

SYLLABUS
UNIVERSITY OF KERALA
Bachelor of Education (B.Ed.) Degree Course
(Restructured - 2004)
(i) Structure of the Course
(i) SEMESTER – I

Subjects & Practicais	Hours/Days of Study
A. Core Subjects	
1. Theoretical Base of Education- Philosophical and Sociological	80 Hours
2. Psychological Base of Education	80 Hours
3. Associate subjects: Educational Technology and Educational Evaluation	80 Hours
B. Optional Subjects	
1. Theoretical Base of Teaching:	80 Hours
2. Principles of Pedagogical Analysis	80 Hours
C. Practicais	
1. Teaching Practice (Phase-I)	10 Days
2. Health & Physical Education	32 Hours
3. Practicum - Problem-based Learning of Core and Optional subjects	
4. Work in laboratories, Work experience & Cultural programmes	48 Hours
	480 hours + 10 days
Total : 80 Teaching Days + 10 Teaching practice days = 90 Working days	

1. Structure of the Course
(ii) SEMESTER-II

Subjects, Practicals & Internship	Hours/Days of Study
A. Core subjects	
1. Theoretical Base of Education - National	80 Hours
2. Theories of Learning	80 Hours
3. Associate Subjects: Educational Management and Environmental Education	80 Hours
B. Optional Subjects	
1. Modern Instructional Strategies:	80 Hours
2. Pedagogical Analysis of Syllabus in	80 Hours
C. Practicals	
1. Teaching Practice (Phase - II)	20 Days
2. Sports & Games	32 Hours
3. Practicum - Problem-based Learning	

4. Work in laboratories, Work experience and Cultural programmes 48 Hours
480 hours + 20 days
Total : 80 Teaching Days + 20 Teaching practice days = 100 Working days

D. Internship in schools..... 60 working days
(without break)

Total of Semesters I & II 160 Teaching days
+ 30 Teaching practice days
+ 60 Days of Internship
250 Working Days



ii) Scheme of Assessment - Total

Subject & Practicals	Theory (External) Duration	Score	Practicals (Internal) Score	Total
A. Core Subjects				
Paper-I Theoretical Base of Education				
-Philosophical & Sociological	2 Hrs	50	20	70
Paper-II Psychological Base of Education	2 Hrs	50	20	70
Paper III. Associate subjects Educational				
Technology and Educational Evaluation	2 Hrs	50	20	70
B. Optional Subjects				
Paper IV. Theoretical Base of Teaching:	2 Hrs	50	20	70
Paper V. Principles of Pedagogical Analysis-	2 Hrs	50	20	70
C. Practicals				
1. Health & Physical Education			20	20
2. Teaching Practice			50	50
	Total	250	150	400

SEMESTER -II				
A. Core Subjects				
Paper VI. Theoretical Base of Education				
- National	2 Hrs	50	20	70
Paper VII. Theories of Learning	2 Hrs	50	20	70
Paper VIII. Associate subjects: Educational Management & Environmental Education				
	2 Hrs	50	20	70
B. Optional Subjects				
Paper IX. Modern Instructional Strategies:	2 Hrs	50	20	70
Paper X. Pedagogical Analysis of Syllabus	2 Hrs	50	-	50
C. Practicals				
1. Sports & Games	-	-	20	20
2. Teaching Practice	-	-	250	250
	Total	250	500	600
Grand Total (Semester I & Semester II)		500	500	1000
D. Internship				



Syllabus - Core Subjects

Semster I

1. Theoretical Base of Education - Philosophical and Sociological

Objectives

The major objective of Theoretical Base of Education is to build up the efficiency of student teachers to start their career by applying the philosophical and sociological theories and principles. The following specific objectives are formulated for the study of this subject:

The student teachers:

realize the scope of educational philosophy and how it determines the entire system of education apply, during curriculum transactions, the major philosophical systems and the educational ideas of great thinkers in the world.

Sstudy how education can bring in desired social changes

Understand the significance of education for conscientization of people, and plan their teaching to develop students' skill to work in future for the welfare of the society and social cohesion by achieving economic stability and creating new knowledge.

Content

Unit-I. Relationship between Philosophy and Education

Scope of educational philosophy-How philosophy determines the education system.

Unit-II Major Philosophical Systems

Views of Aristotle, Socrates, Plato, Rousseau, Buddhists, Dewey, Tagore, Mahatma Gandhi. - Features and educational implications of Idealism, Realism, Naturalism Pragmatism and Humanism

Unit—III Contributions to Education by Great Thinkers

Pestalozzi, Herbert, Froebel, Rousseau, Comenius, Montessori, Dewey, Paulo, Freire, Mahatma Gandhi

Unit-IV Relationship between Education and Society

Interactive role of education and society - Factors that threaten the relationship - Ways of improving the relationship

Unit-V Education and Social Change

Nature of Indian society - Factors influencing social change -Major changes occurred in the Indian society - How social changes take place - Role of education in promoting desired social change

Unit-VI Conscientization

Role of education for conscientization of people - Areas where conscientization is needed.

Unit-VII Education and Welfare of the Society

Education for peace and coexistence - Education for economic stability - Education an instrument for Intellectual Property and inventions and discoveries for the welfare of the society

2. Psychological Base of Education

Objectives

The main objective is to develop good quality teachers who can translate theory into practice.

Specific Objectives

The student teachers:

- (i) understand the development of the learner
- (ii) evaluate the learner as a unique individual and the different techniques applied to cater to individual differences
- (iii) reflect on how motivation plays a role in learning
- (iv) get acquainted with the various aspects of personality and its development
- (v) become capable of dealing with maladjustment.

Content

Unit I: Introduction

Psychology as the science of human behaviour; meaning and nature of Psychology; perspective on Psychology: neuro-biological, behaviouristic, psychoanalytic, cognitive, humanistic Psychology in education - Why teachers study.

Unit II :Growth and Development

Concept and principles of growth and development; maturation; need and importance of studying growth and development; role of teachers in facilitating growth and development.

Physical development:

Brief description of different systems of the body with special emphasis on nervous and endocrine systems - features of physical development during infancy, childhood and adolescence-Adolescents: destroyers or creators? Effect of deviations.

Intellectual development:

Concept and nature of intelligence - process of intellectual development - sensation, perception,

memory, reasoning and problem-solving - pattern of the development of intellect during various stages of development - features of intellectual tasks normally observed - theories of intelligence: structure of intellect, multiple intelligence and information processing; intellectually exceptional children: mentally challenged, slow learners, underachievers and the gifted - educational provisions to facilitate their development; measurement of intelligence verbal, non-verbal and performance tests.

Language development:

Concept - process of language development; normal pattern of the linguistic tasks related to stages of development; factors influencing language development - problems associated with language development - functions of language with respect to the total development of the individual.

Socio-emotional and moral development:

Need for early emotional training - features of emotional, social and moral development during infancy, childhood and adolescence; emotional and social maturity -socially disadvantaged children and compensatory education.

Unit III: Individual Differences

Factors in individual differences; individual differences experienced in different aspects - intelligence, gender, creativity, personality, learning - ways of dealing with individual differences - teaching exceptional and disadvantaged students.

Intelligence:

High and low intelligence; I.Q.

Creativity:

Concept and importance of creativity; characteristics of creative children; stages of creative thinking; thinking and creativity -convergent thinkers and divergent thinkers; developing creativity, measurement of creativity.

Motivation:

Concept of motivation; factors in motivation; intrinsic and extrinsic motivation - theories of motivation: Maslow and Carl Rogers; how to motivate students; role of motivation in learning; achievement motivation.

Personality:

Concept and nature of personality; Freud's concept - mature personality; integrated personality - factors influencing the development of personality: heredity and environment - assessment of personality -inventories and projective techniques.

Adjustment:

Concept of adjustment; adjustment mechanisms, maladjustment - factors causing maladjustment - how to deal with maladjustment - adjustment problems of adolescents.

3. Associate Subjects: Educational Technology and Educational Evaluation

(I) Educational Technology

Objectives

The student teachers:

- ▶ Obtain a total perspective of the role of technologies in modern educational practices.
- ▶ Attain skill in improving instructional practices using theories and principles in education.
- ▶ Understand the concept and process of communication strategies.
- ▶ Obtain general awareness of Information and Communication Technology and its use in teaching and learning.

- ▶ Develop skills in practising different media and preparing self study materials and software for computer.
- ▶ Develop clear perception of the role of evaluation in teaching-learning process.
- ▶ Understand the nature and use of different tools and techniques of evaluation in education.
- ▶ Develop the skill in constructing tests and interpreting the test scores for implications to students and parents.

Content

Unit I: Concept of Educational Technology

Concept and meaning of Educational Technology - Approaches of Educational Technology - Hardware, Software and Systems approach - Edgar Dale's Cone of Experience - its relevance.

Unit II: Communication and Interaction

Concept of communication - Types of communication - Communication in classroom - Interaction analysis - Flanders' Interaction Analysis Category System (FIACS) - Microteaching - Concept and procedure

Unit III: Print and Non-Print Media

Support of print media - programmed instruction, instructional modules Audio-visual, teleconferencing, computer education

Unit IV: Functional Introduction to Computer

Functional knowledge about hardware and software, computer as a medium; the scope of computer-assisted instruction; precautions to be taken to eliminate the danger of dehumanisation - How computer-assisted lessons can be prepared for the development of thinking skills.

Unit V: Operating System

Graphical operating system (Windows or Linux) - Basic functions of an operating system: File management, desk top management, utilities. - Word processors: Functional knowledge and operational commands (MS Word or Open Office Writer). - Presentation package: for transparency and slide preparation (MS PowerPoint or Open Office presentation). - Spreadsheets: for preparing graphs and simple statistical analysis (MS Excel or Open Office Spreadsheets). - Functional Knowledge and operational commands.

Unit VI: Introduction to Internet

Major services in the internet: WWW, Email, Newsgroups, Chats, etc. Academic resources on the web search engines.

Unit VII: Application of Computer in Teaching and Learning

Computer as an interactive, participative and non-linear medium, new educational experiences through computer, case studies of learning software, critical evaluation, use of IT in educational administration, distance learning evaluation, research, student counseling, etc.

Practical Work

Hands-on-experience on computer for each student - Preparation of two transparencies for OHP - one using DTP and the other handwritten for high school classes. - One hand-made slide for slide projector. - Operating with CDs and Floppies in a computer-based learning. - Preparation of visual presentation through Power Point or Open Office presentation.

(II) Educational Evaluation

Content

Unit I: Concept of Evaluation:

Meaning and scope, standards for educational evaluation - content-related, construct-related and criterion-related measurement. - New concept of evaluation, - objective-based; continuous;

comprehensive evaluation.

Unit II: Instructional Objectives

Instructional objectives as the basis of scientific evaluation, pupils' performance; relationship between and among educational objectives, learning experiences and evaluation; objective-based evaluation. Taxonomies of educational objectives of Cognitive, Affective and Psychomotor domains; subject-wise objectives; 'create' as an objective.

Unit III: Tools of Evaluation

Types of evaluation - formative and summative; product vs process; internal vs external, criterion-referenced vs norm-referenced. - Purpose of evaluation - assessment; diagnosis; placement and prediction. - Tools of evaluation- types of tools - tests,, checklists, rating scales, inventories - their nature and functions; achievement tests - oral, written and practical; projects - individual and group; process-oriented tests. - Characteristics of a good evaluation tool - objective-based; comprehensiveness; discriminating power; reliability; validity; objectivity and practicability.

Unit IV: Achievement Tests

Construction of Achievement test - design, blueprint, writing and arranging items, scoring key and marking scheme; question-wise analysis; significance of planning in realising the qualities of a good test. - Construction of objective-based questions; different forms of questions; different forms of objective type questions; their relative importance in evaluation.

Unit V: Evaluation for Diagnosis and Remediation

Concept of educational diagnosis - Purpose of diagnostic test - Steps in the construction of a diagnostic test. - Analysis of the results and identification of difficulties. - Distinction between diagnostic test and achievement test. - Remedial teaching - different techniques.

Unit VI: Statistics for Analysing Test Scores

Classification of data - need and purpose - Graphical representation of data - Pie diagram, Histogram, Frequency polygon, Frequency curve, - advantages and limitations. - Measures of central tendency - Mean, Median, Mode - their advantages. - Measures of Dispersion - Range, Quartile deviation, Mean deviation, Standard deviation - their advantages. - Concept of correlation - Calculation of Coefficient of Correlation by (a) Rank difference method and (b) Product-moment method. - Test of significance - significance of the difference between (a) means and (b) percentages.



SEMESTER - II

Subject. 1. Theoretical Base of Education - National

The subject "Theoretical Base of Education - National" aims at developing student teachers' critical understanding of the theoretical foundation underlying the development of education in India and Kerala.

Objectives

The student teachers

understand the development of education in pre-independent and post-independent periods of India reflect on how the National Movement helped form modern system of education in the nation review the modern system of education in Kerala in the context of education in ancient Kerala, and appreciate universal values as well as national values and imbibe them in their lives and instill them in the next generation.

Content

Unit I. Education in Pre-independent India

Dravidian (Indus Valley) and Vedic Education - Buddhist period - Islamic period - Education under British rule - Comparative study of education in various periods

Unit II Reports of Education Commissions

Macaulay's Minutes (1835), - Wood's Despatch (1854) - Hunter Commission (1882) - Sargent Report (1944)

Unit III Swadeshi Movement and Education

Educational thoughts of Vivekananda, Aurobindo and Tagore - Gandhian concept of education

Unit IV Education in post-independent India

1. Reports and policies - their impact on the evolution of a nation education system with reference to the following:-

(i) The University Education Commission (1948) (ii) Report of the Secondary Education Commission (1952) (iii) The Education Commission (1964-66) (iv) National Policy on Education (NPE-1986) and after.

2. Current problems of education in India and attempts made to solve them.

Unit V Education in Kerala

Education in ancient Kerala - Modern system of education vis a vis Traditional system - Education under Panchayati Raj

Unit VI Values and education

Universal values - Traditional values - Values laid down in the Constitution of India - Role of education in promoting values.

2. Theories of Learning

Objectives

The main objective is to develop good quality teachers who can translate theory into practice.

Specific Objectives

The student teachers:

understand the underlying process of learning gain knowledge of factors affecting learning and apply the knowledge for effective learning. Get acquainted with optimum learning environment. Realise the concept of Guidance and Counselling and ways of implementing their principles. Understand the significance of various groups in the personality development and socialisation of the child.

Content

Unit I: Concept of Learning

Nature and characteristics of learning - learning curve; plateau in learning; performance in learning; remembering and forgetting; principles of learning; transfer of learning; determinants of the nature and quality of learning -motivation, anxiety, perception, attention, fatigue, needs, thinking, imagination, reasoning; learning disabilities - their nature and remediation.

Unit II: Types and Modes of Learning

Verbal learning; concept attainment learning; skills development learning; problem-solving; whole vs part method; mediated learning - spaced vs unspaced learning; recitation method; memory system; association method; multisensory modality; collaborative learning.

Unit III: Approaches to Learning

Behaviourist approach - concept and characteristics - contributions Watson Thorndike, Pavlov and Skinner - educational implications -imitations (brief discussion). - Cognitive approach - concepts and characteristics - contributions of Gestalt psychologists, Lewin's Field theory - educational implications -limitations. - Constructivist approach - Piaget, Bruner and Vygotsky -

implications Gagne's hierarchy of learning - stress on chaining and prerequisites. Ausubel's meaningful verbal learning vis-a-vis discovery learning; - Psychological bases of modern instructional strategies.

Unit IV: Cognitive Education

Cognition and cognitive concepts; cognitive development; general models of thinking; cognitive methods of teaching and learning; basic elements of thought - concepts, proposition, images; Reasoning -transforming information to reach conclusions; skills associated with effective thinking.

Unit V: Group Dynamics

Concept of group; factors influencing group formation; group dynamics - influence of peer group, family, school, society; classroom as a group; influence of media (print and electronic) in group learning.

Unit VI: Guidance and Counselling

Teacher as an educational counsellor - personal qualities of a counsellor; types of guidance; techniques of guidance; functions of guidance; guidance cell at school - counselling skills; counselling process.

3. Associate Subjects: Educational Management and Environmental Education

Objectives

The student teachers:

- ▶ Understand the basic concepts and principles of Educational Management become familiar with various aspects of Institutional Planning. Value the role of the Head and the teachers in the management of educational institutions. Become capable of applying the principles regarding Time Management, Resource Management and Management of school activities.
- ▶ Evaluate the administrative structure of education in India.
- ▶ Develop an understanding of the meaning, scope and importance of environmental education.
- ▶ Acquire a sense of responsibility towards conservation of environment, biodiversity and a sustainable development.
- ▶ Apply the knowledge and understanding in planning and organising environmental education activities / programmes.
- ▶ Develop necessary skills and competencies to use appropriate techniques to participate actively in community-oriented environmental activities / programmes.
- ▶ Develop scientific attitude towards the problems at the local / immediate environment.
- ▶ Appreciate the physical, biological, social and economic aspects of environment, the interrelationships and interaction (with special reference to human impact on environment - efforts to preserve life on earth).

(i) Educational Management

Content

Unit I: Basic Concepts of Educational Management

Meaning and scope of the concepts - Management, Educational Management, Administration, Organisation, Supervision. - Efficiency and effectiveness in management - indicative of characteristics. - Functions of management, viz., planning, organising, leading and controlling.

Unit II: Institutional Planning

Need, importance, essential aspects. - School complex as part of institutional planning; scope and functions. - The role of the Headmaster/Principal in the effective planning of a school system.

Unit III: Aspects of School Management

Time Management: Time Table - its importance; principles of construction of Time Table; types of Time Tables; flexible time table to cope with the collection of data for learning. - Resource Management: Concept of resource with special reference to education; proper analysis and management of input; the relation between input, process and product. - Material Resources Management: The school plant-building; equipment and school amenities; school records and registers; development and transaction of curriculum. Human Resources Management: recruiting appropriate staff; admitting students; leadership styles; Leadership and Power; Healthy interpersonal relationships; Organisation and functioning of the Staff Council and PTA

Management of School Activities

The process view in the organisation and effective functioning of the following school activities:

- (i) Teaching-learning activities including continuous and comprehensive evaluation, conduct of examination, promotion and placement.
- (ii) Academic supports such as library, laboratory, museum, workshops.
- (iii) Co-curricular programmes such as morning assembly, science club, other subject clubs, literary association, sports and games, gymnasium, celebrations of various days and festivals, recreational activities, competitions.

Unit IV

Administrative and organisational structure of education in India - Centre, State and local levels. Primary, Secondary and University Education.

(ii) Environmental Education

Content

Unit I: Environmental Education

Environmental components - Natural environment and man-made environment - their components; physical factors and biological factors of environmental components; ecosystem. - Need and importance of Environmental Education -incorporating Environmental Education at various levels - primary, secondary and higher secondary levels. - Objectives and principles of Environmental Education. - Methodology of teaching - specific approaches.

Unit II: Curriculum - Conservation of Natural Resources (renewable and non-renewable)

Inter-dependence between natural resources and man; degradation of natural resources, changing lifestyles and its impact on environment. - Environment and economic development. - United Nations Environment Programme (UNEP).

Unit III: Curriculum - Environmental Problems? Causes and Effects

Global Level - Global warming, green house effect, ozone depletion and CFCs, population explosion, etc. - State level - Bio-diversity, loss of arable soil, habitat, deforestation and extinction of species. - Urbanisation, overfishing, shrinking of backwaters, destruction of mangroves, quarrying, food adulteration, hygiene and sanitation programs - Local level - Pollution -Air, water, solid waste and its disposal and bio-magnification. - How students locate environmental problems and identify their causes; how they should be helped to suggest solutions to the problems.

Unit IV: Sustainable Development

Concept and need of sustainable development. - Role of Governmental and Non-governmental agencies.

Unit V: Transaction Mode

Approaches - infusion / problem-solving
Methods - activity-oriented; apprenticeship

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| Techniques | - Lecture-discussion, nature trail, group work, surveys, quiz, role play, brainstorming, case study, panel discussion, debate, etc |
| Curricular | - Intervention models |
| Co-curricular | - Field trip, collection, eco-clubs, film show |
| Action research | - Practical / record - students' report of environmental problems in their locality; they critically review the programmes adopted for solutions and suggest new solutions; they join with N.G.O.'s for solutions of the problems. |