



# St. Gregorios Teachers' Training College

Meenangadi P.O, Wayanad, Kerala, India- 673591

(Managed by The Jacobite Educational & Charitable Society Reg. No: 22/1988)

Affiliated to the University of Calicut and Recognized by NCTE

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## Manager / Principal

The following documents are updated and uploaded as per the DVV clarification by NAAC

- URL to the page on website where the PLOs and CLOs are listed
- Prospectus for the last completed academic year
- Report and photographs with caption and date of student induction programmes
- Report and photographs with caption and date of teacher orientation programmes



  
**Dr. Tomy K.O.**  
**PRINCIPAL**  
St. Gregorios Teacher  
Training College, Meenangadi  
Wayanad-673591



**St. GREGORIOS TEACHER TRAINING COLLEGE,  
MEENANGADI**

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized  
by NCTE and ISO Certified

**ACADEMIC YEAR-2023-2024**

**REPORT OF STUDENT INDUCTION PROGRAMMES**

# REPORT OF STUDENT INDUCTION PROGRAMMES

## 1. Inauguration of New Batch (2023-25)

The official Inauguration cum opening ceremony opening ceremony of the batch of students in the academic year 2023-24 was conducted at the college Auditorium on 08/08/2023 Tuesday at 10.30 am. The program started with a prayer by Ms Dhrisha Sajan. Smt. Binsha KS Assi. Prof and Staff secretary of the college welcomed the gathering. Presidential address was delivered by Dr. Tomy K O, the honourable Principal of St. Gregorios teacher Training College. The inauguration of the program and keynote address were rendered by HG Ghevarghese Mor Sthephanose, the President of Jacobite charitable trust. Sri. Saleel M M (Principal of Eldo Mor Baselios College), and Ragi Vijayan (Chairman College union 2022-23) felicitated the gathering. The vote of thanks delivered by Smt. Suja John Assi. Prof. of the college. After official inauguration, the principal of the college gave a brief description about the entire course to the newly admitted students and parents. This was followed by a tea break, which the PTA general body meeting was held. The PTA executive members were selected and the PTA executive meeting was also held. The meeting was dispersed after this.



## 2. Orientation week

Every academic year begins with an orientation programme. The teacher educator introduces the nature and structure of the programme. The student teachers had an opportunity to share their views. Student teachers had an opportunity to make clear their Doubts. It facilitates the institution to judge the knowledge level, needs and skills of student teachers. During orientation student teachers are informed with the following details.

\* The student teachers are introduced the objectives of the course, general awareness about meaning of education and qualities required for a successful teacher.

The objectives of clubs, subject associations and various cells are also introduced the students.



### **3. Talent hunt programme**

A talent hunt programme was organised in the college to encourage students to forward and expose their hidden talents. The idea behind organizing this programme nurture the intrinsic qualities of students and remove their stage fear. The talent hunt programme was conducted in two days on 20.09.2023 to explore and unveil talents and potentialities of students. Students exhibited their talent through dancers, recitation, storytelling, mono-acting, playing an instrument and singing competition.



### **4. Initiatory School experiences/ School induction Programme**

School induction Programme was conducted for semester II students from 24 June to 26 June 2023, to acquaint student teachers with the school functioning. The sole purpose of initiatory school experience was to provide the student teachers an opportunity to have primary experiences with the function of the school and to develop conceptual understandings about teaching and learning in the school environment. Observation of lessons of senior teachers individually or in small groups (2nos), meeting the students

informally to learn their background and interest in learning, to see the learning facilities in school. A briefing of the activities conducted as part of school induction programme is given below

- Reporting: Student teachers were directed to report the school at 9:15 am all days of the school induction programme.
- Interaction with head of the institution: This was done to get to an awareness about the school, resources, rules and regulations, achievement and brief history of the school.
- Briefing by the subject teacher: The subject teacher gave an awareness on the following aspects to the student teachers of concerned subject.

1. Details of the subject

2. Library facilities

3. An extract of the lesson followed in the school

4. Laboratory facilities

5. Subject wise curricular activities

6. Value education classes

7. Club activities and extension activities

8. Cultural activities and celebrations

9. Provision of mid-day meals

10. Functions of PTA and SMC

- Observation of classes of senior teachers: Each student teacher observes five classes of senior teachers in the school. This was done to get an awareness about the prevailing teaching learning process, lesson planning and new trends in valuation especially in Continuous and Comprehensive Evaluation (CCE).
- Observation and collection of Data: Details were collected regarding the history of the school, facilities, achievements etc.

The student teachers maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organised in the college. Assessment of student-teacher performance during this period was done jointly by the General and optional teachers.



## **5. Curriculum and course orientation to semester III students on practice teaching and option for practice teaching schools.**

Orientation to semester III students on practice teaching was conducted on 13 September 2023 to acquaint the student- teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities, including planning, teaching, and assessment, interacting with school teachers, parents, community members and children. Besides this their option for practice teaching schools were also collected.







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### **Report of Teacher Orientation Programme 2023-2024**

#### **1. Workshop on office automation (13/06/2023) 4 members**

St. Gregorios teacher training college, meenangadi organized a workshop on office automation on June 13<sup>th</sup> 2023, to understand and learn about office automation and e- governance process using MIS System. Mr. Vijayan Rtd. Office Superintendent NSS Training college, Ottappalam presided over the Program. His classes are very effective for all the teachers who have very deep knowledge of the subject.



#### **2. Orientation workshop on functioning of interactive panel (04/04/2024)**

It cannot be overlooked that the technological development is increasing day by day and is having more impact on the educational processes. Therefore, as a teacher education institute, it is impossible not to see this impact. Therefore, as part of technological infrastructure development in the college, an interactive board was installed in the conference and seminar hall and an orientation workshop was organized



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so that all teachers and non-teaching staff could understand its use. The workshop was provided by Calicut Tecza Solutions.



### 3. NAAC orientation programme (29/01/2024)

St. Gregorios teacher training college, meenangadi organized an orientation program named "Quality Enhancement Through NAAC Accreditation program" on January 29<sup>th</sup> 2024, to understand and learn new updates related to NAAC Accreditation and to know the Criterion aspects of SSR Report. Mr. Aji Narayanan Educational Facilitator presided over the Program. His classes are very effective for all the teachers who have very deep knowledge of the subject.



## NAAC

Orientation programme

Date: 29th January , 2024



  
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**4. International seminar on Exploring the neurocognitive foundations of mindful education within the framework of the NEP 2020 (16/04/24 to 17/04/24)**

The college successfully conducted International Seminar during the academic year (2023-24) on the topic "Exploring the Neurocognitive Foundation of Mindful Education within the Framework of the National Education Policy 2020" from 16-04-2024 to 17-04-2024 in College Campus. Mr. Sarathkumar P., Assistant professor of Physical science was the program coordinator. The international seminar was held in 7 sections and many eminent persons conducted the sessions including NCTE General Council Member and NCERT syllabus cum text book Committee member Mr. Joby Balakrishnan. The seminar inaugurated by HG. Dr. Geevarghese Mor Sthephanose Metropolitan, The President and Patron of our institution.



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## St. Gregorios Teacher Training College, Meenangadi

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### COLLEGE PROSPECTUS



  
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## VISION

*"Mindfulness Education for Enlightenment"*


## MISSION

The College is named after St. Gregorios of Parumala (Parumala Thirumeni), who was a great spiritual visionary and Metropolitan of the Malankara Jacobite Syrian Orthodox Church. Parumala Thirumeni became the first person of Indian origin to be canonised as saint in 1947. He believed that education is the transformation process of a biological being to a divine being and the teachers are the prophets to disclose the innate virtues of every individual. It is very important for their emancipation from their ignorance, which is the root cause of all evils and miserable life. Thus, our vision of mindfulness Education is based on the true spirit of our great Indian tradition and St. Gregorios for the establishment of a society based on Justice, Freedom and Fraternity for the enlightenment of all its citizens to transform this world to a "Vasudhaiva Kutumbakam".

## COURSE OFFERED

1. English
2. Mathematics
3. Social Science
4. Physical Science



  
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## SEATS

PROGRAMME	MANAGEMENT	MERIT	TOTAL
English	7	6	13
Mathematics	6	6	12
Physical Science	6	7	13
Social Science	6	6	12

## ELIGIBILITY CRITERIA

### 1. Academic Qualification

- 1.1) B.A/B.Sc. Degree of the University of Calicut or a degree recognized as equivalent there to under 10+2+3 pattern with 50% marks/grade in altogether / 50% Marks/grade for Part-III alone or Masters Degree with minimum 50% marks/grade or 10+2+5 pattern for Integrated M.A/M.Sc. Course or 10+2+3+2 pattern for M.Com. However 10+2+3 Pattern is not insisted for B.A/B.Sc degree holders under liberalized scheme of the University of Calicut.
- 1.2) Bachelor's in Engineering or Bachelor's in Technology with 55% marks/grade in aggregate are eligible to apply for B.Ed. programme in Physical Science and Mathematics optional.
- 1.3) Candidates who have passed their qualifying examination from other Universities outside Kerala should submit/produce Equivalency Certificate issued by the University of Calicut stating that their qualifying examination is recognised as equivalent to University of Calicut for their admission in B.Ed. programme at the time of admission.
  - 1.3(a) Candidate who passed their qualifying examination with courses/programmes other than notified from Universities in Kerala should also submit equivalency certificate at the time of admission.
- 1.4) Double or Triple main candidate or candidates who passed the Degree examination in Vocational or Specialized courses from other Universities outside Kerala are also eligible for admission. However, they have to submit the Equivalency Certificate of this University at the time of admission.
  - 1.4 (a) Candidates who passed their qualifying examination with double main/core are eligible to apply B.Ed Programme either in any one or both the subject as optional in B.Ed Programme.



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1.4 (b) The candidate with double main for their BA course are eligible to apply for B.Ed programme either in anyone or both the subjects of their BA degree as optional in B.Ed. They have to apply for each subject in separate applications.

- 1.5) The minimum requirement of marks/grade for admission to B.Ed. programme with 50% marks/grade in aggregate / 50% Marks for Part-III alone in Bachelor's Degree or Master's degree with minimum 50% marks/grade.

1.5(a) Rounding of marks of 0.5 and above to the highest figure shall not be done while calculating the percentage of marks for minimum eligibility.

- 1.6) Any other qualification equivalent thereto or the eligibility requirements, rules and regulations for B.Ed programme fixed by the University of Calicut from time to time.
- 1.7) Those candidates who had completed their qualifying examination from other Universities shall produce a percentage certificate from the University concerned, if the same is not mentioned in their final grade card/mark list. If they fail to submit the same at the time of admission, they will not be considered for admission.

## 2. Relaxation in Marks

- 2.1) SC/ST candidates including natives of Lakshadweep and candidates under Teacher Quota need only a pass in the qualifying examination.

2.1(a) Non- Teaching staff applying B.Ed programme under Teacher quota should fulfil the eligibility criteria notified for general/SEBC candidates eligibility

- 2.2) Relaxation of 5% marks for OBC, SEBC and OEC candidates will be allowed to the minimum required marks.

- 2.3) Blind candidates will be given 5% concession in aggregate marks.

2.3 (a) Age limit: There is no upper age limit for admission to B.Ed. Courses.

- 2.4) Nativity: Admission to B.Ed. Programme will be given only to Keralites but non-Keralite candidates also can be admitted to a maximum of 10% of the management quota seats in Private Self-financing colleges.

*Note: Candidates should be physically fit and mentally sound. Deaf/Dumb candidates are not eligible. However, blind candidates will be eligible for admission to the programme other than science optional.*




*[Signature]*  
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### 3. Optional Subjects:

#### 3.1 Eligibility for different optional subjects:

S.I No	Subject	Eligibility
1	English	BA Degree with English language and Literature / Functional English / Communicative English/ BA English and History Double main with 50% marks/grade altogether / 50% Marks/grade for Part-III alone or Master's Degree in English Language and Literature with not less than 50% marks. B.A. English Honours Degree from Central Universities or State Universities with 50 % marks recognised by UGC.
2	Mathematics	B.Sc. Degree with Mathematics/Statistics/Applied Statistics as main with 50% marks/grade altogether/50% Marks/grade for Part-III alone or M. Sc Degree in Mathematics/Statistics/Applied Statistics with 50% marks/grade. Candidates with Statistics/Applied Statistics should have studied Mathematics as one of the subjects. Bachelors in Engineering or Bachelor's in Technology with 55% marks/grade.
3	Physical Science	B.Sc. Degree with Physics/ B.Sc Physics with Computer Application/B.Sc. Chemistry with Mathematics and Computer Application/B.Sc Polymer Chemistry/B.Sc.Geology/ B.Sc. Petrochemicals/B.Sc. Bio Chemistry/ B.Sc. Industrial Chemistry/B.Sc. BioPhysics/B.Sc. Applied Physics, B.Sc Electronics, with 50% marks/grade altogether/50% Marks/grade for Part-III alone or M.Sc. Degree with Physics/ Chemistry/Polymer Chemistry /Geology/Petrochemicals/Biochemistry /Industrial Chemistry/ Biophysics/ Applied Physics with 50% marks/grade or M.Sc Photonics (integrated) from CUSAT with 50% marks/grade. Bachelors in Engineering or Bachelor's in Technology with 55% marks/grade.



  
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4	Social Science	<p>B. A. Degree with History/Islamic History/ Arabic and Islamic History double main, B.A Public Administration, BA Malayalam and Sociology Double main/ BA Arabic and History Double main/ BA Arabic and Islamic History Double main/ BA Hindi and History Double main/ BA English and History Double main with 50% marks/grade altogether/50% Marks/grade for Part-III alone or B.A/B.Sc. Degree with Geography/Politics/Economics/Economics with Developmental Economics/Economic with Foreign Trade/Economics with Islamic Finance/ Sociology/Psychology/ Philosophy/West Asian Studies/ with 50% marks/grade altogether/50% Marks/grade for Part-III alone or M.A/M.Sc. Degree in History/Islamic History/Geography/ Politics/ Economics/ Sociology/ Psychology/ Philosophy/ West Asian Studies/ Public Administration with 50% marks/grade. MSW from non-social science stream with 50 % marks/grade in aggregate in the post-graduation (MSW). M.A Journalism and Mass Communication with 50% marks/grade.</p>
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*Note 1: Candidates applying for the programme under the language stream with a Bachelor's Degree in the subject concerned will be ranked first in that particular stream. Candidates applying for the programme under any language stream based on PG Degree will be ranked only after that.*

*Note 2 : (a) Candidates who have UG Degree and PG Degree will get an opportunity to choose UG or PG to calculate the index mark for B.Ed admission. Those who are opting UG as the eligibility for B.Ed admission will get weightage for indexing if they have PG in the same stream or appropriate discipline. Candidates applying for the B.Ed programme with Bachelor degree or Masters degree in the subject concerned will be ranked together for that particular stream. (b) Candidates applying for Mathematics/ Physical Science under B.Sc/M.Sc stream will be ranked first. Candidates applying for Mathematics/Physical science under B.Tech/B.E will be ranked only after that B.Sc/M.Sc stream.*

#### 4.Selection Criteria

- 4.1) Selection is made based on the aggregate marks/grade obtained by the applicants in the UG Degree / PG Degree Examination. This marks/grade will be converted in to 1000. A reduction of 1 % of the index mark for every repeated chance will be made.

4.1.1) (a) Special weightage will be given to Post graduation in the subject concerned, First class-5. Second class -3, Third class - 1 marks in language optional. In non-language B.Ed optionals special weightage of Post-graduation will be given only to the candidate whose index is calculated based on UG Degree marks/grade. No weightage will be given to post graduate qualification if it is in subjects other than the optional chosen for B.Ed programme.



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4.1.2) 5 marks weightage will be given to candidates who have taken notified eligible UG Degree/ Post graduation from University of Calicut.

4.1.3) Candidates who belong to the area under the jurisdiction of the University of Calicut will be given a weightage of 15 marks. Such candidates should produce a nativity certificate issued by the Village Officer/Tahsildar.

4.1.4) Candidates (applying under General Quota) having teaching experience in Govt/Aided Schools will be given a weightage of 0.1 score for every completed month of approved teaching service subject to a maximum of 5 points. Total approved service of applicant will also be considered in ranking. Approved service means full time teaching experience (as on the date of notification) in Government/Aided Schools in Kerala State which is to be duly certified by the Controlling Officer i.e. Head of the school and Countersigned by the AEO/DEO/Regional Deputy Director in the case of HSST in Form IV of KER.

4.1.5) Those who have undergone N.C.C. Training in UG Degree level with a minimum 75% of attendance will be given an additional of 5 marks. This will be added to the aggregate marks secured by the candidate in the qualifying Degree or PG as the case may be for B.Ed. admission. NSS candidates/Students worked in the illiteracy Eradication programme in UG Degree level are eligible for 5 marks in their admission to B.Ed. programme.

4.1.6) A weightage of 10 marks shall be given to the candidates who have completed the Under Graduate Degree Examination with Single main in subject concerned eligible for particular B.Ed. options. The criteria of weightage to B.Ed. admission for single main graduates can be applicable to the applicants who completed Integrated Post graduation also.

4.1.7) Candidates to be exempted from the weightage (to be treated as not eligible for weightage):

- (1). Bachelors in Engineering or Bachelor's in Technology.
- (2). Candidates who apply for a B.Ed. language optional on the basis of PG Degree and have no UG Degree notified for admission to that B.Ed. programme.

4.1.8) In the case of applicants with double main and triple main subjects, admission will be based on aggregate marks/grade obtained by the applicant in the Double/Triple main degree examination and weightage for PG will be given on the subject which the applicant applies as optional.

## **FEE STRUCTURE**

<b>Quota</b>	<b>First year</b>	<b>Second Year</b>
Merit	45000/-	45000/-
Management	60000/-	60000/-



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**PROGRAMME & COURSE LEARNING OUTCOME  
(PLO, CLO) 2023-24**



  
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## **PROGRAMME & COURSE LEARNING OUTCOME**

St. Gregorios Teacher Training college aims to develop social engineers who are interested in continuous professional development with a spirit of social commitment and passion for national development.

### **PROGRAMME LEARNING OUTCOME**

On successful completion of the program the prospective teachers will be able to

1. Master in pedagogical knowledge, professional competencies and skills to become as a competent Teacher.
2. Proficient in fundamental ICT skills indispensable for personal and professional development.
3. Competent to amalgamate various methods, strategies and approaches in teaching learning process.
4. Appreciate philosophical, sociological, cultural, political and environmental perspectives of education.
5. Motivate for lifelong learning and continuing education for professional development.
6. Sensitize the effective ways in anticipating and solving the social problems and challenges of transforming society.
7. Analyse the trends, issues and challenges facing in the contemporary education system.
8. Proficient to apply the knowledge of educational management and administration in academic planning, organization and decision making.
9. Acquire democratic and social values of an ideal teacher there by inspire the learners.
10. Acquaint with the prominent role of educational psychology in identifying the individual difference of the learners and in facilitating their learning.

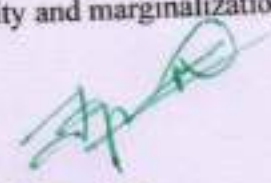
### **COURSE LEARNING OUTCOMES**

#### **EDU 01-EDUCATION IN CONTEMPORARY INDIA**

On the successful completion of the course the learner will be able to.

1. Recognize the diversity of Indian society and role of education in respecting them
2. Describe the meaning, definitions, functions and aims of education
3. Differentiate various types and levels of education
4. Classify the ancient, medieval, colonial education and basic education
5. Develop the capacity to accept the progressive changes from ancient to modern education
6. Explain the constitutional provisions related to education in India
7. Organize different programmes related to issues of inequality and marginalization
8. Discuss the current issues of education in India



  
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### **COURSE LEARNING OUTCOMES**

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9. Summarize the recommendations of different policy frameworks of education in India
11. Analyse the evolution of education and developmental experience of Kerala

### **EDU 03-SCHOOL ORGANIZATION**

On the successful completion of the course the learner will be able to,

1. Summarize the significance of educational management and organization in schools
2. Check appropriateness of criteria for teacher appraisal
3. Discuss the importance of maintaining essential records in schools
4. Monitor adequacy of infrastructure in a school
5. Design time tables
6. Organize programmes that bridges the gap between school and community with active community participation
7. Identify relevance of physical and health education in schools
8. Ascertain motives for physically fit life
9. Deconstruct the biases regarding first aid for injuries commonly found in schools
10. Abstract few Asanas in Yoga and their benefits

### **EDU.04. UNDERSTANDING DISCIPLINES AND SUBJECTS**

On the successful completion of the course, the learner will be able to:

1. Analyse the significance of different school subjects
2. Classify of academic discipline based on their nature and features
3. Differentiate the nature of different school subjects and them explain their evolution
4. Analyse and explain the process of emerging new academic disciplines
5. Critically examine the socio-political dimensions of discipline and subjects

### **EDU 05.2- THEORETICAL BASES OF TEACHING ENGLISH**

On the successful completion of the course, the learner will be able to:

1. Extend knowledge about the meaning, importance, scope and characteristics of English language.
2. Identify the position of English in the Indo-European family and the roles played by
3. Explain the different structural aspects of English language
4. Formulate the aims and objectives of teaching English at different stages.



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5. Relate and apply the various principles of language teaching.
6. Select and make use of various psychological theories of language learning in classrooms.
7. Interpret the different language skills and manipulate these skills
8. Differentiate types of vocabulary and design language games.

#### **EDU.05.10. THEORETICAL BASES OF TEACHING MATHEMATICS**

On the successful completion of the course, the learner will be able to:

1. Appraise the nature of mathematics as a science and its history
2. Explain the values aims and objectives of teaching mathematics
3. Formulate objectives/learning outcomes based on Bloom's Taxonomy/RBT
4. Demonstrate individual teaching skills relevant to mathematics teaching
5. Select and make use of different methods and techniques for teaching mathematics
6. Explain the basic concepts of Curriculum
7. Appraise the present School mathematics curriculum with respect to the recommendations of major curriculum reforms

#### **EDU 05.12-THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE**

On the successful completion of the course, the learner will be able to

- 1 Explain nature, values, and evolution of physical science as subjected distinguish between scientific attitude and scientific aptitude
2. Design objectives, learning experiences, and evaluation procedures based on different taxonomies of instruction.
3. Plan some measures /strategies for developing science process skills among students
4. Explain and organize various procedural aspects of teaching
5. Plan and implement micro teaching sessions.
6. Define and curriculum and it's principles
7. Correlate physical science with other subjects and integrate it in his/her class room teaching and can critically analyse the different approaches of curriculum construction
- 8 Plan and execute various methods and strategies in teaching physical science



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## **EDU 05.13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES**

On the successful completion of the course, the learner will be able to:

1. Define and explain the meaning, nature and evolution of social sciences and its correlation with other subjects
2. Document aims and objectives of teaching social sciences
3. Explicate the significance of the Blooms taxonomy and Revised Blooms Taxonomy in teaching social sciences
4. Define and demonstrate the basic principles and phases of teaching, and the aspects of Micro teaching in social science
5. Explain and illustrate the features and approaches of social science curriculum

## **EDU 101 MICRO TEACHING (30 Hours- 30 Marks) COUSE OBJECTIVES**

### **B. Practical Courses**

1. To develop specific teaching skills
2. To build up confidence in teaching
3. To practice and refine teaching skills
4. To provide feedback for modification of teaching behaviour

Student teachers shall practice and refine at least 5 teaching skills through micro practices and their Integration through Link practice. They have to prepare micro lessons, and receive feedback from peers and teacher educators. Keep a record of micro lessons, link practice lesson, and observation schedules on the skills practiced and improved upon. (Micro practice= 20 marks:

Link practice=4 marks; Record=6 marks)

## **EDU 06: PERSPECTIVES ON EDUCATION**

On the successful completion of the course the learner will be able to

1. Analyse the role of teacher as a nation builder
2. Discuss the role of education to eradicate social evils in the contemporary society
3. Apply the knowledge of sociology and philosophy in teaching learning process
4. Differentiate eastern and western philosophical thoughts and its significance in education

## **EDU 07-FACILITATING LEARNING**

On the successful completion of the course, the learner will be able to:

1. Analyse the process, factors and theoretical bases of learning
2. Identify and apply different ways of motivating learners



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3. Compare and contrast the different perspectives on learning
4. Analyse the process of remembering and forgetting
5. Create facilitative learning environment through reflective practices which will in turn make self-awareness and independent thinking
6. Examine the process of learning in learner's perspective
7. Diagnose problems of learning and assessing learning outcomes

### **EDU 08-ASSESSMENT FOR LEARNING**

On the successful completion of the course, the learner will be able to:

1. Describe the meaning, role and purpose of assessment in teaching learning process
2. Summarize the various types and principles of assessment
3. Critically analyse the assessment process in various approaches of classroom teaching learning.
4. Design and create appropriate techniques and tools of good quality for classroom assessment
5. Classify the major issues in classroom assessment
6. Discuss the major reforms in assessment
7. Explain the assessment strategies for inclusive practices
8. Compute various statistical measures for reporting quantitative data

### **EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH**

On the successful completion of the course, the learner will be able to:

1. Classify and compare different methods, approaches and techniques of teaching English.
2. Select and create appropriate aids for classroom instruction
3. Interpret and develop pedagogical analysis for course books.
4. Distinguish different forms of literature and plan discourses.
5. Identify and prepare different types of classroom planning
6. Distinguish between different types of tests and construct test designs
7. Modify instructional procedures for teaching-learning
8. Appraise library resources and make use of different library resources in teaching-learning

### **EDU 09.12 PEDAGOGIC PRACTICES IN PHYSICAL SCIENCE**

On the successful completion of the course, the learner will be able to

1. Develop competencies in pedagogic analysis and content analysis



  
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2. Critically analyse the suitability of various learning experiences to satisfy the diver needs of learner
3. Develop competencies in preparing different levels of planning of instruction for the effective transaction of Physical Science
4. Analyse variety of teaching-learning resources and utilize them effectively in the learning process
5. Plan, organize and execute activity aids and utilities community-based resources in the learning process
6. Develop understanding of different families of Models of Teaching and competency using appropriate Models in different learning situations
7. Prepare lesson transcripts based on Models of Teaching
8. Understand the significance of assessment and evaluation in the learning process
9. Construct evaluation tools using variety of test items of different levels to address student Diversity

#### **EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE**

On the successful completion of the course, the learner will be able to:

1. Design the pedagogic analysis of Social Science subject for secondary school level
2. Demonstrate the aspects of critical pedagogy by analysing school level social science texts in the socio-political contexts
3. Analyse the texts and resources of social sciences and competently practice the social science teaching
4. Explain and demonstrate the models of teaching in social sciences.
5. Design and administer the evaluation strategies and achievement tests in social Sciences

#### **EDU 10-GENDER, SCHOOL AND SOCIETY**

On the successful completion of the course, the learner will be able to:

1. Comparatively describe and summarize the concept of gender as a social construct at different contexts
2. Suggest designs and resolves to gender issues in schools and educational settings 3. State the jurisprudence on gender related social issues and issues at institutions
4. Critically analyse and debate the recent issues associated with gender in school and society



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5. Monitor and document the inter-related functions of school and society

### **EDU. 11 EDUCATIONAL THOUGHTS AND PRACTICES**

On the successful completion of the course, the learner will be able to:

1. Compare the philosophical thoughts of Indian and Western thinkers on Education.
2. Recognize the impact of education in social processes.
3. Specify the educational provisions of the Indian Constitution.
4. Examine the implications of equality of educational opportunities on social justice.
5. Discuss the modern trends in curriculum development.
6. Summarize the curricular reforms suggested by NPE and NCF

### **EDU. 12 CREATING AN INCLUSIVE SCHOOL**

On the successful completion of the course, the learner will be able to:

1. Define the concept of disability and inclusion within an educational framework.
2. Identify the dominating threads that contribute to the psychological construct of disability and identify the barriers and challenges to inclusive learning and participation
2. Describe the cultures policies and practices that need to be addressed in order to create an inclusive school.
3. Implement various methods and strategies that promote the integration of students with disabilities in the normal schools
5. Design and implement University acceptable plan and procedure for making the schools more inclusive.

### **EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION**

On the successful completion of the course, the learner will be able to:

1. Integrate knowledge, skills and experiences for becoming a professional in teach English.
2. Summarize the need for professionalism
3. Practice capacity building in English education as per the global demands.



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4. Design outreach programs for the global scenario by preparing themselves for new careers.
4. Plan and prepare e-content materials for language learning

### **EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION**

On the successful completion of the course, the learner will be able to:

1. Identify the causes of poor performance in mathematics 2. Organize different activities for making mathematics learning enjoyable
3. Identify the exceptional children in mathematics and develop special programs for them
4. Appraise the role of governmental and non-Governmental initiations in nurturing mathematics learning
5. Design e- content material in mathematics
5. Identify various aspects of professionalizing mathematics education 7. Outline techno pedagogical skills for mathematics instruction

### **EDU 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION**

On the successful completion of the course, the learner will be able to:

1. List the qualities; identify the mentoring skills and critically analysed accountability of a Physical Science teacher.
2. Appraise professional ethics in various situations and collaborate with others in a professional manner.
3. Explain the need and scope of TPACK and analyse physical science content based on TPACK
4. Analyse various ICT tools and design e-content incorporating social media and web-based tools in physical science teaching

### **EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION**

On the successful completion of the course, the learner will be able to:

1. Generate Teacher accountability and professional ethics of Social Science Teachers
2. Perform Techno Pedagogic skills in Social Science teaching
3. Demonstrate various ICT inputs in social science learning



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4. Evaluate and report the emerging areas in Social Science Education

#### **EDU 14.2 ENVIRONMENTAL EDUCATION**

On the successful completion of the course, the learner will be able to:

1. Organize a seminar on ecosystem.
2. Evaluate the significance of ecological processes.
3. Criticize environmental problems at global, state and local level.
4. Judge existing environmental protection movements.
5. Recommend suitable approach, methods and techniques and-curricular activities for environmental education transaction.
6. Constructs appropriate tools and techniques of evaluation in environmental education.

#### **EDU14.4 GUIDANCE AND COUNSELLING**

On the successful completion of the course, the learner will be able to:

1. Identify the meaning, need, scope and principles of guidance and its different forms.
2. Execute diverse guidance activities at school through proper planning and organization.
3. Develop a clear concept about counselling.
4. Define mental health and describe what leads to poor mental health.



  
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