





## TEACHER'S PRAYER



Almighty God, Our Loving Father, we your children, come to your gracious presence, with hearts filled with love and thanksgiving. You have called us to be teachers just like your beloved prophets and visionaries, to bear your light and to illumine the world around us. Help us in the task of setting right values, spreading the gospel of love and tolerance, nurturing the talents of young students and moulding the future of our nation. Let your holy presence be with us, to guide, guard and lead us through the path of righteousness. St. Joseph, our Patron Saint, just as you fostered Child Jesus, intercede for us that we too may foster those entrusted to our care.

Amen.



**St. Joseph  
Pray for Us!**



## OUR FOUNDERS



**St. Kuriakose Elias Chavara**  
Our Founder



**Fr. Leopold Beccaro O.C.D.**  
Co-Founder



## VISION

Keeping to the spirit of our founder Saint Chavara Kuriakose Elias we dream of forming empowered teachers who lead a life imbued in faith in God, realizing their full potential and passionately contributing to build a learned society rooted in love and unity.

## MISSION

The college strives for the integral liberation of women through life oriented education, transforming them to responsible citizens who respond proactively to the global challenges with courage and commitment, build a just social order, and be stewards of this universe as modelled in the person of Jesus Christ.

## GOAL

Together we form JOSEPHITES (Just, Obedient to the will of God, Socially committed, Evolving Patriotic, Hardworking, Inspiring Teachers who are also, Enthusiastic Stewards of nature)

## MOTTO

LET LIGHT BE A SOURCE OF ENLIGHTENMENT

## OBJECTIVES

- To provide holistic formation in the light of Christian Principles inculcating spiritual, cultural, social and ethical values
- To develop teachers who are sensitive to social issues and work for empowering the weaker sections of society, women, children and the marginalized
- To promote academic excellence in par with international standards
- To promote a research culture and thus be continuously engaged in the process of lifelong learning effecting improvement and growth.
- To foster an atmosphere for potential development of competencies and skills through innovative creative and entrepreneurial approaches
- To motivate students towards environmental issues and sustainable development
- To instill patriotism in students



## കലാലയ ഗീതം

ജയ ജയ! വിദ്യാക്ഷേത്രം  
ജയ ജയ! തീർത്ഥതീരം

ജയ ജയ! സെന്റ് ജോസഫിൻ കലാലയമേ... കലാലയമേ

വിജ്ഞാനവും വിശുദ്ധിയും വിലസിടും വിളളുമി  
പാവനാത്മൻ പവനനായ് പരക്കും ഗേഹം  
ത്യാഗശീലം,രാജ്യസ്നേഹം,സേവനമ  
നോഭാവങ്ങൾ  
മുദ്രിത പതാകയേന്തിവരുന്നു ഞങ്ങൾ

(ജയ ജയ! വിദ്യാക്ഷേത്രം....

സാരജ്യസമ്മോഹനമാം സൗരഭ്യസംവാഹനമാം  
വെൺമയേറും ലില്ലിപ്പൂവുപോലെ ലാലസിക്കട്ടെ  
ഒരു നല്ല കൈത്തിരിപോൽ കത്തി നിത്യം ജ്വലിക്കേണം  
ആയിരം മനസ്സുകളെ പൂത്തിരിയാക്കാൻ

(ജയ ജയ! വിദ്യാക്ഷേത്രം....

വിശ്വത്തിനു വശ്യമാമുൾ ദർശനം കാഴ്ച വയ്ക്കാൻ  
ജ്ഞാനത്തിന്റെ ഞാണൊലികൾ മുഴക്കി നമ്മൾ  
പ്രബുദ്ധരായ്, പ്രശാന്തരായ്, പ്രഹുല്ലരായ്, പ്രദീപ്തരായ്.  
പ്രഗത്ഭരായ് ഇറങ്ങിടാം നല്ല നാളേയ്ക്കായ്

(ജയ ജയ! വിദ്യാക്ഷേത്രം....

ആർഷഭാരതാംബയുടെ ഹർഷമക്കളായ് ഞങ്ങൾ  
ഈ ഉലകിൽ കർമ്മഭൂവിൽ കർമ്മം ചെയ്തീടാൻ  
മെനഞ്ഞീടു ജഗന്നാഥാ! പൊഴിഞ്ഞീടു വരവർഷം  
കനിഞ്ഞീടു, പാഴ്തണിൻ നീ ജീവധാരയായ് !

(ജയ ജയ! വിദ്യാക്ഷേത്രം....



# COLLEGE ANTHEM

**Ring O Ring the blissful merry  
bells Ring O ring in cheerful joy  
Ring in rumble you bells of St Joseph ...St Joseph  
Worthy dwelling that wisdom and purity, the great abode  
Where Lord's spirit in gentle breeze  
We with our unfurled banner with the seal of self denial and zeal  
To serve with fidelity (St Joseph college of Teacher Education)  
Like an ashen white Lily let our alma mater bloom  
Radiate eternally its Simple elegant aroma  
Let it blaze like a furnace igniting myriads of muted minds  
That are sluggish frosty and feeble  
Let us unveil to the World a brand new Inner vision  
Instill in us through knowledge imparted everyday  
As we step for a good morrow with excellence  
Along with qualities of truthfulness righteousness and fortitude  
(St Joseph college of Teacher Education)  
O' divine artist mould us into your likeness and  
Shower down your graces into these frail vessels  
To act upon your will in this World of commotion  
To be the authentic precious children of Mother  
India (St Joseph college of Teacher Education)**



## COLLEGE EMBLEM



The College Coat of Arms is in the form of a Shield. The Dove above the crest signifies peace, holiness and enlightenment and it symbolizes the Holy Spirit, the source of all wisdom.

The bunch of Lillies stands for purity which should be the chief characteristic of a true seeker of wisdom.

The National Flag is a symbol of patriotism denoting Sacrifice, Purity and Service. It also signifies passionate love and unending compassion for humanity.

The emblem with the crown and cross at the center signifies that there is no crown without crosses. The shaded and light region in the emblem represents the transition from the darkness to light - the light which is the source of enlightenment. In Indian tradition, prayer is a movement from darkness to the light.

The 3 stars represent the 3 cardinal values 'Truth, Love and Justice'.

The words inscribed below convey our motto.

**“LET LIGHT BE A SOURCE OF ENLIGHTENMENT”**





## PERSONAL MEMORANDUM



Name :  
Class No. :  
Address :  
Phone No. :  
Date of Birth :  
Religion &  
Denomination :  
Blood Group :  
Marital Status : Single /Married  
Occupation of  
Father/Mother/Guardian :  
Optional Subject :  
Educational Qualifications :  
Participation in Co-curricular Activities :  
Any Other achievement :



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## THE PLEDGE

India is my country / All Indians are /my  
brothers and sisters / I love my country / and I  
am / proud of its/ rich and varied heritage / I  
shall always / strive to be worthy of it/ I shall  
give my parents, / teachers/ and all elders /  
respect and treat everyone with courtesy. /  
To my country/ and my people / I pledge my  
devotion./ In their well - being and prosperity  
alone / lies my happiness.

Note: Classes begin everyday with prayer followed by taking of the pledge.



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## **The CMC and Education**

St. Joseph College of Teacher Education for Women, Ernakulam dedicated to St. Joseph is established, owned and run by the Vimala Province of the Congregation of the Mother of Carmel (CMC). “CMC is a religious and charitable association of a religious minority group within the purview of the constitution of India (CMC Con.No.002).” CMC is the first indigenous congregation for women in the Syro-Malabar Church founded on February 13th 1866.

### **Education, the Chief Apostolate of CMC**

“From the beginning, education has been the chosen field of our apostolate (CMC Con. 097)”. Our founder Blessed Chavara Kuriakose Elias and Co-founder Fr. Leopold Beccaro bequeathed to us the noble mission of dedicating ourselves for the upliftment and faith formation of our fellowmen especially of women and children. We ventured out into this field with the establishment of a school at Koonammavu on October 16, 1876. The benefits of education were made available to more and more people in different places according to need. CMC Institutions are established on the basis of the right of minorities in our country to have Educational Institutions of their own for fostering their religious and cultural identity. Our specific aim is the formation of the young women of the Christian community according to the ideals and teachings of Jesus Christ.

### **Launching into the Teacher Education field**

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent; it offers solutions to the problems a society is faced with. Realizing the significance of teacher education, Vimala Province entered into this realm through the establishment of the St. Joseph Training College for Women in 1957. As women, we consider it as our special call to promote the status of women everywhere especially in our country. With this specific objective we started this college exclusively for women. CMC has invested money, manpower and materials mainly in the apostolate of education. Ever since its inception, the successive provincial superiors of the province have been pillars of this institution acting as the Educational Agency.



## LANDMARKS IN THE ANNALS OF THE COLLEGE

1957	June, College came into being Smt. Lilly Kurian, Principal Strength: 100 students Four optionals: English, Mathematics, History, Geography
1959	Optional Malayalam introduced
1964	Physical Science and Natural Science introduced
1968	Strength increased to 120
1969	Sr. Lweina appointed as Principal
1982	Silver Jubilee Celebrations Blessings of the foundation stone of the new college building by the late His Eminence Cardinal Joseph Parecattil
1984	Construction began
1986	Sr. Maria Philip Neri appointed as Principal
1987	Strength increased to 150. General Class shifted to the new building
1988	All the classes including College office and Library started functioning in the new building.
1989	New Auditorium inaugurated by His Eminence Cardinal Antony Padiyara Prof. K.M. Kochuthresia appointed as Principal.
1990	Strength increased to 200
1992	Sr. Sergius appointed as Principal.
2000	Sr. Dr. Sophiamma Isaac appointed as Principal.
2003	Accredited by NAAC with B++ Level
2005	Elementary Teacher Training (D.Ed) courses introduced
2006	M.Ed course introduced Sr. Dr. Rosamma Lukose appointed as Principal
2007	Golden Jubilee Celebrations
2009	Renovation of the old college building
2010	Inauguration of Golden Jubilee Memorial Block. Sr. Leelamma K.J. appointed as Principal
2011	Re Accredited by NAAC with B Grade
2012	Sr. Dr. Mary Joseph Appointed as Principal
2015	Commencement of Two Year BEd & MEd programme.
2016	Strength of BEd reduced to 50 & strength of MEd increased to 50 Strength of BEd increased to 100.
2019	Sr. Dr. Alice Joseph Appointed as Principal incharge



## University Examination Results of B.Ed. Under Credit & Semester System with Grading

Sl. No.	Year	No. of Students appeared	No. of Students passed	No. of A+ Grade	No. of A Grade	% of Pass
1.	2009-10	196	196	3A+	87A	100
2.	2010-11	187	187	-	79A	100
3.	2011-12	194	194	26A+	87A	100
4.	2012-13	196	196	16 A+	109 A	100
5.	2013-14	187	187	43 A+	102 A	100
6.	2014-15	195	193	71 A+	99 A	98.97
7.	2015-17	47	47	05 A+	17A	100
8.	2016-18	97	97	10 A+	48A	100
9.	2017-19	98	98	20 A+	46 A	100
10	2018-20	97	97	25 A+	50 A	100

### M.Ed. Result

Sl. No.	Year	No. of students appeared	No. of student passed	1 <sup>st</sup> class	% of pass
1	2005-06	25	24	19	96%
2	2006-07	24	24	24	100%
3	2007-08	24	22	21	92%
4	2008-09	24	21	20	88%
5	2008-09	20	17	17	85%
6	2009-10	20	14	14	70%
7.	2011-12	29	29	07 (A)	100%
8.	2012-13	32	32	05 (A)	100%
9.	2013-14	24	24	10 (A)	100%
10.	2014-15	36	36	14 (A)	100%
11.	2015-17	08	08	04 (A)	100%
12.	2016-18	10	09	04 (A)	100%
13.	2017-19	09	09	06 (A)	100%
14.	2018-20	09	09	06 (A)	100%



### Programme Outcomes (PO) of B.Ed Programme

The 2 year B.Ed Programme in St Joseph College of Teacher Education for Women, Ernakulam is designed to enable the student teachers to develop into confident professionals who can meaningfully contribute in the education sector. On Successful completion of the course the student teacher will reflect the following:

- PO1- Contextual Competencies**—the student teachers will have a wider view of the development of education in society and teachers' role in it .
- PO2 Conceptual Competencies**—student teachers will have an understanding of concepts of education and learning and psychological, sociological and neuro-physiological aspects of education.
- PO3- Curricular and Content Competencies**—the student teachers will have the necessary Knowledge, skills and strategies to engage and interact with the content related to secondary and higher Secondary stage of education in meaningful and flexible ways.
- PO4- Transactional Competencies**— the student teachers will be able to effectively and meaningfully transact the content integrating values, to the students .
- PO5 -Competencies in Other Educational Activities**— the student teachers will be capable of planning and organizing morning assembly, arts day, sports day, seminars, webinars, club activities, exhibitions, excursions, fieldtrips, camp, observance of important days and events, responding to social issues etc.
- PO6- Competencies Related to Teaching-Learning Materials**— the student teachers will develop Teaching-Learning materials, models charts, work books, programmed learning materials, improvised aids, e-books, online learning materials and use available ICT resources for meaningful learning of content.
- PO7- Evaluation Competencies**—the student teachers will be able to prepare, select and use appropriate evaluation tools- psychological tests, achievement tests, diagnostic tests etc. and analyse the test results and provide feedback.
- PO8- Management Competencies**— the student teachers with their skills for effective communication and interpersonal interactions will influence student behavior to create an environment conducive to learning by keeping students organized, orderly, focused, attentive, on-task, and academically productive.
- PO9- Competencies Related to Parental Contact and Co-operation**—the student teachers will have the necessary skills for effective communication essential for building school-family partnerships, covering activities of Parent Teachers Association etc;
- PO10-Competencies Related to Community Contact and Cooperation**— the student teachers will actively engage in activities of mutual interest for institutional as well as community development, they will be able to undertake action research, surveys, cooperate with governmental and non governmental agencies in developmental activities of the society and will respond proactively to social issues.
- PO11- Advocates of nature-** The student teacher will be stewards of nature.
- PO12 - Social Resilience** The student teachers will understand about social entities and tolerate, absorb and cope up with adverse conditions of life by leading a life imbued in faith.

### Program Specific Outcomes (PSO) of B.Ed Programme

The student teacher will:-

- PSO1-**uphold the value system based on the cultural, social, political and moral bases of Indian society
- PSO2-** identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges.
- PSO3-** become technologically competent and realize the importance of ICT and e- learning and integrate and apply ICT in facilitating teaching-learning process and in school management
- PSO4-** apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future.



- PSO5-** imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
- PSO6-** be fluent in communicative English which will help them to communicate well in diverse settings and groups.
- PSO7-** conceptualize different formal and informal evidence based performance assessment strategies and develop ability to evaluate the continuous intellectual, social and physical development of the learners
- PSO8-** incorporate drama and art education to nurture children's creativity and aesthetic sensibilities.
- PSO9-** develop critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms.
- PSO10-** apply a variety of communication, instructional, and assessment strategies for facilitating learning, in their teaching during Induction and Internship.
- PSO11-** demonstrate commitment to continuous improvement and urge to excel through reflective practices.
- PSO12-** develop a broad repertoire, of perspectives, professional capacities teacher sensibilities and skills during Induction and Internship
- PSO13-** learn to live together by sharing duties and responsibilities and develop social responsibility, dignity of labour, social, moral and cultural values through community living camps
- PSO14-** acquaint themselves with the process of organizing /conducting a study tour/field work.

## Course Outcomes (CO) of B.Ed Programme

### SEMESTER I

#### CORE COURSES

#### **EDU 101: CONTEMPORARY INDIA AND EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1-** appreciate the Educational Heritage of India.
- CO2-** understand the nature of education as a discipline and its correlation with other disciplines.
- CO3-** comprehend the basic features of Indian constitution and its implication in education.
- CO4-** critically examine the pivotal issues of contemporary India.
- CO5-** analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India.
- CO6-** evaluate the basic concepts/issues of education with reference to NCF (2005) and NCFTE (2009).
- CO7-** discuss the emerging dimensions of teacher education and professional growth of teachers

#### **EDU 102: CHILDHOOD AND GROWING UP**

On completion of the course, the student teacher would be able to:

- CO1-** understand the basic concepts and principles of Educational Psychology **CO2-** understand the characteristics of human growth and development in childhood and adolescence and the developmental process of the individual in different dimensions.
- CO3-** help adolescents in better adjustment and development
- CO4-** understand the nature of motivation in learning as relevant to classroom management
- CO5-** understand the mental processes of learners
- CO6-** apply psychological principles in the teaching learning process effectively **CO7-** understand the concept of intelligence
- CO8-** acquaint with various tests related to intelligence
- CO9-** understand the strategies for enhancing effective memorization in children

#### **EDU 103: DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY**

On completion of the course, the student teacher would be able to:

- CO1-** understands the nature, scope and various forms of educational technology.
- CO2-** know the modes of development of self learning material.
- CO3-** develop the ability for critical appraisal of the audio-visual media.
- CO4-** develop basic skills in the production of different types of instructional material.
- CO5-** know the recent innovations and future perspectives of Educational Technology.



- CO6- blend the merits of multimedia in the process of teaching and learning
- CO7- develop an awareness about the application of information technology in the process of learning.
- CO8- recognize the importance of effective communication and interaction in classroom.
- CO9- apply appropriate instructional approaches in teaching and learning.

### **PEDAGOGIC COURSES**

#### **EDU 104.11: UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1- justify the relevance of English language learning and teaching.
- CO2- develop authentic classroom practices based on theoretical underpinnings.
- CO3- apply an integrated approach in developing the four-fold language skills.
- CO4- develop the ability for self-study.

#### **EDU 105.11: LEARNING TO FUNCTION AS AN ENGLISH TEACHER**

On completion of the course, the student teacher would be able to:

- CO1- use appropriate strategies to develop the target skills or sub-skills.
- CO2- understand the important contribution of the various methods in enriching language.
- CO3- create a positive learning environment by ensuring involvement of all the learners.
- CO4- apply relevant strategies to develop the target language.
- CO5- use English appropriately when explaining, instructing, prompting, eliciting, conveying meaning, and motivating learners.
- CO6- monitor learners and provide feedback on language and tasks, including oral or written correction.

#### **EDU 104.12: UNDERSTANDING THE DISCIPLINE OF MALAYALAM EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1- analyze the interrelationships of disciplines like ICT, Theatre, Drama and other languages in teaching Malayalam.
- CO2- examine how the language skills can be practiced in an effective way in different levels of schooling .
- CO3- analyse the importance of objective based and competency based instruction - acquaint with aims and objectives of teaching Malayalam .
- CO4- understand Bloom's Taxonomy of educational objectives.
- CO5- differentiate curricular objectives and instructional objectives .
- CO6- analyze importance of learning grammar in language classes and ways to transact the same.

#### **EDU 105.12: LEARNING TO FUNCTION AS MALAYALAM TEACHER**

On completion of the course, the student teacher would be able to:

- CO1- critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development, activity based and brain based learning within the classroom
- CO2- practice the techniques of drama and theatre in the process of teaching and learning to nurture children's creativity and aesthetic sensibilities
- CO3- explore the instructional options available to support learning.
- CO4- relate the understanding of the concepts acquired, with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- CO5- develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning.

#### **EDU 104.16: UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1- inquire into the contribution of eminent mathematicians.
- CO2- appreciate the significance of Mathematics as a Discipline.
- CO3- get a perspective on scope of Mathematics.
- CO4- make sense of the, aims, objectives and skills of teaching Mathematics.



**CO5-** internalize the values of teaching mathematics.

**CO6-** gain an insight of the Interdisciplinary Nature of Mathematics.

**CO7-** endow with the significance of Taxonomy of instructional objectives of teaching Mathematics

**EDU 105.16: LEARNING TO FUNCTION AS MATHEMATICS TEACHER**

On completion of the course, the student teacher would be able to:

**CO1-** explore the distinctive features of varied instructional approaches, techniques and methods of teaching Mathematics

**CO2-** equip with innovative strategies of mathematics teaching

**CO3-** entwine models of differentiated teaching in effectual instructional practices of Mathematics education.

**CO4-** fine-tune themselves as innovative pedagogic practitioner

**EDU 104 .17: UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION**

On completion of the course, the student teacher would be able to:

**CO1-** acquaint with the history of Science as a discipline

**CO2-** inquire into the contribution of eminent Scientists

**CO3-** appreciate the conception and significance of Science as a Discipline.

**CO4-** get a perspective on scope of Science

**CO5-** make sense of the, aims, objectives and skills of teaching Physical Science in order to adopt a holistic Approach at Primary, Secondary and Higher Secondary levels.

**CO6-** internalize the values of teaching Physical Science

**CO7-** gain an insight of the Interdisciplinary Nature of Physical Science and Correlate it with other subjects for effective classroom teaching.

**CO8-** understand the significance of taxonomy of instructional objectives of teaching physical science.

**EDU 105.17: LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER**

On completion of the course, the student teacher would be able to:

**CO1-** explore the distinctive features of varied instructional approaches, techniques and methods of teaching Physical Science.

**CO2-** equip with innovative strategies of Physical Science teaching

**CO3-** interweave models of differentiated teaching in effectual instructional practices of Physical Science education.

**CO4-** fine-tune themselves as innovative pedagogic practitioner.

**CO5-** develop an understanding about individual difference and its remediation.

**CO6-** outfit prospective teachers in up surging skills for effectual teaching in Physical Science

**EDU 104.18: UNDERSTANDING THE DISCIPLINE OF NATURAL SCIENCE EDUCATION**

On completion of the course, the student teacher would be able to:

**CO1-** acquaint with the evolution of Natural science as a discipline.

**CO2-** understand the psychological bases of Natural science education.

**CO3-** identify the role of Natural science in the social realm.

**CO4-** apply the theoretical background of Natural Science in teaching.

**CO5-** internalise the values of teaching Natural Science.

**CO6-** gain an insight of the interdisciplinary nature of Natural Science and correlate it with other subjects for effective classroom teaching.

**CO7-** appreciate that science is a dynamic and expanding body of knowledge.

**EDU 105.18 – LEARNING TO FUNCTION AS NATURAL SCIENCE TEACHER**

On completion of the course, the student teacher would be able to:

**CO1-** explore the distinctive features of various approaches, techniques, methods and devises of teaching natural science.

**CO2-** critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development ,activity based learning etc. within the classroom.

**CO3-** develop the lesson plans based on the Models of Teaching.

**CO4-** develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning.

**CO5-** understand the concept, tools and techniques of evaluation.

**CO6-** explore diverse methods and tools for assessing an array of learning/performance outcomes of





diverse learners.

**EDU 104.19: UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1- acquaint with the history of Social Science as a discipline
- CO2- conceptualize the background of Social Science and evaluate its practicability.
- CO3- examine how the content was selected, framed in the syllabus, and how it could be transformed so that the learners construct their own knowledge through it.
- CO4- internalize the aims and objectives of teaching Social Studies/Social Science in order to adopt a holistic approach at the Primary, Secondary and Higher Secondary levels.
- CO5- evaluate the interdisciplinary nature of Social Science and correlate it with the other subjects for effective classroom teaching.
- CO6- apply the theoretical background of Social Science to teaching.
- CO7- develop positive attitudes and proper value systems based on the Cultural, Moral, Social and Political basis of Indian society.
- CO8- Conceptualise the educational objectives of teaching social science

**EDU 105.19: LEARNING TO FUNCTION AS SOCIAL SCIENCE TEACHER**

On completion of the course, the student teacher would be able to:

- CO1- critically examine teaching learning processes that incorporate Inquiry, Discovery, Conceptual Development, Activity Based and Brain Based learning within the classroom
- CO2- practice the techniques of Drama and Theatre in the process of teaching and learning to nurture children's creativity and aesthetic sensibilities
- CO3- explore the instructional options available to support learning.
- CO4- train essential micro teaching skill for effective teaching
- CO5- relate the understanding of the concepts acquired, with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- CO6- develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning.

**ASSOCIATE COURSE-ELECTIVE**

**EDU 106.11 HEALTH AND PHYSICAL EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1- develop positive attitude towards health
- CO2- gain knowledge about various hypo kinetic and communicable diseases and its prevention
- CO3- acquire knowledge about nutrition, energy requirement and expenditure
- CO4- understand the practice of Yogasanas and its importance
- CO5- organize and assist in the conduct of sports and games
- CO6- apply the techniques of First Aid
- CO7- develop awareness about physical fitness

**EDU106.12 : GUIDANCE AND COUNSELLING**

On completion of the course, the student teacher would be able to:

- CO1- acquaint with the nature of guidance and counselling
- CO2- develop ability to organize guidance programmes in school.
- CO3- understand the counseling process
- CO4- develop the skills and qualities needed for a counsellor
- CO5- develop the ability to provide counseling to children and adolescents

**EDU 106.13: ELEMENTARY EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1- understand the need, concept, and scope of elementary education in historical perspectives.
- CO2- enable the prospective teachers to understand the development of elementary education in India and about the different constitutional provisions related to education
- CO3- acquaint the prospective teachers with different educational reports and policies on elementary education.
- CO4- acquaint the prospective teachers with the programmes for achieving UEE
- CO5- understand the recent changes in curriculum structuring and the mode of curriculum transaction at



elementary level

**CO6-** gain insight into the role of various organisation in the quality improvement of elementary education  
**EDU 106.14 : ENVIRONMENTAL EDUCATION**

On completion of the course, the student teacher would be able to:

- CO1-** understand the Multidisciplinary nature of environmental education.
- CO2-** realise the interdependence of life and environment and the need for preservation of our cultural heritage.
- CO3-** think critically, ethically, and creatively while evaluating environmental issues and making judgments.
- CO4-** develop a sense of responsibility and favorable attitudes, values and skills towards protection and conservation of environment, biodiversity and sustainable development.
- CO5-** know the importance of undertaking Environmental Impact Assessment (EIA)
- CO6-** develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
- CO7-** understand different strategies for environmental education and apply them effectively.

## **SEMESTER II CORE COURSES**

### **EDU 201: KNOWLEDGE AND CURRICULUM**

On completion of the course, the student teacher would be able to

- CO1-** appreciate the philosophical contributions of India to the world
- CO2-** analyse the basic principles of various schools of philosophy.
- CO3-** find out the inter-relationship between philosophy and education.
- CO4-** evaluate the need and the basic principles of sociology.
- CO5-** comprehend the trends in social changes and their impact on education. **CO6-** elaborate education is in the sociological perspectives.
- CO7-** critically evaluate the practices of paedocentric and activity centered education
- CO8-** understand the foundations of curriculum construction
- CO9-** apply the principles of effective management of the schools.

### **EDU 202 : LEARNING AND TEACHING**

On completion of the course, the student teacher would be able to

- CO1-** understand the process of learning and different approaches to the teaching learning process
- CO2-** understand different perspectives of schools of psychology on learning
- CO3-** get acquainted with the individual differences among and within the individual
- CO4-** identify and cater to the educational needs of various types of children **CO5-** help student teachers to develop leadership skills
- CO6-** understand the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
- CO7-** acquaint student teachers with group dynamics
- CO8-** understand the concept of transfer of learning and apply the principles to foster maximum positive transfer

### **EDU 203 : ASSESSMENT FOR LEARNING**

On completion of the course, the student teacher would be able to :-

- CO1-** familiarize with the latest trends in evaluation
- CO2-** get a perspective on scope of assessment and evaluation
- CO3-** develop appropriate assessment instruments for students
- CO4-** appreciate the role of teacher as a researcher
- CO5-** develop competencies to evaluate learning
- CO6-** apply the essentials of statistics in process of evaluation

## **PEDAGOGIC COURSES**

### **EDU 204.11 : PEDAGOGICAL DIMENSIONS OF ENGLISH**

On completion of the course, the student teacher would be able to :-



- CO1- assume accountability for the teaching-learning process
- CO2- apply relevant strategies to develop the target language
- CO3- analyze the content with respect to the relevant aims of teaching the target language
- CO4- design instruction catering to the diverse needs of the language classroom
- CO5-judge the efficacy of teaching through self-assessment
- CO6- evaluate the language skills of learners and provide remediation

**EDU205.11 : CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION**

On completion of the course, the student teacher would be able to :-

- CO1- understand the principles of curriculum construction with special reference to English teaching.
- CO2-modify the curriculum so as to address student needs.
- CO3- develop competency in distinguishing different types of curriculum.
- CO4- use the resources and instructional support effectively to transact the curriculum
- CO5-organize activities related to the English club for developing communicative skills.

**EDU 204.12 : PEDAGOGICAL DIMENSIONS OF MALAYALAM**

On completion of the course, the student teacher would be able to :-

- CO1- analyze the nature of the school subject, its relation to disciplinary knowledge and its social history as a subject in the school curriculum.
- CO2- explore pedagogical approaches for the teaching of the subject at different stages of school
- CO3- develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
- CO4- apply Innovative teaching-learning strategies and acquaint oneself with ICT enabled Teaching
- CO5- analyze the content areas of Malayalam Textbooks for Standard VIII-XII
- CO6- practice diverse methods and prepare tools for assessing an array of learning/performance outcomes of diverse learners.

**EDU 205.12 : CURRICULUM AND RESOURCE DEVELOPMENT IN MALAYALAM EDUCATION**

On completion of the course, the student teacher would be able to :-

- CO1- identify various dimensions of curriculum and their relationship with the aims of education
- CO2- examine the role of the hidden curriculum and children's resilience
- CO3- decide on the curriculum best suited to address students' need and changes in society.
- CO4- develop competency in evaluating a language curriculum and its elements
- CO5- critically analyse various samples of textbooks, children's literature , teacher's handbooks and e- learning resources
- CO6- utilize various resources and activities to promote effective teaching and learning

**EDU 204.16 : PEDAGOGICAL DIMENSIONS OF MATHEMATICS**

On completion of the course, the student teacher would be able to :-

- CO1- capacitate systematic planning of instruction and develop skill in charting lesson designs
- CO2- apprehend the pedagogy of Mathematics of Secondary level
- CO3- acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- CO4- augment the levels of teaching competence by synchronizing IT in teaching
- CO5-conceptualize the ideology of Constructivism in Mathematics teaching

**EDU 205.16 : CURRICULUM AND RESOURCE DEVELOPMENT IN MATHEMATICS EDUCATION**

On completion of the course, the student teacher would be able to :-

- CO1- acquaint with the concept and functions of curriculum.
- CO2- gain a perspective on the principles and approaches of curriculum construction.
- CO3- identify different types of curriculum.
- CO4- become proficient in analyzing Mathematics curriculum.
- CO5- familiarize the nature and functions of various learning resources
- CO6- get acquainted with online resources to uphill the level of teaching performance

**EDU 204.17 : PEDAGOGICAL DIMENSIONS OF PHYSICAL SCIENCE**

On completion of the course, the student teacher would be able to :-



- CO1- capacitate systematic planning of instruction and develop skill in charting lesson designs
- CO2- apprehend the pedagogy of Physical Science of Higher Secondary and Secondary level
- CO3- acquaint with practices of feedback mechanisms and online assessment tools and techniques
- CO4- acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue

CO5- augment the levels of teaching competence by synchronizing IT in teaching

**EDU 205.17 : CURRICULUM AND RESOURCE DEVELOPMENT IN PHYSICAL SCIENCE EDUCATION**

On completion of the course, the student teacher would be able to :-

- CO1- acquaint with the concept and functions of curriculum.
- CO2- gain a perspective on the principles and approaches of curriculum construction.
- CO3- identify different types of curriculum.
- CO4- become proficient in analyzing physical science curriculum.
- CO5- familiarize the nature and functions of various instructional resources
- CO6- explore e- resources to augment the level of teaching performance.

**EDU 204.18 : PEDAGOGICAL DIMENSIONS OF NATURAL SCIENCE**

On completion of the course, the student teacher would be able to :-

- CO1- analyze the nature of the school subject, its relation to disciplinary knowledge.
- CO2- develop insight on taxonomy of educational objectives
- CO3- to acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- CO4- develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
- CO5- acquaint with developing year plan, unit plan, lesson plan and feedback mechanisms, assessment tools and techniques
- CO6- apply Innovative teaching-learning strategies and acquaint oneself with ICT enabled Teaching skills and competency
- CO7- analyze the content areas of Life Science Textbooks for standard VI-X

**EDU 205. 18: CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL SCIENCE EDUCATION**

On completion of the course, the student teacher would be able to :-

- CO1- identify various dimensions of curriculum and their relationship with the aims of education
- CO2- examine the role of the hidden curriculum and children's resilience
- CO3- decide on the curriculum best suited to address students' need and changes in society.
- CO4- develop competency in evaluating a curriculum and its elements
- CO5- critically analyze various samples of textbooks, children's literature , teacher's handbooks and e-learning resources
- CO6- utilize various resources and activities to promote effective teaching and learning

**EDU 204.19: PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE**

On completion of the course, the student teacher would be able to :-

- CO1- acquaint with the significance Psychological bases of Social Science Education
- CO2- analyze the nature of the school subject, its relation to disciplinary knowledge and its social history as a subject in the school curriculum.
- CO3- explore pedagogical approaches for the teaching of the subject at different stages of school
- CO4- develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
- CO5- apply innovative teaching-learning strategies and acquaint oneself with ICT enabled teaching
- CO6- examine the possibilities of Multimedia for learning and instruction.
- CO7- analyze the content areas of Social Science Textbooks for Standard VI-X
- CO8- practice diverse methods and prepare tools for assessing an array of learning/performance outcomes of diverse learners.

**EDU 205.19 : CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION**



On completion of the course, the student teacher would be able to :-

- CO1- identify the various dimensions of curriculum and their relationship with the aims of education
- CO2- examine the role of the hidden curriculum and children's resilience
- CO3- decide on the curriculum best suited to address students' need and changes in society.
- CO4- develop competency in evaluating a curriculum and its elements
- CO5- critically analyse various samples of textbooks, children's literature , teacher's handbooks and e- learning resources
- CO6- utilize the various resources and activities to promote effective teaching and learning

### **SEMESTER III**

#### **ASSOCIATE COURSE**

#### **EDU 301 : LANGUAGE ACROSS THE CURRICULUM**

On completion of the course, the student teacher would be able to :-

- CO1- create sensitivity to the language diversity that exists in the classrooms. CO2-understand models of language teaching and learning
- CO3-develop competence in analysing current school practices and coming up with appropriate alternatives.
- CO4-appreciate interdisciplinary approach and relevance of classroom oral and written discourses.
- CO5-develop strategies for using language to promote learning in the subject area.
- CO6- effectively prepare teaching manuals and construct achievement tests and diagnostic tests, ICT based teaching and learning.

### **SEMESTER IV**

#### **CORE COURSES**

#### **EDU 401: GENDER, SCHOOL AND SOCIETY**

On completion of the course, the student teacher would be able to :-

- CO1- develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- CO2- understand the gradual paradigm shift from women's studies to gender Studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- CO3- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- CO4- understand the role of social medias on perpetuating gender notions in Indian society.

#### **EDU 402: PERSONALITY DYNAMICS IN EDUCATION**

On completion of the course, the student teacher would be able to :-

- CO1- understand the relevance of Intelligence, IQ, EQ, and SQ in learning and teaching.
- CO2- understand the characteristics of mature personality
- CO3- understand the different approaches to personality
- CO4- apply the principles of eco-psychology in conservation of natural resources
- CO5- help learners develop proper attitude towards outdoor education
- CO6- understand the significance of life-skills in leading a successful and happy life
- CO7- understand the basic principles and issues related to Inclusive education CO8- acquaint with experience related to inclusive education

#### **PEDAGOGIC COURSES**

#### **EDU 403.11 : PROFESSIONAL DEVELOPMENT OF AN ENGLISH TEACHER**

On completion of the course, the student teacher would be able to :-

- CO1- develop personal and professional competencies as a teacher.
- CO2- handle challenges in language education with responsibility.
- CO3- direct the mode of teaching in a professional manner.
- CO4- reflect on practices in promoting values and humane attitudes.
- CO5- participate in professional development activities



**CO6-** understand the challenges in teaching English with reference to recent trends.

**EDU 403.12 : PROFESSIONAL DEVELOPMENT OF MALAYALAM TEACHER**

On completion of the course, the student teacher would be able to :-

**CO1-** develop Professional and Personal self as a Malayalam teacher

**CO2-** create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc

**CO3-** develop the special concern of Mother tongue as a unique means to Promote Nationalism, Universalism and Secularism

**CO4-** identify and resolve the major challenges faced by our Mother tongue And make use of the knowledge in nurturing/equipping the learner to face those challenges

**EDU 403.16: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER**

On completion of the course, the student teacher would be able to :-

**CO1-** cognicize with the essential qualities, duties and responsibilities of Mathematics Teacher.

**CO2-** develop personal and professional competencies as a teacher.

**CO3-** familiarize with the reflective practices for nurturing professionalism **CO4-** conscientize with the recent research trends in Mathematics education **CO5-** inculcate a broader perspective on the varied activities enriching Mathematics Teaching and learning.

**CO6-** shape their vision and mission as a professional

**EDU 403.17: PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER**

On completion of the course, the student teacher would be able to :-

**CO1-** cognicize with the essential qualities, duties and responsibilities of Physical Science Teacher.

**CO2-** understand the diverse angles of professional spirit.

**CO3-** tone up with the rudiments of reflective practices for nurturing professionalism

**CO4-** conscientize with the recent research trends in Science education

**CO5-** inculcate a broader perspective on the varied activities enriching science Teaching and learning.

**CO6-** shape their vision and mission as a professional

**EDU 403.18: PROFESSIONAL DEVELOPMENT OF NATURAL SCIENCE TEACHER**

On completion of the course, the student teacher would be able to :-

**CO1-** develop professional and personal self

**CO2-** inculcate the essential qualities, duties and responsibilities of a Natural Science Teacher

**CO3-** create and widen the base for human values, namely freedom, trust, mutual respect, respect for diversity, etc

**CO4-** develop the special concern of Science as a means to Promote Nationalism, Universalism and Secularism

**CO5-** analyse different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and in the learners

**CO6-** identify and resolve the major challenges faced by our society and make use of the scientific knowledge in nurturing/equipping the learner to face those challenges

**EDU 403.19 : PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENCE TEACHER**

On completion of the course, the student teacher would be able to :-

**CO1-** develop Professional and Personal self

**CO2-** create and widen the popular base for human values, namely freedom, trust, mutual respect and respect for diversity

**CO3-** develop the special concern of Social Science as a unique means to Promote Nationalism, Universalism and Secularism

**CO4-** analyze different dimensions of social reality in the class, and work towards creating increase of self-awareness amongst themselves and in the learners.

**CO5-** identify and resolve the major challenges faced by our society and make use of the knowledge in nurturing/equipping the learner to face those challenges



**CO6-** appreciate the rich cultural heritage of India

**CO7-** develop Research Aptitude to promote an in-depth study on the different areas of the Subject

### **EDU 404.5 : COMMUNICATIVE ENGLISH**

On completion of the course, the student teacher would be able to :-

**CO1-** work with a set of materials to provide them with the necessary skills to comprehend and produce written and oral 'texts,'

**CO2-** build on active knowledge of lexical resources and grammar in English

**CO3-** enhance the latent vocational skills through intensive training in developing proficiency in English language .

**CO4-** develop communicative skills in various contexts.

**CO5-** contribute to the personal social and professional development.

### **Practical Courses**

### **HEALTH AND PHYSICAL EDUCATION**

Semester I- EDU107.3

Semester II- EDU206.3

Semester III- EDU302.3

Semester IV- EDU404.3

On completion of the course, the student teacher would be able to :-

**CO1-** plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals

**CO2-** demonstrate understanding of how individuals learn and develop and can provide opportunities that support students' physical, cognitive, social, and emotional development.

**CO3-**develop and reinforce cooperative behaviour

**CO4-** establish lifelong fitness goals

**CO5-** get an awareness about the intra mural and extra mural competitions

**CO6-** conduct and organize sports meet

**CO7-**know about the various track and field events

**CO8-** get an awareness about First Aid for various emergencies.

### **DRAMA AND ART IN EDUCATION**

Semester I- EDU107.4

Semester II- EDU206.4

Semester III- EDU302.4

Semester IV- EDU404.4

On completion of the course, the student teacher would be able to :-

**CO1-** appreciate India' s largest collections of songs, music, dance, theatre, folk traditions, performing arts, rites and rituals, paintings and writings, literature that are known, as the 'Intangible Cultural Heritage' (ICH) of humanity.

**CO2-** integrate the school curriculum with various domains of knowledge as envisaged by NCF 2005

**CO3-** evaluate significant role of Art, Music ,Drama and Theatre in Education **CO4-** interlink education with culture and nurture children's creativity and aesthetic sensibilities

**CO5-** move beyond the classroom and involve the community to participate in educational and social change

**CO6-** expand the landscapes of children's art, perceive their world and explore ways to assess their work.

**CO7-** internalize the understanding generated in a group and is carried forward by the individual in diverse personal and social contexts



**TWO YEAR BACHELOR OF EDUCATION  
(B.ED.) DEGREE PROGRAMME CREDIT AND  
SEMESTER SYSTEM WITH GRADING**

**LIST OF COURSES**

**A. CORE COURSES**

- EDU 101 Contemporary India and Education
- EDU 102 Childhood and Growing up
- EDU 103 Development and Resources in Educational Technology
- EDU 201 Knowledge and Curriculum
- EDU 202 Learning and Teaching
- EDU 203 Assessment for Learning
- EDU301 Language Across the Curriculum
- EDU401 Gender, School and Society
- EDU402 Personality Dynamics in Education

**B. PEDAGOGIC COURSES**

- EDU 104.1 1 Understanding the Discipline of English Education
- EDU 104.1 2 Understanding the Discipline of Malayalam Education
- EDU 104.1 6 Understanding the Discipline of Mathematics Education
- EDU 104.1 7 Understanding the Discipline of Physical Science education
- EDU 104.1 8 Understanding the Discipline of Natural Science Education
- EDU 104.1 9 Understanding the Discipline of Social Science Education
  
- EDU 105.11 Learning to function as English teacher
- EDU 105.1 2 Learning to function as Malayalam teacher
- EDU 105.1 6 Learning to function as Mathematics teacher
- EDU 105.1 7 Learning to function as Physical Science teacher
- EDU 105.1 8 Learning to function as Natural Science teacher
- EDU 105.1 9 Learning to function as Social Science teacher
- EDU 204.11 Pedagogical Dimensions of English





EDU 204.12 Pedagogical Dimensions of Malayalam  
EDU 204.16 Pedagogical Dimensions of Mathematics  
EDU 204.17 Pedagogical Dimensions of Physical Science  
EDU 204.18 Pedagogical Dimensions of Natural Science  
EDU 204.19 Pedagogical Dimensions of Social Science

EDU 205.11 Curriculum and Resource Development in English Education  
EDU 205.12 Curriculum and Resource Development in Malayalam Education  
EDU 205.16 Curriculum and Resource Development in Mathematics  
Education  
EDU 205.17 Curriculum and Resource Development in Physical Science  
Education  
EDU 205.18 Curriculum and Resource Development in Natural Science  
Education  
EDU 205.19 Curriculum and Resource Development in Social Science  
Education

EDU 403.11 Professional Development of an English teacher  
EDU 403.12 Professional Development of Malayalam teacher  
EDU 403.16 Professional Development of Mathematics teacher  
EDU 403.17 Professional Development of Physical Science teacher  
EDU 403.18 Professional Development of Natural Science teacher  
EDU 403.19 Professional Development of Social Science teacher

C. ASSOCIATE COURSE –ELECTIVE

EDU 106.11 Health and Physical Education  
EDU 106.12 Guidance and Counselling  
EDU 106.13 Elementary Education  
EDU 106.14 Environmental Education  
EDU 106.15 Special Education



## COURSE SUMMARY OF TWO YEAR B.Ed. PROGRAMME

### SEMESTER I

#### CORE COURSES

EDU 101 Contemporary India and Education

EDU 102 Childhood and Growing up

EDU 103 Development and Resources in Educational Technology.

#### PEDAGOGIC COURSES

EDU 104.11 Understanding the Discipline of Optional Subject

EDU 105.11 Learning to function as Optional Subject teacher

#### ASSOCIATE COURSES

EDU 106 Elective

#### PRACTICAL COURSES

EDU107.1 Core

EDU 107.2 Pedagogic

EDU107.3 Health & Physical Education

EDU 107.4 Drama & Art in Education

### SEMESTER II

#### CORE COURSES

EDU 201 Knowledge and Curriculum

EDU 202 Learning and Teaching

EDU 203 Assessment for Learning

#### PEDAGOGIC COURSES

EDU 204.11 Pedagogical Dimensions of Optional Subject

EDU 205.11 Curriculum and Resource Development in Optional Subject  
Education

#### PRACTICAL

COURSES EDU 206.1

Core

EDU 206.2 Pedagogic



EDU 206.3 Health & Physical Education

EDU 206.4 Drama & Art in Education

### **SEMESTER III**

#### **ASSOCIATE COURSE**

EDU 301 Language Across the Curriculum

#### **PRACTICAL COURSES**

EDU 302.1 Core

EDU 302.2 Pedagogic

EDU 302.3 Health & Physical Education

EDU 302.4 Drama & Art in Education

### **SEMESTER IV**

#### **CORE COURSES**

EDU 401 Gender, School and Society

EDU 402 Personality Dynamics in Education

#### **PEDAGOGIC COURSE**

EDU 403 Professional Development of Optional Subject teacher

#### **PRACTICAL COURSES**

EDU 404.1 Core

EDU 404.2 Pedagogic

EDU 404.3 Health & Physical Education

EDU 404.4 Drama and Art in Education

EDU 404.5 Communicative English

### **PROCEDURE OF ASSESSME**

The performance of student teachers shall be evaluated by both external and

internal assessment mechanisms. A student teacher portfolio showcasing all practical and practicum and its internal assessment shall be maintained by every student teacher. It shall be duly signed by course



coordinator, college coordinator, and the principal and shall be made available for verification. A separate certificate for Competency Profile together with a college certified digital copy of the best class presented by the student teacher shall be given to him/her along with the University Certificate.

### External Evaluation

External evaluation of all theory courses shall be done by End Semester Examinations conducted by the university. External evaluation of practical courses in the III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no external examination for practical courses in the I and II semesters.

The examination board shall evaluate the teaching competence of each Student teacher by observing the classroom teaching in the III semester. The examination board shall evaluate all the documentary evidences in the form of records, reports, materials and soft copies in respect of the student teacher portfolio in the respective semesters.

### Internal Evaluation

Internal evaluation of theory courses shall be done by class tests and the related practicum. Two class tests and one practicum shall be done by all students for every course. The detailed report of internal assessment shall be maintained in the college and shall be produced if needed. Internal evaluation of practical courses shall be done by means of appropriate instruments and suitable criteria designed and developed by teacher educators or by means of standardized instruments.





## SYLLABUS FOR CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) OF TWO YEAR MASTER IN EDUCATION (M.Ed.) PROGRAMME

(Self -Financing)

Minimum Credits Required for successful completion of the Programme	80
Minimum credits required for Common core courses (11 courses) and field Internship	48
Minimum credits required for specialization courses (5 courses) and field Internship	24
Dissertation and Viva-Voce	8
Minimum Attendance Required	80%
Minimum attendance required for internship	90%

### 10.1 Programme Structure

Two year programmes in four semesters.

#### Semester I

5 Courses : 5 Common core courses - **5 X 4 = 20 Credits**  
(includes 3 perspective courses,  
one tool course and one  
teacher education course)

#### Semester II

5 Courses : 5 Common core courses - **5 X 4 = 20 credits**  
(includes 3 perspective courses,  
and a tool course)

#### Semester III

4 Courses : 1 Common core course - 1 X 4 = 4 Credits  
(Teacher Education Course)

3 Specialization courses - 3 X 4 = 12 Credits  
(includes one Specialisation core course  
and two Theme based Specialisation courses.)

Field Internship - 4 Credits

**Total = 20 Credits**

#### Semester IV

2 Courses : 2 Specialization courses - 2 X 4 = 8 Credits  
( one Specialisation core course  
and one Theme based specialisation course.)

Field Internship - 4 Credits

Dissertation - 6 Credits

VivaVoce - 2Credits

**Total = 20 Credits**

**Total = 20 + 20 + 20 + 20 = 80 Credits**



**Semester - 1**

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total marks
EDU 901	Common Core Course - Perspective course (Taught course and Practicum)	Philosophy of Education	4	20	80	100
EDU 902	Common Core Course - Perspective course (Taught course and Practicum)	Advanced Educational Psychology- Learning and Development	4	20	80	100
EDU 903	Common Core Course - Perspective course (Taught course and Practicum)	Introduction to Education Studies	4	20	80	100
EDU 904	Common Core Course - Tool course (Taught course and Practicum)	Introduction to Educational Research and Statistics	4	20	80	100
EDU 905	Common Core Course - Teacher Education course (Taught course and Practicum)	Theoretical Bases of Teacher Education	4	20	80	100
Total			20			500
Inter Semester Break						

**Semester - II**

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total marks
EDU 906	Common Core Course - Perspective course (Taught course and Practicum)	Sociology, History and Political Economy of Education	4	20	80	100
EDU 907	Common Core Course - Perspective course (Taught course and Practicum)	Advanced Educational Psychology - Individual Differences	4	20	80	100



EDU 908	Common Core Course - Perspective course (Taught course and Practicum)	Curriculum Development and Transaction	4	20	80	100		
EDU 909	Common Core Course - Tool course (Taught course and Practicum)	Advanced Educational Research and Statistics	4	20	80	100		
EDU 910	Common Core Course - Tool course (Taught course and Practicum-internal evaluation only)	ICT and Skill Development*	1	4	25	100		
		1) ICT					1	25
		2) Communication Skill & Expository Writing						
		3) Academic Writing including Research Proposal						
4) Self Development including Yoga	1	25						
Total			20			500		
Inter Semester Break								

\* Internal evaluation of each component course in ICT and Skill Development shall be done through workshops. Evaluation shall be made on the basis of theoretical (10 marks) and practical knowledge (15 marks) attained by the student in each component course.

### Semester 3

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total Marks
EDU 911	Common Core Course - Teacher Education Course (Taught course and Practicum)	Teaching, Research, Innovations and Issues in Teacher Education	4	20	80	100
EDU 912	Core within Elementary Specialisation course (Taught course and Practicum)	Context and issues of Elementary education	4	20	80	100
		<b>Specialisation Course (one course from Thematic Cluster- A(913) shall be opted)</b>				
		<b>Thematic Cluster-A ( 913): Current Practices in Education</b>				
EDU 913.1	Specialisation course (Taught course and Practicum)	Educational Evaluation	4	20	80	100
EDU 913.2	Specialisation course (Taught course and Practicum)	Educational Technology	4	20	80	100
EDU 913.3	Specialisation course (Taught course and Practicum)	Guidance and Counselling	4	20	80	100



EDU 913.4	Specialisation course (Taught course and Practicum)	Knowledge and Learning Management	4	20	80	100
EDU 913.6	Specialisation course (Taught course and Practicum)	Material and Instructional Design	4	20	80	100
EDU 913.7	Specialisation course (Taught course and Practicum)	Early Childhood Care and Education	4	20	80	100
EDU 913.8	Specialisation course (Taught course and Practicum)	Higher Education	4	20	80	100
		<b>Specialisation Course (one course from Thematic Cluster- B(914) shall be opted)</b>				
		<b>Thematic Cluster-B(914). Emerging issues in Education</b>				
EDU 914.1	Specialisation course (Taught course and Practicum)	Environmental Education	4	20	80	100
EDU 914.2	Specialisation course (Taught course and Practicum)	Inclusive Education	4	20	80	100
EDU 914.3	Specialisation course (Taught course and Practicum)	Non Formal Education	4	20	80	100
EDU 914.4	Specialisation course (Taught course and Practicum)	Education of the Marginalised	4	20	80	100
EDU 914.5	Specialisation course (Taught course and Practicum)	Educational Planning and Management	4	20	80	100
EDU 914.6	Specialisation course (Taught course and Practicum)	Economics of Education	4	20	80	100
EDU 914.7	Specialisation course (Taught course and Practicum)	Quality Assurance in Education	4	20	80	100
EDU 914.8	Specialisation course (Taught course and Practicum)	Human Rights and Value Education	4	20	80	100
EDU 915	Core Course -Field Internship	Field Internship in primary schools & Primary Teacher Education Institutions and field site relevant to area of specialisation opted from thematic clusters A & B.	4	100		100
		<b>Total</b>	<b>20</b>			<b>500</b>
<b>Inter semester Break</b>						





**Semester 4**

Course Code	Course type	Course Name	Cre dits	Internal marks	External marks	Total Marks
EDU 916	Core within Secondary and Senior Secondary specialisation course (Taught course and Practicum)	Context and issues of Secondary and Senior Secondary Education	4	20	80	100
		<b>Specialisation Course (one course from Thematic Cluster- C (917) shall be opted)</b>				
		<b><u>Thematic Cluster-C ( 917): Advanced Methodology and Pedagogical Practices of Optional subjects in Secondary and Senior Secondary Education</u></b>				
EDU 917.1	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - English	4	20	80	100
EDU 917.2	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Malayalam	4	20	80	100
EDU 917.3	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Hindi	4	20	80	100
EDU 917.4	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Sanskrit	4	20	80	100
EDU 917.5	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Arabic	4	20	80	100
EDU 917.6	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Mathematics Education	4	20	80	100
EDU 917.7	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Science Education	4	20	80	100
EDU 917.8	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Social Science Education	4	20	80	100
EDU 917.9	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Commerce Education	4	20	80	100
EDU 917.10	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of IT and Computer Science Education	4	20	80	100



EDU 918	Core Course -Field Internship	Field Internship in Secondary and Senior Secondary schools & Secondary Teacher Education Institutions and field site relevant to the area of specialisation opted from Thematic cluster - C	4	100		100
EDU 919	Dissertation	Dissertation	6	150	150	150
EDU 920	Dissertation	Viva –Voce	2		50	50
		Total	20			500

### 11. Scheme of Evaluation

The academic growth of the student is assessed through continuous internal evaluation and end semester examination

#### 11.1 Internal Evaluation

Components of the Internal Evaluation and their marks are shown below

Component	Marks
Assignment/Seminar/Project/Survey	5
Practicum	5
Written Examination	10
Total	20

### 12. Grading

12.1 .The Internal and External examinations shall be evaluated using Indirect Grading System based on a 6-point scale as given below.

For all courses (theory) grades are given on a 6-point scale based on the total percentage of marks in both internal evaluation and external evaluation as given below.

Percentage of Marks	Grade	Grade point
90 and above	<b>A+ Outstanding</b>	10
80-89	<b>A Excellent</b>	9
70-79	<b>B Very good</b>	8
60-69	<b>C Good</b>	7
50-59	<b>D Satisfactory</b>	6
Below 50	<b>E Failure</b>	5

**Pass Requirement:** The minimum marks required for a pass in the M.Ed degree exam shall be 50 percent in the aggregate for theory, internship, dissertation and viva-voce. The minimum requirement for a pass in each paper shall be 40 percent and for a pass in internship, dissertation and viva voce shall be 50 percent each. A student who fails to secure the minimum percentage of marks required for a pass in a theory paper/papers need to



reappear for the examination in that particular paper/papers only and shall secure a minimum of 50 percent marks for each paper. A student who fails to secure the minimum percentage of marks required for a pass in dissertation need to resubmit the same along with the examination of any of the subsequent batches and also he/she shall reappear for the viva-voce.

A student who could not successfully complete internship need to redo internship subsequently. Only after satisfactory completion of the internship and the requirements of internal evaluation in all semesters the student shall be allowed to appear for the fourth end semester examination.

A student who is absent or fails to secure the minimum percentage of marks in the viva-voce need to reappear for the same only along with any of the subsequent batches.

**Grievance Redressal Mechanism:** A student has all rights to know, how the teacher arrived at the grade. In order to redress the grievance of students, a three level Grievance Redressal mechanism is envisaged. A student can go to the upper level only if the grievance is not redressed at the lower level.

### FEES - B.Ed

### M.Ed

A. Tuition fee	: Rs. 2000/-	Rs. 18,000/-
<hr/>		
B. Special fees	: Rs.933/-	Rs. 3,500/-
C. Caution Deposit	: Rs. 360/-	-
D. University affiliation fees	: Rs. 450/-	Rs. 450/-
E. M.Ed. University Fees	-	Rs. 403/-
F. Annual Administration Fee	-	Rs. 2000/-

1. Fees once paid will not be refunded unless sanctioned by the Government. If a student terminates her studies or leaves the College during the year
2. she will be bound to pay the entire fees of that term also. If the fees are not paid, the certificates will not be returned.



3. All payments should be made to the College and receipt should be obtained and retained by the students.
4. It shall be the responsibility of the students to claim the refund of caution deposit paid by her immediately after the closing date of the college. The caution deposit amount will be refunded only if the connected receipt issued from the college is produced along with the application prescribed by the Government for the refund of the caution deposit.

<b>University Examination Fees</b>	<b>B.Ed.</b>	<b>M.Ed.</b>
<b>1st Semester</b>	925	<b>Rs. 925</b>
<b>2nd Semester</b>	975	<b>Rs. 1525</b>
<b>3rd Semester</b>	1225	<b>Rs. 1525</b>
<b>4th Semester</b>	1225	<b>Rs. 1725</b>
<b>For Recognition of an Examination of another university</b>		<b>Rs. 150</b>
<b>For Registration as Matriculate</b>		<b>Rs. 150</b>
<b>For Migration Certificate</b>		<b>Rs. 100</b>





## UGC REGULATION ON CURBING THE MENACE OF RAGGING IN HIGHER EDUCATIONAL INSTITUTIONS 2009

It is brought to the notice of the Institutions, students and other various stakeholders that ragging is a criminal offence and UGC has framed regulations, on curbing the menace of ragging in higher educational institution, in order to prohibit, prevent and eliminate the scourge of ragging. The regulations have been notified vide No. F. 1-16/2009 (CPP-II) dated 21.10.2009 and are available on UGC website [www.ugc.ac.in](http://www.ugc.ac.in).

**Objective:** To eliminate ragging in all its forms from universities, deemed universities and other higher educational institutions in the country by prohibiting it under these Regulations, preventing its occurrence and punishing those who indulge in ragging as provided for in these Regulations and the appropriate law in force.

**What Constitutes Ragging:** Ragging constitutes one or more of any of the following acts:

- a) Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student.
- b) Indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psycho- logical harm or to raise fear or apprehension thereof in any fresher or any other student.
- c) Asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student.
- d) Any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher.
- e) Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students.
- f) Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students



- g) Any act of physical abuse including all variants of it: sexual abuse, Homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;
- h) Any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student.
- i) Any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

**Measures For Prohibition Of Ragging:** There are a number of such measures at institution level, University Level, District level etc.

Some of them that are important for students to know are as follows:

- No institution shall permit or condone any reported incident of ragging in any form; and all institutions shall take all necessary and required measures, including but not limited to the provisions of these Regulations, to achieve the objective of eliminating ragging, within the institution or outside.
- All institutions shall take action in accordance with these Regulations against those found guilty of ragging and/or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.
- Every public declaration of intent by any institution, in any electronic, audiovisual or print or any other media, for admission of students to any course of study shall expressly provide that ragging is totally prohibited in the institution, and anyone found guilty of ragging and/or abetting ragging, whether actively or passively, or being a part of a conspiracy to promote ragging, is liable to be punished in accordance with these Regulations as well as under the provisions of any penal law for the time being in force.
- The telephone numbers of the Anti-Ragging Helpline and all the important functionaries in the institution, including but not limited to the Head of the institution, faculty members, members of the Anti- Ragging Committees and Anti-Ragging Squads, District and Sub- Divisional authorities, Wardens of hostels, and other functionaries or authorities where relevant, shall be published in the brochure of admission/instruction booklet or the prospectus.

The application for admission, enrolment or registration must be accompanied by an Anti Ragging affidavit signed by a student in a prescribed format and another Anti Ragging Affidavit signed by a Parent/Guardian. (Both these Affidavits can be downloaded from the Web )



- Any distress message received at the Anti-Ragging Helpline shall be simultaneously relayed to the Head of the Institution, the Warden of the Hostels, the Nodal Officer of the affiliating University, if the incident reported has taken place in an institution affiliated to a University, the concerned District authorities and if so required, the District Magistrate, and the Superintendent of Police, and shall also be web enabled so as to be in the public domain simultaneously for the media and citizens to access it.
- On receipt of the recommendation of the Anti Ragging Squad or on receipt of any information concerning any reported incident of ragging, the Head of institution shall immediately determine if a case under the penal laws is made out and if so, either on his own or through a member of the Anti-Ragging Committee authorised by him in this behalf, proceed to file a First Information Report (FIR), within twenty four hours of receipt of such information or recommendation, with the police and local authorities, under the appropriate penal provisions.
- The Commission shall maintain an appropriate data base to be created out of affidavits, affirmed by each student and his/her parents/guardians and stored electronically by the institution, either on its or through an agency to be designated by it; and such database shall also function as a record of ragging complaints received, and the status of the action taken thereon.
- The Commission shall include a specific condition in the Utilization Certificate, in respect of any financial assistance or grants-in-aid to any institution under any of the general or special schemes of the Commission, that the institution has complied with the anti-ragging measures.
- Any incident of ragging in an institution shall adversely affect its accreditation, ranking or grading by NAAC or by any other authorized accreditation agencies while assessing the institution for accreditation, ranking or grading purposes.
- The Commission may accord priority in financial grants-in-aid to those institutions, otherwise eligible to receive grants under section 12B of the Act, which report a blemish less record in terms of there being no reported incident of ragging.



As per UGC regulation on curbing the menace of ragging in higher educational institutions, 2009 the institution has taken necessary steps for its implementation in to including the monitoring mechanism as per provisions provided in the above regulation and ensure its strict compliance.

The following preventive measures for Anti-Ragging are also strictly followed:-

- 1) The Institution has erected suitable hoardings/bill boards/banners in prominent places within the campus to exhort the students to prevent or not to indulge in ragging and also indicating therein the names of the officials and their telephone numbers to be contacted in case of ragging.
- 2) An Anti-Ragging-Committee and squads dedicated cadre of wardens and professional counselors are working to take adequate steps to prevent ragging or act in accordance with these regulations and to constantly monitor during the entire period of the academic session.
- 3) An affidavit is obtained from every Student, Parent/Guardian separately as per clause (m & n) of Regulation 6.2.
- 4) The Institution also undertakes other forms of campaign including film show on anti-ragging for prevention of ragging.
- 5) Any violation of UGC regulations as cited above or if any Students in distress owing to ragging related incidents can access the Anti Ragging Cell Officials.







## **RULES OF GENERAL BEHAVIOUR & DISCIPLINE**

Students and Staff in the college shall co-operate with the college authorities to ensure peaceful atmosphere congenial to the academic activities and overall development of the students and for the maintenance of discipline in the campus.

Students shall always and everywhere behave with modesty and dignity. They are responsible to the principal for their conduct in the public, They should be courteous to all, especially to the staff members.

Students are expected to dress modestly. Tights, short tops, sleeveless and deep necklines will not be allowed.

Every student must make it a part of her personal duty to attend classes daily and punctually. Students are expected to be in classes at the first bell. Students who come late may enter the classroom only after obtaining the permission of the teacher. They shall be punctual in attending classes of any academic or co-curricular activities arranged for them. When teachers are on leave, students shall remain in the class and do the work assigned to them for the period.

Every student shall use the property of the college with care and preserve the cleanliness of the building and furniture. Loss or damage caused to building, furniture, tools and apparatus of the college due to careless handling of students will be made good by collecting fines on all the students of the college.

Students shall not carry or use mobile phones in the campus. The College Notice Board should be consulted daily.

Students are forbidden to organize any meetings or to collect money to any purpose or to circulate among them any notice or petition or to paste in the college notice board without the sanction of the Principal.

Matters not covered by the existing rules will be at the absolute discretion of the Principal.



## CLASS HOURS & ATTENDANCE

1. There will be two sessions a day - the forenoon session from 8.30 a.m. to 12.20 p.m. and the afternoon session from 1.00 p.m. to 4.30 p.m. as per U.G.C. norms.
2. There shall be an assembly of all the students every morning before the regular class commences.
3. No student shall absent herself from a class without leave. As far as possible, leave should be obtained beforehand.
4. A student absenting herself without leave for more than ten consecutive working days, will have her name removed from the roll, and she may be readmitted only on payment of the re- admission fee of Rs. 500/- and the college fee dues if any.

### **Students Facilities**

**Academic Facilities:** The philosophy of continuous improvement and the concept of excellence have guided the college from the very beginning. The race for excellence has resulted in the entire campus being networked and Management information System (MIS) being introduced.

**Paradise of Knowledge:** The institution's user friendly fully computerized library functions with a clear cut vision and mission. It has a spacious reference section, periodical section with open stacks, shelves displaying magazines, journals and newspapers, a corner for new arrivals, a stack room with a lending section, a postgraduate section, accession section-cum-staff corner, special sections for career guidance and value education, a digital library section with sufficient numbers of CD's, DVD's, a reprographic section and a property counter and a suggestion box. It also has a Book Bank facility. The library committee has instituted the 'Best Readers Award'. In addition to the main library, all optional classes have their own subject library.



## Library Rules

1. Strict silence should be observed in the library.
2. Books and other personal belongings should be placed in the property counter at the entrance of the library. However, the students may take a note book with them.
3. Teachers can borrow 10 books at a time. The books will be issued for 30 days subject to renewal till the 31st of March every year. All the books taken by the staff must be returned on 31st March of the corresponding year.
4. Not more than two volumes may stand borrowed by any student at any time. Reference books are issued for a week. However, one renewal is allowed for the P.G students.
5. The books should be returned on the prescribed date and also when called for.
6. A fine of Rs. 1/- per day or parts thereof will be collected from the defaulter as overdue charges.
7. Readers will be responsible for any damage caused to a book. Scribbling will be treated as damage. To be safe, when a book is issued to a reader, she must point out to the librarian, any defect noted concerning the book.
8. The library follows open access system.
9. No student shall lend the library card or the books to a fellow student or outsider.
10. The library will be open from 8.30 a.m to 5.00. p.m on all days except public holidays.





**ICTLab:** is equipped with 25 systems with internet connectivity and language lab facility is open for 8 and 1/2 hours. The faculty members and students have free access to internet.

**Smart Board :** The institution has 7 interactive boards in the M.Ed seminar hall, B.Ed seminar hall and in the multipurpose hall.

**ET Room :** Institution has a well equipped educational technology room with provision for video conference.

**Method Lab:** is a distinctive feature of this institution. The main classroom of each optional subject serves the purpose of method lab. It is equipped with a computer with Net connectivity, CD and DVD writers, OHP, tape recorder- cum-radio, lectern, blackboard, flannel board, cupboards, almirahs and shelves to display the teaching aids prepared by the students.

In addition to this we have psychology lab and science lab.

**Fitness Centre & Sports Room** provides all the necessary facilities to keep the mind and body healthy.

**Holy spirit counseling center:** The counseling room is solace for troubled minds. A well trained counselor is appointed by the management.

**Prayer Room:** To root the students in faith in God, and to find a quiet space for themselves with the Almighty, there is a well, furnished prayer room.

**Placement cell:** is functioning in the institution which helps the trained teachers to get placed.

**Grievance Redressal Cell:** is functioning in the institution for the staff and students.

**College Hostel:** The hostel is maintained by the Educational agency of St. Joseph College of Teacher Education for Women, Ernakulam. The hostel is under the direct control of the Principal of the College. For



admission to the hostel, application must be made to the warden after admission has been secured in the college. The day to day administration of the hostel vests with the warden and she will be responsible for the maintenance of discipline of the inmates of the hostel. Complaints, if any, shall be brought to the notice of the authorities. Hostelers are not allowed to go out of the College premises without the sanction of the warden and hostelers who go out should return before 6 p.m. Hostelers may entertain their visitors in the parlour only. Visitors are not permitted to enter the rooms or the dining hall except with the permission of the warden. Hostelers should inform their parents, relatives and friends that they are not allowed to see them during working hours or after 6.30 p.m. Strict silence is to be maintained during study hours. The mess rates will vary according to the menu and the fluctuation in the price of provisions. The hostel mess is run on the division system managed by a student secretary, elected for the year by the students and a mess committee elected for every month. Students are not allowed to remain in the hostel during college working hours. Any student residing in the college hostel, shall not be entitled to get her certificates when she leaves the college unless she produces a certificate from the warden that her dues to the hostel have been fully paid up. Catholic students should attend the Holy Mass. Hostelers are to keep discipline and conduct themselves with decorum and modesty. Disciplinary action will be taken if hostelers violate the hostel rules.

### **SUPPORT SERVICES**

**TMS through TMC:** Touch the Minds of the Students through Tutorial Mentoring and Counseling session.

**Tutorial Session is systematically implemented** to assist the academically weak students. Each 'tutor' acts with a high level of accountability and efficiency in transforming the academically weak students into integrated women who are capable of facing challenges of the educational front in particular and life in general.

**Mentor Teacher System** is in vogue in the institution. Teachers are the architects who train and strengthen character and academic competence of students that will not crumble when tested in the crucible of global challenges. Hence, the teachers take a lead role in preparing students for the task lying



ahead of them and also in training them to face the challenges and succeed. Fifteen students are assigned to the care of a faculty member, who assumes the role of a mentor and guide to the students.

**Remedial Teaching programmes:** to ensure academic equity of the academically weak students, remedial teaching programmes are organized.

**Skid (Multi skill development programme):** To equip the students to face the competitions in the global world, the institution strives to empower her students with the latest trends in education and to make all e-literate.

**JET - Josephites Efficient in Technology:** With the goal of global employability which calls of core competencies in teaching methodology, the institution has embarked upon the policy named JET. To effect this, student teachers are given opportunities for preparing technological aids and handling of technological devices such as computers, LCD Projectors, OHP and Slide projectors. Workshops are conducted on the preparation of teaching-aids. Training is also given in the preparation of powerpoint presentations.

**JIC- 'Josephites in the Community':** Parallel to the intellectual pursuits, the creation of a just society respecting the individual dignity, nurturing secular values and religious harmony and reaching out to the needy without any discrimination predicate our institutional ethos. The Extension Service Unit organizes various activities of JIC (JOSEPHITES IN THE COMMUNITY) like outreach programmes, visits to special schools, blood donation camps, free eye camps, distribution of dress and food packets to the needy.

**Spiritual Renewal:** The institution organises periodic inter-religious prayer meetings, prayers during the morning assembly, occasional religious instruction by the faculty and experts from outside, retreats and renewal programmes for developing in the student teachers a habit of experiencing God in all events and to lead a life imbued in faith.

**UGC NET/SET Coaching:** The institution aims at making her students employable in the new millennium. To realize this dream, the institution organizes UGC NET Coaching for the PG Students. It is also open to the students from outside the institution. Members of the college faculty and resource persons from outside are also involved in this service.



**Excursion and Study Tours:** are conducted every year as part of the training programme.

**Celebrations:** Carmel day, St. Joseph's day, Talent's day, Keralapiravi, Independence day, Mother's day, Onam, Christmas, Environmental day, World Aids day, Republic day, Alumni day, Sports day, Arts day, College Day, Awards day, Hostel day etc. are celebrated with great enthusiasm. Competitions are also conducted in connection with these days and Prizes are awarded to the winners.

**Medical Inspection:** Every year doctors from Carmel Hospital conduct a medical check up for our student teachers.

**House Activities:** There are 4 houses- Mahatma House, Nehru House, Tagore House and Radhakrishna House. Various inter-house competitions are held in connection with Arts Day, Sports Day and celebrations of important days. Judges are selected from among the 4 houses for each item.

**Examinations:** There will be two mid-semester examinations and model examinations in each subject. Absence from examinations will be seriously dealt with.

**Economic support:** Scholarships are provided to economically backward students. The awards are instituted to serve as an incentive to the students are given in the next page.]





## Endowments & Scholarships

1. Cardinal Parekattil Silver Jubilee Memorial Prize instituted by him for the student securing Highest Mark in the University Examination.
2. P.T.A. (2001 -2002) Gold Medal and Certificate to the student who secures top mark in B.Ed. University Examination
3. P.T.A. (2001-2002) Cash Award of Rs. 500/- to each optional top scorers with certificates.
4. Late Mr. N. Sivasankara Pillai endowment instituted by Mrs Prasanna S Pillai for the student who gets highest mark in English Optional.
5. Cash awards to each subject topper by the alumnae of this college.
6. Golden Jubilee Memorial students' welfare fund Suvarna Rashmi instituted by the Management, PTA and Students (2006-07) to those who are eligible for it.
7. Cash award and special prizes instituted by PTA of each year.
8. Rev. Sr. Philip Neri Memorial Charitable Endowment instituted by Dr. Thampi to a deserving student.
9. Dr. Jessy Mathews Endowment to the student who secure highest grade point in Natural Science Education.







## SCHOLARSHIP FROM OTHER AGENCIES

Sl. No.	Name of Scholarship	Agencies
1	SC Educational Concession	District Development Office for Scheduled Caste, Civil Station, Kochi-682 030
2	ST Educational Concession	Tribal Development ST Development Moovattupuzha
3	OEC Educational Concession	District Development Office for Scheduled Caste, Civil Station, Kochi-682 032
4	OBC Educational Concession	District Development Office for Scheduled Caste, Civil Station, Kochi-682 033
5	MG University Merit Scholarship for B.Ed. Students	Mahatma Gandhi University, Kottayam
6	Labour Welfare Fund Scholarship	Office of the Labour Welfare Fund Commission, Vellayambalam, Trivandrum
7	Fisheries Education Concession to Fisherman Students	Brackish water and training, Ernakulam
8	Panchayath Raj Scholarship for Physically handicapped students	Panchayath Raj
9	District Merit Scholarship	Office of the District Social Welfare Officer Ernakulam, Civil Station, Kakkanad
10	Vimala Education Fund	Educational Agency, St. Joseph Training College
11	Lakshadweep Scholarship	Administration of the UT of Lakshadweep
12	Post Metric Scholarship to Minority Students	Directorate of collegiate education TVM
13	Muslim Girls Scholarship	Directorate of collegiate education TVM



## ASSOCIATIONS

### College Council

To assist the Principal in the day to day functioning of the college through participatory decision making, a Staff Council functions in the college.

### Students Union

It is constituted through election as per university rules. The members are representatives of M.Ed, and B.Ed, students. They co-operate with the principal and staff in all activities of the institution. They also render their service in the decision making process. They organize various co-curricular activities with the co-operation of different clubs, houses, and subject associations.

### Inhouse Planning Committee

### PTA- Parents Teachers Association

The institution has a PTA which meets to discuss various academic and non-academic matters regarding the students. Necessary steps are taken based on the valuable suggestions and advice rendered by the PTA on the performance of the institution. There is also a PTA fund to award scholarships to the outstanding students of the year.

### Alumnae Association

An alumnae association is functioning well in the institution. Every student who passes out of this institution is a member of the alumnae association. Every year the alumnae day is celebrated which provides an opportunity to the alumnae to get together. The college website keeps the alumnae informed about the activities of the college.

### Women's Cell

Women Cell of the institution aims at the overall development of her students in the college through making them aware of their special role in building the society, conscientizing them on gender issues, bringing out the best in them, providing opportunities in the form of discussions, seminars and developing leadership qualities in them.



### Health & Red Cross

Health and Red Cross cell provides opportunities to attend seminars, training programmes and social services that promote social concern.

### Social Service Club

undertakes programmes to inculcate in the students co- operation, feeling of brotherhood, kindness and sensitivity through various activities like distribution of clothes, meals, visiting orphanages, conducting awareness programmes and providing free tuitions.

### Eco Club

Eco club undertakes programmes to inculcate an eco friendly approach, preservation of natural resources and support of sustainable development.

### Anti Narcotic Cell

It Undertakes programmes to develop awareness against Narcotic Drugs and Psychotropic Substances (NDPS). The cell organizes awareness programmes against drug abuse in Shools, Colleges & Community.

**Zeitgeist** The literary association of English Optional serves to develop the literary and aesthetic sense of the students. Their watch word 'pen is mightier than the sword' is proved through the various activities.

**Sahithi** The association of the Malayalam optional, true to its motto 'Enrich our culture and literature and thus enrich Kairali' organizes activities to improve and enrich Malayalam language.

**Expressions** Mathematics tries to express the worldwide problems in the form of simple equations and solve them. It aims to make mathematics an interesting subject by correlating with other subjects and life.

**Sciotech** The Physical Science Association tries to develop vigour and enthusiasm in future science teachers and coming generations.

**Silent Spring** The Natural Science association Silent Spring is formed with the motto 'Nurture Nature for future'

**Renaissance:** the vision of Social Science Association is the enlightenment of the society to a new age and leading the society on a new path that upholds values.



## FOR THE WELFARE OF THE STUDENTS...

### Grievance and Redresser Cell

The function of the cell is to look into the complaints lodged by any student of college and judge its merit. The Grievance Cell is also empowered to look into matters of harassment.

**Committee Members:** Dr.Alice Joseph, (Principal in Charge), Ms.Marin Jose, Ms.Dinimol Jacob, Dr.Rachel George M. Jessy M.A,Two Student Representatives

### Anti-Ragging Cell

To aware the students of dehumanizing effect of ragging inherent in its perversity. To keep a continuous watch and vigil over ragging so as to prevent its occurrence and recurrence. Promptly and stringently deal with the incidents of ragging brought to our notice.

**Committee Members:** Dr.Alice Joseph (Principal in Charge),Mrs.Smitha Jose,Dr.Betty P.J,Dr.Joby Joy Kurian

### SC-ST Monitoring Cell

The SC/ST Monitoring Cell is constituted to promote the welfare of SC/ST students. It takes care to provide them with all assistance available from the government in addition to addressing their personal problems.

**Committee Members:** Dr.Alice Joseph, Sr.SicilyA.A, Sr.Limi Jose and student representative

### Sexual Harassment Cell

Cell promotes measures aimed at achieving gender equality, removal of gender bias or discrimination, sexual harassment, and other acts of gender-based violence by organising awareness programmes and campaigns for the benefit of all members of the College.

**Committee Members:** Dr.Alice Joseph (Principal in Charge), Sr.Siji John, Ms.Dinimol Jacob, Ms.Marin Jose,

### Equal Opportunity Cell

The objectives of this cell are to create an atmosphere of Equal Opportunity through awareness generation programmes and to provide auxiliary support towards skill development and enhancing the employability of students.

**Committee Members:** Dr.Alice Joseph (Principal in Charge), Dr.Bindu Joseph, Ms.Marin Jose, Sr. Siji John



FORM OF  
APPLICATION FOR  
LEAVE

1. Name :
2. Class Number :
3. Optional Subject :
4. No.of days of leave with date :
5. Reason :
6. No.of days of leave already availed :
7. Signature with date :
8. Recommendation of the  
Head of the Dept. :

Order of the Principal



<b>June 2020</b>		
<b>Date</b>	<b>Day</b>	<b>Activity</b>
1	Monday	Re-opening Day (Jyothir Gamaya- by Teachers) Staff Meeting
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	World Environment Day
6	Saturday	Consecration to the Sacred Heart
7	Sunday	
8	Monday	Internal Exam- Begins- EDU -201,202,203,204 & 205 EDU-401,402 & 403
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	Internal Exam- EDU -Ends- 201,202,203,204 & 205 EDU- 401,402 & 403
13	Saturday	
14	Sunday	
15	Monday	Assignment Submission EDU 201
16	Tuesday	Multi Skill Development Programme-Placement Cell
17	Wednesday	Faculty Improvement Programme
18	Thursday	Assignment Submission EDU 203
19	Friday	World Reading Day Sahithi, Zeigst
20	Saturday	
21	Sunday	International Yoga Day Health Club
22	Monday	
23	Tuesday	Assignment Submission EDU 202
24	Wednesday	
25	Thursday	Assignment Submission EDU204
26	Friday	Anti drugs day& World Torture prevention Day, Anti Narcotic Club, Value Education Class
27	Saturday	
28	Sunday	
29	Monday	Assignment Submission EDU 205
30	Tuesday	Workshop on Teaching Aids Webinar on Effective Office Administration



## July 2020

Date	Day	Activity
1	Wednesday	
2	Thursday	
3	Friday	St Thomas Day ( Restricted Holiday)
4	Saturday	
5	Sunday	
6	Monday	Staff meeting
7	Tuesday	
8	Wednesday	Workshop on E skill
9	Thursday	
10	Friday	
11	Saturday	World Population Day
12	Sunday	Model Exam – Begins- EDU -201,202,203,204 &205
13	Monday	
14	Tuesday	
15	Wednesday	Faculty Improvement Programme
16	Thursday	Carmel Day
17	Friday	Multi skill development e Skill
18	Saturday	
19	Sunday	
20	Monday	Karkidaka Vavu (P.H)
21	Tuesday	
22	Wednesday	Model Exam – Ends -EDU -201,202,203,204 &205, Pi Approximation Day
23	Thursday	International Webinar- Starts
24	Friday	
25	Saturday	International Webinar- Ends
26	Sunday	
27	Monday	III Semester begins, School internship
28	Tuesday	Study Leave , World Nature Conservation Day
29	Wednesday	
30	Thursday	
31	Friday	Value Education Classes, Semester End Feedback, Submission of Internal Marks



<b>August 2020</b>		
<b>Date</b>	<b>Day</b>	<b>Activity</b>
1	Saturday	Eid al-Adha (P.H.)
2	Sunday	
3	Monday	Staff Meeting, Univ. Exam B.Ed 4th Sem - Starts
4	Tuesday	
5	Wednesda	
6	Thursday	Hiroshima Day
7	Friday	
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesda y	World Youth Day, Faculty Improvement Programme E learning, LMS, Univ. Exam B.Ed 4th Sem – Ends
13	Thursday	
14	Friday	
15	Saturday	Independence Day (P.H), Feast of Educational Agency
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesda	World Humanitarian day, World Photography Day
20	Thursday	IQAC Meeting
21	Friday	Multi skill development programme
22	Saturday	
23	Sunday	
24	Monday	Nature week - Starts
25	Tuesday	
26	Wednesda	
27	Thursday	Onnam celebration, Onnam Holidays Begin
28	Friday	Value Education Classes
29	Saturday	Nature week - Ends
30	Sunday	ONAM
31	Monday	





## September 2020

Date	Day	Activity
1	Tuesday	
2	Wednes	
3	Thursda	
4	Friday	
5	Saturday	Teacher's day
6	Sunday	
7	Monday	College reopens after Onnam , Staff meeting
8	Tuesday	World literacy day
9	Wednes	
10	Thursda	Krishna Janmashtami (P.H.)
11	Friday	IQAC Meeting
12	Saturday	
13	Sunday	
14	Monday	
15	Tuesday	
16	Wednes	NAAC committee Meeting, Eco friendly practices
17	Thursda	
18	Friday	
19	Saturday	
20	Sunday	
21	Monday	Sree Narayana Guru Samadhi (P.H)
22	Tuesday	
23	Wednes	
24	Thursda	Lesson Plan submissions- Optional Subjects
25	Friday	
26	Saturday	
27	Sunday	
28	Monday	Chavara Lecture Series -Talk
29	Tuesday	
30	Wednes	



## October 2020

Date	Day	Activity
1	Thursday	
2	Friday	Gandhi Jayanthi (P.H)
3	Saturday	
4	Sunday	
5	Monday	
6	Tuesday	
7	Wednesday	NAAC Committee Meetings
8	Thursday	
9	Friday	
10	Saturday	
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	
15	Thursday	
16	Friday	
17	Saturday	
18	Sunday	
19	Monday	B.Ed admissions begins
20	Tuesday	
21	Wednesday	Skill Development Programme
22	Thursday	
23	Friday	
24	Saturday	Pooja Holiday Begins, Maha Navami (P.H.)
25	Sunday	
26	Monday	Pooja Holiday Ends
27	Tuesday	Submission of Diagnostic test question paper – Optional Subject
28	Wednesday	B.Ed classes for the new batch (First Semester)
29	Thursday	Nabi Dinnam (P.H.)
30	Friday	Value education classes
31	Saturday	Rashtriya Ekta Diwas



<b>November 2020</b>		
<b>Date</b>	<b>Day</b>	<b>Activity</b>
1	Sunday	Kerala Piravi
2	Monday	
3	Tuesday	Yoga and Theatre Arts
4	Wednesday	
5	Thursday	Feast Day of the Principal
6	Friday	
7	Saturday	
8	Sunday	
9	Monday	
10	Tuesday	Talents day (first Years)
11	Wednesday	
12	Thursday	
13	Friday	
14	Saturday	Deepavali
15	Sunday	
16	Monday	
17	Tuesday	
18	Wednesday	2 <sup>nd</sup> sem M.Ed Model exam
19	Thursday	
20	Friday	
21	Saturday	
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	
27	Friday	Value education classes
28	Saturday	
29	Sunday	
30	Monday	Internal Assessment Mark submission



## December 2020

Date	Day	Activity
1	Tuesday	World Aids Day
2	Wednesda	Staff Meeting
3	Thursday	
4	Friday	IQAC Meeting
5	Saturday	
6	Sunday	
7	Monday	B.Ed 2 <sup>nd</sup> sem exam
8	Tuesday	Micro teaching Sessions
9	Wednesda	Inauguration of online Add on Course
10	Thursday	
11	Friday	
12	Saturday	
13	Sunday	
14	Monday	Link Practice
15	Tuesday	
16	Wednesda	Skill development programme
17	Thursday	
18	Friday	Christmas Day Celebrations
19	Saturday	
20	Sunday	
21	Monday	Christmas Holiday Begins
22	Tuesday	
23	Wednesda	
24	Thursday	
25	Friday	Christmas
26	Saturday	
27	Sunday	
28	Monday	College Reopens after Christmas
29	Tuesday	
30	Wednesda	Value education class
31	Thursday	



## January 2021

Date	Day	Activity
1	Friday	New Year's Day
2	Saturday	Mannam Jayanthi (P.H.)
3	Sunday	
4	Monday	
5	Tuesday	
6	Wednesd	
7	Thursday	
8	Friday	
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	Submission of Practicum EDU101,I02 & 103
13	Wednesd	End of Internship
14	Thursday	
15	Friday	Inauguration of St Joseph Year
16	Saturday	
17	Sunday	
18	Monday	Model Exam for First Semester begins
19	Tuesday	
20	Wednesd	2 <sup>nd</sup> Sem Univ.B.Ed exams
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	
26	Tuesday	Republic Day (P.H.)
27	Wednesd	
28	Thursday	Commencement of 2 <sup>nd</sup> & 4 <sup>th</sup> sem B.Ed
29	Friday	
30	Saturday	
31	Sunday	



February 2021		
Date	Day	Activity
1	Monday	
2	Tuesday	M.Ed Internship
3	Wednesd	Community Living Camp
4	Thursday	
5	Friday	IQAC Meeting
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	Arts Day
10	Wednesd	Staff Meeting
11	Thursday	
12	Friday	
13	Saturday	Class on Health & Hygiene
14	Sunday	
15	Monday	
16	Tuesday	Campus Interview
17	Wednesd	Sports Day
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesd	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	



## March 2021

Date	Day	Activity
1	Monday	
2	Tuesday	
3	Wednesday	3 <sup>rd</sup> Sem B.Ed Exam
4	Thursday	
5	Friday	B.Ed 1 <sup>st</sup> sem Univ .exam
6	Saturday	
7	Sunday	
8	Monday	Women's Day Celebration, Staff meeting
9	Tuesday	
10	Wednesday	
11	Thursday	Maha Shivratri (P.H.)
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	Submission of practicals
17	Wednesday	
18	Thursday	Submission of Internal Assessment Marks
19	Friday	Patron day
20	Saturday	
21	Sunday	
22	Monday	Demonstration and Discussion Classes
23	Tuesday	
24	Wednesday	1 <sup>st</sup> Sem B.Ed & M.Ed exam
25	Thursday	
26	Friday	Class on First Aid
27	Saturday	
28	Sunday	
29	Monday	NAAC Committee Meeting
30	Tuesday	
31	Wednesday	Closing Day



April 2021		
Date	Day	Activity
1	Thursday	Maundy Thursday
2	Friday	Good Friday
3	Saturday	
4	Sunday	
5	Monday	HOPE Extension Activity
6	Tuesday	
7	Wednesday	
8	Thursday	
9	Friday	
10	Saturday	
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	Ambedkar Jayanti (P.H.), Vishu
15	Thursday	
16	Friday	
17	Saturday	
18	Sunday	
19	Monday	
20	Tuesday	
21	Wednesday	Rama Navami (P.H.)
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	
26	Monday	
27	Tuesday	
28	Wednesday	
29	Thursday	
30	Friday	





## May 2021

Date	Day	Activity
1	Saturday	International Workers' Day (P.H.)
2	Sunday	
3	Monday	M.Ed Model Exam
4	Tuesday	Submission of Internal Assessment Marks
5	Wednesday	
6	Thursday	
7	Friday	
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	
13	Thursday	
14	Friday	Eid al-Fitr (P.H.)
15	Saturday	
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	
20	Thursday	
21	Friday	
22	Saturday	
23	Sunday	
24	Monday	
25	Tuesday	IQAC Meeting
26	Wednesday	
27	Thursday	
28	Friday	
29	Saturday	
30	Sunday	
31	Monday	





