

EDU - 11: Developmental Perspectives in Education.

(Educational Management, Environmental Education, Health Education and Entrepreneurship Education)

(Theoretical discourse 60 and CE - 30 hrs)

Course Objective(CO):

- CO 1 To develop an understanding of the concept of Management and Educational management.
- CO 2 To discuss the contribution which management theory can make to understanding management practices
- CO 3 To explain the meaning of the terms: management and leadership in education
- CO 4 To develop an understanding of how to apply knowledge, skills and attitudes in educational management to enable more effective resource planning, organization and co-ordination of school programmes and activities, and directing, controlling and evaluating of the teaching and learning processes in school.
- CO 5 To familiarize with the Total Quality Management in Education
- CO 6 To develop entrepreneur interests and skills in students enabling them to explore career prospects.
- CO 7 To develop an understanding of Environmental Education
- CO 8 To create an awareness of environmental movements, laws and rights and to practice eco friendly life style.
- CO 9 To sensitize towards disaster management
- CO 10 To sensitize towards the concept of sustainable development.
- CO 11 To develop knowledge of the fundamentals of Health, Health Education and Physical fitness.
- CO 12 To Guide the next generation to live with social commitment and obligations.
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Contents :

A. Educational management and Entrepreneur education

Unit 1: Introduction to Educational management (8hrs)

Unit 2: Aspects of school management (18 hrs)

B. Environmental and Health Education

Unit 3: Environmental awareness and importance of Environmental Education (16 hrs)

Unit 4: Disaster management (10hrs)

Unit 5: Health Education (8 hrs)

Unit 1: Introduction to Educational Management (8 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To familiarize with the concept, meaning and characteristics of management. - To enable the student teacher to understand the functions of management - To familiarize with modern theories of management - To acquaint with concept, principles, importance and components of educational management - To enable the student to understand the structure of management at different levels	- Concept, Meaning and Characteristics of Management. - Functions of Management. - Concept, Scope, Principles and Importance of Educational Management - Components of management of Educational system. - Structure of Educational management in Kerala at Central, State and Local level	Verbal discourse Group discussion Narrative expression in small groups Brain storming Collaborative interaction Meaningful verbal Learning Verbal interaction	- Reflection - Oral questions - Role performance assessment - Quizzes - Observation of involvement in interaction - Journal writing

Unit 2 Aspects of school management (18 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To know about the importance and concept of institutional planning and make the students realise the role of HM in the planning - To acquaint with various resource management at school	- Institutional Planning- Concept, Importance, Steps and role of HM in institutional planning. - Resource Management - Time Management- concept of time management.	School visit and Collaborative discussion Practical experience Active class room	- Report writing - Participant observation - Performance assessment - Document reporting - Preparation of learning materials - Observation of involvement

3. To familiarize with importance and types of time table and understand the principles of framing it. 4. To develop the skill in organizing a school plant and maintaining the school records and registers 5. To develop a clear perception about the human resources and their duties. 6. To understand the concept of leadership and various styles of leadership. 7. To get a clear idea about the roles and responsibilities of the head of the institution 8. To gain an overview on the roles of teacher as learning facilitator and classroom manager 9. To explore the importance of entrepreneurship education its phases and the major entrepreneurship skills that can be developed in a learner 10. To reinforce entrepreneurial education for teacher trainers 11. To explore the avenues as entrepreneurs in educational field 12. To acquaint with various academic supports in school management activities 13. To familiarize the importance of PTA ,Staff Council and Student	• Timetable- Importance, Principles of framing Time Table and Types of Time Table • Material Resource Management • Organization of School Plant- school site, building, infrastructure • School records and registers- Types and maintenance. • Human Resource Management • Headmaster- Qualities, Roles, Duties and responsibilities, Concept of Leadership, Styles of leadership. • Teacher- Qualities and Roles of Teacher as learning facilitator and classroom manager – planning and providing learner friendly learning experiences and innovative learning strategies, meeting the needs of heterogeneous learners. • Learner- Education for trained manpower - Entrepreneurship Education, Concept, functions, need and importance and Process of entrepreneurship • Phases of entrepreneurship- sensitizing, training, qualification and coaching. • Entrepreneurial skills-Goal setting, Planning , Creative thinking, Research, Decision making, Risk bearing, problem solving. • Evolving career prospects of teachers- • Content writers, e-content developers, content editors, translators, educational software developers, publishers, career	learning During school induction and practice teaching Discussion in small groups Peer tutoring Seminar and discussion Reflective practices Visit to institutions Interactive session Discussion Role play Workshops Project method Participant observation Student led enquiry and discovery Active learner centered learning activities Library reference and observation Collaborative discussion	• Analysis of reports • Tests • Assessment of tour report • Observation of involvement in interactions. • Performance Assessment • Performance Assessment • Assessment of reports • Discussion • Observing the interactions • Tests • Rubrics • Assessment of learner involvement and creativity • Assignment assessment • Evaluation of project • Teacher observation • Performance assessment in group discussion • Peer evaluation • C E • Evaluation based on umentation • Assignment evaluation • Evaluation of Practicum
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Council To realize the importance of co-curricular activities in the personality development of a learner 14. To develop an awareness about the need of professional growth of teachers and familiarizing different programmes and organizations to attain professional development 15. To get a clear idea about Total Quality Management and Quality Indicators 16. To acquaint with the concept and applications of SWOC analysis	counselors ,education journalists, start up initiatives etc. • Academic support systems • Library (school information system), Laboratory, Museum. • PTA, Staff Council, student council-organizational structure and functions • Co-scholastic activities- organizing co-curricular activities, Morning Assembly, various clubs-science, mathematics and literary club, Sports and Games, Celebrations of days of national importance, Field trips. • Professional growth of teachers-need, programmes, and organizations • Total Quality Management- Concept and importance, Quality Indicators, SWOC analysis-concepts and steps	Projects Seminar Participant observation Participation in school activities Involvement in activities Small group discussion Brain storming Institutional visit Participation in school activities	
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Unit 3 Environmental awareness and importance of Environmental Education (16hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the concept and components of environment 2. To identify the types of environmental resources 3. To realize the significance the biodiversity in protecting the environment 4. To understand the concept, and importance of environmental	• Concept and components of Environment, Natural and Manmade Environment • Environmental resources- types, Biodiversity-types and significance • Environmental education-concept and importance • Need of incorporating EE at various levels- Primary, Secondary and Tertiary level	Observation Video Presentation Hands on experience Field study Project method	• Report writing • Work book analysis • Project analysis • Participation of students • Assignments • Diary writing • Practicum • Performance based assessment

education. - To understand the importance of studying environmental education at various levels - To realize the impact of human interventions on environment - To realize the consequences of human actions on the environment - To acquaint with various types of pollution - To develop a positive attitude towards the need for reducing global warming and related consequences - To practice environment protection measures in personal life. - To conduct conscientization programme on reducing the environmental pollution - To gain knowledge about the various environmental laws and rights - To familiarise with the constitutional provisions regarding the environmental protection - To apply the environmental laws and principles when need arises - To familiarise with the international efforts on environmental protection	- Objectives and Principles of EE - Human interventions , its impact on Environment and measures of Environmental protection - Deforestation, Quarrying and Mining, Destruction of mangroves, sacred groves and wetlands, Population Explosion, Pollution-types, causes and effects. Depletion of Biodiversity, Extinction of species- - Climate change, water scarcity, loss of arable soil, global warming, ozone depletion, greenhouse effect. - Waste management, wildlife and forest conservation, water conservation, green culture, alternative sources of energy, organic farming, vermi composting. 3. B) Education for sustainable development- Concept and significance (6 hrs) - Sustainable practices and role of students . - Role of Governmental agencies and NGO s in environmental protection. - Environmental laws and rights- Air act, Water act, Wildlife Protection act, Forest Conservation act , Articles 48 A, 51 A(g), International Protocols- Earth Summit, Kyoto Protocol, Montreal Protocol, Stockholm Conference.	Group tasks Small group discussion Field trip and observation Project method Workshops Poster presentation Action research Individual and group projects Problem bases learning Work shops Projects Lecture method Internet based learning	- Role assessment - Analysis of problem solving - Assessment of innovative ideas - Class Test - Individual assessment
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Unit 4 Disaster management (10 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To familiarise the concept of disaster management - To familiarize with the phases of disaster management - To familiarise with the mentioned disasters - To prepare an action plan for disaster prevention and preparedness	- Meaning and concept of disaster management - Phases of disaster management – Steps and brief description only - Prevention and preparedness for Flood, Land slide, Fire and Earthquake	Small group discussion Action plan preparation Expert talk Role play Power point presentation	- Participation in discussion - Role assessment - Documentation analysis

Unit 5 Health Education (8 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.	- Health & Health Education - Meaning, importance and factors affecting Health	Meaningful verbal presentation	Test
- To impart knowledge regarding food and nutrition, first aid and the importance of posture. - Develop awareness about various lifestyle diseases and their prevention.	- Understanding Nutrition - Macro and Micro Nutrients - First Aid - Definition - Posture - - Congenital and acquired postural deformities - Remedial measures for acquired postural problems	Narrative expressions Group activity Personal profiles Verbal orientation Demonstration Group activity Verbal presentation Preparation of database	- Debating and discussions - Test - Survey reports - Group presentation - Posture assessment Grid

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EDU – 12 : LEARNER IN THE EDUCATIONAL PERSPECTIVE

(Theoretical Discourses – 45 hours & CE – 25 hours)

COURSE OUTCOME

- CO 1:** To integrate the values among learners
- CO 2:** To synthesis the role of learning for meaningful existence
- CO 3:** To understand rights and duties of an Indian citizen
- CO 4:** To develop an attitude to eliminate gender bias in educational institutions and society
- CO 5:** To familiarise the life skills among the learners
- CO 6:** To practice and enhance the mental and physical strength among students
- CO 7:** To acquaint with the guidance and counselling procedures
- CO 8:** To understand professional ethics
- CO 9:** To equip student teachers professionally competent for inclusive classrooms.

Contents :

UNIT I: LEARNER AND MEANINGFUL EXISTENCE

UNIT II: GENDER, SCHOOL AND SOCIETY

UNIT III: DEVELOPING AN INTEGRATED LEARNER

UNIT IV CLASSROOM AND BEHAVIOUR MANAGEMENT

UNIT I: LEARNER AND MEANINGFUL EXISTENCE**20hours (15T+5P)**

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To integrate learner with learning in a holistic manner 2. To understand Duties and Rights of Indian Citizens 3. To inculcate values in the changing social scenario 4. To understand professional ethics of teachers	○ Four pillars of education suggested by UNESCO ○ Citizenship Training- Duties and Rights of Indian Citizens ○ Peaceful coexistence and need for peace Education ○ Prohibition of Child Labour ○ Value integration- Concept of Purusharthas- National values- Values laid down in Indian constitution ○ Professional Ethics Of teachers	Lecture discussion The Stage Specific Focus Group activities Organised discussion and reflective exercises Workshop Debates Role plays	Response analysis Performance based assessment Internal Test

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UNIT II: GENDER, SCHOOL AND SOCIETY (25Hrs 15 T+10 P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To analyse the historical perspectives of gender bias 2. To adopt strategies to address gender issues in education	○ Gender bias in India- Historical and Socio-cultural perspectives and gender specific roles- Gender equity and significant role of women during Dravidian and Vedic culture ○ Situations of gender differences, Educational, Social, Political, Economical, Gender bias in educational institutions and in the development of curriculum and textbooks, in the management of the school, Strategies for addressing gender issues in education ○ Empowerment of girls as empowerment of society and role of teacher to develop attitude of equity-policy and management-women's action groups	Lecture discussion Workshop Debates Symposium Multimedia Presentation	Response analysis Extension activity with a motive of Value inculcation.

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- <http://www.legalservicesindia.com/article/article/the-role-of-education-sector-in-removing-gender-inequality->

UNIT III DEVELOPING AN INTEGRATED LEARNER 15 hours (10 T+5P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarise the life skills among the learners. 2. To practice and enhance the mental and physical strength among students. 3. To acquaint with the guidance and counselling procedures	• Meaning and scope of Life skill education- WHO classification of life skills-strategies for applying life skills for capacity development. • Guidance and Counselling- Meaning, scope, types, procedure and organisation of guidance cell- Application in inclusive classrooms. • Counselling- meaning and nature of Counselling Skills and procedure. - adolescent issues and their management- Sexual harassment, Substance abuse-- Impact of media/ Internet/ mobile - Depression and suicide- causes and remedies.	Lectures Interview Puppetry Life skill Camps Prepare activities based on Life skills. Prepare sample script for role play. Develop an activity to foster life skills in the class room. Conduct mock counselling sessions	☐ Field visit ☐ Role Play ☐ Practical works ☐ Assignments ☐ Seminar presentation ☐ Test Paper ☐ Performance Based ☐ Assessment

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UNIT IV : Classroom and Behaviour Management 10 hours(5T+5P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarise the trends and practices of classroom management. 2. To practice and enhance the behavior management strategies. 3. To acquaint with the behavioural changes occur within a social group or between social groups.	☐ Classroom Management-trends, practices and strategies, Behaviour management. ☐ Group Dynamics- Sociometry and types of leadership.	Open meeting of parents. Construction of Sociometry in a group Interviews	☐ Field visit ☐ Role Play ☐ Practical work ☐ Assignments ☐ Seminar presentation ☐ Test paper ☐ Performance based ☐ Assessment

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EDU – 301.2 : Health and Physical Education.

(1credits – 30 hours & 25 marks)

Objectives

- Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.
- Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity.
- Develop right attitudes and habits for a healthy living in personal and community life.
- To impart knowledge regarding food and nutrition, first aid and the importance of posture.
- Develop awareness about various diseases and their prevention.
- Guiding the next generation to live with social commitment and obligations.

Contents

Unit – 1	Health & Health Education : meaning, scope and aims
Unit – 2	Hygiene & Health Hazards
Unit – 3	Food and Nutrition, Lifestyle Diseases, First aid and Posture
Unit – 4	Yoga in schools.

Unit 1: Health & Health Education : meaning, scope and aims

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.	• Health & Health Education – 4 hours • Meaning, importance and factors affecting Health • Significance, scope ,aims and objectives of Health Education	Meaningful verbal presentation	• Test

Unit 2: Hygiene & Health Hazards

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Develop right attitudes and habits for a healthy living in personal and community life. 2. Guiding the next generation to live with social commitment and obligations.	• Hygiene & Health Hazards – 6 hours • Personal and Community Hygiene • Smoking ,Alcoholism and Abuse of drugs	Dramatization Presentations in small/medium groups	• Evaluation of daily reflective behaviour • Test

Unit 3: Food and Nutrition, Lifestyle Diseases, First aid and Posture

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To impart knowledge regarding food and nutrition, first aid and the importance of posture. 2. Develop awareness about various lifestyle diseases and their prevention.	• Food and Nutrition – 15 hours • Macro and Micro Nutrients • Balanced diet • Vitamin deficiency and related diseases • Mal nutrition • Diseases • Hypo kinetic /Lifestyle diseases and it's management • First Aid • Definition • Aims and Principles • Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting,	Narrative expressions Practical sessions Group activity Dramatization Personal profiles Preparation of database Social survey	• Debating and discussions • Test • Survey reports • Group presentation • Posture assessment Grid

	Burns, etc. • Posture • Congenital and acquired postural deformities • Remedial measures for acquired postural problems		
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Unit 4: Yoga in schools.

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Understands the significance of yoga in school.	• Yoga in Schools – 5 hours. • Catch them young and watch them grow. • Empowering children with yoga: • Need for practicing yoga • Diet and Hygiene • Pranayama (breath awareness) • Visualization (developing positive thoughts and building self-esteem. • Meditation.	Narrative expressions Practical sessions Group activity Dramatization Personal profiles	• Practice of yoga • Practical classes in schools • Discussions • Tests • Awareness campaign.

Guidelines for Practical work :

- Personal Health & Nutrition Chart - 5 marks
- Record of Health Education -10 marks
- Practice of Yoga - 10 marks
- Practice teaching - 50 marks (conduct four classes in schools by preparing teaching-learning resources, two Yoga & two HE)

EDU – 301.3 : Art and Aesthetics Education.

(Credit – 1, carries 25 marks/30 hours)

Contents :

- Musical awareness-discussions- Folk songs, regional songs, national integration songs-
- (collection and practice)
- Indian classical music- awareness of Musical instruments-Expert classes & Practice.
- Performing arts - Mudras and their meanings -of any one performing arts of Kerala, conducting demonstration classes-general Famous dance forms of India and their peculiarities and dancers.
- Familiarization of CCRT Cultural kit.

Practicals:

- Prepare a report of music /performing arts/folk songs and patriotic songs/cultural tradition of India / Kerala, including collections. (Maximum 10 pages) – 10 marks
- Practice individual and group songs/ compose songs to teach the subject matter concerned - in a novel way. (5 marks)
- Preparation of an album on Art Education.(10 marks)