St. Thomas College of Teacher Education, Pala, Kerala – 686 575
Affiliated to Mahatma Gandhi University, Kottayam

Criterion I – Curricular Aspects

1.3 Curriculum Enrichment

1.3.2 (c) ANY OTHER RELEVANT INFORMATION

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ESTD. 1957

SSR Submitted to NAAC
Fourth Cycle of Accreditation

1.3.2 (c) ANY OTHER RELEVANT INFORMATION

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(B.Ed. 2022-2024 Batch)

Practicum EDU 101

Topic: NATIONAL EDUCATION POLICY 2020

Submitted By:

Name   : AMRUTHA P ANIL

Class No   : 1

Subject   : ENGLISH

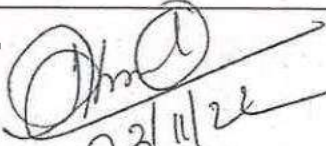Reg. No   :

Date of Submission: 21-11-2022

Submitted To:

Dr. T.C Thankachan

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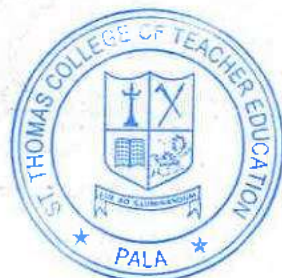
Evaluation Column	
Signature	
Date:	23/11/22

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PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA

Contents

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NEP 2020

The National Education Policy (NEP) 2020 is a national educational policy reform which has introduced profound changes at every level of learning, including higher studies and secondary and primary schooling. It aims to transform the education sector of India by 2040. Equitable access to high-quality education for all students, regardless of their socio-economic class and backgrounds, is the ultimate goal of NEP 2020.

Formulated by the Education Ministry, formerly known as the Ministry of Human Resources and Passed by the Union Cabinet, NEP 2020 has replaced the National Policy on Education (NPE), 1986. It focused on the holistic development of students' minds, acknowledging their interests, and motivating them to enhance it. NEP endorses multi-disciplinarity, multilingualism, conceptual understanding

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vital creative and critical thinking and teaching life skills.

At school-level education, NEP did away with the archaic 10+2 structure and introduced a new pedagogical and curricular structure of 5+3+3+4 which covers students of ages 3-18 years. It has been divided into four stages of learning :- Foundational, Preparatory, Middle and Secondary. The new policy caters to 3-6-year old children as well and promotes Early Childhood Care and Education (ECCE). Under this, NCERT will formulate a National Curricular and Pedagogical Framework for Early Childhood Care and Education. (NCPFECCE). It will be divided into two parts which will entail a subframework for 0-3 year olds. The ECCE will help children to learn a diverse range of things like art, music, craft, drama, puppetry etc..., to plant the seeds of creative instincts and logical thinking in them from an early age. NEP is Balanced assimilation of adept modernism and respectability for India's vast multiculturalism and linguistic identities.

24. Online and Digital Education: Ensuring Equitable Use of Technology.

India is a global leader in information and communication technology and in other cutting-edge domains, such as space. Technology itself play an important role in the improvement of educational processes and outcomes. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education. Whenever and wherever traditional and in-person modes of education are not possible.

In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging it's potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms

and ongoing ICT-based educational initiatives must be optimized, and expanded to meet the current and future challenges in providing education for all.

NEP 2020 recognises the importance of

* Leveraging the advantages of technology while acknowledging the potential risks and challenges.

* Carefully designed and appropriately scaled pilot studies to determine the benefits of digital/online education.

* Optimising and expanding the existing digital platforms and ongoing ICT-based educational initiatives to meet the current needs and future challenges.

* Using technology for online and digital education adequately to address concerns of equity.

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Online and Digital Education: Way forward.

* Change in pedagogy for online / digital education
* Blended approach with online and experiential learning
* Educational programmes to be made available 24×7 in different languages.
* Availability of affordable computing devices to eliminate digital divide.
* Provide assistive tools for monitoring progress of diverse group of learners.
* Provide two way audio and video interface for holding online classes.
* Leverage existing platforms for creating virtual labs.
* Invest on creation of open, interruptible, evolvable, public digital infrastructure
* Online assessment in different approach.
* Suitable teacher training to prepare teachers as effective online educators.
* Optimise and expand existing digital platforms and ICT based initiatives.

Online and Digital Education: Challenges.

* Digital competencies of teachers to meet further need.

* Unavailability of open and public digital resources infrastructure

* Limitation in delivering certain types of courses/subjects in online, digital space

* Online assessment on scale.

* Becoming screen based education.

* .Bridging Digital divide.

* Teachers require suitable training and development to be effective online educators.

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Online and Digital Education: Key Initiatives.

Plot Studies on Online education.

Digital Infrastructure

Online teaching platforms and tools.

Content creation digital repository and tools

Addressing the digital divide.

Laying down standards

Blended models of learning

Virtual labs

Training and incentive for teachers.

Online assessment and examinations.
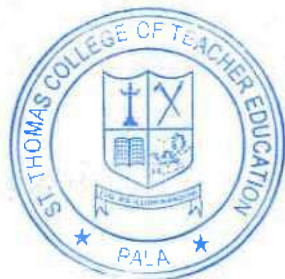
Creating A Dedicated Unit For Building Of World Class, Digital Infrastructure, Educational Digital Content And Capacity.

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy Objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry. to look after the e-education needs of both School and higher education.
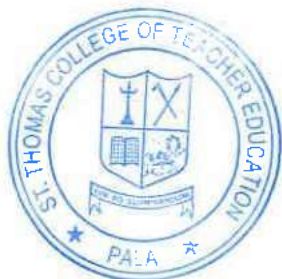
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Suggestions

It has to be acknowledged that the NEP 2020 has done a path breaking job in incorporating technology in the Indian education system, but this also raises certain concerns and challenges that cannot be ignored.

A large part of rural India is still digitally challenged. According to a government survey conducted between July 2017 to June 2018, the results released in November 2019 say —

a) Only 4.4% households in rural India have computers as against 23.4% urban households.

b) 14.9% of rural India has internet facility as against 42% urban households.

c) Internet users are growing in rural India, though access is almost always through mobile phones, in rural as well as urban areas.

For the purpose of education, it is necessary for students to have exclusive access to any form of digital hardware, be it a Smartphone, computer or tablet. However, in today's scenario, a majority of students from under privileged backgrounds have limited or no access to devices, internet and in some cases, even electricity.

While NEP 2020 recognises these limitations and the efforts to eliminate them with campaigns like Digital India and making affordable computing devices availabl practical solutions are needed along with the awareness on the importance and use of technology Also, the human factor of education is crucial and technology is meant to further amplify the learning experience

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Conclusion

The NEP 2020 is undoubtedly a progressive step towards education of the future, with technology playing an invaluable role in facilitating teaching and learning. Hence, it is important to develop a coherent road map for promoting successful technologies and also providing effective data security and privacy, with the help of ed-tech companies which offer holistic education management information systems.

Estimates say that by 2022, the Indian K12 ed-tech market, including educational ERP softwares, will be worth USD 1.7 billion and post K12 ed-tech market will be worth USD 1.8 billion. The policy also offers an opportunity for cooperation between the various industry stakeholders and regulatory authorities/ educational institutions.

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Finally, the success of NEP 2020 will depend on how well it is implemented, and how effectively the objectives of the policy are integrated within the existing initiatives while also involving the relevant stakeholders in delivering the policy effectively.

The NEP 2020 is a great step in accepting that education in the future will mean greater dematerialisation and digitalisation of content and working towards staying ahead of the curve. For a country steeped in a traditional education system, this itself for India is an extraordinary feat.
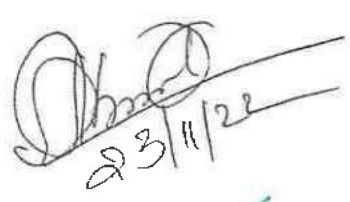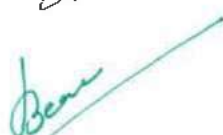
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23/11/22

EDU 101: CONTEMPORARY INDIA AND EDUCATION

PRACTICUM: Critical analysis of NEP 2020

SEMESTER I

EQUITY

EVIDENCE: REPORT
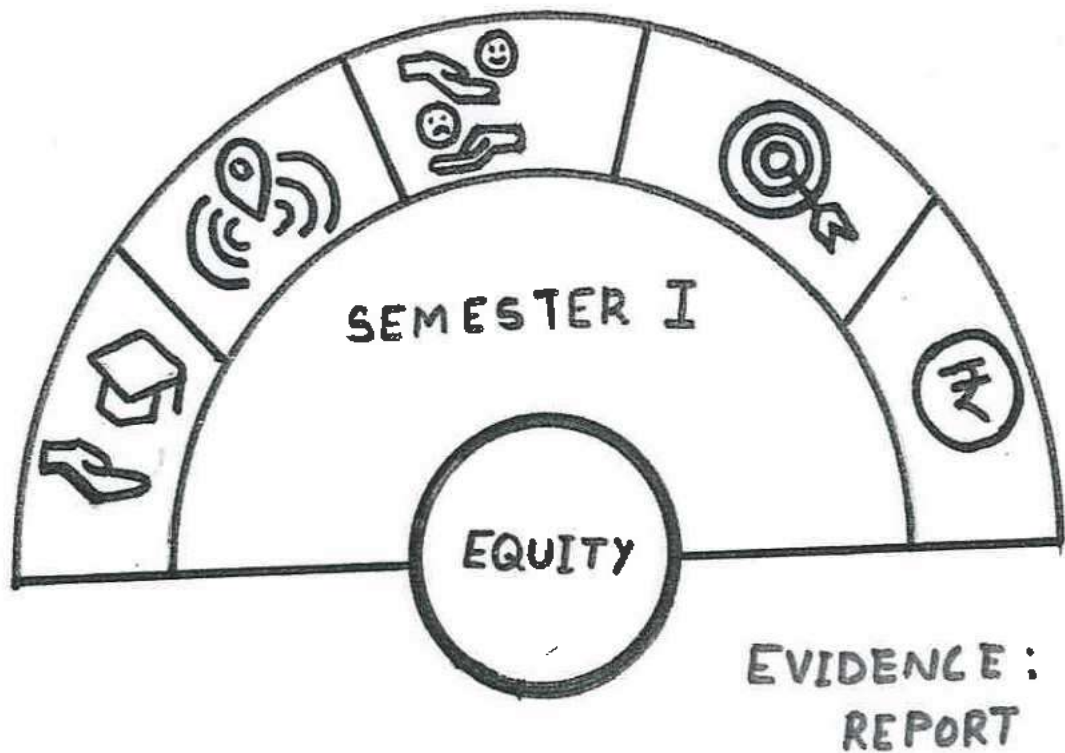
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Through this work, I got a thorough knowledge about NEP 2020. NEP 2020 aims to transform the education sector of India by 2040. I particularly analysed 'Online and Digital Education' and gave some suggestions.

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B.Ed. 2022 - 2024 Batch

Practicum EDU 203

ASSESSMENT FOR LEARNING

EVALUATION SYSTEMS IN THE SCHOOL LEAVING EXAMINATIONS OF STATE, CBSE AND ICSE BOARDS

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Subject : MATHEMATICS

Reg. No : 223240112079

Date of Submission: 10 | 05 | 2023

Submitted To:

Dr. Lavina Dominic

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INTRODUCTION

Communicating a high quality education has always been an enormous challenge in a war torn countries, and India is not exceptional. Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, and the knowledge. Evaluation helps to build an educational programme assess its achievements and improve upon its effectiveness. Assessment and evaluation are highly concerned with qualitative judgements that are used to improve students knowledge and learning. It also give teachers useful information about how to improve their teaching methods. The quality of learning outcome and learner's learning can be measured by evaluation.

KERALA BOARD OF PUBLIC EXAMINATION, KBPE

was established in 1965; to regulate and and supervise the system of Intermediate and Higher Education in the state of Kerala and to specify the courses of study and matters connected there with students. Its mandate to 'Reach the Unreached' in terms of education and skill. KBPE is the main education body of kerala, which is independent and functions under the Ministry of Secondary Education, Government of Kerala. KBPE is an independent department for education, which is responsible for conducting the Public Examination like SSC, HSC, SSLC, ALVEL, KTET, TTC, THSLC and KGTE. KBPE functions directly under the Ministry of Secondary Education, and thrives to promote world class education in Kerala

CENTRAL BOARD OF SECONDARY EDUCATION, CBSE is an Indian national level-education board for private and public schools operated and regulated by the Indian Union Government. CBSE has demanded that all affiliated schools adopt NCERT curricula only. In India, there are approximately more than 27,000 schools and more than 220 CBSE affiliated schools in 28 international countries. CBSE holds final exams for students in 10 and 12 classes. It also conducts competitive exams like JEE, NEET, CTET.

The INDIAN CERTIFICATE OF SECONDARY EDUCATION, ICSE is an examination conducted by the Council for the Indian School Certificate Examination (CISCE), a private board of school education in India for class 10. It is considered as one of the popular boards of education in India who conducts the ICSE class10 and ISC Class 12 board examinations every year. ICSE board exam is known for its vast syllabus, and students must give importance to all the subjects.

EVALUATION / GRADING SYSTEM OF STATE, CBSE AND ICSE

Kerala SSLC Grading System 2023 is a 9-point grading system with the highest grade value being 9 and the lowest being 1. These grades are conferred to the students by the KBPE board on their marks in the Kerala SSLC Class 10th exam. The grading assesses the student on a 9-point scale ranging from A+ then followed by A, B+, B upto E. Students who fail to
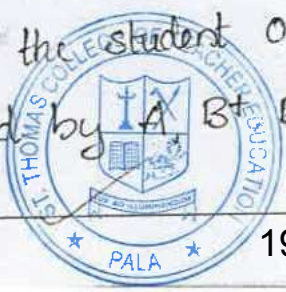
obtain at least a D+ grade, which is the minimum passing grade, have to appear for the SAY or Save A Year exam. The maximum marks of the Kerala SSLC exam are 640, out of which 490 marks are allotted to the written Board exams while 130 marks are assigned for the internal assessment and the rest 20 marks are occupied by an IT practical exam. The total marks scored by a student out of these 640 marks secures them a grade correspondingly.

A tabulated description of Kerala SSLC 2023 grading system is displayed below:

GRADE	GRADE POINTS	RANGE OF MARKS	REMARKS
A+	9	90-100	Outstanding
A	8	80-89	Excellent
B+	7	70-79	Very Good
B	6	60-69	Good
C+	5	50-59	Above Average
C	4	40-49	Average
D+	3	30-39	Marginal
D	2	20-29	Improvement Required
E	1	< 20	Improvement Required.

To convert the grade point to Percentage; first add the grade points secured in each subject to TGP (Total Grade point) then multiply the sum by 1.1.
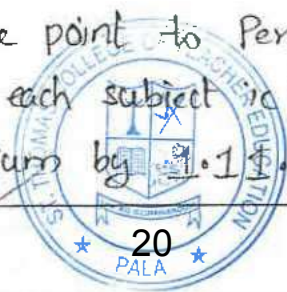
The Central Board of Secondary Education has introduced a new grading system for class 10 students. The new nine-point scale grading system will require students to get qualifying grades in 4 out of 5 subjects to get promoted to the next higher class. The board has decided not to carry a pass or fail on the mark sheet of students. The grading system has been introduced to reduce the unnecessary pressure from students by means of continuous evaluation by taking a number of small tests throughout the year, instead of a single test at the end of the academic session.

The new grading system will have a Nine-point scale, in which students will be awarded grades from A to E. This grading system was implemented to eliminate the schools from showing the numerical scores on the report card of each students. The nine-point grading system employed to measure the scholastic achievements of students. Table regarding this, is given below;

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40		4.0
21-32		Fail
00-20		Fail

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◻ We can see numerical scores in the assessment of theory/ practical papers in external subjects. The CBSE boards will also indicate grades in the mark sheets in addition to numerical scores in subjects of external examinations. Grades will be shown only in internal assessment subjects.

◻ Five types of grading are available to show the result; ie; A, B, C, D and E.

◻ To qualify the exam, the student has to score a minimum of 33% marks.

The <u>Indian Certificate of Secondary Education (ICSE)</u> grading system and pattern are designed to assess student's academic ability and their performance in the ICSE examinations. The grading system is based on a percentage rage from 0 to 100%. The grading system is divided into four categories;

◻ ICSE Distinction Percentage is 90-100%

◻ Followed by First Division is 75-89%

◻ Second Division 60-74%

◻ Pass 50-59%.

The ICSE grading system is an important part of the evaluation process for students in the ICSE educational system. It is a system that gives an indication of a student's performance in various subjects and helps in determining their overall grade.

The ICSE grading system consists of two components; internal and external. The internal assessment is conducted by the school, while the external assessment is undertaken by the Council for the Indian School Certificate Examinations (CISCE)

The internal assessment for ICSE is based on the school's own internal assessments such as periodic tests, class tests and assignments. These assessments are marked out of 100 and the grades are awarded on a percentile basis. The top 5% of students get an A grade, the next 15% get a B grade and so on.

The external assessment for ICSE is conducted by CISCE and is based on the student's performance in the final exams. The marking and grade awarding process is same as of external assessment. The final exam is weighted at 40% while the internal assessment are weighted at 60%. €

CISCE indicates the performance of the students by conferring upon the grade from 1-9. Since 7 is the minimum passing grade one need to acquire 7 to get the passing certificate. Only the grades from 1-7 are indicated on the certificates

GRADE	STANDARD.
1, 2	Very Good
3, 4, 5	Credit
6, 7	Pass
8, 9	Fail

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The Internal assessment is adjudged on the performance in SUPW (Socially Useful Productive Work) and Community Service. The assessment is indicated by a letter grade, where A is the highest Grade while E is the lowest. Only Grades A to D is recorded in Certificates. The representations is as follows.

GRADES	STANDARD.
A	Very Good
B	Good
C	Satisfactory
D	Fair
E	Fail

A student is obliged to secure a minimum of 33% marks in five subjects (severally) including English as well as in aggregate to obtain the ICSE, Passing Certificate. 2023.

COMPARING AND CONTRASTING

There is a lot of difference between State, CBSE and ICSE board ie, they differ in terms of syllabus, exam pattern and structure. All the boards have some pros and cons. In state board, there are practical implications for subjects and the grading system varies with the state whereas, CBSE includes scientific methods of application to subjects, and it has CCE (continuous and comprehensive evaluation) as
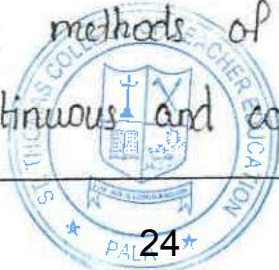
its grading system. CBSE is a national board and is associated with a number of competitive exams of arts, medical science and engineering. Whereas, ICSE board focuses on analytical skills and in-depth detailing of subjects. This board has acceptability in foreign universities as well. ICSE board has an advantage in clearing exams like IELTS (International English Language Testing System) or TOEFL (Test of English as a foreign Language). ICSE board focuses on overall development of the child. But the syllabus is relatively difficult and tiresome.

CONCLUSION

The Education system in India is re-shaping and re-freshing itself day by day. The most sensitive part of curriculum change is change in the Assessment and Evaluation System. The Educational Boards and Councils in different states are applying their own strategies to assess and evaluate the learners keeping a similarity with the standard and norms as used in State, CBSE and ICSE. A number of national levels Councils NCTE, IMC, AICTE, NCERT, SCERT etc. are also directly

involved in the system.

As each student is unique and has unique or special skill, assessment and evaluation process should cater the needs of those students, whether it is State, CBSE or ICSE board. Assessment and Evaluation should becomes a powerful means of influencing the quality of what teachers teach and what learners learn. The Evaluation systems of all the three board; State, CBSE and ICSE is efficient and it caters the ultimate function or aim education. It moulds and provides best personalities to the society. The only thing that makes a difference is the curriculum each board implement, resources they uses, facilities they have and proper usage of it, and many more. The key factor for the system and the educational institutions is to establish equilibrium between measuring and assessing achievements and the practical consequences on the teaching-learning process.

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EDU 203: ASSESSMENT FOR LEARNING

PRACTICUM: Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards

REFLECTION

☐ Got an clear idea about the evaluation systems in 10th Final Examination of State, CBSE ICSE

☐ This will help me in future teaching practice

Evidence Report
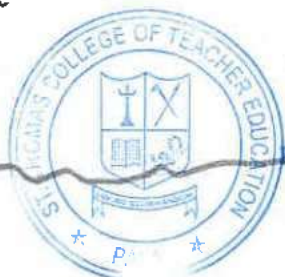
Sandeep Kumar V.

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PALA

Estd. 1957

TWO YEAR B.Ed. PROGRAMME

2022 - 2024

(CREDIT & SEMESTER SYSTEM WITH GRADING)

RECORD

COURSE CODE OF PRACTICALS: EDU 206.1

NAME: CATHERINE JOSE

COURSE CODE OF CORE COURSES: EDU 203

STREAM: MATHEMATICS EDUCATION

REG. NO: 223240112075

Certified that this is the bonafide record of....CATHERINE JOSE............

....for the year 2022 - 2024

College Co ordinator

Prof. Dr. BEENAMMA MATHEW Principal
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EDU 206·1 ANALYSIS OF PREVAILING ASSESSMENT PRACTICES IN SCHOOLS

INTRODUCTION

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness and honesty. Unleashing the potential of continuous improvement in teaching or learning requires an appreciation of the difference in spirit between assessment and evaluation. Both are an integral part of instruction and learning. It is done to let the educational institutes find out what more can be done to improve the education offered by those educational institutes.

According to Brown (1990), assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. It is a process that includes four basic components:

1) Measuring improvement over time
2) Motivating students to study
3) Evaluating the teaching methods
4) Ranking the students capabilities in relation to the whole group evaluation.

Evaluation, in the field of education means, measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard (Weir & Roberts, 1994). The focus of evaluation is on grades. Effective evaluation is a continuous, on-going process.
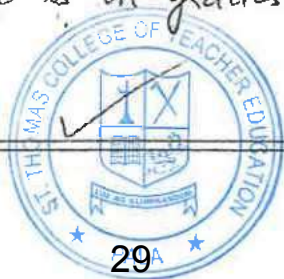
Assessment and evaluation are related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process. They are useful for gathering data/ information needed into various interests. The data can be used to make decision about the content and methods of instruction, to make decisions about classrooms climate, to help communicate what is important and to assign grades.

ASSESSMENT APPROACH. (KERALA STATE SCHOOL CURRICULUM)

. The assessment approach adopted in the Kerala State School Curriculum emphasizes that, for effective learning, learning experiences should be based on specific objectives and centered on learning outcomes. How far are the acquired concepts and skills sufficient in ensuring learning outcomes? How many learners are yet to acquire the learning outcomes? What are the extended activities to be provided? How can they be provided? These should be the concerns of teachers as part of the assessment.

Assessment to ensure learning; called 'Assessment for Learning should be given prominence'. It has to be carried out continuously for progress in learning and should be integrated with learning activities. Learning also takes place through self-assessment and can be called as 'Assessment as learning'. Both forms of assessment are intensely emphasized in the assessment approach.

Therefore the assessment approach adopted should be an 'Outcome Focused Assessment Approach'. Clarity regarding the need for assessment, need to ensure learning outcomes, making it learner- centered, to develop and encourage creative; critical and logical thinking are characteristics of learning focused on learning outcomes.

The Kerala State of India, pioneering in all aspects of education evolved a comprehensive and continuous system of assessment at school level.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Learning is a continuous process taking place in the learner. Hence the assessment process to examine the concepts and skills acquired should also be continuous. By comprehensive assessment, it means that assessment of the learner is carried out in two areas-
1) Cognitive area
2) Socio-emotional area.

Hence a continuous and comprehensive evaluation system is adopted.

ASSESSMENT REGARDING DEVELOPMENT IN COGNITIVE AREA

Two types of evaluation are suggested here-
1) Continuous Evaluation (CE)
2) Term Evaluation (TE)

CONTINUOUS EVALUATION (CE)

Three types of CE are suggested.
1) Learning Process Assessment - Indicators such as Participation of learners in learning activity, conceptual understanding, acquisition of skills, performance / presentation, recording / preparation, can be used for evaluation

2) Portfolio Assessment - Indicators such as Clarity of concept, attainment of concepts, appropriate design, completion and originality can be used for portfolio assessment.
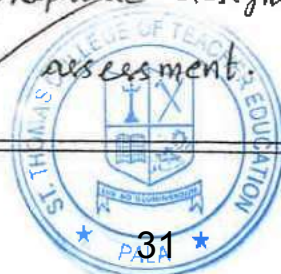
3) <u>Unit based Assessment</u> - Oral assessment, quiz programme, open book assessment, preparation of questions, assessment of creative writing can be considered for unit assessment.

TERM EVALUATION (TE)

It is essential to assess the learning outcomes achieved through learning activities by each learner at the end of every term. Assessment should be based on the content - area of units considered in the term. Questions to assess skills and ideas which lay stress on learning outcomes can be prepared.

ASSESSMENT OF SOCIO-EMOTIONAL AREA

Assessment of social and emotional areas should consider skills including; communication skills, interpersonal skills, empathy, coping with emotions and stress, problem solving skills, decision-making, critical thinking, creative thinking and self-awareness.

ANNUAL CONSOLIDATION

The annual overall score of CE is the best scores obtained by the learner in 3 terms. The total score of a learner in one subject is the sum of TE and CE.

A 9-point Absolute Grading is used in High Schools for assessing the learners.

PREVAILING ASSESSMENT PRACTICES IN SCHOOLS

To analyse the prevailing assessment practices at schools, I had to gather information about the assessment practices at schools following the Kerala school curriculum. I adopted the following procedure for the study.

Objective : To analyse the prevailing assessment practices in schools.

METHODOLOGY

Method : The descriptive survey method was followed for the study.

Tool used for the study : Questionnaire

I prepared a questionnaire for teachers to gather information about the assessment practices at school. It consisted of 8 questions based on the approach to assessment as suggested by the Kerala School Curriculum.

Sample : The sample comprised of teachers of Sacred Heart Girls' High School, Bharananganam.

Name of the teacher	Subject
Sr. Jessy Joseph FCC	Social Science
Sr. Alphonsa FCC	Biology
Sr. Stella Maria FCC	English
Smt. Saji Sebastian	Mathematics
Sr. Vijaya FCC	Chemistry.

ANALYSIS OF DATA

The data collected from different teachers were analyzed. The analyses are given below.

QUESTION- WISE ANALYSIS

1) How is Continuous and Comprehensive Evaluation practised?

Ans: The social science teacher continuously evaluates learner's performance by monitoring their behaviour in the classrooms and analyzing their marks in frequently conducted tests. The style and clarity of answers are also considered for CCE. Poster-making skills and the habit of reading newspapers regularly are also included. Assignments and follow-up activities to ensure conceptual understanding and the performance in these are evaluated for CCE.

The English teacher continuously evaluates the learners by their performances in activities related to the four skills (LSRW). They are made to present speeches, read other english texts in class and write summaries of the lesson on their own. Tests are conducted and scores are evaluated. The writing style, content of the writeups, pronounciation and style of presentation of the students are evaluated. Assignments are also included. Students are divided into groups and each group is awarded points for their performances.

The Mathematics teacher continuously evaluates the students by conducting class tests and unit tests frequently. The teacher daily assigns homeworks to the students based on the concepts taught everyday. Quizzes, assignments, seminars and chart competitions are conducted regularly and their performances in these are evaluated for CCE. Formula books are kept by students and periodically

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evaluated by the teacher.

The Biology teacher uses questions, paper presentations, group discussions and class tests to evaluate the students. A science diary is kept by the students and frequently checked by the teacher. The marks scored by the students in classtests and their performances in other activities and assignments are the basis of CCE.

The Chemistry teacher uses projects, assignments, seminars and classtests to continuously evaluate the students. A science diary is kept by each student and periodically checked by the teacher. Questions are asked frequently and student's performances are evaluated based on all the above activities.

2) What are the different tools of assessment used?

Ans: The social science teacher uses group discussion, debate, poster making, quizzes, questioning, assignments and tests as major assessment tools.

The English teacher makes use of speech, reading, questioning assignments and discourses such as letter writing, diary entries, poster-making etc as tools of assessment.

The Mathematics teacher uses mathematics dictionary, dictation, formula book, peer assessment and the various competitions of Mathematics Club as assessment tools.

The Biology teacher uses classtests, quizzes, seminars, questioning, group discussions, assignments and science diary

The Chemistry teacher uses questioning, class tests, seminars, chart works, peer assessment, science diary and assignments as major assessment tools.

3) How often are tests conducted?

Ans: The social science teacher conducts tests after every unit along with midterm, term and annual tests.

'The Mathematics teacher conducts tests often after each chapter and conducts dictations for the chapter with formulas. Along with these, midterm, term and annual tests are also conducted.

The English teacher conducts tests once in a month along with midterm, term and annual tests.

The Biology teacher conducts conducts chapter-wise and monthly tests along with midterm, term and annual tests.

The Chemistry teacher conducts chapter-wise tests along with midterm, term and annual tests.

4) Is a teacher planner maintained? Are the responses of the students noted down in the teacher planner?

Ans: The social science, English, Mathematics, Biology and Chemistry teacher maintains a teacher planner and record the responses of the students to find the areas where remedial teaching is required.

5) Is an activity log maintained?

Ans: The Social science, English, Mathematics, Biology and Chemistry subject teachers maintain the activity log which records the works and activities done in the classroom, their performances and marks scored for CCE.

6) What are the components of the student's portfolio?

Ans: The port-folio of Social Science comprises of learner's personal details, Reflections of the tests conducted, assignments / classroom activities, details of participation in various activities like debates, quiz, discussions etc.

The portfolio of English consists of various assignments done by the students, products of follow-up activities of each unit, details of participation of students in various classroom activities and reflections of class tests.

The portfolio of Mathematics consists of charts, mathematical puzzles, seminar reports, models and the details of participation of the students in classroom activities.

The portfolio of Biology consists of pictures, worksheets and documents used for teaching. It also includes the products created by the students that are related to the subject learned and details of student's performance in various activities.

The portfolio of Chemistry consists of charts, seminar reports, assignments, reflections of tests conducted and details of student's participation in activities.

7) How are the Student's portfolio evaluated?

Ans: In the opinion of the Social Science teacher, the students portfolio helps in providing a systematic analysis of how each student learns the subject and what is important to each student in the learning process. Student's portfolios are evaluated based on content and presentation style of each student.

According to English teacher, portfolios reflect the mastery of learners over language. It is evaluated based on the correct use of language, creativity, content and style of presentation. The literary skills and imagination of students are also considered.

According to Mathematics teacher, portfolios are evaluated based on mathematical precision and accuracy.

According to Biology teacher, the students portfolios are evaluated based on the clarity of concept, originality of the work, design and timely completion.

According to Chemistry teacher, evaluation is based on the style of presentation, clarity of concepts, learning implications and timely submission.

8) What are the practical difficulties faced while assessing the students?

Ans: According to the Social science teacher, the differentiated needs, and responses of students and indiscipline are the primary difficulties faced. While some learners enthusiastically participate in activities, others do not put sufficient effort to learn or complete works. There is difficulty in satisfying the needs of each learners.

The difficulties faced by the English teachers includes the weak language base, difficulty in conveyance of language and different responses due to improper understanding. Concepts of lower classes have to be taught again due to students' weak grammatical base. Moreover not all students actively respond or participate in all activities.

The difficulties faced by Mathematics teacher are the lack of previous knowledge of the students, poor understanding of concepts and their ignorance of mathematical symbols. Students approach
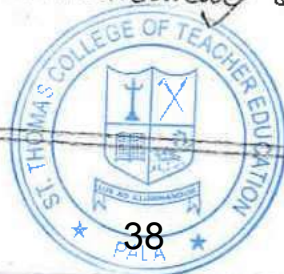
learning only in an exam-oriented way and there is no continuity between previous knowledge and current knowledge.

The difficulties faced by the Biology teacher are the different responses of the students, copying of assignments of peers and lack of previous knowledge. Some students are not enthusiastic in completing the works and tend to copy works of their peers.

The difficulties faced by the Chemistry teacher includes lack of time and lack of responsibility among students. Due to lack of time, sufficient activities are not given to the students and their lack of responsibility delays the process of assessment and evaluation.

All these difficulties faced by the teachers are caused by the effect of Covid-19 lockdown on the students. Due to the previous period of online learning, the students seriously lacked previous knowledge in all subjects. There is a huge reduction in the learning capacity of students, along with their span of attention. Teachers are challenged with the task of attracting the student to the classes and retaining their interest. The student's different family backgrounds and emotional unstability also affect their learning.

INTERPRETATION

Though all the subject teachers use unique ways of continuous evaluation, there are many common tools such as tests, assignments, questioning etc. Each subject uses tools that focus on their expected learning outcomes. The Social Science teacher uses tools that increase the student's social awareness and their humanity. The English teacher focuses on creativity, imagination and acquisition of the four language skills. Mathematics teacher focuses on the analytical, numerical and arithmetic ability of the students. The teachers of Biology and Chemistry aim to increase the scientific temper of the students.

All the activities included in CCE are further extended to the club activities of the school and students are encouraged and trained to participate in various competitions under the Social Science, Mathematics, English, Biology and Chemistry Clubs. Students are then sent to take part in interschool, district level and state level science fairs, social science fairs and Maths fairs. Under the English Club, they are sent to participate in literary competitions and arts fests.

The major constraints in the assessment of CCE are the differences in the responses of the students and their lack of cooperation. The online learning period of Covid-19 which lasted almost 2 years has taken its toll on the learning ability of students. There is a great need for innovative methods that will hold the attention and interest of the students which is now taken over by gadgets.

In the Kerala State Syllabus, due priority is given to assessment and evaluation of student achievement and abilities. The practices are generally individualised, catering to the needs of each student. Teachers are thus willing to take up various modes of assessment techniques that provide students with what they require.

CONCLUSION

Assessment plays an important role in education because it drives students learning. Good assessment can help students become more effective self-directed learners. In approaches to assessment, the 'assessment of learning' focuses on making summative judgements which in practice is likely to involve more formal examinations and tests with mark schemes to ensure that the process is sound, while the 'assessment for learning', implies a more formative approach where there is much more emphasis on feedback to improve performance., through course work and portfolio assessment.

To ensure the effectiveness of the teaching-learning process various ways and techniques of student assessment are being employed in the Kerala State School Curriculum. A continuous and comprehensive system of assessment at the school level has evolved to facilitate effective transaction of knowledge all throughout the process of education. CCE that extends to a whole academic year helps in ensuring student participation throughout the year and additionally, to understand and aid in dealing with learning plateaus., fulfilling to an extent the need for innovative methods that will engage the student's attention and participation interest, which is now taken over by gadgets.

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APPENDIX

QUESTIONNAIRE

1) How is continuous and comprehensive evaluation practised?
2) What are the different tools of assessment used?
3) How often are tests conducted?
4) Is a teacher planner maintained? Are the responses of the students noted down in the teacher planner?
5) Is an activity log maintained?
6) What are the components of the student's portfolio?
7) How are the student's portfolios evaluated
8) What are the practical difficulties faced while assessing the students?

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REFLECTIVE JOURNAL

DESCRIPTION

As part of our B.Ed, we prepared a report on the prevailing assessment practices in our school during our induction period. The mentor teachers of the subjects - Social science, English, Mathematics, Biology and Chemistry were interviewed and the data was collected. Based on the instructions given to us by our teacher educator, a questionnaire of eight questions relating to assessment approach were prepared. I interviewed Smt. Saji Sebastian, Mathematics teacher of SHGHSS Bharananganam, on March 1, 2023. and collected the relevant details, based on which this report was prepared.

FEELINGS

It was a new and informative experience to study on the prevailing assessment practices in a school. My mentor teacher was very cooperative and friendly during the interview and provided me with all the necessary data; along with examples of the teaching manuals prepared, activity log and student's portfolio as evidence. I was able to complete the analysis fruitfully and efficiently.

EVALUATION

This study gave me a clear insight on the assessment approach adopted by the teacher for an effective teaching-learning process. It made me aware of what techniques are actually feasible or practical and what are not. Some practices are time consuming but

could be instrumental in the achievement of the learning outcomes.

ANALYSIS

Assessment has a prominent role in the process of education and continuous assessment of student's progress is the need of the hour. The CCE system of assessment adopted is an appropriate way to assess if the student's are progressing in a wholesome manner and not just academically. Learner's deficiencies can be diagnosed effectively using a variety of assessment activities. and guide the students in all aspects of education. The teacher have to be wise in choosing suitable techniques of assessment and diligently practice it to improve student performance.

ACTION PLAN

As a teacher-trainee, I will be mindful of selecting the appropriate assessment practices and employing them according to the learner's needs to enhance their learning outcomes. Keeping in mind the observations from this study, I will use the various assessment techniques for bringing out the best in learners. and for a just evaluation of the students. I will try to apply those techniques that benefit both the teacher and students to enrich the whole teaching-learning process.

13/6/22

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It was a new and informative experience. My mentor teacher was very cooperative and provided all the details. The school followed those assessment practices which are practical and effective.
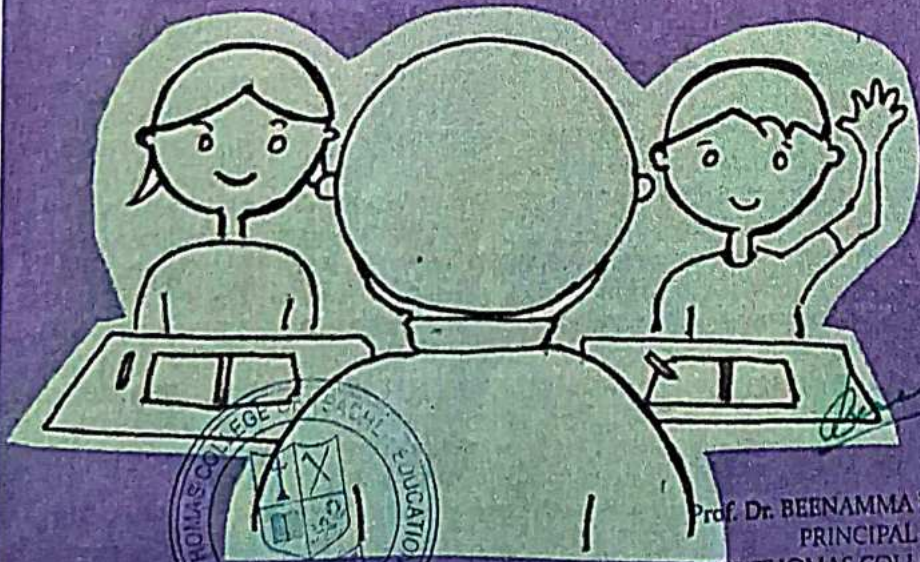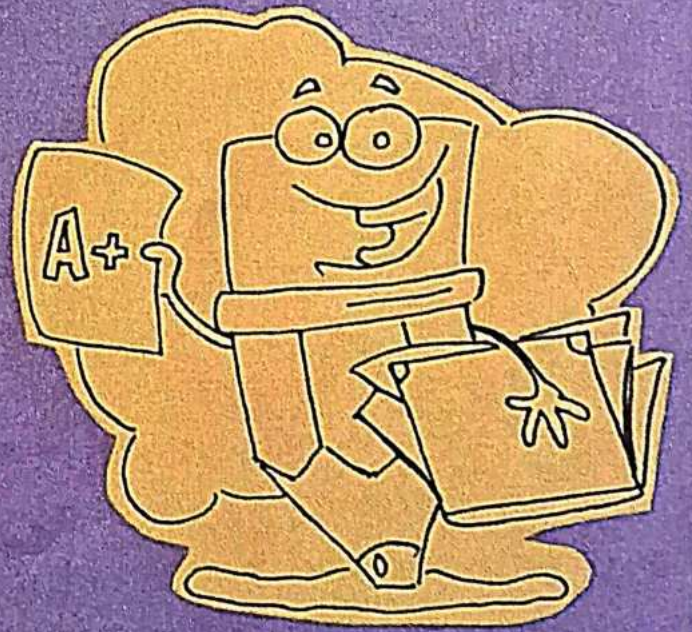
As Part of the B·Ed Programme, we had to analyse the prevailing assessment practices in school. I did the study at SHGHS Bharananganam, during the school Induction period on March 3, 2023

Evidence - Report

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M. Ed. Degree Programme 2021-2023

Semester: IV

ED010401 - PRACTICUM 1

PREPARE A QUESTIONNAIRE FOR EVALUATING CURRICULUM FOR SECONDARY LEVEL

Submitted by:

Name   : Janet Celine Varghese

Class No   : 19

Subject   : Physical Science

Reg. No.   : 213140610206

Submitted to:

Dr. T. M. Mollykutty

HOD, M.Ed. Department, St. Thomas College of Teacher Education, Pala, Kerala

Date of Submission: 11/08/2023

Evaluation Column	
Signature	
Date:	

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PRINCIPAL
ST. THOMAS COLLEGE OF
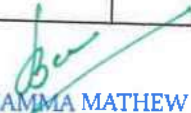TEACHER EDUCATION
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Questionnaire for Curriculum Evaluation

Instruction: Indicate your response by marking Yes or No against each question.

No.	Item	Response	
		Yes	No
1	Does the curriculum need special facilities for its proper implementation?		
2	Can the curriculum programme be completed within the prescribed time?		
3	Can the curriculum be used effectively in normal school settings?		
4	Whether the curriculum is consistent with what is known about child growth and development?		
5	Is the curriculum a representative of instructional activities to meet the needs of students with varying abilities and needs?		
6	Does the complexity or difficulty level of the treatment of content match with the current standards for and capacities of the secondary level students?		
7	Does the content set out in the curriculum incorporate knowledge and skills that are needed in real life ?		
8	Does the content include problem-centered connections to life in a context that is meaningful to students?		
9	Do the theme and content provide opportunities for multi-dimensional development of learner in terms of both cognitive as well as affective and kinesthetic domains ?		
10	Does the curriculum support the implementation of the 4 Cs (Critical Thinking, Collaboration, Communication, and Creativity) in curriculum, instruction, and assessment ?		
11	Do the topics set out in the curriculum provide opportunity for high level attainment outcomes, such as enhanced comprehension, analysis, synthesis and evaluation, moving beyond mere memorization ?		
12	Does the curriculum maintain an adequate balance between theory and practice within the program?		
13	Do the materials provide guidance and support to students to become more independent learners and thinkers ?		
14	Do the curriculum activities engage children physically and mentally, including organized activities and logical extensions of content, goals, and objectives?		

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M. Ed. Degree Programme 2021-2023

Semester II

ED010205- CONTEXT AND ISSUES OF ELEMENTARY EDUCATION
PRACTICUM 2

Make comparative Study of two syllabi of standard 1 – Kerala State Government and CBSE

Submitted By

Name   : Varghese Antony Pulikkan

Class No   06

Subject   : English

Reg. No.   : 213140610193

Submitted To

Dr P.P Shajimon

Assistant Professor, St Thomas College of

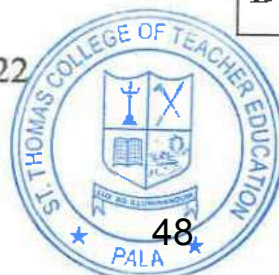Teacher Education, Pala, Kerala

Date of Submission: 28/09/2022

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Introduction

The syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is determined by the examination board and created by the professors. The professors are responsible for the quality of the course. It is made available to the students by the teachers, either in hard copy or electronic form to bring their attention towards the subject and take their study seriously.A syllabus is considered as a guide to the in charge as well as to the students. It helps the students to know about the subject in detail, why it is a part of their course of study, what are the expectations from students, consequences of failure, etc. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on. In the past, professors handed out paper copies of the syllabus on the first day of each class. Today, most instructors of college classes put their syllabi online.

Kerala State Syllabus

Kerala syllabus comprises all the topics and subtopics to be taught in the course of study during an academic year. Kerala Board Syllabus contains summaries and chapters to be studied during the learning process and teaching a particular class or grade. All the national level entrance examinations are also conducted based on this KBPE syllabus. Every year the Kerala board issues syllabus for all the classes starting from class 1 to class 12. Starting from basic to comprehensive, it has all the necessary information needed by a teacher and a student. Kerala State syllabus Plays an Important role in a Student's Education as it Provides Complete Education System is Designed on the Basis of the Syllabus. The Detailed and Updated Syllabus for the Different Classes and Subjects from all Class are Available on our website. Students can Download the Syllabus in a much easier way by visiting our website. Students are Studying Must Check Latest Kerala state Syllabus before Preparing for Their Examinations. Students can Download Kerala Syllabus Various Subject in the form of PDF through This page or Through its Official Portal. Kerala state Exam are Strictly Based on Syllabus as Prescribed by Kerala state education board, It is Advisable for Students to Carefully Study the Syllabus and Exam Pattern to crack the Exam. While Students are Required to Thorough the Exam Syllabus, Focusing on some important Questions can also Result in Successful Annual Exam Preparation.

State Council for Educational and Training (SCERT)

State Council for Educational and Training (SCERT) is an apex body, responsible for quality education in the state. The State Institute of Education (SIE), which functioned as a part of the department of general education, was converted to form the SCERT, to give a new thrust and direction to school education. SCERT, Kerala, was established in 1994.It is an autonomous body entrusted with planning, implementation and evaluation of all academic programs from pre-school to higher secondary levels. SCERT is concerned with academic aspects of school education including formulation of curriculum, preparation of textbooks, teacher's handbooks and teacher training. It advises the Government on policy matters relating to school education.The State Council of Educational Research and Training has a Programme Advisory Committee under the chairmanship of the Education Minister. There are also Special Advisory Committees for programmes like Population Education, Educational Technology and Non-formal Education.

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Roles and Functions of SCERT

Capacity Building

- Coordinating various programmes organized by National and Regional agencies for capacity enhancement.
- Collaborating with Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Sarva Shiksha Abiyan (SSA) in Sikkim for implementation of its teacher education projects.
- Developing database of teachers and teacher educators.

Material Development

- Development of curricula, syllabi and textbooks on different subjects for all government schools in Sikkim.
- To design and develop materials for promotion of ICT, Art Education, Work education/SUPW, for inculcating amongst the students aesthetic values.
- To develop training package and teaching learning material for extending academic support to teachers.

Integration

- Promotion and dissemination of awareness programmes on Adolescence Education, HIV/AIDS education both through curricula and various other co-curricular activities
- Conducting Science Seminar and Science Exhibition for students at different levels.

Research & Documentation

- To conduct Action Research and other evaluative studies on issues related to school education.
- Conducting policy research and advising state governments on policy formulations.
- Support and collaboration with Examination Cell, HRDD.

Nodal Agency For Teacher-Education Institutes.

- Nodal agency for government and private institutions conducting Diploma in Elementary Education Course.
- Coordinating and monitoring District Institute of Education and Training (DIET) of all the districts.

Central Board of Secondary Education

CBSE Syllabus contains the list of topics and subtopics to be covered in the course of study during an academic year. For the new academic session 2022-23, CBSE has released the latest syllabus for classes 9 to 12 on its official website. The board has again implemented the single end year examination instead of term-wise exam. So, the syllabus is also provided for end year exam. The exams will be conducted based on the revised CBSE Syllabus. The syllabus includes a summary and list of chapters to be studied during the teaching and learning process in a particular class. Most of the national entrance exams ask questions based on CBSE Syllabus. Every year CBSE issues the syllabus for classes 1 to 12. Right from the basic information to a detailed one, the syllabus contains all the information needed by a student and the teacher. Here, we have provided the CBSE curriculum for class 1 to class 12 in a detailed manner for all the subjects. NCERT releases the books which are purely based on the CBSE Syllabus. Students are strictly recommended to study from NCERT Books. To every student, it's important to know the syllabus at the beginning of the academic session. This will help them in understanding what they have to study in the entire year. Also, they can plan their studies in

advance. The CBSE Syllabus 2022-23 have been finalised by the respective course committees with the approval of the Curriculum Committee and Governing Body of the Board. The new CBSE Syllabus will be helpful in preparing for the board exams. The revised CBSE curriculum will help students to plan their studies in the beginning of the academic session. The latest CBSE Syllabus 2022-23 will allow students to focus on crucial topics and helps them to cover the syllabus. On this page, students will find the CBSE Syllabus 2022-23 exam along with the details of unit names/chapters/topics. The CBSE curriculum is based on the National Curriculum Framework 2005 and provides opportunities for students to achieve excellence in learning. The curriculum refers to the chapters and academic content which is taught to students in the school. Basically, it is a planned set of education that includes CBSE course of study, subject wise content, pedagogical practices, and assessment guidelines. Also, it includes the marking scheme and syllabus for practical exams.

National Council of Educational Research and Training

National Council of Educational Research and Training (NCERT) is an autonomous organisation of the Government of India which was established in 1961 as a literary, scientific and charitable Society under the Societies Registration Act.[a] Its headquarters are located at Sri Aurbindo Marg in New Delhi.[3] Roshan is Director of the council since 2022. he objective of the NCERT to design and support a common system of education for the country that is national in character, as well as to enable and encourage the diverse cultural practices across the country as a whole. Based on the recommendations of the Education Commission(1964–66), the first national policy statement on education was issued in 1968. The policy endorsed the adoption of a uniform pattern of school education across the country consisting of 10 years of general education program followed by 2 years of diversified schooling.NCERT is also behind the formation of the National Science Talent Search Scheme (NTSS) in the year 1963. The program was aimed at identifying, nurturing the talented students in India, and rewarding them with scholarships. The National Science Talent Search Scheme (NTSS) underwent a major change in the year 1976 with the introduction of the 10+2+3 pattern of education. The program was renamed to National Talent Search Scheme with the NTSE examination now being conducted for classes X, XI, and XII. Currently, the NTSE exam is conducted only for 10th class students in India in two phases with subjects relating to Mental Ability Test and Scholastic Aptitude Test (SAT) for 100 marks each.

Objective of the Council

- It aims to promote and organize educational research
- Also to experiment with innovative ideas and practice
- Training for preservice and in-service teacher education as well as the national and state level operations.
- Work together with the state, international and national educational organizations
- In charge of enriching the curriculum for children going beyond just regular textbooks
- Make examinations more flexible
- Develop the National Curriculum Framework (NCF 2005)
- Create the syllabus, prescribe textbooks, teaching resources, study materials, additional reading materials and so

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The textbooks by NCERT are also prescribed by the CBSE (The Central Board of Secondary Education) from classes 1 to 12 for most of the subjects, except for a few. Online books can also be found at the NCERT official site or the epathshala website. As per the government policy decision made in 2017, from 2018 on the NCERT was solely in charge of creating textbooks while CBSE's role was also restricted to organizing examinations.

Comparative study of two syllabi of Standard 1 Kerala State Government and CBSE

CBSE Syllabus for Class 1: As students pass kindergarten and enter Class 1, they learn more in languages and Maths. Since the Class 1 students are very young to understand the importance of concentration and paying attention in classroom teaching, it is important to design a curriculum that teaches the concepts with fun activities. The CBSE syllabus for Class 1 explains concepts in a colourful and enjoyable manner that will hold the attention of children and also teach them. The CBSE syllabus for Class 1 provides a comprehensive way to ready the students for higher classes. At this stage, students start to understand the process of reading and writing. They learn how to improve their language skills. Parents and teachers can refer to the CBSE syllabus for Class 1 English book and all other subjects given in this article to get involved in their wards' studies. Scroll down for further details on the CBSE 1st Class syllabus.The CBSE curriculum has been designed in a manner that can develop the skills and qualities of the students in the right way without putting any pressure on them. The board prepares an appropriate syllabus based on the educational requirements of a Class 1 student. The CBSE Class 1 syllabus for each subject covers the basics.

The following subjects will be studied by Class 1 students of CBSE:

- Maths
- English
- Hindi
- Physical Education
- Arts and Craft
- EVS
- General Knowledge

CBSE syllabus for Arts and Crafts is as below:

- Draw Different Shapes
- Knowledge of Primary and Secondary Colours
- Drawing and Colouring of Different Objects

Kerala state Syllabus for class 1: Students can find the latest 2020-2021 Edition of SCERT Kerala State Board Syllabus 1st Standard Textbooks Download English Medium and Malayalam Medium Part 1 and Part 2 of SCERT Kerala Textbooks for Class 1, SCERT Kerala Textbooks 1st Standard, Kerala Syllabus 1st Standard Textbooks, SCERT Kerala Teachers Handbook Class 1. The SCERT Kerala syllabus mainly focuses on this book to make it student-friendly to make it useful for both the students and the competitive exam aspirants. The book covers a detailed Maths based on the syllabuses of various boards. SCERT Kerala Maths Books for Class 1 is perfectly compatible with almost every Indian education state and central boards. Here NCERTBooks.Guru has given the Kerala State Syllabus 1st Standard Textbooks English Malayalam Medium 2020-2021 published by the Kerala State Council of Educational Research

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and Training. These SCERT Kerala Textbooks 1st Standard English Medium 2020 are prepared by a group of expert faculty members. These SCERT Kerala Textbooks for Class 1 Malayalam Medium are an excellent resource for students, as they can learn and revise through all the different chapters present in the syllabus for subjects like Maths, English and Malayalam. SCERT Kerala Textbooks for Class 1 are very helpful for students of Class 1. Getting the students of this class to sit still for lessons can be tricky as they are of very tender age. For this, the lessons from the latest 2020-2021 Edition of SCERT Kerala State Board Syllabus 1st Standard Textbooks for English Medium have to be taught in a very interactive and interesting method.

SCERT Textbooks for Kerala Class 1 are very interactive and it has interesting story lessons explaining the concepts of the subjects in a very easy to understand manner. SCERT textbooks can be accessed from the links given in the table. We have provided the SCERT Kerala Textbooks 1st Standard for English Medium & Malayalam Medium students here. There are also links to download SCERT Kerala state board syllabus 1st standard Textbooks Part 1 and Part 2 for both English Medium and Malayalam Medium in pdf. The list given below in this article has respective links given to download 1st standard English, Malayalam and Maths textbook in pdf.

The following subjects will be studied by Class 1 students of Kerala state
Maths
- English
- ICT
- Arabic
- Malayalam
- Sanskrit

SCERT Kerala State Syllabus 1st Standard Textbooks
- SCERT Kerala Books Class 1 Maths

SCERT Kerala Textbooks for Class 1 Maths consists of 11 chapters being covered in two textbooks, Part 1 and Part 2. Here, we are providing you with the 2020-2021 Edition of the Class 1 Maths textbooks of KBPE. These SCERT textbooks for Class 1 explain the subject matter well and it is the best resource to revise for the subject matter. Some of the topics covered in these two Kerala Board Class 1 Maths textbooks include Manu's Mischief, Let us Count, Tens and Me, Let's Add and Subtract, Time and so on, as per the Kerala Board Syllabus.
- SCERT Kerala Books Class 1 English

SCERT Kerala Textbook for Class 1 English Part 1 has 4 chapters that includes topics such as Two ants, Me too, The Fat Cat and such. Meanwhile, Part 2 of SCERT Class 1 English discusses 3 chapters like The Baby Elephant, The Dream Bicycle and Zaira's Day Out. Learning this subject will be very interesting.
- SCERT Kerala Books Class 1 Malayalam

SCERT Kerala Textbook for Class 1 Malayalam is an interesting book with fun illustrations and stories to attract the attention of the students. The textbook explains the concept in a simple and easy to understand language. Learning from this will be fun.

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M. Ed. Degree Programme 2021-2023

Semester IV

ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION

PRACTICUM 2

Critical analysis of existing curriculum at various levels-
elementary, secondary, senior secondary.

Submitted By

Name : Neenu Mary Joseph

Class No : 02

Subject : Commerce

Reg. No : 213140610213

Submitted To

Dr. T.M Mollykutty

H.O.D, M.Ed. Department,
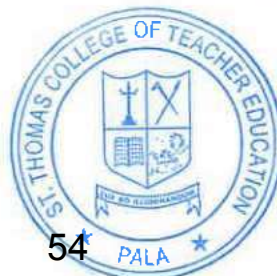
St. Thomas College of Teacher Education,

Pala, Kerala

Date of submission : 17/08/2023

Evaluation Column
Signature:
Date:

TEACHER EDUCATION CURRICULUM - A COMPARATIVE STUDY

SL. No	CRITERIA	M.Ed	B.Ed	D.El.ED
1	Name(Title)	Master of Education	Bachelor of Education	Diploma in Elementary Education
2	Duration	Two years (4 semesters)	Two years (4 semesters)	Two years (4 semesters)
3	Medium of instruction	English	English	Malayalam
4	Medium of Evaluation	English	English/Malayalam	Malayalam
5	Programme structure	4 areas- *Perspective courses *Tool courses *Teacher Education courses *Specialisation courses *Dissertation	3 Broader areas *Perspectives in Education *Curriculum& Pedagogic Studies *Engagement in the field	4 areas *Psychological basis *Philosophical, historical and social foundations, democratic education, inclusive education, school management, gender status education *School level topics- Educational technology & communication technology *School and ITE(Institute of Technical Education)related practical experience programs
6	Total credits	80	120 (2400 Marks)	

7	Grading Theory/practical ratio	7-Point grading scale 3 : 2 Ratio	8-point grading scale External : Internal 52.5 : 47.5	External : Internal 52.5:47.5
8	Internship	(85 Days) Primary school-10 Days D.El.Ed-30 days Secondary and Senior secondary school-15 days Secondary Teacher Education Institution-30 days	School(100 days)	(100 days) Induction programme 10 days LP School -45 days UP School-45days
9	Electives	*Educational evaluation *Educational technology *Guidance & counselling *Higher education *Environmental education *Inclusive education *Non-formal education *Human rights & value education	*Health and physical education *Guidance & counselling *Elementary education *Environmental education *Special education	
10	Community living camp	-	5 days Community	15 Days

			living/citizenship training	
11	Study tour	3-Field trips	Minimum 3days	Days not specified
12	Research	Dissertation-16credits (12+4 (viva)	Action research	
13	Innovative programme/ activities	*ICT & skill development *Communication skill and expository writing *Academic writing & research proposal *Self development including yoga *Field visits *Internship at Primary school (10 days) TTI (30 days) (15 days) B.Ed (30 days) *(Dissertation Viva& comprehensive viva)	*Project on socially relevant issues. *Creation of blog and uploading material *ICT supported learning material preparation *Student teacher portfolio *Yoga and meditation *SUPW *Awareness classes *Critical analysis of status of exceptional children *Assessment practices *Organising sports meet *Evaluation of different art forms *Value education *Case study *Action research *Physical education/health	*Sociogram *Case study *Survey *PTA Study *Observation of days *Magazines *Skit-choreography *Small films *Debate *Mathematics quiz *Vegetable gardening *Documentation of school activities *Choreography of one poem *BMI *Non-meal programme *Drinking water facility *Enrolment and dropout

3

				education/yoga classes	*Evaluating course book
				*Community/leadership training camp	*Seminar on analysis of text book
				*Short film	*Activity collection book
				*Extension activities	*Creating blog
				*Journal review	*Socio-economic survey
				*Film review	*School development plan.
				*Communicative English	

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M. Ed. Degree Programme 2021-2023

Semester II

ED010202 –HISTORY, SOCIOLOGY, AND POLITICAL ECONOMY OF EDUCATION
PRACTICUM 2

Prepare a report on Educational developments in British Period in India and its reflection in the Post-Independent Educational system

Submitted By

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Class No   : 12

Subject   : Mathematics

Reg. No.   213140610199

Submitted To

Mrs. Aneeta George

Assistant Professor, St Thomas College of

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Date of Submission: 06/10/2022

Evaluation Column
Signature:
Date: 10/10/2022

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INTRODUCTION

The British established the modern education system still followed in India. They replaced age-old systems of education in the country with English ways. Following are the policies that paved way for modern education systems. The education system that existed in ancient and medieval India was prominently that of the 'Gurukula' type. In this system, students lived with the teacher or 'guru' in the same house. However, even at that time, India was reputed for many global universities like Nalanda.

The colonial conquest led to the fall of the education system in India. For the initial sixty-odd years, the British did not pay any heed to advancing the education system in the country. As their territory increased and they started to control the revenue and administration, the need for educating the Indians in English became a necessity to procure manpower.

Later, the British started on a mission to abolish the ancient gurukula system and sowed seeds for the cultural and linguistic upheaval of the country.

History of Education policies in British India

The History of Education policies in British India can be classified into two – before 1857 (under the English East India Company) and after 1857 (under the British Crown).
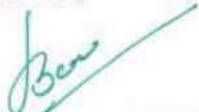
Education policies in India under the English East India Company

1781: Governor - General of Bengal, Warren Hastings established Calcutta Madarasa for Islamic law studies. It was the first educational institute set by East India Company (EIC) governance.

1784: Asiatic Society of Bengal was founded by William Jones to understand and study the history and culture of India. During this period Charles Wilkins translated Bhagwat Gita to English.

1791: The resident of Benares, Jonathan Duncan founded the Sanskrit college for the study of Hindu laws and philosophies.

1800: Governor-General Richard Wellesley founded the Fort William College in Calcutta to train the civil servants of EIC in Indian languages and customs. But this college was closed in 1802 due to disapproval of the British administration in England on Indianising the English civil servants.

THE CHARTER ACT OF 1813

This was the first noted step towards modern education in the country by the British. This act set aside an annual sum of Rs.1 lakh to be used in educating the Indian subjects. During all this time the Christian missionaries were active in mass educating the people but they concentrated more on religious teachings and conversions.

MACAULEY'S MINUTES / THE ENGLISH EDUCATION ACT OF 1835

Governor - General William Bentick's tenure saw more funds being allocated to education, and the policies were based on the recommendation of Macauley's minute. We have to remember that Thomas Macauley had no knowledge or value for Indian and oriental literature and considered western science to be superior to all. He had famously said that *"a single shelf of a good European library was worth the whole native literature of India and Arabia"*.

The gist of the minute is:

1. Government should spend resources for teaching western sciences and literature in English alone.
2. English should be made the medium of education in schools and colleges.
3. Elementary schools were not given importance, rather more schools at district levels and colleges were suggested to be opened. Hence, mass education was neglected.
4. Downward filtration theory: The British decided to educate a small section of upper and middle-class Indians who would be the bridge between the masses and the government. And this educated would spread western education to the masses gradually.

Adam's report on vernacular education in Bengal and Bihar was published in 1835, 1836, and 1838 which pointed out the defects in the system of vernacular education. 1843-53: James Jonathan experiment in North West province where he introduced one

model school in each tehsil where the vernacular language was used for teaching. There was also another school for training the teachers for these vernacular schools.

WOOD'S DESPATCH OF 1854

It is also known as the 'Magna Carta of English education in India' was the first comprehensive plan to envisage mass education in India. It prompted the government to take responsibility for education and suggested grants in aid to encourage private enterprises to invest in education.

The main features were,

1. Vernacular languages should be used in primary schools in villages.
2. Anglo-vernacular high schools
3. Affiliated college at the district level
4. Universities in presidency towns
5. Gave impetus to female education and vocational training.
6. Laid down that there should be secular education in government schools.

Viceroy Mayo's term saw the establishment of Rajkot college in Kathiawar in 1868 and Mayo college of Ajmer in 1875 for the political training of the Indian princes and elites.

Education policies in India under the Royal Crown of British

Under the British Crown, various commissions like Hunter, Raleigh, Saddler etc submitted recommendations for the reforms in the Indian Education system.
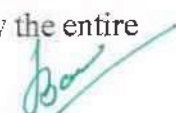
1882: HUNTER COMMISSION ON INDIAN EDUCATION

It recommended more government efforts for the improvement of mass education through vernacular languages.

1. Transfer of control of primary education to the new district and municipal boards.
2. Encourage female education outside presidency towns also.
3. Secondary education should be divided into 2 categories-

   Literary (leads to university through entrance exam)

   Vocational (for commercial jobs)

1902: RALEIGH COMMISSION

Viceroy Curzon believed that universities were the factories producing students with revolutionary ideologies; hence he constituted the commission to review the entire

university education system in India. The recommendation of the commission led to the universities act of 1904.

1904: INDIAN UNIVERSITIES ACT

The Act brought all Indian universities under the control of the government. The key provisions of the act were-

1. More attention to study and research in universities rather than revolutionary activities
2. The number of fellows were reduced and were to be nominated by the government
3. The government acquired veto power against university senate decisions.
4. Stricter affiliation rules.

1906: The princely state of Baroda introduced compulsory primary education in its territories.

1913: GOVERNMENT RESOLUTION ON EDUCATION POLICY

- The government refused to adhere to the demand by leaders of the national movement to introduce compulsory primary education in British India; they did not want the responsibility of mass education.
- But announced a future policy for the removal of illiteracy.
- Provincial governments were asked to take responsibility to provide free elementary education to poorer and backward classes.
- Quality of secondary education and private efforts to be improved.
- One university is to be established in each province.

1917-19: SADDLER UNIVERSITY COMMISSION

It was originally set up to study and report the causes behind the poor performance of Calcutta University however it ended up reviewing all the universities in the country.

1. It said that the improvement of secondary education is necessary for the improvement of university education.
2. School should be completed in 12 years-
   - Students to enter university after intermediate stage (not matric) for a 3-year university degree.

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- This would better prepare students for university and make them at par with university standards.

- It will provide collegiate education to those not taking up university degrees.

3. Separate board for secondary and intermediate education.

4. University should function as a centralized and resident teaching autonomous body.

5. Focus on female education, applied scientific and technical education, teachers training.

1916-21: 7 new universities came up at Mysore, Patna, Benares, Aligarh, Dacca, Lucknow, and Osmania.

1920: The Saddler commission recommendations were handed over to the provincial government as education was shifted under provinces in the Montagu-Chelmsford Reforms. This caused a financial crunch in the education sector.

1929: HARTOG COMMITTEE

1. Provide primary education but not need of compulsory education system.

2. Only deserving students should be allowed to study in high schools and intermediate stage whereas average students should be diverted to vocational courses.

3. Restricted admissions in university to improve standards.

1937: WARDHA SCHEME OF BASIC EDUCATION BY THE INDIAN NATIONAL CONGRESS (INC)

Congress organized a national conference on education in Wardha and formulated a committee under Zakir Hussain for basic education. The scheme focused on "learning through activity" which was based on Gandhiji's ideas published in Harijan.

1. Basic handicrafts should be included in the syllabus

2. First 7 years of school to be free and compulsory

3. Hindi as medium till class 7 and English from class 8 onwards.

These ideas were not implemented due to the resignation of the congress ministries due to the start of World War II.

1944: SERGEANT PLAN OF EDUCATION BY THE CENTRAL ADVISORY BOARD OF EDUCATION

1. Free primary education for 3-6 years age group. 2.

Compulsory education for 6-11 years age group

3. High school to selected students of 11-17 years age group.

4. Improve technical, commercial, and arts education.

5. Focus on teachers' training, physical education, and education of mentally and physically handicapped.

The above policies during the British era shaped the modern universities and education system prevailing in India today.

CONCLUSION

The British Raj has significantly influenced the Indian education system. Through many reforms and laws, the British changed the way of teaching in India. There was a great influence of the English language and Western education, which continues even today. The setting up of universities has been beneficial in increasing literacy among the population. Due to the British Raj, technical education, sciences and arts have been promoted in the country. Whether good or bad, the influence of Western education has been immense.

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M. Ed. Degree Programme 2021-2023

Semester I

ED010104 -TRENDS, ISSUES, INNOVATIONS AND RESEARCH IN TEACHER EDUCATION PRACTICUM 1

A COMPARATIVE STUDY OF PRE-SERVICE TEACHER EDUCATION IN PRIMARY AND SECONDARY LEVEL
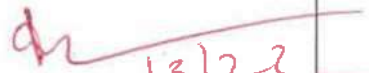
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CONTENT

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A Comparative Study of the Pre-Service Teacher Education Programme in Primary, and Secondary Levels in Terms of Duration, Organization, Transaction and Evaluation.

Introduction:

According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skilful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children's values that strengthen the ideals of social justice, equity, secularism and pluralism.

By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e., pre-service teacher preparation and in-service education.

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

Meaning of Teacher Education

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

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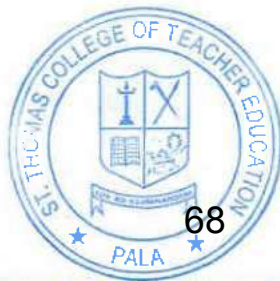
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Need of Teacher Education

The American Commission on Teacher Education rightly observes, *"The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."*

The Ministry of Education document —Challenge of Education: A Policy Perspective (1985) has mentioned, —Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes.

India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

Goals and Objectives for Pre-service Teaching

Preservice teaching is an essential experience in the professional education progr am. Although other college courses, activities, and practica contribute knowledge and e xperiece to the prospective teacher, preservice teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities.

The preservice teaching experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned in the Virginia Wesleyan College Teacher Education Program. The ultimate goal is for the preservice teacher to achieve competency in entry level skills in the teaching profession.

Components of pre-service teacher education

These themes are: empathy, leadership, self and societal reflection, confidence, professional practice, and knowledge and skills. These themes serve to illustrate the potential importance and value of the incorporation of service-learning experiences in pre-service teacher programs.

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Comparative Study of Pre-service Teacher Education in Primary and Secondary Level

Duration

- **Primary level**

Minimum qualification for admission to pre-service primary level teacher education course is higher secondary and the duration of the course is two years. Many institutes impart training for four semesters with duration of five months each. This training is a certificate or diploma course conducted normally by state government.

- **Secondary level**

Pre- service teacher education colleges also prepare teachers for secondary school classes. Generally, in these colleges it is two-year course with four semesters after B. A/B.Sc. or M.A/M.Sc.

Organization

➤ **Primary level**

The medium of instruction in pre-service teacher education at primary level is Malayalam. Its programme structure has four broader areas. Psychological basis Philosophical, historical and social foundations, democratic education, inclusive education, school management, gender status education. School level topics-educational technology, communication technology School and ITE related practical experience programs. There is no elective paper in this curriculum. An internship of 100 days must be done also an induction programme of 10 days. (LP School – 45 days, UP School – 45 days)

➤ **Secondary Level**

The medium of instruction can be English or Malayalam. Its programme structure has three broader areas. Perspectives in education. Curriculum and Pedagogic studies. Engagement in the field. In secondary level of teacher education, the elective papers are: Health and Physical Education. Guidance and Counselling. Elementary Education. Environmental Education. Special Education. An internship of 100 days must be done in school.

Transactions (Innovative Programme or Activities)

- **Primary Level**

In primary level the innovative programs held are sociogram, case study, Survey, PTA meeting, Observation of days, magazines, skit-choreography, small films, debate, mathematics quiz vegetable gardening, documentation of school activities, choreography of one poem, BMI, non-meal programme, drinking water facility, enrolment and drop-outs, evaluation course book, seminar on analysis of text book, creating blog, socio-economic survey, school development plan.

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- **Secondary level**

    In secondary level the innovative programs held are project on socially relevant issues, creation of blog and uploading materials, ICT supported learning material preparation, student teacher portfolio, Yoga and meditation, SUPW, awareness classes, critical analysis of status of exceptional children , assessment practices, organizing sports meet, evaluation of different art forms, value education, case study, action research, physical education/health education/yoga classes, community /leadership training camp, short film , extension activities, journal review, film review, communicative English.

Research

- ➢ **Primary level**
    - o In primary level of teacher education there is no need of doing a research work.
- ➢ **Secondary level**
    - o In secondary level of teacher education action research has to be do

Study Tour

- ➢ *Primary Level*
    - o Days are not specified for study tour in primary level of teacher education.
- ➢ *Secondary Level*
    - o Minimum three days are required for a study tour.

Community living camp

- ➢ **Primary level**
    - o Community camp of 15 days are recommended.
- ➢ **Secondary level**
   - o It can be of 5 days community living camp or citizenship training.

Evaluation

Medium of evaluation

- ➢ In primary level the medium of evaluation is Malayalam
- ➢ In secondary level the medium of evaluation can be English or Malayalam.

Total Credits

- • Total credits in secondary level are 120 (2400 marks)
- • Grading theory / practical ratio
- • Ratio of external and internal marks in primary level is 52.5 :47.5
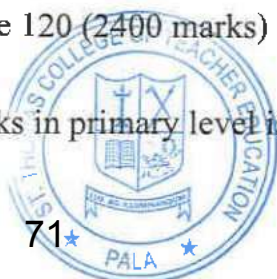
- In secondary level it is 8-point grading scale.
- ratio of external and internal mark is 52.5 :45.7.

CONCLUSION

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. The assessment of student achievement, or understanding what students know and can do, is fundamental to effective teaching and to students' learning. Unless teachers know students well and are knowledgeable about their achievements, they cannot be confident that they are meeting the learning needs of their students.

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalisation concept, if taken into account, would require that teachers and teaching should be recognized like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.
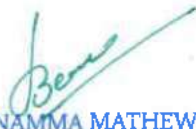
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