

UNIVERSITY OF KERALA



Two Year B. Ed. Curriculum - 2019

Credit and Semester System with Grading

FACULTY OF EDUCATION

&

BOARD OF STUDIES IN EDUCATION (Pass)

2023

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 2019-2020 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 for Semester I and II, 120 working days for Semester III and 80 working days for Semester IV. 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 14 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science and Journalism and Mass Communication Education.
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 I. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of twelve weeks during Semester III and Phase II arranged for another eight weeks during Semester IV.
- (iv) Assessment of School induction Program of Semester I 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 shall be evaluated both internally by the colleges and externally by the external examination team appointed by the University, as per the guidelines in the curriculum. School internship Phase II of Semester IV shall be evaluated internally (jointly by the colleges & practice-teaching schools) and all the requirements/records there to have to be submitted before the external practical board of Semester IV for verification.
- (v) Practical work (CE) related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) of all semesters shall be assessed internally by the colleges themselves. Other practical works viz, College based, School based and Community based of Semester I and II will be assessed internally by concerned colleges and those of Semester III will be assessed internally and externally and subjected to standardization. The practical records of Discussion lessons, Demonstration lessons and Criticism lessons have to be presented before the external practical board of semester III for verification. The practical namely CE of EDU 14, report of Minor Project of Semester IV will be assessed internally and externally. The practical under Curriculum and Pedagogic courses; College based, School based and Community based of Semester IV and CE of EDU 15 have to be submitted before the External Practical Board of Semester IV for verification. Marks and respective grades of internal 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 Internship in Phase I is 40 and Phase II, 30. Practical works related to School Internship Phase I, practical work related to School Internship of 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 III and IV respectively. Candidates who have completed practical courses and eligible for presentation to the Practical Examination of the External Practical Board of Semester III and IV, alone be permitted to register for the End Semester Examination of respective semesters. 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 colleges 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 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.

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. College transfers are as per university rules.

**(* Journalism and Mass Communication Education as an Optional Subject from
2023 Admission Session Onwards)**

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 (**I credit-30 hours/25 marks**). 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-teacher 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	120	720/24	150	450	600	
IV	80	480/16	100	300	400	

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 (102.1) 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 (-) 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-14	EDU-15	College, School & Community Based	EDU-401(401.1, 402.1)

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 = 30 hours)
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 (1-14)	Theoretical Base ofEducation.	50	25	75	3
EDU-05 (1-14)	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 lessons		-	-	-
	Micro-teaching – one skill		-		
101.2	Yoga, Health & Physical Education		50	50	2
101.3	Art & Aesthetics Education		25	25	1
EDU 102 - School Based					
102.1	School Induction Programme		15	25	1
	Observation of model lessons (2 nos.) and reporting.		10		
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 Days, Hours & Credits	100 days X 6 hrs : 20 credits X 30 hrs=600 hrs			
Note : CE of theory papers and other practicals of Semester I assessed internally.					

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 Learning and Teaching.	50	25	75	3
EDU-08	Assessment in Education.	50	25	75	3
Theory- Curriculum and Pedagogic Courses.(optional subjects)					
EDU-09 (1-14)	Curriculum and Resources in Digital Era : Education	50	25	75	3
EDU-10(1-14)	Techno-Pedagogic Content Knowledge Analysis:.....	50	25	75	3
Engagement with the Field/Practical Courses : EDU – 201, 202 & 203.					
EDU – 201 : College Based					
201.1	Discussion-10 lessons, Demonstration -10 lessons(5 marks each)(Sem I & II) & 10 Criticism Lessons(2 marks each)		30	50	2
	Field Trip / Education Tour		10		
	Micro-teaching (one skill)		10		
201.2	Health & Physical Education		50	50	2
201.3	Art Education & Theatre Practice		25	25	1
	Total Marks & Credits	250	250	500	20
	Total Days, Hours & Credits	100 days X 6 hrs : 20 credits X 30 hrs=600 hrs			
Note : CE of theory papers and other practicals of Semester II assessed internally.					

Semester – III (June – November) : one credit = 30 hours. One credit carries 25 marks.					
Theory – Perspectives in Education(core papers)					
Subject code	Subject Title	External	Internal	Total	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 (1-14)	Emerging Trends and Practices in Education.	50	25	75	3
Engagement with the Field/Practical Courses : EDU – 301, 302 & 303.					
EDU – 301 : College Based					
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 (12 weeks) 1. Optionals (curriculum & pedagogic courses) *(40 lessons/120 marks+Record-10 marks+viva-20 marks) Achievement test & analysis. Diagnostic test and remediation Reading and Reflection on a text Updating blog Multiple choice test battery Semester I to III (20 items from each paper) Reflective Journal 2. Health & Physical Education (2 lessons each)		150 15 10 10 10 20 10 50	275	11 Internal & External.
EDU – 303 : Community Based					
303.1	Community Living Camp (Program of Understanding the self)		50	50	2
	Total Marks & Credits	150	450	600	24
	Total Days, Hours & Credits	120 days X 6 hrs : 24 credits X 30 hrs=720 hrs			
Note : Records/products of 301.1, 301.2, 302.1 and 303.1 have to be submitted for scrutiny/evaluation before external practical board of Semester III.					
*Teaching 40 lessons : 120 marks (Optional teacher-80 + general teacher-20 + school supervisor-20)					
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 (1-14)	Advanced Studies : Curriculum and Pedagogic Courses inEducation	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.		40 10	50	2 Internal and external
402.1	School Internship Phase II (8 weeks) 1. Optional (cu & pedagogic courses) *(Teaching-30lessons-90 marks + Record-10 marks+ viva-20 marks)		120	200	8 Internal & verification by external board.
	Achievement test & Analysis		15		
	Diagnostic Test& Remediation		10		
	Reading and Reflecting on a text.		10		
	Reflective Journal		10		
	Updating blog		10		
	Exposure to curriculum development. (Preparation of a sample unit of textual material)		25		
	Total	100	300	400	16
	Total Days, Hours & Credits	80 days X 6 hrs : 16 credits X 30 hrs=480 hrs			
<p>Note : Records/products of 401.1, 402.1, CE of EDU-14 & 15 (MCQ test batteries) have to be submitted for scrutiny/verification before external practical board of Semester IV.</p> <p><i>*Teaching 30 lessons : 90 marks (Optional teacher-60 + general teacher-15 + school supervisor-15)</i></p>					

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
	EDU 04.1-04.14	Optional I	2 credits	1 credit	3 credits
	EDU 05.1-05.14	Optional II	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU 101) School Based (EDU 102) Community Based(EDU 103)		3 credits 1 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 09.1-09.14	Optional III	2 credits	1 credit	3 credits
	EDU10.1-10.14	Optional IV	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU201) School Based (EDU202) Community Based (EDU203)		5 credits 0 credit 0 credit	5 credits

	Total		10 credits	10 credits	20 credits
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 13.1-13.14	Optional V	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU 301) School Based (EDU 302) Community Based (EDU 303)		2 credits 11 credits 2 credits	15 credits
	Total		6 credits	18 credits	24 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 – 402.1)		10 credits	10 credits
	Total		4 credits	12 credits	16 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
EDU 02	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 Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.2	Theoretical Base of English Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.3	Theoretical Base of Hindi Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.4	Theoretical Base of Sanskrit Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.5	Theoretical Base of Arabic Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.6	Theoretical Base of Tamil Language 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 04.14	Theoretical Base of Journalism and Mass Communication 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	Pedagogic Content Knowledge Analysis-Home Science	60 hrs/2 credits	30 hrs / 1 credit
EDU 05.14	Pedagogic Content Knowledge Analysis- Journalism and Mass Communication	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 Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.2	Curriculum & Resources in Digital Era : English Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.3	Curriculum & Resources in Digital Era : Hindi Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.4	Curriculum & Resources in Digital Era : Sanskrit Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.5	Curriculum & Resources in Digital Era : Arabic Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.6	Curriculum & Resources in Digital Era : Tamil Language 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
EDU 09.14	Curriculum & Resources in digital Era : Journalism and Mass Communication 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-	60 hrs / 2 credits	30 hrs / 1 credit

	Mathematics		
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
EDU 10.14	Techno-Pedagogic Content Knowledge Analysis-Journalism and Mass Communication	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 Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.2	Emerging Trends & Practices in English Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.3	Emerging Trends & Practices in Hindi Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.4	Emerging Trends & Practices in Sanskrit Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.5	Emerging Trends & Practices in Arabic Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.6	Emerging Trends & Practices in Tamil Language 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

EDU 13.14	Emerging Trends & Practices in Journalism and Mass Communication Education	60 hrs / 2 credits	30 hrs / 1 credit
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Details of Theory Courses - Semester IV

Code	Title	Instructional hours/credits	Related Practical work Hours/credits
EDU- 14	Advanced Studies : Perspectives in Education.	60 hrs /2 credits	30 hrs / 1 credit
EDU-15	Advanced Studies: Curriculum and Pedagogic Courses-.....Education .	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 education, 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 classroom instruction focused on 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	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)	25	One	Internal

		4. Capacity Building Program(workshop for life skill development-one skill) (10 marks)			
	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 management - Activity -1 (10 mark)	25	One	Internal
	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(consentization 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.
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- 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, etc..)
- 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 /repor.	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 visits 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 includes 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 behaviour 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 are 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)

- *** Online examination of EDU-14 & EDU-15:** The online examination shall be conducted by the university at the end of Semester IV in respective Colleges of Teacher Education/selected centres. 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. 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 and uploaded in the web site. 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 all semesters 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 whereas CE of EDU 14 & 15 will be assessed 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 to EDU 103 of Semester I, EDU 201 of semester II 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. EDU 301, EDU 302 & EDU 303 of Semester III and EDU 401 and 402 of semester IV will be assessed both internally and externally.

2. Practical Courses for External Assessment

Practical work related to EDU 301, 302, 303 of Semester III and EDU 401.1, & EDU 402.1 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), Art Education and theatre practice and Health and Physical Education of Semester III (during October-November).**
- **Phase II – Evaluation of Minor Project work/Action Research/Case study and viva-voce, CE of EDU-14, and scrutiny/verification of Teaching records/products of Internship II-(during March). Phase II teaching will be assessed internally but the records/products of internship will be verified by the board.**

Scheme of Assessment of Practical Courses of Semester III and IV.

Semester III

Code	Item for assessment.	Marks.	Mode of assessment
301.1	Art and Aesthetic Education	25	Internal and External
301.2	Health and Physical Education	25	
302.	Teaching – Content & Pedagogic courses	150	
	Achievement test and Analysis	15	
	Diagnostic test and remediation	10	
	Reading and reflecting on a text	10	

1	Updating blog	10	
	MCQ test battery (semester I to III)	20	
	Reflective journal	10	
	Health and Physical Education-teaching records and viva-voce	50	
303.1	Community Living Camp	50	
Records of Discussion, Demonstration and Criticism lessons of semester II to be submitted for verification before the External Practical Board.			

Semester IV

Code	Item for assessment.	Marks	Mode of assessment
401.1	Minor Project/Action Research/Case study	50	Internal and External
	EDU-14 (CE)	25	
402.1	Teaching – Content & Pedagogic courses	120	Internal (Records to be submitted for verification before External Practical Examination Board)
	Achievement test and Analysis	15	
	Diagnostic Test and remediation	10	
	Reading and Reflecting on a text	10	
	Reflective Journal	10	
	Updating blog	10	
	Preparation of Curriculum /textual material.	25	
CE of EDU-15.	25		

External Practical Board

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 (Semester III) 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 (Semester IV) the team consisting of the Chairman and one examiner (Perspectives in education-core papers/Curriculum and Pedagogic Courses-Optional) will schedule external examination and will assess the project work/case study/action research and conduct a viva-voce on the project. Moreover, the board will scrutinize/verify the records/products of Phase II practice teaching/internship as noted mandatory in the curriculum.

Duties of Practical Board: The marks and respective grades of internal assessment of Practical Courses of Semester III and 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/verify 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 20% 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 have 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 the 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 October-November. Phase II has to be scheduled during February/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 04.1-14	Theoretical base ofEducation	2 hours	50
EDU 05.1-14	Pedagogic Content Knowledge Analysis:	2 hours	50
Total			250

04.1-14 & 05.1-14– Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science, Journalism and Mass Communication Education.

Scheme of Assessment: Theory

Semester II (Semester - end 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 09.1-14	Curriculum and Resources in Digital Era:.....Education.	2 hours	50
EDU 10.1-14	Techno-Pedagogic Content Knowledge Analysis:.....	2 hours	50
Total			250

09.1-14 & 10.1-14 - Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science, Journalism and Mass Communication Education.

Scheme of Assessment: Theory

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 13.1-14	Emerging Trends and Practices in Education.	2 hours	50
Total			150

13.1-14 – Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science, Journalism and Mass Communication Education.

Semester IV (Semester-end examination: online examination)

Code	Paper	Duration	Marks
EDU 14	Advanced Studies: Perspectives in Education.	75 minutes	50
EDU – 15.1-14	Advanced Studies: Curriculum and Pedagogic Courses -Education.	75 minutes	50
Total			100

15.1-14 – Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science, Journalism and Mass Communication Education.

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

Type of Question	Number	Marks	Time
Multiple Choice	5	5(1 mark each)	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 mark each)	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, 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 the seven-point scale.

Intervals of marks in %	Grade	Grade Range
90 and above	A+	9 to 10
80 to < 90	A	8 to < 9
70 to < 80	B+	7 to < 8
60 to < 70	B	6 to < 7
50 to < 60	C+	5 to < 6
40 to < 50	C	4 to < 5
Below 40	D	< 4

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.

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,

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, 50% 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, Disequilibrating 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 ones 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.

Orientation of the Curriculum

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 (**EDU 01-03, 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:

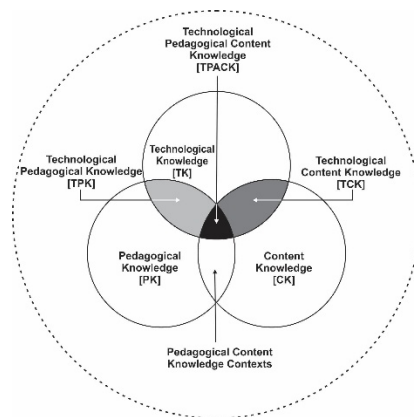
The prospective teacher

- 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.

JOURNALISM AND MASS COMMUNICATION EDUCATION

SEMESTER I

EDU 04.14-THEORETICAL BASE OF JOURNALISM AND MASS COMMUNICATION EDUCATION (60 Hrs+30 Hours)

Course Outcome (CO):	Contents:
<p>CO1 To familiarize with the conceptual version of components required to enter in teaching profession</p> <p>CO2 To mould the prospective teacher educators to uphold the professional spirit in diverse angles</p> <p>CO3 To equip with varied dimensions of Journalism and Mass Communication education strands</p> <p>CO4 To complete with constructs, aims and objectives of teaching Journalism and Mass Communication</p> <p>CO5 To gain an outlook of key ideology in the psychological bases in Journalism and Mass Communication education</p> <p>CO6 To analyse the unique features of different instructional methods suited for teaching Journalism and Mass Communication</p> <p>CO7 To become proficient in selecting most appropriate teaching methods in varied context and content</p> <p>CO8 To opt and practice apposite techniques to extract process and product in Journalism and Mass Communication teaching</p>	<p>Unit: 1 Introduction to Teaching and Learning</p> <p>Unit: 2 Natures, Scope and Development of Journalism and Mass Communication Education</p> <p>Unit: 3 Aims and Objectives of Teaching Journalism and Mass Communication</p> <p>Unit: 4 Instructional Techniques and Methods in Teaching Journalism and Mass Communication</p>

Unit: 1 Introduction to Teaching and Learning (14 Hrs.+6 Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
To familiarize with the conceptualized version of components required to enter in teaching profession To mould the prospective teacher educators to uphold the professional spirit in diverse angles	Teaching- Profession and service, Principles and means of teaching, Instruction, Factors determining effective instruction, classroom interactions, Learner, Learning, Learning environment, classroom as a social laboratory Teacher- Teacher as professional; continuing professional development (CPD),	Meaningful verbal presentation Brain storming Case analysis of 2/3 famous teachers Buzz session to generate varied roles of an ideal teacher	Idea generating exercises Case analysis presentation
	Teacher responsibilities, multifarious roles; knowledge worker, facilitator, scaffolder, mentor, social engineer, counsellor, reflective practitioner and digital immigrant		

Unit: 2 Natures, Scopes and Development of Journalism and Mass Communication Education (12Hrs.+7 Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
To acquaint with the basic concepts of Journalism and Mass Communication as a discipline To equip with varied dimensions of Journalism and mass communication education strands To integrate essential, inter disciplinary attributes in Journalism and Mass Communication education	Journalism and Mass Communication as a distinctive discipline, Scope of JMC in building future communicators. Journalism and Mass Communication education: Meaning, Definitions and Nature- Academic and Professional Significance and historical development of Journalism and Mass Communication education Values attained through JMC education Interdisciplinary approach in JMC education Correlation of JMC education with other allied subjects- Psychology, Political Science, Sociology, Economics,	Meaningful verbal presentation Brain storming Case analysis of 2/3 famous teachers Buzz session to generate varied roles of an ideal teacher Co-operative learning Discussion	Idea generating exercises Case analysis presentation

	Management, Commerce, Statistics, Language and Literature studies, Linguistics, Demography, History and International Relations		
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Unit: 3 Aims and Objectives of Teaching Journalism and Mass Communication (14 Hrs.+10 Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To compete with constructs, aims and objectives of teaching Journalism and Mass Communication</p> <p>To endow with the significance of Taxonomy of instructional objectives in JMC</p>	<p>Aims of teaching Journalism and Mass Communication</p> <p>General objectives of teaching JMC</p> <p>Bloom's taxonomy of instructional objectives (Revised)</p> <p>Objectives-NCERT</p> <p>Curricular Objectives and Principles of framing curricular objectives</p> <p>Outcome Based Education in Journalism and Mass Communication</p>	<p>General discussion</p> <p>Analytical study</p> <p>Group investigation</p> <p>Focus group discussion</p>	<p>Participation in task</p> <p>Peer assessment of presentation</p>

Unit: 4 Instructional methods and Techniques in Teaching Journalism and Mass Communication (20Hrs.+7Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To analyse the unique features of different instructional methods suited for teaching Journalism and Mass Communication</p> <p>To become proficient in selecting most appropriate teaching methods in varied contexts and content.</p> <p>To opt and practice appropriate techniques to extract process and product in JMC Teaching</p>	<p>Methods of teaching- Criteria for selecting appropriate instructional methods, lecture method, project method, socialized methods-Group discussion, seminar, debate, symposium, workshop, problem solving method, case study, source method, Inductive and deductive, Analytical and synthetic method</p> <p>Techniques of teaching- Drill, Brain storming, Role Play, Review, Dramatization, Buzz session, simulation, Anchoring and News presentations, mock press meets, Quiz session</p>	<p>Seminar</p> <p>Debate</p> <p>Buzz session</p> <p>Mock Press meets</p> <p>Mock interviews</p> <p>Anchoring</p> <p>Problem solving method</p> <p>Project methods</p>	<p>Ability to develop lesson plan</p> <p>Participation in discussion, seminar, debates</p> <p>Check their understanding regarding various teaching techniques</p> <p>Performance in mock press, anchoring, & news presentation</p>

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SEMESTER I

EDU 05.14: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-JOURNALISM & MASS COMMUNICATION (60HRS+30Hrs.)

Course Outcome (CO):	Contents:
<p>CO1 To understand the key aspects involved in systematic PCK analysis</p> <p>CO2 To develop skill and competencies in analyzing the content of higher secondary JMC text book</p> <p>CO3 To justify the importance and phases of instructional planning in JMC discipline</p> <p>CO4 To analyse the essential pre requisites/requirements for teaching JMC education</p> <p>CO5 To capacitate systematic planning and to develop skills in designing lesson templates</p> <p>CO6 To equip prospective teacher educants in developing teaching skills through micro teaching practices</p> <p>CO7 To conscientize the inevitable role of various instructional resources in effective instructional practices</p>	<p>Unit 1 Introduction to Pedagogical content knowledge analysis</p> <p>Unit 2 Instructional Planning and Designing Lesson Templates</p> <p>Unit 3 Essential Requirements for Teaching JMC Education</p> <p>Unit 4 Instructional resources in Teaching and Learning of JMC</p>

Unit: 1 Nature and Scope of Pedagogical content knowledge Analysis (11Hrs.+6Hrs.)

Course Specific	Major	Strategies/Approaches	Assessment
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Outcome (CSO)	Concepts		
To understand the key aspects involved in systematic PCK analysis To be capable of establishing relationship between	Pedagogical content knowledge Analysis (PCK)- Meaning, Scope, Features of PCK analysis, significance of PCK analysis in JMC discipline Relationship between pedagogic with content analysis- Procedure, facts, concepts, principles, process,	Narrative expression session Text book analysis Collaborative learning Discussion Self-Directed learning	Pedagogic content knowledge analysis Brief report on higher secondary text book
pedagogic with content analysis. To develop skill in analyzing the content of higher secondary JMC text book	rules and equations Content analysis of higher secondary Journalism text books (I and II)		analysis

Unit: 2 Instructional Planning and Designing Lesson Templates (20Hrs.+12Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
To justify the importance and phases of instructional planning in JMC discipline To capacitate systematic planning and designs lesson templates. To develop skill in analyzing the content of higher secondary JMC text book To develop skills in preparing lesson plan	Instructional Planning- Importance, Phases, Types- Year plan, Unit plan, Lessonplan, Resource unit Procedure for the preparation of year plan, unit plan and lesson plan Designing Lesson Templates- Journalism texts (I and II)	Descriptive method Group Discussion Demonstration method Cooperative learning Meaningful verbal learning	1. Discussion Lesson (5 Nos.) 2. Video Observation (2 nos.) 3. Script for Video Lesson (1No.) 4. ICT enabled lesson plan (1no.) 5. Demonstration Lesson (3nos.) 6. Criticism lessons (5 nos.)

Unit: 3 Essential Requirements of Teaching Journalism & Mass Communication (16 hrs + 6 hrs)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To equip prospective teacher education in developing teaching skills through micro teaching practices.</p> <p>To generate skill orientation among prospective teacher education through practical experiences.</p>	<p>Essential requirements — Teaching Competencies and Skills.</p> <p>Micro teaching — Meaning, Phases, Steps.</p> <p>Micro teaching — Lesson templates, Practice and assessment mechanisms.</p> <p>Skills in using ICT.</p> <p>Link practice.</p>	<p>Experiential learning Demonstration</p> <p>Reflective practices</p> <p>General discussion Demonstration method</p> <p>Analysis of videorecords</p>	<p>Micro teaching lesson notes/plans (Ten skills/1 skill per student)</p> <p>Performance in skillpresentation.</p>

Unit: 4 Instructional Resources in Teaching and Learning of Journalism and Mass Communication(13Hrs.+6Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To conscientize the inevitable role of various instructional support in effective instructional practices</p> <p>To acquire skills in constructing and using different instructional aids</p>	<p>Instructional Resources: Text book, workbook, handbook, source book</p> <p>Resource mapping</p> <p>Instructional aids :importance, educational values, classification of learning aids; projected, non-projected, activity aids and ICT based aids</p> <p>Hands on experience: Computer, LCD projector, Interactive white board and multi media</p>	<p>Illustration</p> <p>Demonstration</p> <p>General discussion</p> <p>Workshop</p> <p>Displays</p>	<p>Text book analysis</p> <p>Workbook preparation</p> <p>Handling of various instructional aids</p>

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SEMESTER II

EDU 09.14-CURRICULUM AND RESOURCES IN A DIGITAL ERA: JOURNALISM AND MASS COMMUNICATION EDUCATION (60 Hrs+30 Hours)

Course Outcome (CO):	Contents:
<p>CO1 To familiarize with the modern principles and trends in the construction and organization of JMC curriculum.</p> <p>CO2 To prepare prospective teachers to correlate instructional practices with the life of the community to develop better public relations.</p> <p>CO3 To equip in retrieving suitable teaching learning resources.</p> <p>CO4 To attain proficiency in IT enabled instructional resources for preparing textbook, work book, handbook, sourcebook e- content development</p> <p>CO5 To become talented in applying innovative strategies and approaches for instructional effectiveness.</p> <p>CO6 To develop capability in maintaining heterogeneous learning set up.</p> <p>CO7 To generate a broad perspective of e-resources in instructional practices and to develop skill in retrieving and transmitting JMC curriculum through e- resources.</p> <p>CO8 To develop a positive attitude towards research, inquiry skills and scientific investigation.</p>	<p>Unit: 1 Curriculum Designing in Journalism Mass Communication Education</p> <p>Unit: 2 School and Community Based Instructional Resources in Teaching Journalism and Mass Communication</p> <p>Unit: 3 E- Resources in Teaching and Learning of Journalism and Mass Communication</p> <p>Unit: 4 Research trends in Journalism Mass Communication Education</p>

Unit: 1 Curriculum Designing in JMC Education (15 Hrs.+6 Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To get acquainted with modern principles in the construction and organization of JMC curriculum</p> <p>To become competent with technology</p>	<p>Curriculum -Concept, Principles of designing JMC curriculum</p> <p>Approaches, types of curricula, Modern trends in designing JMC curriculum</p> <p>Brief outline about technological development, Evolution of social media</p>	<p>Analytical approach</p> <p>Debate</p> <p>Seminar</p>	<p>Group investigation</p> <p>Summary reports</p> <p>Prepare a brief sketch of technological innovations in teaching</p>

Unit: 2 School and Community Based Instructional Resources in Teaching JMC (13 Hrs.+7 Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To develop a desire to active involvement in community affairs</p> <p>To systematically correlate instructional practices with life of the community: thereby develop their public relations</p>	<p>School and community-based teaching- learning resources to the community and community to the school</p> <p>Co-curricular activities- school media club, JMC library, media lab, PR activities of the school etc.</p>	<p>Meaningful verbal presentation</p> <p>Project Method</p> <p>Visit to media organizations</p>	<p>Prepare a list of community resources- discuss and present the ways to utilize the community resources.</p> <p>Conduct a field study to any one of the resource centers</p>

Unit: 3 E-Resources in Teaching and Learning of JMC (18Hrs.+10 Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To generate a broad perspective of e-resources in Instructional practices</p> <p>To develop skill in retrieving and transmitting JMC curriculum through e- resources</p>	<p>Concept of e-resources, Web resources, social networking, educational blogs, e- journals, podcasting, e-learning, web based learning</p> <p>Learning management system (LMS) in teaching learning of JMC education.</p> <p>IT enabled instructional resources: Online resources, videos, YouTube resources, animations, film Clippings</p>	<p>Online learning</p> <p>Demonstration</p> <p>Narrative expression</p> <p>Web search</p>	<p>Use any e-resources to prepare any 4 learning materials</p>

Unit: 4 Research trends in JMC Education

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<ul style="list-style-type: none"> To develop a positive attitude towards research To develop inquiry skills and scientific investigation 	<ul style="list-style-type: none"> An Introduction to Research in JMC Education-Need and significance Journalism Teacher as a researcher Strategies and techniques for developing research culture through Journalism education 	<ul style="list-style-type: none"> Group Discussion Brain Storming Analysis of various Research findings 	<ul style="list-style-type: none"> Prepare a paper (Utilizing internet) on the latest research findings on pedagogical aspects in Journalism and conduct a seminar

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SEMESTER II

EDU 10.14: TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-JOURNALISM AND MASS COMMUNICATION (60 HRS+30Hrs.)

Course Outcome (CO):	Contents:
<p>CO1 To prepare the prospective teachers become a techno-pedagogue and become aware of the concept TPCK</p> <p>CO2 To grow to be competitive in designing digital texts and e-content in Journalism disciplines.</p> <p>CO3 To familiarize in surfing digital resource for transacting JMC curriculum</p> <p>CO4 To equip with the networking system for institutional and professional growth.</p> <p>CO5 To develop capability in the creation of digital contents and blogs for pedagogical analysis.</p> <p>CO6 To prepare the prospective teachers as reflective practitioner.</p> <p>CO7 To get acquaint with the principles and designing of assessment mechanisms and capable of</p>	<p>Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self-Instructional Strategies</p> <p>Unit 2 Networking in JMC Learning</p> <p>Unit 3 Models of Teaching in JMC</p> <p>Unit 4 Global Trends in JMC Education</p>

<p>implementing it.</p> <p>CO8 To develop a professional aspiration among students for career selection, competitive/placement exams.</p> <p>CO9 To inculcate a perspective of individualized institution.</p>	
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Unit: 1 Techno Pedagogic Content Knowledge Analysis (TPCK)and Self-Instructional strategies (15Hrs.+8Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To prepare the prospective teachers become a techno-pedagogue</p> <p>To become aware of the concept TPCK</p> <p>To become capable of analyzing content based on technology</p>	<p>Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue.</p> <p>Scope and purpose of Techno- pedagogic Content Knowledge Analysis.</p> <p>TPCK based content analysis (Selected units of higher secondary Journalism text book)</p> <p>Developing digital lesson plan and videos</p>	<p>Meaningful verbal learning</p> <p>Demonstration</p> <p>Online learning</p> <p>Group discussion</p>	<p>Prepare a self explanatory note on 'Teacher as a Techno-Pedagogue'</p> <p>TPCK based content analysis on any one unit</p>

Unit: 2 Networking in JMC Learning (13Hrs.+7Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To become competent to analyze the ways in which professional and Institutional growth established through network twinning</p> <p>To become skillful in creating video contents and blogs.</p>	<p>Professional and institutional growth: Through network twinning- Student and Institution Networking</p> <p>Online learning: Concept and system of online learning, virtual learning</p> <p>Creation of Blogs and Mobile videos</p> <p>Application of social Networking systems</p>	<p>Discussion</p> <p>Online learning</p> <p>Demonstration</p> <p>Workshop</p> <p>Group investigation</p>	<ol style="list-style-type: none"> 1. Concept maps 2. Observation 3. Video presentation 4. Report verification

Unit3 Models of Teaching in JMC (18Hrs.+8Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To interlock ‘models of teaching’ in Effective Instructional practices of JMC education To categorize, analyze and apply the Various Instructional models in JMC Discipline</p>	<p>Models of teaching – Introduction, Operational Heart, Different families Concept attainment model with lesson templates Inquiry Training Model with lesson templates Advance organizer model with lesson templates Cognitive Apprenticeship Model</p>	<p>Demonstration Group Discussion Co-operative learning</p>	<p>Discussion Lesson (5 Nos. Three out of five should be Models of Teaching.) Demonstration (2) Criticism (5 Three models of teaching)</p>

Unit: 4 Global Trends in Journalism and Mass Communication (14Hrs.+7Hrs.)

Course Specific Outcome (CSO)	Major Concepts	Strategies/Approaches	Assessment
<p>To analyze the global trends in JMC education through comparison between India with other countries To evaluate the significance of Data Journalism, content writing, technical writing and blended learning in modern era.</p>	<p>Global trends in JMC education- opportunities and challenges Technological development in JMC-Digital Journalism, online Journalism, Mobile Journalism (MoJo) Recent developments in digital technology</p>	<p>Discussion Brain storming Inductive strategies Thinking strategies</p>	<p>Idea presentation grid Assignment and seminar reports</p>

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SEMESTER III

EDU 13.14: EMERGING TRENDS AND PRACTICES IN JOURNALISM AND MASS COMMUNICATION EDUCATION

Course Outcome (CO)	Contents
<p>CO1 To familiarize with the modern instructional strategies pertaining to teaching of Journalism and Mass Communication</p> <p>CO2 To make the prospective teachers competent in applying various instructional strategies</p> <p>CO3 To analyse the strategies in teaching book keeping and accountancy</p> <p>CO4 To acquaint the trainees with the various assessment techniques</p> <p>CO5 To become competent in developing suitable testing mechanism</p> <p>CO6 To develop the ability to use rubrics for quality assessment</p> <p>CO7 To become capable of designing and implementing various performance test.</p> <p>CO8 To create awareness about various competitive exams concerned with Journalism and Mass Communication.</p> <p>CO9 To understand the diverse aspects of digital texts and e- content in Journalism and Mass Communication</p> <p>CO10 To prepare the prospective teachers in reflective practitioner</p>	<p>Unit 1: Modern Instructional Strategies in Journalism and Mass Communication Education</p> <p>Unit 2: Strategies of Assessment in Journalism and Mass Communication Education</p> <p>Unit 3: Material Design for curriculum transaction in e- platform</p> <p>Unit 4: Teacher as a reflective practitioner</p>

Unit 1: Modern Instructional Strategies in Journalism and Mass Communication Education

Course Specific Outcome(CSO)	Major Concepts	Strategies/ Approaches	Assessment
<p>To identify and practice modern instructional strategies in Journalism and Mass Communication education.</p> <p>To analyse the ways and strategies in which a teacher educand deals Children with Special Needs.</p>	<p>Cooperative learning strategies, Collaborative learning strategies, Experimental learning, Blended learning, Problem based learning, Teaching thinking skills, Graphic organizers.</p> <p>Strategies in teaching book keeping and accountancy.</p> <p>Strategies to deal with Children with Special Needs (CWSN) – differently able, slow learner, gifted students in higher secondary classroom.</p>	<p>Online learning. Demonstration. Narrative Expression. Web search</p>	<p>Assessment of learning process and reflections. Graphic organizers preparation and analysis</p>

Unit 2: Strategies of Assessment in Journalism and Mass Communication Education

Course Specific Outcome (CSO)	Major Content	Strategies/ Approaches	Assessment
<p>To get acquainted with the principles and practices of feedback mechanism.</p> <p>To become capable of designing and implementing various assessment tools and techniques.</p> <p>To generate a professional aspiration among young world by preparing for competitive /Placement exams.</p>	<p>Quantitative V/S Qualitative Assessment.</p> <p>Diagnostic test, Achievement test, Performance test.</p> <p>Portfolio Assessment, Rubrics.</p> <p>Self-reflection, Peer evaluation</p> <p>Assessing student performance as feedback for Students' progress</p> <p>Teacher's proficiency</p> <p>Parents</p>	<p>Brain storming</p> <p>Meaningful verbal expression</p> <p>Online learning</p> <p>Group investigation</p>	<p>Quiz session</p> <p>Portfolio Assessment</p> <p>Rubrics</p> <p>Self-reflection</p> <p>Diagnostic & Achievement test (Practical)</p>

Unit 3 : Material Design for curriculum transaction in E- platform

Course Specific Outcome (CSO)	Major Content	Strategies/ Approaches	Assessment
<p>To generate curriculum transaction modes in teaching Journalism and Mass Communication</p>	<p>Curriculum transaction : meaning and modes- Face to face mode, ICT enabled mode and blended mode.</p> <p>Experience</p>	<p>Discussion</p> <p>Demonstration</p> <p>Self study</p> <p>Supervised study</p> <p>Self Evaluation</p> <p>Observation</p>	<p>Evaluation of various curriculum designs.</p> <p>Assessment of e-content script</p> <p>Analysing educational Blogs</p>
<p>education.</p> <p>To develop skills in using websites for analysing modern instructional practices in Journalism and Mass Communication</p>	<p>with curriculum design- Design digital texts.</p> <p>E-content – types and steps.</p> <p>E portfolios- scope and functions.</p>		<p>Assessment of e lesson</p>

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Unit 4: Teacher as a reflective practitioner

Course Specific Outcom(CSO)	Major Content	Strategies/ Approaches	Assessment
To capacitate the spirit of teacher as a reflective practitioner. To become competent in practicing reflective strategies in instructional process	Journalism and Mass Communication teacher as a reflective practitioner – concept. Reflective strategies- concept map, brain storming, journaling, portfolio writing, problem solving, self questioning.	Brain storming Meaningful verbal expression. Online learning. Group investigation	Online assessment Concept maps Portfolio writing Reflective journal (practical)s

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SEMESTER IV

EDU 15.14: ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN JOURNALISM AND MASS COMMUNICATION EDUCATION

Course Outcome	Content
<ul style="list-style-type: none">• CO 1 To mould prospective teacher educators to uphold the professional spirit in diverse angles.• CO 2 To familiarize with modern instructional strategies pertaining to teaching of journalism• CO 3 To make prospective teachers in Journalism competent in applying various instructional strategies and approaches.• CO 4 To get acquainted with modern principles and trends in the designing and organization of Journalism curriculum.• CO 5 To generate a broad perspective of e-resources in instructional practices and to develop skill in retrieving and transacting Journalism curriculum through e-resources.• CO 6 To get acquainted with the principles and practices of feedback mechanisms and to become capable of designing and implementing various assessment tools and techniques	<p>Unit 1: Exploring pedagogic content knowledge analysis in Journalism and Mass Communication</p> <p>Unit 2: Instructional Practices in Journalism and Mass Communication Education: Traditional to Digital</p> <p>Unit 3: Curriculum and Modern Instructional Resources in Journalism and Mass Communication Education</p> <p>Unit 4: Modern Developments and Assessment in Journalism and Mass Communication Education</p>

Unit 1: Exploring pedagogic content knowledge analysis in Journalism and Mass Communication

Course Specific Outcome (CSO)	Major Content	Strategies/Approaches	Assessment
<p>To develop and understand the pedagogy and its principles</p> <p>To familiarize with the concept of teacher as a techno-pedagogue</p> <p>To identify the interrelationship between Content knowledge, pedagogic Knowledge and Technological Knowledge</p> <p>To familiarize with different teaching skills</p>	<p>Pedagogical content knowledge analysis (PCK)- Scope, Features of PCK analysis, significance of PCK analysis in Journalism discipline-Relationship between pedagogic analysis and content analysis</p> <p>Relationship of Technology, Pedagogy and Content, Teacher as Techno-Pedagogue, Scope and purpose of Techno-Pedagogic Content Knowledge Analysis</p> <p>Essential requirements of teaching journalism education-teaching competencies and skills - Micro teaching - meaning phases, steps.</p> <p>Continuing Professional Development (CPD), Teacher responsibilities; multifarious roles: facilitator, scaffolder, mentor, social engineer, counsellor, reflective practitioner and digital facilitator</p>	<p>Group task</p> <p>Demonstration</p> <p>Pair and group work to prepare computer based instructional materials</p>	<p>Preparation of computer based instructional material</p> <p>Observation schedule</p> <p>Reflection write -up</p>

Unit II: Instructional Practices in Journalism and Mass Communication Education: Traditional to Digital

Course Specific Outcome (CSO)	Major Content	Strategies/Approaches	Assessment
<p>To get updated with the knowledge of current approaches and methods</p> <p>To develop the ability to choose the most suitable method for a given content or group of learners</p> <p>To get acquainted with evolving instructional strategies</p> <p>To familiarize with models of teaching as an instructional design and identifies ways of employing them for teaching in varied contexts.</p>	<ul style="list-style-type: none"> • Techniques-Drill, Brain storming. Role play, Review, Portfolio development, Buzz session, simulation, Quiz session • Methods of teaching - Lecture Method, Project method, Case study, Inductive and Deductive. • Instructional strategies - modern instructional strategies with constructivist approaches and technological advancement; • Cooperative learning strategies, Collaborative learning strategies, Virtual learning and Blended learning Experiential learning, blended learning, problem based learning; Strategies to deal with Children with Special Needs (CWSN)-differently able, slow learner, gifted students in higher secondary classroom • Models of teaching-Introduction, Different families-Group Investigation Model, 5E Model, ASSURE instructional design model. 	<p>Tasks involving cooperation and collaboration</p> <p>Recreation</p>	<p>Completion and submission of tasks</p> <p>Trainee created digital aids for teaching</p> <p>Ability to transact the content / Realize objective in the plans prepared</p> <p>Evaluate the competence to compare and contrast</p>

Unit III: Curriculum and Modern Instructional Resources in Journalism and Mass Communication Education

Course Specific Outcome (CSO)	Major Content	Strategies/Approaches	Assessment
<p>To familiarize student teachers with the principle of curriculum construction and organization</p> <p>To grasp the relationship with curriculum and syllabus</p> <p>To analyse instructional materials in print and digital form for effective transaction</p> <p>To develop necessary skills for transmission of information and content using websites</p>	<ul style="list-style-type: none"> • Curriculum - Concept Principles of designing Journalism curriculum, Global trends in designing journalism curriculum, Curriculum transaction and its modes • Experience with curriculum designs- Design digital texts and e-content development • e-resources and IT enabled instructional resources, educational blogs, e-journals, e-portfolio, vlogs, podcasting, e-learning, m-learning, web based learning, Learning Management System (LMS), Samagra portal • Webinar, video conference, research, summer courses, in service training and online courses (MOOC and Swayam platform by UGC) in media content production, film appreciation, new media tools, media literacy and fact checking 	<p>Direct instruction</p> <p>Intro talk</p> <p>Verbal interaction</p> <p>Group Analysis</p> <p>Presentation of specimen digital resources followed by critique on effectiveness</p> <p>Individual/pair work</p> <p>Exploring online resources and preparing report</p> <p>Discussion</p>	<p>Performance based evaluation</p> <p>Checklist</p> <p>Peer Comment</p> <p>Guided Supervision</p> <p>Participant Observation</p>

Unit: IV: Modern Developments and Assessment in Journalism and Mass Communication Education

Course Specific Outcome (CSO)	Major Content	Strategies/Approaches	Assessment
<p>To familiarize with the taxonomy of educational objectives</p> <p>To know about the assessment techniques and practices</p> <p>To familiarize with various ways of improving performance through reflection</p>	<ul style="list-style-type: none"> • Taxonomies of educational objectives needed for teaching and assessing Journalism and Mass Communication education – Bloom’s Taxonomy, Revised Bloom’s Taxonomy (2001) and its implications for assessment and stating the objectives, Bloom's Digital Taxonomy, Outcome Based Education in Journalism and Mass Communication • Quantitative and Qualitative Assessment in Journalism and Mass Communication education, assessment and evaluation tools, modern trends in evaluation, continuous comprehensive evaluation, diagnostic test, achievement test, performance test, different test items (HOT, LOT Questions) • Reflective assessment - portfolio assessment, rubrics, self-reflection, peer evaluation 	<p>Direct instruction</p> <p>Group Discussion</p> <p>Individual and Collaborative tasks</p> <p>Intro lecture</p> <p>Self-reflection</p> <p>Action plan</p>	<p>Participation in task</p> <p>Peer Assessment</p> <p>Performance based Assessment</p>

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