

UNIVERSITY OF KERALA



Two Year B. Ed. Curriculum - 2015

Credit and Semester System with Grading

FACULTY OF EDUCATION

&

BOARD OF STUDIES IN EDUCATION (Pass)

Preface

With a view to maintaining quality in the curricular programmes offered by the University of Kerala, the B.Ed. curriculum was revised in 2013. Within months of the implementation of the revised curriculum, the National Council of Teacher Education (NCTE), decided to extend the duration of the B. Ed. programmes offered in the country from one year to two years. The NCTE Regulations 2014 and other documents provided guidelines for framing a curriculum for the two year BEd. Programme. So from February 2015 regular meetings of the members of Faculty & Board of Studies, Workshops with teacher educators as participants and meetings of subject experts commenced soon and this new curriculum evolved.

The vision statement of the curriculum reads: *Empowerment of prospective teachers with value embedded and competency-based teacher education curriculum, to equip them to be professionally competent, adaptable and socially committed, to meet the challenges in a knowledge society.*

With a view to realize the proposed vision and produce a prospective teacher who is fully equipped to teach a learner of the 21st century, several novel topics have been introduced and various instructional strategies have been advocated. Perhaps the decision to extend the scope of techno pedagogy which was already introduced in the earlier revision will make this venture of the University of Kerala unique in every respect.

The Faculty and Board of studies in Education (Pass) of the University of Kerala would like to place on record our sincere appreciation of the dedicated effort of the fraternity of teacher educators for this noteworthy contribution.

Dean
Faculty of Education
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INTRODUCTION

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth.”

--Helen Caldicott

“Teaching is the profession on which all other professions depend. Indeed, everybody who is anybody was enabled to become somebody by a teacher.”

– Prof. Linda Darling – Hammond.

‘The destiny of the country is being shaped in her classrooms’ is not rhetoric. This focuses on the crucial role, the teaching community is expected to play in making education qualitative. It is now well-recognized that the most important single factor for the quality of education and thus for the efficiency and quality of the pupils’ learning is the quality of the teachers’ training. Hence considerable thought and attention have been given to teacher education by all societies throughout the world. Decades ago, developing subject matter competency and pruning teaching skills in a specific subject was the prime objective of teacher training programs. But with the advent of globalization and the increasing convergence of digital technologies, educational practices have undergone tremendous changes throughout the world to meet the challenges brought about by this new landscape.

The teacher of today is not just one who can teach a specific subject, but one who possesses the skills and competencies needed for the 21st century to transact the content and teaching not just a local student but even to a student residing in the remotest corner of the world with widely varying interests and abilities. In short, teacher education has to function as a professional learning under a global canvas. This requires an education system that adopts a holistic approach to developing the whole person and his or her full potential. To ensure quality in a changing scenario and to keep at par with national and global requirements and to keep in pace with national norms, a revision of the current B.Ed. curriculum became imperative. The prime objective of this revision, as done in the earlier revision, was to mould a Curriculum to equip prospective teachers the knowledge, skills, attitude, competence and commitment to face the challenges of the 21st century.

Guiding Principles

The University of Kerala modified its one year B. Ed. curriculum in 2013 to equip the prospective teachers to cope up with the needs of the educational community of the 21st century. A new thrust in the field of Educational Technology, introduction of the concept of Pedagogic & Techno-pedagogic Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of Teacher competencies, Entrepreneurship in education, development of professionalism a few novel aspects that was incorporated in the curriculum revision. Moreover the need to lessen the burden of an over loaded curriculum, the lack of sufficient practical orientation, reducing the gap between theory and practice, the inclusion of obsolete content and a failure to be in touch with the realities existing in schools and the requirements of the community, the quite often heard limitations were also given special care while moulding the curriculum. Quite significantly, all these had been addressed and taken into consideration in the present revision also. Special care has been taken in the present revision also to retain the best practices of the earlier curriculum and to observe fully the NCTE New Regulations 2014. In fact, this curriculum revision was also successful in bringing together the expertise of several practicing teachers at different stages in

identifying appropriate content and also in choosing popular instructional strategies to transact the curriculum.

As a guiding principle the National Council for Teacher Education itself has specified the nature and content of the Two Year B.Ed. curriculum through 'NCTE Regulations 2014' and associated publications. 'The B. Ed. Curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The program shall comprise three broad curricular areas: Perspectives in Education/core areas, Curriculum and Pedagogic studies/Optional subjects, and Engagement with the field/Practical courses. Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of B. Ed curriculum' (NCTE Regulations 2014). A perusal of the reports of various commissions and committees like NCERT, directions from UGC, observations of Justice Verma Commission Report, NCFTE (2009), the recommendations and observations in this respect of several committees at the Regional, State and National level had guided the present attempt to a large extent. The academic discussions resolved to the view that the teacher education curriculum should address a learning environment for the 21st century that enables students to collaborate, share best practices, integrate 21st century skills into classroom practices, provide access to quality learning tools, technologies and resources leading to an expansion of the learning environment to the community and an international setting, both face-to-face as well as online.

Curriculum Vision

Empowerment of prospective teachers with value embedded and competency-based teacher education curriculum, to equip them to be professionally competent, adaptable and socially committed, to meet the challenges in a knowledge society.

Vision Highlights: The curriculum gives emphasis for:

- Meeting the challenges of education in a knowledge society
- Development of Teacher Competencies
- Development of Professionalism
- Capacity building
- Moulding techno-pedagogically competent teachers
- Entrepreneurship in education
- Teacher as a Relationship Manager
- Teacher as a HRD manager
- Evidence-based performance assessment
- Development of Aesthetic qualities
- Health and fitness for future

General Objectives of the B. Ed. course

The curriculum is designed to enable the student-teacher:

1. To acquire various teacher competencies and development of professionalism through qualitative multi-level strategies and practices.
2. To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.
3. To develop a proper value system based on the cultural, social, political and moral bases of Indian society.
4. To develop teacher-identity required of a professional through theoretical discourses, school / community- based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.
5. To understand the central concepts, tools of inquiry, and structures of individual disciplines and develop the ability to evolve meaningful learning experiences.
6. To imbibe knowledge and develop understanding of the various psychological, sociological and philosophical principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.
7. To make use of the knowledge of effective verbal, nonverbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.
9. To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
10. To develop his/her managerial capacities in human relations for promoting human resources for national development.
11. To internalize appropriate theoretical and practical inputs in order to render an integrated-holistic understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for current and future lifestyles among student teachers.
12. To develop the aesthetic quality of the prospective teachers through Art Education.

Regulations for the B Ed Degree Course

1. The B. Ed. program proposed is based on Credit and Semester System with Grading. The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Kerala and the Kerala University Colleges of Teacher Education directly run by the University with effect from 2015-2016 admissions.
2. The course is of two year duration. Semester system is followed in the course. There will be four semesters, with 100 working days each, excluding admissions, University examination and preparatory holidays.
3. The course consists of three components Theory, CE and other related practical work. Course content is divided into three areas Perspectives in Education (core papers), Curriculum and Pedagogic courses (optional papers) and Related Practical work. B. Ed offers specialization in 13 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce and Home Science.
4. There shall be a basic unit of 50 students, with a maximum of two units as intake for the course. There shall not be more than twenty five students per teacher for a school subject for method courses and other practical activities of the program to facilitate participatory teaching and learning.
5. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam for all papers except language papers. The Optional papers for 'Languages' shall be written in the same language itself.
6. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the Government of Kerala and approved by the University from time to time.
7. A candidate will be considered to have satisfactory attendance if she/he earns not less than 75% attendance for theory classes and 90% for school internship. Seven point grade system is followed in rating attendance. Attendance will be noted in letter grades in the mark list. The attendance range and respective grades are as follows: **Gr: A+ (96-100)**, **Gr: A (91-95%)**, **Gr: B+ (86-90%)**, **Gr: B (81-85%)**, **Gr: C+ (76-80%)**, **Gr: C (75 and below)** - (For calculating percentage of attendance decimals will be rounded to the nearest whole number)
 - Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.
 - Only candidates who secure the required minimum attendance in the semester and registered for the end semester University Examination is eligible to continue studies in the next semester.
8. Readmission: - Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over, candidates have to join the course as a fresh entrant, if otherwise eligible.

9. Transitory regulations: - Whenever a Course/Scheme of instruction is changed in a particular year, three more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course, according to the changed Syllabus/regulations.
10. All the program/courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.
- (i) Candidates who have completed the requirements of practical work related to theory (CE) and other practical courses of a Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.
 - (ii) The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed. (hard and soft copy)
 - (iii) School Induction Program (school initiatory experience) is for a period of one week during Semester II. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of 10 weeks during Semester III and Phase II arranged for another 10 weeks during Semester IV.
 - (iv) Assessment of School induction Program of Semester II will be done (jointly by the General and Optional teachers) by the Colleges of Teacher Education internally. There will be no external evaluation. School internship Phase I of semester III will be evaluated internally by the Colleges of Teacher Education and practice-teaching schools, as per the guidelines in the curriculum. School internship Phase II of Semester IV will be evaluated both internally (jointly by the colleges & practice-teaching schools) and externally (by the external examination team appointed by the University).
 - (v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) CE & other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. All the Practicals during Semester I, II & III will be assessed by teacher educators internally. Records/reports/products related to CE and Practical courses have to be prepared and maintained and have to be made available for assessment, if demanded. Marks and respective grades of assessment have to be forwarded to the University within one week after the closing of the semester (Both hard and soft copy)
 - (vi) The total number of lessons required to be completed during Phase I is 40 and Phase II, 30. Practical work related to School Internship Phase II and Minor project /Action Research/Case Study have to be compulsorily completed by all the student-teachers to be eligible for appearing for the External Practical Examinations of Semester IV. Candidates who have completed practical courses and eligible for presentation to the Practical Examination of the External Practical Board, alone will be permitted to

register for the Online Theory Examination of Semester IV. Physical attendance of the candidate during the practical examination and viva-voce is mandatory.

11. Candidates who have completed the requirements of a semester (attendance, CE and other practical courses) alone will be eligible for appearing for the End semester University examination and promotion to the next semester. Those who have satisfactorily completed the course requirements and uploaded the internal marks to the university by the college concerned, and fail to appear for the university examination alone can appear in supplementary examinations. Those who fail to comply with the course requirements have to redo the semester and get promotion to the next semester.
12. For a pass in the examination, a candidate should secure a minimum of 50% marks (C+ Grade) in aggregate with a minimum of 40% (C Grade) in each Theory Paper in the External Examination of the University, 50% for theory and CE put together in each subject and 50% (C+ Grade) for Practice Teaching/School internship in teaching. There is no separate minimum for CE & other practical courses in all the semesters. Marks/grades for CE and Practical courses have to be given to various categories on the basis of proper guidelines and criteria. Detail records have to be maintained by institutions in each case.
13. All the theory papers of all semesters will be assessed through external examination of the University. CE and other practical courses of Semester I, II and III will be assessed internally only. CE and other practical courses of Semester IV will be assessed both internally and externally.
14. In case a candidate gets minimum for all papers but fails to get semester minimum, she/he has to re-appear the papers with less than 50% of marks to secure a pass in that semester.
15. If a passed candidate wants to improve his/her grade he/she can appear for the theory examination and improve the grades within two years of completion of the course, if the same scheme exists.
16. Course betterment is limited to theory alone. For course betterment in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e., marks before betterment and after betterment whichever is higher will be considered.
17. There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% (C+ Grade). Three chances will be given for reappearance as long as the same scheme exists.
18. Even if a candidate fails to secure the required minimum marks/grades for a pass in Theory during a semester but has completed the Practical Courses/Engagement with field he/she shall be allowed entry to the next Semester.
19. If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects. There is no provision for reassessment of Internship in teaching.

20. Re-admission and college transfers are as per University rules.

Definition of Terms

- **Semester system:** The semester system is a proactive system with program designed to be completed gradually within a period covering multiples of half an academic year. It is a pattern of the course in which the whole program is divided into different parts and each part is intended for a specified period of time, called semesters. The present B.Ed. program involves four semesters.
- **Credit:** Credit refers to the unit of value awarded for the successful completion of specific courses, intended to indicate the quality of the course instruction in relation to the total requirements for a course. Credit is a unit of input measured in terms of 'Study Hours'. It represents the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching-learning process such as attending classes, engaging in assignments, projects, community activities, gathering information from library and internet sources and other Practical Courses required by the course. Here, one credit for the B.Ed. program is considered equivalent to 30 Study Hours and one credit carries 25 marks (**1 credit-30 hours/25 marks**). Students can earn and accumulate credits on the basis of the number and types of tasks they have successfully completed. All the tasks that carry credit are compulsory.
- **Grading:** Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. Seven Point Scale is suggested for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded are converted into letter grades as per the weightage assigned. Marks will be converted to respective Grades for whole programmes and courses only and not to each and every component. (e.g. EDU 01 – total marks earned for Theory & CE is converted to Grade)
- **Grade Point Average (GPA):** The means of grades obtained on a number of subjects/tasks for a specified period is the GPA. GPA is calculated by dividing *the sum of the weighted grade points obtained by a student in various subjects in a semester* by *the total number of credits taken by him/her in the semester*. The value shall be rounded off to two decimal places.
- **Cumulative Grade Point Average (CGPA):** CGPA is the value obtained by dividing *the total Credits for a Semester X Sum of GPA for all the semesters* by *the total credits for the entire course*. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for final results.
- **Perspectives in Education (core papers) :** Indicates the subjects of study under theoretical discourses which are compulsory for all the students undergoing the course (EDU 01 to 03, 06 to 08, 11 to 12, and 14)
- **Curriculum and Pedagogic Courses (optional subjects) :** Indicates the subject which the student-teachers specializes in the course (EDU 04, 05, 09, 10, 13 & 15).
- **CE :** Continuous Evaluation indicates the process of assessing the practical work related to Perspectives in Education/core papers and Curriculum and Pedagogic courses/Optional papers prescribed in the curriculum continuously to award marks/grades on the basis of an assessment

criteria. The total marks of CE for each paper should be the sum of marks for various tasks specified in the paper.

- **Engagement with the field/Practical Courses** : Practical courses in the curriculum indicates the practical work expected to be done by the student-teacher related to subjects of study indicated as EDU-101, 102, 103 ; 201, 202, 203; 301, 302, 303 & 401 as a compulsory requirement.

Course Outline

| Semester | Working days | Working Hours/Credits | Marks | | | Total Marks |
|----------|--------------|-----------------------|--------|-----------|-------|-------------|
| | | | Theory | Practical | Total | |
| I | 100 | 600/20 | 250 | 250 | 500 | 2000 |
| II | 100 | 600/20 | 250 | 250 | 500 | |
| III | 100 | 600/20 | 150 | 350 | 500 | |
| IV | 100 | 600/20 | 100 | 400 | 500 | |

Structure of B.Ed. Course

| A. Theoretical Discourses-Subject codes | | | B. Practical Courses | |
|---|----------------------------|----------------------------------|--|---|
| Semester | Perspectives in Education | Curriculum and Pedagogic Courses | Nature of Practical - Subject code | |
| Semester I | EDU 01 EDU 02 EDU 03 | EDU 04 EDU 05 | College Based. School Based. Community Based | EDU-101(101.1– 101.3) EDU-102 (-) EDU-103 (103.1) |
| Semester II | EDU 06 EDU 07 EDU 08 | EDU 09 EDU 10 | College Based. School Based Community Based | EDU-201(201.1-201.3) EDU-202 (202.1) EDU-203 (-) |
| Semester III | EDU 11 EDU 12 | EDU 13 | College Based School Based Community Based | EDU-301(303.1-301.2) EDU-302(302.1) EDU-303(303.1) |
| Semester IV | EDU-14EDU-15 | | College, School & Community Based | EDU-401(401.1-401.3) |

Two year B. Ed Curriculum Framework.

| Semester – I(June – October)-- one credit = 30 hours: 1 credit carries 25 marks. | | | | | |
|---|---|------------------------------------|-----------------|--------------|----------------------------------|
| Theory – Perspectives in Education (core papers) | | | | | |
| Subject code | Subject Title | External | Internal | Total | Credits (1credit=30hours) |
| EDU-01 | Knowledge and Curriculum: Philosophical and sociological Perspectives. | 50 | 25 | 75 | 3 |
| EDU-02 | Developmental Perspectives of the Learner. | 50 | 25 | 75 | 3 |
| EDU-03 | Technology and Communication in Education. | 50 | 25 | 75 | 3 |
| Theory – Curriculum and Pedagogic Courses. (optional subjects) | | | | | |
| EDU-04 (1-13) | Theoretical Base ofEducation. | 50 | 25 | 75 | 3 |
| EDU-05 (1-13) | Pedagogic Content Knowledge Analysis : | 50 | 25 | 75 | 3 |
| Engagement with the Field/Practical Courses:EDU – 101 & 103. | | | | | |
| EDU – 101: College Based | | | | | |
| EDU 101.1 | Discussion, Demonstration & Criticism lesson (5 marks each) | | 15 | 25 | 1 |
| | Micro-teaching – 2 skills | | 10 | | |
| 101.2 | Yoga, Health & Physical Education | | 50 | 50 | 2 |
| 101.3 | Art & Aesthetics Education | | 25 | 25 | 1 |
| EDU – 103: community Based | | | | | |
| 103.1 | Vocational/Work Education | | 15 | 25 | 1 |
| | Field Trip – optional-wise | | 10 | | |
| | Total Marks & Credits | 250 | 250 | 500 | 20 |
| | Total Hours & Credits | 20 credits X 30 hrs=600 hrs | | | |
| | Total Working Hours | 100 days X 6 hrs = 600 hrs. | | | |

| Semester – II (November – March) – one credit = 30 hours : one credit carries 25 marks. | | | | | |
|--|---|------------------------------------|------------|------------|---------------------------|
| Theory – Perspectives in Education.(core papers) | | | | | |
| Subject Code | Subject Title | External | Internal | Total | Credits(1credit =30hours) |
| EDU-06 | Education in Indian Society. | 50 | 25 | 75 | 3 |
| EDU-07 | Perspectives of Learningand Teaching. | 50 | 25 | 75 | 3 |
| EDU-08 | Assessment in Education . | 50 | 25 | 75 | 3 |
| Theory-Curriculum and Pedagogic Courses.(optional subjects) | | | | | |
| EDU-09 (1-13) | Curriculum andResources in Digital Era :.....Education | 50 | 25 | 75 | 3 |
| EDU-10(1-13) | Techno-Pedagogic Content Knowledge Analysis:..... | 50 | 25 | 75 | 3 |
| Engagement with the Field/PracticalCourses : EDU – 201, 202 & 203. | | | | | |
| EDU – 201 : College Based | | | | | |
| 201.1 | Discussion, Demonstration& Criticism Lessons(5 marks each) | | 15 | 25 | 1 |
| | Field Trip / Education Tour | | 10 | | |
| 201.2 | Health & Physical Education | | 50 | 50 | 2 |
| 201.3 | Art Education & Theatre Practice | | 25 | 25 | 1 |
| EDU – 202 : School Based | | | | | |
| 202.1 | School Induction Program | | 15 | 25 | 1 |
| | Observation of modellessons (2 nos.) and reporting during school induction | | 10 | | |
| | Total Marks & Credits | 250 | 250 | 500 | 20 |
| | Total Hours & Credits | 20 credits X 30 hrs=600 hrs | | | |
| | Total Working Hours | 100 days X 6 hrs = 600 hrs. | | | |

| Semester – III (June – October) : one credit = 30 hours. One credit carries 25 marks. | | | | | |
|--|--|------------------------------------|-----------------|--------------|---------------------------------|
| Theory – Perspectives in Education(core papers) | | | | | |
| Subject code | Subject Title | External | Internal | Total | (1credit=30hours)Credits |
| EDU-11 | **Developmental Perspectives in Education. | 50 | 25 | 75 | 3 |
| EDU-12 | Learner in the Educational Perspective. | 50 | 25 | 75 | 3 |
| ** Educational Management, Environmental education, Health education & Entrepreneurship Education. | | | | | |
| Theory- Curriculum and Pedagogic Courses(optional subjects) | | | | | |
| EDU-13 (1-13) | Emerging Trends and Practices in Education. | 50 | 25 | 75 | 3 |
| Engagement with the Field/PracticalCourses : EDU – 301, 302 & 303. | | | | | |
| EDU – 301 : CollegeBased | | | | | |
| 301.1 | Art & Aesthetics Education. | | 25 | 25 | 1 |
| 301.2 | Health and Physical Education | | 25 | 25 | 1 |
| EDU – 302 : School Based | | | | | |
| 302.1 | School Internship-Phase I (10 week) | | 150 | 175 | 7 |
| | 1. Optionals(curriculum& pedagogic courses) | | | | |
| | 2. Health & Physical Education | | 25 | | |
| EDU – 303 : Community Based | | | | | |
| 303.1 | Community Living Camp (Program of Understanding the self) | | 50 | 50 | 2 |
| | Total Marks & Credits | 150 | 350 | 500 | 20 |
| | Total Hours & Credits | 20 credits X 30 hrs=600 hrs | | | |
| | Total Working Hours | 100 days X 6 hrs = 600 hrs. | | | |

| | | | | | |
|---|--|------------------------------------|-------------------------|------------|-----------|
| Semester – IV (November – March) : one credit = 30 hours. One credit carries 25 marks. | | | | | |
| Theory – Perspectives in Education.(core papers) | | | | | |
| EDU-14 | Advanced Studies : Perspectives in Education. | 50 | 25 | 75 | 3 |
| Theory – Curriculum and Pedagogic courses (optional subjects) | | | | | |
| EDU-15 (1-13) | Advanced Studies :Curriculum and Pedagogic Courses in.....Education | 50 | 25 | 75 | 3 |
| Practical Courses/Engagement with the Field – EDU – 401. | | | | | |
| EDU 401.1 | Minor Project / Action Research / Case Study – (30-50 pages) Viva-voce (external only) | | 40 10 | 50 | 2 |
| 401.2 | School Internship Phase II (10 weeks) 1. Optional (cu & pedagogic courses) 2. Yoga, Health &Physical Education. | | 200 25 | 225 | 9 |
| 401.3 | Achievement test & Analysis | | 20 | 75 | 3 |
| | Diagnostic Test& Remediation | | 15 | | |
| | Reading and Reflecting on a text. | | 25 | | |
| | Reflective Journal | | 15 | | |
| | Total | 100 | 400 | 500 | 20 |
| | Total Hours & Credits | 20 credits X 30 hrs=600 hrs | | | |
| | Total Working Hours | 100 daysX6 hrs = 600 hrs. | | | |

Credit details of the Course

| Semester | Subject Code | Papers | Credits | | Total Credits 1 credit=30hrs |
|--------------------|--------------------------|---|-----------|-------------------------------------|---------------------------------|
| | | | Theory | CE | |
| Sem. I | EDU 01 | Core paper I | 2 credits | 1 credit | 3 credits |
| | EDU 02 | Core paper II | 2 credits | 1 credit | 3 credits |
| | EDU 03 | Core paper III | 2 credits | 1 credit | 3 credits |
| | EDU04.1-04.13 | Optional I | 2 credits | 1 credit | 3 credits |
| | EDU 05.1-05.13 | Optional II | 2 credits | 1 credit | 3credits |
| | Practical Courses | College Based(EDU 101) School Based(EDU 102) Community Based(EDU 103) | | 4 credits 0 credits 1 credits | 5 credits |
| | Total | | | 10 credits | 10 credits |
| Sem. II | EDU 06 | Core paper V | 2 credits | 1 credit | 3 credits |
| | EDU 07 | Core paper VI | 2 credits | 1 credit | 3 credits |
| | EDU 08 | Core paper VII | 2credits | 1 credit | 3 credits |
| | EDU 09.1-09.13 | Optional III | 2 credits | 1 credit | 3 credits |
| | EDU10.1-10.13 | Optional IV | 2 credits | 1 credit | 3 credits |
| | Practical Courses | College Based (EDU201) School Based (EDU202) Community Based (EDU203) | | 4 credits 1 credit 0 credit | 5credits |
| | Total | | | 10 credits | 10credits |
| Sem. III | EDU 11 | Core Paper VIII | 2 credits | 1 credit | 3 credits |
| | EDU 12 | Core Paper IX | 2 credits | 1 credit | 3 credits |
| | EDU 13.1-13.13 | Optional V | 2 credits | 1 credit | 3 credits |
| | Practical Courses | College Based(EDU 301) School Based(EDU 302) Community Based(EDU 303) | | 2 credits 7credits 2 credits | 11 credits |
| Total | | | 6 credits | 14 credits | 20 credits |
| Sem. IV | EDU 14 | Core Paper X | 2 credits | 1 credit | 3 credits |
| | EDU-15 | Optional VI | 2 credits | 1 credit | 3 credits |
| | Practical Courses | College, School & Community Based (EDU 401.1 – 401.3) | | 14 credits | 14 credits |
| Total | | | 4 credits | 16 credits | 20 credits |
| Grand Total | | | | | 80 credits |

Details of Theory Courses -- Semester I

| Code | Title | Instructional hours/credits | Related Practical work-CE-Hours/credits |
|------------------|--|------------------------------------|--|
| EDU 01 | Knowledge and Curriculum: Philosophical and Sociological Perspectives. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU02 | Developmental Perspectives of the Learner. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 03 | Technology and Communication in Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.1 | Theoretical Base of Malayalam Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.2 | Theoretical Base of English Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.3 | Theoretical Base of Hindi Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.4 | Theoretical Base of Sanskrit Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.5 | Theoretical Base of Arabic Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.6 | Theoretical Base of Tamil Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.7 | Theoretical Base of Mathematics Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.8 | Theoretical Base of Physical Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.9 | Theoretical Base of Natural Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU04.10 | Theoretical Base of Social Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.11 | Theoretical Base of Geography Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.12 | Theoretical Base of Commerce Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 04.13 | Theoretical Base of Home Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.1 | Pedagogic Content Knowledge Analysis- Malayalam | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.2 | Pedagogic Content Knowledge Analysis- English | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.3 | Pedagogic Content Knowledge Analysis- Hindi | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.4 | Pedagogic Content Knowledge Analysis- Sanskrit | 60 hrs / 2 credits | 30 hrs / 1 credit |

| | | | |
|------------------|---|---------------------------|--------------------------|
| EDU 05.5 | Pedagogic Content Knowledge Analysis- Arabic | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.6 | Pedagogic Content Knowledge Analysis- Tamil | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.7 | Pedagogic Content Knowledge Analysis- Mathematics | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.8 | Pedagogic Content Knowledge Analysis- Physical Science | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.9 | Pedagogic Content Knowledge Analysis- Natural Science | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.10 | Pedagogic Content Knowledge Analysis- Social Science | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.11 | Pedagogic Content Knowledge Analysis- Geography | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.12 | Pedagogic Content Knowledge Analysis- Commerce | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 05.13 | PedagogicContent Knowledge Analysis- Home Science | 60 hrs/2 credits | 30 hrs / 1 credit |

Details of Theory Courses - Semester II

| Code | Title | Instructional hours/credits | Related Practical work Hours/credits |
|------------------|--|------------------------------------|---|
| EDU 06 | Education in Indian Society. | 60 hrs / 2 credits | 20 hrs / 1 credits |
| EDU 07 | Perspectives of Learning and Teaching. | 60 hrs / 2 credits | 20 hrs / 1 credits |
| EDU 08 | Assessment in Education. | 60 hrs / 2 credits | 20 hrs / 1 credits |
| EDU 09.1 | Curriculum & Resources in Digital Era : Malayalam Education | 60 hrs / 2 credits | 20 hrs / 1 credit |
| EDU 09.2 | Curriculum & Resources in Digital Era : English Education | 60 hrs / 2 credits | 20 hrs / 1 credit |
| EDU 09.3 | Curriculum & Resources in Digital Era : Hindi Education | 60 hrs / 2 credits | 20 hrs / 1 credit |
| EDU 09.4 | Curriculum & Resources in Digital Era : Sanskrit Education | 60 hrs / 2 credits | 20 hrs / 1 credit |
| EDU 09.5 | Curriculum & Resources in Digital Era : Arabic Education | 60 hrs / 2 credits | 20 hrs / 1 credit |
| EDU 09.6 | Curriculum & Resources in Digital Era : Tamil Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 09.7 | Curriculum & Resources in Digital Era : Mathematics Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 09.8 | Curriculum & Resources in Digital Era : Physical Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 09.9 | Curriculum & Resources in Digital Era : Natural Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 09.10 | Curriculum & Resources in Digital Era : Social Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 09.11 | Curriculum & Resources in Digital Era : Geography Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 09.12 | Curriculum & Resources in Digital Era : Commerce Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 09.13 | Curriculum & Resources in digital Era : Home Science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.1 | Techno-Pedagogic Content Knowledge Analysis-Malayalam | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.2 | Techno-Pedagogic Content Knowledge Analysis-English | 60 hrs / 2 credits | 30 hrs / 1 credit |

| | | | |
|------------------|--|---------------------------|---------------------------|
| EDU10.3 | Techno-Pedagogic Content Knowledge Analysis-Hindi | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.4 | Techno-Pedagogic Content Knowledge Analysis-Sanskrit | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.5 | Techno-Pedagogic Content Knowledge Analysis-Arabic | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.6 | Techno-Pedagogic Content Knowledge Analysis-Tamil | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.7 | Techno-Pedagogic Content Knowledge Analysis-Mathematics | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.8 | Techno-Pedagogic Content Knowledge Analysis-Physical Science | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.9 | Techno-Pedagogic Content Knowledge Analysis-Natural Science | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.10 | Techno-Pedagogic Content Knowledge Analysis-Social Science | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.11 | Techno-Pedagogic Content Knowledge Analysis-Geography | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU10.12 | Techno-Pedagogic Content Knowledge Analysis-Commerce | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 10.13 | Techno-Pedagogic Content Knowledge Analysis-Home Science. | 60 hrs / 2 credits | 30 hrs / 1 credit. |

Details of Theory Courses - Semester III

| Code | Title | Instructional hours/credits | Related Practical work Hours/credits |
|-----------------|---|------------------------------------|---|
| EDU 11 | Developmental Perspectives in Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 12 | Learner in the Educational Perspective | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.1 | Emerging Trends & Practices in Malayalam Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.2 | Emerging Trends & Practices in English .Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.3 | Emerging Trends & Practices in Hindi Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.4 | Emerging Trends & Practices in Sanskrit Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.5 | Emerging Trends & Practices in Arabic Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |

| | | | |
|------------------|--|---------------------------|--------------------------|
| EDU 13.6 | Emerging Trends & Practices in Tamil Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.7 | Emerging Trends & Practices in Mathematics Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.8 | Emerging Trends & Practices in Physical Science Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.9 | Emerging Trends & Practices in Natural science Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.10 | Emerging Trends & Practices in Social Science Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.11 | Emerging Trends & Practices in Geography Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.12 | Emerging Trends & Practices in Commerce Education. | 60 hrs / 2 credits | 30 hrs / 1 credit |
| EDU 13.13 | Emerging Trends & Practices in Home science Education | 60 hrs / 2 credits | 30 hrs / 1 credit |

Details of Theory Courses - Semester IV

| Code | Title | Instructional hours/credits | Related Practical work Hours/credits |
|---------------|--|------------------------------------|---|
| EDU 14 | Advanced Studies :Perspectives in Education. (Guided Self-Study) | 60 hrs /2 credits | 30 hrs / 1 credit |
| EDU-15 | Advanced Studies: Curriculum and Pedagogic Courses-.....Education (guided self-study) | 60 hrs/2 credits | 30 hrs / 1 credit |

- **EDU – 14 :Advanced Studies :Perspectives in Education.**
- **EDU – 15 : Advanced Studies : Curriculum and Pedagogic Courses -.....Education.**

This area has been included in the curriculum to achieve advanced learning in the areas psychology, technology and methodology and its integration with practice to **facilitate capacity building** among student-teachers. The knowledge and competencies acquired by the trainee during the entire course remains as the base of this course. The mode of learning proposed is guided self-study. The study has to be initiated/progressed by the student-teacher mainly through self effort by reference study, collecting study materials from web site, peer assistance, scaffolding, guided study etc. The achievement of the student-teacher in terms of capacity building will be assessed through the Online examination of the University scheduled for the last month of Semester IV.

Details of Practical Work Associated with Theory: CE (25 marks/1 credit)

(a) Perspectives in Education (Core papers)

| Sem. | Sub. Code | Nature of practicum..... | Marks | credits | Assessment |
|-------------|------------------|---|--------------|----------------|-------------------|
| I | EDU-01 | <ol style="list-style-type: none"> 1. Seminar/presentation-1 (5 marks) 2. Practicum-1(5 marks) 3. Test-mid semester-1(5 marks) 4. Capacity Building Program (skill development & leadership building)-10 marks | 25 | One | Internal |
| | EDU-02 | <ol style="list-style-type: none"> 1. Seminar/presentation1 (5 marks) 2. Practical1 (5 marks) 3. Test –mid semester (5 marks) 4. Capacity building Activity 1-10marks | 25 | One | Internal |
| | EDU-03 | <ol style="list-style-type: none"> 1. Seminar/presentation-1(5 marks) 2. Test-mid semester exam(5 marks) 3. Skill development-workshop practice(15 marks) (Practice -5 marks, Blog creation and posting of materials -10 marks) | 25 | One | Internal |
| II | EDU-06 | <ol style="list-style-type: none"> 1. Seminar/presentation-1(5 marks) 2. Practicum-1(5 marks) 3. Test-mid semester exam(5 marks) 4. Capacity Building Program(skill development & leadership building) (10 marks) | 25 | One | Internal |
| | EDU-07 | <ol style="list-style-type: none"> 1. Practicum-1 (5 marks) 2. Practical 1(5 marks) 3. Test-mid semester exam1(5marks) 4. Capacity building Activity 1 (10 mark) | 25 | One | Internal |
| | EDU-08 | <ol style="list-style-type: none"> 1. Seminar/presentation-1(5 marks) 2. Test-mid semester exam(5 marks) 3. Practicum- no.1(5marks) 3. Practicum-no.2(10marks)Development of any one tool. | 25 | One | Internal |
| III | EDU-11 | <ol style="list-style-type: none"> 1. Test –mid semester exam.(5 marks) 2. Practicum-1(5 marks) 2. Seminar/presentation-(5 marks) 3. Field study-1(10 marks) | 25 | One | Internal |

| | | | | | |
|----|--------|--|----|-----|---------------------|
| | EDU-12 | 1. School based activity -1(5 marks) 2. Practical-1(5 marks) 3. Test-mid semester exam(5 marks) 4. Capacity Building Program(skill development & leadership building)- (10 marks) | 25 | One | Internal |
| IV | EDU-14 | MCQ Test battery | 25 | 25 | Internal & External |

(b) Curriculum and Pedagogic Courses (Optional Papers)

(i) Subjects.

| Sem. | Sub. Code | Nature of Practicum..... | Marks | credits | Assessment |
|------|-----------|---|-------|---------|---------------------|
| I | EDU-04 | 1. Practicum-1(5 marks) 2. Seminar/presentation-1 (5 marks) 3. Reading & reflecting on texts(10mks) 4. Mid semester exam –(5 marks) | 25 | One | Internal |
| | EDU-05 | 1. Observation of model video lessons & reporting(2nos.)(teacher monitored) – (5 marks) 2. Practicals-1 (5 marks) 3. Test-mid semester exam (5 marks) 4. Subj. Assn activity- (5 marks) 5. Practicum – 1 (5 marks) | 25 | One | |
| II | EDU-09 | 1. Mid semester exam (5 marks). 2. Reading and Reflecting on texts (10marks) 3. Seminar/presentation-1 (5 marks) 4. Practicum – 1 (5 marks) | 25 | One | Internal |
| | EDU-10 | 1. Practical -1 (5 marks) 2. Test-mid semester (5 marks) 3. Subject Assn activity-(5 marks) 4. Group Practicum (video scripting, recording & uploading)- (10 marks.) | | | |
| III | EDU-13 | 1. Innovative work-1 (10 marks) 2. Reading and Reflecting on text(5marks) 3. Peer evaluation- (5 marks.) 4. mid semester exam (5 marks) | 25 | One | Internal |
| IV | EDU-15 | MCQ Test battery (Practical) | 25 | One | Internal & External |

(ii) Languages.

| Sem. | Sub. Code | Nature of Practicum..... | Marks | Credits | Assessment |
|------|-----------|--|-------|---------|---------------------|
| I | EDU-04 | 1. Practicum-1 (5 marks) 2. Seminar/Presentation-1 (5 marks) 3. Reading and Reflecting on Texts-1 (10 marks) 4. Mid semester exam- 5 marks | 25 | One | Internal |
| | EDU-05 | 1. Observation of model video lessons & reporting(2 nos.)-teacher monitored- (5 marks.) 2. Practicum-2 (5 marks each) 3. Test-mid semester – (5 marks) 4. Subject Assn activity- (5 marks). | 25 | One | |
| II | EDU-09 | 1. Practicum -1 (5 marks) 2. Reading and Reflecting on Text- 10 marks. 3. Seminar/presentation- (5 marks) 4. Mid semester exam – (5 marks) | 25 | One | Internal |
| | EDU-10 | 1. Practicum-1 (5 marks) 2. Test-mid semester exam – (5 marks) 3. Subject Assn. Activity- (5 marks.) 4. Group Practicum(video scripting, recording & uploading)(10 marks) | 25 | One | |
| III | EDU-13 | 1. Innovative work-1 (10 marks) 2. Reading and Reflecting on Text- (5 marks). 3. Peer evaluation- (5 marks) 4. Mid semester exam – (5 marks) | 25 | One | Internal |
| IV | EDU-15 | MCQ Test battery (Practical) | 25 | One | Internal& External. |

- Practicum:systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/short reports not exceeding 5 to 6 pages have to be maintained.
- Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.

- Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.
- Seminar/presentation: The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self-developed. .
- Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly by optional groups.
- Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.
- Reading and reflecting on text: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings interactively-individually and in small groups. Each student-teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes.
- MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question test batteries with 40 items each covering the syllabi of EDU - 14 & EDU - 15 as the requirement of CE (Practical). Out of 40 items of EDU - 14, 10 items each have to be prepared from the topics under perspectives of Education of Semester I, II, III and IV. Similarly a MCQ test battery for EDU -15 will have 40 MCQ items, 10 each covering the syllabi of Curriculum and Pedagogic Courses of Semester I, II, III, and IV respectively. It is better to start the preparation of MCQ test battery from Semester I itself and have to be completed and consolidated by semester IV. MCQ test batteries have to be presented before the External Evaluation Board along with the other requirements of Semester IV.
- Mid Semester Examination: A college level examination for all papers - of one hour duration and 25 marks with MCQ, very short answer and short answer questions. The marks earned in the examination has to be converted to 5.

Details of Practical Courses : (Related practical work)

(a) College based (EDU-101,201,301)

| Code EDU | Title | Task to be carried out | Marks/ Credits | Assessment |
|---------------------|---|--|---------------------------|-------------------|
| 101.1 | Discussion Lessons | 5 nos. | 5 | Internal |
| | Demonstration Lessons | 3 nos. | 5 | |
| | Criticism Lessons | 5 nos. | 5 | |
| | Micro-teaching | 2 skills/trainee &recording | 10/1 credit | |
| 101.2 | Yoga, Health & Physical Education | Refer Cu Sem. I | 50/2 credits | Internal |
| 101.3 | Art & Aesthetics Education. | Refer Cu Sem. I | 25/1 credit | Internal |
| 201.1 | Discussion lessons(ICT-1, Activity based-1, Model based-3) | 5 nos. | 5 | Internal |
| | Demonstration lessons | 2 nos.(models of teaching) | 5 | |
| | Criticism Lessons | 5nos. | 5 | |
| | Field Trip/Education tour. | Participation | 10/1 credit | |
| 201.2 | Health & Physical Education | Refer Cu Sem. II | 50/2 credits | Internal |
| 201.3 | Art Education and Theatre Practice. | Refer Cu Sem. II | 25/1 credit | Internal |
| 301.1 | Art & Aesthetics Education | Refer Cu Sem.III | 25/1 credit | Internal |
| 301.2 | Yoga, Health & Physical Education | Refer Cu Sem.III | 25/1 credit | Internal |

(b) SchoolBased

| Code EDU | Title | Task to be carried out | Marks/ Credits | Assessment |
|---------------------|--|---|---------------------------|-------------------|
| 202.1 | Initiatory School Experiences/school induction program.(5 days) | 3 periods teaching / shared practice without formal lesson plans | 10 | Internal |
| | | preparation of diary/repot. | 10 | |
| | | observation of lessons(2 nos.) and reporting | 5/1 credit | |
| 302.1 | School Internship Phase – I (10 weeks) | | | Internal |
| | 1. Curriculum & Pedagogic Courses | 40 lessons and associated work | 150 | |
| | 2. Health and Physical Education | 2 lessons and associated work | 25 / 7 credits | |

(c) CommunityBased

| Code EDU | Title | Task to be carried out | Marks/credits | Assessment |
|----------|-----------------------------------|--|---------------|------------|
| 103.1 | Field Visit (optional) | Field visit related to the subject – | 10 | Internal |
| | Vocational/Work Education (group) | supw- service & product-1 each/community work & report | 15/1 credit | |
| 303.1 | Community Living Camp | Participation in 5 days camp | 50/2 credits | Internal |

Semester - IV

| Code EDU | Title | Task to be carried out | Marks/credits | Assessment |
|----------|--|--|---------------|---------------------|
| 401.1 | Minor Project/Action Research/Case Study | Completion of the task & reporting in 30 to 50 pages. | 40 | Internal & External |
| | | Viva-voce (external) | 10/2 credits | |
| 401.2 | School Internship Phase – II | | | Internal & External |
| | 1. Curriculum and Pedagogic Courses | 30 lessons and associated work | 200 | |
| | 2. Yoga & Health Education | 2 lessons and associated work | 25/9 credit | |
| 401.3 | Achievement test (1 no.) | Preparation of achievement test and analysis using statistical measures. | 20 | Internal & External |
| | Diagnostic Test | Preparation of Test and proposing remedial measures. | 15 | |
| | Reading & Reflecting on Text | Preparation of an account of the text read in the optional. | 25 | |
| | Reflective Journal | Journal for all days in practice. | 15/3 credits | |

Guidelines for Related Practical Work/Practical Courses.

EDU 103.1 – Field Trip/Visit associated with the Curriculum and Pedagogic Courses (optional). Field visit appropriate to the content area has to be selected. The report has to be evaluated on the basis of rubrics developed by the teacher educator.

EDU 103.1 – Vocational/Work Education (SUPW/Community Work). The objective of this program include planning and executing productive work, develop social sensitivity, seek support from the locality, sensitize with dignity of labor, etc. This Community based practical - Socially Useful Productive Work (SUPW) has to be organized by the college at their convenience in the specified time. The task include one service (Participation in social activities, social services, social projects, social work etc) and submission of one product (e.g. -book binding, craft/art work, soap making, agarbathi, paper bag, designing and making electronic devices, candle making, film making, pot making, embroidery, improvisation,.....) Assessment has to be made on the basis of proper division of marks using Performa for assessment designed by the institution.

EDU 201.3 – Art Education and Theatre Practice. The aim of theatre practice is to help the student-teacher realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involves visualization and writing of scripts (related to themes from optional content areas), direction, assigning and engaging roles, enacting of drama, making arrangements individually and with group assistance.

EDU 202.1 – School Induction Program. The sole purpose of Initiatory school experience is to provide the student-teacher an opportunity to have primary experiences with the functioning of the school. This school attachment program is for a period of five continuous working days giving them an opportunity to acquaint with the school environment and their day-to-day functioning. Observation of lessons of senior teachers individually or in small groups (2 nos.), meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons individually or as Shared Practice. In Shared Practice, student-teachers will be in small groups of three members. The lessons will be divided into three parts and each student teacher will practice one of the parts by rotation in the natural classroom situation. Lesson plans need not be written with the rigidity employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as record of the visit.

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

EDU 201.1 –Field Trip/ Study Tour: It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field work and understanding the environment around. A report of tour has to be prepared by all student-teachers. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The Study tour can be organized by the institution at their convenience as a general program/Optional requirement, for a duration not exceeding 5 working days, and will be counted as an activity of Semester II. In case any

student fails to attend the study tour/field work due to genuine reasons they have to compensate it by undertaking a minor community work suggested by the institution and have to submit a report.

School Internship: - School Internship is a part of the curricular area of 'Engagement with the Field' designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers. The task during this period include:

- Practicing the process of preparation of material, teaching, assessment and evaluation,
- Participating in all the academic activities of the school under direct supervision,
- Learn to set realistic goals in terms of learning, curricular content and pedagogic practices,
- Choose, design, organize and conduct meaningful classroom activities,
- Participate in school, social and community activities in the locality associated with the school,
- Observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies,
- Develop, locate, collect and maintain teaching-learning resources.

Internship in Teaching/School Internship is for a period of 20 weeks divided into two Phases of 10 weeks each, to be organized during the Third and Fourth Semesters of the Course. For school internship, the Colleges of Teacher Education and the participating Schools shall set up a mutually agreed mechanism for organizing, monitoring, supervising, tracking of internship and assessing the student - teachers. Make arrangement with at least five practicing schools for the internship as well as other school based activities of the course. These schools shall form basic contact point for all other practicum activities and related practical work during the course of the program. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

The school internship program has been arranged in phases to install effectiveness in the program. School induction program, Phase I & II of School internship has to be organized in close supervision of the colleges with effective co operation from practicing schools. After the completion of each program colleges should arrange reflection sessions in the college so that the trainee can benefit by sharing experiences and can plan and modify/regulate his/her teaching and associated activities in the next spell in the school more effectively. Planned progressive development of the behavior of the trainee phase after phase is the major purpose of arranging teaching practice in various progressive phases/stages/spells.

EDU-302.1: School Internship Phase I.

School Internship/Teaching Practice for Semester III may be arranged as a single block program for a duration of 10 weeks. Student-teachers have to complete 40 Practice Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and 2 lessons for Health & Physical Education during this period and to actively participate in all activities of the practicing school. Graduate students can

be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal does not carry any marks separately but are mandatory. Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures. All student-teachers have to observe at least 10 lessons of peers and record the observations in the Peer Review Record.

EDU-401.2 : School Internship Phase II.

School Internship/Teaching Practice for Semester IV may be arranged as a single block program for a duration of 10 weeks. Student-teachers have to complete 30 Practice Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and 2 lessons for Health & Physical Education and to actively participate in all the activities of the school during this period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. *Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal, updating blog (1. Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-2 nos.), Reading and reflecting on a text in the concerned optional, undertaking a conscientization program and Field work (Minor Project/Action Research/Case Study)* have to be undertaken during this period. Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures. School internship Phase II has to be scheduled conveniently during the period November-January to present the student-teachers for practical examination by the end of January.

Supervision of School Internship: - The supervision of Practice Teaching is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. The subject teachers of the school have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of three lessons (probably at the beginning, middle and at the end of Practice Teaching) by the Optional teacher and one lesson by the General teacher is mandatory. The Principals of Colleges have to visit the practicing schools, observe lessons and monitor Practice Teaching. Assessment of Practice Teaching will be done on the basis of the Performa for assessment of teaching (see appendix). Assessment of Practice Teaching will be done jointly by the General and Optional Teachers, and School supervisors. The division of marks for various categories is as follows.

EDU 302 - School Based Practical)

| Internship in teaching Phase I | <i>Taskstobecarrried out</i> | <i>Marks</i> | <i>Time allotted</i> |
|--|---|------------------------|----------------------|
| EDU 302.1 optional subject | Teaching of Optional Subjects) -40 lessons (Marks :Lesson Record -20, Peer Review Record -10, Teaching and assessment -120 (Marks allottedto : Optional Teacher-80, General Teacher-20 & School supervisor-20) | 150 (6 credits) | 10 weeks |
| EDU 302.1 Physical & Health Education | Teaching of PE & HE classes - Total 2. Teaching -10 marks Lesson templates/record - 5 marks Health status of a student/case - 10 marks | 25 (1 credit) | |

EDU 401 - School Based Practical

| Internship Phase II | <i>Taskstobecarrried out</i> | <i>Marks</i> | <i>Time allotted</i> |
|--------------------------------|--|------------------------------|----------------------|
| EDU 401.1 | Minor Project/Action Research/Case Study Viva-voce | 40 10/(2 credits) | |
| EDU 401.2 | Teachingfor Optional Subjects - 30 lessons (Marks :Lesson Record -30 Teaching - 100 Viva-voce (optional) -20 Peer observation record -10 Updating blog** -25 Undertaking conscientization program*- 15 (Marks allottedto : Optional Teacher- 80,General Teacher-20) | 200 (8 credits) | 10 weeks |
| | Teaching of Yoga& HE classes - Total 2. Teaching - 15 marks Lesson templates/record- 10marks | 25 (1 credit) | |
| EDU 401.3 | Preparation of Achievement test, statistical analysis and interpretation | 20 | |
| | Reflective Journal | 15 | |
| | Reading and Reflecting on text | 25 | |
| | Preparation of Diagnostic Test and Remedial measures | 15/ (3 credits) | |

** Updating blog: Two tasks have to be undertaken: (1) weekly reporting of the experiences during internship including all curricular, co-curricular and extension activities undertaken during the week in school. (2) Up-loading in blog two innovative work/lessons segment on a single concept in the optional paper undertaken during practice-teaching.

- Conscientization program: The student-teacher has to undertake any one conscientization program in the school/community during practice-teaching and has to prepare a written report. (gender sensitivity, inclusive education, social evils around, media abuse, and the like.....)

Assessment of School Internship/Teaching Practice: School Internship Phase I and associated activities of Semester III will be assessed jointly by the General and Optional Teacher Educators and the School supervisor. There will be no external practical examination. The marks/grades have to be consolidated and forwarded to the university by the colleges concerned. School Internship and associated activities of Phase II (Semester IV) will be assessed jointly by the General and Optional Teacher Educators as per guidelines. However the assessment for Semester IV will be subjected to external examination through the External Examination Board constituted by the University.

EDU 303.1 – Community Living Camp:

Community Living Camp: - All the colleges have to organize a five-day residential Community Living Camp/Citizenship Training Camp in a convenient location of their choice. It is a joint camp of Student- Teachers and their Teacher Educators in a convenient location, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programs for development of personal and social skills, to develop student-teacher 'social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labor, community work etc. are the major outcomes expected of the program. Record mentioning all the activities have to be prepared and submitted by each Student-Teacher. Community Living Camp can be organized by the institution at their convenience either during Semester III or during holidays after the Semester II University examinations, but will be credited with Semester III. Assessment of participation in Community Living Camp has to be done on the basis of an Assessment Schedule.

Organization of the Camp: Select a main theme related to education, culture, society and environment for each year by each institution for the community camp. The common objectives of the camp should be:

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

Themes for a Community Living Camp (decide the theme to suit the location)

- Education and Social Change
- Education- its creative and social aspects
- Nature, agriculture, culture and education
- Education, environment and development/empowerment etc.

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

EDU 401.1 – Minor Project/Action Research/Case Study

The student-teacher has to take up a minor research project/Action Research/Case Study during the course. The fundamentals and modalities of this systematic study are well discussed in EDU – 08 of Semester II. The task/theme selected should be relevant socially, academically and contextually and has to be undertaken in a phased manner as per the schedule under the guidance of a supervisor (Teacher Educator). The task has to be initiated during the 1st Phase of School internship and to be completed during the 2nd Phase and credited with Semester IV. Selection of a relevant topic/problem/case, review of available literature in the area, preparation/adoption of simple tools to collect facts/data regarding the issue, analysis of the data either qualitatively or quantitatively (using simple statistics), reporting the findings are the stages to be followed. The report has to be typed/neatly handwritten, consolidated to a document of 30-50 pages. (format of the report is given as appendix). Assessment of the report will be done internally by the Supervising Teacher Educator and externally by the external practical board during the viva-voce. Viva-voce will be done by the external board. **Assessment of Report : Internal -40 marks, External – 40 marks, viva-voce-10 marks(external only)**

EDU 401.3 – Reflective Journal: A student-teacher generated locally standardized daily log book maintained under the supervision of the mentors is visualized as a Reflective Journal (RJ). The RJ can act as a document that carries an analytical account of the daily experiences of student-teachers during school internship. The major purpose of the RJ is reflection-on-action. During the practice-teaching the RJ depicts how different aspects of teaching are interconnected. Analysis and comments on theory-practical integration, the nature and extent of support system utilization, process analysis of success and failures management, interference and projection of future course of correction and developmental actions etc. can function as elements in the design of the reflective journal.

ASSESSMENT : The academic growth of the student-teacher is assessed using various assessment devices. For the theory courses, the proficiency of the student-teacher is evaluated through continuous evaluation of the candidates progress and through the semester end examination. To make continuous evaluation transparent, student-teachers should be made aware of the modus operandi of the evaluation process and the assessment criteria. The level of performance of the student-teachers is to be published periodically. The internal marks (CE) of the Theory Courses (both Core and Optional papers) and Practical Courses of Semester I, II, III signed by the candidate shall be submitted to the

University within one week after the closing of each semester. During Semester IV the same has to be handed over to the Chairman, External Practical Board at the time of Practical examination.

Course Evaluation/Assessment

| Sem. | External assessment (Theory-Written) | Internal Assessment |
|------|--|---|
| I | EDU – 01 to 05 | CE of EDU 01 to 05 EDU: 101.1 to 101.3; EDU: 103.1. |
| II | EDU – 06 to 10 | CE of EDU 06 to 10 EDU : 201.1 to 201.3 ; EDU : 202.1; |
| III | EDU – 11 EDU – 12 EDU- 13 | CE of EDU 11 to 13 EDU : 301.1 to 301.2 ; EDU : 302.1 ; EDU: 303.1 |
| IV | *EDU – 14 (online examination) *EDU -15 (on line examination) | EDU : 401.1 to 401.3 (Internal & External) |

- * Online examination of EDU-14 & EDU-15:** The online examination shall be conducted by the university at the end of Semester IV in selected centre's/Colleges of Teacher Education. Individual colleges can select any one centre for the online examination of their students. The duration of the examination will be one hour fifteen minutes (75 minutes) with 50 multiple choice question items. There will be four distracters to each question item and the students have to select the most appropriate choice. There will be provision for only one attempt with each question. Students cannot erase/alter their answers once attempted. All the rules with respect to online examination will be applicable here also. A question bank with sufficient multiple choice items shall be created separately for EDU-14 & EDU-15 as per the respective curriculum requirements/components. From among them a test with 50 items selected at random will be supplied to each student for EDU-14 & EDU-15. Students have to answer 50 items in 75 minutes in both the examinations.

Tools for Assessment: -For assessing student performances Criteria / Performa based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. A *rubric* is an explicit set of criteria used for assessing a particular type of work or performance. A rubric is a guideline for rating student performance. A rubric usually includes levels of potential achievement for each criterion, and sometimes also includes work or performance samples that typify each of those levels. Levels of achievement are often given numerical scores. A summary score for the work being assessed may be produced by adding the scores for each criterion. Rubrics are typically displayed in list or grid form. Within the rubric a series of criteria and traits are listed, usually followed by a Rating Scale.

Modes of Assessment :

- A. Theory:**(50 marks each)-Theoretical discourses of Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) for semester I, II& III will be assessed externally through end semester examinations of the University.

Practical work related to theory papers-CE-(25 marks each) - (EDU-01 to 15)Continuous Evaluation (CE) of Practical Work related to theory papers will be done by the teacher educator concerned internally as per the guidelines in each case. The Practical Work (CE) coming under Theoretical Discourses EDU 01 to 05 of Semester I, EDU 06 to 10 of Semester II and EDU 11 to 13 of Semester III will be subjected to internal assessment only where as EDU 14 & 15 will be assessed both internally and externally.

B. Practical Courses:-

1. Practical Courses for Internal assessment.

Continuous and comprehensive assessment of the College, School & Community Based Practical for EDU 101 & EDU 103 of Semester I , EDU 201,& EDU 202 of semester II , EDU 301, EDU 302 & EDU 303 of Semester III and EDU 401 of semester IV will be done by the teacher educators concerned internally on the basis of the criteria fixed for the purpose. The internal examiner will assess the performance of the student-teachers and award marks and respective grades.

Internal assessment of Initiatory school experiences of Semester II and Practice Teaching in Semester III & IV will be carried out jointly by the General & Optional teachers and school Supervisors.

The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed. There will be no external assessment for the practical done (CE & other practicals) during Semester I, II & III. The marks/grades of Semester IV will be handed over to the Chairman, External Examination Board by the institutions at the time of practical examination.

2. Practical Courses for External Assessment

Practical work related to EDU 401.1, EDU 401.2,& EDU 401.3 of Semester IV will be subjected to external assessment by an External Examination Board constituted by the University. The external examiner for Physical Education will assess the Records related to Physical and Health Education. There will be no external assessment of Physical and Health Education classes by the external examiner. The present practice of appointing Zonal Boards will be continued. The board members will be appointed by the University on the basis of existing norms.

The practical Examination by the External Board will be conducted in two Phases.

- **Phase I – Practical Examination of Curriculum and Pedagogic courses (optional) and Health and Physical Education (during mid-January-February).**
- **Phase II – Evaluation of Minor Project work/Action Research/Case study and viva-voce - (during March)**

Scheme of Assessment Practical Courses of Semester IV by External Practical Board

| | Examiners | Subject & Item for assessment | Marks |
|---------------------------------------|---|---|----------------------|
| Phase I (January/February) | Chairman &External Examiners for curriculum and pedagogic courses/ Optional subject& Examiner for PE | Curriculum & Pedagogic courses | |
| | | EDU-401.2 : Record of Teaching- Teaching | 30 100 |
| | | Viva-voce | 20 |
| | | Peer observation record | 10 |
| | | Record of blog uploading | 25 |
| Record of conscientization | 15 | | |
| Phase II (March) | Chairman &External Examiner for Perspectives in Education/Core Paper. | EDU-401.3 : Achievement Test Reflective Journal Reading & Reflecting on text | 20 15 25 15 |
| | | EDU-15- MCQ Test battery | 25/300 |
| | | EDU-401.2 : Yoga and Health Education. Record of Practice teaching & viva | 25 |
| | | EDU – 401.1 : Minor Research Project/Action Research/Case Study – Report. Viva-voce (external valuation) | 40 10 |
| | | EDU-14 MCQ Test battery | 25 |

Zonal Board : - The Zonal Board will consist of a Chairman, Subject expert for each Optional Paper, one Subject expert for Core Papers, one Subject expert for Physical and Health Education appointed by the university. The zonal board will schedule its examination in two phases.

During Phase I the team members consisting of the Chairman, examiners of Optional subjects and Physical education will visit the colleges as per schedule of examination fixed by the chairman in consultation with respective colleges and assess the performance of the student-teachers as per the criteria already fixed. The subject expert for the Optional Paper will conduct Practical Examination for the concerned Optional. If the number of candidates in an Optional subject is more than 20, an additional examiner can be appointed. The board shall observe and assess the teaching competency (Optional only) and other Practical Work of all student-teachers and conduct a Viva-Voce based on the subject. The members of the external board will assess the performance of the student-teachers in their concerned subject and award marks and respective grades for the maximum marks specified. Each Zonal Board will visit maximum 3 to 4 institutions.

During Phase II the team consisting of the Chairman and examiner for Perspectives in education (core papers) will schedule external examination and will assess the project work/case study/action research and conduct a viva-voce on the project.

Duties of Practical Board: The marks and respective grades of internal assessment of Practical Courses of Semester IV will be handed over to the Chairman, External Practical Board at the time of

Practical Examination by the Colleges concerned. The members of the External Practical Board will assess the Records and performance of all the student-teachers in their concerned subject using the assessment criteria followed in internal assessment and hand over the marks and respective grades to the Chairman of the Board. The average of the internal and external assessment has to be taken as the final score. In case, the total marks awarded by the internal and external examiner for a subject (Minor Project/Action Research/Case Study, Physical Education, and Practice Teaching and related activities) has a difference more than 10% of the total marks, the Chairman will examine the case and settle the variation. In such cases the decision of the Chairman will be final. The Chairman will check randomly/verify any case, if discrepancies are noted. All the Examiners, appointed by the University including the Chairman have to be present in the centre on all the days on which Practical Examination is conducted.

Compilation of marks : The average marks and respective grades of the internal and external assessment has to be computed by the Chairman of the Board and forwarded to the Co-ordinating Chairman along with internal marks handed over by the colleges and external marks assigned by the board after the completion of Phase II examination.

Co-ordinating Chairman: - A Co-ordinating Chairman will be appointed by the University who will co-ordinate the work of four zonal boards. The Coordinating chairman has to randomly check the assessment of Zonal Boards and make corrections, if necessary. The final Mark Lists of Practical Examination (average of internal and external, internal marks handed over by colleges, and external marks awarded by the board) have to be forwarded to the Controller of Examination.

Number of Zonal boards: - The University will constitute the required number of Zonal Boards to complete the Practical Examination in the stipulated time (in a duration of 10 to 15 days). All qualified teacher educators have to compulsorily take up appointment as External Examiner.

Timing of Practical Examination: - Practical examination will be scheduled and carried out simultaneously in all the colleges in a period of 10 to 15 days. The Phase I has to be scheduled during mid January- February. Phase II has to be scheduled during March. The duration of the Practical Examination in an institution will be two days for a strength of 50 students (one unit) for Phase I & Phase II. Additional days will be provided depending on the strength of the institution.

Scheme of Assessment: Theory

Semester I (Semester-end examination)

| Code | Paper | Duration | Marks |
|--------------|--|----------|------------|
| EDU 01 | Knowledge and Curriculum: Philosophical and Sociological Perspectives. | 2 hours | 50 |
| EDU 02 | Developmental Perspectives of the Learner. | 2 hours | 50 |
| EDU 03 | Technology and Communication in Education | 2 hours | 50 |
| EDU 04.1-13 | Theoretical base of Education | 2 hours | 50 |
| EDU 05.1-13 | Pedagogic Content Knowledge Analysis:... | 2 hours | 50 |
| Total | | | 250 |

04.1-12 & 05.1-13– Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science.

Scheme of Assessment – Semester II (end Semester examination)

| Code | Paper | Duration | Marks |
|--------------|---|----------|------------|
| EDU 06 | Education in Indian Society. | 2 hours | 50 |
| EDU 07 | Perspectives of Learning and Teaching. | 2 hours | 50 |
| EDU 08 | Assessment in Education. | 2 hours | 50 |
| EDU 09.1-13 | Curriculum and Resources in Digital Era:.....Education. | 2 hours | 50 |
| EDU 10.1-13 | Techno-Pedagogic Content Knowledge Analysis:..... | 2 hours | 50 |
| Total | | | 250 |

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

Semester III(Semester-end examination)

| Code | Paper | Duration | Marks |
|--------------|---|----------|------------|
| EDU 11 | Developmental Perspectives in Education. | 2 hours | 50 |
| EDU 12 | Learner in the Educational Perspective. | 2 hours | 50 |
| EDU 13 | Emerging Trends and Practices in Education. | 2 hours | 50 |
| Total | | | 150 |

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

Semester IV(Semester-end examination : online examination)

| Code | Paper | Duration | Marks |
|--------------|---|------------|------------|
| EDU 14 | Advanced Studies: Perspectives in Education. | 75 minutes | 50 |
| EDU – 15 | Advanced Studies : Curriculum and Pedagogic Courses -Education. | 75 minutes | 50 |
| Total | | | 100 |

Pattern of Question Papers (Semester I , II& III)

| Type of Question | Number | Marks | Time |
|-------------------|------------|---------------------|--------------------|
| Multiple Choice | 5 | 5(1 markeach) | 5 minutes |
| One word/Sentence | 5 | 5 (1 mark each) | 5 minutes |
| Very Short Answer | 5 | 10 (2 marks each) | 20 minutes |
| Short Answer | 4 out of 6 | 20 (5 marks each) | 60 minutes |
| Essay | 1 out of 2 | 10 marks | 30 minutes |
| Total | 20 | 50 | 120 minutes |

Pattern of Question Paper – Semester IV (online examination)

| Type of Question | Number | Marks | Time |
|------------------|--------|-----------------|------------|
| Multiple Choice | 50 | 50(1 markeach) | 75 minutes |

Grading System (Seven Point Scale) :Grading: Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. A seven point scale is suggested here for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded for each subject/area are converted into letter grades as per the weightages assigned. Marks for each Theory Courses (EDU-01 to 15) and Related Practical Work (CE), Practical Courses (EDU 101, 102, 103, 201, 202, 203, 301, 302, 303 & 401) will be assessed and the marks will be converted into letter grades in a seven point scale. Then find the Grade point Average (GPA). The overall performance of the students will be assessed by finding the Cumulative Grade Point Average (CGPA) and converting this CGPA into letter grades following the grade range in this seven point scale.

| Intervals of marks in % | Grade | Grade Point | Grade Range |
|-------------------------|-------|-------------|-------------|
| 90 and above | A+ | 7 | 6.30 – 7.00 |
| 80 – 89 | A | 6 | 5.60 – 6.29 |
| 70 – 79 | B+ | 5 | 4.90 – 5.59 |
| 60 – 69 | B | 4 | 4.20 – 4.89 |
| 50 – 59 | C+ | 3 | 3.50 – 4.19 |
| 40 – 49 | C | 2 | 2.80 – 3.49 |

| | | | |
|----------|---|---|-------------|
| Below 40 | D | 1 | 0.01 – 2.79 |
|----------|---|---|-------------|

Grade Point Average (GPA): GPA is the value obtained by dividing *the sum of the weighted grade points obtained by a student in various subjects in a semester* by *the total number of credits taken by him/her in the semester*. The value shall be rounded off to two decimal places.

$$GPA = \frac{\sum WGP}{Total\ Credit}$$

Cumulative Grade Point Average (CGPA)

Cumulative Grade Point Average (CGPA):CGPA is the value obtained by dividing (*the total credits for each semester*) X (*Sum of GPA for all the semesters*) by (*the total credits for all the semesters*). The value shall be rounded off to two decimal places. Then,

$$CGPA = \frac{GPA\ of\ Semester\ I + II + III + IV}{4}$$

Grading of a Candidate: For a pass in the examination the candidate should have obtained a minimum of 50% marks (C+ grade) in aggregate in each semester with a separate minimum of 40% marks in each Theory Paper, 40% when theory and CE are taken together and 50% for School Internship of Semester III, IV and 50% marks for Minor research project/Action Research/Case Study. There is no minimum for CE and other related Practical Courses. The overall grade of the Course will be computed in terms of CGPA and respective letter grades will be awarded. The minimum grade required for a pass is C+ in aggregate.

Curriculum Transaction

Strategies to be adopted

- *The strategies proposed to be adopted in the transaction of the B. Ed. curriculum include Lecture-cum-Discussion/Narration, Co-operative and Collaborative Learning, Focused Reading and Reflection/Intellectual Discourses, Observation-Documentation-Analysis, ICT Enabled Learning/Virtual Tours, Requirement Based Learning / Individualized Learning, Multi Disciplinary Learning, Meaningful Verbal Expression, Seminars, Case Studies, Workshop /Dramatization / Miming, Self Learning, Problem Based Learning, etc. With a view to move away from theoretical discourses through lectures alone, the student teachers will be required to be engaged in these various kinds of learning experience/modes of learning engagements. These strategies have to be initiated by the mentor to guide the student teachers to go through the processes to achieve the expected outcomes. Many probable instructional strategies have been included with each content in the curriculum, and the teacher educators have to adopt the most suitable ones to make the instruction effective.*

Mental Process :- the sequence of mental experiences-pedagogical-instructional-experiential contexts felt/received/undergone by the student-teacher during/as a result of various interactions viz. Intellectual dilemma, Cognitive challenge, Controlled listening, Disequilibrium and accommodation, Reflective intellectual discourses, Contemplative self

expression, Verbal and conflict management, Narrative expression of self experiences, Field based mental imagery formation, Collective expression of consensus point and the like constitute the learning process.

The mental processes involved in the learning of various subjects are presented below in hierarchical order.

1. *Retrieves/ recollects/ retells information*
2. *Readily makes connections to new information based on past experiences and formulates initial ideas/ concepts*
3. *Detects similarities and differences*
4. *Classifies/ categorizes/ organizes information appropriately*
5. *Translates/ transfer knowledge or understanding and applies them in new situations*
6. *Establishes cause- effect relationship*
7. *Makes connection/ relates prior knowledge to new information/ applies reasoning and draw inferences*
8. *Communicates knowledge/ understanding through different media*
9. *Imagines/fantasizes/ designs/ predicts based on received information*
10. *Judges / appraises/ evaluates the merits or demerits of an idea/ develops own solutions to a problem*

The list of strategies, learning processes etc are inconclusive. Teacher Educators have the freedom to adopt various strategies, learning process, assessment techniques in addition to the one suggested in the Syllabus grid. But each institution/ teacher educator has to ensure that activities/ strategies suggested in the syllabus grid are followed during transaction of curriculum.

Academic Calendar

A copy of the Academic Calendar specifying the schedule of activities and examination during the course is given in appendix

*** Orientation of the Curriculum (Academic Calendar Semester I)**

The time provided for General Orientation is one week. The purpose of General Orientation for fresh entrants to the B. Ed. Course is to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course.

Scope of the orientation:- When the student teachers join a teacher education institution, they are anxious to know how to grapple with the problems and situations that are new to them and appear to be challenging. Therefore, the orientation program should be organized at the beginning and be spread over the whole of the first week, as it will lay the foundation of a successful course. It should cover the following areas:

1. General Orientation :

- a) **About Teaching as a Profession**
- b) **About the Institution**
- c) **About the Faculty**

2. ***About the B. Ed. Program***

- a) **Theoretical Discourses and Related Practical Work (CE)**
- b) **School internship/Practice Teaching**
- c) **Practical Courses / Practicum (College/School/Community Based)**
- d) **Assessment and Evaluation (both Internal and External)**
- e) **Curricular and Co curricular Activities in the Institution.**

Composition of the Curriculum

The curriculum of various subjects for B Ed are presented in the order Semester I, Semester II, Semester III & Semester IV. Perspectives in Education (EDU01-03, 06-08, 11 & 12, 14) are Core papers & Curriculum and Pedagogic Courses (EDU 04 –05, 09-10, 13, 15) are Optional subjects. The components of the curriculum have been presented in the following order.

- **Title of the Subject**
- **Objectives of teaching the Subject**
- **Contents included in the subject**
- **Syllabus Grid**
- **References**

The syllabus Grid contains four columns

1. **Learning Outcomes – what the student-teacher may achieve.**
2. **Contents/Concepts and allied matters – concepts and knowledge of functional dimensions of concepts.**
3. **Strategies/Approaches recommended for transaction – Initiated by the mentor.**
4. **Assessment and Evaluation – to assess the progress of the novices.**

Perspectives of Education (core Papers).

Nine areas/papers (EDU – 01, 02, 03, 06, 07, 08, 11, 12 and 14) have been included under this heading in order to develop among the student-teachers a realistic outlook about education and teacher in the Indian society. The objectives of this program include:

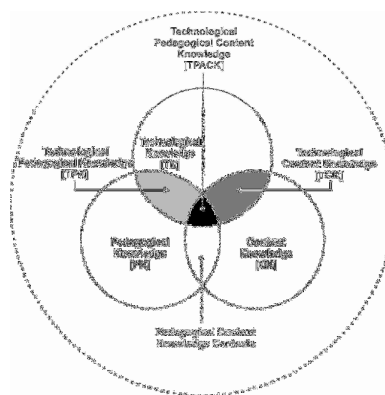
The prospective teacher

- Understands the meaning, significance and perspectives of education in the socio-cultural context.
- Understands the history, current issues and challenges of Indian Education and becomes capable of solving various problems of the society.

- Understands the developmental processes and needs of children and adolescents, the role of teacher in facilitating them.
- Acquaints with prominent Psychological principles, theories of development and learning, and allied matters and make use of them in educational contexts.
- Understands the assumptions of ICT, Assessment and Evaluation, Management, Environment etc and makes use of them in practical life and classroom instruction.
- Acquires democratic and social values of an ideal teacher and develops skills and competencies in teaching and classroom management.

Curriculum and Pedagogic Courses (Optional subjects)

Theoretical Base of the optional subject, (Techno) Pedagogic Content Knowledge Analysis, Curriculum and Resources in Digital Era, Emerging Trends and Practices & Advanced Studies in the subject area are the Optional Papers included under Curriculum and Pedagogic courses. Due consideration has been given to incorporate the latest trends in learning and pedagogical theories that touches various domains of the subject concerned. Keeping in mind the local-cultural-historical-environmental and educational dimensions of Kerala an earnest effort has been undertaken to incorporate the spirit of the 21st century knowledge based economic circumstances and its divergent demands in the teacher education process through the respective course work of the optional paper. A clear demarcation of the methodology and the corresponding pedagogical analysis papers with respect to the respective optional subjects have been worked out which help for meaningful transaction of the optional curriculum. Revamping the concept of Pedagogical analysis to Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis have been accommodated to give a practical face to the curriculum. The following illustration may make things more clear.



The objectives of optional education include:

- To make the novice teacher understand the scope and nature of teaching the subject at different levels of learning.
- To introduce the challenging career of a teacher with a futuristic perspective, as an agent of social change.

- To develop practical field based skills and experience in resource development and learning experience designing while transacting the curriculum.
- To provide the required research based learning experience so as to undertake a habit of self development through inquiry and investigation,
- To enrich the vision and capabilities of prospective teachers as reflective practitioners during and after the pre-service education.
- To design instructional and learner support mechanism-print, non-print, electronic and digital-appropriate for the learner needs and contextual requirements.
- To get a field based understanding of theories and principles of pupil assessment and evaluation.
- To undertake a self-empowerment initiative in transacting the curriculum from a Techno-Pedagogic content Knowledge perspective.
- To identify the Entrepreneurial opportunities of futuristic significance associated with the subject.
- To develop a neo-humanistic attitude among the student-teachers in the light of Science-Technology-Society/Culture-Environment interaction paradigm.