

EDU - 01: KNOWLEDGE AND CURRICULUM: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES

Hours to transaction: 60 (Theoretical discourses) & CE - 30 hrs (Activities/Process)

Course Outcome (CO):

- **CO 1 To recognise broad functions of education and role of teacher as a leader**
- **CO2 To develop personal philosophy of teaching**
- **CO3 To synthesise eclectic tendencies in teaching**
- **CO4 To understand the sociological functions of education**
- **CO5 To synthesise the role of teacher as a change agent and nation builder**
- **CO6 To synthesise the role education in promoting national integration and peaceful coexistence**

Contents:

- UNIT I : TEACHER AND EDUCATION (15 hrs)
UNIT II : PHILOSOPHICAL PERSPECTIVES OF EDUCATION (30 hrs)
UNIT III : SOCIOLOGICAL PERSPECTIVES OF EDUCATION (25 hrs)
UNIT IV : EDUCATION AND SOCIAL CHANGE (20 hrs)

UNIT I : TEACHER AND EDUCATION (15 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop the broad concept of education 2. To understand Meaning, definitions and Aims of education 3. To develop awareness on types and agencies of education 4. To realise qualities and competencies and professional Ethics of teachers	• Meaning and concept of Education • General Aims of education • Definitions of Education • Formal, informal, and non-formal education • Child centered and life centered education • Teacher- Qualities and Competencies • Teaching- An Art and Science	Meaningful verbal expression Lecture-discussion ICT Group Discussion	• Role Performance Analysis in group Discussion • Involvement in Debates • Seminar Presentations • Assignments • Class test

REFERENCES :

- Agarwal. J.C (2008). Education in the emerging Indian Society. Shipra Publications

- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Sharma R.A. (1993). Teacher Education: Theory, Practice and Research. Meerut : International Publishing House
- Zhijian, L. The multirole of Teacher: Retrived July 10, 2012, from Wuhan university of science and engineering: <http://www.seiofbluemountain.com>
- <http://www.ncert.nic.in/>
- <http://teaching.about.com>
- <http://www.ncte-india.org>.

UNIT II: PHILOSOPHICAL PERSPECTIVES OF EDUCATION(30 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop personal philosophy of teaching 2. To develop an awareness and attitude towards eclectic tendencies in education 3. To analyse the contributions of thinkers towards education	• Relationship between Philosophy and Education • Thoughts on Education - Idealism – Naturalism-Pragmatism -Realism - Humanism- features and educational implications • Contributions of thinkers towards curriculum -Methods of teaching by Froebel and Montessori -Stage wise curriculum suggested by Plato -Aritotle-concept of realism-taxonomy of living organisms -Project method and experimental school suggested by Dewey • Indian Thinkers-Vivekananda- S.Radhakrishnan, Gandhiji – Tagore, Aurobindo • Eclectic tendencies in education	Meaningful verbal expression Lecture-discussion ICT Seminar Debate	• Participation and Performance in Quiz Competition • Seminar Presentations • Class test • practicum

REFERENCES :

- Brubacher John. S (1962). Modern Philosophies of Education. New Delhi: Tata McGraw,
- Butter J. Donald (1951). Four Philosophies and Their Practice in Education and Religion New York: Harper and Brothers Publishers
- Chatterjee.S (2012). Principles and practices of modern Education. Arunabha sen book(p) ltd. Kolkatta.

- Dewey John (1938). Experience and Education. New York: Macmillan.
- Gandhi m.k. (19037). basic education, navajivan publishing house, Ahmedbad
- Gupta, B. (1998). The Disinterested Witness: A Fragment of Advaita Vedanta Phenomenology. Evanston, IL: Northwestern University Press.
- Mohanty, J. N. (1992). Reason and Tradition in Indian Thought. Oxford: Oxford University Press.
- Narmadeshwar Jha, 1994, "Rabindranath Tagore", Prospects: the quarterly review of education, vol 24, no 3/4, pp 603-619
- Perters, R. S., (1973). Authority, Responsibility & Education (3rd Ed). London: George, Allen & Unwin
- Rai B.C (1997), Theory of education,. Prakasan Kendra. Lucknow
- Siegel, Harvey, ed. *The Oxford Handbook of Philosophy of Education*. Oxford: Oxford University Press, 2009.
- Swami Vivekananda, India and Her People, Pub. : Vedanta Math, Calcutta, 1940
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- <http://www.unesco.org/>
- Basics in Education Textbook for B. Ed. Course(http://www.ncert.nic.in/pdf_files/basic_in_education.pdf)
- "Full text of "The Dewey School The Laboratory School Of The University Of Chicago 1896-1903"". www.archive.org. Retrieved 2017-06-17.

UNIT III: SOCIOLOGICAL PERSPECTIVES OF EDUCATION (30 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To identify the interactive role of education and society 2. To develop an understanding about the role of education with regard to culture 3. To synthesis role of curriculum to inculcate national integration and international understanding	• Interactive role of education and society • Functions of education with regard to Culture –Preservation, Transformation and Transmission • Acculturation and Enculturation, Cultural lag, cultural inertia, Cultural diffusion • Role of education to inculcate values connected with Democracy and Secularism • National Integration • International Understanding	ICT enabled group discussion Field trip Lecture-discussion	• Document Analysis • Field visit reports • Class test • Role Performance • Analysis in group Discussion • Seminar Presentations

REFERENCES:

- Agarwal J.C.(19991). Theory and [practices of education. Vikas publishing house Pvt Ltd. New delhi.
- Dash BN(2002). Teacher and education in the emerging Indian Society. Vol.2. Neelkamal publication. Hyderabad.

- Arora G.L & Pranati Panda. Fifty Years of Teacher Education in India (Post Independence Developments):NCERT
- Chinara B.(1997). Education and Democracy, APH. New Delhi.
- John, Zeepa Sara. (2012) Philosophical and Sociological Foundations of Education. Chennai: Almighty Book Company,
- Mukherji SM.(1966). History of education in india, charya book depot, baroda..

UNIT IV: EDUCATION AND SOCIAL CHANGE (20 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To analyze and synthesize the sociological functions of education 2. To develop awareness about the characteristics of Indian society. 3. To synthesize the significance of Education as an agent of social change	• Characteristics of Indian Society –class, religion, ethnicity, language. • Social Change – Factors influencing social changes- Role of Education • Major changes occurred in Indian society • Conscientisation - Areas where conscientisation is needed • Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc. • Teacher as a Change agent and Nation builder	Lecture Cooperative Learning Discussion Social Constructivism	• Initiation and performance in dramatization • Field visit reports • Role Performance Analysis in group Discussion • Involvement in Debates • Seminar Presentations • Class test • Practicum

REFERENCES :

- Elder, Joseph W. (2006), "Caste System", Encyclopedia of India (vol. 1) edited by Stanley Wolpert, 223–229, Thomson Gale: ISBN 0-684-31350-
- Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin
- Saraswathi, B(1998). The cultural dimension of education. New delhi, indira Gandhi national center for the arts

SEMESTER 1

EDU - 02: DEVELOPMENTAL PERSPECTIVES OF THE LEARNER

Course Outcome(CO):

To enable the student teacher:

1. CO 1 To conceptualise the nature, scope and methods of Educational psychology.
2. CO 2 To familiarise the approaches for the study of Educational Psychology
3. CO 3 To develop an understanding of the concept, principles and theories of Growth and development.
4. CO 4 To familiarise the developmental tasks and developmental hazards
5. CO 5 To understand the developmental characteristics of Childhood and Adolescence.
6. CO 6 To develop an understanding of the concept, nature and various theories of intelligence
7. CO 7 To understand the meaning, nature, process of creativity development and the strategies for fostering creativity.
8. CO 8 To develop an understanding of the concept and theories and development of Personality.
9. CO 9 To understand the concept of Adjustment, Maladjustment and the causes of mal-adjustment.
10. CO 10 To equip student teachers to apply the theories in facilitating overall development of the learner

Contents:**UNIT I : FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY****UNIT II : DEVELOPMENT OF THE LEARNER****UNIT III : LEARNER DIFFERENCES IN INTELLIGENCE AND CREATIVITY****UNIT IV : PERSONALITY OF THE LEARNER****UNIT I FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY (15 hours (10 T+ 5 P))**

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop an awareness about the need for educational psychology for a teacher 2. To develop an understanding of the nature, scope and methods of Educational psychology. 3. To understand various approaches to study Psychology. 4. To familiarise the different schools of Psychology 5. To familiarise the various branches of psychology	1. Educational Psychology- Meaning, Scope, Limitations and relevance in classrooms 2. Schools of Psychology- Structuralism, Functionalism, Behaviourism, Cognitive, Humanistic and Gestalt Schools 3. Scientific method of studying behavior, Methods of studying Educational Psychology- Introspection, Observation, Experimental method and Case Study	Lectures Group discussion on Critical analysis of application of psychology Comparison of different schools of psychology Case study Self analysis	• Reflective practices • Assignments • Seminar presentation • Test paper • Performance in discussions

Reference

- Chauhan, S.S (2006) Advanced Educational Psychology New Delhi :Vikas Publishing House.
- Woolfolk, Anita (2004), Educational Psychology (9th ed.) India: Pearson Education
- Mangal, S.K (1997) Advanced Educational Psychology New Delhi Prentice Hall of India

UNIT II DEVELOPMENT OF THE LEARNER (30 hours (20 T +10 P))

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To develop an understanding of the concept, principles and theories of Growth and development. - To familiarise the different aspects of development and developmental tasks and developmental hazards - To understand the developmental characteristics of Childhood and Adolescence. - To critically evaluate the contributions of various theories of development - To conceptualise the role of teacher in facilitating development of the learner	- Growth and Development: Principles, Developmental tasks and Developmental hazards - Theories of development- Piaget's theory , Erickson's theory of Psycho social development and Kohlberg's theory of Moral development - Developmental characteristics with special reference to childhood and adolescence - Physical and motor development - Cognitive development - Language development(Noam Chomsky, Vygotsky) - Emotional development - Moral& social development- - Role of teacher in fostering the above developments of the learner. - Geriatrics -Challenges and care	Group discussion to compare the characteristics of childhood and adolescence Seminars on the highlights of various theories Lecturing Child study Application of different methods for understanding adolescent problems Analysis of theory and its application in different contexts	- Reflective practices - Performance in group discussions - Assignments - Seminar presentation - Test paper - Child study reports - Communicative skills - Self study reports

Reference

- Hurlock, B. Elizabeth(2003)., Developmental Psychology New Delhi: McGraw-Hill
- Berk, L.E (2012) Child Development (6th Ed .)New Delhi: Prentice Hall of India, Witting A F,(2001) Developmental Psychology, A life span Approach, New Delhi: Mc. Graw Hill
- Penuington, D, et.al (2010) Advanced Psychology: Child Development, Perspectives and Methods, London: Hodder &Stoughton

Unit III: Learner Differences in Intelligence and Creativity (25 Hours(17 T+ 8 P))

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To conceptualise the individual difference among the learners on the basis of intelligence and creativity 2. To develop an understanding of the concept, nature and various theories of intelligence 3. To understand the meaning, nature, process of creativity development and the strategies for fostering creativity. 4. To familiarise the measurement of intelligence and creativity	• Meaning and nature of intelligence • Theories of Intelligence – two factor, group factor, • , Guilford’s structure of intellect model - Multiple intelligence etc. • Measurement of Intelligence –verbal, nonverbal and performance tests • Emotional intelligence, Social Intelligence, Spiritual Intelligence- Meaning and Scope • Creativity- meaning and nature - Identification of Creative Learner - Process of Creativity , Teacher’s role in fostering Creativity.	Lectures ,Group discussion Administer any one intelligence test and familiarize the procedure. Prepare activities based on the multiple intelligence theory Prepare sample items for verbal creativity tests (minimum 4 items) Develop an activity to foster creativity in the classroom Design of Strategies for promoting emotional, social and spiritual intelligence among students	• Practical work • Assignments • Seminar presentation • Test paper • Performance based assessment

Reference

- Dwyer, D. &Scampion, J (1995): Psychology A- Level: Great Britian: Mcmillan.
- Barochisky, G.B Poeytes Book (1984)Intelligence Procedures in Psychology, Philadelphia
- Gates, A.S and Jersild, A.T (1970) Educational Psychology, New York : Macmillian
- Teele, Sue (2000), Rainbow of Intelligence: Exploring how students Learn, California: Corwin Press Inc.

Unit IV Personality of The Learner (20 Hours (13t+ 7 P))

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To conceptualise the individual difference among the learners on the basis of Personality 2. To develop an understanding of the concept of adjustment 3. To understand the factors causing maladjustment 4. To familiarise the personality tests 5. To conceptualise mental health and mental hygiene	• Concept of Personality- • Approaches to study personality - Psycho analytic theory (Freud), - Type theory, Trait Theory (Allport) • Characteristics of mature personality. • Assessment of personality- techniques and methods- projective techniques • Adjustment and Maladjustment, Adjustment mechanisms.	Lectures Case study of unique personalities Group discussion to identify the characteristics of mature personality Administer any one personality test and familiarize the procedure Conduct a discussion on teacher's role in identifying and managing maladjusted learner Discussion on mental health programmes 7.Action research on adjustment patterns	• Reflective practices • Assignments • Seminar presentation • Test paper • Practical works

Reference

- Allport, G.W (1937) Personality: A Psychological Interpretation Hentry Holt & Co. NewYork.
- Cattell, R.B (1959) Personality and Motivation : Structure and Measurement, M.B. Graw Book Company, New York
- Guilford JP (2007) Personality, : New Delhi: Surjeet
- Dash, M. & Dash, N. (2006) Fundamental of Educational Psychology: New Delhi: Atlantic Publishers and Distributors
- Aggarwal, J.C (1994) Essentials of Educational Psychology New Delhi :Vikas Publishing House
- Berk, Laura E, (2003). Child Development (6th ed). New Delhi :PrenticeHall of India.
- Craig J Grace (1983) Human Development Prentice Hall, INC, Eagle Wood Cliffe, New Jersey.
- Crow, L.A and Crow A Educational Psychology (1973) New Delhi : Eurasia Publishing House.
- Devas, R.P., Jaya N. (1984). A Text Book on Child Development. Bombay :McMillan India Ltd.
- Dinkmeyer.C.D(1967) Child Development,. New Delhi, Prentice Hall of India Pvt.Ltd.
- Dunn,R.,&Dunn,K.(1978).Teaching students through their individual learning styles. Reston,V.A.: Reston Publishing Company,Inc.
- Duric, L (1990)Educational Psychology New Delhi : Sterling Publishers.
- Elliott, A.J (1981) Child Language Cambridge University Press
- Entwistle,N.J.(1981). Styles of learning and teaching.NewYork:John Wiley.
- Entwistle,N.J.(1987). Understanding classroom learning. London:Hodder&Straughton.
- Hilgard, E.R. And Bower, G.H., (1977). Theories of Learning. New Delhi :Prentice Hall of India Ltd.
- Hurlock E.B (1995) Development Psychology A Life Span Approach. New Delhi : Tata Mc Grow Hill Publishing Co.
- Jangira, N.K., etal (1991). Functional Assessment Guide. New Delhi : NCERT.
- Musser, P.H, Conger, S and Kagar, P (1964) Child Development and Personality, New York : Harper Row
- Nisha, Maimun (2006); Milestones of Child Development; New Delhi: Kalpaz Publications
- Reilly, P.R & Levis, E (1983) Educational Psychology New York :Macmillian Publishing Co Ltd.
- Schunk, D.H(2011)Learning Theories an Educational Perspective, New Delhi, Pearson Education.
- Skinner .E.C(2003) Educational Psychology, New Delhi, Prentice Hall of India Pvt.Ltd.
- Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore, Sathkruthi Publications
- Wolman, P.B (Ed) (1982) Hand Book of Developmental Psychology Prentice Hall : Engle Wood Cliffs, New Jersey

EDU -03 TECHNOLOGY AND COMMUNICATION IN EDUCATION

(Theory 60 hours+ Practical 30 hours)

Course Outcome(CO):

- CO 1 To develop an understanding of the concepts in educational technology and communication.
- CO 2 To empower prospective teachers through the blending of technological aspects with pedagogical principles.
- CO 3 To acquaint the prospective teachers with the application and use of e-resources, free and open source software.
- CO 4 To explore the creative avenues in technological advancements for improving the teaching learning process.
- CO 5 To familiarize with the concept of teacher as a Techno pedagogue.
- CO 6 To create an awareness regarding teacher as a content creator.
- CO 7 To explore creative avenues for enriching classroom teaching learning process
- CO 8 To create a zinc with man, machine and material with regard to technological resources

Contents :

- Unit I : Introduction to Educational Technology (Theory 20hours & Practical 2 hours)
Unit II : Communication Technology (Theory10 hours)
Unit III : ICT in Education (Theory 20 hours & Practical25 hours)
Unit IV : Students Safety on the net (Theory10 hours& Practical 3 hours)

UNIT I : INTRODUCTION TO EDUCATIONAL TECHNOLOGY (THEORY 20 HOURS & PRACTICAL 2 HOURS)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
A. Educational Technology			
1. To provide a smooth entry into the field of educational technology	Educational technology- concept, objectives and scope.	Narrative session	Evaluation based on documentation
2. To differentiate between teaching and instructional technology	Difference between technology in education (Instructional technology) and technology of education (teaching technology)	Direct instruction Verbal interaction	Participant observation
3. To set a perspective on different approaches of technology	Approaches of educational technology – Hardware Software and Systems approach	Interactive session Meaningful verbal expression	Evaluating the level of participation
4. To familiarize with various agencies and services in the field of educational technology	Resource centres and services in educational technology: CIET (NCERT), SIET, UGC-CEC, EDUSAT, NME-ICT, NPTEL, KITE, VICTERS CHANNEL, AKSHAYA PROJECT, GYAN DARSAN, INFLIBNET	Viewing programmes Class discussion Class seminar Assignment	- Assessing students report - Participation in the seminar - Evaluating the assignments
B. Media in Education			
1. Creating awareness provision for effective use of aids in teaching	Print media- Newspapers	Group discussion	Participation in group discussion

and learning	Books Journals Magazines	Small group session	• Role performance analysis
2. To realize the relevance of mass media in education	• Non print media- mass media(radio, T.V., Films in education)	Group discussion General discussion Seminar	• Participation in group discussion • Presentation skill
3. Develops the ability to choose the most suitable learning aid while preparing the teaching lesson	• A-V aids: definition, types audio aids visual aids A-V aids.	Group discussion Narrative expression Seminar	• On task behaviour in class • Participation in group • Presentation skill
4. To differentiate between multimedia and multisensory approach	• Meaning & concept of Multimedia and Multi sensory approach-	Meaningful verbal expression	• Participatory behaviour
5. To familiarize with the classification of A-V aids	• Dales cone of experience	Meaningful verbal expression	• Participation in class activity
6. To familiarize with teleconferencing and its application in classroom	• Teleconferencing- Audio , video	Techno-lab activity Demonstration Meaningful verbal expression	• Participation in the learning process • Involvement in class activity
7. To familiarize with the strategy for digital education in classrooms	• Smart Classrooms • Interactive white board- uses & advantages	Class discussion	• Participation in the class activity

Unit II. Communication Technology (Theory 7 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To introduce the concept of communication 2. To familiarize with the various types of communication	• Communication-:concept, scope types – verbal, non verbal. Style purpose- face to face, formal and informal, one way- two way.	Group discussion Documentation	• Role performance analysis in group discussion • Evaluation of documentation
3. To identify different components of classroom communication	• Communication cycle- components of classroom communication	Group discussion Preparing an assignment	• Role performance assessment in group discussion • Examine the assignment

4. To develop the ability to become an effective classroom communicator.	- Classroom as a communication system: - components of effective classroom communication	Meaningful verbal expression	Role performance analysis
5. To plan an effective communication process during the classroom teaching		Group discussion	

UNIT III: ICT IN EDUCATION (THEORY 23 HOURS & PRACTICAL 25 HOURS)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
A. Introduction to ICT in education			
1. To familiarize with the role of ICT in education	Concept and importance of ICT in education	Verbal expression General discussion Assignment	Evaluation based on documentation
2. To explore applications of ICT in various field of education	Scope of ICT in Education	Group discussion	Role performance analysis
3. To familiarize with advancements in world wide web	Trends and advancements in www: Web 1.0 Web 2.0. Web 3.0 Web 4.0	Collaborative interaction	Level of participation in group activity
4. To understand the role to teacher in a digital era	Teacher in a digital era: Changing roles and competencies	Meaningful verbal expression Active learning activities Brain storming	- Assimilating the materials - Monitoring participation and performance
B. Enriching classroom practices through web technologies			
1. Acquaint with various concepts in ICT and its applications in the classroom teaching learning	- Concept, meaning and merits of : - Computer Assisted Instruction (CAI), - Computer Managed Instruction (CMI),	Meaningful verbal expression	- Participation in class activity - Observation - Observation

process	Computer Mediated Communication (CMC) in Education • Computer simulation • Blended learning • Flipped classroom • Educational podcast • m-learning • Web- based learning • Cloud computing.	Practical sessions Demonstrations Techno lab activities Online resources Multimedia modes	• On task behaviour
2. To familiarize with the web resources	• Web services: e-mail, chat, online forums, blog, wiki, e-library	Demonstration Online resources Hands on experience Techno lab activities	• Participation in activities • Skill development • On task behaviour
3. To develop the ability to use the web resources	• Academic web resources : e-journals, online dictionary	Online resources Demonstration	
4. To familiarize with various open educational resources 5. To develop skill in using software's for enriching classroom activity	• Open Educational Resources(OER)- meaning & importance. Various OER initiative. • Web applications for development of tests :Hotpotatoes,Online quiz maker, Online survey tools such as survey Monkey, Lime survey 8 and Zoomerang& online polling,	Demonstration Techno lab activities Hands on experience Peer group instruction	• Performance assessment in techno lab activities • On task behaviour
6. To explore creative avenues of ICT in education	• e-learning –concept, types –synchronous and asynchronous- merits and demerits: • Learning Management Systems &Content Management System • Learning Object Repository(LOR)	Meaningful verbal expression Discussion Reflective sessions Online resources	• Participation in the classroom activity • Role performance analysis
7. To familiarize with content development process and platforms available	• e-content features- concept and scope. e-content script writing- steps • e-content script writing- steps • Online e-learning platforms-	Narrative sessions Reflective practices	• Participation in class activity • On task behaviour

	MOOCS,SWAYAM,COURSERA	Online resources	
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Unit IV. Students Safety on the net (Theory 10hours & Practical 3 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with computer safety on the net	Computer virus- (malwares, spywares, trojan)- preventive measures- (Firewall, antivirus software)	Introductory lecture Techno lab activities Peer tutoring	Performance in techno lab activities
2. To create an awareness about personal safety on the net	Cyber privacy and password protection	Demonstration Hands on experience Techno lab activities Peer tutoring	- Participant observation - Skill assessment - Performance assessment
3. To familiarize with the legal and ethical issues	Legal and ethical issues- Copyright, Creative Common Licence ,Plagiarism, Hacking, Netiquette, Phishing, Software privacy	e- resource demonstration	- Participant observation - Performance in classroom discussion
4. To develop a sense of intellectual property right		Group discussion	
5. To know about cyber laws	Cyber law- IT Act 2000, IT Act 2008.	Class discussion Printed media such as newspapers and magazines Home assignment	- Participation in class discussion - Locating resources related to content - Evaluating the assignment
6. To practice wise use of web	Role of teacher in conscientizing about	Internet based	Skill development assessment

resources	• Child abuse over the net • Misuse of internet (morphing, pornography) • Health hazards of using computer	activities Techno lab activities Peer tutoring Individual assignment	• Participation in lab activities • Evaluating assignments
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Suggested Readings

- Parker, JessicaK.(2012). Teaching Tech-Savvy Kids- Bringing Digital Media into the Classroom, Grade 5-12. New Delhi: SAGE Publications.Pvt.Ltd.
- Kist, William(2012). The Socially Networked Classroom- Teaching in the New Media Age. New Delhi: SAGE Publications Pvt Ltd.
- Jimoyiannis, Athanassios(2012). Research on E-learning & ICT in Education. New York: Springer.
- Aimee M.Bissonett, J.D.(2009). Cyber Law- Maximising Safety and Minimising risk in classrooms.New Delhi: SAGE Publications India Pvt. Ltd.
- Cennamo, Katherine(2012). Technology Integration for Meaningful Classroom Use: A Standards- Based Approach. New York: Cengage Publishers
- Aggarwal, D.D.(2009). Educational Technology. New Delhi: Sarup& Sons India Pvt. Ltd.
- Santhanam, S.,Paneerselvam, A., &Sampath K. (2001). Introduction to Educational Technology. New Delhi: Sterling Publishers,Pvt. Ltd.
- Nicols, Adelaide Doyle., Cox, J.SabrinaMims.,Johnson, Ruthls., (2012). Developing Portfolios in Education- A guide to Reflection, Inquiry & Assessment -2nd edition. New Delhi: SAGE Publications Pvt. Ltd.
- Wright, Robert J. (2008). Educational Assessment, Tests & Measurements in the Age of Accountability. New Delhi: SAGE Publications Pvt.Ltd.
- Jefferied, Julie & Diamond, Ian (2013). Beginning Statistics- An Introduction for Social Scientists. New Delhi: Sage Publications Pvt. Ltd.
- Smith, Claire Wyatt &Klenowski, Valentina (2013). Assessment for Education- Standards, Judgement & Moderation. New Delhi: SAGE Publications Pvt Ltd.
- Nath, Ruchika & Singh, Y.K.(2008). Teaching of Computers. APH Publishing corporation, New Delhi
- Chaudhary, Jagdeesh & Pathak, R.P. (2012) Educational Technology. Pearson. Dorling Kindersley (India) Pvt.Ltd., New Delhi
- Venkataih., N.(2012). Educational Technology,. Atul Publsners, New Delhi
- Sharma, R.A. (2005). Technological Foundations of Education. R.Lal Book Depot, Meerut.

Web Resources

- www.avaudiovisualaids.blogspot.com/2010/10/av-aids-in-teaching.html
- www.slideshare.net/pria87/audio-visual-aids
- www.tecweb.org/eddevel/edtech/teleconf.html
- www.slideshare.net/diputr/fiacs-flanders-interaction
- <https://moodle.org/>
- www.ehow.com/list_7640133_legal-ethical-issues-technology.html
- www.rogerdarlington.co.uk/Internetethics.html
- www.thefreedictionary.com/computer+simulation
- www.jite.org/documents/Vol2/v2p001-013-59.pdf
- www.e-learningconsulting.com/consulting/what/e-learning.html
- www.cemca.org/e-learning_guidebook.pdf

EDU – 101.2 : Yoga, Health and Physical Education

(2 credits – 60 hours & 50 marks)

Objectives

- To get acquainted with the meaning, aims and objectives of Physical Education
- To understand the concept of Physical fitness and chalk out physical fitness workout plans
- To get acquainted with type of exercises and understand the health benefits of physical exercises
- To get acquainted with the Yoga techniques (Pranayamas)
- To understand the Holistic and curative aspects of yoga
- To practice of Yoga & recreational activities

Contents

- Unit - 1 Physical Education-def, meaning, aims and objectives
- Unit - 2 Physical Fitness – definition, components, activities
- Unit - 3 Types of Exercises – Health benefits, effect on physiological systems
- Unit- 4 Concept, principles and practice of Yoga.

Unit – 1: Physical Education-def, meaning, aims and objectives

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To get acquainted with the meaning, aim and objectives of Physical Education	• Physical Education – 8 hours • Definition • Meaning, need and importance • Aims and objectives • Dimensions • General health of Students	Verbal Expression	1. Written test

Unit – 2: Physical Fitness – definition, components, activities

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize the physical fitness components and the modes of developing them.	• Physical Fitness – 12 hours ▪ Definition • Components of Physical Fitness • Health related Physical Fitness • Activities for developing Physical Fitness components • Practice	Theoretical orientation Fitness centre work out sessions Group activity	• Projects • (work out plans) • Performance analysis

Unit – 3 :Types of Exercises – Health benefits, effect on physiological systems

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity. 2. To have a practical knowledge on physical workout plans	• Types of Exercises – 15 hours • Aerobic and Anaerobic Exercises • Isotonic ,Isometric and Isokinetic Exercises • Health benefits of Physical Exercises • Effect of exercise on Circulatory, Respiratory and Muscular Systems • Practice of exercises	Theoretical orientation Fitness centre work out sessions Group activity	• Assignments • Group projects

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	1. Seminar/presentation-1 (5 marks) 2. Assignment-1 (5 marks) 3. Test-mid semester (5 marks) 4. Capacity Building Program (leadership building) -10 marks	25	One	Internal
	EDU-02	1. Seminar/presentation- 1 (5 marks) 2. Assignment- 1 (5 marks) 3. Test –mid semester (5 marks) 4. Capacity building Activity-1 (10 marks)	25	One	Internal
	EDU-03	1. Seminar/presentation-1 (5 marks) 2. Test-mid semester exam (5 marks) 3. Blog Creation (10 marks) (Blog creation workshop and posting of materials) 4. Online Assignment -1 (5 marks)	25	One	Internal
II	EDU-06	1. Group Seminar/group discussion/brain storming-1 (5 marks) 2. Practicum-1 (5 marks) 3. Test-mid semester exam (5 marks) 4. Capacity Building Program(workshop for life skill development-one skill) (10 marks)	25	One	Internal
	EDU-07	1. Practicum - 1 (5 marks) 2. Practical - 1 (5 marks) (paper pencil/ group/ digital) 3. Test-mid semester exam 1 (5 marks) 4. Capacity building-workshop for stress	25	One	Internal

		management - Activity -1 (10 mark)			
	EDU-08	1. Group Seminar/group presentation /group discussion/brain storming -1 (5 marks) 2. Test-mid exam (5 marks) 3. Practicum- no.1 (5 marks) 4. Development of any one tool.(10 marks)	25	One	Internal
III	EDU-11	1. Test – mid semester exam. (5 marks) 2. Practicum-1 (10 marks) 3. Field study(consientization progrm)-1 (10 mark)	25	One	Internal
	EDU-12	1. School based activity -1 (10 marks) 2. Practical-1 (10 marks) Individual/Group 3. Test-mid semester exam (5 marks)	25	One	Internal
IV	EDU-14	MCQ Test battery-with college level testing for internal and viva-voce for external (consolidation from Semester I to IV, 20 items per paper.)	25	25	Internal & External

(b) Curriculum and Pedagogic Courses (Optional Papers)

Sem.	Sub. Code	Nature of Practicum.....	Marks	Credits	Assessment
I	EDU-04	1. Assignment -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) – (10 marks) 2. Test-mid semester exam (5 marks) 3. Subject Association activity- (5 marks) 4. Online Assignment – 1 (5 marks)	25	One	

II	EDU-09	1. Mid semester exam (5 marks). 2. Reading and Reflecting on text -1(10marks) 3. Seminar/presentation-1 (5 marks) 4. Practicum – 1 (5 marks)	25	One	Internal
	EDU-10	1. Digital profile making/digital album(10 marks) 2. Test-mid semester (5 marks) 3. Video scripting, shooting, editing and uploading in blog/you tube-5 to 10 minutes-(10 marks.)			
III	EDU-13	1. Innovative work-1 (10 marks) 2. Reading and Reflecting on text-1 (10 marks) 3. mid semester exam (5 marks)	25	One	Internal
IV	EDU-15	1.MCQ Test battery-30 items from EDU 15. 2. Cognitive maps on one unit each from +1 and +2 curriculum.	15 10	One	Internal assessment & Verification by External board.

- Practicum: systematic study of problems from subject areas through collection of information from different sources. 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. In this connection workshops for development of leadership quality EDU-01, any one life skill development for EDU-06 and workshop for stress management for EDU-07 have been proposed.
- Practicum-video script: Based on a single theme developing, Video scripting, shooting, editing and uploading in blog/you tube for 5 to 10 minutes duration.
- Field study(conscientization program): A conscientization has to be undertaken by every student on a selected theme and records to be maintained. 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.....)

- Seminar-individual/group: The student-teacher has to take up either a seminar individual/group 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. preferably in the optional subject area and to prepare reflective notes.
- Exposure to curriculum development. (Preparation of a sample unit of textual material). The aim of this section is to develop the capacity of student-teachers in preparing textual materials for Class VIII/IX/X in their optional subject based on a suitable content. The format of the text books in their subject can be followed in the preparation of text. A unit has to be prepared.
- MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question test batteries at three stages: with college level testing for internal and viva-voce for external.
 1. MCQ test battery in the concerned optional subject(content cum pedagogic courses) with 20 items each from the optional paper/papers of Semester I, II and III.
 2. MCQ test battery from the area Perspectives in Education with 10 items each from papers of Semester I, II, III and IV as a part of EDU-14.
 3. MCQ test battery with 30 items from EDU-15 in the concerned optional subject.

It is better to start the preparation of MCQ test battery from Semester I itself and have to be completed and consolidated by semester III and IV. MCQ test batteries have to be presented before the External Evaluation Board along with the other requirements.
- Mid Semester Examination: A college level examination for all papers - of one hour duration and 25 marks with multiple choice items, 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.	-	Internal
	Demonstration Lessons	3 nos.	-	
	Micro-teaching practice	one skill/trainee	-	
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-2, Model based-2)	5 nos.	5 (Sem I &II)	Internal
	Demonstration lessons	2 nos.(models of teaching)	5 (Sem I &II)	
	Criticism Lessons	10 lessons.	20	
	Micro teaching practice	one skill/trainee	10	
	Field Trip/Education tour.	Participation & report.	10	
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 and external

(b) School Based

Code EDU	Title	Task to be carried out	Marks/ Credits	Assessment
102.1	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 (12 weeks)			Internal & external
	1. Curriculum & Pedagogic Courses	40 lessons and associated work	225/9 credits.	
	2. Health Education and Physical Education	2 lessons each and associated work	50/2 credits	

(c) Community Based

Code EDU	Title	Task to be carried out	Marks/credit	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 & external.

Semester - IV

Code EDU	Title	Task to be carried out	Marks/credit	Assessment
401.1	Minor Project/Action Research/Case Study	Completion of the task & reporting in 30 to 50 pages.	40	Internal & External
		Viva-voce	10/2 credits	
402.1	School Internship Phase – II (8 weeks)			Internal & External verification
	1. Curriculum and Pedagogic Courses	30 lessons and associated work	200/8 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 labour, etc. This Community based practical - Socially Useful Productive Work (SUPW) has to be organized by the college at their convenience in the specified time. The task include one service (Participation in social activities, social services, social projects, social work etc) and submission of one product (e.g. - book binding, craft/art work, soap making, agarbathi, paper bag, designing and making electronic devices, candle making, film making, pot making, embroidery, improvisation,.....) Assessment has to be made on the basis of 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 102.1 – 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 12 and 8 weeks, 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 have 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/phase in the school more effectively. Planned progressive development of the behavior of the student-teacher 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 shall be arranged as a single block program for a duration of 12 weeks (one week preparatory work at school/college, 10 weeks of teaching in schools, one week post practice-teaching practical work at school/college) . 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 each for Health Education & 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, MCQ battery, Reading and reflecting on text, blog updation (*1. Bi-Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-1 nos.*), 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. This phase of internship will be assessed both internally by colleges concerned and externally by the external practical board of the university.

EDU-401.2 : School Internship cum apprenticeship in Teaching :Internship Phase II.

School Internship cum apprenticeship /Teaching Practice for Semester IV may be arranged as a single block program for a duration of 8 weeks (one week preparatory work at school/college, 6 weeks of teaching in schools, one week post practice-teaching practical work at school/college). Student-teachers have to complete 30 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 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.Bi- Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-1 nos.), Reading and reflecting on a text in the concerned optional, Preparation of textual material and Field work (Minor Project/Action Research/Case Study) have to be undertaken/completed/reported 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.

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.

Assessment of School Internship/Teaching Practice: School Internship and associated activities of Phase I (Semester III) will be assessed jointly by the General and Optional Teacher Educators as per guidelines. The assessment for Semester III will be subjected to external examination through the External Examination Board constituted by the University. School Internship Phase II and associated activities of Semester IV will be assessed jointly by the General and Optional Teacher Educators and the School Supervisors internally. There will be no external practical examination for Phase II. However all the mandatory records/products associated with school internship during Phase II have to be submitted for scrutiny/verification by the external practical board.

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 labour, 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 (General/Optional 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. **Assessment of Report : Internal/External – 40 marks, viva-voce-10 marks(internal & external)**

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 extend 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 of

1. Theory Courses-both Core and Optional papers (CE) of Semester I, II, III and IV (EDU-15),

2. Practical courses viz. College based, School based and Community based of Semester I and II ,

signed by the candidate shall be submitted to the University within one week after the closing of the respective semester.

During Semester III the internal marks of Art and Aesthetic Education, Health and Physical Education, Community Living Camp, Teaching and related activities of Content-cum-Pedagogic courses have to be handed over to the Chairman, External Practical Examination Board at the time of practical examination.

During Semester IV the internal marks of Minor project/Action research/Case study, CE of EDU-14 and Teaching and related activities of Internship II have 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:102.1; EDU: 103.1.
II	EDU – 06 to 10	CE of EDU 06 to 10 EDU : 201.1 to 201.3 ;
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 (Internal and External)
IV	*EDU – 14 (online examination) *EDU - 15 (on line examination)	EDU : 401.1 to 402.1 (Internal & External)