

CRITERIA 2

2.6.2

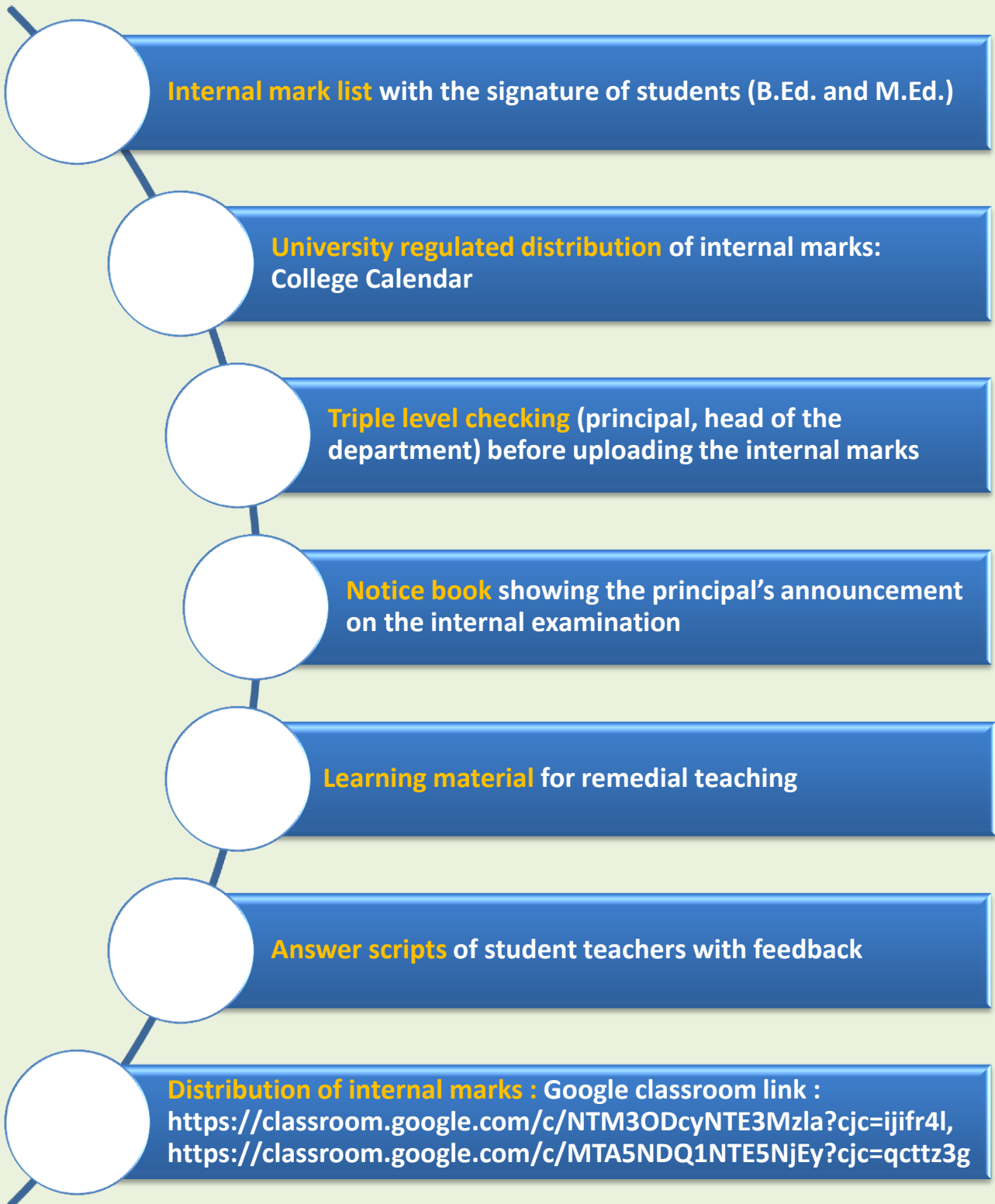
Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

FIRST UPLOAD:

1.	Documentary evidence for remedial support provided	<ol style="list-style-type: none">1. Remedial notes for the student teachers in order to help them to score high marks2. Supporting learning materials for improving communicative English3. Rubrics to develop teaching skills
2.	Details of provisions for improvement and bilingual answering	<ol style="list-style-type: none">4. Instructions given to students regarding examination consists of provision for writing the exam bilingually (no:6)5. Answer scripts in English and Malayalam6. Reports written by student teachers in both medium7. Peer observation schedule8. Reflective journal by student teachers9. Self-Performance Analysis Schedule
3.	Copy of university regulation on internal evaluation for teacher education	<ol style="list-style-type: none">10. Academic Calendar of last batch given by the university regarding examination
4.	Relevant information	<ol style="list-style-type: none">11. Points to be noted during teaching sessions12. Photos regarding remedial sessions
5.	Annual Institutional plan of action for internal evaluation	<ol style="list-style-type: none">13. Action plan of the college (semester wise and during the teaching practice)

SECOND UPLOAD:



No.923/B.Ed./2017

22/01/2018

From,

The Principal

To,

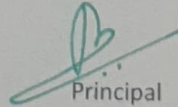
The Dy. Registrar
Exam.VI
University of Kerala
Thiruvananthapuram-34.

Sir,

Sub: - B.Ed. Degree First Semester 2017-19 batch- Internal Mark/C.A Mark s-
Submitted Online- forwarding of the hard copy- Regarding-

I am forwarding herewith the hard copy of the Internal /C.A Mark submitted Online of the First Semester B.Ed. Degree students of this College during the year of 2017-19 batch of 49 (Forty Nine) students for your verification and necessary action.

Yours faithfully,



Principal

PRINCIPAL

St. Theophiles Training College
Arlanchira, Thiruvananthapuram-34

End:- As above



CA Mark- Course Wise (Finalist)

id : 16515103

Scheme : 2015

Semester : 1

BEd English (165)

Mar Theophilus Training College, Nalanchnira, Thiruvananthapuram (302)

Sl. No.	Candidate Code	Name of the Student	01	02	03	04	05	06	07	08	09	Signature
1	16517302001	ALAN ABRAHAM	22.00(0101)	22.00(0202)	23.00(0303)	20.00(0404)	19.00(0505)	23.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
2	16517302002	ALPHONZA. M.J	23.00(0101)	23.00(0202)	24.00(0303)	21.00(0404)	22.00(0505)	24.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
3	16517302003	AROMAL SREEKUMAR	22.00(0101)	23.00(0202)	24.00(0303)	20.00(0404)	22.00(0505)	24.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
4	16517302004	ARYA DHANAN.M.A	24.00(0101)	24.00(0202)	22.00(0303)	20.00(0404)	20.00(0505)	23.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
5	16517302005	ELIZABETH MATHEW	24.00(0101)	25.00(0202)	24.00(0303)	24.00(0404)	24.00(0505)	25.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
6	16517302006	JYOLSNA V.N.	24.00(0101)	25.00(0202)	23.00(0303)	20.00(0404)	22.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	
7	16517302007	NIKITA ANN JACOB	24.00(0101)	25.00(0202)	23.00(0303)	25.00(0404)	24.00(0505)	25.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
8	16517302008	PRASANTH J S	22.00(0101)	23.00(0202)	20.00(0303)	19.00(0404)	20.00(0505)	22.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
9	16517302009	RAJALEKSHMI G.R.	21.00(0101)	23.00(0202)	23.00(0303)	21.00(0404)	20.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	
10	16517302010	SURYA J.VIJAYAN	24.00(0101)	25.00(0202)	23.00(0303)	20.00(0404)	19.00(0505)	23.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
11	16517302011	TEENA M S	24.00(0101)	25.00(0202)	22.00(0303)	21.00(0404)	23.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	
	16517302012	TEENA VINCENT	24.00(0101)	25.00(0202)	23.00(0303)	22.00(0404)	23.00(0505)	25.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	

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PRINCIPAL
Mar Theophilus Training College
Thiruvananthapuram - 895 049

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CA Mark- Course Wise (Finalist)

ncod : 16815103

Scheme : 2015

Semester : 1

BEd Malayalam (168)

Mar Theophilus Training College, Nalanchira, Thiruvananthapuram (302)

Sl No.	Candidate Code	Name of the Student	01	02	03	04	05	06	07	08	09	Signature
1	16817302001	AMRUTHA. I.P	22.00(0101)	22.00(0202)	21.00(0303)	22.00(0404)	23.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
2	16817302002	GOKUL.S.GOPAN.	22.00(0101)	23.00(0202)	21.00(0303)	21.00(0404)	23.00(0505)	23.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
3	16817302003	HARITHA. A. H	22.00(0101)	22.00(0202)	22.00(0303)	24.00(0404)	24.00(0505)	23.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
4	16817302004	PRIYANKA S	22.00(0101)	23.00(0202)	24.00(0303)	23.00(0404)	24.00(0505)	22.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
5	16817302005	RESHMA. B.S	21.00(0101)	22.00(0202)	20.00(0303)	23.00(0404)	23.00(0505)	23.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
6	16817302006	SHIJU. C	22.00(0101)	22.00(0202)	22.00(0303)	22.00(0404)	25.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
7	16817302007	SHINI ALEX. U	22.00(0101)	23.00(0202)	24.00(0303)	24.00(0404)	23.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>

Code

Name of the Subject

- 0101 Knowledge and Curriculam : Philosophical and Sociological Perspectives (15101)
- 0202 Developmental Perspectives of the Learner (15102)
- 0303 Technology and Communication in Education (15103)
- 0404 Theoretical Base of Malayalam Education (15104)
- 0505 Pedagogic Content Knowledge Analysis - Malayalam (15105)
- 0606 Discussion, Demonstration & Criticism lessons, Micro-teaching-2 Skills (15106)
- 0707 Yoga, Health and Physical Education (15107)
- 0808 Art and Aesthetics Education (15108)
- 0909 Vocational/Work Education, Field Trip - Malayalam (15109)



[Handwritten Signature]
25/11/18

PRINCIPAL

Mar Theophilus Training College
Thiruvandthapuram-095 018

amcod : 18015103

CA Mark- Course Wise (Finalist)

Scheme : 2015

Semester : 1

BEd Mathematics (180)

Mar Theophilus Training College, Nalanchira, Thiruvananthapuram (302)

Sl No.	Candidate Code	Name of the Student	01	02	03	04	05	06	07	08	09	Signature
1	18017302001	AUGNAL MARIAM JOY	21.00(0101)	23.00(0202)	22.00(0303)	21.00(0404)	20.00(0505)	22.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
2	18017302002	NEENA SUSAN JOSE	21.00(0101)	23.00(0202)	23.00(0303)	20.00(0404)	21.00(0505)	22.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
3	18017302003	REENU MARIAM JOSE	23.00(0101)	23.00(0202)	22.00(0303)	22.00(0404)	22.00(0505)	23.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
4	18017302004	SREEJA L	24.00(0101)	25.00(0202)	23.00(0303)	23.00(0404)	24.00(0505)	23.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
5	18017302005	SUHANA SALIM	22.00(0101)	24.00(0202)	23.00(0303)	24.00(0404)	23.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>
6	18017302006	SUVAINA. S.S	24.00(0101)	24.00(0202)	24.00(0303)	22.00(0404)	22.00(0505)	24.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	<i>[Signature]</i>

Code

Name of the Subject

0101	Knowledge and Curriculam : Philosophical and Sociological Perspectives (15101)
0202	Developmental Perspectives of the Learner (15102)
0303	Technology and Communication in Education (15103)
0404	Theoretical Base of Mathematics Education (15104)
0505	Pedagogic Content Knowledge Analysis - Mathematics (15105)
0606	Discussion, Demonstration & Criticism lessons, Micro-teaching-2 Skills (15106)
0707	Yoga, Health and Physical Education (15107)
0808	Art and Aesthetics Education (15108)
0909	Vocational/Work Education, Field Trip - Mathematics (15109)



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25/11/18
PRINCIPAL
Mar Theophilus Training College
Thiruvananthapuram

mcod

: 16915103

Scheme

: 2015

Semester

: 1

CA Mark- Course Wise (Finalist)

BEd Social Science (169)

Mar Theophilus Training College, Nalanchira, Thiruvananthapuram (302)

Sl No.	Candidate Code	Name of the Student	01	02	03	04	05	06	07	08	09	Signature
1	16917302001	BETTY . S.S	23.00(0101)	22.00(0202)	20.00(0303)	22.00(0404)	22.00(0505)	23.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	Betty
2	16917302002	FELEESHYA JOHN	22.00(0101)	23.00(0202)	24.00(0303)	24.00(0404)	24.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	Feleeshya
3	16917302003	MARY DINNA PEREERA	22.00(0101)	23.00(0202)	23.00(0303)	23.00(0404)	24.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	Mary Dinna
4	16917302004	NASILA. S	21.00(0101)	22.00(0202)	22.00(0303)	22.00(0404)	22.00(0505)	23.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	Nasila
5	16917302005	SABEENA. S	22.00(0101)	22.00(0202)	22.00(0303)	23.00(0404)	23.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	Sabeena
6	16917302006	SARANYA JAYAN. G	21.00(0101)	22.00(0202)	22.00(0303)	21.00(0404)	21.00(0505)	23.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	Saranya
7	16917302007	SIDHYA. Y. S	22.00(0101)	22.00(0202)	24.00(0303)	23.00(0404)	23.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	Sidhya
8	16917302008	SISSY MERIN JOY	20.00(0101)	20.00(0202)	20.00(0303)	20.00(0404)	21.00(0505)	23.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	Sissy
9	16917302009	TIMY THANKACHAN	22.00(0101)	21.00(0202)	22.00(0303)	23.00(0404)	23.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	Timy
10	16917302010	VAISHNAVI MOHAN	24.00(0101)	24.00(0202)	23.00(0303)	24.00(0404)	24.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	Vaishnavi
11	16917302011	VINDHYA RAJ .R.B	21.00(0101)	21.00(0202)	22.00(0303)	22.00(0404)	22.00(0505)	23.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	Vindhyaraj



Code

Name of the Subject

Benedict
25/11/18

PRINCIPAL

Mar Theophilus Training College
Nalanchira, Thiruvananthapuram - 695 011

amcod

: 18115103

Scheme

: 2015

CA Mark- Course Wise (Finalist)

BEd Natural Science (181)

Semester

: 1

Mar Theophilus Training College, Nalanchira, Thiruvananthapuram (302)

Sl No.	Candidate Code	Name of the Student	01	02	03	04	05	06	07	08	09	Signature
1	18117302001	ANCHU JAYARAJ . L	23.00(0101)	23.00(0202)	23.00(0303)	23.00(0404)	23.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>Anchu Jayaraj</i>
2	18117302002	ATHIRA. S	24.00(0101)	23.00(0202)	24.00(0303)	23.00(0404)	23.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	<i>Athira</i>
3	18117302003	FATHIMA RAWTHER	24.00(0101)	24.00(0202)	24.00(0303)	24.00(0404)	24.00(0505)	25.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	<i>Fathima</i>
4	18117302004	SAJIN F	23.00(0101)	22.00(0202)	24.00(0303)	22.00(0404)	22.00(0505)	23.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	<i>Sajin</i>
5	18117302005	SOUMYA.S.S	22.00(0101)	22.00(0202)	23.00(0303)	21.00(0404)	22.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>Soumya</i>
6	18117302006	SUVITHA. V .S	23.00(0101)	25.00(0202)	23.00(0303)	24.00(0404)	24.00(0505)	25.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	<i>Suvitha</i>
7	18117302007	VISHNUPRIYA M.S	24.00(0101)	25.00(0202)	23.00(0303)	25.00(0404)	24.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	<i>Vishnu Priya</i>

Code

Name of the Subject

0101

Knowledge and Curriculum : Philosophical and Sociological Perspectives (15101)

0202

Developmental Perspectives of the Learner (15102)

0303

Technology and Communication in Education (15103)

0404

Theoretical Base of Natural Science Education (15104)

0505

Pedagogic Content Knowledge Analysis - Natural Science (15105)

0606

Discussion, Demonstration & Criticism lessons, Micro-teaching-2 Skills (15106)

0707

Yoga, Health and Physical Education (15107)

0808

Art and Aesthetics Education (15108)

0909

Vocational/Work Education, Field Trip - Natural Science (15109)



Benny
25/11/18

PRINCIPAL

Mar Theophilus Training College

Sax
Nalanchira, Thiruvananthapuram-695008

CA Mark- Course Wise (Finallist)

amcod

: 18215103

Scheme : 2015

Semester

: 1

BEd Physical Science (182)

Mar Theophilus Training College, Nalanchira, Thiruvananthapuram (302)

Sl No.	Candidate Code	Name of the Student	01	02	03	04	05	06	07	08	09	Signature
1	18217302002	ATHIRA. A	21.00(0101)	22.00(0202)	22.00(0303)	22.00(0404)	23.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	
2	18217302003	GAYATHRI P. NAIR	24.00(0101)	24.00(0202)	24.00(0303)	23.00(0404)	24.00(0505)	24.00(0606)	49.00(0707)	24.00(0808)	25.00(0909)	
3	18217302004	JIBI MARY JOHNSON	21.00(0101)	22.00(0202)	22.00(0303)	20.00(0404)	21.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	
4	18217302005	SINI. S.S	24.00(0101)	24.00(0202)	22.00(0303)	24.00(0404)	24.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	
5	18217302006	SNABIN SURENDRAN	20.00(0101)	21.00(0202)	23.00(0303)	21.00(0404)	22.00(0505)	24.00(0606)	48.00(0707)	24.00(0808)	25.00(0909)	
6	18217302007	SRUTHY P MOHAN	23.00(0101)	23.00(0202)	21.00(0303)	23.00(0404)	23.00(0505)	24.00(0606)	47.00(0707)	24.00(0808)	25.00(0909)	

Code

Name of the Subject

0101	Knowledge and Curriculam : Philosophical and Sociological Perspectives (15101)
0202	Developmental Perspectives of the Learner (15102)
0303	Technology and Communication in Education (15103)
0404	Theoretical Base of Physical Science Education (15104)
0505	Pedagogic Content Knowledge Analysis - Physical Science (15105)
0606	Discussion, Demonstration & Criticism lessons, Micro-teaching-2 Skills (15106)
0707	Yoga, Health and Physical Education (15107)
0808	Art and Aesthetics Education (15108)
0909	Vocational/Work Education, Field Trip - Physical Science (15109)



PRINCIPAL

Mar Theophilus Training College
Nalanchira, Thiruvananthapuram-895 045

Mar Theophilus Training College

Nalanchira, Thiruvananthapuram

Affiliated to University of Kerala, Recognized by NCTE, Re-Accredited by NAAC with 'Grade A'

M.Ed. Degree Programme: 2018-20 Batch, FOURTH SEMESTER INTERNAL EVALUATION

Consolidated Mark Sheet

Sl. No.	Reg. No	Course Code →	PCS4 (Marks 30)					SES2 (Marks 30)					INTERNAL COURSES			Signature of Student	
		Name of Student	A & CP	RP	A/SEM	MST	Total	SES2 Course code	A & CP	RP	A/SEM	MST	Total	SDC6	SDC7		Total
			(5)	(10)	(10)	(5)	(30)		(5)	(10)	(10)	(5)	(30)	(25)	(25)		(50)
1	18056	Shafi Thompson T	5	10	10	4	29	SES 2.7	5	9	10	4	28	23	24	47	
2	18057	Aswathy I	5	10	10	3	28	SES 2.2	5	9	9	4	27	22	24	46	
3	18058	Bini Elizabeth Samuel	5	10	10	3	28	SES 2.2	5	9	9	4	27	21	24	45	
4	18059	Divinarani V	3	8	8	3	22	SES 2.6	3	9	8	3	23	20	20	40	
5	18060	JeenaRajan R	5	9	9	3	26	SES 2.6	5	10	9	3	27	21	21	42	
6	18061	Jessy Mary C B	3	9	10	3	25	SES 2.2	3	8	8	4	23	20	22	42	
7	18062	Mary Joseph J	5	10	10	3	28	SES 2.7	5	9	9	4	27	22	23	45	
8	18063	RemyaRajan	5	9	10	3	27	SES 2.2	5	9	9	4	27	22	23	45	
9	18064	Shari C K	5	10	10	4	29	SES 2.2	5	9	9	4	27	22	24	46	
10	18065	Sherli P	3	10	9	3	25	SES 2.6	3	9	10	3	25	21	22	43	
11	18066	Soorya N V	5	8	9	3	25	SES 2.6	5	9	9	3	26	20	21	41	
12	18067	Tintu Elsa Abraham	4	10	10	4	28	SES 2.6	4	10	10	4	28	23	24	47	
13	18068	Vineetha V R	5	10	10	3	28	SES 2.2	5	9	9	4	27	21	23	44	
Signature of the teacher																	

PCS 4
SES 2
SES 2.2
SES 2.6

Futuristic Perspectives of Education
Electives: Contemporary Trends and Practices in Education
Life Skill Education
Guidance and Counseling

SES 2.7
SDC 6
SDC 7

E learning and web technologies
Career Development
Participation in Rural Reconstruction and Social Welfare in collaboration with LSG

A & CP: Attendance & Class Participation

RP: Reflective Practicum

A/SEM: Assignment/ Seminar

MST: Mid Semester Test

Place:

Date:

HOD

Principal

Dominus Mea Illuminatio

MAR THEOPHILUS TRAINING COLLEGE

MAR IVANIOS VIDYA NAGAR, NALANCHIRA

THIRUVANANTHAPURAM - 695 015

RE-ACCREDITED BY NAAC WITH 'A' - GRADE

www.mttc.ac.in



CALENDAR

2018-19

Making Teachers Since 1956

Vision Highlights: The curriculum gives emphasis for:

- Meeting the challenges of education in a knowledge society
- Development of Teacher Competencies
- Development of Professionalism
- Capacity building
- Moulding techno-pedagogically competent teachers
- Entrepreneurship in education
- Teacher as a Relationship Manager
- Teacher as a HRD manager
- Evidence-based performance assessment
- Development of Aesthetic qualities
- Health and fitness for future

General Objectives of the B. Ed. course

The curriculum is designed to enable the student-teacher:

1. To acquire various teacher competencies and development of professionalism through qualitative multi-level strategies and practices.
2. To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.
3. To develop a proper value system based on the cultural, social, political and moral bases of Indian society.
4. To develop teacher-identity required of a professional through theoretical discourses, school/community- based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.
5. To understand the central concepts, tools of inquiry, and structures of individual disciplines and develop the ability to evolve meaningful learning experiences.
6. To imbibe knowledge and develop understanding of the various psychological, sociological and philosophical principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.
7. To make use of the knowledge of effective verbal, nonverbal and media-based information and communication technologies in all facets

of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.

8. To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.
9. To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
10. To develop his/her managerial capacities in human relations for promoting human resources for national development.
11. To internalize appropriate theoretical and practical inputs in order to render an integrated holistic understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for current and future lifestyles among student teachers.
12. To develop the aesthetic quality of the prospective teachers through Art Education.

Regulations for the B.Ed. Degree Course

1. The B.Ed. program proposed is based on Credit and Semester System with Grading. The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Kerala and the Kerala University Colleges of Teacher Education directly run by the University with effect from 2015-2016 admissions.
2. The course is of two year duration. Semester system is followed in the course. There will be four semesters, with 100 working days each, excluding admissions, University examination and preparatory holidays.
3. The course consists of three components Theory, CE and other related practical work. Course content is divided into three areas Perspectives in Education (core papers), Curriculum and Pedagogic courses (optional papers) and Related Practical work. B. Ed offers specialization in 13 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce and Home Science.
4. There shall be a basic unit of 50 students, with a maximum of two units as intake for the course. There shall not be more than twenty five students per teacher for a school subject for method courses and other practical activities of the program to facilitate participatory teaching and learning.

5. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam for all papers except language papers. The Optional papers for 'Languages' shall be written in the same language itself.
6. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the Government of Kerala and approved by the University from time to time.
7. A candidate will be considered to have satisfactory attendance if she/he earns not less than 75% attendance for theory classes and 90% for school internship. Seven point grade system is followed in rating attendance. Attendance will be noted in letter grades in the mark list. The attendance range and respective grades are as follows: **Gr: A+ (96-100)**, **Gr: A (91-95%)**, **Gr: B+ (86-90%)**, **Gr: B (81-85%)**, **Gr: C+ (76-80%)**, **Gr: C (75 and below)**. (For calculating percentage of attendance decimals will be rounded to the nearest whole number)
 - Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.
 - Only candidates who secure the required minimum attendance in the semester and registered for the end semester University Examination is eligible to continue studies in the next semester.
8. Readmission: - Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over, candidates have to join the course as a fresh entrant, if otherwise eligible.
9. Transitory regulations: - Whenever a Course/Scheme of instruction is changed in a particular year, three more examinations immediately following there after shall be conducted according to the old syllabus/regulations. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course, according to the changed Syllabus/regulations.
10. All the program/courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.

- (i) Candidates who have completed the requirements of practical work related to theory (CE) and other practical courses of a Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.
- (ii) The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed. (hard and soft copy)
- (iii) School Induction Program (school initiatory experience) is for a period of one week during Semester II. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of 10 weeks during Semester III and Phase II arranged for another 10 weeks during Semester IV.
- (iv) Assessment of School induction Program of Semester II will be done (jointly by the General and Optional teachers) by the Colleges of Teacher Education internally. There will be no external evaluation. School internship Phase I of semester III will be evaluated internally by the Colleges of Teacher Education and practice-teaching schools, as per the guidelines in the curriculum. School internship Phase II of Semester IV will be evaluated both internally (jointly by the colleges & practice teaching schools) and externally (by the external examination team appointed by the University).
- (v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) CE & other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. All the Practicals during Semester I, II & III will be assessed by teacher educators internally. Records/reports/products related to CE and Practical courses have to be prepared and maintained and have to be made available for assessment, if demanded. Marks and respective grades of assessment have to be forwarded to the University within one week after the closing of the semester (Both hard and soft copy)
- (vi) The total number of lessons required to be completed during Phase I is 40 and Phase II, 30. Practical work related to School

Two year B. Ed Curriculum Framework.

Semester – I (June – October)-- one credit = 30 hours: 1 credit carries 25 marks.

Theory – Perspectives in Education (core papers)

Subject code	Subject Title	External	Internal	Total	Credits (1 credit=30 hours)
EDU-01	Knowledge and Curriculum: Philosophical and sociological Perspectives.	50	25	75	3
EDU-02	Developmental Perspectives of the Learner.	50	25	75	3
EDU-03	Technology and Communication in Education.	50	25	75	3

Theory – Curriculum and Pedagogic Courses. (optional subjects)

EDU-04 (1-13)	Theoretical Base ofEducation.	50	25	75	3
EDU-05 (1-13)	Pedagogic Content Knowledge Analysis :	50	25	75	3

Engagement with the Field/Practical Courses: EDU – 101 & 103.

EDU – 101: College Based

EDU 101.1	Discussion, Demonstration & Criticism lesson (5 marks each)		15	25	1
	Micro-teaching – 2 skills		10		
101.2	Yoga, Health & Physical Education		50	50	2
101.3	Art & Aesthetics Education		25	25	1

EDU – 103: community Based

103.1	Vocational/Work Education		15	25	1
	Field Trip – optional-wise		10		
Total Marks & Credits		250	250	500	20
Total Hours & Credits		20 credits X 30 hrs=600 hrs			
Total Working Hours		100 days X 6 hrs = 600 hrs.			

Semester – II (November – March) – one credit = 30 hours : one credit carries 25 marks.

Theory – Perspectives in Education.(core papers)

Subject Code	Subject Title	External	Internal	Total	Credits(1 credit =30hours)
EDU-06	Education in Indian Society.	50	25	75	3
EDU-07	Perspectives of Learning and Teaching.	50	25	75	3
EDU-08	Assessment in Education .	50	25	75	3

Theory-Curriculum and Pedagogic Courses.(optional subjects)

EDU-09 (1-13)	Curriculum and Resources in Digital Era :Education	50	25	75	3
EDU-10(1-13)	Techno-Pedagogic Content Knowledge Analysis:.....	50	25	75	3

Engagement with the Field/Practical Courses : EDU – 201, 202 & 203.

EDU – 201 : College Based

201.1	Discussion, Demonstration & Criticism Lessons(5 marks each)		15	25	1
	Field Trip / Education Tour		10		
201.2	Health & Physical Education		50	50	2
201.3	Art Education & Theatre Practice		25	25	1

EDU – 202 : School Based

202.1	School Induction Program		15	25	1
	Observation of model lessons (2 nos.) and reporting during school induction		10		
Total Marks & Credits		250	250	500	20
Total Hours & Credits		20 credits X 30 hrs=600 hrs			
Total Working Hours		100 days X 6 hrs = 600 hrs.			

Semester – III (June – October) : one credit = 30 hours. One credit carries 25 marks.

Theory – Perspectives in Education(core papers)

Subject code	Subject Title	External	Internal	Total	(1credit=30hours)Credits
EDU-11	**Developmental Perspectives in Education.	50	25	75	3
EDU-12	Learner in the Educational Perspective.	50	25	75	3

** Educational Management, Environmental education, Health education & Entrepreneurship Education.

Theory- Curriculum and Pedagogic Courses(optional subjects)

EDU-13 (1-13)	Emerging Trends and Practices in Education.	50	25	75	3
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Engagement with the Field/Practical Courses : EDU – 301, 302 & 303.

EDU – 301 : CollegeBased.

301.1	Art & Aesthetics Education.		25	25	1
301.2	Health and Physical Education		25	25	1

EDU – 302 : School Based

302.1	School Internship-Phase I (10 week) 1. Optionals(curriculum& pedagogic courses) 2. Health & Physical Education		150	175	7
			25		

EDU – 303 : Community Based

303.1	Community Living Camp (Program of Understanding the self)		50	50	2
	Total Marks & Credits	150	350	500	20
	Total Hours & Credits	20 credits X 30 hrs=600 hrs			
	Total Working Hours	100 days X 6 hrs = 600 hrs.			

Semester – IV (November – March) : one credit = 30 hours. One credit carries 25 marks.

Theory – Perspectives in Education.(core papers)

EDU-14	Advanced Studies : Perspectives in Education.	50	25	75	3
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Theory – Curriculum and Pedagogic courses (optional subjects)

EDU-15 (1-13)	Advanced Studies :Curriculum and Pedagogic Courses in.....Education	50	25	75	3
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Practical Courses/Engagement with the Field – EDU – 401.

EDU 401.1	Minor Project / Action Research / Case Study – (30-50 pages) Viva-voce (external only)		40			
			10	50		2
401.2	School Internship Phase II (10 weeks) 1. Optional (cu & pedagogic courses) 2. Yoga, Health &Physical Education.		200	225		9
			25			
401.3	Achievement test & Analysis		20			
	Diagnostic Test& Remediation		15			
	Reading and Reflecting on a text.		25		75	3
	Reflective Journal		15			
	Total		100	400	500	20
	Total Hours & Credits	20 credits X 30 hrs=600 hrs				
	Total Working Hours	100 daysX6 hrs = 600 hrs.				

Credit details of the Course

Semester	Subject Code	Papers	Credits		Total Credits 1 credit=30hrs	
			Theory	CE		
Sem. I	EDU 01	Core paper I	2 credits	1 credit	3 credits	
	EDU 02	Core paper II	2 credits	1 credit	3 credits	
	EDU 03	Core paper III	2 credits	1 credit	3 credits	
	EDU04.1-04.13	Optional I	2 credits	1 credit	3 credits	
	EDU 05.1-05.13	Optional II	2 credits	1 credit	3credits	
	Practical Courses	College Based(EDU 101)		4 credits		5 credits
		School Based(EDU 102)		0 credits		
		Community Based(EDU 103)		1 credits		
		Total		10 credits	10 credits	20 credits

	EDU-12	1. School based activity -1(5 marks) 2. Practical-1(5 marks) 3. Test-mid semester exam(5 marks) 4. Capacity Building Program(skill development & leadership building)-(10 marks)	25	One	Internal
IV	EDU-14	MCQ Test battery	25	25	Internal & External

(b) Curriculum and Pedagogic Courses (Optional Papers)

(i) Subjects.

Sem.	Sub. Code	Nature of Practicum.....	Marks	credits	Assessment
I	EDU-04	1. Practicum-1(5 marks) 2. Seminar/presentation-1 (5 marks) 3. Reading & reflecting on texts(10mks) 4. Mid semester exam –(5 marks)	25	One	Internal
	EDU-05	1. Observation of model video lessons & reporting(2nos.)(teacher monitored) – (5 marks) 2. Practicals-1 (5 marks) 3. Test-mid semester exam (5 marks) 4. Subj. Assn activity- (5 marks) 5. Practicum – 1 (5 marks)	25	One	
II	EDU-09	1. Mid semester exam (5 marks). 2. Reading and Reflecting on texts (10marks) 3. Seminar/presentation-1 (5 marks) 4. Practicum – 1 (5 marks)	25	One	Internal
	EDU-10	1. Practical -1 (5 marks) 2. Test-mid semester (5 marks) 3. Subject Assn activity-(5 marks) 4. Group Practicum (video scripting, recording & uploading)- (10 marks.)			
III	EDU-13	1. Innovative work-1 (10 marks) 2. Reading and Reflecting on text(5marks) 3. Peer evaluation- (5 marks.) 4. mid semester exam (5 marks)	25	One	Internal
IV	EDU-15	MCQ Test battery (Practical)	25	One	Internal & External

(ii) Languages.

Sem.	Sub. Code	Nature of Practicum.....	Marks	Credits	Assessment
I	EDU-04	1. Pracicum-1 (5 marks) 2. Seminar/Presentation-1 (5 marks) 3. Reading and Reflecting on Texts-1 (10 marks) 4. Mid semester exam- 5 marks	25	One	Internal
	EDU-05	1. Observation of model video lessons & reporting(2 nos.)-teacher monitored- (5 marks.) 2. Practicum-2 (5 marks each) 3. Test-mid semester – (5 marks) 4. Subject Assn activity- (5 marks).	25	One	
II	EDU-09	1. Practicum -1 (5 marks) 2. Reading and Reflecting on Text- 10 marks. 3. Seminar/presentation- (5 marks) 4. Mid semester exam – (5 marks)	25	One	Internal
	EDU-10	1. Practicum-1 (5 marks) 2. Test-mid semester exam – (5 marks) 3. Subject Assn. Activity- (5 marks.) 4. Group Practicum(video scripting, recording & uploading)(10 marks)	25	One	
III	EDU-13	1. Innovative work-1 (10 marks) 2. Reading and Reflecting on Text- (5 marks). 3. Peer evaluation- (5 marks) 4. Mid semester exam – (5 marks)	25	One	Internal
IV	EDU-15	MCQ Test battery (Practical)	25	One	Internal & External.

- Practicum: systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/short reports not exceeding 5 to 6 pages have to be maintained.
- Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.
- Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.

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

Type of Question	Number	Marks	Time
Multiple Choice	5	5 (1 markeach)	5 minutes
One word/Sentence	5	5 (1 mark each)	5 minutes
Very Short Answer	5	10 (2 marks each)	20 minutes
Short Answer	4 out of 6	20 (5 marks each)	60 minutes
Essay	1 out of 2	10 marks	30 minutes
Total	20	50	120 minutes

Pattern of Question Paper – Semester IV (online examination)

Type of Question	Number	Marks	Time
Multiple Choice	50	50 (1 markeach)	75 minutes

Grading System (Seven Point Scale) :Grading: Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. A seven point scale is suggested here for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded for each subject/area are converted into letter grades as per the weightages assigned. Marks for each Theory Courses (EDU-01 to 15) and Related Practical Work (CE), Practical Courses (EDU 101, 102, 103, 201, 202, 203, 301, 302, 303 & 401) will be assessed and the marks will be converted into letter grades in a seven point scale. Then find the Grade point Average (GPA). The overall performance of the students will be assessed by finding the Cumulative Grade Point Average (CGPA) and converting this CGPA into letter grades following the grade range in the seven point scale.

Intervals of marks in %	Grade	Grade Point	Grade Range
90 and above	A+	7	6.30 – 7.00
80 – 89	A	6	5.60 – 6.29
70 – 79	B+	5	4.90 – 5.59
60 – 69	B	4	4.20 – 4.89
50 – 59	C+	3	3.50 – 4.19
40 – 49	C	2	2.80 – 3.49
Below 40	D	1	0.01 – 2.79

Grade Point Average (GPA): GPA is the value obtained by dividing *the sum of the weighted grade points obtained by a student in various subjects in a semester by the total number of credits taken by him/her in the semester*. The value shall be rounded off to two decimal places.

$$GPA = \frac{\sum WGP}{Total\ Credit}$$

Cumulative Grade Point Average (CGPA)

Cumulative Grade Point Average (CGPA): CGPA is the value obtained by dividing *(the total credits for each semester) X (Sum of GPA for all the semesters)* by *(the total credits for all the semesters)*. The value shall be rounded off to two decimal places. Then,

$$CGPA = \frac{GPA\ of\ Semester\ I + II + III + IV}{4}$$

Grading of a Candidate: For a pass in the examination the candidate should have obtained a minimum of 50% marks (C+ grade) in aggregate in each semester with a separate minimum of 40% marks in each Theory Paper, 40% when theory and CE are taken together and 50% for School Internship of Semester III, IV and 50% marks for Minor research project/Action Research/Case Study. There is no minimum for CE and other related Practical Courses. The overall grade of the Course will be computed in terms of CGPA and respective letter grades will be awarded. The minimum grade required for a pass is C+ in aggregate.

Curriculum Transaction Strategies to be adopted



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EXAMINATIONS

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Welcome MAR THEOPHILUS TRAINING COLLEGE | Logout

Notice Board **new**

Dash Board

Register of Candidates

Student Password

Hall Ticket

Nominal Roll

Final List

Pending List

Count

Verification

Result

Change Password

Name : Mar Theophilus Training College

Userid : mttcexamlevel1@yahoo.co.in

Role : Lecturer

College : Mar Theophilus Training College Nalanchira Thiruvananthapuram(302)

Group : College Staff



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- Final List
- Pending List
- Count
- Verification
- Result
- Change Password

Dash Board

Name : Mar Theophilus Training College

Userid : mttxexamlevel2@yahoo.co.in

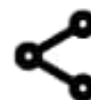
Role : HOD

College : Mar Theophilus Training College Nalanchira Thiruvananthapuram(302)

Group : College Staff



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Change Password

Name : Principal
Userid : mttctvm@yahoo.co.in
Role : Principal
College : Mar Theophilus Training College Nalanchira Thiruvananthapuram(302)
Group : College Staff

Staff Meeting

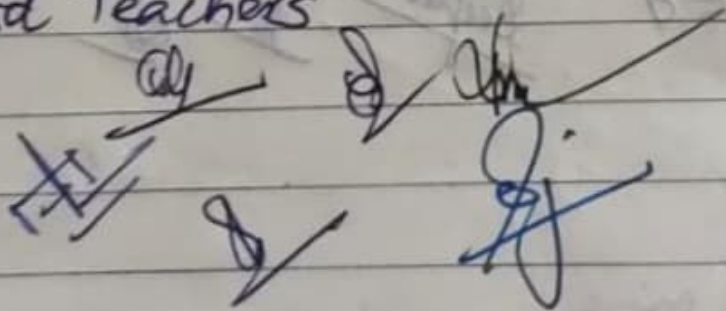
There will be a meeting of the Teaching Staff of the College at 12:15 Pm in the office parlour on 5th Dec-2018. All are invited.

Agenda

1. College Union Inauguration
2. RUSA Proposal
3. Integrated ~~Meet~~ BEd: Discussion Seminar (Proposed)
4. Law College / Palode Bot-Garden Initiative
5. Christmas Celebration
7. Internship Observation / Time Table (Jan 21) ^{upt} etc
- * 8. External Marks
9. THEOSA Fest 2016
- To 10. Arch Bishops Charities Fund.

BEd Teachers

Principal



NOTICE

All Teachers are directed to forward the question papers for the 3rd Sem BEd Model examinations beginning on 25th Oct. 2017; on or before 23rd October 2017.

Beneet
Principal

To All BEd Teachers + Ronal Rose (PhD)

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

NOTICE

M.Ed. - 3rd Sem (2016-18) University Exam.

The 3rd Semester M.Ed. University Examination is scheduled as per the following time table.

Date	Time	Paper
25.10.2017	9.30 am to 12.30 pm	(PCS4: Educational Management)
27.10.2017	9.30 am to 12.30 pm	(PCS5: Emerging Trends in Curriculum Development)

Bemnet P.
Principal

To
AU MEd. Teachers & Students (3rd Sem)

Salimi

NOTICE

03/10/2017

Teachers are directed to forward the mid-Sem MCQ (20 no.) question papers for Sem I and II on or before 4/15 Oct. 2017 as per the revised schedule given above.

Benuji
Principal

To All BEd Teachers (only)

John S. Jey

(Signature)

NOTICE

Members of the BEd ~~Faculty~~ Teaching Faculty ~~members~~ are directed to assemble for short meeting at 11:15 Am in the principals room to have a thought on the following items

- (1) THEUSA FEST Preparation
- (2) Christmas Celebration - final Touchup
- (3) Third Sem Internal Evaluation (V. urgent)
- (4) School Visit for Internship Assessment & other related matter
- (5) Time Table for Jan 2016 etc

All are cordially invited

(21.12.16, Wednesday, 11:15 Am)

(b) School Induction (2nd Sem)

(c) Uniform Cost

Benedict

Principal

To

All B.Ed. Teachers

Seyid

[Signature]

[Signature]

NOTICE

A meeting of the teaching staff members is scheduled to be held at 12-15 Pm today (07-11-2016) at the Principal's Parlor to revamp the Diamond Jubilee Celebration activities. Other components of the Agenda includes Sem I & III internal marks, Model Examination and follow up, review of Academic/Co-curricular & practicals, of Extension and Collaborative activities, ^{balanz of time table CBSE/NCERT} etc. All are cordially invited.

(Today being Arattu at Padmanabha Swami Temple AN Semim will work only upto 3 Pm as per official calendar)

Beneish
Principal

To All Teachers of (BED & MED)

[Handwritten signatures and initials]

The Model Exam for Ist year (S₁) and IInd year (S₂) B. Ed students will be held from 07-11-2016 to 11-11-16. (Monday to Friday).

All teachers should submit the question papers of their respective subjects on or before 3rd November 2016.

All are directed to prepare for it for the time bound systematic quality conduct of the Exam as per the requirements of University of Kerala. (Refer the Curriculum for exact model)

[Signature]
(Principal).

10

All Teachers (B. Ed) *[Signature]*
All NTS *[Signature]*
[Signature]

NOTICE

MEd - Sem I - Model Examination 2016-18

The first semester model examination of the M.Ed. batch 2016-18, will be ~~held~~ conducted from 25.10.16 to 31.10.16 as per the schedule given below:

- 25.10-16 9.30 Am - 12.30 Pm: PCS 1 - Philosophical Perspectives of Education
- 26.10-16 9.30 Am - 12.30 Pm: PCS 2 - Sociological Perspectives of Education
- 27.10-16 9.30 Am - 12.30 Pm: TEC 1 - Teacher Education: Conceptual Base, Competencies & Professionalism
- 28.10-16 9.30 Am - 12.30 Pm: TES 1 - Basics of Educational Research & Statistics
- 31.10-16 9.30 Am - 12.30 Pm: SCS 1 - Higher Education UG/PG (Professional)

To All Students are directed to follow the schedule (MEd. Teachers & 1st Sem Students)

Benedict
Principal

X. Emergency Note to Teachers: All Teachers are directed to forward the question paper scrutinized by the Director, to the principal for getting it finalized and printed, as soon as possible. *P.*

[Handwritten signatures]

6 copy

Methodology UNIT 3
AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

1. AIMS OF TEACHING MATHEMATICS

Aims of teaching mathematics are to be framed in the light of the educational values of the subject. Value is the spring-board of aim. We know that mathematics has wide applications in our daily life. It has great cultural and disciplinary values. Thus we may mention the aims of teaching mathematics as under:

- To enable the students to solve mathematical problems of daily life. We have to select the content and methods of teaching so that the students are able to make use of their learning of mathematics in daily life.
- To enable the students to understand the contribution of mathematics to the development of culture and civilisation.
- To develop thinking and reasoning power of the students.
- To prepare a sound foundation needed for various vocations. Mathematics is needed in various professions such as those of engineers, bankers, scientists, accountants, statisticians etc.
- To prepare the child for further learning in mathematics and the related fields. School mathematics should also aim at preparing him for higher learning in mathematics.
- To develop in the child desirable habits and attitudes like habit of hard work, self-reliance, concentration and discovery.
- To give the child an insight into the relationship of different topics and branches of the subject.
- To enable the child to understand popular literature. He should be so prepared that he finds no handicap in understanding mathematical terms and concepts used in various journals, magazines, newspapers etc.
- To teach the child the art of economic and creative living.
- To develop in the child rational and scientific attitude towards life.
- recognize that mathematics permeates the world around us
- appreciate the usefulness, power and beauty of mathematics
- enjoy mathematics and develop patience and persistence when solving problems
- understand and be able to use the language, symbols and notation of mathematics
- develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- develop a critical appreciation of the use of information and communication technology in mathematics
- appreciate the international dimension of mathematics and its multicultural and historical perspectives.

OBJECTIVES OF TEACHING MATHEMATICS

Aims of teaching mathematics are generally scope whereas objectives of the subject are specific goals leading ultimately to the general aims of the subject. The objectives of teaching mathematics in school can be described as under:

A. Knowledge Objectives

- Through mathematics, a pupil acquires the knowledge of the following:
- He learns mathematical language, mathematical symbols, formulae figures, diagrams, definitions etc.
- He understands and uses mathematical concepts like concept of area, volume, number, direction etc.
- He learns the fundamental mathematical ideas, processes, rules and relationships.

- He understands the historical background of various topics and contribution of mathematicians.
- He understands the significance and use of the units of measurement

B. Skill Objectives

Mathematics develops the following skills:

- The child learns to express thoughts clearly and accurately.
- He learns to perform calculations orally.
- He develops the ability to organise and interpret the given data
- He learns to reach accurate conclusions by accurate and logic reasoning.
- He learns to analyse problems and discover fundamental relationships.
- He develops speed and accuracy in solving problems.
- He develops the skill to draw accurate geometrical figures,
- He develops the ability to use mathematical apparatuses and tools skillfully.

C. Appreciation Objectives

The child learns to appreciate:

- The contribution of mathematics to the development of various subjects and occupations.
- The role played by mathematics in modern life.
- The mathematical type of thought which serves as model for scientific thinking in other fields.
- The rigour and power of mathematical processes and accrue of results.
- The cultural value of mathematics.
- The value of mathematics as leisure time activity.

D. Attitude Objectives

- Mathematics helps in the development of following attitudes:
- The child develops the attitude of systematically pursuing a task to completion.
- He develops heuristic attitude. He tries to make independent discoveries.
- He develops the habit of logical reasoning.
- He is brief and precise in expressing statements and results.
- He develops the habit of verification.
- He develops power concentration and independent thinking.
- He develops habit of self-reliance.

2. DIFFERENCE BETWEEN AIMS AND OBJECTIVES

Aim	Objective
1. Broad	Specific
2. Wide	Narrow
3. Long term goals	Short term goals
4. Far of goals	Immediate goals
5. Not easily attainable in a class	Easily attainable in a class
6. Cannot be changed from subject to subject Eg: aim of teaching mathematics and teaching social science are same- Desirable behavioural change	Can be changed from subject to subject Eg: aim of teaching mathematics and teaching social science are different
7. It can be acquired after the entire process of learning	It can be acquired after the instructional process
8. To acquire literacy or to wash away illiteracy	To acquire the knowledge of 3R's (reading, writing and arithmetic)
9. To establish a harmonious relationship among 3H's (head, heart and hand)	To acquire basic knowledge of science, literature and arts

3. AIMS OF EDUCATION/ EDUCATIONAL OBJECTIVES

Education is the process of effective desirable changes in pupils behavior. These desirable behavioural changes which we wish to bring about in pupils through the process of education are called Aims of Education/ Educational Objectives.

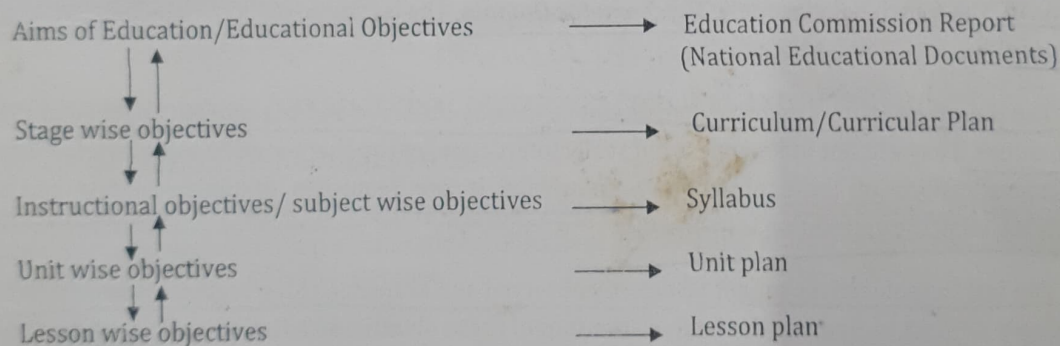
The education commission report which are the national educational documents contains the desirable changes such as psychological development of the child, the economical condition, the political setup, the cultural heritage, the racial order, the philosophy of life of the community in general and the existing human knowledge are taken into account.

Inorder to realize these broader objectives a group of educationalist, psychologists, sociologists, economists, politicians and specialists in various fields formulate the objectives for the different stages in the process of education. These objectives are called stage wise objectives and involve a suitable curriculum/curricular plan.

The topic to be included in a curriculum and the scope of each topic are decided on the basis of their potentialities to contribute to the realization of the overall objectives of education. It also helps in identifying the specific objectives of teaching that subject. The specific objectives of a subject are called the instructional objectives/ subject wise objectives. These objectives help in involving a suitable Syllabus.

The instructional objectives of a subject help in the development of unit wise objectives which in turn help in the development of lesson wise objectives. These unit wise objectives and lesson wise objectives help in the preparation of unit plan and lesson plan respectively.

Pictorial representation



The reverse direction makes us clear that the broader educational objectives can be attained only through realizing the Lesson wise objectives Unit wise objectives subject wise objectives Stage wise objectives and Educational Objectives

4. OBJECTIVE BASED INSTRUCTION

The class room instruction aimed at the attainment of their objectives is called Objective Based Instruction

Need for objective based instruction and evaluation

Now it may be said that teaching a subject is not an end view in itself, but it is a means to the attainment of the objectives of education. This idea is nothing new to the teachers, but in the classroom. But the teachers are giving importance to finish the portions within the time limit and stressed on the attainment of high marks in the examination. The present examination system laid undue stress on recall of information and this encourages by heart learning and memorization of subject matter alone and teachers

think more of teaching a subject than helping a child to realize the various objectives. These drawbacks can be overcome only by improving the method of instruction and the examination system. It is for this purpose that we stress on objective based instruction and objective based evaluation.

X 5. INSTRUCTIONAL OBJECTIVES

In objective based instruction the first question faced by a teacher is what behavioural changes I should bring about through this lesson in a student in the class. The answer to this question gives the objectives of his lesson. The objectives are the changes we wish to produce in the child in a class of 45 minutes. So a properly educated child will behave differently from the way he did before he came to the school.

The differences are:

1. The pupil *knows* certain things which he did not know before. i.e, the pupil acquires knowledge
2. The pupil *understands* some things which he did not do before. i.e, the pupil acquires understanding
3. The pupil *can solve* problems that he could not solve before. i.e, the pupil develops the mental ability of application.
4. The pupil can do certain things which he cannot do before. i.e, the pupil acquires new skills
5. The pupil pays attention to certain things and activities which he could not do before. i.e, the pupil develops new interests
6. The pupil develops values and qualities which he did not develop before. i.e, the pupil develops certain attitude.
7. The pupil begins to appreciate something which he did not appreciate. i.e, the pupil develops a sense of appreciation.

In short the instructional objectives are KNOWLEDGE, UNDERSTANDING, APPLICATION, SKILL, INTEREST, and ATTITUDE and APPRECIATION. The first three of these objectives belongs to the Cognitive Domain. The fourth belongs to the Psychomotor Domain. The last three objectives belong to the Affective Domain.

The objectives in the Cognitive domain can be directly observed and evaluated using regular classroom techniques. They are not independent but really interdependent so there may be some overlapping among the specifications of these objectives. Knowledge is pre requisites of understanding and without understanding the application is impossible.

The last four objectives cannot be directly observed and evaluated using regular classroom techniques. It is very difficult to find out the interrelationship of these objectives statistically. Skill can be acquired in the context of the realization of the first three objectives. When one has developed the ability to apply his understanding and has developed good skill, he also shows interest in the subject and related activities. This in turn develops his attitudes towards everything related to that subject. Finally lead to the development of the sense of application. The objectives of the psychomotor domain as well as affective domain are interrelated.

HOW TO STATE INSRUCTIONAL OBJECTIVES?

All instructional objectives stated clearly and specifically in terms of observable pupil behavior and consistent with the educational objectives. They must be attainable and suitable to the needs and interests of the pupil. They should be able to suggest what learning experiences are to be provided and what is to be evaluated. The terminology must be simple enough to be properly understood.

A well formulated objective has two parts or aspects: (1) the modification part (2) content part
Note how the 7 objectives stated below:

1. The pupil acquires *knowledge* of area of a rectangle
2. The pupil *understands* the area of a rectangle
3. The pupil develops the ability to *apply* the knowledge of area of a rectangle in new and suitable situations.
4. The pupil acquires *skills* to use the formula of area of a rectangle
5. The pupil develops *interests* in mathematics, especially in geometry
6. The pupil develops positive *attitude* towards mathematics, especially in geometry.
7. The pupil develops a sense of *appreciation* towards the field of mathematics, mathematicians etc.

In the above stated objectives *acquires knowledge, understands, develops the ability to apply, acquires skills, develops interests, develops positive attitude and develops a sense of appreciation* are the modification part. The area of a rectangle and the related wordings are content part. The modification part describes the type of change that is to be brought in the child. The content part describes the content area in which the change is described to be brought about. If two objectives differ in MP shall not be expressed as a single statement. But if two objectives have the same MP with difference only in the CP they may be grouped together and stated as one. In lesson plan the objectives may be stated in *present tense* or *future tense* with the subject of the sentence in singular as *pupil* or in plural as *pupils*.

6. SPECIFICATION OF OBJECTIVES

The observable behavioural changes are called specification of objectives. They are really the observable mental modifications which indicate the level of growth. The statement of an objective can be further clarified by defining the modification part in terms of observable behavior changes. Objectives tell us what will happen to the child or where the teacher may lead him. Specifications tell us more specifically what the pupil will do or how they will behave if they have reached the destination. The specifications clarify the objectives and decide the scope and depth of the terms used in the statements. They serve as effective guide to develop the learning experiences to be provided for the realisation of the objectives and also to develop evaluation procedures to be adapted to access where the objectives are realized.

Immediate pupil behavior that can be easily observed & measurable

7. BLOOM'S TAXONOMY OF INSTRUCTIONAL OBJECTIVES (ORIGINAL AND REVISED)

TAXONOMY OF INSTRUCTIONAL OBJECTIVES

The word taxonomy is derived from Greek word taxis- plural, taxa- meaning 'arrangement', 'division'. In education it means systematic organization. The educational objectives are classified into three domains: Cognitive Domain, Psychomotor Domain and Affective Domain.

Bloom's taxonomy of Cognitive domain

Benjamin S Bloom was the editor of the first volume of taxonomy of educational objectives (1956). He is considered to be a pioneer in the field of taxonomy of objectives in the cognitive domain. He presented his taxonomy related to cognitive domain. He made efforts to write objectives in behavioural terms. He emphasizes not only on the content but also to the objectives in the examination and evaluation system. He advocates the objective centered tests rather than content centered tests.

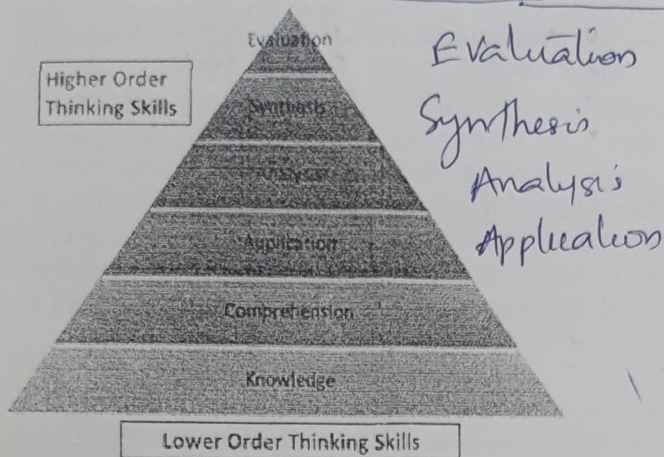
Although named after **Bloom**, the publication of *Taxonomy of Educational Objectives* followed a series of conferences from 1949 to 1953, which were designed to improve communication between educators on the design of curricula and examinations. The first volume of the taxonomy, "Handbook I: Cognitive" (Bloom et al. 1956) was published in 1956. "Handbook II: Affective" (Krathwohl, Bloom & Masia 1965) followed in 1965. A third volume, for the psychomotor domain, was planned, but never published. A revised version of the taxonomy for the cognitive domain was created in 2000.

Bloom's taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three "domains": cognitive, affective, and psychomotor (sometimes loosely described as "knowing/head", "feeling/heart" and "doing/hands" respectively). Within the domains,

learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

COGNITIVE DOMAIGN

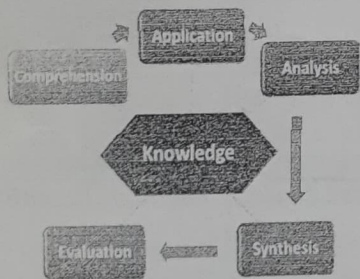
Bloom's taxonomy is a useful teaching and training tool for the development of intellectual skills.



It organizes educational objectives in order of cognitive complexity. In order to reach the next level the learner must have mastered the level before it.

The six categories are listed from the basic level to the most complex. They are knowledge, comprehension, application, analysis, synthesis, and evaluation. This chart represents Bloom's cognitive model. It is a common way Bloom's Taxonomy is visualized.

When following the taxonomy certain words and activities will help the instructor determine the level of their students.



Key Terms

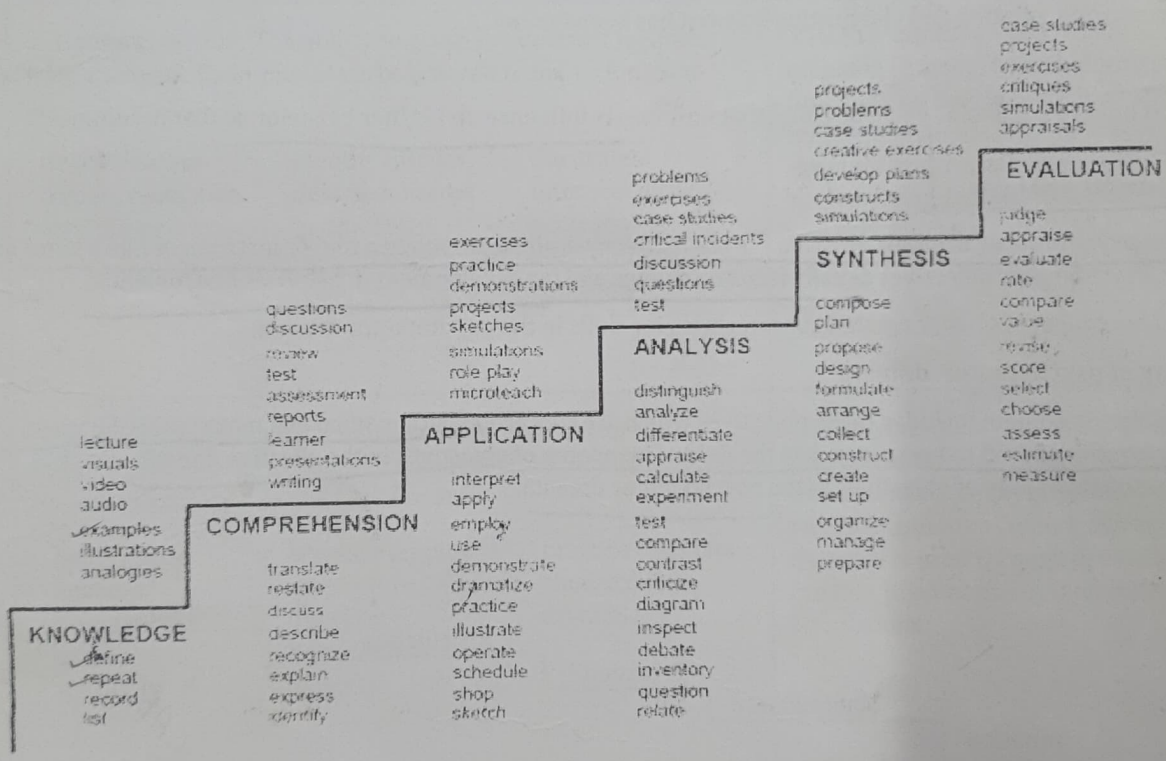
The following list contains key words and examples of what should be expected at each level.

- Knowledge** - defines, describes, finds, identifies, knows, labels, lists, locates, matches, names, outlines, recalls, recognizes, reproduces, selects, states, tell, write. Activities at this level would include making a list of events, making a facts chart, and listing main events in a story.
- Comprehension** - comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates. Activities would include retelling a story in the learner's own words, drawing the sequence of events, and illustrating a particular event.

- **Application** - applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. An example would be to use a chart to estimate location or use percentages to estimate an outcome.
- **Analysis** - analysis, breaks down, compares, contrast, diagrams, deconstructs, differentiates, an example would be to repair a car or choose appropriate training.
- **Synthesis** - categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, propose, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes. An example would be to revise a process to improve an outcome, design a machine for a given task, and sell an idea.
- **Evaluation** - compares, concludes, contrasts, criticizes, critiques, defends, describes, evaluates, explains, interprets, justifies, relates, and summarizes, supports. Examples would be to conduct a debate, convince others, and make a list of criteria to evaluate an event.

Using the Taxonomy

Suggested Instructional Strategies for Use with Each Level of Bloom's Taxonomy



While actually teaching using Bloom's Taxonomy it may be useful to follow a more simplified diagram. Although the taxonomy requires the learner to understand the level before the next there is no need to go through the entire model if teaching a subject that students already possess prior knowledge or have demonstrated competency. If introducing knowledge that is familiar to the student as an instructor you may try to use one of the higher domains without repeating all the steps as outlined in current models. Keep in mind that this method is only trying to reduce redundancy and not skip levels of comprehension.

E
S
A
C
K

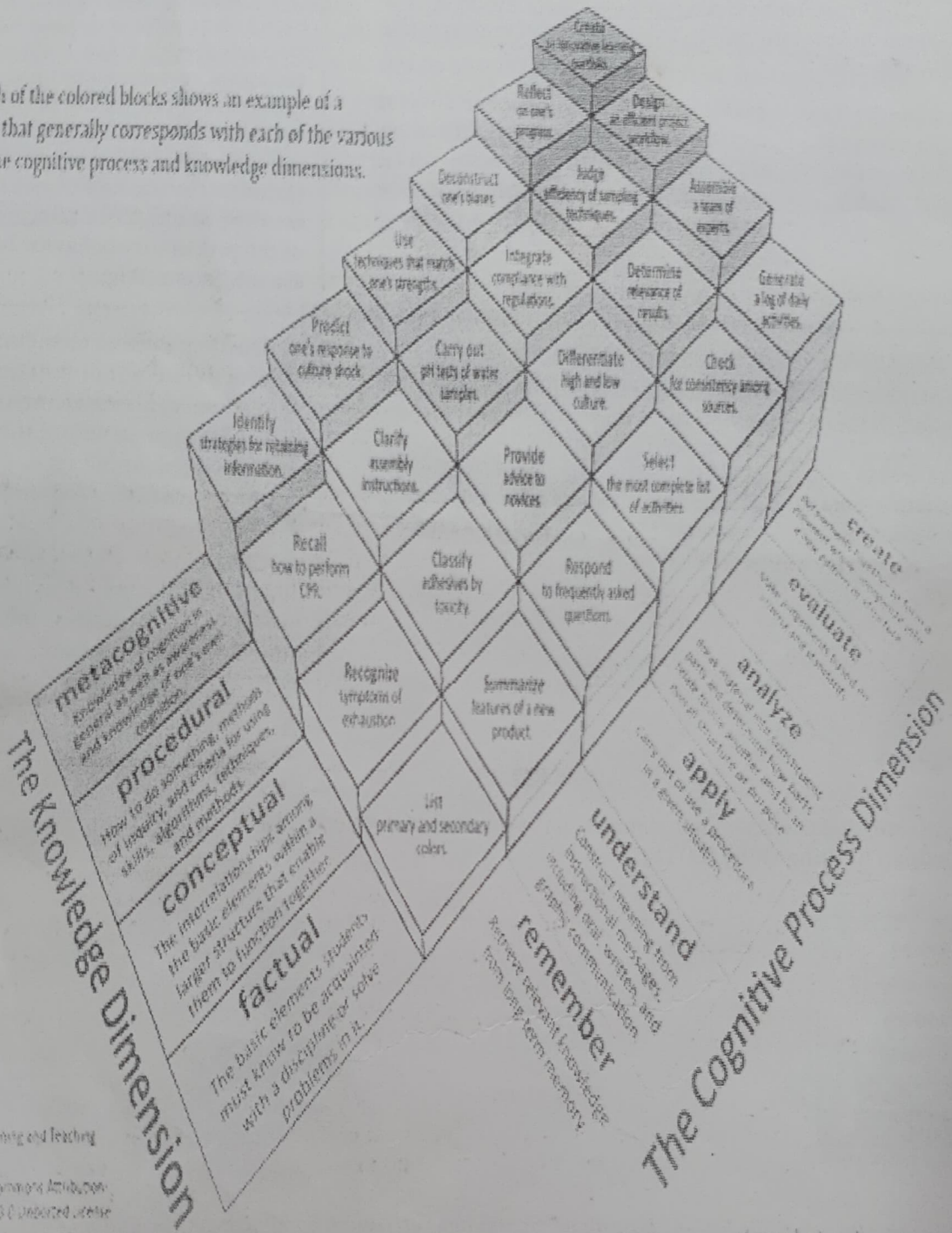
Analysing - Comparing, organising, deconstructing, Attributing, outlining, finding, structuring, integrating
Evaluating - Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring
Creating - designing, constructing, planning, producing, inventing, devising, making

Higher Order Thinking Skills (HOTS)

The elements cover many classroom activities and objectives but they do not address the new objectives presented by the emergence and integration of Information and Communication Technologies in to the classroom and the lives of our students.

This revision is fundamentally based on the revised taxonomy proposed by Anderson et al, but is more inclusive of digital technologies and digital cognitive objectives.

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.



Model created by Rita Heer
Iowa State University
Center for Excellence in Learning and Teaching
updated January, 2012
licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported license
For additional resources, see
www.celt.iastate.edu/teaching/RevisedBloom1.html

Center for Excellence in Learning and Teaching



Pedagogic content knowledge Analysis of Natural Science

A

1. Observation schedule
2. ~~Activity and model~~
3. Fresnel lens.
4. Lesson plan
5. Re capitulation.

27 1/2

(29)

Need Improvement 28 1/2

B. Content Analysis is define as the analysis of a content in ~~spira~~ Unit gives for the Curriculum. It includes, Topic, Terms, Facts, concept, principle and process.

Unit plan is the plan ^{in which} the teacher have a specific schedule / arrangement how to take each unit in the class. based on the resource unit / Teacher hand book. which are prepared by a group of teachers. based on the curriculum.

Total Papers

14



Arya Prasad
Natural Science

EDU-05 : Pedagogic Content Knowledge
Analysis of Natural Science

Sem-1

Part-A

37 + 1

1) B) Observation schedule ✓

2) c) Model ✓

3) ~~B~~ B) Concave ✓

4) c) Lesson plan ✓

Year plan

Good

38

5) c) Recapitulation ✓

Part-B

6) Nature calender

A nature calender is a careful, organized and systematic observations of phenomena taking place in the nature. All the observations will be coded in the form of a calender.

There are different types of methods are involved in teaching learning process. important two methods are teacher centered and learner centered method.

make line
imp points
In teacher centered methods teacher is main side in the class. teaching is all depends up on the teacher. there are two types of method, lecture method and lecture come demonstration method.

Lecture method

It is the oldest teaching method. and it is based on the philosophy of the idealism. Here teacher is the main part in the class, ~~and~~ student become learner. All things are come under the teacher. teacher should provided the meaning of the topic. teacher teaching in the subjective method.

2) Observation schedule.

Merits of guided discovery

- Help to new knowledge
- Student gave a good idea for the particular to
- to study the topic pupils to discover the
- ~~Short time~~ Save time

It's not objective based

Objective based evaluation.

In Bloom's taxonomy there are 3 domains are involved. that is, Cognitive domain, affective domain, psychomotor domain. Here cognitive domain affect is knowing level. and affective domain is feeling level. and psychomotor domain is doing level. Cognitive domain affect the knowledge, recognition etc, and affective domain affect included attitude, appreciation, interest etc and psychomotor is the skills.

which
evaluation
comes
under
Cognitive
Psychomotor
of Bloom's
taxonomy



Part - A

- ① Teacher centered. ✓
- ② Bloom ✓
- ③ Brain stamping ✓
- ④ ~~Strategic~~ Skill acquisition ✓
- ⑤ Armstrong ✓

28
—
50

1 my age
Work hard

Part - B

⑥ Scaffolding

⑦

Aim

objectives

- Broad, long-time goal. | Narrow, short-time goal.
- Philosophy and pedagogy based. | Psychology based.
- is based main.

A.

$$\frac{35\frac{1}{2}}{50}$$
$$36$$

Good

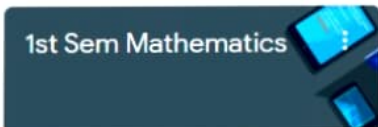
B

- Museum - A man made resource for Biological science learning.
- Aquarium - Another man made resource for studying the aquatic ecosystem in Biology.
- ① Field trip to Science learners.
 - Help to develop scientific attitude
 - Change the abstract learning material to concrete by direct observation.
 - Increase the social responsibility of the student towards the society, etc.

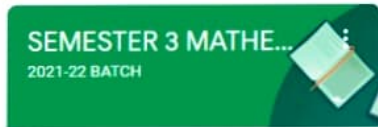
② Pisciculture is the scientific rearing of fishes. Ethology is the study of fishes. By the proper studying, rear the edible fishes or ornamental fishes in natural ponds, lakes etc or in artificial aquarium is known as Pisciculture.

To review Calendar

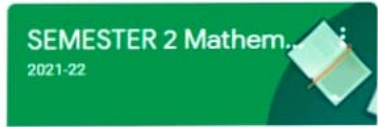
1st Sem Mathematics



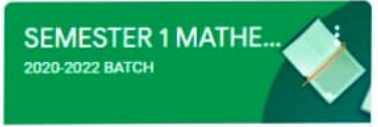
SEMESTER 3 MATHE...
2021-22 BATCH



SEMESTER 2 Mathem...
2021-22



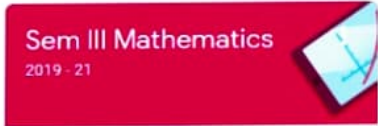
SEMESTER 1 MATHE...
2020-2022 BATCH



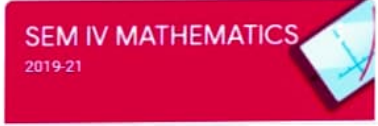
Sem II Mathematics ...
2019-21



Sem III Mathematics
2019 - 21



SEM IV MATHEMATICS
2019-21



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Stream

Classwork

People

Grades

Due date
09.7

MINAR

of 100

No due date
EDU 09.7
READIN...

out of 100

92
Draft93
Draft91
Draft88
Draft90
DraftNo due date
Test 4-
27/04/2...

out of 100

No due date
TEST 2:
7/4/2020

out of 100

90
Draft80
Draft70
Draft90
Draft90
DraftNo due date
Test 3
19/4/2020

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Draft90
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1/4/20

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Sem II Mathematics Optional
2019-21

Stream Classwork People **Grades**



	No due date TOUR REPORT ... out of 100	No due date RECORD : COLLEG... out of 100	No due date EDU 10.7 GROUP... out of 100	No due date EDU 09.7 SEMINAR out of 100	No due date EDU 09.7 READIN... out of 100	No due date Test 4- 27/04/2... out of 100	No due date TEST 2: 7/4/2020 out of 100	No due date Test 3 19/4/2020 out of 100	No due date Prep n of out of 100
Sort by last name ▾									
Class average									
Anjali Biju	95 <i>Draft</i>	94 <i>Draft</i>	93 <i>Draft</i>	92 <i>Draft</i>	92 <i>Draft</i>		90 <i>Draft</i>	90 <i>Draft</i>	
Archa Raveendran	90 <i>Draft</i>	92 <i>Draft</i>	92 <i>Draft</i>	91 <i>Draft</i>	93 <i>Draft</i>		80 <i>Draft</i>	85 <i>Draft</i>	
Gopika s jayan	88 <i>Draft</i>	89 <i>Draft</i>	91 <i>Draft</i>	91 <i>Draft</i>	91 <i>Draft</i>		70 <i>Draft</i>	75 <i>Draft</i>	
Kavitha Kallas	89 <i>Draft</i>	87 <i>Draft</i>	90 <i>Draft</i>	91 <i>Draft</i>	88 <i>Draft</i>		90 <i>Draft</i>	85 <i>Draft</i>	
Lakshmi S Nair	92 <i>Draft</i>	91 <i>Draft</i>	90 <i>Draft</i>	92 <i>Draft</i>	90 <i>Draft</i>		90 <i>Draft</i>	90 <i>Draft</i>	

Stream

Classwork

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Grades


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91 Draft						89 Draft	92 Draft
95 Draft		80 Draft	80 Draft	___/100	76 Draft	91 Draft	92 Draft
93 Draft		75 Draft	60 Draft	___/100	32 Draft	95 Draft	91 Draft
92 Draft		85 Draft	75 Draft		44 Draft	93 Draft	93 Draft
90 Draft					64 Draft	90/100 Draft	94 Draft

Sem II Mathematics Optional
2019-21

Stream Classwork People **Grades**



Sort by last name

	No due date TOUR REPORT ... out of 100	No due date RECORD : COLLEG... out of 100	No due date EDU 10.7 GROUP... out of 100	No due date EDU 09.7 SEMINAR out of 100	No due date EDU 09.7 READIN... out of 100	No due date Test 4- 27/04/2... out of 100	No due date TEST 2: 7/4/2020 out of 100	No due date Test 3 19/4/2020 out of 100	No d Prep n of out of 100
Manikandan S	87 <i>Draft</i>	88 <i>Draft</i>	89 <i>Draft</i>	90 <i>Draft</i>	90 <i>Draft</i>				
Neethu Sathesh	89 <i>Draft</i>	90 <i>Draft</i>	89 <i>Draft</i>	91 <i>Draft</i>	91 <i>Draft</i>				
Parvathy V.M	95 <i>Draft</i>	96 <i>Draft</i>	95 <i>Draft</i>	96 <i>Draft</i>	95 <i>Draft</i>		80 <i>Draft</i>	80 <i>Draft</i>	
Rhea Joy	93 <i>Draft</i>	91 <i>Draft</i>	93 <i>Draft</i>	92 <i>Draft</i>	93 <i>Draft</i>		75 <i>Draft</i>	60 <i>Draft</i>	
Roji Rajan	91 <i>Draft</i>	90 <i>Draft</i>	92 <i>Draft</i>	93 <i>Draft</i>	92 <i>Draft</i>		85 <i>Draft</i>	75 <i>Draft</i>	
Sr Anns Maria Mylettu S H	90 <i>Draft</i>	90 <i>Draft</i>	91 <i>Draft</i>	91 <i>Draft</i>	90 <i>Draft</i>				

Sem III Mathematics
2019 - 21

Stream Classwork People **Grades**



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Class average										
Anjali Biju	92 Draft	90 Draft	90 Draft		___/100	___/100	___/100	___/100	___/100	Miss
Anju Mariyam Sam	90 Draft	89 Draft	91 Draft	___/100	___/100	___/100	___/100	___/100	Miss	
Archa Raveendran	91 Draft	88 Draft	93 Draft	___/100	___/100	___/100	___/100	___/100	Miss	
Gopika s jayan	92 Draft	85 Draft	89 Draft	___/100	___/100	___/100	___/100	___/100	Miss	
Kavitha Kailas	91 Draft	87 Draft	90 Draft	___/100	___/100	___/100	___/100	___/100	___/2 Done	