UNIVERSITY OF KERALA

Two Year B. Ed. Curriculum - 2015

Credit and Semester System with Grading

FACULTY OF EDUCATION

&

BOARD OF STUDIES IN EDUCATION (Pass)
Preface

With a view to maintaining quality in the curricular programmes offered by the University of Kerala, the B.Ed. curriculum was revised in 2013. Within months of the implementation of the revised curriculum, the National Council of Teacher Education (NCTE), decided to extend the duration of the B. Ed. programmes offered in the country from one year to two years. The NCTE Regulations 2014 and other documents provided guidelines for framing a curriculum for the two year BEd. Programme. So from February 2015, regular meetings of the members of Faculty & Board of Studies, Workshops with teacher educators as participants and meetings of subject experts commenced soon and this new curriculum evolved.

The vision statement of the curriculum reads: Empowerment of prospective teachers with value embedded and competency-based teacher education curriculum, to equip them to be professionally competent, adaptable and socially committed, to meet the challenges in a knowledge society.

With a view to realize the proposed vision and prune a prospective teacher who is fully equipped to teach a learner of the 21st century, several novel topics have been introduced and various instructional strategies have been advocated. Perhaps the decision to extend the scope of techno pedagogy which was already introduced in the earlier revision will make this venture of the University of Kerala unique in every respect.

The Faculty and Board of studies in Education (Pass) of the University of Kerala would like to place on record our sincere appreciation of the dedicated effort of the fraternity of teacher educators for this noteworthy contribution.

Dean
Faculty of Education
University of Kerala

Chairman
Board of studies in Education (Pass)
University of Kerala
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INTRODUCTION

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth.”

--Helen Caldicott

“Teaching is the profession on which all other professions depend. Indeed, everybody who is anybody was enabled to become somebody by a teacher.”

– Prof. Linda Darling – Hammond.

‘The destiny of the country is being shaped in her classrooms’ is not rhetoric. This focuses on the crucial role, the teaching community is expected to play in making education qualitative. It is now well-recognized that the most important single factor for the quality of education and thus for the efficiency and quality of the pupils’ learning is the quality of the teachers’ training. Hence considerable thought and attention have been given to teacher education by all societies throughout the world. Decades ago, developing subject matter competency and pruning teaching skills in a specific subject was the prime objective of teacher training programs. But with the advent of globalization and the increasing convergence of digital technologies, educational practices have undergone tremendous changes throughout the world to meet the challenges brought about by this new landscape.

The teacher of today is not just one who can teach a specific subject, but one who possesses the skills and competencies needed for the 21st century to transact the content and teaching not just a local student but even to a student residing in the remotest corner of the world with widely varying interests and abilities. In short, teacher education has to function as a professional learning under a global canvas. This requires an education system that adopts a holistic approach to developing the whole person and his or her full potential. To ensure quality in a changing scenario and to keep at par with national and global requirements and to keep in pace with national norms, a revision of the current B.Ed. curriculum became imperative. The prime objective of this revision, as done in the earlier revision, was to mould a curriculum to equip prospective teachers the knowledge, skills, attitude, competence and commitment to face the challenges of the 21st century.

Guiding Principles

The University of Kerala modified its one year B.Ed. curriculum in 2013 to equip the prospective teachers to cope up with the needs of the educational community of the 21st century. A new thrust in the field of Educational Technology, introduction of the concept of Pedagogic & Techno-pedagogic Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of Teacher competencies, Entrepreneurship in education, development of professionalism …area few novel aspects that was incorporated in the curriculum revision. Moreover the need to lessen the burden of an over loaded curriculum, the lack of sufficient practical orientation, reducing the gap between theory and practice, the inclusion of obsolete content and failure to be in touch with the realities existing in schools and the requirements of the community, the quite often heard limitations were also given special care while moulding the curriculum. Quite significantly, all these had been addressed and taken into consideration in the present revision also. Special care has been taken in the present revision also to retain the best practices of the earlier curriculum and to observe fully the NCTE New Regulations 2014. In fact, this curriculum revision was also successful in bringing together the expertise of several practicing teachers at different stages in
identifying appropriate content and also in choosing popular instructional strategies to transact the curriculum.

As a guiding principle, the National Council for Teacher Education itself has specified the nature and content of the Two Year B.Ed. curriculum through ‘NCTE Regulations 2014’ and associated publications. The B.Ed. Curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The program shall comprise three broad curricular areas: Perspectives in Education/core areas, Curriculum and Pedagogic studies/Optional subjects, and Engagement with the field/Practical courses. Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of B.Ed curriculum (NCTE Regulations 2014). A perusal of the reports of various commissions and committees like NCERT, directions from UGC, observations of Justice Verma Commission Report, NCFTE (2009), the recommendations and observations in this respect of several committees at the Regional, State and National level, and had guided the present attempt to a large extent. The academic discussions resolved to the view that the teacher education curriculum should address a learning environment for the 21st century that enables students to collaborate, share best practices, integrate 21st century skills into classroom practices, provide access to quality learning tools, technologies and resources leading to an expansion of the learning environment to the community and an international setting, both face-to-face as well as online.

**Curriculum Vision**

*Empowerment of prospective teachers with value embedded and competency-based teacher education curriculum, to equip them to be professionally competent, adaptable and socially committed, to meet the challenges in a knowledge society.*

**Vision Highlights:** The curriculum gives emphasis for:

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

The curriculum is designed to enable the student-teacher:

1. To acquire various teacher competencies and development of professionalism through qualitative multi-level strategies and practices.
2. To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.
3. To develop a proper value system based on the cultural, social, political and moral bases of Indian society.
4. To develop teacher-identity required of a professional through theoretical discourses, school / community-based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.
5. To understand the central concepts, tools of inquiry, and structures of individual disciplines and develop the ability to evolve meaningful learning experiences.
6. To imbibe knowledge and develop understanding of the various psychological, sociological and philosophical principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.
7. To make use of the knowledge of effective verbal, nonverbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.
9. To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
10. To develop his/her managerial capacities in human relations for promoting human resources for national development.
11. To internalize appropriate theoretical and practical inputs in order to render an integrated-holistic understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for current and future lifestyles among student teachers.
12. To develop the aesthetic quality of the prospective teachers through Art Education.
Regulations for the B Ed Degree Course

1. The B. Ed. program proposed is based on Credit and Semester System with Grading. The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Kerala and the Kerala University Colleges of Teacher Education directly run by the University with effect from 2015-2016 admissions.

2. The course is of two year duration. Semester system is followed in the course. There will be four semesters, with 100 working days each, excluding admissions, University examination and preparatory holidays.

3. The course consists of three components Theory, CE and other related practical work. Course content is divided into three areas Perspectives in Education (core papers), Curriculum and Pedagogic courses(optional papers) and Related Practical work. B. Ed offers specialization in 13 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerceand Home Science.

4. There shall be a basic unit of 50 students, with a maximum of two units as intake for the course. There shall not be more than twenty five students per teacher for a school subject for method courses and other practical activities of the program to facilitate participatory teaching and learning.

5. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam forall papers except language papers. The Optional papers for ‘Languages’ shall be written in the same language itself.

6. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the Government of Kerala and approved by the University from time to time.

7. A candidate will be considered to have satisfactory attendance if she/he earns not less than 75% attendance for theory classes and 90% for school internship. Seven point grade system is followed in rating attendance. Attendance will be noted in letter grades in the mark list. The attendance range and respective grades are as follows: Gr: A+ (96-100%), Gr: A (91-95%), Gr: B+ (86-90%), Gr: B (81-85%), Gr: C+ (76-80%), Gr: C (75 and below). (For calculating percentage of attendance decimals will be rounded to the nearest whole number)

- Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.

-Only candidates who secure the required minimum attendance in the semester and registered for the end Semester University Examination is eligible to continue studies in the next Semester.

8. Readmission: - Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over, candidates have to join the course as a fresh entrant, if otherwise eligible.
9. Transitory regulations: - Whenever a Course/Scheme of instruction is changed in a particular year, three more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course, according to the changed Syllabus/regulations.

10. All the program/courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.

   (i) Candidates who have completed the requirements of practical work related to theory (CE) and other practical courses of a Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.

   (ii) The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed.(hard and soft copy)

   (iii) School Induction Program (school initiatory experience) is for a period of one week during Semester II. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of 10 weeks during Semester III and Phase II arranged for another 10 weeks during Semester IV.

   (iv) Assessment of School induction Program of Semester II will be done (jointly by the General and Optional teachers) by the Colleges of Teacher Education internally. There will be no external evaluation. School internship Phase I of Semester III will be evaluated internally by the Colleges of Teacher Education and practice-teaching schools, as per the guidelines in the curriculum. School internship Phase II of Semester IV will be evaluated both internally (jointly by the colleges & practice-teaching schools) and externally (by the external examination team appointed by the University).

   (v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) CE & other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. All the Practicals during Semester I, II & III will be assessed by teacher educators internally. Records/reports/products related to CE and Practical courses have to be prepared and maintained and have to be made available for assessment, if demanded. Marks and respective grades of assessment have to be forwarded to the University within one week after the closing of the semester (Both hard and soft copy)

   (vi) The total number of lessons required to be completed during Phase I is 40 and Phase II, 30. Practical work related to School Internship Phase II and Minor project /Action Research/Case Study have to be compulsorily completed by all the student-teachers to be eligible for appearing for the External Practical Examinations of Semester IV. Candidates who have completed practical courses and eligible for presentation to the Practical Examination of the External Practical Board, alone will be permitted to
register for the Online Theory Examination of Semester IV. Physical attendance of the candidate during the practical examination and viva-voce is mandatory.

11. Candidates who have completed the requirements of a semester (attendance, CE and other practical courses) alone will be eligible for appearing for the End semester University examination and promotion to the next semester. Those who have satisfactorily completed the course requirements and uploaded their internal marks to the university by the college concerned, and fail to appear for the university examination alone can appear in supplementary examinations. Those who fail to comply with the course requirements have to redo the semester and get promotion to the next semester.

12. For a pass in the examination, a candidate should secure a minimum of 50% marks (C+ Grade) in aggregate with a minimum of 40% (C Grade) in each Theory Paper in the External Examination of the University, 40% for theory and CE put together and 50% (C+ Grade) for Practice Teaching/School internship in teaching. There is no separate minimum for CE & other practical courses in all the semesters. Marks/grades for CE and Practical courses have to be given to various categories on the basis of proper guidelines and criteria. Detail records have to be maintained by institutions in each case.

13. All the theory papers of all semesters will be assessed through external examination of the University. CE and other practical courses of Semester I, II and III will be assessed internally only. CE and other practical courses of Semester IV will be assessed both internally and externally.

14. In case a candidate gets minimum for all papers but fails to get semester minimum, she/he has to re-appear the papers with less than 50% of marks to secure a pass in that semester.

15. If a passed candidate wants to improve his/her grade he/she can appear for the theory examination and improve the grades within two years of completion of the course, if the same scheme exists.

16. Course betterment is limited to theory alone. For course betterment in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e., marks before betterment and after betterment whichever is higher will be considered.

17. There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% (C+ Grade). Three chances will be given for reappearance as long as the same scheme exists.

18. Even if a candidate fails to secure the required minimum marks/grades for a pass in Theory during a semester but has completed the Practical Courses/Engagement with field he/she shall be allowed entry to the next Semester.

19. If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects. There is no provision for reassessment of Internship in teaching.

20. Re-admission and college transfers are as per University rules.
Definition of Terms

- **Semester system**: The semester system is a proactive system with program designed to be completed gradually within a period covering multiples of half an academic year. It is a pattern of the course in which the whole program is divided into different parts and each part is intended for a specified period of time, called semesters. The present B.Ed. program involves four semesters.

- **Credit**: Credit refers to the unit of value awarded for the successful completion of specific courses, intended to indicate the quality of the course instruction in relation to the total requirements for a course. Credit is a unit of input measured in terms of 'Study Hours'. It represents the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching-learning process such as attending classes, engaging in assignments, projects, community activities, gathering information from library and internet sources and other Practical Courses required by the course. Here, one credit for the B.Ed. program is considered equivalent to 30 Study Hours and one credit carries 25 marks (1 credit - 30 hours/25 marks). Students can earn and accumulate credits on the basis of the number and types of tasks they have successfully completed. All the tasks that carry credit are compulsory.

- **Grading**: Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. Seven Point Scale is suggested for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded are converted into letter grades as per the weightage assigned. Marks will be converted to respective Grades for whole programmes and courses only and not to each and every component. (e.g. EDU 01 – total marks earned for Theory & CE is converted to Grade)

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

- **Cumulative Grade Point Average (CGPA)**: CGPA is the value obtained by dividing the total Credits for a Semester * XSum of GPA for all the semesters by the total credits for the entire course. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for final results.

- **Perspectives in Education (core papers)**: Indicates the subjects of study under theoretical discourses which are compulsory for all the students undergoing the course (EDU 01 to 03, 06 to 08, 11 to 12, and 14)

- **Curriculum and Pedagogic Courses (optional subjects)**: Indicates the subject which the student-teachers specializes in the course (EDU 04, 05, 09, 10, 13 & 15).

- **CE**: Continuous Evaluation indicates the process of assessing the practical work related to Perspectives in Education/core papers and Curriculum and Pedagogic Courses/Optional papers prescribed in the curriculum continuously to award marks/grades on the basis of an assessment criteria. The total marks of CE for each paper should be the sum of marks for various tasks specified in the paper.
Engagement with the field/Practical Courses: Practical courses in the curriculum indicate the practical work expected to be done by the student-teacher related to subjects of study indicated as EDU-101, 102, 103; 201, 202, 203; 301, 302, 303 & 401 as a compulsory requirement.

Course Outline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Working days</th>
<th>Working Hours/Credits</th>
<th>Marks</th>
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<tr>
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<td>Theory</td>
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</tr>
<tr>
<td>I</td>
<td>100</td>
<td>600/20</td>
<td>250</td>
<td>250</td>
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<tr>
<td>II</td>
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<td>III</td>
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<td>IV</td>
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<td>600/20</td>
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Structure of B.Ed. Course

<table>
<thead>
<tr>
<th>A. Theoretical Discourses-Subject codes</th>
<th>B. Practical Courses</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Perspectives in Education</td>
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<tr>
<td>Semester I</td>
<td>EDU 01</td>
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<td>EDU 02</td>
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<td>EDU 03</td>
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<td>EDU 06</td>
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<tr>
<td>Semester II</td>
<td>EDU 07</td>
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<td>EDU 08</td>
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<td>Semester IV</td>
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<td>EDU-14</td>
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<td>EDU-15</td>
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</table>
Two year B. Ed Curriculum Framework.

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

### Theory – Perspectives in Education (core papers)

<table>
<thead>
<tr>
<th>Subject code</th>
<th>Subject Title</th>
<th>External</th>
<th>Internal</th>
<th>Total</th>
<th>Credits (1 credit=30 hours)</th>
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<tr>
<td>EDU-01</td>
<td>Knowledge and Curriculum: Philosophical and sociological Perspectives.</td>
<td>50</td>
<td>25</td>
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<tr>
<td>EDU-02</td>
<td>Developmental Perspectives of the Learner.</td>
<td>50</td>
<td>25</td>
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<td>EDU-03</td>
<td>Technology and Communication in Education.</td>
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<td>25</td>
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### Theory – Curriculum and Pedagogic Courses. (optional subjects)

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<th>Credits (1 credit=30 hours)</th>
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<td>EDU-04 (1-13)</td>
<td>Theoretical Base of ….Education.</td>
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<td>EDU-05 (1-13)</td>
<td>Pedagogic Content Knowledge Analysis : .............................................</td>
<td>50</td>
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### Engagement with the Field/Practical Courses: EDU – 101 & 103.

**EDU – 101: College Based**

<table>
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<tr>
<th>101.1</th>
<th>Discussion, Demonstration &amp; Criticism lesson (5 marks each)</th>
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<tr>
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<td>Micro-teaching – 2 skills</td>
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<td>101.2</td>
<td>Yoga, Health &amp; Physical Education</td>
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<td>Art &amp; Aesthetics Education</td>
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**EDU – 103: community Based**

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<td>Field Trip – optional-wise</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Marks &amp; Credits</td>
<td>250</td>
<td>250</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Total Hours &amp; Credits</td>
<td>20 credits X 30 hrs = 600 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Working Hours</td>
<td>100 days X 6 hrs = 600 hrs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Semester – II (November – March) – one credit = 30 hours : one credit carries 25 marks.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>External</th>
<th>Internal</th>
<th>Total</th>
<th>Credits (1 credit = 30 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-06</td>
<td>Education in Indian Society.</td>
<td>50</td>
<td>25</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>EDU-07</td>
<td>Perspectives of Learning and Teaching.</td>
<td>50</td>
<td>25</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>EDU-08</td>
<td>Assessment in Education.</td>
<td>50</td>
<td>25</td>
<td>75</td>
<td>3</td>
</tr>
</tbody>
</table>

Theory – Curriculm and Pedagogic Courses. (optional subjects)

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

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

**EDU – 201: College Based**

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

**EDU – 202: School Based**

| 202.1 | School Induction Program                                      | 15       | 25       | 1     |
|       | Observation of model lessons (2 nos.) and reporting during school induction | 10       |          |       |

**Total Marks & Credits** 250 250 500 20

**Total Hours & Credits** 20 credits X 30 hrs = 600 hrs

**Total Working Hours** 100 days X 6 hrs = 600 hrs.
Semester – III (June – October) : one credit = 30 hours. One credit carries 25 marks.

**Theory – Perspectives in Education (core papers)**

<table>
<thead>
<tr>
<th>Subject code</th>
<th>Subject Title</th>
<th>External</th>
<th>Internal</th>
<th>Total</th>
<th>(1 credit = 30 hours) Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU-11</td>
<td><strong>Developmental Perspectives in Education.</strong></td>
<td>50</td>
<td>25</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>EDU-12</td>
<td>Learner in the Educational Perspective.</td>
<td>50</td>
<td>25</td>
<td>75</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Theory- Curriculum and Pedagogic Courses (optional subjects)**

<table>
<thead>
<tr>
<th>Subject code</th>
<th>Subject Title</th>
<th>External</th>
<th>Internal</th>
<th>Total</th>
<th>(1 credit = 30 hours) Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-13 (1-13)</td>
<td>Emerging Trends and Practices in Education.</td>
<td>50</td>
<td>25</td>
<td>75</td>
<td>3</td>
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</table>

Engagement with the Field/Practical Courses: EDU – 301, 302 & 303.

**EDU – 301: College Based**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Name</th>
<th>External</th>
<th>Internal</th>
<th>Total</th>
<th>(1 credit = 30 hours) Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>301.1</td>
<td>Art &amp; Aesthetics Education.</td>
<td>25</td>
<td>25</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>301.2</td>
<td>Health and Physical Education</td>
<td>25</td>
<td>25</td>
<td>1</td>
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**EDU – 302: School Based**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Name</th>
<th>External</th>
<th>Internal</th>
<th>Total</th>
<th>(1 credit = 30 hours) Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>302.1</td>
<td>School Internship-Phase I (10 week)</td>
<td>150</td>
<td>25</td>
<td>175</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1. Optionals (curriculum &amp; pedagogic courses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Health &amp; Physical Education</td>
<td></td>
<td></td>
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</tbody>
</table>

**EDU – 303: Community Based**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Name</th>
<th>External</th>
<th>Internal</th>
<th>Total</th>
<th>(1 credit = 30 hours) Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>303.1</td>
<td>Community Living Camp (Program of Understanding the self)</td>
<td>50</td>
<td>50</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total Marks & Credits: 150 + 350 = 500

Total Hours & Credits: 20 credits X 30 hrs = 600 hrs

Total Working Hours: 100 days X 6 hrs = 600 hrs.
Semester – IV (November – March) : one credit = 30 hours. One credit carries 25 marks.

### Theory – Perspectives in Education.(core papers)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>25</th>
<th>75</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-14</td>
<td>Advanced Studies : Perspectives in Education.</td>
<td>50</td>
<td>25</td>
<td>75</td>
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</tbody>
</table>

### Theory – Curriculum and Pedagogic courses (optional subjects)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>25</th>
<th>75</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-15(1-13)</td>
<td>Advanced Studies : Curriculum and Pedagogic Courses in......Education</td>
<td>50</td>
<td>25</td>
<td>75</td>
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### Practical Courses/Engagement with the Field – EDU – 401.

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

Total Working Hours 100 daysX6 hrs = 600 hrs.
Credit details of the Course

<table>
<thead>
<tr>
<th>Semester</th>
<th>Subject Code</th>
<th>Papers</th>
<th>Credits</th>
<th>Total Credits</th>
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<tbody>
<tr>
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<td>Theory</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>10 credits</td>
<td>10 credits</td>
</tr>
<tr>
<td>Sem. I</td>
<td>EDU 01</td>
<td>Core paper I</td>
<td>2 credits</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>EDU 02</td>
<td>Core paper II</td>
<td>2 credits</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>EDU 03</td>
<td>Core paper III</td>
<td>2 credits</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>EDU04.1-04.13</td>
<td>Optional I</td>
<td>2 credits</td>
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<tr>
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<td>EDU 05.1-05.13</td>
<td>Optional II</td>
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<td></td>
<td></td>
<td>College Based(EDU 101)</td>
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<td></td>
<td>School Based( EDU 102 )</td>
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<td>Community Based(EDU 103)</td>
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<tr>
<td></td>
<td>Practical Courses</td>
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</tr>
<tr>
<td>Sem. II</td>
<td>EDU 06</td>
<td>Core paper V</td>
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<td></td>
<td>EDU 07</td>
<td>Core paper VI</td>
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<td></td>
<td>EDU 08</td>
<td>Core paper VII</td>
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<tr>
<td></td>
<td>EDU 09.1-09.13</td>
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<tr>
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<td>EDU10.1-10.13</td>
<td>Optional IV</td>
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<td>Practical Courses</td>
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<tr>
<td></td>
<td>College Based (EDU201)</td>
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<td>5 credits</td>
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<td>School Based (EDU202)</td>
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<td>Community Based (EDU203)</td>
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<td>Total</td>
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<td>10 credits</td>
<td>10 credits</td>
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<tr>
<td>Sem. III</td>
<td>EDU 11</td>
<td>Core Paper VIII</td>
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<td>EDU 12</td>
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<tr>
<td></td>
<td>EDU 13.1-13.13</td>
<td>Optional V</td>
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<tr>
<td></td>
<td>Practical Courses</td>
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<td></td>
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<td>11 credits</td>
</tr>
<tr>
<td></td>
<td>School Based(EDU 302)</td>
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<td></td>
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<tr>
<td></td>
<td>Community Based(EDU 303)</td>
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</tr>
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<tr>
<td>Sem. IV</td>
<td>EDU 14</td>
<td>Core Paper X</td>
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<td>EDU-15</td>
<td>Optional VI</td>
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<td>1 credit</td>
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<td>Practical Courses</td>
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<td></td>
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<tr>
<td></td>
<td>College, School &amp; Community Based (EDU 401.1 – 401.3)</td>
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Grand Total: 80 credits
# Details of Theory Courses -- Semester I

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Instructional hours/credits</th>
<th>Related Practical work-CE-Hours/credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 01</td>
<td>Knowledge and Curriculum: Philosophical and Sociological Perspectives.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 02</td>
<td>DevelopmentalPerspectivesoftheLearner.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 03</td>
<td>Technology and Communication in Education.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 04.1</td>
<td>Theoretical Base of Malayalam Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 04.2</td>
<td>Theoretical Base of English Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 04.3</td>
<td>Theoretical Base of Hindi Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 04.4</td>
<td>Theoretical Base of Sanskrit Education</td>
<td>60 hrs / 2 credits</td>
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<tr>
<td>EDU 04.5</td>
<td>Theoretical Base of Arabic Education</td>
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<td>EDU 04.6</td>
<td>Theoretical Base of Tamil Education</td>
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<td>EDU 04.7</td>
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<td>30 hrs / 1 credit</td>
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<td>EDU 04.8</td>
<td>Theoretical Base of Physical Science Education</td>
<td>60 hrs / 2 credits</td>
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<td>EDU 04.9</td>
<td>Theoretical Base of Natural Science Education</td>
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<td>EDU 04.10</td>
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<td>EDU 04.11</td>
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<td>EDU 04.12</td>
<td>Theoretical Base of Commerce Education</td>
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<td>EDU 04.13</td>
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<td>EDU 05.1</td>
<td>Pedagogic Content Knowledge Analysis-Malayalam</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<tr>
<td>EDU 05.2</td>
<td>Pedagogic Content Knowledge Analysis-English</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<td>Pedagogic Content Knowledge Analysis-Sanskrit</td>
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<td>Course Title</td>
<td>Hours</td>
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<tr>
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<td>Pedagogic Content Knowledge Analysis-Arabic</td>
<td>60 hrs</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>EDU 05.6</td>
<td>Pedagogic Content Knowledge Analysis-Tamil</td>
<td>60 hrs</td>
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<td></td>
<td></td>
<td>30 hrs</td>
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<tr>
<td>EDU 05.7</td>
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<td></td>
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<td>1 credit</td>
</tr>
<tr>
<td>EDU 05.8</td>
<td>Pedagogic Content Knowledge Analysis-Physical Science</td>
<td>60 hrs</td>
<td>2 credits</td>
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<tr>
<td></td>
<td></td>
<td>30 hrs</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 05.9</td>
<td>Pedagogic Content Knowledge Analysis-Natural Science</td>
<td>60 hrs</td>
<td>2 credits</td>
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<tr>
<td></td>
<td></td>
<td>30 hrs</td>
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</tr>
<tr>
<td>EDU 05.10</td>
<td>Pedagogic Content Knowledge Analysis-Social Science</td>
<td>60 hrs</td>
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<td></td>
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</tr>
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<td>EDU 05.11</td>
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<td>60 hrs</td>
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<tr>
<td></td>
<td></td>
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<td>1 credit</td>
</tr>
<tr>
<td>EDU 05.12</td>
<td>Pedagogic Content Knowledge Analysis-Commerce</td>
<td>60 hrs</td>
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<td>Pedagogic Content Knowledge Analysis-Home Science</td>
<td>60 hrs</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>30 hrs</td>
<td>1 credit</td>
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<tr>
<td>Code</td>
<td>Title</td>
<td>Instructional hours/credits</td>
<td>Related Practical work Hours/credits</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>EDU 06</td>
<td>Education in Indian Society.</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credits</td>
</tr>
<tr>
<td>EDU 07</td>
<td>Perspectives of Learning and Teaching.</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credits</td>
</tr>
<tr>
<td>EDU 08</td>
<td>Assessment in Education.</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credits</td>
</tr>
<tr>
<td>EDU 09.1</td>
<td>Curriculum &amp; Resources in Digital Era : Malayalam Education</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.2</td>
<td>Curriculum &amp; Resources in Digital Era : English Education</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.3</td>
<td>Curriculum &amp; Resources in Digital Era : Hindi Education</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.4</td>
<td>Curriculum &amp; Resources in Digital Era : Sanskrit Education</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.5</td>
<td>Curriculum &amp; Resources in Digital Era : Arabic Education</td>
<td>60 hrs / 2 credits</td>
<td>20 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.6</td>
<td>Curriculum &amp; Resources in Digital Era : Tamil Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.7</td>
<td>Curriculum &amp; Resources in Digital Era : Mathematics Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.8</td>
<td>Curriculum &amp; Resources in Digital Era : Physical Science Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.9</td>
<td>Curriculum &amp; Resources in Digital Era : Natural Science Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.10</td>
<td>Curriculum &amp; Resources in Digital Era : Social Science Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.11</td>
<td>Curriculum &amp; Resources in Digital Era : Geography Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.12</td>
<td>Curriculum &amp; Resources in Digital Era : Commerce Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 09.13</td>
<td>Curriculum &amp; Resources in digital Era : Home Science Education</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU10.1</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Malayalam</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU10.2</td>
<td>Techno-Pedagogic Content Knowledge Analysis-English</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Instructional hours/credits</td>
<td>Related Practical work Hours/credits</td>
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</tr>
<tr>
<td>EDU10.3</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Hindi</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU10.4</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Sanskrit</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<tr>
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<td>Techno-Pedagogic Content Knowledge Analysis-Arabic</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU10.6</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Tamil</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<td>EDU10.7</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Mathematics</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU10.8</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Physical Science</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<tr>
<td>EDU10.9</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Natural Science</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<tr>
<td>EDU10.10</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Social Science</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU10.11</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Geography</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU10.12</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Commerce</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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<tr>
<td>EDU 10.13</td>
<td>Techno-Pedagogic Content Knowledge Analysis-Home Science</td>
<td>60 hrs / 2 credits</td>
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</tbody>
</table>

**Details of Theory Courses - Semester III**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Instructional hours/credits</th>
<th>Related Practical work Hours/credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 11</td>
<td>Developmental Perspectives in Education.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 12</td>
<td>Learner in the Educational Perspective</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 13.1</td>
<td>Emerging Trends &amp; Practices in Malayalam Education.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 13.2</td>
<td>Emerging Trends &amp; Practices in English Education.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 13.3</td>
<td>Emerging Trends &amp; Practices in Hindi Education.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 13.4</td>
<td>Emerging Trends &amp; Practices in Sanskrit Education.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU 13.5</td>
<td>Emerging Trends &amp; Practices in Arabic Education.</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
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</tbody>
</table>
EDU 13.6 Emerging Trends & Practices in Tamil Education. 60 hrs / 2 credits 30 hrs / 1 credit
EDU 13.7 Emerging Trends & Practices in Mathematics Education. 60 hrs / 2 credits 30 hrs / 1 credit
EDU 13.8 Emerging Trends & Practices in Physical Science Education. 60 hrs / 2 credits 30 hrs / 1 credit
EDU 13.9 Emerging Trends & Practices in Natural science Education. 60 hrs / 2 credits 30 hrs / 1 credit
EDU 13.10 Emerging Trends & Practices in Social Science Education. 60 hrs / 2 credits 30 hrs / 1 credit
EDU 13.11 Emerging Trends & Practices in Geography Education. 60 hrs / 2 credits 30 hrs / 1 credit
EDU 13.12 Emerging Trends & Practices in Commerce Education. 60 hrs / 2 credits 30 hrs / 1 credit
EDU 13.13 Emerging Trends & Practices in Home science Education 60 hrs / 2 credits 30 hrs / 1 credit

Details of Theory Courses - Semester IV

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Instructional hours/credits</th>
<th>Related Practical work Hours/credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 14</td>
<td>Advanced Studies :Perspectives in Education. (Guided Self-Study)</td>
<td>60 hrs / 2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
<tr>
<td>EDU-15</td>
<td>Advanced Studies: Curriculum and Pedagogic Courses-..........Education (guided self-study)</td>
<td>60 hrs/2 credits</td>
<td>30 hrs / 1 credit</td>
</tr>
</tbody>
</table>

- **EDU – 14 : Advanced Studies :Perspectives in Education.**
- **EDU – 15 : Advanced Studies : Curriculum and Pedagogic Courses -...........Education.**

This area has been included in the curriculum to achieve advanced learning in the areas psychology, technology and methodology and its integration with practice to facilitate capacity building among student-teachers. The knowledge and competencies acquired by the trainee during the entire course remains as the base of this course. The mode of learning proposed is guided self-study. The study has to be initiated/progressed by the student-teacher mainly through self effort by reference study, collecting study materials from web site, peer assistance, scaffolding, guided study etc. The achievement of the student-teacher in terms of capacity building will be assessed through the Online examination of the University scheduled for the last month of Semester IV.
Details of Practical Work Associated with Theory: CE (25 marks/1 credit)

(a) Perspectives in Education (Core papers)

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Sub. Code</th>
<th>Nature of practicum……………………</th>
<th>Marks</th>
<th>credits</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| I    | EDU-01    | 1. Seminar/presentation-1 (5 marks)  
2. Practicum-1(5 marks)  
3. Test-mid semester-1(5 marks)  
4. Capacity Building Program (skill development & leadership building)-10 marks | 25 | One | Internal |
|      | EDU-02    | 1. Seminar/presentation1 (5 marks)  
2. Practical1 (5 marks)  
3. Test –mid semester (5 marks)  
4. Capacity building Activity 1-10marks | 25 | One | Internal |
|      | EDU-03    | 1. Seminar/presentation-1(5 marks)  
2. Test-mid semester exam(5 marks)  
3. Skill development-workshop practice(15 marks)  
( Practice -5 marks, Blog creation and posting of materials -10 marks) | 25 | One | Internal |
|      | EDU-06    | 1. Seminar/presentation-1(5 marks)  
2. Practicum-1(5 marks)  
3. Test-mid semester exam(5 marks)  
4. Capacity Building Program(skill development & leadership building) (10 marks) | 25 | One | Internal |
| II   | EDU-07    | 1. Practicum-1 (5 marks)  
2. Practical 1(5 marks)  
3. Test-mid semester exam1(5marks)  
4. Capacity building Activity 1 (10 mark) | 25 | One | Internal |
|      | EDU-08    | 1. Seminar/presentation-1(5 marks)  
2. Test-mid semester exam(5 marks)  
3. Practicum- no.1(5marks)  
3. Practicum-no.2(10marks) Development of any one tool. | 25 | One | Internal |
| III  | EDU-11    | 1. Test –mid semester exam.(5 marks)  
2. Practicum-1(5 marks)  
2. Seminar/presentation-(5 marks)  
3. Field study-1( 10 marks) | 25 | One | Internal |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EDU-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. School based activity -1(5 marks)</td>
<td></td>
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<tr>
<td></td>
<td>2. Practical-1(5 marks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Test-mid semester exam(5 marks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Capacity Building Program(skill development &amp; leadership building)- (10 marks)</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>EDU-14</td>
<td>MCQ Test battery</td>
</tr>
<tr>
<td></td>
<td>25</td>
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</tr>
</tbody>
</table>

(b) Curriculum and Pedagogic Courses (Optional Papers)

(i) Subjects.

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

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

- Practicum: systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/short reports not exceeding 5 to 6 pages have to be maintained.

- Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.
• Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.

• Seminar/presentation: The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self-developed.

• Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly by optional groups.

• Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.

• Reading and reflecting on text: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings interactively-individually and in small groups. Each student-teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes.

• MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question test batteries with 40 items each covering the syllabi of EDU - 14 & EDU – 15 as the requirement of CE (Practical). Out of 40 items of EDU – 14, 10 items each have to be prepared from the topics under perspectives of Education of Semester I, II, III and IV. Similarly a MCQ test battery for EDU -15 will have 40 MCQ items, 10 each covering the syllabi of Curriculum and Pedagogic Courses of Semester I, II, III, and IV respectively. It is better to start the preparation of MCQ test battery from Semester I itself and have to be completed and consolidated by semester IV. MCQ test batteries have to be presented before the External Evaluation Board along with the other requirements of Semester IV.

• Mid Semester Examination: A college level examination for all papers - of one hour duration and 25 marks with MCQ, very short answer and short answer questions. The marks earned in the examination has to be converted to 5.
Details of Practical Courses: (Related practical work)

(a) College based (EDU-101,201,301)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Task to be carried out</th>
<th>Marks/Credits</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>Discussion Lessons</td>
<td>5 nos.</td>
<td>5</td>
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</tr>
<tr>
<td>101.1</td>
<td>Demonstration Lessons</td>
<td>3 nos.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criticism Lessons</td>
<td>5 nos.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Micro-teaching</td>
<td>2 skills/trainee &amp; recording</td>
<td>10/1 credit</td>
<td></td>
</tr>
<tr>
<td>101.2</td>
<td>Yoga, Health &amp; Physical Education</td>
<td>Refer Cu Sem. I</td>
<td>50/2 credits</td>
<td>Internal</td>
</tr>
<tr>
<td>101.3</td>
<td>Art &amp; Aesthetics Education</td>
<td>Refer Cu Sem. I</td>
<td>25/1 credit</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Discussion lessons(ICT-1, Activity based-1, Model based-3)</td>
<td>5 nos.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>201.1</td>
<td>Demonstration lessons</td>
<td>2 nos.(models of teaching)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criticism Lessons</td>
<td>5nos.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Trip/Education tour.</td>
<td>Participation</td>
<td>10/1 credit</td>
<td></td>
</tr>
<tr>
<td>201.2</td>
<td>Health &amp; Physical Education</td>
<td>Refer Cu Sem. II</td>
<td>50/2 credits</td>
<td>Internal</td>
</tr>
<tr>
<td>201.3</td>
<td>Art Education and Theatre Practice.</td>
<td>Refer Cu Sem. II</td>
<td>25/1 credit</td>
<td>Internal</td>
</tr>
<tr>
<td>301.1</td>
<td>Art &amp; Aesthetics Education</td>
<td>Refer Cu Sem.III</td>
<td>25/1 credit</td>
<td>Internal</td>
</tr>
<tr>
<td>301.2</td>
<td>Yoga, Health &amp; Physical Education</td>
<td>Refer Cu Sem.III</td>
<td>25/1 credit</td>
<td>Internal</td>
</tr>
</tbody>
</table>

(b) School Based

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Task to be carried out</th>
<th>Marks/Credits</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>Initiatory School Experiences/school induction program.(5 days)</td>
<td>3 periods teaching / shared practice without formal lesson plans</td>
<td>10</td>
<td>Internal</td>
</tr>
<tr>
<td>202.1</td>
<td></td>
<td>preparation of diary/report.</td>
<td>10</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>observation of lessons(2 nos.) and reporting</td>
<td>5/1 credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Internship Phase – I (10 weeks)</td>
<td>1. Curriculum &amp; Pedagogic Courses</td>
<td>150</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Health and Physical Education</td>
<td>25 / 7 credits</td>
<td></td>
</tr>
</tbody>
</table>

23
### (c) CommunityBased

<table>
<thead>
<tr>
<th>Code EDU</th>
<th>Title</th>
<th>Task to be carried out</th>
<th>Marks/credits</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>103.1</td>
<td><strong>Field Visit (optional)</strong></td>
<td>Field visit related to the subject –</td>
<td>10</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td><strong>Vocational/Work Education</strong> (group)</td>
<td>supw- service &amp; product-1 each/community work &amp; report</td>
<td>15/1 credit</td>
<td></td>
</tr>
<tr>
<td>303.1</td>
<td><strong>Community Living Camp</strong></td>
<td>Participation in 5 days camp</td>
<td>50/2 credits</td>
<td>Internal</td>
</tr>
</tbody>
</table>

**Semester - IV**

<table>
<thead>
<tr>
<th>Code EDU</th>
<th>Title</th>
<th>Task to be carried out</th>
<th>Marks/credits</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>401.1</td>
<td><strong>Minor Project/Action Research/Case Study</strong></td>
<td>Completion of the task &amp; reporting in 30 to 50 pages.</td>
<td>40</td>
<td>Internal&amp; External</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viva-voce (external)</td>
<td>10/2 credits</td>
<td></td>
</tr>
<tr>
<td>401.2</td>
<td><strong>School Internship Phase – II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Curriculum and Pedagogic Courses</td>
<td>30 lessons and associated work</td>
<td>200</td>
<td>Internal &amp; External</td>
</tr>
<tr>
<td></td>
<td>2. Yoga &amp;Health Education</td>
<td>2 lessons and associated work</td>
<td>25/9 credit</td>
<td></td>
</tr>
<tr>
<td>401.3</td>
<td><strong>Achievement test (1 no.)</strong></td>
<td>Preparation of achievement test and analysis using statistical measures.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Diagnostic Test</strong></td>
<td>Preparation of Test and proposing remedial measures.</td>
<td>15</td>
<td>Internal &amp; External</td>
</tr>
<tr>
<td></td>
<td><strong>Reading &amp; Reflecting on Text</strong></td>
<td>Preparation of an account of the text read in the optional.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reflective Journal</strong></td>
<td>Journal for all days in practice.</td>
<td>15/3 credits</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for Related Practical Work/Practical Courses.

EDU 103.1 – Field Trip/Visit associated with the Curriculum and Pedagogic Courses (optional). Field visit appropriate to the content area has to be selected. The report has to be evaluated on the basis of rubrics developed by the teacher educator.

EDU 103.1 – Vocational/Work Education (SUPW/Community Work). The objective of this program include planning and executing productive work, develop social sensitivity, seek support from the locality, sensitize with dignity of labor, etc. This Community based practical - Socially Useful Productive Work (SUPW) has to be organized by the college at their convenience in the specified time. The task include one service (Participation in social activities, social services, social projects, social work etc) and submission of one product (e.g. book binding, craft/art work, soap making, agarbathi, paper bag, designing and making electronic devices, candle making, film making, pot making, embroidery, improvisation, …..) Assessment has to be made on the basis of proper division of marks using Performa for assessment designed by the institution.

EDU 201.3 – Art Education and Theatre Practice. The aim of theatre practice is to help the student-teacher realize their role of dramatization and other art forms as a transactional strategies in classroom instruction for enhancing learning and creativity. It involves visualization and writing of scripts (related to themes from optional content areas), direction, assigning and engaging roles, enacting of drama, making arrangements individually and with group assistance.

EDU 202.1 – School Induction Program. The sole purpose of Initiatory school experience is to provide the student-teacher an opportunity to have primary experiences with the functioning of the school. This school attachment program is for a period of five continuous working days giving them an opportunity to acquaint with the school environment and their day-to-day functioning. Observation of lessons of senior teachers individually or in small groups (2 nos.), meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons individually or as Shared Practice. In Shared Practice, student-teachers will be in small groups of three members. The lessons will be divided into three parts and each student teacher will practice one of the parts by rotation in the natural classroom situation. Lesson plans need not be written with the rigidity employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as record of the visit.

After the initiatory school experiences, a reflection session should be organized in the college. Assessment of student-teacher performance during this period will be done jointly and conveniently by the General and Optional teachers. Institutions can depute either the Optional teacher or the General teacher for organizing and assessment of school initiatory experiences.

EDU 201.1 – Field Trip/Study Tour: It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing/conducting a study tour/field work and understanding the environment around. A report of tour has to be prepared by all student-teachers. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The Study tour can be organized by the institution at their convenience as a general program/Optional requirement, for a duration not exceeding 5 working days, and will be counted as an activity of Semester II. In case any
student fails to attend the study tour/field work due to genuine reasons they have to compensate it by undertaking a minor community work suggested by the institution and have to submit a report.

**School Internship**: - School Internship is a part of the curricular area of ‘Engagement with the Field’ designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers. The task during this period include:

- Practicing the process of preparation of material, teaching, assessment and evaluation,
- Participating in all the academic activities of the school under direct supervision,
- Learn to set realistic goals in terms of learning, curricular content and pedagogic practices,
- Choose, design, organize and conduct meaningful classroom activities,
- Participate in school, social and community activities in the locality associated with the school,
- Observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies,
- Develop, locate, collect and maintain teaching-learning resources.

Internship in Teaching/School Internship is for a period of 20 weeks divided into two Phases of 10 weeks each, to be organized during the Third and Fourth Semesters of the Course. For school internship, the Colleges of Teacher Education and the participating Schools shall set up a mutually agreed mechanism for organizing, monitoring, supervising, tracking of internship and assessing the student-teachers. Make arrangement with at least five practicing schools for the internship as well as other school based activities of the course. These schools shall form basic contact point for all other practicum activities and related practical work during the course of the program. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

The school internship program has been arranged in phases to install effectiveness in the program. School induction program, Phase I & II of School Internship has to be organized in close supervision of the colleges with effective co-operation from practicing schools. After the completion of each program colleges should arrange reflection sessions in the college so that the trainee can benefit by sharing experiences and can plan and modify/regulate his/her teaching and associated activities in the next spell in the school more effectively. Planned progressive development of the behavior of the trainee phase after phase is the major purpose of arranging teaching practice in various progressive phases/spells.

**EDU-302.1: School Internship Phase I.**

School Internship/Teaching Practice for Semester III may be arranged as a single block program for a duration of 10 weeks. Student-teachers have to complete 40 Practice Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and 2 lessons for Health & Physical Education during this period and to actively participate in all activities of the practicing school. Graduate students can
be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal does not carry any marks separately but are mandatory. Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures. All student-teachers have to observe at least 10 lessons of peers and record the observations in the Peer Review Record.

EDU-401.2 : School Internship Phase II.

School Internship/Teaching Practice for Semester IV may be arranged as a single block program for a duration of 10 weeks. Student-teachers have to complete 30 Practice Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and 2 lessons for Health & Physical Education and to actively participate in all the activities of the school during this period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal, updating blog (1. Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-2 nos.), Reading and reflecting on a text in the concerned optional, undertaking a conscientization program and Field work (Minor Project/Action Research/Case Study) have to be undertaken during this period. Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures. School internship Phase II has to be scheduled conveniently during the period November-January to present the student-teachers for practical examination by the end of January.

Supervision of School Internship: - The supervision of Practice Teaching is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. The subject teachers of the school have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of three lessons (probably at the beginning, middle and at the end of Practice Teaching) by the Optional teacher and one lesson by the General teacher is mandatory. The Principals of Colleges have to visit the practicing schools, observe lessons and monitor Practice Teaching. Assessment of Practice Teaching will be done on the basis of the Performa for assessment of teaching (see appendix). Assessment of Practice Teaching will be done jointly by the General and Optional Teachers, and School supervisors. The division of marks for various categories is as follows.
### EDU 302 - School Based Practical

<table>
<thead>
<tr>
<th>Internship in teaching</th>
<th>Taskstobecarried out</th>
<th>Marks</th>
<th>Time allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 302.1 optional subject</td>
<td>Teaching of Optional Subjects) -40 lessons (Marks :Lesson Record -20, Peer Review Record -10, Teaching and assessment -120 (Marks allotted to : Optional Teacher-80, General Teacher-20 &amp; School supervisor-20)</td>
<td>150 (6 credits)</td>
<td>10 weeks</td>
</tr>
<tr>
<td>EDU 302.1 Physical &amp; Health Education</td>
<td>Teaching of PE &amp; HE classes - Total 2. Teaching -10 marks Lesson templates/record - 5 marks Health status of a student/case - 10 marks</td>
<td>25 (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

### EDU 401 - School Based Practical

<table>
<thead>
<tr>
<th>Internship Phase II</th>
<th>Taskstobecarried out</th>
<th>Marks</th>
<th>Time allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 401.1</td>
<td>Minor Project/Action Research/Case Study Viva-voce</td>
<td>40</td>
<td>10/(2 credits)</td>
</tr>
<tr>
<td>EDU 401.2</td>
<td>Teaching for Optional Subjects - 30 lessons (Marks :Lesson Record -30 Teaching -100 Viva-voce (optional) -20 Peer observation record -10 Updating blog** -25 Undertaking conscientization program*- 15 ( Marks allotted to : Optional Teacher-80, General Teacher-20)</td>
<td>200 (8 credits)</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Teaching of Yoga&amp; HE classes - Total 2. Teaching - 15 marks Lesson templates/record- 10 marks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 401.3</td>
<td>Preparation of Achievement test, statistical analysis and interpretation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflective Journal</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading and Reflecting on text</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation of Diagnostic Test and Remedial measures</td>
<td>15/ (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>
Updating blog: Two tasks have to be undertaken: (1) weekly reporting of the experiences during internship including all curricular, co-curricular and extension activities undertaken during the week in school. (2) Up-loading in blog two innovative work/lessons segment on a single concept in the optional paper undertaken during practice-teaching.

- Conscientization program: The student-teacher has to undertake any one conscientization program in the school/community during practice-teaching and has to prepare a written report (gender sensitivity, inclusive education, social evils around, media abuse, and the like……………………………………).

Assessment of School Internship/Teaching Practice: School Internship Phase I and associated activities of Semester III will be assessed jointly by the General and Optional Teacher Educators and the School supervisor. There will be no external practical examination. The marks/grades have to be consolidated and forwarded to the university by the colleges concerned. School Internship and associated activities of Phase II (Semester IV) will be assessed jointly by the General and Optional Teacher Educators as per guidelines. However, the assessment for Semester IV will be subjected to external examination through the External Examination Board constituted by the University.

EDU 303.1 – Community Living Camp:

Community Living Camp: - All the colleges have to organize a five-day residential Community Living Camp/Citizenship Training Camp in a convenient location of their choice. It is a joint camp of Student-Teachers and their Teacher Educators in a convenient location, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programs for development of personal and social skills, to develop student-teacher ‘social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labor, community work etc. are the major outcomes expected of the program. Record mentioning all the activities have to be prepared and submitted by each Student-Teacher. Community Living Camp can be organized by the institution at their convenience either during Semester III or during holidays after the Semester II University examinations, but will be credited with Semester III. Assessment of participation in Community Living Camp has to be done on the basis of an Assessment Schedule.

Organization of the Camp: Select a main theme related to education, culture, society and environment for each year by each institution for the community camp. The common objectives of the camp should be:

- To promote social accommodation and broaden the mental abilities of the student-teachers.
- To promote the democratic nature and involvement of the student-teacher in planning and implementing educational activities.
- To develop critical thinking about the issues related to the policies/approaches in education.
- To inquire into the cultural, social, scientific, educational and environmental aspects of a community.
- To develop an interest to train the body and mind for a well balanced personality.
Themes for a Community Living Camp (decide the theme to suit the location)

- Education and Social Change
- Education- its creative and social aspects
- Nature, agriculture, culture and education
- Education, environment and development/empowerment etc.

Programs suggested for community living camp: Social and educational Surveys, visit to social institutions to study their functioning, undertaking community productive work, campus cleaning/beautification, undertaking duties in the camp including preparation of food, attending classes/seminars/yoga etc., participation in games and recreational activities, mock Parliament activities etc.

EDU 401.1 – Minor Project/Action Research/Case Study

The student-teacher has to take up a minor research project/Action Research/Case Study during the course. The fundamentals and modalities of this systematic study are well discussed in EDU – 08 of Semester II. The task/theme selected should be relevant socially, academically and contextually and has to be undertaken in a phased manner as per the schedule under the guidance of a supervisor (Teacher Educator). The task has to be initiated during the 1st Phase of School internship and to be completed during the 2nd Phase and credited with Semester IV. Selection of a relevant topic/problem/case, review of available literature in the area, preparation/adoptions of simple tools to collect facts/data regarding the issue, analysis of the data either qualitatively or quantitatively (using simple statistics), reporting the findings are the stages to be followed. The report has to be typed/neatly handwritten, consolidated to a document of 30-50 pages. (format of the report is given as appendix). Assessment of the report will be done internally by the Supervising Teacher Educator and externally by the external practical board during the viva-voce. Viva-voce will be done by the external board.

Assessment of Report: Internal - 40 marks, External – 40 marks, viva-voce-10 marks (external only)

EDU 401.3 – Reflective Journal: A student-teacher generated locally standardized daily log book maintained under the supervision of the mentors is visualized as a Reflective Journal (RJ). The RJ can act as a document that carries an analytical account of the daily experiences of student-teachers during school internship. The major purpose of the RJ is reflection-on-action. During the practice-teaching the RJ depicts how different aspects of teaching are interconnected. Analysis and comments on theory-practical integration, the nature and extend of support system utilization, process analysis of success and failures management, interference and projection of future course of correction and developmental actions etc. can function as elements in the design of the reflective journal.

Assessment: The academic growth of the student-teacher is assessed using various assessment devices. For the theory courses, the proficiency of the student-teacher is evaluated through continuous evaluation of the candidates progress and through the semester end examination. To make continuous evaluation transparent, student-teachers should be made aware of the modus operandi of the evaluation process and the assessment criteria. The level of performance of the student-teachers is to be published periodically. The internal marks (CE) of the Theory Courses (both Core and Optional papers) and Practical Courses of Semester I, II, III signed by the candidate shall be submitted to the
University within one week after the closing of each semester. During Semester IV the same has to be handed over to the Chairman, External Practical Board at the time of Practical examination.

**Course Evaluation/Assessment**

<table>
<thead>
<tr>
<th>Sem.</th>
<th>External assessment (Theory-Written)</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>EDU – 01 to 05</td>
<td>CE of EDU 01 to 05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU: 101.1 to 101.3; EDU: 103.1.</td>
</tr>
<tr>
<td>II</td>
<td>EDU – 06 to 10</td>
<td>CE of EDU 06 to 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU : 201.1 to 201.3; EDU : 202.1;</td>
</tr>
<tr>
<td>III</td>
<td>EDU – 11</td>
<td>CE of EDU 11 to 13</td>
</tr>
<tr>
<td></td>
<td>EDU – 12</td>
<td>EDU : 301.1 to 301.2; EDU : 302.1; EDU : 303.1</td>
</tr>
<tr>
<td></td>
<td>EDU - 13</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>*EDU – 14 (online examination)</td>
<td>EDU : 401.1 to 401.3 (Internal &amp; External)</td>
</tr>
<tr>
<td></td>
<td>*EDU -15 (on line examination)</td>
<td></td>
</tr>
</tbody>
</table>

- **Online examination of EDU-14 & EDU-15:** The online examination shall be conducted by the university at the end of Semester IV in selected centre's/Colleges of Teacher Education. Individual colleges can select any one centre for the online examination of their students. The duration of the examination will be one hour fifteen minutes (75 minutes) with 50 multiple choice question items. There will be four distracters to each question item and the students have to select the most appropriate choice. There will be provision for only one attempt with each question. Students cannot erase/alter their answers once attempted. All the rules with respect to online examination will be applicable here also. A question bank with sufficient multiple choice items shall be created separately for EDU-14 & EDU-15 as per the respective curriculum requirements/components. From among them a test with 50 items selected at random will be supplied to each student for EDU-14 & EDU-15. Students have to answer 50 items in 75 minutes in both the examinations.

**Tools for Assessment:** For assessing student performances Criteria / Performa based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. A rubric is an explicit set of criteria used for assessing a particular type of work or performance. A rubric is a guideline for rating student performance. A rubric usually includes levels of potential achievement for each criterion, and sometimes also includes work or performance samples that typify each of those levels. Levels of achievement are often given numerical scores. A summary score for the work being assessed may be produced by adding the scores for each criterion. Rubrics are typically displayed in list or grid form. Within the rubric a series of criteria and traits are listed, usually followed by a Rating Scale.

31
Modes of Assessment:

A. **Theory:** (50 marks each) - Theoretical discourses of Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) for Semester I, II & III will be assessed externally throughout semester examinations of the University.

**Practical work related to theory papers-CE-(25 marks each)** - (EDU-01 to 15) Continuous Evaluation (CE) of Practical Work related to theory papers will be done by the teacher educator concerned internally as per the guidelines in each case. The Practical Work (CE) coming under Theoretical Discourses EDU 01 to 05 of Semester I, EDU 06 to 10 of Semester II and EDU 11 to 13 of Semester III will be subjected to internal assessment only where as EDU 14 & 15 will be assessed both internally and externally.

B. **Practical Courses:-**

1. **Practical Courses for Internal assessment.**

   Continuous and comprehensive assessment of the College, School & Community Based Practical for EDU 101 & EDU 103 of Semester I, EDU 201, & EDU 202 of semester II, EDU 301, EDU 302 & EDU 303 of Semester III and EDU 401 of semester IV will be done by the teacher educators concerned internally on the basis of the criteria fixed for the purpose. The internal examiner will assess the performance of the student-teachers and award marks and respective grades.

   Internal assessment of Initiatory school experiences of Semester II and Practice Teaching in Semester III & IV will be carried out jointly by the General & Optional teachers and school Supervisors.

   **The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester** have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed. **There will be no external assessment for the practical done (CE & other practicals) during Semester I, II & III. The marks/grades of Semester IV will be handed over to the Chairman, External Examination Board by the institutions at the time of practical examination.**

2. **Practical Courses for External Assessment**

   Practical work related to EDU 401.1, EDU 401.2, & EDU 401.3 of Semester IV will be subjected to external assessment by an External Examination Board constituted by the University. The external examiner for Physical Education will assess the Records related to Physical and Health Education. There will be no external assessment of Physical and Health Education classes by the external examiner. The present practice of appointing Zonal Boards will be continued. The board members will be appointed by the University on the basis of existing norms.

   **The practical Examination by the External Board will be conducted in two Phases.**

   - Phase I – Practical Examination of Curriculum and Pedagogic courses (optional) and Health and Physical Education (during mid-January-February).
   - Phase II – Evaluation of Minor Project work/Action Research/Case study and viva-voce - (during March)
### Scheme of Assessment

**Practical Courses of Semester IV by External Practical Board**

<table>
<thead>
<tr>
<th>Phase I (January/February)</th>
<th>Examiners</th>
<th>Subject &amp; Item for assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chairman &amp; External Examiners for curriculum and pedagogic courses/ Optional subject &amp; Examiner for PE</td>
<td>Curriculum &amp; Pedagogic courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU-401.2 : Record of Teaching-Teaching</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viva-voce</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer observation record</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Record of blog uploading</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Record of conscientization</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU-401.3 : Achievement Test</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective Journal</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading &amp; Reflecting on text</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diagnostic test</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU-15- : MCQ Test battery</td>
<td>25/300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU-401.2 : Yoga and Health Education. Record of Practice teaching &amp; viva</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase II (March)</th>
<th>Examiners</th>
<th>Subject &amp; Item for assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chairman &amp; External Examiner for Perspectives in Education/Core Paper.</td>
<td>EDU – 401.1 : Minor Research Project/Action Research/Case Study – Report.</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viva-voce (external valuation)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU-14 : MCQ Test battery</td>
<td>25</td>
</tr>
</tbody>
</table>

### Zonal Board:
- The Zonal Board will consist of a Chairman, Subject expert for each Optional Paper, one Subject expert for Core Papers, one Subject expert for Physical and Health Education appointed by the university. The zonal board will schedule its examination in two phases.

During Phase I the team members consisting of the Chairman, examiners of Optional subjects and Physical education will visit the colleges as per schedule of examination fixed by the chairman in consultation with respective colleges and assess the performance of the student-teachers as per the criteria already fixed. The subject expert for the Optional Paper will conduct Practical Examination for the concerned Optional. If the number of candidates in an Optional subject is more than 20, an additional examiner can be appointed. The board shall observe and assess the teaching competency (Optional only) and other Practical Work of all student-teachers and conduct a Viva-Voce based on the subject. The members of the external board will assess the performance of the student-teachers in their concerned subject and award marks and respective grades for the maximum marks specified. Each Zonal Board will visit maximum 3 to 4 institutions.

During Phase II the team consisting of the Chairman and examiner for Perspectives in education (core papers) will schedule external examination and will assess the project work/case study/action research and conduct a viva-voce on the project.

### Duties of Practical Board:
The marks and respective grades of internal assessment of Practical Courses of Semester IV will be handed over to the Chairman, External Practical Board at the time of
Practical Examination by the Colleges concerned. The members of the External Practical Board will assess the Records and performance of all the student-teachers in their concerned subject using the assessment criteria followed in internal assessment and hand over the marks and respective grades to the Chairman of the Board. The average of the internal and external assessment has to be taken as the final score. In case, the total marks awarded by the internal and external examiner for a subject (Minor Project/Action Research/Case Study, Physical Education, and Practice Teaching and related activities) has a difference more than 10% of the total marks, the Chairman will examine the case and settle the variation. In such cases the decision of the Chairman will be final. The Chairman will check randomly/verify any case, if discrepancies are noted. All the Examiners, appointed by the University including the Chairman have to be present in the centre on all the days on which Practical Examination is conducted.

Compilation of marks: The average marks and respective grades of the internal and external assessment has to be computed by the Chairman of the Board and forwarded to the Co-ordinating Chairman along with internal marks handed over by the colleges and external marks assigned by the board after the completion of Phase II examination.

Co-ordinating Chairman: A Co-ordinating Chairman will be appointed by the University who will co-ordinate the work of four zonal boards. The Coordinating chairman has to randomly check the assessment of Zonal Boards and make corrections, if necessary. The final Mark Lists of Practical Examination (average of internal and external, internal marks handed over by colleges, and external marks awarded by the board) have to be forwarded to the Controller of Examination.

Number of Zonal boards: The University will constitute the required number of Zonal Boards to complete the Practical Examination in the stipulated time (in duration of 10 to 15 days). All qualified teacher educators have to compulsorily take up appointment as External Examiner.

Timing of Practical Examination: Practical examination will be scheduled and carried out simultaneously in all the colleges in a period of 10 to 15 days. The Phase I has to be scheduled during mid January- February. Phase II has to be scheduled during March. The duration of the Practical Examination in an institution will be two days for a strength of 50 students (one unit) for Phase I & Phase II. Additional days will be provided depending on the strength of the institution.

Scheme of Assessment: Theory

Semester I (Semester-end examination)

<table>
<thead>
<tr>
<th>Code</th>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 01</td>
<td>Knowledge and Curriculum: Philosophical and Sociological Perspectives.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 02</td>
<td>Developmental Perspectives of the Learner.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 03</td>
<td>Technology and Communication in Education</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 04.1-13</td>
<td>Theoretical base of ..... Education</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 05.1-13</td>
<td>Pedagogic Content Knowledge Analysis:…</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>250</td>
</tr>
</tbody>
</table>

Scheme of Assessment – Semester II (end Semester examination)

<table>
<thead>
<tr>
<th>Code</th>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 06</td>
<td>Education in Indian Society.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 07</td>
<td>Perspectives of Learning and Teaching.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 08</td>
<td>Assessment in Education.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 09.1-13</td>
<td>Curriculum and Resources in Digital Era:……Education.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 10.1-13</td>
<td>Techno-Pedagogic Content Knowledge Analysis:……</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>


Semester III (Semester-end examination)

<table>
<thead>
<tr>
<th>Code</th>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 11</td>
<td>Developmental Perspectives in Education.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 12</td>
<td>Learner in the Educational Perspective.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td>EDU 13</td>
<td>Emerging Trends and Practices in .......... Education.</td>
<td>2 hours</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>


Semester IV (Semester-end examination: online examination)

<table>
<thead>
<tr>
<th>Code</th>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 14</td>
<td>Advanced Studies: Perspectives in Education.</td>
<td>75 minutes</td>
<td>50</td>
</tr>
<tr>
<td>EDU 15</td>
<td>Advanced Studies: Curriculum and Pedagogic Courses - ..........Education.</td>
<td>75 minutes</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Number</th>
<th>Marks</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td>5</td>
<td>5 (1 mark each)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>One word/Sentence</td>
<td>5</td>
<td>5 (1 mark each)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Very Short Answer</td>
<td>5</td>
<td>10 (2 marks each)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Short Answer</td>
<td>4 out of 6</td>
<td>20 (5 marks each)</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Essay</td>
<td>1 out of 2</td>
<td>10 marks</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>50</td>
<td>120 minutes</td>
</tr>
</tbody>
</table>

Pattern of Question Paper – Semester IV (online examination)

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Number</th>
<th>Marks</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td>50</td>
<td>50 (1 mark each)</td>
<td>75 minutes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Intervals of marks in %</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and above</td>
<td>A+</td>
<td>7</td>
<td>6.30 – 7.00</td>
</tr>
<tr>
<td>80 – 89</td>
<td>A</td>
<td>6</td>
<td>5.60 – 6.29</td>
</tr>
<tr>
<td>70 – 79</td>
<td>B+</td>
<td>5</td>
<td>4.90 – 5.59</td>
</tr>
<tr>
<td>60 – 69</td>
<td>B</td>
<td>4</td>
<td>4.20 – 4.89</td>
</tr>
<tr>
<td>50 – 59</td>
<td>C+</td>
<td>3</td>
<td>3.50 – 4.19</td>
</tr>
<tr>
<td>40 – 49</td>
<td>C</td>
<td>2</td>
<td>2.80 – 3.49</td>
</tr>
</tbody>
</table>
Grade Point Average (GPA): GPA is the value obtained by dividing the sum of the weighted grade points obtained by a student in various subjects in a semester by the total number of credits taken by him/her in the semester. The value shall be rounded off to two decimal places.

\[ GPA = \frac{\sum WGP}{Total\ Credit} \]

Cumulative Grade Point Average (CGPA)

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

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

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

Curriculum Transaction

Strategies to be adopted

- The strategies proposed to be adopted in the transaction of the B. Ed. curriculum include Lecture-cum-Discussion/Narration, Co-operative and Collaborative Learning, Focused Reading and Reflection/Intellectual Discourses, Observation-Documentation-Analysis, ICT Enabled Learning/Virtual Tours, Requirement Based Learning / Individualized Learning, Multi Disciplinary Learning, Meaningful Verbal Expression, Seminars, Case Studies, Workshop /Dramatization / Miming, Self Learning, Problem Based Learning, etc. With a view to move away from theoretical discourses through lectures alone, the student teachers will be required to be engaged in these various kinds of learning experience/modes of learning engagements. These strategies have to be initiated by the mentor to guide the student teachers to go through the processes to achieve the expected outcomes. Many probable instructional strategies have been included with each content in the curriculum, and the teacher educators have to adopt the most suitable ones to make the instruction effective.

Mental Process :- the sequence of mental experiences-pedagogical-instructional-experiential contexts felt/received/undergone by the student-teacher during/as a result of various interactions viz. Intellectual dilemma, Cognitive challenge, Controlled listening, Disequilibration and accommodation, Reflective intellectual discourses, Contemplative self
expression, Verbal and conflict management, Narrative expression of self experiences, Field based mental imagery formation, Collective expression of consensus point and the like constitute the learning process.

The mental processes involved in the learning of various subjects are presented below in hierarchical order.

1. **Retrieves/recollects/retells information**
2. **Readily makes connections to new information based on past experiences and formulates initial ideas/concepts**
3. **Detects similarities and differences**
4. **Classifies/categorizes/organizes information appropriately**
5. **Translates/transfer knowledge or understanding and applies them in new situations**
6. **Establishes cause-effect relationship**
7. **Makes connection/relates prior knowledge to new information/applies reasoning and draw inferences**
8. **Communicates knowledge/understanding through different media**
9. **Imagines/fantasizes/designs/predicts based on received information**
10. ** Judges/appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem**

The list of strategies, learning processes etc are inconclusive. Teacher Educators have the freedom to adopt various strategies, learning processes, assessment techniques in addition to the ones suggested in the Syllabus grid. But each institution/teacher educator has to ensure that activities/strategies suggested in the syllabus grid are followed during transaction of curriculum.

**Academic Calendar**

A copy of the Academic Calendar specifying the schedule of activities and examination during the course is given in appendix

* **Orientation of the Curriculum** (Academic Calendar Semester I)

The time provided for General Orientation is one week. The purpose of General Orientation for fresh entrants to the B. Ed. Course is to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course.

Scope of the orientation:- When the student teachers join a teacher education institution, they are anxious to know how to grapple with the problems and situations that are new to them and appear to be challenging. Therefore, the orientation program should be organized at the beginning and be spread over the whole of the first week, as it will lay the foundation of a successful course. It should cover the following areas:

1. **General Orientation:**
2. About the B. Ed. Program

a) Theoretical Discourses and Related Practical Work (CE)

b) School Internship/Practice Teaching

c) Practical Courses / Practicum (College/School/Community Based)

d) Assessment and Evaluation (both Internal and External)

e) Curricular and Co curricular Activities in the Institution.

Composition of the Curriculum

The curriculum of various subjects for B Ed are presented in the order: Semester I, Semester II, Semester III & Semester IV. Perspectives in Education (EDU01-03, 06-08, 11 & 12, 14) are Core papers & Curriculum and Pedagogic Courses (EDU 04-05, 09-10, 13, 15) are Optional subjects. The components of the curriculum have been presented in the following order.

- Title of the Subject
- Objectives of teaching the Subject
- Contents included in the subject
- Syllabus Grid
- References

The syllabus Grid contains four columns

1. Learning Outcomes – what the student-teacher may achieve.
3. Strategies/Approaches recommended for transaction – Initiated by the mentor.
4. Assessment and Evaluation – to assess the progress of the novices.

Perspectives of Education (core Papers).

Nine areas/papers (EDU – 01, 02, 03, 06, 07, 08, 11, 12 and 14) have been included under this heading in order to develop among the student-teachers a realistic outlook about education and teacher in the Indian society. The objectives of this program include:

The prospective teacher

- Understands the meaning, significance and perspectives of education in the socio-cultural context.
- Understands the history, current issues and challenges of Indian Education and becomes capable of solving various problems of the society.
• Understands the developmental processes and needs of children and adolescents, the role of teacher in facilitating them.
• Acquaints with prominent Psychological principles, theories of development and learning, and allied matters and make use of them in educational contexts.
• Understands the assumptions of ICT, Assessment and Evaluation, Management, Environment etc and makes use of them in practical life and classroom instruction.
• Acquires democratic and social values of an ideal teacher and develops skills and competencies in teaching and classroom management.

Curriculum and Pedagogic Courses (Optional subjects)

Theoretical Base of the optional subject, (Techno) Pedagogic Content Knowledge Analysis, Curriculum and Resources in Digital Era, Emerging Trends and Practices & Advanced Studies in the subject area are the Optional Papers included under Curriculum and Pedagogic courses. Due consideration has been given to incorporate the latest trends in learning and pedagogical theories that touches various domains of the subject concerned. Keeping in mind the local-cultural-historical-environmental and educational dimensions of Kerala an earnest effort has been undertaken to incorporate the sprit of the 21st century knowledge based economic circumstances and its divergent demands in the teacher education process through the respective course work of the optional paper. A clear demarcation of the methodology and the corresponding pedagogical analysis papers with respect to the respective optional subjects have been worked out which help for meaningful transaction of the optional curriculum. Revamping the concept of Pedagogical analysis to Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis have been accommodated to give a practical face to the curriculum. The following illustration may make things more clear.

The objectives of optional education include:
• To make the novice teacher understand the scope and nature of teaching the subject at different levels of learning.
• To introduce the challenging career of a teacher with a futuristic perspective, as an agent of social change.
• To develop practical field based skills and experience in resource development and learning experience designing while transacting the curriculum.
• To provide the required research based learning experience so as to undertake a habit of self development through inquiry and investigation,
• To enrich the vision and capabilities of prospective teachers as reflective practitioners during and after the pre-service education.
• To design instructional and learner support mechanism-print, non-print, electronic and digital-appropriate for the learner needs and contextual requirements.
• To get a field based understanding of theories and principles of pupil assessment and evaluation.
• To undertake a self-empowerment initiative in transacting the curriculum from a Techno-Pedagogic content Knowledge perspective.
• To identify the Entrepreneurial opportunities of futuristic significance associated with the subject.
• To develop a neo-humanistic attitude among the student-teachers in the light of Science-Technology-Society/Culture-Environment interaction paradigm.
SEMESTER – I
Instructional hours per Subject : 90 (Theoretical Discourses – 60 & CE – 30 hours)

Perspectives in Education/Core Subjects:

EDU-01 : Knowledge and Curriculum: Philosophical and Sociological Perspectives.
EDU-02 : Developmental Perspectives of the Learner.
EDU-03 : Technology and Communication in Education.

Curriculum and Pedagogic Courses/Optional subjects:

EDU-05, 1-13 : Pedagogic Content Knowledge Analysis : ....
EDU - 01: KNOWLEDGE AND CURRICULUM: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES.

Hours to transaction: 60 (Theoretical discourses) & CE - 30 hrs (Activities/Process)

Objectives:
- To recognise broad functions of education and role of teacher as a leader
- To develop personal philosophy of teaching
- To synthesise eclectic tendencies in teaching
- To understand the sociological functions of education
- To synthesise the role of teacher as a change agent and nation builder
- To synthesise the role education in promoting national integration and peaceful coexistence

Contents:

UNIT I : TEACHER AND EDUCATION (15hrs)  
UNIT II : PHILOSOPHICAL PERSPECTIVES OF EDUCATION (30 hrs)  
UNIT III : SOCIOLOGICAL PERSPECTIVES OF EDUCATION (25 hrs)  
UNIT IV : EDUCATION AND SOCIAL CHANGE (20 hrs)

UNIT I: TEACHER AND EDUCATION (15 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop the broad concept of education | - Meaning and concept of Education  
- General Aims of education  
- Definitions of Education  
- Formal, informal, and non-formal education  
- Child centered and life centered education  
- Teacher- Qualities and Competencies  
- Teaching- An Art and Science  
- Professional Ethics of Teachers | Meaningful verbal expression  
Lecture-discussion  
ICT  
Group Discussion | Role Performance Analysis in group Discussion  
Involvement in Debates  
Seminar Presentations  
Assignments  
Class test |
**REFERENCES :**

- http://www.ncert.nic.in/
- http://teaching.about.com

**UNIT II: PHILOSOPHICAL PERSPECTIVES OF EDUCATION (30 hrs)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop personal philosophy of teaching</td>
<td>• Relationship between Philosophy and Education</td>
<td>Meaningful verbal expression</td>
<td>Participation and Performance in</td>
</tr>
<tr>
<td>2. To develop an awareness and attitude towards eclectic tendencies in education</td>
<td>• Thoughts on Education - Idealism – Naturalism-Pragmatism -Realism - Humanism– features and educational implications</td>
<td>Lecture-discussion</td>
<td>Quiz Competition</td>
</tr>
<tr>
<td>3. To analyse the contributions of thinkers towards education</td>
<td>• Contributions of thinkers towards curriculum -Methods of teaching by Froebel and Montessori</td>
<td>ICT</td>
<td>Seminar Presentations</td>
</tr>
<tr>
<td></td>
<td>• Stage wise curriculum suggested by Plato</td>
<td>Seminar</td>
<td>Class test</td>
</tr>
<tr>
<td></td>
<td>• Aristotle-concept of realism-taxonomy of living organisms</td>
<td>Debate</td>
<td>practicum</td>
</tr>
<tr>
<td></td>
<td>• Project method and experimental school suggested by Dewey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indian Thinkers-Vivekananda- S.Radhakrishnan, Gandhiji – Tagore, Aurobindo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Eclectic tendencies in education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES:

- Gandhi m.k. (19037). basic education, navajivan publishing house, Ahmedbad
- George Thomas (2004) Introduction to Philosophy, Delhi, Surjeet Publication
- http://www.mu.ac.in
- http://www.unesco.org/
- http://www.indianphilosophy.50webs.com/advaita.htm
- http://www.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-2.pdf
- http://vpmthane.org/Publications(sample)/Indian%20Philosophy

UNIT III: SOCIOLOGICAL PERSPECTIVES OF EDUCATION (30 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the interactive role of education and society</td>
<td>• Interactive role of education and society</td>
<td>ICT enabled group discussion</td>
<td>Document Analysis</td>
</tr>
<tr>
<td>2. To develop an understanding about the role of education with regard to culture</td>
<td>• Functions of education with regard to Culture –Preservation, Transformation and Transmission</td>
<td>Field trip</td>
<td>Field visit reports</td>
</tr>
<tr>
<td>3. To synthesis role of curriculum to inculcate national integration and international understanding</td>
<td>• Acculturation and Enculturation, Cultural lag, cultural inertia, Cultural diffusion</td>
<td>Lecture-discussion</td>
<td>Class test</td>
</tr>
<tr>
<td></td>
<td>• Role of education to inculcate values connected with Democracy and Secularism</td>
<td></td>
<td>Role Performance</td>
</tr>
<tr>
<td></td>
<td>• National Integration</td>
<td></td>
<td>Analysis in group Discussion</td>
</tr>
<tr>
<td></td>
<td>• International Understanding</td>
<td></td>
<td>Seminar Presentations</td>
</tr>
</tbody>
</table>
REFERENCES:

- Arora G.L & Pranati Panda. Fifty Years of Teacher Education in India (Post Independence Developments): NCERT
- http://www.mu.ac.in/
- http://www.yazour.com/

UNIT IV: EDUCATION AND SOCIAL CHANGE (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To analyze and synthesize the sociological functions of education</td>
<td>Characteristics of Indian Society – class, religion, ethnicity, language.</td>
<td>Lecture</td>
<td>Initiation and performance in dramatization</td>
</tr>
<tr>
<td>2. To develop awareness about the characteristics of Indian society.</td>
<td>Social Change – Factors influencing social changes- Role of Education</td>
<td>Cooperative Learning</td>
<td>Field visit reports</td>
</tr>
<tr>
<td>3. To synthesize the significance of Education as an agent of social change</td>
<td>Major changes occurred in Indian society</td>
<td>Discussion</td>
<td>Role Performance Analysis in group Discussion</td>
</tr>
<tr>
<td></td>
<td>Conscientisation - Areas where conscientisation is needed</td>
<td>Social</td>
<td>Involvement in Debates</td>
</tr>
<tr>
<td></td>
<td>Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc.</td>
<td>Constructivism</td>
<td>Seminar Presentations</td>
</tr>
<tr>
<td></td>
<td>Teacher as a Change agent and Nation builder</td>
<td></td>
<td>Class test</td>
</tr>
</tbody>
</table>

REFERENCES:

- http://en.wikipedia.org/wiki/Terrorism_in_India
- http://library.thinkquest.org/
EDU - 02: DEVELOPMENTAL PERSPECTIVES OF THE LEARNER

Objectives: To enable the student teacher:
1. To conceptualise the nature, scope and methods of Educational psychology.
2. To familiarise the approaches for the study of Educational Psychology.
3. To develop an understanding of the concept, principles and theories of Growth and development.
4. To familiarise the developmental tasks and developmental hazards.
5. To understand the developmental characteristics of Childhood and Adolescence.
6. To develop an understanding of the concept, nature and various theories of intelligence.
7. To understand the meaning, nature, process of creativity development and the strategies for fostering creativity.
8. To develop an understanding of the concept and theories and development of Personality.
9. To understand the concept of Adjustment, Maladjustment and the causes of mal-adjustment.
10. To equip student teachers to apply the theories in facilitating overall development of the learner.

Contents:

UNIT I : FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY
UNIT II : DEVELOPMENT OF THE LEARNER
UNIT III : LEARNER DIFFERENCES IN INTELLIGENCE AND CREATIVITY
UNIT IV : PERSONALITY OF THE LEARNER

UNIT I FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY (15 hours (10 T+5 P))

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an awareness about the need for educational psychology for a teacher</td>
<td>1. Educational Psychology- Meaning, Scope, Limitations and relevance in classrooms 2. Schools of Psychology- Structuralism, Functionalism, Behaviourism, Cognitive, Humanistic and Gestalt Schools 3. Scientific method of studying behavior,</td>
<td>Lectures  Group discussion on Critical analysis of application of psychology</td>
<td>• Reflective practices  • Assignments  • Seminar presentation  • Test paper  • Performance in discussions</td>
</tr>
</tbody>
</table>

48
3. To understand various approaches to study Psychology.
4. To familiarise the different schools of Psychology
5. To familiarise the various branches of psychology

| Methods of studying Educational Psychology- Introspection, Observation, Experimental method and Case Study | Comparison of different schools of psychology | 
| Case study | Self analysis |

Reference
- Woolfolk, Anita (2004), Educational Psychology (9th ed.) India: Pearson Education
- Mangal, S.K (1997) Advanced Educational Psychology New Delhi Prentice Hall of India

UNIT II DEVELOPMENT OF THE LEARNER (30 hours (20 T +10 P))

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an understanding of the concept, principles and theories of Growth and development.</td>
<td>• Growth and Development: Concept and Principles, Developmental tasks and Developmental hazards • Theories of development- Piaget’s theory of Intellectual development, Erickson’s theory of psycho social development and Kohlberg’s theory of Moral development • Developmental characteristics with special reference to childhood and adolescence ■ Physical and motor development ■ Cognitive development ■ Language development(Noam Chomsky, Vygotsky)</td>
<td>Group discussion to compare the characteristics of childhood and adolescence Seminars on the highlights of various theories Lecturing Child study</td>
<td>• Reflective practices • Performance in group discussions • Assignments • Seminar presentation • Test paper • Child study reports • Communicative skills • Self study reports</td>
</tr>
</tbody>
</table>
### Learning Outcome

1. To conceptualise the individual difference among the learners on the basis of intelligence and creativity
2. To develop an understanding of the concept, nature and various theories of intelligence
3. To understand the meaning, nature, process of creativity development and the strategies for fostering

### Major concepts

- Meaning and nature of intelligence
- Theories of Intelligence – two factor, group factor, multi factor, Guilford’s structure of intellect model - Multiple intelligence etc.
- Measurement of Intelligence – verbal, nonverbal and performance tests
- Emotional intelligence, Social Intelligence, Spiritual Intelligence- Meaning and Scope
- Creativity- meaning and nature -

### Strategies & Approaches

- Lectures
- Group discussion
- Administer any one intelligence test and familiarize the procedure.
- Prepare activities based on the multiple

### Assessment

- Practical work
- Assignments
- Seminar presentation
- Test paper
- Performance based assessment

---

### Unit III: Learner Differences in Intelligence and Creativity (25 Hours( 17 T+ 8 P))

- Reference
4. To familiarise the measurement of intelligence and creativity

| Identification of Creative Learner - Process of Creativity, measurement of creativity, Teacher’s role in fostering Creativity. | intelligence theory |
| Prepare sample items for verbal creativity tests (minimum 4 items) |
| Develop an activity to foster creativity in the classroom |
| Design of Strategies for promoting emotional, social and spiritual intelligence among students |

Reference

- Teele, Sue (2000), Rainbow of Intelligence: Exploring how students Learn, California: Corwin Press Inc.

Unit IV Personality Of The Learner (20 Hours (13t+ 7 P))

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conceptualise the individual difference among the learners on the basis of Personality</td>
<td>• Concept of Personality - role of heredity and environment,  • Approaches to study personality - Psycho</td>
<td>Lectures  Case study of unique</td>
<td>• Reflective practices  • Assignments  • Seminar presentation</td>
</tr>
</tbody>
</table>
2. To develop an understanding of the concept of adjustment  
3. To understand the factors causing maladjustment  
4. To familiarise the personality tests  
5. To conceptualise mental health and mental hygiene

| analytic theory (Freud), Type theory, Trait Theory (Allport)  
| Characteristics of mature personality.  
| Assessment of personality- techniques and methods- projective techniques  
| Adjustment and Maladjustment, Adjustment mechanisms.  
| personalities  
| Group discussion to identify the characteristics of mature personality  
| Administer any one personality test and familiarize the procedure  
| Conduct a discussion on teacher’s role in identifying and managing maladjusted learner  
| Discussion on mental health programmes  
| 7. Action research on adjustment patterns  
| Test paper  
| Practical works |

**Reference**

• Nisha, Maimun (2006); Milestones of Child Development; New Delhi: Kalpaz Publications
• Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore, Sathkruthi Publications

Websites
• http://www.libraries.psu.edu/  http://www.teacher.net
• http://teamwork.sg/teamwork/schoolportal.aspx  http://www.enhancelearning.co.in/SitePages/Index.aspx
EDU - 03 : TECHNOLOGY & COMMUNICATION IN EDUCATION

(Theory 60 hours + Practical 30 hours)

Objectives

• To develop an understanding of the concepts in educational technology and communication.
• To empower prospective teachers through the blending of technological aspects with pedagogical principles.
• To acquaint the prospective teachers with the application and use of e-resources, free and open source software.
• To explore the creative avenues in technological advancements for improving the teaching learning process.
• To familiarize with the concept of teacher as a Techno pedagogue.
• To create an awareness regarding teacher as a content creator.
• To explore creative avenues for enriching classroom teaching learning process
• To create a zinc with man, machine and material with regard to technological resources

Contents:

Unit I : Introduction to Educational Technology (Theory 20 hours & Practical 2 hours)
Unit II : Communication Technology (Theory 10 hours)
Unit III : ICT in Education (Theory 20 hours & Practical 25 hours)
Unit IV : Students Safety on the net (Theory 10 hours & Practical 3 hours)

UNIT I : INTRODUCTION TO EDUCATIONAL TECHNOLOGY (THEORY 20 HOURS & PRACTICAL 2 HOURS)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Educational Technology</td>
<td>• Educational technology-concept, objectives and scope.</td>
<td>Narrative session</td>
<td>• Evaluation based on documentation</td>
</tr>
<tr>
<td>1. To provide a smooth entry into the field of educational technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To differentiate between teaching and instructional technology</td>
<td>• Difference between technology in education (Instructional technology) and technology of education (teaching technology)</td>
<td>Direct instruction Verbal interaction</td>
<td>• Participant observation</td>
</tr>
</tbody>
</table>
3. To set a perspective on different approaches of technology

- Approaches of educational technology – Hardware
  - Software and Systems approach

Interactive session
- Meaningful verbal expression
- Evaluating the level of participation

4. To familiarize with various agencies and services in the field of educational technology

- Resource centres and services in educational technology
  - CIET (NCERT)
  - SIET
  - EMMRC
  - UGC-CEC
  - C-DIT
  - EDUSAT
  - NME-ICT
  - NPTEL
  - IT@SCHOOL
  - VICTERS CHANNEL
  - AKSHAYA PROJECT
  - GYAN DARSAN
  - INFLIBNET

Viewing programmes
- Class discussion
- Class seminar
- Assignment
- Assessing students report
- Participation in the seminar
- Evaluating the assignments

### B. Media in Education

1. Creating awareness provision for effective use of aids in teaching and learning

- Print media-
  - Newspapers
  - Books
  - Journals
  - Magazines

Group discussion
- Small group session
- Participation in group discussion
- Role performance analysis

2. To realize the relevance of mass media in education

- Non print media-
  - mass media (radio, T.V., Films in education)

Group discussion
- General discussion
- Seminar
- Participation in group discussion
- Presentation skill

3. Develops the ability to choose the most suitable learning aid while preparing the teaching lesson

- A-V aids: definition, types
  - audio aids
  - visual aids
  - A-V aids.

Group discussion
- Narrative expression
- Seminar
- On task behaviour in class
- Participation in group
- Presentation skill
<table>
<thead>
<tr>
<th>4. To differentiate between multimedia and multisensory approach</th>
<th>• Meaning &amp; concept of Multimedia and Multi sensory approach-</th>
<th>Meaningful verbal expression</th>
<th>• Participatory behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. To familiarize with the classification of A-V aids</td>
<td>• Dales cone of experience</td>
<td>Meaningful verbal expression</td>
<td>• Participation in class activity</td>
</tr>
<tr>
<td>6. To familiarize with teleconferencing and its application in classroom</td>
<td>• Teleconferencing: Audio Video</td>
<td>Techno-lab activity Demonstration Meaningful verbal expression</td>
<td>• Participation in the learning process • Involvement in class activity</td>
</tr>
<tr>
<td>7. To familiarize with the latest educational technology equipment 8. Develop skill in using interactive white boards</td>
<td>• Interactive white board- uses &amp; advantages over normal chalk board</td>
<td>Demonstration Hands on experience</td>
<td>• Participation • Skill assessment</td>
</tr>
<tr>
<td>9. To familiarize with the strategy for digital education in classrooms</td>
<td>• Smart Classrooms</td>
<td>Class discussion</td>
<td>• Participation in the class activity</td>
</tr>
</tbody>
</table>

**Unit II. Communication Technology (Theory 10 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To introduce the concept of communication</td>
<td>Communication-: concept, scope types – verbal, non verbal. Style purpose- face to face, formal and informal, one way- two way.</td>
<td>Group discussion Documentation</td>
<td>Role performance analysis in group discussion • Evaluation of documentation</td>
</tr>
<tr>
<td>2. To familiarize with the various types of communication</td>
<td>Communication cycle- components of classroom communication</td>
<td>Group discussion Preparing an assignment</td>
<td>Role performance assessment in group discussion • Examine the assignment</td>
</tr>
<tr>
<td>3. To identify different components of classroom communication</td>
<td>Classroom as a communication system: components of effective classroom communication</td>
<td>Meaningful verbal expression Group discussion</td>
<td>Role performance analysis</td>
</tr>
<tr>
<td>4. To develop the ability to become an effective classroom communicator. 5. To plan an effective communication process during the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td><strong>A. Introduction to ICT in education</strong></td>
<td></td>
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</tr>
<tr>
<td>1. To familiarize with the role of ICT in education</td>
<td>• Concept and importance of ICT in education</td>
<td>Verbal expression General discussion Assignment</td>
<td>Evaluation based on documentation</td>
</tr>
<tr>
<td>2. To explore applications of ICT in various field of education</td>
<td>• Scope of ICT in Education • Teaching- Learning process • Publication • Evaluation • Research</td>
<td>Group discussion</td>
<td>Role performance analysis</td>
</tr>
<tr>
<td>3. To familiarize with advancements in world wide web</td>
<td>• Trends and advancements in www: Web 1.0 Web 2.0. Web 3.0</td>
<td>Collaborative interaction</td>
<td>Level of participation in group activity</td>
</tr>
<tr>
<td>4. To understand the role to teacher in a digital era</td>
<td>• Teacher in a digital era: Changing roles and competencies</td>
<td>Meaningful verbal expression Active learning activities Brain storming</td>
<td>Assimilating the materials Monitoring participation and performance</td>
</tr>
</tbody>
</table>
## B. Enriching classroom practices through web technologies

| 1. Acquaint with various concepts in ICT and its applications in the classroom teaching learning process | • Concept, meaning and merits of:
  • Computer Assisted Instruction (CAI)
  • Computer Managed Instruction (CMI)
  • Computer Mediated Communication (CMC) in Education
  • Computer simulation
  • Blended learning
  • Educational podcast
  • m-learning
  • Web-based learning
  • Cloud computing. | Meaningful verbal expression
Practical sessions
Demonstrations
Techno lab activities
Online resources
Multimedia modes | • Participation in class activity
• Observation
• Observation
• On task behaviour |
|---|---|---|---|
| 2. To familiarize with the web resources | • Web services:
  • e-mail
  • chat
  • online forums
  • blog
  • wiki
  • e-library | Demonstration
Online resources
Hands on experience
Techno lab activities | • Participation in activities
• Skill development
• On task behaviour |
| 3. To develop the ability to use the web resources | • Academic web resources:
  • e-journals
  • online dictionary | Online resources
Demonstration | |
| 4. To familiarize with various free software’s applicable in classroom | • Familiarizing free educational software:
  • Tellurium
  • Kalzium
  • Tropic 2 D Magic
  • G-Compris
  • Geogebra. | Demonstration
Techno lab activities
Hands on experience
Peer group instruction | • Performance assessment in techno lab activities
• On task behaviour |
| 5. To develop skill in using software’s for enriching classroom activity | • e-learning –concept, types –synchronous and asynchronous- merits and demerits:
  • Learning Management Systems. | Meaningful verbal expression
Discussion | • Participation in the classroom activity |
| 6. To explore creative avenues of ICT in education | | | |
### Unit IV. Students Safety on the Net (Theory 10 hours & Practical 3 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major Concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with computer safety on the net</td>
<td>• Computer virus - (malwares, spywares, trojan)- preventive measures - (Firewall, antivirus software)</td>
<td>Introductory lecture Techno lab activities Peer tutoring</td>
<td>• Performance in techno lab activities</td>
</tr>
<tr>
<td>2. To create an awareness about personal safety on the net</td>
<td>• Cyber privacy and password protection</td>
<td>Demonstration Hands on experience Techno lab activities Peer tutoring</td>
<td>• Participant observation • Skill assessment • Performance assessment</td>
</tr>
<tr>
<td>3. To familiarize with the legal and ethical issues</td>
<td>• Legal and ethical issues - Copyright, Plagiarism, Hacking, Netiquette, Phishing, Software privacy</td>
<td>e-resource demonstration Group discussion</td>
<td>• Participant observation • Performance in classroom discussion</td>
</tr>
<tr>
<td>4. To develop a sense of intellectual property right</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To know about cyber laws</td>
<td>• Cyber law- IT Act 2000, IT Act 2008.</td>
<td>Class discussion Printed media such as newspapers and magazines Home assignment</td>
<td>• Participation in class discussion • Locating resources related to content • Evaluating the assignment</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>6. To practice wise use of web resources</td>
<td>• Role of teacher in conscientizing about • Child abuse over the net • Misuse of internet (morphing, pornography) • Health hazards of using computer</td>
<td>Internet based activities Techno lab activities Peer tutoring Individual assignment</td>
<td>• Skill development assessment • Participation in lab activities • Evaluating assignments</td>
</tr>
</tbody>
</table>

**Suggested Readings**

Web Resources

- www.slideshare.net/pria87/audio-visual-aids
- www.tecweb.org/eddevel/edtech/teleconf.html
- www.slideshare.net/diputr/fiacs-flanders-interaction
- https://moodle.org/
- www.ehow.com/list_7640133_legal-ethical-issues-technology.html
- www.rogerdarlington.co.uk/Internetethics.html
- www.thefreedictionary.com/computer+simulation
- www.e-learningconsulting.com/consulting/what/e-learning.html
- www.cemca.org/e-learning_guidebook.pdf
EDU- 04.1 : THEORETICAL BASE OF MALAYALAM EDUCATION.

(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:

• To get familiarized with the functional plane of teaching and learning and the divergent roles expected to be played as a teacher
• To understand the importance, nature and functions of Mother tongue
• To get accustomed with the evolution of Malayalam language
• To understand the relation between Malayalam and other language.
• To find out the relation between language and culture.
• To get familiarized with the aims and objectives of teaching Malayalam, Taxonomy of educational objectives etc.
• To understand the Methods, approaches, strategies, modern educational theories and concepts of teaching Malayalam language and literature

Contents:

Unit – 1 : Introduction to teaching and Learning -
Unit – 2 : Nature and Development of Malayalam –
Unit – 3 : Aims and Objectives of Teaching Malayalam -
Unit – 4 : Methods and Strategies in Malayalam Teaching; Traditional and Modern –
Unit – 5 : New Educational Theories and Concepts –

UNIT 1: INTRODUCTION TO TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get familiarized with the functional plane of teaching and learning and the divergent roles expected to be played as a teacher | • Inter dependence of teaching and learning- class room, teacher, learner, teaching learning process,  
• Learning Environment, Learning activities, Learning Styles, Learning aids | Group discussion |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the importance,</td>
<td>Functions of Language</td>
<td>Assignments</td>
<td>Assignment Paper,</td>
</tr>
<tr>
<td>nature and functions of Mother tongue</td>
<td>Impact of language on social, intellectual, cultural, educational development</td>
<td>Debates</td>
<td>Seminar presentation</td>
</tr>
<tr>
<td>2. To get familiarized with the evolution of Malayalam language</td>
<td>Importance of Mother tongue - Mahatma Gandhi’s vision on the importance of Mother</td>
<td>Seminar/Symposium</td>
<td>Test</td>
</tr>
<tr>
<td>3. To understand the relation between Malayalam and other language.</td>
<td>tongue,</td>
<td></td>
<td>Participation in Debate &amp;</td>
</tr>
<tr>
<td>4. To find out the relation between</td>
<td>Mother tongue and medium of instruction</td>
<td></td>
<td>Symposium</td>
</tr>
<tr>
<td>language and culture.</td>
<td>Malayalam as an official language</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Mother tongue as a tool for preservation, transmission and transformation of culture</td>
<td></td>
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</tr>
</tbody>
</table>
## UNIT 3 AIMS AND OBJECTIVES OF TEACHING MALAYALAM

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get familiarized with the aims and objectives of teaching Malayalam, Taxonomy of educational objectives etc. | - Aims and Objectives of teaching Malayalam at different levels of schooling with special emphasis to secondary and Higher secondary levels  
- Curricular objectives of Secondary and Higher Secondary classes  
- Taxonomy of Educational objectives – Benjamin Bloom | Debate on recent changes practiced in the state schools  
Discussion on the relevance of Blooms Taxonomy | The extent of participation in debate/discussion etc. |

## UNIT 4 METHODS AND STRATEGIES IN MALAYALAM TEACHING ; TRADITIONAL AND MODERN

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the Methods, approaches, strategies, modern educational theories and concepts of teaching Malayalam language and literature | - Lecture method  
- Project method  
- Play way method  
- Dramatisation  
- Dalton Plan  
- Inductive and deductive methods  
- Role play and simulation  
- Problem solving method  
- New Educational Theories and Concepts  
- Cognitive Constructivism – Piaget and Bruner  
- Social Constructivism – Vygotsky | Project  
Short essay  
Open discussion  
Comparative note  
Action research  
Seminars on the significance of new educational theories  
Assignment  
Preparation of | Project paper  
Essay  
Participation in discussion  
Action research findings  
Seminars and performance  
Assignment paper  
Prepared notes |
| • Multiple Intelligence Theory  
• Emotional Intelligence Theory  
• Critical Pedagogy - Paulo Freire  
• Meta Cognition  
• Integration of new theories and concepts in teaching Malayalam | Comparative notes on new theories with the help of reference books |

**EDU – 05. 1 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : MALAYALAM.**

(Theoretical Discourses – 60 hours & CE – 30 hours)

**Objectives :**

- To get familiarized with the theory and practice of different language discourses
- To get familiarized with the theory and practice of different language discourses
- To get acquainted with the integration of new theories and concepts
- To get acquainted with the integration of new theories and concepts
- To understand, practice and master basic language skills communication skills etc.
- To understand the importance of resource materials for teaching and learning like text book, work book, hand book, dictionary etc.

**Contents :**

- **Unit – 1** : Introduction to Pedagogic Content Knowledge analysis -
- **Unit – 2** : Discourse Oriented Pedagogy
- **Unit – 3** : Essential Requirements of Teaching Malayalam,
- **Unit – 4** : Acquisition Language Skills and Micro teaching
- **Unit – 5** : Resources in Teaching and Learning of Malayalam
## Unit 1: Introduction to Pedagogic Content Knowledge analysis

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the meaning and practice pedagogic content knowledge analysis</td>
<td>• Meaning, features, and principles of pedagogic content knowledge analysis</td>
<td>Preparation of a comparative description on pedagogic content knowledge analysis of secondary/higher secondary level text books</td>
<td>• Student’s works</td>
</tr>
<tr>
<td>2. To get familiarized with the theory and practice of different language discourses</td>
<td>• Pedagogic content knowledge analysis of Secondary and Higher Secondary level text books</td>
<td>Preparation of discourse oriented activities for high school classes</td>
<td>• Prepared activities</td>
</tr>
<tr>
<td></td>
<td>• Discourse Oriented Pedagogy</td>
<td>Discussion on the suitability and adaptability of discourse oriented pedagogy</td>
<td>• Active Participation in discussion</td>
</tr>
<tr>
<td></td>
<td>• Importance of discourse in language learning and teaching</td>
<td>Preparation of discourse like narratives/travelogues/editorials/posters etc.</td>
<td>• Written documents</td>
</tr>
<tr>
<td></td>
<td>• The salient features of Discourse Oriented Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Functions of: Debate, Drama Seminars, Discussions, Conversations, Diary, Posters, Narratives, Screen Play, Editorials, and Travelogues etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Process of constructing discourses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# UNIT 2: PLANNING AND DESIGNING OF LESSON TEMPLATES

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the need and significance of instructional planning | • Need and significance  
• Year Plan, Unit Plan, Lesson Plan  
• Incorporation of new theories (MI theory, Constructivism, Critical pedagogy, Emotional Intelligence etc.) in the preparation of Year Plan/Unit Plan/ Lesson Plan  
• Absorption of the concept ‘Entrepreneurship’ in instructional planning  
• Teaching of Prose, Poetry, Grammar and Composition – scope, goals, selection, methods, approaches, different forms/types | Preparation of year plan/unit plan etc.  
Workshop on developing entrepreneurship in HS/HSS students through teaching Malayalam | • Innovations in planning year plan/unit plan etc.  
• Originality of ideas/practices  
• In the workshop  
• Practical sessions in the classrooms  
• Appreciation sessions |
| 2. To get acquainted with the integration of new theories and concepts | | |

# UNIT 3: ESSENTIAL REQUIREMENTS OF TEACHING MALAYALAM

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand, practice and master basic language skills, Communication skills etc. | • **Acquisition Language Skills and Micro teaching**  
• Scope and application of basic language skills (Listening, Speaking, Reading and writing) in different levels of schooling with special emphasis to Secondary and Higher Secondary levels | Preparation of a test for HS/HSS students to find out the common errors in reading and writing Malayalam | • Appropriateness of Practicum  
• Effectiveness of the test  
• Participation of students  
• Suitability of prepared lessons |
| 2. Communication skills etc. | | | |
• Common errors in reading, writing and pronouncing Malayalam.
• Errors in sentence construction
• The notion of ‘EDITING’ instead of ‘CORRECTION’
• Communication Skills
• **Micro Teaching**
  • Development of teaching skills through micro teaching
  • Definition and Mechanics
  • Micro Teaching cycle
• Core Skills
• Introduction- Illustrating with examples
  • Explaining- Questioning
• Stimulus Variation- Reinforcement
• Using Blackboard- Using teaching aids
• Reading -Recitation

Familiarization of books on good Malayalam usage like Thettillattha Malayalam etc.

Practice sessions on development of communication skills

Preparation of lessons based on core skills

Familiarization of assessment criteria

Practice sessions of major teaching skills

• Performance assessment by peers
• Appropriateness of presentations

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**Unit 4 Resources in Teaching and Learning of Malayalam**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the importance of resource materials for teaching and learning like text book, work book, hand book, dictionary etc. | • Text Book:  
• Characteristics of a good text book.  
• Resource Units and Workbooks  
• Teacher’s Handbook.  
• Periodicals, handouts, books etc.  
• Dictionaries, Thesaurus, Encyclopedias | • Text book review  
• Test paper  
• Organization of a reading corner in | • Comprehensiveness  
• Student Participation  
• Versatility |
class room
Preparation of audio lessons

References: for all Semesters.

Prof. MK Prasad
Bhashapadanavum Bhodhana shastra vum
Bhashapadanavum Sidhaanthangalum
Divaswappa
EnganeMalayalattilBlogam
Gadyarachana
Gadyashilpam
Kerala Panineeyam
KuttikalePadanathilSahayikkam
MalayalaBhashaBodhanam
MalayalaBhashadyapanam
MalayalaKavithapadhanamgal
MalayalaSahithyaCharithram
MalayalaSahithyaCharithram
MalayalaSahithyaNiroopanam
MalayalaSahithyaVimarshanam
Mathrubhashabhodhanam:
Micro teaching
MumbilullaJeevitham
Nalla Malayalam
NammudeBhasha
Padyapadhathi sidhaantham

Kerala Shaasthrasaahtiya Parishad
Dr.SreeVrinda Nair N
Dr.SreeVrinda Nair N
GijubhaiBhideka
Baburaj PM
Dr.CK Chandrasekharan Nair
CV VasudevaBhattathiri
AR RajarajaVarma
PK Abdul Hammed Karassery
CV VasudevaBhattathiri
Dr.KSivarajan
K Sachidanandan
Dr. KalpattaBlakrishnan
PK Parameswaran Nair
Dr. PanmananRamachandran Nair
Dr. SukumarAzheekkoe
Allen,D& Ryan, K
J Krishnamoorthi
CV VasudevaBhattathiri
EMS Nambothiripad
Dr. Ravisankhar S. Nair

DC Books Kottayam
DC Books Kottayam
National Book Trust
DC Books, Kottayam
Kerala Bhasha Institute
Kerala Bhasha Institute
DC Books, Kottayam
Kerala Bhasha Institute
Calicut University
Kerala Bhasha Institute
Sahithya Academy
Current Books, Kottayam
DC Books, Kottayam
Adison Wesley, London
DC Books, Kottayam
DC Books, Kottayam
Kerala Bhasha Institute
Kerala Bhasha Institute
ParivarthanonmughaVidhyabhyasam
PravanathakalumReethikalum.
PrayogikaVyakaranam
PurogamanaVidyabhyaasachinthakal
Thettillatta Malayalam
TirakkadhaRachana – KalayumSidhanthvum
Toto Chan
ShaasthrasaahityaParishad
Tuition to Intuition
Ucharanammnannavan
VidyabhyasathilViplavam
Vidyabhyaasachinthakal
VidyabhyasaParivarthanattinoruAmugham
VyakaranaMitham

Guru NithyaichaithanyaYathi
Bindhu,C.M
Irinjayam Ravi
PV Purushothaman
Prof. PanmanaRamachandran Nair
Jose K Manuel
TetsukoKoriyoNagi
Dr. KN Anandan
Dr. VR Prabodhachandran
Osho
AsisTharuvana
SheshgiriPrabhu

NarayanaGurukulam, Varkala
Scorpio, Calicut
Kerala ShaasthrasaahityaParishad
DC Books, Kottayam
Current Books, Kottayam
National Book Trust, Kerala
Transcend, Malappuram
Kerala Bhasha Institute
Silence, Kozhikkode
Olive, Kozhikkode
Kerala ShaasthrasaahityaParishad

Online Resources
http://ml.wikipedia.org
https://www.facebook.com/groups/144983732246185
https://www.facebook.com/groups/paribhasha
http://www.keralasaahityaakademi.org/
http://malayalambloghelp.blogspot.com/
http://www.topsite.com/best/malayalam
http://malayalam.kerala.gov.in/index.php
http://malayalaaikyavedi.blogspot.in/2015/04/blog-post_61.html
http://www.facebook.com/pages/ആലാപിനി/628705850559130?ref=hl
http://bloghelpline.cyberjalakam.com/
http://blogsahayi.blogspot.in/
EDU –04.2 : THEORETICAL BASE OF ENGLISH EDUCATION.

(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:
The student teacher:
- Familiarizes with the nature and purpose of language teaching.
- Grasps problems related to learning a Second Language.
- Draws implications of different theories of learning for
- Second Language instruction.
- Gets an awareness of Approaches, Methods and Instructional Strategies for
- teaching English.

Contents
Unit 1: General Introduction to English Language Teaching and Learning
Unit 2: Nature and Development of English Language
Unit 3: Aims and Objectives of Teaching English
Unit 4: Methods and Strategies of Teaching English

Unit 1: General Introduction to English Language Teaching and Learning (Duration: 25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teacher familiarizes with functional plane of teaching and learning and the divergent roles expected to be played as Language Teacher</td>
<td>Perspectives of English Studies -Significance in the Global context -World Englishes -English as a skill subject</td>
<td>Intro lectures on ELT in India</td>
<td>• Contribution in debate on need of English as an International Language</td>
</tr>
<tr>
<td>2. Grasps the current status of English in India and its</td>
<td>Teaching ESL, EFL, First Language [L_1] and Second Language [L_2] -Bilingualism -Code switching</td>
<td>Makes student recall qualities of teachers whom they admire/remember</td>
<td>• Performance in classroom discussions regarding teacher role</td>
</tr>
<tr>
<td></td>
<td>Teaching of English in India</td>
<td>Narration, anecdotes</td>
<td>• Entry recorded in Reflective</td>
</tr>
</tbody>
</table>
### Importance

- Three Language Formulae – Mother tongue Interference
- English as a Link Language
- Language teacher competencies - Roles and Responsibilities of English Teacher - mentor, facilitator, scaffold, reflective practitioner

### Unit 2: Nature and Development of English Language (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Gathers knowledge about meaning, nature and characteristics of language and select theories of language teaching and learning | - Language and culture, Language and society, Language and media (print and digital)  
- Basic concepts in Linguistics - Morphology, Phonology, Syntax, Semantics  
- Psycho-linguistic Theories  
- Behaviourism - imitation, repetition, reinforcement  
- Cognitivism - Schema  
- Constructivism - ZPD-Scaffolding, Mental Processes  
- Chomsky-LAD-Universal Grammar  
- Krashen’s Hypotheses  
- Multiple Intelligence  
- Neurolinguistic Programming | Brain storming  
Seminar  
Presentations  
Quiz  
Peer Tutorial  
Discussion  
Invited Talks | - Examine level of participation  
- Role performance analysis  
- Evaluation based on documentation |
### Unit 3: Aims and Objectives of Teaching English (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Develops an understanding of the principles of language teaching | • Utilitarian aim, Socio-cultural aims  
• Objectives of Teaching English  
• Principles of Language Learning  
• Ideology of teaching English in Indian classrooms; Addressing learner sensibilities and learner abilities in language learning; Developing communicative competence | Brain storming  
Quiz  
Discussion  
Assigned readings from the works of theorists  
Group discussion | • Examine level of participation  
• Evaluation based on documentation  
• Examine student report  
• Address the level of pupil involvement in Group Discussion |

### Unit 4: Methods and Strategies of Teaching English (25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with traditional approaches and methods of language teaching  
2. Updates Knowledge of current approaches and methods  
3. Develops the ability to choose the most suitable method for a given content or group of learners | • Approach, Method, Technique  
• Grammar Trans. Meth, Bilingual Meth, Direct Meth.  
• Audio-lingual Meth, SOS Approach, Communicative Approach  
• Humanistic approaches—TPR, Silent Way, CLL, Suggestopedia  
• Task Based Language Teaching | Demonstration of steps followed in different methods  
Watching video recordings - Accessing Online input on the topic  
Co-relating classroom activities | • Evaluate the competence to compare and contrast  
• Monitor the ability to distinguish between similar concepts, phases |
References

- Reyes, Sharon Adelman. (etal.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.
- Current Perspectives in Teaching the Four Skills: by ELI HINKEL Seattle University Seattle, Washington, United States TESOL QUARTERLY P 110-131

Online resources:

- Activities for developing skills http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106
- The Essentials of Language Teaching http://www.nclrc.org/essentials/index.htm
- Teaching English to Speakers of Other Languages by M.S. Thirumalai http://www.languageinindia.com/april2002/tesolbook.html
- Dave Sperling's ESL Café http://www.eslcafe.com/
- FRET (Free Resources for English Teaching) http://www.english-teaching.co.uk/
- Web English Teacher http://www.webenglishteacher.com/
EDU. 05.2 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: ENGLISH
(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:
The student teacher:
• Familiarizes with the different dimensions of Pedagogic Content Knowledge.
• Develops an understanding of objectives and specifications for teaching English as a Second Language.
• Familiarizes the procedure and steps for planning different kinds of lesson.
• Analyzes Secondary Course Books and identifies suitable strategies for transacting content.
• explores ways of designing appropriate learning aids.
• Identifies suitable strategies for assessment.

Contents:
Unit I : Introduction to Pedagogic Content Knowledge (PCK)
Unit II : Planning and Designing of Lesson Templates
Unit III : Essential Requirements for Teaching of English
Unit IV : Resources in Teaching and Learning of English

Unit 1: Introduction to Pedagogic Content Knowledge (PCK) (25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops an understanding of pedagogy and its principles</td>
<td>Pedagogic Analysis Scope, Principles and Objectives</td>
<td>Direct instruction Engaging in Group discussion</td>
<td>Participation in task. Peer assessment of presentations</td>
</tr>
<tr>
<td>2. Familiarizes with Taxonomy of Educational Objectives</td>
<td>Pedagogic Content Knowledge Scope in teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develops an understanding of</td>
<td>Objective-based Instruction</td>
<td>Individual and</td>
<td></td>
</tr>
</tbody>
</table>
types of thinking

4. Familiarizes with the nature of a Course Book

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy: Specifications,</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process skills &amp; Thinking Skills (Critical and Creative), Problem Solving</td>
</tr>
<tr>
<td>• Content Analysis of State, CBSE and ICSE Syllabus - Themes, Language elements, Sequencing of content, Deficiency in content</td>
</tr>
<tr>
<td>• Discourses - slogans, placards, notices, reports, diary entry, messages - script of a speech, letter, posters, advertisement, write up, conversation, profile etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>collaborative tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique of different Course Books</td>
</tr>
</tbody>
</table>

### Unit 2: Planning and design of lesson templates (25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes the procedure and steps for planning different kinds of lesson.</td>
<td>Planning - Relevance, mode and Design-Year Plan-Unit Plan - Lesson Templates, Components and Strategies for teaching: Prose - Intensive and Extensive reading, Skimming and Scanning, Silent and Oral reading, Pre-reading and Post-reading, Poetry - Appreciation, Deviant language of Poetry, Grammar - Formal and Functional, Inductive and Deductive methods, Use of Substitution Tables, Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and Strategies for enriching vocabulary</td>
<td>Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms, Critiquing Syllabus Grids in Course Books, Intro. lectures on thinking skills, Demo. by expert, Preparation of Group Lesson Plan/Teaching Manual</td>
<td>• Ability to develop objective and specifications, suitable Lesson Plan, Teaching Manual for different content, Phased monitoring, Performance in Workshop, Checking ability to frame appropriate Objectives and Specifications</td>
</tr>
</tbody>
</table>
### Unit 3: Essential requirements for teaching of English

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with different teaching skills | • Analysis and Practice of Language Skills- LSRW-Identification and Practice of Language Elements-structure, vocabulary etc.  
• Core Skills of Teaching- Introduction  
- Illustrating with examples  
- Explaining  
- Questioning  
- Stimulus Variation  
- Reinforcement  
- Using Blackboard  
- Using teaching aids  
- Response Management-Classroom Management  
- Reading -Recitation  
• ICT skills  
• Micro Teaching-Concept, Phases and Cycle | Peer observation using Schedule  
Videography for reflection  
Supervised guidance | • Use of Observation schedule  
• Reflection write- up submitted following viewing of video recording of own teaching |
# Unit 4: Resources in teaching and learning of English (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with ways of employing different aids for teaching different content | • Teaching aids- design and development  
• Learning support resources  
• Pictures  
• Charts  
• Flash Card  
• Models  
• News paper and Journals -Documentary  
• Audio-Video Clips  
• Interactive Board  
• LCD Projector  
• Internet  
• Language Lab | Display of specimen aids  
Guidance for preparation of aids for different content in workshop mode | • Peer comment  
• Guided supervision |
| 2. Explores ways of designing appropriate learning aids. | | | |

## References

- Cambridge Skills for Fluency Series by Cambridge University Press.
- Cambridge CAE Skills Series by Cambridge University Press.
- Doff, Adrian and Carolyn Becket. Listening. Cambridge University Press.
- Greenall, Simon and Diana Pye, Reading. Cambridge University Press.
- Littlejohn, Andrew. Writing. Cambridge University Press.
- Murphy, Raymond. Essential Grammar in Use. Cambridge University Press.


**Online references**

- **Bloom’s Taxonomy**: http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
- **Language skills**: http://www.apsacssectt.edu.pk/download%20material/training%20deptt/workshop%20material/four_skills_of_language.pdf
- **Learning Support Centres in Higher Education (LSCHE)**: http://www.lsche.net/?page_id=608
- **Microteaching**: https://uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students/fundamentals-university-teaching/microteaching-details
- **Pedagogical Content Knowledge**: http://mkoehler.educ.msu.edu/tpack/pedagogical-content-knowledge-pck/
- **Structure (function) words versus content words**: http://homepage.ntlworld.com/vivian.c/Words/ContentStructure.htm
**EDU - 04.3: THEORETICAL BASE OF HINDI EDUCATION**

HOURS OF INTERACTIONS: 60(Instructions) + 30(Activities/Processes) = 90 Hrs

**Objectives**
- To mould the prospective teacher with an outlook of teaching profession
- To equip the prospective teacher to uphold the professional spirit in diverse angles
- To familiarize with the features of Hindi education, its aim, objectives and different instructional methods and techniques suited for teaching Hindi
- To acquire effective instructional practices of Hindi education
- Draws implications of different theories of learning Hindi

**CONTENTS**

Unit 1: General Introduction to Hindi Teaching and Learning
Unit 2: Nature and Development of Hindi Language
Unit 3: Aims and Objectives of Teaching Hindi
Unit 4: Methods and Strategies of Teaching Hindi

**Unit : 1 General Introduction to Hindi Teaching and Learning (12 Hrs + 6Hrs)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teachers acquaint with the importance and bases of language</td>
<td>Importance of language – Definition – Philosophical, Psychological, Sociological bases of language – Language and human, language and society, language and gender, Universal Grammar—Noam Chomsky, Neuro-linguistic programming, Importance of Hindi language, Hindi language and its practice</td>
<td>Meaningful verbal presentation</td>
<td>• Case analysis presentation</td>
</tr>
<tr>
<td>2. Grasp the process of teaching-learning and gain an outlook of teaching profession</td>
<td></td>
<td>Brain storming</td>
<td>• Contribution in debate on qualities of teacher and Hindi as second language</td>
</tr>
<tr>
<td>3. Analyze learning environment for Hindi instruction</td>
<td></td>
<td>Makes student recall qualities of teachers whom they admire Narration, anecdotes of lives of teachers</td>
<td>• Performance in classroom discussions</td>
</tr>
</tbody>
</table>
4. Adapt the changing structure of the concept of classroom instruction

- Teaching and learning-Definition-Teaching profession and service, Principles and Maxims of teaching-- Factors determine effective instruction, Classroom Interactions: Teacher-pupil, Pupil-pupil, Pupil-society,Pupil-learning resources,learning experience,Interdependence of teaching-learning,Teaching-learning process
- Continuing Professional Development (CPD): Teacher as professional-- Duties and responsibilities; various roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counselor, techno pedagogue, reflective practitioner
- Problems and difficulties confronted by teachers and learners in Hindi instruction
- Learning environment
- Class room as a social laboratory, Classroom without walls(CWW),Blending of synchronous and asynchronous mode of learning,Virtual learning environment(VLE)

who served as role models
Views films related to teachers
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarize with the unique features of Hindi language</td>
<td>Special features and characteristics of Hindi language and its script Devanagiri lipi in standardized form (MANAK LIPI)—Hindi as national, official and link language</td>
<td>Discussion</td>
<td>Address the level of involvement in group discussions</td>
</tr>
<tr>
<td>2. Compete with communicating Hindi</td>
<td>Developing communicative competence</td>
<td>Meaningful verbal learning</td>
<td>Assessment of MANAKLIPI</td>
</tr>
<tr>
<td>3. Familiarize with different reports and commissions</td>
<td>Three language formula, Reports and commissions—</td>
<td>Participatory Approach</td>
<td>Assessment of assignments, projects, seminars</td>
</tr>
<tr>
<td>4. Understand the scope, changes and developments of Hindi education</td>
<td>Kothari commission, NPE 1986,</td>
<td>Open forum discussion</td>
<td>Prepare a brief sketch of NCF and KCF with special reference to language education</td>
</tr>
<tr>
<td></td>
<td>Hindi in national integration, values attained through Hindi education</td>
<td>Use of web and Library resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spread of Hindi in Kerala: Pre independence and post independence period, Scope and job opportunities in learning Hindi, Recent changes and developments of Hindi education in Kerala, Support of media in the development of Hindi in the context of Kerala</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hindi education: Meaning, Definitions and Nature</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Modernization of Hindi instruction through technological advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary approach in Hindi Education: Correlation of Hindi education with other subjects – Science, Social Science and other languages like Malayalam, English and Sanskrit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## UNIT : 3  Aims and objectives of Teaching Hindi (18 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Generate knowledge about the aims and objectives of teaching Hindi | • Aims of Teaching Hindi: linguistic, literary, utilitarian and socio-cultural  
• General objectives of teaching Hindi, Objectives of teaching Hindi at different levels (primary, secondary and higher secondary)  
• Objectives of NCERT, NCTE  
• Framing curricular objectives in teaching Hindi  
• Role of Information and Communication Technology (ICT) in Hindi learning  
• Bloom’s taxonomy of Instructional objectives - Revised form: – (Anderson & Krathwohl) with special reference to ‘Create’ objective -Technology integrated taxonomy – Collins et al.- Higher Order Skills---Analysis, Synthesis, Evaluation and its applications  
• Concepts of Bruner, Piaget, Howard Gardner, and Vygotsky--- Theories, Implications of Constructivism, Social Constructivism, Problem Based Instruction, Mental Process, Multiple Intelligence, Emotional Intelligence, Holistic Approach, Motivation in learning, Brain Based Learning, Critical pedagogy, Issue Based Instruction | General discussion  
Demonstration  
Analytical study  
Group investigation  
Focus group discussion | • Assessing the level of involvement in class activities  
• Comparative analysis - Bloom’s taxonomy of Instructional objectives traditional with revised one  
• Monitor the ability to compare & study critically on various theories, methods and approaches |
| 2. Endow with the significance of taxonomy of instructional objectives in Hindi education | | | |
| 3. Familiarize with varied psychological and learning theories | | | |
UNIT 4: Methods and Strategies of Teaching Hindi (20Hrs + 10Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compete with different instructional methods suited for teaching Hindi</td>
<td>• Phases of teaching ; Teaching tactics, Techniques of teaching – Drill, Brainstorming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session</td>
<td>Dramatization, Debate, Role Play, Buzz session, Quiz session</td>
<td>• Report presentation &amp; verification</td>
</tr>
<tr>
<td>2. Become proficient in selecting most appropriate teaching methods, techniques and strategies in varied context and content</td>
<td>• Different methods and approaches – Direct method, Indirect method (grammar - translation), Structural method, Inductive-deductive method, Play way method, Activity method, Project method, Heuristic method, Montessori method, Kindergarten method, Basic Education, Dalton plan, Integrated Approach, Interactive approach, Lecture Method, Socialized methods : Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case study, Analytical and Synthetic method, Humanistic Approaches, Task based language teaching, Language games, computer-assisted instruction, programmed instruction, instructional module, simulated teaching, audio-video lessons, use of audio-visual aids, Edusat, video conferencing, online resources -- Importance of Language lab in Hindi Instruction</td>
<td>Problem solving method, Project method, Comparative &amp; critical study on various methods and approaches</td>
<td>• Monitor the ability to distinguish between similar concepts, phases</td>
</tr>
<tr>
<td>3. Familiarize with various forms of discourses for language learning</td>
<td>• Instructional strategies – Co-operative and</td>
<td>Learning through various discourses</td>
<td></td>
</tr>
</tbody>
</table>
Collaborative learning strategies

- A critical study of these methods for teaching Hindi
- Discourse oriented learning: Aims and different methods of teaching various discourses: Prose, Poetry, grammar, letters, poster, write-ups, reports, etc,
- Communicative Approach: Creative Writing

References – for all Semesters.

- Acharya Chatursen, Hindi Sahitya Ka Parichay
- Acharya Nandu Dulare BajPeyi, Hindi Sahitya Ka Samshipta Ithihas
- Acharya Sitharan Chaturvedi, Bhasha Ki Shiksha
- Dr. G.C. Bhattacharya, Adhyapak Shiksha, Vinod Pustak Mandir, Agra
- Dr. Bholanath Tiwari, Hindi Bhasha Shikshan
- Dr. Bholanath Tiwari, Hindi Bhasha Ka Saral Vyakaran
- Dr. Satyanarayan Dube, Shikshan Vidhiyam Aadharbhoth Thatv
- Dr. Shailendra Bhooshan, Shikshan Adhigam Ke
- Bhai Yogendrajith, Hindi Bhasha Shikshan, Agrawal Publications, Agra
- Dhirendra Varma, Hindi Bhasha Aur Lipi
- Dinesh Chandra Bharadwaj, Basic Shiksha Manovigyan, Agrawal Publications, Agra
- Durgesh Nandini, Hindi Shikshan, Sumith Enterprises
- Prof. Ganesh Prases Sidha, Bhasha Shikshan Nidhi
- Kamatha Prasad Guru, Hindi Vyakaran
- Kesav Prasad, Hindi Shikshan
- Lalji Ram Shukl, Shiksha Manovigyan
- Dr. K.P. Pandey, Shiksha mem Kriyatmak Anusandhan
Dr.S.S.Mathur, Shikshan Kala Eevam Naveen Padhathiyanm, Agrawal Publications, Agra
Dr.S.N.Mukherji, Rashtra Bhasha Ki Shiksha
Dr.Naresh Sharma, Shikshan Ki Avasthayem, Vigyan Bharathi, Gaziabad
Dr.Ramshakl Pandey, Hindi Bhasha Shikshan
Dr.Ramvilas Sharma, Rashtra Bhasha Ki Samasya
Dr.Sreedharananda Mukherji, Rashtra Bhasha Ki Shiksha
Dr.Sitaram Jaiswal, Mahendra Pal Sharma, Shiksha Ke Thatwik Sidhanth
P.D.Patak, Shiksha Manovigyan, Agrawal Publications, Agra
P.G.Kamath, Anya Bhasha Shikshan Eak Bhasha Vaigyanik Drishti
Raveendranath Sreevastav, Bhasha Shikshan, Vani Prakashan, New Delhi
K.M.Siva Ram Sharma, Hindi Shikshan Kala
Sadde, Rashtra Bhasha Ka Adhyapan
B.L.Vats, Hindi Shikshan, Agrawal Publications, Agra
Yogendra Nath, Bhasha Kaise Padayem
Devanagari Lipi Tadha Hindi Varthani, Kendriya Hindi Nideshalay, Hindi
Rashtra Bhasha Bharathi (Patrika), Griha Mantralay, Bharat Sarkar
Marsha Weil, Joyce Bruce, Models of Teaching, New Delhi: Prentice Hall of India, Ltd.
Hand Books in Hindi, Kerala State Syllabus, SCERT
Text Books in Hindi, Kerala State Syllabus, SCERT
National Curriculum Framework, NCERT (2005), New Delhi
Kerala Curriculum Framework, SCERT, Thiruvananthapuram
Report of Education Commission (Kothari Commission), Govt. of India
Report of the Official Language Commission

Online Resources:
- http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106
- http://www.topedusites.com/
- http://esl.fis.edu/teachers/support/teach.htm
http://www.citejournal.org/articles/v9i1general1.pdf
http://www.transparent.com/learn-hindi/
http://learnelearning.com
www.thinkvidya.com
http://www.uni.edu/becker/hindi.html
www.wikipedia.com
www.google.com
EDU – 05.3 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HINDI.

(Theoretical discourses-60 & CE – 30 hours)

Objectives

• To understand the key aspects involved in systematic PCK analysis
• Equip to plan the instruction effectively and to design suitable lesson templates, teaching-learning materials and instructional resources
• Attain the ability to develop and practice different teaching skills
• Achieve the ability to develop a pedagogic view point

Contents

Unit : 1 Nature and Scope of Pedagogical content knowledge analysis
Unit: 2 Instructional Planning and Designing Lesson Templates
Unit: 3 Essential Requirements of Teaching Hindi Education
Unit : 4 Instructional Resources in Teaching and Learning of Hindi

Unit : 1 Nature and Scope of Pedagogical Content Knowledge Analysis (15 Hrs +9 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the key aspects involved in systematic PCK analysis</td>
<td>Pedagogical content knowledge analysis (PCK)--- Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Hindi discipline---Inter-relationship of Content Knowledge, Pedagogic Knowledge</td>
<td>Text book analysis Individual and Collaborative tasks Direct instruction Critique of different Course Books</td>
<td>Pedagogic Content Knowledge analysis presentation</td>
</tr>
<tr>
<td>2. Become capable of establishing relationship between pedagogic and content knowledge analysis</td>
<td>Scope and Challenges of PCKA in</td>
<td></td>
<td>Text book analysis as individual/group work</td>
</tr>
<tr>
<td>3. Develop skill in PCK analysis of text books and hand books</td>
<td>Knowledge generalization and transaction of Hindi</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>PCK analysis of text books and hand books in Hindi of Std VII to std XII</td>
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</tr>
</tbody>
</table>
### Unit: 2 Instructional Planning and Designing Lesson Templates (16 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>• Develop skills in systematic instructional planning and designing lesson templates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Planning and designing different lessons, Instructional planning-its importance</td>
</tr>
<tr>
<td>• Phases</td>
</tr>
<tr>
<td>• Types - Year plan, Unit plan, Resource unit, Lesson Templates</td>
</tr>
<tr>
<td>• Procedure, steps and format for the preparation of year plan, unit plan and lesson template</td>
</tr>
<tr>
<td>• Designing lesson templates in Hindi</td>
</tr>
<tr>
<td>• Designing e-lesson templates in Hindi</td>
</tr>
<tr>
<td>• Preparation of teaching-learning materials in Hindi and other resources to be used in classroom practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies &amp; Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Descriptive method</td>
</tr>
<tr>
<td>• Group discussion</td>
</tr>
<tr>
<td>• Demonstration method</td>
</tr>
<tr>
<td>• Co-operative learning</td>
</tr>
<tr>
<td>• Demonstration by experts</td>
</tr>
<tr>
<td>• Preparation of various Lesson Plan/Teaching Manual in small groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ability to develop suitable Lesson plan/Teaching Manual</td>
</tr>
<tr>
<td>• Assessing the ability</td>
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<tr>
<td>• to frame appropriate Objectives and Specifications</td>
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</tbody>
</table>

### Unit: 3 Essential Requirements of Teaching Hindi Education (14 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>1. Develop teaching skills through micro teaching practices</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Major concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Essential requirements – Teaching Competencies and teaching skills</td>
</tr>
<tr>
<td>• Micro Teaching- Definitions, Principle and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies &amp; Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Experiential learning</td>
</tr>
<tr>
<td>• Reflective practices</td>
</tr>
<tr>
<td>• Demonstration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment of writing Micro teaching lesson notes/plans and schedule</td>
</tr>
<tr>
<td>Learning Outcome</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>1. Understand the inevitable role of instructional support for effective instructional practices</td>
</tr>
</tbody>
</table>
EDU – 04. 4 : THEORETICAL BASE OF SANSKRIT EDUCATION
[Theoretical discourses-60 Hours+ CE -30 Hrs]

OBJECTIVES :

• To develop perspectives on the study of Sanskrit in the global context
• To acquire theoretical knowledge and skills in the learning of Sanskrit language
• To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background
• To analyze and prepare a report on the learning of Sanskrit at school level
• To familiarize with the psychological theories and its application of teaching Sanskrit
• To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit
• To understand the aims and objectives of Sanskrit language teaching
• To compare the curriculum of NCERT with SCERT
• To understand about the methods and strategies of teaching Sanskrit and to understand the theoretical bases of major approaches

CONTENTS :

• UNIT I: GENERAL INTRODUCTION TO SANSKRIT LANGUAGE TEACHING AND LEARNING.
• UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE.
• UNIT III: AIMS AND OBJECTIVES OF TEACHING SANSKRIT.
• UNIT IV: METHODS AND STRATEGIES OF TEACHING SANSKRIT
UNIT I: General Introduction To Sanskrit Language Teaching And Learning [14Hours+6Hours]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop perspectives on the study of Sanskrit in the global context.</td>
<td>• Perspectives of Sanskrit studies-Significance in the Global context. Sanskrit as a skill subject. Development of Sanskrit Education in India. Reports of First Sanskrit Commission, Krishnawarrier committee, Second Sanskrit Commission. • Teaching SSL, SFL. Language Teacher Competencies-Ability to develop skills-Teaching its nature-Learning its nature-Teaching as a Profession, Teacher as a Professional-Guide, Friend, Knowledge worker-Facilitator-Scaffold-Mentor-Motivator-Social Engineer-Reflective Practitioner etc.</td>
<td>Meaningful Verbal expression. CAI Explanations and Narrative Demonstrations etc. Develop suitable environment for communication. Supply materials for loud reading. Comprehensions and paragraphs. Written competitions. Listening stories and poems, summarise and recite. Comparisons with the learning of English as second language, Malayalam as first language.</td>
<td>• -Portfolio and performance. • -Analyze the performances- • -Participant observation- • Individual assessment-Prepare power point presentation in the given topic. • -Participant observation. • Observation. • *CE-Seminar-5-marks.</td>
</tr>
<tr>
<td>2. To acquire theoretical knowledge and skills in the learning of Sanskrit language.</td>
<td></td>
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</tbody>
</table>
UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE [12 Hours + 7 Hours]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background.</td>
<td>• The importance of Sanskrit language and literature. Sanskrit literature an embodiment of high intellect. Sanskrit the language of Indian culture. Sanskrit the speech celestial-Historical—Archeological-and anthropological research- Contribution of Sanskrit to various subjects. Bases of modern vocations-Learning Sanskrit—Its significance-Historical background-World language-Cultural language-Link with other languages. • Problems related to Sanskrit teaching at School level. • Psycho linguistic theories and its principles in teaching Sanskrit with special reference to</td>
<td>Meaningful verbal expressions. Lecture cum discussions. Narrative expressions. Collection of Literature. Questionnaire to teachers and students. Lecture cum discussions.</td>
<td>• Role performance. • Individual assessment. • References. • Presentation of report and Participant observation. • Observations. • Analyze the performance-Power point presentation. • Participant observation- • CE-Practicum-10 marks.</td>
</tr>
<tr>
<td>2. To analyze and prepare a report on the learning of Sanskrit at school level.</td>
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<tr>
<td>3. To familiarize with the psychological theories and its application of teaching Sanskrit.</td>
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</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 1. To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit. | • Blooms taxonomy of educational objectives [revised] with special reference to Sanskrit  
• Aims and objectives of Sanskrit language teaching at different levels-Academic schools- Oriental Sanskrit schools-Higher secondary-Secondary language and optional Sanskrit- [Primary Secondary, and High school levels].Quality of Sanskrit teaching Pre-class, In class, and after class.  
• Comparison of the objectives and learning of Sanskrit in NCERT Curriculum with SCERT. | Discussions-  
Lecturing.  
CAI cum Discussion.  
Lecture method and Collaborative learning-  
Assignment and Discussion.  
-Analyze the peer instruction-  
Narrative expression and self experience- | • Analyze the Group discussion and Participant observation.  
• Participant observation.  
• Role performance.  
• Participant observation.  
• Oral assessment.  
• Discussion Lesson Templates-5-15marks.  
• Demonstration-3  
• Criticism-3  
• Observation of model video Lessons-2-and reporting-10 marks. |
| 2. To understand the aims and objectives of Sanskrit language teaching. |                                                                                                           |                                                                  |                                                              |
| 3. To compare the curriculum of NCERT with SCERT. |                                                                                                           |                                                                  |                                                              |
UNIT IV METHODS AND STRATEGIES OF TEACHING SANSKRIT[20HOURS+7HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand about the methods and strategies of teaching Sanskrit and to understand the theoretical bases of major approaches. | • General principles of language teaching. Maxims of teaching.  
• Approach, Method, Technique-  
• -SOS Approach, Communicative approach.  
• Methods of teaching Sanskrit. Traditional method. Bhandarkar method etc. Methods of teaching Prose, Poetry, Grammar and Drama. Modern methods such as Bilingual method, New method or Text book method, Substitution method, Army method, Audio lingual method, Interactive methods/strategies such as Tutorial, Seminar, Role-play, Group discussion-Brain storming, Buzz-group, Mind mapping, Visual teaching strategy, Computer assisted teaching and learning, Case-study. | Meaning full verbal expressions-  
Lecture method.  
Group Discussions.  
Presentation. | • Role performances.  
• Observation.  
• Participant observation  
• Roll performance.  
• CE-Test-5Marks. |

REFERENCES : (Common to EDU – 04, 05, 09, 10, 13 & 15)

- Teaching and learning English asource book for Teaching and Teacher training, Orient Long man, Hyderabad.
- An introduction to Language and Communication, Publisher Prentice Hall.
- Active Listioning building skills Marc Helgesen And Steven Brown Camebridge.
- Linguistics –An introduction to language and Communication, Advan Adkmajian and others New Delhi.
- The teaching of language a practical approach, B.N. Safaya.
• The principle and methods of teaching, Bhatia and Bhatia.
• Technology of teaching, R.A. Sharma.
• Models of Teaching- Bruce Joyce-Mersha Wein.
• Introduction of Educational Psychology, K. Sambath, a Panneer Selvam, S. Santhanam.
• Modern trends in Educational technology, Romesh Varma, Suresh Sarma.
• Mathrubhasha bodanam p ravanathakalum reethikalum, Bindu. C.
• Taxonomy of Educational objectives, Blooms, B. S.
• Audio-visual methods in teaching, Dale 1961.
• Kerala Curriculum Frame work, SCERT Trivandrum.
• Practical Sanskrit grammar, PRD Sarma.
• Tarkasamgraha of Annambhatta.
• A Sanskrit grammar for students, A Macdovel.
• Kuvalayanandam – Appayyadikshitha.
• Vrettarethnakaram of Kedarabhatta.
• Sidhanthakaumudi of Bhattogideesithar.
• -Laghusidhandakaumudi of Varadarajapandithan.
• -Rasa and Dvani, Dr. A. Sankaran.
• -Kavyaparakasa of Mammata.
• -History of Sanskrit Literature, Keith.
• -Sahityadarpanam, Visvanatha.
• -Sabdabodini, A.R. Rajarajavarma.
• -Vrethamanjary, Pingalamuni.
• -Sanskrit Nirukta, N.K. Rajagopal.
• -The teaching of Sanskrit Prof. K. Ramavarmaraja.
• -The teaching of Sanskrit, Pro. G. Sahadevan.
• -Laghusamskritam, Dr. K.G. Poulose.
• -On teaching poetry – Haddon.
- Samsritadyapana-Visvanathasarma.
- Samskritasiksha Ramasuklapandya.
- The teaching of Sanskrit-D.G.Apte.
- Language in Education, Omkar N Koul.
- Sanskrit and sssscience, S.S. Janakikuppu.
- The problems of Sanskrit teaching- Huppanikkar.
- Samkritasahithyavimarsanam- Dr. NVP. Unnithiri.
- Keraleeya samskritadyapanavidya- Dr. K.R. Harinarayanan.
- AUDIO AND VIDEO REFERENCES.
- Abyasamanjary: CD by DPI
- Vakyamretham: 14DVD by DPI.
- Prayogaparichayam: 2 CD-DPI.
- Sanskrit related Websights.
EDU – 05.4 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-SANSKRIT

[Theoretical discourses - 60HOURS+ CE -30HOURS]

OBJECTIVES :
• To acquire knowledge in analysising the pedagogic and the linguistic content of Sanskrit Text Books.
• To prepare and design lesson templates of Sanskrit prose poetry, drama. Alenkara and vretta based on the curriculum and text books of Sanskrit.[8-12].
• To develop essential skills in LSRW and core skills based on micro Teaching.
• To appreciate the use of audio-visual aids, ICT, internet and Technology

CONTENTS:
• UNIT-I INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE [PCK]
• UNIT-II PLANNING AND DESIGNING OF LESSON TEMPLATES.
• UNIT-III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT
• UNIT-IV RESOURCES IN TEACHING AND LEARNING OF SANSKRIT

UNIT-I INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE[11 HOURS+6 HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquire knowledge in analysising the pedagogic and the linguistic content of Sanskrit Text Books. | • Pedagogic Analysis-scope, Principles and objectives.  
• Pedagogic content knowledge-Scope in teaching and learning.  
• Content analysis on the basis of Blooms taxonomy.  
• Concept of objective based instruction and Evaluation.  
• Instructional objectives ,specification, Issue based learning and Outcome based Learning in Sanskrit. | Presentation-  
Meaning full verbal expression-  
Group discussions.  
Presentation-  
-Presentation-  
Grammar Translation | • -Role performance-  
• Role performance-  
• Analyze and Participant observation  
• Observation.  
• Observation.  
• Role performance.  
• Subject associated activity— 5Marks. |
- Analysis of Linguistic content [vocabulary, synonymous, Anonymous, Gender, Singular, Plural words, ideoms, and phrases]
- Grammar, Subanthas Thinganthes-Cases-Tenses-and moods [प्रकार]. Comparative study of Structure of sentences, in Hindi and Malayalam with Sanskrit.

**UNIT-II PLANNING AND DESIGNING OF LESSON TEMPLATES [20HOURS+12HOURS]**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
- model class- | Lecture cum discussion.-meaning full verbal expression group discussion – presentation – Document analysis and peer instruction – makes trainee recall the method of teaching – Presentation of model lesson plans. Discussion. | - Observation. analysis in group discussion-
- participant observations
- optional level focused group discussion –
- examining the level of participation-
- Performance in class room discussions teaching performance in classroom discussion teaching performance entry recorded – in reflective journal-
- Practical
- discussion lessons [five]
- demonstrations [three]
- Criticism lessons.[ Five] |
### UNIT III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT [16HOURS + 6HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
</tr>
</thead>
</table>
| 1. To develop essential skills in LSRW and core skills based on micro Teaching. | • Observation and practice of Listening s LSRW.  
• Meaning of micro teaching – objectives of micro teaching – Meaning and concept.  
Concept-Phases and Circles -skill based practice – 7 skills [core skills.]  
- stimulus variation  
- questioning  
- re-inforcement  
- Using blackboard.  
- Introduction.  
- Explaining.  
- Using teaching aids.and Three any other skills. One skill per student,include skills for modern classrooms. |

<table>
<thead>
<tr>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Lecture method demonstration and practice.  
Group discussion-observations-presentation – narrative expression session in small groups –  
Makes trainee recall the art of teaching – use film related teaching skills ,web based resources –  
Individual Performance. Recording. | • Performance in group discussion  
• participation -  
• Observation-  
-optional level focused groups discussion –  
• entry recorded in reflective journals –  
• Micro teaching  2 skills-15marks.  
• observation of recorded performance of individual students.  
• Practical -10 Marks. |
### UNIT IV: RESOURCES IN TEACHING AND LEARNING OF SANSKRIT [13HOURS+6HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To appreciate the use of audio-visual aids, ICT, internet and Technology.</td>
<td>• The importance of Teaching aids in learning process-design and development-</td>
<td>Lecturing and Demonstration of teaching aids.</td>
<td>• Participant observation.</td>
</tr>
<tr>
<td></td>
<td>• Learning support resources- pictures-charts-Flash cards-Models –News papers and</td>
<td>Discussion.</td>
<td>• Role performance</td>
</tr>
<tr>
<td></td>
<td>Journals-Documentary-Audio-video clips-Interactive board- LCD Projector- Internet-</td>
<td>Group activities.</td>
<td>• Participation.</td>
</tr>
<tr>
<td></td>
<td>Language lab-Resource mapping.</td>
<td>Preparation of learning aids in workshops.</td>
<td>• Role performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstration and observation of Language lab.</td>
<td>• Participation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation and practice of lesson plans based on ICT, internet, and different</td>
<td>• Competence to use this language lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>audio –visual aids.</td>
<td>• Performance of students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Examination of lesson templates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Test-5 Marks.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Field trip-10 marks.</td>
</tr>
</tbody>
</table>
EDU. 04.5: THEORETICAL BASE OF ARABIC EDUCATION
(Theoretical Discourses. 60hours and CE. 30 hours)

Objectives
- On completion of the course the student teacher will be able to:
- Familiarize with the functional aspects of teaching and learning and the divergent roles expected to be an Ideal Teacher
- Acquaint with the meaning, nature and characteristics of language
- Grasp knowledge about the nature and scope Arabic Language
- Familiarize with the aims and objectives of Arabic Language teaching and learning
- Acquaint with the Taxonomy of Educational Objectives
- Develop the ability to apply theories related to Language teaching
- Develop Knowledge of acquisition of basic language skills
- Familiarize with traditional and modern methods, approaches & strategies of language teaching
- Update Knowledge of current approaches and methods & techniques of teaching
- Develops the ability to choose the effective Methods, Approaches, strategies techniques for classroom teaching

Contents
UNIT 1: GENERAL INTRODUCTION TO TEACHING AND LEARNING:
UNIT II: NATURE AND DEVELOPMENT OF ARABIC LANGUAGE
UNIT III: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE
UNIT IV: METHODS AND STRATEGIES OF TEACHING ARABIC LANGUAGE:
## UNIT I: General Introduction to Teaching and Learning

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The student teacher will be able to familiarize with the functional aspects of teaching and learning and the diverse roles expected to be an Ideal Teacher | • Language Learning: Perspectives  
• Teaching and Learning: its Nature and significance  
• Maxims of Teaching  
• Learner and Teacher  
• Interdependence of Teaching & Learning  
• Changing concept of Teaching, learning, classroom environment;  
• CWW (classroom without walls),  
• VLE (Virtual Learning Environment.)  
• Competency Based Language Teaching (CBLT)  
• Language teacher competencies | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Assignments  
• TE |

## UNIT II: Nature and Development of Arabic Language

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The Student Teacher will be able to acquaint with the meaning, nature and characteristics of language | • Language: Meaning, definitions  
• Characteristics and functions  
• Language and Culture  
• Basic Concepts: Morphology, Phonology, Syntax, semantics.  
• First Language, Second Language & Foreign | Lecture  
Discussion  
Debate  
Seminar | • CE  
• Assignments  
• Seminar reports  
• TE |
3. To develop Knowledge of acquisition of basic language skills

<table>
<thead>
<tr>
<th>Language</th>
<th>Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arabic as a Second language &amp; foreign Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Nature and Scope of Arabic Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Need &amp; Significance of Arabic Language teaching and learning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Problems of learning Arabic as a second language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Acquisition of Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language Skills: LSRW</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Receptive skills &amp; Productive skills</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Listening skill: Significance of listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking skill: Importance of speaking, Pronunciation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading skill: Importance of reading skill</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Types of reading: Loud Reading, Silent Reading; advantages</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Intensive reading, Extensive reading; advantages</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skimming and scanning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Skill: Importance of writing skill</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Types of writing, Characteristics of good handwriting</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reference &amp; Study Skills:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Importance of reference and study skills</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Use of dictionaries &amp; encyclopedias</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Online references</strong></td>
<td></td>
</tr>
</tbody>
</table>
# UNIT III: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The student teacher will be able to acquaint with the aims and objectives of Arabic language teaching | • Aims and Objectives of Teaching and learning Language  
• Socio-cultural & utilitarian aims  
• Principles of Language Learning  
• Objective Based Instruction  
• Blooms Taxonomy of Educational Objectives (original & revised)  
• Objectives and Specifications  
• Process Oriented Teaching and learning  
• Outcome based Learning (OBL)  
• Developing communicative competencies  
• Addressing Learner sensibilities and abilities | Lecture  
Interactive session  
Discussion  
Debate  
Online reference | • CE  
• Assignments/  
• Project  
• TE |

# UNIT IV: METHODS AND STRATEGIES OF TEACHING ARABIC LANGUAGE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The student teacher will be able to develop the ability to apply theories related to Language teaching | • Application of Psychological Principles:  
• Behaviourism, Cognitivism, Constructivism, Social constructivism, Chomskyan Concept (LAD & Universal Grammar), Krashen’s Hypothesis  
• Approaches, Methods & Techniques  
• Traditional and Modern Methods | • Introductory Lecture  
• Discussion  
• Demonstration  
• Debate  
• Video lesson observation  
• Online reference | • CE  
• Assignments  
• TE |
most suitable methods, Approaches, strategies and techniques in Arabic language teaching and learning

<table>
<thead>
<tr>
<th>Approaches/ Methods of teaching Language elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Inductive and deductive methods, Functional and formal grammar</strong></td>
</tr>
<tr>
<td>2. <strong>Approaches, Methods &amp; Techniques of teaching Language skills:</strong></td>
</tr>
<tr>
<td>3. <strong>Listening Skill</strong>, <strong>Speaking skill</strong> developing speaking &amp; Listening Skills,</td>
</tr>
<tr>
<td>4. <strong>Causes of bad pronunciation</strong>, <strong>Techniques of teaching good pronunciation</strong></td>
</tr>
<tr>
<td>5. <strong>Methods and techniques of teaching Reading skill</strong></td>
</tr>
<tr>
<td>6. <strong>Methods and techniques of teaching Writing skill</strong>: Dictation, Creative writing, Editing Process</td>
</tr>
<tr>
<td>7. <strong>Critical Evaluation of the Methods of Teaching</strong></td>
</tr>
</tbody>
</table>

**References:**

- Al thadrees wa Iadad al Muallim: Dr. S Abdulrahman qindeel Dar al Nashr al Duwali
• Becoming Better Teachers: Micro Teaching Approach, Sahitya Mudranalaya, Ahmadabad
• Thatweeru Adai -Al Muallim; kifayathu thaaileem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen, Labanan
• Thareeqathu Thadreessi Wa strateejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
• Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi lduwal al Khaleej
• Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- Nahda al Arabiya
• Tharuqu thadrees al lugha al Arabiya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbua wa nnashshr wa thouzeea, Riyadh, KSA
• Thaqqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqqniyyath al thaaluum: Dr. Muhammed Assam Tharbaya , Dar Hammurabi lilnashri wa thouzeea
• Providing teachers effective strategies for using technology techtrends: Brown B& Henscheid
• The systematic Design for Instruction: Dick,W& L,(1990)
• Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilthibbaa
• Wasaail al Ithisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
• Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
• Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuha Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
• Madkhal Ila Tharbiya al muthamayyizeena wal Mauhoobeen, Dar al fikar lial thibbaa wa Nashr
• Thaqqniyyath al thaaleem( Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaaluum: Badar Salih
• Al tharbiya wa thuruq thatrees: Salih abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
• Al Muwajjah al Amali li Mudarrisee al Lugha Al Arabiya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairut
• Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
EDU. 05.5 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-ARABIC.

(Theoretical Discourses. 60 hours and CE. 30 hours)

Objectives
On completion of the course the student teacher will be able to:

• Acquaint with an understanding of pedagogic content knowledge analysis
• Familiarize with the nature of the content/text book and analyze it pedagogically
• Develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching
• Develop knowledge of the importance of planning in teaching
• Develop the ability to design lesson templates incorporating the relevant objectives and activities
• Acquire the ability to plan lessons and use in classroom teaching
• Develop the ability to apply suitable Teaching Aids in classroom teaching

Contents
UNIT I : INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE(PCK) :
UNIT II: PLANNING & DESIGNING OF LESSON TEMPLATES
UNIT III: ESSENTIAL REQUIREMENTS OF TEACHING ARABIC LANGUAGE
UNIT IV : RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE

UNIT I: Introduction to Pedagogic Content Knowledge (PCK):

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student teacher will be able to develop an understanding of pedagogic content knowledge Analysis</td>
<td>• Content Knowledge and Pedagogic Knowledge&lt;br&gt;• Pedagogic Content Knowledge&lt;br&gt;• Pedagogic Content Knowledge analysis: scope, principles and objectives&lt;br&gt;• Steps involved in pedagogic content knowledge analysis</td>
<td>Introductory Lecture Discussion&lt;br&gt;Group Discussion</td>
<td>• CE&lt;br&gt;• Assignments/ project&lt;br&gt;• TE</td>
</tr>
<tr>
<td>2. Familiarizes with the nature of text book and analyses pedagogically</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Pedagogic Analysis of language discourses: Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, write-up, profile, biography, essay, story, Quran & Hadith, narration etc.
- Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.
- Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala from 6th std to 12th std
- Critical Analysis of Arabic H B& TB for VIII to X std of the state schools

UNIT II: Planning and Designing of Lesson Templates

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop knowledge of the importance of planning in teaching</td>
<td>• Planning in Teaching : Importance of planning in teaching</td>
<td>• Introductory Lecture</td>
<td>• CE</td>
</tr>
<tr>
<td>2. Acquire the ability and skills to plan lessons and use in classroom teaching</td>
<td>• Objectives of Planning Different levels of Planning :Year plan, Unit plan, lesson plan</td>
<td>• Discussion</td>
<td>• Assignments/</td>
</tr>
<tr>
<td>3. Develop the ability to design lesson plans incorporating the relevant objectives and activities</td>
<td>• Planning and designing of lesson templates</td>
<td>• Group Discussion</td>
<td>• project</td>
</tr>
<tr>
<td></td>
<td>• Steps involved in preparing lesson template</td>
<td>• Observation</td>
<td>• TE</td>
</tr>
<tr>
<td></td>
<td>• Designing lesson templates for different language discourses &amp; language elements</td>
<td>• Narration</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT III: ESSENTIAL REQUIREMENTS OF TEACHING ARABIC LANGUAGE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with ways of employing teaching skills for effective teaching | • Teaching Skills : Pre teaching skills & post teaching skills  
• Core skills in teaching : stimulus variation, introducing, explaining, questioning, response management,  
• Application of ICT skills / Black Board, White Board, & Interactive Board  
• Practicing teaching skills :  
• Micro Teaching: the concept, Micro teaching cycles, Link practice  
• Preparing of Micro Teaching Lesson Plans | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Assignments  
• TE |
| 2. Practice teaching skills | | | |
| 3. And apply it effectively | | | |

### UNIT IV: RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with ways of developing different teaching aids and applying in classroom teaching | • Teaching Learning Materials(TLM) : Psychological Bases  
• Teaching aids, its design and development :  
• Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids  
• Animated and digital aids, Language Lab, Multi media aids | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Workshop products  
• Observation  
• Reports  
• collections  
• TE |
| 2. Acquire the ability to apply suitable Teaching Aids in classroom teaching | | | |
### Activity Aids:
- Jamaiyathul Arabiya al adabiyya, nadiyathu lluga, majallathul arabiyya wal jidariyya
- wa nuskhiyya, idaathul arabIyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleef wa thasdeer
- Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyathul qiraa etc.

### Teaching Learning Resources:
- TB & HB, its characteristics and qualities
- Other resources: Supplementary Readers, Local Text, Zero Test, Live Text, Static Text etc.

### References:
- Al Muallim al Najih: Dr. Abdullah al Amiri, Dar Usama li -nashir wa thouzeea’
- Thatweeru Adai -al Muallim; kifayathu thaaeleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
- Thuruqq thadrees al lugha al Arabiya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshrr wa thouzeea, Riyadh, KSA
- Thaaeleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya
- Mushkilathu thaaleemu llughal Arbiyya: Abbas Mahmood ; Dar alsaqafa, Qatar
- Thareeqathu Thadreesi Wa strateejyyathuhu: Dr Muhammed Mahmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
- Al Mawajjah Al Fanni LiMudarirsee al Lughal Al Arabiya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
- Thaaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
- Ilmu al lugha; Muqadhima lilq aria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiya
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- Asaleeb Wa Thuruqq al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi illnashri wa thouzeea
- Providing teachers effective strategies for using technology techtrends: Brown B& Henscheid
- Istheerath Tiejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilthibaa
- Wasaail al Ithisaal wa thaknologiya fitkaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
• Al thadrees wa Iadad al Muallim: Dr. S Abdulrahman qindeel Dar al Nashr al Duwali
• Murshid al Muallim: Richard D. C; Aalam al Kutub al Qahira
• Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathajuhu wa Thathbeeqathuhu: Dr. Fikri Hasan Rayan, Aalm al kutub, al qahira
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• Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilbuuzu thanaviyya wathadreeb
• Al tharbiya wa thuruqu thadrees: Salih abdul Azeez & Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
• Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
• Al Muwajjah al Amali li Mudarrislee al Lugha Al Arabiya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairoot
• A taxonomy of learning, teaching & assessing: A Revision of Blooms taxonomy of educational objectives: Anderson, L. W & Krathwohl, D. R (2001), New York, Longman
• Teaching Strategies: A guide to better instructions, HMCo. New York
EDU- 04.6 : THEORETICAL BASE OF TAMIL EDUCATION
(Theoretical Discourses- 60 & CE – 30 hours)

Objectives:
The student teacher:
1. Familiarizes with the nature and purpose of language teaching.
2. Grasps problems related to learning a Second Language.
4. Gets an awareness of Approaches, Methods and Instructional Strategies for teaching Tamil.

Contents:
Unit 1: General Introduction to Tamil Language Teaching and Learning
Unit 2: Nature and Development of Tamil Language
Unit 3: Aims and Objectives of Teaching Tamil
Unit 4: Methods and Strategies of Teaching Tamil

Unit 1: General Introduction to Tamil Language Teaching and Learning (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teacher familiarizes with functional plane of teaching and learning and the divergent roles expected to be played as Language Teacher</td>
<td>Perspectives of Tamil Studies, Significance in the Global context, Tamil – Classical Language, Tamil as a skill subject, Teaching Tamil as a First Language [L1], Second Language [L2] and Third Language [L3], Bilingualism, Three Language Formulae – Mother tongue, Interference</td>
<td>Makes student recall qualities of teachers whom they admire/remember</td>
<td>Contribution in debate on need of Tamil as an Classical Language</td>
</tr>
<tr>
<td>2. Grasps the current status of Tamil and its importance</td>
<td></td>
<td>Narration, anecdotes of lives of teachers who served as role models</td>
<td>Performance in classroom discussions regarding teacher role</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Views films related to</td>
<td>Entry recorded in Reflective journal</td>
</tr>
</tbody>
</table>
- Tamil as a Link Language
- Language teacher competencies
- Roles and Responsibilities of Tamil Teacher-mentor, facilitator, scaffolder, reflective practitioner

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gathers knowledge about meaning, nature and characteristics of language and select theories of language teaching and learning</td>
<td>• Language and culture, Language and society, Language and media(print and digital) • Behaviourism- imitation, repetition, reinforcement • Multiple Intelligence</td>
<td>Brain storming Seminar Presentations Quiz Peer Tutorial Discussion Invited Talks</td>
<td>• Examine level of participation • Role performance analysis • Evaluation based on documentation</td>
</tr>
</tbody>
</table>
## Unit 3: Aims and Objectives of Teaching Tamil (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. develops an understanding of the principles of language teaching | • Utilitarian aim, Socio-cultural aims  
• Objectives of Teaching Tamil  
• Principles of Language Learning  
• Ideology of teaching Tamil in classrooms; Addressing learner sensibilities and learner abilities in language learning; Developing communicative competence | Brain storming  
Quiz  
Discussion  
Assigned readings from the works of theorists  
Group discussion | • Examine level of participation  
• Evaluation based on documentation  
• Examine student report  
• Address the level of pupil involvement in Group Discussion |

## Unit 4: Methods and Strategies of Teaching Tamil (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with traditional approaches and methods of language teaching  
2. Updates Knowledge of current approaches and methods  
3. Develops the ability to choose the most suitable method for a given content or group of learners | • Approach, Method, Technique  
• Teaching Methods –Grammar, Prose, Poetry  
• Student Centered Method and Teacher Centered Method  
• Inductive and Deductive Method | Demonstration of steps followed in different methods  
Watching video recordings  
Accessing Online input on the topic  
Co-relating classroom activities | • Evaluate the competence to compare and contrast  
• Monitor the ability to distinguish between similar concepts, phases |
References (for EDU – 04, 05, 09, 10, 13 & 15)

- Rediyar, Subbu N, Tamil Karpium Muraikal
- Rajan, Govinda M, Nattamil Karpithalum Muraikalum
- Ponnappan P, Tamil Paadam Cholum Murai (vol I & II)
- Nathan, Meenakshi S, Notes of Teaching Tamil, Manonmaniam Sundarnar University Publication
- Parasuraman, S Tamil Kamithalil Paryetchikal
- Gurney P, Teaching of Mother Tongue
- Ryilburn, Suggestion of Teaching of Mother Tongue
- Nathan, Meenakshi et al, Tamil Grammar of std VIII & IX (SCERT)
- Tamil Nadu Text Book Society Publication, Tamil Grammar for std VIII & X
- Nannool Kaandikai Urai Pavanantham Pilla Commentary
- VisakaperimaiP, Annai Ilakkanaram. Saiva Sithandam Publication
- Iyengar, Ragav M, Porulathikara Arachichi
- Muthishanmugham, Thekkaiamoyiyi
- Raja Ram, Tamil Phonetic Reader, Central Institute of Languages, Mysore
- Paranthamanar, A. Nalla Tamil Ezuthu Karuthum
- Velupillai, Tamil Ilakkiyalin Kaalamum Karutum
- Varadarajan M, Tamil lakkiga Varalam, Sakitay Academy Publications
- Mandstein CH, Modern Language Teaching
- Rediyar, Subbu, Tamil Karpikkum Muraikal
- Govinda Rajan, M Nattamil Pariyuttem Nookam Muriyum
- Govinda Rajan, M Paliluttu Paiurchium, Mozchiaciriyar-Gazhemy
- Govinda Rajan, Mozhi Thiregalghum, Cila cikkalaga-lum
- Billows, The techniques of language teaching, New Delhi: Longmans
- Dalki J, The Language Laboratory and Language Learning. New Delhi: Longmans
**EDU- 05.6 : Pedagogic Content Knowledge Analysis : Tamil.**

(Theoretical discourses -60 & CE – 30 hours)

**Objectives:**

The student teacher:

- Familiarizes with the different dimensions of Pedagogic Content Knowledge.
- Develops an understanding of objectives and specifications for teaching Tamil as a Second Language.
- Familiarizes the procedure and steps for planning different kinds of lesson.
- Analyzes Secondary Course Books and identifies suitable strategies for transacting content.
- Explores ways of designing appropriate learning aids.
- Identifies suitable strategies for assessment.

**Contents ;**

Unit I: Introduction to Pedagogic Content Knowledge (PCK)
Unit II: Planning and Designing of Lesson Templates
Unit III: Essential Requirements for Teaching of Tamil
Unit IV: Resources in Teaching and Learning of Tamil

**Unit 1: Introduction to Pedagogic Content Knowledge (PCK)- 25 hours.**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pedagogic Analysis - Scope, Principles and Objectives</td>
<td>Direct instruction</td>
<td>Participation in task.</td>
</tr>
<tr>
<td></td>
<td>Pedagogic Content Knowledge - Scope in teaching and learning</td>
<td>Engaging in Group discussion</td>
<td>Peer</td>
</tr>
<tr>
<td></td>
<td>-Objective-based Instruction - Bloom’s Taxonomy: Specifications,</td>
<td>Individual and collaborative tasks</td>
<td>assessment of</td>
</tr>
<tr>
<td></td>
<td>-Process skills &amp; Thinking Skills (Critical</td>
<td>Critique of different</td>
<td>presentations</td>
</tr>
<tr>
<td></td>
<td>Pedagogy and its principles</td>
<td>Process skills &amp; Thinking Skills)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Familiarizes with Taxonomy of Educational Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develops an understanding of types thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Familiarizes with the nature of a Course Book</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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and Creative), Problem Solving

- Content Analysis - Themes, Language elements, Sequencing of content, Deficiency in content-Discourses- slogans, placards, notices, reports, diary entry, messages script of a speech, letter, posters, advertisement, write up, conversation, profile etc.

<table>
<thead>
<tr>
<th>Course Books</th>
</tr>
</thead>
</table>

**Unit 2: Planning and design of lesson templates (25 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes the procedure and steps for planning different kinds of lesson. | • Planning- Relevance, mode and Design-Year Plan-Unit Plan - Lesson Templates  
• Components and Strategies for teaching:  
• Prose- Intensive and Extensive reading; Skimming and Scanning,  
• Silent and Oral reading, Pre-reading and Post-reading  
• Poetry- Appreciation, Deviant language of Poetry  
• Grammar- Formal and Functional, Inductive and Deductive methods,  
• Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and Strategies for enriching vocabulary | Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms  
Critiquing Syllabus Grids in Course Book  
Intro. lectures on thinking skills  
Demo. by expert  
Preparation of Group Lesson Plan/Teaching Manual  
Practice under | • Ability to develop  
• suitable Lesson  
• Plan/  
• Teaching Manual  
• for different content  
• Phased monitoring  
• Performance in Workshop  
• Checking ability  
• to frame appropriate Objectives and Specifications |
## Unit 3: Essential requirements for teaching of Tamil (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with different teaching skills | • Analysis and Practice of Language Skills-LSRW Identification and Practice of Language Elements - structure, vocabulary etc.  
• Core Skills of Teaching-Introduction  
- Illustrating with examples  
- Explaining  
- Questioning  
- Stimulus Variation- Reinforcement  
- Using Blackboard- Using teaching aids  
- Response Management-Classroom Management  
- Reading -Recitation  
• -ICT skills  
• Micro Teaching-Concept, Phases and Cycle | Peer observation using Schedule  
Videography for reflection  
Supervised guidance | • Use of Observation schedule  
• *Reflection  
• write-up submitted following viewing of video recording of own teaching |
Unit 4: Resources in teaching and learning of Tamil (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with ways of employing different aids for teaching different content</td>
<td>• Teaching aids- design and development -Learning support resources -Pictures-Charts-Flash Card-Models- Newspaper and Journals-Documentary • Audio-Video Clips-Interactive Board-LCD Projector-Internet-Language Lab</td>
<td>Display of specimen aids Guidance for preparation of aids for different content in workshop mode</td>
<td>• Peer comment • Guided supervision</td>
</tr>
<tr>
<td>2. Explores ways of designing appropriate learning aids.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDU- 04.7: THEORETICAL BASE OF MATHEMATICS EDUCATION.
(Theoretical Discourses-60 hours & CE – 30 hours)

Objectives:
• To make the novice student teachers understand the scope and nature of Mathematics teaching at different levels of learning
• To introduce Mathematics teacher with a futuristic perspective as an agent of social change
• To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Mathematics
• To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Mathematics

Contents:
○ Unit I : Introduction to teaching and learning
○ Unit II: Nature, Scope and Development of Mathematics
○ Unit III: Aims and Objectives of Teaching Mathematics
○ Unit IV: Methods and strategies of teaching

Unit I: Introduction to teaching and Learning (10 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the various roles of Mathematics teacher</td>
<td>Teacher</td>
<td>Meaningful Verbal</td>
<td>Performance assessment in</td>
</tr>
<tr>
<td>2. To familiarize and develop general and specific competencies</td>
<td>Role-#Knowledge manager</td>
<td>Explanation</td>
<td>group discussion</td>
</tr>
<tr>
<td>3. To generate a knowledge of phases of teaching</td>
<td>Facilitator</td>
<td>Group Discussion</td>
<td>Tests</td>
</tr>
<tr>
<td>4. To understand the qualities of a good mathematics teacher</td>
<td>Scaffolder</td>
<td>Peer tutoring</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>5. To acquaint with the concept of classroom without walls</td>
<td>Mentor</td>
<td>Power point</td>
<td>Evaluation of assignments</td>
</tr>
<tr>
<td></td>
<td>Social Engineer</td>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflective practitioner</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competencies-Professional competencies of a Mathematics teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualities of a good teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit II: Nature, Scope and Development of Mathematics (13 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize with various definitions of Mathematics | **Meaning and Definition of Mathematics**  
- Nature and scope of Mathematics  
- Characteristics of Mathematics  
- Language of Mathematics  
- Role intuitioninductive and inductive reasoning  
- **Development of Mathematics**  
- Human needs as the basis of growth of Mathematics as a structured science-undefined terms, postulates, axioms and theorems pure and applied mathematics  
- Euclidian and non-Euclidian Geometry  
- **Contributions of great Mathematicians**-  
- Pythagoras, - Rene Descartes, - C.F.Gauss, - Aryabhatta, - Bhaskaracharya, - Brahmagupta, and - Sreenivasa Ramanujam  
- **Values of learning Mathematics:** | Meaningful Verbal Explanation  
Group Discussion  
Peer tutoring  
Reflective daily  
Collaborative Interaction and Role Play  
Power point presentation  
Assignments  
Brain storming | - Analysis of students  
- Performance  
- Peer Evaluation  
- Poster  
- Presentation  
- Evaluation of reflective daily  
- Questioning  
- Class tests |
Utilitarian, Disciplinary, Cultural, Aesthetic, Social, Moral, International etc.

- Correlation of Mathematics with life, other subjects and different branches of the same subject

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the aims and objectives of teaching mathematics</td>
<td>Aims of teaching Mathematics</td>
<td>Meaningful verbal presentation</td>
<td>Performance analysis in group discussions</td>
</tr>
<tr>
<td>2. To introduce the Blooms taxonomy of educational objectives under three domains</td>
<td>Meaning of objectives</td>
<td>Power point presentations</td>
<td>Observation</td>
</tr>
<tr>
<td>3. To familiarize with the revised version of Bloom’s taxonomy of educational objectives</td>
<td>Instructional objectives and Specifications</td>
<td>Illustrations</td>
<td>Participation in the Seminar sessions</td>
</tr>
<tr>
<td>4. To compare and contrast the objectives of teaching mathematics listed in NCF and KCF</td>
<td>Concept of Objective based instruction</td>
<td>Seminars</td>
<td>Examples cited in their lecture notes</td>
</tr>
<tr>
<td></td>
<td>Blooms taxonomy of educational objectives</td>
<td>Role play</td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Cognitive domain, Affective domain, and Psychomotor domain</td>
<td>Collaborative and Cooperative learning strategies</td>
<td>Summative evaluation</td>
</tr>
<tr>
<td></td>
<td>A conceptual overview of revised Bloom’s taxonomy of objectives of teaching/ learning (Anderson and Krawthwohl), 1990</td>
<td></td>
<td>_ Participation in the Seminar sessions</td>
</tr>
<tr>
<td></td>
<td>A conceptual overview of Technology Integrated Taxonomy, Peck and Wilson, 1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objectives of teaching mathematics as enumerated by NCF(2005) and KCF(2007)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit IV: Methods and strategies of teaching Mathematics (17 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand various methods and approaches, useful for effective transaction of mathematics</td>
<td><strong>Methods and approaches</strong>&lt;br&gt;Procedure, merits &amp; demerits of:&lt;br&gt;• Lecture method&lt;br&gt;• Inductive Deductive method&lt;br&gt;• Analytic -Synthetic method&lt;br&gt;• Laboratory method&lt;br&gt;• Project method&lt;br&gt;• Problem solving method&lt;br&gt;• Heuristic approach&lt;br&gt;Concept of Questioning, -Features of good questions and Good questioning</td>
<td>Group discussions&lt;br&gt;Role play&lt;br&gt;Meaningful verbal presentation&lt;br&gt;Collaborative and Cooperative learning Strategies&lt;br&gt;Power point presentations</td>
<td>• Participant observation&lt;br&gt;• Performance assessment in classroom activities&lt;br&gt;• Individual work and in Group work.&lt;br&gt;• Summative evaluation</td>
</tr>
<tr>
<td>2. To familiarize with various techniques useful for individualizing Mathematics instruction</td>
<td><strong>Techniques for individualizing instruction</strong>&lt;br&gt;• Assignments&lt;br&gt;• Homogeneous grouping&lt;br&gt;• Supervised study&lt;br&gt;• Drill work&lt;br&gt;• Dalton plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### References:
- Anderson, W. Lorin., and Krathwohl, David. R., A Revision of Bloom’s Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives Complete (Edn.)


EDU 05.7: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: MATHEMATICS

(Theoretical Discourses-60 hours & CE – 30 hours)

Objectives:
- To develop practical field based skill and experience in resource development and learning experience designing while transacting the mathematics curriculum
- To infuse an attitude for undertaking the contextual challenges as a Mathematics Education Professional
- To enrich the capabilities of Mathematics teachers during and after the pre service education
- To inculcate the theoretical and practical wisdom of mathematics classroom and its associated units’ design, management and innovation

Contents:
Unit 1: Introduction to Pedagogic Content Knowledge
Unit 2: Planning and Designing of Lesson Templates
Unit 3: Essential Requirements of Teaching Mathematics
Unit 4: Resources in Teaching and Learning Mathematics

Unit I: Introduction to Pedagogic Content Knowledge (10 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide knowledge on Pedagogic Analysis</td>
<td>Concepts and principles of pedagogic Analysis</td>
<td>Lecturing</td>
<td>Performance analysis in group discussions</td>
</tr>
<tr>
<td>2. To identify the requirements for Pedagogic Analysis</td>
<td>Content Analysis of Standard 8, 9 &amp; 10 texts Books listing of Objectives, Curricular objectives, learning outcomes, pre-requisites, resources, teaching strategies, learning activities and judgment strategies</td>
<td>Collaborative/Cooperative Learning session Group discussion Seminars Narrative Expression</td>
<td>_ Observation _ Participation in the Seminar sessions _ Assessment of assignment</td>
</tr>
</tbody>
</table>
### Unit II: Planning and Designing of Lesson Templates (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major Concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand need, importance and stages of planning instructions in mathematics | **Planning instruction**  
• Need and Importance of planning.  
• Stages of planning  
• -Year plan, Unit plan and Lesson plan  
• **Transition of behaviouristic approach to constructivist approach in lesson planning**  
• Preparation of lesson templates in Behaviourist and Constructivist formats | Meaningful verbal Presentation  
Collaboration/Cooperative  
Learning session, Group discussion  
Reviewing previous lesson plans |  
• _ Questioning  
• _ Performance analysis in group discussions  
• Assessment of practical records on Discussion, demonstration, criticism lessons.  
• **Practicals**  
• Discussion lessons  
• Observation of video lessons  
• o Demonstration lessons |
| 2. To develop the ability to plan and design year, unit and lesson plans | | | |

### Unit III: Essential Requirements for Teaching Mathematics(15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the basic skills needed for effective teaching and develop the ability to make use of teaching skills by the practice of microteaching | **Mathematical Skills**  
• Arithmetic skills: role of speed and accuracy  
• Geometric Skills  
• Drawing and interpreting graphs and charts  
• HOT skills  
• **Teaching Skills** | Meaningful verbal presentation  
Group discussion |  
• Assessment of reflective diary  
• Performance analysis while practising Microteaching skill discussions  
• Observation  
• **Practicals** |
2. To understand and practice digital skills.

- **Microteaching Skills** (set induction, questioning, reinforcement, stimulus variation, using black board, explanation etc)
- Microteaching lessons- Planning and preparation of
  - Microteaching lesson plans
  - Practicing Microteaching skills
- **Digital skills**
  - Identify and practice digital skills for teaching

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand different methods for concretizing abstract ideas</td>
<td>concretization of abstract ideas in mathematics, Different types of learning aids, Improvised aids modern learning supporting gadgets like PPT, Interactive white Board etc Hands on experience on the modern learning supporting gadgets.</td>
<td>Meaningful verbal presentation Group activities Sessions in small or medium groups -Video clippings You tube resource tapping Drill and Practice Lab sessions</td>
<td>_ Performance analysis in individual and in group discussions/tasks _ Questioning _ Practical tests</td>
</tr>
<tr>
<td>2. To understand the need, importance and different types of learning aids in mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To provide hands on experience on modern learning supporting gadgets for each student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References:

EDU- 04.8 : THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION

(Theoretical Discourse - 60 hrs, CE - 30 hrs)

Objectives:

- To make the novice student teachers understand the scope and nature of Physical Science teaching at different levels of learning
- To introduce the challenging career of Science teacher with a futuristic perspective as an agent of social change
- To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Physical Science
- To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Physical Science

Contents:

- Unit 1: Introduction to Teaching and learning
- Unit 2: Nature and Development of Science Education
- Unit 3: Aims and Objectives of Teaching Physical Science
- Unit 4: Methods and Strategies in Physical science Teaching

Unit I: Introduction to Teaching and Learning (10+5=15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint student teachers with the process of teaching learning in the changing scenario</td>
<td>- Teaching - phases, maxims of teaching.</td>
<td>Meaningful verbal expression</td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td>2. To familiarize with the maxims of teaching</td>
<td>- Learning - definitions based on behaviourism, cognitivism and constructivism.</td>
<td>Group discussion</td>
<td>Participant observation</td>
</tr>
<tr>
<td>3. To understand the concept of learning given by behaviourists, cognitivists and constructivists</td>
<td>- Interdependence of teaching and learning.</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Debate</td>
</tr>
<tr>
<td>4. To familiarize with the changing classroom environment</td>
<td>- Basic teaching model of Glaser.</td>
<td>Seminar</td>
<td>Reflective journal</td>
</tr>
<tr>
<td>5. To develop understanding in Continuing Professional</td>
<td>- Changing concept of classroom environment.</td>
<td></td>
<td>Tests</td>
</tr>
</tbody>
</table>
6. To acquaint with the qualities, duties and responsibilities of science teacher
7. To understand the changing roles of teacher in the present scenario

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To understand the nature and scope of science</td>
<td>Group discussion</td>
<td>Document analysis</td>
</tr>
<tr>
<td>2.</td>
<td>To familiarize with the evolution of scientific achievements.</td>
<td>Seminar</td>
<td>Posters</td>
</tr>
<tr>
<td>3.</td>
<td>To identify and highlight the contributions of scientists in India and abroad</td>
<td>Personality profile presentation</td>
<td>Online assessment</td>
</tr>
<tr>
<td>4.</td>
<td>To appreciate the contributions given by the Indian women scientists</td>
<td>Creative blog</td>
<td>Quiz programme</td>
</tr>
<tr>
<td>5.</td>
<td>To familiarize with the evolution of teaching of science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>To identify the role of science for sustainable development</td>
<td></td>
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</tr>
</tbody>
</table>

- Nature of science-science as a product, process
- Scope of science-Values (intellectual, social, practical, disciplinary, recreational, moral, aesthetic)
- Development of science in ancient, medieval and modern periods.
- Evolution of science education
- Emerging branches in science-Nanotechnology, Bioinformatics, information Technology, Geoinformatics
- Science for sustainable development
### Unit 3: Aims and Objectives of Teaching Physical Science (20+4=24 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To acquaint with the aims and objectives of teaching physical science</td>
<td>Aims and Objectives of teaching physical science</td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scientific attitude</td>
<td>Participation in group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective based instruction- Instructional objectives, Specific objectives, learning</td>
<td>discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>experience, Evaluation</td>
<td>Participant observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taxonomy:Bloom's Taxonomy,1956.</td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mc Cormack and Yager Taxonomy of Science Education,1989 - Process skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology Integrated Taxonomy, Peck and Wilson,1999.</td>
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<td></td>
<td></td>
<td>Aims and Objectives of teaching Physical science with respect to NCF(2005), KCF(2007)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>To understand the different taxonomies of instructional objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To understand the aims and objectives of NCF and KCF</td>
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</tr>
</tbody>
</table>
## Unit 4: Methods and Strategies in Physical Science Teaching (20+6=26 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand methods, strategies and techniques of teaching Physical Science | • Teacher centred methods- Lecture method, Lecture demonstration method, Historical method.  
• Learner centred methods- Laboratory method, assignment method, Heuristic method, Developmental method, Project method, Dalton Plan, Inductive method, Deductive method, Problem Solving method, Guided discovery method, Supervised Study  
• Scientific Method- Steps, Elements- Logical and Technical aspects, Mill's Canon of Induction, Transfer of training  
• Techniques of teaching Physical Science- Debate, Seminar, Symposium, Discussion, Buzz section, Brain storming, Simulation, Role play. | Meaningful verbal expression  
Group discussion  
Peer instruction  
Brain storming  
Explicit teaching | • Analysis in group discussion.  
• Participant observation.  
• MCQ based discussion.  
• Graphic Organizer Designing. |

## Reference

• Mariamma Mathew (2014): Teaching science for biological and physical sciences: NAS Publishers: Kerala
EDU - 05.8 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : PHYSICAL SCIENCE
(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:

- To develop practical field based skill and experience in resource development and learning experience designing while transacting the science curriculum
- To infuse an attitude for undertaking the contextual challenges as a Science Education Professional
- To enrich the capabilities of prospective science teachers during and after the pre service education
- To inculcate the theoretical and practical wisdom of science classroom and its associated units’ design, management and innovation

Contents:

- Unit 1: Introduction to Pedagogic Content Knowledge
- Unit 2: Planning and Designing of Lesson Templates
- Unit 3: Essential Requirements of Teaching Physical Science
- Unit 4: Resources in Teaching and Learning of Physical science

Unit 1: Introduction to Pedagogic Content Knowledge (20+10=30 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning</td>
<td>Pedagogic Content Knowledge (PCK)- Meaning and Scope.</td>
<td>Meaningful verbal expression</td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td>2. To understand the steps involved in PCK analysis</td>
<td>Content analysis- Meaning, Purpose and steps.</td>
<td>Group discussion</td>
<td>Assessment of optional notebook entries</td>
</tr>
<tr>
<td>3. To apply the principles of pedagogic analysis.</td>
<td>PCK Analysis - Content Analysis, Learning outcomes, Pre requisites, Inputs that enrich learning(Teaching-learning resources, Environmental inputs), Community resources, Enrichment Activities, Assessment techniques, Assignments.</td>
<td>Turn around</td>
<td>Open forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-W-L charting</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document writing</td>
<td></td>
</tr>
</tbody>
</table>

135
### Unit 2: Planning and Designing of Lesson Templates (20+15=35 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquaint with the planning of instruction | • Planning- Need and Importance.  
• Different types of planning- Purposes and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Herbartian steps Behaviourist and Constructivist formats | Meaningful verbal expression  
Group discussion  
Explicit teaching  
Peer tutoring | • Performance assessment in group discussion  
• Assessment of optional notebook entries |
| 2. To develop understanding of different types of planning | | | |
| 3. To design lesson templates based on different formats | | | |
### Unit 4: Resources in Teaching and Learning of Physical science (15+10=35 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the importance of learning aids and improvised aids in learning Physical Science</td>
<td>Learning aids and improvised aids- Importance in science learning</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Participant observation</td>
</tr>
<tr>
<td>2. To acquire hands-on experience in designing and developing suitable learning aids for classroom instruction</td>
<td>Text book- Qualities, Vogel's Criteria, Fog Index</td>
<td>Document analysis</td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td></td>
<td>Resource Mapping</td>
<td>Drill and Practice</td>
<td>Material Development Circles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab sessions</td>
<td></td>
</tr>
</tbody>
</table>

### Reference
- Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum
**EDU – 04.9 : THEORETICAL BASE OF NATURAL SCIENCE EDUCATION**

(Theoretical Discourses-50 Marks/60 hours & CE-25 Marks /30 hours)

**OBJECTIVES:**

Enable the student teacher to

- understand the scope and nature of Natural Science Teaching at different levels of learning.
- acquire the fundamentals of theory and practice of principles and procedures of Teaching and Learning of Natural Science.
- understand the concept of teaching-learning process.
- identify roles and competencies essential for a Natural science teacher.
- understand and develop skill in selecting appropriate aims and objectives for teaching Natural Science.
- familiarize and apply the instructional management strategies of teaching Natural Science.

**CONTENTS**

Unit – I : General introduction to teaching and learning for novice -Concept of Teaching and Learning- Its interdependence. Changing concept of classroom environment, Teacher as a professional
Unit – II : Science –a conceptual analysis -The nature and development of science.
Unit – III : Aims and objectives of teaching Natural Science -Broad aims of teaching Natural Science ,Aims and objectives of teaching Natural science with respect to NCF and KCF and different Taxonomies of Instructional Objectives-
Unit – IV : Methods and strategies for teaching Natural Science-Teacher and Student initiated methods, Approaches, Techniques.

**UNIT: I GENERAL INTRODUCTION TO TEACHING AND LEARNING FOR NOVICE ( Theory hours-10)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand classroom as an organization</td>
<td>1.1 Classroom as an organization - Teacher and Learner, Definitions of learning from different point of view (behavioristic, cognitive and constructivist), Teaching-Learning process. Maxims of teaching.</td>
<td>Group discussion. Narrative expression sessions in small or medium groups.</td>
<td>Participation in group discussion. Questioning. On-task behavior in class. Tests.</td>
</tr>
<tr>
<td>2. To acquaint student teachers with the process of teaching learning in the changing scenario.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. To understand the concept of learning according to behaviouristic, cognitive and constructivist theories.
4. To understand the changing concept of classroom environment in the 21st century.
5. To familiarize the maxims of teaching.
6. To familiarize the virtual learning environment.
7. To identify the qualities and competencies required for a science teacher.
8. To understand the changing roles of teacher in teaching-learning process.
9. To familiarize the concept of Continuing professional development.

- **Changing concept of classroom environment**- classroom climate- An introduction to conducive, learner friendly, inclusive and Virtual learning environment (VLE).
- **Teacher as a professional**
  - Teacher qualities, competencies
  - Role of Teacher as manager, leader, knowledge worker, guide, supervisor, mentor, scaffold, social engineer, reflective practitioner in teaching-learning process.
  - Continuing professional development (CPD)-conceptual Analysis.
- **1.4 An introduction to Child With Special Needs (CWSN).**

| UNIT.II SCIENCE —A CONCEPTUAL ANALYSIS NATURE AND DEVELOPMENT(Theory hours-8) |
|---|---|---|---|
| **Learning Outcome** | **Major concepts** | **Strategies & Approaches** | **Assessment** |
| 2. To familiarize and appreciate the development of science in India and Contributions of scientists in India and abroad. | **Development of science education in India.**
  - An introduction to National Scientific Policy | Seminar | Participation in group discussion. |
| | | Personality | Questioning. |
| | | | On-task behavior. |
| | | | student’s portfolio. |
| | | | Posters |
3. To familiarize the development of science in India.
4. To design different strategies to develop scientific attitude.
5. To familiarize the emerging branches of science.

Resolution of 1958, Indian Parliamentary and Scientific Committee & Role of NCERT in science education.
- An introduction to Emerging branches of science: Biotechnology, Nanotechnology, Bioinformatics, Geo informatics.

profile presentation
Reflective practices.
PBL
Multimedia and interdisciplinary approach.
Team teaching.
Peer tutoring

UNIT-III AIMS AND OBJECTIVES OF TEACHING NATURAL SCIENCE (Theory hours-21)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the values of science and its transactional potentiality.</td>
<td>3.1 Broad aims of teaching Natural Science: Awareness about the millennium development goals with special reference to developing scientific literacy (Practical, Civic and Cultural). Effecting social changes (promoting health and hygiene, Population control, Eradication of diseases, Better nutrition (Eradicate extreme poverty &amp; hunger)),</td>
<td>Meaningful verbal expression. Group discussion. Narrative expression sessions in small or medium groups. Brain storming.</td>
<td>Participation in group discussion. Questioning. On-task behavior in class. Tests. Science dairy. Daily reflective journal. Participant observation. Student’s portfolio</td>
</tr>
<tr>
<td>2. To understand the aims and objectives of teaching Natural Science.</td>
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</tr>
<tr>
<td>3. To understand the aims and objectives of NCF and KCF.</td>
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<tr>
<td>4. To understand the different taxonomy of instructional objectives.</td>
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</tbody>
</table>
| 5. To understand the concept of Objective based Instruction.  
6. To understand triangular relationship between the instructional objectives, Learning experiences and evaluation. | - Removal of superstitions, Raising the standard of living: bringing science to home and community (longevity of life, decreasing infant mortality rate),  
- Improve maternal health, health index, better living conditions, role and functioning of community health centers),  
- Self-sufficiency in food,  
- Modern agricultural practices- Agricultural management,  
- Modern techniques of cultivation, Conservation of natural resources,  
- Environmental awareness and Ensure environmental sustainability.  
  - 3.2. An introduction to aims & Objectives of teaching Natural Science with respect to NCF and KCF.  
    - Relevant sections of NCF-Section 3.3 Science- basic criteria of validity of a science curriculum, Section 3.3.1 The curriculum at different stages. Section 3.3.2 Outlook.  
    - Relevant sections of KCF-Section 5.2.2 & Section 5.2.4 aims of science education.  
  - Objective based Instruction. | - Seminar.  
- Reflective practices.  
- PBL.  
- Multimedia and inter-disciplinary approach.  
- Team teaching.  
- Peer tutoring |
## UNIT IV METHODS AND STRATEGIES FOR TEACHING NATURAL SCIENCE (Theory hours-21)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand appropriate methods, techniques and strategies of teaching Natural science.</td>
<td>o Teacher initiated methods- Lecture method, Lecture cum Demonstration and Biographical method. &lt;br&gt; o Student initiated methods- Problem solving, Project method, Guided discovery, Experimental and heuristic method. &lt;br&gt; • Approaches- Inductive-Deductive, Multimedia, Interdisciplinary and Constructivist approaches. &lt;br&gt; o Techniques- Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping.</td>
<td>Meaningful verbal expression&lt;br&gt; Group discussion&lt;br&gt; Peer instruction&lt;br&gt; Narrative expression sessions.&lt;br&gt; Brain storming.&lt;br&gt; Seminar.&lt;br&gt; Reflective practices.&lt;br&gt; PBL.&lt;br&gt; Modular approach.&lt;br&gt; Multimedia and interdisciplinary approach.&lt;br&gt; Peer tutoring</td>
<td>• Participation in group discussion. &lt;br&gt; • Questioning. &lt;br&gt; • On-task behavior in class. &lt;br&gt; • Tests. &lt;br&gt; • Science diary. &lt;br&gt; • Daily reflective journal &lt;br&gt; • Participant observation.</td>
</tr>
<tr>
<td>2. To develop skill in selecting appropriate methods, techniques and strategies of teaching Natural science.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SUGGESTED REFERENCES
• Sharma, R.C. Modern Science Teaching, Dhanpat Rai and Sons, Delhi.
• Anderson, W. Lorin., and Krathwohl, David. R., A Revision of Bloom’s Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives Complete (Edn.)
• Mangal, S.K., A Text Book of Teaching Life Science.
• Mangal, S.K., and Mangal, Uma., Educational Technology.
• NCF-2005, NCERT, New Delhi.
• Ahmad, Jasim.,(2009) Teaching of Biological Sciences, PHI Learning Private Limited, New Delhi.
• Krishna Kumar (2005): National Curriculum Framework: New Delhi, NCERT, MHRD, Govt. of India.
INTERNET REFERENCES

- http://archive.org/stream/modernmethodsand029422mbp/modernmethodsand029422mbp_djvu.txt
- http://books.google.com/books/about/Modern_Methods_and_Mater...
- http://www.amazon.com/Teaching-Secondary-School-Science-Stra...
EDU- 05.9: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - NATURAL SCIENCE

(Theoretical discourses-50 Marks/60 hours & CE-25 Marks/30 hours)

OBJECTIVES:

Enable the student teachers to:

• comprehend the dimensions of pedagogical analysis.
• critically analyze the Secondary School Biology Syllabus based on pedagogical Content Knowledge.
• understand and apply the different skills for teaching Natural Science.
• understand and prepare teaching manuals based on different instructional strategies.
• understand the different teaching learning resources for teaching Natural Science.
• prepare and use suitable learning aids for Natural Science teaching.

CONTENTS

Unit I : Pedagogic content knowledge and pedagogic analysis of Secondary School Biology Syllabus
Unit II : Types of planning instruction, different approaches of designing lesson plans.
Unit III : Teaching skills and its development.
Unit IV : Design and development of teaching learning resources for enhancing science learning-visual, projected, non-projected and activity aids

UNIT I - PEDAGOGICAL ANALYSIS OF TEACHING NATURAL SCIENCE (Theory hours -15)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To generate a knowledge of terminologies and the interdependence of teaching and learning.</td>
<td>• 1.1. Pedagogic Content Knowledge (PCK) - Meaning, objectives, scope, principles and dimensions. • 1.2. Pedagogic content analysis of secondary school syllabus prescribed by SCERT.</td>
<td>Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups</td>
<td>• Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation</td>
</tr>
<tr>
<td>2. To familiarize and develop general and specific teacher competencies in analyzing content.</td>
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</tbody>
</table>
3. To make Pedagogiccontent knowledge analysis of secondary school Biology syllabus.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand different types of planning.</td>
<td>2.1 Meaning and importance of planning, Types of planning – Year plan, Unit plan, lesson plan and Resource Unit</td>
<td>Discussions in small or medium groups.. Seminar. Reflective practices. Debate. PBL.</td>
<td>Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To develop skill in designing lesson plans based on different approaches.</td>
<td>2.2 Designing lesson plans based on Herbartian Approach &amp; Constructivist Approach.</td>
<td></td>
<td>Questioning</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Tests</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Peer evaluation</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Lesson Plan</td>
</tr>
</tbody>
</table>

UNIT II - INSTRUCTIONAL PLANNING FOR TEACHING NATURAL SCIENCE (Theory hours-20 )

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand different types of teaching skills.</td>
<td>Teaching skills – Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology teacher.</td>
<td>Discussions in small or medium groups. Reflective practices.</td>
<td>Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To develop the teaching skills relevant to Biological science.</td>
<td></td>
<td></td>
<td>Assessment of performance in brain storming,</td>
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<td></td>
<td></td>
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</tbody>
</table>

UNIT III - TEACHING SKILLS AND ITS DEVELOPMENT:

SCIENCE TEACHING SKILLS/ ESSENTIAL REQUIREMENTS OF TEACHING NATURAL SCIENCE (Theory hours 15)
3. To familiarize the different phases of micro teaching.
4. To develop skill in designing micro lessons.
5. To develop skill in practicing micro lesson.

- **Micro-teaching**: Objectives, Micro-teaching cycle - its relevance in teacher training programme.
- **Importance of Link practice.**
- 3.4 Design and development of micro lessons - practice and documentation with appraisal format to elicit feedback.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the meaning and definition of audio-visual aids</td>
<td>• 4.1 Design and development of materials for effective science learning</td>
<td>Discussions in small or medium groups.</td>
<td>Performance assessment in group discussion, debate etc.</td>
</tr>
<tr>
<td>2. To identify and comprehend the different types of audiovisual aids in teaching Natural Science.</td>
<td>• 4.2 Audiovisual aids</td>
<td>Seminar.</td>
<td>Assessment of assignments</td>
</tr>
<tr>
<td>3. To develop skill in improvisation.</td>
<td>• Significance of audio visual aids in science learning.</td>
<td>Reflective practices.</td>
<td>Questioning.</td>
</tr>
<tr>
<td>4. To apply multimedia in teaching Natural Science.</td>
<td>• Designing, developing and documenting minimum of one item for - improvised, Visual and graphic aids (Charts, Models,</td>
<td>PBL.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

UNIT IV – RESOURCES IN TEACHING AND LEARNING OF NATURAL SCIENCE (Theory hours-10)

- Symposium.
- Questioning.
- Tests.
- Peer evaluation.
- Assessing micro lessons.
- Assessing micro teaching.
5. To design and develop the teaching learning aids for Natural Science.

- **Projected and non-projected aids** - OHP, LCD, Bulletin Board, Flannel Board, Interactive Board etc.
- **Activity aids** - Aquarium, Terrarium, and Nature Calendar.
- **4.3 Collection and preservation of specimens.**

| Multimedia and interdisciplinary approach. | Peer tutoring. | prepared by student teachers. |

**SUGGESTED REFERENCES**

- Text books and hand books of High School Biology Syllabus prescribed by SCERT
- Bruce R. Joyce, Marsha Weil and Emily Calhoun (2011): Models of Teaching (7th Ed.): USA, Pearson Education
• Wyman, Raymond, Audio-Visual Devices and Techniques, Amherst: University of Massachusetts, 1957

INTERNET REFERENCES
• http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.91....
• http://en.wikipedia.org/wiki/Technological_Pedagogical_Conte...
• http://www.amazon.com/books/dp/0805863567
• http://www.amazon.com/Lesson-Planning-Education-Books/b?ie=UTF8
EDU – 04.10 – THEORETICAL BASE OF SOCIAL SCIENCE EDUCATION

(Theoretical discourses-60 hours & CE – 30 hours)

Objectives:

- To familiarize with the conceptualized version of components required to enter in teaching profession
- To mould the prospective teacher educators to uphold the professional spirit
- To equip with varied dimensions of Social Science education
- To identify and analyse the aims and objectives of teaching Social Science
- To gain an outlook of approaches in behaviorism, constructivism and cognitivism in Social Science education
- To analyze the unique features of different instructional methods suited for teaching Social Science
- To identify and select most appropriate teaching-learning methods and strategies in varied context and content.

Contents:

Unit: 1 Introduction to Teaching and Learning
Unit: 2 Nature, Scope and Development of Social Science Education
Unit: 3 Aims and objectives of Teaching Social Science
Unit: 4 Instructional Methods, Techniques and strategies in Social Science Teaching

Unit : 1 Introduction to Teaching and Learning

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with the conceptualized version of components required to enter in teaching profession</td>
<td>• Teaching-profession and service, Principles and Maxims of teaching, Instruction, Factors determine effective instruction, classroom Interactions, Learner, Learning, Learning environment, classroom as a social</td>
<td>Meaningful verbal presentation Brain storming Case analysis of 2/3 famous teachers</td>
<td>• Report writing and verification • Case analysis presentation</td>
</tr>
</tbody>
</table>
2. To mould the prospective teacher educators to uphold the professional spirit in diverse angles laboratory.  
   • Teacher, Teacher as professional; Continuing Professional Development (CPD), Qualities and competencies of Social Science Teachers, Teacher responsibilities; multifarious roles: knowledge worker, facilitator, scaffold, mentor, social engineer, counselor, reflective practitioner and digital migrant.  
   Buzz session to generate varied roles of an ideal teacher

References
- http://www.wikihow.com/Be-a-Professional-Teacher
- http://www.edpolicythoughts.com

Unit: 2 Nature, Scope and Development of Social Science Education. (10 Hrs + 4 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquaint with the basic concepts of Social Science as a discipline | • Conceptual background of Social Science, Meaning and Scope, Need and significance  
• Content organization treatment of Social Science- Fusion, Integration and Correlation within Social Science- Understanding about | Meaningful verbal learning  
Participatory approach | • Preparation of report on teacher Presentation |
| 2. To identify subject matter | | | |
organization process in Social Science- Fusion, Integration & Correlation

3. To analyze the relationship of Social Science with other subjects

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify and analyze the aims and objectives of teaching Social Science</td>
<td>• Aims, objectives and values of teaching Social Science • Individual, Social, Cultural, National and</td>
<td>General discussion Analytical study</td>
<td>• Comparison chart on Basic concepts of Behaviorism, constructivism and cognitivism</td>
</tr>
</tbody>
</table>

Co-operative learning Discussion

References

• www.empoweringvision.org
• http://serc.carleton.edu
• http://www.ecosensorium.org
| 2. To endow with the significance of Taxonomy of instructional objectives in Social Science education | International considerations of Social Science |
| 3. To gain an outlook of approaches in behaviorism, constructivism and cognitivism in Social Science education | Focus group discussion |
| | Bloom’s taxonomy of Instructional objectives (Revised) - Instructional objectives and specifications. |
| | Behaviorism, Cognitivism and Constructivism - approach & practice in classroom - Comparison |
| | Learning objectives and Learning Outcomes |

**References**

- NCF(2005), KCF(2007)

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**Focus group discussion**

Prepare a seminar paper with PPT support on the psychological implications in the pedagogical practices of Social Science.

- **Seminar with Slide presentation (CE item for Edu. 04)**
- **Test (CE Edu.4)**
UNIT 4: Instructional Methods, Techniques and Strategies

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze the unique features of different instructional methods suited for teaching Social Science | • Need and significance of methods and strategies for teaching Social Science.  
• Differentiate method, technique and strategy  
• Methods- Lecture, storytelling, Discussion, Socialized recitation, Problem solving, Project, Source method, Supervised study.  
• Cooperative learning, Collaborative learning, Scaffolding, Brain storming, Buzz session, Debate, Seminar. | Seminar  
Debate  
Project | • Report presentation & verification |
| 2. To proficient in select most appropriate teaching methods in varied context and content. | | | |

References

• www.books.google.co.in  
• www.flipkart.com  
• http://www.celt.iastate.edu/creativity/techniques.html  
Atkins N.J and Atkins J.N, Practical Guide to Audio Visual Technique in Education
EDU – 05 .10 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – SOCIAL SCIENCE.

(Theoretical discourses – 60 hours & CE – 30 hours)

Objectives

• To understand the key aspects involved in systematic PCK analysis
• To develop skill in analyzing the content of secondary level Social Science text book
• To justify the importance and phases of instructional planning in Social Science
• To equip prospective teacher educands in developing teaching skills through micro teaching practices
• To conscientize the inevitable role of various instructional support in effective instructional practices.
• To become competent in developing suitable testing mechanisms.

Contents

Unit 1 Introduction to Pedagogical content knowledge analysis
Unit 2 Instructional Planning and Designing Lesson Templates
Unit 3 Essential Requirements for Teaching Social Science Education
Unit 4 Instructional Resources in Teaching and Learning of Social Science

Unit : 1 Nature and Scope of Pedagogical content knowledge analysis

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the key aspects involved in systematic PCK analysis</td>
<td>Pedagogical content knowledge analysis (PCK) - Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Social Science.</td>
<td>Narrative expression session, Text book analysis, Collaborative learning</td>
<td>Content analysis presentation, Brief report on text book analysis</td>
</tr>
<tr>
<td>2. To establish relationship between pedagogic knowledge with content analysis</td>
<td>Relationship between pedagogic analysis with content analysis Content Analysis – Prepare</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. To develop skill in analyzing the content of secondary level Social Science text books

<table>
<thead>
<tr>
<th>Procedure, facts, concepts, principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content analysis of secondary Social Science text books-(History, Geography, Political Science, Economics, Sociology areas)</td>
</tr>
<tr>
<td>content analysis of two units by each student teacher after discussion.</td>
</tr>
</tbody>
</table>

References

- http://www.csun.edu/science/ref/pedagogy/pck/
- Social Science text book of standard 8,9 & 10 of Kerala
- Teachers’ Hand book in Social Science for standard 8,9 &10
## Unit: 2 Instructional Planning and Designing Lesson Transcripts

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To justify the importance and phases of instructional planning in Social Science discipline | • Instructional planning –Importance, Phases, Types - Year plan, Unit plan, Lesson plan  
• Procedure for the Preparation of year plan, unit plan and lesson plan  
• Designing Lesson Transcripts | Group discussion  
Co-operative learning  
Meaningful verbal learning  
Prepare model year plan, Unit plan & lesson transcripts.  
Video/ Demo lesson observation | • Discussion lessons -5  
• Demonstration lessons -3  
• Criticism lessons -5  
• (Practical evaluation)  
• Video lesson observation and reporting (CE- Edu.05) |
| 2. To capacitate systematic planning and designs lesson transcripts | | | |
| 3. To develop skills in preparing lesson transcripts | | | |

### References
- [http://answers.yahoo.com/question/](http://answers.yahoo.com/question/)
- [http://www.ierg.net/lessonplans/unit_plans.php](http://www.ierg.net/lessonplans/unit_plans.php)
# Unit: 3 Essential Requirements of Teaching Social Science Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To equip prospective teacher educands in developing teaching skills through micro teaching practices | - Essential requirements – Teaching Competencies and Skills.  
- Micro teaching - Meaning, Phases, steps.  
- Micro teaching skills – (minimum 10 skills)  
- Micro teaching – Lesson templates, Practice and assessment mechanisms.  
- Skills in using ICT  
- Link practice | Experiential learning  
Demonstration  
Reflective practices  
General discussion  
Demonstration method  
Analysis of video performance | - Micro teaching lesson notes/plans (Ten skills/ 2 skills per student )  
- **Performance in skill presentation** (Practical evaluation) |
| 2. To generate skill orientation among prospective teacher educands through practical experiences |                      |                                      |            |

## References
- Cooper, James M(1990) Classroom teaching skills.US: DC Health & Co
## Unit : 4 Instructional Resources in Teaching and Learning of Social Science

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To conscientize the inevitable role of various instructional support in effective instructional practices. | • Instructional Resources: textbook, workbook, handbook, source book.  
• Resource Mapping  
• Instructional aids: Importance, educational values, classification of learning aids: projected, Non-projected and activity aids.  
• Hands on experience: Computer, LCD Projector, Interactive white board and multimedia | General discussion  
Workshop Displays  
Prepare resource map for effective utilization in Social Science | • Handling of various instructional aids.  
• **Social Science club activity**- Workshop to prepare a source book or innovative instructional aid/ Resource map (CE-Edu.05) |
| 2. To acquire skills in constructing and using different instructional aids. | | | |

### References

EDU – 04.11 : Theoretical Base of Geography Education

Hours of interaction: 60 (instruction) +30 (activities / processes)

Objectives:

- To familiarize with the conceptualized version of components required to enter in teaching profession
- To mould the prospective teacher educators to uphold the professional spirit
- To acquaint with the nature, scope and modern concepts of Geography
- To understand the new perspectives of Geography along with its correlative and nationalistic views
- To identify and analyze the aims objectives and values of teaching Geography
- To identify the need of objective based instruction
- To analyze the unique features of different instructional methods, suited for teaching Geography instruction
- To identify and select the most appropriate teaching-learning methods and strategies in varied context and content.

Contents:

- Unit 1 : Introduction to Teaching and Learning of Geography
- Unit 2 : Nature, Scope and Development of Geography Education
- Unit 3 : Aims and Objectives of Teaching Geography
- Unit 4 : Methods and Strategies in Geography instruction

Unit. 1 Introduction to Teaching and Learning of Geography (16 hours + 6 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize with the conceptualized version of components required to enter in teaching profession | - Teaching – nature, significance, principles  
- Learning – as a process, features, laws and learning environment  
- Students in a class- nature, role and mind set | Meaningful verbal presentation  
Brain storming  
Case analysis of 2 or | • Report writing and verification  
• Case analysis  
• Identification and presentation |
2. To mould the prospective teacher educators to uphold the professional spirit
3. To develop professionalism and professional ethics among Geography teachers.

| of learners | 3 famous teachers Buzz session to generate varied role of an ideal teacher Lecture Discussion Online learning Internet access |
| Constructivist teaching and learning | As Continuing Professional Development (CPD) and reflective practitioner and digital migrant |
| **Geography Teacher** | |
| Personal qualities and different roles | |
| Professional qualities and competencies | |
| Professional ethics | |
| Programmes for improving professional efficiency | |

Reference

- http://www.wikihow.com/Be-a Professional – Teacher
- [http://www.ed.policythoughts.com](http://www.ed.policythoughts.com)
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Elizabeth Perrot (1982), Effective Teaching Singapore: Longman
### Unit 2: Nature, Scope and Development of Geography Education (11 Hours + 6 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquaint with the meaning, nature, scope and modern concepts of Geography | • Meaning, definition, nature and scope of Geography  
• Need, significance and modern concepts of Geography  
• Geography as a fused, integrated and correlated discipline  
• Correlation of Geography with other social sciences, sciences, languages and life situations  
• Geography and, National Integration and International Understanding  
• New perspectives in Geography  
• Systematic/ scientific Geography  
• Earth science/ Environmental science  
• Science of Aerial / Spatial / Regional differentiation | Meaningful verbal learning  
Participatory approach  
Co-operative learning  
Discussion  
Brain storming  
Lecture  
Web search  
Online learning | • Preparation of report on teacher presentation  
• **Internal tests for Unit 1& 2 (CE-1)**  
• Assessment /reflection |
| 2. To identify the subject matter organization process in social science | | |
| 3. To analyze the correlation of Geography with other subjects | | |
| 4. To understand the new perspectives of Geography and its nationalistic views | | |

### Reference
- www. empowering vision.org
- http://serc.carleton.edu
- http://www.ecosensorium.org
- AroraM.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

163
### Unit 3 Aims and Objectives of Teaching Geography  
(18 Hours + 9 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify and analyze the aims objectives and values of teaching Geography</td>
<td>Aims, objectives, values- definition and meaning</td>
<td>Meaningful verbal learning</td>
<td>Report presentation and verification</td>
</tr>
<tr>
<td>To identify the need of objectives based instruction</td>
<td>Objectives based instruction and its need</td>
<td>Discussion</td>
<td>Assessment/ reflection</td>
</tr>
<tr>
<td>To familiarize with the taxonomy of instructional objectives in Geography Education</td>
<td>Learning objectives and learning outcomes</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td>To gain an outlook of constructivist, and behaviourist approaches in Geography Education and their implications</td>
<td>Aims, objectives and values of teaching Geography</td>
<td>Analytical study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bloom’s Taxonomy of Educational objectives old and revised patterns-</td>
<td>Group investigation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instructional objectives and specifications</td>
<td>Present Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behaviourism cognitivism and constructivism</td>
<td>and prepare notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implications of theories of Piaget, Bruner, Vygotsky and Howard Gardner in</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography teaching and learning</td>
<td>Web search</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet access</td>
<td></td>
</tr>
</tbody>
</table>
Reference

- http://www.unco.edu/cetl/sir//statingoutcome/document
- NCF (2005), KCF (2007)

Unit 4 Methods and Strategies in Geography Instruction (16 hours + 8 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze the unique features of different methods suited for Geography instruction | - Methods of teaching Geography  
- Need, significance, importance  
- Lecture. Discussion/ Project, Source, storytelling, Regional method  
- Debate, seminar  
- Instructional strategies in Geography  
- Meaning, purpose characteristics  
- Strategies based on NCF/ KCF  
- Various techniques of instruction in | - Discussion  
- Seminar  
- Buzz session  
- Verbal learning  
- Debate  
- Collaborative learning  
- Comparing different method & strategies  | - Report presentation and verification  
- Seminar preparation presentation and report  
- CE.2  
- Assessment/ reflection |
<table>
<thead>
<tr>
<th>3. To differentiate methods strategies and techniques of Geography instruction</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation/ Narration/ Dramatization</td>
<td></td>
</tr>
<tr>
<td>• Co-operative/ collaborative learning</td>
<td></td>
</tr>
<tr>
<td>• Brainstorming and Peer- tutoring</td>
<td></td>
</tr>
<tr>
<td>discussion and prepare notes</td>
<td></td>
</tr>
<tr>
<td>Present assignments</td>
<td></td>
</tr>
<tr>
<td>Internet access</td>
<td></td>
</tr>
<tr>
<td>Web search</td>
<td></td>
</tr>
</tbody>
</table>

### Reference

- www.books.google.co.in
- www.flipkart.com
- http://www.celt.iastate.edu/creativity/techniques.html
EDU – 05.11 : Pedagogical Content Knowledge Analysis- Geography

/Hours of Interaction –60 (Instructional) +30 (activities/Process)

Objectives :

- To understand the key aspects involved in systematic PCK analysis
- To develop skills in analyzing the content of Secondary level Geographic content materials
- To justify the importance and phases of instructional planning in Geography
- To equip prospective teacher educands in developing teaching skills through micro-teaching practices
- To conscientize the inevitable role of various instructional support in effective instructional practices.
- To become competent in developing suitable testing mechanisms

CONTENTS :

- Unit 1 : Introduction to Pedagogic Content Knowledge Analysis
- Unit 2 : Instructional Planning and Designing Lesson Templates
- Unit 3 : Essential Requirements for Teaching Geography
- Unit 4 : Instructional Resources in Teaching and Learning of Geography

Unit 1. Introduction to Pedagogic Content Knowledge Analysis (16 Hours + 7 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the key aspect involved in systematic PCK analysis</td>
<td>Pedagogic content Knowledge (PCK) analysis – Meaning, definition, objectives scope, Significance and dimensions</td>
<td>Narrative expression Assignment Meaningful verbal learning Textbook analysis Collaborative learning</td>
<td>Assessment of learning process and reflections Brief report on text book analysis Content analysis presentation</td>
</tr>
<tr>
<td>2. To establish relationship between Pedagogic knowledge with content analysis</td>
<td>Relationship between PCK and Content analysis identifying facts, concepts, principles etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To develop skill in analyzing the</td>
<td>Content analysis of secondary level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>content of secondary level Geography and Economics content materials</td>
<td>Geography and Economic content materials</td>
<td>Group discussion Prepare content analysis of a unit by each student after discussion Web search Internet access</td>
<td></td>
</tr>
</tbody>
</table>

**Reference**

- www. Moodle.org
- http://www.csun.edu/Science/ref/pedagogy/pck
- Arora M.L (1970). Teaching of Geography, Prakash Brothers, Ludhiana
- Social science II textbook of std. 8, 9 & 10 of Kerala
**Unit 2. Instructional Planning and Designing Lesson Templates (19 Hours + 8 Hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To justify the importance and phases of Instructional Planning in Geography</td>
<td>• Planning for instruction – need and importance</td>
<td>Group discussion</td>
<td>Discussion lesson</td>
</tr>
<tr>
<td></td>
<td>• Types of plan – Year Plan, unit plan/ Syllabus grid, Resource Plan- their need, significance steps and procedure for preparation</td>
<td>Co- operative learning</td>
<td>Videos observation</td>
</tr>
<tr>
<td></td>
<td>• Lesson templates/ Teaching Manuals – Need characteristics, principles, values and advantages</td>
<td>Meaningful verbal learning</td>
<td>Script for video lesson</td>
</tr>
<tr>
<td></td>
<td>• Designing / format and steps in criticism</td>
<td>Prepare model year plan/ unit plan</td>
<td>ICT enabled lesson plans</td>
</tr>
<tr>
<td>2. To capacitate systematic planning and designs of lesson templates</td>
<td></td>
<td>Prepare script for video lesson</td>
<td>Demonstration lesson</td>
</tr>
<tr>
<td>3. To develop skills in preparing lesson templates</td>
<td></td>
<td>Prepare ICT enabled lesson</td>
<td>Criticism lesson (practical evaluation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video lesson / demonstration classes -observation</td>
<td><strong>Internal Test ( Unit 1 &amp; 2)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online learning</td>
<td>CE-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web search</td>
<td></td>
</tr>
</tbody>
</table>

**Reference**

- http://answers.yahoo.com/question
- http://www.ierg.net/lessonplans/unit plans.php
- Geography textbook of standard 8-10th of Kerala state /Teachers Hand book in Geography for standards 8, 9 & 10
- NCERT: Standard 11th 12th Geography textbook
**Unit 3. Essential Requirements for Teaching Geography**  (14 Hours + 6 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To equip prospective teacher educators in developing teaching skills through micro-teaching practices | • Requirements for learning –process skills and pre-requisites  
• Student skills and student efforts in learning  
• Teaching-learning skills and competencies  
• Skills in using ICT  
• Micro-teaching  
• Meaning, concepts, principles  
• Phases, steps, skills  
• Link practices  
• Lesson templates, practice and assessment mechanisms | Demonstration  
Reflective practices  
General discussion  
Analysis of video performance  
Experimental learning  
Web search  
Online learning | • Micro-teaching lesson notes/plans (Ten skills) one skill per student  
• Performance in skill presentation (practical evaluation)  
• Assignments |
| 2. To generate skill orientation among prospective teacher educands through practical experiences | | | |
| 3. To familiarise with the basic requirements for learning | | | |

**Reference**

- Varma. O.P & Vedanayagam E.G, (1993), Geography teaching, New Delhi, sterling Publishers
- Dave, Pushkin (2001). Teacher Training California: ABC CL 10
## Unit 4. Instructional Resources in Teaching and Learning of Geography  (14 Hours + 6 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conscientize the inevitable role of various instructional support in effective instructional practices</td>
<td>• Instructional Resources- need, significance, values and types</td>
<td>Demonstration Illustration</td>
<td>• Handling of various instructional aids</td>
</tr>
<tr>
<td></td>
<td>• Local resources and its importance in Geography</td>
<td>General discussion</td>
<td>• Seminar (preparation presentation and report)</td>
</tr>
<tr>
<td>2. To acquire skills in constructing and using different instructional aids</td>
<td>• Text book – importance, characteristics and criterion for selection</td>
<td>Workshop</td>
<td>• CE-2</td>
</tr>
<tr>
<td>3. To familiarize with the basic resources for teaching Geography</td>
<td>• Hand books, Sourcebooks, Workbooks, Reference books</td>
<td>Displays</td>
<td>• Observe and practice usage of learning aids during school induction programme and practice teaching</td>
</tr>
<tr>
<td></td>
<td>• Graphic aids – charts graphs, picture, maps, atlas 3D- aids –globe, models, relics</td>
<td>Lecture</td>
<td>• Working for preparation of innovative learning aids/ instructional resources</td>
</tr>
<tr>
<td></td>
<td>• Audio/ AVaids- Radio, TV, film, computers</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Display boards- chalkboard, bulletin boards, Interactive board</td>
<td>Preparing assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Projected aids- OHP, LCD, Video</td>
<td>Internet access</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Activity aids – Excursion, field trips</td>
<td>Web search</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Handling of various instructional aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Seminar (preparation presentation and report)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CE-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observe and practice usage of learning aids during school induction programme and practice teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Working for preparation of innovative learning aids/ instructional resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reference
- Varma O.P & Vedanayagam, E.G (1993 Geography Teaching, New Delhi, Sterling Publishers
EDU- 04.12 – THEORETICAL BASE OF COMMERCE EDUCATION

(Theoretical discourses - 60 Hrs + CE- 30 Hours)

Objectives

- To familiarize with the conceptualized version of components required to enter in teaching profession
- To mould the prospective teacher educators to uphold the professional spirit in diverse angles
- To equip with varied dimensions of commerce education strands
- To compete with constructs aims and objectives of teaching commerce
- To gain an outlook of key ideology in the psychological bases in commerce education
- To analyze the unique features of different instructional methods suited for teaching commerce
- To proficient in select most appropriate teaching methods in varied context and content
- To opt and practice apposite techniques to extract process and product in commerce teaching
- To interlock ‘strategies in teaching’ in effective instructional practices of commerce education

Contents :

- Unit: 1 Introduction to Teaching and Learning
- Unit: 2 Nature, Scope and Development of Commerce Education
- Unit: 3 Aims and objectives of teaching Commerce
- Unit: 4 Instructional Methods, Techniques and strategies in Commerce Teaching

### Unit: 1 Introduction to Teaching and Learning (14 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with the conceptualized version of components required to enter in teaching profession</td>
<td>Teaching - profession and service, Principles and Maxims of teaching, Instruction, Factors determine effective instruction, classroom Interactions, Learner, Learning, Learning environment, classroom as a social laboratory.</td>
<td>Meaningful verbal presentation Brain storming Case analysis of 2/3 famous teachers Buzz session to</td>
<td>Idea generating exercises Case analysis presentation</td>
</tr>
</tbody>
</table>
2. To mould the prospective teacher educators to uphold the professional spirit in diverse angles

- Teacher, Teacher as professional; Continuing Professional Development (CPD), Teacher responsibilities; multifarious roles: knowledge worker, facilitator, scaffold, mentor, social engineer, counselor, reflective practitioner and digital migrant.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the basic concepts of commerce as a discipline</td>
<td>- Commerce as a distinctive discipline, Scope of commerce in nation’s prosperity, Modernization of commerce through technological advancement and LPG.</td>
<td>Meaningful verbal learning Participatory approach</td>
<td>Preparation of report on teacher Presentation Comparison grid preparation - Correlation of Commerce education with other subjects</td>
</tr>
<tr>
<td>3. To integrate essential interdisciplinary attributes in commerce education.</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
</tbody>
</table>

Unit: 2 Nature, Scope and Development of Commerce Education. (12 Hrs + 7 Hrs)
### UNIT 3: Aims and objectives of Teaching Commerce (14 Hrs + 10 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To compete with constructs aims and objectives of teaching commerce</td>
<td>• Aims of Teaching Commerce</td>
<td>General discussion</td>
<td>• Comparative analysis - Bloom’s taxonomy of Instructional objectives traditional with Revised one</td>
</tr>
<tr>
<td></td>
<td>• General objectives of teaching commerce</td>
<td>Analytical study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bloom’s taxonomy of Instructional objectives (Revised)</td>
<td>Group investigation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objectives –NCERT</td>
<td>Focus group discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Curricular objectives and Principles of framing curricular objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To endow with the significance of Taxonomy of instructional objectives in commerce education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UNIT 4: Instructional Methods, Techniques and Strategies (20 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To analyze the unique features of different instructional methods suited for teaching commerce</td>
<td>• Methods of teaching – criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods – Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case study, Source method, Inductive and Deductive, Analytical and Synthetic method.</td>
<td>Seminar Debate Buzz session Quiz session Problem solving method Project method</td>
<td>• Report presentation &amp; verification</td>
</tr>
<tr>
<td>2. To proficient in select most appropriate teaching methods in varied context and content.</td>
<td>• Techniques of Teaching – Drill, Brainstorming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To opt and practice appropriate techniques to extract process and product in commerce teaching</td>
<td>• Instructional strategies – Co operative learning strategies, Collaborative learning strategies, Scaffolding strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References

EDU – 05.12: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – COMMERCE

(Theoretical discourses- 60 Hrs + CE- 30 Hrs)

Objectives

• To understand the key aspects involved in systematic PCK analysis
• To develop skill and competencies in analyzing the content of higher secondary commerce text book
• To justify the importance and phases of instructional planning in commerce discipline
• To analyze the essential pre requisites/requirements for teaching commerce education
• To capacitate systematic planning and to develop skills in designing lesson templates
• To equip prospective teacher educands in developing teaching skills through micro teaching practices
• To conscientize the inevitable role of various instructional resources in effective instructional practices.

Contents :

Unit 1 Introduction to Pedagogical content knowledge analysis
Unit 2 Instructional Planning and Designing Lesson Templates
Unit 3 Essential Requirements for Teaching Commerce Education
Unit 4 Instructional Resources in Teaching and Learning of Commerce

Unit: 1 Nature and Scope of Pedagogical content knowledge analysis (11 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the key aspects involved in systematic PCK analysis</td>
<td>Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce discipline. Relationship between pedagogic with content analysis Content Analysis – Procedure, facts, concepts, principles.</td>
<td>Narrative expression session Text book analysis Collaborative learning Discussion</td>
<td>Pedagogic Content Knowledge analysis presentation Brief report on higher secondary text book analysis</td>
</tr>
</tbody>
</table>
3. To develop skill in analyzing the content of higher secondary commerce text book

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To justify the importance and phases of instructional planning in commerce discipline</td>
<td>• Instructional planning – Importance, Phases, Types - Year plan, Unit plan, Lesson plan, Resource unit</td>
<td>Descriptive method Group discussion</td>
<td>• Discussion lessons (5 Nos)</td>
</tr>
<tr>
<td>2. To capacitate systematic planning and designs lesson templates</td>
<td>• Procedure for the Preparation of year plan, unit plan and lesson plan</td>
<td>Demonstration method Co-operative learning Meaningful verbal learning</td>
<td>• Video observation (2 Nos)</td>
</tr>
<tr>
<td>3. To develop skills in preparing lesson plan</td>
<td>• Designing Lesson Templates – Business Studies and Accountancy.</td>
<td></td>
<td>• Script for video lesson (1 No)</td>
</tr>
</tbody>
</table>

Unit: 2 Instructional Planning and Designing Lesson Templates (20 Hrs + 12 Hrs)

Unit: 3 Essential Requirements of Teaching Commerce Education (16 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To equip prospective teacher educands in developing teaching skills through micro teaching practices</td>
<td>• Essential requirements – Teaching Competencies and Skills.</td>
<td>Experiential learning Demonstration Reflective practices</td>
<td>• Micro teaching lesson notes/plans (Ten skills/1 skill per student)</td>
</tr>
<tr>
<td></td>
<td>• Micro teaching - Meaning, Phases, steps.</td>
<td></td>
<td>• Performance in skill presentation</td>
</tr>
<tr>
<td></td>
<td>• Micro teaching – Lesson templates, Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self directed learning
2. To generate skill orientation among prospective teacher educands through practical experiences and assessment mechanisms.
   - Skills in using ICT
   - Link practice.
   General discussion
   Demonstration method
   Analysis of video records

**Unit: 4 Instructional Resources in Teaching and Learning of Commerce (13 Hrs + 6 Hrs)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To acquire skills in constructing and using different instructional aids.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**References**
- Cooper, James M(1990) Classroom teaching skills. US: DC Health & Co
- Higher secondary business studies and accountancy text book (Plus 1 & Plus 2). SCERT, KERALA
• Teacher’s handbook of business studies and accountancy text book (Plus 1 & Plus 2). SCERT, KERALA
• http://religionmanuals.tpub.com/14229/css/14229_322.htm
• http://www.scribd.com/doc/24590843/Micro-Teaching-Skills
• http://answers.yahoo.com/question/
• http://en.wikipedia.org/wiki/Wiki
• http://www.ierg.net/lessonplans/unit_plans.php
• http://www.csun.edu/science/ref/pedagogy/pck/
• http://en.wikipedia.org/wiki/Technological_Pedagogical
EDU - 04.13 : THEORETICAL BASE OF HOME SCIENCE EDUCATION

(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:
• To make the prospective teachers understand the scope and nature of Home Science teaching at different levels of learning
• To get acquainted with the aims and objectives of teaching and learning Home Science
• To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Home Science
• To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Home Science

Contents:
• Unit 1: General Introduction to Teaching and Learning
• Unit 2: Home Science – A conceptual Analysis
• Unit 3: Aims and Objectives of Teaching Home Science
• Unit 4: Methods and Strategies for Teaching Home science

Unit I: General Introduction to Teaching and Learning (10+5=15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint student teachers with the process of teaching learning in the changing scenario</td>
<td>Classroom as an organization-Teacher and Learner, Definitions of learning from different point of view (behaviouristic, cognitive and constructivist), Interdependence of Teaching-Learning process.</td>
<td>Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups PBL Video streaming</td>
<td>Performance Assessment in group discussion Tests Peer evaluation</td>
</tr>
<tr>
<td>2. To familiarize with the maxims of teaching</td>
<td>Changing concept of classroom environment- classroom climate- An introduction to conducive, learner friendly, inclusive, Virtual learning environment (VLE) and Classroom without walls</td>
<td></td>
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</tr>
<tr>
<td>3. To understand the concept of learning given by behaviourists, cognitivists and constructivists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To familiarize with the changing classroom environment</td>
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</tbody>
</table>
5. To develop understanding in Continuing Professional Development
6. To acquaint with the qualities, duties and responsibilities of science teacher
7. To understand the changing roles of teacher in the present scenario

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To comprehend the nature and scope of Home Science | • Nature of Home science- Home Science-Science as well as art, Areas of Home science  
• Significance of Home Science education in school curriculum.  
• Related Branches of Home science-Physiology, Microbiology, Biochemistry, Information Technology. | Group discussion  
Seminar  
Workshop symposium | • Document analysis  
• Online assessment  
• Quiz programme |
**Unit 3: Aims and Objectives of Teaching Home Science (25+4=29 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the aims and objectives of teaching Home science</td>
<td>• Broad aims of teaching Home science to fulfill the national goals of education with special reference to</td>
<td>Meaningful verbal expression</td>
<td>• Questioning</td>
</tr>
<tr>
<td>2. To understand the different taxonomies of instructional objectives</td>
<td>• Population control</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>• Participation in group discussions</td>
</tr>
<tr>
<td>3. To identify the importance of objective based instruction</td>
<td>• Increase in food production</td>
<td>Lecture cum discussion</td>
<td>• Participant observation</td>
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<td></td>
<td>• Eradication of diseases</td>
<td>-Digital presentation</td>
<td>• Tests</td>
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<td></td>
<td>• Better nutrition</td>
<td>Blog searching</td>
<td>• Blog posting</td>
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<tr>
<td></td>
<td>• Conservation of natural resources</td>
<td>Reflective practices</td>
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<td></td>
<td>• Scientific attitude</td>
<td>Assignment</td>
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<td></td>
<td>• Objective based instruction- Instructional objectives, Specific objectives, learning experience, Evaluation</td>
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<tr>
<td></td>
<td>• Taxonomy:</td>
<td></td>
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<td></td>
<td>• Bloom's Taxonomy,1956.</td>
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<td></td>
<td>• Revised Bloom's Taxonomy(Anderson and Krawthwohl),1990.</td>
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<td></td>
<td>• Mc Cormack and Yager Taxonomy of Science Education, 1989</td>
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<tr>
<td></td>
<td>• Technology Integrated Taxonomy- Aims and Objectives of teaching Home science</td>
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<td></td>
<td>with respect to NCF(2005), KCF(2007)</td>
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</tbody>
</table>
### Unit 4: Methods and Strategies for Home Science Teaching (25+6=31 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand methods, strategies and techniques of teaching Home Science</td>
<td>• An introduction - Meaning and Definition of Strategies, Methods, Techniques and Approaches</td>
<td>Meaningful verbal expression</td>
<td>• Analysis in group discussion.</td>
</tr>
<tr>
<td>2. To distinguish between teacher initiated and learner initiated methods</td>
<td>• Teacher initiated methods- Lecture method and Lecture demonstration method.</td>
<td>Group discussion</td>
<td>• Participant observation.</td>
</tr>
<tr>
<td>3. To identify and comprehend the different strategies, methods and approaches and techniques in teaching Home Science</td>
<td>• Learner initiated methods- Laboratory method, assignment method, Project method, Inductive method, Problem Solving method, Supervised Study</td>
<td>Peer instruction</td>
<td>• MCQ based discussion.</td>
</tr>
<tr>
<td></td>
<td>• Approaches- Inductive, Deductive, Constructivist, Modular, Multimedia, Interdisciplinary approaches</td>
<td>Brain storming</td>
<td>• Project evaluation</td>
</tr>
<tr>
<td></td>
<td>• Techniques- Debate, Seminar, Symposium, Discussion, Discussion 66, Buzz session, Brain storming, Simulation, Role play, Field trip, Panel discussion, Colloquium.</td>
<td>Debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self instruction strategies- programmed instruction- CAI, CMI</td>
<td>Symposium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cooperative /collaborative strategies of learning for less able, able and more able (Differential Teaching)</td>
<td>Small group projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explicit teaching</td>
<td></td>
</tr>
</tbody>
</table>
Reference

- Anderson, W. Lorin., and Krathwohl, David. R., A Revision of Bloom’s Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives Complete (Edn.)

Internet References

- http://archive.org/stream/modernmethodsand029422mbp/modernmethodsand029422mbp_djvu.txt
- http://books.google.com/books/about/Modern_Methods_and_Mater...
- http://www.amazon.com/Teaching-Secondary-School-Science-Stra...
EDU-05.13: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - HOME SCIENCE

(Theoretical discourses - 60 hrs, CE - 30 hrs,)

Objectives:
• To develop practical field based skill and experience in resource development and learning experience designing while transacting the Home Science curriculum.
• To comprehend the dimensions of pedagogic analysis.
• To analyze the Higher Secondary / Vocational Higher Secondary School Home Science Syllabus based on pedagogical Content Knowledge.
• To identify and develop teaching skills specially required for teaching Home Science.
• To understand and prepare teaching manuals based on different instructional strategies.
• To prepare and use suitable learning aids for Home Science teaching.
• To enrich the capabilities of prospective Home Science teachers during and after the pre service education.

Contents:
- Unit 1: Introduction to Pedagogic Content Knowledge
- Unit 2: Instructional Planning for teaching Home science
- Unit 3: Essential Requirements of Teaching Home Science
- Unit 4: Resources in Teaching and Learning of Home Science

**Unit 1: Introduction to Pedagogic Content Knowledge (14+7=21 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning | • Pedagogic Content Knowledge (PCK)- Meaning and Scope.  
• Content analysis- Meaning, Purpose and steps.  
• PCK Analysis - Content Analysis, Learning outcomes, Pre requisites, Inputs that enrich Meaningful verbal expression  
Group discussion  
Document writing | Meaningful verbal expression  
Group discussion  
Document writing | • Analysis in group discussion  
• Report on Higher Secondary / Vocational Higher Secondary text book analysis  
• Peer evaluation |
| 2. To understand the steps involved in PCK analysis | | | |
3. To apply the principles of pedagogic analysis.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the planning of instruction</td>
<td>• Planning- Need and Importance.</td>
<td>Meaningful verbal expression, Group discussion, Explicit teaching seminar, co-operative learning</td>
<td>• Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To develop understanding of different types of planning</td>
<td>• Different types of planning- Purposes and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Herbartian steps Behaviourist and Constructivist formats</td>
<td>Group discussion</td>
<td>• Assessment of optional notebook entries</td>
</tr>
<tr>
<td>3. To design lesson templates based on different formats</td>
<td></td>
<td>Explicit teaching</td>
<td>• Discussion lesson template preparation (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>seminar</td>
<td>• Observation and analysis of video of sample classes (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>co-operative learning</td>
<td>• Demonstration lessons (3)</td>
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<td></td>
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<td>• Blog creation</td>
</tr>
</tbody>
</table>
### Unit 3: Essential Requirements of Teaching Home Science (18+10=28 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify competencies required for a teacher to be professional.</td>
<td>• Teacher Competencies-Subject competencies, Pedagogical competencies, Technological competencies.</td>
<td>Meaningful verbal expression, Group discussion, Document analysis and peer evaluation, Document analysis</td>
<td>• Analysis in group discussion, Lesson segment preparation, Observation schedule designing, Think, Pair and Share sessions, Recording and evaluation of Micro Teaching Lessons (10 skills / one skill per student)</td>
</tr>
<tr>
<td>2. To develop understanding of various teaching skills</td>
<td>• Teaching skills- definition, core teaching skills, components of teaching skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To understand microteaching and its relevance in the development of teaching skills</td>
<td>• Microteaching - Definitions and meaning, objectives, principles, steps, microteaching cycle, Development of selected teaching skills- Set induction, Reinforcement, Explaining, Illustrating with examples, Probing questions, Using chalk board, Stimulus variation, Using audio-visual aids, discussion, promoting pupil participation, Classroom management.</td>
<td>Video observation, Reflective practices</td>
<td></td>
</tr>
<tr>
<td>4. To design, practice and document micro lessons in Home Science</td>
<td>• Link Practice</td>
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</tbody>
</table>

### Unit 4: Resources in Teaching and Learning of Home Science (12+7=19 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the importance of learning aids and improvised aids in learning Home Science</td>
<td>• Design and development of Learning aids and improvised aids for effective learning, significance of audio-visual aids in teaching learning of home science.</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Participant observation, Analysis in group discussion, Class test, Material Development Circles</td>
</tr>
</tbody>
</table>
2. To acquire hands-on experience in designing and developing suitable learning aids for classroom instruction.
3. To develop understanding in resource mapping.

| Text book- Qualities, how to evaluate a good text book in Home Science |
| Resource Mapping |

**Reference**

**Internet References**
- http://instedd.org/technologies/resource-map/
- http://archive.org/stream/modernmethodsand029422mbp/modernmethodsand029422mbp_djvu.txt
- http://books.google.com/books/about/Modern_Methods_and_Mater
EDU – 101.2 : Yoga, Health and Physical Education
(2 credits – 60 hours & 50 marks)

Objectives

- To get acquainted with the meaning, aims and objectives of Physical Education
- To understand the concept of Physical fitness and chalk out physical fitness workout plans
- To get acquainted with type of exercises and understand the health benefits of physical exercises
- To get acquaint with the Yoga techniques (Pranayamas)
- To understand the Holistic and curative aspects of yoga
- To practice of Yoga & recreational activities

Contents

- Unit - 1 Physical Education-def, meaning, aims and objectives
- Unit - 2 Physical Fitness – definition, components, activities
- Unit - 3 Types of Exercises – Health benefits, effect on physiological systems
- Unit- 4 Concept, principles and practice of Yoga.

Unit – 1: Physical Education-def, meaning, aims and objectives

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get acquainted with the meaning, aim and objectives of Physical Education | Physical Education – 8 hours
  - Definition
  - Meaning, need and importance
  - Aims and objectives
  - Dimensions
  - General health of Students | Verbal Expression | 1. Written test |

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### Unit – 2: Physical Fitness – definition, components, activities

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize the physical fitness components and the modes of developing them. | • Physical Fitness – 12 hours  
  - Definition  
  - Components of Physical Fitness  
  - Health related Physical Fitness  
  - Activities for developing Physical Fitness components  
  - Practice | Theoretical orientation  
  Fitness centre work out sessions  
  Group activity | • Projects  
  • (work out plans)  
  • Performance analysis |

### Unit – 3: Types of Exercises – Health benefits, effect on physiological systems

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity.  
  2. To have a practical knowledge on physical workout plans | • Types of Exercises – 15 hours  
  - Aerobic and Anaerobic Exercises  
  - Isotonic, Isometric and Isokinetic Exercises  
  - Health benefits of Physical Exercises  
  - Effect of exercise on Circulatory, Respiratory and Muscular Systems  
  - Practice of exercises | Theoretical orientation  
  Fitness centre work out sessions  
  Group activity | • Assignments  
  • Group projects |
Unit- 4 : Concept, principles and practice of Yoga.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get acquaint with the concept and techniques of Yoga (Pranayamas). | **Yoga – 25 hours**  
- Meaning, Concept, history, need and importance of yoga.  
- Principles of Yoga  
- Elements of Yoga  
- Holistic and curative aspects of Yoga  
- Components that improve memory ; Asanas, Pranayama, Meditation.  
- Pranayama (breathing techniques)  
- Relaxation techniques : Asanas(steps to follow and benefits).-practice of yoga. | **Theoretical presentation**  
**Demonstration**  
**Group activity**  
**Partner practice forms.** |  
- Group assessment  
- Participation  
- Practicing yoga  
- Demonstration  
- Partner assessment  
- Individual assessment |
| 2. Holistic and curative aspects of Yoga. |  |  |  |
| 3. Practice of Yoga |  |  |  |

**Guidelines for Practical Work**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare a personal health chart</td>
<td>5</td>
<td>Physical Education Record - 15 marks</td>
</tr>
<tr>
<td>Practice of Yoga</td>
<td>10</td>
<td>Internal written examination - 10 marks</td>
</tr>
<tr>
<td>Initiative, effort and participation in games</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

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EDU – 101.3 : ART AND AESTHETICS EDUCATION.
( Credit – 1, carries 25 marks/30 hours )

Contents :

Introduction to Art and Culture.
• Importance of art and art forms in Educational context.
• The need of aesthetic sense for teacher and learner

Fine arts.
• Knowledge and familiarization of Visual arts-painting, drawing, pencil drawing, charcoal and crayon.

Art and culture.
• Cultural depiction in Monuments of India and Kerala, ritual arts, Folk arts, Regional arts forms in Kerala.

Practicals:
• Making of geometrical shapes, greeting cards, fabric painting, glass painting, models, charts etc – 5 nos. ( 10 marks)
• Visit to any monument of cultural importance (local) and prepare a report (not exceeding 10 pages) on its artistic and cultural relevance ( 5 marks)
• Write up on any one art form or culture of India/ Kerala -presentation not exceeding 15 pages. (10 marks )
SEMESTER – II

Instructional hours per Subject : 90 (Theoretical Discourses – 60 & CE – 30 hours)

Perspectives in Education/Core Subjects:
EDU-06 : Education in Indian Society.
EDU-07 : Perspectives of Learning and Teaching.
EDU-08 : Assessment in Education.

Curriculum and Pedagogic courses/Optional subjects:
EDU-09. 1-13 : Curriculum and Resources in Digital Era: ............Education.
EDU-10. 1-13 : Techno-Pedagogic Content Knowledge Analysis: .................
EDU - 06: EDUCATION IN INDIAN SOCIETY

Hours to transact:  90 hrs (Theoretical Discourses – 60 & CE- 30)

Objectives

- To Develop an understanding of the evolution of education in Indian society
- To identify the role education in national development
- To recognize initiatives in modern Indian education
- To analyse the challenges in Indian education and the role of teacher in the changing scenario
- To familiarise with the emerging trends of education

Contents:

UNIT I: MILESTONES IN INDIAN EDUCATION (35hrs)
UNIT II EDUCATION FOR ECONOMIC AND NATIONAL DEVELOPMENT (10hrs)
UNIT III INITIATIVES IN INDIAN EDUCATION (20hrs)
UNIT IV: CHALLENGES AND TRENDS IN INDIAN EDUCATION (25 hrs)

UNIT 1: MILESTONES IN INDIAN EDUCATION (35 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To develop an understanding of the evolution of education in Indian society</td>
<td>Dravidian education- social structure-</td>
<td>Historical method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>literature-Institutions for scholastic,</td>
<td>Integrating ICT</td>
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<td></td>
<td></td>
<td>recreational and legal functions- role of</td>
<td>Lecture-discussion</td>
</tr>
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<td></td>
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<td>‘salai ‘in higher education</td>
<td>e- learning</td>
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<tr>
<td></td>
<td></td>
<td>Vedic education-characteristics and</td>
<td>Document analysis</td>
</tr>
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<td></td>
<td></td>
<td>curriculum- significance of Upanishad in</td>
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<td></td>
<td></td>
<td>maintaining world peace and sustainable</td>
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<td>development - vidya and vaidya, two</td>
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<td></td>
<td></td>
<td>pillars of a civilized society.</td>
<td></td>
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<td>Buddhist education- aim of education</td>
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<td></td>
<td></td>
<td>and curriculum-</td>
<td></td>
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<td></td>
<td></td>
<td>Significance of non violence and attitude</td>
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</tr>
<tr>
<td>2.</td>
<td>To acquaint with existing educational policies and commissions in India</td>
<td></td>
<td>Role Performance Analysis in group Discussion</td>
</tr>
<tr>
<td>3.</td>
<td>To understand changes of education system in Kerala</td>
<td></td>
<td>Involvement in Debates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seminar Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Internal Test</td>
</tr>
</tbody>
</table>
against materialistic life style.

- A brief account on history of Indian education during British period
- Evolution of education in Kerala (Ancient to modern period)

Reference
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Right to Education Act -2009
- UNESCO reports on Teacher education
- http://www.gktoday.in/rashtriya-ucchatar-shiksha-abhiyan
- UNESCO reports on Teacher education
- http://www.gktoday.in/rashtriya-ucchatar-shiksha-abhiyan

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UNIT 2: EDUCATION FOR ECONOMIC AND NATIONAL DEVELOPMENT (10hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the relationship between education and national development</td>
<td>• Social Indices of National Development</td>
<td>Meaningful verbal expression</td>
<td>• Role Performance Analysis in group Discussion</td>
</tr>
<tr>
<td></td>
<td>• Education as an investment- Share of GDP to Education</td>
<td>Document analysis</td>
<td>• Extent of awareness on contemporary educational events</td>
</tr>
<tr>
<td></td>
<td>• ‘Educated unemployment’- Causes and Remedies</td>
<td>Panel Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Education an instrument for intellectual property and inventions and discoveries for the welfare of the society- (IPR)- Industrial property rights- copy rights and related rights</td>
<td>Debates</td>
<td></td>
</tr>
<tr>
<td>2. To understand the role of IPR in national development</td>
<td></td>
<td>Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Reference
- http://knowledgecommission.gov.in/

UNIT 3: INITIATIVES IN INDIAN EDUCATION (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with the functions of state and central Apex bodies of education to familiarize constitutional goals pertaining to education</td>
<td>• Programmes and Schemes - DPEP, SSA, RMSA, RUSA</td>
<td>Debates</td>
<td>• Performance in debates</td>
</tr>
<tr>
<td></td>
<td>• Apex bodies- CABE, NCERT, SCERT, DIET, UGC, NCTE, NAAC, NUEPA, NKC</td>
<td>Lecture discussion</td>
<td>• Seminar presentations</td>
</tr>
<tr>
<td></td>
<td>• Constitutional Goals - Articles of Indian Constitution Pertaining to Education –</td>
<td>Documentation and discussion</td>
<td>• An extension activity related to the field of reference may be conducted</td>
</tr>
</tbody>
</table>

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Preamble.
- Article 21 A, Article 14, Article15, Article 30, Article 45, Article 46, Article 41, Article 51 A, Article 350A, Article 351
- Right to Education Act 2009

Reference

UNIT IV: CHALLENGES AND TRENDS IN EDUCATION (25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze the challenges of Indian Education | • Current Problems of Indian education – Primary- secondary- higher education  
• Population Education – Need, Trends in Demography, Population explosion and adverse effects  
• Human Rights education- Meaning and significance  
• Peaceful coexistence and need for peace education  
• Inclusive class room –challenges with special reference to child in need and care of protection and child in conflict law.  
• Futurology of education | Brain storming  
Debates  
Lecture- discussion ICT | • Analysis in group Discussion  
• Extent of awareness on contemporary educational events |
| 2. To synthesis the significance of human rights education and peace education | | |
| 3. To keep awareness on futurology of education | | |

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Reference

EDU - 07 : Perspectives of Learning and Teaching
(Theoretical Discourses – 60 & CE – 30 hours)

Objectives: To enable the student teacher to:

1. To understand the concept, nature and factors influencing learning
2. To gain an insight into the mental processes involved in learning
3. To develop an understanding of the process of learning through various theoretical perspectives
4. To familiarise the cognitive functions of learning
5. To conceptualise the basics of neuroscience
6. To understand motivation and its educational significance
7. To develop an understanding of the concept and areas of Individual difference.
8. To explain the concept and types of ‘exceptional children’.
9. To conceptualise Learning Disability and inclusive education
10. To develop skills to educate students with special needs.

Contents:

• **UNIT I NATURE OF LEARNING**
• **UNIT II COGNITIVE PROCESSES IN LEARNING**
• **UNIT III THEORIES OF LEARNING**
• **UNIT IV INDIVIDUAL DIFFERENCES IN LEARNING**

**UNIT I NATURE OF LEARNING** 20hours (15T+ 5P)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the concept, nature and factors influencing learning.</td>
<td>Meaning, Definition &amp; Characteristics of learning, Factors affecting learning - learner, Method and Task variables, Learning curve, Plateau in learning, Study habits - Concept and methods, Transfer of Learning.</td>
<td>Lecturing</td>
<td>Test paper</td>
</tr>
<tr>
<td>2. To develop an understanding of the process of learning</td>
<td>Motivation - Concept, Types, strategies &amp; educational Implications. Theory of</td>
<td>Group discussion on factors affecting learning</td>
<td>Assignments</td>
</tr>
<tr>
<td>3. To familiarise the concept of memory and forgetting</td>
<td></td>
<td>Brainstorming on method and task</td>
<td>Practicum</td>
</tr>
<tr>
<td>4. To conceptualise the role of motivation in learning</td>
<td></td>
<td></td>
<td>Presentation in seminars</td>
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<td></td>
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<td></td>
<td>Performance based assessment</td>
</tr>
</tbody>
</table>
5. To familiarise the concept of achievement motivation

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarise the cognitive processes</td>
<td>Sensation and Perception- factors, laws, Concept formation, Illusion cognitive functions -Thinking, Reasoning-Problem solving and Metacognition Memory- Concept; Types &amp; Strategies to develop memory, Forgetting- causes and problems Cognitive neuroscience- basic concepts and relevance in learning</td>
<td>Lectures Preparation of a Concept map Group discussion on strategies for improving Memory, Reasoning and Problem solving Memory test</td>
<td>Test paper Performance based assessment Practical work</td>
</tr>
<tr>
<td>2. To conceptualise cognitive capacities</td>
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<tr>
<td>3. To understand the relevance of cognitive skills in learning</td>
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<tr>
<td>4. To familiarise the basic concepts of cognitive neuroscience</td>
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</tr>
</tbody>
</table>

Reference


UNIT II COGNITIVE PROCESSES IN LEARNING 20hours (15 T+ 5 P)
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an understanding of the process of learning through various theoretical perspectives&lt;br&gt;2. To familiarise behaviouristic, constructivist and information processing approaches in learning&lt;br&gt;3. To compare the different approaches in learning&lt;br&gt;4. To develop learning strategies based on different perspectives</td>
<td>• Behaviourist approach- Thorndike, Pavlov and Skinner.&lt;br&gt;• Cognitive approach- Gestalt, Kurt Lewin,&lt;br&gt;• Constructivist approach- Individual and Social- Piaget, Bruner &amp;. Vygotsky.&lt;br&gt;• Social learning theory- Albert Bandura&lt;br&gt;• Gagne’s hierarchy of learning.&lt;br&gt;• Expository learning- Ausubel&lt;br&gt;• Information processing approach to learning- Atkinson and Shiffrin</td>
<td>Lectures&lt;br&gt;Critical evaluation of different approaches - Use peer tutoring technique-&lt;br&gt;List suitable learning activities based on constructivist approach&lt;br&gt;Cooperative and</td>
<td>• Performance in activities&lt;br&gt;• Test paper&lt;br&gt;• Group discussion&lt;br&gt;• Assignments</td>
</tr>
</tbody>
</table>
Collaborative Learning activities
Debate on Behaviourism vs constructivism
Psychology lab experiments (any two)

Reference
• Schunk, D.H (2011); Learning Theories: An Educational Perspective, India: Pearson

UNIT IV INDIVIDUAL DIFFERENCES IN LEARNING 30 Hours (20 T+ 10P)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an understanding of the concept and areas of Individual difference.</td>
<td>• Concept of Individual Differences- Areas of individual Differences - Interest, Attitude and Aptitude</td>
<td>Lectures</td>
<td>• Test paper</td>
</tr>
<tr>
<td>2. To equip the teacher for understanding the learner in the context of their socio cultural and educational background</td>
<td>• Persons with disability- Types of disability – congenital, acquired, physical, mental and sub-categories: developmental delays, degenerating conditions, sensory, neural, orthopaedic, multiple disabilities.</td>
<td>Field visits</td>
<td>• Assignments</td>
</tr>
<tr>
<td>3. To familiarize the specific factors leading to individual difference.</td>
<td>• Models of Education for children with special needs: Special Schools,</td>
<td>Institutional survey</td>
<td>• Practical activities</td>
</tr>
<tr>
<td>4. To develop skills to educate students with special needs.</td>
<td></td>
<td>Identification of exceptional categories</td>
<td>• Field visit reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design of learning</td>
<td>• Performance assessment</td>
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<td></td>
<td></td>
<td></td>
<td>• Observation reports</td>
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<td></td>
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<td>• Intervention activities</td>
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<td>• Practicum</td>
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</tbody>
</table>
5. To familiarise inclusive education     Integrated Education, Inclusive Education.
6. To gain experiential learning in dealing special categories of students

- Understanding the educational needs of Exceptional learners - Gifted and Slow Learners, Underachiever, Mentally Challenged, ADHD, Learning Disability-Dyslexia, Dysgraphia, Dyscalculia and Dyspraxia, Autism, Deafness, Blindness, Deaf-blindness.
- Understanding accommodations, accessibility, Assistive technology in the educational environment.

<table>
<thead>
<tr>
<th>strategies for exceptional categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars/ Discussions</td>
</tr>
<tr>
<td>First hand experience with exceptional learners and learning disabled children</td>
</tr>
<tr>
<td>Direct experience in special schools</td>
</tr>
<tr>
<td>Screening of movies that have first hand educational experiences.</td>
</tr>
</tbody>
</table>

Reference


Personality Classic Theories & Modern Research. New Delhi, Pearson Education
Sindhu, I.S., (2013); Educational Psychology: India

Websites
http://www.libraries.psu.edu/
http://www.teacher.net
www.moodle.org
http://teamwork.sg/teamwork/schoolportal.aspx
http://www.enhancelearning.co.in/SitePages/Index.aspx
http://www.e-learningforkids.org/courses.html
http://en.wikipedia.org/wiki/Wiki
http://www.webopedia.com/welcomead/
http://www.filehippo.com/
http://www.padtube.com/Windows
EDU - 08 : ASSESSMENT IN EDUCATION.
(Theoretical Discourses – 60 & CE – 30 hours)

Objectives:

The student teachers will be able to:

• Understand the concept and nature of Assessment and Evaluation in education
• Understand the role of Assessment and Evaluation in teaching-learning process
• Examine the contextual roles of different forms of assessment in schools
• Acquaint with the new evaluation practices in education
• Realize different dimensions of learning
• Familiarize with various assessment procedures, tools and techniques
• Develop an investigatory attitude through a proper understanding of the paradigms of research
• Develop the capability for research embedded instruction
• Integrate action research practices in the teaching-learning context
• Develop ability in analyzing and interpreting assessment data
• Understand the methods of finding important statistical measures and representing data using graphs

Contents

UNIT I: Perspectives on Assessment and Evaluation (25 hrs)
UNIT II: Tools and Techniques to assess Learner’s performance (20 hrs)
UNIT III: Basic Statistics for Analysis and Interpretation of Assessment data (25 hrs)
UNIT IV: Introduction to Research in Education (20 hrs)
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To Distinguish clearly between assessment and evaluation</td>
<td>• Assessment and Evaluation in Education - Purposes of Evaluation</td>
<td>ICT enabled group discussion</td>
<td>• Document Analysis</td>
</tr>
<tr>
<td>2. To state the purposes of evaluation and to enlist various types of evaluation</td>
<td>• Types of evaluation-Formative and Summative, Outcome Evaluation, Process Evaluation, Self Evaluation, Peer Evaluation, Product Evaluation, External Evaluation, Internal Evaluation and Objective based Evaluation.</td>
<td>Lecture-discussion</td>
<td>• Field visit reports</td>
</tr>
<tr>
<td>3. To acquaint the students with taxonomy of instructional objectives</td>
<td>• Brief introduction to Instructional objectives as the basis of scientific evaluation-Bloom’s taxonomy of educational objectives; Domains of learning – cognitive, affective and Psycho motor.</td>
<td>Group Discussion</td>
<td>• Class test</td>
</tr>
<tr>
<td>4. To identify the factors to be considered for successful assessment</td>
<td>• Factors to be considered for successful assessment</td>
<td>Meaningful verbal Expression</td>
<td>• Role Performance</td>
</tr>
<tr>
<td>5. To familiar with the Current practices in evaluation</td>
<td>• Current practices in assessment and evaluation –CCE- concept, need and relevance, Grading system- concept, types-absolute grading, direct grading and relative grading, merits and demerits. Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point. Classification of learners according to their level of performance in Grading system (By giving letter grades such as: A+, A, B+,B etc.)</td>
<td>Collaborative interaction</td>
<td>• Analysis in group Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Lecture and Discussion</td>
<td>• Seminar Presentations</td>
</tr>
</tbody>
</table>
UNIT II: Tools and Techniques to assess Learner’s Performance (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand different techniques of assessment like interview, self-reporting and testing and their applications in the field of education. | • General Techniques of Assessment - Observation, projects, assignments, worksheets, practical work, seminars and reports, Interview, Self reporting.  
• Tools of Assessment - tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record-concept, merits, demerits - relevance in the field of research  
• Characteristics of a good evaluation tool - validity, reliability, objectivity and practicability  
• Norm-referenced tests and Criterion-referenced tests.  
• Diagnostic Test and Achievement Test - Concept, Purpose and Distinction between the two tests, Steps involved in the construction of an Achievement test and Diagnostic test, Types of items-Objective type, Short answer type and Essay type, Item analysis-concept, Teacher made and Standardized Achievement tests.  
• Online examination/Computer based Examination, Portfolio assessment and Evaluation based on Rubrics | Lecture  
Cooperative Learning  
Discussion  
Collaborative Interaction in Debates  
Working on online Resources  
Group discussion and Presentation | • Initiation nd performance in dramatization  
• Role Performance Analysis in group Discussion  
• Involvement in Debates  
• Seminar Presentations  
• Class test  
• (Practicum-Development of any one Evaluation tool) |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the need, importance and meaning of Statistics</td>
<td>• Role and importance of statistics in analyzing assessment data, Population and Sample</td>
<td>Narrative expression in small group</td>
<td>• Evaluation based on documentation.</td>
</tr>
<tr>
<td>2. To familiarize the relevance of statistics in analyzing data</td>
<td>• Data, Types of Data- Primary &amp; Secondary, Quantitative &amp; Qualitative</td>
<td>Group Discussion</td>
<td>• Role performance analysis in group discussion</td>
</tr>
<tr>
<td>3. To understand the meaning and nature of data</td>
<td>• Classification of Data, Frequency Table (Grouped &amp; Ungrouped)</td>
<td>Meaningful verbal Expression</td>
<td>• Participant observation</td>
</tr>
<tr>
<td>4. To tabulate the data in a meaningful and systematic way</td>
<td>• Graphical Representation of Data- need and importance, Representing data using Bar Diagram and Pie Diagram, Histogram, Frequency Polygon, Frequency Curve and Ogives, Interpretation of graphical representations.</td>
<td>Active learning process, Advance organizer Approach, Techno- lab activities &amp; Individual assignments</td>
<td>• (Practicum - on Graphical Representation of any Data)</td>
</tr>
<tr>
<td>5. To appreciate the importance of the organization of data</td>
<td>Role and importance of statistics in analyzing assessment data, Population and Sample</td>
<td></td>
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</tr>
<tr>
<td>6. To understand the advantages of graphical representation of data</td>
<td>Data, Types of Data- Primary &amp; Secondary, Quantitative &amp; Qualitative</td>
<td></td>
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</tr>
<tr>
<td>7. To represent data using appropriate graphic representation and interpret accordingly</td>
<td>Classification of Data, Frequency Table (Grouped &amp; Ungrouped)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To find out different measures of central tendency</td>
<td>Graphical Representation of Data- need and importance, Representing data using Bar Diagram and Pie Diagram, Histogram, Frequency Polygon, Frequency Curve and Ogives, Interpretation of graphical representations.</td>
<td>Active learning process, Advance organizer Approach, Techno- lab activities &amp; Individual assignments</td>
<td></td>
</tr>
<tr>
<td>9. To select the most appropriate measures of central tendency for the treatment of data</td>
<td>• Descriptive Statistical Measures : Measures of Central Tendency- Mean, Median, Mode-concept and methods of finding each measure and when to use each measure. Measures of Variability/Dispersion- Range, Mean Deviation, Quartile Deviation, Standard Deviation-concepts and methods of finding each measure and When to use each measure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To find out different measures of Dispersion</td>
<td>Correlation-meaning and importance, Concept of Coefficient of correlation, Types of Correlation- Positive, Negative, Zero and Perfect Correlation, Rank Difference Method of calculating Coefficient of correlation, interpretation of correlation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. To select the most appropriate measures of dispersion for the treatment of data</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12. To familiarize with the use of correlation for data analysis</td>
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<tr>
<td>13. To understand the method of calculating correlation coefficient using rank difference method</td>
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<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>1. To understand the need and importance of research in general and educational</td>
<td>• <strong>Research</strong> - meaning, characteristics, functions of research, characteristics of a</td>
<td>Lecture-discussion ICT enabled class wise discussion</td>
<td>• Role Performance Analysis in group Discussion</td>
</tr>
<tr>
<td>research in particular</td>
<td>good researcher, Teacher as a researcher, need and importance of Educational</td>
<td>Collaborative interaction</td>
<td>• Class test</td>
</tr>
<tr>
<td>2. To realize the relevance of hypothesis formation and the skill to form</td>
<td>• <strong>Hypothesis</strong> - meaning, relevance/role/functions, forms of hypothesis-null</td>
<td>Group Discussion</td>
<td>• Seminar Presentations</td>
</tr>
<tr>
<td>different forms of hypothesis</td>
<td>form, prediction form, question form and statement form</td>
<td></td>
<td>• Analysis in group Discussion</td>
</tr>
<tr>
<td>3. To understand the nature of different types of research and their applications</td>
<td>• <strong>Types of research</strong> (based on purpose only)- basic/fundamental research,</td>
<td></td>
<td>• Class test</td>
</tr>
<tr>
<td>4. To familiarize with various types of research and their applications</td>
<td>applied research and action research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To get acquainted with planning and developing of action research</td>
<td>• <strong>Action research</strong> - Need, scope, characteristics, Steps involved:- Problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To understand how to carry out action researches and prepare the reports</td>
<td>identification, Defining and Analyzing the problem, Formulating and Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To familiarize with planning and developing projects</td>
<td>action hypotheses and Preparing the report - and Advantages and Limitations of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To understand how to carry out Projects and prepare the reports</td>
<td>action research practices -need and scope, Preparation of Action research reports.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• <strong>Research Projects</strong> - Definition of a project, Steps involved:- Initiation</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(Providing/creating situations), Selection/Choosing, Planning/Designing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Execution, Evaluation and Recording/Reporting. Preparation of Project reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reference**
• Araoye, M. O. (2003); *Research Methodology with Statistics for health and social sciences*.
• Lindquist, E. F. (1963), *Design and Analysis of Experiments in Psychology and Education*.
• www.springer.com/education+%26+language/journal/11092
• www.researchphilosophy.blogspot.com/
• www.katho3.people.wm.edu/
• www.adprima.com/measurement.htm
• www.cmu.edu/teaching/design/teach/rubrics.html.
EDU – 09.1: Curriculum and Resources in Digital Era: Malayalam Education.

( theoretical Discourses – 60 hours & CE – 30 Hours)

Objectives:

• To get acquainted with principles/concepts of curriculum construction, different types of curriculum.
• To get acquainted with National/Kerala curriculum framework,
• different types of curriculum etc.
• To understand concepts related community based teaching and learning
• To incorporate e- resources in the pedagogic content knowledge analysis of Malayalam
• To understand the basic theories/concepts/perspectives of language acquisition, Chomsky’s conceptions on language, the whole language approach etc.

Contents:

Unit – 1 : Curriculum Design in Malayalam Education

Unit -2 : Community Based Teaching and Learning of- Malayalam.

Unit – 3 : E-Resources in Teaching & Learning of – Malayalam -

Unit – 4 : Research Inputs Malayalam Learning -

Unit – 5 : Researches in language and Language Learning -

Unit 1: Curriculum Design in Malayalam Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get acquainted with principles/concepts of curriculum construction, National/Kerala curriculum framework, different types of curriculum etc. | • Principles of curriculum construction  
• Curriculum and Syllabus  
• General Approach on language learning in National/Kerala curriculum framework  
• Different concepts in curriculum construction: Activity oriented, Issue based, Problem based curricula. | Open discussion on the suitability of present day school curriculum  
Preparation of an essay on general approach on language learning in | • Participation in discussion/Relevance of ideas  
• Essay |
Unit 2  Community Based Teaching and Learning of- Malayalam

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand concepts related community based teaching and learning | • Library – as a community resource centre  
• Importance - Different types School/Class/Subject libraries – ways for effective organization.  
• Importance of agencies like Kerala Sahitya Academi, Kerala Bhasha Institute etc.  
• Major Malayalam Book stores and publishers - DC Books, NBS, Mathrubhoomi etc.  
• Local text  
• Co operative and collaborative learning/teaching  
• Language labs | Assignments  
Preparation of short notes  
Seminar presentations  
Design and development of language lab activities | • Assignment papers  
• Appropriateness of presentations  
• Variety and suitability |
### Unit 3 E-Resources in Teaching & Learning of - Malayalam

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get familiarized with the e-resources for teaching/learning Malayalam | • Applications for writing Malayalam - Google input tool etc.  
• Commercial typing software for Malayalam: ISM, iLEAp etc.  
• Design and development of Malayalam blogs.  
• Major useful sites for teaching and learning Malayalam.  
• Use of Social Networking sites in teaching and learning Malayalam language and literature  
• E-resources for teaching and learning Prose, Poetry and Grammar | Familiarisation session on applications/software/sites suitable for Malayalam teaching and learning | • Participation of students' innovative ideas  
• Comprehensiveness |
| 2. To incorporate e-resources in the pedagogic content knowledge analysis of Malayalam | | Design and development of a blog for Malayalam class (group activity)  
Practicum | |

### Unit 4 Research Inputs Malayalam Learning

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the basic theories/concepts/perspectives of language acquisition, Chomsky’s conceptions on language, the whole language approach etc. | • Recent researches in Malayalam Language and Literature  
• Action Research  
• Researches in language and Language Learning – New Perspectives  
• Language a biological triggered behavior  
• Language acquisition vs. Language learning. | Seminar on conventional and new perspectives in learning language  
Preparation of short notes on LAD, | • Seminar paper/participation  
• Correctness of notes  
• Student participation |
| Language acquisition and cognitive development | The parameters of LAD and Universal Grammar | Chomsky on Language and thought | The whole Language Approach | universal Grammar Discussion on supplied reading materials. |

Reference
- Anveshanangalkkuorukaipputhakam;
EDU- 10.1 : Techno Pedagogic Content Knowledge Analysis-Malayalam.

(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:
- To get familiarized with TPCK and Personalised instructional strategies
- To get acquainted with the concept ‘teacher as a techno pedagogue’
- To get familiarized with the concepts of networking in Malayalam Learning
- To understand concept of ‘models of teaching’ and to practice various models
- To get familiarized with the new global trends in Malayalam education.

Contents:
Unit – 1: TPCK and Self Instructional Strategies (Teacher as a Techno-Pedagogue) - Personalised Instruction
Unit – 2: Networking in Malayalam Learning.
Unit – 3: Models of Teaching.
Unit – 4: Global Trends in Malayalam Education.

Unit 1 TPCK and Self Instructional Strategies (Teacher as a Techno-Pedagogue)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get familiarized with TPCK and Personalised instructional strategies | • Techno Pedagogic Content Knowledge Analysis  
• Effective use of technology in the transaction of content  
• Personalised Instruction  
• Programmed Instruction: Linear, Branched  
• Instructional Modules  
• Computer Assisted Instruction - CAI,  
• Computer Managed Instruction-CMI | Discussion on reading materials given.  
Preparation of modules  
Workshop for the familiarization of CAI, CMI | • Participation  
• Completeness and clarity  
• Involvement in the workshop  
• CE - Test |
## Unit 2 Networking in Malayalam Learning

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To get acquainted with the concepts of networking in Malayalam Learning</td>
<td>• Major Malayalam blogs, facebook pages etc. for Malayalam Teaching and Learning</td>
<td>Active participation of students</td>
<td>• Participation</td>
</tr>
<tr>
<td></td>
<td>• Community extension activities</td>
<td>Opportunity to contribute innovative ideas</td>
<td>• Innovative ideas and suggestions</td>
</tr>
<tr>
<td></td>
<td>• Use of Malayalam Wikipedia- content generation.</td>
<td>Practical sessions based on blogs and other networking sources</td>
<td>• Relating to the content- different ways practiced</td>
</tr>
<tr>
<td></td>
<td>• Use of Social networking sites in developing academic networks among teacher and students.</td>
<td></td>
<td>• CE - Practicals (Two items)</td>
</tr>
<tr>
<td></td>
<td>• Uses of YouTube</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Unit 3 Models of Teaching

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand concept of ‘models of teaching’ and to practice various models</td>
<td>• Basic concepts</td>
<td>Preparation of lesson plans based on models of teaching</td>
<td>• Lesson plans</td>
</tr>
<tr>
<td></td>
<td>• Concept attainment model.</td>
<td>Demonstrations on models of teaching</td>
<td>• Performance of the students</td>
</tr>
<tr>
<td></td>
<td>• Synectics Model</td>
<td>Practice sessions based on models</td>
<td>• CE - Subject Associated Activities</td>
</tr>
<tr>
<td></td>
<td>• Role Play Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advance Organiser</td>
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</tbody>
</table>
# Unit 4 Global Trends in Malayalam Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get familiarized with the new global trends in Malayalam education. | • Global advancement of web Malayalam  
• Online Libraries  
• Online periodicals  
• Online publications  
• Mass Media | Familiarisation online publications  
Discussion about online periodicals/publications.  
Preparation of a list of online libraries  
Assignment/Debate on mass media | • Performance of the students  
• Discussions  
• Assignment paper/Participation and performance in debates |

**Reference**

Prof. MK Prasad  
Bhashapadanavum Bhodhana shaastravum  
Bhashapadanavum Sidhaanthangalum  
Divaswapna  
EnganeMalayalattilBlogam  
Gadyarachana  
Gadyashilpam  
Kerala Panineeyam  
KuttikalePadanathilSahayikkam  
MalayalaBhashaBodhanam  
MalayalaBhashadyapanam  
MalayalaKavithapadhanamgall  
MalayalaSahithyaCharithram  
MalayalaSahithyaCharithram  
MalayalaSahithyaNiroopanam  

Kerala Shaasthrasaahitya Parishad  
Dr.SreeVrinda Nair N  
Dr.SreeVrinda Nair N  
GijubhaiBhadeka  
Baburaj PM  
Dr.CK Chandrasekharan Nair  
CV VasudevaBhattathiri  
AR RajarajaVarma  
PK Abdul Hammed Karassery  
CV VasudevaBhattathiri  
Dr.KSivarajan  
K Sachidanandan  
Dr. KalpattaBlakrishnan  
PK Parameswaran Nair  
Dr. PanmanaRamachandran Nair  

DC Books Kottayam  
Kerala Bhasha Institute  
Kerala Bhasha Institute  
National Book Trust  
DC Books, Kottayam  
Kerala Bhasha Institute  
Calicut University  
DC Books, Kottayam  
Kerala Bhasha Institute  
Mathrubhoomi Books  
Sahithya Academy  
Current Books, Kottayam
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>MalayalaSahithyaVimarshanam</td>
<td>Dr. Sukumar Azheekkode</td>
<td>DC Books, Kottayam</td>
</tr>
<tr>
<td>Mathrubhashabhodhanam:</td>
<td>Allen, D &amp; Ryan, K</td>
<td>Adison Wesley, London</td>
</tr>
<tr>
<td>Micro teaching</td>
<td>J Krishnamoorthi</td>
<td>DC Books, Kottayam</td>
</tr>
<tr>
<td>MumbilullaJeevitham</td>
<td>CV Vasudeva Bhattathiri</td>
<td>Kerala Bhasha Institute</td>
</tr>
<tr>
<td>Nalla Malayalam</td>
<td>EMS Namboothiripad</td>
<td>Kerala Bhasha Institute</td>
</tr>
<tr>
<td>NammudeBhasha</td>
<td>Dr. Ravisankhar S. Nair</td>
<td>Kerala Bhasha Institute</td>
</tr>
<tr>
<td>Padyapadhathi sidaanatham</td>
<td>Nithyachaithanya Yathi</td>
<td>Narayana Gurukulam, Varkala</td>
</tr>
<tr>
<td>ParivarthanonmughaVidhyabhabyasamGuru</td>
<td>Bindhu, C.M</td>
<td>Scorpio, Calicut</td>
</tr>
<tr>
<td>PravanathakalumReethikalum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PrayogikaVyakaranam</td>
<td>Irinjayam Ravi</td>
<td>Kerala Shaasthra saahitya Parishad</td>
</tr>
<tr>
<td>PurogamanaVidyabhyasachinthakal</td>
<td>PV Purushothaman</td>
<td>DC Books, Kottayam</td>
</tr>
<tr>
<td>Thettiillatta Malayalam</td>
<td>Prof. Panmana Ramachandran Nair</td>
<td>Current Books, Kottayam</td>
</tr>
<tr>
<td>TirakkadhaRachana – KalayumSidhanthvum</td>
<td>Jose K Manuel</td>
<td>National Book Trust, Kerala</td>
</tr>
<tr>
<td>Toto Chan</td>
<td>Tetsuko Koriyo Nagi</td>
<td></td>
</tr>
<tr>
<td>Shaasthra saahitya Parishad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition to Intuition</td>
<td>Dr. KN Anandan</td>
<td>Transcend, Malappuram</td>
</tr>
<tr>
<td>Ucharananmanna nyan</td>
<td>Dr. VR Prabodhachandran</td>
<td>Kerala Bhasha Institute</td>
</tr>
<tr>
<td>VidhyabhayasathilViplavam</td>
<td>Osho</td>
<td>Silence, Kozhikkode</td>
</tr>
<tr>
<td>Vidyabhyasaachinthakal</td>
<td>AsisTharuvana</td>
<td>Olive, Kozhikkode</td>
</tr>
<tr>
<td>VidyabhyasaParivarthanattinoru Amugham</td>
<td></td>
<td>Kerala Shaasthra saahitya Parishad</td>
</tr>
<tr>
<td>VyakaranaMitham</td>
<td>Sheshsgiri Prabhu</td>
<td></td>
</tr>
</tbody>
</table>

**Online Resources**

- [http://ml.wikipedia.org](http://ml.wikipedia.org)
- [https://www.facebook.com/groups/144983732246185](https://www.facebook.com/groups/144983732246185)
- [https://www.facebook.com/groups/paribhasha](https://www.facebook.com/groups/paribhasha)
- [http://www.keralasahithyaakademi.org/](http://www.keralasahithyaakademi.org/)
- [http://malayalambloghelp.blogspot.com/](http://malayalambloghelp.blogspot.com/)
- [http://malayalamaikyavedi.blogspot.in/2015/04/blog-post_61.html](http://malayalamaikyavedi.blogspot.in/2015/04/blog-post_61.html)
- [http://bloghelpline.cyberjalakam.com/](http://bloghelpline.cyberjalakam.com/)
- [http://blogsaheyi.blogspot.in/](http://blogsaheyi.blogspot.in/)
EDU - 09.2: Curriculum and Resources in Digital Era: English Education.

(Theoretical Discourses – 60 & CE – 30 hours )

Objectives:
• To familiarize with concepts related to Curriculum and Syllabus.
• To develop an understanding of the need and scope of  
  school-community linkage.
• To identify and critique different types of Course Books.
• To explore possibilities of collaborative and cooperative learning.
• To sensitize with ways of engaging classes in inclusive settings.
• To evoke a need to regularly update research in the field of ELT

Contents:
Unit I  Curriculum Designing in English Education
Unit II: Community Based Teaching and Learning of English
Unit III: E-Resources in Teaching & Learning of English
Unit IV: Research Inputs in English Learning

Unit I: Curriculum Designing in English Education (Duration :25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarize student teacher with the principles of curriculum construction and organization | • Principles of Curriculum construction and organization  
• NCF 2005, 2009, KCF 2007  
• Critical Pedagogy  
• Issue-based curriculum  
• Social constructivism  
• Curriculum and Syllabus, Curriculum-Types  
• Language Curriculum  
• Philosophical and Sociological | Direct instruction  
Intro talk on the different Frame work available  
Verbal interaction  
Preparation of Check list and group | Evaluation of entry made in ReflectiveJournal |
<p>| 2. Grasp the relationship between curriculum and Syllabus | | | |</p>
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquaint with teaching and learning resources available in formal and informal contexts | • Teaching and learning resources  
• Formal & Informal learning contexts  
• Role of Language Institutes and Local Library for learning English  
• Society as Language Lab – FilmTheatre  
• Literary clubs, Language forums  
• Interview and Talk by experts  
• Exposure to events of national importance  
• Inclusive Education- Concept, Need and significance; Ways of dealing with learners with LD/ Children with Special needs | Field visit  
Hands-on experience  
Group discussion  
Sharing of learning experience | • Surveying  
• Checklist  
• Presentation of Field visit reports |
### Unit III: E-Resources in Teaching & Learning of English (Duration: 25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze instructional materials in print and digital form for effective transaction | • Educational Websites  
• Virtual Classrooms  
• On line language games- vocabulary, grammar, spelling etc.  
• E-Library  
• E-resources for Prose  
• Film adaptations - literature and social issues  
• Audio podcasts  
• Speeches  
• Pronunciation and Conversation practice Online  
• E-resources for Poems  
• Critique of poems on websites  
• Exploring text types Online  
• Descriptive – Narrative- Expository- Argumentative  
• Recitation | Presentation of specimen digital resources followed by critique on effectiveness  
Individual /Pair work  
Exploring online resources and preparing report | • Performance evaluation  
• Participant observation |

### Unit IV: Research Inputs in English Learning (Duration: 20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To enable student teachers to promote student effort in learning | • Research in English Language Education and Second Language Pedagogy  
• Identifying and locating significant concerns related to language learning | Intro lecture  
Enquiry centred discussion | • Style of presentation  
• Performance  
• Examine communicative competence |
### Reference

**Books:**

**Journals:**

**Select Online resources:**
- Characteristics of a virtual classroom http://www.learndash.com/characteristics-of-a-virtual-classroom/

**How to Critique Poetry**
- http://www.wikihow.com/Critique-Poetry
- Four Types of Writing: http://hunbbel-meer.hubpages.com/hub/Four-Types-of-Writing
Film adaptations
• Adaptation- novel to film: http://www.pbs.org/wgbh/masterpiece/learningresources/fic_adaptation.html
• Adaptation: From novel to film: http://d2buyft38glmwk.cloudfront.net/media/cms_page_media/11/FITC_Adaptation_1.pdf
• Masterpiece theatre: http://www.pbs.org/wgbh/masterpiece/learningresources/fic_about.html
• Inclusive education: http://nypie.org/inclusive.html
• Internet TESL Journal, The http://iteslj.org/

Language forums
• http://www.usingenglish.com/forum/
• http://how-to-learn-any-language.com/forum/
• Learning Disabilities in the ESL Classroom: http://elt-connect.com/learning-disabilities-esl-classroom/

Online Language Games
• Games zone: http://www.english-online.org.uk/games/gamezone2.htm
• Quia: http://www.quia.com/pages/havefun.html
• Vocabulary games: http://www.vocabulary.co.il/

Mobile learning
• A beginner’s guide to mobile learning in ELT: http://englishagenda.britishcouncil.org/seminars/beginners-guide-mobile-learning-elt
• English Conversation Exercise - Trip to FL - American English Pronunciation: https://www.youtube.com/watch?v=4ogrBNpHPos

Pronunciation practice online
• 14 English pronunciation practice - ESL Spoken English lessons - Pronunciation common mistakes: https://www.youtube.com/watch?v=Xm2RIcGEVPw
• Pronunciation
• English Speaking Online: http://www.englishspeakingonline.com/
• Pronunciation tips: http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/
• Speaking & Pronunciation Practice: http://esl-writingtutor.com/practice/speaking-pronunciation.html

Podcasts
• Speaking skills for advanced learners of English: http://splendidsspeaking.podomatic.com/
• The English we speak: http://www.bbc.co.uk/podcasts/series/tae
• Listen to English: http://www.listen-to-english.com/

ELT Research
• Action research: https://www.teachingenglish.org.uk/article/action-research
• Directory of UK ELT Research 2005-12: https://www.teachingenglish.org.uk/elt-research
• Online research: http://tewt.org/index.php/research
• Tips on Reciting: http://www.poetryoutloud.org/poems-and-performance/tips-on-reciting

Useful sites
• Cambridge ELT: http://uk.cambridge.org/elt/
• CILT (Centre for Information on Language Teaching and Research): http://www.cilt.org.uk/infos/index.htm

E-Library
• Hathi Trust’s digital library: http://www.hathitrust.org/
• Open eBooks Directory: http://e-library.net/
• ProQuest eLibrary: http://www.proquest.com/products-services/elibrary.html

E-Resources for prose
• e-Resources for poem: http://www.poetryfoundation.org/learning/resources
• Resources for English and American Literature: http://www.lib.cam.ac.uk/eresources/subjectresources.php?subjectId=36
• Education sites: http://www.topedusites.com/
• ESLflow: http://www.eslflow.com/
• Learn English Central (British Council): http://www.learnenglish.org.uk/
• One Stop English Magazine: http://www.onestopenglish.com/
• TEFL.NET: http://www.tefl.net/index.html
EDU - 10.2: Techno Pedagogic Content Knowledge Analysis: English

HOURS OF INTERACTIONS: 60 (Instructions) + 30 (Activities/Processes) = 90 Hrs

Objectives
- To familiarize with concept of teacher as a Techno-pedagogue.
- Identity ways of networking both for knowledge enrichment and instruction.
- Familiarize with the scope and possibilities of Models of teaching as an instructional design.
- Develops an awareness of global trends in English Language education.

Contents
Unit I: TPCK and Self Instructional Strategies (Duration: 25 hrs)
Unit II: Networking in language learning (Duration: 20 hrs)
Unit III: Models of Teaching in Language Practice (Duration: 25 hrs)
Unit IV: Global Trends in English Language Education (Duration: 20 hrs)

Unit I: TPCK and Self Instructional Strategies (Duration: 25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with the concept of teacher as Techno-pedagogue</td>
<td>• Techno-Pedagogy</td>
<td>Comparison of same content available in different digital formats</td>
<td>Preparation of computer-based instructional material</td>
</tr>
<tr>
<td>2. Identifies the inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge</td>
<td>• Content Knowledge</td>
<td>Group task to identify effectiveness of different digital content in realizing proposed learning objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pedagogic Knowledge</td>
<td>Demonstration of teaching content with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technology Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher as a Techno-Pedagogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nature and scope of Self Instructional Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Programmed Instruction - Linear-Branching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self Instructional modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Assisted Instruction(CAI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Based Instruction (CBI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Assisted Language Learning (CALL)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Unit II: Networking in language learning (Duration: 20 hrs)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with ways of exploiting Internet resources for both knowledge enrichment and instruction</td>
<td>Networking; Teacher–Teacher; Teacher-Institution; Teacher-Student; Forum, Wiki, Blog; Video Conferencing; Professional communities -English Teacher Blogs; Teacher Tube; ESL Café; LinkedIn; Content writing; Copy Writing; Outsourcing; Transcription; Learning Management System; Scope; Storage; Collaboration</td>
<td>Introductory talk; Demo in Smart Classroom; Pair-share; Collaborative tasks</td>
<td>Group presentation; Monitoring of activities in virtual world; Checking Popularity on Web</td>
</tr>
</tbody>
</table>
### Unit III: Models of Teaching in Language Practice (Duration: 25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with Models of Teaching as an instructional design and identifies ways of employing them for teaching Prose, Poetry, Vocabulary and Grammar | • *Dimensions of a Model*- Syntax, Social System, Principles of Reaction, Support System Instructional and nurturant effects  
• -Direct Instruction Model  
• -Concept Attainment Model  
• -Advance Organizer Model  
• -Synectics Model  
• -Role Play Model | Distribution of Specimen Lessons based on specific Models  
Group tasks for preparing lessons based on specific Models  
Assimilation and accommodation | • Ability to transact the content/realize objectives in the plans prepared  
• Checkingeffectiveness of Lesson Plans based on specific  
• Models for chosen content |

### Unit IV: Global Trends in English Language Education (Duration: 20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with global trends in Language education  
2. Familiarizes with aspects related to translation  
3. Gets an awareness of digital resources for Online tutoring | • Exercises and pedagogic practices in countries where English is treated as L₁  
• Exercises and pedagogic practices in Asian countries as ESL  
• Literary Translation as an exercise-poetry, fiction, prose, world classics from India, translation from Malayalam Literature, critical essays etc.  
• Journal Clubs – Review and discussion of studies and articles in Journals | Lecture-cum-discussion on different pedagogical practices.  
Close reading of literary texts followed by group translation | • Prepares samples  
• Peer evaluation  
• Performance in tests |
| Production of digital resources for Online tutoring | Comparison of articles in journals and magazines to identify form and style required for journal articles followed by critique of articles written by peers | Critique of specimen digital resources followed by design and preparation of digital resources for Online tutoring |

References

Books:
- Lesley, Farrel (etal.) Eds.) *English Language Education in SouthAsia: From Policy to Pedagogy*. Cambridge University Press.
- Warschauer, Mark (etal.) (2000) *Internet for English Teaching* TESOL.

Journals:

Online references:
- CALL (computer assisted language learning): [https://www.llas.ac.uk/resources/gpg/61](https://www.llas.ac.uk/resources/gpg/61)


• **Educational Blogging:** http://tew.org/index.php/discussion-collaboration/blogs

• **E-tivities with a Wiki: Innovative Teaching of English as a Foreign Language:** http://eunis.dk/papers/p87.pdf

• **How to Write and Publish an Academic Research Paper:** http://www.journalprep.com/FILES/How_to_Write_and_Publish_an_Academic_Research_Paper.pdf

**Online reading material**

- http://www.gutenberg.org/wiki/Main_Page
- http://onlinebooks.library.upenn.edu/archives.html

**Online tutoring platforms**

- https://buddyschool.com/
- http://www.tutorvista.co.in/index.php
- https://www.smarthinking.com/services-and-subjects/services/live-online-tutoring/

**Quick guide to LMS:** http://edudemic.com/2012/10/a-quick-guide-to-learning-management-systems/

• **Rubrics for Web Lessons:** http://webquest.sdsu.edu/rubrics/weblessons.htm

• **Select Podcasting Sites:** English as a Second Language Podcast: http://www.eslpod.com/p>

• **Specimen Linear Programme for teaching Grammar:** http://programmedinstruction.tiddlyspot.com/#Nouns-17

• **Teaching English in the Digital Age:** http://digitalenglish.weebly.com/

• **Translation activities in the language classroom:** https://www.teachingenglish.org.uk/article/translation-activities-language-classroom

• **Using computers in language teaching:** http://esl.fis.edu/teachers/support/teach.htm


• **Writing a journal article review:** https://academicskills.anu.edu.au/resources/handouts/writing-journal-article-review

EDU - 09.3: CURRICULUM AND RESOURCES IN DIGITAL ERA: HINDI EDUCATION

HOURS OF INTERACTIONS: 60 (Theoretical Discourses) + 30(Activities/Processes) = 90 Hrs

Objectives
- To be conversant with modern principles and trends in the construction and transaction of Hindi curriculum
- To develop experience to systematically correlate instructional practices with the community
- To attain proficiency in transacting the Hindi curriculum from a digital migrant outlook
- To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting Hindi curriculum through e-resources
- To develop a positive attitude towards research to develop inquiry skills and scientific investigation

CONTENTS:
Unit 1 Curriculum Designing in Hindi Education
Unit 2 School and Community Based Instructional Resources in Teaching Hindi
Unit 3 E-Resources in Teaching and Learning of Hindi
Unit 4 Research Trends in Hindi Education

Unit 1: Curriculum Designing in Hindi Education (16 Hours + 7 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Get acquaint with the modern principles and trends in curriculum construction and designing of instructional materials for curriculum transaction | • Curriculum – Concepts and principles of curriculum construction  
• Approaches, types of curriculum  
• Curriculum and Syllabus.  
• Preparation and designing of curriculum transaction material for Hindi language instruction: Designing of student-teacher generated Digital texts, adapting free downloadable digital resource in Hindi, Familiarising with the use of basic tools and software in Hindi –Google transliteration (for Hindi typing), Hindi online dictionaries – | Analytical approach  
Seminar  
Lecture  
Co-operative learning  
Workshop  
Library works  
Utilisation of web resources | • Group investigation summary reports  
• Authenticating the trustworthiness of the networking resources – by peers and mentor |
## Unit 2: School and Community Based Instructional Resources in Teaching Hindi (18 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a desire to take active involvement in social and community affairs and develop skills in public relation</td>
<td>• School and community based instructional resources, school to the community and community to the school, social and community involvement activities</td>
<td>Discussion</td>
<td>• Prepare a list of community resources- discuss and present the ways to utilize the community resources</td>
</tr>
<tr>
<td>2. Acquaint with teaching and learning resources available in formal and informal contexts</td>
<td>• Formal and Informal learning contexts</td>
<td>Field visit</td>
<td>• Report on field study</td>
</tr>
<tr>
<td>3. Equip to systematically correlate instructional practices with the society</td>
<td>• Role of PTA, MPTA</td>
<td>Hands-on experience</td>
<td>• Surveying</td>
</tr>
<tr>
<td></td>
<td>• Society as language lab: Film, Theatre</td>
<td>Project method</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Field visit, visit to central Govt institutions, interaction with native Hindi speakers, visiting institutions that promote Hindi language namely Kerala Hindi Prachar Sabha, Dakshin Bharat Hindi Prachar Sabha, Regional Hindi Directorates etc., visit to SCERT, NCERT</td>
<td>Visit to institutions</td>
<td></td>
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<tr>
<td></td>
<td>• Organizing co-curricular activities: language forums, Hindi literary clubs and day celebrations</td>
<td></td>
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<td></td>
<td>• Need and importance of library in Hindi education, developing library skills</td>
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</tbody>
</table>
### Unit 3: E-Resources in Teaching and Learning of Hindi (12 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze Hindi-resources in instructional practices</td>
<td>• E-resources: utilization of e-resources, web resources, need for Hindi e-resource pooling and development of e-portfolio, M-learning as a pervasive method for effective Hindi instruction, e-learning, web based learning.</td>
<td>Online learning</td>
<td>• Assessing the preparation of e-learning material</td>
</tr>
<tr>
<td>2. Familiarize with online resources, softwares and social networking</td>
<td>• Learning management system (LMS) in teaching learning of Hindi education—Familiarize with transliteration software for Hindi typing and editing, Formation of Hindi Net groups/online communities, e-content in Hindi for enhancing students language attainment- social networking, developing Blogs and posts in blogs, e-journals, pod casting, IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings, online Hindi lessons (HINDI PAAD)</td>
<td>Demonstration</td>
<td>• Preparing report on online resources</td>
</tr>
<tr>
<td>3. Explore and practice infotainment activities in language</td>
<td></td>
<td>Individual/ group work</td>
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<td>Web search</td>
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</tbody>
</table>

### Unit 4: Research Trends in Hindi Education (14 Hrs+ 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grasp the need and scope of research in Hindi instruction</td>
<td>• An introduction to Research in Education- Need and scope of research in teaching-learning Hindi, need for developing innovative techniques and strategies</td>
<td>Group Discussion</td>
<td>• Evaluation of seminar presentation skill</td>
</tr>
<tr>
<td>2. Develop research aptitude, and inquiry skills</td>
<td></td>
<td>Prepare a note/paper (utilizing internet) on the latest research findings on</td>
<td>• Performance assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Examine communicative competence</td>
</tr>
<tr>
<td>Hindi teacher as a researcher</td>
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<td>-------------------------------</td>
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<tr>
<td>Analysis of Research outcomes in Hindi education with respect to teaching and learning</td>
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<tr>
<td>Action Research</td>
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</table>

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<thead>
<tr>
<th>pedagogical aspects in Hindi Group Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Research Project</td>
</tr>
</tbody>
</table>
EDU- 10.3 : TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HINDI

HOURS OF INTERACTIONS: 60(Theoretical Discourses) + 30 (Activities/Processes) = 90 Hrs

Objectives

- To prepare the prospective teachers to be techno-pedagogue and become aware of the concept TPCK
- To develop the skill of inculcating technology assisted Hindi learning
- To familiarize with the networking system for institutional and professional growth
- To empower in surfing digital resources for Hindi instruction
- To get acquainted with the importance of learning Hindi in a global perspective.

Contents :

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies
Unit 2 Networking in Hindi Learning
Unit 3 Models of Teaching in Hindi
Unit 4 Global Trends in Education

Unit 1  Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies (18 Hrs+7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquire the concept of teacher as techno-pedagogue and become aware of the concept TPCKA | • Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue  
• Scope of Techno-Pedagogic Content Knowledge Analysis  
• TPCK based content analysis of text books in Hindi from std V1 to X11  
• Creating technology enhanced learning environment, 21st century skills  
• Collections of links to websites in Hindi, e-Newspapers and e-journals | TPCK based content analysis through peer discussion and teacher intervention  
Demonstration  
On line and off line learning  
Group discussion | • Prepare a self explanatory note on ‘Teacher as a Techno-Pedagogue’  
• Document analysis |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Develop the ability to acquaint with the various modes of networking for effective language instruction | Professional and Institutional growth: student and institution networking  
e-twinning  
Collaboration with any institution’s online portal for institutional and professional growth  
Online learning: concept and system of online learning, virtual learning, creating social online groups for promoting teaching-learning of Hindi, Hindi language translation sites and softwares-Translation Buddy.com/Hindi  
Applications of Social Networking systems, online reflection using blogs, online forums and Hindi communities, communication | Utilising e-learning resources  
Virtual tour to digital learning platforms  
Downloading / pooling competency enhancement packages/ resources  
Workshop  
Postings in blogs | • Performance assessment and feedback  
• Evaluation of Online Assignments |
| 2. Equip to generate avenues for networking as a means to enhance Hindi language learning | | | |
sites, preparation of online notes
- Awareness of student safety on the Internet,
  Copyright Issues and International Copyright
  laws regarding computer technology and
  Internet

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with different types of Models of Teaching as an instructional design | - Models of Teaching – Introduction and definition, dimensions of a model, classification of models, types and families  
- Designing of effective Models for Hindi language learning – Concept Attainment Model, Role-Play Model, , Inductive – Deductive Thinking Model, Advance Organizer Model, Synectics Model – theory and classroom practices, preparation of lesson templates for each model | Demonstration of models of teaching  
Preparation of lessons based on models of teaching  
Simulation | - Experience sharing  
- Assessment of lesson plans  
- using different models of teaching  
- Peer assessment  
- Examine the level of participation |

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with global trends in language education  
2. Analyze the scope of Hindi language in the global context | - Importance of Hindi as link language in the global context  
- Hindi education and job opportunities in the global context  
- Global trends in Hindi education  
- Hindi language education in India and Gulf countries | - Discussion  
- Brain storming  
- Problem solving  
- Concept maps  
- Online learning  
- Assignment  
- Report | - Presentation  
- Assessment of assignment/report |
EDU - 09.4 : CURRICULUM AND RESOURCES IN DIGITAL ERA: SANSKRIT EDUCATION.

[THEORETICAL DISCOURSES - 60HOURS+ CE -30HOURS]

OBJECTIVES :
• To understand and analyse the curriculum and text books of Sanskrit from std 7-12 prepared by SCERT based on the theoretical principles of curriculum construction.
• To identify and to understand the Community based teaching learning resources in Sanskrit.
• To familiarize and practice e-resources in teaching and learning of Sanskrit.
• To conduct action researches based on classroom practices.

CONTENTS :
UNIT -1 CURRICULUM DESIGNING IN SANSKRIT EDUCATION
UNIT II- COMMUNITY BASED TEACHING AND LEARNING OF SANSKRIT
UNIT III- E- RESOURCES IN TEACHING AND LEARNING OF SANSKRIT
UNIT IV- RESEARCH INPUT IN SANSKRIT LEARNING

Unit-1 curriculum designing in Sanskrit education[15HOURS+6HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>

**UNIT- II: COMMUNITY BASED TEACHING AND LEARNING OF SANSKRIT[13HOURS+7HOURS]**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
• Based on report and participant observation.  
• Participant observation.  
• Analysis and mapping.  
• Observation.  
• Analysis the group discussion.  
• Participant observation.  
• Practicum-10 Marks. |
celebrations-Observation of kalidasa and vyasa jayanthi. Visit to various historical places and importance of sanskrit - archeology museum, mural paintings, Sanskrit universities, kalamandalams, panmanas, asramam, Rashtreeya sanskrita samstan, puranattukara etc. Inclusive Education-Concept, Need and Significance, Ways of dealing with learners with LD/Children with special needs.

**UNIT-III-E-RESOURCES IN TEACHING AND LEARNING OF SANSKRIT[18HOURS+10HOURS]**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
recording and uploading-1- 10 marks.
Or
ICT based Lesson designing and uploading in Blog-1 Presentation.

UNIT IV- RESEARCH INPUTS IN SANSKRIT LEARNING[14 HOURS+7HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
EDU – 10 .4 : TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : SANSKRIT.

[Transactional hours - 60+ CE – 30 hours]

OBJECTIVES:

• To develop teacher as a Techno-pedagogue.
• To familiarize with the concept of teacher as a techno-pedagogue.
• Identifies ways of professionalizing Language education in a techno-pedagogic scenario.
• To practice networking activities and related resources.
• To understand the Global trends in Sanskrit Education.

CONTENTS:
UNIT-I  TPCK AND SELF INSTRUCTIONAL STRATEGIES.
UNIT-II NET WORKING IN LANGUAGE LEARNING.
UNIT-III MODELS OF TEACHING IN LANGUAGE PRACTICE.
UNIT IV GLOBAL TRENDS IN SANSKRIT LANGUAGE EDUCATION.

UNIT I - TPCK AND SELF INSTRUCTIONAL STRATEGIES.[15HOURS+8HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
UNIT II - NETWORKING IN LANGUAGE LEARNING [13HOURS+7HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
## UNIT III MODELS OF TEACHING IN LANGUAGE PRACTICE.[18HOURS+8HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To prepare different types of Models of Teaching.</td>
<td>• Dimension of a Model-Syntax, Social System, Principles of Reaction, Support system, Instructional and Nurturant effects. Concept attainment model, Enquiry Training Model, Advance Organizer Model, Synectics Model, Role play Model</td>
<td>Lecture cum Demonstration. Group discussion. Narrative expression. Lesson plan and demonstration class. Criticism Lessons. Presentation.</td>
<td>• Observation. • Role performance. • Participant observation. • Role performance. • Performance observation and recordings. • Performance.</td>
</tr>
</tbody>
</table>

## UNIT IV - GLOBAL TRENDS IN SANSKRIT LANGUAGE EDUCATION[14HOURS+7HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dhyana etc. Influence of Sanskrit literature on spirituality and existing spiritual practices like Art of living, Isha Yoga, Sahajamargam, Reiki etc. Daily reading of Ramayana, Bhagavadgita, Bhagavata Sotrautras. Daily prayers of all religions.</td>
<td>• Spiritual leaders contribution to Sanskrit: Chattambiswamikal, Sreenarayanaguru, Sankaracharya, Swami Vivekananda.</td>
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</tr>
<tr>
<td>• Influence of Sanskrit to various cultures: Thailand, Indonesia, etc.</td>
<td>• Comparative Education as a new Subject- Comparison with other languages [English, Malayalam, Hindi]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contribution of Sanskrit to other disciplines, Medicine, Ayurveda, Music, Agriculture, Law etc.</td>
<td>• Performance.</td>
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<td></td>
<td>• Practicals-10- Marks.</td>
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</tr>
</tbody>
</table>

Knowledge.
Group Discussion.
Collect resources.
Discussions.
Meaning full verbal expressions.
Presentation.
EDU.09.5 : CURRICULUM AND RESOURCES IN DIGITAL ERA – Arabic Education

[Transactional hours -60+ CE – 30 hours]

Objectives:
On completion of the course the student teacher will be able to:
• Familiarize with the principles of curriculum construction and organization
• Acquaint with teaching and learning resources available in the formal and informal contexts
• Develop the ability to prepare instructional materials in various forms for effective transaction
• Explore and practice infotainment activities in language
• Enable to promote student effort in learning
• Equip to manage diverse learner needs in language classes
• Develop interest in innovative practices in the field of Arabic Language Teaching and learning

Contents
UNIT I: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION
UNIT II: COMMUNITY BASED TEACHING & LEARNING OF ARABIC LANGUAGE
UNIT III: E-RESOURCES IN TEACHING & LEARNING OF ARABIC LANGUAGE
UNIT IV: RESEARCH INPUTS IN ARABIC LANGUAGE LEARNING

UNIT I: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Familiarizes with the principles of curriculum construction and organization</td>
<td>Introductory Lecture</td>
<td>CE</td>
</tr>
<tr>
<td>2.</td>
<td>Acquaints with various trends in modern language curriculum</td>
<td>Discussion</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Discussion</td>
<td>Discussion reports</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Debate</td>
</tr>
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<td></td>
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<td>Class test</td>
</tr>
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<td>TE</td>
</tr>
</tbody>
</table>

- Curriculum: Meaning, Definition & Principles
- Approaches to curriculum construction
- Curriculum and syllabus, Types of Curriculum, language curriculum
- Criteria for selecting curriculum content
- Modern Trends in Curriculum Construction:
  - Life Centered- Learner Centered,- Activity
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquaints with teaching and learning resources available in the formal and informal contexts</td>
<td>Community Based Teaching and Learning Resources: Formal &amp; Informal learning contexts</td>
<td>Introductory Lecture</td>
<td>CE</td>
</tr>
<tr>
<td>2. Develops the skill of applying community based learning resources in teaching and learning</td>
<td>Role of University Departments, Arabic Colleges, Dars system, Religious madrasas</td>
<td>Discussion</td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td>Society as Language Lab</td>
<td>Group Discussion</td>
<td>Discussion report</td>
</tr>
<tr>
<td></td>
<td>Role of films and Theatres, Newspapers, Magazines &amp; Electronic Medias etc.</td>
<td>Observation</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td>Language forums, Interview &amp; Talks by Experts, Exposure to events of National Importance; Celebration of International Arabic Day</td>
<td>Narration</td>
<td>TE</td>
</tr>
</tbody>
</table>

UNIT III: E-RESOURCES IN TEACHING & LEARNING OF ARABIC LANGUAGE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explores and practice infotainment activities in language teaching</td>
<td>E-learning and E teaching:</td>
<td>Introductory Lecture</td>
<td>CE</td>
</tr>
<tr>
<td>2. Develops interest in innovative practices in the field of Arabic</td>
<td>Digital text books/E-book, Digital library &amp; other online resources</td>
<td>Discussion</td>
<td>Workshop report</td>
</tr>
<tr>
<td></td>
<td>Designing of Digital text books, e-books and</td>
<td></td>
<td>Discussion report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation</td>
</tr>
</tbody>
</table>
Language Teaching and learning  | Group Discussion | • TE  
---|---|---
its application  | Observation  |  
• Adopting downloaded resources for teaching Arabic  | Narration  |  
• M-learning: Smart phones as Learning Devices and its scope  |  |  

**UNIT IV: RESEARCH INPUTS IN ARABIC LANGUAGE LEARNING**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To review and disseminate the recent researches in the field of Arabic language  
2. Equips to manage diverse learner needs by conducting actions  
Research in Arabic Language Education  | • Researches in Arabic Language Education and Second Language Pedagogy  
• Identifying and locating significant concerns related to Arabic language learning  
• Action Research –Investigating learner issues  
• Review of Recent Research Studies in Arabic Language Education  
• Place of Arabic language as a source of knowledge  | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration  | • CE  
• Reports  
• Assignments  
• TE  

**References:**

- Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan  
- Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya  
- Thareeqathu Thadreesi Wa stratejejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE  
- Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej  
- Thuruq thadrees al lugha al Arabiya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA  
- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaaluum: Dr. Muhammed Assam Tharbay , Dar Hammurabi lilnashri wa thouzeea  
- Asaleeb Wa Thuruq al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi lilnashri wa thouzeea  
- Providing teachers effective strategies for using technology techtrends: Brown B& Henscheid  
- The systematic Design for Instruction: Dick,W& L(1990)
- Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilthibaa
- Wasaail al Ithisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
- Al thadrees wa Iadad al Muallim: Dr.S Abdulrahman qindeel Dar al Nashr al Duwali
- Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
- Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
- Madkhal Ila Tharbiya al muthamayyizeena wal Mauhoobeen, Dar al fikar lial thibaa wa Nashr
- Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilbuhuzu thabaviyya wathadreeeb
- Al tharbiya wa thuruqu thadrees: Salih abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
- Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
- Al Muwajjah al Amali li Mudarrisee al Lugha Al Arabiya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairroot
- National Curriculum Frame work 2005 , NCERT , New Delhi
- Teaching Strategies: A guide to better instructions, HMCo. New York
- Research in Education; Best J W, & Kahn J.V, prentice hall India Pvt Ltd.
EDU.10.5 : TECHNO- PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – ARABIC

(Theoretical Discourses - 60 hours & CE – 30 hours)

Objectives:

On completion of the course the student teacher will be able to:

• Develop an understanding of techno-pedagogy and its principles
• Familiarize with the ways and importance of networking for professional and institutional growth
• Develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching
• Develop the skill of enhancing web based resources in teaching
• Familiarize with basic concept of models of teaching and apply in classroom teaching
• Acquire the ability to design lesson templates based on selected Models of teaching
• Familiarize with the global trends and developments in pedagogic practices of Arabic language Education

Contents
UNIT I: TPCK AND SELF INSTRUCTIONAL STRATEGIES
UNIT II: NETWORKING IN ARABIC LANGUAGE LEARNING
UNIT III: MODELS OF TEACHING IN PRACTICE
UNIT IV: GLOBAL TRENDS IN ARABIC LANGUAGE EDUCATION

MODULE: UNIT I: TPCK AND SELF INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an understanding of Techno-pedagogic content knowledge Analysis</td>
<td>Techno Pedagogic Content Knowledge Analysis (TCPKA)</td>
<td>Introductory Lecture</td>
<td>CE</td>
</tr>
<tr>
<td>2. Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching</td>
<td>Inter relationship of Content Knowledge, Pedagogical Knowledge &amp; Technological Knowledge</td>
<td>Discussion</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Scope and challenges of TPCKA in Arabic language Teaching</td>
<td>Group Discussion</td>
<td>Workshop-products</td>
</tr>
<tr>
<td></td>
<td>Teacher as a Techno Pedagogue</td>
<td>Observation</td>
<td>TE</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------</td>
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<td>-------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1. Familiarize with the ways and importance of networking for professional and individual growth</td>
<td>Networking in Teaching and learning</td>
<td>Introductory Lecture</td>
<td>CE</td>
</tr>
<tr>
<td></td>
<td>Networking for professional growth</td>
<td>Discussion</td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td>Professional communities: E-twinning for institutional &amp; professional growth</td>
<td>Group Discussion</td>
<td>Online- Assignments</td>
</tr>
<tr>
<td></td>
<td>Forming forum of online learning: Emails, blogs, teacher tube, for promoting teaching and learning of Arabic</td>
<td>Observation</td>
<td>TE</td>
</tr>
<tr>
<td></td>
<td>Learning Management System – MOODLE</td>
<td>Narration</td>
<td></td>
</tr>
</tbody>
</table>

**UNITIII: MODELS OF TEACHING IN PRACTICE**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarize with basic concept of models of teaching ways of employing it teaching</td>
<td>Models of Teaching: Basic Concepts and Properties: Syntax, Social System, support system, principles of reaction, Instructional &amp; nurturant effects</td>
<td>Introductory Lecture</td>
<td>CE</td>
</tr>
<tr>
<td>2. Acquire the ability to design lesson templates based of selected models</td>
<td></td>
<td>Discussion</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TE</td>
</tr>
</tbody>
</table>
and apply in classroom teaching

- Designs based on selected models of teaching:
  - Concept Attainment Model, Advance Organizer Model, Synatics Model

<table>
<thead>
<tr>
<th>Group Discussion</th>
<th>Observation</th>
<th>Narration</th>
</tr>
</thead>
</table>

## UNITIV: GLOBAL TRENDS IN ARABIC LANGUAGE EDUCATION

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with the global trends and developments in pedagogic practices of Arabic language education</td>
<td></td>
<td>Introductory Lecture Discussion Group Discussion Observation Narration</td>
<td>CE Discussion Seminar reports TE</td>
</tr>
<tr>
<td></td>
<td>- Position of Arabic Language in the Modern World</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Arabic language education in Kerala</td>
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<td></td>
<td>- Pedagogic practices of Arabic Language in speaking / non speaking countries</td>
<td></td>
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<td></td>
<td>- Critical Analysis of teaching and learning of Arabic Language in Kerala</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## References:

- Models of Teaching: Bruce Joyce & Marsha weil
- Thareeqathu Thadreesi Wa strateejiyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
- Al Mawajjah Al Fanni Li Mudarirsee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
- Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
- Thuruqu thadrees al lugha al Arabiya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA
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- Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi lilnashri wa thouzeea

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• Providing teachers effective strategies for using technology techtrends: Brown B& Henscheid
• Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Junhooiriya lilthibaa
• Wasaail al Ithisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
• Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
• Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
• Thaqniyyath al thaaleem( Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaallum: Badar Salih
• Kithab al Muallim : Majlis al wilaya lilbuhuzu thabaviyya wathadreeb (SCERT)
• Al tharbiya wa thuruqu thadrees:Salih abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
• Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
• Al Muwajjah al Amali li Mudarrisee al Lugha Al Arabiyya: Abid Thoufeeq al Hashmi: Al Risala publishing House, Bairoot
EDU- 09.6 : Curriculum and Resources in Digital Era: Tamil Education

(Theoretical Discourses – 60 & CE – 30 hours )

Objectives:
• To familiarize with concepts related to Curriculum and Syllabus.
• To develop an understanding of the need and scope of school-community linkage.
• To identify and critique different types of Course Books.
• To explore possibilities of collaborative and cooperative learning.
• *To sensitize with ways of engaging classes in inclusive settings.
• To evoke a need to regularly update research in the field of TLT

Contents
Unit I: Curriculum Designing in Tamil Education
Unit II: Community Based Teaching and Learning of Tamil
Unit III: E-Resources in Teaching & Learning of Tamil
Unit IV: Research Inputs in Tamil Learning

Unit I: Curriculum Designing in Tamil Education ( 25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarize student teacher with the principles of curriculum construction and organization | Principles of Curriculum construction and organization  
Critical Pedagogy  
Issue-based curriculum  
Social constructivism  
Curriculum and Syllabus, Curriculum-Types  
Language Curriculum | Direct instruction  
Intro talk on the different Frame work available  
Verbal interaction  
Preparation of Check | Evaluation  
of entry made  
in Reflective  
Journal |
### Unit II: Community Based Teaching and Learning of Tamil (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquaint with teaching and learning resources available in formal and informal contexts</td>
<td>• Teaching and learning resources&lt;br&gt;• Formal &amp; Informal learning contexts&lt;br&gt;• Role of Language Institutes and Local Library for learning Tamil&lt;br&gt;• Society as Language Lab - Film&lt;br&gt;• Theatre&lt;br&gt;• Literary clubs, Language forums&lt;br&gt;• Interview and Talk by experts&lt;br&gt;• Exposure to events of national importance&lt;br&gt;• Inclusive Education - Concept, Need and significance; Ways of dealing with learners with LD/ Children with Special needs</td>
<td>Field visit&lt;br&gt;Hands-on experience&lt;br&gt;Group discussion&lt;br&gt;Sharing of learning experience</td>
<td>• Surveying&lt;br&gt;• Checklist&lt;br&gt;• Presentation of Field visit reports</td>
</tr>
</tbody>
</table>

### Unit III: E-Resources in Teaching & Learning of Tamil (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To analyze instructional materials in print and digital form for effective transaction&lt;br&gt;2. To explore and practice infotainment activities in language</td>
<td>• Educational Websites&lt;br&gt;• Tamil Virtual University&lt;br&gt;• Virtual Classrooms&lt;br&gt;• Online language games- vocabulary, grammar, spelling etc.</td>
<td>Presentation of specimen digital resources followed by critique on effectiveness</td>
<td>• Performance evaluation&lt;br&gt;• Participant observation</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
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</tr>
<tr>
<td>To enable student teachers to promote student effort in learning</td>
<td>Research in Tamil Language Education and Second Language Pedagogy</td>
<td>Intro lecture</td>
<td>Style of presentation</td>
</tr>
<tr>
<td></td>
<td>Identifying and locating significant concerns related to language learning</td>
<td>Enquiry centred discussion</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td>Action Research</td>
<td>Group tasks by assigning specific roles</td>
<td>Examine communicative competence</td>
</tr>
<tr>
<td></td>
<td>Investigating any one learner issue</td>
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</tr>
<tr>
<td></td>
<td>Review of Recent Research Studies in Tamil Language</td>
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<td></td>
<td>Place of Tamil in Inter disciplinary studies</td>
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<td></td>
<td>Current trends</td>
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</tbody>
</table>
EDU -10.6 : Techno Pedagogic Content Knowledge Analysis : Tamil.

(Theoretical Discourses – 60 & CE – 30 hours)

Objectives:

• To familiarize with the concept of teacher as a Techno-pedagogue.
• Identify ways of networking both for knowledge enrichment and instruction.
• Familiarize with the scope and possibilities of Models of teaching as an instructional design.
• Develops an awareness of global trends in Tamil Language education.

Contents:

Unit I: TPCK and Self Instructional Strategies.
Unit II: Networking in Language Learning.
Unit III: Models of Teaching in Language Practice.
Unit IV: Global Trends in Tamil Language Education

Unit I: TPCK and Self Instructional Strategies (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with the concept of teacher as Techno-pedagogue.</td>
<td>TCPK.</td>
<td>Comparison of same content available in different digital formats</td>
<td>Preparation of computer-based instructional material</td>
</tr>
<tr>
<td>2. Identifies the inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge</td>
<td>Techno-Pedagogy</td>
<td>Group task to identify effectiveness of different digital content in realizing proposed learning objectives.</td>
<td></td>
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<tr>
<td></td>
<td>Content Knowledge</td>
<td></td>
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<tr>
<td></td>
<td>Pedagogic Knowledge</td>
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<td></td>
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<tr>
<td></td>
<td>Technology Knowledge</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Teacher as a Techno-Pedagogue</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Nature and scope of Self Instructional Strategies</td>
<td></td>
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<td></td>
<td>Programmed Instruction - Linear- Branching</td>
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<td></td>
<td>Self Instructional modules</td>
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<tr>
<td></td>
<td>Computer Assisted Instruction(CAI)</td>
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<tr>
<td></td>
<td>Computer Based Instruction (CBI)</td>
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</tbody>
</table>
### Unit II: Networking in language learning (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with ways of exploiting Internet resources for both knowledge enrichment and instruction</td>
<td>Networking: Teacher – Teacher; Teacher - Institution; Teacher - Student</td>
<td>Introductory talk Demo in Smart Classroom</td>
<td>Group presentation</td>
</tr>
<tr>
<td>2. Develops necessary skills for transmission of information and content using websites</td>
<td>Forum-Wiki - Blog - Video Conferencing Professional communities - Tamil Teacher Blogs - Teacher Tube - TSL - LinkedIn</td>
<td>Pair-share Collaborative tasks</td>
<td>Monitoring of activities in virtual world</td>
</tr>
<tr>
<td></td>
<td>Content writing - Copy Writing - Outsourcing - Transcription</td>
<td></td>
<td>Checking Popularity on Web</td>
</tr>
</tbody>
</table>

### Unit III: Models of Teaching in Language Practice (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with Models of Teaching as an instructional design and identifies ways of employing them for teaching Prose, Poetry, Vocabulary and Grammar</td>
<td>Dimensions of a Model - Syntax, Social System, Principles of Reaction, Support System Instructional and nurturing effects</td>
<td>Distribution of Specimen Lessons based on specific Models</td>
<td>Ability to transact the content/ realize objectives in the plans prepared</td>
</tr>
<tr>
<td></td>
<td>Direct Instruction Model Concept Attainment Model Advance Organizer Model Synectics Model</td>
<td>Group tasks for preparing lessons based on specific Models</td>
<td>Checking effectiveness of Lesson Plans based on specific Models for chosen content</td>
</tr>
</tbody>
</table>
### Role Play Model

| Models | Assimilation and accommodation |

### Unit IV: Global Trends in Tamil Language Education (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with global trends in Language education</td>
<td>Advanced Trends in Tamil Language Education</td>
<td>Lecture-cum-discussion on different pedagogical practices. Close reading of literary texts followed by group translation Comparison of articles in journals and magazines to identify form and style required for journal articles followed by critique of articles written by peers Critique of specimen digital resources followed by design and preparation of digital resources for Online tutoring</td>
<td>Prepares samples Peer evaluation Performance in tests</td>
</tr>
<tr>
<td>2. Familiarizes with aspects related to translation</td>
<td>Exercises and pedagogic practices in Tamil language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gets an awareness of digital resources for Online tutoring</td>
<td>Literary Translation as an exercise- poetry, fiction, prose, world classics from India, translation from English Literature, critical essays etc. Journal Clubs – Review and discussion of studies and articles in Journals Advanced Production of digital resources for Online tutoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDU – 09.7 : CURRICULUM AND RESOURCES IN THE DIGITAL ERA: MATHEMATICS EDUCATION
(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:
- To strengthen the experience of the promising student teachers as Mathematics curriculum designers, transmitters and assessors
- To develop a neo humanistic attitude among the student teachers in the light of Mathematics-Technology-Society-Environment paradigm
- To undertake a self empowerment initiative in transacting the Mathematics Curriculum from a digital outlook
- To provide the required research based Mathematics learning experiences so as to undertake a habit of self development through inquiry and investigation

Contents:

Unit 1: Curriculum Designing in Mathematics Education
Unit 2: Community Based Teaching and Learning Resources in Mathematics
Unit 3i: E- Resources in Teaching and Learning Mathematics
Unit 4: Research Trends in Mathematics Education

**Unit I: Curriculum Designing in Mathematics Education (20 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand curriculum and modern approaches in curriculum construction | • Concept of Curriculum  
• New approaches to curriculum Construction  
• Critical Pedagogy,  
• Problem Based Learning,  
• Constructivist Learning  
• Reflective learning  
• Experiential learning  
• Modern trends in curriculum construction  
• objective based  
• child centred  
• correlation | Meaningful verbal expression  
Buzz session  
PBL  
Peer instruction  
Seminar  
Web Streaming  
Blog reading | • Performance analysis in group  
• discussions  
• Observation  
• Seminar reports  
• Participation in the Seminar sessions  
• Assessment of daily reflections /Assignment |
| 2. To understand the modern trends in curriculum construction | | | |
| 3. To familiarise with the principles of Curriculum organisation, | | | |
| 4. To familiarise various curriculum study groups in India and abroad | | | |
- help for higher education
- Reflect as a unified discipline, flexible, practicable etc
- Principles of Curriculum organisation –
  - Topical and Spiral,
  - Logical and Psychological,
  - Correlation,
- Curriculum Study Groups - SMP SMSG, NMP, NCERT and SCERT

# Unit II: COMMUNITY BASED TEACHING AND LEARNING RESOURCES IN MATHEMATICS (15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To make the student teachers understand the need and importance of community based resources in the present scenario</td>
<td>- Concept of community based resources</td>
<td>Group discussions</td>
<td>Performance analysis in group discussions</td>
</tr>
<tr>
<td>2. To understand the man made resources in the present context</td>
<td>- Human resources</td>
<td>Meaningful verbal Presentation</td>
<td>Observation</td>
</tr>
<tr>
<td>3. To make familiarise with informal learning contexts</td>
<td>- Natural resources- Mathematical aspects found in Environmental phenomena (congruence, similarity, ratio and proportion, geometric shapes, symmetry etc.)</td>
<td>Power point presentations</td>
<td>Seminar reports</td>
</tr>
<tr>
<td></td>
<td>- Man made resources</td>
<td>Assignments</td>
<td>Participation in the Seminar</td>
</tr>
<tr>
<td></td>
<td>- Mathematics laboratory</td>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mathematics library</td>
<td>Field trip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mathematics Club</td>
<td>Community resource mobilization / Contextual analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- * Informal learning contexts such as Mathematics exhibitions, Fair, Field Trip etc.</td>
<td>Assignments</td>
<td></td>
</tr>
</tbody>
</table>
### Unit III: E- RESOURCES IN TEACHING AND LEARNING MATHEMATICS (15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarise with the role of modern technology in teaching and learning of Mathematics | • **Digital resources**- CD, DVD, Websites, digital text books  
• **Learning management systems**- definition and significance  
• **Identification of E-resources** (Web 2.0 tools: Hot Potatoes, Teacher Tube, Edublog,  
• **m-learning**- Nature and scope  
• **Online Resources** | PowerPoint Presentations  
Extension talks  
On line learning  
Web Streaming  
Explicit teaching  
Peer instruction | • Documentation  
• Assessment of individual performance  
• Think Aloud Sessions |

### Unit IV: RESEARCH TRENDS IN MATHEMATICS EDUCATION (10 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the need and importance of research in Mathematics education  
2. To familiarise the different types of research  
3. To identify major thrust areas of research in Mathematics Education | • **Research in Mathematics Education**- Need and importance  
• **Types of Research**  
• **Qualitative & Quantitative**  
• **Historical, Fundamental and Action Research**  
• **Thrust areas of researches in mathematics education** | Net surfing  
Blog reading  
Action research  
Invited lectures | • Blog posting  
• Project report  
• Documentation |

**References:**
• Soman, K. *Ganitha sasthra bodhanam*. Thiruvananthapuram: Kerala Bhasha Institute.
EDU – 10.7 : TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: MATHEMATICS.

(Theoretical Discourses -60 hours & CE -30 hours)

Objectives:
• To undertake a self-empowerment initiative in transacting the Mathematics curriculum from a Techno-Pedagogical Content Knowledge perspective
• To get acquainted with different aspects of collaborative use of information communication technology
• To gain a perspective of basic theories and guiding plans for effective transaction of Mathematics.
• To understand the nature and importance of Mathematics from a global perspective

Contents:
Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies
Unit 2: Networking in Mathematics Learning
Unit 3: Models of Teaching in Practice
Unit 4: Global Trends in Mathematics Education

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies(15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the concept, meaning and scope of Techno-pedagogic Content knowledge</td>
<td>Techno-Pedagogy; Techno-pedagouge-Concept, meaning and scope</td>
<td>Group discussions</td>
<td>Summative evaluation</td>
</tr>
<tr>
<td>2. To understand the role of the teacher as a techno-pedagogue</td>
<td>Role of teacher as a techno-pedagogue</td>
<td>Seminars</td>
<td>Performance analysis in group discussions</td>
</tr>
<tr>
<td>3. To enable the student teacher to generate and transact TPCK based content analysis of Secondary school text books and CD resources</td>
<td>Concept of TPCK</td>
<td>Meaningful verbal presentation</td>
<td>Observation</td>
</tr>
<tr>
<td>4. To help students to practice self-instructional strategies</td>
<td>Interrelationship of Content knowledge, pedagogic knowledge and technological knowledge</td>
<td>Participation in the Seminar</td>
<td>Participation in the Seminar</td>
</tr>
<tr>
<td></td>
<td>Scope and challenges of TPCK</td>
<td>Sessions</td>
<td>Sessions</td>
</tr>
<tr>
<td></td>
<td>Generation and transaction of TPCK based content analysis of secondary school text books and CD sources</td>
<td>Examples cited in their lecture dramatisation</td>
<td>Examples cited in their lecture dramatisation</td>
</tr>
</tbody>
</table>
### Unit II: Networking in Mathematics Learning (15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarise the student teachers with networking as a means of personal and professional growth of teachers</td>
<td>• Networking in learning Mathematics &lt;br&gt; • Networking - Meaning and scope &lt;br&gt; • Concept of E-twinning for institutional/professional growth &lt;br&gt; • Creation of personal e-mail ID and BLOGS with a minimum of 5 posts for promoting the teaching and learning of Mathematics</td>
<td>• Demonstrations &lt;br&gt; • Illustrations &lt;br&gt; • Video clippings &lt;br&gt; • Debating &lt;br&gt; • Web based illustrations &lt;br&gt; • Power point presentations</td>
<td>• Document analysis &lt;br&gt; • Student reports &lt;br&gt; • Digital document analysis &lt;br&gt; • Blog posting &lt;br&gt; • (Practicals) &lt;br&gt; • Creation of blog and posting</td>
</tr>
<tr>
<td>2. To provide hands on experience in online learning</td>
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</tbody>
</table>
### Unit III: Models of Teaching in Practice (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand models of teaching</td>
<td>• Models of teaching - meaning and Concept</td>
<td>Meaningful verbal expression</td>
<td>• Performance analysis in group discussion</td>
</tr>
<tr>
<td>2. To understand the application of major psychological theories</td>
<td>• Components of a teaching model</td>
<td>Group discussion</td>
<td>• Class test</td>
</tr>
<tr>
<td></td>
<td>• Families of teaching models</td>
<td>Peer tutoring</td>
<td>• Observation assessment lesson templates using Models of Teaching</td>
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<td></td>
<td>• Detailed study and practice on Concept</td>
<td>Observation</td>
<td>• (Discussion, Demonstration &amp; criticism lessons)</td>
</tr>
<tr>
<td></td>
<td>• Attainment Model, Inquiry Training Model, Constructivist Model, Discovery Model.</td>
<td>Brain storming</td>
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<td></td>
<td></td>
<td>Video analysis</td>
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</tbody>
</table>

**Meaningful verbal expression**
- Group discussion
- Peer tutoring
- Observation
- Brain storming
- Video analysis

### Unit IV: Global Trends in Mathematics Education (10 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To compare mathematics education across the world</td>
<td>• Comparison of Mathematics Education in World Wide</td>
<td>Web streaming</td>
<td>• Document analysis</td>
</tr>
<tr>
<td>2. To identify recent projects in teaching of Mathematics in India</td>
<td>• Mathematics teaching in developed countries-Japan, USA and UK</td>
<td>Documentation</td>
<td>• Blog posting</td>
</tr>
<tr>
<td></td>
<td>• <em>Mathematics teaching in developing countries</em>, India, Pakistan Srilanka</td>
<td>Invited lectures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recent projects in Mathematics teaching in India- IT@school, OFSET, GURU.</td>
<td>Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**References:**
EDU- 09.8: CURRICULUM AND RESOURCES IN DIGITAL ERA: PHYSICAL SCIENCE EDUCATION
(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:
- To strengthen the experience of the promising student teachers as Science curriculum designers, transmitters and assessors
- To develop a neo humanistic attitude among the student teachers in the light of Science-Technology-Society-Environment paradigm
- To undertake a self empowerment initiative in transacting the Physical Science Curriculum from a digital migrant outlook
- To provide the required research based science learning experiences so as to undertake a habit of self development through inquiry and investigation

Contents:
Unit 1: Curriculum Designing in Physical Science Education
Unit 2: Community Based Teaching and Learning of Physical Science
Unit 3: E-Resources in Teaching and Learning of Physical Science
Unit 4: Research inputs in Physical Science Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the concepts of curriculum and syllabus</td>
<td>Curriculum and syllabus-Meaning.</td>
<td>Meaningful verbal expression</td>
<td>Questioning</td>
</tr>
<tr>
<td>2. To understand and apply the principles of curriculum construction</td>
<td>Hidden curriculum.</td>
<td>Buzz session</td>
<td>Role performance analysis in Buzz discussion</td>
</tr>
<tr>
<td>3. To familiarize with the curriculum organization</td>
<td>Principles of curriculum construction.</td>
<td>PBL</td>
<td>Concept mapping</td>
</tr>
<tr>
<td>4. To familiarize with the recent trends in curriculum construction in state, national and international level</td>
<td>Types of curriculum-subject centred, activity centred, core curriculum.</td>
<td>Peer instruction</td>
<td>Concept mapping</td>
</tr>
<tr>
<td>5. To understand correlation of Physical Science within the subject as well as with other subjects.</td>
<td>Approaches to curriculum organisation- Concentric approach, Spiral approach, Type study, Topical approach, Historical approach, Nature study, Nature rambling, General science and disciplinary approach</td>
<td>Seminar</td>
<td>Open book analysis</td>
</tr>
<tr>
<td></td>
<td>Critical analysis of secondary school curriculum in Physical Science prescribed by SCERT.</td>
<td>Web Streaming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trends in curriculum construction-SCERT</td>
<td>Blog reading</td>
<td></td>
</tr>
</tbody>
</table>
and NCERT curriculum, Critical Pedagogy, Issue based curriculum, Problem Based Learning- Main features.
- Science-A Process Approach (SAPA), CognitiveAcceleration Through Science Education (CASE) / 'Let's Think through Science'
- Correlation- Incidental and systematic, Correlation within the subject, Correlation of Physical science with other subjects such as biology, mathematics, language, geography, history, earth science, music, art and craft, life and environment

### Unit 2: Community Based Teaching and Learning of Physical Science (20+10=30 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the concept and significance of community based resources</td>
<td>Community based resources- Meaning , need and significance</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Performance analysis</td>
</tr>
<tr>
<td>2. To familiarize various formal and informal learning contexts</td>
<td>Formal science learning contexts</td>
<td>Assignment</td>
<td>Quiz programme</td>
</tr>
<tr>
<td>3. To identify the contributions of human resources in local community</td>
<td>Science library-importance and organisation, web resources</td>
<td>Seminar</td>
<td>K-W-L charting</td>
</tr>
<tr>
<td>4. To identify governmental and non-governmental movements for popularizing science</td>
<td>Science laboratory- Importance and organisation, Registers, Rules, Accidents and First aid</td>
<td>Field trip</td>
<td>Profile presentation</td>
</tr>
<tr>
<td></td>
<td>Field trips and excursions- Need and importance</td>
<td>Community resource mobilization / Contextual analysis</td>
<td>Blog posting</td>
</tr>
<tr>
<td></td>
<td>Science fairs and exhibition-Significance, organisation and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science club-Significance, organisation and activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informal learning contexts:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science Park, museum, historical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
monuments, playgrounds, music room, planetarium, ANERT,
- Human resources: Scientists and eminent personalities in local community
- Governmental and non-governmental movements and organisations for popularising science: Science Talent Search Programme, Science Olympiad, KVPY, Sasthraposhini scheme

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify various digital resources in learning of Physical Science</td>
<td>Digital resources: CD, DVD, Websites</td>
<td>Web Streaming</td>
<td>Documentation</td>
</tr>
<tr>
<td>2. To understand the significance of Learning Management System</td>
<td>Learning Management System (LMS): definition and significance.</td>
<td>Explicit teaching</td>
<td>Assessment of individual performance</td>
</tr>
<tr>
<td>3. To familiarise various e-resources</td>
<td>Identification of E-resources:</td>
<td>Peer instruction</td>
<td>Think Aloud Sessions</td>
</tr>
<tr>
<td>4. To understand nature and scope of m-learning</td>
<td>Web 2.0 tools: Hot Potatoes, Paddle (Dynamic periodic table), Goanimate, Jing, Edmodo, Teacher Tube, Edjudo, Edublog, Chem Collective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To identify the challenges and means of rescue a teacher should possess in this digital era</td>
<td>E-learning: Nature and scope</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Today’s teacher – a digital migrant – challenges and means of rescue</td>
<td></td>
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</tbody>
</table>
Unit 4: Research inputs in Physical Science Education (5+3=8 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the concept and scope of research inputs in science education</td>
<td>• Research inputs - meaning and scope</td>
<td>Net surfing</td>
<td>Blog posting</td>
</tr>
<tr>
<td>2. To identify the role of science teacher as a researcher</td>
<td>• Science teacher as a researcher</td>
<td>Blog reading</td>
<td>Project report</td>
</tr>
<tr>
<td>3. To identify major thrust areas of research in Physical Science</td>
<td>• Thrust areas of research in Physical Science</td>
<td>Action research</td>
<td>Documentation</td>
</tr>
</tbody>
</table>

Reference
EDU – 10.8 : TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – PHYSICAL SCIENCE

(Theoretical Discourses - 60 hrs, CE - 30 hours)

Objectives:
• To undertake a self-empowerment initiative in transacting the Physical Science curriculum from a Techno-Pedagogical Content Knowledge perspective
• To get acquainted with different aspects of collaborative use of information communication technology
• To gain a perspective of basic theories and guiding plans for effective transaction of physical science
• To understand the nature and importance of physical science from a global perspective

Contents:
Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies
Unit 2: Networking in Physical Science Learning
Unit 3: Models of Teaching in Practice
Unit 4: Global Trends in Physical Science Education

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies (15 + 8 = 23 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conceptualize the basic principles of Techno-Pedagogic Content Knowledge Analysis in Physical Science Teaching and Learning</td>
<td>Techno-Pedagogic Content Knowledge Paradigm-Interrelationship of Content Knowledge, Pedagogic Knowledge, and Technological Knowledge, TPCK based content analysis of selected units of the secondary readers in Physical Science, Science teacher as a techno-pedagogue, Techno-pedagogic competencies, Self Instructional Strategies- Meaning, Types- Programmed Instruction (Linear, branching), Modular Instruction, Personalized System of Instruction, CAI and CMI</td>
<td>Small group discussion, Documentation, Web searching, Self-study, Power Point Presentations, Seminar, Didactic Questioning</td>
<td>Participant observation, Document analysis, On-task behaviour in class, Reflective journal</td>
</tr>
<tr>
<td>2. To identify the role of science teacher as a techno-pedagogue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To understand various Self Instructional Strategies</td>
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</tr>
</tbody>
</table>

Unit 2: Networking in Physical Science Learning (14 +10 = 24 hrs)
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the role and purposes of networking in learning physical science | • Networking - Meaning and scope  
• Networking in learning of Physical Science-Purposes Types- Technical, Personal and Institutional  
• e-twinning for institutional or professional growth in learning of Physical Science | Net surfing  
Blog reading  
Invited lectures  
Digital Modular Expositions | • Digital document analysis  
• Blog posting  
• Debate  
• Online test |
| 2. To acquaint with the concept of e-twinning. | | | |

**Unit 3: Models of Teaching in Practice (25 +20 = 45 hrs)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the application of major psychological theories | • Psychological theories for learning science-Piaget, Bruner, Gagne, Vygotsky and Ausubel, Gardener’s Multiple Intelligence Theory  
• Thinking skills - critical thinking, creative thinking, reflective thinking  
• Models of teaching-Concept Attainment Model, Inquiry Training Model, Advance Organiser Model, Constructivist and 5E model | Meaningful verbal expression  
Group discussion  
Peer tutoring  
Observation  
Brain storming  
Video analysis | • Analysis in group discussion  
• Class test |
| 2. To familiarize with various thinking skills | | | |
| 3. To understand models of teaching | | | |
# Unit 4: Global Trends in Physical Science Education (18 +10 = 28hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To compare science education across the world</td>
<td>Comparative Science Education World Wide-Science teaching in developed countries-Australia, Canada-Science teaching in developing countries-Indonesia, Srilanka</td>
<td>Web streaming</td>
<td>Document analysis</td>
</tr>
<tr>
<td>2. To identify recent projects in science teaching in India</td>
<td>Recent projects in science teaching in India-it@school, OFSET, GURU</td>
<td>Documentation</td>
<td>Blog posting</td>
</tr>
</tbody>
</table>

**Reference:**
- AACTE Committee (2008): *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*: Washington, DC, Rutledge/Taylor & Francis
- Bruce R., Joyce, Marsha W., and Emily C. (2011): *Model of Teaching (7th Ed.)*: USA, Pearson Education
EDU – 09.9 : CURRICULUM AND RESOURCES IN DIGITAL ERA : NATURAL SCIENCE EDUCATION

(Theoretical discourses -50 Marks/60 hours & CE-25 Marks/30 hours)

OBJECTIVES: To enable the student teachers to:

- Understand the different types of resources for teaching Natural Science.
- Locate different reference materials related with Biological Science.
- Identify the school and community resources for better Biological Science learning.
- Familiarize and understand the natural resources, man-made resources in teaching Natural Science.
- Familiarize the different club activities related with Natural Science.
- Understand the steps of organizing field trip, excursion, science fair & exhibition.
- Understand the different approaches of organizing Biological Science curriculum.
- Familiarize the modern trends in curriculum movements in India and abroad.
- Familiarize and understand the e-learning resources for teaching Natural Science.
- Identify research inputs in genetic engineering, medical field & environmental issues.

CONTENTS:

Unit I : Resource for Natural Science Curriculum Transaction.
Unit II : Curriculum Trends in Biological Science.
Unit III : E – Resources in teaching Learning Natural Science.
Unit IV : An Introduction to Research Inputs in Biology.

UNIT-I-RESOURCE FOR NATURAL SCIENCE CURRICULUM TRANSACTION (Theory hours-20)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand different types of resources.</td>
<td>1.1 Different types of resources.</td>
<td></td>
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</tr>
<tr>
<td>2. To understand the relevance &amp; scope of different types of resources.</td>
<td>1.2 Relevance &amp; scope of different types of resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To understand, and utilize school based resources in formal and informal learning.</td>
<td>1.3 School based Resources For Science Learning.</td>
<td></td>
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<tr>
<td></td>
<td>1.3.1 Library –School and Class library-importance and its organization, Types of resources for accessing information- book,</td>
<td></td>
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<td></td>
<td>Group discussion</td>
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<td>Seminar</td>
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<td>PBL</td>
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<td></td>
<td>Multimedia and interdisciplinary approach.</td>
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<td>Quiz programme.</td>
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<td>Participation in group discussion.</td>
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<td>Questioning.</td>
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<td>On-task behavior</td>
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<tr>
<td></td>
<td>Field trip report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminar presentation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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4. To develop skill in designing a high school biology laboratory.
5. To organize different extra-curricular activities related to science teaching.
6. To identify, and utilize different community resources for science learning.

<table>
<thead>
<tr>
<th>Non book and web resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.2 Science laboratory- significance and organization –Designing a high school biology laboratory.</td>
</tr>
<tr>
<td>1.3.4 Club activities - Science club, Science fair, Exhibition, Manuscript magazine, Field trip &amp; Excursion, Community awareness programme and Living corners- Pisciculture, different types of garden(Vegetable, ornamental and Herbal).</td>
</tr>
<tr>
<td>1.3.5 Text books- qualities of good science text book, Text book analysis. Supplementary reader.</td>
</tr>
<tr>
<td>1.3.6 Hand book for teachers and Work book for learner.</td>
</tr>
<tr>
<td>1.3.7 Reference material-encyclopedia, newsletters, magazines, journals.</td>
</tr>
<tr>
<td>1.4 Community Based Resources For effective Science Learning</td>
</tr>
<tr>
<td>1.4.1 Community resources for science learning- relevance and scope.</td>
</tr>
<tr>
<td>1.4.2 Identification of Community resources for better science teaching and learning.</td>
</tr>
<tr>
<td>1.4.3 Human resources- e.g. Resource persons/ eminent teachers/ personalities/ scientists in the local community.</td>
</tr>
<tr>
<td>1.4.4 Natural Resources- e.g. pond /lake/river/sea/ forest/ wet land/ sacred grooves etc.</td>
</tr>
<tr>
<td>1.4.5 Man made Resources- e.g. Museum/ Zoo/ Botanical garden/ Agrifarms / hospital, Krishi Vignjan Kendrum /Research centers under State &amp; Central government.</td>
</tr>
</tbody>
</table>

Team teaching.
Peer tutoring.
Meaningful verbal expression.
Organizing & designing science library, science laboratory.

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## UNIT II .CURRICULUM TRENDS IN BIOLOGICAL SCIENCE (Theory hours-18)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the Meaning-functions and Principles of curriculum construction.</td>
<td>• 2.1 Curriculum-Meaning-functions and Principles of curriculum construction.</td>
<td>Meaningful verbal expression</td>
<td>• Participation in group discussion.</td>
</tr>
<tr>
<td></td>
<td>• Types of curriculum- subject centered, activity centered, integrated and hidden curriculum.</td>
<td>Group discussion</td>
<td>• Questioning.</td>
</tr>
<tr>
<td>2. To familiarize different types of curriculum.</td>
<td>• 2.2 Approaches to curriculum organization-Topical, Subject, Concentric, Spiral and Integrated/ Correlation approach (Incidental &amp; Systematic correlation).</td>
<td>Small group sessions</td>
<td>• On-task behavior in class.</td>
</tr>
<tr>
<td>3. To understand and apply the principles of curriculum construction.</td>
<td>• 2.3 Factors affecting curriculum organization.</td>
<td>Peer instruction</td>
<td>• Tests.</td>
</tr>
<tr>
<td>4. To understand and compare the curricular movements in national and international level.</td>
<td>• 2.4 Criteria of a good Natural science curriculum.</td>
<td>Narrative expression sessions in small or medium groups.</td>
<td>• Science dairy.</td>
</tr>
<tr>
<td>5. To understand the types of correlation in the teaching learning process.</td>
<td>• 2.5 Critical analysis of the prevailing secondary school biology syllabus.</td>
<td>Brain storming.</td>
<td>• Daily reflective journal.</td>
</tr>
<tr>
<td>6. To understand the importance of correlation in the teaching learning process.</td>
<td>• 2.6 Curriculum reforms in India(NCERT) &amp; abroad (BSCS).</td>
<td>Seminar.</td>
<td>• Participant observation.</td>
</tr>
<tr>
<td>7. To make a Critical analysis of the prevailing secondary school biology syllabus.</td>
<td></td>
<td>PBL.</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT III E-RESOURCES IN TEACHING LEARNING OF NATURAL SCIENCE (ICT Materials) (Theory hours-11)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand and compare the Educational CDs developed by SIET, NCERT, IT@ school for the learning of biology at secondary level.</td>
<td>• <strong>3.1</strong> An introduction to the contribution of e-learning materials developed by SIET, NCERT &amp; IT@ school for the learning of biology at secondary level.</td>
<td>Modular approach. Multimedia and interdisciplinary approach.</td>
<td>Participation in group discussion. Questioning. On-task behavior. Report of video analysis. Involvement in using e-journals, e-books related with Biology. Involvement in using virtual laboratory &amp; virtual dissection.</td>
</tr>
<tr>
<td>2. To familiarize you tube resources related with HS Biology.</td>
<td>• <strong>3.2</strong> You tube resources related with HS Biology.</td>
<td>Team teaching. Peer tutoring</td>
<td></td>
</tr>
<tr>
<td>3. To familiarize e-journals, e-books related with Biology.</td>
<td>• <strong>3.3</strong> An introduction to e-journals, e-books related with Biology</td>
<td>Meaningful verbal expression</td>
<td></td>
</tr>
<tr>
<td>4. To understand about the use of e-resources.</td>
<td>• <strong>3.4</strong> An introduction to websites devoted for science teaching &amp; learning.</td>
<td>Group discussion Using internet effectively for collecting information.</td>
<td></td>
</tr>
<tr>
<td>5. To develop a skill in using e-resources.</td>
<td>• <strong>3.5</strong> Meaning-relevance &amp; scope of virtual laboratory &amp; virtual dissection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To understand the meaning-relevance &amp; scope of virtual laboratory &amp; virtual dissection.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To identify &amp; use virtual laboratory &amp; virtual dissection related with HS Biology.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UNIT-IV AN INTRODUCTION TO RESEARCH INPUTS IN BIOLOGY(Theory hours-11, )

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand research inputs in genetic engineering, medical sciences &amp; Environmental issues.</td>
<td>• <strong>4.1</strong> Research inputs in genetic engineering (Give brief introduction about Human Genome Project, Tissue culture).</td>
<td>Multimedia and interdisciplinary approach.</td>
<td>Peer tutoring Meaningful verbal expression Group discussion Assignment</td>
</tr>
<tr>
<td>2. To understand the emerging challenges related with organ</td>
<td>• <strong>4.2</strong> Research inputs in medical</td>
<td>Team teaching.</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
transplantation.
3. To get an idea about the importance of family farming.
4. To get an idea about the existing waste disposal measures in a scientific way.
5. To suggest innovative measures to waste disposal.

| sciences (Meaning and scope of Organ transplantation- a new hope for life, Nanotechnological applications in medical field) |
| Peer tutoring |
| Meaningful verbal expression |
| Group discussion |
| Assignment |
| Seminar |

- **4.3 Research inputs in Environmental issues**
  - (Family farming, waste disposal).

### References

- DavarMonika(2012):Teaching of Science: India, PHI Learning Pvt. Ltd.
• Ramakrishna, (2012). Methodology of Teaching Life Sciences, Dorling Kindersley Pvt. Ltd., India.
• AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis.

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• http://en.wikipedia.org/wiki/Technological_Pedagogical_Conte...
• http://www.amazon.com/booksdp/0805863567
• http://ictevangelist.com/technological-pedagogical-and-conte
• How the web will change the classroom by Mohan, R., (2007).
• https://d1j5u2soh3kt.ckld
EDU – 10.9 : TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS -NATURAL SCIENCE.

(Theoretical Discourses -50 Marks/60 hours & CE-25 Marks /30 hours)

OBJECTIVES :To enable the student teacher to:

- develop Understanding And Application Of Techno-Pedagogic Content Knowledge Analysis
- develop Skill In Preparation And Practice Of Technology Enhanced Learning Materials.
- understand And Apply Online Assessment And Competency Enhancement Avenues.
- identify Net Working As A Means Of Personal And Professional Growth
- understand Classroom Management Principles Essential For Effective Pedagogic Transaction.
- get An Idea About Global Trends In Science Education.
- familiarize The Modern Trends In Science Education At Global Level.
- get An Idea About Self Instructional Strategies.
- understand About Self Instructional Strategies.

CONTENTS :
Unit – I : Technological Pedagogical Analysis Of Content Knowledge (TPACK).
Unit – II : Net working in Science Learning.
Unit – III : Models of teaching & Self-instructional Strategies.
Unit – IV : Global trends in Natural science Education.

UNIT.1 TECHNOLOGICAL PEDAGOGICAL ANALYSIS OF CONTENT KNOWLEDGE (TPACK) – A CONCEPTUAL ANALYSIS. (Hours-22)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand about the conceptual analysis of Technological Pedagogical Content Knowledge (TPACK)</td>
</tr>
<tr>
<td>2. To understand and find inter relationships of different areas of TPACK</td>
</tr>
<tr>
<td>3. To develop skill in Technological Pedagogical Analysis of Content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1Technological Pedagogical Analysis of Content Knowledge (TPACK)-meaning and scope. Different knowledge areas of TPACK-Content Knowledge (CK), Pedagogical Knowledge (PK), Technology Knowledge (TK) Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies &amp; Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningful verbal expression. Group discussion. Narrative expression sessions in small or medium groups. Multimedia and interdisciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
### Knowledge (TPACK) of Secondary School Biology.

- Technological Pedagogical Content Knowledge (TPCK).
- Interrelationships of different areas of TPACK.
- 1.2 Technological Pedagogical Content Knowledge Analysis of Secondary School Biology.

### Unit-II Networking in Science Learning (Hours-18)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the meaning &amp; scope of networking in science teaching.</td>
<td><strong>Networking</strong>- meaning and scope of networking in science learning.</td>
<td>Group discussion&lt;br&gt;Seminar&lt;br&gt;Personality profile presentation&lt;br&gt;Reflective practices. PBL</td>
<td>Online assessment&lt;br&gt;Quiz programme.&lt;br&gt;Participation in group discussion.&lt;br&gt;Questioning.&lt;br&gt;On-task behavior.&lt;br&gt;Student’s portfolio.&lt;br&gt;Blog posting&lt;br&gt;Net working&lt;br&gt;e-twinning&lt;br&gt;Preparation of e-materials&lt;br&gt;Online Assessment</td>
</tr>
<tr>
<td>2. To develop skill in Networking through different ways.</td>
<td><strong>Development of one Blog</strong> for Natural science class and 5 postings by each student for promoting teaching learning/social issues/challenges etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To develop skill in the preparation and practice of ICT and Multimedia based materials in the teaching learning process of science</td>
<td><strong>e-twinning</strong>- means for institutional and professional growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To develop skill in the preparation and practice of online assessment tools in science teaching learning process.</td>
<td><strong>2.4 ICT and Multimedia as technology enhanced communication devises in the teaching of life science</strong>- Collection/Preparation of e-materials for pedagogic transaction of secondary school biology syllabus including environmental issues affecting local community(Power points, video clippings, pictures, instructional materials)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To understand different competitive examinations for teachers.</td>
<td><strong>2.3 Online Assessment And Competency Enhancement avenues.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To understand the Educational entrepreneurship - Career possibilities for trained graduate and post graduate science students</td>
<td><strong>2.3.1 Online assessment</strong> - meaning and scope, Down load an Online quiz maker and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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use it during practice teaching.

- **2.3.2 Competitive examinations for secondary school students** – Science Talent Search Scheme, Science Olympiad, Google science fair.
- **2.3.3 Competitive Examinations for teachers** - KTET, NTET, TET.
- **2.3.4 Educational entrepreneurship** - Career possibilities for trained graduate and post graduate science students.

### UNIT-III MODELS OF TEACHING & SELF INSTRUCTIONAL STRATEGIES (Hours-15)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the basic elements in the models of teaching</td>
<td><strong>3.1 Models of teaching</strong>: Introduction, Elements and Families of models of teaching. <strong>Concept Attainment Model (CAM)</strong>, <strong>Inquiry Training Model (ITM)</strong>, <strong>5E Model of BSCS</strong>, <strong>Inductive Thinking Model</strong>, <strong>Role play model</strong></td>
<td>Meaningful verbal expression Group discussion Small group sessions Peer instruction Narrative expression sessions in small or medium groups. Brain storming. PBL.</td>
<td>Participation in group discussion. Questioning. On-task behavior in class. Tests. Science dairy. Daily reflective journal Lesson plans based on models of teaching. Module preparation</td>
</tr>
<tr>
<td>3. To develop and design lesson plans based on Concept Attainment Model (CAM), Inquiry Training Model (ITM), 5E Model of BSCS, Inductive Thinking Model &amp; Role play model.</td>
<td></td>
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</tr>
<tr>
<td>4. To develop skill in selecting suitable self-instructional strategies for transacting pedagogy.</td>
<td></td>
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</tr>
<tr>
<td>5. To understand about Computer Assisted Instruction (CAI), Its advantages &amp; disadvantages.</td>
<td></td>
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</tr>
<tr>
<td>6. To understand &amp; prepare Modules.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
</tbody>
</table>
| 1. To familiarize & understand about the global trends in education. | **4.1** An introduction to global trends in education  
**4.1.1** University & career readiness  
**4.1.2** Longitudinal perspectives  
**4.1.3** Digital content  
**4.1.4** Individualized learning | Narrative expression sessions in small or medium groups.  
Meaningful verbal expression  
Multimedia approach  
Discussion | Participation in group discussion.  
Questioning.  
On-task behavior in class.  
Tests.  
Science dairy. |

**UNIT-IV GLOBAL TRENDS IN SCIENCE EDUCATION. Hours-5)**

**References**

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis


**INTERNET REFERENCES**

http://www7.nationalacademies.org/bose/21CentSKillUploads.html

www.BuildingClassroomDiscipline.com
• http://www.theteachersguide.com/ClassManagement.htm
• http://www7.nationalacademies.orgbose/21CentSKillUploads.html
• http://www.theteachersatrisk.com/2010/07/18/most popular blog about classroom management.
• http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.91....
• http://en.wikipedia.org/wiki/Technological_Pedagogical_Content...
• http://www.amazon.com/books/dp/0805863567
• http://ictevangelist.com/technological-pedagogical-and-conte
EDU - 09.10 : CURRICULUM AND RESOURCES IN DIGITAL ERA: SOCIAL SCIENCE EDUCATION

(Theoretical Discourses -50 Marks/60 hours & CE-25 Marks /30 hours)

Objectives :
• To get acquaint with modern principles and trends in the construction and organization of Social Science curriculum
• To become equipped in retrieving suitable teaching learning resources
• To attain proficiency in IT enabled instructional resources and to become talented in applying innovative strategies and approaches for instructional effectiveness.
• To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting Social Science curriculum through e-resources.
• To develop a positive attitude towards research for curriculum development and to adopt& develop innovative teaching learning strategies.

Contents :
Unit 1  Curriculum Designing in Social Science Education
Unit 2  School and Community Based Instructional Resources in Teaching Social Science
Unit 3  E- Resources in Teaching and Learning of Social Science.
Unit 4  Research Trends in Social Science Education

Unit 1: Curriculum Designing in Social Science Education (7 Hours + 4 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To become conversant with NCF and KCF to develop approaches to Social Science Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References
• http://www.ncert.nic.in/html/pdf/schoolcurriculum/framework
• http://www.case.edu/artsci/engl/emmons/writing/pedagogy
• NCF (2005) and KCF (2007)

Unit 2 : School and Community Based Instructional Resources in Teaching Social Science (8 Hrs + 4 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| • To identify and to utilize community resources for the effective transaction of Social Science Curriculum | • Community Resources- meaning, nature, need and scope in Social Science.  
• School to community and community to school- The need and role of Social Science clubs in community related curricular programmes  
• Resources- Historical- Palace, museum, caves, forts, archives etc, Geographical- Planetorium, Mountains, seashore, rift valley etc, Political- Gramasabha, Panchayat, Legislative assembly, memorials etc, Economical- market, bank, stores etc. | Discussion  
Prepare a list of community resources- discuss and present the ways to utilize the community resources  
Visit to any one of the community resources. | • Field trip to any one site with action plan and report (Practical Sem.2) |
Unit 3: e- Resources in Teaching and Learning of Social Science

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To generate a broad perspectives of e-resources in instructional practices</td>
<td>• Concept of e-resources, Web resources, social networking, Educational blogs, e-journals, e-learning, m-learning, web based learning.</td>
<td>Online learning</td>
<td>• Use e-resources to prepare any 4 learning materials</td>
</tr>
<tr>
<td>2. To develop skill in retrieving and transacting Social Science curriculum through e-resources</td>
<td>• Learning Management System (LMS) in the teaching-learning of Social science.</td>
<td>Web search</td>
<td>• Test for units 1,2 &amp; 3 (CE-Edu. 09)</td>
</tr>
<tr>
<td></td>
<td>• IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings.</td>
<td>Blogging and submission of online assignment</td>
<td></td>
</tr>
</tbody>
</table>

Reference

- http://www.bbk.ac.uk/linkinglondon/resources/
- www.youtube.com/user/itsviceters
- en.wikipedia.org/wiki/IT@School_Project
Unit 4 Research Trends in Social Science Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop a positive attitude towards research in the curriculum development process and to utilize the research findings in the teaching learning process. | • An introduction to Research in Social science Education- Need and importance  
• Teacher as a researcher in Social science  
• Analysis of Research outcomes in the teaching and learning of Social Science education. | Group Discussion  
Prepare a paper (utilizing internet) on the latest research findings on pedagogical aspects in Social science education and conduct a seminar. | • Observe the participation of student teachers in the learning process |
Reference

- http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm
- Leary, Zina O((2010). Doing your research project. New Delhi. SAGE
- Vikas Publishing House.
  Methods.
  Publishing House
  University.
- www.moodle.org
- http://www.ncert.nic.in
- http://www.ciet.nic.in/
EDU – 10.10 : TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – SOCIAL SCIENCE

(Theoretical Discourses -50 Marks/60 hours & CE-25 Marks /30 hours)

Objectives
- To conscientize the prospective teachers become a techno-pedagogue and become aware of the concept TPCK
- To grow to be competitive in designing digital texts and e-content in Social Science
- To familiarize with the networking system for institutional and professional growth.
- To get acquainted with the need of creating e-mail and blogs for pedagogical analysis.
- To prepare the prospective teachers as reflective practitioners

Contents:
- Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies
- Unit 2 Networking in Social Science Learning
- Unit 3 Models of Teaching in Social Science.
- Unit 4 Global Trends in Social Science Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conscientize the prospective teachers become a techno-pedagogue</td>
<td>Inter relationship between Technology, Pedagogy and Content. Teacher as Techno-Pedagogue in Social Science Scope and purpose of Techno-Pedagogic Content Knowledge Analysis. Self Instructional Strategies: Importance Programmed instruction CAI and CMI Instructional modules</td>
<td>Meaningful verbal learning On line learning Group discussion TPCK based content analysis (Selected units of secondary/higher secondary text books)</td>
<td>Prepare a self explanatory note on ‘Teacher as a Techno-Pedagogue’ TPCK based Content analysis on any one unit. Video script developing &amp; recording &amp; uploading (CE- Edu.10)</td>
</tr>
<tr>
<td>2. To become aware of the concept TPCK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To become capable of analyzing content based on technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To get aware on self instructional strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies
References

- http://en.wikipedia.org/wiki/Technological_Pedagogical_Content
- References:
- Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK. McDonald &Evans Ltd. 1975
- Social Science text book of standard 8,9 &10 of Kerala
- Teachers’ Hand book in Social Science for standard 8,9 &10

### Unit 2  Networking in Social Science Learning

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To grow to be competitive in designing digital texts and e-content in Social science.</td>
<td>Professional and Institutional growth: Through network-twinning</td>
<td>Discussion</td>
<td>Observation</td>
</tr>
<tr>
<td>2. To become empower in surfing digital resource for transacting Social science curriculum.</td>
<td>Student and Institution Networking</td>
<td>Online learning</td>
<td>Report verification</td>
</tr>
<tr>
<td></td>
<td>Online learning: Concept and system of online learning, virtual learning.</td>
<td>Demonstration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creation of e-mail ID and blogs</td>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applications of Social Networking systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reference

- [http://teachinghistory.org/issues-and-research/roundtable](http://teachinghistory.org/issues-and-research/roundtable)
- [www.5learn.co/e-content-development](http://www.5learn.co/e-content-development)
- [www.net-security.org](http://www.net-security.org)
- [blog.ebayclassifieds.com](http://blog.ebayclassifieds.com)
- [cybercoyote.org/security/safe-web.html](http://cybercoyote.org/security/safe-web.html)
- Atkins N.J and Atkins J.N, Practical Guide to Audio Visual Technique in Education,
- Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK. McDonald &Evans Ltd. 1975

## Unit 3 Models of Teaching

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquaint with the concept, families and selected items of Models of Teaching | • Models of teaching – Introduction, Operational Heart, Different families  
• Concept Attainment Model with lesson transcripts  
• Advance Organizer Model with lesson transcripts  
• Group Investigation Model with lesson transcripts.  
• Jurisprudential model & Inquiry Training Model | Scaffolding strategies  
Demonstration  
Simulation  
Online learning | • Discussion lesson-5(ICT-1, activity based-1, Models-3)  
• Demonstration- 2 (Models)  
• Criticism (5)  
• (Practicals – sem-2) |
References

- http://www.guardian.co.uk/higher-education-network/

### Unit 4  Global Trends in Social Science Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To help the prospective teachers for a comparative study of social science education in a global perspective. | - Global trends in Social Science education  
- Social Science education in other states and other Nations.  
- Comparison of Social Science curriculum, textbook and transactional modalities with other countries. | Discussion – Web searching.  
Seminars – compare SS curriculum & Textbooks of SCERT, NCERT and any one advanced nations. | Assignment & seminar report |

References

- http://tep.uoregon.edu/showcase/crmodel/strategies
- Social Science text book of standard 8,9 & 10 of Kerala
EDU- 09.11 : CURRICULUM AND RESOURCES IN DIGITAL ERA - GEOGRAPHY EDUCATION

Hours of interaction: 60 (Instructional) + 30 (Activities / Processes)

Objectives:
- To get acquainted with modern principles and trends in the construction and organization of Geography curriculum
- To become equipped in retrieving suitable teaching – learning resources
- To attain proficiency in IT enabled instructional resources and to become talented in applying innovative strategies and approaches for instructional effectiveness
- To generate a broad perspectives of e- resources in instructional practices and to develop skill in retrieving and transacting Geography Curriculum through- e- resources
- To develop a positive attitude towards research for curriculum development and to adopt and develop innovative teaching- learning strategies

CONTENTS:
Unit 1: Curriculum Designing in Geography Education
Unit 2: School and Community Based instructional Resources in Teaching Geography
Unit 3: e- Resources in Teaching and Learning of Geography
Unit 4: Research Trends in Geography Education

Unit 1 Curriculum Designing in Geography Education (16 hours + 6 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>To become conversant with NCF and KCF to develop approaches to Geography Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 1. To identify and to utilize community resources for the effective transaction of Geography curriculum | • Community resources- meaning nature need significance and methods of utilization  
• Natural and man- made resources in Geography  
• Relationship between school and community- bringing them together  
• Features significance and way of organizing  
• Geography room, library, club, museum  
• Exhibition hairs  
• Exhibitions/ Fairs  
• Excursion /field visits | Lecture cum discussion  
Meaningful Verbal learning  
Online learning  
Visit to any one of the community resource centres  
Planetarium  
Archaeological sites  
CESS, IMD, SOI, Land USE/ Soil | Field visit /study report  
Assignments on utilisation of community resources in teaching- learning of Geography |
Survey Departments etc
Prepare a list of community resources
Discuss and present the ways to utilize the community resources

Reference
• http://cricap.org
• http://www.ehow.com
• AroraM.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane

Unit 3: E- resources in Teaching and Learning of Geography (16 hours + 6 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To generate a broad perspective of e- resources in Geography instructional practices</td>
<td>• Concept and importance of e- resources, web resources, social networking, Blogs, e-learning, m- learning and web- based learning in Geography</td>
<td>Online learning</td>
<td>• Use of 4 e-resource to prepare for learning materials</td>
</tr>
<tr>
<td>2. To develop skill in- retrieving and transacting Geography curriculum through e- resources</td>
<td>• Learning Management systems (LMS virtual library)</td>
<td>Demonstration</td>
<td>• Internal test for units, 1, 2 and 3 CE-I, EDU-09</td>
</tr>
<tr>
<td>3. To identify the use of ICT in the teaching- learning of Geography</td>
<td>• Virtual library</td>
<td>Narrative expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Application of IT enables instructional resources in Geography online resources, Internet resources video conferencing etc</td>
<td>Internet access</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blogging and submission of online assignments</td>
<td></td>
</tr>
</tbody>
</table>
Reference
- http://www.e-learningforkids.org/courses.html
- http://www.bbk.ac.uk/linkinglondon/tesources
- https://www.itschool.gov.in
- www.youtube.cpm/user/itsviclers
- victors.itschool.gov.in
- En-wikipedia.org/wiki/IT@School-Project
- Alexey Semenov, UNESCO(2005), Information and Communication Technologies in Schools: A Handbook for Teachers

Unit 4 : Research Trends in Geography Education ( 10 Hrs + 5 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop a positive attitude towards research in the curriculum development process and to utilize the research findings in the teaching learning of Geography</td>
<td>Need and significance of research in teaching – learning of Geography</td>
<td>Group discussion</td>
<td>Online assignment (Practical evaluation)</td>
</tr>
<tr>
<td></td>
<td>Need for developing innovative techniques and strategies in pedagogy and evaluation in Geography</td>
<td>Online learning</td>
<td>Assignment preparation</td>
</tr>
<tr>
<td></td>
<td>Teacher as a researcher in geography</td>
<td>Group discussion</td>
<td>Reflections</td>
</tr>
<tr>
<td></td>
<td>Action research in Geography need and significance</td>
<td>Prepare a paper on research in pedagogical aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct seminar</td>
<td></td>
</tr>
</tbody>
</table>

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Reference

- http://www.edn.playmonth.ac.uk/resined/action_research/arhome.htm
- Alan Holmeister & Margaret Lake (1990) Research into Practice USA: Allyn & Bacon
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane
- www. Moodle.org
- http://www.cet.nic.in/
- http://www.ncert.nic.in
EDU - 10.11 : Techno Pedagogic Content Knowledge Analysis – Geography

Hours of interactions- 60 (instruction) +30 (Activities /Process)

Objectives

- To conscientize the prospective teachers become a techno pedagogue and become aware of the concept TPCK
- To grow to be competitive in designing digital texts and e-content in Geography
- To familiarise with the networking system for intuitional and professional growth
- To get acquainted with the need of creating e-mail and blogs for pedagogical analysis
- To prepare the prospective teachers as reflective practitioners

Contents:
Unit 1  Techno- Pedagogic content Knowledge Analysis (TPCK) and self- Instructional Strategies
Unit 2  Net working in Geography Learning
Unit 3  Models of Teaching in Geography
Unit 4  Global Trends in Geography Education

Unit I. Techno-Pedagogic Content knowledge Analysis (TPCK) and self instructional strategies. (16 Hrs +8 Hrs )

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To conscientize the prospective teachers become a techno pedagogue | • TPCK- concept, scope, challenges  
• Inter- relationship with content, pedagogic and technological knowledge  
• Technological knowledge required for a Geography teachers  
• Self- instructional strategies  
• Need & Importance  
• CAI & Modular approach | Meaningful verbal learning  
On-line learning  
Group discussion  
TPCK based content analysis  
Internet access | • Preparing notes  
• Analysing content based on TPCK  
• Assignments  
• Video script developing and uploading |
Reference

- Atkins N.J and Atkins. J.S Practical guide to Audio Visual Technologies in Education
- Social Science II text books a std. VIII, IX & X of Kerala
- Teacher’s Handbook of Std VIII, IX & X Kerala
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

Unit 2 Networking in Geography Education (12 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be aware of designing digital texts and e-content in Geography</td>
<td>Institutional networking and professional growth</td>
<td>Discussion</td>
<td>Observation</td>
</tr>
<tr>
<td>2. To familiarise with networking system for institutional &amp; Professional growth</td>
<td>Current high-tech classroom techniques, Concept of on-line learning and virtual learning</td>
<td>Online learning, Demonstration</td>
<td>Report verification</td>
</tr>
<tr>
<td></td>
<td>Creation of email ID/Blogs, E-twinning</td>
<td>Internet access, Workshop</td>
<td>Internal test for units 1 and 2 (EC- EDU.10)</td>
</tr>
</tbody>
</table>

Reference

- http://teaching.history.org/issues-and-research/round-table
- www.net.security.org
- cybercoyote.org/security/sage-web.html
The referenced texts and resources are as follows:

- Atkins N.J and Atkins, J.S Practical guide to Audio Visual Technologies in Education
- Social Science II text books a std. VIII, IX & X of Kerala
- Teacher’s Handbook of Std VIII, IX & X Kerala
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

### Unit 3 Models of Teaching in Geography (16 Hrs +8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the concept, families and selected items of models of teaching</td>
<td>• Models of teaching- definition, concept, significance, essential elements&lt;br&gt;• Families of models of teaching&lt;br&gt;• Ausubel’s meaningful verbal learning&lt;br&gt;• Advance organiser, Inquiry training, Jurisprudential and role playing models</td>
<td>Demonstration&lt;br&gt;Online learning&lt;br&gt;Simulation&lt;br&gt;Scaffolding strategies&lt;br&gt;Lesson transcript preparation&lt;br&gt;Web search</td>
<td>• Discussion lesson&lt;br&gt;• Demonstration lesson&lt;br&gt;• Criticism&lt;br&gt;• (Any 3 lessons on models of teaching)&lt;br&gt;• Practical&lt;br&gt;• Assignments</td>
</tr>
<tr>
<td>2. To acquaint with developing lesson transcripts based on selected models of teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reference

- [http://www.guardian c.ul/higher-education-network/](http://www.guardian c.ul/higher-education-network/)
- [http:// tep uoregon.edu/showcase/crm/model/strategies](http:// tep uoregon.edu/showcase/crm/model/strategies)
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
## Unit 4 Global Trends in Geography Education (17 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To help the prospective teachers for comparative study of Geography education in a global perspective</td>
<td>• Geography Education global trends in the 21st century in the developed and developing countries in south – East Asia</td>
<td>Discussion</td>
<td>• Seminars</td>
</tr>
<tr>
<td>2. To be aware the techniques of education for children with special needs</td>
<td>• Quantitative revolution in Geography</td>
<td>Web searching</td>
<td>• Reporting</td>
</tr>
<tr>
<td></td>
<td>• Geography education for children with special needs gifted/ slow learners/culturally- deprived- nature, characteristics and activities</td>
<td>Seminars</td>
<td>• Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet access</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NCERT Text books</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online learning</td>
<td></td>
</tr>
</tbody>
</table>

### Reference
- [http/tep.Uorgegon.edu/Showcase/crmodel/strategies](http/tep.Uorgegon.edu/Showcase/crmodel/strategies)
- NCERT Testbooks
- Teachers handbook in social science for Std.VIII, IX & X of Kerala
EDU - 09.12 : CURRICULUM AND RESOURCES IN DIGITAL ERA: COMMERCE EDUCATION

(Theoretical discourses - 60 Hrs + CE - 30 Hrs)

Objectives
• To get acquainted with modern principles and trends in the construction and organization of commerce curriculum
• To become systematically correlate instructional practices with life of the community to develop better public relations.
• To become equipped in retrieving suitable teaching learning resources
• To attain proficiency in IT enabled instructional resources for preparing text book, work book, handbook, source book etc in commerce.
• To become talented in applying innovative strategies and approaches for instructional effectiveness.
• To develop capability in managing heterogeneous learning set up.
• To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting commerce curriculum through e-resources
• To develop a positive attitude towards research to develop inquiry skills and scientific investigation

Contents:
Unit 1  Curriculum Designing in Commerce Education
Unit 2  School and Community Based Instructional Resources in Teaching Commerce
Unit 3  E- Resources in Teaching and Learning of Commerce
Unit 4  Research Trends in Commerce Education

Unit 1: Curriculum Designing in Commerce Education (15 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To get acquain with modern principles in the construction and designing of commerce curriculum</td>
<td>• Curriculum – Concept, Principles of designing commerce curriculum • Approaches, types of curriculum, Modern trends in designing commerce curriculum. • Brief outline about NCF (2005) KCF (2007) and its relevance in vocational education.</td>
<td>Analytical approach Debate Seminar Co-operative learning</td>
<td>• Group investigation summary reports • Prepare a brief sketch of NCF and KCF</td>
</tr>
<tr>
<td>2. To become conversant with NCF and KCF</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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### Unit 2: School and Community Based Instructional Resources in Teaching Commerce (13 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop a desire to take active involvement in community affairs  
2. To become systematically correlate instructional practices with life of the community; thereby develop better public relations. | • School and community based teaching – learning resources: school to the community and community to the school.  
• Co-curricular activities-school bank, commerce club, commerce library, commerce laboratory, commerce room etc. | Discussion  
Project method  
Visit to commercial institutions/ industries | • Prepare a list of community resources- discuss and present the ways to utilize the community resources  
• Conduct a field study to any one of the resource centers. |

### Unit 3: e- Resources in Teaching and Learning of Commerce (18 Hrs + 10 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To generate a broad perspectives of e-resources in instructional practices  
2. To develop skill in retrieving and transacting commerce curriculum through e-resources | • Concept of e- resources, Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, m-learning, web based learning.  
• Learning management system (LMS) in teaching learning of commerce education.  
• IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings. | Online learning  
Demonstration  
Narrative expression  
Web search | • Use any e-resources to prepare any 4 learning materials |
## Unit 4 Research Trends in Commerce Education (14 Hrs +7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop a positive attitude towards research  
2. To develop inquiry skills and scientific investigation | • An introduction to Research in Commerce Education- Need and importance  
• Commerce Teacher as a researcher  
• Analysis of Research outcomes in Commerce education both teaching and learning. | Group Discussion  
Brain storming  
Education Journal analysis | • Prepare a paper (utilizing internet) on the latest research findings on pedagogical aspects in Commerce and conduct a seminar. |

### References
- Leary, Zina O((2010). Doing your research project. New Delhi. SAGE
- [http://www.bbk.ac.uk/linkinglondon/resources/](http://www.bbk.ac.uk/linkinglondon/resources/)
- [www.youtube.com/user/itsvicsters](http://www.youtube.com/user/itsvicsters)
- [vicsters.itschool.gov.in/](http://vicsters.itschool.gov.in/)
- [http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.html](http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.html)
- en.wikipedia.org/wiki/IT@School_Project
- [www.youtube.com/user/itsvicsters](http://www.youtube.com/user/itsvicters)
- [http://www.case.edu/artsci/engl/emmons/writing/pedagogy](http://www.case.edu/artsci/engl/emmons/writing/pedagogy)
EDU – 10.12 : TECHNO- PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – COMMERCE

(Theoretical discourses - 60 Hrs + CE -30 Hrs)

Objectives:
- To conscientize the prospective teachers become a techno-pedagogue and become aware of the concept TPCK
- To grow to be competitive in designing digital texts and e-content in commerce disciplines
- To become empower in surfing digital resource for transacting commerce curriculum.
- To familiarize with the networking system for institutional and professional growth.
- To get acquainted with the need of creating e-mail and blogs for pedagogical analysis.
- To prepare the prospective teachers as reflective practitioner
- To get acquaint with the principles and designing of assessment mechanisms and capable of implement it.
- To generate a professional aspiration among young world by preparing for competitive / placement exams
- To inculcate a broad perspectives of individualized institution

CONTENTS:
Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies
Unit 2 Networking in Commerce Learning
Unit 3 Models of Teaching in Commerce
Unit 4 Global Trends in Commerce Education.

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies (15 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conscientize the prospective teachers become a techno-pedagogue</td>
<td>• Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue.</td>
<td>Meaningful verbal learning</td>
<td>Prepare a self explanatory note on ‘Teacher as a Techno-Pedagogue’</td>
</tr>
<tr>
<td>2. To become aware of the concept TPCK</td>
<td>• Scope and purpose of Techno-Pedagogic Content Knowledge Analysis.</td>
<td>Demonstration</td>
<td>TPCK based Content analysis on any one unit.</td>
</tr>
<tr>
<td>3. To become capable of analyzing content based on technology</td>
<td>• TPCK based content analysis (Selected units)</td>
<td>On line learning</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Unit 2 Networking in Commerce Learning (13 Hrs + 7 Hrs)                                                                                                                                                        | • Professional and Institutional growth: Through network-twinning  
• Student and Institution Networking  
• Online learning: Concept and system of online learning, virtual learning.  
• Creation of e-mail ID and blogs  
• Applications of Social Networking systems                                                                                           | Discussion  
Online learning  
Demonstration  
Workshop  
Group investigation      | • Concept maps  
• Observation  
• Product presentation  
• Report verification                                                                                                                                  |
| Unit 3 Models of Teaching (18 Hrs + 8 Hrs)                                                                                                                                                                     | • Models of teaching – Introduction, Operational Heart, Different families  
• Concept Attainment Model with lesson templates  
• Inquiry Training Model with lesson templates  
• Group Investigation Model  
• Cognitive Apprenticeship Model  
• 5 E model with lesson templates                                                                                                                   | Demonstration  
Group discussion  
Co-operative learning | • Discussion lesson (5- three out of five should be Models of Teaching)  
• Demonstration (2)  
• Criticism (5/ 3models of teaching)                                                                                                                  |
## Unit 4  Global Trends in Commerce Education (14 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze the global trends in commerce education through comparison between India with other countries. | • Global trends in commerce education  
• Commerce education with India and USA  
• Entrepreneurship Education – India V/S Japan  
• Business Education in India and Bangladesh  
• Accounting Education – Comparison with India and Australia | Discussion  
Brain storming  
Inductive strategies  
Thinking strategies | • Idea presentation grid  
• Assignment and seminar reports |
| 2. To evaluate the significance of Entrepreneurship Education, Business Education and Accounting Education in modern era. | | | |

### References
- [http://tep.uoregon.edu/showcase/crmmodel/strategies](http://tep.uoregon.edu/showcase/crmmodel/strategies)
- [http://www.guardian.co.uk/higher-education-network](http://www.guardian.co.uk/higher-education-network)
- [http://teachinghistory.org/issues-and-research/roundtable](http://teachinghistory.org/issues-and-research/roundtable)
- [www.net-security.org](http://www.net-security.org)
- [http://www.bbk.ac.uk/linkinglondon/resources/](http://www.bbk.ac.uk/linkinglondon/resources/)
- [www.youtube.com/user/itsvicters](http://www.youtube.com/user/itsvicters)
- [en.wikipedia.org/wiki/IT@School_Project](http://en.wikipedia.org/wiki/IT@School_Project)
- [victers.itschool.gov.in/](http://victers.itschool.gov.in/)
EDU-0 9.13 : CURRICULUM AND RESOURCES IN DIGITAL ERA- HOME SCIENCE EDUCATION

(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:
- To strengthen the experience of the promising student teachers as curriculum designers, transmitters and assessors
- To attain proficiency in IT enabled instructional resources for preparing teaching learning materials in Home Science.
- To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting Home Science curriculum through e-resources
- To undertake a self empowerment initiative in transacting the Home Science Curriculum from a digital migrant outlook
- To provide the required research based science learning experiences so as to undertake a habit of self development through inquiry and investigation

Contents:
Unit 1: Curriculum Designing in Home Science Education
Unit 2: School and Community Based Teaching and Learning of Home Science
Unit 3: E-Resources in Teaching and Learning of Home Science
Unit 4: Research Trends in Home Science Education

Unit 1: Curriculum Designing in Home Science Education (20+4=24 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the concepts of curriculum and syllabus</td>
<td>Curriculum and syllabus-Meaning, Definition, Nature</td>
<td>Meaningful verbal expression</td>
<td>Questioning</td>
</tr>
<tr>
<td>2. To understand and apply the principles of curriculum construction</td>
<td>Principles of curriculum construction.</td>
<td>Buzz session</td>
<td>Role performance analysis in Buzz discussion</td>
</tr>
<tr>
<td>3. To familiarize with the curriculum organization</td>
<td>Types of curriculum-subject centred, activity centred, core curriculum, hidden curriculum</td>
<td>PBL</td>
<td>Concept mapping</td>
</tr>
<tr>
<td>4. To familiarize with the recent trends in curriculum construction in state, national and international level</td>
<td>Approaches to curriculum organisation- Concentric approach, Spiral approach, Topical approach, General science and disciplinary approach</td>
<td>Co-operative learning</td>
<td>Open book analysis</td>
</tr>
<tr>
<td></td>
<td>Critical analysis of Higher Secondary /Vocational Higher Secondary school curriculum in Home Science prescribed by</td>
<td>Seminar</td>
<td></td>
</tr>
</tbody>
</table>

310
5. To understand correlation of Home Science within the subject as well as with other subjects.

SCERT.
- Trends in curriculum construction-SCERT and curriculum, Critical Pedagogy, Issue based curriculum, Problem Based Learning- Main features.
- Correlation- Incidental and systematic, Correlation within the subject, Correlation of Home Science with other subjects such as Biology, Physiology, History, Chemistry, Economics, Commerce, Management studies, and Environmental Education.

Group discussion
- Web Streaming
- Blog reading

References
- Higher secondary Home Science text book (Plus 1 & Plus 2) prescribed by SCERT, KERALA
- Teacher’s source book of Clothing and embroidery text book ( Vocational Higher Secondary-Fist & Second year ). SCERT, KERALA
- http://www.case.edu/artsci/engl/emmons/writing/pedagogy

Unit 2: School and Community Based Teaching and Learning of Home Science (22+10=32 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the concept and significance of community based resources</td>
<td>Community based resources- Meaning, need and significance</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Performance analysis in various participatory activities.</td>
</tr>
<tr>
<td>2. To familiarize various formal and informal learning contexts</td>
<td>Human Resources- resource persons/eminent persons and teachers from different fields of Home Science</td>
<td></td>
<td>Quiz programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Blog posting</td>
</tr>
</tbody>
</table>
3. To identify the contributions of human resources in local community
4. To identify the material supports in learning Home Science

| Man made resources- Home science Library-importance and organisation, web resources, Home Science laboratory- Importance and organisation, Registers |
| Community Resources/ Informal learning contexts- Food Processing Units, Social welfare department, ICDS-Balwadi/Anganwadi, Creche and preschool, Institution for special education, Rehabilitation centres, Textile units, Small scale industries and cottage industries. |
| Field trips and excursions- Need and importance |
| Home Science fairs and exhibition- Significance, organisation and evaluation |
| Home Science club-Significance, organisation and activities |

| Assignment Project Seminar Field trip Organization of Home science Expo Community resource mobilization / Contextual analysis |

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
</table>
### Unit 3: E-Resources in Teaching and Learning of Home Science (15+7=22 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To generate a broad perspectives of e-resources in instructional practices | • Concept of e-resources, Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, m-learning, and web based learning.  
• Learning management system (LMS) in teaching learning of Home Science education.  
• IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings. | Web Streaming  
Explicit teaching  
On line learning | • Documentation  
• Assessment of individual performance  
• Use of e-resources in preparing learning materials |
| 2. To develop skill in retrieving and transacting Home Science curriculum through e-resources | | | |

**References**
- http://www.bbk.ac.uk/linkinglondon/resources/
- www.youtube.com/user/itsvicters
- en.wikipedia.org/wiki/IT@School_Project
- victers.itschool.gov.in/
- www.youtube.com/user/itsvicters

### Unit 4: Research Trends in Home Science Education (8+4=12 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop a positive attitude towards research | • An introduction to Research in Home Science Education- Need and importance  
• Home Science Teacher as a researcher  
• Analysis of Research outcomes in Home Science education both teaching and learning. | Group discussion on current researches in Home science education  
Action research | • Performance assessment  
• On line assignment |
| 2. To develop inquiry skills and scientific investigation | | | |
| 3. To understand the wide scope of employability of Home science learning | | | |
Reference

EDU- 10.13 : TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HOME SCIENCE

(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:
• To undertake a self-empowerment initiative in transacting the Home Science curriculum from a Techno-Pedagogical Content Knowledge perspective
• To get acquainted with different aspects of collaborative use of information and communication technology
• To gain a perspective of basic theories and guiding plans for effective transaction of Home Science
• To understand the nature and importance of Home Science from a global perspective

Contents:
Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies
Unit 2: Networking in Home Science Learning
Unit 3: Models of Teaching in Home Science
Unit 4: Global Trends in Home Science Education

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies (11 + 6 = 17 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conceptualize the basic principles of Techno-Pedagogic Content Knowledge Analysis in Home Science Teaching and Learning</td>
<td>• Techno-Pedagogic Content Knowledge Paradigm-Interrelationship of Content Knowledge, Pedagogic Knowledge and Technological Knowledge, scope and purpose • TPCKA based content analysis- Higher Secondary /Vocational Higher Secondary Home Science text book</td>
<td>Small group discussion</td>
<td>• Participant observation</td>
</tr>
<tr>
<td>2. To identify the role of science teacher as a techno-pedagogue</td>
<td>• Science teacher as a techno-pedagogue. • Techno-pedagogic competencies, • Self Instructional Strategies- Meaning, Types- Programmed Instruction, Modular Instruction, Personalized System of Instruction, CAI and CMI</td>
<td>Web searchingdemonstration</td>
<td>• Development of video script</td>
</tr>
<tr>
<td>3. To understand various Self Instructional Strategies</td>
<td></td>
<td>Power Point Presentations</td>
<td>• On-task behaviour in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seminar</td>
<td>• Reflective journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On line learning</td>
<td>• (Technological skill practice in classrooms)</td>
</tr>
</tbody>
</table>

References
### Unit 2: Networking in Home Science Learning (15+11 = 26 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To grow to be competitive in designing digital texts and e-content in Home science Education | • Professional and Institutional growth: Through network-twining  
• Student and Institution Networking  
• Online learning: Concept and system of online learning, virtual learning.  
• Creation of blogs.  
• Applications of Social Networking systems | Discussion  
Online learning  
Demonstration  
Workshop  
Group investigation | • Digital document analysis  
• Blog posting  
• Debate  
• Online test  
• ICT based lesson designing and uploading in blog (1) |
| 2. To become empower in surfing digital resource for transacting Home Science curriculum. |                                                                                       |                                                                                               |                                                                                               |

**References**
- [http://teachinghistory.org/issues-and-research/roundtable](http://teachinghistory.org/issues-and-research/roundtable)
- [www.5learn.co/e-content-development](http://www.5learn.co/e-content-development)
- [www.net-security.org](http://www.net-security.org)
### Unit 3: Models of Teaching in Home Science (18 +10 =28 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the application of major psychological theories in learning. | - Psychological theories for learning science- A brief introduction of Piaget, Bruner, Gagne, Vygotsky and Ausubel, Gardener’s Multiple Intelligence Theory  
- Models of teaching – Introduction, definition, elements and families of models of teaching  
- Concept attainment model  
- Inquiry training model  
- Constructivist learning model  
- Advance organizer model  
- Group investigation model | Meaningful verbal expression  
Group discussion  
Peer tutoring  
Observation  
Brain storming  
Video analysis | - Analysis in group discussion  
- Class test  
- Discussion lessons (5, Three lessons out of five based on models of teaching)  
- Demonstration lessons (2)  
- Criticism lessons (5, Three lessons out of five based on models of teaching) - Performance, observation and recording |
| 2. To understand various models of teaching and their practice. | | | |

### References
- BruceR.Joyce,MarshaWeilandEmilyCalhoun(2011):ModelsofTeaching(7thEd.):USA,PearsonEducation

### Unit 4: Global Trends in Home Science Education (12 +8 =20hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand Global trends in relation to House Science Education | - Home Science education in the global scenario  
- Home Science towards community Science- women entrepreneurship, Gender equality, extension and communication management system of selected developed and developing countries (USA,China, Japan) with special reference to | Web streaming  
Documentation  
Invited lectures | - Document analysis  
- Blog posting  
- Involvement in subject association activity  
- Video script: Development, enacting, recording and uploading |
| Brief history, approaches, organizational structure, linkage to research extension methods used and its comparative analysis with Indian system. | Script writing for radio talk on a topic in home Science |

**References**
- [http://jit.sagepub.com/tips/cross.dt](http://jit.sagepub.com/tips/cross.dt)
- [www.sagepub.com/journalsindex.nav](http://www.sagepub.com/journalsindex.nav)
- [www.librarything.com/tag/clothing-cached](http://www.librarything.com/tag/clothing-cached)
- AACTECommittee(2008):HandbookofTechnologicalPedagogicalContentKnowledge(TPCK)forEducators:Washington,DC,Rutledge/Taylor&Francis
- BruceR.Joyce,MarshaWeilandEmilyCalhoun(2011):ModelsofTeaching(7thEd.):USA,PearsonEducation
EDU – 201.2 : Health and Physical education

( 2 credits – 60 hours & 50 marks )

Objectives :
• To acquire knowledge about the Track and Field events.
• To become familiar with major and minor games and to develop interest in sports and games
• To understand the ability to organize and conduct sports and games
• To understand the importance and values of recreational activities in the modern society
• To understanding of the psychological, sociological, and physiological significance of play & recreation.

Contents
Unit – 1  Track & Field or Athletic events – general awareness, rules and regulations, organization.
Unit – 2  Major and minor games – types, rules and regulations
Unit – 3  Tournaments – knock out and league, fixtures for tournaments
Unit - 4  Play & Recreation – need and importance, leisure time management, practice.
Unit – 5  Mental Health – meaning, problems and techniques.

Unit – 1: Track & Field or Athletic events – general awareness, rules and regulations, organization.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquire knowledge about the track and Field events | Track and field or Athletic events.- 12 hours  
- General awareness on athletics  
- Rules and regulations of any one event in detail | Oral presentation  
Group activity  
Participation | Group assessment  
Organizing sports meet  
Participation |
### Unit – 2: Major and minor games – types, rules and regulations

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Become familiar with major and minor games and to develop interest in sports and games | Major and Minor games – 10 hours                    | Theoretical orientation Virtual learning platforms | • Group assessment  
• Intramural competitions |
|                                                                                  | • Understanding major and minor games               |                                                   |                                 |
|                                                                                  | • rules and regulations of any one major game in detail |                                                   |                                 |

### Unit – 3: Tournaments – knock out and league, fixtures for tournaments

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Understand the ability to organize and participate in the conduct of sports and games | Tournaments – 8 hours                               | Meaningful verbal expression Group activity sessions in small and medium group | • Group assessment  
• Assignments |
|                                                                                  | • Knock out, league and combination tournaments     |                                                   |                                 |
|                                                                                  | • Method of drawing fixtures under knock out and league tournaments |                                                   |                                 |
| 2. To familiarize the ways and measures to draw a standard athletic track.       | Track and field marking – 8 hours                   | Verbal presentation Group activity Field work     | • Field analysis through group performance. |
|                                                                                  | • standard 400 mts/200 mts Track marking            |                                                   |                                 |
|                                                                                  | • Field marking                                    |                                                   |                                 |
Unit – 4: Play & Recreation – need and importance, leisure time management, practice.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Understand the importance and values of recreational activities in the modern society | Play & Recreation – 12 hours  
- Need & Importance of Play & Recreation  
- Play theories  
- Values associated with practice of play & Recreation  
- Leisure time Management  
- Recreational Games  
- Practice of Recreational activities | Theoretical orientation  
Demonstration  
Group activity | • Group assessment |
| 2. Understanding of the psychological, sociological, and physiological significance of play & recreation | | | |
| 3. Practice recreational games | | | |

Unit – 5: Mental Health – meaning, problems and techniques.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Understanding the importance of mental health and normal mental health problems to be addressed in general population | Mental Health – 10 hours  
- Introduction and overview of mental health  
- Mental health problems  
- Techniques to improve mental health | Narrative expressions  
Demonstration  
Practical sessions | |
| 2. Get acquaint with the relaxation techniques to overcome mental health problems | | | |
Guidelines for Practical work

- Physical Education Record - 10 marks
- Winning prizes in sports and games - 5 marks
- Participation in sports and Games - 10 marks
- Initiative and Effort in organizing sports and games - 5 marks
- Internal written examination - 10 marks
- Practice of Yoga - 10 marks
EDU – 201.3: ART EDUCATION AND THEATRE PRACTICE

(Credit – 1, carries 25 marks/30 hours )

Contents:

Theatre practice in curriculum transaction-
- Workshop to develop simple drama/skit -Discussion about script writing on selected topic in the optional subject-theatre practice.
- Puppetry –types - use in classroom transaction – demonstration/video presentation.
- Role plays/ Mono act for transaction of different subjects-discussion and presentation.

Practicals:
- Prepare report on the importance of theatre practice in Education with selected examples. (maximum 15 pages) – 10 marks.
- Writing of script for a small drama/skit by selecting a topic in your subject (individual/group) - 15 marks.
SEMESTER – III
Instructional hours per Subject : 90 hours (Theoretical Discourses – 60 & CE – 30 hours)

Perspectives in Education/Core Subjects:

EDU - 11 : Developmental Perspectives of Education.
EDU - 12 : Learner in the Educational Perspective.

Curriculum and Pedagogic courses/Optional subjects:

EDU - 11: Developmental Perspectives in Education.
(Educational Management, Environmental Education, Health Education and Entrepreneurship Education)

(Theoretical discourse 60 and CE - 30 hrs)

Objectives:
- To develop an understanding of the concept of Management and Educational management.
- To discuss the contribution which management theory can make to understanding management practices
- To explain the meaning of the terms: management and leadership in education
- To develop an understanding of how to apply knowledge, skills and attitudes in educational management to enable more effective resource planning, organization and co-ordination of school programmes and activities, and directing, controlling and evaluating of the teaching and learning processes in school.
- To familiarize with the Total Quality Management in Education
- To develop entrepreneur interests and skills in students enabling them to explore career prospects.
- To develop an understanding of Environmental Education
- To create an awareness of environmental movements, laws and rights and to practice eco friendly life style.
- To sensitize towards disaster management
- To sensitize towards the concept of sustainable development.
- To develop knowledge of the fundamentals of Health, Health Education and Physical fitness.
- To Guide the next generation to live with social commitment and obligations.

Contents:
A. Educational management and Entrepreneur education
   Unit 1: Introduction to Educational management (10hrs)
   Unit 2: Aspects of school management (15 hrs)
B. Environmental and Health Education
   Unit 3: Environmental awareness and importance of Environmental Education (14 hrs)
   Unit 4: Disaster management (6hrs)
   Unit 5: Health Education (15 hrs)
### Unit 1: Introduction to Educational Management (10 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize with the concept, meaning and characteristics of management. | • Concept, Meaning and Characteristics of Management.  
• Functions of Management.  
• Theories of Management (Taylor’s Theory, Fayol’s Theory and Peter Drucker’s Theory)  
• Concept, Scope, Principles and Importance of Educational Management  
• Components of management of Educational system.  
• Structure of Educational management in Kerala at Central, State and Local level | Verbal discourse  
Group discussion  
Narrative expression in small groups  
Brain storming  
Collaborative interaction on Meaningful verbal Learning  
Verbal interaction | • Reflection  
• Oral questions  
• Role performance assessment  
• Quizzes  
• Observation of involvement in interaction  
• Journal writing |
| 2. To enable the student teacher to understand the functions of management | | | |
| 3. To familiarize with modern theories of management | | | |
| 4. To acquaint with concept, principles, importance and components of educational management | | | |
| 5. To enable the student to understand the structure of management at different levels | | | |

### Unit 2 Aspects of school management (15 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To know about the importance and concept of institutional planning and make the students realise the | • Institutional Planning- Concept, Importance, Steps and role of HM in institutional planning. | School visit and Collaborative discussion | • Report writing  
• Participant observation  
• Performance assessment |
| | | | |
| 2. To acquaint with various resource management at school |
| 3. To familiarize with importance and types of time table and understand the principles of framing it |
| 4. To develop the skill in organizing a school plant and maintaining the school records and registers |
| 5. To develop a clear perception about the human resources and their duties |
| 6. To understand the concept of leadership and various styles of leadership |
| 7. To get a clear idea about the roles and responsibilities of the head of the institution |
| 8. To gain an overview on the roles of teacher as learning facilitator and classroom manager |
| 9. To explore the importance of entrepreneurship education its phases and the major entrepreneurship skills that can be developed in a learner |
| 10. To reinforce entrepreneurial education for teacher trainers |

| 1. Role of HM in the planning |
| 2. Time Management- concept of time management |
| 3. Timetable- Importance, Principles of framing Time Table and Types of Time Table |
| 4. Material Resource Management |
| 5. Organization of School Plant- school site, building, infrastructure |
| 6. School records and registers- Types and maintenance |

| Human Resource Management |
| Headmaster- Qualities, Roles, Duties and responsibilities, Concept of Leadership, Styles of leadership |
| Teacher- Qualities and Roles of Teacher as learning facilitator and classroom manager – planning and providing learner friendly learning experiences and innovative learning strategies, meeting the needs of heterogeneous learners |
| Learner- Education for trained manpower - Entrepreneurship Education, Concept, functions, need and importance and Process of entrepreneurship |
| Phases of entrepreneurship- sensitizing, training, qualification and coaching |
| Entrepreneurial skills-Goal setting, Planning, Creative thinking, Research, Decision |

| Practical experience |
| Active class room learning |
| During school induction and practice teaching |
| Discussion in small groups |
| Peer tutoring |
| Seminar and discussion |
| Reflective practices |
| Visit to institutions |
| Interactive session |
| Discussion |
| Role play |
| Workshops |
| Project method |
| Participant observation |
| Student led enquiry and discovery |
| Active learner centered learning activities |

| Assessment of learner involvement and creativity |
| Assignment assessment |
| Evaluation of project |
| Teacher observation |
| Performance assessment in group discussion |
| Peer evaluation |
| C E |
| Evaluation based on |
| umentation |
| Entrepreneurs in educational field | To acquaint with various academic supports in school management activities  
12. To familiarize the importance of PTA, Staff Council and Student Council  
13. To realize the importance of co-curricular activities in the personality development of a learner  
14. To develop an awareness about the need of professional growth of teachers and familiarizing different programmes and organizations to attain professional development  
15. To get a clear idea about Total Quality Management and Quality Indicators  
16. To acquaint with the concept and applications of SWOC analysis  
| Making, Risk bearing, problem solving  
- Evolving career prospects of teachers  
- Content writers, e-content developers, content editors, translators, educational software developers, publishers, career counselors, education journalists, start up initiatives etc.  
- **Academic support systems**  
  - Library (school information system), Laboratory, Museum.  
  - PTA, Staff Council, student council, organizational structure and functions  
  - Co-scholastic activities- organizing co-curricular activities, Morning Assembly, various clubs-science, mathematics and literary club, Sports and Games, Celebrations of days of national importance, Field trips.  
  - Professional growth of teachers-need, programmes, and organizations  
  - Total Quality Management- Concept and importance, Quality Indicators, SWOC analysis-concepts and steps  
| Library reference and observation  
- Collaborative discussion  
- Projects  
- Seminar  
- Participant observation  
- Participation in school activities  
- Involvement in activities  
- Small group discussion  
- Brain storming  
- Institutional visit  
- Participation in school activities  
| Assignment evaluation  
- Evaluation of Practicum |
### Unit 3  Environmental awareness and importance of Environmental Education (14 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To understand the concept and components of environment</td>
<td>Observation</td>
<td>Report writing</td>
</tr>
<tr>
<td>2.</td>
<td>To identify the types of environmental resources</td>
<td>Video Presentation</td>
<td>Work book analysis</td>
</tr>
<tr>
<td>3.</td>
<td>To realize the significance the biodiversity in protecting the environment</td>
<td>Hands on experience</td>
<td>Project analysis</td>
</tr>
<tr>
<td>4.</td>
<td>To understand the concept, and importance of environmental education.</td>
<td>Field study</td>
<td>Participation of students</td>
</tr>
<tr>
<td>5.</td>
<td>To understand the importance of studying environmental education at various levels</td>
<td>Project method</td>
<td>Assignments</td>
</tr>
<tr>
<td>6.</td>
<td>To realize the impact of human interventions on environment</td>
<td>Group tasks</td>
<td>Diary writing</td>
</tr>
<tr>
<td>7.</td>
<td>To realize the consequences of human actions on the environment</td>
<td>Small group discussion</td>
<td>Practicum</td>
</tr>
<tr>
<td>8.</td>
<td>To acquaint with various types of pollution</td>
<td>Field trip and observation</td>
<td>Performance based assessment</td>
</tr>
<tr>
<td>9.</td>
<td>To develop a positive attitude towards the need for reducing global warming and related consequences</td>
<td>Project method</td>
<td>Analysis of problem solving</td>
</tr>
<tr>
<td>10.</td>
<td>To practice environment protection measures in personal life.</td>
<td>Workshops</td>
<td>Assessment of innovative ideas</td>
</tr>
<tr>
<td>11.</td>
<td>To conduct</td>
<td>Poster presentation</td>
<td>Class Test</td>
</tr>
<tr>
<td></td>
<td>3. B) Education for sustainable</td>
<td>Action research</td>
<td>Individual and group projects</td>
</tr>
<tr>
<td></td>
<td>• Concept and components of Environment, Natural and Manmade Environment</td>
<td>Individual and group projects</td>
<td>Problem bases</td>
</tr>
<tr>
<td></td>
<td>• Environmental resources-types, Biodiversity-types and significance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. To gain knowledge about the various environmental laws and rights
13. To familiarise with the constitutional provisions regarding the environmental protection
14. To apply the environmental laws and principles when need arises
15. To familiarise with the international efforts on environmental protection

**development- Concept and significance (6 hrs)**
- Sustainable practices and role of students.
- Role of Governmental agencies and NGOs in environmental protection.

Unit 4 Disaster management (6hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarise the concept of disaster management | - Meaning and concept of disaster management  
- Phases of disaster management – Steps and brief description only  
- Prevention and preparedness for Flood, Landslide, Fire and Earthquake | Small group discussion  
Action plan preparation  
Expert talk  
Role play  
Power point | Participation in discussion  
Role assessment  
Documentation analysis |
| 2. To familiarize with the phases of disaster management | | | |
| 3. To familiarise with the mentioned disasters | | | |
| 4. To prepare an action plan for disaster prevention and preparedness | | | |
## Unit 5 Health Education (15 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness. | • Health & Health Education  
  • Meaning, importance and factors affecting Health  
  • Significance, scope, aims and objectives of Health Education | Meaningful verbal presentation | • Test |
| 2. Develop right attitudes and habits for a healthy living in personal and community life. | • Hygiene & Health Hazards  
  • Personal and Community Hygiene  
  • Smoking, Alcoholism and Abuse of drugs | Dramatization Presentations in small/medium groups | • Evaluation of daily reflective behavior  
  • Test |
| 3. Guiding the next generation to live with social commitment and obligations. | • Understanding Nutrition  
  • - Macro and Micro Nutrients  
  • Carbohydrates, Protein, Fat,  
  • Vitamins (Fat soluble and water soluble), Minerals, Water & Fibre  
  • Balanced diet  
  • Vitamin deficiency diseases  
  • Malnutrition  
  • Diseases - Lifestyle diseases and its management (Obesity, Hypertension, Diabetes and Osteoporosis) | Narrative expressions Group activity Personal profiles Verbal orientation Demonstration Group activity Verbal presentation Preparation of database | • Debating and discussions  
  • Test  
  • Survey reports  
  • Group presentation  
  • Posture assessment Grid |
| 4. To impart knowledge regarding food and nutrition, first aid and the importance of posture. | | | |
| 5. Develop awareness about various lifestyle diseases and their prevention. | | | |
| Common communicable diseases – Symptoms, causes and prevention |
| First Aid |
| Definition |
| Aims and Principles |
| Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc. |
| Posture |
| Congenital and acquired postural deformities |
| Remedial measures for acquired postural problems |

**References**

- Daniel, D. C (2012) Environmental Science, Jones and Bartlett India Pvt, Ltd.
- APH Publishing Corporation.
EDU – 12 : Learner in the Educational Perspective.

(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives: To enable the student teacher:
• To integrate the values among learners
• To synthesis the role of learning for meaningful existence
• To understand rights and duties of an Indian citizen
• To develop an attitude to eliminate gender bias in educational institutions and society
• To develop strategies to empower girl students
• To familiarise the life skills among the learners
• To practice and enhance the mental and physical strength among students
• To acquaint with the guidance and counselling procedures
• To educate the trends and practices of classroom management.
• To equip student teachers professionally competent for inclusive classrooms.
• To analyze human behaviour and communication through Transactional Analysis

Contents:
UNIT I: LEARNER AND MEANINGFUL EXISTENCE
UNIT II: GENDER, SCHOOL AND SOCIETY
UNIT III: DEVELOPING AN INTEGRATED LEARNER
UNIT IV INTEGRATING PROFESSIONAL COMPETENCY FOR INCLUSIVE CLASSROOM
### UNIT I: LEARNER AND MEANINGFUL EXISTENCE  20hours (15T+5P)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To inculcate values in the changing social scenario | • Four pillars of education suggested by UNESCO  
• Citizenship Training- Duties and Rights of Indian Citizens  
• Peaceful coexistence and need for peace education  
• Prohibition of child Labour  
• Value integration- Concept of Purusharthas- Human Values- Social Values-biological values- Aesthetic values- National values-values laid down in Indian constitution- Universal values- Strategies for inculcating values | Lecture discussion  
Silent sitting  
visual experiences  
Anecdotes  
The Stage Specific Focus  
Group activities  
Organised discussion and reflective exercises  
Workshop  
Debates  
Role plays, Stories  
Symposium | • Response analysis  
• Extension activity with a motive of Value inculcation and Performance based assessment  
• Unit Test |
| 2. To integrate learner with learning in a holistic manner | | | |
| 3. To understand Duties and Rights of Indian Citizens | | | |

### References

- Value-based Human Resource Strategy: Developing your HR Consultancy RolePaperback– Import, 4 Sep 2003 by Tony Grundy(Author), Laura Brown(Author)
## UNIT II: GENDER, SCHOOL AND SOCIETY (25Hrs 15 T+10 P)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyse the historical perspectives of gender bias | • Gender bias in India- Historical and Socio-cultural perspectives and gender specific roles- Gender equity and significant role of women during Dravidian and Vedic culture  
• Situations of gender differences – Educational, Social, Political, Economical,  
• Gender bias in educational institutions- in the development of curriculum and textbooks- in the management of the school Strategies for addressing gender issues in education  
• Empowerment of girls as empowerment of society and role of teacher to develop attitude of equity- policy and management- women's action groups  
• Gandhian views on women empowerment- A synthesis of pragmatism and idealism | Lecture discussion  
Workshop  
Debates  
Symposium  
Multimedia presentation | • Response analysis  
• Extension activity with a motive of Value inculcation. |

### References
- Pachauri, S.K. (1995), Women and Human Rights, Delhi, APH, Publication
- [http://www.isical.ac.in/~wemp/Papers/PaperItismitaMohanty.pdf](http://www.isical.ac.in/~wemp/Papers/PaperItismitaMohanty.pdf)
### UNIT III: DEVELOPING AN INTEGRATED LEARNER

20 hours (15T+5 P)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarise the life skills among the learners</td>
<td>• Meaning and scope of Life skill education-WHO classification of life skills- Strategies for applying life skills for capacity development Guidance and counselling – Meaning, scope, types, procedure and, organisation of guidance cell- Application in inclusive classrooms.</td>
<td>Lectures</td>
<td>• Field visit</td>
</tr>
<tr>
<td>2. To practice and enhance the mental and physical strength among students</td>
<td>• Counselling - meaning and nature of Counselling skills- adolescent issues and their management-Sexual harassment, Substance abuse - Impact of media/ Internet/mobile - Depression and suicide- causes and remedies.Counselling skills and procedure</td>
<td>Interview</td>
<td>• Role Play</td>
</tr>
<tr>
<td>3. To acquaint with the guidance and counselling procedures</td>
<td>• Mental Health and Hygiene – Characteristics, Role of Home and School</td>
<td>Puppetry</td>
<td>• Practical work</td>
</tr>
<tr>
<td>4. To nurture mental health and mental Hygiene among learners</td>
<td></td>
<td>Life skill Camps</td>
<td>• Assignments</td>
</tr>
<tr>
<td>5. To promote healthy behaviour and healthy relations</td>
<td></td>
<td>Prepare activities based on life skills</td>
<td>• Seminar presentation</td>
</tr>
</tbody>
</table>

**References**

- IGNOU(2011) Life Skill development, SOE. NewDelhi, IGNOU.
UNIT IV: INTEGRATING PROFESSIONAL COMPETENCY FOR INCLUSIVE CLASSROOMS  25 hours (15T+10P)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarise the trends and practices of classroom management.</td>
<td>• Classroom management –trends, practices and strategies, Behaviour management • Group Dynamics- Sociometry and types of leadership • Forces operating within a group in social interaction • Transactional Analysis –Ego states, Egogram- significance in education • Professional competency for inclusive classroom by incorporating the above aspects</td>
<td>Open meeting of Parents Construction of sociometry in a group Interviews Group discussion Prepare activities based on Leadership skills Self evaluation by Egogram</td>
<td>• Field visit • Role Play • Practical work • Assignments • Seminar presentation • Test paper • Performance based assessment</td>
</tr>
<tr>
<td>2. To practice and enhance the behavior management strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To acquaint with the behavioural changes occur within a social group or between social groups.</td>
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<td></td>
</tr>
<tr>
<td>4. To analyse human behaviour and communication through Transactional Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To equip student teachers professionally competent.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References

http://www.teachers.org.uk/node/16308
www.transactional-analysis.org/teachers.htm
http://www.unicef.org/crc/
AnupryaChadha(2007) ‘special education” APH publication, New Delhi
Atwater, (2010), Psychology for Living ,Adjustment,Growth and Behaviour Today : Pearson
Geoff Colvin , 2012 , Managing the cycle of acting out behaviour in the classroom. , Corvin Publications
Ian stewart and Vann Joines , 1999, TA Today
Sr Ann Maria 2011 , Kaivilakku-Group Dynamics and TA , Jeevan Books
Teele, Sue (2000), Rainbow of Intelligence: Exploring how students Learn, California: Corwin Press Inc.
Value-based Human Resource Strategy: Developing your HR Consultancy RolePaperback– Import, 4 Sep 2003
Yogendra Singh.(2007). Modernisation of Indian tradition. Rawat publication. New Delhi

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Websites

- www.organisation.health
- www.psy.chbytes.
- www.unicef.org/crc/
- www.ccrinfo.org/
- www.learning and teaching.info/learning/constructivism
- www.tesindia.com/teaching-resources/
- http://www.edutopia.org/how-use-social-networking-technology
- http://www.educationalnetworking.com/
- http://www.teachers.org.uk/node/16308
- www.transactional-analysis.org/teachers.htmwww.unicef.org/crc/
(theoretical discourses – 60 & CE – 30 hours)

Objectives :
• To get familiarized with self-instructional strategies and integrated approach in teaching Malayalam
• To get acquainted with assessment strategies of Malayalam Education
• To understand and practice the concept - Material Design for Curriculum Transaction in e-platform
• To comprehend the concepts and practices related to ‘reflective practice.’

Contents :
• Modern Instructional Strategies in Malayalam Education.
• Integrated Approach in Teaching Malayalam.
• Strategies of Assessment in Malayalam Education.
• Material Design for Curriculum Transaction in e-platform.
• Teacher as a Reflective Practitioner.

Unit 1 Modern Instructional Strategies in Malayalam Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. To get familiarized with self-</td>
<td>Workshop, Seminar, Symposia, Debates</td>
<td>Discussion on given reading materials.</td>
<td>Participation</td>
</tr>
<tr>
<td>instructional strategies and integrated</td>
<td>Video content generation</td>
<td>Preparation of modules</td>
<td>Completeness</td>
</tr>
<tr>
<td>approach in teaching Malayalam</td>
<td>e-learning, M-learning, Virtual Learning</td>
<td>Workshop for the familiarization of CAI, CMI</td>
<td>Involvement in</td>
</tr>
<tr>
<td></td>
<td>e-tutoring, Online Courses</td>
<td></td>
<td>the workshop</td>
</tr>
<tr>
<td></td>
<td><strong>Integrated Approach in Teaching Malayalam</strong></td>
<td></td>
<td>Comprehensiveness</td>
</tr>
<tr>
<td></td>
<td>Significance</td>
<td></td>
<td>CE - Test</td>
</tr>
<tr>
<td></td>
<td>Different types</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Interdisciplinary Approach</td>
<td></td>
<td></td>
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</tbody>
</table>
### Unit 2 Strategies of Assessment in Malayalam Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get acquainted with assessment strategies of Malayalam Education | • Different Types  
• Continuous and comprehensive Evaluation-CCE  
• Evaluation criterion for different learning activities  
• Importance of Rubrics  
• Evidence based performance assessment through 'Portfolios'  
• Construction and administration of achievement test and diagnostic test  
• Significance of grading system in schools | • Discussion on various assessment strategies.  
• Practical sessions for creating rubrics  
• Preparation of portfolios, Collection of evidences  
• Practice sessions for test construction  
• Debate on grading system prevailing in school education | • CE - Innovative Work  
• Participation in discussion  
• Manner of presentation  
• Preparation of rubrics |

- Stages of application
- Integrated learning activities

Preparation of short notes on types of integrated approach
### Unit 3  Material Design for Curriculum Transaction in e-platform

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand and practice the concept - Material Design for Curriculum Transaction in e-platform | • Significance in language teaching  
• E-content design and development  
• Copy Writing | Discussions on the significance of Material Design for Curriculum Transaction in e-platform  
practice sessions on E-content design and development Assignments | • Participation of students  
• Performance of students in the practical sessionscompliance |

### Unit 4  Teacher as a Reflective Practitioner

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To comprehend the concepts and practices related to ‘reflective practice.’ | • Teacher as a professional – concept of CPD (Continuous Professional Development)  
• Feedback  
• Reflective practices  
• Video Lesson  
• Reflective Journal | Discussions on the role of teacher as a reflective Practitioner  
Preparation of video lessons  
Demonstration on the preparation of | • CE - Peer Evaluation of 10 classes  
• Participation of students  
• Performance in practical sessions  
• Practicability of the journals |
<table>
<thead>
<tr>
<th>Reference</th>
<th>Preparation of reflective journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>BhashapadanavumBhodhanashastraavum</td>
<td>DC Books Kottayam</td>
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<tr>
<td>BhashapadanavumSidhaanthangalum</td>
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<tr>
<td>Divaswapna</td>
<td>National Book Trust</td>
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<td>EnganeMalayalattilBlogam</td>
<td>DC Books, Kottayam</td>
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<td>Gadyashilpam</td>
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<td>Kerala Panineeyam</td>
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<td>KuttikalePadanathilSahayikkam</td>
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<td>MalayalaBhashaBodhanam</td>
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<td>MalayalaBhashadyapanam</td>
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<td>MalayalaKavithapadhanamangal</td>
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<td>MalayalaSahithyaCharithram</td>
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<td>MalayalaSahithyaCharithram</td>
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<td>Mathrubhashabhodhanam:</td>
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<td>Micro teaching</td>
<td>Adison Wesley, London</td>
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<td>MumbilullaJeevitham</td>
<td>DC Books, Kottayam</td>
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<td>Nalla Malayalam</td>
<td>DC Books, Kottayam</td>
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<td>NammudeBhasha</td>
<td>Kerala Bhasha Institute</td>
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<td>Padyapadhathisidhaantham</td>
<td>Kerala Bhasha Institute</td>
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<td>ParivarthanonnughaVidhyabhyayasamGuru NithyachaitanyaYathi</td>
<td>NarayanaGurukulam, Varkala</td>
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<td>PravanathakalumReethikalum.</td>
<td>Scorpio, Calicut</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author(s)</th>
<th>Publisher/Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>PrayogikaVyakaranam</td>
<td>Irinjayam Ravi</td>
<td>Kerala ShaasthrasaahityaParishad</td>
</tr>
<tr>
<td>PurogamanamVidyabhyasaasachinthakal</td>
<td>PV Purushothaman</td>
<td>DC Books, Kottayam</td>
</tr>
<tr>
<td>Thettillatta Malayalam</td>
<td>Prof. PanmanaRamachandran Nair</td>
<td>Current Books, Kottayam</td>
</tr>
<tr>
<td>TirakkadhaRachana – KalayumSidhanthvum</td>
<td>Jose K Manuel</td>
<td>National Book Trust, Kerala</td>
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<td>Toto Chan</td>
<td>TetsukoKoriyoNagi</td>
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<tr>
<td>ShaastrasaahityaParishad Tuition to Intuition</td>
<td>Dr. KN Anandan</td>
<td>Transcend, Malappuram</td>
</tr>
<tr>
<td>Ucharanamnannavan</td>
<td>Dr.VRPrabodhachandran</td>
<td>Kerala Bhasha Institute</td>
</tr>
<tr>
<td>VidhyabhyasathilViplavam</td>
<td>Osho</td>
<td>Silence, Kozhikkode</td>
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<td>Vidyabhyasaasachinthakal</td>
<td>AsisTharuvana</td>
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<td>VyakaranaMitham</td>
<td>SheshsgiriPrabhu</td>
<td></td>
</tr>
</tbody>
</table>

**Online Resources**

- [http://ml.wikipedia.org](http://ml.wikipedia.org)
- [https://www.facebook.com/groups/144983732246185](https://www.facebook.com/groups/144983732246185)
- [https://www.facebook.com/groups/paribhasha](https://www.facebook.com/groups/paribhasha)
- [http://malayalambloghelp.blogspot.com/](http://malayalambloghelp.blogspot.com/)
- [http://malayalaaikyavedi.blogspot.in/2015/04/blog-post_61.html](http://malayalaaikyavedi.blogspot.in/2015/04/blog-post_61.html)
- [http://bloghelpline.cyberjalakam.com/](http://bloghelpline.cyberjalakam.com/)
- [http://blogsahayi.blogspot.in/](http://blogsahayi.blogspot.in/)

**EDU 0.13 : Emerging Trends and Practices in English Language Education**
(Theoretical discourses – 60 & CE – 30 hours)

Objectives of the Paper:
- To familiarize with emerging trends in English language education
- Develop an awareness of strategies for assessment in English
- Explore possibilities of ICT-based material design for curriculum transaction.
- Identify ways of professionalizing Language Education in a Techno-pedagogic scenario.

Content
Unit I: Modern Instructional Strategies in English Education
Unit II: Strategies of Assessment in English Education
Unit III: Material Design for Curriculum Transaction in e-platform
Unit IV: Reflective Practices

Unit 1: Modern Instructional strategies in English education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teacher familiarizes with evolving instructional strategies</td>
<td>Collaborative Learning and Co-operative Learning</td>
<td>Tasks involving cooperation and collaboration</td>
<td>Completion and submission of tasks</td>
</tr>
<tr>
<td>2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning</td>
<td>Connectivism-learning through Aggregation, Remixing, Repurposing and Feeding forward</td>
<td>Knowledge analysis</td>
<td>Sharing/recreating resources</td>
</tr>
<tr>
<td></td>
<td>Metacognitive strategies in language learning</td>
<td>Re-creation</td>
<td>Improvement in performance</td>
</tr>
<tr>
<td></td>
<td>Webminars</td>
<td>Textual reading and reflection</td>
<td>Compilation of knowledge garnered from Internet</td>
</tr>
<tr>
<td></td>
<td>Video conferencing</td>
<td></td>
<td>Trainee created digital aids for online teaching</td>
</tr>
<tr>
<td></td>
<td>e-learning, Blended Learning, Virtual Learning</td>
<td></td>
<td>Participation in online learning</td>
</tr>
<tr>
<td></td>
<td>e-tutoring, Massive Open Online Courses</td>
<td></td>
<td>Submission of Lesson Plans that</td>
</tr>
</tbody>
</table>

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(MOOC)
• Learning on the Cloud platform
• Lesson Planning for modern instructional strategies

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teachers are introduced to assessment techniques and practices</td>
<td>• Self-Reflection and Peer-Evaluation</td>
<td>Construction of test types</td>
<td>• Course Book content-based test construction</td>
</tr>
<tr>
<td></td>
<td>• Continuous and Comprehensive Evaluation (CCE)</td>
<td>Preparation of Question Paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Common Core Standards-European Framework</td>
<td></td>
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</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
</tbody>
</table>
| 1. Student teachers familiarizes with design and development of e-content materials | • e-content design and development  
• e-content authoring  
• e-Padasala and Brihaspathi  
• NMEICT  
• Short Learning Objects (SLOs) and Reusable Learning Objects (RLOs) | Intro lecture-cum demonstration on Creation of e-content | • Rubrics to check e-learning materials produced |
Unit IV: Reflective practices

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teacher familiarizes with ways of improving performance through reflection | - Teacher Performance Standards  
- Rubrics for self assessment  
- Self reflection  
- Total Quality Management for Language Teachers | Intro lecture on standards of achievement and performance  
Self assessment  
Reflects on own ability and skills  
Preparation of plan of action for improving own performance | Pre and Post test during Practice Teaching aimed at improving performance based on standards |
| 2. Develop ability to apply TQM strategies | | | |

References

Books:
- UNESCO ICT Competency Framework for Teachers.

Journals:

http://jolt.merlot.org/vol9no2/milligan_0613.pdf


Online references:


Connecting Practice and Research: Metacognition Guide: http://www.edugains.ca/resourcesLIT/CoreResources/MetaGuide-June4%202009.pdf


Useful sites for teachers:

55 Cloud Based eLearning Authoring Tools : http://elearningindustry.com/the-ultimate-list-of-cloud-based-authoring-tools

The MOOC Guide: https://sites.google.com/site/themoocguide/
EDU – 13.3 : EMERGING TRENDS AND PRACTICES IN HINDI EDUCATION

HOURS OF INTERACTIONS: 60(Theoretical discourses) + 30 (Activities/Processes) = 90 Hrs

Objectives
- To make the prospective teachers competent in understanding and applying various instructional strategies
- To get acquaint with the principles and practices of developing suitable testing mechanisms and feedback mechanisms
- To understand the diverse aspects of digital texts and e-content for transacting Hindi
- To become capable of designing and implementing online assessment tools and techniques
- To prepare the prospective teachers as reflective practitioner
- To generate a professional aspiration among prospective teachers by preparing for competitive / placement exams

CONTENTS :
Unit 1: Modern Instructional Strategies in Hindi Education
Unit 2: Strategies of Assessment in Hindi Education
Unit 3: Material Design for curriculum Transaction in E– platform
Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Hindi Education(16Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evolve modern instructional strategies</td>
<td>• Evolving instructional strategies for collaborative &amp; co-operative learning in small and medium groups, peer tutoring, innovative techniques, experiential learning, blended learning, self study, teaching thinking skills,</td>
<td>Collaborative learning</td>
<td>• Assessment of learning process and reflections</td>
</tr>
<tr>
<td>2. Evolve and utilize appropriate instructional strategies to satisfy the needs of different categories</td>
<td>• Meta cognitive strategies, Webminars, Learning on the cloud platform</td>
<td>Co-operative learning</td>
<td>• Assessment of students’ progress</td>
</tr>
<tr>
<td>3. Equip Student teachers to address the special needs of differently</td>
<td></td>
<td>Constructivist approach of knowledge</td>
<td>• Assessment of learning materials prepared for differently abled students</td>
</tr>
<tr>
<td>abled children in Hindi language classroom</td>
<td>Evolving instructional strategies for generation High,Average and Low achievers in the heterogeneous classroom Instructional strategies and teaching learning materials to address the special needs of differently abled children(CSWN-Children with special needs) in the language classroom</td>
<td>Comparative &amp; critical study on various methods and strategies Online learning Narrative expression Web search Adopting different strategies according to the level of students Developing different strategies for differently abled students</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 2  Strategies of Assessment in Hindi Education (18 Hrs + 7 Hrs)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get acquainted with different types of evaluation and assessment techniques</td>
<td>Quantitative V/S Qualitative Assessment Formative and Summative Evaluation, Scheme of Grading, Continuous and Meaningful verbal</td>
<td>Brain storming</td>
<td>Quiz session Portfolio Assessment Rubrics</td>
</tr>
</tbody>
</table>
2. Become capable of designing and implementing various performance tests
3. Familiarize with online assessment tools and techniques
4. Get acquainted with the practices of feedback mechanisms
5. Develop a professional aspiration for competitive/placement exams

| Comprehensive Evaluation, different types of tests---Norm referenced test, Criterion referenced test |
| --- | --- |
| Diagnostic test, Achievement test: Design of the test/Blue Print |
| Performance test: assessment based on process indicators like listening comprehension, pronunciation, vocabulary test, reading test, handwriting assessment, creative writing, communication skill assessment |
| Online assessments, projects and their outputs |
| Techniques to reduce language errors: Language editing and summarization |
| Translation: Hindi to English, English to Hindi, Hindi to Malayalam, Malayalam to Hindi |
| Portfolio Assessment, Rubrics |
| Self reflection, Peer evaluation |
| Assessing student performance as feedback for Students progress --- Teacher’s proficiency --- Parents |
| Opportunity for self reflection---Self Evaluation, Peer Evaluation and Teacher Evaluation of classroom practices, |
| preparation and application of context based data sheets |
| Competitive exams- Basic ideas of NET, expression |

| Self reflection |
| Peer evaluation |
| Preparation of achievement and diagnostic test |
| Preparation of different types of tests |
| Diagnostic Test & Achievement test |

| Drill and Practise Projects |
| Online learning |
| Construction of test types |
| Preparation of Question Paper |
### Unit 3 Material Design for Curriculum Transaction in E- Platform (12 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Generate curriculum transaction modes in teaching Hindi | • Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode  
• Experience with curriculum designs-designing of student-teacher generated digital texts, and e-content  
• Adapting free downloadable digital resources in Hindi  
• Use of basic tools and softwares in Hindi - Google transliteration (for Hindi typing), using Hindi online dictionaries – www.shabdkosh.com, collection of Hindi sites - http://dir.hinkhoj.com , searching Wikis for collecting materials for classroom instruction | Discussion  
Demonstration  
Self study  
Supervised study  
Self evaluation  
Observation  
Use of web-resources  
Creating Digital learning platforms | • Analysis of performance  
• Evaluation of various curriculum designs  
• Assessment of e-content script in Hindi |
### Unit 4  Teacher as a reflective practitioner (14 Hrs+ 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Capacitate the concept of teacher as a reflective practitioner                 | • Teacher as a reflective practitioner – concept---modes and means of reflective practices in Hindi- designing and developing tools for reflection in Hindi • Reflective strategies – concept map, brainstorming, portfolio writing, problem solving, blogs, online forums, Rubrics for self assessment, Self reflection, Total Quality Management for Language Teachers | Brainstorming, Self Assessment, Online learning, Group investigation, Problem solving      | • Pre and post tests of practice teaching  
• Online assessment  
• Concept maps  
• Portfolio writing  
• Rubrics for self assessment                                                                 |
| 2. Become competent in practicing reflective strategies in instructional process   |                                                                                                                                                                                                                   |                                                                                          |                                                                                                |


EDU – 13.4 : EMERGING TRENDS AND PRACTICES IN SANSKRIT EDUCATION.
[Theoretical discourses -60 hours+ CE – 30hours]

Objectives :
• To familiarize and apply vocationally with Modern Instructional strategies in Sanskrit education
• To apply suitable strategies of assessment in Sanskrit Learning
• To design the material for curriculum transaction in E-platform
• To develop CPD

CONTENTS :
• UNIT I: MODERN INSTRUCTIONAL STRATEGIES IN SANSKRIT EDUCATION.
• UNIT II STRATEGIES OF ASSESSMENT IN SANSKRIT EDUCATION.
• UNIT III MATERIAL DESIGN FOR CURRICULAM TRANSACTION IN E-PLATFORM.
• UNIT IV CPD AND REFLECTIVE PRACTICES

UNIT I: MODERN INSTRUCTIONAL STRATEGIES IN SANSKRIT EDUCATION.[15HOURS+7HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
## UNIT II STRATEGIES OF ASSESSMENT IN SANSKRIT EDUCATION [14HOURS+9HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
• Criteria of a good test in Sanskrit. Question forms: - LOT and HOT question s. Test types of LSRW. Construction and  
• Participant observation.  
• Individual Performance.  
• Observation and analysis.  
• Discuss and construct and finally evaluate.  
• Listening.  
• Observation.  
• Participant observation.  
• Individual assessment. |
### UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM.[18HOURS+8HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To design the material for curriculum transaction in E-platform.</td>
<td>• E-content design and development. E-content authoring. E-Padasala and Brihaspathi. NMEICT. Short learning Objects [SLOs] and Reusable Learning Objects [RLOs]</td>
<td>Meanings verbal expressions. Peer instruction.</td>
<td>• Participant observation. • Observation.</td>
</tr>
</tbody>
</table>

### UNIT IV: CPD AND REFLECTIVE PRACTICES[13HOURS+6HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
EDU 13.5 EMERGING TRENDS AND PRACTICES IN ARABIC EDUCATION
(Theoretical Discourses. 60 hours. CE 30 hours)

Objectives
On completion of the course the student teacher will be able to:
• Familiarize with the practices in modern instructional strategies
• Acquaint with the modern Assessment and evaluation strategies
• Acquire the ability to develop various assessment tools and apply it
• Explore the practices of curriculum transaction by applying e platforms
• Familiarizes with the modern trends and developments in Arabic language Education
• Equip and develop interest in teaching profession

Contents
UNIT I. MODERN INSTRUCTIONAL STRATEGIES IN ARABIC LANGUAGE EDUCATION
UNIT II: STRATEGIES OF ASSESSMENT IN ARABIC LANGUAGE EDUCATION
UNIT III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM
UNIT IV: TEACHER AS A REFLECTIVE PRACTITIONER

UNIT I. MODERN INSTRUCTIONAL STRATEGIES IN ARABIC LANGUAGE EDUCATION

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes with the practices in Modern instructional strategies</td>
<td>Modern Strategies in language teaching &amp; learning: Collaborative Learning &amp; Co-operative Learning Workshop, Seminar, Symposia, Debate, Video conferencing, e-learning, Blended Learning, Virtual</td>
<td>Introductory Lecture Discussion Group Discussion Observation</td>
<td>CE Assignment Seminar report Class test TE</td>
</tr>
</tbody>
</table>
UNITII : STRATEGIES OF ASSESSMENT IN ARABIC LANGUAGE EDUCATION

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquaints with modern Assessment and evaluation strategies | - Assessment / evaluation in teaching and learning:  
| | - Assessment of learner achievements  
| | - Objectives of assessment, Tools & Types; formative and summative evaluation  
| | - Continuous Evaluation, comprehensive evaluation, Continuous and comprehensive evaluation  
| | - Construction and administration of achievement tests  
| | - Diagnostic tests and Remedial teaching  
| | - Marking and grading, Grading indicators | Introductory Lecture Discussion Group Discussion Observation Narration | CE  
| | | | Class Test  
| | | | Assignments  
| | | | Reports  
| | | | TE  
| 2. Acquire the ability to develop various assessment tools and apply it | | | |
UNIT III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Explores the practices of curriculum transaction by applying e-platforms | • ICT enabled Language Teaching:  
• E-content design and development  
• E-content authoring  
• Online language teaching and learning  
• Online Language learning materials: language games, Online vocabulary games  
• Online grammar games  
• Audio-podcasting | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Reports  
• Workshop products  
• Assignment:  
• Soft copy  
• TE |
## UNIT IV: TEACHER AS A REFLECTIVE PRACTITIONER

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Equips the teacher and develop interest in teaching profession</td>
<td>Teacher; Teaching Profession, Professional Traits and competencies, Professional Ethics, Arabic Language Teacher: His varying roles, Qualities &amp; qualifications, Humanistic teacher attributes, Temperance, Empathy, Academic Aristocracy, Commitment, Humor, Ethics, Reflection, Knowledge worker, Facilitator, Mentor, Social Engineer, &amp; guide, Reflective Practitioner, Teacher Development, Professional Development, Continuing professional Development, Teacher Accountability, Rubrics for self assessment</td>
<td>Introductory Lecture Discussion, Group Discussion, Observation, Narration</td>
<td>• CE • Assignment • Reports • TE</td>
</tr>
</tbody>
</table>

**References:**
- Al Mawajjah Al Fanni LiMudaris see al Lughal Al Arabiya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
- Thaaleem al lugha al Arabiya lighairi al nathiqueenabiha : Makthab al tharbiyya al Arabi liduwal al Khaleej
- Thuruqithadrees al lugha al Arabiya ilmimadaris al muthawassithawahathanaiyya : HasanMullaUthman ; Dar alam al Kuthubliithbaawannashshrathouzseea, Riyadh, KSA
- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyawathaqniyyath al thaaluum: Dr. Muhammed Assam Tharbay, Dar Hammurabi lilnashriwathouzseea
• AsaleebWaThuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi liilhashriwathouzeea
• Providing teachers effective strategies for using technology techtrends: Brown B&Henscheid
• IstheeratheejiyyathwaMaharah al Tharees :Kamal al Jundi; Dar al Jumhooriyalilthibaa
• Wasaail al Ithisalwathaknologyafithaaleem :DrAbd al hafiz muhammedsalama ,Dar al Fjkar
• Al thadreeswaladad al Muallim: Dr.SAbdulrahmanqindeel Dar al Nashr al Duwali
• Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
• Al ThadreesAhdafuhuwasusuhuwaAsaleebuhuThaqweemuNathaijuhuwaThathbeeqathuhu: DrFikriHasanRayan, Aalm al kutub , al qahira
• MadkhalIlaTharbiya al muthamayyizeenawahalMauhoobeen, Dar al fikariatthibaawaNashr
• Thaqniyyath al thaleem( Mafhoomuhawadouruha fi thaseeniamaliyyath al thaleemwathaallum: BadarSalih
• Al tharbiyawathuruquthadreeses: SalihabduAzeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
• KaifaThulqiDarsak: Yabhasu fi usooli al tharbiyathwathadreeses, Dar al IlmlilMalayeen ,Bairut.
• Al Muwajjah al Amali li Mudarrisee al Luga Al Arabiya: AbidThoufeeq al Hashmi; Al Risala publishing House, Bairut
• Journal of Teacher Education, NCTE
• Open and Distance Learning-Global Challenge: TaloeseraHemalatha, New Delhi
• Computer Based Instruction; Methods & Development & Stanly R ; Prentice Hall
• Introduction to Educational Technology : Kulkarni S
(Theoretical Discourses – 60 & CE – 30 hours )

Objectives :
• To familiarize with emerging trends in Tamil language education
• Develop an awareness of strategies for assessment in Tamil
• Explore possibilities of ICT- based material design for curriculum transaction.
• Identify ways of professionalizing Language Education in a Techno-pedagogic scenario.

Contents:
Unit I: Modern Instructional Strategies in Tamil Education
Unit II: Strategies of Assessment in Tamil Education
Unit III: Material Design for Curriculum Transaction in e-platform
Unit IV: Reflective Practices

Unit 1 : Modern Instructional strategies in Tamil education (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teacher familiarizes with evolving instructional strategies | • Collaborative Learning and Co-operative Learning  
• Connectivism-learning through Aggregation, Remixing, Repurposing  
• and Feeding forward  
• Metacognitive strategies in language learning  
• Webinars  
• Video conferencing | Tasks involving cooperation and collaboration  
Knowledge analysis  
Re-creation  
Textual reading and reflection | • Completion and submission of tasks  
• Sharing/recreating resources  
• Improvement in performance  
• Compilation of knowledge garnered from Internet  
• Trainee created digital aids for online teaching  
• Participation in online learning |
- e-learning, Blended Learning, Virtual Learning
- e-tutoring, Massive Open Online Courses (MOOC)
- Lesson Planning for modern instructional strategies

<table>
<thead>
<tr>
<th>Online access and participation</th>
<th>Explores online sources</th>
<th>Identification/preparation and use of digital resources for online learning</th>
<th>Task completion</th>
<th>Reflection and collaboration with peers</th>
<th>Specimen Lesson Plan writing</th>
<th>Submission of Lesson Plans that fulfils essential criteria</th>
</tr>
</thead>
</table>

**Unit II : Strategies of Assessment in Tamil Education (20 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teachers are introduced to assessment techniques and practices | • Self-Reflection and Peer-Evaluation  
• Continuous and Comprehensive Evaluation (CCE)  
• Different types of tests-Purpose and mechanism | • Construction of test types  
• Preparation of Question Paper | • Course Bookcontent-based test construction |
### Unit III - Material Design for Curriculum Transaction in E- Platform (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generate curriculum transaction modes in teaching Tamil.</td>
<td>- Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode</td>
<td>Discussion</td>
<td>• Analysis of performance</td>
</tr>
<tr>
<td>2. Familiarizes with ways of designing digital texts and e-content</td>
<td>- Experience with curriculum designs-designing of student-teacher generated digital texts, and e-content</td>
<td>Demonstration</td>
<td>• Evaluation of various curriculum designs</td>
</tr>
<tr>
<td>3. Develop skills in using websites, digital basic tools and softwares for</td>
<td>- Adapting free downloadable digital resources in Tamil</td>
<td>Self study</td>
<td>• Assessment of e-content script in Hindi</td>
</tr>
<tr>
<td>modern instructional practices in Tamil.</td>
<td>- Use of basic tools and softwares in Tamil - Google transliteration, using Tamil online dictionaries – searching Wikis for collecting materials for classroom instruction</td>
<td>Supervised study</td>
<td></td>
</tr>
<tr>
<td>4. Student teachers familiarizes with design and development of e-content</td>
<td>- e-content design and development</td>
<td>Self evaluation</td>
<td></td>
</tr>
<tr>
<td>materials</td>
<td>- e-content authoring</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- e-Padasala and Brihaspathi</td>
<td>Use of web-resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- NMEICT</td>
<td>Creating Digital learning platforms</td>
<td></td>
</tr>
</tbody>
</table>

- Criteria of a good test in Tamil
- Question forms- LOT & HOT questions
- Test types for LSRW
- Construction and administration of:- Achievement & Diagnostic Tests
- Remedial Teaching
- Formative and Summative Assessment
- ICT integrated Assessment practices

- Group and Pair work

Discussion Demonstration Self study Supervised study Self evaluation Observation Use of web-resources Creating Digital learning platforms
## Unit IV: Reflective practices (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teacher familiarizes with ways of improving performance through reflection | • Teacher Performance Standards  
• Rubrics for self assessment  
• Self reflection  
• Total Quality Management for Language Teachers | Intro lecture on standards of achievement and performance  
Self assessment  
Reflects on own ability and skills  
Preparation of plan of action for improving own performance | • Pre and Post test during Practice Teaching aimed at improving performance based on standards |
EDU – 13.7 : EMERGING TRENDS AND PRACTICES IN MATHEMATICS EDUCATION

(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:
• To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Mathematics Education professional
• To get a field-based understanding of theories and principles of pupil assessment and evaluation
• To identify entrepreneurial opportunities of futuristic significance associated with the Mathematics Education.
• To enrich the vision and capabilities of prospective mathematic teachers as reflective practitioners during and after the pre-service education.

Contents:
Unit 1: Modern Instructional Strategies in Mathematics Education
Unit 2: Strategies of Assessment in Mathematics Education
Unit 3: Material Design for Curriculum Transaction in e-platform
Unit 4: Teacher as a Reflective Practitioner

Unit I: MODERN INSTRUCTIONAL STRATEGIES IN MATHEMATICS EDUCATION (15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize modern instructional approaches for classroom learning</td>
<td>• Modern Strategies for teaching Mathematics</td>
<td>Meaningful verbal expression</td>
<td>• Questioning</td>
</tr>
<tr>
<td>2. To acquaint with the concept of online learning and blended learning</td>
<td>• Small group and large group activity method cooperative learning and simulation</td>
<td>Group discussion</td>
<td>• On-task behaviour in class</td>
</tr>
<tr>
<td>3. To identify special education needs of slow learners, gifted and creative learners</td>
<td>• Online learning, blended learning</td>
<td>Brain storming</td>
<td>• Participant observation</td>
</tr>
<tr>
<td></td>
<td>• Brain based learning strategy</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Education for students with special education needs slow learners, deprived learners, gifted and creative learners</td>
<td>Seminar</td>
<td></td>
</tr>
</tbody>
</table>
### Unit II: STRATEGIES OF ASSESSMENT IN MATHEMATICS EDUCATION (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To make the learners aware of the importance of providing feedback</td>
<td>• Modern Assessment Strategies</td>
<td>Discussions</td>
<td>• Document analysis</td>
</tr>
<tr>
<td>2. To acquaint with the competitive tests in Mathematics at various levels</td>
<td>• Concept of Self Reflection and peer evaluation</td>
<td>Meaningful verbal expression</td>
<td>• Student reports</td>
</tr>
<tr>
<td>3. To understand the construction of achievement and diagnostic test</td>
<td>• Concept of CCE</td>
<td>Group discussion</td>
<td>• Questioning</td>
</tr>
<tr>
<td>4. To familiarize with continuous and comprehensive evaluation and grading system</td>
<td>• Concept of Educational Evaluation</td>
<td>Preparation of rubrics</td>
<td>• Class test</td>
</tr>
<tr>
<td>5. To develop rubrics for CCE assessment, self reflection and peer evaluation</td>
<td>• Different types of Evaluation</td>
<td>Buzzer sessions</td>
<td>• Assessment of rubrics</td>
</tr>
<tr>
<td>6. To understand the concept of self reflection and peer evaluation</td>
<td>• Concepts of Placement, formative Vs summative, product Vs process, internal Vs external, diagnosis, Objective based evaluation, Concept of Educational Diagnosis- Diagnostic test - Concept, steps of construction and Remedial teaching Type of test items - Objective type, short answer type and Essay type Concept of Achievement Test - purpose, steps of construction Distinction between Achievement and Diagnostic Test- characteristics of a good evaluation tool Rubrics for assessment of assignments, projects, debates, seminars, discussion Online assessment-meaning Practicing of online tools.</td>
<td>Seminar</td>
<td>• Participant observation</td>
</tr>
<tr>
<td>7. To acquaint with online assessment and experience different practices</td>
<td></td>
<td></td>
<td>• Concept paper preparation</td>
</tr>
</tbody>
</table>
### Unit III: MATERIAL DESIGN FOR CURRICULAUM TRANSACTION IN e-PLATFORM (14 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the concept of curriculum transaction material design | • Techno Pedagogic curriculum transaction materials  
• Digital texts-brief explanation-designing of student teacher generated digital text books by adapting freedownloadable digital resources in mathematics based on the principles of curriculum construction  
• E-content development-steps  
• Development of e-content material on any topic in Mathematics  
• Educational entrepreneurship-career possibilities for trained graduate and post graduate students | Demonstrations  
Illustrations  
Video clippings  
Web based illustrations  
Power point Presentations  
Assigned readings of e-text | • -Tests  
• Questioning  
• Participant observation  
• Student reports  
• Document analysis |
| 2. To familiarize with various curriculum transaction materials using techno pedagogy | | | |
| 3. To design and develop techno pedagogic curriculum transaction materials for learning Mathematics | | | |
| 4. to understand and develop e-content for teaching various topics of Mathematics | | | |
| 5. to explore the ways to develop an educational entrepreneurship | | | |

### Unit IV: TEACHER AS A REFLECTIVE PRACTITIONER (6 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the meaning of reflective practices | • Reflective Practice  
• Concept of reflective practices  
• Teacher as a reflective Practitioner  
• Designing and development of tools for reflection by student teacher | Narrative expression in small or medium groups  
Document analysis | • Online Evaluation of postings inblogs  
• Reflective Journal Analysis  
• Participant observation  
• Test |
| 2. To prepare tools for evaluation of reflective practices | | | |
3. To make the students familiar with postings in blogs

- Posting of reflections during practice teaching in Blogs.

<table>
<thead>
<tr>
<th>Debate</th>
<th>Think Aloud</th>
</tr>
</thead>
</table>

References

- Soman, K. *Ganithasasthtradhanam.* Thiruvananthapuram: Kerala Bhasha Institute.
EDU – 13.8 : EMERGING TRENDS AND PRACTICES IN PHYSICAL SCIENCE EDUCATION

(Theory - 60 hrs, CE - 30 hrs)

Objectives:
• To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Science Education professional
• To gain a field-based understanding of theories and principles of pupil assessment and evaluation
• To identify the entrepreneurial opportunities of futuristic significance associated with the Physical Science education.
• To enrich the vision and capabilities of prospective science teachers as reflective practitioners during and after the pre-service education.

Contents:
Unit 1: Modern Instructional Strategies in Physical Science Education
Unit 2: Strategies of Assessment in Physical Science Education
Unit 3: Material Design for Curriculum Transaction in e-platform
Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Physical Science (20 + 6= 26 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize modern instructional approaches for classroom learning</td>
<td>• Online learning, blended learning-Meaning and purpose</td>
<td>Meaningful verbal expression</td>
<td>• Questioning</td>
</tr>
<tr>
<td>2. To acquaint with the concept of online learning and blended learning</td>
<td>• Brain based learning strategy</td>
<td>Group discussion</td>
<td>• On-task behaviour in class</td>
</tr>
<tr>
<td>3. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners</td>
<td>• Experiential learning approach</td>
<td>Brain storming</td>
<td>• Participant observation</td>
</tr>
<tr>
<td></td>
<td>• Modern instructional approaches for learning- Jigsaw technique, circle learning, concept mapping, think-pair and share</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Science education for students with special education needs- slow learners, fast learners, scientifically gifted and creative learners</td>
<td>Seminar</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 2: Strategies of Assessment in Physical Science Education (30 +6 =36hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the construction of achievement and diagnostic test</td>
<td>• Continuous and Comprehensive Evaluation, Grading system</td>
<td>Meaningful verbal expression</td>
<td>• Questioning</td>
</tr>
<tr>
<td>2. To familiarize with continuous and comprehensive evaluation and grading system</td>
<td>• Achievement test-construction</td>
<td>Group discussion</td>
<td>• Class test</td>
</tr>
<tr>
<td></td>
<td>• Diagnostic test-construction, remedial instruction</td>
<td>Preparation of rubrics</td>
<td>• Read Aloud</td>
</tr>
<tr>
<td></td>
<td>• Assessment of thinking skills- critical and creative thinking- assessment of process skills in Physical Science</td>
<td>Buzzer sessions</td>
<td>• Assessment of rubrics</td>
</tr>
<tr>
<td>3. To develop rubrics for CCE assessment, self reflection and peer evaluation</td>
<td>• Concept of self reflection and peer evaluation-development and practice of rubrics</td>
<td>Seminar</td>
<td>• Participant observation</td>
</tr>
<tr>
<td>4. To understand the concept of self reflection and peer evaluation</td>
<td>• Rubrics for assessment of assignments, projects, debates, seminars, discussion</td>
<td></td>
<td>• Concept paper preparation</td>
</tr>
<tr>
<td>5. To acquaint with online assessment and experience different practices</td>
<td>• Online assessment-meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicing of online tools. Downloading of online tools-online quiz maker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competitive/ placement examinations-GATE, GRE, Science Talent Search, Olympiad, Intel Science Programme, Google Science fair, KTET</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 3: Material Design for Curriculum Transaction in e-platform (15 + 4 = 19hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the concept of curriculum transaction material design</td>
<td>• Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digital texts • E content development- steps • Development of e-content material on any topic in Physical Science • Entrepreneurship possibilities for trained human resources i science education</td>
<td>Digital Modular Exposition Explicit teaching Collaborative designing sessions Individual / group presentation</td>
<td>• Rubric based assessment of individual performance • Think Aloud Sessions</td>
</tr>
<tr>
<td>2. To familiarize with various curriculum transaction materials using techno pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To design and develop techno pedagogic curriculum transaction materials for learning physical science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To understand and develop e-content for teaching various topics of physical science</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. To explore the ways to develop an educational entrepreneur in science education</td>
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</tbody>
</table>

### Unit 4: Teacher as a Reflective Practitioner (15 + 4 = 19 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with reflective practices</td>
<td>• Reflective practitioner-Meaning, modes and means of reflective practices- Models of reflective practices – Schon and Kolb</td>
<td>Narrative expression in small or medium groups Document analysis</td>
<td>Reflective Journal Analysis Participant observation Localised designing and development of tools of</td>
</tr>
<tr>
<td>2. To be a reflective practitioner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate Think Aloud</td>
<td>reflection by the student teacher, postings of reflection in blogs and forums</td>
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<td>-------------------</td>
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</tbody>
</table>

**Reference:**

EDU - 13.9 : EMERGING TRENDS & PRACTICES IN NATURAL SCIENCE EDUCATION
(Theoretical Discourses -50 Marks/60 hours & `CE-25 Marks /30 hours)

OBJECTIVES:
Enable the student teacher to:
• Prepare different types of assessment and evaluation tools in classroom teaching
• Familiarize latest teaching-learning techniques like jig-saw learning, m-learning, circle learning, etc.
• Equip in using online resources in teaching learning process.
• Observe the various aspects associated with teaching-learning process
• Identify the learning facilities especially in the smart class room, in the school & its implementation
• Observe online resources in teaching learning process individually or in small groups
• Meet the student’s digital need and their interest in learning through multi-media
• Swot analysis through self reflection, peer evaluation & supervising teacher about their performance.
• Reflect the different views about the curriculum transaction
• Understand about advantages & disadvantages of reflective learning.

CONTENTS
Unit 1: Modern instructional strategies in Natural Science Education
Unit 2: Strategies of assessment in Natural Science Education
Unit 3: Material design for curriculum transaction in e-platform
Unit 4: Teacher as a reflective practitioner

UNIT I - Modern instructional strategies in Natural Science Education. (Theory Hours-14)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand various Modern instructional approaches / technique for Cooperative and Collaborative learning. | • An introduction to Modern instructional approaches / technique  
• Cooperative and Collaborative learning.  
• Issue based learning | Meaningful verbal Expression.  
Group discussion.  
Narrative expression. | • Participation in group  
• Discussion.  
• Questioning.  
• On-task behavior in class. |
2. To understand about the Cooperative, Collaborative Strategies, Issue based learning, Problem based learning and Critical pedagogy.

3. To develop skill in selecting appropriate instructional strategies to transact the content.

- Problem based learning.
- Critical pedagogy
- Conceptual analysis of Modern instructional approaches / technique for Cooperative and Collaborative learning.
- Jigsaw Technique
- Circle Learning
- Think-Pair Share.
- Blended Learning/ Hybrid learning.
- Brain Based Learning.

Discussion sessions in small or Medium groups.
Brain storming.
Seminar.
Reflective practices

- Tests.
- Science dairy.
- Daily reflective journal
- Participant observation

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**UNIT II ASSESSMENT IN NATURAL SCIENCE EDUCATION (Theory hours-18)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the different types of Evaluation and Assessment tools.</td>
<td>2.1 Objective based evaluation.</td>
<td>Meaningful verbal expression</td>
<td>Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To develop skill in the preparation of different types of schedules and matrix for assessing performance.</td>
<td>2.2 Preparation and practice of Assessment &amp;Evaluation tools</td>
<td>Group discussion</td>
<td>Assessment of Optional Note Book entries</td>
</tr>
<tr>
<td>3. To prepare different types of test items.</td>
<td>2.2.1 Preparation of Question Bank with different types of test items (HOT, LOT Questions),</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Questioning</td>
</tr>
<tr>
<td>4. To administer oral and open book examination.</td>
<td>2.2.2 Preparation &amp; implementation of Achievement Test.</td>
<td>Reflective practices. Multimedia and interdisciplinary approach.</td>
<td>Tests</td>
</tr>
<tr>
<td>5. To develop a skill in constructing and administering Achievement test &amp; Diagnostic tests.</td>
<td>2.2.3 Preparation &amp; implementation of Diagnostic tests &amp; Remedial Teaching.</td>
<td>Peer tutoring Assignments Rubrics designing.</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td></td>
<td>2.3.1 Continuous comprehensive evaluation.</td>
<td></td>
<td>Different types of Schedules and matrix developed by student teachers for assessing performance.</td>
</tr>
<tr>
<td></td>
<td>2.3.2 Rubrics for assessing of Assignments,</td>
<td></td>
<td>Construction and administration</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
- 2.4 Reflection and feedback- Assessment of student’s performance.
- Rubrics designing.
- Question Bank.

UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION (Theory Hours-18)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop a digital skills in compiling of online resources like ppt, video, broadcast for transacting High School Biology. 2. To equipping them in using online resources in teaching learning process. 3. To keep abreast with online resources in teaching learning process. 4. To develop a skill in script writing. 5. To understand about steps for E content generation.</td>
<td>3.1 Compiling of online resources like ppt, video, broadcast for transacting High School Biology. 3.2.1 An introduction to E content generation &amp; Steps for E content generation. 3.2.2 E content generation for the select topics of high school Biology.</td>
<td>Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Multimedia and interdisciplinary approach. Team teaching. Peer tutoring</td>
<td>• Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Evaluating the script.</td>
</tr>
</tbody>
</table>
## UNIT IV TEACHER AS A REFLECTIVE PRACTITIONER (Theory Hours-10)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand about definition &amp; meaning of reflective practices in learning.</td>
<td><strong>4.1 Reflective practices</strong> – Definition &amp; Meaning of reflective practices in learning.</td>
<td>Meaningful verbal expression</td>
<td>Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To understand about modes and means of reflective learning.</td>
<td><strong>4.2 Modes and means of reflective learning</strong></td>
<td>Group discussion</td>
<td>Assessment of Optional Note Book entries</td>
</tr>
<tr>
<td>3. To suggest measures for modifying behaviours of student teachers</td>
<td>Reflective learning journals</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Questioning</td>
</tr>
<tr>
<td>4. To get a feedback through the analytical review of peer teaching.</td>
<td>Peer &amp;self-assessment/debriefing</td>
<td>Reflective practices. Debate. PBL.</td>
<td>Tests</td>
</tr>
<tr>
<td>5. To understand about advantages &amp; disadvantages of reflective learning.</td>
<td>Critical incident diaries</td>
<td>Multimedia and interdisciplinary approach. Peer tutoring</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td></td>
<td>Field work diaries</td>
<td></td>
<td>Portfolio assessment.</td>
</tr>
<tr>
<td></td>
<td>Personal development planners</td>
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<td></td>
<td>Portfolio development</td>
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<td></td>
<td>Collaborative inquiry</td>
<td></td>
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<tr>
<td></td>
<td>Problem based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4.3 Advantages &amp; disadvantages of reflective learning</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### References
EDU - 13.10 : EMERGING TRENDS AND PRACTICES IN SOCIAL SCIENCE EDUCATION
(theoretical discourses-60 hours & CE – 30 hours)

Objectives:
• To identify and practice modern instructional strategies in Social Science.
• To get acquaint with the principles and practices of feedback mechanisms.
• To become capable of designing and implementing various performance tests.
• To inculcate a broad perspectives of individualized instruction
• To develop skills in preparing programmed instruction materials and modules
• To prepare the prospective teachers as reflective practitioner

CONTENTS :
Unit 1: Modern Instructional Strategies in Social Science Education
Unit 2: Strategies of Assessment in Social Science Education
Unit 3: Material Design for curriculum Transaction in e - platform
Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Social Science Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify and practice modern instructional strategies in Social Science.</td>
<td>• Peer tutoring, multimedia and multi methodology strategies, Critical pedagogy, metacognition. • Experiential learning, blended learning, self study, contract learning, problem based learning, teaching thinking skills.</td>
<td>• Online learning • Demonstration • Narrative expression • Web search</td>
<td>• Use any e-resources to prepare any 4 learning materials</td>
</tr>
</tbody>
</table>
References
- http://www.bbk.ac.uk/linkinglondon/resources/
- www.youtube.com/user/itsvicters
- en.wikipedia.org/wiki/IT@School_Project
- victers.itschool.gov.in/
- www.youtube.com/user/itsvicters

Unit 2 Strategies of Assessment in Social Science Education (8 Hrs + 4 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get acquainted with the principles and practices of feedback mechanisms. | - Concept of Educational Evaluation  
- Quantitative V/S Qualitative Assessment  
- Diagnostic test & Achievement test.  
- Portfolio Assessment, Rubrics  
- Self-reflection, Peer evaluation - Assessing student performance as feedback for - Students progress - Teacher’s proficiency – Parental involvement. | - Brain storming  
- Meaningful verbal expression  
- Online learning | Peer evaluation during Practice teaching (CE- Edu.13) |
| 2. To become capable of designing and implementing various performance tests. | | | |
## References


### Unit 3 Material Design for Curriculum Transaction in E- Platform (8 Hrs + 4 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To inculcate a broad perspectives of individualized instruction | - Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode  
- Experience with curriculum designs-Design digital texts and e-content  
- Adapting free downloadable digital resources in Social Science  
- Websites surfing practices | Discussion  
Develop a e learning module/ e lesson to transact any one of the curricular aspect of Social Science | Assessment of e lesson. |

## References

- Differentiating instruction: Collaborative planning and teaching for universally designed learning. SAGE: Thousand Oaks Pvt. Ltd.

### Unit 4 - Teacher as a reflective practitioner

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To prepare the prospective teachers as reflective practitioner | • Social Science Teacher as a reflective practitioner – Concept  
• Reflective strategies – concept map, brainstorming, journaling, portfolio writing, problem solving. | Brainstorming  
Meaningful verbal expression  
Arrange a reflective session after teaching practice or field visit or Camp activities | • Reflective Journal (Practical)  
• Observing feedback session |

**References**

• http://www.ero.govt.nz/National-Reports/The-Quality-of-Teach
• http://www.novisystems.com/Assessment-Software.aspx
• https://www.assessment.gatech.edu/wp-content/uploads/slides
• Innovative work: (CE- Edu.13): Suggested programmes (Prepare any one):
  • Develop a programmed learning material for learning any one of the units in Social Science
  • Prepare a multimedia package comprising PPTs and video clippings including animations (downloadable from net), to transact any one unit in Social Science.
  • Prepare a module to develop creativity and divergent thinking through the learning activities of a unit of your choice.
  • Develop a script and prepare a short film on any one of the themes/ events selected from Social Science School curriculum.
• Reading and reflecting: (CE Edu.13)
• Read a book related to the teaching of Social Science in technological era and prepare a review.
• School internship: Phase 1- Practice teaching for 10 weeks (40 lessons)
• Suggested Readings

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EDU- 13.11 : Emerging Trends and Practices in Geography Education
(Theoretical discourses – 60 & CE - 30 hours )

Objectives :
- To identify and practice modern instructional strategies in Geography
- To get acquaint with the principles and practices of feedback mechanisms
- To aware of the designs and practical analysis of the modern evaluation techniques and strategies
- To inculcate a broad perspectives if individualised instructional skills and practices
- To prepare prospective teachers as reflective practitioners

Contents :
Unit I. Modern Instructional Strategies in Geography Education
Unit 2 : Strategies of Assessment in Geography Education
Unit 3: Material Design for Curriculum transaction in e-platform
Unit 4: Teacher as a Reflective Practitioner

Unit I – Modern Instructional Strategies in Geography Education (14 hrs + 6 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To identify and practice modern instructional strategies in Geography | - Problem solving- steps, skills strategies  
- Problem based learning  
- Guided discovery / inquiry  
- Exploratory / Investigatory  
- Inductive/ Deductive  
- Multi-media/ Multi- methodology | Discussion  
Demonstration  
Online learning  
Web search  
Internet Access | • Use any e-resources to prepare four learning materials  
• Learning materials  
• Assignments  
• Reflections |
| 2. To identify various modern instructional strategies for Geography education | | | |

Reference
- http://www.bbk.ac.uk/inkinglondon/resources/
- http://www.itschool.gov.in
- en.wikipedia.org/wiki/IT@school-Project
- victersitschool.gov.in
- www.youtube.com/user/itsvicters.
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane

## Unit 2 Strategies of Assessment in Geography Education (17 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get acquaint with the principles and practices of feedback mechanisms | - Evaluation- concept, purpose, techniques & tools  
- Modern evaluation techniques CCE/ Grading  
- Self-reflection & peer –evaluation and mental processes in learning  
- Achievement test and Diagnostic test-characteristics purpose, steps in construction, analysis of results & remedial measures  
- Qualities of a good test  
- Types of Questions- merits/ demerits  
- Assessing students performance – purpose & techniques  
- Classroom assessment- principles of feedback | Discussion  
Demonstration  
Online learning  
Brian storming  
Meaningful verbal learning  
Preparing achievement and diagnostic tests | - Analysis of diagnostic and achievement tests (practical)  
- Peer evaluation (during practice teaching at least 10 lessons)  
- (CE-Edu.13) |
Reference

- http://www.ero.govt.nz/national Reports/ The quality of teaching
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane

Unit 3 Material Design for curriculum transaction in e- plat from (17 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To inculcate a broad perspective of individualised instruction</td>
<td>Curriculum transaction –meaning and various modes</td>
<td>Discussion</td>
<td>Assessment</td>
</tr>
<tr>
<td>2. To develop skills in preparing instructional materials and modules</td>
<td>Curriculum design – Digital texts and e-content</td>
<td>Online learning</td>
<td>Internal test for units 1, 2, &amp; 3 (CE.Edu.13)</td>
</tr>
<tr>
<td></td>
<td>Virtual learning environment</td>
<td>Develop a e-learning module or e-lesson in Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adapting free down loadable digital resources in Geography</td>
<td>Web search</td>
<td></td>
</tr>
</tbody>
</table>

Reference

- Differentiating instruction : Collaborative Planning and teaching for universally designed learning. SAGE : Thousand Oaks Pvt Ltd.
Unit 4 Teacher as a Reflective Practitioner (14 hrs +6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection in teaching and learning</td>
</tr>
<tr>
<td></td>
<td>Teachers as a reflective practitioner</td>
</tr>
<tr>
<td></td>
<td>Modes and means of reflective practices</td>
</tr>
<tr>
<td></td>
<td>Reflective strategies- portfolio writing, Brainstorming, journaling etc</td>
</tr>
<tr>
<td></td>
<td>Brainstorming</td>
</tr>
<tr>
<td></td>
<td>Meaningful verbal learning</td>
</tr>
<tr>
<td></td>
<td>Arranging reflective session during teaching practice/ field visits</td>
</tr>
<tr>
<td>Assessment</td>
<td>Reflective journal (practical)</td>
</tr>
<tr>
<td></td>
<td>Observing reflective sessions</td>
</tr>
<tr>
<td></td>
<td>Collecting feedback</td>
</tr>
</tbody>
</table>

Reference

- Arora M.L (1979) Teaching of Geography. Prakash Brothers, Ludhiane

http://www.assessment.gatech.edu/up-contnet/uploads.slides


Arora M.L (1979) Teaching of Geography. Prakash Brothers, Ludhiane


EDU – 13.12 : EMERGING TRENDS AND PRACTICES IN COMMERCE EDUCATION
(Theoretical discourses - 60 Hrs + CE -30 Hrs)

Objectives :

• To familiarize with the modern instructional strategies pertaining to teaching of commerce.
• To make the prospective teachers competent in applying various instructional strategies.
• To analyze the strategies in teaching book keeping and accountancy.
• To acquaint the trainees with the various assessment techniques.
• To become competent in developing suitable testing mechanisms.
• To develop the ability to use rubrics for quality assessment and become equipped for self and peer assessment.
• To become capable of designing and implementing various performance test.
• To get acquainted with the principles and practices of feedback mechanism.
• To create awareness about various competitive exams concerned with commerce and management.
• To understand the diverse aspects of digital texts and e-content in commerce fields.
• To prepare the prospective teachers as reflective practitioner.

CONTENTS :
Unit 1: Modern Instructional Strategies in Commerce Education
Unit 2: Strategies of Assessment in Commerce Education
Unit 3: Material Design for curriculum Transaction in e – platform
Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Commerce Education ( 15 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify and practice modern instructional strategies in Commerce education.</td>
<td>• Experiential learning, blended learning, contract learning, problem based learning, teaching thinking skills, graphic organizer.</td>
<td>Online learning Demonstration</td>
<td>• Assessment of learning process and reflections • Graphic organizers preparation</td>
</tr>
</tbody>
</table>
2. To analyse the ways and strategies in which a teacher educand deals Children with Special Needs.

- Strategies in teaching book keeping and accountancy
- Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in higher secondary classroom.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To get acquaint with the principles and practices of feedback mechanisms.</td>
<td>Quantitative V/S Qualitative Assessment</td>
<td>Brain storming</td>
<td>Quiz session</td>
</tr>
<tr>
<td>2. To become capable of designing and implementing various assessment tools and techniques.</td>
<td>Diagnostic test, Achievement test, Performance test.</td>
<td>Meaningful verbal expression</td>
<td>Portfolio Assessment</td>
</tr>
<tr>
<td>3. To generate a professional aspiration among young world by preparing for competitive / placement exams.</td>
<td>Portfolio Assessment, Rubrics</td>
<td>Online learning</td>
<td>Rubrics</td>
</tr>
<tr>
<td></td>
<td>Self reflection, Peer evaluation</td>
<td>Group investigation</td>
<td>Self reflection</td>
</tr>
<tr>
<td></td>
<td>Assessing student performance as feedback for</td>
<td></td>
<td>Diagnostic &amp; Achievement test</td>
</tr>
<tr>
<td></td>
<td>Students progress</td>
<td></td>
<td>(Practical)</td>
</tr>
<tr>
<td></td>
<td>Teacher’s proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competitive exams- Basic ideas of MAT,CA, CS, ICWAI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 3 Material Design for Curriculum Transaction in E-Platform (18 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To generate a curriculum transaction modes in teaching commerce.</td>
<td>• Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Experience with curriculum designs-Design digital texts and e-content</td>
<td>Discussion</td>
<td>• Evaluation of various curriculum designs</td>
</tr>
<tr>
<td></td>
<td>• Adapting free downloadable digital resources for curriculum transaction in commerce.</td>
<td>Demonstration</td>
<td>• Assessment of e content script</td>
</tr>
<tr>
<td>2. To develop skills in using websites for analyzing modern instructional practices in commerce.</td>
<td></td>
<td>Self study</td>
<td>• Analyzing educational blogs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervised study</td>
<td>• Assessment of e lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation</td>
<td></td>
</tr>
</tbody>
</table>

### Unit 4 - Teacher as a reflective practitioner (13 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To capacitate the spirit of teacher as a reflective practitioner.</td>
<td>• Commerce Teacher as a reflective practitioner – Concept</td>
<td>Brain storming</td>
<td>• Online assessment</td>
</tr>
<tr>
<td></td>
<td>• Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving.</td>
<td>Meaningful verbal expression</td>
<td>• Concept maps</td>
</tr>
<tr>
<td>2. To become competent in practicing reflective strategies in instructional process</td>
<td></td>
<td>Online learning</td>
<td>• Portfolio writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group investigation</td>
<td>• Reflective Journal (Practical)</td>
</tr>
</tbody>
</table>
References

- www.5learn.co/e-content-development
EDU – 13.13 : EMERGING TRENDS AND PRACTICES IN HOME SCIENCE EDUCATION
(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:
- To strengthen the experience of adopting modern strategies and to undertake contextual challenges in Home Science education
- To get a field-based understanding of theories and principles of pupil assessment and evaluation
- To identify the entrepreneurial opportunities of futuristic significance associated with the Home Science education.
- To enrich the vision and capabilities of prospective science teachers as reflective practitioners during and after the pre-service education.

Contents:
Unit 1: Modern Instructional Strategies in Home Science Education
Unit 2: Strategies of Assessment in Home Science Education
Unit 3: Material Design for Curriculum Transaction in e-platform
Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Home Science (16 +8= 24 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize modern instructional approaches for classroom learning</td>
<td>• Online learning, blended learning - Meaning and purpose&lt;br&gt;• Brain based learning strategy&lt;br&gt;• Experiential learning approach, self study, Problem based learning.&lt;br&gt;• Strategies for teaching entrepreneurship among Home science students&lt;br&gt;• Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in heterogeneous classroom</td>
<td>Group discussion&lt;br&gt;Brain storming&lt;br&gt;On line learning&lt;br&gt;Web search</td>
<td>• On-task behaviour in class&lt;br&gt;• Participant observation&lt;br&gt;• Innovative work</td>
</tr>
<tr>
<td>2. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### References
- http://www.bbk.ac.uk/linkinglondon/resources/
- https://www.itschool.gov.in

## Unit 2: Strategies of Assessment in Home Science Education (22 + 10 = 32 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize with continuous and comprehensive evaluation and grading system | - Quantitative and qualitative assessment  
- Continuous and Comprehensive Evaluation, Grading system  
- Achievement test-construction  
- Diagnostic test-construction, remedial instruction  
- Assessment of thinking skills- critical and creative thinking- assessment of process skills in Home Science | Group discussion  
Preparation of rubrics  
Buzzer sessions  
Seminar  
Collaborative learning | - Questioning  
- Class test  
- Assessment of rubrics  
- Participant observation  
- Portfolio assessment  
- Peer evaluation (10 classes) |
| 2. To develop rubrics for CCE assessment, self reflection and peer evaluation |  |  |  |
| 3. To understand the concept of self reflection and peer evaluation |  |  |  |
| 4. To acquaint with online assessment and experience different practices |  |  |  |
Unit 3: Material Design for Curriculum Transaction in e-platform (12 + 6 = 18hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the concept of curriculum transaction material design</td>
<td>• Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digital texts</td>
<td>Digital Modular Exposition</td>
<td>• Rubric based assessment of individual performance</td>
</tr>
<tr>
<td>2. To familiarize with various curriculum transaction materials using techno pedagogy</td>
<td>• E content development- steps</td>
<td>Explicit teaching</td>
<td></td>
</tr>
<tr>
<td>3. To design and develop techno pedagogic curriculum transaction materials for learning Home science</td>
<td>• Development of e-content material on any topic in Home Science</td>
<td>Collaborative designing sessions</td>
<td></td>
</tr>
<tr>
<td>4. to explore the ways to develop an educational entrepreneur</td>
<td>• Educational entrepreneurship-career possibilities for trained graduate and post graduate students</td>
<td>Individual / group presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervised study</td>
<td></td>
</tr>
</tbody>
</table>

References

## Unit 4: Teacher as a Reflective Practitioner (10 + 6 = 16 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with reflective practices</td>
<td>• Reflective practitioner—Meaning, modes and means of reflective practices</td>
<td>Narrative expression in small or medium groups</td>
<td>• Reflective Journal Analysis</td>
</tr>
<tr>
<td></td>
<td>• designing and development of tools of reflection by the student teacher, postings of reflection in blogs and forums</td>
<td>Online learning</td>
<td>• Online assessment</td>
</tr>
<tr>
<td>2. To be a reflective practitioner</td>
<td></td>
<td>Debate</td>
<td>• Participant observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brain storming</td>
<td></td>
</tr>
</tbody>
</table>

### Reference:
EDU – 301.2 : Health and Physical Education.

(1 credits – 30 hours & 25 marks )

Objectives
• Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.
• Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity.
• Develop right attitudes and habits for a healthy living in personal and community life.
• To impart knowledge regarding food and nutrition, first aid and the importance of posture.
• Develop awareness about various diseases and their prevention.
• Guiding the next generation to live with social commitment and obligations.

Contents
Unit – 1 Health & Health Education : meaning, scope and aims
Unit – 2 Hygiene & Health Hazards
Unit – 3 Food and Nutrition, Lifestyle Diseases, First aid and Posture
Unit – 4 Yoga in schools.

Unit 1: Health & Health Education : meaning, scope and aims

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness. | • Health & Health Education – 4 hours  
• Meaning, importance and factors affecting Health  
• Significance, scope, aims and objectives of Health Education | Meaningful verbal presentation | • Test |
## Unit 2: Hygiene & Health Hazards

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Develop right attitudes and habits for a healthy living in personal and community life. | - Hygiene & Health Hazards – 6 hours  
- Personal and Community Hygiene  
- Smoking, Alcoholism and Abuse of drugs | Dramatization Presentations in small/medium groups | • Evaluation of daily reflective behaviour  
• Test |
| 2. Guiding the next generation to live with social commitment and obligations. | | | |

## Unit 3: Food and Nutrition, Lifestyle Diseases, First aid and Posture

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To impart knowledge regarding food and nutrition, first aid and the importance of posture. | - Food and Nutrition – 15 hours  
- Macro and Micro Nutrients  
- Balanced diet  
- Vitamin deficiency and related diseases  
- Mal nutrition  
- Diseases  
- Hypokinetic/Lifestyle diseases and its management  
- First Aid  
- Definition  
- Aims and Principles  
- Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, | Narrative expressions  
Practical sessions  
Group activity  
Dramatization  
Personal profiles  
Preparation of database  
Social survey | • Debating and discussions  
• Test  
• Survey reports  
• Group presentation  
• Posture assessment Grid |
<p>| 2. Develop awareness about various lifestyle diseases and their prevention. | | | |</p>
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Understands the significance of yoga in school. | • Yoga in Schools – 5 hours.  
• Catch them young and watch them grow.  
• Empowering children with yoga:  
• Need for practicing yoga  
• Diet and Hygiene  
• Pranayama (breath awareness)  
• Visualization (developing positive thoughts and building self-esteem.  
• Meditation. | Narrative expressions  
Practical sessions  
Group activity  
Dramatization  
Personal profiles | • Practice of yoga  
• Practical classes in schools  
• Discussions  
• Tests  
• Awareness campaign. |

**Guidelines for Practical work:**
- Personal Health & Nutrition Chart - 5 marks
- Record of Health Education - 10 marks
- Practice of Yoga - 10 marks
- Practice teaching - 25 marks (conduct two classes in schools by preparing teaching-learning resources, one Yoga & one HE)
EDU – 301.3 : Art and Aesthetics Education.

(Credit – 1, carries 25 marks/30 hours)

Contents :

• Musical awareness-discussions- Folk songs, regional songs, national integration songs-
  (collection and practice)
• Indian classical music- awareness of Musical instruments-Expert classes & Practice.
• Performing arts - Mudras and their meanings -of any one performing arts of Kerala, conducting demonstration classes-general Famous dance forms of India and their peculiarities and dancers.
• Familiarization of CCRT Cultural kit.

Practicals:

• Prepare a report of music /performing arts/ folk songs and patriotic songs/ cultural tradition of India / Kerala, including collections. (Maximum 10 pages) – 10 marks
• Practice individual and group songs/ compose songs to teach the subject matter concerned - in a novel way. (5 marks)
• Preparation of an album on Art Education.(10 marks)
SEMESTER – IV
Instructional hours per Subject : 90 (Theoretical Discourses – 60 & CE – 30 hours)

Perspectives in Education/Core Subjects:

EDU-14 : Advanced Studies : Perspectives in Education.

Curriculum and Pedagogic courses/Optional subjects:


CE – Preparation of MCQ test battery.
EDU – 14 : ADVANCED STUDIES: PERSPECTIVES IN EDUCATION.

Objectives

To enable the student teachers:

• To synthesise acquired knowledge and skills for professional competency
• To equip student teachers to meet the challenges in classrooms
• To preserve the culture and values of nation
• To develop managerial skills to maintain an effective institutional climate
• To apply the modern trends in assessment and evaluation in education
• To integrate the knowledge of ICT in curriculum transaction

Content

• Commissions and reports in Education- Kothari commission, NEP 1986,
• Professional ethics of teacher – with respect to students, institution and society- Eclectic tendencies in education
• Social issues and strategies to curb them with special reference to corruption, terrorism, violence against women and drug abuse- Significance of conscientisation programme
• Constitutional provisions related to education with special reference to Right to education act 2009.
• Learning in constructivist classrooms- theories of learning with special reference to constructivism- application of the theories of Piaget, Bruner and Vygotsky- classroom strategies and role of teacher. Comparison of behaviourism and constructivism.
• Inclusive education- strategies for inclusive classroom- Differently abled learners – characteristics- National policies and acts- special education and integrated education
• Adolescent issues- developmental needs and characteristics- psychosocial problems of secondary school students and remedial measures- guidance and counselling for adolescents- teacher as a counsellor
• Classroom management- role of Psychology, Philosophy and Technology in Assessment and evaluation in education- Current practices in assessment and evaluation –CCE- concept, need and relevance, Grading system- concept, types-absolute grading, direct grading and relative grading, merits and demerits. Tools of Assessment- tests, checklist, rating scale, cumulative record, questionnaire, inventory,

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schedule, anecdotal record - concept, merits, demerits - relevance in the field of research. Characteristics of a good evaluation tool, Norm-referenced tests and Criterion-referenced tests.

- Basic statistics for analyzing/assessment of data - Role and importance of statistics in analyzing assessment data, Population and Sample, Data, Types of Data - Primary & Secondary, Quantitative & Qualitative, Scales of Measurement - Nominal, Ordinal, Interval and Ratio scales. Classification of Data, Graphical Representation of Data - need and importance, Representing data using Graphs and Diagrams, Interpretation of graphical representations.

- Action Research - Need, scope, nature, characteristics, steps involved, advantages and limitations of action research, Integrating action research practices in different areas.

- Research hypothesis - Meaning, relevance, role/functions and types. Stating the research hypotheses, forms of hypothesis - null form, prediction form, question form and statement form.

- Sustainable development: Concept and meaning, need for sustainable development, measures to achieve sustainable development, role of teachers in creating awareness about sustainable development.

- Environmental ethics - Environmental laws and rights, articles related to environmental protection


- Disaster management - Concept, steps and phases

- Entrepreneurial Education - Entrepreneurial opportunities for students

- First Aid - Definition, Aims and Principles, Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, Bleeding through nose, etc.

- Understanding Nutrition - Macro and Micro Nutrients, Carbohydrates, Protein, Fat, Vitamins (Fat soluble and water soluble), Minerals, Water & Fibre, Balanced diet, Vitamin deficiency diseases

EDU – 15.1 : ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN MALAYALAM EDUCATION.

Objectives
• To familiarize with emerging areas in teaching and learning
• To develop an awareness of modern assessment strategies for Malayalam language teaching
• To explore avenues available for professional development

Unit -1: Emerging areas in teaching and learning
• M-learning in Malayalam language teaching
• Neuro linguistic Programming
• Resource Mapping
• Reflective Practice and teacher learning
• Learner centeredness and learner needs
• Online tutoring
• Social and community involvement activities
• Formal and Informal learning contexts
• Concept of e- resources and IT enabled instructional resources
• Modern instructional strategies and approaches for Malayalam instruction: Instructional strategies – Co operative
• and collaborative learning strategies, Scaffolding strategies, Virtual learning and Blended learning, Experiential learning
• Strategies to deal with Children with Special Needs (CWSN) - differently able,
• Strategies for slow learners, gifted students

Unit -2 Assessment
- Focus on communicative properties of tests
- Quantitative and Qualitative Assessment in Malayalam language teaching - Diagnostic test, Achievement test, Performance test, Language Proficiency test, Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation, Teacher evaluation
• Evaluation—Formative and Summative, continuous and comprehensive evaluation
• Online tests and assessment, Computer adaptive tests

Unit -3 Research
• Trends in research in language and Malayalam language learning
• Research in Internet-based teaching and learning
• Linguistics and language learning, multimodal learning.
• Educational entrepreneurship

Unit -4 Professional Development
• Continuing professional development (CPD)-conceptual Analysis: personal and professional qualities,
• empowerment, skills and practise
• Online professional development courses
• TKT(Teaching Knowledge Test)
• Online Malayalam language proficiency test
EDU – 15.2 : Advanced Studies: Curriculum and Pedagogic Courses in English Education.

Objectives:
• To familiarize with emerging areas in teaching and learning
• Develop an awareness of modern assessment strategies for English.
• Identify recent research trends in ELT.
• Explore avenues available for own professional development.

Unit I: Emerging areas in teaching and learning
• Modern trends-Whole language; Neurolinguistic Programming; Competency based language teaching;
• Post Methods era
• “there never was and never will be a method for all”-David Nunan.
• “apostmethod pedagogy must (a) facilitate the advancement of a context-sensitive language education; (b) rupture the reified role relationship between theorists and practitioners;(c) tap the sociopolitical consciousness that participants bring with them.” -B.Kumaravadivel.
• Online tutoring
• Reflective Practice and teacher learning.
• Learner centredness and learner needs.
• Diagnosis based on situational needs followed by treatment.
• Interlanguage development for second language learners.
• Criticism of published materials.
• Computer corpora
• Resource Mapping
• M-learning in ELT

Unit II: Assessment
• Replacing testing philosophy that ‘one size fits all’ with different assessment batteries that cover both production and comprehension skills.
• Focus on communicative properties of tests.
• Tests and assessment both formative and summative
• Computer adaptive tests

Unit III: Research
• Trends in research in language and language learning; learner corpora; Linguistics and language learning; multimodal learning
• Research in Internet-based teaching and learning- Blended learning; e-learning etc.

Unit IV: Professional Development
• Perceiving Continuing Professional Development as a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organization and their pupils.
• Online professional development courses
• TKT(Teaching Knowledge Test)
• CELTA(Certificate of Teaching English to Speakers of Other Languages)
• IELTS (International English Language Testing System)
EDU – 15.3 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN HINDI EDUCATION.

Objectives:
• To familiarize with emerging areas in teaching and learning
• To develop an awareness of modern assessment strategies for Hindi language teaching
• To identify recent research trends in language teaching
• To explore avenues available for professional development

Unit -1 : Emerging areas in teaching and learning
• Neuro linguistic Programming
• Online tutoring
• M-learning in Hindi language teaching
• Resource Mapping
• Reflective Practice and teacher learning
• Learner centeredness and learner needs
• Social and community involvement activities
• Formal and Informal learning contexts
• Concept of e- resources and IT enabled instructional resources
• Modern instructional strategies and approaches for Hindi instruction: Instructional strategies – Co operative
• and collaborative learning strategies, Scaffold strategies, Virtual learning and Blended learning, Experiential learning
• Strategies to deal with Children with Special Needs (CWSN) - differently able,
• Strategies for slow learners, gifted students

Unit -2 Assessment
• Focus on communicative properties of tests
• Quantitative and Qualitative Assessment in Hindi language teaching - Diagnostic test, Achievement test, Performance test, Language Proficiency test, Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation, Teacher evaluation
• Evaluation—Formative and Summative, continuous and comprehensive evaluation
• Online tests and assessment, Computer adaptive tests
Unit -3 Research

- Trends in research in language and Hindi language learning
- Research in Internet-based teaching and learning
- Linguistics and language learning, multimodal learning
- Educational entrepreneurship

Unit -4 Professional Development

- Continuing professional development (CPD)-conceptual Analysis: personal and professional qualities, empowerment, skills and practise
- Online professional development courses
- TKT(Teaching Knowledge Test)
- Online Hindi language proficiency test
EDU – 15.4 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN SANSKRIT EDUCATION

Objectives
- To understand and develop the advanced studies in curriculum and pedagogic courses.
- To familiarize with emerging areas in teaching and learning.
- To develop an awareness of modern assessment strategies for Sanskrit.
- To identify recent research trends in Sanskrit.
- To identify the avenues available for own Professional Development.

UNIT-I EMERGING AREAS IN TEACHING AND LEARNING.
- Neuro linguistic programming.
- On-line tutoring.
- M-learning in Sanskrit language teaching.
- Resource mapping.
- Reflective practice and teacher learning.
- Learner centeredness and Learner needs.
- Social and community involvement activities.
- Formal and informal learning contexts.
- Concept of e-resources and IT enabled instructional resources.
- Modern instructional strategies and approaches for Sanskrit instruction.
- Instructional strategies—co operative and collaborative learning
- Strategies, scaffolding strategies, virtual learning and blended learning, experiential learning.
- Strategies to deal children with special needs (CWSN)—differently able.
- Strategies for slow learners, gifted students.

UNIT II ASSESSMENT
- Focus on communicative properties on tests
- Quantitative and qualitative assessment in Sanskrit language teaching, diagnostics test, achievement test, performance test,
• Language proficiency test, reflective assessment – portfolio assessment, rubrics, self reflection, peer evaluation, teacher evaluation
• Evaluation – formative and summative – continues and comprehensive evaluation.
• Online test and assessment, computer adaptive test

UNIT III RESEARCH
• Trends in research in language and Sanskrit language learning
• Research in internet based teaching and learning
• Linguistics and language learning, multi model learning.
• Educational entrepreneurship.

UNIT IV PROFESSIONAL DEVELOPMENT
• Teacher transformation and Continuous Professional Development (CPD)
• Teacher Vision and Mission - Teacher and Professional growth - Ways and means of professional competency - Academic and Professional Qualification - Teacher as a reflective practitioner – Social Resource promote human attitudes - values - Nationalism.
• Online professional development courses.
• TKT [Teaching knowledge test]
EDU – 15.5 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN ARABIC EDUCATION

Objectives
• To understand and develop the advanced studies in curriculum and pedagogic courses.
• To familiarize with emerging areas in teaching and learning.
• To develop an awareness of modern assessment strategies for Arabic.
• To identify recent research trends in Arabic
  To identify the avenues available for own Professional Development

Contents

Unit 1: Language and Language Learning:
• Language and its functions
• Cultural context of Language
• Language Skills
• Language Acquisition
• Psychological Principles of Language Learning
• Aims & Objectives of Teaching Arabic Language

Unit II: Methods & Strategies of Teaching Arabic Language:
• Approach, Method & Techniques
• Traditional & Modern Methods
• Various Methods, Approaches & Techniques used in Arabic Language Teaching

Unit III: Pedagogic Analysis :
• Interdependence of Content Knowledge, Pedagogic Knowledge and Technological Knowledge
• Techno Pedagogic Content Knowledge Analysis (TPCKA)
• Arabic Curriculum in State Schools of Kerala
Unit IV: Planning
- Various Levels of Planning
- Steps Involved in Planning
- Use of various Resources and Aids in Teaching Arabic language

Unit V: Assessing Learner Achievement
- Tools and Types of Evaluation
- Formative and Summative Evaluation
- Developing achievements and diagnostic tests
- Assessment Rubrics

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- Thaaleemu al lugha al arabiiyabainanadriyyawathathbeeq: Dr Hasan Al Shahatha, Dar Misriyyawallubnaniya
- MushkilathuthaaleemullughalArbiyya: Abbas Mahmood ; Dar alsaqafa, Qatar
- Thareeqathu Thadreesi Wastrateejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
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EDU – 15.6 : ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN TAMIL EDUCATION.

Objectives
- To familiarize with emerging areas in teaching and learning
- To develop an awareness of modern assessment strategies for Tamil language teaching
- To explore avenues available for professional development

Unit -1 : Emerging areas in teaching and learning
- M-learning in Tamil language teaching
- Neuro linguistic Programming
- Resource Mapping
- Reflective Practice and teacher learning
- Learner centeredness and learner needs
- Online tutoring
- Social and community involvement activities
- Formal and Informal learning contexts
- Concept of e- resources and IT enabled instructional resources
- Modern instructional strategies and approaches for Malayalam instruction: Instructional strategies – Co operative
- and collaborative learning strategies, Scaffolding strategies, Virtual learning and Blended learning, Experiential learning
- Strategies to deal with Children with Special Needs (CWSN) - differently able, Strategies for slow learners, gifted students

Unit -2 Assessment
- Focus on communicative properties of tests
- Quantitative and Qualitative Assessment in Tamil language teaching - Diagnostic test, Achievement test, Performance test, Language Proficiency test, Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation, Teacher evaluation
- Evaluation—Formative and Summative, continuous and comprehensive evaluation
- Online tests and assessment, Computer adaptive tests
Unit -3 Research
• Trends in research in language and Tamil language learning
• Research in Internet-based teaching and learning
• Linguistics and language learning, multimodal learning.
• Educational entrepreneurship

Unit -4 Professional Development
• Continuing professional development (CPD)-conceptual Analysis: personal and professional qualities, empowerment, skills and practice
• Online professional development courses
• TKT(Teaching Knowledge Test)
• Online Tamil language proficiency test
EDU – 15.7 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN MATHEMATICS EDUCATION

OBJECTIVES : Enable the student teachers to:

- understand the concept of teaching-learning process.
- understand and develop skill in selecting appropriate aims and objectives for teaching Mathematics.
- To identify the changing roles of the teacher
- familiarize and apply the instructional management strategies of teaching Mathematics.
- understand and apply online assessment and competency enhancement avenues.
- identify net working as a means of personal and professional growth
- develop skill in the preparation of different types of schedules and matrix for assessing performance.
- To understand and practice various models of teaching in classrooms
- prepare different types of test items for assessment.
- To understand and practice modern methods of assessment
- Develop skill in constructing and administering Achievement test & Diagnostic tests.
- familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation & Rubrics designing
- To understand the meaning of reflective practices to prepare tools for evaluation of
- reflective practices

CONTENTS:

Unit: I – Nature and Scope of Teaching and learning in Mathematics
Unit: II – Methods, Strategies and Models of Teaching
Unit: III – Curriculum and Modern Instructional Resources
Unit: IV – Modern Developments in Mathematics Education

UNIT: I – NATURE AND SCOPE OF TEACHING AND LEARNING IN MATHEMATICS

- History of mathematics - Contributions of great Mathematicians (Pythagoras, Rene Descartes, C.F.Gauss, Aryabhata, -Bhaskaracharya, Brahmagupta, SreenivasaRamanuja and Newton.)
- Values of learning Mathematics: - Utilitarian, - Disciplinary, - Cultural, Aesthetic, Social, Moral, International etc.
• **Teacher as a professional:** Teacher qualities and competencies, Role of Teacher as a Knowledge manager, Facilitator, Scaffolder, Mentor, Social Engineer, Reflective practitioner
• **Changing concept of classroom environment:** conducive, learner friendly, inclusive and Virtual learning environment (VLE).
• **Teaching-Learning process:** Maxims of teaching, Phases of teaching, theories of learning (Piaget, Bruner, Gagne and Vygotsky)
• **Aims & Objectives of teaching Mathematics with respect to NCF (2005) and KCF (2007)**

**UNIT: II – METHODS, STRATEGIES AND MODELS OF TEACHING**
• **Methods and approaches:** Inductive Deductive method, Analytic -Synthetic method, Laboratory method, Project method, Problem solving method, Heuristic approach
• **Techniques for individualising instruction:** Assignments, Homogeneous grouping, Supervised study, Drill work, Dalton plan,
• **Self Instructional Strategies** Programmed Instruction (Linear, branching), Modular Instruction and CMI
• **Models of Teaching:** Detailed study and practice on Concept Attainment Model, Inquiry Training Model, Constructivist Model, Discovery Model etc.
• **Motivation:** Role of motivation in mathematics learning. Techniques of motivating a mathematics classroom

**UNIT: III – CURRICULUM AND MODERN INSTRUCTIONAL RESOURCES**
• **New approaches to curriculum Construction:** Critical Pedagogy, Problem Based Learning, Constructivist Learning, Reflective learning, Experiential learning,
• **Modern trends in curriculum construction:**
• **Principles of Curriculum organisation**
• **Resources for Learning Mathematics:** Mathematics laboratory, Mathematics library, Mathematics Club, Informal learning contexts such as Mathematics exhibitions, Fair, Field Trip etc.
• **e-resources/ Digital resources:** CD, DVD, Websites, digital text books, Web 2.0 tools, Hot Potatoes, Teacher Tube, Edublog, Online Resources Learning management systems, m-learning, ICT and Multimedia in the teaching of Mathematics
• **Competitive Examinations for teachers:** KTET, NTET, TET.
• **Educational entrepreneurship** - Career possibilities for trained graduate and post graduate science students.
UNIT: IV – MODERN DEVELOPMENTS IN MATHEMATICS EDUCATION

- **Techno-pedagogy:** Role of teacher as a techno-pedagogue, Concept of TPCK, Interrelationship of Content knowledge, pedagogic knowledge and technological knowledge, Scope and challenges of TPCK

- **Preparation Assessment tools:** Types of test items – Objective type, short answer type and Essay type tests: Achievement Test, Diagnostic tests & Remedial Teaching.

- **Modern Trends in Evaluation:** Objective based evaluation, Continuous comprehensive evaluation, Rubrics for assessing Assignments, Projects, Debates, etc.

- **Reflection and feedback:** Concept of reflective practices, Teacher as a reflective Fractioned Designing and development of tools for reflection by student teacher, Peer Evaluation

- **Research in Mathematics Education:** Types of Research, Thrust areas of researches in mathematics education

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EDU – 15.8 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN PHYSICAL SCIENCE EDUCATION

(Theory hours-60, Marks -50, Related practical for CE-hours 30, marks –25)

OBJECTIVES
Enable the student teachers to

- Understand the concept of teaching- learning process.
- Understand and develop skill in selecting appropriate aims and objectives for teaching physical science.
- Familiarize and apply the instructional management strategies of teaching physical science.
- Understand and apply online assessment and competency enhancement avenues.
- Identify networking as a means of personal and professional growth.
- Develop skill in the preparation of different types of schedules and matrix for assessing performance.
- Prepare different types of test items.
- Administer oral and open book examination.
- Develop a skill in constructing and administering achievement test & diagnostic tests.
- Familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation & Rubrics designing.

CONTENT
1. Development of science education in India
2. Networking in science classrooms
3. Instructional Management – Traditional to digital - ICT and Multimedia as technology enhanced communication devises in the teaching of physical science
4. Online Assessment And Competency Enhancement avenues
5. Global trends in curriculum construction- recent changes in curriculum construction, learner centered & participatory approaches.
6. Competitive examinations for secondary school students and science teachers
7. Educational entrepreneurship – career possibilities of trained graduate and post graduate science students
7. Assessment in Physical science Education.
   7.1 Objective based evaluation.
7.2 Preparation Assessment & Evaluation tools
7.2.1 Preparation of Question Bank with different test items (HOT, LOT Questions),
7.2.2 Preparation of Achievement Test.
7.2.3 Preparation of Diagnostic tests & Remedial Teaching.
7.3 Modern Trends in Evaluation.
7.3.1 Continuous comprehensive evaluation.
7.3.2 Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions.

8. **Reflective Reading and Teacher competencies.**
Relevance and scope of Reflective reading.
Teacher competencies for Science learning
Standards for Teacher Competence in Educational Assessment of Students.
EDU – 15.9 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN NATURAL SCIENCE EDUCATION

OBJECTIVES : Enable the student teachers to:

• Understand the concept of teaching- learning process.
• Understand and develop skill in selecting appropriate aims and objectives for teaching natural science.
• Develop skill in the preparation of various instructional materials for enhancing the effectiveness of instruction and remediation.
• Familiarize and apply the instructional management strategies of teaching natural science.
• Understand and apply online assessment and competency enhancement avenues.
• Identify networking as a means of personal and professional growth.
• Develop skill in the preparation of different types of schedules and matrix for assessing performance.
• Develop a skill in constructing and administering achievement test & diagnostic tests.
• Familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation & Rubrics designing.

CONTENTS:

Multiple taxonomies of Instructional objectives
• Origin, Bloom’s Taxonomy of Instructional Objectives (1956),
• Classification by NCERT,
• McCormack and Yagar’s classification,
• Technology Integrated Taxonomy –Peck & Wilson (1999),
• Revised Blooms Taxonomy by Anderson and Krathwohl (2001).

Instructional Management: Traditional to Digital.
• Teacher initiated methods- Lecture method, Lecture cum Demonstration, Biographical
• Student initiated methods- Problem solving, Project method, Guided discovery, Experimental and heuristic method.
• Approaches- Inductive-Deductive, Multimedia, Interdisciplinary and Constructivist approaches.
• Techniques- Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping.
• ICT and Multimedia as technology enhanced communication devises in the teaching of life science
• Web 2.0 tools
• Networking- meaning and scope of Net working in science learning.
• M. learning
• Meaning and importance of planning, Types of planning – Year plan, Unit plan, lesson plan and Resource Unit
• lesson plans based on following approaches and Models of teaching- Herbartian Approach, Constructivist Approach, Concept attainment model(CAM), Inquiry Training Model(ITM), 5E Model
• Teaching skills –Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology teacher.
• Curriculum-Meaning-functions and, Principles of curriculum construction,
• Approaches to curriculum organization’
• Critical analysis of the prevailing secondary school biology syllabus.
• Curriculum reforms in India(NCERT) & abroad (BSCS).

Evolving Assessment Practices in Natural Sciences.
• Reflection and feedback- Assessment of student’s performance.
• Objective based evaluation.
• Assessment &Evaluation tools
• Question Bank with different testitems (HOT, LOT Questions),
• Achievement Test.
• Diagnostic tests &Remedial Teaching.
• Modern Trends in Evaluation.
• Continuous comprehensive evaluation.
• Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions.

Reflective Reading and Teacher competencies.
• Relevance and scope of Reflective reading.
• Teacher competencies for Science learning
• Standards for Teacher Competence in Educational Assessment of Students.
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EDU – 15.10 : Advanced Studies : Curriculum and Pedagogic Courses in Social Science Education.

Contents ;

- **Social Science teaching in digital era**- need and significance of technological changes in teaching learning process
- **Virtual learning and Blended learning in Social Science**- Scope of virtual learning in Social science and the nature and scope of Blended learning in the present learning environment
- **Behaviourist and constructivist approaches in teaching Social Science**- how the approaches differ in planning and transactional modalities.
- **Global trends in curriculum construction**- recent changes in curriculum construction, learner centered & participatory approaches.
- **Innovative techniques and strategies of teaching Social Science**- modern instructional strategies with constructivist approaches and technological advancement
- **Need of research in teaching learning process**- Action research and its outcomes, recent research findings in the teaching learning process of Social Science
- **Role of Social science in National and international perspective**- Challenges to Nationalism, need and significance of international understandings, role of Social Science teaching to promote National and International perspectives.
- **Comparison of Community resources and e-resources**- important community resource items and e-resources, comparison of its availability and utilization in classroom situation
- **Trends and developments** in Evaluation- modern trends in evaluation, CCE, fixing of rubrics and the scope of grading.
EDU – 15.11 : Advanced Studies : Curriculum and Pedagogic Courses in Geography Education.

Objectives : To enable the student-teacher to:

- Understand the concept of teaching-learning process.
- Develop skill in the preparation of various instructional materials for enhancing the effectiveness of instruction and remediation.
- Understand and develop skill in selecting appropriate aims and objectives for teaching the subject.
- Familiarize and apply the instructional management strategies of teaching geography.
- Understand and apply online assessment and competency enhancement avenues.
- Identify networking as a means of personal and professional growth.
- Develop skill in the preparation of different types of schedules and matrix for assessing performance.
- Develop a skill in constructing and administering achievement test & diagnostic tests.
- Familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation & Rubrics designing.

Contents :

- Teaching of Geography in the digital era - need and significance of technological changes in teaching learning process.
- Virtual learning and Blended learning in Geography / Social Sciences - Scope of virtual learning in Social science and the nature and scope of Blended learning in the present learning environment.
- Behaviourist and constructivist approaches in teaching of Geography - how the approaches differ in planning and transactional modalities.
- Global trends in curriculum construction - recent changes in curriculum construction, learner centered & participatory approaches.
- Innovative techniques and strategies of teaching Geography - modern instructional strategies with constructivist approaches and technological advancement.
- Need of research in teaching learning process - Action research and its outcomes, recent research findings in the teaching learning process of Social Science.
- Role of Social sciences in the National and international perspective - Challenges to Nationalism, need and significance of international understandings, role of teaching of Social Sciences in promoting National and International integration.
- Comparison of Community resources and e-resources - important community resource items and e-resources, comparison of its availability, sources and utilization in class room situation.

(References : Semester I, II & III )
EDU – 15.12 : ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN COMMERCE EDUCATION.

Objectives :
• To mould the prospective teacher educators to uphold the professional spirit in diverse angles.
• To familiarize with the modern instructional strategies pertaining to teaching of commerce.
• To make the prospective teachers in commerce as competent in applying various instructional strategies and approaches.
• To get acquaint with modern principles and trends in the designing and organization of commerce curriculum.
• To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting commerce curriculum through e-resources.
• To analyze the global trends in commerce education through comparison between India with other countries.
• To get acquaint with the principles and practices of feedback mechanisms and to become capable of designing and implementing various assessment tools and techniques.

CONTENTS :
Unit 1: Teaching of commerce in technological era
Unit 2: Modern instructional strategies, models and approaches for commerce education
Unit 3: Curriculum Designing and Modern Instructional Resources
Unit 4 Global Trends and Assessment in Commerce Education

Unit 1: Teaching of commerce in modern era.
• Teacher, Teacher as professional; Continuing Professional Development (CPD), Teacher responsibilities; multifarious roles: facilitator, scaffolder, mentor, social engineer, counsellor, reflective practitioner and digital migrant.
• Scope of commerce in nation’s prosperity, Modernization of commerce through technological advancement and LPG.
• Values attained through commerce education.
Unit 2: Modern instructional strategies, models and approaches for commerce education.
- Instructional strategies – Co-operative learning strategies, Collaborative learning strategies, Scaffolding strategies, Virtual learning and Blended learning, Experiential learning, blended learning, contract learning, problem based learning, teaching thinking skills, graphic organizer. Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in higher secondary classroom.
- Approaches of teaching book keeping and accountancy including computerized accounting.
- Models of teaching – Introduction, Operational Heart, Different families - Concept Attainment Model, Inquiry Training Model, Group Investigation Model, Cognitive Apprenticeship Model.

Unit 3: Curriculum Designing and Modern Instructional Resources.
- Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode, Experience with curriculum designs-Design digital texts and e-content development.
- Concept of e-resources and IT enabled instructional resources, Educational blogs, e-journals, pod casting, e-learning, m-learning, web based learning, learning management system (LMS) in teaching learning of commerce education.

Unit 4: Global Trends and Assessment in Commerce Education.
- Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue, Scope and purpose of Techno-Pedagogic Content Knowledge Analysis.
- Quantitative and Qualitative Assessment in Commerce education - Diagnostic test, Achievement test, Performance test, Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation.
EDU – 15.13 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN HOME SCIENCE EDUCATION

OBJECTIVES: Enable the student teachers to:
• Understand the concept of teaching-learning process.
• Understand and develop skill in selecting appropriate aims and objectives for teaching natural science.
• Familiarize and apply the instructional management strategies of teaching natural science.
• Understand and apply online assessment and competency enhancement avenues.
• Identify networking as a means of personal and professional growth.
• Develop skill in the preparation of different types of schedules and matrix for assessing performance.
• Develop a skill in constructing and administering achievement test & diagnostic tests.
• Familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation & Rubrics designing.

CONTENTS:
Multiple taxonomies of Instructional objectives
• Origin, Bloom’s Taxonomy of Instructional Objectives (1956),
• Classification by NCERT,
• Mc Cormack and Yagar’s classification,
• Technology Integrated Taxonomy –Peck & Wilson (1999),
• Revised Blooms Taxonomy by Anderson and Krathwohl (2001).

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• Teacher initiated methods- Lecture method, Lecture cum Demonstration, Biographical
• Student initiated methods- Problem solving, Project method, Guided discovery, Experimental and heuristic method.
• Approaches- Inductive-Deductive, Multimedia, Interdisciplinary and Constructivist approaches.
• Techniques- Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping.
• ICT and Multimedia as technology enhanced communication devises in the teaching of life science
• Web 2.0 tools
• Networking- meaning and scope of Networking in science learning.
• M. learning
• Meaning and importance of planning, Types of planning – Year plan, Unit plan, lesson plan and Resource Unit
• lesson plans based on following approaches and Models of teaching- Herbartian Approach, Constructivist Approach, Concept attainment model(CAM), Inquiry Training Model(ITM), 5E Model
• Teaching skills –Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology/Home Science teacher.
• Curriculum-Meaning-functions and, Principles of curriculum construction,
• Approaches to curriculum organization’
• Critical analysis of the prevailing secondary school biology syllabus.
• Curriculum reforms in India(NCERT) & abroad (BSCS).

Evolving Assessment Practices in Natural Sciences.
• Reflection and feedback- Assessment of student’s performance.
• Objective based evaluation.
• Assessment &Evaluation tools
• Question Bank with different testitems (HOT, LOT Questions),
• Achievement Test.
• Diagnostic tests &Remedial Teaching.
• Modern Trends in Evaluation.
• Continuous comprehensive evaluation.
• Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions.

Reflective Reading and Teacher competencies.
• Relevance and scope of Reflective reading.
• Teacher competencies for Science learning
• Standards for Teacher Competence in Educational Assessment of Students.
REFERENCES

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APPENDIX

CORE PAPERS

Seminar
Any presentation by the student teacher in eight to ten minutes based on the theoretical components. The assessment can be on the following criteria.

- Preparation
- Content competency
- Report
- Presentation
- Originality

Practical
The aim is to familiarize the design, administration and scoring of psychological tools/Technological Tools. Any practical experience in the use of tools and techniques should be given. Lab experience is an essential component for all student teachers. At least two practical in each semester should be done and a record must be kept for assessment. The criteria for assessment include:

- Attendance in the Psychology lab / Technology lab
- Genuine involvement of the subject
- Recording
- Speed and accuracy of the administration of tool
- Nature of the tool (standardized or not)

Tests
Periodical tests of short duration can be conducted and the average of test scores can be calculated for internal assessment. The tests should include all types of questions and one or two tests must of MCQs. It is also advised to conduct a college level mid semester examination for 25 marks including all types of questions other than essay question as part of internal assessment.

Capacity building Activities
The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken and a report of the activity should be maintained for assessment. The programmes can be planned based on the following themes.

- Communication skills
- Decision making
- Remediation/ Intervention
- Incorporating creative expressions in teaching
- Innovations in teaching
- Problem solving
- Self awareness and empowerment
- Extension programmes
- Exploiting community resources
- Entrepreneurship
The assessment criteria include:

- Proficiency in the activity
- Applicability in profession
- Recording
- Individual effort
- Challenges overcome

School based activity

The aim of the activity is to equip student teachers proficient in initiation, organization and management of student centered programmes considering the demands of the group. Student teachers can conduct any activity/programme in connection with the theoretical transaction of Educational Psychology in classroom in order to help school students for meaningful learning. The activity must be conducted during the practice teaching period and a brief report of the work with necessary evidences should be submitted for internal assessment.

N.B. All the reports that come under internal assessment must be clear, short and specific with supporting evidences and not exceeding 10 pages. Handwritten documents must be submitted by student teachers.
EDU 401.1 Research Project

A. Tentative Schedule for Minor Project/Action Research/Case Study

Phase I of school internship – Semester - III

• Identification and Selection of the issue/theme
• Searching available information/related studies
• Selection/Adoption/Preparation of tool for data collection/collection of evidences.

Phase II of school internship – Semester - IV

• Selection of sample
• Finalization of the tool and data collection
• Analysis of the data and reporting.

B. Format of the Report of Minor Project/Case Study/Action Research

• Introduction
• Significance of the Study, Objectives of the study, Hypotheses, Related Studies
• Method of Study, Sample selection, Tools used in the study, Data collection, Measures adopted for calculation
• Analysis of the data, findings of the study, implications.

C. Evaluation of the Report

• The problem and Title. (5 marks)
• Statement of Objectives and Hypotheses/research questions (10 marks)
• Sample and Tools for the study including data collection (10 marks)
• Analysis of data-procedures adopted and clarity (10 marks)
• Findings of the study (5 marks)
• Viva-voce (10 marks)- (external assessment only).

D. Viva-voce: 10 marks (viva voce criteria)

• Thoroughness of the study
• Novelty/originality of the study
• Initiative of the researcher
• Presentation of the study
• Capacity to Substantiate / (2 marks each).
### Academic Calendar - Semester – I (working days-100)

<table>
<thead>
<tr>
<th>Activities/programmes</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission</strong></td>
<td></td>
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<tr>
<td>General Orientation (for details refer curriculum)</td>
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<tr>
<td>College Union Elections</td>
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<tr>
<td>Theory &amp; CE (EDU 01-05)</td>
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<tr>
<td>College Based Practicals:</td>
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<tr>
<td>EDU-101.1 Discussion, demonstration &amp; Criticism lessons.</td>
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<tr>
<td>EDU-101.1 : Micro-teaching (2 skills)</td>
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<tr>
<td>EDU-101.2 : Yoga, Health &amp; Physical Education</td>
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<tr>
<td>EDU-101.3 : Art &amp; Aesthetics Education</td>
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<tr>
<td>Community based practicals - EDU 103.1: Field trip (optional)</td>
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<tr>
<td>EDU-103.1 : SUPW/ Community Work/vocational edn.</td>
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<tr>
<td>Mid Semester Examination-internal</td>
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<tr>
<td>Semester end examination-external</td>
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</tbody>
</table>

### Academic Calendar - Semester – II (working days-100)

<table>
<thead>
<tr>
<th>Activities/programmes</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>Theory &amp; CE (EDU 06-10)</td>
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<td>College Based Practicals:</td>
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<tr>
<td>EDU-201.1. Discussion, demonstration &amp; Criticism lessons.</td>
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<tr>
<td>EDU-201.2 : Yoga, Health &amp; Physical Education</td>
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<tr>
<td>EDU-201.3 : Art Education &amp; Theatre practice.</td>
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<tr>
<td>Community based practicals - EDU 201.1: Field trip/Edn Tour/Community Extension Project(group) (optional)</td>
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<tr>
<td>Mid Semester Examination-internal</td>
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<tr>
<td>Semester end examination-external</td>
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### Academic Calendar - Semester – III (working days-100).

<table>
<thead>
<tr>
<th>Activities/programmes</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
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<tbody>
<tr>
<td>Theory &amp; CE (EDU 11-13)</td>
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<tr>
<td>College Based Practicals:</td>
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<tr>
<td>EDU-301.1 : Art and Aesthetics Education</td>
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<tr>
<td>School based practicals</td>
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<tr>
<td>EDU-302.1 : School internship Phase-I</td>
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<tr>
<td>EDU-301.2 : Health &amp; Physical Education.</td>
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<tr>
<td>Community based practicals</td>
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<tr>
<td>EDU 303.1: Community Living Camp.</td>
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<tr>
<td>Mid Semester Examination-internal</td>
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<tr>
<td>Semester end examination-external</td>
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</table>

### Academic Calendar - Semester – IV(working days-100).

<table>
<thead>
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<th>Activities/programmes</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>Results</th>
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<tbody>
<tr>
<td>Theory –EDU-14.&amp; 15</td>
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<tr>
<td>EDU-401.1 : Minor Project/Action Research/Case Study.</td>
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<tr>
<td>EDU-401.2 :School Internship Phase-II.</td>
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<tr>
<td>EDU-401.3 : Achievement Test</td>
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<tr>
<td>EDU-401.3: Diagnostic Test</td>
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<tr>
<td>EDU 401.3: Reflective Journal.</td>
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<td>EDU 401.3: Reading &amp; reflecting on the text</td>
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<tr>
<td>Mid Semester Examination-internal</td>
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<tr>
<td>Practical Examination-Phase –I.</td>
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<td>Practical Examination-Phase-II.</td>
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<tr>
<td>Semester end examination-external</td>
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<td>Publication of Result</td>
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<td>April</td>
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# EVALUATION SHEET  
( Teaching practice )

Name of the student:  
Co-operating/practicing school:  
Subject:  Standard:  Date: 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Max. Score</th>
<th>Scores Secured</th>
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<tbody>
<tr>
<td></td>
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<td>Observation of lessons</td>
</tr>
<tr>
<td>1. Lesson template</td>
<td>10</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Set induction( Introduction of the lesson)</td>
<td>10</td>
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</tr>
<tr>
<td>3. Development of the Lesson</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4. Learning Experiences (Activities)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5. Learner Involvement</td>
<td>10</td>
<td></td>
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<tr>
<td>6. Use of Audio-Visual Aids &amp; Technology Integration</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7. Mastery of the subject matter</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9. Closure of the lesson</td>
<td>10</td>
<td></td>
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<tr>
<td>10. Assessment and evaluation</td>
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<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>

Overall impression about teaching: Excellent / Very good / Good / Satisfactory / Needs improvement  
(90% or above) (80-89%) (60-79%) (50-59%) (below 50%)

Place:  
Name and Signature of the observer:  
Date:
RATING SCALE
(Pre-practice Teaching)

Name of the student:
Co-operating/Practicing school:
Subject: 
Standard: 
Date: 

Topic:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Criteria</th>
<th>Excellent (90% and Above)</th>
<th>Very Good (80-89%)</th>
<th>Good (60-79%)</th>
<th>Satisfactory (50-59%)</th>
<th>Needs Improvement (Below 50%)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lesson template</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>2.</td>
<td>Set induction (Introduction of the lesson)</td>
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<td>3.</td>
<td>Development of the Lesson</td>
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<td>4.</td>
<td>Learning Experiences (Activities)</td>
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<td>5.</td>
<td>Learner Involvement</td>
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<tr>
<td>10.</td>
<td>Assessment and evaluation</td>
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<tr>
<td>Total</td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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</table>

Place: 
Name and Signature of the observer:
Date:
## Teacher Observation Standards Rubric - Assessment Tool

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Level/ Criteria</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson Template</td>
<td>All components of lesson plan including targeted learning objectives are clearly defined. Reflects all important concepts. Prerequisites are well accommodated. Interdisciplinary connections Clear and accurate classroom interaction procedures. Self explanatory to a great extent</td>
<td>All most all components of lesson plan are clearly defined. Reflects all most all important concepts. Prerequisites are accommodated. Attempted for Interdisciplinary connections Clear Class room interaction procedures . Self explanatory</td>
<td>Some components of the lesson plan need improvement. Reflects the essential concepts P prerequisites accommodated. More class room interaction procedures are given , but not clear self explanatory to a some extent level.</td>
<td>Some components of the lesson plan need improvement. Pre-requisites included are not properly accommodated. The strategies adopted needs improvement Not self explanatory</td>
<td>Teacher makes content errors. Teacher does not consider prerequisite relationships Teacher plans to use inappropriate strategies Most of the components were not properly defined</td>
</tr>
<tr>
<td>2</td>
<td>Set Induction (introduction of the lesson)</td>
<td>Sets a conducive environment Intellectual curiosity of the child is very well aroused. Very well refreshes the pre-requisites needed. Very interesting and most relevant introduction</td>
<td>Sets a suitable environment Intellectual curiosity is aroused. Pre-requisites are checked Interesting and relevant introduction</td>
<td>Sets a suitable environment Only a few Pre-requisites refreshed. Interesting Sets a satisfactory environments</td>
<td>Introduction does not suit to the lesson Prerequisites were not appropriate Learning environment needs improvement.</td>
<td>Introduction to the lesson is not at all appropriate Prerequisites not at all considered</td>
</tr>
</tbody>
</table>
|   | Development of the Lesson | Sets a conducive environment  
Intellectual curiosity of the child is very well aroused.  
Very well refreshes the pre-requisites needed.  
Very interesting and most relevant introduction  
Uses very appropriate learning experiences  
Eliciting student responses to carry/drive the lesson forward  
Encouraging student enquiry by asking thought provoking open ended questions (brainstorming).  
Asking multi-level (lower, middle/higher order) questions.  
Providing scaffolds in constructing knowledge.  
Providing real world problem based learning environment.  
Creating situations for the development of values.  
Focusing on knowledge | Goals were set and defined.  
Sequenced the content through elaborating student initiated responses.  
Skilled in directing and/supervising learner activities.  
Creates and sustains interest among students throughout the class.  
Uses reinforcers (both positive and negative) for recognition and approval.  
Skilled in identifying learner needs and learning difficulties.  
Uses appropriate learning experiences  
Tries to elicit student responses to carry/drive the lesson forward  
Asking thought provoking open ended questions.  
Students are encouraged to construct/generate knowledge.  
Providing life related problems. | Tries to sequence the content through elaborating student initiated responses.  
Directing and/supervising learner activities.  
Develops interest among students.  
Uses reinforcers (both positive and negative) for recognition and approval.  
Identifies learner needs and learning difficulties.  
Sets a satisfactory environments Learning experience provided needs improvement  
Teacher tries to elicit knowledge.  
Asking different types of question  
Chances for construction/generation of knowledge.  
Offers some accommodation to support different levels of learners. | Student initiated responses for developing the content needs improvement  
Involvement in learner activities is essential.  
More reinforcers (both positive and negative) are required for recognition and approval.  
. Learning environment needs improvement.  
Learning experience provided not at all appropriate.  
Teacher domination in learning activities  
Questions asked are not serving the purpose  
Offers minimum accommodation to support different levels of learners. | Students not participated in content development.  
No reinforcement (both positive and negative)  
Teacher does not recognise the role of student in teaching learning process  
Learning environment developed is not suitable to the lesson Learning experience needs change  
No student participation  
Only a very few questions were asked.  
Most of the questions asked are leading  
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<table>
<thead>
<tr>
<th>4</th>
<th>Learning Experiences (Activities)</th>
<th>Life related to the maximum, variety of activities used, interesting Relevant Child friendly Participatory Satisfying all levels of learners Adequate number of activities</th>
<th>Life related Variety of activities were included, interesting Participatory Considered the different levels of learners Adequate number of activities included</th>
<th>Life related Participation of some learners, interesting to some extent Satisfies some learners only Minimum number of activities were included</th>
<th>Not directly related to life Minimum activities used Does not consider the different levels of learners</th>
<th>Not related to life Activities used are not appropriate and child friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Learner Involvement</td>
<td>Learners are actively constructing relationships and create metaphors. Learners are actively engaged in dialogue both with the teacher and one another. Learner autonomy and initiative is well appreciated.</td>
<td>Learners are constructing relationships and create metaphors. Encourages learners to engage in dialogue both with the teacher and one another. Learner autonomy and initiative are good.</td>
<td>Learners are actively constructing relationships and create metaphors. Learners are engaged in dialogue both with the teacher and one another. Encourage and accept learner autonomy</td>
<td>More Learners involvement in constructing knowledge is expected. Learners are expected to have more dialogue both with the teacher and one another</td>
<td>No learner involvement in knowledge construction. Teacher-learner interaction and learner-learner interaction is very poor</td>
</tr>
<tr>
<td></td>
<td>All learners are participating in the teaching learning process</td>
<td>and initiative.</td>
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<tr>
<td>6</td>
<td>Use of Audio-Visual Aids &amp; Technology Integration</td>
<td>Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of higher level thinking skills. Writings in the Board – well planned, neat and legible. Technology is integrated to the success of the lesson plan. A clear relationship between use of technology and student learning. Selects and uses appropriate audio-visual aids.</td>
<td>Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of certain higher level thinking skills. Writings were planned. Selects and uses appropriate audio-visual aids.</td>
<td>Proposed technology use is engaging and age appropriate, but not clear how it enhances student learning. Selects and uses appropriate audio-visual aids some times. Black board was used to the minimum.</td>
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<td></td>
<td>Proposed technology use is not engaging, not age appropriate, not beneficial to learning and not at all supportive of certain higher level thinking skills. No use of Audio visual aids.</td>
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<table>
<thead>
<tr>
<th>7</th>
<th>Mastery of the subject matter</th>
<th>Clear understanding of the objectives and how it to be delivered. Current research and data includes in the lesson. Thorough and deep content knowledge. Knowledge of accurate</th>
<th>Clear understanding of the objectives and how it to be delivered. Deep content knowledge. Necessary content is known to the teacher. Content knowledge is accurate.</th>
<th>Content knowledge is the minimum. Knowledge of supplementary materials to some extent level.</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>More content knowledge is a must. Knowledge of supplementary materials to minimum.</td>
<td>Teacher is not clear about the objectives and how to deliver it. Poor content knowledge. Teacher makes errors in content.</td>
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<td></td>
<td>Class Management</td>
<td>Class Management</td>
<td>Class Management</td>
<td>Class Management</td>
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<tr>
<td>8</td>
<td>Develops good rapport with learners Names of all learners are known to the teacher Deals with misconduct very effectively Learners are self disciplined. Recognises attending and non attending behaviours Keeps learners in eye span Learners do group works very systematic</td>
<td>Teacher has a command on students Calls pupils/groups by their names Stops misconduct Learners acts according to the direction of teachers. Learners acts according to the direction of the teacher Learner Manages group activities.</td>
<td>Teacher doesn’t give much importance to discipline Learners are restless during group work</td>
<td>Learners are not at all disciplined Difficult to control in group work Learners are wandering/playing in the class</td>
</tr>
</tbody>
</table>

| 9 | Closure of the Lesson Summarised the lesson with respect to each learning point effectively Provides situations for reflective practice after each class. Provides appropriate feedback. Provides remedial measures daily. Provides enrichment activities for reinforcing the constructed knowledge. | Reviews major points in the lesson Provide reflective practice as a means of evaluation Provides remedial measures on alternate days | Repeats the main points of the lesson After each class student is advised to reflect on the class. | Summarises some points of the lesson Teacher does not insist on reflection |

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448
<table>
<thead>
<tr>
<th>10</th>
<th>Assessment and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions for authentic assessment of all targeted objectives are included</td>
<td>Questions for authentic assessment of all most all targeted objectives are included</td>
</tr>
<tr>
<td>A clear relationship is evident between learning objectives and assessment of learning.</td>
<td>A clear relationship is evident between learning objectives and assessment of learning.</td>
</tr>
<tr>
<td>Assessment tools contain topic specific criteria to serve as a helpful scaffold for learners</td>
<td>Assessment tools contain topic specific criteria to serve as a helpful scaffold for learners</td>
</tr>
<tr>
<td>Provision for formative evaluation through out the session</td>
<td>Provision for formative evaluation to a greater extent</td>
</tr>
<tr>
<td>Questions for authentic assessment of some targeted objectives are included</td>
<td>Questions for authentic assessment of some targeted objectives are included</td>
</tr>
<tr>
<td>A clear relationship is evident between some learning objectives and assessment of learning.</td>
<td>A clear relationship is evident between some learning objectives and assessment of learning.</td>
</tr>
<tr>
<td>Assessment tools contain some topic specific criteria to serve as a helpful scaffold for learners</td>
<td>Assessment tools contain some topic specific criteria to serve as a helpful scaffold for learners</td>
</tr>
<tr>
<td>Provision for formative evaluation to some extent</td>
<td>Provision for formative evaluation to some extent</td>
</tr>
<tr>
<td>Questions for authentic assessment of few targeted objectives are included</td>
<td>Questions for authentic assessment of few targeted objectives are included</td>
</tr>
<tr>
<td>A clear relationship is evident between few learning objectives and assessment of learning.</td>
<td>A clear relationship is evident between few learning objectives and assessment of learning.</td>
</tr>
<tr>
<td>Assessment tools do not contain topic specific criteria to serve as a helpful scaffold for learners</td>
<td>Assessment tools do not contain topic specific criteria to serve as a helpful scaffold for learners</td>
</tr>
<tr>
<td>Minimum provision for formative evaluation</td>
<td>No provision for formative evaluation</td>
</tr>
</tbody>
</table>
### CRITERIA FOR AWARDING SCORES IN COMMUNITY LIVING CAMP

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Need improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in planning and implementing educational activities during the camp</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Participation in the creative/ expressive/ demonstrative/ presentation aspects of different sections</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Leadership quality/ Democratic culture/ Social accommodation &amp; adaptability/ Group working skill</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Participation in the community related programmes/ activities</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comprehensiveness of report (Record)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### Structure of a Report (Record) of Community Living Camp

- Community Living Camp- Introduction (need and significance)
- Main theme of the camp during the academic year
- Objectives
- Module
- Session wise details (objective of the session, programme/ activity, consolidation/ outcome with self assessment)
- Conclusion
- Appendix
  - Organising committee
  - List of groups/ members
  - Responsibilities (group wise)
    (Maximum 10 page)