

**MAHATMA GANDHI UNIVERSITY  
KOTTAYAM, KERALA**



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

**CREDIT AND SEMESTER SYSTEM WITH GRADING**  
**Reviewed w. e. f July2018**

**BOARD OF STUDIES IN EDUCATION (UG)**  
**MAHATMA GANDHI UNIVERSITY**  
**2018**

## **Eligibility criteria for Social Science Optional subject**

### **Choice of optional subjects.**

The optional subject for the B. Ed. course should be the same as the one, which the student has selected as main subject for graduation, or the main subject for graduation conventionally recognized to be coming under the optional chosen. In case, the main subject is different from or conventionally considered as not coming under the optional opted for admission, Eligibility Certificate from Mahatma Gandhi University should be furnished along with the application.

**Eligibility for Optional subject:** Candidates seeking admission to the B. Ed. Course in a subject/stream will have to satisfy the academic eligibility applicable to the subject/stream.

**Social Science:** B. A. Degree with History/ Arabic and Islamic History/ Geography/ Politics/ Economics/ Sociology/ Philosophy/West Asian Studies/B.Sc Degree in Geography with 50% mark (CGPA of 2) in Part III or in aggregate or 50% marks in MSW/M.A. History/ Arabic and Islamic History/ Geography/ Politics/ Economics/ Sociology/ Philosophy/ West Asian Studies/

Gandhian Studies /International Relations /Music. Candidates should have studied History/Economics/Political Science/Geography/Sociology as one of the subjects at degree level.

**I. LIST OF COURSES****A. CORE COURSES**

**EDU 101 Contemporary India and Education**  
**EDU 102 Childhood and Growing up**  
**EDU 103 Development and Resources in Educational Technology**  
**EDU 201 Knowledge and Curriculum**  
**EDU 202 Learning and Teaching**  
**EDU 203 Assessment for Learning**  
**EDU301 Language Across the Curriculum**  
**EDU401 Gender, School and Society**  
**EDU402 Personality Dynamics in Education**

**B. PEDAGOGIC COURSES**

**EDU 104.1 9 Understanding the Discipline of Social Science Education**  
**EDU 105.1 9 Learning to function as Social Science teacher**  
**EDU 204.19 Pedagogical Dimensions of Social Science**  
**EDU 205.19 Curriculum and Resource Development in Social Science Education**  
**EDU 403.19 Professional Development of Social Science teacher**

**C. ASSOCIATE COURSE –ELECTIVE**

**EDU 106.11 Health and Physical Education**  
**EDU 106.12 Guidance and Counselling**  
**EDU 106.13 Elementary Education**  
**EDU 106.14 Environmental Education**  
**EDU 106.15 Special Education**

## SEMESTER I

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT	
EDU 107.1	Core:	Project on socially/educationally relevant issue( <b>Edu 101</b> )	Community	Project report	<b>Report writing (10 pages)</b> <ul style="list-style-type: none"> <li>• Relevance of the topic -2Marks</li> <li>• Creativity/ Novelty -4Marks</li> <li>• Procedure adopted -3Marks</li> </ul> <b>Timely Submission -1 Mark</b>	10	40	2	
		Preparation of a material for a theme on any one adolescent problem( <b>Edu102</b> )	College	Record & Evidence	<b>Theme Learning Material Report</b> <b>Timely Submission</b>	- 2Marks - 5Marks - 2Marks - 1Mark			10
		Creation of blog and uploading of any learning material in the blog ( <b>Edu 103</b> )	College	Report & Hard copy of the blog page	<b>Creation of blog Learning material Hard Copy</b> <b>Timely Submission</b>	- 6marks - 2Marks -1 Mark - 1Mark			10
	Associate : Elective	College	Report	<b>Report writing (10-15 pages)- 9 Marks</b> <ul style="list-style-type: none"> <li>• Identification of Essential Components /Prevailing practices in school/community - 4 Marks</li> <li>• Depth of analysis -3Marks</li> <li>• Suggestions/recommendations -2 Marks</li> </ul> <b>Timely Submission - 1Mark</b>	10				

EDU 107.2	Pedagogic :	Micro teaching lesson plans-3 skills for each student	College	Record	Lesson Plan Skill components Total - 5x3(skills)	- 2Marks -3Marks =15Marks	15		
		Micro teaching class – 1 skill by each student complete cycle(preferably video record)	College	Record & Reflective journal	Lessonplan Incorporation of skill components –	-3Marks -5Marks			
					Completion of cycle	-2Marks			
					Teaching Competence	- 3Marks	15		
					Reflective journal	-2Marks			
		Link Practice- lesson plan and class@1	College	Record	Lesson Plan Integration of skills	-5Marks -5Marks	15		
					Teaching Competence	- 5Marks			
		Development and presentation of learning resource materials for school pupils-ICT supported materials, and the like (school based topic) - Extension Activity	College	Report and evidence	Relevance of the resource material - Quality of the resource material - Innovation and creativity - Marks Report Timely Submission	-5 Marks -10Marks 5 - 4Marks - 1Mark	25	80	4
		Student teacher Portfolio (Practical and Practicum of all courses)	College	Portfolio	Experiences with report and evidence Meaningful reflection	- -4 Marks - 2 Marks			

					<b>Comprehensiveness and neatness - -3 Marks Timely Submission - 1Mark</b>	<b>10</b>		
EDU 107.3	Health and Physical Education	Demonstration of various Yogic Asanas/Meditation by Student (Any two asanas)	College	Record	<b>Demonstration of asanas - 6Marks Record with evidence - 3Marks Timely Submission -1Mark</b>	<b>10</b>	20	1
		Demonstration of first aid (any two)	College	Record	<b>Demonstration of first aid - 6Marks Report with evidence - 3Marks Timely Submission -1Mark</b>	<b>10</b>		
EDU 107.4	Drama and Art in Education( E PC2)	Theatre Practice - Participation in workshop/training	College	Record & Evidence	<b>Attendance -1Mark Scriptwriting -2Marks Performance - 3 Marks Report writing -3Marks Timely Submission - 1Mark</b>	<b>10</b>	2 0	1
		SUPW-Service-1 & Produ ct-1	College	Record & Evidence	<b>Involvement in service - 3Marks Quality of the product - 3 Marks Report - 3Marks Timely Submission -1Marks</b>	<b>10</b>		
<b>Semester Total</b>						<b>160</b>	<b>160</b>	<b>8</b>

**SEMESTER II**

				<b>DOCUMENTS TO</b>		<b>MAR</b>		
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COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	BE MAINTAINED	CRITERIA FOR ASSESSMENT	K DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 206.1	Core :	School Profile and practices (student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly and the like)(Edu201)	School	Record & Reflective journal	<b>Report Writing(10-15pages)- 25 Marks</b> <ul style="list-style-type: none"> <li>• Details of School profile andpractices -10 marks</li> <li>• Description of allpractices -10Marks <ul style="list-style-type: none"> <li>• Concludingremarks -3 M a r k s</li> <li>• -Presentationstyle -2 M a r k s</li> </ul> </li> </ul> <b>ReflectiveJournalWriting -4 Marks</b> <b>TimelySubmission - 1mark</b>	30		
		Awareness class on adolescent problems ( based on the learning material prepared in first semester) (Edu 202)	School	Record & Supervision diary cum Reflective journal	<b>LessonPlan -5Marks</b> <b>Report -2Marks</b> <b>Supervision diary cum Reflective Journal -2Marks</b> <b>TimelySubmission -1Mark</b>	10	80	4
EDU 206.1	Core :	Critical Analysis of thestatus of exceptional children in the school	School	Record & Reflective journal	<b>Report Writing(10-15 pages) -15Marks</b> <ul style="list-style-type: none"> <li>• Identifying the exceptional children using appropriate psychologicaltest -5 M a r k s</li> </ul>	2		

	(Statistics of Children with special needs and their characteristics) <b>( Edu 202)</b>			<ul style="list-style-type: none"> <li>Analysis and Interpretation of the test -7Marks</li> <li>Sociogram -3Marks</li> <li><b>Reflective Journal -4Marks</b></li> <li><b>Timely Submission -1Mark</b></li> </ul>	0		
	Analysis of prevailing assessment practices in schools <b>(Edu 203)</b>	School	Record & Reflective journal	<b>Report writing (5-10 pages) - 7 Marks</b> <ul style="list-style-type: none"> <li>Identifying the prevailing assessment practices inschool - 2 Marks</li> <li>Analysis and interpretation -3 Marks</li> <li>Comprehensiveness of the report - 2Marks</li> <li><b>Reflective journal - 2Marks</b></li> <li><b>Timely submission -1Mark</b></li> </ul>	10		
	Student teacher portfolio (practical and practicum of all courses)	College	Portfolio	<b>Experiences with report and evidence -4 Marks</b> <b>Meaningful reflection - 2Marks</b> <b>Comprehensiveness and neatness -3 Marks</b> <b>Timely submission -1Mark</b>	10		
	Discussion lesson plans -5	College	Record	<b>Attendance - 2 Marks</b> <b>Involvement in discussion -2 marks</b> <b>Lesson plan - 5Marks</b> <b>Timely submission -1Mark</b>	10		
				<b>Attendance - 2Marks</b>			



ED U 206. 2	Pedagogic :	Demonstration class observation -5	College	Record	<b>Observation report -2marks</b> <b>LessonPlans - 5Marks</b> <b>TimelySubmission -1mark</b>	1 0	100	5
		Criticism Lesson Plans, class observation and evaluation -5 Criticism class@1	College	Record	<b>Attendance - 2Marks</b> <b>Criticism Class observation and Report -10Marks</b> <b>LessonPlan - 5Marks</b> <b>TeachingCompetence - 2Marks</b> <b>TimelySubmission -1Mark</b>	2 0		
		Class room teaching during school induction@ 5 classes	School	Record and Supervision diary cum reflective journal (as per format attached)	<b>LessonPlan - 25Marks</b> <b>Teachingcompetency -25 Marks</b> <b>Supervision Diary cum Reflective journal(one journal entry for fiveclasses) - 10Marks</b>	6 0		
	Health and Physical Education	Credible participation in games and sports	College	Record and Certificate of the events participated	<b>Participation -5Marks</b> <b>Prize -2 M a r k s</b> <b>Report -2Marks</b>	1 0		
ED U 206. 3		Organising sports meet and rules and	College	Record &	<b>TimelySubmission -1Mark</b> <b>Roleincommittee -2 Marks</b> <b>Report onsportsmeet -3marks</b> <b>Record on rules, regulations and diagrams</b>	1 0	2 0	1

	regulations of long jump and shot put		Evidence		-4Marks			
					Timely submission			-1mark

EDU 206.4	Drama and Art in Education (EPC2)	Interview a local folk artist and prepare a report on the local community art forms	Community	Record & Evidence	Preparation of interview schedule -2Marks Conducting Interview - 2 Marks Report on the interview -2Marks Report on local community art form -3Marks Timely Submission - 1Mark	10	20	1
		Preparation of criteria for evaluating different art forms—Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2 )	College	Record	Description of criteria of any two art forms - 5Marks Report writing - 4Marks Timely submission - 1Mark	10		
<b>Semester total</b>						<b>220</b>	<b>220</b>	<b>11</b>

## SEMESTER III

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
		Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.)(Edu 101 & 201)	School	Record & supervision diary cum reflective journal(as per format attached )	<b>Relevance of value selected-4 Marks</b> <b>LessonPlans - 5Marks</b> <b>Resourcesused - 4 Marks</b> <b>Transmission of value - 4 Marks</b> <b>Reflective Journal (one journal entry fortwoclass - 2Marks</b> <b>TimelySubmission -1Mark</b>	20		
		Case study based on learning problems of school pupils (Edu 102 & 202)	School	Report and reflective journal	<b>Report Writing(15 to 20 pages) -25 Marks</b> Identification ofthecase - 5Marks Characteristics ofthecase -5Marks Tools and techniques used -5Marks Analysisandinterpretation -5Marks Suggestions andrecommendation -5 Marks <b>ReflectiveJournal - 4Marks</b> <b>TimelySubmission -</b>	30		
EDU 302.1	Core :						80	4

					<b>1Mark</b>			
		Action research @1 <b>(Edu 203)</b>	School	Report and reflective journal	<b>Report Writing (15 to 20 pages)- 25 Marks</b> <ul style="list-style-type: none"> <li>• Relevance of the problem - 5Marks</li> <li>• ActionHypothesis - 5Marks</li> <li>• Actionplan - 5Marks</li> <li>• Analysis and Interpretation- 5Marks</li> <li>• Suggestions and recommendation -5 Mark s</li> </ul> <b>ReflectiveJournal</b> 4Marks <b>TimelySubmission</b> 1Marks	30		
		Unit Plan @1	College	Record	<b>Steps</b> - 4Marks <b>Originality</b> - 2Marks <b>Comprehensiveness</b> - 2Marks <b>Neatness</b> -1Mark <b>TimelySubmission</b> -1Mark	10		
		50 Lesson plans 50 classes – Teaching competence	School	Record & supervision diary cum reflective journal(as per	<b>LessonPlans</b> - 100Marks <b>Teachingcompeten cy</b> -100 Marks <b>Supervision Diary cum Reflective journal (one</b>	250		

EDU 302. 2	Pedagogic :			format attached )	<i>journal entry for five classes</i> ) - <b>50Marks</b>		360	18
		Lesson plan and Classes Based on language Across the Curriculum @2	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans</b> - <b>4Marks</b> <b>Teaching competency</b> -4 <b>Marks Supervision Diary</b> <b>cum Reflective journal (one</b> <b>journal entry for two classes)</b> - <b>2Marks</b>	10		
		Subject Club/Forum activities	School	Record & Reflective journal	<b>Club formation</b> -1Mark <b>Activities</b> - <b>2Marks</b> <b>Evidences</b> - <b>2Marks</b> <b>Report Writing</b> - <b>2Marks</b> <b>Reflective Journal</b> - <b>2Marks</b> <b>Timely Submission</b> -1Mark	10		
		Improvised teaching aids- charts and models @2each (Institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	<b>Participation in workshop</b> -3 <b>Marks</b> <b>Preparation of Aids</b> - <b>12Marks Report Writing</b> <b>with evidence</b> - 5Marks <b>Timely Submission</b> - <b>2Marks</b>	20		
		Self Assessment Tool among the school pupils to assess	School	Record	<b>Self Assessment Tool</b> - <b>2Marks Analysis</b> <b>and Interpretation</b>	10		

		learning performance in the subject Preparation and administration		& Evidence	<b>Report</b> -3Marks <b>Evidence</b> 2Marks <b>TimelySubmission</b> -2Marks <b>1Mark</b>			
		Peer evaluation of classes @ 2 any subject	School/college	Record - Peer review report	<b>Observation and Analysis of PeerClass</b> -2 Marks <b>ObservationReport</b> - 2 Marks <b>TimelySubmission</b> -1 <b>Mark Total</b> -5x2 =10Marks	10		
		Achievement test and analysis and interpretation@ 1	School	Record	<b>Design of the test</b> - 5 Marks <b>Question Paper and markingScheme</b> - 6 <b>Marks Test Analysis and Interpretation</b> -4 <b>Marks Comprehensiveness of the Record</b> -4 Marks <b>TimelySubmission</b> - 1Mark	20		
		Diagnostic test analysis and interpretation @ 1 Remedial Programme-Preparation and	School	Record	<b>Diagnosis of problem area</b> -2 Marks <b>preparation of test items</b> -6 Marks <b>Analysis of the result</b> -3 Marks <b>Remedial teaching</b> - 6Marks <b>Comprehensiveness</b>	20		

		administration			<b>s of theRecord</b>			
						- 2		
					<b>TimelySubmission</b>	-		
					<b>1Mark</b>			

ED U 302. 3	Health and Physical Education	Physical Education Lesson Plan and class @ 3	School	Record&supervision diary cum reflective journal (as per format attached)	LessonPlans - 6Marks Teachingcompetency - 6Marks Supervision Diary cum Reflective journal ( <i>one journal entry for three classes</i> ) - 3Marks	- - -	1 5	4 0	2
		Health Education Lesson Plan and class@2	School	Record Supervision diary cum reflective journal(as per format attached)	LessonPlans - 4Marks Teachingcompetency - 4Marks Supervision Diary cum Reflective journal ( <i>one journal entry for two classes</i> ) - 2Marks	- - -	1 0		
		Yoga Lesson Plan and Class@ 3	School	Record Supervision diary cum reflective journal(as per format attached)	LessonPlans - 6Marks Teachingcompetency - 6Marks Supervision Diary cum Reflective journal( <i>one journal entry for three classes</i> ) - 3Marks	- - -	1 5		
ED U 302.	Drama and Art in education	Class on different Art Forms and cultural heritage of India	School	Record and evidence	Learning materials used - 3 Marks Class - 4Marks Comprehensiveness of the	- -	1 0		



4					<b>record</b>				1
						<b>-3 Ma rks</b>		2 0	
		Organize an activity among students to conscientise National integration/ patriotism/ universal brotherhood	School	Record and evidence	<b>Relevance of the activity - 2 Marks Organization Skill - 4Marks Report with evidence - 3Marks Timely Submission - 1Mark</b>		1 0		
		etc. (Quiz/competition/seminar/ exhibition etc.)							
	Viva- voce & Student teacher Portfolio	Student teacher portfolio (Practical and Practicum of all courses)	College	Portfolio (sem 1 to sem 3)	<b>Experiences with report and evidence -6 Marks Meaningful reflection - 4Marks Comprehensiveness and neatness -4 Marks Oral presentation - 6Marks</b>		20	4 0	2
		Viva -voce	College	Work done in 3 <sup>rd</sup> semester	<b>Subject competence -5 Marks Communication skill -5 Marks Genuineness of evidences -10Marks</b>		20		
<b>Semester total</b>							<b>540</b>	<b>540</b>	<b>27</b>

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## SEMESTER IV

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 404.1	Core	Community citizenship training camp(Edu 401)	College / other premises	Record and evidence	<b>Attendance</b> - 5Marks <b>Group Coordination</b> - 4Marks <b>Involvement in various committees</b> -10Marks <b>Initiative Ability</b> - 5Marks <b>Comprehensiveness of the report with evidence</b> - 25Marks	50		
					<b>Timely Submission</b> - 1Mark			
		Conduct an interview with an eminent teacher or educationist of your locality on the vision & mission of education(Edu	Community/school	Record and evidence	<b>Preparation of Interview Schedule</b> -7 <b>Marks Report with evidence</b> - 12Marks <b>Timely Submission</b> -	20	140	7

		<b>401)</b>			<b>1Mark</b>		
		Documentary/short film presentation on student abuse in school campus and pocso rules( <b>Edu 402</b> )	Community	Record and evidence	<b>Relevance of the theme -3 Marks</b> <b>Script - 10Marks</b> <b>Creativity - 3Marks</b> <b>Message to the society - 3Marks</b> <b>Timely Submission - 1Mark</b>	20	
		Study tour( <b>Edu 402</b> )	Community	Record and evidence	<b>Attendance - 3Marks</b> <b>Group Coordination -2 Marks</b> <b>Involvement in various Phases of the tour - 5Marks</b> <b>Initiative Ability -3 Marks</b> <b>Comprehensiveness of the report with evidence - 6Marks</b> <b>Timely Submission - 1Mark</b>	20	
		Extension Activities @ 2 ( <b>Edu 402</b> )	Community	Record and evidence	<b>Attendance - 2Marks</b> <b>Group Coordination -2 Marks</b> <b>Involvement in activities -6 Marks</b> <b>Initiative Ability -3 Marks</b> <b>Comprehensiveness of the report with evidence - 6Marks</b> <b>Timely Submission - 1Mark</b>	20	

		Student teacher portfolio (Practical & Practicum of all courses)	College	Portfolio	Experiences with report and evidence - 4Marks Meaningful reflection - 2Marks	10		
		EDU 401, 402			Comprehensiveness and neatness -3 Marks Timely submission - 1Mark			
EDU 404.2	Pedagogic	Developing vision and mission as a teacher- SWOT Analysis	College	Record	Identification of SWOT - 12Marks Preparation of template - 8 Marks Vision Mission Statement - 7 Marks Comprehensiveness of the report - 12 Marks Timely Submission 1Mark	40	120	6
		Educational journal review (5 research article)	College	Record and evidence	Report Writing (15-20 pages) - 29 Marks • Need and Significance - 5 Marks • Brief Overview of the journal - 5 Marks • Review of articles - 15 Marks	30		

					<ul style="list-style-type: none"> <li>• Comprehensiveness of thereport- -4 Mark s</li> <li>• <b>Timelysubmission</b> - <b>1Mark</b></li> </ul>			
		Project on any topic of pedagogic relevance	College	Project Report	<p><b>Report Writing(15to 20 pages)</b> - <b>29 Marks</b></p> <ul style="list-style-type: none"> <li>• Relevance ofthetopic - 4Marks</li> <li>• Procedureadopted - 10Marks</li> <li>• Analysis and interpretation -6Marks</li> <li>• Summaryandconclusion - 5Marks</li> <li>• Comprehensiveness of thereport - 4 Mark s</li> </ul> <p><b>TimelySubmission</b> - <b>1Marks</b></p>	30		
		Preparation and Uploading of self designed article of pedagogic relevance in theBlog	College	Record and evidenc e	<p><b>Preparationofarticle -10 Marks Uploadingofarticle -2 Marks</b></p> <p><b>Comprehensiveness of ther e p o r t</b> - <b>5Marks</b></p>	20		

					Hard copy of the material uploaded - 2Marks TimelySubmission - 1Mark			
EDU 404.3	Health and Physical Education	Credible Participation in games and sports -minimum 2 events	College	Record and Certificate of the events participated	Participation - 5Marks Prize - 2Marks Report - 2Marks TimelySubmission - 1Mark	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Record	Comprehensiveness of the report - - 9Marks TimelySubmission - 1Mark	10		
EDU 404.4	Drama and Art in Education (EPC 2)	Film review	College	Record	Relevance of the film selected - -2 Marks Comprehensiveness of the report – -2 Marks TimelySubmission - 1Mark	5	20	1
		Credible Participation in Arts fest minimum 2 events	College	Record and Certificate of the events participated	Participation - 5Marks Prize - 2 M a r k s Report - 2Marks	10		

					<b>TimelySubmission</b> - <b>1Mark</b>			
		Script on Street Play	College	Record	<b>Relevance ofthetheme</b> - <b>1MarksScript</b> - <b>3Marks</b> <b>TimelySubmission</b> - <b>1Mark</b>	5		
EDU 404.5	Communicative English	Internal test –	College	Answer Script	<b>Written Examination</b>	20	40	2
		Written						
		Oral	College	Score sheet	<b>Oral Examination</b>	10		
		Practical in accordance with the syllabus @1 item	College	Report and evidence	<b>Comprehensiveness of the report</b> - 4Marks <b>Evidence</b> - 5Marks <b>TimelySubmission</b> - <b>1Mark</b>	10		
	<b>Semester total</b>					<b>340</b>	<b>340</b>	<b>17</b>
	<b>Programme total</b>					<b>1260</b>	<b>1260</b>	<b>63</b>

**SEMESTER I**



## CORECOURSES

### EDU 101: CONTEMPORARY INDIA AND EDUCATION

<b>NO.OFCREDITS</b>	<b>5</b>
<b>CONTACTHOURS</b>	<b>100</b>
<b>MARKS</b>	<b>:100(External 80 +Internal20)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:3hours</b>

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- appreciate the Educational Heritage of India
- understand the nature of education as a discipline and its correlation with other disciplines.
- comprehend the basic features of Indian constitution and its implication in education
- critically examine the pivotal issues of contemporary India.
- analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India.
- evaluate the basic concepts/issues of education with reference to NCF (2005) and NCFTE(2009).
- discuss the emerging dimensions of teacher education and professional growth of teachers

### MODE OF TRANSACTION

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

### COURSE OUTLINE

#### Module 1 – Education (30 hours)

- 1.1 Indian and Western Concept of Education - Aims - Functions of Education in Individual, Social, National, and global levels.
- 1.2 Educational heritage of India with special reference to Vedic, Buddhist and Medieval periods-Significance of Upanishad in maintaining world peace and sustainable development –Educational Implications of Bhagavad Gita.
- 1.3 Western system of education in India with special reference to Macaulay's Minutes and Wood's Despatch
- 1.4 Elementary education system in India
- 1.5 Types of Education – Formal, informal, and non-formal
- 1.6 Education as Investment – Human Resource Development
- 1.7 Education as a discipline – Its correlation with other disciplines – History, Philosophy, Psychology, Sociology and Science.

**Module 2 – Indian Constitution and Education (10 hours)**

- 2.1 Indian Constitution – Preamble- Fundamental Rights and Directive principles
- 2.2 Duties of citizens
- 2.3 Universalisation of Elementary Education-Right to Education Act 2009.

**Module 3 – Features and Issues of Indian Society (30 hours)**

- 3.1 Multiculturalism-Unity in diversity
- 3.2 Inequality and marginalization
- 3.3 Impact of Liberalisation, Privatisation and Globalisation on Indian Society
- 3.4 Educational Problems of Contemporary India-wastage and stagnation, Educated unemployment
- 3.5 Population Education and Inclusive Education

**Module 4 -Education Commissions in India (10 hrs)**

- 4.1 Radhakrishnan Commission(1949)
- 4.2 Mudaliyar Commission(1953)
- 4.3 Kothari Commission(1966)
- 4.4 National Policy on Education(1986&1992)
- 4.5 National Curriculum Framework for Secondary Education (NCFSE)2005
- 4.6 National Curriculum Framework for Teacher Education (NCFTE)2009

**Module 5 – Recent Trends/Initiatives in Indian Education (20 hours)**

- 5.1 District Primary Education Programme(DPEP)
- 5.2 Sarva Shiksha Abhiyan(SSA)
- 5.3 Rashtriya Madhyamic Shiksha Abhiyan(RMSA)
- 5.4 Rashtriya Uchathar Shiksha Abhiyan(RUSA)
- 5.5 Role of various organisations/Agencies in Education - UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET, General Awareness on KER and KSR
- 5.6 Professional Growth of Teachers – Pre-service and In-service Teacher Education

**PRACTICUM (any one)**

1. Documentation on current challenges of Indian education based on Newspaper, Journals and Magazine.
2. Critical analysis of education policies of central and state government.
3. Prepare a dramatic script for eradicating various inequalities of Indian society

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**EDU 102: CHILDHOOD AND GROWING UP****NO. OF CREDITS****5****CONTACT HOURS****100****MARKS****: 100 (External 80 + Internal 20)****DURATION OF EXAMINATION : 3 hours****OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- understand the basic concepts and principles of Educational Psychology
- understand the characteristics of human growth and development in childhood and adolescence and the developmental process of the individual in different dimensions.
- help adolescents in better adjustment and development
- understand the nature of motivation in learning as relevant to classroom management
- understand the mental processes of learners
- apply psychological principles in the teaching learning process effectively
- understand the concept of intelligence
- acquaint with various tests related to intelligence
- understand the strategies for enhancing effective memorization in children

**MODE OF TRANSACTION**

Lecture –cum-demonstrations, Seminars, Assignments, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method. ICT based teaching and learning

**COURSE OUTLINE****Module 1 - Psychology, Education and Emerging Learner (25 hours)**

- 1.1 Psychology- General and Applied-Definitions
- 1.2 Schools of Psychology – Brief description of Behaviorism, Structuralism, Functionalism, Psycho- analysis, Humanism, Gestalt Psychology, Nativism, Constructivism, Cognitive Neuro Science and Positive Psychology.
- 1.3 Meaning, nature and functions of educational psychology, Relevance of educational psychology to teachers, learners, teaching and learning
- 1.4 Methods and tools of Educational Psychology-Introspection, Observation, Interview, Questionnaire, Case study, Survey, Sociometry, Checklist, Rating scale, Cumulative record and Anecdotal record
- 1.5 Concepts, Principles and Stages of Growth and development
- 1.6 Dimensions of Growth and Development-Physical, Intellectual, Social, Emotional and Language Development.
- 1.7 Erickson's view of Psycho Social Development - Kohlberg's view of Moral Development
- 1.8 Psychological needs and Behavioral problems of children.

**Module 2 - Complexities in Adolescence (20 hours)**

- 2.1 Characteristics of adolescents
- 2.2 Needs of Adolescents
- 2.3 Problems of adolescents (Information overloading, substance abuse, suicidal tendencies, depression, sex abuse etc)
- 2.3 Management of adolescent problems – role of teacher
- 2.4 Helping adolescents for better adjustment
- 2.5 Stress and coping Strategies

**Module 3-Cognitive Processes (20 hours)**

- 3.1 Concepts of sensation, perception, attention, concept formation and problem solving
- 3.2 Thinking – types- Convergent thinking, Divergent thinking and Creative thinking (steps) – Developing creative thinking in learners, Meta-cognition
- 3.3 Forgetting- Causes of forgetting
- 3.4 Memory – Information processing – Atkinson-shriffirin model of information processing
- 3.5 Strategies for improving effective memorization

**Module 4 – Intelligence as a Cognitive Variable in Learning (20hours)**

- 4.1 Intelligence – meaning and definition –Emotional Intelligence and spiritual intelligence. Concept of IQ, EQ and SQ. Strategies for promoting EQ and SQ.
- 4.2 Brief description of theories of intelligence –Two factor theory (Spearman), Primary Mental Abilities (Thurston) Structure of Intellect (Guilford) and Multiple Intelligence (Howard Gardner).
- 4.3 Categories of Intelligence tests – uses and limitations of intelligence testing

**Module 5-Motivating the learner (15 hours)**

- 5.1 Motivation – meaning and significance
- 5.2 Types of motivation, Achievement motivation
- 5.3 Strategies for enhancing motivation in learners
- 5.4 Maslow's theory of motivation

**PRACTICUM (any one)**

1. Visit an Anganwadi or a Primary School and prepare a report on the facilities provided and strategies adopted for the progress of the society.
2. Prepare a report on the current issues of Indian Adolescents.
3. Conduct a survey on stress and coping strategies among peers.

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**EDU 103: DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY**

<b>NO. OF CREDIT</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

**OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- understand the nature, scope and various forms of educational technology.
- know the modes of development of self learning material
- develop the ability for critical appraisal of the audio-visual media
- develop basic skills in the production of different types of instructional material
- know the recent innovations and future perspectives of Educational Technology
- blend the merits of multimedia in the process of teaching and learning
- develop an awareness about the application of information technology in the process of learning
- recognize the importance of effective communication and interaction in classroom
- apply appropriate instructional approaches in teaching and learning

**MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

**Module 1 - Educational Technology- Concept, Approach and Scope (12 Hrs)**

- 1.1 Concept, meaning, definition, significance and approaches of educational technology-hardware, software and systems approaches. Multi sensory and Multimedia approach.
- 1.2 Audio-visual aids: Educational significance of audio-visual aids, its merits and demerits, classifications and Edgar Dale's cone of experience
- 1.3 Resource centers for Educational Technology, CIET, SIET, AVRC, EMRC, SITE, CEC, EDUSAT, IT@SCHOOL- their role in the improvement of teaching and learning.

**Module 2 - Individualized and Mass Instructional Strategies (10 hrs)**

- 2.1 Individualised instruction, Individualised instructional strategies: programmed instruction, personalized system of instruction (PSI), modular instruction, language laboratory- brief outline

- 2.2 Mass media in education - ETV, radio, news papers, journals, movies, internet, socialmedia

### **Module 3: Communication and Classroom Interaction (8 hrs)**

- 3.1 Communication - concept, components, types of communication, steps in communication, communication cycle, factors affecting communication, barriers of communication
- 3.2 Classroom climate - teacher behavior, Flanders' Interaction Analysis Category System (FIACS) - categories, procedures and interpretation.

### **Module 4: Instructional Technology- Principles and Approaches (10hrs)**

- 4.1 Instructional technology- meaning, principles and maxims of teaching, phases and levels of teaching.
- 4.2 Micro teaching - teaching skills, micro teaching cycle, micro teaching steps, phases in micro teaching, link practices, simulation
- 4.3 Models of teaching – meaning, basic elements of a model and families of models

### **Module 5: ICT in Education (20 hrs)**

- 5.1 ICT in education – meaning, scope and role of ICT in education, Blended Learning - Role of Teacher and learner.
- 5.2 Education through ICT: Computer assisted instruction (CAI), Power point - presentation, prezi presentations.
- 5.3 Free and Open source software – Introduction to Linux and Ubuntu Educational Software – conceptual overview
- 5.4 E-learning : concept, modes, characteristics and benefits, e-learning materials: e-textbooks, e-journals; Digital library, e-content - fundamentals
- 5.5 Web based learning, online learning, virtual learning, online labs, massive open online course (MOOC) - SWAYAM, e-communication: Internet Forums, blogs, bulletin boards, Webinar – brief outline.
- 5.6 Flipped Classrooms, Learning Management Systems (LMS) and Moodle – brief outline
- 5.7 Cyber crime and Cyberethics

### **PRACTICUM ( any one)**

1. Prepare a script for an educational video.
2. Construct an interaction matrix of a class and analyse the classroom events using FIACS
3. Prepare a programmed instructional material using branching programme

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## PEDAGOGIC COURSES

### EDU 104.19: UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION

<b>NO. OF CREDITS</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>60</b>
<b>MARKS</b>	<b>: 60</b> {External 50 + Internal 10}
<b>DURATION OF EXAMINATION</b>	<b>:</b>

### 2 hours OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- acquaint with the history of Social Science as a discipline
- conceptualize the background of Social Science and evaluate its practicality.
- examine how the content was selected, framed in the syllabus, and how it could be transformed so that the learners construct their own knowledge through it
- internalize the aims and objectives of teaching Social Studies/Social Science in order to adopt a holistic approach at the Primary, Secondary and Higher Secondary levels.
- evaluate the interdisciplinary nature of Social Science and correlate it with the other subjects for effective classroom teaching.
- apply the theoretical background of Social Science to teaching.
- develop positive attitudes and proper value systems based on the Cultural, Moral, Social and Political basis of Indian society.
- Conceptualise the educational objectives of teaching social science

### MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, visits to tribal areas, brain storming sessions, and peer group discussion, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### COURSE OUTLINE

#### Module 1 – Historical Background of Social Science (10 hours)

- 1.1 Historical Development of Social Science
- 1.2 Contribution of Social Scientists – Auguste Comte, Max Weber, Karl Max, William Thompson
- 1.3 Branches of Social Science – History, Economics, Geography, Political Science, Sociology, Philosophy, Anthropology

#### Module 2 – Conceptual Background of Social Science (10 hours)

- 2.1 Meaning and Definition of Social Science and Social Studies
- 2.2. Comparison between Social Science and Social Studies
- 2.3 Nature and Scope of Social Science

2.4. Rationale for inclusion of Social Science in the Core –curriculum

**Module 3-Inter and Intra Disciplinary Nature of Social Science (15 hours)**

- 3.1 Relationship between various Social Sciences (Political Science, Geography, History and Economics)
- 3.2 Correlation of Social Science with other Disciplines (General Sciences, Languages, Mathematics, ICT and Arts)

**Module 4 - Aims and Values of Teaching Social Science (10 hours)**

- 4.1 General aims of Teaching Social Science
- 4.2 Values of Teaching Social Science
- 4.3 Anticipated outcomes of teaching Social Science
- 4.4 Objectives of Teaching Social Science at Primary, Secondary and Higher secondary Level

**Module 5 - Educational Objectives of Teaching Social Science (15 hours)**

- 5.1 Aims and Objectives – Meaning and Differences
- 5.2 Instructional Objectives - B. S. Bloom Taxonomy of Educational Objectives and Revised Bloom Taxonomy
- 5.3 Tri-polar relation- Objectives-Learning Experience-Evaluation (Furst's Paradigm)
- 5.4 Objective Based Instruction and Competency Based Instruction

**PRACTICUM (any one)**

1. Prepare a digital album/picture album on prominent Social Scientists
2. Read and Reflect on any one Secondary School Social Science Textbooks to find out to what extent they satisfy the objectives of teaching social science
3. Prepare a script to explore the possibilities of drama / theatre to promote creative learning

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## EDU 105.19: LEARNING TO FUNCTION AS SOCIAL SCIENCE TEACHER

<b>NO.OFCREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60(External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>: 2hrs</b>

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- critically examine teaching learning processes that incorporate Inquiry, Discovery, Conceptual Development ,Activity Based and Brain Based learning within the classroom
- practice the techniques of Drama and Theatre in the process of teaching and learning to nurture children's creativity and aestheticsensibilities
- explore the instructional options available to supportlearning.
- train essential micro teaching skill for effectiveteaching
- relate the understanding of the concepts acquired, with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights aboutlearning.

### MODE OF TRANSACTION

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

### COURSE OUTLINE

#### Module 1- Maxims, Approaches and Methods of Teaching Social Science (10hrs)

- 1.1 Maxims-Known to Unknown, Particular to General, Simple to Complex, Concrete to Abstract, Empirical to Rational.
- 1.2 Approaches - Teacher Centered, Learner- Centered, Inductive-Deductive and Conceptual-Factual
- 1.3 Methods of Teaching Social Science - Lecture Method, Source method, Story Telling method, Project Method and Problem Solving Method

#### Module 2-Techniques and Devices of Teaching Social Science (10hrs)

- 2.1 Techniques - Panel Discussion-Symposium-Seminar-Workshop- Debate, Questioning, Assignment, Brain Storming, Buzz session, Dramatization and Role play
- 2.2 Devices for developing Time sense– Chronology charts, Time lines - Progressive, Regressive, Pictorial and Comparative charts

- 2.3 Devices for developing Space sense- globe, maps and atlas

### Module 3- Innovative Strategies (10hrs)

- 3.1 Co-operative Learning, Team Teaching, Peer tutoring  
 3.2 Brain based Learning-Characteristics-Principles  
 3.3 Characteristics of Concept Mapping  
 3.4 Reflective Journaling – Brief outline

### Module 4 – Training in Teaching Skills (15 hrs)

- 4.1 Micro Teaching – Characteristics and phases  
 4.2 Micro Teaching (Skills -Stimulus Variation, Questioning, using BlackBoard/White Board, Set Induction)  
 4.3 Link Practice-Integration of skills

### Module 5-Pedagogical Skills Development (15hrs)

- 5.1 Pedagogy - Pedagogical Knowledge-Pedagogical Competence- Meaning and Significance  
 5.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Quality and Inclusive Classroom Environment  
 5.2 Motivational Techniques in Teaching Social Science

### PRACTICUM (any one)

1. Draw a political map of the world and locate the countries
2. Prepare four different types of timeline based on any topic from secondary school social science textbook
3. Prepare a Concept Map /Mind Map on any topic in Social Science.

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## ASSOCIATE COURSE-ELECTIVE

### EDU 106.11 HEALTH AND PHYSICAL EDUCATION

<b>NO.OFCREDITS</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>60</b>
<b>MARKS</b>	<b>:60(External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:2hrs</b>

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop positive attitude towards health
- gain knowledge about various hypo kinetic and communicable diseases and its prevention
- acquire knowledge about nutrition ,energy requirement and expenditure
- understand the practice of Yogasanas and its importance
- organize and assist in the conduct of sports and games
- apply the techniques of First Aid
- develop awareness about physical fitness

### MODE OF TRANSACTION

Lecture cum Discussion, Demonstration, Use of Audio- Video , Field Trips and Practical, ICT based teaching and learning.

#### Module 1 - Concept of Health and Physical Education (10 Hrs)

- 1.1 Health – Meaning – Definition
- 1.2 Dimensions of health – Physical, Mental, Social and Spiritual
- 1.3 Health Education- Definition – Aims and Objectives
- 1.4 Importance of Health Education
- 1.5 Health hazards: Alcoholism – Smoking
- 1.6 Physical Education – Definition – Aims and Objectives
- 1.7 Importance of Physical Education

#### Module 2 -Hypo-Kinetic and Communicable Diseases (10 Hrs)

- 2.1 Hypo-kinetic diseases – causes
- 2.2 Diabetes– Obesity
- 2.3 Body Mass Index(BMI)
- 2.4 Causes and prevention of HIV/ AIDS – Hepatitis A & B – Dengue Fever – Leptospirosis

**Module 3 -Nutrition, Health and First Aid (10 Hrs)**

- 3.1 Components of Food and Nutrition - Vitamins – Deficiency Diseases –Sources  
BalancedDiet
- 3.2 First Aid-Meaning, Definition, Aims, Basic Principles and Procedures of FIRST  
AID
- 3.3 First-Aid for Sprain- Strain – Cramp – Fainting – Dislocation –Fracture
- 3.4 Artificial Respiration – Cardio Pulmonary Resuscitation – Basic Procedures of  
CPR

**Module 4 – Tournaments and Fixtures (10hrs)**

- 4.1 Tournaments — Types of Tournaments – Knock – Out / Elimination –League  
/ Round Robin – Single League – Double League – Combination
- 4.2 Byes andSeeding
- 4.3 Methods of drawing fixtures under eachtype

**Module 5- Yogic Practices, Physical Fitness And Wellness (20 Hrs)**

- 5.1 Yoga – Introduction – Meaning – Need and Importance AshtangaYoga
- 5.2 Meditaive Asanas - Sukhasana - Vajrasana –Padmasana Therapeutic Asanas –  
Padahastasana – Trikonasana – Paschimottanasana – Halasana –  
Sarvangasana – Salabhasana – Dhanurasana –Bhujangasana
- 5.3 Physical fitness – Meaning and definition – Components of Health Related  
PhysicalFitness.
- 5.4 Wellness – Meaning –Definition
- 5.5 Effect of exercise on Circulatory system and Respiratorysystem

**PRACTICUM (any one)**

1. Conduct a survey on ‘Lifestyle Diseases’inyour locality
2. Design a recreational game and upload in yourBlog
3. Prepare a report on Contemporary National / International SportsEvent

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<b>EDU106.12</b>	:	<b>GUIDANCEANDCOUNSELLING</b>
<b>CORECOURSE</b>	:	<b>EDU106.2</b>
<b>No.OfCREDITS</b>	:	<b>3</b>
<b>CONTACTHOURS</b>	:	<b>60</b>
<b>MARKS</b>	:	<b>60 (External 50 + Internal10)</b>

## OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- acquaint with the nature of guidance andcounselling
- develop abilitytoorganize guidance programmes inschool.
- understand the counselingprocess
- develop the skills and qualities needed for acounsellor
- develop the ability to provide counseling to children andadolescents

## MODE OF TRANSACTION

ecture-cum-discussion, Guidance and counseling, Case studies, Use of video-clips and transcripts of classroom teaching, Project reviews, Use of narratives based on research and documentation, Observations, Interviews, Recording of observations and experiences, Panel or group discussion on psychosocial issues, Individual projects, Using library, Laboratory and ICT based teaching and learning, Psychological tests.

## COURSE OUTLINE

### Module 1- Guidance and Counselling - a Conceptual Analysis (8 Hours)

- 1.1 Meaning, need and significance of guidance and counselling inschools.
- 1.2 Objectives of guidance and counselling at various levels- primary, secondary and higher secondary.
- 1.3 Organisation of a guidance bureau in schools - installation andactivities

### Module 2 - Guidance in Schools (10 Hours)

- 2.1 Types of guidance: educational, personal, vocational and careerguidance-
- 2.2 Objectives at various levels. Individual and groupguidance.
- 2.3 Teacher as a guidance worker and careermaster.
- 2.4 Career Guidance. Career information- components and sources. Job analysis. Organizing career guidance - career corner, career talk, career conference, career bulletin. Role of parents in career decisionmaking

### Module 3 - Process of Counselling (16 Hours)

- 3.1 Type of counselling: Directive, Non-directive and Eclectic (based on role of counsellor); Crisis, Preventive and Facilitative (based on purpose); Individual and group counselling (based on number ofclients)

- 3.2 Psychology in counselling - counselling procedures according to Behaviouristic, Psychoanalytic and Humanistic schools, Gestalt Therapy, Transactional Analysis.
- 3.3 Stages in counselling - functions of various stages - establishing rapport, deciding plan of action, integrative understanding, facilitating development, etc.

#### **Module 4 - Skills and Qualities of Counsellor (10 Hours)**

- 4.1 Counselling skills- Attending skills, Responding skills, Skill of personalizing and Initiating skills.
- 4.2 Qualities of a counsellor - Well adjusted personality, empathy, sincere interest, knowledge, professional competence, availability, confidentiality.
- 4.3 Essential communication skills - Non-verbal communication, Active listening, Selective perception, Effective questioning, Reflecting feelings.

#### **Module 5 - Teacher as Counsellor {16 Hours}**

- 5.1 Class as a heterogeneous group - concept of individual difference
- 5.2 Tools and techniques for collecting data - Interview, observation, case study, sociometry, checklist, rating scale, anecdotal record, cumulative record.
- 5.3 Problems related with various aspects physical, mental, social, emotional, etc. (general description)
- 5.4 Common behavior problems of children and adolescents - aggression and hostility, attention seeking, lying, stealing, sex problems, shyness and withdrawal, learning disability, examination anxiety, alcoholism and drug abuse, juvenile delinquency, cybercrimes, truancy.
- 5.5 Role of teacher in dealing with the heterogeneous class - Identifying probable causes and suggesting remedial measures for behavior problems.

#### **PRACTICUM (any one)**

- 1. Prepare your own plan to organize guidance bureau in schools and also its activities
- 2. Identify any one behavioral problem among adolescent, causes and remedial measures
- 3. Conduct a peer counselling and submit the report

#### **REFERENCES**

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**EDU 106.13: ELEMENTARY EDUCATION**

<b>NO.OFCREDITS</b>	<b>3</b>
<b>CONTACTHOURS</b>	<b>60</b>
<b>MARKS</b>	<b>: 60(External 50 +Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:2hrs</b>

**OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand the need, concept, and scope of elementary education in historical perspectives.
- enable the prospective teacherstounderstand the development of elementary education in India and about the different constitutional provisions related to education
- acquaint the prospective teachers with different educational reports and policies on elementaryeducation.
- acquaint the prospective teachers with the programmes for achievingUEE
- understand the recent changes in curriculum structuring and the mode of curriculum transaction at elementarylevel
- gain insight into the role of various organisation in the quality improvement of elementaryeducation

**MODE OF TRANSACTION**

ecture cum demonstration, discussion, group work, case study, problem-solving sessions, seminars, debates, assignments, brain storming sessions, panel discussions, peer learning, community visits, survey and dialogue mode, ICT based teaching and learning

**COURSE OUTLINE****Module I - Conceptual Frame work of Elementary Education (15hours)**

- 1.1 Concept, meaning, scope and historicalperspectives.
- 1.2 Development of elementary education during Vedic, Buddhist, Medieval and Britishperiod.
- 1.3 Constitutional provision for elementary education in India( Article21(A)) -Right to Education Act2009.
- 1.4 The right of children to free and compulsory educationKeralaRule2010

**Module 2- Reports and Policies on Elementary Education (10 hours)**

- 2.1 Kothari Commission1964
- 2.2 National Policy onEducation1986
- 2.3 Revised NationalPolicy1992

- 2.4 Yespal Committee Report 1993
- 2.5 National Curriculum Frame work 2009

### **Module 3-Challenges and Programmes for achieving UEE (20Hours)**

- 3.1 Issues and Challenges of elementary education in India
- 3.2 Multi grade and Multilevel teaching learning process
- 3.3 Strategies for Universal provision and access, enrolment and retention - Quality for elementary education
  - Education for all-Operation Blackboard
  - District Primary Education Programme (DPEP)
  - Sarva Shiksha Abhiyan (SSA)
  - National Programme for Education of Girls at Elementary Level (NPEGEL)
  - Kasturba Gandhi Balika Vidyalaya (KGBV)
  - Lok Jumbish
  - Shiksha Karmi Project
  - Early Childhood Care and Education

### **Module 4- Curriculum and its transaction at elementary level (10hours)**

- 4.1 Curriculum for elementary education-meaning, principles and relevance
- 4.2 Nature of curriculum: experience centred, activity centred and child centred.
- 4.3 Competency based education-meaning and principles, Minimum level of learning and Mastery learning.
- 4.4 Multiple modes of learning-play-way, joyful learning, group learning and teacher guided learning.

### **Module 5- Role of various organisations in the quality improvement of elementary education (5 hours)**

- 5.1 Role of NGOs towards Universalisation of elementary education
- 5.2 Role of DIET, resource centers, SCERT, NCERT, NEEM and NCTE in the quality improvement of elementary education.

### **PRACTICUM (any one)**

1. Design an ICT oriented instructional plan of a unit in a subject at elementary level
2. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
3. Prepare a report based on discussion with teachers/parents/students about the existing elementary school system.

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The Right of Children to Free and Compulsory Education Kerala R

**EDU 106.14 : ENVIRONMENTAL EDUCATION**

<b>NO.OFCREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60(External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>: 2hrs</b>

**OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand the Multidisciplinary nature of environmental education.
- realise the interdependence of life and environment and the need for preservation of our cultural heritage.
- think critically, ethically, and creatively while evaluating environmental issues and making judgments.
- develop a sense of responsibility and favorable attitudes, values and skills towards protection and conservation of environment, biodiversity and sustainable development.
- know the importance of undertaking Environmental Impact Assessment(EIA)
- develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
- understand different strategies for environmental education and apply them effectively.

**MODE OF TRANSACTION**

lecture cum demonstration, panel discussion, brain storming sessions, peer group discussion, survey, field trip, debate, project work, survey, assignments, seminars, dramatization, exhibition, film show, video show, ICT based teaching and learning.

**COURSE OUTLINE****Module1 –Environmental Education (15 Hours)**

- 1.1 Meaning, Nature, Objectives and Psychological Perspectives of Environmental Education.
- 1.2 National Movements to protect the environment - Western Ghats: It's relevance as UNESCO world heritage site. Bio diversity of Western Ghats. Its role in controlling climate of Kerala. Threats to Western Ghats.
- 1.3 Environmental Impact Assessment
- 1.4 Legislative measures for environmental protection at national and international level.
- 1.5 Methods and Strategies for cultivating eco literacy at Primary, Secondary and Higher secondary Level
  - (a) Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment days.

- (b) Practical measures - saving energy, hygiene and sanitation programmes, eco-friendly behavior, organic farming, 'clean and green campus' programme.
- 1.6 Environmental Citizenship – Importance, Environmental ethics and Environmental Accountability.

## **Module 2 – Our Environment (6 hours)**

- 2.1 Concept of an ecosystem
- 2.2 Characteristic features, structure and functions of land and aquatic ecosystems
- 2.3 Energy flow in the ecosystem, Ecological succession, Ecological Pyramids
- 2.4 Bio-geo chemical cycles
- 2.5 Carrying capacity and Ecological balance

## **Module 3 – Challenges of Environment (15 hours)**

- 3.1 Environmental Pollution- Causes, effects and remedial measures  
(a) Air Pollution (b) Water Pollution (c) Soil Pollution (d) Thermal Pollution (e) Radio Active Pollution (f) Noise Pollution (g) E-waste pollution
- 3.2 Deforestation, Soil erosion, Climate change, Green house effect, Global warming, Ozone depletion, Acid rain, Bio-magnification, Eutrophication.
- 3.3 Population explosion–Urbanization
- 3.4 Waste management - Role and Responsibility of Individuals and Institutions in the management of E-waste, Nuclear waste, Medical Waste, Plastic Waste and Zero waste management.
- 3.5 Disasters: Their impact on the environment. Need and importance of Disaster management training. Role of teachers and educational Institutions in Disaster Management  
(a) Natural – Epidemics, Forest fire, Floods, Earth quakes, Droughts, cyclones, landslides and tsunamis.  
(b) Man made - Technological and industrial

## **Module 4– Education for Sustainable Development (20 hours)**

- 4.1 Sustainable Development Meaning and Importance .Concept of Education for sustainable development (ESD)
- 4.2 Natural resources: its Conservation, Role of individual  
(a) Forest resources: use and over exploitation and reforestation  
(b) Water resources: use and over utilization of surface and ground water, conflicts over water. Water conservation-dams, rain water harvesting, water shed management.  
(c) Mineral Resources: use and exploitation  
(d) Food resources: World food problems, changes caused due to agriculture, effects of modern agriculture.  
(e) Energy resources: Growing energy needs, renewable and non renewable energy sources and use of alternate energy source.
- 4.3 Bio-diversity and its conservation:-

- a) genetic, species and ecosystem diversity.
- (b) Threats to biodiversity: habitat loss, poaching of wild life, man-wild life conflicts
- (c) Conservation of biodiversity: In-situ and ex-situ conservation.

### Module 5 – Environment and Behavior (4 hours)

- 5.1 Environmental Sensitivity and Environmental stress
- 5.2 Stressors: Natural disasters, Pollution and Overcrowding
- 5.3 Effect of stressors on health and behavior – Morbidity, respiratory problems, skin problems, nervous system diseases, hypertension, aggression, performance impairment.

### PRACTICUM (any one)

1. Construct a medicinal plant garden in your campus and prepare a report on it.
2. Conduct a seminar in your institution on any one of the environmental issues and prepare a report on it.
3. Prepare any Three eco friendly products and evaluate how it helps you in developing environmental accountability.

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## **EDU 106.15: SPECIAL EDUCATION**

<b>NO.OFCREDITS</b>	<b>:</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>60</b>
<b>MARKS</b>	<b>:</b>	<b>60(External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:</b>	<b>2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- critically analyse the concept of ‘disability’ and ‘inclusion’ and develop a dynamic approach to pupil diversity and individual differences identify needs of children with diversities.
- get acquainted with the cultures, policies and educational practices and equipped with inclusive practices.
- incorporate multidisciplinary approach and innovative practices in inclusive setup.
- use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms.

### **MODE OF TRANSACTION**

Lecture-cum-discussion, Use of narratives based on research and documentation, Project reviews, Case studies, Use of video-clips and transcripts of classroom teaching, Success stories/ innovations, Observation in special schools and other field sites, Recording of observations and experiences, Interviews with special school personnel, Panel or group discussion on psychosocial issues, Individual projects, Using library, laboratory and ICT resources, Guidance and Counselling, Psychological Tests, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 – Special Education (20 Hours )**

- 1.1 Definition and Meaning of Special Education
- 1.2 Need and Importance of Special Education In India
- 1.3 Exceptional Children – Concept
- 1.4 Mentally Challenged, Learning Disabled, Gifted and Creative – Definition, Characteristics, Causes, Identification and Educational Provisions.
- 1.5 Visual, Auditory and Speech Impairment – Functional limitations and Educational Needs
- 1.6 Brief Description of Locomotor disabilities, Cerebral Palsy, Autism, ADD/ADHD, Leprosy, Cured



## **Module 2 – Inclusive Education (10 hours)**

- 2.1 Concept of Inclusion
- 2.2 Philosophy of inclusive education
- 2.3 Inclusive Practices in Kerala
- 2.4 Difference between Special Education and Inclusive Education

## **Module 3 – Inclusive Practices and Psycho-social Issues (10 hours)**

- 3.1 Creating an Inclusive School-Concept of an inclusive school – infrastructure and accessibility, culture, policies and practices, human resources, attitudes towards disability - School's readiness for addressing learning difficulties
- 3.2 Inclusive Practices in Classroom- Assessment of children to know their profile- Classroom management and organisation-developing strategies for differentiating content, curricular adaptations, lesson planning and Individualised Educational Plan (IEP)-Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.- Development and application of learner -friendly evaluation procedures- Documentation, record keeping and maintenance.
- 3.3 Psycho-social Issues -Problem behaviour and parental empowerment-Role of Family in raising children with disability.
- 3.4 Legal Rights, Important International Declarations, National Policies and Programmes for the Education of Children with Disabilities
- 3.5 Equipping Teacher Trainees for Inclusive Education

## **Module 4 – Multidisciplinary Approach (10hrs)**

- 4.1 Multidisciplinary Approach - Concept -Individual professionals involved-Need and relevance of multidisciplinary approach in India-Developing positive relationships between school and home. - Involving community resources as source of support to teachers.
- 4.2 Developing support Networks - Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist and counsellor-Addressing social climate of the classroom- Child to child programme-Developing partnerships in teaching : Teacher and special teacher; teacher and co-teaching personnel ;parents as partners
- 4.3 Inclusive Education a rights based model.

## **Module 5 – Research Perspectives and Assistive Technology (10 hours)**

- 5.1 Assistive and adaptive technology - Concept, Need and Scope
- 5.2 Assistive Technology Devices: Mobility impairment and wheelchairs-Mobility impairment and walkers, Personal emergency response systems-Accessibility software-Assistive technology for visual impairment-Augmentative and alternative communication-Assistive technology for cognition-Prosthesis- Assistive technology in sport-Assistive technology in education-Computer

accessibility-Home automation

5.3 Choosing the right Assistive Technology Devices.

5.4 School's infrastructural facilities for addressing learning difficulties

### **PRACTICUM (any one)**

1. Interview with a special child and prepare a report
2. Prepare a review on a film about exceptional learners
3. Design an Individualized Educational Plan for a special learner.

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**SEMESTER I**

## CORECOURSES

### EDU 201: KNOWLEDGE AND CURRICULUM

<b>NO.OFCREDITS</b>	<b>5</b>
<b>CONTACTHOURS</b>	<b>100</b>
<b>MARKS</b>	<b>:100(External 80 +Internal20)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:3hrs</b>

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- appreciate the philosophical contributions of India to the world
- analyse the basic principles of various schools of philosophy.
- find out the inter-relationship between philosophy and education.
- evaluate the need and the basic principles of sociology.
- comprehend the trends in social changes and their impact on education.
- elaborate education in the sociological perspectives.
- critically evaluate the practices of paedocentric and activity centered education
- understand the foundations of curriculum construction
- apply the principles of effective management of the schools.

### MODE OF TRANSACTION

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

### COURSE OUTLINE

#### Module 1 - Introduction to Philosophy (30hours)

- 1.1 Philosophy - Meaning and branches
- 1.2 Indian schools of philosophy- Orthodox and Heterodox-significance of vedanta-sankhya and lokayata
- 1.3 Indian philosophers-Swami Vivekananda, DrS.Radhakrishnan, Mahatma Gandhi, Rabindranath Tagore, SriAurobindo.
- 1.4 Major Schools of Philosophy with reference to aims , curriculum, method of teaching, role of teacher and discipline Idealism, Naturalism-Pragmatism-Realism, Humanism-Importance of edic approach
- 1.5 Conceptual analysis of the distinction between Knowledge and Information.

#### Module 2 - Paedocentric Education (10hours)

- 2.1 Concept of Paedocentric education
- 2.2 Activity centered education – John Dewey

## 2.3 Critical Pedagogy-Paulo Friere

### Module 3 - Sociological Bases of Education (30 hours)

- 3.1 Sociology and Education
- 3.2 Meaning of Society, Culture and Modernity
- 3.3 Contributions of Dr B .R .Ambedker with respect to equality, equity, individual opportunity and social justice
- 3.4 Contributions of Rabindranath Tagore with respect to Nationalism, Universalism and Secularism.
- 3.5 Social and cultural change-Meaning and features
- 3.6 Contributions of Social Reformers- Raja Ram Mohan Roy, Chattampi Swamikal, Sreenarayana Guru.
- 3.7 Teacher as a social reformer

### Module 4 - Curriculum and Values (15hrs)

- 4.1 Curriculum - Meaning and scope
- 4.2 Philosophy of Nation as a foundation of curriculum
- 4.3 Role of state in curriculum construction
- 4.4 Thrust areas of Curriculum for School Education
- 4.5 Value Education – Aims and strategies
- 4.6 Traditional Indian values and Constitutional values.
- 4.7 Role of Education in compacting Social evils- Corruption, Terrorism, Animal activities, Violence against women, Drug abuse and Alcoholism
- 4.8 Peace Education and Human rights Education

### Module 5 - School Administration and Management (15 hours)

- 5.1 Effective Management – Role and functions of the Head of the institution
- 5.2 Administrative framework of schools in Kerala-
- 5.3 Headmaster – qualities and responsibilities
- 5.4 Importance of Co-curricular Activities
- 5.5 Management of time and resources - School time table – need and importance
- 5.6 Staff council—PTA- School records-kinds
- 5.7 School Parliament -Organisation of Grievance Redressal cell

### PRACTICUM (any one)

1. Prepare a Master timetable for a school
2. Conduct a mock parliament on any relevant social issue and submit a report
3. Prepare an album on educational quotes of western and Indian Philosophers.

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**EDU 202 : LEARNING AND TEACHING**

<b>NO. OF CREDITS</b>	<b>5</b>
<b>CONTACT HOURS</b>	<b>100</b>
<b>MARKS</b>	<b>:100(External 80 + Internal 20)</b>
<b>DURATION OF EXAMINATION</b>	<b>:3hrs</b>

**OBJECTIVES**

- On completion of the course, the prospective teachers would be able to:
- understand the process of learning and different approaches to the teaching learning process
- understand different perspectives of schools of psychology on learning
- get acquainted with the individual differences among and within the individual
- identify and cater to the educational needs of various types of children
- help student teachers to develop leadership skills
- understand the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
- acquaint student teachers with group dynamics
- understand the concept of transfer of learning and apply the principles to foster maximum positive transfer

**MODE OF TRANSACTION**

Lecture cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brainstorming, Debate, Group discussion, Problem-solving, Scenario-based learning strategies and survey method. ICT based teaching and learning

**COURSE OUTLINE****Module 1 - Learner in Action (20 hours)**

- 1.1 Process of Learning
- 1.2 Factors affecting learning – Nature of the learner, nature of the learning material and nature of learning situation.
- 1.3 Learning curves & learning plateaus
- 1.4 Transfer of learning – types of transfer – teaching for positive transfer
- 1.5 Experiential Learning
- 1.6 Learning styles-KOLB and VAK

**Module 2 - Approaches to Learning (25 hours)**

- 2.1 Behaviorism – Theories of Thorndike, Skinner and Pavlov
- 2.2 Constructivism – Social constructivism (Vygotsky) and Cognitive constructivism

- (Piaget and Bruner) – Constructivist methods of teaching and learning
- 2.3 Social cognitive learning –Bandura
- 2.4 Cognitive theory -Insight learning –Gestaltschool
- 2.5 Gagne’s hierarchy of learning – Eight types of learning

### **Module 3 Differences among learners (20 hours)**

- 3.1 Areas of Individual differences
- 3.2 Factors causing individual differences – Heredity and environment
- 3.3 General provisions for fostering individual differences in the classroom
- 3.4 Meaning, nature and difference between Attitude, Aptitude and Interest
- 3.5 Testing of Attitude, Aptitude and Interest- Attitude scales, GATB, & DATB, Interest Inventories.
- 3.6 Significance and implications of attitude scales, aptitude tests and inventories in class room teaching and learning.

### **Module 4 Exceptional learners – (15 hours)**

- 4.1 Concept
- 4.2 Characteristics and catering to the needs of
  - a) Creative learners
  - b) Gifted
  - c) Underachiever
  - d) Slow learner
  - e) Learning disabled
  - f) Mentally challenged
  - g) physically disabled
  - h) Socially & Culturally disadvantaged
  - i) Delinquent

### **Module 5 - Psychology of the Group (20 hrs)**

- 5.1 Psychological group- meaning and characteristics
- 5.2 Group Dynamics and Group cohesion
- 5.3 Classroom Psychology - classroom behavior in school settings- class control and management-Social relationship in the classroom.
- 5.4 Leadership – concept- types /styles of leadership in the classroom - qualities of a leader - inculcating leadership qualities in the learner

### **PRACTICUM (any one)**

1. Prepare a report on any three school practices which foster the mental health of students in their practicing schools.
2. Prepare a report on the learning difficulties faced by students in the school classrooms
3. Conduct interview with any two people of different leadership styles in your neighborhood and prepare report.

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## EDU 203 : ASSESSMENT FOR LEARNING

<b>NO.OFCREDITS</b>	<b>3</b>
<b>CONTACTHOURS</b>	<b>60</b>
<b>MARKS</b>	<b>: 60(External 50 +Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:2hrs</b>

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- familiarize with the latest trends in evaluation
- get a perspective on scope of assessment and evaluation
- develop appropriate assessment instruments for students
- appreciate the role of teacher as a researcher
- develop competencies to evaluate learning
- apply the essentials of statistics in process of evaluation

### MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

### COURSE OUTLINE

#### Module 1 - Assessment and Evaluation (10 hrs)

- 1.1 Conceptual overview of Assessment and Evaluation – classification- oral, written and performance evaluation - formative and summative, objective based and competency based, norm and criterion referenced, product and process evaluation
- 1.2 Functions of Assessment-assessment for learning and assessment of learning.
- 1.3 Qualitative and quantitative aspects of evaluation
- 1.4 Technology enabled Testing- conceptual overview
- 1.5 Differentiated assessment-Meaning and significance

#### Module 2 - Tools and Techniques of evaluation (10 hrs)

- 2.1 Achievement test-Teacher made test and standardized test - characteristics, steps in construction (blueprint) and standardization, types of test items – objective, short answer and long answer- its merits and demerits.
- 2.2 Characteristics of good evaluation instrument – validity, reliability, objectivity, practicability, comprehensiveness, objective basedness and discriminating power.
- 2.3 Educational Diagnosis- concept, Steps in the construction of diagnostic test and remedial instruction.

- 2.4 Uses of evaluation - placement, promotion, grouping, diagnosis and remediation.

### **Module 3 - Reforms in Evaluation (15 hrs)**

- 3.1 Recent trends and practices in assessment and evaluation - assignments, projects, seminars, group discussion, portfolios, rubrics, student profile, ~~Poster assessment~~, open book exam, participatory assessment, peer assessment
- 3.2 Continuous and comprehensive evaluation - Credit and semester system - Scholastic, co-scholastic, non-scholastic evaluation - ~~Internal assessment~~ - Grading - direct and indirect.

### **Module 4 - Introduction to Research (5 hrs)**

- 4.1 Meaning, need & significance, characteristics and scope of research
- 4.2 Types of research- fundamental, applied
- 4.3 Action Research- conceptual view- steps
- 4.4 Teacher as a researcher – action research and research projects.

### **Module 5: Statistics in Education (20 hrs)**

- 5.1 Need and importance of statistics in education
- 5.2 Classification and tabulation of data – need and procedure- Graphical representation of data - bar diagram, histogram, pie diagram, frequency polygon, frequency curve, cumulative frequency curve.
- 5.3 Statistical methods of analysis: - Measures of central tendency - mean, median and mode.- Measures of variability – range and standard deviation
- 5.4 Measures of relationship - concept of correlation, types of correlation, coefficient of correlation, Spearman's rank order correlation. Percentile and percentile ranks
- 5.5 Normal distribution - normal probability curve and its characteristics, Skewness, Kurtosis.

### **PRACTICUM (any one)**

1. Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards
2. Prepare any 2 project proposals on any relevant themes
3. Prepare and conduct a peer assessment instrument

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## PEDAGOGIC COURSES

### EDU 204.19: PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE

<b>NO.OFCREDITS</b>	:	<b>3</b>
<b>CONTACTHOURS</b>	:	<b>60</b>
<b>MARKS</b>	:	<b>60(External 50 + Internal 10)</b>
<b>DURATIONOFEXAMINATION</b>	:	<b>2 hours</b>

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- endow with the significance Psychological bases of Social Science Education
- analyze the nature of the school subject, its relation to disciplinary knowledge and its social history as a subject in the school curriculum.
- explore pedagogical approaches for the teaching of the subject at different stages of school
- develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
- apply innovative teaching-learning strategies and acquaint oneself with ICT enabled teaching
- examine the possibilities of Multimedia for learning and instruction.
- analyze the content areas of Social Science Textbooks for Standard VI-X
- practice diverse methods and prepare tools for assessing an array of learning/performance outcomes of diverse learners

### MODE OF TRANSACTION

lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, Buzz Session and Co-operative learning , interaction with the community, case study, and educational survey ,ICT based teaching and learning

### COURSE OUTLINE

#### Module 1- Psychological Dimensions of Social Science Teaching (15 hours)

- 1.1. Behaviorism in Teaching Social Science
- 1.2 Constructivism as a Theoretical Backing for Social Science Education
- 1.3 Implications of the Theory of Multiple Intelligence
- 1.4 Critical Pedagogy as an approach to address Social Issues

#### Module 2- Planning for Instruction (10 hrs)

- 2.1 Need and Significance of planning
- 2.2 Types of Planning- Year plan- Unit plan-Lesson plan
- 2.3 Approaches in Lesson Planning- Herbartian-Constructivist



**Module 3 – Evaluation in Social Science Teaching and Learning (10 hrs)**

- 3.1 Construction of Achievement Test, Diagnostic test and Remediation
- 3.2 Types of Test items – Merits and Demerits
- 3.3 Teacher evaluation – criteria for evaluating teaching competence
- 3.4 Students self evaluation- preparation of tool

**Module 4 - Techno Pedagogical Content Knowledge (15 hrs)**

- 4.1 Pedagogic Content Knowledge- Techno Pedagogical Content Knowledge
- 4.2 Ways and Means to Link Technology to Pedagogic Content Knowledge
- 4.3 Teacher as a TechnoPedagogue

**Module 5- Content Analysis in Social Science (10 hrs)**

Content-Analysis of Prescribed Textbooks from standard VIII –X for State syllabus

**PRACTICUM (any one)**

1. Prepare a question bank containing various types of questions for any one unit in social science at secondary school level.
2. Prepare an Year Plan for Social Science in any one standard at secondary school level.
3. Prepare a teacher evaluation Performa for evaluating teaching competency

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## EDU 205.19 : CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION

NO.OFCREDITS	:	3
CONTACTHOURS	:	60
MARKS	:	60(External 50 + Internal10)
DURATIONOFEXAMINATION	:	2 hours

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- identify the various dimensions of curriculum and their relationship with the aims of education
- examine the role of the hidden curriculum and children's resilience
- decide on the curriculum best suited to address students' need and changes in society.
- develop competency in evaluating a curriculum and its elements
- critically analyse various samples of textbooks, children's literature, teachers' handbooks and learning resources
- utilize the various resources and activities to promote effective teaching and learning.

### MODE OF TRANSACTION

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

### COURSE OUTLINE

#### Module 1- Curriculum (10 hrs)

- 1.1 Curriculum- Meaning –Definition –Foundations
- 1.2 Curriculum and syllabus
- 1.3 Curriculum planning- factors and phases

#### Module 2-Curriculum Organization (15 hrs)

- 2.1 Principles of Curriculum Construction
- 2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral and chronological

#### Module 3 - Types of Curriculum (10 hrs)

- 3.1 Activity Based-Child Centred-Subject Centred-Community Based-Core-Hidden
- 3.2 Differentiated Curriculum to meet Individual Differences- Gifted Learners-Slow Learners- -Under Achievers-Learning Disabled
- 3.3 Major highlight in NCF and KCF in respect of Social Science

#### **Module 4 – Learning Resources of Social Science (15 hrs)**

- 4.1 Library and its organization, Laboratory and its organization
- 4.2 Community Resources –Significance, Types, methods of utilization – role of teacher
- 4.3 Field trip-Museum-Social Scienceclub
- 4.4 E- learning Resources in Social Science-Smart Classroom, Virtual Classroom Web- based learning,Edu-blog
- 4.5 Online Resources- Online library, onlinejournals

#### **Module 5- Instructional Support (10hrs)**

- 5.1 Text Book-significance-criteria of a good Social Sciencetextbook
- 5.2 Workbook and Teacher’sHandbook
- 5.3 Supplementary Readingmaterials
- 5.4 Improvised TeachingAids

#### **PRACTICUM (any one)**

- 1 Critically analyze the role of technology in teaching and learning of SocialScience
- 2 Critically evaluate the existing social science curriculum at secondary schoollevel
- 3 Prepareane–learningmaterialonanyonetopicinsocialscience

#### **REFERENCES**

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**SEMESTER III**

## ASSOCIATE COURSE

### EDU 301 : LANGUAGE ACROSS THE CURRICULUM

<b>NO.OFCREDITS</b>	<b>3</b>
<b>CONTACTHOURS</b>	<b>60</b>
<b>MARKS</b>	<b>:60(External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:2 hours</b>

#### OBJECTIVES

On completion of the course, the prospective teacher would be able to:

- create sensitivity to the language diversity that exists in the classrooms.
- understand models of language teaching and learning
- develop competence in analysing current school practices and coming up with appropriate alternatives.
- appreciate interdisciplinary approach and relevance of classroom oral and written discourses.
- develop strategies for using language to promote learning in the subject area.
- effectively prepare teaching manuals and construct achievement tests and diagnostic tests, ICT based teaching and learning.

#### MODE OF TRANSACTION

lecture cum demonstration, problem solving, brain- storming session, group discussion, case- study, interaction with community, projects and power point presentations, language lab sessions, micro teaching, test construction case study, survey and dialogue ,ICT based teaching and learning.

#### COURSE OUTLINE

##### Module 1 – Principles, functions of Language (5 Hours)

- 1.1 Language – Principles and Functions
- 1.2 Language and Cognition; Role of Language in Cognitive development and learning needs of children

##### Module 2- Language Diversity in the Classroom (15 Hours)

- 2.1 Multilingualism; Meaning, Nature and Scope : Deficit Theory, Discontinuity Theory
- 2.2 Socio cultural Variants with special focus to Dialect and Register
- 2.3 Understanding the Language background of the students: Home language vs School Language; First or second language Learners and the language used in teaching the subject issues and Challenges.

### **Module 3 – Language Across the Curriculum: Conceptual Analysis (10 Hours)**

- 3.1 Language Across the Curriculum (LAC): Concept
- 3.2 Origins of the LAC
- 3.3 Basic Tenets of LAC
- 3.4 Need and Scope, Advantage and Limitations of LAC

### **Module 4- Models of Language Across the Curriculum (10 Hours)**

- 4.1 Content and Language Integrated Learning CLIL
- 4.2 Bilingual Teaching
- 4.3 Language for Specific Purposes (LSP) and Academic Language Teaching (ALT)

### **Module 5 – Operationalising Language Across Curriculum in Classroom (20 Hours)**

- 5.1 Academic language across Subjects – Components (vocabulary, grammatical structures, Functions, Text structures)
- 5.2 Informational Reading and Writing across Subjects.
- 5.3 Nature of Classroom discourse: Oral language; Discussion as a tool for learning; Nature of questioning in the classroom- Types of questions and teacher's role.
- 5.4 Designing Teaching Manual for LAC: Aligning learning Objectives, Learning Experience and Assessment Techniques (Focusing on both Content and Language)

### **PRACTICUM (any one)**

1. Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words)
2. Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school
3. Prepare a brief synopsis on any article from newspaper

### **REFERENCES**

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**SEMESTER IV**

## CORECOURSES

### EDU 401: GENDER, SCHOOL AND SOCEITY

NO.OFCREDITS	5
CONTACTHOURS	100
MARKS	:100(External 80 +Internal20)
DURATIONOFEXAMINATION	:3hrs

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchyandfeminism;
- understand the gradual paradigm shift from women’s studies to gender Studies and some important landmarks in connection with gender and education in the historical and contemporaryperiod;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion andregion, and
- understand the role of social medias on perpetuating gender notions in Indiansociety.

### MODE OF TRANSACTION

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

### COURSE OUTLINE

#### Module 1 - Gender Issues: Key Concepts (15 hours)

- 1.1 Concepts and terms related to gender -sex,gender, sexuality, patriarchy, masculinity andfeminism.
- 1.2 Gender bias, gender stereotyping, andempowerment.
- 1.3 Equity and equality in relation with caste, class, religion, culture,ethnicity.
- 1.4 Role of family, caste, religion, culture and media in equipping the pupil andtheir respectivegenderroles in society.

#### Module 2 - Gender Studies: Paradigm Shift (15 hours)

- 2.1 Paradigm shift from women’s studies to genderstudies
- 2.2 Status of women – Historical perspective - Social reform movements - Ethnicity disability, and marginalization of women in India – Highlights to Keralacontext.
- 2.3 Important constitutional and legal provisions for women inIndia
- 2.4 Contemporary period: Recommendations of policy initiatives - commissions and committees, schemes, programmes andplans.



**Module 3 - Gender and Education (25 hours)**

- 3.1 Theories on Gender development - Socialisation theory, Structural theory and Deconstructive theory
- 3.2 Gender Identity and Socialisation Practices: Role of Family, Schools, peer group, community and other formal and informal organisation.
- 3.3 Schooling of Girls: Inequalities and resistances in education of the girl child. Government initiatives for promoting education of girls.

**Module 4 - Gender Issues in Curriculum (20 hours)**

- 4.1 Gender, culture and institution: Interrelation of class, caste, religion and region
- 4.2 Curriculum and the gender issues
- 4.3 Gender and the hidden curriculum
- 4.4 Teacher as an agent of positive change in gender perspective.
- 4.5 Gender and family life education

**Module 5- Gender Issues in the Society (25 hours)**

- 5.1 Linkages and differences between reproductive rights and sexual rights
- 5.2 Positive and negative gender notions in social media and advertisement
- 5.3 Institutions redressing sexual harassment and violence in family, neighbourhood, institutions and workplace – National, State and School levels.
- 5.4 Child Rights and Protection-Institutions redressing child abuse
- 5.5 Gender ethics.

**PRACTICUM (any one)**

1. Prepare a report on any of the government initiatives for care and security of women in our society.
2. Documentation on various new initiatives of women empowerment based on Newspaper, Magazine and journals.
3. Conduct a newspaper analysis on atrocities against women and girl children.

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CurrentBooks.

**402: PERSONALITY DYNAMICS IN EDUCATION**

<b>NO. OF CREDITS</b>	<b>5</b>
<b>CONTACT HOURS</b>	<b>100</b>
<b>MARKS</b>	<b>:100 (External 80 + Internal 20)</b>
<b>DURATION OF EXAMINATION</b>	<b>:3hrs</b>

**OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand the relevance of Intelligence, IQ, EQ, and SQ in learning and teaching.
- understand the characteristics of mature personality
- understand the different approaches to personality
- apply the principles of eco-psychology in conservation of natural resources
- help learners develop proper attitude towards outdoor education
- understand the significance of life-skills in leading a successful and happy life
- understand the basic principles and issues related to Inclusive education
- acquaint with experience related to inclusive education

**MODE OF TRANSACTION**

Lecture –cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method, ICT based teaching and learning

**COURSE OUTLINE****Module 1 - Personality of the Learner (25 hrs)**

- 1.1 Personality – definition, meaning and nature, Types - Introversion/extroversion by Jung
- 1.2 Mature and Integrated personality – characteristics
- 1.3 Assessment of personality – objective, subjective and projective techniques
- 1.4 A brief description of Personality disorders
- 1.5 Theories of personality – Psychoanalytic theory (Freud), Lewin's concept of personality

**Module 2 - Identifying the Self (20 hrs)**

- 2.1 Meaning, Concept and Development of Self-concept, Self esteem, Self confidence and self efficacy in learners
- 2.2 Carl Roger's theory of self-actualizing tendency
- 2.3 Concept and significance of Life skills education

**Module 3 -Mental health & Adjustment (20 hours)**

- 3.1 Mental health & mentalhygiene
- 3.2 Adjustment, maladjustment and Defensemechanisms
- 3.3 Eco psychology
- 3.4 Outdoor Education-Nurturing through Nature-Role of nature in nurturing personality oflearners

**Module 4 - Inclusive Education (20hrs)**

- 4.1 Education of children with special needs (CWSN)- Special education and Integrate d u c a t i o n
- 4.2 Definition, concept and significance of Inclusive education Significance of inclusive education for the education of all children in the context of right to education
- 4.3 Issues and problems in Inclusiveeducation
- 4.4 Teacher preparation for Inclusive education – developing attitudes and competencies forinclusion.

**Module 5 - Teacher as Guide and Counsellor (15 hrs)**

- 5.1 Concept of Guidance andcounselling
- 5.2 Types of Guidance – Educational, Vocational, Personal and Groupguidance
- 5.3 Significance of guidance bureau inschools
- 5.4 Types of Counselling – Directive, Non-directive, andEdectic
- 5.5 Counselling skills – qualities of acounsellor
- 5.6 Counselling with reference to gender needs –PeerCounselling

**PRACTICUM (any one)**

- 1. Documentation of psychological articles in journals, news papers, magazinesetc
- 2. Prepare a Report on various Life skills that school students should possess for the successful completion ofeducation
- 3. Conduct Peer Counselling among B.Ed. students and prepare areport.

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## PEDAGOGIC COURSES

### EDU 403.19 : PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENCE TEACHER

<b>NO. OF CREDITS</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

#### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop Professional and Personal self
- create and widen the popular base for human values, namely freedom, trust, ~~mutual~~ ~~respect and respect~~ for diversity
- develop the special concern of Social Science as a unique means to ~~Promote~~ ~~Nationalism, Universalism and Secularism~~
- analyze different dimensions of social reality in the class, and work towards ~~creating~~ ~~increase of self awareness amongst themselves and in the learners.~~
- identify and resolve the major challenges faced by our society and make use of ~~the~~ ~~knowledge in nurturing/equipping the learner to face those challenges~~
- appreciate the rich cultural heritage of India
- develop Research Aptitude to promote an in-depth study on the different areas of the Subject

#### MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational Survey and Dialogue, Theatre techniques, ICT based teaching and learning

#### COURSE OUTLINE

##### Module 1-Teacher Qualities and Competencies (15 hrs)

- 1.1 Essential Qualities, Duties and Responsibilities of Social Science Teacher
- 1.2 Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Curricular and Co-Curricular Activities, Developing teaching learning materials, Evaluation, Management (Institution, Classroom, Resources), Parental Contact and Co-operation with Community and other agencies.
- 1.3 Teacher Accountability- Professional ethics of a teacher
- 1.4 Vision and Mission of a Teacher

##### Module 2 -Professional Development of a Social Science Teacher (10 hrs)

- 2.1 Professional Development-Meaning-Significance
- 2.3 Need for Continuous Professional Development



Ways and means for professional development of teachers

2.3 Soft skills development and Professionalism

2.4 Teacher as a reflective practitioner

### **Module 3- Multifaceted Role of Teacher (5 hrs)**

3.1. Role of teacher in the conservation, transmission and transformation of culture

3.2 Role of teacher in Social Change and Modernisation

### **Module 4 – Dealing with Special Issues and Concerns (20 hrs)**

4.1 Controversial issues in Social Science

4.2 Current Events

4.3 Consumer Education

4.4 Right to Information Act-meaning and significance

4.5 National Integration

4.6 International Understanding

### **Module 5 - Research Perspectives in Social Science (10)**

5.1 Research in Social Science-Significance

5.2 Major areas of research in Social Science

5.3 Recent Research Trends in Social Science

### **PRACTICUM (any one)**

1. Prepare a list of topics suitable for social science research

2. Prepare a report on the procedure to be followed to submit RTI based on any social issue

3. Write an assignment on the recent challenges to national integration in India

### **REFERENCES**

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**EDU 404.5 : COMMUNICATIVE ENGLISH**

<b>NO. OF CREDITS</b>	:	<b>2</b>
<b>CONTACT HOURS</b>	:	<b>40</b>
<b>MARKS</b>	:	<b>50 (Internal Assessment)</b>

**OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- work with a set of materials to provide them with the necessary skills to comprehend and produce written and oral texts,
- build on active knowledge of lexical resources and grammar in English
- enhance the latent vocational skills through intensive training in developing proficiency in English language.
- develop communicative skills in various contexts.
- contribute to the personal social and professional development.

**MODE OF TRANSACTION**

discussions, seminars, debates, co-operative learning, brain-storming, dumb charades, role play, Just-a-minute, drama, writing tasks including letter-writing, preparation of resumes, group discussion, case-study, interaction with community, projects and power point presentations, language lab sessions, micro teaching, test construction case study, survey and dialogue, ICT based teaching and learning.

**COURSE OUTLINE****Module 1 – Orientation to English language (8 hrs)**

- 1.1 Understanding the spirit of English Language
- 1.2 Remedial Grammar and Applied Phonetics

**Module 2- Oral Communication ( 8hrs)**

- 2.1 **Listening Skill:** Listening Comprehension of discourses like Conversation
- 2.2 **Speaking Skill:** Oral Training for classroom communication

**Module 3- Written Communication (8hrs)**

- 3.1 **Reading Skill:** Reading Comprehension of discourses, Paragraph, Letter, Essay, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.
- 3.2 **Writing skill:** Mechanics of writing, Copy writing, Creative Writing: Paragraph, Letter, Essay, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.

**Module 4 - Functional Writing (8hrs)**

- 4.1 **English For Teachers:** Reflective journal writing, reporting, writing reviews, blogs
- 4.2 **For Placement :** Preparation of resumes, job applications, Self- introduction, Facing an interview, Telephonic conversations, e-mail transactions.
- 4.3 **AtWork :** Preparation of projects reports, thesis and research papers and presentations: text organisation, point of view, register and style, editing skills, paraphrasing, summarising, descriptive composition and argumentative composition

### Module 5 - Soft Skills and Social Skills (8hrs)

- 5.1 **Interpersonal skills:** Exposure to Public Speaking, Event Management and Language related Computer Skills , Print Media, Advertisements , Translations, Mass Communication and Broadcasts (Radio, T.V. & Cinema), web materials, telecasts, blogs, podcasts and vodcasts.
- 5.2 **Travel English Language Skills :** Communication in a variety of social situations like restaurant, at the airport, In the market etc.
- 5.3 **Public Relations:** Business Communication , Office Communication for business, dealing with Clients and Customers, Public Interaction and Business reports.

### PRACTICALS (any Two)

1. Prepare a script for compeering a formal school function.
2. Draft a resume for the purpose of employment.
3. Conduct a debate based on a relevant topic.
4. Prepare a reflective journal entry based on one's own experience.
5. Collect a list of terminology related to other disciplines other than one's own

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**COURSE : HEALTH AND PHYSICAL EDUCATION**

**COURSE CODE: EDU107.3**

**Semester I EDU206.3 –**

**Semester II**

**EDU302.3 -Semester III**

**EDU404.3 -Semester IV**

**TOTAL CREDITS: 5**

**TOTAL MARKS: 100 (Internal 100)**

**OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- plan and implement a variety of developmentally appropriate instructional strategies to develop physical education individuals
- demonstrate understanding of how individuals learn and develop and can provide opportunities that support students' physical, cognitive, social, and emotional development.
- develop and reinforce cooperative behaviour
- establish lifelong fitness goals

**SEMESTER 1****EDU107.3**

**No.ofCREDITS            1**

**TOTALMARKS            : 20(Practical)**

**CONTACTHOURS        20**

**PRACTICAL (as given in practical schedule)**

**SEMESTER II  
EDU206.3****No.ofCREDITS            1****TOTALMARKS            : 20(Practical)****CONTACTHOURS        20****PRACTICAL (as given in the practical schedule)****Objectives**

On completion of the course, the prospective teacher would be able to:

- get an awareness about the intra mural and extra mural competitions
- conduct and organize sports meet
- know about the various track and field events

**Module –1**

Intramural Competition-Definition-Objectives

Extramural competition-Definition-Objectives

Organizing and Conducting a sports meet- Pre Meet work- Meet work- Post meet work Track and Field events -Long jump - Rules and Regulation - Shot put - Rules and Regulation

Recreational Games: Aims and objectives – Recreation



**SEMESTER III****EDU302.3**

**No.ofCREDITS            2**

**TOTALMARKS            : 40(Practical)**

**CONTACTHOURS        40**

**PRACTICAL (as given in the practical schedule)**

**SEMESTER IV****EDU404.3****No.ofCREDITS        1****TOTALMARKS        : 20 (Practical)****CONTACT HOURS :20****PRACTICAL (as given in the practical schedule)****Objectives**

On completion of the course the prospective teacher would be able to get an awareness about First Aid for various emergencies.

**Module 1**

First Aid- significance- First Aid for Burns- Electric shock- Snake bites- Wounds - Drowning – Sprain – Strain - Cramp - Fainting - Dislocation, Fracture - Artificial Respiration - Cardio Pulmonary Resuscitation (CPR)

**COURSE : DRAMA AND ART IN EDUCATION (EPC2)****COURSE CODE:****EDU107.4 Semester I****EDU206.4 Semester II****EDU302.4 Semester III****EDU404.4 SemesterIV****TOTAL CREDITS: 4****TOTAL MARKS: 80 (Internal 80) TOTAL CONTACT HOURS: 80****OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- appreciate India' s largest collections of songs, music, dance, theatre, folk traditions, performing arts, rites and rituals, paintingsandwritings, literature that are known, as the 'Intangible Cultural Heritage' (ICH) ofhumanity.
- integrate the school curriculum with various domains of knowledge as envisagedby NCF2005
- evaluate significant role of Art, Music,Dramaand Theatre in Education
- Interlink education with culture and nurture children's creativity andaesthetic sensibilities
- move beyond the classroom and involve the community to participate ineducationaland socialchange
- expand the landscapes of children's art, perceive their world and explore waysto assesstheirwork.
- Internalize the understanding generated in a group and is carried forward by the individual in diverse personal and socialcontexts

**MODE OF TRANSACTION**

- Lecture method and Practices in classroom and outside-Individual and groupwork
- Visit places of art, exhibitions and cultural festivals
- Classroom interactions with Art teachers and Performingartists
- Hot Seating
- Use community resources -Artists, craftsmen, performersmaybe invited to speak about different artformsand to conduct demonstrationclasses
- Interpret art works, movies and othermedia
- Workshops on art and crafts, theatre, music, musical instrument making,pottery, leatherwork,dance,animation,puppetryetc.
- Conduct exhibition onArt
- Any other activities that build trust andcooperation, the sense of responsibility and teamspirit.

**SEMESTER 1**

**NO. OF CREDITS**        **1**  
**TOTAL MARKS**        **: 20 (Practical)**  
**CONTACT HOURS**      **20**

**MODULE I**

1. Introduction to Art and Art forms of India and Kerala
2. Significance of visual arts in Education- painting, drawing, sculpture, architecture, craft, photography, video, film making, graphic design and decorative art
3. Performing Arts in Education -Music, Dance, Drama and Theatre- Practice and apply the techniques of performing arts to enhance classroom teaching
4. SUPW-meaning and significance
5. Role of teacher in promoting aesthetic sense in students

**PRACTICAL (as given in the practical schedule)**

**SEMESTER II****NO.OFCREDITS :1****TOTALMARKS : 20(Practical)****CONTACT HOURS :20****MODULE I**

1. The Cultural Heritage of India with special reference to:
  - a. significance of Indian Literature, aims and objectives of performing arts and their development through various stages
  - b. utility of performing arts during the ancient and the medieval period
  - c. contribution of Sufi and Bhakti saints to music
  - d. distinguish between Hindustani classical music and Carnatic music
  - e. contributions (Trinities, purandaradasa, Maharaja Swathithirunal ) to classical music , classical dances, folk music as well as folk dances in Indian culture
  - f. the development of drama through various phases in India and the contribution of folk theatre
  - g. the present scenario of music, dance and drama and its' role in promoting the rich heritage of India
  - h. Role of performing arts to provide balance of mind, self-restraint, and love for all and also to build self-confidence and capability of adapting in all circumstances
2. Significance of National Anthem, National Song and Patriotic Songs in promoting National Integration and Peace
3. Role of Teacher in inculcating cultural values in students
4. Setting criteria for evaluating performances on art forms

**PRACTICAL (as given in the practical schedule)**

**SEMESTER III**

**NO.OFCREDITS**        **1**  
**TOTALMARKS**        **: 20 (Practical)**  
**CONTACTHOURS**     **20**

**PRACTICAL (as given in the practical schedule)**

**SEMESTER IV**

<b>NO.OFCREDITS</b>	<b>1</b>
<b>TOTALMARKS</b>	<b>: 20(Practical)</b>
<b>CONTACTHOURS</b>	<b>20</b>

**MODULE 1**

1. Interlink Education with culture
2. Significance of conducting art/ cultural fest at school and college levels
3. Significance of street theatre to address social issues
4. Educational Documentary/Film Review-significance

**PRACTICAL (as given in the practical schedule)**

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**Appendix I**

## Supervision Diary cum Reflective Journal

Name of the Student.....			Subject.....	
Name of the school.....			Unit.....	
Sl. No.	Date	Content Outline	Learning Strategy Adopted	Remarks of the Supervising/Mentor teacher
1				
2				
3				
4				
5				
<b>Reflective Journal</b>				
Decription of Events				
Feeling				
Evaluation				
Analysis				
Action Plan				

