

ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 1:2023-24

DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM

1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

School Induction Programme (school initiatory experience) was conducted for Semester II students from 05/02/2024 to 10/02/2024 to provide the student teachers an opportunity to have primary experiences with the functioning of the school. This programme includes such activities as observation of lessons of senior teachers, individual teaching of the student teachers, team teaching of the student teachers, observing various types of records maintained in the school and observing the social climate in the school.

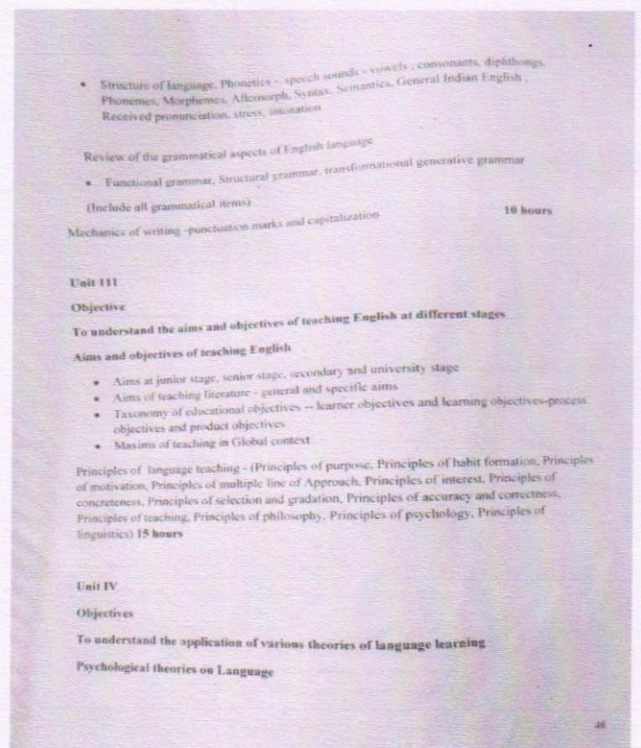
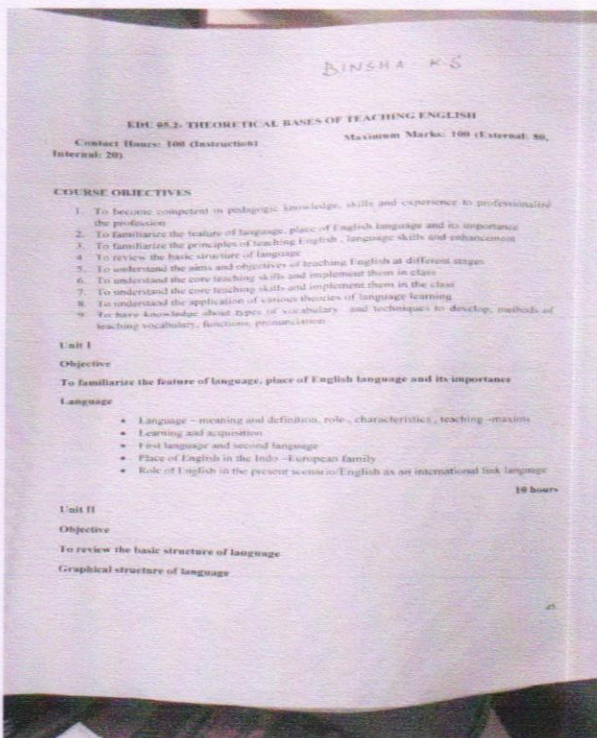


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2.TRANSACTION OF A COMPARATIVE PERSPECTIVE OF EDUCATION WORLDWIDE

A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are transacted to the students in an effective manner. Selected pages from the B.Ed. curriculum of the University of Calicut, highlighting the transaction of a comparative perspective of education worldwide, are attached.

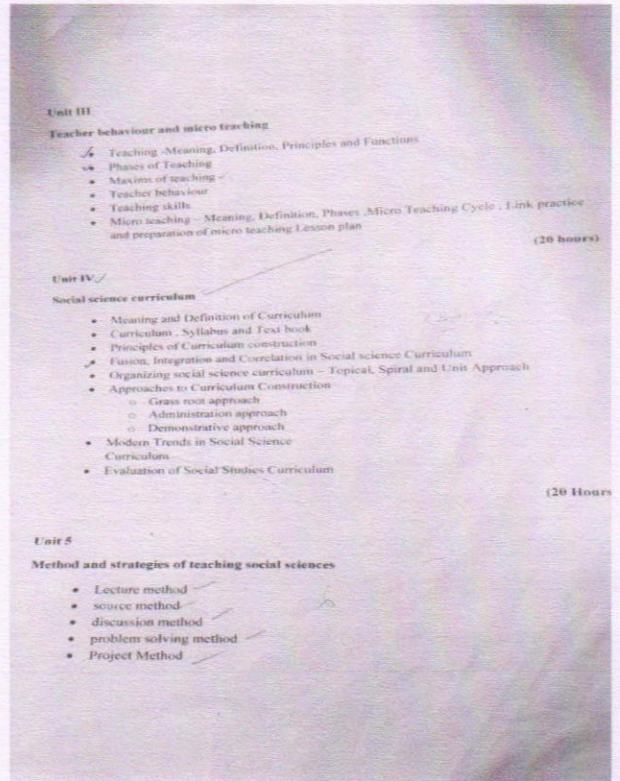
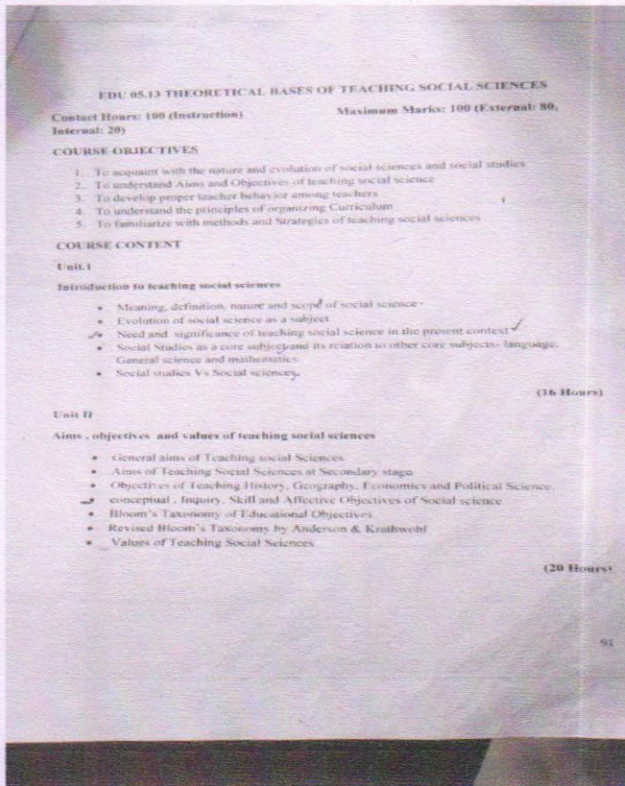
English Curriculum



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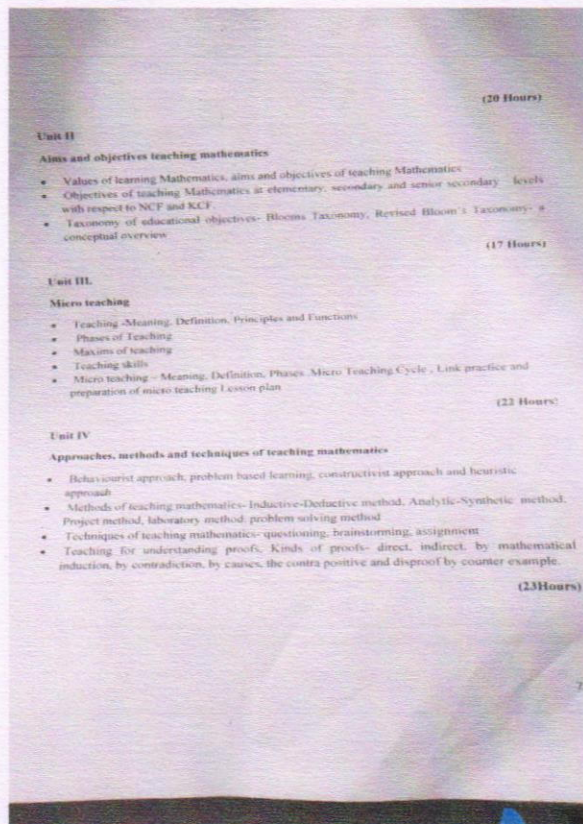
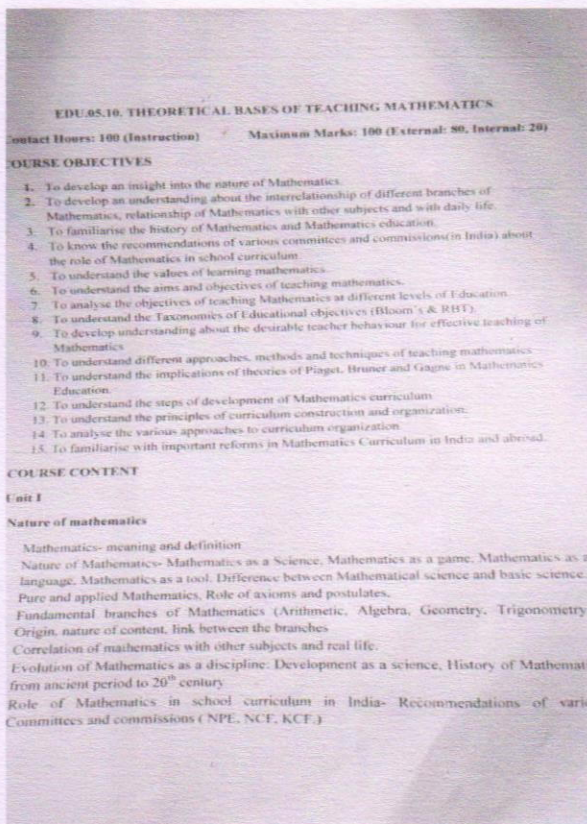
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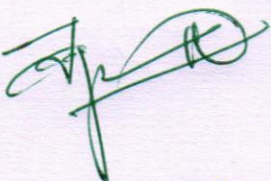
Social science Curriculum




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Mathematics curriculum




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Physical science curriculum

EDU 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE
Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

COURSE OBJECTIVES

1. To acquaint with the nature and evolution of physical science
2. To understand Aims and Objectives of teaching physical science
3. To develop proper teacher behaviour among teachers
4. To understand the principles of organizing Curriculum
5. To familiarize with methods and strategies of teaching physical science

COURSE CONTENT

Unit I
Introduction to teaching physical science

- Meaning, definition, nature and scope of physical science
- Science as a product and process
- Evolution and significance of physical science as a school subject
- Values of teaching physical science in the present context
- Scientific Attitude and Scientific Aptitude
- Branches of science, Emergence of interdisciplinary subjects

(16 Hours)

UNIT II
Aims, objectives and values of teaching physical science

- Aims and Objectives of teaching Physical Science
- Objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson and Krathwohl
- Taxonomy of Mc Cormack & Yager
- Digital Taxonomy
- Process skills in Science at secondary stage, Developing process skills in students.

(20 Hours)

Unit III
Teacher behaviour and micro teaching

- Teaching - Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teacher behaviour
- Teaching skills
- Micro teaching - Meaning, Definition, Phases, Micro Teaching Cycle - Link practice and preparation of micro teaching Lesson plan

(20 hours)

Unit IV
Physical science curriculum

- Meaning and Definition of Curriculum
- Curriculum, Syllabus and Text book
- Principles, Foundation and Stages of Curriculum construction
- Correlation in science teaching
- Organizing physical science curriculum - Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction - concentric plan, topic method, type study, Integrated, Disciplinary and Interdisciplinary Approaches Grass root approach
- CBA, CEM, PSSC

(20 Hours)

Unit V
Method and strategies of teaching physical sciences

- Methods of Instruction: Lecture cum demonstration method, Project method, Problem solving method, Individualized laboratory method, Dalton Plan, Supervised study.
- Teaching techniques and strategies- Brain storming, Questioning Technique, Buzz discussion- Debate, Symposium, Panel Discussion, and Seminar. Concept map, Mind Map, Analogies, Blended learning, Problem-based Learning (PBL), Mnemonics, Graphic organizers

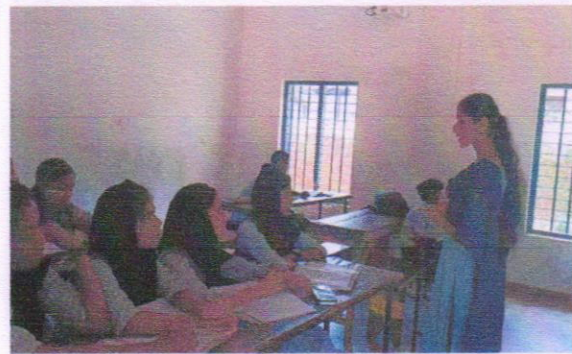
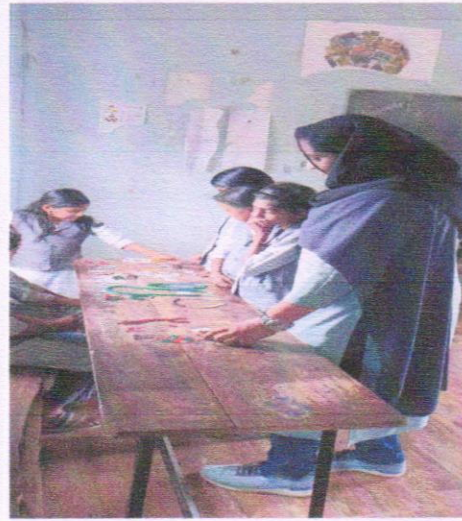
(24 Hours)

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3.Participation in various activities in the practice teaching school during school internship



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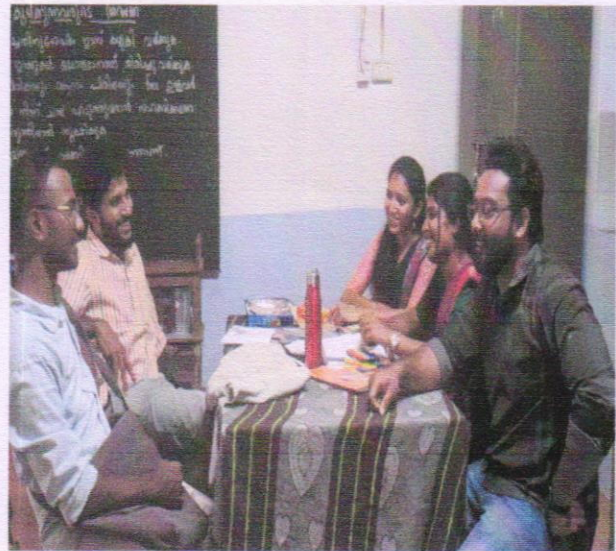
ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

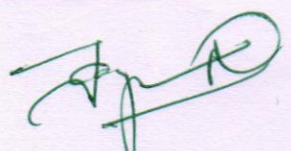
YEAR 1:2022-23

DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM

1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

School Induction Programme (school initiatory experience) was conducted for Semester II students from 19/06/2023 to 23/06/2023 to provide the student teachers an opportunity to have primary experiences with the functioning of the school. This programme includes such activities as observation of lessons of senior teachers, individual teaching of the student teachers, team teaching of the student teachers, observing various types of records maintained in the school and observing the social climate in the school.

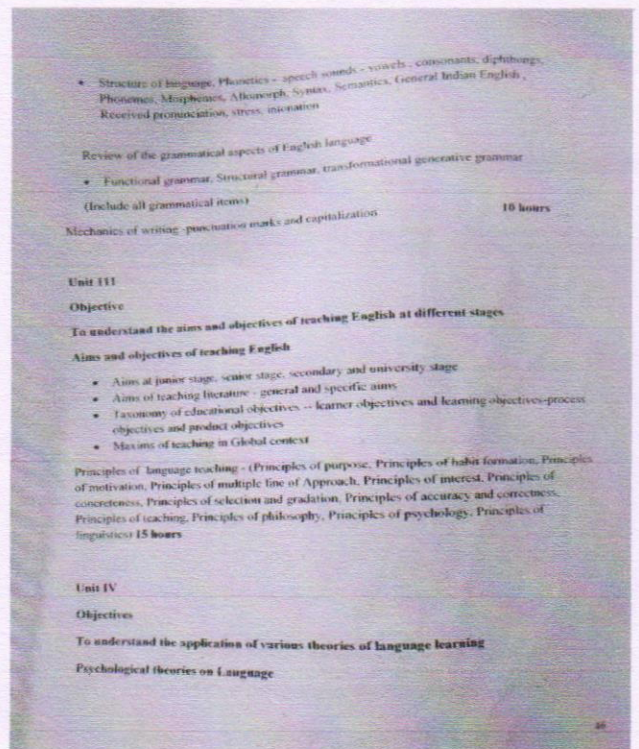
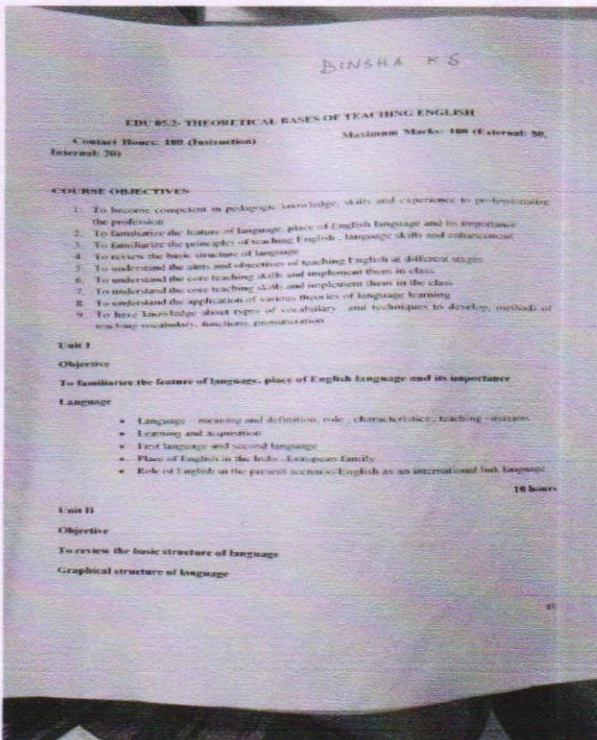




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2. TRANSACTION OF A COMPARATIVE PERSPECTIVE OF EDUCATION WORLDWIDE

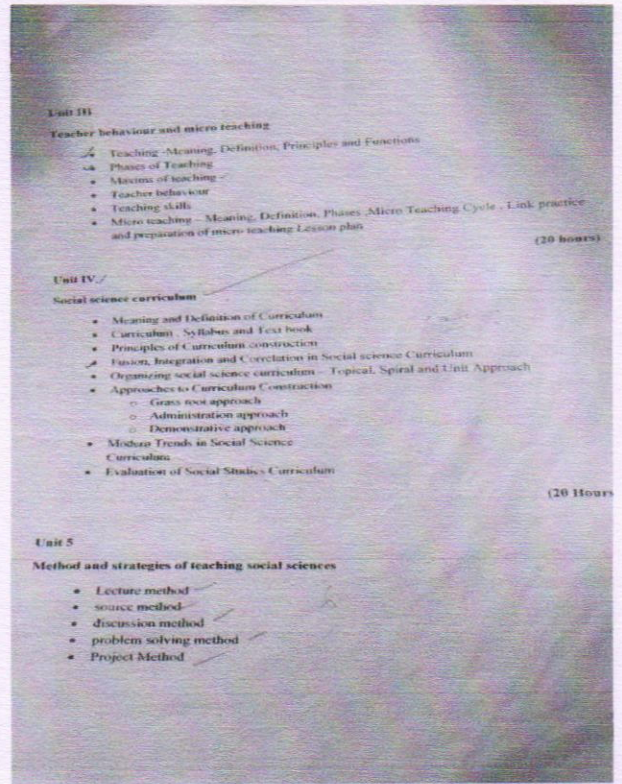
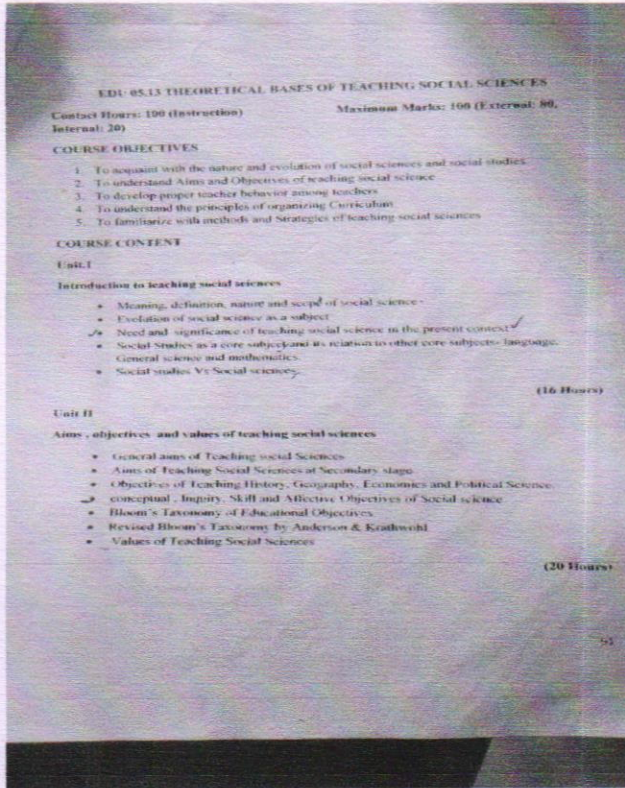
A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are transacted to the students in an effective manner. Selected pages from the B.Ed. curriculum of the University of Calicut, highlighting the transaction of a comparative perspective of education worldwide, are attached.

English Curriculum



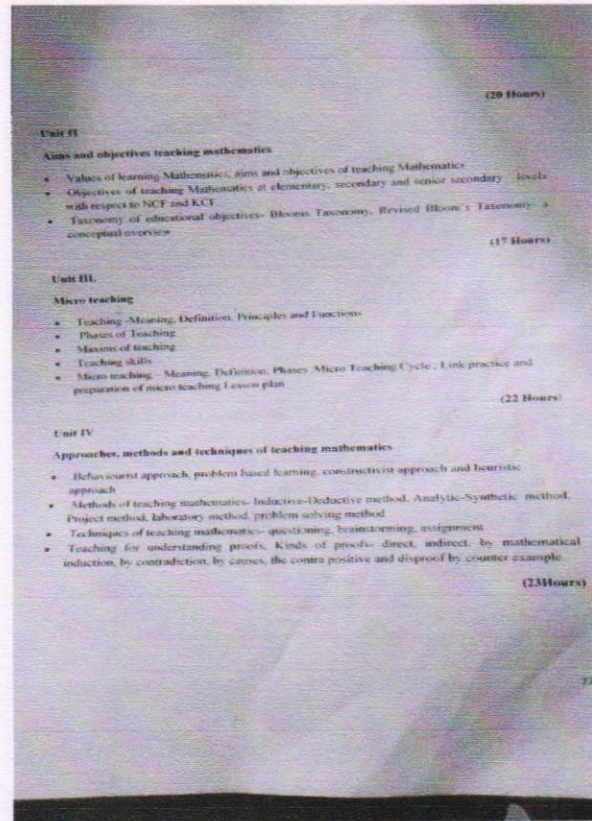
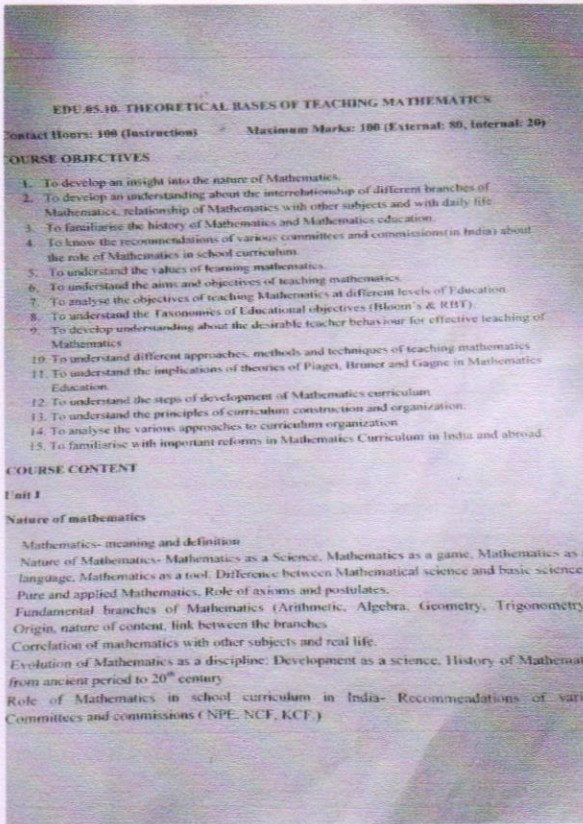

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Social science Curriculum



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Mathematics curriculum



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Physical science curriculum

EDU 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE
 Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

COURSE OBJECTIVES

- To acquaint with the names and evolution of physical science
- To understand Aims and Objectives of teaching physical science
- To develop proper teacher behavior among teachers
- To understand the principles of organizing Curriculum
- To familiarize with methods and Strategies of teaching physical science

COURSE CONTENT

Unit I

Introduction to teaching physical science

- Meaning, definition, nature and scope of physical science
- Science as a product and process
- Evolution and significance of physical science as a school subject
- Values of teaching physical science in the present context
- Scientific Attitude and Scientific Aptitude
- Branches of science, Emergence of interdisciplinary subjects

(16 Hours)

UNIT II

Aims, objectives and values of teaching physical science

- Aims and Objectives of teaching Physical Science
- Objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson and Krathwohl
- Taxonomy of Mc Comack & Vager
- Digital Taxonomy
- Process skills in Science at secondary stage, Developing process skills in students

(20 Hours)

Unit III

Teacher behaviour and micro-teaching

- Teaching - Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teacher behaviour
- Teaching skills
- Micro teaching - Meaning, Definition, Phases, Micro Teaching Cycle, Link practice and preparation of micro teaching Lesson plan

(20 hours)

Unit IV

Physical science curriculum

- Meaning and Definition of Curriculum
- Curriculum - Syllabus and Text book
- Principles, Foundation and Stages of Curriculum construction
- Correlation in science teaching
- Organizing physical science curriculum - Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction - concentric plan, topic method, type study, Integrated, Disciplinary and Interdisciplinary Approaches Grass root approach
- CBA, CBEM, PSSC

(20 Hours)

Unit V

Method and strategies of teaching physical sciences

- Methods of Instruction: Lecture cum demonstration method, Project method, Problem solving method, Individualized laboratory method, Dalton Plan, Supervised study
- Teaching techniques and strategies- Brain storming, Questioning Technique, Buzz discussion- Debate, Symposium, Panel Discussion, and Seminar, Concept map, Mind Map, Analogies, Blended learning, Problem-based Learning (PBL), Mnemonics, Graphic organizers

(24 Hours)

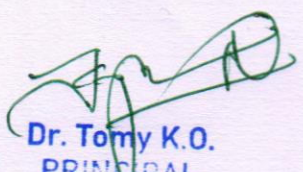
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3.Participation in various activities in the practice teaching school during school internship




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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 1:2021-22

DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM

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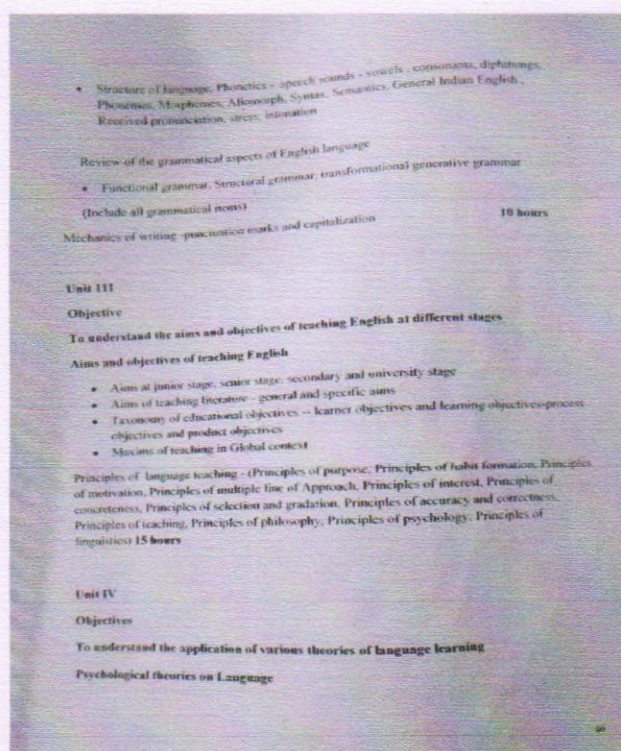
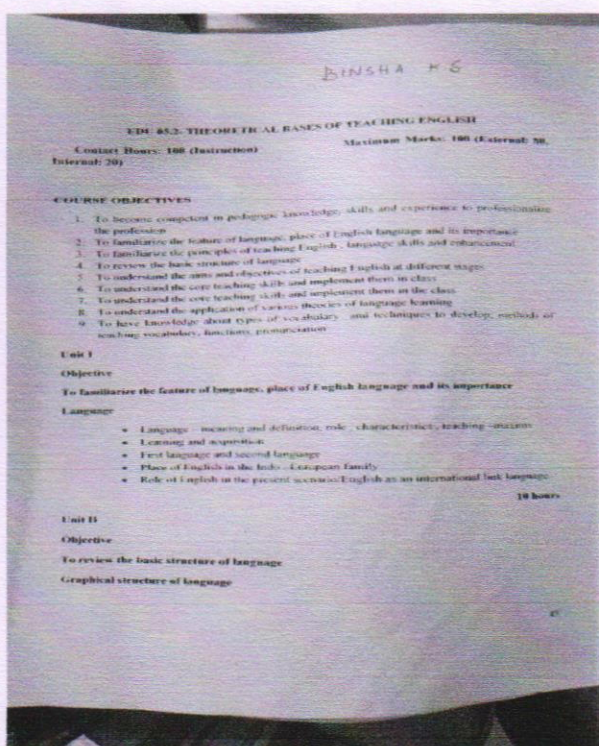


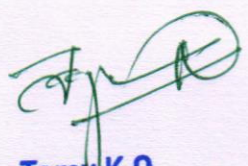

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2. TRANSACTION OF A COMPARATIVE PERSPECTIVE OF EDUCATION WORLDWIDE

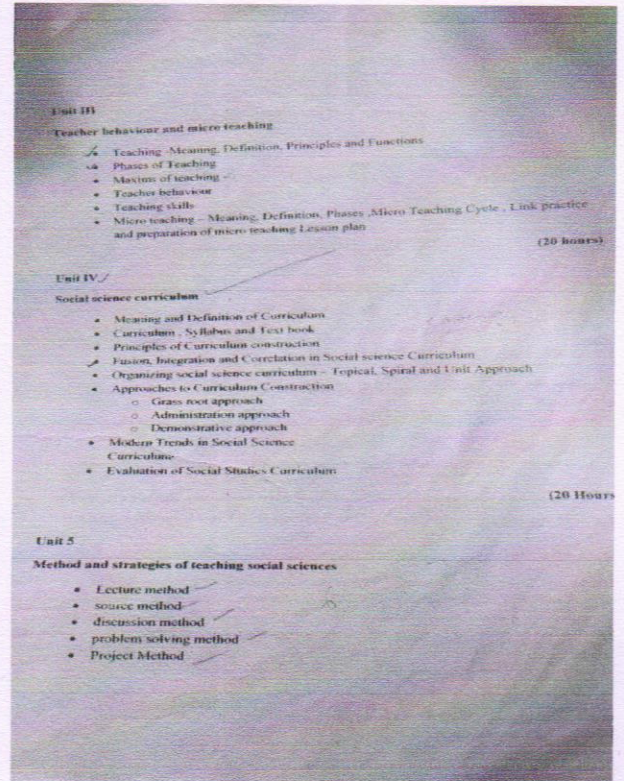
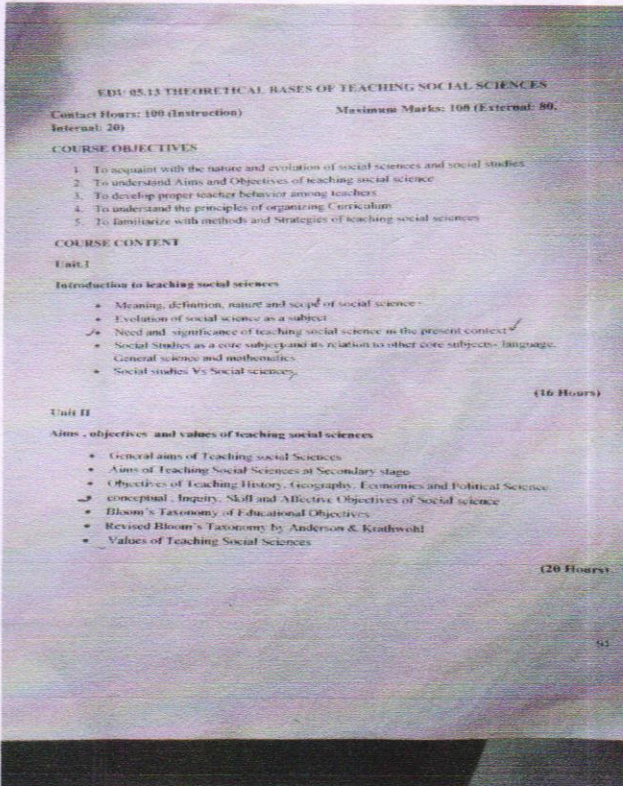
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English Curriculum



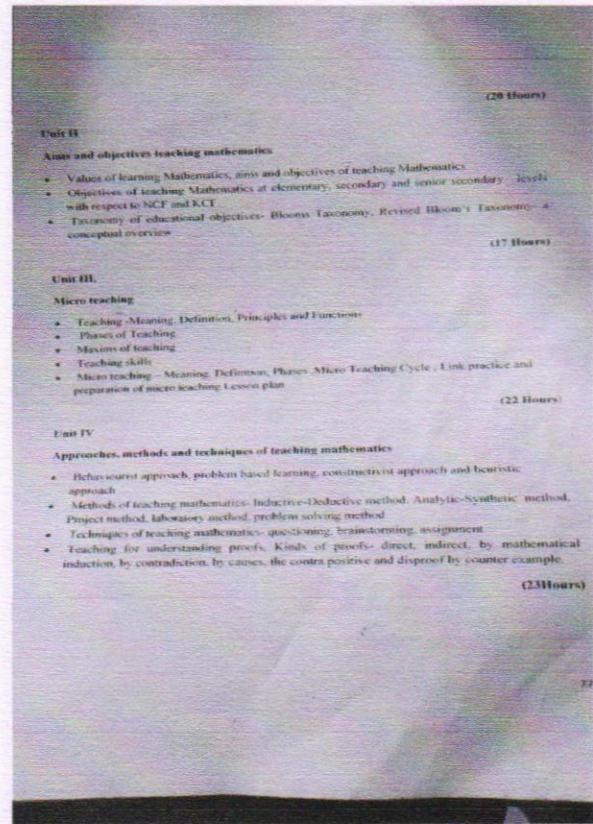
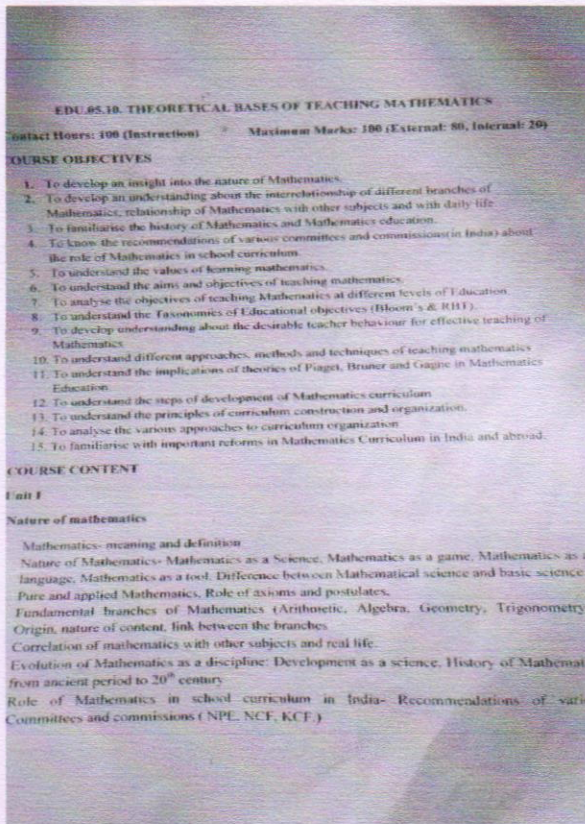

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Social science Curriculum



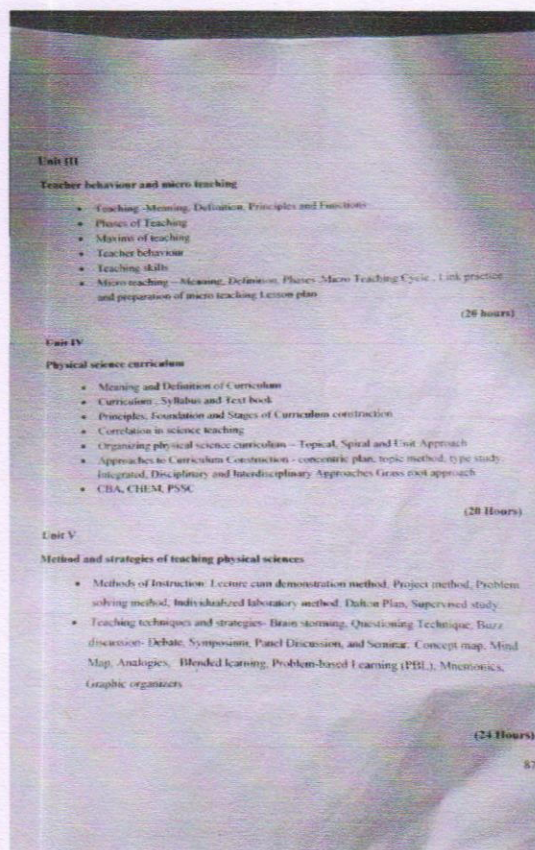
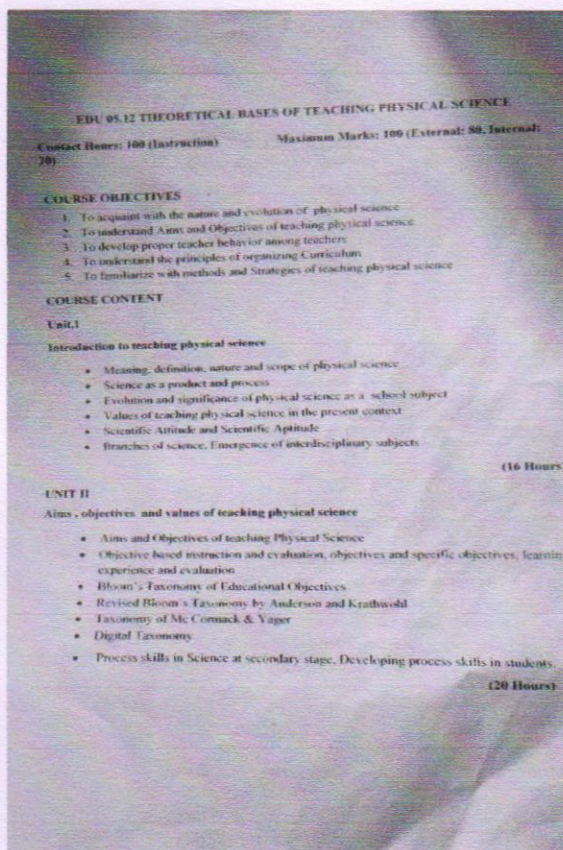
Dr. Tomy K.O.
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Mathematics curriculum



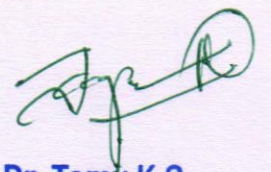
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Physical science curriculum




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3. Participation in various activities in the practice teaching school during school internship



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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

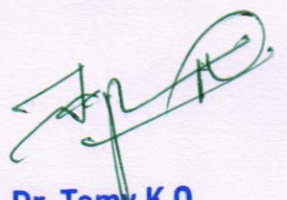
YEAR 1:2020-21

**DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE
FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM**

1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

School Induction Programme (school initiatory experience) was conducted for Semester II students. Due to covid 19 pandemic the school initiatory was not conducted in schools.

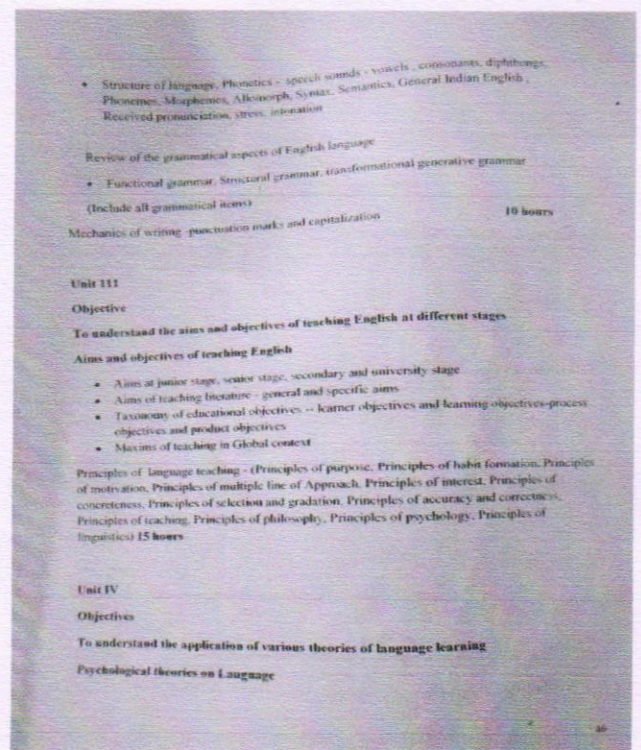
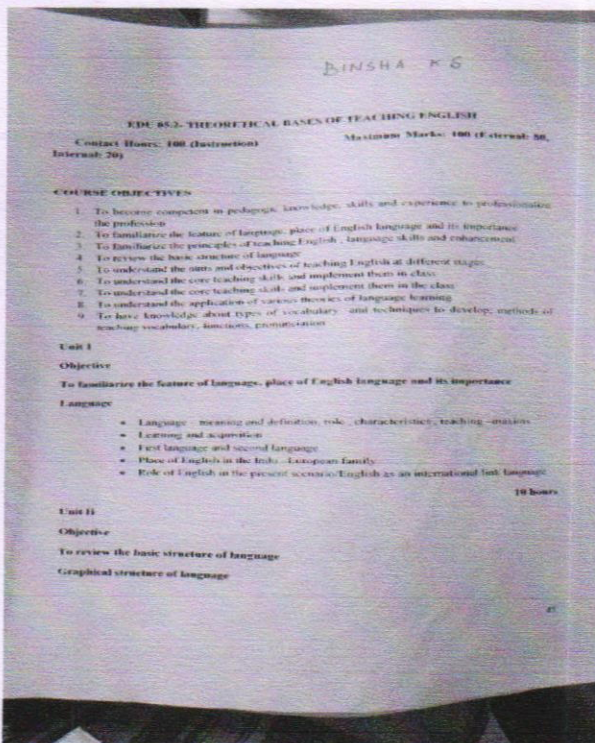


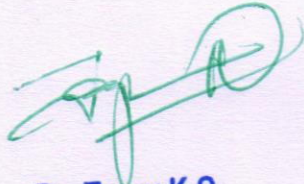

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English Curriculum




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Social science Curriculum

EDU 05.13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES
 Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

COURSE OBJECTIVES

1. To acquaint with the nature and evolution of social sciences and social studies
2. To understand Aims and Objectives of teaching social science
3. To develop proper teacher behaviour among teachers
4. To understand the principles of organizing Curriculum
5. To familiarize with methods and Strategies of teaching social sciences

COURSE CONTENT

Unit I
Introduction to teaching social sciences

- Meaning, definition, nature and scope of social science
- Evolution of social science as a subject
- Need and significance of teaching social science in the present context
- Social Studies as a core subject and its relation to other core subjects- language, General science and mathematics.
- Social studies Vs Social science.

(16 Hours)

Unit II
Aims, objectives and values of teaching social sciences

- General aims of Teaching social Sciences
- Aims of Teaching Social Sciences at Secondary stage
- Objectives of Teaching History, Geography, Economics and Political Science
- Conceptual, Inquiry, Skill and Affective Objectives of Social science
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson & Krathwohl
- Values of Teaching Social Sciences

(20 Hours)

Unit III
Teacher behaviour and micro teaching

- Teaching - Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teacher behaviour
- Teaching skills
- Micro teaching - Meaning, Definition, Phases, Micro Teaching Cycle, Link practice and preparation of micro teaching Lesson plan

(20 hours)

Unit IV
Social science curriculum

- Meaning and Definition of Curriculum
- Curriculum - Syllabus and Text book
- Principles of Curriculum construction
- Fusion, Integration and Correlation in Social science Curriculum
- Organizing social science curriculum - Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction
 - Grass root approach
 - Administration approach
 - Demonstrative approach
- Modern Trends in Social Science Curriculum
- Evaluation of Social Studies Curriculum

(20 Hours)

Unit 5
Method and strategies of teaching social sciences

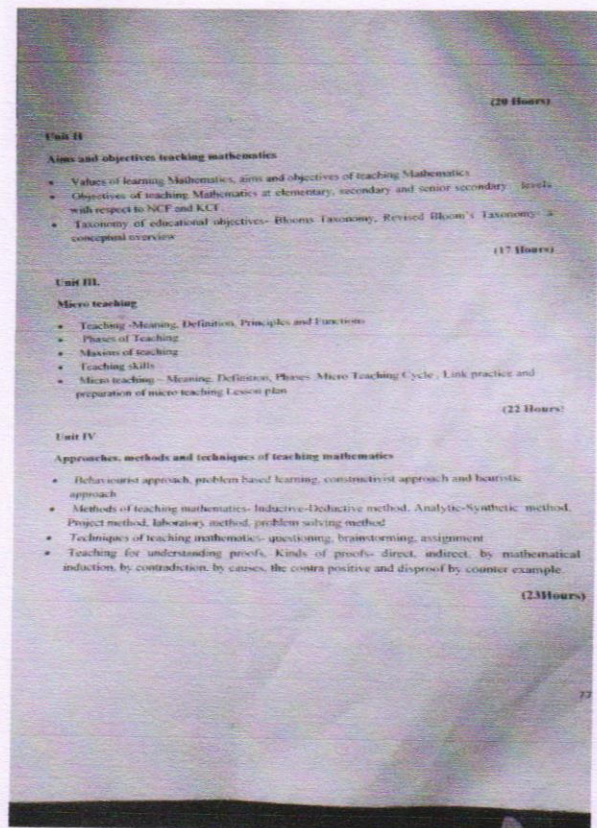
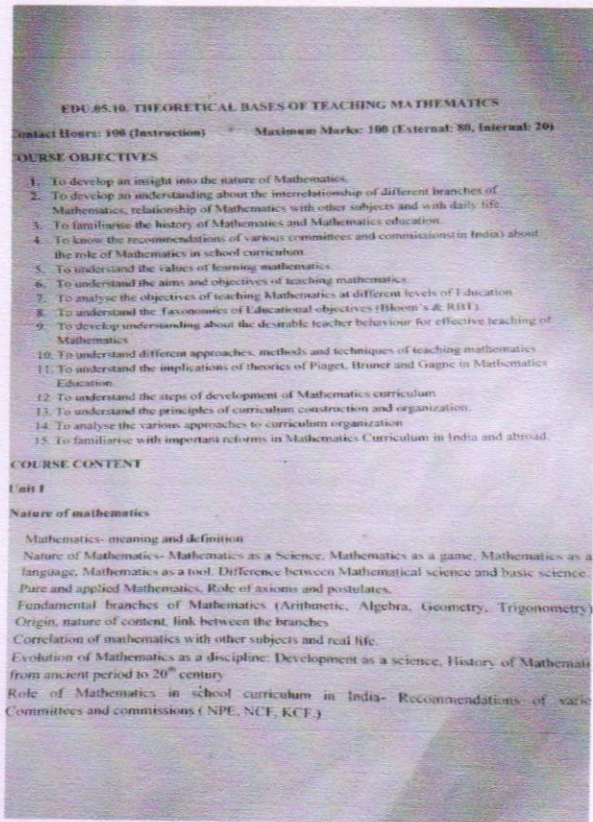
- Lecture method
- source method
- discussion method
- problem solving method
- Project Method



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Mathematics curriculum



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Physical science curriculum

EDU 95 12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

Contact Hours: 180 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

COURSE OBJECTIVES

1. To acquaint with the nature and evolution of physical science
2. To understand Aims and Objectives of teaching physical science
3. To develop proper teacher behaviour among teachers
4. To understand the principles of organizing Curriculum
5. To familiarize with methods and Strategies of teaching physical science

COURSE CONTENT

Unit I

Introduction to teaching physical science

- Meaning, definition, nature and scope of physical science
- Science as a product and process
- Evolution and significance of physical science as a school subject
- Values of teaching physical science in the present context
- Scientific Attitude and Scientific Aptitude
- Branches of science, Emergence of interdisciplinary subjects

(16 Hours)

UNIT II

Aims, objectives and values of teaching physical science

- Aims and Objectives of teaching Physical Science
- Objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson and Krathwohl
- Taxonomy of Mc Connack & Yerger
- Digital Taxonomy
- Process skills in Science at secondary stage, Developing process skills in students.

(20 Hours)

Unit III

Teacher behaviour and micro teaching

- Teaching - Meaning, Definition, Principles and Functions
- Phases of Teaching
- Motives of teaching
- Teacher behaviour
- Teaching skills
- Micro teaching - Meaning, Definition, Phases, Micro Teaching Cycle, Link practice and preparation of micro teaching Lesson plan

(20 hours)

Unit IV

Physical science curriculum

- Meaning and Definition of Curriculum
- Curriculum: Syllabus and Text book
- Principles, Foundation and Stages of Curriculum construction
- Correlation in science teaching
- Organizing physical science curriculum - Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction - concentric plan, topic method, type study, Integrated, Disciplinary and Interdisciplinary Approaches Grass root approach
- CBA, CBEM, PSSC

(20 Hours)

Unit V

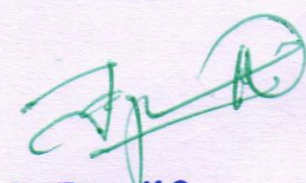
Method and strategies of teaching physical sciences

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- Teaching techniques and strategies- Brain storming, Questioning Technique, Buzz, discussion- Debate, Symposium, Panel Discussion, and Seminar, Concept map, Mind Map, Analogies, Blended learning, Problem-based Learning (PBL), Mnemonics, Graphic organizers

(24 Hours)

87




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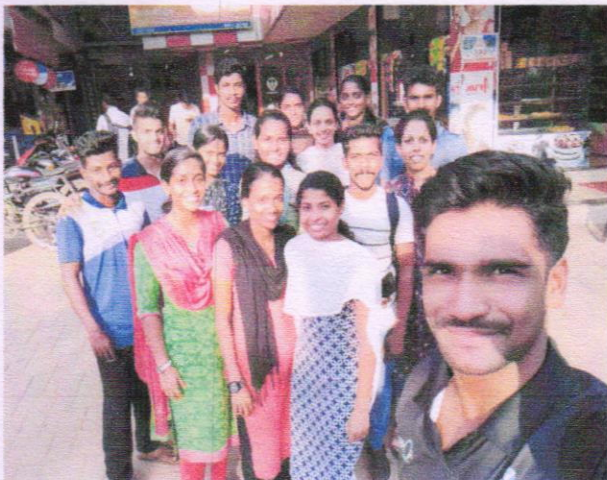
ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 1:2019-20

DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM

1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

School Induction Programme (school initiatory experience) was conducted for Semester II students from 20/01/2020 to 24/01/2020 to provide the student teachers an opportunity to have primary experiences with the functioning of the school. This programme includes such activities as observation of lessons of senior teachers, individual teaching of the student teachers, team teaching of the student teachers, observing various types of records maintained in the school and observing the social climate in the school.

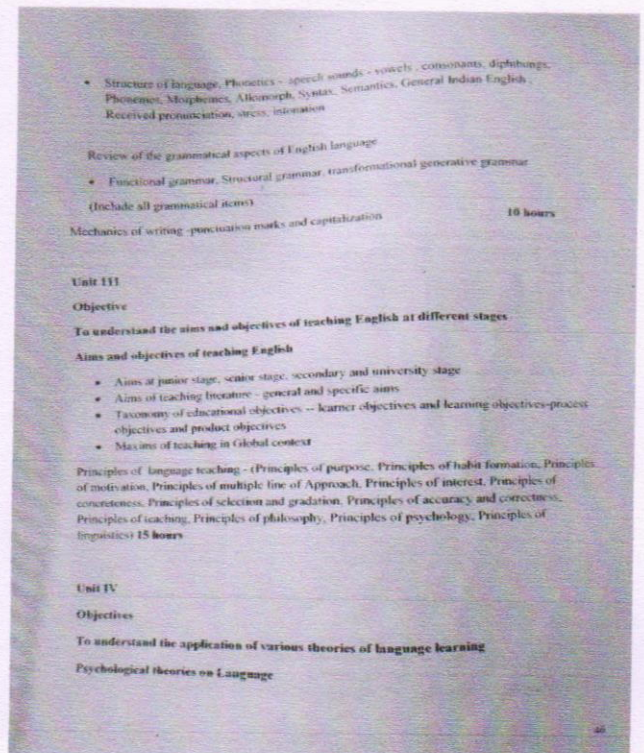
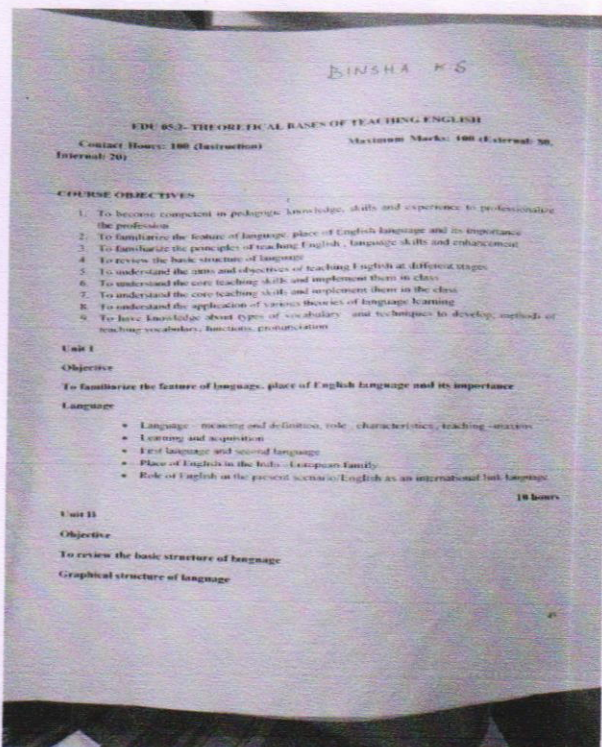



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2. TRANSACTION OF A COMPARATIVE PERSPECTIVE OF EDUCATION WORLDWIDE

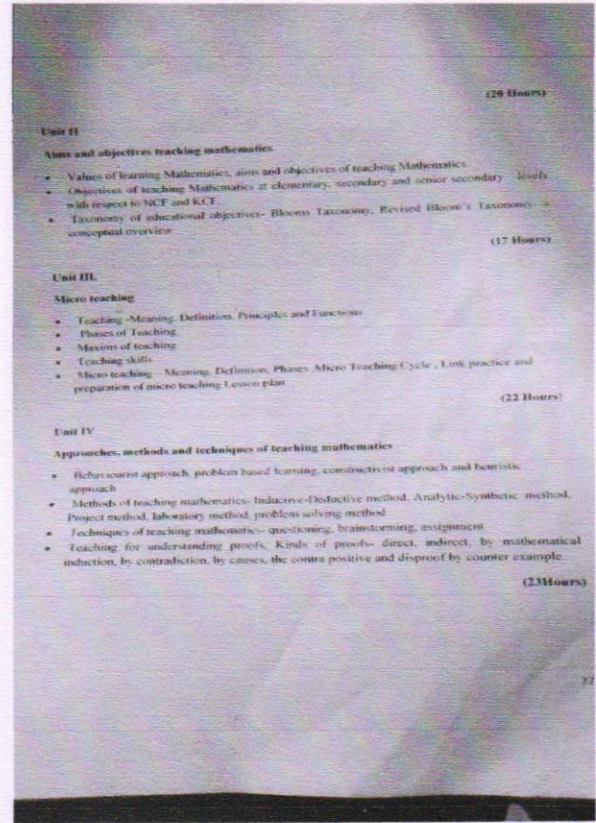
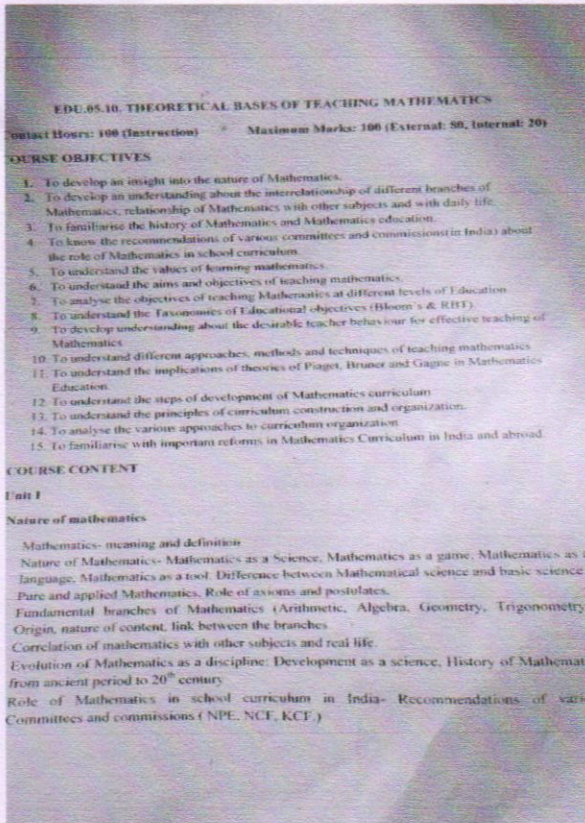
A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are transacted to the students in an effective manner. Selected pages from the B.Ed. curriculum of the University of Calicut, highlighting the transaction of a comparative perspective of education worldwide, are attached.

English Curriculum




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Mathematics curriculum




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Social science Curriculum

EDU 05.13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

COURSE OBJECTIVES

1. To acquaint with the nature and evolution of social sciences and social studies.
2. To understand Aims and Objectives of teaching social science
3. To develop proper teacher behavior among teachers
4. To understand the principles of organizing Curriculum
5. To familiarize with methods and Strategies of teaching social sciences

COURSE CONTENT

Unit I

Introduction to teaching social sciences

- Meaning, definition, nature and scope of social science
- Evolution of social science as a subject
- Need and significance of teaching social science in the present context
- Social studies as a core subject and its relation to other core subjects: language, General science and mathematics.
- Social studies Vs Social sciences.

(16 Hours)

Unit II

Aims, objectives and values of teaching social sciences

- General aims of Teaching social Sciences
- Aims of Teaching Social Sciences at Secondary stage
- Objectives of Teaching History, Geography, Economics and Political Science
- Conceptual, Inquiry, Skill and Affective Objectives of Social science
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson & Krathwohl
- Values of Teaching Social sciences

(20 Hours)

Unit III

Teacher behaviour and micro teaching

- Teaching - Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teacher behaviour
- Teaching skills
- Micro teaching - Meaning, Definition, Phases, Micro Teaching Cycle, Link practice and preparation of micro teaching Lesson plan

(20 hours)

Unit IV

Social science curriculum

- Meaning and Definition of Curriculum
- Curriculum, Syllabus and Text book
- Principles of Curriculum construction
- Fusion, Integration and Correlation in Social science Curriculum
- Organizing social science curriculum - Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction
 - o Grass root approach
 - o Administration approach
 - o Demonstrative approach
- Modern Trends in Social Science Curriculum
- Evaluation of Social Studies Curriculum

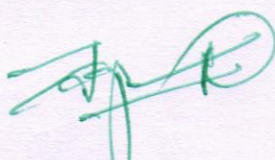
(20 Hours)

Unit 5

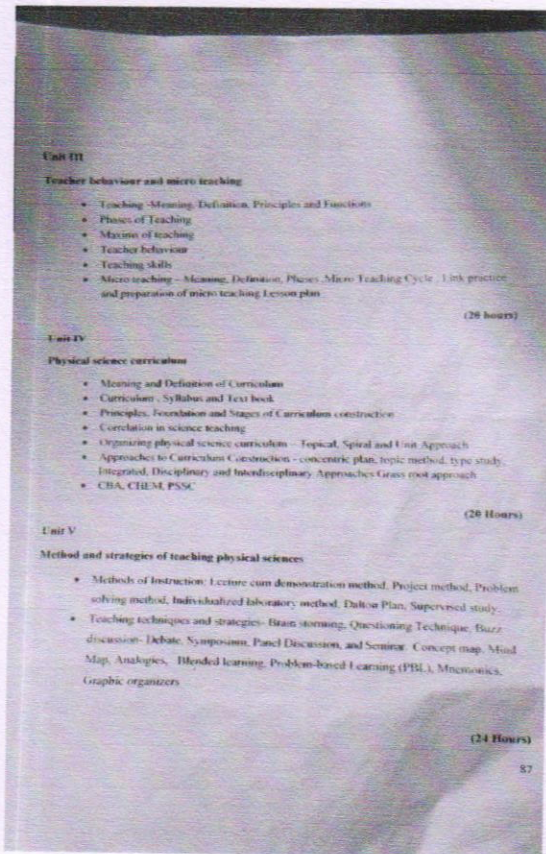
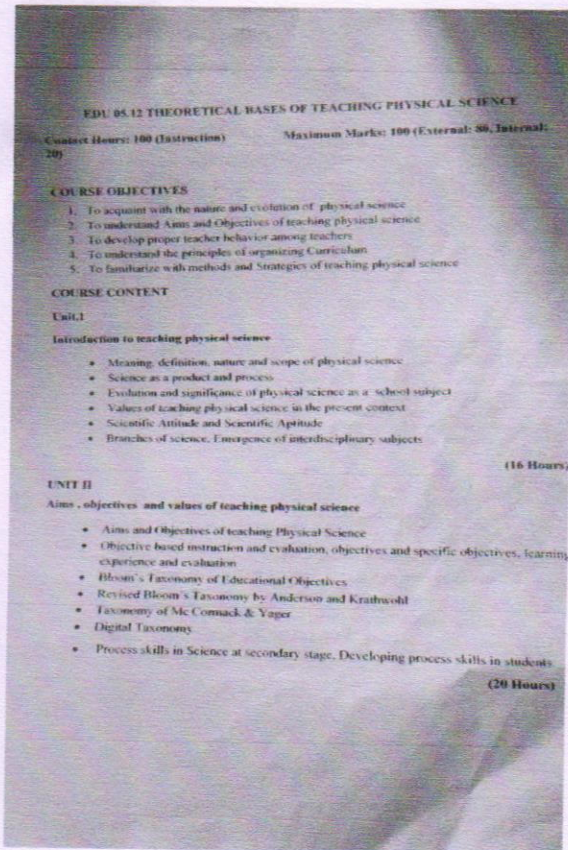
Method and strategies of teaching social sciences

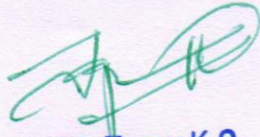
- Lecture method
- Socratic method
- discussion method
- problem solving method
- Project Method




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Physical science curriculum




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3. Participation in various activities in the practice teaching school during school internship

COVID -19 PANDEMIC



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ST. GREGORIOS TEACHERS TRAINING COLLEGE, MEENANGADI

YEAR 1: 2023-24

DOCUMENTARY EVIDENCE IN DEVELOPING THE UNDERSTANDING OF THE INTERCONNECTEDNESS OF VARIOUS LEARNING ENGAGEMENTS AND MAKING STUDENTS READY FOR THE PROFESSIONAL FIELD.

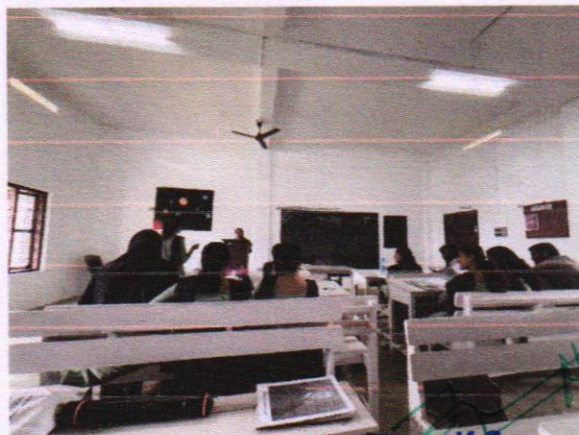
St. Gregorios Teachers Training College, Meenangadi organizes a variety of learning experiences for the students including curricular, co-curricular and extra-curricular experience in order to enhance an overall development of each prospective teacher. The various learning activities are intended to make them understand the interconnectedness of the learning experiences that enable to enhance the professional competency of the learner. During the academic year, all the activities planned were related to the vision and mission of the institution, that is, by upholding value embedded quality education through value-oriented learning experiences.

The efforts made by St. Gregorios Teachers' Training College, to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field, are described below:

1. Teaching Learning Activities

The teaching learning experiences imparted are focused on paying individual attention to students and to develop a good teacher-pupil interaction so as to satisfy the needs of the students. The practical experiences provided to the students including teaching practices and skill development classes tried to integrate the technical competency of student teachers as a part of professional competency development. School Internship, which is a part of the curricular area of "Engagement with the Field", conducted in two phases, led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.

Micro teaching




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Initiatory school experiences



Demonstration classes




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Action research

ST. GREGORIOS TEACHERS TRAINING COLLEGE, MEENANGADI
(Affiliated to the University of Calicut & Recognized by NCTE)

RECORD OF PRACTICALS
SEMESTER - III
ACTION RESEARCH-II
B. Ed 2022-23-24

Name: JERIL JOY
Reg No: CHERMUT0006
Optional Subject: PHYSICAL SCIENCES

Certified that this is a faithful record of practical done by
JERIL JOY of this college

Principal
Dr. Tomy K.O.
Principal
St. Gregorios Teacher Training College, Meenangadi
Wayanad

Date: 01-01-24

Handwritten notes in Malayalam script, likely detailing the action research process and findings.

2. Sensitising about Professionalism and Professional Ethics

The need for possessing professionalism and professional ethics is conveyed to the students through various means of classroom instruction so as to provide quality education and inculcate good values among the learners. Faculty Members are very particular in building value based, society centred, ethically sound and a professional research culture among our students. The faculty give prior importance in sensitising the professionalism and professional ethics in the students.

The curriculum for B.Ed. course highlighting the need for possessing and developing professionalism and professional ethics, mentioned in different papers of study are attached.

EDU 0313 PROFESSIONALISING SOCIAL SCIENCE EDUCATION
Contact Hours: 50 (Instruction) Maximum Marks: 90 (External: 40, Internal: 50)

COURSE OBJECTIVES

- To be a professional social science teacher
- To be well acquainted with uses of ICT inputs in social science classroom learning practices
- To develop Skills in Techno pedagogy
- To develop awareness about emerging areas of social science education

COURSE CONTENT

Unit I
Professionalising social science teacher

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a social science teacher
- Ways and means of improving professionalism
- Social science teacher and teacher accountability

(10 Hours)

Unit II
Techno pedagogy in social science Teaching

- Techno pedagogy - meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of social science teacher
- Analysis of school text book units using ICT Tools

(15 Hours)

Unit III
ICT inputs in social science learning

- Using presentation software
- E- content

EDU 1112 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION
Contact Hours: 50 (Instruction) Maximum Marks: 90 (External: 40, Internal: 50)

COURSE OBJECTIVES

- To be a professional physical science teacher
- To be well acquainted with uses of ICT inputs in physical science classroom learning practices
- To develop Skills in Techno pedagogy
- To develop awareness about emerging areas of physical science education

COURSE CONTENT

Unit I
Professionalising physical science teacher

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a physical science teacher
- Ways and means of improving professionalism
- Physical science teacher and teacher accountability

(10 Hours)

Unit II
Techno pedagogy in physical science Teaching

- Techno pedagogy - meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of physical science teacher
- Analysis of school text book units using ICT Tools

(15 Hours)

Unit III
ICT inputs in physical science learning

- Using presentation software



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EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION
 Contact Hours: 50 (Instruction) Maximum Marks: 50 (External: 40, Internal: 10)

COURSE OBJECTIVES

- To know the ways of making Mathematics enjoyable
- To understand the ways of catering the needs of gifted students, slow learners and under-achievers in Mathematics
- To know various initiatives to nurture Mathematics Talents
- To be a professional mathematics teacher.

Unit I
Mathematics for All

- Aimes for poor performance in mathematics
- Mathematics phobia among learners- Causes and Remedies
- Role of recreational activities in mathematics learning (mathematical games, riddles, puzzles, puzzles, Sudoku etc.)
- Mathematics club, Activities, importance and organization
- Mathematics fairs

(8 Hours)

Unit II
Exceptional Children in Mathematics

- Concept of Multiple Intelligences
- Exceptional children in mathematics- Mathematically gifted, slow learners, under achiever- their characteristics, special programmes for each
- Learning difficulty in mathematics (dyscalculia)- characteristics and remedial measures
- Mathematical creativity- characteristics, Role of teacher
- Governmental and non-governmental initiatives in improving mathematics learning: Field social, Mathematics Olympiad, NUMATS, NTSE, MTSE.

(15 Hours)

Unit III
ICT in Improving Teaching Performance

- Content development- concepts, formats, steps for preparation, script writing for e-content.

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EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION
 Contact Hours: 50 (Instruction) Maximum Marks: 50 (External: 40, Internal: 10)

COURSE OBJECTIVE

- To analyse knowledge, skill and experience to professionalize the profession
- To understand the need of professionalization
- To know the global demands of English teachers
- To have an aware of new careers in the global scenario
- To understand and experience various language learning materials

COURSE CONTENT

Unit I
Professionalization

- Professionalization- professionalization- meaning, level and importance
- Qualities of a professional teacher in English- ways to cultivate growth orientation in teaching
- Professionalization of teaching
- 30-credit and free service courses
- Teacher quality and types

(15 hours)

Unit II
Global demand of English teachers

- Job Attractions -challenges in the global level
- Qualifying Proficiency Test: IELTS, TOEFL, etc.
- Equip teachers to meet global demands

(10 hours)

Unit III
New careers for English teachers

- Language trainer qualities, Content writers and their qualities content writing, teaching and its importance

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4. Students qualified in Teacher Eligibility Tests

Some of the students have qualified in various Teacher Eligibility Tests like NET, SET, C-TET, K-TET during the academic year 2023-24.

No. KTET-III 235561

GOVERNMENT OF KERALA
 DEPARTMENT OF GENERAL EDUCATION

KTET
 Kerala Teacher Eligibility Test
 ELIGIBILITY CERTIFICATE

Roll Number : 765254 Application Number : 162654

This is to certify that **Mr. / Mrs. FOUMIDHA V.K.**
 Date of Birth: 28/10/1997, has appeared for Kerala Teacher Eligibility Test October 2022 Category - III (for High School classes) conducted by Paravakha Bharosa, Kerala, Thiruvananthapuram on 04/12/2022 and is declared qualified.
 The details of marks obtained are given below.

Part	Content	Maximum Marks	Marks Obtained
I	Adolescent Psychology, Theories of Learning and Teaching Aptitude	40	36
II	Language (English)	30	23
III	Optional Subject (Social Science)	80	42
TOTAL		150	91
Percentage of Total marks Obtained		61%	

Date of Publication of Results : 01/02/2023

SANTHOSH KUMAR S
 Secretary
 Board of Examinations (K.TET),
 Kerala

No. KTET-II 234589

GOVERNMENT OF KERALA
 DEPARTMENT OF GENERAL EDUCATION

KTET
 Kerala Teacher Eligibility Test
 ELIGIBILITY CERTIFICATE

Roll Number : 604489 Application Number : 162654

This is to certify that **Mr. / Mrs. FOUMIDHA V.K.**
 Date of Birth: 28/10/1997, has appeared for Kerala Teacher Eligibility Test October 2022 Category - II (for Upper Primary classes) conducted by Paravakha Bharosa, Kerala, Thiruvananthapuram on 03/12/2022 and is declared qualified.
 The details of marks obtained are given below.

Part	Content	Maximum Marks	Marks Obtained
I	Child Development and Pedagogy, Mathematics and Science, Social Science	90	66
II	Language I (Malayalam)	30	20
III	Language II (English)	30	13
TOTAL		150	99
Percentage of Total marks Obtained		66%	

Date of Publication of Results : 01/02/2023

SANTHOSH KUMAR S
 Secretary
 Board of Examinations (K.TET),
 Kerala



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 St. Gregorios Teacher
 Training College Meenangadi

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EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

COURSE OBJECTIVE

1. To acquire knowledge, skill and experiences to professionalize the profession
2. To understand the need of professionalism
3. To know the global demands of English teachers
4. To become aware of new careers in the global scenario
5. To understand and experience various language learning materials

COURSE CONTENT

Unit I

Professionalism

- Profession –professional ---professionalism-- meaning, need and importance
- Qualities of a professional teacher in English -ways to inculcate professionalism in teaching
- Professionalization of teaching
- In-service and pre service courses
- Leadership qualities and types

(15 hours)

Unit II

Global demand of English teachers

- Job Attractions -challenges in the global level
- Qualifying Proficiency tests : IELTS, TOEFL, etc.
- Equip teachers to meet global demands

(10 hours)

Unit III

New careers for English teachers

- Language trainer -qualities: Content writers and their qualities content writing: meaning and its importance




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EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

COURSE OBJECTIVES

1. To know the ways of making Mathematics enjoyable.
2. To understand the ways of catering the needs of gifted students, slow learners and under achievers in Mathematics
3. To know various initiations to nurture Mathematics Talents
4. To be a professional mathematics teacher.

Unit I

Mathematics for All

- Causes for poor performance in mathematics.
- Mathematics phobia among learners- Causes and Remedies
- Role of recreational activities in mathematics learning (mathematical games, riddles, quiz, puzzles, Sudoku etc.)
- Mathematics club- Activities, importance and organisation
- Mathematics fairs

(8 Hours)

Unit II

Exceptional Children in Mathematics

- Concept of Multiple Intelligences
- Exceptional children in mathematics- Mathematically gifted, slow learners, under achiever- their characteristics; special programmes for each
- Learning difficulty in mathematics (dyscalculia)- characteristics and remedial measures
- Mathematical creativity- characteristics, Role of teacher
- Governmental and non-governmental initiatives in improving mathematics learning: Field medal, Mathematics Olympiad, NUMATS, NTSE, MTSE.

(15 Hours)

Unit III

ICT in Improving Teaching Performance

- E-content development- concepts, formats, steps for preparation, script writing for e-content



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- Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET
- E-resources for teaching and learning- Websites, blogs, E-books, E-journals, wikis, discussion forums, social networking sites & Apps.

(15 Hours)

Unit IV

Professionalizing Mathematics Teacher

- Teaching as a profession, professional ethics in teaching, Traits of professionalism
- Qualities of a Mathematics teacher- General qualities, specific qualities, Personal qualities..
- Soft Skills for teachers
- Professional growth of Mathematics teacher. – Teaching, Research and Extension.

(8 Hours)

Unit V.

Techno pedagogy in Mathematics Teaching

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of social Mathematics teacher

(4 hours)

MODE OF INSTRUCTION

Lecture, assignment, small group discussion, Seminar

TASK AND ASSIGNMENTS:

1. Prepare a script for an e-content material for any topic in mathematics at secondary level



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EDU 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

COURSE OBJECTIVES

6. To be a professional physical science teacher
7. To be well acquitted with uses of IT inputs in physical science class room learning practices
8. To develop Skills in Techno pedagogy
9. To develop awareness about emerging areas of physical science education

COURSE CONTENT

Unit I

Professionalizing physical science teacher

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a physical science teacher
- Ways and means of improving professionalism
- Physical science teacher and teacher accountability

(10 Hours)

Unit II

Techno pedagogy in physical science Teaching

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of physical science teacher
- Analysis of school text book units using ICT Tools

(15 Hours)

Unit III

ICT inputs in physical science learning

- Using presentation software



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EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

COURSE OBJECTIVES

10. To be a professional social science teacher
11. To be well acquitted with uses of IT inputs in social science class room learning practices
12. To develop Skills in Techno pedagogy
13. To develop awareness about emerging areas of social science education

COURSE CONTENT

Unit.I

Professionalizing social science teacher

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a social science teacher
- Ways and means of improving professionalism
- Social science teacher and teacher accountability

(10 Hours)

Unit II

Techno pedagogy in social science Teaching

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of social science teacher
- Analysis of school text book units using ICT Tools

(15 Hours)

Unit III

ICT inputs in social science learning

- Using presentation software
- E- content



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