

CICS COLLEGE OF TEACHER EDUCATION

RUN BY CALICUT ISLAMIC CULTURAL SOCIETY

MG Nagar, PO Guruvayurappan College
Mathara, Kozhikode - 673014, Kerala

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www.cicsbed.org

PROSPECTUS 2025-26

Photo Gallery



Honouring Padma Shri Ali Manikfan



Students interacting with Padma Shri Ali Manikfan



Training to students on Basic Life Support by IMS team, Calicut



Students assisting the free medical camp



Inauguration of IT Lab by Mr Mehroof Manalody



Health Awareness Class by Dr. Sangeetha



IT Lab Inauguration Function



പ്രാർത്ഥന

കാരുണ്യ വാരിധേ നിൻ തിരുനാമത്തിൽ
ആരംഭിക്കുന്നു പാവങ്ങൾ ഞങ്ങൾ.
സർവാധിനാഥനും കാരുണ്യനാഥനും
സർവ്വദാ സൽക്കൃപ ചെയ്തിടുന്നു.
അന്തിമനാളിന്റെ നാഥനുമായുള്ള
അന്ത്യമില്ലാത്തവനത്രെ സ്തോത്രം.
നിന്നെ തൻ മാത്രാമാരാധിക്കയുളൂ നാം
നിന്നോടു ചോദിപ്പൂ നാം സഹായം
നിന്നോടു ചോദിപ്പു നാം സഹായം.

CICS College of Teacher Education, one of the pioneer Institutions in the field of teacher education, started functioning with effect from the academic year 2005. Instituted under the Management of Calicut Islamic Cultural Society [CICS] which is wholly dedicated to social service, it is full-fledged college imparting B.Ed curriculum of the University of Calicut, recognized and approved by NCTE & Government of Kerala and affiliated to University of Calicut. Well qualified, experienced and dedicated teachers, always ready to serve, team of management, with all infrastructural facilities above the requirements of this course, blessed with natural and serene atmosphere add to the grandeur of the institution and make it a unique one.

MOTTO : Enlightening the Essence of Education

LOGO

The logo of CICS College of Teacher Education depicts a book and a glowing bulb surroundedby a four leaf Clover representing students sitting in a group, pooling their ideas and seeing problems in different perspectives. The moto of the logo is 'Enlightening the Essence of Education'. The Bookrepresents any source of information or skill that develops with the properscaffolding of teacher which serves as the bulb glowing brightly andenlightening the essence of education. The four leaf Clover highlightsfour essential elements that students need in order to thrive , learn anddevelop: Active Engagement, Assertiveness , Belongingness and Reflection.By designing programs in education wherein each of these elements getsnourished, students can work towards their personal and professional balance.Striving for balance between the four leaves of the Clover can help studentsachieve positive mental health .

VISION

We envision embarking a teacher education programme that endorses integration of teaching and learning advancement through research, scholarship and leadership in service and outreach.

MISSION

- To build competent teachers well versed in the art and science of teaching; focus on 'learning to know' and exhibit true professionalism in the field of education.

- To empower student-teachers with pedagogic principles and enable them to implement their innovative ideas in schools.

- To enthuse prospective teachers to be adaptable, open to change and be role models in society.

- To promote the student-teachers' proximal potential with a view to realize sociocultural values of the society.

- To facilitate a modern outlook to meet the challenges of the 21st century.

- To train the new generation teachers to preserve the values of the society and to redefine the role of teachers in the context of crisis, disaster management.

- To initiate and collaborate with Government and Non-government organizations in community welfare activities, so as to channelise the expansion of education from institution to society.

- To equip the teacher trainee to meet the global challenges and adapt to both off line and online teaching learning skills.

DETAILS OF THE INSTITUTION

Name of the Institution	:	CICS College of Teacher Education
Year of Establishment	:	2005
Complete Postal Address	:	M.G. Nagar, Mathara, Guruvayurappan College (PO), Calicut, Kerala - 673014
Phone	:	0495 2963607
E-mail	:	cicsbedcollege@gmail.com, cicsbed@yahoo.co.in
Website address	:	www.cicsbed.org
Nearest railway Station	:	Kozhikode
Nearest Town	:	Kozhikode
Type of Institution	:	Co Education
Status of Institution	:	Minority

MANAGEMENT COMMITTEE

Sri. PK Ahamed	:	President
Adv. M Mohammed	:	Secretary
Prof. M Mohammed Basheer	:	Manager
Mr. Moideen Koya	:	Administrative Officer

TEACHING STAFF

Dr. Shylaja C V	:	Principal Ph: 9496287076
Mrs. Myrtle Victor	:	Vice Principal, Asst. Professor in Education
Mrs. Shyja K G	:	Asst. Professor in Physical Science
Dr. Lisheetha P V	:	Asst. Professor in Mathematics
Mrs. Divya K M	:	Asst. Professor in Social Science
Dr. Rages John V	:	Asst. Professor in Education
Dr. Shimna Suresh	:	Asst. Professor in English
Mr. Anulal P	:	Asst. Professor in Natural Science
Dr. Roy John V	:	Asst. Professor in Physical Education
Mr. Vidya T K	:	Asst. Professor in Performing Arts

NON TEACHING STAFF

Mrs. Fida EK	:	Librarian
Mrs. Jasna U		
Mrs. Aparna M		
Mrs. Chandravathi K		
Mr. Mohammed KP		
Mrs. Kadeeja		
Mr. Pokkutty		

National Commission for Minority Educational Institutions, Government of India have been pleased to grant this institution the status of a minority educational institution.

Infrastructure

Magnificent two storied building in a serene atmosphere, spacious, and sophisticated adequate class rooms, Large well stacked library, Well equipped Psychology lab, Mathematics, Natural Science, Physical Science and Social Science lab, IT lab, ICT Resource Centre with Internet Facility, Sports Room, Rest room for both boys and girls, Separate toilets facilities for male and female students, separate toilet facilities for staff, parking space, Visitors room, Conference room, Staff room, Office room, Principals room with attached rest room and toilet, Prayer hall, multipurpose room, Physical Education room, SUPW room, playground are some of the main highlights of the institution. Water cooler, LCD Projector, Installed CCTV, xerox machine, sufficient tables, chairs, almirahs are available.

Mode of Selection

50 % of the seats are filled from the list forwarded by University of Calicut on merit and remaining 50% of the seats are filled from the management as per rules.

Registration Status

Approved by Government of Kerala : G.O (Ms) No.71/2004/H. Edn. Dated 30.06.2004

Recognized by NCTE : F.KL/SEC/N/153/SRO/NCTE/2004 2005/787 Dated - 23.02.2005

Affiliated to University of Calicut : GA 1/D3/1977/05 Dated 23.05.2009

Course Offered	**B.Ed.**
Optional Subject	**Number of Seats**
English	10
Mathematics	10
Natural Science	10
Physical Science	10
Social Science	10
TOTAL SEATS	50

RULES AND CODE OF CONDUCT

1. The college functions from 9.30 am to 4.30 pm on all working days.
2. The first bell rings at 9.20 am & all students are expected to be seated in the general class.
3. Attendance in all curricular & co-curricular activities is compulsory.
4. Absence in any one hour during the class time will be counted as 1/2-day leave.

5. Absence from class must be explained in the prescribed form along with the signature of parent/ guardian.

6. If a student is absent for more than 10 days during the course without permission, he /she will beremoved from the nominal roll.

7. Students are expected to come in full uniform to college.

8. High self discipline is expected from students. Ragging in any form will be viewed as a serious offence.

9. Fees once remitted will not be refunded in any circumstance.

10. As per norms of university, candidate is required to complete the B.Ed. programme as prescribed and fulfill all conditions from time to time.

11. A student should have satisfactory attendance to appear for the university examination. In case of shortage of attendance beyond condonable limit he/she will have to repeat the course by taking re-admission from the university or as per the rules laid down by the university.

12. Mobile phones should not be used in the classrooms.

13. Second year fee have to be remitted before the beginning of the second year.

14. During teaching internship students are to have satisfactory attendance. There will not be condonation for shortage of attendance during this period.

15. The power to take decision regarding all matters related to the college is vested with college authority.

OBJECTIVES OF THE TWO YEAR B.Ed. PROGRAMME

The prospective Teacher:

1. Understands and explores the meaning, need and significance of education

2. Understands the various perspective on education.

3. Identifies and questions one's own long-established presumptions on knowledge, learner, teacher and education and develop a more informed, meaningful understanding of them.

4. Understands education in the socio-cultural context.

5. Familiarize with the socio-political economic dimensions of Indian society and appreciating its diversity.

6. Develops an understanding of the trends, issues and challenges facing contemporary Indian society.

7. Facilitates student teachers' understanding of the psychological basis of teaching and learning.

8. Understands the developmental processes and needs of children and adolescents and role of teachers in facilitating developments.

9. Understands the various theories of personality, factors affecting individual difference and the special problem of exceptional children.

10. Acquaints with the prominent theories of learning, retention, and transfer of training and the strategies of facilitate each one of these.

11. Familiarize with the psychological principles underlying 'curriculum transactions, psychological testing, management and guidance and counselling.

12. Understands the essentials of assessment for learning, democratic education, school management and physical & health education.

13. Helps them in understanding the relation between language, mind and society.

14. Develops a comprehensive and critical understanding on disability, marginalization and inclusive education.

15. Addresses the learning needs of all children, including those who are marginalized and disabled.

16. Understands basics assumptions of ICT its scope in the area of teaching and learning.

17. Imbibes knowledge and develops an understanding of methods and strategies of teaching in middle. High schools and higher secondary schools, and evaluating its outcome.

18. Acquire adequate knowledge of the content of the school subjects concerned, of middle secondary and higher secondary classes.

19. Develops positive attitude to teaching profession and to the coming generation.

20. Acquire the democratic and social values of an ideal teacher thereby to inspire his/her students.

21. Develops interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.

22. Readiness to accept the progressive changes in the field of education.

23. Generates sensitivity towards local and global environment to emphasize living in.

24. Harmony within oneself and with natural and social environment.

25. Recognizes the need of integrating and including life skills and values in schools curriculum and its implementation.

26. Develops skills in dealing with problems of maladjustment, indiscipline and learning disability.

27. Becomes capable in rendering counselling and guidance for the needy students.

28. Develops skills in planning, transacting and evaluating curricular contents of secondary and higher secondary classes.

29. Develops various sub skills and competencies in teaching and classroom management through micro-teaching.

30. Acquires skills in developing and using audio visual devices and ICT for classroom teaching.

31. Acquires skills in discharging the duties of a competent teacher in the prevailing socio cultural and political system and to meet the challenges of the transforming society.

32. To acquaint with professionalization of teacher education.

33. Attains a sound knowledge base and proficiency in language.

34. Develops an artistic and aesthetic sense in children through education

35.Learns how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

36. Helps student teachers discover and develop open-mindedness, the attitude of a self motivated learner, having self-knowledge and self-restraint.

37. Helps student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.

38.Develops the capacity to facilitate personal growth and social skills in their own students.

39. Enables students teachers to generate an understanding of the principles of yogic practice so as to improve quality of life.

40. Develop the ability to perform appropriate yogasana so as to improve physical and mental conditions and emotional equilibrium.

41. Be sensitive to the social, professional and administrative contexts in which they need to operate.

42. Identifies their own personal expectations, perception of self, capacities and inclinations.

43. Learn about the requirement of professional work and makes contribution to be the schools providing internship opportunity.

44. To be a Professional and humane teacher.

Detailed syllabus is available in the website of the college and University of Calicut.

College Website : www.cicsbed.org

University Website : www.universityofcalicut.info

COURSE REGULATIONS

Scope: The regulation provided herein shall apply to the regular B.Ed. programme conducted by the Affiliated colleges- Government/Aided/Unaided/ Self-financing, and Calicut University Teacher Education Centers with effect from the academic year 2015-2016 admission onwards. The provisions herein supersede all the existing regulations for the regular B.Ed. programme conducted by the teacher education institutions of the University of Calicut unless otherwise specified.

Duration of the Programme: The B.Ed. Programme is of four semesters spread over two years duration. However, the students shall be permitted to complete the programme requirements within a maximum of four years from the date of admission to the programme. Classes of First semester shall be started latest by July in all affiliated colleges of University of Calicut. The minimum number of working days in each semester shall be 100 and in each year shall be 200 excluding days of admission and examinations. Eligibility for Admission: Candidates seeking admission to the B.Ed. programme shall be required to have (i) at least 50% marks or an equivalent grade either in the Bachelor's degree and/or in the Master's Degree in Science/ Social Science/Humanity. (ii) at least 55% marks or an equivalent grade in the Bachelor's degree in Engineering or Technology with specialization in Science and Mathematics (In case of B.Tech / B.E degreeaggregate marks/grade in Science and Mathematics papers alone will be considered) (iii) Any other qualification equivalent thereto OR the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the University of Calicut from time to time Relaxation in the marks will be allowed in the case of Candidates belonging to scheduled castes / Scheduled tribes/ socially and Educationally Backward classes/PWD and other applicable categories as per the rules of state government.

Medium of Instruction: The medium of instruction shall be English for all courses. However, in case of languages,instruction may be given partly in the language concerned. Medium of examination shall be English/Malayalam. The Language Optional papers shall be written in the language specified in the Question paper.

Attendance: A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% for all theory classes and course work and practicum and 90% for internship. 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.

Registration for each Semester: All the courses carrying score 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. Every candidate should register for all subjects of the end

semester examinations of 1st, 2nd and 4th semester before its closure. But for the 3rd semester (Since having no End Semester Theory Examinations), registration is to be done after the closure of the semester. A candidate who does not register will not be permitted to attend the end-semester examinations; he/she shall not be permitted to attend the next semester. A candidate shall be eligible to register for any higher semester, if he/she has satisfactorily completed the course of study and registered for the examination of the immediate previous semester. He/she should register for the semester before the stipulated date. University will notify the date of registration and the starting and closing dates for each semester.

Re-admission rules: Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. There shall be provision for readmission in the same institution in the second, third and fourth semesters within a period of three years for those who have satisfactorily completed first, second and third semesters respectively and also registered for the previous semester University Examination, provided there is vacancy in the institution and the syllabus being the same. Re-admission shall be permitted during the first week of 2nd, 3rd and 4th semester.

Additional Optional: In the fourth semester, students shall choose one additional optional course from the subjects prescribed in the syllabus and offered by the institution.

Seminar: Seminars are an important part of professional life. B.Ed. students are expected to present one seminar paper on an educationally relevant theme during the 4th semester. 50 hours is set apart for the seminar. The whole batch of students should be assigned seminar presentation.(Refer annexure - II).

Scheme of instruction: - There shall be 100 contact hours for the instruction of each theory course with full weightage (100 marks Course) Fifteen hours is also assigned for tasks and assignments, college based practicals/tests of each full weightage theory course. 50 contact hours is allotted for the instruction of each theory course with half weightage (50 marks Course) and eight hours is also assigned for tasks and assignments/ college based practicals/tests of each half weightage theory course. There shall be basic unit of 50 students each for Core Papers and not more than 25 students per teacher educator for Optional papers and other Practical courses of the programme to facilitate participatory teaching and learning For instructional purpose all courses under Perspectives in Education viz. EDU 01, EDU 02, EDU 06, EDU 07, EDU 10, EDU 11, EDU 12 and courses under Curriculum and Pedagogic Studies viz.EDU 03, EDU 04, EDU 08 are considered as CORE COURSES. However the specific area/ content in EDU 04 could be dealt with by concerned optional teachers. Courses EDU 05.1-13, EDU 09.1-13 and EDU 13.1-13 are optional courses Courses EDU 14.1-7 are Additional Optional courses. Institutions with 50 annual intakes should offer a minimum of two courses from this; institutions with 100 annual intakes should offer at least three courses from this category. Faculty can cater to both Perspective and Pedagogy courses and also courses on EPC and be utilized for teaching in flexible manner so as to optimize expertise available.

Course Calendar: The course calendar, published by the University in advance, should be strictly followed for ensuring timely conduct of examinations and publication of results. Semester classes should be started and completed on the stipulated dates at all affiliated institutions as notified by the University. Regular classes for the subsequent semesters will be started only after completing the examinations of the just previous semester. Faculty members from affiliated institutions who are assigned duty by the University for Centralized Valuation Camp should strictly attend the valuation at the specified center; Head of each institution should ensure this. Suspending classes for the conduct of valuation camp is not a feasible procedure; Home valuation may be implemented for examinations of 1st semester. Faculty members appointed for Centralized Valuation Camp/home valuation should necessarily have minimum three years teaching experience at B.Ed. degree level. Within a week after the commencement of classes of each semester, Head of each Institution should forward the list of faculty members working in the college along with their qualification and years of teaching experience, to the University. This is a mandatory

requirement which should be strictly followed by Head of each Institution. Head of each Institution shall ensure the availability of sufficient number of regular faculty members having experience and qualifications (as per NCTE Regulations) in the institution.

Procedure for completing the course : A candidate shall be required to complete the B.Ed. programme after undergoing the prescribed courses of study in a college affiliated to the university for four semesters within a period of not less than two years; clear all the examinations prescribed and fulfill all such conditions as prescribed by the University from time to time. However the maximum duration permissible for taking the B.Ed. programme is fixed as 3 years after joining the course.

Eligibility for the Degree: No candidate shall be eligible for the B.Ed. degree unless he/she has undergone the prescribed course of study for a period of not less than two academic years in an institution affiliated to the University of Calicut and has passed all subjects as per the prescribed syllabus. Revision of Regulation: Not withstanding all that has been stated above, the university has the right to modify any of the regulations, scheme and syllabus of the programme from time to time as per University rules.

SCHEME OF EXAMINATION & INTERNAL ASSESSMENT

Assessment of Students: Assessment of students for each subject will be done by internal continuous assessment and end semester examinations. Internal assessment shall be conducted throughout the semester. It shall be based on internal examinations, assignments (such as Tasks and assignments that run through all courses.) as specified in the syllabus. End-semester examinations of theory subjects will be conducted by the University and those of all practical subjects will be conducted at institutional level. There shall be End Semester University Examinations in 1st, 2nd and 4th semesters. 3rd semester is an exclusive Practical semester and hence there will be no End Semester University Examinations for theory in the 3rd semester. However results of the Practical courses internally evaluated will be published by the university. End-semester examinations will be conducted only once in a year; failed candidates will have to appear for the end-semester examinations along with regular students of the next batch. To ensure transparency of the evaluation process, the student should be made aware of the criteria / indicators of assessment well in advance and the internal assessment marks awarded to the students in each course (theory and practical) shall be published on the notice board at least one week before the commencement of external examination so as to enable the students to report any corrections. There shall not be any chance for improvement for internal marks. There shall be no separate minimum for internal assessment of theory courses. Students may seek redress of grievances of internal evaluation at the teacher educator level or at the college evaluation committee level. The consolidated mark lists of all courses of a semester shall be submitted to the University immediately after the closure of each semester

Assessment in Theory Subjects: The ratio of internal to external examination for theory courses is 20:80. The marks allotted for internal continuous assessment and end-semester university examinations shall be 20 marks and 80 marks respectively with a maximum of 100 marks for each theory subject with full weightage and shall be 10 marks and 40 marks respectively with a maximum of 50 marks for each theory subject with half weightage.

Internal Evaluation: The internal evaluation of Theory courses shall be based on predetermined transparent system involving periodic written tests, practicum/tasks and assignments. The weightage to award internal continuous assessment marks should be as follows:Test papers (minimum two for 100 marks courses and one for50 marks courses) – 50% Tasks and Assignments (two for 100 marks courses and one for50 marks courses) -50%.

Assessment of Practical Courses

Practical Courses viz., School based, College based and Community-based Practical will be subjected to internal assessment through continuous evaluation Comprehensive assessment of the College, School

& Community Based Practical for Semester I (EDU101, EDU102, EDU203), for Semester II (EDU 201.1 EDU 201.2 EDU 201.3 EDU 201.4 EDU 201.5),for semester III(EDU301,EDU302, EDU303EDU304) and for semester IV (EDU401, EDU402,EDU403.1, EDU403.2)will be done internally by the teacher educators concerned on the basis of the criteria fixed for the purpose. For assessing student performance, Criteria /Performa based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. Internal assessment of Initiatory school experiences (EDU 201.5) of Semester II and Internship (EDU 301) of Semester III will be carried out by Optional teachers. The only one external assessment for the practicals is for EDU 404 (Practical Examination and viva voce)

Pattern of Questions for End-Semester Examinations of Theory Subjects

End-Semester Examinations shall normally be conducted at the end of each semester. There are two types of theory examinations- 80 Marks-3 Hours Paper and 40 Marks-2 Hours Paper There shall be one end-semester examination of 3 hours duration in each full weightage theory courses and of 2 hours duration in each half weightage theory courses .The question papers of end-semester examinations of theory subjects shall be able to perform achievement testing of the students in an effective manner. The question paper shall be prepared in accordance with the following guidelines A question paper may contain very short answer type, short answer type /annotation, short essay type questions, essay type questions /long essay type questions depending on its duration and marks. Different types of questions shall have different weightage to quantify their range. The pattern of questions for theory subjects shall be as follows: 80 Marks-3 Hours Papers (for courses EDU 01, EDU 02,EDU 07, EDU 08, EDU 05.1-6 and EDU 09.1-13) should contain

a) 10 questions of 2 marks each= 20 (Answer 10 Questions out of 10)

b) 10 questions of 4 marks each= 40 (Answer 10 Questions out of 12)

c) 2 questions of 10 marks each=20 (Answer 2 Questions out of 3)

(Maximum Marks: 80)

40 Marks-2 Hours Papers (for courses EDU 03, EDU 04,EDU 06, EDU.10, EDU.11,

EDU.12, EDU.13, 1-13 and EDU.14.1-7) should contain

a) 6 questions of 1marks each= 06 (Answer 6 Questions out of 6)

b) 04questions of 2 marks each= 08(Answer 04 Questions out of 04)

c) 04 questions of 4 marks each= 16(Answer 04 Questions out of 06)

d) 1question of 10 marks =10 (Answer 1 Questions out of 2)

Maximum Marks: 40

Minimum for Pass A separate minimum of 45% marks for external is required for a pass for a Theory course. However (a) A candidate who secures not less than 45% marks in a subject at the end semester examinations and (b) not less than 50% of the total marks assigned to the subject, shall be declared to have passed the examination in that subject. The total marks assigned to a subject in the above calculations are the sum of maximum marks assigned to the end-semester examination and maximum internal assessment marks of that subject. Hence Minimum marks for a pass in each theory course shall be 50% (marks obtained in internal and external evaluation put together). A candidate shall be declared to have passed the programme if s/he obtains not less than 50% of marks in each Theory courses, in each Practical course, in each EPC courses and Internship as well as 50% of the total marks assigned to the whole programme A student who does not secure this pass marks in one or more subject/component will have to repeat the respective course. Candidates shall not be allowed to improve the grade already obtained. However cancellation and reappearance will be permitted. If under any circumstances, a candidate fails

in School internship, he/she may be permitted to repeat the School internship after the completion of Semester II with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects.

Classification of Successful Candidates: No classification of results will be done during the first, second and third semesters. The classification of the results will be done after combining the marks of first, second, third and fourth semesters. The classification of results will be as follows. (a) A candidate who qualifies for the degree, passing all the subjects of the four semesters, in 2 academic years after the commencement of his course of study and secures not less than 80% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class with Distinction (b) A candidate who qualifies for the degree, passing all the subjects of the four semesters within 2 academic years after the commencement of his course of study and secures not less than 60% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class. (c) All other candidates who qualify for the degree passing all the subjects of the four semesters and not covered at least (b) shall be declared to have passed the B.Ed. examination in second class.

Practical Examination and Viva Voce: Practical examination will be conducted in the 4th semester by an External Examination Board constituted by the university. The present practice of zonal boards is to be continued. The Zonal Board will consist of a Chairman, Subject expert for each Optional Paper. The subject expert for the Optional Paper will conduct Practical Examination for the concerned Optional. The board shall observe and assess the teaching competency of all candidates for a maximum of 75 marks and conduct a Viva-Voce on the subject. Each student should attend the viva-voce on pedagogy of their subject (for 25 marks). There shall be no minimum for a pass in viva- voce. If the number of candidates in an Optional subject is more than 20, an additional examiner can be appointed. The University will constitute the required number of Zonal Boards to complete the Practical Examination in all centers in a duration of 8-10 days. Practical examination will be scheduled and carried out simultaneously in all the colleges and completed at least two months before the end of Semester IV to facilitate a smooth completion of academic programmes in the Colleges. The duration of the Practical Examination in an institution will be two days for an intake of 100 students. Additional days will be provided depending on the intake of the institution. A Co-coordinating Chairman will be appointed by the University who will co-ordinate the work of zonal boards. The Coordinating chairman has to randomly check the assessment of Zonal Boards and make corrections, if necessary. The final Mark List of Practical Examination has to be forwarded to the Controller of Examination.

STRUCTURE OF THE PROGRAMME: B.Ed programme is a professional teacher education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the framework suggested by NCTE. The theory courses consist of seven (7) courses under Perspective in Education, six (6) courses under Curriculum and Pedagogic Studies and one (1) additional Optional Courses. Under the category Engagement with the Field apart from School Internship four (4) EPC courses are introduced for professional capacities Structure of the B.Ed. Programme.

SEMESTER I

THEORY PAPERS

Course Code	COURSES	Semester	External	Internal	Total
EDU 01	EDUCATION IN CONTEMPORARY INDIA	100	80	20	100
EDU 02	DEVELOPMENT OF THE LEARNER	100	80	20	100

EDU 03	SCHOOL ORGANIZATION	50	40	10	50
EDU 04	UNDERSTANDING DISCIPLINES AND SUBJECTS	50	40	10	50
	Optional Course(i)				
EDU 05.2	THEORETICAL BASES OF TEACHING ENGLISH	100	80	20	100
EDU 05.10	THEORETICAL BASES OF TEACHING MATHEMATICS	100	80	20	100
EDU 05.11	THEORETICAL BASES OF TEACHING NATURAL SCIENCE	100	80	20	100
EDU 05.12	THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE	100	80	20	100
EDU 05.13	THEORETICAL BASES OF TEACHING SOCIAL SCIENCE	100	80	20	100
	TOTAL		**320**	**80**	**400**

SEMESTER I

B. Practical Courses.

EDU 101 MICRO TEACHING (30 Hours- 30 Marks).

COUSE OBJECTIVES

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 behavior.

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 102 COURSE ON EPC 1: LANGUAGE ACROSS CURRICULUM – READING AND REFLECTING ON TEXTS

(50 Hours -50 Marks)

1. Identify and analyse the specific languages used in different curricular contexts –

Language of textbooks of different subjects, Language of Examinations, Language of articles seminars/ debates/workshops etc and language usage in other Formal and informal instructional contexts. Prepare a report. (10 Marks)

a. Activities

i. Prepare a list of terminologies in English and local language of a subject text book at primary/secondary/ higher secondary level.

ii. Analyse a question paper of an examination and prepare a list of usages for different types and levels of test items.

iii. Make a comparative analysis of structure of presentation and Specific language used in an article/ seminar/ debate/ workshop etc and prepare a report. (Utilise one sample article/ programme details of a seminar/workshop/debate)

2. Observe two subject classes of secondary schools and record the discipline based language, teacher language and student language while discourse. Make a comparative analysis. (10 Marks)

a. Activities

i. Visit a school and interact with subject teachers on discipline specific language.

ii. Observe two subject classes of two different teachers.

iii. Identify and list the use of discipline specific language, teacher language and student language simultaneously.

3. Engaging with narrative and descriptive accounts. (6 marks)

a. Activities

i. Select a text. (A short story/ chapter of a fiction/ dramatic incident/ part of a travelogue/ comic etc.)

ii. Preliminary reading. (individually)

iii. Secondary reading. (in small groups)

iv. Share a related life experience with small group.

v. Reflect upon language, characters, situations in small groups and present the same for whole group.

vi. Prepare and submit a summary of the text in one's own language.

4. Engaging with popular subject-based expository writing. (6 marks)

a. Activities

i. Select articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers. (various sciences, mathematics, history, geography, literature/language pieces etc.)

ii. Preliminary reading. (Individually)

iii. Secondary Reading .(in small groups formed based on subject interest)

iv. Identify major concepts and subordinate ideas and prepare notes using diagrams, concept maps, graphs etc. (In small groups)

v. Prepare a separate note on writing style, view point of the author, subject specific vocabulary and references used. (in small groups)

vi. Prepare and submit a review/ summary of the text incorporating conceptual as well as style element. (Individual)

5. Engaging with journalistic writing. (6 marks)

a. Activities

i. Select an article from newspaper or magazine of contemporary interest.

ii. Initial reading - Practice skimming and scanning for extracting information (Individually).

iii. Analyse structure of the article (in Small groups).

iv. Identify subheadings, key words, sequence, illustrations, statistical data in tables/graphs etc (In small groups).

v. Critical reading to identify view points, subjectivity or personal bias, journalistic and metaphoric language etc. (in groups)

vi. Writing a popular article on a topic of contemporary interest. (Individually)

6. Engaging with subject-related reference books (6 marks)

a. Activities

i. Form small groups based on their subject.

ii. Select a topic in their subject area by each group.

iii. Identify reference books available in the library for the topic.

iv. Scanning and skimming relevant information from reference books.

v. Making and collating notes.

vi. Organize the information under various headings.

vii. Plan a presentation of concepts to whole group.

viii. Presentation to whole group.

ix. Conduct a question answer session.

7. Engaging with educational writing. (6 marks)

a. Activities

i. Select an essay, chapter or extract from popular educational writings deal with issues and topics related with education, schooling, teaching learning process.

ii. Random grouping

iii. Reading and discussion on main ideas, arguments, terminologies and examples used.

iv. Writing a review paper.

v. Present the review to whole group.

EDU 103. YOGA, HEALTH AND PHYSICAL EDUCATION-I (30 Hours -20 Marks)

1. Practicing and recording of health related physical fitness activities. (Walking/ jogging/aerobic dance/ weight training/ cycling). (8 marks)

2. Practicing 15 yogasanas. (5 each in standing, sitting, and laying positions) (8 marks)

3. Body composition –BMI/body shape index/skin fold caliper. (4 marks)

SEMESTER II

THEORY PAPERS

Course Code	COURSES	Semester	External	Internal	Total
EDU 06	PERSPECTIVES ON EDUCATION	50	40	10	50
EDU 07	FACILITATING LEARNING	100	80	20	100
EDU 08	ASSESSMENT FOR LEARNING	100	80	20	100

OPTIONAL PAPERS

EDU 09.2	PEDAGOGIC PRACTICES OF ENGLISH			
EDU 09.10	PEDAGOGIC PRACTICES OF MATHEMATICS			
EDU 09.11	PEDAGOGIC PRACTICES OF NATURAL SCIENCE			
EDU 09.12	PEDAGOGIC PRACTICES OF PHYSICAL SCIENCE			
EDU 09.13	PEDAGOGIC PRACTICES OF SOCIAL SCIENCE			
	TOTAL	**320**	**80**	**400**

SEMESTER II B. PRACTICAL COURSES

EDU201.1 PEER DISCUSSION LESSONS (20 Hours- 20 Marks)

Student teachers shall prepare at least 8 discussion lesson plans in constructivist format (VIII, IX & X)/XI &XII for trainees with PG) in groups and keep a record of them (Contribution of ideas and participation in discussion=10 marks; Record of lessons=10 marks)

EDU201.2 OBSERVATION LESSONS& FACULTY DEMONSTRATION LESSONS (10Hours- 10 Marks)

a. Video lesson One Video Lesson of teacher educators/experts have to be observed by student teachers individually or in groups and observation notes has to be prepared. (2marks)

b. Student-teachers should observe Four Demonstration lessons in constructivist format by teacher educators and school mentors. Observe demonstration classes only with observation schedules. Keep a report of the observations made during demonstration lessons. (8 marks).

EDU 201.3 CRITICISM LESSONS (30 Hours- 30 Marks)

Criticism classes should be arranged optional wise. i) Student teachers shall have dual role in this activity. ii) As performers they have to conduct a macro lesson for duration of 40 minutes in VIII or IX (X1 for commerce and Computer Science)**.** iii) As observers they need to observe the Criticism Lessons taken by their peers. iv) A student teacher should observe and record criticisms of at least eight lessons (8) of his/her peers in the subject. For this purpose schedule of criticism classes and topics selected for them shall be published well in advance. v) Each student teacher shall prepare eight (8) lesson plans of the schedule and attend those criticism classes. vi) Observers will be permitted for criticism sessions only with self-prepared lesson plans. If the number of student teachers in any optional falls below nine (9), repeat lessons should be conducted so as to enable all of them observe, record and debate eight criticisms lessons. (Sharing of valid feedback and participation in the debate=15 marks; Teaching performance =5marks; Record of lessons and criticisms=10marks).

EDU 201.4 PREPARATION OF TEACHING –LEARNING MATERIALS (WORKSHOP)
(20 Hours- 20 Marks)

(i) Improvisation/ Preparation of handmade teaching aids/ learning aids from locally available resources. Studentteachersshallvisualizerelevantaidsintheirsubjectareasandbringnecessarymaterialstothecollege and prepare two models/teaching aids in a workshop conducted for the purpose (10 marks) (ii) Charts and other graphic aids: - Student teachers shall prepare charts, sketches, Symbols etc. in another workshop

conducted for the purpose. 5 Charts- (Tabular Charts, Flow/Process charts. Tree charts. Flipcharts etc. (10 marks).

EDU 201.5 INITIATORY SCHOOL EXPERIENCES (30 Hours- 20 Marks)

This school attachment programme is for a period of five continuous working days, giving them an opportunity to acquaint with the school environment and the day-to- day functioning. Student teachers recognize.

(i) School as an organized 'Endeavour Functioning within a structure' with defined roles and responsibilities Internal arrangements forcoordinated functioning-time table, work allocation, differential responsibilities, planning and coordination procedures External liaison – with parents,community, authorities.

(ii) School as an Enabling Learning Environment'- What enables' learning in schools? Nature of school environment; Learner perceptions; teacher perceptions; parental/community perceptions Nature of inter relationships between and among learners-teachers; teachers; teacher principal; parents-school; office-teachers-learners Nature of impact' generated in school.

(iii) Classroom as a Learning Site - modalities, learning resources used, student reactions and any relevant related points Observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and their interest in learning, seeing 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 as employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as a record of the visit. After the initiatory school experiences, a reflection session should be organized in the college. Institutions can depute the Optional teacher for organizing and assessment of initiatory school experiences. 100% attendance is compulsory.

ASSESSMENT INDICATORS OF INITIATORY SCHOOL EXPERIENCE

	Components	Marks
1	Teaching performance as Shared Practice	4
2	Teaching performance through individual effort	4
3	Observation of 5 lessons of senior teachers +Observation report	4
4	Observing the social climate and learning facilities in the school	4
5	Maintenance of diary	4
	TOTAL	20

SEMESTER III

THEORY PAPERS

Course Code	COURSES	Hours/ Semester	External	Internal	Total
EDU 301	SCHOOL INTERNSHIP	16 weeks		260	260
EDU 302	(EPC2)ART AND DRAMA	30		30	30

EDU 303	YOGA, HEALTH & PHYSICAL EDUCATION-II	30	30	30
EDU 304	COMMUNITY LIVING CAMP	30	30	30
TOTAL		**350**		**350**

SEMESTER III PRACTICAL COURSES

The Internship Program forms an integral and important component of B.Ed. programme; internship serves as a capstone experience that informs about and prepares them for the expectations of and how to succeed in the profession. Student teaching internships is an essential component for a student's success as a professional teacher. Student Teaching Internships provides students the opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

The school internship is designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the college. The intern must function as a regular teacher and therefore be immersed in all aspects of the school.

During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management. The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice. The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses. The activities undertaken during the internship period will be presented in Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken.

The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses s/he has studied. The major purpose of the Reflective Journal is Reflection on-Action. Reflective Journal would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc. The internship will be organized for a continuous period of 16 weeks in selected schools. Necessary orientation to the cooperating teachers and headmasters will be organized at the Institute.

The School Internship Programme could include undertaking classroom-based research projects; developing and maintaining resources in the Internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organizing curricular and co-curricular activities etc. The intern must create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect. For each student-teacher, internship should be

conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.

Graduate students can be assigned standards VI to X and for post graduates from VI to XII. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level. The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. The intern will be required to developunit plans for which she must choose and design appropriate activities. A record of these plans mustbe maintained. Assessment should be developmental in nature, with clear emphasis on growth of the intern. Assessment Evaluation of performance during internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/ assignments. Post-internship Activities and Follow-up activities are to be taken up by the Institute.

GUIDELINES FOR SCHOOL INTERNSHIP

1. The internship is to be organized as a single block program for a continuous period of 16 weeks -80 days in selected schools.

2. For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks -80 days

3. Students should be assigned classes in any two different standards that too in two different levels viz. elementary, secondary or senior secondary

4. For student-teachers, classes spread over VI to X.

5. For post graduate student-teachers, classes spread over VI to XII. (Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.)

6. For student-teachers of Commerce and Computer Science, classes spread over XI to XII.

7. The continuous internship period of 16 weeks -80 days is of two parts of 39 days and 40 days with an interim one day Mid Internship Reflection Session conducted in the Teacher Education Institutions.

8. Each student-teacher has to teach and record a minimum of 60 lessons in the concerned Optional Subject- not less than 30 lessons in the first part (during the first 39 days) and not less than 30 lessons in the second part (during the next 40 days).Out of the 60 lessons each student-teacher has to include a minimum of 3 ICT enabled lessons.

9. Lesson plans/Records have to be maintained by all student-teachers

10. During the school-internship the student teacher has to observe classroom teaching of mentors/ peers, and to record observations of not less than 10 lessons

11. The activities undertaken during the internship period should be presented in Portfolios

The activities to be undertaken during the internship period are listed below

● Classroom teaching ● Observing classroom teaching of mentors/ peers ● Lessons for Health & Physical Education- ● Preparation and administration of Diagnostic tests and identifying of learning difficulties (Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test.)

●Preparation and administration of Achievement tests with quantitative and qualitative analysis of results ● Conducting a Case study/Action research ● Maintain a daily reflective journal● Administration of any of the psychological tools like inventories, scales, projective techniques, Sociogram etc. ● Organizing Participating in the Co curricular activities of the school (like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.) ● Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.) ● Participation in organizing ● Beyond the class Activities' in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

SUPERVISION OF SCHOOL INTERNSHIP

The supervision of Internship is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the Optional teacheris mandatory.

The Teacher Educators have to observe not less than 3 lessons of each student-teacher in the first part and not less than 2 lessons in the second part and enter their suggestions in the Supervision Diary maintained by the student-teacher. Similarly the School supervisors/mentors has to observe maximum number of classes and enter their suggestions in the Supervision Diary Assessment of Practice Teaching will be done on the basis of the given Indicators for assessment of internship 90% attendance in mandatory for Internship. There is no condonation for Internship.

ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

	Teaching	Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
	Other interventions in the classroom	
4	Achievement test – scientific & robust blueprint, Quality questions, scoring , statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales,projective techniques, sociogram or any other.	05
	Documents	
8	Observation report of classroom teaching of mentors/peer	05
9	Record of lesson Plans	10
10	Audiovisual aids made by the intern (which are not ICT related)	05
11	Improvised apparatus and learning aids made by the intern	10
12	Student artifacts generated in the class room like kai ezhuthu masika, learning aids, charts, posters, albums etc.	10
13	Originality of reflective journal ICT related expertise	10

14	ICT related artifacts used for teaching as incorporated in lesson plans (to be stored in a CD/DVD etc for evidential support)	
15	Richness and variety of the ICT related artifacts used for teaching as incorporated in lesson plans.	10
	Liaison with school	
16	Participation of intern in the Co curricular activities of the school (like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
17	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.	
18	Any innovative programme organized by the trainee (if any) supported byan appreciation letter by the HM /Principal.	15
	TOTAL	260

EDU. 302. COURSE ON EPC 2: DRAMA AND ART IN EDUCATION (30 Hours- 30 Marks)

Suggested Tasks

Workshop for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. The focus of the workshops should be on how art forms can be used as tool/ method of teaching learning of Languages, Social Sciences, Mathematics and Sciences.(10 marks)

Participation and performance in any one PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY -of the Regional Arts forms keeping in mind the integrated approach (6 marks)

- Planning a stage-setting for a performance/presentation by the student-teacher. (6marks)
- Develop narratives in visuals, composition of an imagined situation, telling a story through comic strips (8 marks)

EDU. 303. YOGA, HEALTH &PHYSICAL EDUCATION-II (30 Hours- 30 Marks)

III semester 30 marks Internal (30 hours)

EDU.303. HEALTH ,FITNESS & PHYSICAL EDUCATION- PRACTICAL II

1. Plan lesson for HRPF programme
(7 marks)

2. Lesson plan on any one health and fitness education theory classes (constructive approach)
(7 marks)

3. Assisting/participation in annual athletic championship/intramural competitions
(6 marks)

4.Yogic practices to improve flexibility, pranayama techniques, the sun salutation, shithilikarana vyayamas ,yoga and stress management (10 marks)

EDU.304. COMMUNITY LIVING CAMP (30 Hours- 30 Marks)

All the colleges have to organize a four-day residential Community Living Camp in a convenient location of their choice. It is a joint camp of Student- Teachers and their Teacher Educators, keeping

certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programmes for development of personal and social skills, practicing democratic living, providing chances for division of labour, community work etc., are the major outcomes expected of the programme. A record mentioning the objectives and all the activities have to be prepared and submitted by each Student Teacher. The report may also contain some photographs related to activity

Structure of a Report (Record) of Community Living Camp

- Community Living Camp- Introduction (need and significance)
- Main theme of the camp during the academic year
- Objectives
- Session wise details (objective of the session, programme/ activity, consolidation/ outcome with self assessment)
- Conclusion
- Appendix – • Organizing committee - List of groups/ members - Responsibilities (group wise) (Maximum 10 page)

Organization of the camp

Select a theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp. Programmes suggested for community living camp: Social and educational Surveys, visit to social institutions to study their functioning, undertaking community productive work, campus cleaning/ beautification/agriculture, undertaking duties in the camp including preparation /serving of food, attending classes/seminars/etc., participation in games and recreational activities, mock Parliament activities etc.

CRITERIA FOR ASSESSING COMMUNITY LIVING CAMP

Criteria	Marks
1. Participation in planning and implementing educational activities during the camp	5
2. Participation in the creative/ expressive/ demonstrative/ presentation aspects of different sections	8
3. Leadership quality/ Democratic culture/ Social accommodation & adaptability/ Group working skill	6
4. Participation in the community related programmes/ activities	7
5. Comprehensiveness of report (Record)	4
TOTAL	30

SEMESTER IV

THEORY PAPERS

Sl. No.	COURSES	Hours/ Semester	External	Internal	Total
EDU 10	GENDER, SCHOOL AND SOCIETY	50	40	10	50
EDU 11	EDUCATIONAL THOUGHTS AND PRACTICE	50	40	10	50

EDU 12	CREATING AN INCLUSIVE SCHOOL	50	40	10	50
Optional Course (iii)					
EDU 13.2	PROFESSIONALIZING ENGLISH EDUCATION				
EDU 13.10	PROFESSIONALIZING MATHEMATICS EDUCATION				
EDU 13.11	PROFESSIONALIZING NATURAL SCIENCE EDUCATION				
EDU 13.12	SCIENCE EDUCATION PHYSICAL SCIENCE EDUCATION				
EDU 13.13	PROFESSIONALIZING SOCIAL SCIENCE EDUCATION				
ADDITIONAL OPTIONAL COURSE		50	40	10	50
EDU 14.1	CHILD RIGHTS EDUCATION				
EDU 14.2	ENVIRONMENTAL EDUCATION				
EDU 14.3	EDUCATION FOR DIFFERENTIALLY ABLED				
EDU 14.4	GUIDANCE AND COUNSELLING				
EDU 14.5	HEALTH AND PHYSICAL EDUCATION				
EDU 14.6	MANAGEMENT IN SCHOOL EDUCATION				
EDU 14.7	VALUE EDUCATION AND PEACE EDUCATION				
TOTAL				200 50	250
TASKS AND ASSIGNMENTS FOR COURSES					
EDU11.14	COLLEGE BASED PRACTICUM AND TESTS FOR				
EDU 401	(EPC3)CRITICAL UNDERSTANDING OF ICT			30 30	30

EDU 402	(EPC4)UNDERSTANDING THE SELF		30	30	30
EDU 403.1	SUPW & WORKING WITH COMMUNITY		30	20	20
EDU 403.2	FIELD TRIP/STUDY TOUR		30	20	20
EDU 404	PRACTICAL EXAMINATION AND VIVA VOCE		100	100	
	SEMINAR		50		
	CO-CURRICULAR ACTIVITIES/ TUTORIALS/GUIDANCE / UTILIZINGLIBRARY/ E-RESOURCES		130		0
TOTAL		600	300	150	450
GRAND TOTAL					1750

SEMESTER IV B. PRACTICAL COURSES

EDU 401. (EPC3) CRITICAL UNDERSTANDING OF ICT (30 Hours -30 Marks)

Tasks – Conduct of Three workshops (3x10=30 marks)

1. Digital Text book /e resources

2. ICT Integration with Pedagogy

3. E content development

DETAILED GUIDELINES

WORKSHOP 1 – Digital Text book /e resources

DAY 1 Phase I - Spread Sheets as a Tool for Teaching-Learning, Administrative and Academic Support Systems.

(i) An introduction to Spread sheets as a tool for Administrative and Academic Support

(ii) Hands-on Experiences Product Needed

• Enter mark list of Achievement Test in to a Spread sheet.

• Calculate Mean, Median and Mode by using Software tools

• Draw graphs by using Software tools

• Calculate grades of children by using software tools Product Submission

• Send the document to your teachers email (2 marks)

Phase II

Producing e-documents and Digital Text Book as a Tool for Administrative and Academic Support Systems. (i) An introduction to e-documents and Digital Textbooks (ii) Hands-on Experiences Product Needed • Select a content from concerned optional subject and prepare a digital text • add content, images, audio/video • Prepare a school classroom time table Product Submission • Send the documents to your teacher's email. (2 marks)

DAY 2 Phase III - Creating an ICT Integrated Lesson by Using Presentation Software.

(i) An introduction to Presentation software

(ii) Planning and preparation of e-lesson

(iii) Hands-on experience

Product Needed

- Each student should plan and develop an ICT integrated lesson and construct a digital presentation in their own optional subjects
- Presentation should include words, images and videos / audios. Product Submission
- Send the documents to your teachers email (6 marks)

WORKSHOP 2
ICT Integration with Pedagogy

DAY 3 Phase I Teacher as a Techno-Pedagogue

- Expert presentation Towards a Techno-Pedagogue
- Hands-on experience

Product Needed

- Students should create a Personal website

Product Submission

Send the url of your created websites to your teachers email (10 marks)

WORKSHOP 3 - E content development

DAY 4 Phase I - Integrating Images, Audio and Videos for e-content Authoring by using Open Free Software

- Expert Talk: Introduction to free software
- Hands-on experience

Product Needed

- A directory of selected images, Audio and videos

Phase II e-content Development through exe (open free Software)

- Expert Talk
- Hands-on experience
- E-content Development

Product Needed

- E-content developed by students

Product Submission

- Send your e-content to your teacher through email (10 Marks)

EDU. 402. COURSE ON EPC 4: UNDERSTANDING THE SELF (30 Hours- 30 Marks)

Suggested Tasks (5x 6=30 Marks)

Writing Tasks - (i) Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course critically evaluate oneself as a 'prospective teacher'. OR Essay: Identify one social issue/problem of key significance, and reflect on: a) Ways in which current forms of 'schooling'

may be contributing to sustaining this, and b) how 'school education' and 'classroom practice' may be realigned to ameliorate this.

Workshop 1-A significant event or experience in life Investigating the texture of one key event/experience (working with partners) – Sharing and assimilating a range of experiences

Workshop 2 - Gender and upbringing Suggested workshop themes Telling our own 'gendered' stories En-culturing 'gendered' roles in upbringing within different kinds of families –Case studies Gender issues in school education – case studies Gender issues manifest in contemporary public spaces – case studies Responding to various forms of gender discrimination

Workshop 3 - Deconstructing the messages of advertising (in the Audiovisual Media) Suggested workshop themes The expanding role of advertising in contemporary life. Sharing favourite advertisements and their impact on us. Looking from the other side: how psychology, research, technology and imagination combines to create a 'targeted commercial' Viewing and analyzing a series of advertisements- Constructing an effective advertisement (group task) How to be a critical and media-literate viewer of advertisements

Workshop 4 -Theatre for awareness of body, self and the other Suggested workshop themes Sensitize students about their inherent potentialities. Components — activities related to body and mind, senses, emotions, imagination, concentration, Observation objects.

DETAILED GUIDELINES FOR EDU.402. COURSE ON EPC 4: UNDERSTANDING THE SELF (30 Hours 30 Marks)

WORKSHOP 1 - Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course and critically evaluate oneself as a prospective teacher

Phase 1 - Individual Presentations• Memorisethebestteacherwhoinfluencedthepresenter• Conceptabout a teacher • A SWOT Analysis of the teacher student • Their future plan to attain the goal as a great teacher Phase II Report writing• Highlights of the discussion • Lessons learned from the sharing of experiences • Plan for future • Submit the report at the same day (6 marks)

WORKSHOP 2 - Gender and upbringing

Phase I - Telling our own 'gendered' stories • Divide the students in to two equal groups • 10 minutes presentation of each Student • Each student must present their experiences as a boy or girl • Sharing and assimilating a range of experiences • Cite a significant event or experience in life • Suggestions to solve the gender issues as a teacher

Phase II - Panel Discussion • Merge two groups as a single group • Construct 6 member Panel from students • Discuss the solutions for gender issues (audience can also participate) • Teachers act as a Moderator. They should conclude the session

Phase III - Report Writing • Students can write or note the hints for report • Highlight the individual experiences • Highlights of the discussion needed • Prepare the report as a home work and submit it in the next day before 9.30 Am (6 marks)

WORKSHOP 3 - Deconstructing the messages of advertising (in the Audiovisual Media)

Phase I - Expert Talk Psychology of Advertisements: The expanding role of advertising in contemporary life Or Any other related topics

Phase II - Sharing favourite advertisements and their impact on Life • Few students can share their views • Teacher concludes the session

Phase III - Expert Talk Technology and imagination combines to create a • targeted commercial', Viewing and analyzing a series of advertisements or any other related topics

Phase IV - constructing an effective advertisement (group task) • Divide students in to 6 member groups

• Construct the script of an effective advertisements

Phase V Report Writing • Submit the script for a n advertisement at (Group wise) (6 marks)

WORKSHOP 4 - Theatre for Awareness of Body, Self and the Other

Phase I - Sensitize students about their inherent potentialities

Phase II - How to Refresh body and Mind through Yoga

Phase III - Report Writing

WORKSHOP 5 - Art and Education

Phase I - Expert Talk - What is art integrated Education

Phase II - Construction of an art integrated lesson Plan• Divide students in to 6 member groups
• Construct the plan • Each individual student want to submit the plan

Phase III - Report Writing

EDU .403. SUPW & WORKING WITH COMMUNITY (30 Hours- 20 Marks)

Student teachers shall select one activity from field work components and two from SUPW components
A) Field work component(10 marks)

• Survey of social importance

• Organization of campaign on one of the themes such as nutrition, sanitation, drug, consumer education, blood donation, AIDS, environment, gender issues, population education, etc.

• Cleaning public places/Beautification of campus

• Pain and palliative service or other social services-(A Report to be maintained)

B) SUPW Component (10 marks)

Book binding, craft/art work, soap making, paper bag making, candle making, agarbathi, File making, pot making, stitching and embroidery, glass painting designing and making electronic devices, etc. Output-The prepared products and a brief report including the objectives and methodology adopted

EDU. 404. FIELD TRIPS/ STUDY TOUR (30 Hours- 20 Marks)

A Study Tour / 2 Field trips shall be mandatory for all students. Those students who fail to attend the Study Tour / Field trips shall forfeit the marks (20 marks) allotted for this activity. No other activity could be assigned to the absentee student in lieu of the Study Tour/ Field trips. The Study tour can be organized by the institution at their convenience as a general programme/Optional requirement. The students may undertake one study tour preferably during the holidays taking not exceeding 3 working days, combined with the holidays if required. Total number of Tour days shall not exceed 6 days. The tour period shall be considered as part of the working periods of a semester A feedback session, within a fortnight of returning from the tour shall be mandatory. The Faculty should encourage the students to reflect on the experiences based on their observations. The students shall be required to prepare individual reports of the visits. 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 reports should also contain an evaluation of their own inputs for planning and implementing the tour.

The practical courses of the BEd programme collectively come under the broad category ENGAGEMENT WITH THE FIELD. The practical courses are classified into three groups viz-College based, and School based. These field attachment practical courses enable student teachers to engage with children and their contexts, schools and their contexts.

RULES REGARDING LIBRARY

- The library is divided into, a) Reference Section and b) lending Section.
- The library is open to all students undergoing the B.Ed. course in the college as well as the staff of the college.
- The library will be kept open on all working days from 10 am to 3.30 pm.
- Books from the reference section will not be issued.
- Strict silence must be observed in the library.
- The student must satisfy himself as to whether the book issued is in sound condition. If not the matter must be brought to the attention of the Librarian.
- If a book is lost, the same must be reported to the Librarian/Principal immediately.
- If the book is available in the market, the missing book must be replaced by a new copy.
- If the book that is lost is not available, the Principal will fix the price of the book on the basis of the market price.
- Periodicals and journals will not be issued.
- No book shall be kept for more than 15 days. If due date falls on a holiday, the next working day after the holiday will be consider as the due date.
- The same book may be re issued to a student, if there is no demand for it from other staff/students.
- If a book is not returned on the due date or called for, fine of Rs1/ per day will be levied.
- A student against whom any fine or other charges is outstanding, will not be permitted to take books from the college library until dues have been cleared.
- Two books may be taken out for Onam and Christmas holidays. However they must be returned on the date of reopening of the college.
- Writing/Damaging or defacing the books/furniture/walls of the library is strictly prohibited.
- All belongings must be kept in the space provided in the library.
- Use of mobile phones is not allowed in the library.
- Name, date,, time of entering and leaving must be recorded in the register provided.
- Members should not sub lend the books issued to them.



B.Ed Practical Examination

Description of Records/ Reports/Other Materials related to Practical Courses

SEMESTER 1

Code	Task & Assignments	Details of Work
EDU 101	Micro Teaching	Micro Teaching Record (5 Skills Practice + 1 Link Practice with observation schedules)
EDU 102	EPC Language across Curriculum -Reading and reflecting on texts	1. Identify and analyse the specific languages used in different curricular contexts (list of terminologies, Question Paper analysis, comparative analysis of seminars/ debates/ workshops etc) 2. Comparative analysis of two subject classes of secondary schools and record the discipline based language, teacher language and student language while discourse. 3. Engaging with narrative and descriptive accounts (Summary of the text like short story / chapters of a fiction/ dramative incident travelogue etc) 4. Engaging with popular subject based expository writing (Summary of the texts on subject based articles/ biographical writing/ nonfiction writing etc.) 5. Engaging with journalistic writing. (Article) 6. Engaging with subject related reference books (presentation / notes on subject related text books) 7. Engaging with educational writing. (Reviews papers on an essay/ Chapters/ extract from popular educational writing)
EDU 103	Yoga, Health and Physical Education - 1	Report - Practicing and recording of health related physical fitness activities (walking/jogging/aerobic dance/ weight training/ Cycling etc) + Practicing 15 Yogasanas (5 each in standing, sitting and lying) + body composition (8+8+4=20 Marks)
EDU 01	Tasks and Assignments	Education in Contemporary India. Any two assignments 1. Report on visit an institution having more than 30 year history 2. report of study on the usefulness of government sponsored programmes and policies in the locality 3. Report of field visit to understand social and cultural diversities
EDU 02	Tasks and Assignments	Development of the Learner. Any two assignments 1. Case study report by identifying problem behaviour in children 2. Administer any standardised Psychological tool to school children. 3. Survey on social problems among school children with action plan for remediation
EDU 03	Tasks and Assignments	School Organisation. Any one assignment 1. Questionnaire for HMS for collecting data regarding difficulties in performing duties and responsibilities. 2. Sample master time table for secondary school 3. Assessment of Health related physical fitness
EDU 04	Tasks and Assignments	Understanding Disciplines and subjects. Any one assignment 1. A topic from school subject and sketch the development. 2. Identify 5 interdisciplinary subject and list out their chief characteristics
EDU 05	Tasks and Assignments	Theoretical Bases of Teaching Subjects. Two assignments (Subject Specific)
EDU 01 to 05	College based Practicum and Tests	Answer scripts of tests conducted by the college

SEMESTER 2

Code	Task & Assignments	Details of Work
EDU 201. 1	Peer Discussion Lesson	Record of 8 Lesson Plans (Constructivist Format)
EDU 201. 2	Observation Lessons and Faculty demonstration Lesson	Record of Observation Report of 1 video lesson (class VII/ IX/X/XI/XII needed) + 4 Faculty demonstrations.
EDU 201. 3	Workshop on Teacher Enrichment	2 Models, improvised (Working or still) 5 Charts (Tabular Chart, Flow Chart, tree Chart, Flip chart, content chart etc)
EDU 201. 4	Peer Criticism Lessons	Record of 8 lesson Plans + individual Lesson Plan
EDU 201. 5	Initiatory School Experiences	Report of 3 lessons Individually or as shared practice Observation Report of 5 Senior Teachers Report of the social climate and learning facilities in the schools.
EDU 06	Tasks and Assignments	Perspectives on Education one assignment Report of various agencies of education in the socialisation process of an individual
EDU 07	Tasks and Assignments	Facilitating Learner. Any one assignment 1. Two Sociograms of elementary and secondary schools and their comparison 2. Report of the study on style preferences n learning in a group of 15- 20 children using a tool on learning style
EDU 08	Tasks and Assignments	Assessment for Learning. Two assignments 1. tool for measuring any of the affective outcome of the learner (administer and interpret the tool) 2. visit nearby schools and collect information regarding the advantages and disadvantages of CCE from teachers and prepare report
EDU 09.1 -13	Tasks and Assignments	2 Tasks and Assignments (Subject Related)
EDU 06 -09	College based Practicum and Tests	Answer scripts of tests conducted by the college

SEMESTER 3

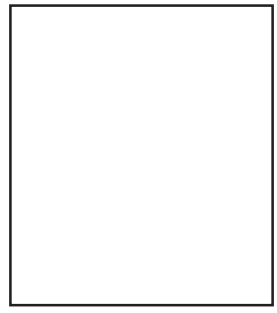
Code	Task & Assignments	Details of Work
EDU 301	School Internship A. Interventions in the classroom	1. Achievement tests (2 tests - Blue print - question Paper) 2. Diagnostic Test and remediation (1 test- question paper - Answer key- with theoretical explanation of remedial teaching (Need, Importance)) 3. Action research Report 4. Report of the Administration of any Psychological tool
	School Internship B. Documents	1. Observation Report of Classroom Teaching of mentors/ peers (10 lessons) 2. Record of Lesson Plans (30+30 Lesson Plans, 3 ICT based) 3. audio visual aids (not ICT related) 4. Improvised apparatus and Learning Aids 5.Student artefacts generated in the classroom 6. Reflective journal (Weekly) 7. Supervision Diary (Minimum 5 observations by supervising teachers)
	School Internship C. ICT Related Expertise D. Liaison with School	Report with HM's Certificate of the following 1. Participation in the co curricular activities of the school 2. Beyond the classroom activities in the school 3. Any innovative programmes organised by the trainee
EDU 302	Art and Drama in Education	Participation and performance in any one art form Report of the workshop Submit script and visual/ Comic strips
EDU 303	Yoga, Health and Physical Education	Lesson on HRPF programme, lesson plan on any one health & Physical education, Report of annual athletic meet, report of yoga Practice
EDU 304	Community Living Camp	Report of Four Days Community Living Camp

IMPORTANT PHONE NUMBERS

CICS COLLEGE OF TEACHER EDUCATION MATHARA	0495 2963607
PEEKAY CICS ARTS & SCIENCE COLLEGE	0495 2433590
CIRHSS SCHOOL	0495 2430793
PANTHEERANKAV POLICE STATION	0495 2437300
OLAVANNA GRAMA PANCHAYATH	0495 2430788
PUBLIC HEALTH CENTRE OLAVANNA	0495 2430074
FIRE STATION MEECHANDA	0495 2323191
CITY POLICE COMMISSIONER	0495 2721697
KSEB PANTHEERANKAV	0495 2430200
UNIVERSITY OF CALICUT	
CONTROLLER OF EXAMINATIONS	0494 2407239
CDC OFFICE	0494 2407128
DEAN OF STUDENTS	0494 2407353
DIGITAL WING	0494 2407204
	0494 2407485
DIRECTOR OF ADMISSIONS	0494 2407152
	0494 2407016
LIBRARY (CHMK LIBRARY)	0494 2407290

MYSELF

Name in Block letters as in SSLC Book



Date of Birth

AADHAR Number

Blood Group

Religion/Community

Address for communication

Contact Number

Name of Father

Occupation

Contact Number

Name of Mother

Occupation

Contact Number

Strengths

Weaknesses

Signature

Date

(To be filled and submitted to office on day of admission)

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Name in Block letters as in SSLC Book

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Photo Gallery



Winners of the Annual Athletic Meet 2022



Awareness Class on Basic Life Support by Dr. Venugopal, MIMS, Calicut



Badminton Competition at Indoor Stadium, Mankav

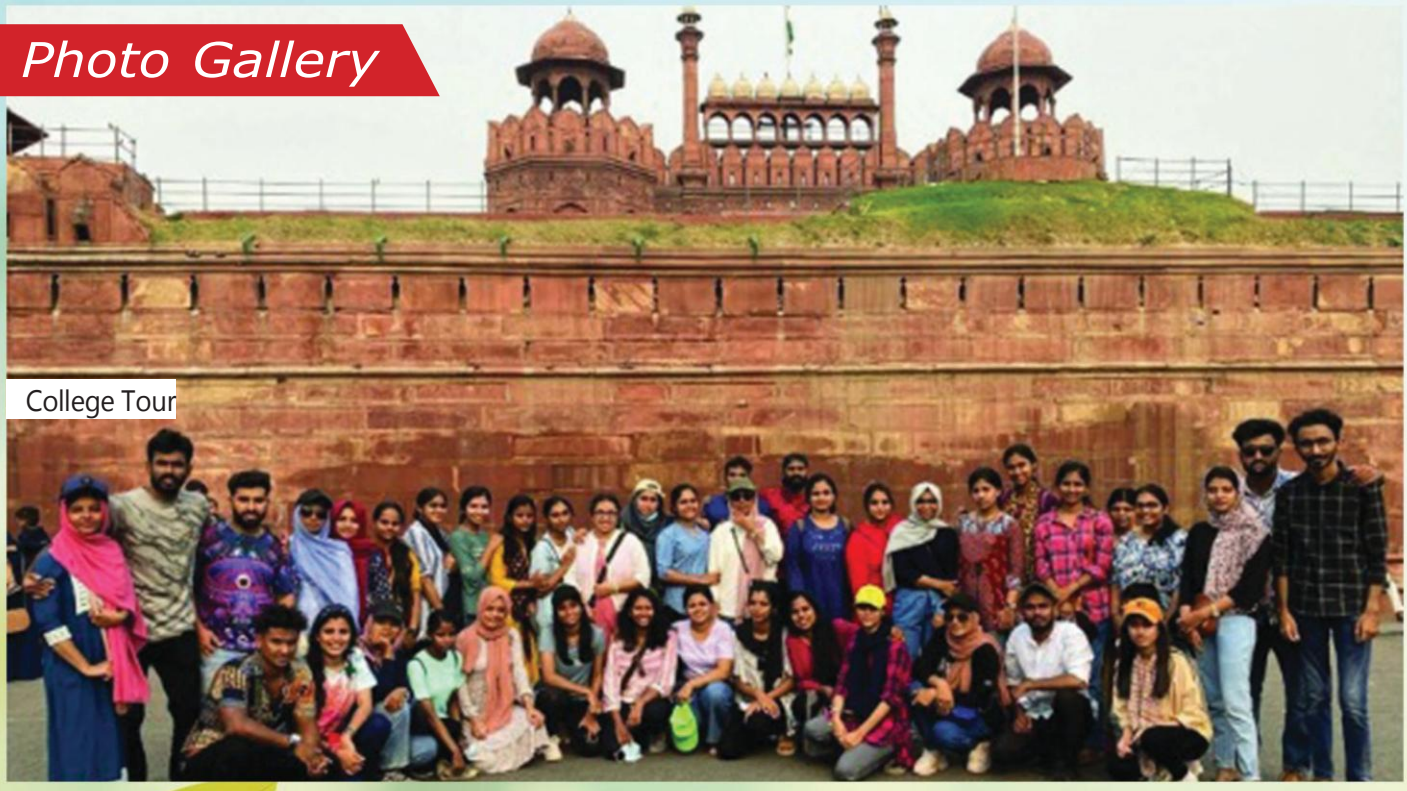


The College Library



Xmas & New Year Celebration 2022

Photo Gallery



College Tour



Inauguration of ICT Resource Centre by Sri KE Moidu



At the Science Lab

CICS COLLEGE OF TEACHER EDUCATION

RUN BY CALICUT ISLAMIC CULTURAL SOCIETY