St. Joseph College of Teacher Education for Women

Ernakulam

CRITERION II

2.4.7 Variety of assignments given and assessed for theory courses

(Library work)

ST.JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM KOCHI-682035, KERALA

2.4.7

Library work

Sl.No	Assignment	Page No
1	Practicum on health and physical Education	1-23
2	Critical analysis of educational policies of central and state governments	24-40
3	Report on various life shills that school students possess	41-52
4	Assignment	53-60
5	Reference for dissertation tool preparation work M.Ed 1	61-64
6	Assignment 2(M.Ed)	65-74
7	Practicum	75-102
8	Reference for dissertation tool preparation work M.Ed 2	103-105
9	Paper presentation in various seminars(M.Ed)	106-118

EDU 106.11 Health And Physical Education

Practicum:

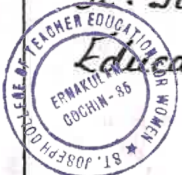Prepare a report on Contemporary National / International Sports event.

Dr. Mary V
21/12/2021

Submitted by,
Akhitha Sebastian
Natural Science.

Submitted to,
Dr. Mary Varghese
Assistant professor in.
Physical Education.
St. Joseph College of Teacher
Education for Women, Ernakulam.

Submitted on,
22-12-2021
Reg No : 213240112334

1

TOPIC

ICC Men's T20 World Cup

INDEX

INTRODUCTION.

Cricket is one of the most renowned global game. We can associate sports with the culture of a nation and the sport cricket has become a part of culture as well as a National obsession. The pinnacle of the shortest format of cricket i.e; T20 offers explosive entertainment for everyone and features cricket's biggest names and best teams. The recently conducted ICC Men's T20 World cup championship has been a largely successful one, with the tournament catching the attention of most of the cricket fans across the world.

ICC Men's T20 World Cup

ICC Men's T20 World Cup which is earlier known as ICC World Twenty 20, is the international championship of Twenty20 cricket. A twenty 20 international is a form of cricket, played between two of the members of the International Cricket Council (ICC). It is a short cricket match limited to 20 overs of gameplay, lasting for about 80 minutes per innings, with half-an hour interval in between.

The shortened format was initially introduced to bolster crowds for the domestic game, and was not intended to be played internationally, but the first Twenty20 International took place on 17 February 2005 when Australia defeated New Zealand, and the first tournament was played two years later, with the introduction of the ICC T20 World cup.

The tournament currently consists of 16 teams, comprising the top ten teams from the rankings at the given deadline and six other teams are chosen through the T20 World Cup Qualifier. The 2021 ICC Men's T20 World Cup was the seventh ICC Men's T20 tournament, which was held in United Arab Emirates and Oman from 17 October to 14 November 2021.

2   5

The event has generally been held every two years. However 2020 edition of the tournament was scheduled to take place in 2020 in Australia, but due to COVID-19, the tournament was postponed to 2021, with the host changed to India. But due to the COVID 19 pandemic in India, the matches were relocated to UAE and Oman. Infact, these countries were among the top list of countries with highest percentage of vaccinated population, about 94%.

VENUES OF THE TOURNAMENT

ICC Men's T20 World Cup tournament took place in four venues:

- Dubai International Cricket Stadium.
- Sheikh Zayed Cricket Stadium
- Sharjah Cricket Stadium
- Oman Cricket Academy Ground.

QUALIFICATION OF TEAMS & MATCHES

As of 31 December 2018, the top nine ranked ICC full members, alongside India, qualified directly for the 2021 tournament. Of those ten teams, the top eight ranked sides qualified for the super 12s stage of the tournament. Sri Lanka and Bangladesh did not qualify for the Super 12s, instead being placed in the group stage of the competition. They were joined by the six teams who had qualified for the tournament via the 2019 ICC T20 World cup qualifier

Of the teams in the ICC Men's T20I team rankings, the UAE and Nepal could only qualify through regional competitions.

Round 1 Matches

The 2021 T20 World Cup began with round 1 matches that comprised two groups. The top two teams from either group qualified to Super 12.

Group A: Sri Lanka, Netherlands, Namibia, Ireland

Group B: Bangladesh, Papua New Guinea, Oman, Scotland.

GroupA:

→ 18 October (14:00) Netherlands V Ireland

Ireland won by 7 wickets (107/3) (15.1 over)

→ 18 October (18:00) Namibia V Sri Lanka
96 (19.3 over)   100/3 (13.3 overs)
Sri lanka won by 7 wickets.

→ 20 October (04:00) Netherlands V Namibia
164/4 (20 overs)   (166/4)(19 overs)
Namibia won by 6 wickets.

→ 20 October (18:00) Sri Lanka V Ireland
171/7 (20 overs) 101(18.3 overs)
Sri Lanka won by 70 runs.

→ 22 October (14:00) Ireland V Namibia
125/8 (20 overs)   126/2 (18.3 overs)
Namibia won by 8 wickets.

4   7

→ 22 October (18:00) Netherlands V Sri Lanka.
44 (10 overs)   45/2 (7.1 overs)
Sri Lanka won by 8 wickets.

GROUP B:

→ 17 October (14:00) Papua New Guinea V Oman
129/9 (20 overs)   131/0 (13.4 overs)
Oman won by 10 wickets.

→ 17 October (18:00) Scotland V Bangladesh
140/9 (20 overs)   134/7 (20 overs)
Scotland won by 6 runs.

→ 19 October (14:00) Scotland V Papua New Guinea
165/9 (20 overs)   148 (19.3 overs)
Scotland won by 17 runs.

→ 19 October (18:00) Bangladesh V Oman
153 (20 overs)   127/9 (20 overs)
Bangladesh won by 26 runs.

→ 21 October (14:00) Bangladesh V Papua New Guinea
181/7 (20 overs)   97 (19.3 overs)
Bangladesh won by 84 runs.

→ 21 October (18:00) Oman V Scotland
122 (20 overs)   123/2 (17 overs)
Scotland won by 8 wickets.

5   8

SUPER 12 S

Group 1 : Australia, England, South Africa, West Indies, Bangladesh, Sri Lanka.

Group 2 : Afghanistan, India, Pakistan, New Zealand, Scotland, Namibia.

→ 23 October (14:00) South Africa V Australia

118/9 (20 overs)   121/5 (19.4 overs)

Australia won by 5 wickets.

→ 23 October (18:00) West Indies V England.

55 (14.2 overs)   56/4 (8.2 overs)

England won by 6 wickets.

→ 24 October (14:00) Bangladesh V Sri Lanka

171/4 (20 overs.)   172/5 (18.5 overs)

Sri Lanka won by 5 wickets.

→ 26 October (14:00) West Indies V South Africa

143/2 (20 overs)   144/2 (18.2 over)

South Africa won by 8 wickets

→ 27 October (14:00) Bangladesh V England

124/9 (20 overs)   126/2 (14.1 overs)

England won by 8 wickets.

→ 28 October (18:00) Sri Lanka V Australia

156/6 (20 overs)   155/3 (17 overs)

Australia won by 7 wickets.

6

9

→ 29 October (14:00)   West Indies v Bangladesh
142/7 (20 overs)   139/5 (20 overs)
West Indies won by 3 wickets

→ 30 October (14:00)   Sri Lanka v South Africa
142 (20 overs) . 146/6 (19.5 overs)
South Africa won by 4 wickets.

→ 30 October (18:00)   Australia v England
125 (20 overs)   126/2 (11.4 overs)
England won by 8 wickets.

→ 1 November (18:00)   England v Sri Lanka
163/4 (20 overs)   137 (19 overs)
England won by 26 runs

→ 2 November (14:00)   Bangladesh v South Africa
84 (18.2 overs)   86/4 (13.3 overs)
South Africa won by 6 wickets.

→ 4 November (14:00)   Bangladesh v Australia.
73 (15 overs)   78/2 (6.2 over)
Australia won by 8 wickets

→ 4 November (18:00)   Sri Lanka v West Indies
189/3 (20 overs)   169/8 (20 overs)
Sri Lanka won by 20 runs.

→ 6 November (14:00)   West Indies v Australia
157/7 (20 overs)   161/2 (16.2 overs)
Australia won by 8 wickets.

→ 6 November (18:00)   South Africa v England
189/2 (20 overs)   179/8 (20 overs)
South Africa won by 10 runs.

7 10

Group 2 :

→ 24. October (18:00) India V Pakistan

        151/7 (20 overs) 152/0 (17.5 overs)

        Pakistan won by 10 wickets.

→ 25 October (18:00) Afghanistan V Scotland

        190/4 (20 overs) 60 (10.2 overs)

        Afghanistan won by 130 runs.

→ 26 October (18:00) New Zealand V Pakistan

        134/8 (20 overs) 135/5 (18.4 overs)

        Pakistan won by 5 wickets.

→ 27 October (18:00) Scotland V Namibia

        109/8 (20 overs) 115/6 (19.1 overs)

        Namibia won by 4 wickets.

→ 29 October (18:00) Afghanistan V Pakistan

        147/6 (20 overs) 148/5 (19 overs)

        Pakistan won by 5 wickets.

→ 31 October (14:00) Afghanistan V Namibia

        160/5 (20 overs) 98/9 (20 overs)

        Afghanistan won by 62 runs.

→ 31 October (18:00) India V New Zealand

        110/7 (20 overs) 111/2 (14.3 overs)

        New Zealand won by 8 wickets.

→ 2 November (18:00) Pakistan V Namibia

        189/2 (2 overs) 144/5 (20 overs)

        Pakistan won by 45 runs.

→ 3 November (14:00) New Zealand V Scotland.
172/5 (20 overs)   156/5 (20 overs)
New Zealand won by 16 runs.

→ 3 November (18:00) India V Afghanistan
210/2 (20 overs)   144/7 (20 overs)
India won by 66 runs.

→ 5 November (14:00) New Zealand V Namibia
163/4 (20 overs)   111/7 (20 overs)
New Zealand won by 52 runs.

→ 5 November (18:00) Scotland V India
85 (17.4 overs)   89/2 (6.3 overs)
India won by 8 wickets

→ 7 November (14:00) Afghanistan V New Zealand
124/8 (20 overs)   125/2 (18.1 overs)
New Zealand won by 8 wickets.

→ 7 November (18:00) Pakistan V Scotland
189/4 (20 overs)   (117/6) (20 overs)
Pakistan won by 72 runs.

→ 8 November (18:00) Namibia V India
132/8 (20 overs)   136/1 (15.2 overs)
India won by 9 wickets

KNOCK OUT STAGE Semifinals
→ 10 November (18:00) England V New Zealand
166/4 (20 overs)   167/5 (19 overs)
New Zealand won by 5 wickets.

→ 11 November (18:00) Pakistan V Australia
176/4 (20 overs)   177/5 (19 overs)
Australia won by 5 wickets.

9   12

FINALS.

14 November (18:00) New Zealand v Australia

172/4 (20 overs)   173/2 (18·5 overs)

Australia won by 8 wickets.

Australia won their maiden T20 World Cup title after defeating New Zealand in the final.

LIST OF TITLE WINNERS.

Player of the Match.

Mitchell Marsh adjudged the player of the Match. He played a match-winning knock for Australia in the final. Marsh smashed an unbeaten 77 off 50 balls with 6 fours and 4 sixes.

Player of the tournament.

David Warner of Australian team has been adjudged the player of the tournament. He scored 53 off 38 with four fours and three sixes as Australia chased down 173 in 18·5 overs for an eight-wicket win at Dubai International stadium.

Highest total.

The highest total put by any team in the event belonged to India who smashed 210 for 2 wicket against Afghanistan in a Super 12 match.

Most runs in the tournament.

Pakistan's Babar Azam finished as the leading run-scorer of the tournament. He smashed 303 runs from six matches at an incredible average of 60.60. During the tournament he became the fastest batter to score 2,500 runs in T20 I cricket. He broke the record of Virat Kohli.

Leading Wicket-taker.

Sri Lanka's Wanindu Hasaranga finished as the leading wicket-taker of the 2021 T20 World Cup. The leg-spinner scalped 16 wickets from eight matches at 9.75. He became the first Sri Lankan player to claim a hat-trick in the T20 WC, in the game against South Africa.

MATCH OFFICIALS

The ICC Men's T20 World Cup 2021, comprised 20 of the best match officials from around the world. There was a strong group of 20 members as the match officials including 16 umpires and four match referees.

Match referees :

David Boon

Jeff Crowe

Ranjan Madugalle

Javagal Srinath.

Umpires :

Chris Brown, Aleem Dar, kumar Dharmasena, Marais Erasmus, Chris Gaffaney, Michael Gough, Adrian Holdstock, Richard Illingworth, Richard kettleborough, Nitin Menon, Ahsan Raza, Paul Reiffel, Langton Rusere, Rod Tucker, Joel Wilson, Paul Wilson.

SQUADS

Each team selected a squad of 15 players before 10th of October, 2021. Each team was also able to select up to seven additional players with regards to COVID-19. New Zealand were the first team to announce their squad for the tournament in the month of August and all other teams announced their squads by 12th of September.

16 Squads

Full India squad :

Virat kohli (C), Rohit Sharma, K.L. Rahul, Suryakumar Yadav, Rishabh Pant (wk), Ishan kishan (wk), Hardik Pandya, Ravindra Jadeja, Rahul Chahar, Ravichandran Ashwin, Shardul Thakur, Varun Chakravarthy, Jasprit Bumrah, Bhuvaneshwar kumar, Mohammed Shami.

Reserves : Shreyas Iyer, Deepak Chahar, Axar Patel. Mentor :

M.S. Dhoni.

Full Pakistan squad :

Babar Azam (captain), Shadab khan (vice-captain), Asif Ali, Fakhar Zaman, Haider Ali, Haris Rauf, Hasan Ali, Imad Wasim, Mohammed Hafeez, Mohammed Nawaz, Mohammed Rizwan, Mohammed Wasim Jnr, Sarfaraz Ahmed, Shaheen Shah Afridi, Shoaib Malik.

Reserves : khushdil Shah, Shahnawaz Dahani, Usman Qadir.

Full Australia squad :

Aaron Finch (C), Ashton Agar, Pat Cummins (VC), Josh Hazlewood, Josh Inglis, Mitchell Marsh, Glenn Maxwell, kane Richardson, Steve Smith, Mitchell Starc, Marcus Stoinis, Mitchell Swepson, Matthew Wade, David Warner, Adam Zampa.

Reserves : Dan Christian, Nathan Ellis, Daniel Sams.

13   16

Full New Zealand Squad

Kane Williamson (C), Todd Astle, Trent Boult, Mark Chapman, Devon Conway, Lockie Ferguson, Martin Guptill, Kyle Jamieson, Daryl Mitchell, Jimmy Neesham, Glenn Phillips, Mitchell Santner, Tim Seifert (WK), Ish Sodhi, Tim Southee.

Reserves : Adam Milne.

Full Bangladesh Squad

Mahmudullah (C), Mohammed Naim, Soumya Sarkar, Liton Das, Shakib Al Hasan, Mushfiqur Rahim, Afif Hossain, Nurul Hasan, Mahedi Hasan, Nasum Ahmed, Mustafizur Rahman, Shoriful Islam, Taskin Ahmed, Mohammed Saifuddin, Shamim Hossain. Reserves : Rubel Hossain, Aminul Islam.

Full England squad : Eoin Morgan (C), Sam Billings, Jos Buttler, Sam Curran, David Willey, Chris Jordan, Liam Livingstone, Jonathan Bairstow, Jason Roy, Dawid Malan, Tymal Mills, Moeen Ali, Adil Rashid, Chris Woakes, Markwood. Travelling reserves : Tom Curran, Liam Dawson, James Vince.

West Indies :

Kieron Pollard (C), Nicholas Pooran, Fabian Allen, Dwayne Bravo, Roston Chase, Andre Fletcher, Chris Gayle, Shimron Hetmyer, Evin Lewis, Obed McCoy, Lendl Simmons, Ravi Rampaul, Andre Russel, Oshane Thomas, Hayden Walsh Jr.

Reserves : Darren Bravo, Sheldon Cottrell, Jason Holder, Akeal Hosein.

South Africa Squad :

Temba Bavuma (c), keshav Maharaj, Quinton de kock (Wk), Bjorn Fortuin, Reeza Hendricks, Heinrich klaasen, Aiden Markram, David Miller, W Mulder, Lungi Ngidi, Anrich Nortje, Dwaine Pretorius, kagiso Rabada, Tabraiz Shamsi, Rassie van der Dussen.

Reserves : George Linde, Andile Phehlukwayo, Lizaad Williams.

Afghanistan Squad :

Mohammed Nabi (c), Rahmanullah Gurbaz (wk), Hazratullah Zazai, Usman Ghani, Mohammed Shahzad (Wk), Hashmatullah Shahidi, Asghar Afghan, Gulbadin Naib, Najibullah Zadran, karim Janat, Rashid khan, Mujeeb Ur Rahman, Hamid Hassan, Fareed Ahmad, Naveen Ul Haq.

Reserve players : Sharafuddin Ashraf, Samiullah Shinwari, Dawlat Zadran, Fazalhaq, Farooqi.

Sri Lanka : Dasun Shanaka(c), Kusal Perera, Dinesh Chandimal, Dhananjaya de Silva, Charith Asalanka, Avishka Fernando, Chamika karunaratne, Wanindu Hasaranga, Dushmantha Chameera, Lahiru kumara, Maheesh Theekshana, Akila Dananjaya, Binura Fernando, Pathum Nissanka, Bhanuka Rajapaksa.

Ireland squad :

Andrew Balbirnie (c), kevin O'Brien, Paul Stirling, Nei Rock, Simi Singh, Josh Little, Andrew Brine, Harry Tector, Lorcan Tucker, Ben White, Craig Young, Mark, Adair, Curtis Camphor, Gareth Delany, George Dockrell. Reserves : Graham kennedy, Shane Getkate, Barry McCarthy.

18

15

Namibia Squad: Gerhard Erasmus (c), Stephen Baard, Karl Birkenstock, Michau du Preez, Jan Frylinck, Zane Green, Nicol Lofie-Eaton, Bernard Scholtz, Ben Shikongo, JJ Smit, Ruben Trumpelmann, Michae Van Lingen, David Wiese, Craig Williams, Pikky Ya France. **Reserve:** Mauritius Ngupita.

Netherlands Squad: Pieter Seelaar (c), Colin Ackermann, Ben Cooper, Philippe Boissevain, Bas de Leede, Scott Edwards, Brandon Glover, Fred Klaasen, Stephan Myburgh, Max O'Dowd, Ryan tea Doeschate, Logan van Beek, Timm Van der Gugten, Roelf van der Merwe, Paul van Meekeran. **Reserves:** Shane Snater, Tobias Visse.

Oman squad: Zeeshan Maqsood (c), Jatinder Singh, Khawar Ali, Aquib Ilyas, Naseem Khushi, Sufyan Mehmood, Mohammed Nadeem, Ayaan Khan, Suraj Kumar, Sandeep Goud, Bilal Khan, Fayyaz Butt, Khurram Nawaz Khan, Nestor Dhamba, Kaleemullah.

Papua New Guinea squad:

Assad Vala (c), Charles Amini, Lega Siaka, Norman Vanua, Nosaina Pokana, Kipling Doriga, Tony Ura, Hiri Hiri, Gaudi Toka, Sese Bau, Damien Ravu, Kabua Vagi-Morea, Simon Atai, Jason Kila, Chad Soper, Jack Gardner.

Scotland Squad: Kyle Coetzer (c), Richard Berrington (vc), Dylan Budge, Mark Watt, Matthew Cross (wk), Josh Davey (replaced by Michael Jones), Alasdair Evans, Chris Greaves, Michael Leash, Calum Macleod, George Munsey, Safyaan Sharif, Hamza Tahir, Craig Wallace (wk), Brad Wheal. **Reserves:** Chris Sole, Michael Jones.

PRIZE MONEY

The total prize money of the T20 World Cup 2021 was pegged at $5.6 million (Rs 42 crore approximately). The prize money was divided among the 16 participated teams of the tournament.

Australia cricket team created history by winning their first ever T20 world cup title. They bagged Rs 13.1crore as prize money for becoming champions, Rs 11.9 crore for winning the tournament and an additional Rs 1.2 crores for winning 4 out of their 5 league matches in the Super 12 stages.

The runners-up New Zealand received Rs 7.15 crores— Rs 5.95 crore for reaching the final and an additional Rs1.2 crores for posting 4 wins in the super 12 stages like Australia. The two other semifinalists, England and Pakistan received Rs 3 crores each. Pakistan received an additional amount of Rs 1.5 crore for posting 5 wins in the Super 12 stages making the prize money a grand total of Rs 4.5 crore. Whereas England got a total amount of Rs 4.2 crore for winning 4 out of 5 matches in Super 12 stage.

Each team that qualified for Super 12 stages got a sum of Rs 52 lakhs. Apart from that, for each win posted in the Super 12 stage of the tournament, teams received ₹30 lakhs per match.

India bagged a total of Rs 1.42 crore - Rs 52 lakhs for reaching Super 12 stages and an additional Rs 90 lakhs for posting 3 wins in the Super 12 stages.

Also, there were 4 teams that played the T20 World Cup qualifiers but did not qualify for the Super 12 Stages were Oman, Papua New Guinea, Ireland and The Netherlands. Each of these teams received Rs 30 lakhs and an additional Rs 30 lakhs for each win posted in qualifying stages of the tournament.

MEDIA COVERAGE

Nearly 10,000 hours of live coverage - more than ever before - offered across TV and digital platforms in 200 countries at the back of increased viewership and consumption in India, Pakistan, UK, Australia and USA. The event, the biggest ever cricket tournament to be staged in UAE and Oman broke viewership record, garnering a record television reach of 167 million and a record consumption of 15.9 billion minutes in India on Star India Network for highly anticipated India - Pakistan clash. The overall TV consumption for the full tournament in India was recorded at 112 billion minutes. Digital consumption saw an explosive growth on Disney+ Hotstar. The consumption across ICC's digital assets also grew, recording a total of 2.55 billion minutes. ICC's partnership with facebook was a driver for the increase in video views, with a total of 4.3 billion views across all channels for the tournament.

18   21

CONCLUSION

Nowadays every cricket fans are addicted to T20 format game since it takes a very short time compared to other cricket formats. Today, people do not have enough time and patience to watch a 50 over game. It provides much entertainment for the audience within a short time period. Moreover, it also gives chance to the players to prove their potential within a specific duration. It's more lucrative and alluring for the players.

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EDU 101 : Contemporary India and Education

PRACTICUM: Critical Analysis of Education Policies of Central and State Government

NATIONAL EDUCATION POLICY (2020)

Submitted to,
Dr. Smitha Jose
Assistant Professor
St. Joseph College of Teacher Education,
Ernakulam.

Submitted by,
Akhitha Sebastian
Natural Science
Roll no : 1
Reg No : 213240112334

Submitted on,
17/12/2021

TABLE OF CONTENTS

25

INTRODUCTION

Getting proper basic education is the birthright of each and every individual as per the Indian Constitution. The national education policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

NATIONAL EDUCATION POLICY
2020

National Education Policy (NEP 2020), launched on 29 July 2020, outlines the vision of India's new education system. It focuses on five pillars: Affordability, Accessibility, Quality, Equity and Accountability - to ensure continual learning. It has been crafted consistent with the needs of the citizens as a demand for knowledge in society and economy called for a need to acquire new skills on a regular basis. Thus providing equality education and creating lifelong learning opportunities for all, leading to full and productive employment and decent work as enlisted in United Nations Sustainable Development Goals 2030, forms the thrust of NEP 2020.

It is a progressive shift towards a more scientific approach to education. NEP 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

NEP 2020 consists of 4 parts and 27 chapters. The policy is drafted by the chairperson of the National Education policy drafting panel Mr. Krishnaswamy Kasturirangam.

MAJOR HIGHLIGHTS OF NEP 2020

1. Ensuring Universal access at all levels of schooling from pre-primary school to Grade 12.

2. Ensuring quality early childhood care and education for all children between 3-6 years.

3. New curricular and pedagogical structure (5+3+3+4).

4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

5. Establishing National mission on foundational literacy and numeracy.

6. Emphasis on promoting multilingualism and Indian languages; the medium of instruction until at least Grade 5, but preferably till grade 8 and beyond, will be home language/ mother tongue/ local language/regional language.

7. Assessment reforms - Board exams on upto two occasions during any given school year, one main examination and one for improvement, if desired;

8. Setting up of a New National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of knowledge for Holistic Development).

9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs)

10. A separate Gender inclusion fund and special education zones for disadvantaged regions and groups

11. Robust and transparent processes for recruitment of teachers and merit based performance.

12. Ensuring availability of all resources through school complexes and clusters

13. Exposure of vocational education in school and higher education system.

14. Establishment of academic bank of credit.

15. NTA to offer Common Entrance Exam for admission to HEIs.

16. Setting up of State School Standards Authority (SSSA).

17. Holistic Multidisciplinary Education with multiple entry/exit

18. Setting up of Multidisciplinary Education and Research Universities (MERUs)

19. Setting up of National Research Foundation (NRF).

20. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education - the Higher Education Commission of India (HECI) with independent bodies for standard setting - the General Education Council; funding - Higher Education Grants Council (HEGC); accreditation - National Accreditation Council (NAC); and regulation - National Higher Education Regulatory Council (NHERC).

21. Expansion of open and distance learning to increase GER.

22. Internationalization of Education.

23. Professional Education will be an integral part of higher - education system. Stand-alone technical universities, health science universities, legal and agricultural

universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

24. Teacher education - 4 year integrated stage-specific, subject-specific Bachelor of Education.

25. Establishing a National mission for mentoring.

26. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment planning, administration. Appropriate integration of technology into all levels of education.

27. Achieving 100% youth and adult literacy.

28. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

29. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.

30. The centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

31. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

32. Ministry of Education: In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MOE).

33. A goal of NEP is to increase the Gross enrolment ratio in ___ education.

7   30

CRITICAL ANALYSIS

* The national Education Policy 2020 is a welcome and ambitious re-imagination of India's educative system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come.

* India today has around 1000 universities across the country. Doubling the gross enrolment ratio in higher education by 2035 which is one of the stated goals of the policy, which mean that we must open one new university every week for the next 15 years. Opening one university every week on an ongoing basis is an undoubtedly massive challenge.

* The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way we look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week. This certainly requires a substantial amount of investment in classrooms and campuses.

* NEP is all talking about being modernised not only in thoughts but also in action. It emphasizes on vocational education from elementary schools and the use of technology in education and that is to bring a change in learning, teaching and learning assessment. But we should not be

8   31
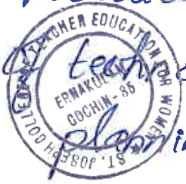
ignored by the fact that only 54.29 is the internet user percentage. Many students do not have access to the modernised technology and gadgets. The challenge is to think about how we will be able to cater the students who are excluded from these benefits.

* The policy's failure to address the role of the private sector in school education is disappointing. Nearly 40-45% of school students are enrolled in some form of private school and this proportion increases each year; at the secondary level, nearly two-thirds of all schools are under private management. This could have been an opportunity to break with the past and introduce a regulated investment framework for private provisioning in recognition of the reality that such schools are here to stay, but it seems to have been sidestepped.

* The NEP 2020 expects the allocation of 6 percent of its GDP in the education sector. Amidst an economic crisis, how is it possible for the center to raise funds is an excessively big question that must be addressed.

* Till now, there is a drag of rote learning within the Indian education system. Most of the exams are unit designed and are organized in such a method that requires mugging up of concepts in order to clear those exams. The knowledge acquired by simply mugging up things evaporates in a few months as a result of which we fail to recall the actual concepts. NEP has proposed to redesign the exam pattern

9   32

in such a way through which actual and true knowledge of a student could be tested. But how exactly this will be achieved is not clearly mentioned in the NEP draft.

* The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centred learning to student-centred learning to foster collaborative skills, critical thinking, and problem-solving abilities in the youth. A study suggests that over 250 million students are estimated to enroll in k-12 schools in India by 2030. This means that it requires about 7 million more teachers to handle this burgeoning student population. Since teaching is one of the low paid profession in India, experiential learning and concept-oriented teaching will be a challenging task. Until the teacher remuneration is revised, the implementation of the NEP 2020 will be quite challenging.

* The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and caste and religious minorities, as it glosses over key concerns of access to education which have long prevailed. There is no comprehensive roadmap and coherent implementation strategy in place to execute this grand vision.

* The NEP 2020 is silent on the RTE Act and universalisation of education will not be achieved without legal backing. There is no mechanism to link primary and

secondary education with the RTE. This is not binding on the centre/state legally. As the RTE forum said, in a statement: "The final policy talks about the universalisation of school education from 3-18 years, without making it a legal right. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalisation will be difficult."

* Under the National Testing Agency (NTA), a non-compulsory, application-based common entrance exam will be conducted to test conceptual understanding for admissions to all universities and colleges for undergraduate degrees. However, standardised testing is inherently problematic especially with a wide range of diversities as exists in India. No provision mentions lower cut-offs within these standardised tests for backward classes that are victims of an unlevelled playing field.

* Education being in the concurrent list, this policy needs co-operation from the states for acceptable execution. The NEP ignores the balance of power between the centre and states while making the decisions. Unsatisfactory answers to the states' concerns are bound to obstruct implementation.

* The NEP 2020 speaks of 'School readiness' which is an incredibly good concept. It has tried to give priority to a foundation of learning to every new learner that is added to the system. The question is here are the Anganwadi centres or the primary schools were given the freedom to try new ways learning. The question arises on how school readiness can be

with a proper infrastructural transformation. It is going to be exceedingly difficult of achieving the goal without procedural modifications and resource allocation as well as the fund.

* NEP 2020 is opening the doors for foreign universities to have campuses in India with the aim to 'stop' the brain drain. But the question is are they going to provide or abide by the reservation policy of the country and take care of the economically poor students. Will such students get access to their campus? The big concern is that will this step be able to motivate and encourage Indian students to stay back in the country and pursue their higher education? India has its own such culture coming of the foreign universities in the Indian soil will bring western culture on its campus. Is India ready to accept that culture or we will be witnessing hooliganism on the campus every now and then. This concern has to look into with a border mind.

* NEP aims to create a knowledge economy. A knowledge based economy requires its pupils to develop a combination of skills and prioritizes scientific temperament to enhance employment opportunities. However, with growing economic hardship and educational expenses, the education of the girl child could be considered a 'luxury' and children with disabilities may not be able to continue formal learning.

* NEP talks of establishing a National Education Technology forum to advance digital learning and e-content. The latter will be created in eight regional languages. This is a good move. But a road map will be needed to align graduates in
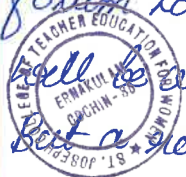
with job opportunities.

* Our system of education tries to suit the scholars into three categories after class 10 - Science, Commerce and humanities. Students are allowed to select only one stream and if they select any stream, then they can't study the topic of opposite streams. And this is often very problematic because many students can have interest in more than one subject. For instance - if any student has chosen science stream but his interest also lay in economics and politics, then he was not allowed to study economics and politics. But now, the government has changed this through NEP 2020. Now, scholars can choose subjects with their own flexibility. After execution of NEP, a student can study history with chemistry, physics with politics. Students can study science, commerce also act subjects which is often a tremendous initiative.

* The tutorial 10+2 academic structure is to get replaced by 5+3+3+4. In 10+2 education system learning begin at the age of 6. But in the new education policy learning will begin at the age of 3. Pre school would be from the age of 3 to 6 years the 1 and a couple of subsequent 2 years. Then would be the preparatory stage for the subsequent two years during which focus would be upon playing activities based classroom structure.

* According to NEP, an Academic Bank of Credit will be established. The credits earned by the students can be used and when the final degree gets completed, those counted which is a good initiative.

13 36

* When implementing NEP 2020, students willing to complete their graduation have to study for four years while one can easily complete his/her degree in diploma in 2 years. This might encourage the pupil to leave the course midway.

* NEP policy envisages a broad-based, multi-disuplitary approach in education with multiple entry and exit points with appropriate certification, which is actually good so that the students can complete the course at their own pace.

Appropriate authorities will conduct school examination for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.

* In NEP 2020, language is a negative factor as there is a problematic stdent-teacher ratio in India. Thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding competent teacher is a problem as well as study materials will be in mother languages upto certain grades.

* NEP will further increase the differences between the sections of the society. While students in government schools will be taught in their respective regional language, the students in private institutions will be introduced to English from the early classes. This will further increase students who will not be comfortable with English as they will be introduced to the subject about seven years later than the students in private schools.

14

37

* NEP 2020 noted that the current curriculum is based on rote learning. The policy also specifies the reduction in the content of subjects to core essentials to enhance critical thinking, inquiry-based, discussion-based, discovery-based and analysis-base learning. The reforms also includes hand-on-learning and arts/sports integrated learning.

* The NEP 2020 also states that national professional standards for teachers will be developed by 2022. The standards will specify expectations from a teacher at different levels of expertise. These standards will be revised in 2030 and thereafter every 10 years to ensure the efficacy of the system.

* Students will get 360 degree holistic report card, which will not only inform about the marks obtained by them in subjects, but also their skills.

CONCLUSION

While numerous portentous promises are made by the NEP, 2020, they are scarcely time-bound or guaranteed. If implemented it will be a landmark within the history of education among Asian nations. The policy is holistic, comprehensive, so hawk-eyed and can definitely play a significant role within the nation's future growth and development.

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EDU 402

PERSONALITY DYNAMICS IN EDUCATION
PRACTICUM

Report on various life skills that school students should possess for successful completion of education.

Submitted to,
Dr.Sr. Soya Mathew
Assistant professor.

Submitted by,
Akhitha Sebastian
Natural Science.
Roll no : 01

St. Joseph College of Teacher Education for Women, Ernakulam.

41

INTRODUCTION

Human beings are full of potentials which manifests in our ability to do exemplary things, for example, ground breaking scientific investigations, commendable social services, excellent achievements in various walks of life and so on. Psychologists believe that all of us are endowed with capacities to excel. Life skills help in realization and utilization of our potentials. Life skills refer to a behaviour development or behaviour change intended to address a balance of attitude, knowledge and skills. Sometimes, with all the capacities, goals and determinations, one may fail in realizing the dreams because of the hindrances created by poor life skills. In fact life skills not only help in realization of our potentials but also in living life in a contended and meaningful manner. In a constantly changing environment, having good life skills is an essential part of being able to meet the challenges of everyday life.

IMPORTANCE OF LIFE SKILLS

Life skills are basic abilities acquired through direct life experience or learning. The World Health Organization has defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

The importance of having life skills in a person's life lies in his or her ability to adapt to all circumstances and succeed in the renaissance and prosperity of society. If we want to live life successfully, it is very important to implement it in our life. If this happens then our life can move in a simple and right direction. It makes us competent to know how to make our life easy and simple, how to create a positive life and how life can be spent in the right way.

Life skill polishes the ability to adapt to all kinds of circumstances and succeed in every aspect of society. The importance of life skills for an individual, for employment and for society are discussed below.

Benefits for the individual

In everyday life, the development of life skills helps to :

Find new ways of thinking and problem solving

Recognise the impact of actions and to take responsibility for what they do rather than blame others

43

* Build confidence both in spoken skills and for group collaboration and cooperation.
* Analyse options, make decisions and understand why to make certain choices.
* Develop a greater sense of self awareness and appreciation for others.

Benefits for employment

* The ability to self-manage, solve problems and understand the business or work place environment.
* Working well as part of a team
* Time and people management
* Agility and adaptability to different roles and flexible working environments.
* The potential to lead by influence.

Benefits for Society

* Recognising cultural awareness and citizenship makes internation cooperation easier.
* Respecting diversity allows creativity and imagination to flourish and developing a more tolerant society.
* Developing negotiation skills, the ability to network and empathise.
* Helps in promoting positive social norms and healthy relationships.

VARIOUS LIFE SKILLS NEEDED BY STUDENTS

Various life skills are interdependent as they affect each other. They go hand in hand and can assist students to succeed in their life. The procurement of these skills is a much more likely indicator of future success than the conventional measure like taking a test. Students should learn beyond academics to make their life fruitful. WHO has proposed a set of following life skills

* Self - awareness
* Empathy
* Creative thinking
* Critical thinking
* Problem solving
* Decision making
* Coping with stress
* Coping with emotions.
* Interpersonal relationship
* Effective communication.

1. Self - awareness :

Self awareness refers to the ability to recognize own strengths, weaknesses, likings, disliking and so on. Often, the students do not bother to identify strengths and weaknesses. This may lead to under utilization of strengths and remaining unaware of how our weaknesses obstruct progress. Self awareness is very important for being

comfortable with one-self, to recognize the ways by which one can handle his/her stresses and to have optimum utilization of own potentials.

2. Empathy.

Empathy refers to understanding others' emotional states and perspectives. It helps in understanding other peoples' concerns and reactions to a given situation. Thus, empathizing with others helps not only in having a balanced understanding of the behaviour and reactions of an individual but also facilitates a deeper insight into human behaviour. One should understand others views, experiences and expressions with empathy.

3. Creative thinking.

Creative thinking refers to seeing and analysing things in novel ways. It helps us in having new perspectives about things and allows to have out-of-box thinking. It requires flexibility, so that while attempting to solve a problem, one is not stuck to a given way of solution whether or not it is working. It does not always require identification of a new problem and finding out its solutions, it also refers to finding novel solutions to an existing problem.

4. Critical thinking.

Critical thinking refers to the process of analysing a problem or information in an objective manner. A critical thinker shows inquisitiveness to understand things in detail

and while doing so, keeps himself unaffected by his or her biases by having an open minded approach to assimilate and evaluate new Information. It is an important life skill as it inculcates the tendency to evaluate information objectively and from wider perspectives.

5. Problem Solving

Myriad of problems arise in our daily life. Some are simple and some are complex. It is important that the skill of effective problem solving is learnt in a manner that it becomes a natural way of approaching a problem. It helps us in having an objective approach towards a problem and also facilitates the process of selection of those solutions.

6. Decision making

Problem solving and decision making are interrelated skills. When a problem arises, one needs to objectively understand the problem which involves clearly defining the problem. Once the problem has been defined, various possible alternative to solve the problem should be explored followed by weighing the pros and cons of all the possible solutions.

7. Coping with stress

Effective dealing with stresses of everyday life is important for our physical and mental health. Having a proper understanding of an event, use of proper problem solving approaches and healthy life style can ward off in significant ways. It includes both balanced understanding of stress inducing situation and use of specific inoculation methods.

47

8. Dealing with emotions.

Emotions are integral part of life. One may feel happy, sad and angry on different situations. Understanding emotions in a given situation and managing it properly is important for successful life. Coping or dealing with emotion means a better understanding of the situations that arouse negative emotions and to explore the aptness of emotional reaction to a given situation. Determining the aptness of reaction involves judging whether or not the intensity or the target of negative emotion to a given situation was justified.

9. Effective communication.

It is a very crucial life-skill which pertains to expression of thoughts and feeling clearly. Proper communication is important and it does not only involve communication of the content of our thought but also effective ways of communication. Having logical sequence in expression of thoughts impresses others. Also effective communication involves proper use of verbal and non-verbal languages.

10. Healthy interpersonal relationship.

Maintaining a healthy interpersonal relationship is crucial for the growth. It requires many other life skills as pillars. such as compassion, empathy, emotional reciprocity, effective communication and similar other factors are vital for developing and maintaining a healthy relationship with family members, friends, neighbours and so on.

48
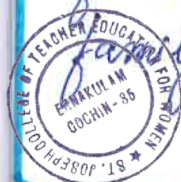
STRATEGIES TEACHERS CAN ADOPT FOR THE DEVELOPMENT OF LIFESKILLS AMONG STUDENS.

The role of a teacher in life skill education cannot be underestimated. Teachers teach life skills by showing personal experiences and asking students to reflect on their own goals and progress. They provide students with ways of solving problems and encourage students to tackle problems. The following are different strategies to adopt life skills.

- **Encourage discussion and cross questioning in groups.**

Two ways communication helps students to participate in learning. It ensure active learning. When a teacher asks a question to his students, students reflect on relevant answer and participate in learning. Students can share their views, ideas and concept with the peers comfortable.

- **Time management.**

Getting things done requires the art of time management. Teachers can give students to accomplish different task in given chunks of time.

- **A process over product mentality.**

Teacher can make students to do self reflections upon completion of a project, groupwork, chapter, exams etc. Ask them to identify their strength and weakness in learning process.

- **Stress management.**

Teachers can foster the mental health of students by

49

the following ways.
- allow short breaks of time in between classroom activities
- incorporate short mindfulness techniques in class period like meditation and breathing exercises.
- Encourage reflection during class journaling.
- Have some days of week without giving them any works.

- **Empathy and compassion.**
  Encourage students to strive for greater understanding and compassion for their fellow classmates. To do so, incorporate class discussions and active listening as a means of sharing diverse experiences and insights.

- **Role playing**
  It provides an excellent opportunity for developing various life skills especially empathy as in role playing students has to play the role of other person. This helps in increasing insight into one's own feeling.

- **Debate**
  Debate a definite problem or issue is to be given for the class and students must take a position on resolving the problem. Various problems related to health, social evils can be raised and discussed. It allows students to defend a position that may mean a lot to them and provide opportunities to practice higher thinking skills.

- **Make them practice self awareness**
  Self awareness help students to rectify imperfection and excel at workplace. Make students to say about performance feedback and make them understand areas that require improvement.

50

CONCLUSION

Life skills help the students to thrive in the classroom and the world beyond. These skills are based on a lot of experiences that are first hand or at least relatable. There is a gap between the theoretical and practical world today and this is because of the lack of skills developed in children. The life skill development is a tool to empower children and to safeguard their future by providing them overall development in today's era of globalisation. Lifeskills enable a person to meet social goals and demands and helps to deal with a variety of situation. Instilling training through life skill will enable the students to overcome life's challenges.

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52

ED820408-ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SOCIAL SCIENCE EDUCATION

SEMESTER IV

ASSIGNMENT ON

Inclusive Classrooms-Essentialities, Morale and Relevance Models of Teaching-Group Investigation Model, Jurisprudential Inquiry Model Critical appraisal of various teaching learning Strategies- Micro Teaching, Concept Mapping

Submitted by,

DEEPA DINESAN

M. Ed (2021-2023)

Submitted to,

SHEEBA A S

Assistant Professor

St. Joseph College of Teacher Education for Women Ernakulam

INTRODUCTION

Pedagogy refers to the methods, approaches, and strategies used in teaching and learning. In the context of the social science discipline, which encompasses subjects like history, geography, sociology, political science, and economics, pedagogical applications play a crucial role in engaging students and facilitating their understanding of complex concepts related to society, culture, and human behaviour. Pedagogical applications and strategies in the social science discipline aim to foster active learning, critical thinking, and an appreciation for the complexities of human society. By using these methods, educators can create engaging and dynamic learning experiences that help students develop a deep understanding of social science concepts and their real-world applications.

Inclusive Classrooms

Inclusive classrooms are becoming more important as our awareness of people, cultures, and societies grow. Because of this, we are provided with a lot of information, but this information is not always good. Inclusive classrooms are typically defined as classrooms designed so that students with specials needs, disabilities, or impairments can learn among peers (who may or may not have certain needs) in age-appropriate, general education environments. While this is the most common use, inclusive classrooms are evolving to make sure that they are inclusive for different reasons, not just special education.

One of the main features of inclusive classroom is

- teacher organizes the classroom with the scope of heterogeneity in the classroom.

- teacher takes special care of disabled children.

- teacher seeks the support of specialists to help the slow learners.

- teacher shows sympathy to disabled children.

The main feature of inclusive education is that teacher organizes the classroom with the scope of heterogeneity in the classroom as: It values the diversity, each child brings to the classroom and facilitates all with equal opportunities to learn and grow.

Providing an individual education plan (IEP) is most important in an inclusive classroom. In an inclusive classroom, students with a diverse background, varied skills, diverse abilities, and challenges are grouped in a single classroom. Inclusive classrooms enrich the students with different perspectives to become successful learners with the course. This type of learning

Models of Teaching

Models of teaching are really a models of learning designed to help students to acquire knowledge, information, ideas, skill, values, way of thinking. They are just instructional designs, which describe the process of specifying and producing particular environmental situations which cause the students to interact in such a way that specific changes occurs in his behaviour. Bruce Joyce and Marsha Weil (1980) describe a models of teaching as a plan or pattern that can be used to shape curricula to design instructional materials and to guide instruction in the classroom and other settings.

Elements of teaching model

The models developed by Bruce Joyce and Marsha Weil have a definite structure.

Each Model is described within the structure.

The six elements of this structure are:

1. Focus

2. Syntax

3. Social system

4. Principles of reaction

5. Support system

6. Instructional and nurturant effect

   1. **Focus**

      It is main the aspect of a teaching model. Name and objective of teaching constitute the focus. It refers to the goals or objective of teaching.

   2. **Syntax**

      It deals with phases of the model. It involves a description or structure of activities. It refers the presentation aspect of teaching.

   3. **Social system**

      It describes the role and relationship between the teacher and the pupils.

   4. **Principles of reaction**

The challenges of the GI model

The GI model also has some challenges that need to be addressed and overcome, such as careful planning and preparation from the teacher, as well as a high level of maturity and self-regulation from the students. Logistical and organizational issues may arise when arranging the physical space, allocating the time, and coordinating the groups and presentations. Additionally, it may encounter resistance or difficulties from the students, parents, or administrators in adapting to a new role and expectation, accepting different opinions and outcomes, or aligning with the curriculum and standards.

How to implement the GI model?

To ensure successful implementation of the GI model, you need to consider several key factors and strategies. It is important to introduce and explain the GI model to your students, parents, and administrators, and clarify its purpose, goals, and expectations. Additionally, you should provide a relevant theme or problem that can be explored through multiple subtopics and approaches. Furthermore, guide and support students in forming their groups, choosing subtopics, planning tasks, conducting investigation, preparing presentations, and evaluating their work. Utilize various tools and techniques to facilitate communication, collaboration, and documentation within and between groups- such as charts, checklists, rubrics, journals, portfolios- as well as incorporate various forms of assessment and feedback throughout the project.

Some examples of the GI model

The GI model can be applied to any subject, grade level, or context. For instance, in science class students could research climate change and present their findings in formats like posters or videos. In a social studies class, students could examine different cultures and civilizations around the world and show their discoveries through reports or dioramas. In a language arts class, students could analyze literature genres and elements and express their understanding through essays, performances, or stories.

Jurisprudential Inquiry Model

Jurisprudence means science of law, wherein legal issues are analyzed in legal framework. Similarly in the social situations, social problems involve social values, which needed to be analyzed logically under a value framework in a same way students think logically within a particular framework and take decisions accordingly.

• Support System: The major material support for this model are source of documentation that focus on problem situation. There are some published case materials, but it's relatively easy to develop one's own case materials. The cases are accounts of real or hypothetical. It's essential that all pertinent facts of the situation be included in the case materials will not be vague and frustrating. A controversial case describes a specific situation that has conflicting ethical, legal, factual, definitional interpretations. The case may consist of a classic or legal situation.

• Social System: The structure in this model ranges from high to low. At first, the teacher initiates the phases moving from phase to phase. However, the teacher is dependent on student's abilities to complete the task. After experience with the students should be able to carry out the process unassisted, and gaining control of processes, it's based upon students' abilities to complete the task.

• Principle of Reaction: The teacher's reaction, especially in phase four and five are not evaluative in the sense of being approving or disapproving. They probe substance i.e. the teacher reacts to student's comments by questioning relevance, consistency, specificity or generalize and clarity. The teacher also enforces continuity of thought or line of reasoning is pursued to its logical conclusion before other arguments begin.

• Application: The model provides a framework for developing contemporary course content in public affairs i.e. cases involving public issues and for developing a process to deal with conflict in the public domain, leading students to an examination of values. The students can apply it to conflicts and issues that occur around their own lives. It's applicable in their own lives and the community around them.

Instructional and Nurturant Effects

Instructional and Nurturant effects are skills in identifying policy questions, application of social values, and use of analogies to explore issue and ability to identify and resolve definitional, factual and value problems. It's an ability to carry forcefully dialogue. It nurtures the capacity for social involvement and develops desire for social action.

A. Instructional Effects

- Framework for analyzing social issue.
- Ability to assume role of the other.
- Competence in social dialogue.

5. Technology-Enhanced Learning: The integration of technology into teaching and learning can offer various benefits such as increased access to resources, interactive learning experiences, and opportunities for personalized learning. However, the effectiveness of technology-enhanced learning strategies depends on proper implementation, adequate training for both students and teachers, and addressing issues of accessibility and equity.

6. Inquiry-Based Learning: Inquiry-based learning emphasizes the process of asking questions, investigating, and discovering knowledge. It promotes critical thinking, problem-solving, and the development of research skills. However, implementing inquiry-based learning requires careful planning, clear learning goals, and guidance from instructors to strike a balance between student exploration and necessary content coverage.

7. Direct Instruction: Direct instruction involves explicit teaching of knowledge and skills through structured and teacher-led lessons. It provides clear explanations, modeling, and practice opportunities. While direct instruction can be effective for introducing new concepts and building foundational skills, it should be complemented with interactive activities to engage students actively.

In critically appraising teaching and learning strategies, it is important to consider factors such as student characteristics, learning objectives, subject matter, resources available, and the overall learning environment. No single strategy is universally superior, and a combination of approaches tailored to the specific context and desired outcomes is often most effective.

Micro Teaching

Micro teaching is a teaching technique that involves breaking down a lesson into smaller, more manageable segments. It provides an opportunity for teachers to practice and refine their instructional skills in a controlled and supportive environment. Micro teaching is often used in teacher education programs as a way to help future teachers develop their teaching abilities.

The process of micro teaching typically involves the following steps:

1. Lesson Planning: The teacher plans a short lesson on a specific topic or concept. The lesson should be designed to address the learning objectives and engage the students.
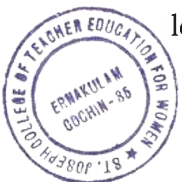
A concept mapping is a way to visually display the relationships between different concepts, ideas, and pieces of information. Concept maps are hierarchical, with one main idea or focus question and several sub-topics, key concepts, and related ideas.

Concept mapping serves several purposes, including:

1. Knowledge organization: Concept maps help in structuring and organizing complex information by breaking it down into manageable components. They allow for a visual representation of the relationships between different concepts, making it easier to understand and remember the information.

2. Idea generation and brainstorming: Concept maps facilitate brainstorming sessions by visually capturing ideas and their interconnections. They provide a platform for generating new ideas and exploring different possibilities.

3. Problem-solving and decision-making: Concept maps aid in analyzing problems and identifying potential solutions. They allow for a systematic exploration of the factors involved, their relationships, and their impact on the overall problem.

4. Communication and collaboration: Concept maps serve as a visual communication tool, enabling individuals or groups to share and discuss complex ideas. They facilitate collaboration by providing a common framework for understanding and exchanging information.

To create a concept map, you can follow these general steps:

1. Identify the central concept or idea: Start by determining the main concept you want to represent in the center of the map. This could be a broad topic or a specific question.

2. Generate related concepts: Identify and list the key concepts or subtopics related to the central concept. These will become the nodes in your concept map.

3. Establish relationships: Determine the relationships between the concepts and draw links or arrows to connect them. Consider whether the relationships are hierarchical (parent-child), associative (related but not hierarchical), or causal (cause and effect).

4. Add details and examples: Elaborate on each concept by adding supporting details, examples, or relevant information. These can be included as labels or additional nodes linked to the main concepts.

deeper understanding of the social sciences. By incorporating these approaches, educators can enhance students' appreciation for the complexities of human behavior, societies, and the world around them.

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TEACHING COMPETENCE SCALE FOR PROSPECTIVE TEACHERS

The dimensions of teaching competence are

SL.NO.	DIMENSIONS	QUESTIONS
1.	Planning and preparation of the content	1-6
2.	Motivation	7-12
3.	Subject competency	13-18
4.	Presentation and organization	19-24
5.	Communication skill	25-30
6.	Use of learning material	31-36
7.	Classroom management	37-42
8.	Evaluation	43-47

Scoring procedure

Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

	STATEMENTS	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1.	I have thorough knowledge about lesson plan					
2.	I am clear about the objectives of the lesson					
3.	I prepare lesson activity based on individual difference					
4.	I prepare my lessons plan systematically					
5	I am fully prepared before going to classroom					
6.	I give assignments which are relevant to the content taught					
7.	I introduce the lesson with enthusiasm					
8.	I connect the lesson with previous learning					
9.	I give information from daily life					
10.	I always test students' entry behaviour					
11.	I raise questions to induce student's interest					
12.	I sustain the student's interest through stories					
13.	I have the necessary knowledge of the lesson content					
14.	I have clear knowledge of teaching technique					
15.	I develop my subject knowledge by participating in many workshops					
16.	I explain new principles, now ideas and new words clearly					
17.	I update my knowledge regarding my teaching content					

62

18.	I connect lesson to day-to-day activities					
19.	I handle sufficient teaching method in classroom					
20.	I change the techniques of teaching according to students' interest					
21.	I present the topic logically.					
22	I organize lesson plan clearly					
23	I ask questions to students to know their level of attainment					
24	I correlate one subject with other					
25	My voice is audible and reaches everyone in the class					
26	I have good sense of humour					
27	I establish good eye contact with student					
28	I make suitable movements & gestures to divert the attention of pupil to the content.					
29	I encourage students to raise questions.					
30	I effectively communicate ideas to students					
31	I write the title of lesson on black board.					
32	I use are real objects for teaching.					
33	I use videos to transact idea					
34	I use PowerPoint presentations to explain concepts					
35	I am aware of the latest ICT technologies for teaching learning					

36	I use teaching aids that are suitable for the lesson					
37	I always maintain a good rapport with students					
38	I consider everyone equally.					
39	I pay individual attention to all students					
40	I get full cooperation from students					
41	I am able to handle problematic students					
42	I begin and end class at right time.					
43	I appreciate students when they give right responses					
44	I evaluate students work regularly					
45	I periodically give feedback to student about their learning					
46	I conduct achievement test at the end of each chapter					
47	I ask same questions to next student to get better answers					
48	I keep a profile of my student to know their progress					

ED010101- ADVANCED PHILOSOPHY OF EDUCATION

SEMESTER 1

ASSIGNMENT ON

CRITICAL PEDAGOGY – PAULO FRIERE

Submitted by

Lidiya Anna Francis

M.Ed. (2022-2024)

Submitted to

SHEEBA A.S.

Assistant Professor

St. Joseph College of Teacher Education for Women Ernakulam.

CONTENT

- INTRODUCTION

- HISTORY OF CRITICAL PEDAGOGY
- EIGHT CONCEPTS OF CRITICAL PEDAGOGY
- KEY OBJECTIVES OF CRITICAL PEDAGOGY
- CHARACTERISTICS
- BANKING SYSTEM OF EDUCATION

- PROBLEM SOLVING METHOD IN EDUCATION
- FEATURES OF CRITICAL PEDAGOGY
- ASSUMPTIONS OF CRITICAL PEDAGOGY
- CRITICAL PEDAGOGY AND THE EDUCATIONAL PROCESS
- CRITICAL PEDAGOGY AND THE ROLE OF THE TEACHER AND STUDENT
- CRITISISM

- CONCLUSION

- REFERENCES

INTRODUCTION

In education, pedagogy refers to educational schools of thought or philosophies regarding how people learn and how teachers should assist in that learning. It can range from traditional forms of pedagogy where the teacher acts as a "sage on the stage," standing at the front of the room and telling the students what they should know to less traditional methods of teaching in which students build meaning for themselves. This latter category would include critical pedagogy, as it seeks to allow students to create meaning in what they learn outside of what others have said something should mean.

HISTORY OF CRITICAL PEDAGOGY

In the middle of the 20th century, the critical thinking movement in education started in Europe while Fascism and stalinism were dominating the continent. Critical thinking originated in the Frankfort school and related to scholarly concerns about ideology and principles of education. According to Mahmoudi, Khoshnood, and Babael (2014), Habermas, Adorno, and Gramsci were the pioneers of Critical Theory movements. The focus of the Critical Theory is to understand the oppression of the individual, group and society. In 2017 Kaya and Kaya identified Apple, Darder, Giroux, Gramsci, Illich, Kincheloe, McLaren, and many other philosophers as the fundamental theorists of Critical Pedagogy. Critical Pedagogy developed from Critical Theory as thinkers sought to understand better the existence of dominance and to give students a voice to challenge oppression.

Paulo Freire gave the critical thinking movement a new birth and he brought critical pedagogy into main stream of education, He became and iconic figure in contemporary education due to his critical pedagogy movement. In 1968 Freire published his most famous book Pedagogy of Oppressed. His bitter experiences in his homeland, Brazil, inspired him to seek a way out, to break the silence of students. He noticed that students were passive learners in the classroom. They had no voice and no choice. It was teacher-centred education. There was no creation of knowledge, and there was no intellectual and social development of the students. Freire realized that ignorance, illiteracy, and the culture of silence were the outcome of the economic condition of the oppressed, even though these people did not realize that they were deprived of their rights (Mahmoudi et al., 2014). To give the oppressed a voice and understanding, Freire established a gradual cultural revolution, one designed to liberate people from oppression, domination and ignorance. He then introduced critical pedagogy in the education system.

EIGHT CONCEPTS OF CRITICAL PEDAGOGY

1. Critical theory

2. Pedagogy as a moral and political practise

3. The neutrality of knowledge

   Education is never neutral. Pedagogy always makes a choice.

4. Democracy and social justice

5. Conscientisation

6. Language and power

7. Oppretion and Liberation

8. Culturly sustaining pedagogy

KEY OBJECTIVES OF CRITICAL PEDAGOGY

➢ Including the excluded
➢ To actively participate in a transformed and inclusive democratic society

➢ To give those who have been excluded from power the right and ability to have an input into civic life.

➢ To help students acquire knowledge. The primary objective of teaching is to impart knowledge and wisdom

➢ To shape character and behaviour
➢ Foster independence

➢ To motivate students
➢ To allow students to gain the necessary social skills

CHARACTERISTICS

- Anti-colonial in nature
- Indigenous knowledge: Giving importance to the original knowledge.

- Awareness on the political nature of education: Everybody should know the meaning of politics in education and the view points and valuable thoughts

- Justice and equality in education: Critical pedagogy give importance to equality. It follows the concept of all are equal.

- Lessen human sufferings

- Promote emancipation and intellectual growth: They give importance to freedom from suffering.

- End of Banking system of education

Banking System of Education

The Banking Concept in Education is a concept in philosophy originally explored by Brazilian philosopher Paulo Freire in his 1968 book "Pedagogy of the Oppressed." The "banking" concept of education is a method of teaching and learning where the students simply store the information relayed to them by the teacher. In a "banking" type of environment, a classroom is structured in a way that the primary duty of students is to remember and accurately recall the information provided by the instructor. They are not asked to participate in any other way, and simply absorb the information. In this type of approach, the world is seen as static and unchangeable, and students are simply supposed to fit into it as it is. The prevalence of the banking concept within most educational systems prevents students from developing skills that make themselves fair-minded critical thinkers and continues to promote long-standing biases within society.

Problem Solving Method in Education

In contrast to the Banking Concept in Education, Freire proposes the Problem-Solving Method in Education. This method is concerned with the task of "presenting reality as it truly is" and not glossing over the truth. Additionally, it holds two-way learning as essential in all education and treats dialogue as a vital part to successful education. The Problem Solving Method in Education allows students to become critical thinkers, emphasizes scholarly inquiry and fosters action upon reality. Most importantly, the Problem-Solving Method in education allows students the opportunity to break free of the oppressive, authoritarian nature of the traditional education dynamic.

FEATURES OF CRITICAL PEDAGOGY

- ➢ It provides the learner with tools to themselves
- ➢ Its approach is issue based or problem based
- ➢ Critical pedagogy transforms the learner from objects to subjects
- ➢ It transforms the learner from passive listener to active participants
- ➢ It is focused on dialogue instead of one-way transmission of knowledge
- ➢ It provides the learner with the tools to analyse critically and on whose benefit the knowledge is constructed
- ➢ Education for liberation
- ➢ Education for conscientization
- ➢ Dialogue as pedagogical tool
- ➢ Problem posing education
- ➢ Egalitarian teacher student relation
- ➢ Co- construction of knowledge
- ➢ Praxis as synthesis of theory and practise in learning process
- ➢ Transformative social justice learning

ASSUMPTIONS OF CRITICAL PEDAGOGY

- All education is inherently political and all pedagogy must be aware of this condition
- A social and educational vision of justice and equality should ground all education
- Issues of race, class, gender, sexuality, religion, and physical ability are all important domains of oppression
- The alleviation of oppression and human suffering is a key dimension of educational process
- Schools must not hurt students. Good schools don't blame students for their failures
- All positions including critical pedagogy itself must be problematized and questioned
- The professionalism of teachers must be respected
- Education must promote both emancipatory changes and cultivation of the intellect- these goals should never be in conflict, they should be synergistic.

CRITICAL PEDAGOGY AND THE EDUCATIONAL PROCESS

- To emancipate and educate all people regardless of their gender, class, race, etc.
- To change the structure of an oppressive society
- To under stand the schooling structure by the teacher that would not permit education to ensure
- Prepares students to engage in larger struggle
- Education is laboratory process. It raises students' consciousness
- Prepare students to challenge oppressive social condition
- It involves uncovering of reality, striving for emergence of consciousness and critical interventions in reality

CRITICAL PEDAGOGY AND THE ROLE OF THE TEACHER AND STUDENT

Teacher must empower his or her students by raising their awareness of reproducing process of an inequitable status quo in schooling and offer societal institutions. With the help of the teachers, should become situations in which students are encouraged to act as active agents in their own education and to develop a critical consciousness that helps them evaluate the validity, fairness and authority within their educational and living situations.

Students should share their ideas and learn to challenge assumptions. Contribute to curricular decisions and determine areas of study and associated reading materials.

IMPLICATIONS OF CRITICAL PEDAGOGY IN TEACHER EDUCATION

Challenge yourself: If you are not thinking critically and challenging social structures, you cannot expect your students to do it. Educate yourself using materials that question the common social narrative.

Enhance teacher-student relationship: Critical pedagogy is all about challenging power structure, but one of the most common power dynamics in a student life is that of the teacher-student relationship. Challenge that! One concrete way to do this is by changing your classroom layout.

Present alternative views: In step 1, you the teacher had to encounter views that were contrary to the dominant narrative. Now, present these views to your class alongside the traditional ones. Have them discuss both and encourage them to draw their own conclusions.

CRITISISM

This approach to understanding the nature of society is often presented in a very intellectual fashion. When an individual attains the interest to find out the validity of the statements, they inherently must consider themselves separate from the rest of society. Critics will describe such a self-image as being elitist in a way which excludes the bulk of society thus preventing progress.

The goal exceeds the desire to in still creativity and exploration by encouraging detrimental disdain for tradition, hierarchy (such as parental control over children), and self-isolation.

Such a high degree of distrust in generally accepted truths will create or perpetuate conspiracy theories.

Critical pedagogists selectively pick icons to interrogate and subvert: for example, Thomas Jefferson but not Martin Luther King.

Many people involved in critical pedagogy have never been involved in serious struggles and have used the field to build themselves and a small publishing cabal rather than a social movement. Paulo Freire, for example, can be criticized for being for revolution wherever he was not, and for reform wherever he was.

Critical pedagogy is, in many instances, a movement in opposition to revolutionary or Marxist movements as easily seen in its roots in Catholic base communities of Latin America, created to stave off the potential of class war. Much of critical pedagogy focuses on culture,

language, and abstractions about domination rather than criticizing the centrality of class, alienation, and exploitation.

Rather than "liberating" student thought, teachers replace a cultural bias with their own bias.

CONCLUSION

Dialogical Method, Connecting Learning with Real life situations, engaging students with out of book activities, Hand-on-study activities, Problem solving strategy etc are some of the examples to bring Critical Pedagogy in the classroom. Critical Pedagogy is inevitably based on the world experience of the students and concurs with student interests and questions. It relies on students learning best when allowed to explore an answer for themselves.

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ED010201- PERSPECTIVES ON EDUCATION STUDIES

SEMESTER II

PRACTICUM 1
DEBATE ON CONTEMPORARY EDUCATIONAL ISSUE:
CO-EDUCATION - VS – SINGLE SEX EDUCATION

Submitted by,

Rinta V.S

M. Ed (2021-2023)

Submitted to,

Mrs. Sheeba A.S

Assistant Professor

St. Joseph College of Teacher Education for Women Ernakulam

INTRODUCTION

On 27th July 2022, as a part of M.Ed. curriculum practicum in Perspectives on Education Studies a debate was held under the guidance of Mrs. Sheeba A.S., Assistant Professor, St. Joseph College of Teacher Education for Women Ernakulam. The topic of the debate was Co-education and Single Sex Education. There were two teams Group A and Group B constituting of five participants in each groups. Here, members of team A had to spoke for and team B against on the given topic. Ms. Krishna T.D was selected as the moderator for this debate event. Akhisha Antony was the leader of team A and Saniya Kurian as the leader of team B.

Co-education and Single Sex Education

The debate helped the students to think critically and share their views on the given topic. The moderator welcomed everyone to the debate and gave a brief introduction about it. Group A said about. Co-education is very essential for understanding social intelligence. In other words, social intelligence is what helps us, humans, to effectively negotiate and navigate the complicated relationships and environments we live in. Most importantly, co-education also helps to remove gender discrimination. Both the boys and girls get equal respect which helps them in the future. Co-education is also important as it helps in nurturing healthy competition amongst the opposite sexes. Thus, it helps them to maintain their dignity and educates them to face their failures as well as learn from them. Group B defended with their arguments from against this topic from their life experiences. Many single-sex schools can be more relaxing for boys and girls as they don't have social pressures to worry about, such as impressing the opposite gender. They can be themselves in classrooms and can speak out openly and honestly. They will be more willing to take risks because they won't have to worry about saving face in front of the opposite gender.

Debater from team A said, there are many advantages to co-education. The first one is that they offer school diversity. This helps the students who wish to enrol in that school. Moreover, when students get exposed to diversity young, they find it easier to adapt to different diverse environments. Further, it also teaches them equality as the teachers treat everyone equally. Students participate in all competition equally without any discrimination. Moreover, it also promotes socialization by promoting co-existence.

Group B, said about Single-sex schools, particularly girls' schools, have lesser cliques. They do not have to worry about being seen as popular or impressing boys, which allows them to focus on their studies and forge good friendships with other girls. Students in single-sex schools can be interested or show interest in unconventional subjects without embarrassment. In a boys' school, male dancers, singers or authors can be invited to speak of their art and boys can ask questions without feeling shy as they would in a coed school.

Group A argued students can prepare in advance for the real world because, at co-educational schools, they live in a healthy environment composed of both sexes. It also improves the communication skills of students as they interact with everyone. Students also develop mutual respect and self-esteem in these schools. Coeducation advocates agree that there are some small physiological differences in male and female brains. But they also say there's a lack of evidence that these differences matter to learning at the individual level.

Group B argued that, one of the most important disadvantages of co-education is lack of concentration. It is a known fact that opposite-sex attracts each other so students tend to lose temperament and momentum to their studies. Another disadvantage often noticed in co-educational institutions is sexual harassment caused by students. Group A counter point that , Girls and boys in single-sex schools may miss out on learning how to socialise with the opposite gender, which can lead them to feel shy or uncomfortable meeting their counterparts outside school. When they face other children of the opposite gender, they don't always know how to react, as they are unfamiliar with the environment.

Group A said that, in girls' schools, being only around girls can lead to more cattiness among groups and bullying in some cases. Same is the case in an all-boys school. So the co-education will control the behaviour of both sex. Group B said about the male domination in schools will reduce girls opportunities. Even in the sports activities the authority given preferences for boys. Group A argued that in girls schools there is no different kind of sports events, so there is no choices to select as our interest.

CONCLUSION

These results suggest that children are strongly affected when the surrounding environment makes gender divisions explicit, even though they are already well aware of gender. Coed schools better prepare girls and boys for post-secondary school and employment by providing ongoing opportunities to work together, he adds. "They learn to work together productively, which is what they will be expected to do throughout their life. While single-sex classrooms do help girls maintain confidence and keep their options open when it comes to careers and academics, says Matthews, separating the girls from the boys isn't the only answer. "When there's been qualitative study done of single-sex environments in which girls are shown to do better, and when people learn about what's going on there and apply that to coed environments, you get even better things going on.

In this debate both team were did their level best. There were so many notable points presented by each team. Some of the points ever made us think and explained, about the facts. Arguments were made and proved. Our guide Ms. Sheeba miss gave valuable messages and realities from the society. The moderator concluded that both educational system are good . She also mentioned that the benefits of both education systems.

Finally she congratulated both the teams for the participation and imparting the real facts that both education systems have their own issues and problems. But the society is expecting to the equality of the people. Co- education will provide a co-existence and co-operation of both sexes. For the better participation of both sexes are equally supporting in co-education so it is better than single sex education.

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ED010301- ENVIRONMENTAL EDUCATION

SEMESTER III

PRACTICUM -II

A PROPOSAL FOR OBSERVATION OF ENVIRONMENTAL DAY

Submitted by,

Rinta V.S

M. Ed (2021-2023)

Submitted to,

Mrs. Sheeba A.S

Assistant Professor

St. Joseph College of Teacher Education for Women Ernakulam

INTRODUCTION

An environmental Day proposal is a formal proposal that outlines various Pogramme Plans and strategies that seek to promote environmental awareness and conservation. The proposed project can either focus on one or a number of environmental issues. There are many ways people can protect and care for the environment. Environmental conservation and promotion can come in various shapes and sizes too. There are big-ticket projects like the construction of renewable energy plants. But love for the environment can also be expressed in the little day-to-day choices and activities people engage in. It does not always have to be anything grand or major, even the smallest effort counts. Schools or civic organizations can organize cleanup drives in their communities. There are dozens of ways to encourage and practice environmental conservation and awareness.

First held in 1973, World Environment Day is described as "a global platform for inspiring positive change" by the United Nations Environment Programme (UNEP), the organization that created it. It is now the largest global environmental event, with millions of people in more than 150 countries participating. The idea is to engage "governments, businesses, civil society, schools, celebrities, cities and communities [in] raising awareness and celebrating environmental action".

The 2022 World Environment Day, hosted by Sweden, campaigns for "collective, transformative action on a global scale to celebrate, protect and restore our planet", encouraging everyone, everywhere, to live sustainably and take action on the climate crisis. This year marks 50 years since the first global environment summit. The 1972 United Nations Conference on the Human Environment in Stockholm led to the founding of UNEP.

The United Nations designated 5 June as World Environment Day to highlight that the protection and health of the environment is a major issue, which affects the well-being of peoples and economic development throughout the world. The celebration of this day provides us with an opportunity to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in preserving and enhancing the environment.

The year 1972 marked a turning point in the development of international environmental politics, with the first major conference on environmental issues, known as the Conference on the Human Environment, or the Stockholm Conference. Later that year, on 15 December, the General Assembly adopted a resolution (A/RES/2994 (XXVII)) designating June 5 as World Environment Day and urging "Governments and the organizations in the United Nations system to undertake on that day every year world-wide activities reaffirming their concern for the preservation and enhancement of the environment, with a view to deepening environmental awareness."

Environmental Day Celebration Proposal

Recycle

Letter Campaign

Buy Recycled : Switch to recycled content paper cups, plates and napkins for class parties

Environmental Curriculum

Less Toxic : Wipe up ants with soapy water instead of spraying them with insecticide first

Become a Collection Site (fund raiser)

Waste Prevention : Allow homework written on the back of used paper and set up swap area for used school supplies

School Composting : Use chicken wire to make a composting hoop and fill according to composting directions.

EXAMPLE OF A CHALLENGING PROGRAM:

- KICK OFF EVENT: Hire a school assembly group with a recycling theme to introduce the EAPS program, and/or allow some student volunteers to perform a skit about the program in which they act out the four actions your Green Team has selected

- RECYCLE: Begin recycling cardboard and food cans from the school kitchen

- BECOME A COLLECTION SITE: Become a drop-off/collection site for California Redemption Value (CRV) containers including aluminum, plastic and glass

- ENVIRONMENTAL CURRICULUM: Do a four-week curriculum for the whole school

- LETTER CAMPAIGN: Conduct a school-wide letter campaign to manufacturers

- HAVE A PARTY: Have a big Earth Day party commemorating hardest workers and raffle off recycled content sports equipment you bought with some of the CRV proceeds.

INSTRUCTIONS

All steps in the program are optional except for completing four Action Areas and turning in a Certification Report Form. Your program may run more smoothly and effectively, however, following the suggested steps and using the Checklist in the Toolbox will help too. If any of the steps will hinder your school's progress in completing the program, don't take them!

Step Purpose and/or Benefits Assemble a GREEN TEAM

Typical Green Teams are made up of around six people. A planning team can help the school decide which Action Areas to choose and which of the other program steps are appropriate for your school. This guide provides detailed information on how to complete each Action Area and all the program steps, but a planning group can work out who will carry out various tasks and details of the program. If responsibility is organized and distributed through a planning group, the program may have better potential for success, with less inefficiencies or roadblocks. See the Green Team Discussion Points in the Toolbox link.

CONDUCT A WASTE ASSESSMENT

You may be unaware of and surprised by what your school is throwing away, and the related costs. Conducting a waste assessment will help you discover this. A waste assessment can be very informative and can lead you to see which Action Areas will be the most effective towards reducing waste and, if there is potential for saving money in avoided disposal costs. You can find a Waste Assessment Tool in the Toolbox.

Choose your four **ACTION AREAS**

The Action Area pages describe how to complete each of the eight Action Areas. Each Action Area page has been kept to two pages or less for simplicity. If more information is needed in any area, the Resources on page 30 of this guide lists many sources of federal, state and local assistance, or, you can contact your EAPS program coordinator. Make a **WRITTEN PLAN** Writing up your school's plans on how the program will be executed can keep you from having to rethink things

over again and keep the program streamlined and on track. It can also serve as a reminder as to what tasks each person is assigned. The sample written plan in the EAPS Program Guide can serve as a template.

Step Purpose and/or Benefits SCHOOL COMMUNITY ANNOUNCEMENT

This step lets staff know that the school is participating in the program. Staff awareness of the program is important because the more school personnel who know what is going on, the more support can be 'on the ready' throughout the school. The student body as a whole can be readied to participate in the program and will be made aware of the four Action Areas the school has selected to pursue. Students can be instructed to take the School Announcement home and have it initialed by parents so they can provide support to their student in the program and possibly get caught up in the enthusiasm. One of the goals of the EAPS program is to increase awareness of environmentally beneficial actions, behaviors, and attitudes. Introduction to the program can begin to bring people in the school community into the program and its ideals. You can find the School Announcement in the Toolbox.

KICK-OFF EVENT

A kick-off event can, of course, add lots of strength to the program. Elected officials, media, parents, community organizations, sponsors and local businesses could be invited. See kick off and momentum building (page 24) for kick-off event ideas.

LETTER TO POTENTIAL SPONSORS

Finding sponsors can help pay for costs the program may incur. See page 29 for a sample sponsor letter.

RESOURCES

See the Resources (pages 30-31) for information, assistance and free materials that can help your school develop excitement and share knowledge about reducing waste. Many great federal, state and local resources are available to schools and can be found in this section.

COMPLETE YOUR CERTIFICATION REPORT

This is your chance to tell us all the work you did to Certify in the program. We want you to boast, brag and shine in your report. The information in the report will be used in the Summary of Actions you receive. Since the Summary will be for display at the school and ready to copy and disburse to sponsors, parents, local officials and helpers in the EAPS program, make sure not to leave anything out. Go to the Toolbox to find the Certification Form.

CERTIFICATE OF COMPLETION AND SUMMARY OF ACTIONS

When you receive your Certificate of Completion and Summary of Actions, hang them up in a prominent place. Be proud. Announce over the intercom system that the school is a Certified Environmental Action Program School and read the Summary of Actions to all. Encourage students, staff and helpers to revel in the accomplishment - the Earth is a better place due to their efforts!

CONDUCT A WASTE ASSESSMENT

Knowing what you have is the first step to knowing what to do about it. A waste assessment can be rich with information. Most schools generate basically the same types and percentages of wastes (see pie chart). However, specific information about how much and where waste is being generated can guide you to the most effective waste reducing activities.

The following five steps can help you evaluate your school's needs to get the most 'bang for your buck' from your efforts and resources.

STEP ONE: Determine how much your school is spending on waste removal.

Using information from the school's most recent garbage bill, begin to fill out the Waste Assessment Tool found in the Toolbox.

STEP TWO: Prepare for your walk through.

Be sure to bring or do the following prior to your walk through:

☐   Clip board and writing instrument

☐   Waste Assessment Tool

☐   If possible get a copy of a school site map (or draw your own) to mark where waste cans, recycling bins and dumpsters are located (see sample at right)

☐   Ask one or more custodial to staff accompany you on the walk through for assistance in locating all the trash cans, recycling bins and dumpsters on site.

☐   If trash is in clear bags it will be easier to see what is in them. If clear trash bags aren't used at your school, you may wish to ask custodians to use clear bags for a short period of time (during the week you are completing this Waste Assessment).

☐   Try to schedule the walk through at a time when all or most receptacles will be full. Custodial staff or your garbage company should know when this is. If you do your walk through after the trash has been collected, there won't be anything to see!

STEP THREE: Site walk through.

On the walk through, try to be as thorough as possible. Visit every trash can, recycling bin and dumpster. While doing so, fill out the Waste Assessment Tool. Ask the custodian or personnel for each area to tell you what kinds of wastes are typical of that area. Mark on the school site map the location of each trash can, recycling bin and dumpster by writing a 'T', 'R' or 'D' respectively, or use some other system you like. Peek inside each receptacle to see what is inside. Make notes accordingly on the Waste Assessment Tool. Fill out each column as best you can. The column farthest to the right, 'Possible waste reducing activity that could be started or expanded', can be filled out during or after the walk through.

STEP FOUR: Determine what should be targeted for reduction. A good choice would be one or more materials that are generated in large quantity AND have the potential to be reduced, reused, recycled or composted or switched for something less toxic. Look over the Action Areas to see if there are some 'natural matches'. For example, if in your waste assessment you see significant amounts of: Soda cans and bottles…then consider the 'Become a Collection Site - Fund Raiser' Action Area. Grass and yard trimmings… then consider the 'School Composting' Action Area. Toxic products containers… then consider the 'Less Toxic' Action Area. Paper products…then consider the 'Buy Recycled' Action Area and buy paper products with recycled content.

Ketchup packets… then consider buying ketchup in large serving containers for the 'Waste Prevention' Action Area. Your waste assessment could even be used to decide which manufacturer staff members could write to for the Letter Campaign Action. For example, you could write to a manufacturer if you see that a product could have been made differently to make it easier to recycle, break less easily, or could have been packaged with less or recycled packaging.

LETTER CAMPAIGN -ACTION AREA

Purpose/goal: To help students learn how to make a difference in their global community and increase awareness of the environmental impact related to the products they use.

To satisfy this Action Area: S t u d e n t s s h o u l d w r i t e a l e t t e r t o a c o m p a n y requesting an environmental improvement. Staff can write letters too if they wish! A copy of this page can be shared with students to give them ideas. Have you ever bought something and felt it had too much packaging? Most people probably have. Have you ever looked at a newspaper or book and wondered if the ink they used was harmful to the environment? Probably not. How about this one; have you ever written to a manufacturer to ask them to change something they do to benefit the environment? After this assignment, that's what you will have done. Most people feel they have no voice when it comes to decisions big companies make. The truth is, you do have a voice, and manufacturers want to hear your ideas, comments and suggestions. They make money because they sell products you want to buy. So if you tell them you want better environmental practices in their products, there is a good chance manufacturers will take it into consideration. Your assignment today is to go shopping! Find a product you like that has room for improvement in an environmental sense. You don't have to buy it. Find the name and address of the company and write it down. Make a note of what you think could be changed about the product or packaging that would make it better for the environment. Later, write a short letter to the company on your own piece of paper or stationary.

School Composting

Over one third of the garbage generated by the average school is made up of cafeteria food scraps, leaves and green waste. The four basic types of composting systems successfully used in schools include:

1) Food composting with indoor worm boxes.

2) Food composting with outdoor worm boxes.

3) Landscape composting with standard outdoor compost bins.

4) Combination food and landscape composting, using both kinds of bins.

Each composting system is described in brief below.

1) INDOOR WORM COMPOSTING:

Indoor worm composting can be accomplished by setting up worm bins in classrooms and/or common areas. You should use one bin for each classroom. Most teachers prefer the 10 to 14 gallon plastic storage bins. Bins need 1/8" holes drilled in the sides, top and bottom. They also need newspaper shredded into 1" (or smaller) strips. Fill the bins to two-thirds with the newspaper. Worms can be ordered through the mail. Worms are a bit pricey, up to $20 a pound through the mail, so you might want to consider a sponsor or talk to a worm supplier to see if you can get a bulk discount.

Bait shops sell red worms (the only type you should use) and so do some nurseries; however, these are more costly than ordering by mail. Each bin will need around a half pound of worms to start, although a pound is recommended (worm populations can double in three to six months). When you get your worms, wet the newspaper in the bin with a spray bottle until it is as wet as a wrung out sponge.

Sprinkle a handful of dirt on top (worms have gizzards and therefore need grit to enable them to digest food). Then pour out the worms on top. They will burrow down into the newspaper. Worms do not like light and seek out dark places. Begin to feed your worms after a few weeks. They will have acclimated to their new surroundings by then and will have eaten some of the newspaper during this time (newspaper is good for them as is cardboard and other paper). They should always have a three to six inch layer of shredded newspaper over them. Their surroundings should always be as moist as a wrung out sponge. Use a spray bottle to keep bedding moist as needed. Use a burlap cover over the newspaper if your bin becomes too dried out on a regular basis or to avert fruit flies.

Purpose/goal: Schools and the environment can benefit from composting because it saves money, energy, water and landfill space. Composting teaches students about the environment and can easily be integrated into many areas of study like Math, Science and English. Composting gets students outside and teaches them to work together and to manage a project. It produces a soil amendment to use in school gardens and gives students a product to sell for fund-raising. It is a great way to build self-worth and self-esteem and can encourage students to compost at home.

To satisfy this Action Area: Your school can choose one of the four composting systems described below, or you may design your own composting program. Your composting system must be actively used on site to compost materials generated at the school.

CONCLUSION

Environmental day celebration in school is a valuable opportunity to educate students about the environment and inspire them to take action to protect it. By engaging in various activities such as nature hunts, hikes, clean-ups, tree planting, recycling, and reuse programs, students can learn about the benefits of conservation and sustainability. They can also connect with local initiatives and global campaigns that aim to raise awareness and foster positive change. Celebrating environmental day in school can help students develop a sense of responsibility and appreciation for the natural world and their role in preserving it for the future. The importance of environmental day celebration in school is to: Learn about the environment, participate in conservation activities, and learn about ways to help in the future. Increase awareness among students about the importance of the environment and the need to protect it. Commune with nature, create new environmental programs, use nature-centered lesson plans, and work on earth-centered activities. Plant trees or a garden, set up a reuse program, begin a recycling program, and connect students to local initiatives.

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EPA Website

www.epa.gov with great pages for kids, students and teachers.

Educational Resources Information Center (ERIC) (800) 276-0462 or NSCEP@bps-lmit.com

Some Free EPA Publications (800) 490-9198

For a full alphabetical listing of publications,

visit: http://nepis.epa.gov/EPA/html/pubalphaindex.html

Cool the Earth Global Warming Program—

www.cooltheearth.org or call (800) 474-9804

☐ Kid's Corner from Allied Waste of Contra Costa

and Solano Counties— www.alliedwasteservicesofcontracostacounty.com/kids.cfm

☐ Bay Area Junk Mail Reduction Campaign— www.stopjunkmail.org

☐ Plastic Bag Recycling— www.plasticbagrecycling.org/plasticbag/index.html

☐ GreenBiz.com— www.greenbiz.com

☐ The Imagination Factory, creative recycling by making art— www.kid-at-art.com

☐ Laptop Lunches, bento-style no waste lunchboxes— www.laptoplunches.com

Report Writing on Environment Day (byjus.com)

World Environment Day: History, importance and why is it celebrated - Times of India (indiatimes.com)

ED010401 – CURRICULUM DEVELOPMENT AND TRANSACTION

SEMESTER IV

PRACTICUM – 2

A REPORT ON THE RECENT RESEARCH ON CURRICULUM DEVELOPMENT

Submitted by,

Rinta V.S

M. Ed (2021-2023)

Submitted to,

Mrs. Sheeba A.S

Assistant Professor

St. Joseph College of Teacher Education for Women Ernakulam

2021-2023

In this globalized world of 21st century, contribution of education in development of nations has become important. It is almost impossible to think about physical and human development without a sound and quality programme of education. It is rightly said that "Good Education Demands Good Teachers." The goals of education can only be successfully realized if the teachers understand and perform their role in expected manner.

Today, quality in education is pre-requisite. Prepared and well trained teachers are the need of present time. Education demands teachers who are aware of the latest development in curriculum transaction strategies and teaching techniques. In Rigveda it is said that Education is something which makes man self-reliant and selfless, Upanishad said "Education is for liberation". It is well known quote about education that 'Knowledge is power'.

Importance of education for society :

As Nelson Mandela said, "Education is the most powerful weapon, which you can use to change the world." When the world is busy getting equipped with deadly weapons and machinery, it is very important to understand that education is the real asset that can develop an individual as well as a nation. Some committees and commissions have expressed the importance of education in their reports and statements as –

Kothari commission (1964-66) states that "A sound program of professional development of teachers is essential for qualitative improvement of education. Investment in teacher education can yield very rich dividend because the financial resources are required are small when measured against the resulting improvements in the education of millions."

National policy of Education (1986) declared that "Teacher education is a continuous process and its pre-service and in-service are inseparable. At the first step, the system of teacher education will be overhauled. District Institutes of Education and Training (D.I.E.T.) will be established with the capability to organize pre-service and in- service courses for Elementary school teachers and for the personnel working in non- formal and adult education."

National curriculum framework (2005) focused on joyful learning experience and remove stress from children. It emphasized on child centered approach and promotion of universal enrollment and retention up to the age of fourteen.

1. To examine the scope of content implying values subject- wise and class- wise with reference to different documents relevant for elementary school level.

2. To examine the school- wise provision of contents implying values in different types of elementary schools.

3. To find out the provision of value based curricular activities organized in different types of elementary schools along with transaction as reported by the Head Masters.

4. To compare the value perception of students reading in Class- V & VII with reference to type of schools and gender.

The Title of the study is "Content analysis of the curriculum of different elementary schools with reference to values and students' value perception".

Hypotheses of the study

1. There exists no significant difference in the value perception of students reading Class-V and Class-VII. 2. There exists no significant difference in the value perception of Boys and girls reading in Elementary level .

3. There exists no significant difference in the value perception of students reading in schools with exclusive provision of value education and schools without such provision.

As present study is Descriptive one Causal Comparative Design under Descriptive Research Method was followed to compare the value perception of students exposed to different types of programmes. The purpose of the study is to analyze the curriculum of two categories of elementary schools to find out the provision of value based curricular activities organized there in based on curricular inputs and views of Head Masters so as to compare the value perception of students in different types of schools (schools with exclusive provision of value education (primary and upper primary) and schools without such provision) with reference to level of education (primary and upper primary) and gender.

The value concepts incorporated in the textbooks of elementary schools were analysed with reference to the policy documents such as National Policy on Education 1986, revised in 1992, National Curriculum Framework 2005, and National Council of Educational Research and Training document on Education for Values in Schools A framework (2012).

Since, the study is designed to analyse the curriculum of different elementary schools of Odisha with exclusive provision of value education and schools without such provision, all the

Polteness, Commitment , Joy, Patriotism, Spirit of inquiry, scientific temper,Determination, Simple Living, Unity, Natonalism , Freedom Movement, Love for culture and traditoions, and Religious Values. . It was further found that the rest of the values have not been adequately covered under curriculum of Class-V are Spiritual values, Animal Protection, Sustainable Development, Small Family Norms, Love, Gender Equality, Hygiene , Sharing/ joy of giving , Caring, Greatfulness, Trust, Rule abiding, Good Habits, Sympathy, Forgiveness, Family Values, Tolerance, Tolerance, Adaptation, Good Manner, Division of Labour, Work Ethics, Hard work, Regularity, Time sense or Punctuality, Sincerity, Gratitude, Honesty, Humanism , Truthful, Patience , Rationality, Problem Solving Ability, Reasoning, Forgiveness, Sportsman spirit , Self Restraint , Self Respect/ Dignity, Non-violence, Civic Values, Nationalism, Fraternity, Democratic Values, National Development, Tolerance, Liberty, Secular Outlook, and Cultural Diversity . 124 Values not at all incorporated in the Curriculum of Class-V of Saraswti sishu Mandir schools with special provision for Value Education are; Self-esteem, Mutual Interdependence, Confidence, Ethics, Conscience, Internationalism, Concept of World Family, Humanness, Empathy, Creativity, Sportsman Spirit, Independence, Sensitivity, Responsible Citizenship, and Harmonious living.

An analysis of curriculum for class VII in value perception have been undertaken under three categories such as i) adequately covered ii) covered but not adequate and iii) not atall covered. The content analysis of values for class VII of Saraswati Sisu Mandir reveals that the following values have been adequately incorporated in different subjects. Values Adequately Incorporated in the Curriculum of Class-VII Devotion, Belief in God, Aesthetic sense, Environment Protection, Animal protection, Love for Animals, Friendship, Love for Nature, Peace, love, gender equality, cleanliness, caring, service, sympathy, sacrifice, removal of social barrier, respect , dignity of labour, division of labour, hard work, perseverance, regularity, sincerity, discipline, 145 Courage, bravery, sense of responsibility, politeness, duty, commitment, humanism, joy, Patriotism, nationalism, freedom movement, equality, justice, secular outlook, Cooperation, Spirit of inquiry,reasoning scientific temper, self respect, dignity, determination, helpfulness, healthy living, hygine, love for culture and tradition, rituals and religious values. It was further found that the rest of the values have not been adequately covered under curriculum of Class-VII are Spiritualism, Concept of World Family, Internationalism, sustainable development, Small Family Norms, greatfulness, Sharing/ joy of giving , trust, rule abiding, team spirit, Kindness, Family Values, Cooperation, Mutual Understanding, Tolerance, Adaptation, Brotherhood, Work ethics ,Work culture, Self sufficiency,Charecter building, Time

The content analysis of values for class VII of schools without exclusive provision for value education reveals that the following values have been adequately incorporated in different subjects.7 177 Values Adequately Incorporated in the Curriculum of Class-VII are Devotion, Belief in God, Aesthetic sense, Environment Protection, Animal protection, Love for Animals, Friendship, Love for Nature, Peace, love, gender equality, cleanliness, caring, greatfulness, kindness, family values, tolerance, adaptation, service, sympathy, sacrifice, removal of social barrier, respect , dignity of labour, division of labour, hard work, work culture, perseverance, regularity, sincerity, discipline, Courage, bravery, sense of responsibility,gratitude , politeness, duty, commitment, humanism, joy, patience, rationality, problem solving ability, discision making, Patriotism, nationalism, freedom movement, equality, justice, secular outlook, Cooperation, Spirit of inquiry,reasoning scientific temper, self respect/dignity, determination, simple living, helpfulness, healthy living, hygine, love for culture and tradition, rituals and religious values. It was further found that the rest of the values have not been adequately covered under curriculum of Class-VII are Spiritualism, Concept of World Family, Internationalism, Sustainable development, Small Family Norms, Sharing/ joy of giving , trust, rule abiding, team spirit, Sympathy, Kindness, Team Spirit, Mutual Understanding, Tolerance, Brotherhood, Work ethics ,Work culture, Self sufficiency,Charecter building, Time sense, Forgiveness, Truth, Gratitude, Honesty, Patience , Rationality, Problem Solving Ability, Discion making Skill, Repentance, Sportsman spirit , Fellow feeling, Simple Living, Civic Sense, Democratic Values, National Integration, Tolerance, Liberty, Local Specific Values and Cultural Diversity. Further it is found that values like mutual understanding and good manners are not atall incorporated in the curriculum of schools having no specific provision for values. Values not at all incorporated in the Curriculum of Class-VII of schools without special provision for Value Education are; self-esteem, mutual interdependence, confidence, ethics, creativity, independence, sensitivity, responsible citizenship, Sympathy, Forgiveness, Mutual understanding , Good Manners, self restraint, fraternity and rituals.

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ED010401 CURRICULUM DEVOLOPMENT AND TRANSACTION

SEMESTER IV

PRACTICUM I

A Report on Recent Research on Curriculum Development

Submitted by,

Stephy Mendez

M. Ed (2021-2023)

Submitted to,

Ms. Sheeba A.S

Assistant Professor

St. Joseph College of Teacher Education for Women, Ernakulam

Kochi-35

Curriculum development is the process of designing and creating an educational curriculum, which outlines the knowledge, skills, and competencies that students are expected to acquire in a particular course, program, or educational institution. It involves various steps and considerations to ensure that the curriculum is effective, relevant, and aligned with educational goals and standards.

Here are some key aspects and steps involved in curriculum development:

1. Needs Assessment: Determine the educational needs of the target learners and the goals of the educational program. This involves analyzing existing data, conducting surveys or interviews, and considering stakeholder input to identify the knowledge, skills, and attitudes that need to be addressed.

2. Setting Objectives: Clearly define the desired learning outcomes and objectives for the curriculum. Objectives should be specific, measurable, attainable, relevant, and time-bound (SMART), and should align with broader educational goals and standards.

3. Content Selection: Determine the appropriate content to be included in the curriculum based on the identified objectives. This includes identifying key concepts, theories, and skills that need to be covered, as well as selecting relevant and up-to-date resources and materials.

4. Sequence and Organization: Decide on the logical sequence and organization of the content. Consider the progression of concepts and skills, building upon foundational knowledge, and ensuring a coherent and logical flow throughout the curriculum.

5. Instructional Strategies: Determine the most effective instructional methods and strategies to deliver the content and achieve the desired learning outcomes. Consider a mix of teaching

Sampurna (2019) focused on the development and evaluation of a Value Education Curriculum (VEC) specifically designed for children with mild intellectual disability (CwMID). The aim is to provide an effective framework for teaching values to this specific population and assess its impact on their personal and social development. The research explores the process of curriculum development, implementation, and the subsequent evaluation of its effectiveness in promoting positive values among CwMID. The curriculum development process involves a comprehensive review of existing value education programs, considering the specific needs and characteristics of CwMID. Expert consultations, including educators, psychologists, and parents, contributed to the development of the VEC. The curriculum encompassed various domains such as personal values, social skills, emotional well-being, and moral reasoning. The VEC was implemented in selected special education settings, involving CwMID aged between 6 and 12 years. Trained teachers delivered the curriculum over a predetermined period, incorporating various instructional strategies and materials adapted to the cognitive abilities of CwMID. Pre- and post-intervention assessments was conducted to measure the impact of the VEC on CwMID's value acquisition, social behaviors, and emotional well-being. Quantitative data was collected through standardized tests and observational measures, while qualitative data was gathered through interviews and focus group discussions with teachers, parents, and students. The result showed that the VEC lead to noticeable improvements in the personal and social development of CwMID. Positive changes was expected in the acquisition and application of values, enhanced social interactions, improved emotional well-being, and increased moral reasoning abilities.

Usha (2020) focused on the strategic intervention in curriculum development to address emerging trends, specifically in the context of campus interviews. The objective is to explore and

knowledge, competencies, and attitudes required for successful teaching careers. A comprehensive literature review was conducted to explore relevant theories, frameworks, and best practices in teacher education curriculum design and the development of professional skills in pre-service teachers. Data was collected through surveys, interviews, and observations involving pre-service teachers, teacher educators, and educational experts. Surveys gathered quantitative data on pre-service teachers' perceptions of the curriculum's effectiveness in developing professional skills. Interviews and observations provided qualitative insights into the strengths and weaknesses of the curriculum and its impact on professional skills development. The existing teacher education curriculum was analyzed in terms of its content, pedagogical approaches, assessment methods, and opportunities for practical experience. Based on the findings from the literature review, data collection, and curriculum analysis, recommendations was proposed for curriculum enhancements. These recommendations included revisions to course content, pedagogy, assessment strategies, field experiences, and the integration of technology and practical applications. Result showed that the proposed recommendations aim to enhance the development of professional skills in pre-service teachers, ultimately improving their readiness for successful teaching careers.

Jetly (2019) examines the pattern of the constructivist approach and explores the relevance of a parallel curriculum for effective science teaching at the secondary level. The objective is to analyze how the constructivist approach can be applied in science education and investigate the potential benefits of implementing a parallel curriculum to enhance students' understanding and engagement in science. Data was collected through surveys, interviews, and classroom observations involving secondary-level science teachers and students. Surveys gathered quantitative data on teachers' and students' perceptions of the constructivist approach

within the NCFTE framework and highlight challenges faced by stakeholders. Based on these results, recommendations was made to enhance the integration of ESD in teacher education programs.

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ED10201: PERSPECTIVES ON EDUCATION STUDIES

SEMESTER –II

PRACTICUM ON

VISIT ANY EDUCATIONAL INSTITUTION HAVING INNOVATIVE PRACTICES OF QUALITY ENHANCEMENT

Submitted by

Catherene Reshmy

M.Ed. (2019-2021)

Submitted to

Mrs. Sheeba A.S

Assistant Professor

St Joseph College of Teacher Education for Women Ernakulum

SELF ESTEEM INVENTORY FOR
PROSPECTIVE TEACHERS

SL NO	DIMENSIONS	QUESTIONS
1.	Self-respect	1-8
2.	Social interaction	9-16
3.	Self-dependence	17-24
4.	Self-satisfaction	25-32
5.	Self confidence	33-40

Scoring procedure

Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

SL. NO	STATEMENTS	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	My ideas are welcomed by others					
2.	I am one of the best creations of God					
3.	I want others to treat me with respect					
4.	I feel that I have more success than failures in my life					
5.	I do not want to feel inferior to others					
6.	I take pride in being honest even in crisis					
7.	I am a valuable person					
8.	I respect the right of others					
9.	I think myself as fit for society					
10.	I mingle easily with all					
11.	I adjust well and get along with others smoothly					
12.	I never hesitate to make friendship with others					
13.	I respect the rules of society and follow them					
14.	I don't hesitate to learn from others					
15.	I extent my full cooperation when work as a team					
16.	I feel comfortable when working with others					
17.	I take care of my self					
18.	I express my opinion even if it is different from others					
19.	I boldly say "no" when I am unable to agree with others					
20.	I don't compare myself with others					
21.	I consider the views of others but the decision is mine					
22.	I bound my self to culture and tradition of society					
23.	I do things by my self					

24.	I don't care about others decision					
25.	I am happy with what I am					
26.	I am satisfied with my course					
27.	I am proud of my educational institution					
28.	I am satisfied with my health conditions					
29.	I am satisfied with what I have achieved so far					
30.	My family members accept my views					
31.	I accept the ideas that are agreeable to me					
32.	I am happy with my profession					
33.	I face problems than escaping from them					
34.	I consider my failures as stepping stone for success					
35.	I can control my emotions in all situations					
36.	I am not disappointed when things go wrong					
37.	I am capable of leading students					
38.	I can win the confidence of student community					
39.	I can attain the goals of the institution through my teaching					
40.	I can handle my class systematically					

RELATIONSHIP BETWEEN PEDAGOGICAL CONTENT KNOWLEDGE AND TEACHING COMPETENCE AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL

Sheeba. A.S, Assistant Professor. St. Joseph College of Teacher Education for Women, Ernakulam

Elsa Susan Kurian, Teacher Educand, St. Joseph College of Teacher Education for Women, Ernakulam

Dr. Josephine Joseph, Assistant Professor. St. Joseph College of Teacher Education for Women, Ernakulam

Abstract

Pedagogical Content Knowledge and Teaching Competence are the two sides of the same coin because without Pedagogical Content Knowledge a teacher can't become a competent teacher. The ultimate goal of pre-service education is to develop Teaching Competency among Prospective Teachers by providing appropriate Pedagogical Knowledge, Content Knowledge and Curricular Knowledge. A competent teacher can mold a learner according to the todays standard for this they need proper Pedagogical Content Knowledge. During the time of internship the prospective teachers receive accurate and right knowledge and skills about the curriculum and concern about the students that will lead to quality teaching and learning. (Shulman,1986) proposed 3 types of Content Knowledge for teachers: Content Knowledge, Pedagogical Knowledge and Curricular Knowledge. He opined that the capacity of the teacher is vested in his/her ability to transform the Content Knowledge into Pedagogical Content Knowledge. To strengthen our education system we should ensure the availability of competent teachers with sufficient Pedagogical Content Knowledge. Pedagogical Content Knowledge is a key factor in increasing effective and quality teaching. Prospective teachers at secondary level during their internship acquire the ability and skills for planning and integration of instruction creatively, problem analysis, proper reinforcement, decision making, time management, evaluation and proper utilization of leisure time. Hence , PCK and instructional competencies are helpful to the Prospective teachers to know the 'what' and 'how'

of teaching in the classroom. This study aims at investigating the intensity of relationship between Pedagogical Content Knowledge and Teaching Competence among Prospective Teachers at Secondary Level . The investigator followed survey method with sample of 118 prospective teachers at secondary level. The tools used were PCK Scale and Teaching Competence Scale prepared by the investigator. Findings of the study showed that there exists a significant strong positive correlation between pedagogical content knowledge and teaching competence (r = 0.7891) among prospective teachers at secondary level.

Key words: Pedagogical Content Knowledge, Teaching Competence, Prospective Teachers at secondary level

1. Introduction

Pedagogical Content Knowledge means that the knowledge the teachers have about how to teach a particular subject in a way that is effective for their student .It is the combination of teachers knowledge of the subject matter and their knowledge of teaching strategies. Teaching Competence on the other hand means that the ability of teachers to effectively use their knowledge and skills to facilitate learning and improve students outcome.. Teaching is a complex attempt that requires a deep understanding of the content and skills to communicate that knowledge effectively to students. Prospective Teachers who have a strong Pedagogical Content Knowledge will be better able to create an interesting , creative and appropriate learning environment .In short we can say that ,there is a close relationship between Pedagogical Content Knowledge and Teaching Competence among prospective teachers. So, to ensure quality of education and teaching performance during the period of pre-service education one should concentrate in developing strong pedagogical Content Knowledge and Teaching Competence in the respective area of subject. Depaepe, F., Verschaffel, L., & Kelchtermans, G. (2013), noted that most of the research assumes that Content Knowledge is "an important and necessary prerequisite for teachers' Pedagogical Content Knowledge" (p. 15). The systematic implementation of Induction and Internship should ensure the attainment of Pedagogical Content Knowledge and corresponding Teaching Competence among the prospective teachers.

2. Need and Significance of the Study

In the beginning stage of practice teaching the student teachers enter with some amount of PCK and teaching competence Their concern on teaching and pedagogy is very limited. Although little is known about how teachers develop their Pedagogical Content Knowledge and competence, the successful completion of the pre-service course they learn more about the relationship between and Pedagogical Content Knowledge teaching competence. Two ingredients are assumed to contribute to its development, that is, subject matter knowledge and teaching experience. The relationship between Pedagogical Content Knowledge (PCK) and Teaching Competence of prospective science teachers is important because they expected to ensure effective instructional practices in the classroom to achieve competitive and relevant learning among students. The specialized knowledge a teacher possess about methods of teaching, content of the subject., student's concern about the topic, learning environment, assessment techniques and curriculum is sufficient to assuring success in the classroom . Teaching Competence on the other hand is the ability to convey this knowledge in actual teaching learning situations. The prospective teachers should understand the relationship between Pedagogical Content Knowledge and Teaching Competence because it helps them to develop the knowledge, ability and skills they need to become efficient teachers. Hill et. al. (2008), opined that Pedagogical Content Knowledge and Teaching Competence is needed in determining a teacher's success in classroom .To ensure quality of education mentioned in the 2020 educational policy the PCK and Competence of teachers is inevitable.   A competent teacher can teach the subject matter according to the needs and expectations of the pupils,(Roy & Roy 2015).   Without sufficient Pedagogical Knowledge any teacher couldn't become a successful and efficient teacher.

3. Statement of the Problem

The investigator intended to study the relation between   Pedagogical Content Knowledge and Teaching Competence among prospective teachers of at secondary level. Hence the problem is stated as "*Relationship between Pedagogical Content Knowledge and Teaching Competence among Prospective Teachers at Secondary Level*."

4. Operational Definition of Key Terms
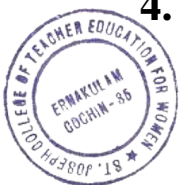
Pedagogical Content Knowledge

In the present study Pedagogical Content Knowledge means the knowledge and understanding of the Prospective Teachers about the subject matter he/she taught, instructional strategies, students conceptions of the subject, purpose of the curriculum, assessment and teaching learning context.

Teaching Competence

Teaching Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990).

In the present study Teaching Competence means that the set of knowledge, abilities, skills, values and believes a teacher acquired through their internship and brings it to the teaching learning environment for taking fruitful classes for their students.

Prospective Teachers at secondary level

In the present study the Prospective Teachers at secondary level refers to the Prospective Teacher who are undergoing pre-service teacher training course to become teachers at secondary level. Here the students studying for B. Ed degree course in the colleges of teacher education are termed as Prospective Teachers.

5. Objectives of the study

1. To find out the level of Pedagogical Content Knowledge among the Prospective Teachers at secondary level.
2. To find out the level of Teaching Competence among the Prospective Teachers at secondary level
3. To find out whether there is any relationship between Pedagogical Content Knowledge and Teaching Competence among the Prospective Teachers at secondary level

6. Hypothesis of the study

1. There will be a significant relationship between Pedagogical Content Knowledge and Teaching Competence among the prospective teachers at secondary level

7. Methodology of the Study

For the Survey method was adopted. The tools used were Pedagogical Content Knowledge Scale and Teaching Competence Scale prepared by the .Population of the study is prospective teachers at secondary level. A Sample of 118 prospective teachers at secondary level in Ernakulam district .Sample was collected via random sampling technique

7.1 Variables of the study

- Independent Variable: In this study the Pedagogical Content Knowledge is the independent variable
- Dependent Variable: In this study Teaching Competence is the dependent variable

7.2 Tools of the study

1. Pedagogical Content Knowledge Scale

2. Teaching Competence Scale

7.3 Statistical technique used

1. Karl Pearson's Coefficient of Correlation

8. Data Analysis and Result

8.1 *Analysis of the level of Pedagogical Content Knowledge among the prospective teachers at secondary level*.

One of the important objectives of the present study is to find out the level of Pedagogical Content Knowledge among prospective teachers in. The mean and standard deviation of Pedagogical Content Knowledge among prospective teachers is given in Table 8.1 below

Table 8.1

Descriptive statistics of Pedagogical Content Knowledge based on total sample

Variable	N	Mean	Standard deviation
Pedagogical content knowledge	118	40.81	3.297

The table 8.1 shows the descriptive statistics of Pedagogical Content Knowledge among prospective teachers. It can be interpreted that for a sample of 118 prospective teachers the mean score is 40.81 with standard deviation of 3.297.

The percentage distribution of the sample of prospective teachers according to their level of Pedagogical Content Knowledge is given in table 8.2

Table 8.2

Percentage distribution of the level of Pedagogical Content Knowledge

Sl.No.	Level of pedagogical Content knowledge	Range	Number of students	Percentage
1	High level	44.107 and above	14	11.8
2	Average level	between 37.51 & 44.107	89	75.4

3	Low level	37.51 and below	15	12.8

From table 8.2, 11.8 % of prospective teachers possess high level Pedagogical Content Knowledge whereas 75.4 % of prospective teachers possess average level Pedagogical Content Knowledge and 12.8 % has low level Pedagogical Content Knowledge. From this it can be interpreted that majority of prospective teachers comes under average Pedagogical Content knowledge level. The diagrammatic representation is shown in figure 8.1

Figure 8.1

Percentage distribution of the level of Pedagogical Content Knowledge
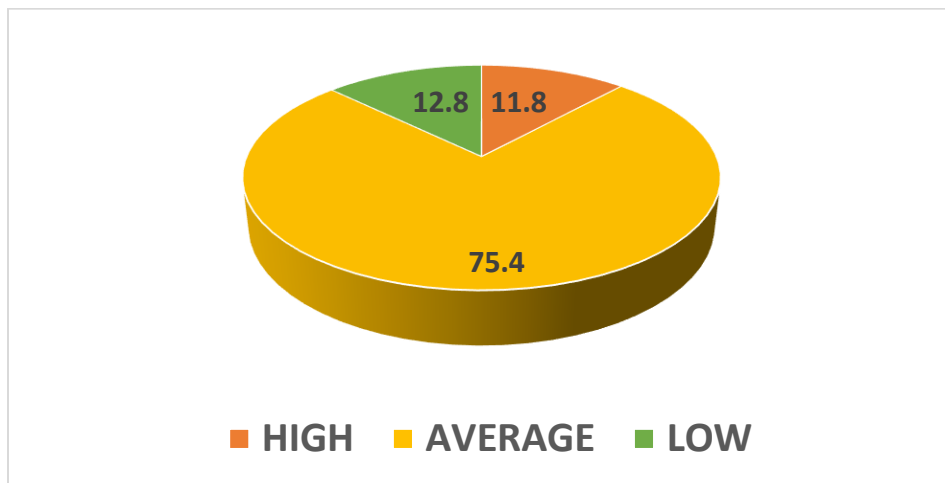
8.2 Analysis of the level of Teaching Competence among the prospective teachers at secondary level.

One of the important objectives of the present study is to find out the level of teaching competence among prospective teachers. The mean and standard deviation of Teaching Competence among prospective teachers is given in Table 8.3

Table 8.3

Descriptive statistics of Teaching Competence for total sample

Variable	N	Mean	Standard deviation
Teaching competence	118	42.32	3.01

It can be interpreted that for a sample of 118 Prospective Teachers the mean score is 42.32 with standard deviation of 3.01

The percentage distribution of the sample of Prospective Teachers according to their level of teaching competence is given in table 8.4

Table 8.4

*Percentage distribution according to their level of teaching competence*

Sl.No.	Level of teaching competence	Range	Number of students	Percentage
1	High level	45.33 and above	18	15.2
2	Average level	Between 39.31 and 45.33	83	70.3
3	Low level	39.31 and below	17	14.4

About 15.2% of prospective teachers possess high level Teaching Competence whereas 70.3% of Prospective Teachers possess average level Teaching Competence and 14.4% has low level teaching competence. From this it can be interpreted that majority of prospective teachers comes under average Pedagogical Content Knowledge level. The diagrammatic representation is shown in figure 8.2

Figure 8.2

Percentage distribution of the level of Teaching Competence
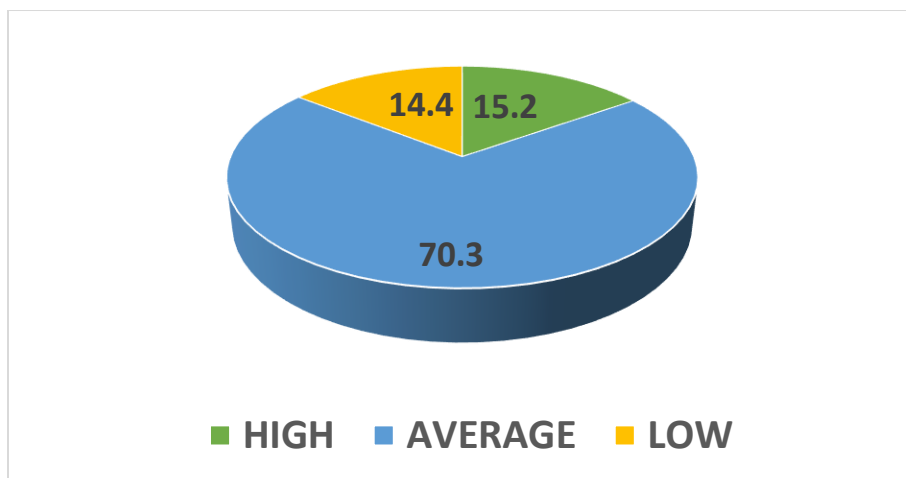
8.3 Analysis of relationship between Pedagogical Content Knowledge and Teaching Competence among the Prospective Teachers at secondary level

For analyzing this relationship between Pedagogical Content Knowledge and Teaching Competence among the Prospective Teachers at secondary level based on total sample, the

114

investigator used Karl Pearson's correlation coefficient. The result of the data analyzed is given in the table 8.5

Table 8.5

Relationship between Pedagogical Content Knowledge and Teaching competence

Variables	N	r	Level of significance
Pedagogical Content Knowledge & Teaching Competence	118	0.7891	.01

The co-efficient of correlation is found to be 0.7891 and significant at 0.01 level, which indicates that there exists a strong positive correlation between Pedagogical content knowledge and Teaching Competence among Prospective Teachers.

9. Major findings

- Majority of Prospective Teachers of total sample comes under average Pedagogical Content Knowledge category
- Majority of prospective teachers comes under average Teaching Competence category
- There exists a significant strong positive correlation between average Pedagogical Content Knowledge and Teaching Competence among Prospective Teachers

10. Conclusion

In the educational scenario the policy makers, teacher educators and prospective teachers should understand that there exist strong positive relationship between PCK and Teaching Competence .During pre-service period both educators and prospective teachers must concentrated on acquiring Pedagogical Content Knowledge and Competence in teaching to maintain quality of teaching and learning.. In shortly we can say that in the educational context an expert teacher can deal his/her students confidently in the classroom through their knowledge in subject, strategies learned, technologies and various competencies acquired during pre-service . For this different managements, policy makers   and curriculum framers should ensure in providing and including more opportunities and practices to learn content, ,general pedagogy and necessary competence in the time of Internship. A rich pre-service curriculum and its effective practices should creates skillful and competent   teachers for today and future world .A sincere attempt from the part of teacher educators and curriculum framers is necessary for molding sufficient number of quality teachers for the need of the society .

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