDU. 11 EDUCATIONAL THOUGHTS AND PRACTICES

Contact Hours: 50 (Instruction)  
Internal: 10)

Maximum Marks: 50 (External: 40,

##### Unit 1 Philosophical thoughts on Education

- Philosophical thoughts on Education of Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J. Krishnamoorthy
- Philosophical thoughts of Western thinkers - Plato, John Dewey, Rousseau, Paulo Freire
- Alternative thoughts – Illich, Reimer (10 hours)

##### Unit II Education and Society

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



- Education and National Development - Education and Economic Development (10 hours)

#### Unit III Constitutional provisions of Education

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

(10 hours)

#### Unit 4 Curriculum Development

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

(20 hours)

#### TASKS AND ASSIGNMENT

1. Narrate the educational contribution of any one of the Indian/ Western philosopher  
OR
2. Critical appraisal of Constitutional values as practiced in an Educational Institution

#### EDU. 12 CREATING AN INCLUSIVE SCHOOL

Contact Hours: 50 (Instruction)  
Internal: 10)

Maximum Marks: 50 (External: 40,

#### COURSE CONTENT

## Unit I Concept and Relevance of Inclusion

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

## Unit II Learner Diversity in schools

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

## Unit III Challenges in Inclusion

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

- Diversity and Disability
- HIV/AIDS and Discrimination  
(8 hours)

#### Unit IV Making Schools More Inclusive

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

#### TASKS AND ASSIGNMENTS

Visit one school of your neighbourhood and consider the following

1. Consider the special education and general education teachers in the school. Identify experiences and expertise that these teachers can offer to others as inclusive programs are developed or improved.
2. Reflect on your understanding of inclusion. How is your understanding similar to or different from other teachers and administrators in the school?
3. A recent school change or improvement effort undertaken by the school focusing on resistance was encountered during this effort and measures taken by the school to address this resistance

#### EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION

Contact Hours: 50 (Instruction)  
Internal: 10)

Maximum Marks: 50 (External: 40,

#### COURSE CONTENT Unit I Professionalism

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

## Unit II Global demand of English teachers

- Job Attractions -challenges in the global level
- Qualifying Proficiency tests; IELTS, TOEFL, etc.
- Equip teachers to meet global demands (10 hours)

## Unit III New careers for English teachers

- Language trainer -qualities; Content writers and their qualities content writing: meaning and its importance
- On line teaching –features, merits and demerits; Anchoring –qualities of an anchor; Out sourcing –meaning , merits and demerits; Running commentary ; TV reporting; Tele conferencing ; event management ; social networking ; online editing (13 hours)

## Unit IV E- learning materials in English

- Nature of e-learning materials and its preparation
- Language related co-curricular activities and its organization
- Preparation of a multimedia package
- ELT journals (12 hours)

## TASKS AND ASSIGNMENTS

1. Report on any 2 recent researches in English language teaching (13 hours)

## EDU 13.4 PROFESSIONALING MALAYALAM EDUCATION

Contact Hours: 50 (Instruction)  
Internal: 10)

Maximum Marks: 50 (External: 40,

### Unit- I Techno pedagogy

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Teacher as a Techno pedagogue (15 hours)

### Unit- II Techno pedagogic skills

- Computer Assisted Instruction
- Digital taxonomy

- Digital lesson plans (10 hours)

#### Unit- III Effective use of IT

- Using presentation software
- E- content
- Use of Malayalam blogs and important sites in teaching and learning Malayalam
- Use of social networks in enhancing and updating language learning and teaching

(10 Hours)

#### Unit- IV Professionalizing Malayalam teacher

- Teaching as profession
- Professional growth
- Ways and means of improving professional growth
- Professional ethics
- Teacher qualities- General and Professional
- Teaching competencies
- Teachers as a community of learners- Collaboration of schools with colleges, universities and other institutions. (15 hours)

#### TASKS AND ASSIGNMENT

Preparing an IT based lesson plan / Creation of a Malayalam Blog

#### **EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION**

Contact Hours: 50 (Instruction)

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

#### Unit I Mathematics for All

- Causes for poor performance in mathematics,
- Mathematics phobia among learners- Causes and Remedies
- Role of recreational activities in mathematics learning (mathematical games, riddles, quiz, puzzles, Sudoku etc.)
- Mathematics club- Activities, importance and organisation
- Mathematics fairs (8 Hours)

## Unit II Exceptional Children in Mathematics

- Concept of Multiple Intelligences
- Exceptional children in mathematics- Mathematically gifted, slow learners, under achiever their characteristics; special programmes for each
- Learning difficulty in mathematics (dyscalculia)- characteristics and remedial measures
- Mathematical creativity- characteristics, Role of teacher
- Governmental and non-governmental initiatives in improving mathematics learning; Field medal, Mathematics Olympiad, NUMATS, NTSE, MTSE. (15 Hours)

## Unit III ICT in Improving Teaching Performance

- E-content development- concepts, formats, steps for preparation, script writing for e-content
- Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET
- E-resources for teaching and learning- Websites, blogs, E-books, E-journals, wikis, discussion forums, social networking sites & Apps. (15 Hours )

## Unit IV Professionalizing Mathematics Teacher

- Teaching as a profession, professional ethics in teaching, Traits of professionalism
- Qualities of a Mathematics teacher- General qualities, specific qualities, Personal qualities.
- Soft Skills for teachers
- Professional growth of Mathematics teacher. – Teaching, Research and Extension. (8 Hours)

## Unit V. Techno pedagogy in Mathematics Teaching

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of social Mathematics teacher (4 hours)

### TASK AND ASSIGNMENTS:

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

## **EDU 13.11 PROFESSIONALIZING NATURAL SCIENCE EDUCATION**

Contact Hours: 50 (Instruction)

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

#### Unit I Professional Science Teacher

- Definition of profession, Teaching as a profession - Professional ethics, Traits of professionalism
- Teaching competencies required by a science teacher. Teacher Competencies listed by NCTE • Soft Skills required for a teacher
- Professional growth of Science teacher. Teaching, Research and Extension, Research journals in Science & Science Education
- Role of SCERT and NCERT in the Professional growth of Science teacher. Internet resources and websites for professional growth of science teachers like ERIC, INFLIBNET etc. (15 hours)

#### Unit II Technological Pedagogical Analysis of content Knowledge (TPACK)

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Science teacher as techno pedagogue-
- Techno-Pedagogical Skills of Natural Science teacher
- Digital Resources –CD, DVD, Websites, m-learning.
- Analysis of school biology topic using ICT Tools
- Relevance of Online Publishing using blogs, forums, wikis, online journals etc. (15 hours)

#### Unit III Gifted students in science

- Identifying and nurturing the scientifically gifted children-characteristics - strategies to foster giftedness.
- Creativity –components of creativity - Critical thinking in Science. NTSE(National Talent Search Examination by NCERT) (10 hours)

#### Unit IV Science and technology

- Complementarities between Science and Technology - use of ICT in science Educational uses of e-mail, e-discussion, chat, Wiki , Blog in education - how to use blog in education, utilizing social net working effectively,
- Communication Technology- Technology based new emerging communication media [Tele-conferencing, webinar, video conferencing, micro blogging etc]. Virtual class room and virtual reality, virtual labs (iLab Project at MIT )

- Computer Aided Teaching, Expert System and Intelligent Tutoring Systems, Module preparation for e-content Development, Course ware, Free softwares in Science - Learning Management Systems – MOODLE (10 hours)

#### TASKS AND ASSIGNMENTS

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

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

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

##### Unit.1 Professionalizing physical science teacher

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a physical science teacher
- Ways and means of improving professionalism
- Physical science teacher and teacher accountability (10 Hours)

##### Unit II Techno pedagogy in physical science Teaching

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of physical science teacher
- Analysis of school text book units using ICT Tools (15 Hours)

##### Unit III ICT inputs in physical science learning

- Using presentation software
- E- content
- Learning objects
- Tele conferencing and video conferencing
- Scope of blogs, wiki and Google map , Web 2.0 tools
- Use of INFLIBNET



- Edubuntu
- Free soft wares in physical science –IHMC concept map tools
- M-learning
- Physical Medias as learning inputs – face book, whatsapp , Twitter, etc. (15 Hours)

#### Unit IV Reaching out to Society

- Science as a social Endeavor
- Science and Technology, complementarities between Science and Technology. Scientific Literacy, Influence of science on society.
- The Science Teacher and Society. Role of science teacher in eradicating superstitions in Society.
- Identifying and nurturing the scientifically gifted children. Creativity and Critical thinking in Science. NTSE(National Talent Search Examination by NCERT), Olympiad programme in Science by Homi Bhabha Centre for Science Education (HBCSE), KVPY scholarships by the Department of Science and Technology. (10 Hours)

#### TASKS AND ASSIGNMENTS

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

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

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

##### Unit.1 Professionalizing social science teacher

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a social science teacher
- Ways and means of improving professionalism
- Social science teacher and teacher accountability (10 hours)

##### Unit II Techno pedagogy in social science Teaching

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)

- Techno-Pedagogical Skills of social science teacher
- Analysis of school text book units using ICT Tools Unit III ICT inputs in social science learning
- Using presentation software
- E- content
- Learning objects
- Tele conferencing and video conferencing
- Scope of blogs, wiki and Google map
- Use of INFLIBNET
- Edubundu
- Free soft wares in social science –IHMC concept map tools
- M-learning • Social Medias as learning inputs – face book, whatsapp , Twitter, etc.

(15 hours)

#### UNIT IV Emerging areas in Social Science education

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

(10 hours)

#### TASKS AND ASSIGNMENTS

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

#### **ADDITIONAL OPTIONAL COURSES**

##### **EDU 14.3 EDUCATION FOR DIFFERENTLY ABLED**

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

##### Unit 1 Understanding the Disabilities

- Concept and Definition of Impairment, Disability and Handicap.

- Historical and National developments and constitutional obligations for children with special needs.

- Categories of disability as per the PWD Act 1995.

- Social and Educational Needs of children with special needs.  
(8 hours)

#### Module II Definition, Types and Characteristics

- Hearing Impairments: Definition, Types and characteristics

- Visual Impairment : Definition, Types and characteristics

- Mental Retardation: Definition, Types and characteristics

- Neuro-muscular and Loco motor disabilities: Definition, Types and characteristics

(10 hours)

#### Module III Identification and Early Intervention

- Need for early identification and Intervention

- Assessment procedures for educational placement.

- Intervention of later identified children

- Early Educational Intervention strategies.

(10 hours)

#### Module IV Educational practices for students with differently abled

- Special school education

- Integrated Education

- Inclusive Education

- Education of gifted students

(10hours)

#### Module V Trends and Developments in the education of differently abled

- National Institutes – NIVH, NIMH, AYJNIHH, NIOH.

- Acts and Schemes – NPE 1986, POA 1992, RCI Act 1992, PWD Act 1995, NT Act 1999.

- Role and Responsibilities of Pre-school teacher, Regular teacher, Resource teacher and special teacher.

- Community Based Rehabilitation (CBR)

(7 hours)

## TASKS AND ASSIGNMENTS ( Any One)

1. Visit special school and make classroom observation report (HI/VI/MR)
2. Visit General school where practicing inclusive education and conduct interview with resource teacher and prepare report regarding inclusive education.
3. Take three cases (students with HI/VI/MR/LD) and make reports with special reference to education

## **EDU14.6. MANAGEMENT IN SCHOOL EDUCATION**

Contact Hours: 50 (Instruction)

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

### Unit 1 Basic Concepts of School Management

- Meaning, Definition, Importance and scope of school management –
- Functions of school management: Planning, Organizing, Directing, Motivating, Evaluating, Decision making etc. –
- School as a formal educational system - Social structure of school - School Structure: Pre-school Education, Ten year schooling Higher secondary education, University education –
- Hierarchies in school system: Hierarchical structure of school, Types of Hierarchies of school structure
- School education in India - Indian constitution and school education - Status of Indian schools - The structure of Indian school education - academic and administrative structure - Responsibilities of Central Government in school education - Responsibilities of State government –
- Central provisions for school education – CAME, CBSE, NCERT, NCTE, NIEPA, KVS, NOS –
- State provisions for school education- SCERT, BSE, State Textbook Board Regional level organizations-District level organizations –District Education Office, DIET-Role of local level organizations-Teachers' Union (15 Hours)

### Unit II Institutional Climate And Planning

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

- School management committee (SMC) : structure, functions - School Development Programme (SDP) (10 Hours)

### Unit III Leadership At Different Levels Of School Hierarchy

- Leadership at different levels of school hierarchy : Meaning and nature of school leadership -Styles of school leadership : Autocratic leadership, Democratic leadership, Free rein/ Lassiz fair leadership - Role of headmaster - Essential qualities of principal/HM - Duties and responsibilities of HM - Role of HM : as a manager, teacher, organizer - problems faced by HM
- Teacher as a leader: As an instructional input, As a manager, As a facilitator, As a counselor, Teacher in the community
- Leadership roles of pupils Students - functions of student council and school parliament (10 Hours)

### Unit IV Management of Resources

- Instructional Management : School Calendar, Time-Table: importance, types of time-table , principles of time table construction, Conducting exams, Maintenance of record: meaning, types, how to keep records Admission Register – Attendance Register for Staff & students – Stock Registers – Acquittance Register Management of Library and lab
- Management of co-curricular activities : Concept and Types of co-curricular activities, Need and importance : educational value, psychological value, social value, civic value, recreational value, physical development value - Organization of co-curricular activities in school - Principles underlying organization of cocurricular activities - Difficulties faced in organizing co-curricular activities : organization and objectives of literary and cultural activities, organization and objectives of physical education activities
- Management of material resources, technology e-resources, school plant, school complex
- Management of human resources: Teachers-staff council - functions, performance appraisal of teachers
- Parents- PTA, MPTA, GTA
- Community-Important resources of community, ways of utilizing community resources
- Management of financial resources Financial management –role of teacher – preparation of school budget meaning purpose, types, E-grant, grant-in-aids, scholarships, awards etc. Total Quality Management – Concept Key elements of TQM, Steps for TQM in Schools (15 Hours)

### TASKS AND ASSIGNMENTS

- Visit to a government/ aided school in your locality and prepare a record of resources available and suggest methods for its effective utilization