

# UNIVERSITY OF KERALA



## Two Year B. Ed. Curriculum - 2019

*Credit and Semester System with Grading*

**FACULTY OF EDUCATION**

**&**

**BOARD OF STUDIES IN EDUCATION (Pass)**

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## Preface

*“The syllabus functions as a major communication device that provides details of how student learning will be carried out , assessed and about the roles of both student and teachers in the learning – assessment process “*

*“ Habanek “*

Altman and Cashin state that *“ The primary purpose of a syllabus is to communicate , what the course is about , why the course is taught , where it is going , and what will be required to complete the course successfully “*

Teacher is the most accountable and responsible person of the society . It is the sole responsibility of the teachers to carry out the expectations of home , society , community and nation . 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 . 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.. Educational experts say that the university should update the syllabi on a fairly regular basis to ensure that students are kept abreast with the latest developments all over the world ...

Teachers also believe that a revamped syllabus will allow them to better cater to the needs of different kinds of students . The prime objective of this revision, was to mould curriculum to equip prospective teachers knowledge, skills, attitude, competence and commitment to face the challenges of the 21<sup>st</sup> century. New trends in the field of Educational Technology, the concept of Pedagogic & Techno-pedagogic Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of teacher competencies, Entrepreneurship in education, development of professionalism, outcome based education etc are incorporated in the curriculum revision . 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. A need analysis study was conducted by including the stakeholders : Principles ,teachers and students . The result of the study showed the need for certain changes in the existing curriculum .Multi level discussions and workshops were conducted with subject experts and teacher educators and thus the new curriculum evolved .

Outcome Based Education (OBE) and syllabus is the Salient feature of this curriculum. This BED Programme focuses around outcomes, ie by the end of the educational experience what the student should achieve is given in the curriculum and it focuses on measuring student performance through outcomes. Programme Specific outcome (PSO) and Course Outcome (CO) is also given in the syllabus.

The Board of studies would like to place on record our sincere gratitude to Dr G R Santhosh Kumar ( Former Chairman Bo S –Pass ) for his continuous support throughout the period of this work . Hope this syllabus convey necessary information about the course to teacher educators and prospective teachers .

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## INTRODUCTION

‘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 possess 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.

### **Guiding Principles**

The University of Kerala has drafted and implemented its two year B. Ed. curriculum in 2015 to equip the prospective teachers to cope up with the needs of the educational community of the 21<sup>st</sup> 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 .... are a few novel aspects that were 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 a 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. The practical difficulties experienced while transacting the curriculum were collected, consolidated and addressed in the present revision. The frame work of the existing two year B Ed curriculum 2015 has been retained with minor modifications incorporating the view points of different stakeholders. 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 levels 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 21<sup>st</sup> 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 among student-teachers
- Development of Professionalism among prospective teachers
- Capacity building of prospective teachers
- Moulding techno-pedagogically competent teachers
- Entrepreneurship in education
- Teacher as a Relationship Manager
- Evidence-based performance assessment in education.
- Development of Aesthetic qualities among the prospective teachers
- Health and fitness for future of the younger generation.

## **Program Specific Outcomes of the B. Ed. Program (PSO )**

The curriculum is designed to enable the student-teacher:

**PSO 1** To equip the prospective teachers capable to meet the challenges of education in a knowledge society.

**PSO 2** To acquire and practice various teacher competencies through qualitative multi-level strategies and practices and the development of professionalism among them.

**PSO 3** 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.

**PSO 4** To develop a proper value system based on the cultural, social, political and moral bases of Indian society.

**PSO 5** To develop teacher-identity required of a professional through theoretical discourses, college- school – community based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.

**PSO 6** To understand the central concepts, tools of inquiry, and structures of individual disciplines in the course and develop the ability to evolve meaningful learning experiences.

**PSO 7** To imbibe knowledge and develop understanding of the various psychological, sociological, philosophical, environmental and technological principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.

**PSO 8** To make use of the pedagogical knowledge for 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.

**PSO 9** To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.

**PSO 10** To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.

**PSO 11** To develop his/her managerial capacities in human relations for promoting human resources for national development.



**PSO 12** 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.

**PSO 13** To develop the aesthetic quality of the prospective teachers through Art Education, theatre practices..

## **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 2019-2020 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 for Semester I and II, 120 working days for Semester III and 80 working days for Semester IV. excluding admissions, University examination and preparatory holidays.
3. The course consists of three components Theory, CE and other related practical work. Course content is divided into three areas Perspectives in Education (core papers), Curriculum and Pedagogic courses(optional papers) and Related Practical work. B. Ed offers specialization in 13 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce and Home Science Education.
4. There shall be a basic unit of 50 students, with a maximum of two units as intake for the course. There shall not be more than twenty five students per teacher for a school subject for method courses and other practical activities of the program to facilitate participatory teaching and learning.
5. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam for all papers except language papers. The Optional papers for 'Languages' shall be written in the same language itself.
6. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the Government of Kerala and approved by the University from time to time.
7. A candidate will be considered to have satisfactory attendance if she/he earns not less than 75% attendance for theory classes and 90% for school internship. Seven point grade system is followed in rating attendance. Attendance will be noted in letter grades in the mark list. The

attendance range and respective grades are as follows: **Gr: A+ (96-100)** **Gr: A (91-95%)** , **Gr: B+ (86-90%)** , **Gr: B (81-85%)** , **Gr: C+ (76-80%)** **Gr: C (75 and below)** = ( For calculating percentage of attendance decimals will be rounded to the nearest whole number)

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

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

8. Readmission: - Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over, candidates have to join the course as a fresh entrant, if otherwise eligible.
9. Transitory regulations: - Whenever a Course/Scheme of instruction is changed in a particular year, three more examinations immediately following 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 I. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of twelve weeks during Semester III and Phase II arranged for another eight weeks during Semester IV.
  - (iv) Assessment of School induction Program of Semester I 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 shall be evaluated both internally by the colleges and externally by the external examination team appointed by the University, as per the guidelines in the curriculum. School internship Phase II of Semester IV shall be evaluated internally( jointly by the colleges & practice-

teaching schools) and all the requirements/records there to have to be submitted before the external practical board of Semester IV for verification.

- (v) Practical work (CE) related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses(Optional papers) of all semesters shall be assessed internally by the colleges themselves. Other practical works viz, College based, School based and Community based of Semester I and II will be assessed internally by concerned colleges and those of Semester III will be assessed internally and externally and subjected to standardization. The practical records of Discussion lessons, Demonstration lessons and Criticism lessons have to be presented before the external practical board of semester III for verification. The practicals namely CE of EDU 14, report of Minor Project of Semester IV will be assessed internally and externally. The practicals under Curriculum and Pedagogic courses; College based, School based and Community based of Semester IV and CE of EDU 15 have to be submitted before the External Practical Board of Semester IV for verification. Marks and respective grades of internal 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 Internship in Phase I is 40 and Phase II, 30. Practical works related to School Internship Phase I, practical work related to School Internship of 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 III and IV respectively. Candidates who have completed practical courses and eligible for presentation to the Practical Examination of the External Practical Board of Semester III and IV, alone be permitted to register for the End Semester Examination of respective semesters. 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 the internal marks to the university by the colleges 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, 50% 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.
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. 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 ( **I credit-30 hours/25 marks**). 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 0I – 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 X Sum 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-teacher 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 indicates 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

Semester	Working days	Working Hours/Credits	Marks			Total Marks
			Theory	Practical	Total	
I	100	600/20	250	250	500	2000
II	100	600/20	250	250	500	
III	120	720/24	150	450	600	
IV	80	480/16	100	300	400	

## Structure of B.Ed. Course

A. Theoretical Discourses-Subject codes			B. Practical Courses	
Semester	Perspectives in Education	Curriculum and Pedagogic Courses	Nature of Practical - Subject code	
Semester I	EDU 01 EDU 02 EDU 03	EDU 04 EDU 05	College Based. School Based. Community Based	EDU-101(101.1-101.3) EDU-102 ( 102.1 ) EDU-103 ( 103.1 )
Semester II	EDU 06 EDU 07 EDU 08	EDU 09 EDU 10	College Based. School Based Community Based	EDU-201(201.1-201.3) EDU-202 ( - ) EDU-203 ( - )
Semester III	EDU 11 EDU 12	EDU 13	College Based School Based Community Based	EDU-301(303.1-301.2) EDU-302(302.1) EDU-303(303.1)
Semester IV	EDU-14	EDU-15	College, School & Community Based	EDU-401(401.1, 402.1)

### Two year B. Ed Curriculum Framework.

Semester – I (June – October) -- one credit = 30 hours: 1 credit carries 25 marks.					
Theory – Perspectives in Education (core papers)					
Subject code	Subject Title	External	Internal	Total	Credits (1credit = 30 hours)
EDU-01	Knowledge and Curriculum: Philosophical and sociological Perspectives.	50	25	75	3
EDU-02	Developmental Perspectives of the Learner.	50	25	75	3
EDU-03	Technology and Communication in Education.	50	25	75	3
Theory – Curriculum and Pedagogic Courses. (optional subjects)					
EDU-04 (1-13)	Theoretical Base of ....Education.	50	25	75	3
EDU-05 (1-13)	Pedagogic Content Knowledge Analysis : .....	50	25	75	3

Engagement with the Field/Practical Courses: EDU – 101 & 103.					
EDU – 101: College Based					
EDU 101.1	Discussion, Demonstration lessons		-		
	Micro-teaching – one skill		-	-	-
101.2	Yoga, Health & Physical Education		50	50	2
101.3	Art & Aesthetics Education		25	25	1
EDU 102 - School Based					
102.1	School Induction Programme		15		
	Observation of model lessons(2 nos. ) and reporting.		10	25	1
EDU – 103: Community Based					
103.1	Vocational/Work Education		15		
	Field Trip – optional-wise		10	25	1
	Total Marks & Credits	250	250	500	20
	Total Days, Hours & Credits	100 days X 6 hrs : 20 credits X 30 hrs=600 hrs			
Note : CE of theory papers and other practicals of Semester I assessed internally.					

Semester – II (November – March) – one credit = 30 hours : one credit carries 25 marks.					
Theory – Perspectives in Education.(core papers)					
Subject Code	Subject Title	External	Internal	Total	Credits(1credit = 30hours)
EDU-06	Education in Indian Society.	50	25	75	3
EDU-07	Perspectives of Learning and Teaching.	50	25	75	3
EDU-08	Assessment in Education .	50	25	75	3
Theory- Curriculum and Pedagogic Courses.( optional subjects )					
EDU-09 (1-13)	Curriculum and Resources in Digital Era : ..... Education	50	25	75	3
EDU-10(1-13)	Techno-Pedagogic Content Knowledge Analysis:.....	50	25	75	3
Engagement with the Field/Practical Courses : EDU – 201, 202 & 203.					
EDU – 201 : College Based					
201.1	Discussion-10 lessons, Demonstration -10 lessons(5 marks each)(Sem I & II) & 10 Criticism Lessons(2 marks each)		30	50	2

	Field Trip / Education Tour		10		
	Micro-teaching (one skill)		10		
201.2	Health & Physical Education		50	50	2
201.3	Art Education & Theatre Practice		25	25	1
	Total Marks & Credits	250	250	500	20
	Total Days, Hours & Credits	100 days X 6 hrs : 20 credits X 30 hrs=600 hrs			
Note : CE of theory papers and other practicals of Semester II assessed internally.					



Semester – III (June – November) : one credit = 30 hours. One credit carries 25 marks.					
Theory – Perspectives in Education(core papers)					
Subject code	Subject Title	External	Internal	Total	Credits
EDU-11	*Developmental Perspectives in Education.	50	25	75	3
EDU-12	Learner in the Educational Perspective.	50	25	75	3
* Educational Management, Environmental education, Health education & Entrepreneurship Education. Theory- Curriculum and Pedagogic Courses(optional subjects)					
EDU-13 (1-13)	Emerging Trends and Practices in ..... Education.	50	25	75	3
Engagement with the Field/Practical Courses : EDU – 301, 302 & 303.					
EDU – 301 : College Based					
301.1	Art & Aesthetics Education.		25	25	1
301.2	Health and Physical Education		25	25	1
EDU – 302 : School Based					
302.1	School Internship-Phase I (12 weeks) 1. Optionals (curriculum & pedagogic courses) *(40 lessons/120 marks+Record-10 marks+viva-20 marks) Achievement test & analysis. Diagnostic test and remediation Reading and Reflection on a text Updating blog Multiple choice test battery Semester I to III (20 items from each paper) Reflective Journal 2. Health & Physical Education ( 2 lessons each)		150 15 10 10 10 20 10 50	275	11  Internal & External.
EDU – 303 : Community Based					
303.1	Community Living Camp (Program of Understanding the self)		50	50	2
	Total Marks & Credits	150	450	600	24
	Total Days, Hours & Credits	120 days X 6 hrs : 24 credits X 30 hrs=720 hrs			
Note : Records/products of 301.1, 301.2, 302.1 and 303.1 have to be submitted for scrutiny/evaluation before external practical board of Semester III. *Teaching 40 lessons : 120 marks (Optional teacher-80 + general teacher-20 + school supervisor-20)					
Semester – IV (November – March) : one credit = 30 hours. One credit carries 25 marks.					
Theory – Perspectives in Education.(core papers)					
EDU-14	Advanced Studies : Perspectives in Education.	50	25	75	3

Theory – Curriculum and Pedagogic courses (optional subjects)					
EDU-15 (1-13)	Advanced Studies : Curriculum and Pedagogic Courses in .....Education	50	25	75	3
Practical Courses/Engagement with the Field – EDU – 401.					
EDU 401.1	Minor Project / Action Research / Case Study – (30-50 pages) Viva-voce.		40 10	50	2 Internal and external
402.1	School Internship Phase II (8 weeks) 1. Optional (cu & pedagogic courses) *(Teaching-30lessons-90 marks + Record-10 marks+ viva-20 marks)		120	200	8 Internal & verification by external board.
	Achievement test & Analysis		15		
	Diagnostic Test& Remediation		10		
	Reading and Reflection on a text.		10		
	Reflective Journal		10		
	Updating blog		10		
	Exposure to curriculum development. (Preparation of a sample unit of textual material )		25		
	Total	100	300	400	16
	Total Days, Hours & Credits	80 days X 6 hrs : 16 credits X 30 hrs=480 hrs			
<p>Note : Records/products of 401.1, 402.1, CE of EDU-14 &amp; 15 (MCQ test batteries) have to be submitted for scrutiny/verification before external practical board of Semester IV.</p> <p><i>*Teaching 30 lessons : 90 marks (Optional teacher-60 + general teacher-15 + school supervisor-15)</i></p>					

## Credit details of the Course

Semester	Subject Code	Papers	Credits		Total Credits 1 credit=30hrs
			Theory	CE	
Sem. I	EDU 01	Core paper I	2 credits	1 credit	3 credits
	EDU 02	Core paper II	2 credits	1 credit	3 credits
	EDU 03	Core paper III	2 credits	1 credit	3 credits
	EDU 04.1-04.13	Optional I	2 credits	1 credit	3 credits
	EDU 05.1-05.13	Optional II	2 credits	1 credit	3 credits
	Practical Courses	College Based ( EDU 101) School Based ( EDU 102 ) Community Based(EDU 103)		3 credits 1 credits 1 credits	5 credits
	<b>Total</b>			<b>10 credits</b>	<b>10 credits</b>
Sem. II	EDU 06	Core paper V	2 credits	1 credit	3 credits
	EDU 07	Core paper VI	2 credits	1 credit	3 credits
	EDU 08	Core paper VII	2credits	1 credit	3 credits
	EDU 09.1-09.13	Optional III	2 credits	1 credit	3 credits
	EDU10.1-10.13	Optional IV	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU201) School Based (EDU202) Community Based (EDU203)		5 credits 0 credit 0 credit	5 credits
	<b>Total</b>			10 credits	10 credits
Sem. III	EDU 11	Core Paper VIII	2 credits	1 credit	3 credits
	EDU 12	Core Paper IX	2 credits	1 credit	3 credits
	EDU 13.1-13.13	Optional V	2 credits	1 credit	3 credits
	Practical Courses	College Based(EDU 301) School Based (EDU 302) Community Based(EDU 303)		2 credits 11 credits 2 credits	15 credits
<b>Total</b>			6 credits	18 credits	<b>24 credits</b>
Sem. IV	EDU 14	Core Paper X	2 credits	1 credit	3 credits
	EDU-15	Optional VI	2 credits	1 credit	3 credits
	Practical Courses	College, School & Community Based (EDU 401.1 – 402.1)		10 credits	10 credits
<b>Total</b>			4 credits	12 credits	<b>16 credits</b>
<b>Grand total</b>					<b>80 credits</b>

## Details of Theory Courses -- Semester I

Code	Title	Instructional hours/credits	Related Practical work-CE-Hours/credits
EDU 01	Knowledge and Curriculum: Philosophical and Sociological Perspectives.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 02	Developmental Perspectives of the Learner.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 03	Technology and Communication in Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.1	Theoretical Base of Malayalam Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.2	Theoretical Base of English Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.3	Theoretical Base of Hindi Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.4	Theoretical Base of Sanskrit Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.5	Theoretical Base of Arabic Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.6	Theoretical Base of Tamil Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.7	Theoretical Base of Mathematics Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.8	Theoretical Base of Physical Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.9	Theoretical Base of Natural Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU04.10	Theoretical Base of Social Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.11	Theoretical Base of Geography Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.12	Theoretical Base of Commerce Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.13	Theoretical Base of Home Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.1	Pedagogic Content Knowledge Analysis-Malayalam	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.2	Pedagogic Content Knowledge Analysis-English	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.3	Pedagogic Content Knowledge Analysis-Hindi	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.4	Pedagogic Content Knowledge Analysis-Sanskrit	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.5	Pedagogic Content Knowledge Analysis-Arabic	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.6	Pedagogic Content Knowledge Analysis-Tamil	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.7	Pedagogic Content Knowledge Analysis-Mathematics	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.8	Pedagogic Content Knowledge Analysis-Physical Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.9	Pedagogic Content Knowledge Analysis-Natural Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.10	Pedagogic Content Knowledge Analysis-Social Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.11	Pedagogic Content Knowledge Analysis-Geography	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.12	Pedagogic Content Knowledge Analysis-Commerce	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.13	Pedagogic Content Knowledge Analysis-Home Science	60 hrs/2 credits	30 hrs / 1 credit

## Details of Theory Courses - Semester II

Code	Title	Instructional hours/credits	Related Practical work Hours/credits
EDU 06	Education in Indian Society.	60 hrs / 2 credits	20 hrs / 1 credits
EDU 07	Perspectives of Learning and Teaching.	60 hrs / 2 credits	20 hrs / 1 credits
EDU 08	Assessment in Education.	60 hrs / 2 credits	20 hrs / 1 credits
EDU 09.1	Curriculum & Resources in Digital Era : Malayalam Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.2	Curriculum & Resources in Digital Era : English Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.3	Curriculum & Resources in Digital Era : Hindi Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.4	Curriculum & Resources in Digital Era : Sanskrit Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.5	Curriculum & Resources in Digital Era : Arabic Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.6	Curriculum & Resources in Digital Era : Tamil Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.7	Curriculum & Resources in Digital Era : Mathematics Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.8	Curriculum & Resources in Digital Era : Physical Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.9	Curriculum & Resources in Digital Era : Natural Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.10	Curriculum & Resources in Digital Era : Social Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.11	Curriculum & Resources in Digital Era : Geography Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.12	Curriculum & Resources in Digital Era : Commerce Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.13	Curriculum & Resources in digital Era : Home Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.1	Techno-Pedagogic Content Knowledge Analysis-Malayalam	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.2	Techno-Pedagogic Content Knowledge Analysis-English	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.3	Techno-Pedagogic Content Knowledge Analysis-Hindi	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.4	Techno-Pedagogic Content Knowledge Analysis-Sanskrit	60 hrs / 2 credits	30 hrs / 1 credit

<b>EDU10.5</b>	Techno-Pedagogic Content Knowledge Analysis-Arabic	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU10.6</b>	Techno-Pedagogic Content Knowledge Analysis-Tamil	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU10.7</b>	Techno-Pedagogic Content Knowledge Analysis-Mathematics	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU10.8</b>	Techno-Pedagogic Content Knowledge Analysis-Physical Science	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU10.9</b>	Techno-Pedagogic Content Knowledge Analysis-Natural Science	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU10.10</b>	Techno-Pedagogic Content Knowledge Analysis-Social Science	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU10.11</b>	Techno-Pedagogic Content Knowledge Analysis-Geography	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU10.12</b>	Techno-Pedagogic Content Knowledge Analysis-Commerce	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 10.13</b>	Techno-Pedagogic Content Knowledge Analysis-Home Science	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit.</b>

### **Details of Theory Courses - Semester III**

<b>Code</b>	<b>Title</b>	<b>Instructional hours/credits</b>	<b>Related Practical work Hours/credits</b>
<b>EDU 11</b>	Developmental Perspectives in Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 12</b>	Learner in the Educational Perspective	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.1</b>	Emerging Trends & Practices in Malayalam Language Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.2</b>	Emerging Trends & Practices in English Language Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.3</b>	Emerging Trends & Practices in Hindi Language Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.4</b>	Emerging Trends & Practices in Sanskrit Language Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.5</b>	Emerging Trends & Practices in Arabic Language Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.6</b>	Emerging Trends & Practices in Tamil Language Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.7</b>	Emerging Trends & Practices in Mathematics Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.8</b>	Emerging Trends & Practices in Physical Science Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.9</b>	Emerging Trends & Practices in Natural science Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.10</b>	Emerging Trends & Practices in Social Science Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>

<b>EDU 13.11</b>	Emerging Trends & Practices in Geography Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.12</b>	Emerging Trends & Practices in Commerce Education.	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU 13.13</b>	Emerging Trends & Practices in Home science Education	<b>60 hrs / 2 credits</b>	<b>30 hrs / 1 credit</b>

## Details of Theory Courses - Semester IV

<b>Code</b>	<b>Title</b>	<b>Instructional hours/credits</b>	<b>Related Practical work Hours/credits</b>
<b>EDU- 14</b>	Advanced Studies : Perspectives in Education.	<b>60 hrs /2 credits</b>	<b>30 hrs / 1 credit</b>
<b>EDU-15</b>	Advanced Studies: Curriculum and Pedagogic Courses-.....Education .	<b>60 hrs/2 credits</b>	<b>30 hrs / 1 credit</b>

- **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 education, 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 classroom instruction focused on 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)

Sem.	Sub. Code	Nature of practicum.....	Marks	Credits	Assessment
I	EDU-01	1. Seminar/presentation-1 (5 marks)	25	One	Internal
		2. Assignment-1 (5 marks)			
		3. Test-mid semester (5 marks)			
		4. Capacity Building Program ( leadership building) - 10 marks			
	EDU-02	1. Seminar/presentation- 1 (5 marks)	25	One	Internal
2. Assignment- 1 (5 marks)					
3. Test –mid semester (5 marks)					
4. Capacity building Activity-1 (10 marks)					
EDU-03	1. Seminar/presentation-1 (5 marks)	25	One	Internal	
	2. Test-mid semester exam (5 marks)				
	3. Blog Creation (10 marks) (Blog creation workshop and posting of materials)				
	4. Online Assignment -1 (5 marks)				
II	EDU-06	1. Group Seminar/group discussion/brain storming-1 (5 marks)	25	One	Internal
		2. Practicum-1 (5 marks)			
		3. Test-mid semester exam (5 marks)			
		4. Capacity Building Program(workshop for life skill development-one skill) (10 marks)			
EDU-07	1. Practicum - 1 (5 marks)	25	One	Internal	
	2. Practical - 1 (5 marks) (paper pencil/ group/ digital)				
	3. Test-mid semester exam 1 (5 marks)				
	4. Capacity building-workshop for stress management - Activity -1 (10 mark)				
EDU-08	1. Group Seminar/group presentation /group discussion/brain storming -1 (5 marks)	25	One	Internal	
	2. Test-mid exam (5 marks)				
	3. Practicum- no.1 (5 marks)				
	4. Development of any one tool.(10 marks)				
III	EDU-11	1. Test – mid semester exam. (5 marks)	25	One	Internal
	2. Practicum-1 (10 marks)				



		3. Field study(conscientization progrm)-1 (10 mark)			
	EDU-12	1. School based activity -1 (10 marks) 2. Practical-1 (10 marks) Individual/Group 3. Test-mid semester exam (5 marks)	25	One	Internal
IV	EDU-14	MCQ Test battery-with college level testing for internal and viva-voce for external (consolidation from Semester I to IV, 20 items per paper.)	25	25	Internal & External

**(b) Curriculum and Pedagogic Courses (Optional Papers)**

Sem.	Sub. Code	Nature of Practicum.....	Marks	Credits	Assessment
I	EDU-04	1. Assignment -1 (5 marks) 2. Seminar/presentation-1 (5 marks) 3. Reading & reflecting on texts (10mks) 4. Mid semester exam – (5 marks)	25	One	Internal
	EDU-05	1. Observation of model video lessons & reporting(2nos.) (teacher monitored) – (10 marks ) 2. Test-mid semester exam (5 marks) 3. Subject Association activity- (5 marks) 4. Online Assignment – 1 (5 marks)	25	One	
II	EDU-09	1. Mid semester exam (5 marks). 2. Reading and Reflecting on text -1(10marks) 3. Seminar/presentation-1 (5 marks) 4. Practicum – 1 (5 marks)	25	One	Internal
	EDU-10	1. Digital profile making/digital album(10 marks) 2. Test-mid semester (5 marks) 3. Video scripting, shooting, editing and uploading in blog/you tube-5 to 10 minutes-(10 marks.)			
III	EDU-13	1. Innovative work-1 (10 marks) 2. Development of e-content material on any topic. (10 marks) 3. mid semester exam (5 marks)	25	One	Internal
IV	EDU-15	1.MCQ Test battery-30 items from EDU 15. 2. Cognitive maps on one unit each from +1 and +2 optional curriculum.	15 10	One	Internal assessment & Verification by External board.

- Practicum: systematic study of problems from subject areas through collection of information from different sources. 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. In this connection workshops for development of leadership quality EDU-01, any one life skill development for EDU-06 and workshop for stress management for EDU-07 have been proposed.
- Practicum-video script: Based on a single theme developing, Video scripting, shooting, editing and uploading in blog/you tube for 5 to 10 minutes duration.
- Field study(conscientization program): A conscientization has to be undertaken by every student on a selected theme and records to be maintained. 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 etc.
- Seminar-individual/group: The student-teacher has to take up either a seminar individual/group 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. preferably in the optional subject area and to prepare reflective notes.
- Exposure to curriculum development. (Preparation of a sample unit of textual material ). The aim of this section is to develop the capacity of student-teachers in preparing textual materials for Class VIII/IX/X in their optional subject based on a suitable content. The format of the text books in their subject can be followed in the preparation of text. A unit has to be prepared.
- MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question test batteries at three stages: with college level testing for internal and viva-voce for external.
  1. MCQ test battery in the concerned optional subject(content cum pedagogic courses) with 20 items each from the optional paper/papers of Semester I, II and III.
  2. MCQ test battery from the area Perspectives in Education with 10 items each from papers of Semester I, II, III and IV as a part of EDU-14.

3. MCQ test battery with 30 items from EDU-15 in the concerned optional subject.

It is better to start the preparation of MCQ test battery from Semester I itself and have to be completed and consolidated by semester III and IV. MCQ test batteries have to be presented before the External Evaluation Board along with the other requirements.

- Mid Semester Examination: A college level examination for all papers - of one hour duration and 25 marks with multiple choice items, 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)**

Code EDU	Title	Task to be carried out	Marks/ Credits	Assessment
101.1	Discussion Lessons	5 nos.	-	Internal
	Demonstration Lessons	3 nos.	-	
	Micro-teaching practice	one skill/trainee	-	
101.2	Yoga, Health & Physical Education	Refer Cu Sem. I	50/2 credits	Internal
101.3	Art & Aesthetics Education.	Refer Cu Sem. I	25/1 credit	Internal
201.1	Discussion lessons(ICT-1, Activity based-2, Model based-2)	5 nos.	5 (Sem I &II)	Internal
	Demonstration lessons	2 nos.(models of teaching)	5 (Sem I &II)	
	Criticism Lessons	10 lessons.	20	
	Micro teaching practice	one skill/trainee	10	
	Field Trip/Education tour.	Participation & report.	10	
201.2	Health & Physical Education	Refer Cu Sem. II	50/2 credits	Internal
201.3	Art Education and Theatre Practice.	Refer Cu Sem. II	25/1 credit	Internal
301.1	Art & Aesthetics Education	Refer Cu Sem.III	25/1 credit	Internal
301.2	Yoga, Health & Physical Education	Refer Cu Sem.III	25/1 credit	Internal and external

**(b) School Based**

Code EDU	Title	Task to be carried out	Marks/ Credits	Assessment
102.1	Initiatory School Experiences/school induction program.(5 days)	3 periods teaching / shared practice without formal lesson plans preparation of diary /repor. observation of lessons(2 nos.) and reporting	10 10 5/1 credit	Internal

302.1	School Internship Phase – I ( 12 weeks)	40 lessons and associated work	225/9 credits.	Internal & external
	1. Curriculum & Pedagogic Courses 2. Health Education and Physical Education	2 lessons each and associated work	50/2 credits	

(c) **Community Based**

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

**Semester - IV**

Code EDU	Title	Task to be carried out	Marks/credit	Assessment
401.1	Minor Project/Action Research/Case Study	Completion of the task & reporting in 30 to 50 pages.	40	Internal & External
		Viva-voce	10/2 credits	
402.1	School Internship Phase – II (8 weeks)			Internal & External verification
	1. Curriculum and Pedagogic Courses	30 lessons and associated work	200/8 credits	

**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 labour, 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 the role of dramatization and other art forms as 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 102.1 – 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 12 and 8 weeks, 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 have 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/phase in the school more effectively. Planned progressive development of the behavior of the student-teacher phase after phase is the major purpose of arranging teaching practice in various progressive phases/stages/spells.

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

School Internship/Teaching Practice for Semester III shall be arranged as a single block program for a duration of 12 weeks (one week preparatory work at school/college, 10 weeks of teaching in schools, one week post practice-teaching practical work at school/college) . 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 each for Health Education & 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, MCQ battery, Reading and reflecting on text, blog updation *(1. Bi-Weekly report of school experiences including curricular and co-curricular and extension activities, 2.*

*Innovative work during practice teaching-1 nos.*), 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. This phase of internship will be assessed both internally by colleges concerned and externally by the external practical board of the university.

#### **EDU-401.2 : School Internship cum apprenticeship in Teaching :Internship Phase II.**

School Internship cum apprenticeship /Teaching Practice for Semester IV may be arranged as a single block program for a duration of 8 weeks (one week preparatory work at school/college, 6 weeks of teaching in schools, one week post practice-teaching practical work at school/college). Student-teachers have to complete 30 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 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.Bi- Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-1 nos.), Reading and reflecting on a text in the concerned optional, Preparation of textual material and Field work (Minor Project/Action Research/Case Study) have to be undertaken/completed/reported 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.*

**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.

**Assessment of School Internship/Teaching Practice:** School Internship and associated activities of Phase I (Semester III) will be assessed jointly by the General and Optional Teacher Educators as per guidelines. The assessment for Semester III will be subjected to external examination through the External Examination Board constituted by the University. School Internship Phase II and associated activities of Semester IV will be assessed jointly by the General and Optional Teacher Educators and the School Supervisors internally. There will be no external practical examination for Phase II. However all

the mandatory records/products associated with school internship during Phase II have to be submitted for scrutiny/verification by the external practical board.

### **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 labour, 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 in to 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 (General/Optional Teacher Educator). The task has to be initiated during the 1<sup>st</sup> Phase of School internship and to be completed during the 2<sup>nd</sup> Phase and credited with Semester IV. Selection of a relevant topic/problem/case, review of available literature in the area, preparation/adoption 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. **Assessment of Report : Internal/External – 40 marks, viva-voce-10 marks(internal & external )**

**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 of

1. Theory Courses-both Core and Optional papers (CE) of Semester I, II, III and IV (EDU-15),
2. Practical courses viz. College based, School based and Community based of Semester I and II ,

signed by the candidate shall be submitted to the University within one week after the closing of the respective semester.

During Semester III the internal marks of Art and Aesthetic Education, Health and Physical Education, Community Living Camp, Teaching and related activities of Content-cum-Pedagogic courses have to be handed over to the Chairman, External Practical Examination Board at the time of practical examination.

During Semester IV the internal marks of Minor project/Action research/Case study, CE of EDU-14 and Teaching and related activities of Internship II have to be handed over to the Chairman, External Practical Board at the time of Practical Examination.

### **Course Evaluation/Assessment**

Sem.	External assessment (Theory-Written)	Internal Assessment
I	EDU – 01 to 05	CE of EDU 01 to 05 EDU: 101.1 to 101.3; EDU:102.1; EDU: 103.1.
II	EDU – 06 to 10	CE of EDU 06 to 10 EDU : 201.1 to 201.3 ;
III	EDU – 11	CE of EDU 11 to 13
	EDU – 12	EDU : 301.1 to 301.2 ; EDU : 302.1 ; EDU: 303.1
	EDU – 13	(Internal and External)
IV	*EDU – 14 (online examination)	EDU : 401.1 to 402.1 ( Internal & External)
	*EDU - 15 (on line examination)	

- **\* Online examination of EDU-14 & EDU-15:** The online examination shall be conducted by the university at the end of Semester IV in respective Colleges of Teacher Education/selected centres. 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. 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 and uploaded in the web site. 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.

#### **Modes of Assessment :**

- A. Theory:** (50 marks each)-Theoretical discourses of Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) for all semesters will be assessed externally through end 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 CE of EDU 14 & 15 will be assessed 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 to EDU 103 of Semester I , EDU 201 of semester II 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. EDU 301, EDU 302 & EDU 303 of Semester III and EDU 401 and 402 of semester IV will be assessed both internally and externally.

**2. Practical Courses for External Assessment**

Practical work related to EDU 301, 302, 303 of Semester III and EDU 401.1, & EDU 402.1 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), Art Education and theatre practice and Health and Physical Education of Semester III(during October-November).**
- **Phase II – Evaluation of Minor Project work/Action Research/Case study and viva-voce , CE of EDU-14, and scrutiny/verification of Teaching records/products of Internship II-( during March). Phase II teaching will be assessed internally but the records/products of internship will be verified by the board.**

## **Scheme of Assessment of Practical Courses of Semester III and IV.**

**Semester III**

Code	Item for assessment.	Marks.	Mode of assessment
301.1	Art and Aesthetic Education	25	

301.2	Health and Physical Education	25	
	Teaching – Content & Pedagogic courses	150	
	Achievement test and Analysis	15	Internal and External
	Diagnostic test and remediation	10	
302.1	Reading and reflecting on a text	10	
	Updating blog	10	
	MCQ test battery (semester I to III)	20	
	Reflective journal	10	
	Health and Physical Education-teaching records and viva-voce	50	
303.1	Community Living Camp	50	

Records of Discussion, Demonstration and Criticism lessons of semester II to be submitted for verification before the External Practical Board.

## **Semester IV**

Code	Item for assessment.	Marks	Mode of assessment
401.1	Minor Project/Action Research/Case study	50	Internal and
	EDU-14 ( CE)	25	External
402.1	Teaching – Content & Pedagogic courses	120	
	Achievement test and Analysis	15	Internal .
	Diagnostic Test and remediation	10	
	Reading and Reflecting on a text	10	(Records to be submitted for verification before External Practical Examination Board)
	Reflective Journal	10	
	Updating blog	10	
	Preparation of Curriculum /textual material.	25	
	CE of EDU-15.	25	

### **External Practical Board**

**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** (Semester III) 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** (Semester IV) the team consisting of the Chairman and one examiner (Perspectives in education-core papers/Curriculum and Pedagogic courses-Optional) will schedule external examination and will assess the project work/case study/action research and conduct a viva-voce on the project. Moreover the board will scrutinize/verify the records/products of Phase II practice teaching/internship as noted mandatory in the curriculum.

**Duties of Practical Board:** The marks and respective grades of internal assessment of Practical Courses of Semester III and 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/verify 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 20% 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 have 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 the 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 a 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 October-November. Phase II has to be scheduled during February/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)**

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

**04.1-12 & 05.1-13– Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science.**

**Scheme of Assessment – Semester II (end Semester examination)**

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

**09.1-13 & 10.1-13 - Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science.**

**Semester III (Semester-end examination)**

Code	Paper	Duration	Marks
EDU 11	Developmental Perspectives in Education.	2 hours	50
EDU 12	Learner in the Educational Perspective.	2 hours	50
EDU 13	Emerging Trends and Practices in ..... Education.	2 hours	50
<b>Total</b>			<b>150</b>

04.1-13 & 05.1-13 – Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science.

Semester IV (Semester-end examination : online examination)

Code	Paper	Duration	Marks
EDU 14	Advanced Studies: Perspectives in Education.	75 minutes	50
EDU – 15	Advanced Studies : Curriculum and Pedagogic Courses - .....Education.	75 minutes	50
<b>Total</b>			<b>100</b>

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

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

Pattern of Question Paper – Semester IV (online examination)

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

**Grading System (Seven Point Scale) : Grading:** Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. A seven point scale is suggested here for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded for each

subject/area are converted into letter grades as per the weightages assigned. Marks for each Theory Courses (EDU-01 to 15) and Related Practical Work (CE), Practical Courses (EDU 101, 102, 103, 201, 301, 302, 303 & 401) will be assessed and the marks will be converted into letter grades in a seven point scale. Then find the Grade point Average (GPA). The overall performance of the students will be assessed by finding the Cumulative Grade Point Average (CGPA) and converting this CGPA into letter grades following the grade range in the seven point scale.

Intervals of marks in %	Grade	Grade Range
90 and above	A+	9 to 10
80 to < 90	A	8 to < 9
70 to < 80	B+	7 to < 8
60 to < 70	B	6 to < 7
50 to < 60	C+	5 to < 6
40 to < 50	C	4 to < 5
Below 40	D	< 4

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

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

#### Cumulative Grade Point Average (CGPA)

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

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

**Grading of a Candidate:** For a pass in the examination the candidate should have obtained a minimum of 50% marks (C+ grade) in aggregate in each semester with a separate minimum of 40% marks in each Theory Paper, 50% 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, Disequilibrium 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 process, 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.**

### **Orientation of the Curriculum**

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 :**

- a) **About Teaching as a Profession**
- b) **About the Institution**
- c) **About the Faculty**

#### **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 (**EDU 01-03, 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.**
2. **Contents/Concepts and allied matters – concepts and knowledge of functional dimensions of concepts.**
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).**

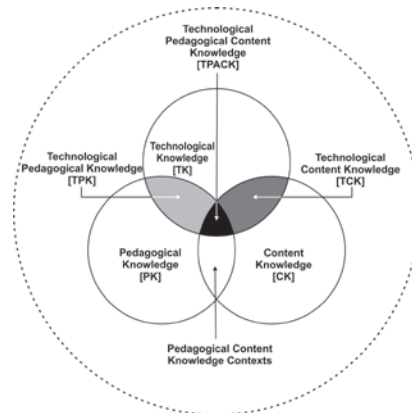
Nine areas/papers (EDU – 01, 02, 03, 06, 07, 08, 11, 12 and 14) have been included under this heading in order to develop among the student-teachers a realistic outlook about education and teacher in the Indian society. The objectives of this program include:

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 spirit of the 21<sup>st</sup> 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.

## **EDU - 01: KNOWLEDGE AND CURRICULUM: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES.**

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

### **Course Outcomes: (CO)**

- **CO 1 To recognise broad functions of education and role of teacher as a leader**
- **CO 2 To develop personal philosophy of teaching**
- **CO 3 To synthesise eclectic tendencies in teaching**
- **CO 4 To understand the sociological functions of education**
- **CO 5 To synthesise the role of teacher as a change agent and nation builder**
- **CO 6 To synthesise the role education in promoting national integration and peaceful coexistence**

### **Contents:**

- UNIT I : TEACHER AND EDUCATION (15 hrs)  
 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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To develop the broad concept of education 2. To understand Meaning, definitions and Aims of education 3. To develop awareness on types and agencies of education 4. To realise qualities and competencies and professional Ethics of teachers	<ul style="list-style-type: none"> <li>• Meaning and concept of Education</li> <li>• General Aims of education</li> <li>• Definitions of Education</li> <li>• Formal, informal, and non-formal education</li> <li>• Child centered and life centered education</li> <li>• Teacher- Qualities and Competencies</li> <li>• Teaching- An Art and Science</li> <li>• Professional Ethics of Teachers</li> </ul>	Meaningful verbal expression  Lecture-discussion  ICT  Group Discussion	<ul style="list-style-type: none"> <li>• Role Performance Analysis in group Discussion</li> <li>• Involvement in Debates</li> <li>• Seminar Presentations</li> <li>• Assignments</li> <li>• Class test</li> </ul>

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To develop personal philosophy of teaching 2. To develop an awareness and attitude towards eclectic tendencies in education 3. To analyse the contributions of thinkers towards education	<ul style="list-style-type: none"> <li>• Relationship between Philosophy and Education</li> <li>• Thoughts on Education - Idealism – Naturalism- Pragmatism -Realism - Humanism- features and educational implications</li> <li>• Contributions of thinkers towards curriculum                -Methods of teaching by Froebel and Montessori                -Stage wise curriculum suggested by Plato                -Aritotle-concept of realism- taxonomy of living organisms                -Project method and experimental school suggested by Dewey</li> <li>• Indian Thinkers-Vivekananda-S.Radhakrishnan, Gandhiji – Tagore, Aurobindo</li> <li>• Eclectic tendencies in education</li> </ul>	Meaningful verbal expression Lecture-discussion  ICT Seminar  Debate	<ul style="list-style-type: none"> <li>• Participation and Performance in Quiz Competition</li> <li>• Seminar Presentations</li> <li>• Class test</li> <li>• practicum</li> </ul>

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- [http://vpmthane.org/Publications\(sample\)/Indian%20Philosophy](http://vpmthane.org/Publications(sample)/Indian%20Philosophy)

**UNIT III: SOCIOLOGICAL PERSPECTIVES OF EDUCATION ( 30 hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To identify the interactive role of education and society  2. To develop an understanding about the role of education with regard to culture  3. To synthesis role of curriculum to inculcate national integration and international understanding	<ul style="list-style-type: none"> <li>• Interactive role of education and society</li> <li>• Functions of education with regard to Culture – Preservation, Transformation and Transmission</li> <li>• Acculturation and Enculturation, Cultural lag, cultural inertia, Cultural diffusion</li> <li>• Role of education to inculcate values connected with Democracy and Secularism</li> <li>• National Integration</li> <li>• International Understanding</li> </ul>	ICT enabled group discussion Field trip Lecture-discussion	<ul style="list-style-type: none"> <li>• Document Analysis</li> <li>• Field visit reports</li> <li>• Class test</li> <li>• Role Performance</li> <li>• Analysis in group Discussion</li> <li>• Seminar Presentations</li> </ul>

## REFERENCES:

- Agarwal J.C.( 19991). Theory and [practices of education. Vikas publishing house Pvt Ltd. New delhi.
- Dash BN( 2002). Teacher and education in the emerging Indian Society. Vol.2. Neelkamal publication. Hyderabad.
- Arora G.L & Pranati Panda. Fifty Years of Teacher Education in India (Post Independence Developments):NCERT
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- <http://www.mu.ac.in/>
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## UNIT IV: EDUCATION AND SOCIAL CHANGE (20 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To analyze and synthesize the sociological functions of education 2. To develop awareness about the characteristics of Indian society. 3. To synthesize the significance of Education as an agent of social change	<ul style="list-style-type: none"> <li>• Characteristics of Indian Society – class, religion, ethnicity, language.</li> <li>• Social Change – Factors influencing social changes- Role of Education</li> <li>• Major changes occurred in Indian society</li> <li>• Conscientisation - Areas where conscientisation is needed</li> <li>• Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc.</li> <li>• Teacher as a Change agent and Nation builder</li> </ul>	Lecture Cooperative Learning Discussion Social Constructivism	<ul style="list-style-type: none"> <li>• Initiation and performance in dramatization</li> <li>• Field visit report</li> <li>• Role Performance Analysis in group Discussion</li> <li>• Involvement in Debates</li> <li>• Seminar Presentations</li> <li>• Class test</li> <li>• Practicum</li> </ul>

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**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**

**SEMESTER 1**

**EDU - 02: DEVELOPMENTAL PERSPECTIVES OF THE LEARNER**

**Course Objectives: (CO)**

**To enable the student teacher:**

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

11 EDUCATIONAL PSYCHOLOGY (15 hours ( 10 T+ 5 P))

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1. To develop awareness about the need for educational psychology for a teacher</p> <p>2. To develop an understanding of the nature, methods and scope of Educational psychology.</p>	<p>1 Educational Psychology- Meaning, Scope, Limitations and relevance in classrooms</p> <p>2. Schools of Psychology- Structuralism, Functionalism, Behaviourism, Cognitive, Humanistic and Gestalt Schools</p> <p>3. Scientific method of studying behaviour,</p>	<p>Lectures</p> <p>Group discussion on</p> <p>Critical analysis of</p> <p>application of</p> <p>psychology</p>	<p><input type="checkbox"/> Reflective practices</p> <p><input type="checkbox"/> Assignments</p> <p><input type="checkbox"/> Seminar presentation</p> <p><input type="checkbox"/> Test paper</p> <p><input type="checkbox"/> Performance in discussions</p>

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<p>3. To understand various approaches to study Psychology.</p> <p>4. To familiarise the different schools of Psychology</p> <p>5. To familiarise the various branches of psychology</p>	<p>Methods of studying Educational Psychology- Introspection, Observation, Experimental method and Case Study</p>	<p>Comparison of different schools of psychology</p> <p>Case study</p> <p>Self analysis</p>	
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## UNIT II DEVELOPMENT OF THE LEARNER (30 hours ( 20 T +10 P))

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To develop an understanding of the concept, principles and theories of Growth and development.</p> <p>2. To familiarise the different aspects of development and developmental tasks and developmental hazards</p> <p>3. To understand the developmental characteristics of Childhood and Adolescence.</p> <p>4. To critically evaluate the contributions of various theories</p>	<p>Growth and Development: Concept and Principles, Developmental tasks and Developmental hazards</p> <p>□ Theories of development- Piaget’s theory of Intellectual development, Erickson’s theory of Psycho social development and Kohlberg’s theory of Moral development</p> <p>Developmental characteristics with special reference to childhood and adolescence</p> <p>■ Physical and motor development</p> <p>■ Cognitive development</p> <p>■ Language development(Noam Chomsky, Vygotsky)</p>	<p>Group discussion to compare the characteristics of childhood and adolescence</p> <p>Seminars on the highlights of various theories</p> <p>Lecturing</p> <p>Child study</p>	<p>□ Reflective practices</p> <p>□ Performance in group discussions</p> <p>□ Assignments</p> <p>□ Seminar presentation</p> <p>□ Test paper</p> <p>□ Child study reports</p> <p>□ Communicative skills</p> <p>□ Self study reports</p>

<p>of development</p> <p>5. To conceptualise the role of teacher in facilitating development of the learner</p>	<p>█ Emotional development</p> <p>█ Moral &amp; social development-</p> <p>☐ Role of teacher in fostering development of the learner.</p>	<p>Application of</p> <p>different methods for understanding adolescent problems</p> <p>Analysis of theory and its application in different contexts</p>	
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- ☐ Berk, L.E (2012) Child Development (6<sup>th</sup> Ed .)New Delhi: Prentice Hall of India, Witting A F,(2001) Developmental Psychology, A life span Approach, New Delhi: Mc. Graw Hill
- ☐ Penuington, D, et.al (2010) Advanced Psychology: Child Development, Perspectives and Methods, London: Hodder &Stoughton

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To conceptualise the individual difference among the learners on the basis of intelligence and creativity</p> <p>2. To develop an understanding of the concept, nature and various theories of intelligence</p> <p>3. To understand the meaning, nature, process of creativity development and the strategies for fostering</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning and nature of intelligence</li> <li><input type="checkbox"/> Theories of Intelligence – two factor, group factor, multi factor, Guilford’s structure of intellect model - Multiple intelligence etc.</li> <li><input type="checkbox"/> Measurement of Intelligence –verbal, nonverbal and performance tests</li> <li><input type="checkbox"/> Emotional intelligence, Social Intelligence, Spiritual Intelligence- Meaning and Scope</li> <li><input type="checkbox"/> Creativity- meaning and nature -</li> </ul>	<p>Lectures</p> <p>Group discussion</p> <p>Administer any one intelligence test and familiarize the procedure.</p> <p>Prepare activities based on the multiple</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practical work</li> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Seminar presentation</li> <li><input type="checkbox"/> Test paper</li> <li><input type="checkbox"/> Performance based assessment</li> </ul>

<p>creativity.</p> <p>4. To familiarise the measurement of intelligence and creativity</p>	<p>Identification of Creative Learner - Process of Creativity , measurement of creativity, Teacher's role in fostering Creativity.</p>	<p>intelligence theory</p> <p>Prepare sample items for verbal creativity tests (minimum 4 items)</p> <p>Develop an activity to foster creativity in the classroom</p> <p>Design of Strategies for promoting emotional, social and spiritual intelligence among students</p>	
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## Unit IV Personality of the Learner (20 Hours (13t+ 7 P))

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To conceptualise the individual difference among the learners on the basis of Personality</p> <p>To develop an understanding of the concept of adjustment</p> <p>2. To understand the factors causing maladjustment</p> <p>3. To familiarise the personality tests</p> <p>4. To conceptualise mental health and mental hygiene</p>	<p><input type="checkbox"/> Concept of Personality- role of heredity and environment,</p> <p>Approaches to study personality – Psycho Analytic theory (Freud – Type Theory, Trait Theory (Allport)</p> <p><input type="checkbox"/> Characteristics of mature personality.</p> <p><input type="checkbox"/> Assessment of personality- techniques and methods- projective techniques</p> <p><input type="checkbox"/> Adjustment and Maladjustment, Adjustment mechanisms.</p>	<p>Lectures</p> <p>Case study of unique personalities</p> <p>Group discussion to identify the characteristics of mature personality</p> <p>Administer any one personality test and familiarize the procedure</p> <p>Conduct a discussion on teacher's role in identifying and managing maladjusted learner</p> <p>Discussion on mental health programmes</p> <p>7.Action research on adjustment patterns</p>	<p><input type="checkbox"/> Reflective practices</p> <p>Assignments</p> <p>Seminar Presentation</p> <p><input type="checkbox"/> Test paper</p> <p><input type="checkbox"/> Practical works</p> <p><input type="checkbox"/></p>

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- <http://www.libraries.psu.edu/> <http://www.teacher.net>

## EDU -03 EDUCATIONAL TECHNOLOGY & COMMUNICATION IN EDUCATION

(Theory 60 hours+ Practical 30 hours)

### Course Outcomes (CO)

- CO 1 To develop an understanding of the concepts in educational technology and communication.
- CO 2 To empower prospective teachers through the blending of technological aspects with pedagogical principles.
- CO 3 To acquaint the prospective teachers with the application and use of e-resources, free and open source software.
- CO 4 To explore the creative avenues in technological advancements for improving the teaching learning process.
- CO 5 To familiarize with the concept of teacher as a Techno pedagogue.
- CO 6 To create an awareness regarding teacher as a content creator.
- CO 7 To explore creative avenues for enriching classroom teaching learning process
- CO 8 To create a zinc with man, machine and material with regard to technological resources

### Contents :

- Unit I : Introduction to Educational Technology (Theory 20hours & Practical 2 hours)  
 Unit II : Communication Technology (Theory10 hours)  
 Unit III : ICT in Education (Theory 20 hours & Practical25 hours)  
 Unit IV : Students Safety on the net (Theory10 hours& Practical 3 hours)

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<b>A.Educational Technology</b>			
1. To provide a smooth entry into the field of educational technology	<ul style="list-style-type: none"> <li>• Educational technology- concept, objectives and scope.</li> </ul>	Narrative session	<ul style="list-style-type: none"> <li>• Evaluation based on documentation</li> </ul>

2. To differentiate between teaching and instructional technology	<ul style="list-style-type: none"> <li>• Difference between technology in education (Instructional technology) and technology of education (teaching technology)</li> </ul>	<p>Direct instruction</p> <p>Verbal interaction</p>	<ul style="list-style-type: none"> <li>• Participant observation</li> </ul>
3. To set a perspective on different approaches of technology	<ul style="list-style-type: none"> <li>• Approaches of educational technology – Hardware Software and Systems approach</li> </ul>	<p>Interactive session</p> <p>Meaningful verbal expression</p>	<ul style="list-style-type: none"> <li>• Evaluating the level of participation</li> </ul>
4. To familiarize with various agencies and services in the field of educational technology	<ul style="list-style-type: none"> <li>• Resource centres and services in educational technology: CIET (NCERT), SIET, UGC-CEC, EDUSAT, NME-ICT, NPTEL, KITE, VICTERS CHANNEL, AKSHAYA PROJECT, GYAN DARSAN, INFLIBNET</li> </ul>	<p>Viewing programmes</p> <p>Class discussion</p> <p>Class seminar</p> <p>Assignment</p>	<ul style="list-style-type: none"> <li>• Assessing students report</li> <li>• Participation in the seminar</li> <li>• Evaluating the assignments</li> </ul>
<b>B. Media in Education</b>			
1. Creating awareness provision for effective use of aids in teaching and learning	<ul style="list-style-type: none"> <li>• Print media- Newspapers Books Journals Magazines</li> </ul>	<p>Group discussion</p> <p>Small group session</p>	<ul style="list-style-type: none"> <li>• Participation in group discussion</li> <li>• Role performance analysis</li> </ul>
2. To realize the relevance of mass media in education	<ul style="list-style-type: none"> <li>• Non print media- mass media( radio, T.V., Films in education)</li> </ul>	<p>Group discussion</p> <p>General discussion</p> <p>Seminar</p>	<ul style="list-style-type: none"> <li>• Participation in group discussion</li> <li>• Presentation skill</li> </ul>
3. Develops the ability to choose the most suitable learning aid while preparing the teaching lesson	<ul style="list-style-type: none"> <li>• A-V aids: definition, types audio aids visual aids A-V aids.</li> </ul>	<p>Group discussion</p> <p>Narrative expression</p> <p>Seminar</p>	<ul style="list-style-type: none"> <li>• On task behaviour in class</li> <li>• Participation in group</li> <li>• Presentation skill</li> </ul>
4. To differentiate between multimedia and multisensory	<ul style="list-style-type: none"> <li>• Meaning &amp; concept of Multimedia and</li> </ul>	<p>Meaningful verbal expression</p>	<ul style="list-style-type: none"> <li>• Participatory behaviour</li> </ul>

approach	Multi sensory approach-		
5. To familiarize with the classification of A-V aids	<ul style="list-style-type: none"> <li>• Dales cone of experience</li> </ul>	Meaningful verbal expression	<ul style="list-style-type: none"> <li>• Participation in class activity</li> </ul>
6. To familiarize with teleconferencing and its application in classroom	<ul style="list-style-type: none"> <li>• Teleconferencing- Audio , video</li> </ul>	Techno-lab activity Demonstration Meaningful verbal expression	<ul style="list-style-type: none"> <li>• Participation in the learning process</li> <li>• Involvement in class activity</li> </ul>
7. To familiarize with the strategy for digital education in classrooms	<ul style="list-style-type: none"> <li>• Smart Classrooms</li> <li>• Interactive white board- uses &amp; advantages</li> </ul>	Class discussion	<ul style="list-style-type: none"> <li>• Participation in the class activity</li> </ul>

## Unit II. Communication Technology (Theory 7 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To introduce the concept of communication 2. To familiarize with the various types of communication	<ul style="list-style-type: none"> <li>• Communication-:concept, scope types – verbal, non verbal. Style purpose- face to face, formal and informal, one way- two way.</li> </ul>	Group discussion  Documentation	<ul style="list-style-type: none"> <li>• Role performance analysis in group discussion</li> <li>• Evaluation of documentation</li> </ul>
3. To identify different components of classroom communication	<ul style="list-style-type: none"> <li>• Communication cycle- components of classroom communication</li> </ul>	Group discussion Preparing an assignment	<ul style="list-style-type: none"> <li>• Role performance assessment in group discussion</li> <li>• Examine the assignment</li> </ul>
4. To develop the ability to become an effective classroom communicator. 5. To plan an effective communication process during the classroom teaching	<ul style="list-style-type: none"> <li>• Classroom as a communication system:</li> <li>• components of effective classroom communication</li> </ul>	Meaningful verbal expression  Group discussion	<ul style="list-style-type: none"> <li>• Role performance analysis</li> </ul>

## UNIT III: ICT IN EDUCATION (THEORY 23 HOURS & PRACTICAL 25 HOURS)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<b>A. Introduction to ICT in education</b>			
1. To familiarize with the role of ICT in education	<ul style="list-style-type: none"> <li>• Concept and importance of ICT in education</li> </ul>	Verbal expression General discussion Assignment	<ul style="list-style-type: none"> <li>• Evaluation based on documentation</li> </ul>
2. To explore applications of ICT in various field of education	<ul style="list-style-type: none"> <li>• Scope of ICT in Education</li> </ul>	Group discussion	<ul style="list-style-type: none"> <li>• Role performance analysis</li> </ul>
3. To familiarize with advancements in world wide web	<ul style="list-style-type: none"> <li>• Trends and advancements in www:                          Web 1.0                          Web 2.0.                          Web 3.0                          Web 4.0</li> </ul>	Collaborative interaction	<ul style="list-style-type: none"> <li>• Level of participation in group activity</li> </ul>
4. To understand the role to teacher in a digital era	<ul style="list-style-type: none"> <li>• Teacher in a digital era:                          Changing roles and competencies</li> </ul>	Meaningful verbal expression Active learning activities Brain storming	<ul style="list-style-type: none"> <li>• Assimilating the materials</li> <li>• Monitoring participation and performance</li> </ul>
<b>B. Enriching classroom practices through web technologies</b>			
1. Acquaint with various concepts in ICT and its applications in the classroom teaching learning process	<ul style="list-style-type: none"> <li>• Concept, meaning and merits of :</li> <li>• Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Mediated Communication (CMC) in Education</li> <li>• Computer simulation</li> <li>• Blended learning</li> <li>• Flipped classroom</li> <li>• Educational podcast</li> <li>• m-learning</li> <li>• Web- based learning</li> <li>• Cloud computing.</li> </ul>	Meaningful verbal expression  Practical sessions  Demonstrations  Techno lab	<ul style="list-style-type: none"> <li>• Participation in class activity</li> <li>• Observation</li> <li>• Observation</li> <li>• On task behaviour</li> </ul>

		activities Online resources Multimedia modes	
2. To familiarize with the web resources	<ul style="list-style-type: none"> <li>• Web services: e-mail, chat, online forums, blog, wiki, e-library</li> </ul>	Demonstration Online resources  Hands on experience Techno lab activities	<ul style="list-style-type: none"> <li>• Participation in activities</li> <li>• Skill development</li> <li>• On task behaviour</li> </ul>
3. To develop the ability to use the web resources	<ul style="list-style-type: none"> <li>• Academic web resources : e-journals, online dictionary</li> </ul>	Online resources  Demonstration	
4. To familiarize with various open educational resources 5. To develop skill in using software's for enriching classroom activity	<ul style="list-style-type: none"> <li>• Open Educational Resources(OER)- meaning &amp; importance. Various OER initiative.</li> <li>• Web applications for development of tests :Hotpotatoes,Online quiz maker, Online survey tools such as survey Monkey, Lime survey 8 and Zoomerang&amp; online polling, jinu</li> </ul>	Demonstration  Techno lab activities Hands on experience Peer group instruction	<ul style="list-style-type: none"> <li>• Performance assessment in techno lab activities</li> <li>• On task behaviour</li> </ul>
6. To explore creative avenues of ICT in education	<ul style="list-style-type: none"> <li>• e-learning –concept, types –synchronous and asynchronous- merits and demerits:</li> <li>• Learning Management Systems &amp;Content Management System</li> <li>• Learning Object Repository(LOR)</li> </ul>	Meaningful verbal expression  Discussion Reflective sessions  Online resources	<ul style="list-style-type: none"> <li>• Participation in the classroom activity</li> <li>• Role performance analysis</li> </ul>
7. To familiarize with content development process and platforms available	<ul style="list-style-type: none"> <li>• e-content features- concept and scope. e-content script writing- steps</li> <li>• e-content script writing- steps</li> <li>• Online e-learning platforms-MOOCs,SWAYAM,COURSERA</li> </ul>	Narrative sessions  Reflective practices  Online resources	<ul style="list-style-type: none"> <li>• Participation in class activity</li> <li>• On task behaviour</li> </ul>



## Unit IV. Students Safety on the net (Theory 10hours & Practical 3 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with computer safety on the net	<ul style="list-style-type: none"> <li>• Computer virus- (malwares, spywares, trojan)- preventive measures- (Firewall, antivirus software)</li> </ul>	Introductory lecture  Techno lab activities  Peer tutoring	<ul style="list-style-type: none"> <li>• Performance in techno lab activities</li> </ul>
2. To create an awareness about personal safety on the net	<ul style="list-style-type: none"> <li>• Cyber privacy and password protection</li> </ul>	Demonstration Hands on experience Techno lab activities Peer tutoring	<ul style="list-style-type: none"> <li>• Participant observation</li> <li>• Skill assessment</li> <li>• Performance assessment</li> </ul>
3. To familiarize with the legal and ethical issues  4. To develop a sense of intellectual property right	<ul style="list-style-type: none"> <li>• Legal and ethical issues- Copyright, Creative Common Licence ,Plagiarism, Hacking, Netiquette, Phishing, Software privacy</li> </ul>	e- resource demonstration   Group discussion	<ul style="list-style-type: none"> <li>• Participant observation</li> <li>• Performance in classroom discussion</li> </ul>
5. To know about cyber laws	<ul style="list-style-type: none"> <li>• Cyber law- IT Act 2000, IT Act 2008.</li> </ul>	Class discussion Printed media such as newspapers and magazines Home assignment	<ul style="list-style-type: none"> <li>• Participation in class discussion</li> <li>• Locating resources related to content</li> <li>• Evaluating the assignment</li> </ul>
6. To practice wise use of web resources	<ul style="list-style-type: none"> <li>• Role of teacher in conscientizing about</li> <li>• Child abuse over the net</li> <li>• Misuse of internet (morphing, pornography)</li> <li>• Health hazards of using computer</li> </ul>	Internet based activities  Techno lab activities Peer tutoring Individual assignment	<ul style="list-style-type: none"> <li>• Skill development assessment</li> <li>• Participation in lab activities</li> <li>• Evaluating assignments</li> </ul>

## Suggested Readings

- Parker, Jessica K. (2012). Teaching Tech-Savvy Kids- Bringing Digital Media into the Classroom, Grade 5-12. New Delhi: SAGE Publications Pvt. Ltd.
- Kist, William (2012). The Socially Networked Classroom- Teaching in the New Media Age. New Delhi: SAGE Publications Pvt. Ltd.
- Jimoyiannis, Athanassios (2012). Research on E-learning & ICT in Education. New York: Springer.
- Aimee M. Bissonett, J.D. (2009). Cyber Law- Maximising Safety and Minimising risk in classrooms. New Delhi: SAGE Publications India Pvt. Ltd.
- Cennamo, Katherine (2012). Technology Integration for Meaningful Classroom Use: A Standards- Based Approach. New York: Cengage Publishers
- Aggarwal, D.D. (2009). Educational Technology. New Delhi: Sarup & Sons India Pvt. Ltd.
- Santhanam, S., Paneerselvam, A., & Sampath K. (2001). Introduction to Educational Technology. New Delhi: Sterling Publishers, Pvt. Ltd.
- Nicols, Adelaide Doyle., Cox, J. Sabrina Mims., Johnson, Ruth Is., (2012). Developing Portfolios in Education- A guide to Reflection, Inquiry & Assessment -2<sup>nd</sup> edition. New Delhi: SAGE Publications Pvt. Ltd.
- Wright, Robert J. (2008). Educational Assessment, Tests & Measurements in the Age of Accountability. New Delhi: SAGE Publications Pvt. Ltd.
- Jefferied, Julie & Diamond, Ian (2013). Beginning Statistics- An Introduction for Social Scientists. New Delhi: Sage Publications Pvt. Ltd.
- Smith, Claire Wyatt & Klenowski, Valentina (2013). Assessment for Education- Standards, Judgement & Moderation. New Delhi: SAGE Publications Pvt. Ltd.
- Nath, Ruchika & Singh, Y.K. (2008). Teaching of Computers. APH Publishing corporation, New Delhi
- Chaudhary, Jagdeesh & Pathak, R.P. (2012) Educational Technology. Pearson. Dorling Kindersley (India) Pvt. Ltd., New Delhi
- Venkataih., N. (2012). Educational Technology., Atul Publishers, New Delhi
- Sharma, R.A. (2005). Technological Foundations of Education. R.Lal Book Depot, Meerut.

## Web Resources

- [www.avaudiovisualaids.blogspot.com/2010/10/av-aids-in-teaching.html](http://www.avaudiovisualaids.blogspot.com/2010/10/av-aids-in-teaching.html)
- [www.slideshare.net/pria87/audio-visual-aids](http://www.slideshare.net/pria87/audio-visual-aids)
- [www.tecweb.org/eddevel/edtech/teleconf.html](http://www.tecweb.org/eddevel/edtech/teleconf.html)
- [www.slideshare.net/diputr/fiacs-flanders-interaction](http://www.slideshare.net/diputr/fiacs-flanders-interaction)
- <https://moodle.org/>
- [www.ehow.com/list\\_7640133\\_legal-ethical-issues-technology.html](http://www.ehow.com/list_7640133_legal-ethical-issues-technology.html)
- [www.rogerdarlington.co.uk/Internetethics.html](http://www.rogerdarlington.co.uk/Internetethics.html)
- [www.thefreedictionary.com/computer+simulation](http://www.thefreedictionary.com/computer+simulation)
- [www.jite.org/documents/Vol2/v2p001-013-59.pdf](http://www.jite.org/documents/Vol2/v2p001-013-59.pdf)
- [www.e-learningconsulting.com/consulting/what/e-learning.html](http://www.e-learningconsulting.com/consulting/what/e-learning.html)
- [www.cemca.org/e-learning\\_guidebook.pdf](http://www.cemca.org/e-learning_guidebook.pdf)

Learning Outcome	Content	Strategies/Approaches	Assessment and Evaluation
<p>To get familiarised with the functional plane of teaching, learning and the divergent roles expected to be played as a teacher.</p>	<p><b>Unit 1</b>  <b>Introduction to teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Inter dependence of teaching and learning- class room, teacher, learner, teaching learning process,</li> <li>• Learning Environment, Learning activities, Learning Styles,</li> <li>• Definition of learning from different point of view</li> <li>• Maxims of teaching</li> <li>• Principles of teaching language</li> <li>• Teacher competencies and roles - mentor, facilitator, reflective practitioner, scaffolder, Social Engineer.</li> <li>• Language Teacher</li> </ul>	<p>Group discussion  Assignment  Seminar  film show of Educational films  Appreciation sessions based on educational books like Toto Chan, Divaswapna, Teacher, Parivarthanonmugha Vidhyaabyasam, Vidyabyasathil Viplavam etc.</p>	<p>Assignment Paper presentation  CE - Test ( MCQ Test 2 + Model Examination)  Participatory Discussions</p>
<p>To understand the importance, nature and functions of Mother tongue</p> <p>To get familiarized with the evolution of Malayalam language</p>	<p><b>Unit 2</b>  <b>Nature and Development of Malayalam</b></p> <ul style="list-style-type: none"> <li>• Functions of Language</li> <li>• Impact of language on social, intellectual, cultural, educational development</li> <li>• Importance of Mother tongue -</li> <li>• Mother tongue and medium of instruction</li> <li>• Malayalam as an official language</li> </ul>	<p>Assignments  Debates  Seminar/Symposium</p>	<p>Assignment Paper, Seminar presentation  Test  Participation in Debate &amp; Symposium  CE - Seminar with slide Presentation  jinu</p>
<p>To get familiarised with the aims and objectives of teaching Malayalam, Taxonomy of educational objectives etc.</p>	<p><b>Unit 3</b>  <b>Aims and Objectives of Teaching Malayalam</b></p> <ul style="list-style-type: none"> <li>• Aims and Objectives of teaching Malayalam at different levels of schooling with special emphasis to Secondary and Higher secondary levels</li> <li>• Curricular objectives of Secondary and Higher Secondary classes suggested in KCF.</li> <li>• Taxonomy of Educational objectives – Benjamin Bloom</li> </ul>	<p>Debate on recent changes practiced in the state schools  Discussion on the relevance of Blooms Taxonomy</p>	<p>Participation in debate/discussion etc.</p>
<p>To understand the Methods, approaches, strategies, modern educational theories and concepts.</p>	<p><b>Unit 4</b>  <b>New Educational Theories and Concepts</b></p> <ul style="list-style-type: none"> <li>• Cognitive Constructivism – Piaget and Bruner</li> <li>• Social Constructivism – Vygotsky 78</li> <li>• Multiple Intelligence Theory- Howard Gardner</li> <li>• Emotional Intelligence Theory – Daniel Goleman</li> <li>• Critical Pedagogy - Paulo Freire</li> </ul>	<p>Project  Short essay  Open discussion  Comparative note  Action research</p>	<p>Project paper  Essay  Participation in discussion  Action research findings  CE - Practicum</p>

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

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

### **Course Outcome**

- CO 1 To get familiarized with the theory and practice of different language discourses
- CO2 To get familiarized with the theory and practice of different language discourses
- CO3 To get acquainted with the integration of new theories and concepts
- CO4 To get acquainted with the integration of new theories and concepts
- CO 5 To understand, practice and master basic language skills communication skills etc.
- CO 6 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**

Learning Outcome	Content	Strategies/Approaches	Assessment and Evaluation
To understand the meaning and practice pedagogic content knowledge analysis	<p><b>Unit 1</b> <b>Introduction to Pedagogic Content Knowledge analysis</b></p> <ul style="list-style-type: none"> <li>• Meaning, features and principles of pedagogic content knowledge analysis</li> <li>• Pedagogic content knowledge analysis of Secondary and Higher Secondary level text books</li> </ul>	Preparation of a comparative description on pedagogic content knowledge analysis of secondary/higher secondary level text books	Student's works CE - Test
To understand the need and significance of instructional planning	<p><b>Unit 2</b> <b>Planning and Designing of Lesson Templates</b></p> <ul style="list-style-type: none"> <li>• Need and significance of instructional planning.</li> <li>• Year Plan,</li> <li>• Unit Plan,</li> <li>• Lesson Plan</li> </ul>	Preparation of year plan/unit plan etc.  Workshop on lesson planning.	Innovations in planning year plan/unit plan etc.  Originality of ideas/practices In the workshop  CE - Practicals ( Two items)
To understand, practice and master basic language teaching skills.	<p><b>Unit 3</b> <b>Acquisition Language Skills</b></p> <ul style="list-style-type: none"> <li>• Scope and application of basic language skills</li> <li>• Listening</li> <li>• Speaking</li> <li>• Reading and writing ( in different levels of schooling with special emphasis to Secondary and Higher Secondary levels.)</li> </ul>	Preparation of lessons based on core skills  Familiarization of assessment criteria	Practicum  Effectiveness of the test
To understand, basic concepts of micro teaching.	<p><b>Unit 4 Micro Teaching</b> 80</p> <p>Development of teaching skills through micro teaching Definition and Mechanics Micro Teaching cycle Core Skills Introduction- Illustrating with examples Explaining- Questioning</p>	Practice sessions of major teaching skills	Participation of students.  Micro teaching lesson plans

## Referrences: for all Semesters.

Prof. MK Prasad  
Bhashapadanavum Bhodhana shaastravum  
Bhashapadanavum Sidhaanthangalum  
Divaswapna  
EnganeMalayalattilBlogam  
Gadyarachana  
Gadyashilpam  
Kerala Panineeyam  
KuttikalePadanathilSahayikkam  
MalayalaBhashaBodhanam  
MalayalaBhashadyapanam  
MalayalaKavithapadhanamgal  
MalayalaSahithyaCharithram  
MalayalaSahithyaCharithram  
MalayalaSahithyaNiroopanam  
MalayalaSahithyaVimarshanam  
Mathrubhashabhodhanam:  
Micro teaching  
MumbilullaJeevitham  
Nalla Malayalam  
NammudeBhasha  
Padyapadhathi sidhaantham  
ParivarthanonmughaVidhyabhyabyasam  
PravanathakalumReethikalum.  
PrayogikaVyakaranam  
PurogamanaVidyabhyaasachinthakal  
Thettillatta Malayalam  
TirakkadhaRachana – KalayumSidhanthvum  
Toto Chan  
ShaasthrasaahityaParishad  
Tuition to Intuition  
Ucharanamnannavan  
VidhyabhyasathilViplavam  
Vidyabhyaasachinthakal  
VidyabhyasaParivarthanattinoruAmugham

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

Allen,D& Ryan, K  
J Krishnamoorthi  
CV VasudevaBhattathiri  
EMS Namboothiripad  
Dr. Ravisankhar S. Nair  
Guru NithyachaithanyaYathi  
Bindhu,C.M  
Irinjayam Ravi  
PV Purushothaman  
Prof. PanmanaRamachandran Nair  
Jose K Manuel  
TetsukoKoriyoNagi

Dr. KN Anandan  
Dr.VRPrabodhachandran  
Osho  
AsisTharuvana

DC Books Kottayam  
DC Books Kottayam  
National Book Trust  
DC Books, Kottayam  
Kerala Bhasha Institute  
Kerala Bhasha Institute  
DC Books, Kottayam  
DC Books, Kottayam  
Kerala Bhasha Institute  
Calicut University  
Mathrubhoomi Books  
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  
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.keralasahityaakademi.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://malayalaaikyavedi.blogspot.in/2015/04/blog-post_61.html)

<http://www.facebook.com/pages/മലയാളപഠനബോധന-സഹായി/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)

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



importance	<ul style="list-style-type: none"> <li>-Three Language Formulae – Mother tongue Interference</li> <li>-English as a Link Language</li> <li><input type="checkbox"/> Language teacher competencies-Roles and Responsibilities of English Teacher-mentor, facilitator, scaffolder, reflective practitioner</li> </ul>	<ul style="list-style-type: none"> <li>of lives of teachers who served as role models</li> <li>Views films related to teachers/ teaching</li> <li>Reads stories about lives of great teachers</li> <li>Web-based resources</li> </ul>	journal
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**Unit 2:Nature and Development of English Language (20 hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Gathers knowledge about meaning, nature and characteristics of language and select theories of language teaching and learning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Language and culture, Language and society, Language and media(print and digital)</li> <li><input type="checkbox"/> Basic concepts in Linguistics- Morphology, Phonology, Syntax, Semantics</li> <li><input type="checkbox"/> Psycho-linguistic Theories</li> <li><input type="checkbox"/> Behaviourism- imitation, repetition, reinforcement</li> <li><input type="checkbox"/> Cognitivism -Schema</li> <li><input type="checkbox"/> Constructivism-ZPD-Scaffolding, Mental Processes</li> <li><input type="checkbox"/> Chomsky-LAD-Universal Grammar</li> <li><input type="checkbox"/> Krashen’s Hypotheses</li> <li><input type="checkbox"/> Multiple Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Seminar</li> <li>Presentations</li> <li>Quiz</li> <li>Peer Tutorial</li> <li>Discussion</li> <li>Invited Talks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examine level of participation</li> <li><input type="checkbox"/> Role performance analysis</li> <li><input type="checkbox"/> Evaluation based on documentation</li> </ul>

### Unit 3:Aims and Objectives of Teaching English (20 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Develops an understanding of the principles of language teaching	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilitarian aim, Socio-cultural aims</li> <li><input type="checkbox"/> Objectives of Teaching English</li> <li><input type="checkbox"/> Principles of Language Learning</li> <li><input type="checkbox"/> Ideology of teaching English in Indian classrooms; Addressing learner sensibilities and learner abilities in language learning; Developing communicative competence</li> </ul>	Brain storming  Quiz  Discussion  Assigned readings from the works of theorists  Group discussion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examine level of participation</li> <li><input type="checkbox"/> Evaluation based on documentation</li> <li><input type="checkbox"/> Examine student report</li> <li><input type="checkbox"/> Address the level of pupil involvement in Group Discussion</li> </ul>

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approach, Method, Technique</li> <li><input type="checkbox"/> Grammar Trans. Method, Bilingual Method, Direct Method.</li> <li><input type="checkbox"/> SOS Approach, Communicative Approach</li> <li><input type="checkbox"/> Humanistic approaches—TPR, Silent Way, CLL, Suggestopaedia</li> <li><input type="checkbox"/> Task Based Language Teaching</li> </ul>	Demonstration of steps followed in different methods  Watching video recordings -  Accessing Online input on the topic  Co-relating class room activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the competence to compare and contrast</li> <li><input type="checkbox"/> Monitor the ability to distinguish between similar concepts, phases</li> </ul>

## References

- Clarke, Stephen (etal) (2010) Becoming an English Teacher. Sage, Los Angeles.
- Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.
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- Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.
- Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.
- Jack C. Richards, and Anne Burns. (2009) The Cambridge Guide to Second Language Teacher Education. Cambridge University Press.
- Norton, Donna E (et al.) (1999). Language Arts Activities for Children. Prentice Hall, New Jersey.
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- Seeley, John (2003) The Oxford Guide to Writing and Speaking. Oxford University Press.
- Wallace, Michael J. (2006) Study Skills in English. Cambridge University Press.
- Current Perspectives in Teaching the Four Skills: by ELI HINKEL Seattle University Seattle, Washington, United States TESOL QUARTERLY P 110-131
- Activities for developing skills <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106> Current trends in Teaching Listening and Speaking by Jack. C. Richards [www.oup.com/elt](http://www.oup.com/elt)
- Learning Brain-based way <http://languagelab.com.sg/faq.php>
- 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>
- Task-Based Language Teaching and Learning: An Overview [http://www.asian-efl-journal.com/Sept\\_06\\_ro.php](http://www.asian-efl-journal.com/Sept_06_ro.php)
- BBC World Service: Learning English <http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>
- 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)*

#### **Course Outcomes :**

The student teacher:

- CO1 Familiarizes with the different dimensions of Pedagogic Content Knowledge.
- CO2 Develops an understanding of objectives and specifications for teaching English as a Second Language.
- CO3 Familiarizes the procedure and steps for planning different kinds of lesson.
- CO4 Analyzes Secondary Course Books and identifies suitable strategies for transacting content.
- CO5 Explores ways of designing appropriate learning aids.
- CO6 Identifies suitable strategies for assessment.

#### **Contents :**

**Unit I : Introduction to Pedagogic Content Knowledge (PCK)**

**Unit II : Planning and Designing of Lesson Templates**

**Unit II : Essential Requirements for Teaching of English**

**Unit IV : Resources in Teaching and Learning of English**

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Develops an understanding of pedagogy and its principles 2. Familiarizes with Taxonomy of Educational Objectives 3. Develops an understanding of	<input type="checkbox"/> Pedagogic Analysis Scope, Principles and Objectives <input type="checkbox"/> Pedagogic Content Knowledge Scope in teaching and learning <input type="checkbox"/> Objective-based Instruction	Direct instruction  Engaging in Group discussion  Individual and	<input type="checkbox"/> Participation in task. <input type="checkbox"/> Peer assessment of presentations
types of thinking 4. Familiarizes with the nature of a Course Book	Bloom's Taxonomy: Specifications, <input type="checkbox"/> Process skills & Thinking Skills (Critical and Creative), Problem Solving  <input type="checkbox"/> Content Analysis of State Syllabus - Themes, Language elements, Sequencing of content, Deficiency in content <input type="checkbox"/> Discourses- slogans, placards, notices, reports, diary entry, messages -script of a speech, letter, posters, advertisement, write up, conversation, profile etc.	collaborative tasks  Critique of different Course Books	

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Familiarizes the procedure and steps for planning different kinds of lesson.</p> <p>2. Analyzes Secondary Course Books and identifies suitable strategies for transacting content.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning- Relevance, mode and Design-Year Plan-Unit Plan - Lesson Templates</li> <li><input type="checkbox"/> Components and Strategies for teaching:</li> <li><input type="checkbox"/> Prose- Intensive and Extensive reading; Skimming and Scanning, Silent and Oral reading, Pre-reading and Post-reading</li> <li><input type="checkbox"/> Poetry- Appreciation, Deviant language of Poetry</li> <li><input type="checkbox"/> Grammar- Formal and Functional, Inductive and Deductive methods, Use of Substitution Tables</li> <li><input type="checkbox"/> Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and Strategies for enriching vocabulary</li> <li>Composition-different types</li> </ul>	<p>Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms</p> <p>Critiquing Syllabus Grids in Course Books</p> <p>Intro. lectures on thinking skills</p> <p>Demo. by expert</p> <p>Preparation of Group Lesson</p> <p>Plan/Teaching Manual</p> <p>Practice under supervised guidance.</p> <p>Task-directed discussion and Applied exercises</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to develop suitable Lesson</li> <li><input type="checkbox"/> Plan/ Teaching Manual for different content</li> <li><input type="checkbox"/> Phased monitoring</li> <li><input type="checkbox"/> Performance in Workshop</li> <li><input type="checkbox"/> Checking ability to frame appropriate Objectives and Specifications</li> </ul>

### Unit 3: Essential requirements for teaching of English

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with different teaching skills	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis and Practice of Language Skills- LSRW-Identification and Practice of Language Elementsstructure, vocabulary etc.</li> <li><input type="checkbox"/> Core Skills of Teaching- Introduction               <ul style="list-style-type: none"> <li>- Illustrating with examples</li> <li>- Explaining</li> <li>- Questioning</li> <li>- Stimulus Variation</li> <li>- Reinforcement</li> <li>- Using Blackboard</li> <li>- Using teaching aids</li> <li>- Response Management-Classroom Management</li> <li>- Reading -Recitation</li> </ul> </li> <li><input type="checkbox"/> ICT skills</li> <li><input type="checkbox"/> Micro Teaching-Concept, Phases and Cycle</li> </ul>	<p>Peer observation using Schedule</p> <p>Videography for reflection</p> <p>Supervised guidance</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of Observation schedule</li> <li><input type="checkbox"/> Reflection write- up submitted following viewing of video recording of own teaching</li> </ul>

## Unit 4: Resources in teaching and learning of English (20 hrs)

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

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Baddock, B. (1996. **Using Films in the English Class**). Hemel Hempstead: Phoenix ELT. Baker, Ann. **Introducing English Pronunciation**. Cambridge University Press.

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Sherman, J. (2003) **Using Authentic Video in the Language Classroom**. Cambridge University Press.

Shrum, Judith L and Eileen W. Glisan. (2000). **Teacher's Handbook: Contextualized Language Instruction**, H.H Heinle & Heinle, Thomson Learning Australia 2<sup>nd</sup> Ed.

Wajnryb, Ruth. **Classroom Observation Tasks**. Cambridge University Press.

### *Online references*

**Bloom's Taxonomy:** <http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

**Classroom Management :** <http://www.teachingideas.co.uk/more/management/contents.htm>, [http://www.educationworld.com/a\\_curr/curr155.shtml](http://www.educationworld.com/a_curr/curr155.shtml)

**Language skills:** [http://www.apsacssectt.edu.pk/download%20material/training%20deptt/workshop%20material/four\\_skills\\_of\\_language.pdf](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](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/>

**Resource Mapping:** <file:///C:/Users/Reliance/Downloads/ResourceMappingExampleWisconsin.pdf>

**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**

### Course Out Comes

- CO1 To mould the prospective teacher with an outlook of teaching profession
- CO2 To equip the prospective teacher to uphold the professional spirit in diverse angles
- CO3 To familiarize with the features of Hindi education, its aim, objectives and different
- CO4 instructional methods and techniques suited for teaching Hindi
- CO5 To acquire effective instructional practices of Hindi education
- CO6 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)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers acquaint with the importance and bases of language 2. Grasp the process of teaching-learning and gain an outlook of teaching profession 3. Analyze learning environment for	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Continuing Professional Development (CPD): Teacher as professional--</li> </ul>	Meaningful verbal presentation Brain storming Makes student recall qualities of teachers whom they admire Narration, anecdotes of lives of teachers who served as role	<ul style="list-style-type: none"> <li>• Case analysis presentation</li> <li>• Contribution in debate on qualities of teacher and Hindi as second language</li> <li>• Performance in classroom discussions</li> </ul>

<p>Hindi instruction</p> <p>4. Adapt the changing structure of the concept of classroom instruction</p>	<p>Duties and responsibilities; various roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counselor, techno pedagogue, reflective practitioner</p> <ul style="list-style-type: none"> <li>• Problems and difficulties confronted by teachers and learners in Hindi instruction</li> <li>• Learning environment</li> <li>• Class room as a social laboratory, Classroom without walls(CWW),Blending of synchronous and asynchronous mode of learning, Virtual learning environment(VLE)</li> </ul>	<p>models</p> <p>Views films related to teachers</p>	
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## Unit: 2 Nature and Development of Hindi Language (10 Hrs + 7 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with the unique features of Hindi language 2. Compete with communicating Hindi 3. Familiarize with different reports and commissions 4. Understand the scope, changes and developments of Hindi education 5. Equip to integrate essential inter disciplinary attributes in Hindi education	<ul style="list-style-type: none"> <li>• Special features and characteristics of Hindi language and its script Devanagiri lipi in standardized form(MANAK LIPI)—Hindi as national, official and link language</li> <li>• Developing communicative competence</li> <li>• Three language formula, Reports and commissions—</li> <li>• Kothari commission, NPE 1986,</li> <li>• NCF 2005, KCF2007, POA 1992</li> <li>• Hindi in national integration, values attained through Hindi education</li> <li>• 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</li> <li>• Hindi education: Meaning, Definitions and Nature</li> <li>• Modernization of Hindi instruction through technological advancement</li> <li>• Interdisciplinary approach in Hindi Education : Correlation of Hindi education with other subjects – Science, Social Science and other languages like Malayalam, English and Sanskrit</li> </ul>	Discussion  Meaningful verbal learning  Participatory Approach  Open forum discussion  Co- operative learning  Use of web and Library resources	<ul style="list-style-type: none"> <li>• Address the level of involvement in group discussions</li> <li>• Assessment of MANAKLIPI</li> <li>• Assessment of assignments, projects, seminars</li> <li>• Prepare a brief sketch of NCF and KCF with special reference to language education</li> </ul>

**UNIT : 3 Aims and objectives of Teaching Hindi (18 Hrs + 7 Hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Generate knowledge about the aims and objectives of teaching Hindi 2. Endow with the significance of taxonomy of instructional objectives in Hindi education 3. Familiarize with varied psychological and learning theories	<ul style="list-style-type: none"> <li>• Aims of Teaching Hindi: linguistic, literary ,utilitarian and socio-cultural</li> <li>• General objectives of teaching Hindi, Objectives of teaching Hindi at different levels(primary, secondary and higher secondary)</li> <li>• Objectives of NCERT, NCTE</li> <li>• Framing curricular objectives in teaching Hindi</li> <li>• Role of Information and Communication Technology (ICT) in Hindi learning</li> <li>• Bloom’s taxonomy of Instructional objectives - Revised form: – (Anderson &amp; Krathwohl) with special reference to ‘Create’ objective -Technology integrated taxonomy – Collins et al.- Higher Order Skills---Analysis, Synthesis, Evaluation and its applications</li> <li>• 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</li> </ul>	General discussion Demonstration Analytical study Group investigation Focus group discussion	<ul style="list-style-type: none"> <li>• Assessing the level of involvement in class activities</li> <li>• Comparative analysis - Bloom’s taxonomy of Instructional objectives traditional with revised one</li> <li>• Monitor the ability to compare &amp; study critically on various theories, methods and approaches</li> </ul>

**UNIT 4: Methods and Strategies of Teaching Hindi (20Hrs + 10Hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Compete with different instructional methods suited for teaching Hindi 2. Become proficient in selecting most appropriate teaching methods,	<ul style="list-style-type: none"> <li>• Phases of teaching ,Teaching tactics, Techniques of teaching – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session</li> <li>• Different methods and approaches – Direct method, Indirect method (grammar - translation), Structural method, Inductive-deductive method, Play way method, Activity method, Project method,</li> </ul>	Dramatization Debate Role Play Buzz session	<ul style="list-style-type: none"> <li>• Report presentation &amp; verification</li> <li>• Monitor the ability to distinguish</li> </ul>

<p>techniques and strategies in varied context and content</p> <p>3. Familiarize with various forms of discourses for language learning</p>	<p>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</p> <ul style="list-style-type: none"> <li>• Instructional strategies – Co-operative and Collaborative learning strategies</li> <li>• A critical study of these methods for teaching Hindi</li> <li>• Discourse oriented learning: Aims and different methods of teaching various discourses: Prose, Poetry , grammar, letters , poster, write-ups, reports, etc,</li> <li>• Communicative Approach: Creative Writing</li> </ul>	<p>Quiz session</p> <p>Problem solving method</p> <p>Project method</p> <p>Comparative &amp; critical study on various methods and approaches</p> <p>Learning through various discourses</p>	<p>between similar concepts, phases</p>
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- 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,MahendraPal Sharma,Shiksha Ke Thatwik Sidhanth
- P.D.Patak,Shiksha Manovigyan, Agrawal Publications,Agra
- P.G.Kamath,Any 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
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- Hand Books in Hindi, Kerala State Syllabus,SCERT
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- Kerala Curriculum Framework,SCERT,Thiruvananthapuram
- Report of Education Commission (Kothari Commission).Govt.of India
- Report of the Official Language Commission

#### **Online Resources :**

- <http://ask.metafilter.com/149992/What-are-the-best-resources-for-learning-Hindi>
- <http://www.ala.org/aasl/standards-guidelines/best-websites/2014s>
- <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>
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## **EDU – 05.3 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HINDI.**

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

### **Course Out Comes**

- CO1 To understand the key aspects involved in systematic PCK analysis
- CO2 Equip to plan the instruction effectively and to design suitable lesson templates, teaching-learning materials and instructional resources
- CO3 Attain the ability to develop and practice different teaching skills
- CO4 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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1. Understand the key aspects involved in systematic PCK analysis</p> <p>2. Become capable of establishing relationship between pedagogic and content knowledge analysis</p> <p>3. Develop skill in PCK analysis of text books and hand books</p>	<p><input type="checkbox"/> Pedagogical content knowledge analysis</p> <p>(PCK)--- Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Hindi discipline---Inter-relationship of Content Knowledge, Pedagogic Knowledge</p> <p><input type="checkbox"/> Challenges of PCKA</p> <p><input type="checkbox"/> PCK analysis of text books and hand books in Hindi of Std VII to std XII</p>	<p>Text book analysis</p> <p>Individual and Collaborative tasks</p> <p>Direct instruction</p> <p>Critique of different Course Books</p>	<p><input type="checkbox"/> Pedagogic Content Knowledge analysis presentation</p> <p><input type="checkbox"/> Text book analysis as individual/group work</p>

**Unit: 2 Instructional Planning and Designing Lesson Templates (16 Hrs + 6 Hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<input type="checkbox"/> Develop skills in systematic instructional planning and designing lesson templates	<input type="checkbox"/> Planning and designing different lessons, Instructional planning-its importance <input type="checkbox"/> Types - Year plan, Unit plan, Resource unit, Lesson Templates <input type="checkbox"/> Procedure, steps and format for the preparation of year plan, unit plan and lesson template <input type="checkbox"/> Designing lesson templates in Hindi <input type="checkbox"/> Designing e-lesson templates in Hindi <input type="checkbox"/> Preparation of teaching-learning materials in Hindi and other resources to be used in classroom practice	Descriptive method Group discussion Demonstration method Co-operative learning Demonstration by experts Preparation of various Lesson Plan/Teaching Manual in small groups	Ability to develop suitable Lesson plan/Teaching Manual Assessing the ability to frame appropriate Objectives and Specifications

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Develop teaching skills through micro teaching practices	<input type="checkbox"/> Essential requirements – Teaching Competencies and teaching skills <input type="checkbox"/> Micro Teaching- Definitions, Principle and	Experiential learning Reflective practices Demonstration	<input type="checkbox"/> Assessment of writing Micro teaching lesson notes/plans and schedule

	theory, micro teaching cycle, limitations,– designing lesson templates for Micro teaching <input type="checkbox"/> Practice and assessment mechanisms <input type="checkbox"/> Link practice : Developing classroom management skill, Recording at least 10 skills or classes and assessment of micro teaching skills by using ICT	method Analysis of video performance	<input type="checkbox"/> Reflection of <input type="checkbox"/> video recording of own teaching <input type="checkbox"/> Performance in skill presentation
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**Unit : 4 Instructional Resources in Teaching and Learning of Hindi (15 Hrs + 8 Hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Understand the inevitable role of instructional support for effective instructional practices</p> <p>2. Generate skills in constructing and using different instructional aids and resources</p>	<p><input type="checkbox"/> Learning aids---Preparation of learning aids-- -make use of different types of audio-visual aids--- scope of audio-visual aids for Hindi instruction</p> <p><input type="checkbox"/> Instructional Resources: textbook, workbook, handbook, source book</p> <p><input type="checkbox"/> Resource Mapping</p> <p><input type="checkbox"/> Instructional aids: classification of learning aids: projected, Non-projected and activity aids.</p> <p><input type="checkbox"/> Hands on experience: Computer, LCD Projector, Interactive white board and multi media</p>	<p>Guided observation</p> <p>Illustration</p> <p>Demonstration</p> <p>General discussion</p> <p>Workshop</p> <p>Displays</p> <p>Demonstration</p>	<p><input type="checkbox"/> Text book analysis</p> <p><input type="checkbox"/> Workbook preparation</p> <p><input type="checkbox"/> Handling of various instructional aids</p> <p><input type="checkbox"/> Guided supervision</p>

## References – for all Semesters.

- Acharya Chatursen, Hindi Sahitya Ka Parichay
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- Koehler, M. J., & Mishra, P. (2009), Contemporary Issues in Technology and Teacher Education. 9(1), 60-70
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## **SEMESTER 1**

### **EDU.04 .4 : THEORETICAL BASE OF SANSKRIT LANGUAGE EDUCATION[60Hours+30Hrs]**

#### **COURSE OUTCOMES**

- CO1 To develop perspectives on the study of Sanskrit in the global context
- CO2 To acquire theoretical knowledge and skills in the learning of Sanskrit language
- CO3 To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background
- CO4 To analyze and prepare a report on the learning of Sanskrit at school level
- CO5 To familiarize with the psychological theories and its application of teaching Sanskrit
- CO6 To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit
- CO7 To understand the aims and objectives of Sanskrit language teaching
- CO8 To compare the curriculum of NCERT with SCERT
- CO9 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]**

LEARNING OUTCOMES	CONTENT	STRATEGIES/ APPROACHES	ASSESSMENT AND EVALUATION
<p>To develop perspectives on the study of Sanskrit in the global context.</p> <p>To acquire theoretical knowledge and skills in the learning of Sanskrit language.</p>	<p>-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.</p> <p>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-Scaffolder-Mentor-Motivator-Social Engineer-Reflective Practitioner etc.</p>	<p>Meaningful Verbal expression.</p> <p>CAI</p> <p>Explanations and Narrative Demonstrations etc. Develop suitable environment for communication. Supply materials for loud reading.</p> <p>Comprehensions and paragraphs. Written competitions. Listening stories and poems, summarise and recite.</p> <p>Comparisons with the learning of English as second language, Malayalam as first language.</p> <p>Presentation.</p> <p>Lecture method. Explanation. Narration.</p> <p>Group discussion and Presentation.</p>	<p>-Portfolio and performance.</p> <p>-Analyze the performances-</p> <p>-Participant observation-</p> <p>-</p> <p>Individual assessment-Prepare power point presentation in the given topic.</p> <p>-Participant observation.</p> <p>Observation.</p> <p>*CE-Seminar-5-marks.</p>

**UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE[12Hours+7Hours]**

LEARNING OUTCOMES	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
<p>To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background.</p> <p>To analyze and prepare a report on the learning of Sanskrit at school level.</p> <p>To familiarize with the psychological theories and its application of teaching Sanskrit.</p>	<p>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 Behaviourism                      –imitation,repitition,re-inforcement-[Skinner-Pavlov-Thorndike]-Cognitivism-Schema - [Bruner-Piaget] –Constructivism ZPD-Scaffolding, Mental processes [Vygodsky –Gardener]-Chomsky-LAD-Universal grammer -Krashens Hypotheses-Multiple intelligence-Neuro- linguistic programming.</p>	<p>Meaningful verbal expressions. Lecture cum discussions.</p> <p>Narrative expressions. Collection of Literature.</p> <p>Questionnaire to teachers and students.</p> <p>Lecture cum discussions.</p> <p>-Presentation- Meaningful verbal expressions. Group Discussions.</p>	<p>Role performance.</p> <p>Individual assessment.</p> <p>References.</p> <p>Presentation of report and Participant observation.</p> <p>Observations.</p> <p>-Analyze the performance-Power point presentation.</p> <p>-Participant observation-</p> <p>*CE-Practicum-10 marks.</p>

**UNIT III AIMS AND OBJECTIVES OF TEACHING SANSKRIT[14HOURS+10HOURS]**

LEARNING OUTCOMES	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
<p>To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit.</p> <p>To understand the aims and objectives of Sanskrit language teaching.</p> <p>To compare the curriculum of NCERT with SCERT.</p>	<p>Blooms taxonomy of educational objectives [revised] with special reference to Sanskrit</p> <p>.Aims and objectives of Sanskrit language teaching at different levels-Academic schools- Oriental Sanskrit schools-Higher secondary-Second 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..</p>	<p>-Discussions-Lecturing. CAI cum Discussion.</p> <p>Lecture method and Collaborative learning- Assignment and Discussion.</p> <p>-Analyze the peer instruction-</p> <p>Narrative expression and self experience-</p>	<p>Analyze the Group discussion and Participant observation.</p> <p>Participant observation. Role performance.</p> <p>Participant observation.</p> <p>Oral assessment. Discussion Lesson Templates-5-15marks. Demonstration-3 Criticism-3 Observation of model video Lessons-2-and reporting-10 marks.</p>

**UNIT IV METHODS AND STRATEGIES OF TEACHING SANSKRIT[20HOURS+7HOURS]**

LEARNING OUTCOMES	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND AND EVALUATION
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.

Continuous Evaluation(CE) =25Marks

1.Practicum-1 =5Marks

2.Seminar/Presentation-1=5Marks

3.Reading and Reflecting on any text=10Marks

4.Mid Semester Exam=5Marks.

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**SEM-I EDU-0.5: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-SANSKRIT[60HOURS+30HOURS]**

**COURSE OUTCOMES**

- CO1 To acquire knowledge in analysing the pedagogic and the linguistic content of Sanskrit Text Books.
- CO2 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].
- CO3 To develop essential skills in LSRW and core skills based on micro Teaching.
- CO4 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]**

LEARNING OUTCOMES	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT/EVALUATION
To acquire knowledge in analysing the pedagogic and the linguistic content of Sanskrit Text Books.	<p>*Pedagogic Analysis-scope, Principles and objectives.</p> <p>*Pedagogic content knowledge-Scope in teaching and learning.</p> <p>Content analysis on the basis of Blooms taxonomy.</p> <p>Concept of objective based instruction and Evaluation.</p> <p>Instructional objectives ,specification, Issue based learning and Outcome based Learning in Sanskrit.</p> <p>Analysis of Linguistic content[vocabulary, synonymous, Anonymous, Gender, Singular, Plural words, ideoms, and phrases]</p> <p>Grammar ,Subanthatas Thinganthatas-Cases-Tenses-and moods [प्रकार]s].</p> <p>Comparative study of Structure of sentences, in Hindi and Malayalam with Sanskrit.</p>	<p>-Presentation-</p> <p>-Meaning full verbal expression-</p> <p>Group discussions.</p> <p>-Presentation-</p> <p>-Presentation-</p> <p>Grammar Translation method.</p>	<p>-Role performance-</p> <p>Role performance-</p> <p>Analyze and Participant observation</p> <p>Observation.</p> <p>Observation.</p> <p>Role performance.</p> <p>*Subject associated activity—5Marks.</p>

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

LEARNING OUTCOMES	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
<p>1. 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].</p>	<p>. pedagogic analysis of lesson – meaning and principles of content analysis – subject matter and language learning experiences – evaluation –Importance of planning in Education. Different approaches in Lesson planning. [Herbartian, Constructivistic, Issue based, Outcome based]- lesson planning-objective based and outcome based Lesson plans – Year plan-unit-plan-Daily Lesson plan-Lesson Templates [Prose [Stories, drama. Essays, Conversations, Narrations, etc. Poetry, Grammar, Alenkara , and Vretta.] - model class-</p>	<p>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. Demonstration class.  Expert Lessons-Video observation and reporting.[any two]</p>	<p>. 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] • observation of video lesson and reporting</p>

**UNIT III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT[16HOURS+6HOURS]**

Learning outcomes	contents	Strategies , Approaches	Assessment
1. To develop essential skills in LSRW and core skills based on micro Teaching.	<p>Observation and practice of Listening s LSRW. .</p> <p>Meaning of micro teaching – objectives of micro teaching – Meaning and concept.</p> <p>Concept-Phases and Circles -skill based practice – 7 skills [core skills.]</p> <p>1. stimulus variation</p> <p>2.questioning</p> <p>3. re-inforcement</p> <p>4. Using blackboard.</p> <p>5. Introduction.</p> <p>6. Explaining.</p> <p>7. Using teaching aids.and Three any other skills. One skill per student,include skills for modern classrooms.</p>	<p>- Lecture method demonstration and practice.</p> <p>Group discussion-observations-presentation – narrative expression session in small groups –</p> <p>Makes trainee recall the art of teaching – use film related teaching skills ,web based resources –</p> <p>Individual Performance.</p> <p>Recording.</p>	<ul style="list-style-type: none"> <li>● Performance in group discussion</li> <li>● participation -</li> <li>● Observation-</li> <li>● -optional level focused groups discussion –</li> <li>● entry recorded in reflective journals –</li> </ul> <p>Micro teaching 2 skills-15marks.</p> <p>observation of recorded performance of individual students.</p> <p>Practical -10 Marks.</p>



**UNIT IV :RESOURCES IN TEACHING AND LEARNING OF SANSKRIT[13HOURS+6HOURS]**

LEARNING OUTCOMES	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To appreciate the use of audio-visual aids, ICT, internet and Technology.	The importance of Teaching aids in learning process-design and development-Learning support resources- pictures-charts-Flash cards-Models –News papers and Journals-Documentary-Audio-video clips-Interactive board- LCD Projector- Internet- Language lab-Resource mapping.	Lecturing and Demonstration of teaching aids. Discussion. Group activities.  Preparation of learning aids in workshops.  Demonstration and observation of Language lab.  Preparation and practice of lesson plans based on ICT, internet, and different audio –visual aids.	Participant observation.  Role performance  Participation.  Role performance.  Participation.  Competence to use this language lab Performance of students. Examination of lesson templates .  Test-5 Marks. Field trip-10 marks.

Continous Evaluation (CE)=25Marks

1.Observation of model video lessons and reporting-2 –Teacher Monitored=5 Marks

2.Practical-1=5 Marks

3.Test-Mid semester exam=5 Marks.

4.Subject Association activity=5 Marks

5.Practicum=5Marks.

- Models of Teaching-Bruce Joyce-Mersha Wein.
- Introduction of Educational Psychology,K.Sambath,aPanneer Selvam,S.Santhanam.
- Essentials of Educational Technology-Teaching Learning Innovations in Education,J.C.Agarwal.
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- Allen .d andRyan.k.(1969)Micro teaching London,Adison Wesley. o
- Mathrubhasha bodanam p ravanathakalum reethikalum,Bindu.C.
- Taxonomy of Educational objectives,Blooms.B.S.
- Reflections on language-Chom sky.N(1975).
- Audio-visual methods in teaching,Dale1961.
- National Curriculum Frame Work,NCERT (2005)New Delhi.
- Kerala Curriculum Frame work,SCERT Trivandrum.
- Practical Sanskrit grammer, PRD Sarma.
- Tarkasamgraha of Annambhatta.
- First book of Sanskrit and second book of Sanskrit,Bhandarker.
- A Sanskrit grammer for students,A Macdovel.
- Kuvalayanandam –Appayyadikshitha.
- Vrettarethnakaram of Kedarabhatta.
- Sidhanthakaumudi of Bhattogideeshithar.
- -Laghusidhandakaumudi ofVaradarajapandithan.
- -Rasa and Dvani, Dr.A..Sankaran.
- -Kavyaprakasa of Mammata.
- -History of Sanskrit Literature,Keith.
- -Sahityadarpanam, Visvanatha.
- -Sabdabodini ,A.R. Rajarajavarma.
- -Vrethamanjary, Pingalamuni.
- -Teaching Sanskrit with new techniques,Prof.Chalanasarma and Dr.Fathesingh.(1996)(2008).
- -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 ssscience,S.S.Janakikuppu.
- -The problems of Sanskritteaching-Huppanikkar.
- -Samkritasahithyavimarsanam-Dr.NVP.Unnithiri.
- -Keraleeya samskritadyapanavidya-Dr. K.R.Harinarayanan.

- -AUDIO AND VIDEO REFERENCES.
- A work book for Sanskrit learners: DPI 2012 General Education.
- A byasamanjary :CD by DPI
- Vakyamretham :14DVD by DPI.
- Prayogaparichayam :2 CD-DPI.
- Sanskrit related Websights.

## **EDU. 04.5: THEORETICAL BASE OF ARABIC EDUCATION**

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

### **Course Outcomes**

- CO1 On completion of the course the student teacher will be able to :
- CO2 Familiarize with the functional aspects of teaching and learning and the divergent roles expected to be an Ideal Teacher
- CO3 Acquaint with the meaning, nature and characteristics of language
- CO4 Grasp knowledge about the nature and scope Arabic Language
- CO5 Familiarize with the aims and objectives of Arabic Language teaching and learning
- acquaint with the Taxonomy of Educational Objectives
- CO6 Develop the ability to apply theories related to Language teaching
- CO7 Develop Knowledge of acquisition of basic language skills
- CO8 Familiarize with traditional and modern methods, approaches& strategies of language teaching
- CO9 Update Knowledge of current approaches and methods& techniques of teaching
- CO10 Develops the ability to choose the effective Methods, Approaches, strategies techniques for classroom teaching
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### **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 1: General Introduction to Teaching and Learning**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
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	<ul style="list-style-type: none"> <li>• Language Learning : Perspectives</li> <li>• Teaching and Learning : its Nature and significance</li> <li>• Maxims of Teaching</li> <li>• Learner and Teacher</li> <li>• Inter dependence of Teaching &amp; Learning.</li> <li>• Changing concept of Teaching, learning , classroom environment;</li> <li>• CWW (classroom without walls),</li> <li>• Language teacher competencies</li> </ul>	Introductory Lecture  Discussion  Group Discussion  Observation  Narration	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignments</li> <li>• TE</li> </ul>

**UNIT II: NATURE AND DEVELOPMENT OF ARABIC LANGUAGE**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. The Student Teacher will be able to acquaint with the meaning, nature and characteristics of language  2. The student teacher will be able to grasp knowledge about the nature and scope Arabic Language	<ul style="list-style-type: none"> <li>• Language : Meaning, definitions</li> <li>• Characteristics and functions</li> <li>• Language and Culture</li> <li>• Basic Concepts: Morphology, Phonology, Syntax, semantics.</li> <li>• First Language, Second Language &amp; Foreign</li> </ul>	Lecture  Discussion  Debate  Seminar	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignments</li> <li>• Seminar reports</li> <li>• TE</li> </ul>

<p>3. To develop Knowledge of acquisition of basic language skills</p>	<p>language</p> <ul style="list-style-type: none"> <li>• Arabic as a Second language&amp; foreign Language</li> <li>• Nature and Scope of Arabic Language</li> <li>• Need &amp; Significance of Arabic Language teaching and learning</li> <li>• Problems of learning Arabic as a second language</li> <li>• Acquisition of Language</li> <li>• Language Skills: LSRW</li> <li>• Receptive skills &amp; Productive skills</li> <li>• Listening skill ; Significance of listening</li> <li>• Speaking skill :Importance of speaking, Pronunciation</li> <li>• Reading skill: Importance of reading skill</li> <li>• Types of reading :Loud Reading, Silent Reading; advantages</li> <li>• Intensive reading, Extensive reading; advantages</li> <li>• Skimming and scanning</li> <li>• Writing Skill: Importance of writing skill</li> <li>• Types of writing, Characteristics of good handwriting</li> <li>• Reference &amp; Study Skills:</li> <li>• Importance of reference and study skills</li> <li>• Use of dictionaries &amp; encyclopedias</li> <li>• Online references</li> </ul>	<p>Brainstorming</p>	
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### UNIT III: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. The student teacher will be able to acquaint with the aims and objectives of Arabic language teaching	<ul style="list-style-type: none"> <li>• Aims and Objectives of Teaching and learning Language</li> <li>• Socio- cultural &amp; utilitarian aims</li> <li>• Principles of Language Learning</li> <li>• Objective Based Instruction</li> <li>• Blooms Taxonomy of Educational Objectives (original &amp; revised)</li> <li>• Objectives and Specifications</li> <li>• Outcome based Learning (OBL)</li> <li>• Developing communicative competencies</li> </ul>	Lecture Interactive session Discussion Debate Online reference	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignments/</li> <li>• Project</li> <li>• TE</li> </ul>

### UNIT IV: METHODS AND STRATEGIES OF TEACHING ARABIC LANGUAGE

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. The student teacher will be able to develop the ability to apply theories related to Language teaching 2. Familiarize with the traditional & modern methods, approaches, techniques of language teaching 3. Develop the ability to choose the	<ul style="list-style-type: none"> <li>• Application of Psychological Principles :</li> <li>• Behaviourism, Cognitivism, Constructivism, Social constructivism, Chomskyan Concept ( LAD &amp; Universal Grammar)</li> <li>• Approaches, Methods &amp; Techniques</li> <li>• Traditional and Modern Methods:</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Debate</li> <li>• Video lesson observation</li> <li>• Online reference</li> </ul>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignments</li> <li>• TE</li> </ul>

<p>most suitable methods, Approaches, strategies and techniques in Arabic language teaching and learning</p>	<ul style="list-style-type: none"> <li>• Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach,</li> <li>• Communicative Approach, Play way Method, Project Method</li> <li>• Role play , Dramatization, Narrative strategies</li> <li>• Discourse based language learning, Learning by doing, Activity Based Teaching and Learning</li> <li>• Approaches/ Methods of teaching Language elements:</li> <li>• Inductive and deductive methods, Functional and formal grammar</li> <li>• Approaches, Methods &amp; Techniques of teaching Language skills :</li> <li>• Listening Skill , Speaking skill developing speaking &amp; Listening Skills,</li> <li>• Causes of bad pronunciation, Techniques of teaching good pronunciation</li> <li>• Methods and techniques of teaching Reading skill</li> <li>• Methods and techniques of teaching Writing skill: Dictation, Creative writing, Editing Process</li> <li>• Critical Evaluation of the Methods of Teaching</li> </ul>		
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## References:

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Becoming Better Teachers: Micro Teaching Approach, Sahitya Mudranalaya , Ahmadabad
- Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
- Thareeqathu Thadreesi Wa strateejyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
- Al Mawajjah Al Fanni LiMudarissee 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
- Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiyya
- Thuruqu thadrees al lugha al Arabiyya 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 thaalum: Dr. Muhammed Assam Tharbay , Dar Hammurabi llnashri wa thouzeea
- Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi llnashri wa thouzeea
- Providing teachers effective strategies for using technology techrends: 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
- 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 lla Tharbiya al muthamayyizeena wal Mauhoobeen, Dar al fikar lial thibaa wa Nashr
- Thaqniyyath al thaaleem( Mafhoomuha wa दौरها fi thahseeni amaliyyath al thaaleem wa thaalum: Badar Salih
- Al tharbiya wa thuruqu thadrees: Salih Abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
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- Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
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## **EDU. 05.5 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-ARABIC.**

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

### **Course Outcomes**

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

- CO1 Acquaint with an understanding of pedagogic content knowledge analysis
- CO2 Familiarize with the nature of the content /text book and analyze it pedagogically
- CO3 Develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching
- CO4 Develop knowledge of the importance of planning in teaching
- CO5 Develop the ability to design lesson templates incorporating the relevant objectives and activities
- CO6 Acquire the ability to plan lessons and use in classroom teaching
- CO7 Develop the ability to apply suitable Teaching Aids in classroom teaching

### **Contents**

**UNIT I : INTRODUCTION TO PEDAGOGI 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):**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1. The student teacher will be able to develop an understanding of pedagogic content knowledge Analysis</p> <p>2. Familiarizes with the nature of text bookand analyses pedagogically</p>	<ul style="list-style-type: none"> <li>• Content Knowledge and Pedagogic Knowledge</li> <li>• Pedagogic Content Knowledge</li> <li>• Pedagogic Content Knowledge analysis: scope, principles and objectives</li> <li>• Steps involved in pedagogic content knowledge analysis</li> </ul>	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignments/ project</li> <li>• TE</li> </ul>

	<ul style="list-style-type: none"> <li>• Pedagogic Analysis of language discourses :Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, write-up, profile, biography, essay, story, Quran &amp; Hadith, narration etc.</li> <li>• Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric &amp; prosody etc.</li> <li>• Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala from 6<sup>th</sup> std to 12<sup>th</sup> std</li> <li>• Critical Analysis of Arabic H B&amp; TB for VIII to X std of the state schools</li> </ul>	<p>Observation</p> <p>Narration</p>	
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### UNIT II: Planning and Designing of Lesson Templates

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. Develop knowledge of the importance of planning in teaching</li> <li>2. Acquire the ability and skills to plan lessons and use in classroom teaching</li> <li>3. Develop the ability to design lesson plans incorporating the relevant objectives and activities</li> </ol>	<ul style="list-style-type: none"> <li>• Planning in Teaching : Importance of planning in teaching</li> <li>• Objectives of Planning Different levels of Planning :Year plan, Unit plan, lesson plan</li> <li>• Planning and designing of lesson templates</li> <li>• Steps involved in preparing lesson template</li> <li>• Designing lesson templates for different language discourses&amp; language elements</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Lecture</li> <li>• Discussion</li> <li>• Group Discussion</li> <li>• Observation</li> <li>• Narration</li> </ul>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignments/ project</li> <li>• TE</li> </ul>

### UNIT III: ESSENTIAL REQUIREMENTS OF TEACHING ARABIC LANGUAGE

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. Familiarizes with ways of employing teaching skills for effective teaching</li> <li>2. Practice teaching skills</li> <li>3. And apply it effectively</li> </ol>	<ul style="list-style-type: none"> <li>• Teaching Skills :Pre teaching skills &amp; post teaching skills</li> <li>• Core skills in teaching : stimulus variation, introducing ,explaining, questioning, response management,</li> <li>• Application of ICT skills / Black Board, White Board, &amp; Interactive Board</li> <li>• Practicing teaching skills :</li> <li>• Micro Teaching: the concept, Micro teaching cycles, Link practice</li> <li>• Preparing of Micro Teaching Lesson Plans</li> </ul>	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p> <p>Observation</p> <p>Narration</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignments</li> <li>• TE</li> </ul>

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. Familiarizes with ways of developing different teaching aids and applying in classroom Teaching</li> <li>2. Acquire the ability to apply suitable Teaching Aids in classroom teaching</li> </ol>	<ul style="list-style-type: none"> <li>• Teaching Learning Materials(TLM) : Psychological Bases</li> <li>• Teaching aids, its design and development :</li> <li>• Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids</li> <li>• Language Lab.</li> </ul>	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p> <p>Observation</p> <p>Narration</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Workshop products</li> <li>• Observation</li> <li>• Reports</li> <li>• collections</li> <li>• TE</li> </ul>

	<ul style="list-style-type: none"> <li>• Activity Aids: Jama'iyyathul Arabiyya al adabiyya, nadiyathu lluga, majallathul arabiyya wal jidariyya</li> <li>• wa nuskhiyya, idaathul arabIyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleef wa thasdeer</li> <li>• Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyyathul qiraa etc.</li> <li>• Teaching Learning Resources:TB &amp; HB, its characteristics and qualities</li> <li>• Other resources: Supplementary Readers, Teacher's Handbook &amp; other Online resources</li> </ul>		
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#### References:

- Al Muallim al Najih:, Dr. Abdullah al Amiri, Dar Usama li -nashir wa thouzeea'
- Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
- Thuruqu thadrees al lugha al Arabiyya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA
- Thaaleemu 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 stratejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
- Al Mawajjah Al Fanni LiMudairisee 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
- Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiyya
- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaaluum: Dr. Muhammed Assam Tharbay , Dar Hammurabi lilynashri wa thouzeea
- Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi lilynashri wa thouzeea
- Providing teachers effective strategies for using technology techrends: Brown B& Henscheid
- Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilynashri
- Wasaail al lthisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar

- Al thadrees wa ladad 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 muthamayzeena wal Mauhooben, Dar al fikar lial thibaa wa Nashr
- Thaqniyyath al thaaleem( Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaallum: Badar Salih
- Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilbuhuzu thabaviyya wathadreeb
- Al tharbiya wa thuruqu thadrees: Salih Abdul Azeed & Abdul Azeed Abdul Majeed; Dar al Maarif, Al Qahira
- Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
- Al Muwajjah al Amali li Mudarriisee al Lugha Al Arabiyya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairoot
- Taxonomy of Educational Objectives : Bloom ,B.S.et al (1968)Handbook , D.Mc , New York
- A taxonomy of learning, teaching & assessing: A Revision of Blooms taxonomy of educational objectives : Anderson, LW& Krathwohl, DR(2001), New York, Longman
- Teaching Strategies: A guide to better instructions, HMCo. New York

## EDU 04.7 : THEORETICAL BASE OF MATHEMATICS EDUCATION

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

### Course Outcomes:

- **CO 1 To make the novice student teachers understand the scope and nature of Mathematics teaching at different levels of learning**
- **CO2 To introduce Mathematics teacher with a futuristic perspective as an agent of social change**
- **CO3 To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Mathematics**
- **CO4 To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Mathematics**

### Contents:

**Unit I: Nature and Development of Mathematics Education**

**Unit II: Introduction to teaching and learning**

**Unit III: Aims and Objectives of Teaching Mathematics**

**Unit IV: Methods and strategies of teaching Mathematics**

### Unit I: Nature and Development of Mathematics

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
1. To familiarise with various definitions of Mathematics  2. To understand the nature and scope and characteristics of Mathematics  3. To acquaint with development of Mathematics	<p><b>*Meaning and Definition of Mathematics</b></p> <ul style="list-style-type: none"> <li>_ Nature and scope of Mathematics</li> <li>_ Characteristics of Mathematics</li> <li>- Language of Mathematics</li> <li>- Role intuition</li> <li>- inductive and deductive reasoning</li> </ul> <p><b>*Development of Mathematics</b></p> <ul style="list-style-type: none"> <li>- Human needs as the basis of growth of Mathematics.</li> <li>-as a structured science-undefined terms, postulates, axioms and theorems</li> <li>-pure and applied mathematics</li> </ul>	Meaningful Verbal Explanation  Group Discussion  Peer tutoring  reflective dairy  Collaborative Interaction and Role Play	Analysis of students Performance  _ Peer Evaluation  _ Poster Presentation  Evaluation of

<p>4. To inquire into the Contributions of great Mathematicians</p> <p>5. To understand the values of learning Mathematics</p> <p>6. To identify different types of correlation of Mathematics</p>	<p>-Euclidian and non-Euclidean Geometry</p> <p><b>*Values of learning Mathematics</b></p> <p>- Utilitarian, - Disciplinary, -Cultural, Aesthetic, Social, Moral, International etc.</p> <p><b>*Correlation of Mathematics with</b></p> <p>– life, other subjects and different branches of the same subject</p> <p><b>*Contributions of great Mathematicians-</b></p> <p>-Pythagoras, -Rene Descartes, - C.F.Gauss, - Aryabhata, -Bhaskaracharya, -Brahmagupta, -SreenivasaRamanujam and SangamagramaMadhavan</p>	<p>Power point Presentation</p> <p>Assignments</p> <p>Brain storming</p> <p>Group discussions</p> <p>Seminar</p>	<p>reflective dairy</p> <p>Questioning</p> <p>Class tests</p>
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### Unit II: Introduction to teaching and Learning

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
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<p>1.To Know how children learn mathematics</p> <p>2.To understand the various roles of mathematics teacher</p> <p>3.. To generate a knowledge of phases of teaching</p> <p>4.. To understand the qualities of a good mathematics teacher</p> <p>5.. To acquaint with the oncept of classroom without walls</p>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Learning process of Mathematics</li> <li>• Stages of learning <ul style="list-style-type: none"> <li>-Experience with physical objects(E)</li> <li>- Language that describes experience (L)</li> <li>- Pictures that represent experience (P)</li> <li>-Written symbols that generalise experience(S)</li> </ul> </li> <li>• Role of mental math</li> </ul> <p><b>Teacher</b></p> <p>Role-*Knowledge worker</p> <p>*Facilitator</p> <p>* Mentor</p> <p>*Social Engineer</p> <p>Qualities of a good Mathematics teacher</p> <p><b>Teaching</b></p> <p>*Phases of teaching</p> <ul style="list-style-type: none"> <li>- (Pre-active,Interactive and Post- active teaching )</li> </ul> <p>* Maxims of Teaching /Learning</p> <p><b>Class Room</b></p> <ul style="list-style-type: none"> <li>• Changing concept of classroom environment (changes in approaches and role of teacher)</li> </ul>	<p>Meaningful Verbal Explanation</p> <p>Group Discussion</p> <p>Peer tutoring</p> <p>Power point presentation</p> <p>Assignments</p>	<p>Performance assessment in group discussion</p> <p>_ Tests</p> <p>_ Peer evaluation</p> <p>_ Evaluation of assignments</p>
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### Unit III: Aims and Objectives of Teaching Mathematics

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
<p>1.To understand the aims and objectives of teaching mathematics</p> <p>2. To introduce the Bloomstaxonomy of educationalobjectives under three domains</p> <p>2. To familiarise with the revisedversion of</p>	<p>*Aims of teaching Mathematics</p> <p>*Meaning of objectives.</p> <p>* Instructional objectives and Specifications</p> <p>*Concept of Objective based instruction</p> <p>* Blooms taxonomy of educational objectives Cognitive domain, Affective domain, and Psychomotor domain</p> <p>* A conceptual overview of revised Bloom’s taxonomy of objectives of teaching/ learning (Anderson and Krawthwohl), 1990.</p>	<p>Meaningful verbal presentation</p> <p>Power point presentations</p> <p>Illustrations</p> <p>Seminars</p> <p>Role play</p>	<p>Performance analysis in groupdiscussions</p> <p>_ Observation</p> <p>_ Participation in the Seminarasessions</p> <p>_ Examples cited in their lecture note</p>

<p>Bloom's taxonomy of educational objectives</p> <p>3. To compare and contrast the objectives of teaching mathematics listed in NCF and KCF</p>	<ul style="list-style-type: none"> <li>• Bloom's digital taxonomy</li> <li>• Objectives of teaching mathematics as enumerated by NCF(2005) and KCF(2007)</li> </ul>	<p>Collaborative and Cooperative learning strategies</p>	<p>_ Questioning</p> <p>_ Summative evaluation</p> <p>_ Participation in the Seminar sessions</p>
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#### Unit IV: Methods and strategies of teaching Mathematics

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To understand various methods and approaches, useful for effective transaction of mathematics</p> <p>2. To familiarise with various techniques useful for individualising Mathematics instruction</p>	<p><b>*Methods and approaches</b>            Procedure, merits &amp; demerits of:            - Lecture method            - Inductive Deductive method            - Analytic -Synthetic method            - Laboratory method            - Heuristic approach            Concept of Questioning            Features of good questions and Good questioning</p> <p><b>*Techniques for individualising instruction</b>            - Assignments            - Supervised study            - Drill work            - Dalton plan</p>	<p>Group discussions</p> <p>Role play</p> <p>Meaningful verbal presentation</p> <p>Collaborative and Cooperative learning strategies</p> <p>Power point presentations</p>	<p>Participant observation</p> <p>Performance assessment in classroom activities</p> <p>_ Individual work and in Group work.</p> <p>Summative evaluation</p>

#### Suggested references books :

- \_ Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- \_ Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society.
- \_ Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- \_ James, A. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications, Pvt. Ltd.

- \_ James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- \_ Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching ( 8th ed.)*.New Delhi: PHI Learning Private Limited.
- Kilpatrick, W. H. (1918). The project method. *Teachers College Record*,19, 319-335.
- \_Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot
- Kumar,S.&Ratnalikar,D.N.(2003). *Teaching of Mathematics*. New Delhi: Anmol Publications Pvt. Ltd.
- Liebeck, Pamela. (1990). *How Children Learn Mathematics*. PENGUIN BOOKS
- \_ Mangal, S.K. *Teaching of Mathematics*. Ludhiana: Prakash Brothers Educational Publishers.
- \_ Mustafa, M.(2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- \_ Orton, A. (2007). *Learning Mathematics.(3rd ed.)*. London: Continuum
- \_ Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- \_ Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- \_ Wadhwa, S. (2000). *Modern Methods of Teaching Mathematics*. New Delhi: Sarup& Sons.
- \_ Rao, D.B. &Pushpalatha, D.(1995). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.
- \_ Soman, K. *Ganithasasthrabodhanam*.Thiruvananthapuram: Kerala Bhasha Institute.

**EDU 05.7 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: MATHEMATICS**  
 (Theoretical Discourse - 60 hrs, CE - 30 hrs)

**Course Outcomes:**

- **CO1 To develop practical field based skill and experience in resource development and learning experience designing while transacting the mathematics curriculum**
- **CO2 To infuse an attitude for undertaking the contextual challenges as a Mathematics Education Professional**
- **CO3 To enrich the capabilities of Mathematics teachers during and after the pre service education**
- **CO4 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**

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
1. To provide knowledge on Pedagogic Analysis 2. To identify the requirements for Pedagogic Analysis 3. To develop ability to analyze the content for locating Objectives, Curricular objectives, learning outcomes, pre-requisites, resources, teaching strategies, learning activities and evaluation strategies	<ul style="list-style-type: none"> <li>• Content Analysis – meaning, steps</li> <li>• Pedagogy – meaning and scope</li> <li>• Pedagogic Content Knowledge (PCK)- PCK Analysis –steps (Content Analysis, Learning outcomes, Pre requisites, Teaching-learning processes (Teaching-learning resources, Environmental inputs), Enrichment Activities, Assessment techniques, Assignments.</li> <li>• PCK Analysis of Mathematics content from secondary school syllabus prescribed by SCERT</li> </ul>	Lecturing Collaborative/Cooperative Learning session  Group discussion  Seminars  Narrative Expression  Assignment	Performance analysis in group discussions _ Observation – Participation in the Seminar sessions  _ Assessment of assignment

## Unit II: Essential Requirements for Teaching Mathematics

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To understand the basic skills needed for effective teaching</p> <p>2. To develop the ability to make use of teaching skills by the practice of microteaching</p> <p>3. To understand and practice digital skills.</p>	<p><b>Mathematical Skills</b>            Arithmetic skills            Geometric Skills            Drawing and interpreting graphs and charts            HOT skills</p> <ul style="list-style-type: none"> <li>• <b>Microteaching Skills</b> (set induction, questioning, reinforcement, stimulus variation, using black board, explanation etc)</li> </ul> <p>Microteaching lessons- Planning and preparation of</p> <ul style="list-style-type: none"> <li>- Microteaching lesson plans</li> <li>- Practicing Microteaching skills</li> </ul> <ul style="list-style-type: none"> <li>• Link Practice</li> </ul> <p><b>Digital skills</b>            -identify and practice digital skills for teaching</p>	<p>Meaningful verbal presentation            Group discussion</p> <p>Brain storming            Illustration of skills            Simulation            Video clippings/video lessons</p>	<p>_ Assessment of reflective diary</p> <p>_ Performance analysis while practising Microteaching skill discussions</p> <p>_ Observation</p> <p><b>Practicals</b>            o Practice of skills</p>

## Unit III: Planning and Designing of Lesson Templates

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To understand need, importance and stages of planning instructions in mathematics</p>	<p><b>Planning instruction</b></p> <ul style="list-style-type: none"> <li>• Need and Importance of planning,</li> <li>• Stages of planning</li> </ul>	<p>Meaningful verbal Presentation</p> <p>Collaboration/Cooperative Learning session,</p>	<p>_ Questioning</p> <p>_ Performance analysis in group discussions</p> <p>Assessment of practical</p>

2. To develop the ability to plan and design year, unit and lesson plans	-Year plan, Unit plan and Lesson plan  <b>Transition of behaviouristic approach to constructivist approach in lesson planning</b> <ul style="list-style-type: none"> <li>• Preparation of lesson templates in Behaviourist and Constructivist formats</li> </ul>	Group discussion  Reviewing previous lesson plans	records on Discussion, demonstration, criticism lessons.  <b>Practicals</b> <ul style="list-style-type: none"> <li>o Discussion lessons</li> <li>o Observation of video lessons</li> <li>o Demonstration lessons</li> </ul>
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#### Unit IV: Resources in Teaching and Learning Mathematics

Learning Outcomes	Contents/major concepts	Strategies/approaches	Assessment
1. To understand different methods for concretising abstract ideas 2. To understand the need, importance and different types of learning aids in mathematics 3. To provide hands on experience on modern learning supporting gadgets for each student	*concretisation 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.	Meaningful verbal presentation  Group activities  Sessions in small or medium groups  -Video clippings You tube resource tapping Drill and Practice Lab sessions	_ Performance analysis in individual and in group  discussions/tasks _ Questioning  _ Practical tests

#### Suggested references books :

- \_ Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- \_ Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- \_ James, A. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications, Pvt. Ltd.
- \_ James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.

- \_ Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching ( 8th ed.)*.New Delhi: PHI Learning Private Limited.
- \_ Mustafa, M.(2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- \_ Orton, A. (2007).*Learning Mathematics.(3rd ed.)*. London: Continuum
- \_ Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- \_ Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- \_ Wadhwa, S. (2000). *Modern Methods of Teaching Mathematics*. New Delhi: Sarup& Sons.
- \_ Rao, D.B. &Pushpalatha, D.(1995). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.
- \_ Mangal, S.K. *Teaching of Mathematics*. Ludhiana: Prakash Brothers Educational Publishers.
- \_ Kumar,S.&Ratnalikar,D.N.(2003). *Teaching of Mathematics*. New Delhi: Anmol Publications Pvt. Ltd.
- \_ Soman, K. *Ganithasasthrabodhanam*.Thiruvananthapuram: Kerala Bhasha Institute.

## **EDU- 04.8: THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION**

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

### **Course Objectives:**

- To make the novice student teachers understand the nature and scope of Science education
- To introduce the challenging career of Science teacher with a futuristic perspective as an agent of social change
- To understand the aims and objectives of learning science in the developmental age
- To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Physical Science
- To apply suitable methods, strategies and techniques in teaching and learning of Physical Science

### **Contents:**

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



### Unit 1: Nature and Development of Science Education (10+5=15 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To understand the nature and scope of science</li> <li>2. To familiarize with the evolution of scientific achievements</li> <li>3. To identify and highlight the contributions of scientists in India and abroad</li> <li>4. To appreciate the contributions given by the Indian women scientists</li> <li>5. To familiarize with the evolution of teaching of science</li> <li>6. To identify the role of science for sustainable development</li> </ol>	<ul style="list-style-type: none"> <li>• Nature of science- science as a product and process, science as an attitude - Scientific attitude and Scientific temper, Scientific literacy- science as a method - Scientific Method - Steps, Elements- Logical and Technical aspects, Mill's Canons of Induction, Transfer of training</li> <li>• Scope of science-Values (intellectual, social, practical, disciplinary, recreational, moral, aesthetic).</li> <li>• Development of science in ancient, medieval and modern periods.</li> <li>• Contributions of scientists- Einstein, Newton, Lavoisier, Mendeleev, Rutherford, C.V.Raman, M.N. Saha. P.C.Ray, APJ Abdul Kalam, G. Madhavan Nair, ECG Sudarshan, Kalpana Chawla, Sunitha Williams, Tessy Thomas.</li> <li>• Evolution of science education – General science and subject specific</li> <li>• Emerging branches in science-Nanotechnology, Bioinformatics, information Technology, Geoinformatics</li> <li>• Science for sustainable development</li> </ul>	<p style="text-align: center;">Seminar</p> <p style="text-align: center;">Group discussion &amp; tool preparation</p> <p style="text-align: center;">Problem solving</p> <p style="text-align: center;">Reflective practices</p> <p style="text-align: center;">Document analysis</p> <p style="text-align: center;">Personality profile presentation</p> <p style="text-align: center;">Creative blog</p> <p style="text-align: center;">Trend analysis</p> <p style="text-align: center;">Seminar Module preparation</p>	<ul style="list-style-type: none"> <li>• Document analysis</li> <li>• Posters</li> <li>• Online assessment</li> <li>• Quiz programme</li> </ul>

## Unit 2: Aims and Objectives of Teaching Physical Science (20+4=24 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To acquaint with the aims and objectives of teaching physical science 2. To understand the different taxonomies of instructional objectives	<ul style="list-style-type: none"> <li>• Aims and Objectives of teaching physical science – knowledge construction, skill acquisition and developing career interest</li> <li>• Objective based instruction- Instructional objectives, Specific objectives, learning experience, Evaluation</li> <li>• Taxonomy: Basic concepts of objectives of affective, psychomotor and cognitive domain</li> <li>• Bloom's Taxonomy, 1956.</li> <li>• Revised Bloom's Taxonomy (Anderson and Krawthwohl), 1990.</li> <li>• Mc Cormack and Yager Taxonomy of Science Education, 1989 - Process skills–Basic and integrated skills</li> <li>• Bloom's digital taxonomy ( Andrew Churches, 2008)</li> </ul>	Meaningful verbal expression  Narrative expression sessions in small or medium groups  Seminar  Digital presentation  Blog searching  Reflective practices  Peer tutoring	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Participation in group discussions</li> <li>• Participant observation</li> <li>• Tests</li> <li>• Blog posting</li> </ul>

### Unit 3: Introduction to Teaching and Learning (10+5=15 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To acquaint student teachers with the process of teaching learning in the changing scenario</li> <li>2. To familiarize with the maxims of teaching</li> <li>3. To understand the concept of learning given by behaviourists, cognitivists and constructivists</li> <li>4. To acquaint with the qualities, duties and responsibilities of science teacher</li> <li>5. To understand the changing roles of teacher in the present scenario</li> <li>6. To familiarize with the changing classroom environment</li> </ol>	<ul style="list-style-type: none"> <li>• Teaching – phases (pro-active, interactive and post active- Glaser), maxims of teaching.</li> <li>• Learning - definitions based on behaviourism, cognitivism and constructivism.</li> <li>• Interdependence of teaching and learning – Effective teaching and factors affecting (Teacher, Learner and Environment).</li> <li>• Science teacher - qualities, duties and responsibilities. Multiple roles of teacher - Teacher as a leader, knowledge worker, facilitator, supervisor, mentor, scaffolder, social engineer and reflective practitioner.</li> <li>• Changing concept of classroom environment – Virtual Learning Environment(VLE) and classroom with and without walls (changes in approaches and role of teacher)</li> </ul>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Narrative expression sessions in small or medium groups</p> <p>Reflective thinking &amp; Seminar</p> <p>Video analysis Web based learning</p> <p>Creative blog</p>	<ul style="list-style-type: none"> <li>• Analysis in group discussion</li> <li>• Participant observation</li> <li>• Debate</li> <li>• Reflective journal</li> <li>• Tests</li> </ul>

#### Unit 4: Methods and Techniques in Physical science Teaching (20+6=26 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand methods, strategies and techniques of teaching Physical Science 2. To apply different strategies and techniques in teaching	<ul style="list-style-type: none"> <li>• Methods, Strategies and Techniques in teaching</li> <li>• Teacher centred methods- Lecture method, Lecture demonstration method</li> <li>• Learner centred methods - Laboratory method, Guided discovery method, Project Method, Deductive method, Inductive method, Problem Solving Method</li> <li>• Techniques of teaching Physical Science-Debate, Seminar, Symposium, Discussion, Buzz section, Brain storming, Simulation, Role play.</li> </ul>	Meaningful verbal expression  Group discussion  Peer instruction  Project  Brain storming  Explicit teaching	<ul style="list-style-type: none"> <li>• Analysis in group discussion.</li> <li>• Participant observation.</li> <li>• MCQ based discussion.</li> <li>• Graphic Organizer Designing.</li> </ul>

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## **EDU - 05.8 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : PHYSICAL SCIENCE**

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

### **Course Outcomes:**

- CO1 To develop practical field based skill and experience in resource development and learning experience designing while transacting the science curriculum
- CO2 To infuse an attitude for undertaking the contextual challenges as a Science Education Professional
- CO3 To enrich the capabilities of prospective science teachers during and after the pre-service education
- CO4 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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning</p> <p>2. To understand the steps involved in PCK analysis</p> <p>3. To apply the principles of pedagogic analysis.</p>	<ul style="list-style-type: none"> <li>• Content Analysis – meaning, steps</li> <li>• Pedagogy – meaning and scope</li> <li>• Pedagogic Content Knowledge (PCK)- PCK Analysis –steps (Content Analysis, Learning outcomes, Pre requisites, Teaching-learning processes (Teaching-learning resources, Environmental inputs), Enrichment Activities, Assessment techniques, Assignments.</li> <li>• PCK Analysis of Physical science content from secondary school syllabus prescribed by SCERT</li> </ul>	<p>Meaningful verbal Expression</p> <p>Group discussion</p> <p>Turn around</p> <p>K-W-L charting</p> <p>Document writing</p> <p>Net surfing</p>	<ul style="list-style-type: none"> <li>• Analysis in group discussion</li> <li>• Assessment of optional notebook entries</li> <li>• Open forum</li> <li>• Peer evaluation</li> </ul>

**Unit 2: Essential Requirements of Teaching Physical Science (25+25=50 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To acquaint with the planning of instruction</li> <li>2. To develop understanding of different types of planning</li> <li>3. To design lesson templates based on different formats</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Competencies-Subject competencies, Pedagogical competencies, Technological competencies</li> <li>• Teaching skills</li> <li>• Microteaching - Definitions and meaning, principles, steps, microteaching cycle</li> <li>• 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.</li> <li>• Link Practice</li> </ul>	<p>Meaningful verbal Expression</p> <p>Group discussion</p> <p>Explicit teaching</p> <p>Peer tutoring</p>	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Assessment of optional note book entries</li> </ul>

**Unit 3: Planning and Designing of Lesson Templates (20+15=35 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To acquaint with the planning of instruction</li> <li>2. To develop understanding of different types of planning</li> <li>3. To design lesson templates based on different formats</li> </ol>	<ul style="list-style-type: none"> <li>• Planning- Need and Importance.</li> <li>• Different types of planning- Purposes and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Herbartian steps Behaviourist and Constructivist formats</li> </ul>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Explicit teaching</p> <p>Peer tutoring</p>	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Assessment of optional notebook entries</li> </ul>

**Unit 4: Resources in Teaching and Learning of Physical science (15+10=35 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand the importance of learning aids and improvised aids in learning Physical Science 2. To acquire hands-on experience in designing and developing suitable learning aids for classroom instruction 3. To develop understanding in resource mapping	<ul style="list-style-type: none"> <li>• Learning aids and improvised aids- Importance in science learning</li> <li>• Textbook-Qualities, Vogel's Criteria, Fog Index</li> <li>• Hand book, Source book, Work book, Reference book, Supplementary reading materials</li> <li>• Resource Mapping</li> </ul>	Narrative expression sessions in small or medium groups Document analysis YouTube resource tapping Drill and Practice Lab sessions	<ul style="list-style-type: none"> <li>• Participant observation</li> <li>• Analysis in group discussion</li> <li>• Class test</li> <li>• Material Development Circles</li> </ul>

**Reference**

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## **EDU – 04.9 : THEORETICAL BASE OF NATURAL SCIENCE EDUCATION**

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

### **COURSE OUTCOMES:**

Enable the student teacher:

- CO1 To understand the scope and nature of Natural Science Teaching at different levels of learning.
- CO2 To acquire the fundamentals of theory and practice of principles and procedures of Teaching and Learning of Natural Science.
- CO3 To understand the concept of teaching- learning process.
- CO4 To introduce the challenging career of science teacher with a futuristic perspective as an agent of social change.
- CO5 To understand and develop skill in selecting appropriate aims and objectives for teaching Natural Science.
- CO6 To familiarize and apply the instructional management strategies of teaching Natural Science.

### **CONTENTS**

**Unit – I : Nature and Development of Science Education**

**Unit – II : Introduction to Teaching and Learning**

**Unit – III : Aims and Objectives of Teaching Natural Science**

**Unit – IV : Methods and Strategies for Teaching Natural Science**

**UNIT: I Nature and Development of Science Education ( 10 +5= 15 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To understand the nature and scope of science</li> <li>2. To familiarize with the evolution of science achievements.</li> <li>3. To understand and highlight the contributions of scientists in biological sciences</li> <li>4. To familiarize the evolution of teaching of science</li> <li>5. To identify the role of science for sustainable development.</li> </ol>	<p align="center"><b>Nature of science-</b></p> <ul style="list-style-type: none"> <li>• Science as a process and product, Science as an attitude-Scientific attitude &amp; Scientific temper, Scientific literacy- science as a method-Scientific method- steps.</li> <li>○ <b>Scope of science-</b> Values ( intellectual, social, practical, disciplinary, recreational, moral, aesthetic).</li> <li>▪ Contribution of scientists – Aristotle, Robert Hooke, Gregor Johhan Mendel, Watson &amp; Crick ,Charles Darwin, Har Gobind Khorana, Dr.Salim Ali , M.S.Swaminathan, Dr.Verghese Kurien, Janaki Ammal.</li> <li>▪ Development of science in ancient, medieval, and modern periods</li> <li>▪ Evolution of science education.</li> <li>▪ Emerging branches in science- Nanotechnology, Bioinformatics, Biotechnology, Geo informatics</li> <li>▪ Science for sustainable development.</li> </ul>	<p>Group discussion.</p> <p>Narrative expression sessions in small or medium groups.</p> <p>Brain storming.</p> <p>Seminar.</p> <p>Personality profile presentation</p> <p>Multimedia approach.</p>	<ul style="list-style-type: none"> <li>• Participation in group discussion.</li> <li>• Document analysis.</li> <li>• Online assessment.</li> <li>• Quiz programme.</li> </ul>

**UNIT.II Introduction to Teaching and Learning (10+5= 15 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To acquaint student teachers with the process of teaching in the changing scenario.</p> <p>2. To familiarize with the maxims of teaching</p> <p>3. To understand the concept of learning given by behaviourists, cognitivists and constructivists</p> <p>4. To develop understanding in Continuing Professional Development</p> <p>5. To familiarize with the changing classroom environment .</p> <p>6. To understand the changing role of teacher in the present scenario.</p>	<ul style="list-style-type: none"> <li>• <b>Teaching</b> -Phases, Maxims of teaching</li> <li>○ <b>Learning-</b> .               <ul style="list-style-type: none"> <li>▪ Definitions based on behaviourism, cognitivism and constructivism.</li> <li>▪ Interdependence of teaching and learning.</li> <li>▪ Changing concept of classroom environment-conducive, learner friendly environment. Virtual Learning Environment (VLE).</li> <li>▪ Science teacher- qualities, duties and responsibilities.</li> <li>▪ Multiple role of teacher- Teacher as a leader, knowledge worker, facilitator ,supervisor, mentor, scaffolder, social engineer and reflective practitioner.</li> <li>▪ Professional growth of science teacher- Continuing Professional Development(CPD)</li> </ul> </li> </ul>	<p>Group discussion</p> <p>Seminar</p> <p>Meaningful verbal expression</p> <p>Narrative expression in small or medium group</p> <p>Creative blog</p> <p align="center">133</p>	<ul style="list-style-type: none"> <li>• Analysis in group discussion.</li> <li>• Participant observation.</li> <li>• Debate.</li> <li>• Reflective journal.</li> <li>• Tests</li> </ul>

**UNIT-III AIMS AND OBJECTIVES OF TEACHING NATURAL SCIENCE (20+4= 24 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To identify the values of science and its transactional potentiality.</p> <p>2. To understand the aims and objectives of teaching Natural Science.</p> <p>3. To understand the different taxonomy of instructional objectives.</p> <p>4. To understand the concept of Objective based Instruction.</p> <p>5. To understand triangular relationship between the instructional objectives, Learning experiences and evaluation.</p>	<ul style="list-style-type: none"> <li>• <b>Broad aims of teaching Natural Science :Awareness about the millennium development goals</b> with special reference to developing scientific literacy(Practical, Civic and Cultural),</li> <li>• Effecting social changes(promoting health and hygiene, Population control,</li> <li>• Eradication of diseases,</li> <li>• Better nutrition(Eradicate extreme poverty &amp; hunger),</li> <li>• Removal of superstitions, Raising the standard of living : bringing science to home and community (longevity of life, decreasing infant mortality rate,</li> <li>• Improve maternal health, health index, better living conditions, role and functioning of community health centers),</li> <li>• Self-sufficiency in food,</li> <li>• Modern agricultural practices- Agricultural management,</li> <li>• Modern techniques of cultivation, Conservation of natural resources,</li> <li>• Environmental awareness and ensure environmental sustainability.</li> <li>• <b>Objective Based Instruction-</b>Instructional objectives, Specific objectives, learning experiences, evaluation</li> <li>• <b>Taxonomy of Instructional Objectives</b>-Origin, Bloom's Taxonomy of Instructional Objectives (1956) , Mc Cormack and Yager's Classification, Revised Blooms Taxonomy by Anderson and Krathwohl (2001), Bloom's Digital Taxonomy.</li> </ul>	134	<ul style="list-style-type: none"> <li>• Participation in group discussion.</li> <li>• Questioning.</li> <li>• On-task behavior in class.</li> <li>• Tests.</li> <li>• Science dairy.</li> <li>• Daily reflective journal</li> <li>• Participant observation.</li> <li>• Student's portfolio</li> </ul>

**UNIT IV METHODS AND STRATEGIES FOR TEACHING NATURAL SCIENCE (20+6=26 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To understand appropriate methods, techniques and strategies of teaching Natural science.</p> <p>2. To develop skill in selecting appropriate methods, techniques and strategies of teaching Natural science.</p>	<ul style="list-style-type: none"> <li>○ <b>Teacher initiated methods-</b> Lecture method, Lecture cum Demonstration and Biographical method.</li> <li>○ <b>Student initiated methods-</b> Problem solving, Project method, Guided discovery, Experimental and heuristic method.</li> <li>● <b>Approaches-</b> Inductive-Deductive, Multimedia, Interdisciplinary and Constructivist approaches.</li> <li>○ <b>Techniques-</b> Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping.</li> </ul>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Peer instruction</p> <p>Narrative expression sessions.</p> <p>Brain storming.</p> <p>Seminar.</p> <p>Reflective practices.</p> <p>PBL.</p> <p>Modular approach.</p> <p>Multimedia and interdisciplinary approach. 135</p> <p>Peer tutoring</p>	<ul style="list-style-type: none"> <li>● Participation in group discussion.</li> <li>● Questioning.</li> <li>● On-task behavior in class.</li> <li>● Tests.</li> <li>● Science diary.</li> <li>● Daily reflective journal</li> <li>● Participant observation.</li> </ul>

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## EDU- 05.9: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - NATURAL SCIENCE

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

### COURSE OUTCOMES :

Enable the student teachers:

- CO1 To comprehend the dimensions of pedagogical analysis
- CO2 To critically analyze the Secondary School Biology Syllabus based on pedagogical Content Knowledge.
- CO3 To understand and apply the different skills for teaching Natural Science.
- CO4 To understand and prepare teaching manuals based on different instructional strategies.
- CO5 To understand the different teaching learning resources for teaching Natural Science.
- CO6 To prepare and use suitable learning aids for Natural Science teaching.

### CONTENTS

**Unit I** : **Introduction to Pedagogic Content Knowledge – analysis** of Secondary School Biology Syllabus

**Unit II** : **Planning and designing of Lesson Templates** instruction, different approaches of designing lesson plans.

**Unit III** : **Essential Requirements of Teaching Natural Science** and its development.

**Unit IV** : **Resources in Teaching of Natural Sciences** for enhancing science learning-visual, projected, non-projected and activity aids

### UNIT I –INTRODUCTION TO PEDAGOGIC CONTERNT KNOWLEDGE ANALYSIS :

#### TEACHING NATURAL SCIENCE (Theory hours -15)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning. 2. To understand	<ul style="list-style-type: none"> <li>• <b>Content analysis</b>- meaning, steps</li> <li>• <b>Pedagogy</b> - meaning and scope</li> <li>• <b>Pedagogic Content Knowledge (PCK)</b> –PCK Analysis – steps, ( Content analysis, Learning outcomes ,Pre requisites, Teaching –Learning processes ,Enrichment Activities, Assessment techniques, Assignments.)Meaning, objectives, scope, principles and dimensions.</li> <li>• Pedagogic content analysis of</li> </ul>	Meaningful verbal expression  Group discussion  Narrative expression	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Assessment of Optional Note Book entries</li> <li>• Questioning</li> <li>• Tests</li> <li>• Peer evaluation</li> </ul>



<p>the steps involved in PCK analysis.</p> <p>3. To apply the principles of pedagogic analysis.</p> <p>4. To make Pedagogic content knowledge analysis of secondary school Biology syllabus.</p>	<p>secondary school syllabus prescribed by SCERT.</p>	<p>sessions in small or medium groups</p> <p>Text Book analysis and peer instruction</p>	<ul style="list-style-type: none"> <li>• Student's portfolio</li> </ul>
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**UNIT II - PLANNING AND DESIGNING OF LESSON TEMPLATES (20 hours )**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To understand different types of planning.</p> <p>2. To develop skill in designing lesson plans based on different approaches.</p>	<ul style="list-style-type: none"> <li>○ <b>Meaning and importance of planning, Types of planning</b> – Year plan, Unit plan, lesson plan and Resource Unit</li> <li>• <b>Designing lesson plans</b> based on Herbartian Approach &amp; Constructivist Approach.</li> </ul>	<p>Discussions in small or medium groups..</p> <p>Seminar.</p> <p>Reflective practices.</p> <p>Debate.</p> <p>PBL.</p> <p align="right">139</p>	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Questioning</li> <li>• Tests</li> <li>• Peer evaluation</li> <li>• Lesson Plan</li> </ul>

**UNIT III - ESSENTIAL REQUIREMENTS OF TEACHING NATURAL SCIENCE (15 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To understand the different types of teaching skills.</p> <p>2. To develop the teaching skills relevant to Biological science.</p> <p>3. To familiarize the different phases of micro teaching.</p> <p>4. To develop skill in designing micro lessons.</p> <p>5. To develop skill in practicing micro lesson.</p>	<ul style="list-style-type: none"> <li>○ <b>Teaching competencies-</b> Subject competencies, Pedagogical competencies, Technological competencies.</li> <li>○ <b>Teaching skills</b> –Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology teacher.</li> <li>○ <b>Micro-teaching:</b> Objectives, Micro-teaching cycle - its relevance in teacher training programme.</li> <li>○ <b>Importance of Link practice.</b></li> <li>● <b>Design and development of micro lessons-</b> practice and documentation with appraisal format to elicit feedback.</li> </ul>	<p>Discussions in small or medium groups.</p> <p>Reflective practices.</p> <p>Multimedia and interdisciplinary approach.</p> <p>Team teaching.</p> <p>Peer tutoring</p> <p>Group discussion.</p> <p>Narrative expressions</p> <p style="text-align: right;">140</p>	<ul style="list-style-type: none"> <li>● Performance assessment in group discussion</li> <li>● Assessment of performance in brain storming,</li> <li>● Symposium.</li> <li>● Questioning</li> <li>● Tests</li> <li>● Peer evaluation</li> <li>● Assessing micro lessons</li> <li>● Assessing micro teaching.</li> </ul>

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To understand the meaning and definition of audio-visual aids</p> <p>2. To identify and comprehend the different types of audiovisual aids in teaching Natural Science.</p> <p>3. To develop skill in improvisation.</p> <p>4. To apply multimedia in teaching Natural Science.</p> <p>5. To design and develop the teaching learning aids for Natural Science.</p>	<ul style="list-style-type: none"> <li>● <b>Design and development of materials for effective science learning</b></li> <li>● <b>Audiovisual aids</b></li> <li>● Significance of audio visual aids in science learning.               <ul style="list-style-type: none"> <li>▪ Designing, developing and documenting minimum of one item for - improvised, Visual and graphic aids (Charts, Models, Diagrams, Pictures, Posters).</li> <li>▪ <b>Projected and non-projected aids</b>-OHP, LCD, Bulletin Board, Flannel Board, Interactive Board etc.</li> <li>▪ <b>Activity aids</b> –Living corners and Nature Calendar.</li> </ul> </li> <li>● <b>Collection and preservation of specimens.</b></li> </ul>	<p>Discussions in small or medium groups.</p> <p>Seminar.</p> <p>Reflective practices.</p> <p>Lab sessions</p> <p>Drill and practice</p> <p>Peer tutoring.</p> <p style="text-align: center;">141</p>	<ul style="list-style-type: none"> <li>● Performance assessment in group discussion, debate etc.</li> <li>● Assessment of assignments</li> <li>● Questioning.</li> <li>● Tests</li> <li>● Peer evaluation</li> <li>● Student’s portfolio</li> <li>● Evaluating the audio visual aids prepared by student teachers.</li> </ul>

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- <http://www.amazon.com/books/dp/0805863567>
- <http://ictevangelist.com/technological-pedagogical-and-conte.>
- <http://www.amazon.com/Lesson-Planning-Education-Books/b?ie=U..>

## **EDU – 04.10 – THEORETICAL BASE OF SOCIAL SCIENCE EDUCATION**

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

### **Course Outcomes:**

- CO1 To familiarize with the conceptualized version of components required to enter in teaching profession
- CO2 To mould the prospective teacher educators to uphold the professional spirit
- CO3 To equip with varied dimensions of Social Science education
- CO4 To identify and analyse the aims and objectives of teaching Social Science
- CO5 To gain an outlook of approaches in behaviorism, constructivism and cognitivism in Social Science education
- CO6 To analyze the unique features of different instructional methods suited for teaching Social Science
- CO7 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**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To familiarize with the conceptualized version of components required to enter in teaching profession	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	144	<ul style="list-style-type: none"> <li>• Report writing and verification</li> <li>• Case analysis presentation</li> </ul>
2. To mould the prospective teacher educators to uphold the professional spirit in diverse angles	<ul style="list-style-type: none"> <li>• Teacher, Teacher as professional; Continuing Professional Development (CPD),Qualities and competencies of Social Science Teachers, Teacher responsibilities; multifarious roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counselor, reflective practitioner and digital migrant.</li> </ul>		

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- Bining, A.C & Bining, D.H. (1952) Teaching Social Studies in Secondary Schools.New York: McGraw Hill

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To acquaint with the basic concepts of Social Science as a discipline	<ul style="list-style-type: none"> <li>• Conceptual background of Social Science, Meaning and Scope, Need and significance</li> </ul>	Meaningful verbal learning	<ul style="list-style-type: none"> <li>• Preparation of report on teacher Presentation</li> </ul>
2. To identify subject matter organization process in Social Science- Fusion, Integration & Correlation	<ul style="list-style-type: none"> <li>• Content organization treatment of Social Science- Fusion, Integration and Correlation within Social Science- Understanding about Primary, Secondary and Higher Secondary levels (Social Studies, Social Science and Humanities)</li> </ul>	Participatory approach	
3. To analyze the relationship of Social Science with other subjects	<ul style="list-style-type: none"> <li>• Correlation of Social science with other subjects- Language &amp; Science</li> </ul>	Co- operative learning Discussion	
		145	

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**UNIT : 3                      Aims and objectives of Teaching Social Science**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To identify and analyze the aims and objectives of teaching Social Science  2. To endow with the significance of Taxonomy of instructional objectives in Social Science education  3. To gain an outlook of approaches in behaviorism, constructivism and cognitivism in Social Science education	<ul style="list-style-type: none"> <li>• Aims, objectives and values of teaching Social Science</li> <li>• Individual, Social, Cultural, National and International considerations of Social Science</li> <li>• Bloom's taxonomy of Instructional objectives (Revised)- Instructional objectives and specifications.</li> <li>• Behaviorism, Cognitivism and Constructivism- approach &amp; practice in classroom- Comparison</li> <li>• Learning objectives and Learning Outcomes</li> </ul>	General discussion Analytical study Focus group discussion  Prepare a seminar paper with PPT support on the psychological implications in the pedagogical practices of Social Science.	<ul style="list-style-type: none"> <li>• Comparison chart on Basic concepts of Behaviorism, constructivism and cognitivism and its analysis</li> <li>• <b>Seminar with Slide presentation (CE item for Edu. 04)</b></li> <li>• <b>Test ( CE Edu.4)</b></li> </ul>

**References --SS**

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- Anderson,W,L and Krathwohl,D,R, A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon: Boston.

#### UNIT 4: Instructional Methods, Techniques and Strategies

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To analyze the unique features of different instructional methods suited for teaching Social Science  2. To proficient in select most appropriate teaching methods in varied context and content.	<ul style="list-style-type: none"> <li>• Need and significance of methods and strategies for teaching Social Science.</li> <li>• Differentiate method, technique and strategy</li> <li>• Methods- Lecture, storytelling, Discussion, Socialized recitation, Problem solving, Project, Source method, Supervised study.</li> <li>• Cooperative learning, Collaborative learning, Scaffolding, Brain storming, Buzz session, Debate, Seminar.</li> </ul>	Seminar Debate  Project   147	<ul style="list-style-type: none"> <li>• Report presentation &amp; verification</li> </ul>

## References

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## EDU – 05 .10 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – SOCIAL SCIENCE.

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

### Course Outcomes

- CO1 To understand the key aspects involved in systematic PCK analysis
- CO2 To develop skill in analyzing the content of secondary level Social Science text book
- CO3 To justify the importance and phases of instructional planning in Social Science
- CO4 To equip prospective teacher educators in developing teaching skills through micro teaching practices
- CO4 To conscientize the inevitable role of various instructional support in effective instructional practices.
- CO5 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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand the key aspects involved in systematic PCK analysis	<ul style="list-style-type: none"> <li>• Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Social Science.</li> </ul>	Narrative expression session Text book analysis Collaborative learning  Discussion- Prepare content analysis of two units by each student teacher after discussion.	<ul style="list-style-type: none"> <li>• Content analysis presentation</li> </ul>
2. To establish relationship between pedagogic knowledge with content analysis	<ul style="list-style-type: none"> <li>• Relationship between pedagogic analysis with content analysis Content Analysis – Procedure, facts, concepts, principles.</li> </ul>	149	<ul style="list-style-type: none"> <li>• Brief report on text book analysis</li> </ul>
3. To develop skill in analyzing the content of secondary level Social Science text books	<ul style="list-style-type: none"> <li>• Content analysis of secondary Social Science text books-(History, Geography, Political Science, Economics, Sociology areas)</li> </ul>		

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### Unit: 2 Instructional Planning and Designing Lesson Transcripts

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To justify the importance and phases of instructional planning in Social Science discipline  2. To capacitate systematic planning and designs lesson transcripts  3. To develop skills in preparing lesson transcripts	<ul style="list-style-type: none"> <li>• Instructional planning –Importance, Phases, Types - Year plan, Unit plan, Lesson plan</li> <li>• Procedure for the Preparation of year plan, unit plan and lesson plan</li> <li>• Designing Lesson Transcripts</li> </ul>	Group discussion Co-operative learning Meaningful verbal learning Prepare model year plan, Unit plan & lesson transcripts. Video/ Demo lesson observation	<ul style="list-style-type: none"> <li>• Discussion lessons -5</li> <li>• Demonstration lessons -3</li> <li>• Criticism lessons -5</li> <li>• <b>(Practical evaluation)</b></li> <li>• Video lesson observation and reporting (<b>CE-Edu.05</b>)</li> </ul>

#### References

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### Unit: 3 Essential Requirements of Teaching Social Science Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To equip prospective teacher educands in developing teaching skills through micro teaching practices  2. To generate skill orientation among prospective teacher educands through practical experiences	<ul style="list-style-type: none"> <li>• Essential requirements – Teaching Competencies and Skills.</li> <li>• Micro teaching - Meaning, Phases, steps.</li> <li>• Micro teaching skills – (minimum 10 skills)</li> <li>• Micro teaching – Lesson templates, Practice and assessment mechanisms.</li> <li>• Skills in using ICT</li> <li>• Link practice</li> </ul>	Experiential learning Demonstration Reflective practices General discussion Demonstration method Analysis of video performance	<ul style="list-style-type: none"> <li>• Micro teaching lesson notes/plans (Ten skills/ 2 skills per student )</li> <li>• <b>Performance in skill presentation ( Practical evaluation)</b></li> </ul>

#### References

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### Unit : 4 Instructional Resources in Teaching and Learning of Social Science

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To conscientize the inevitable role of various instructional support in effective instructional practices.  2. To acquire skills in constructing and using different instructional aids.	<ul style="list-style-type: none"> <li>• Instructional Resources: textbook, workbook, handbook, source book.</li> <li>• Instructional aids: Importance, educational values, classification of learning aids: projected, Non-projected and activity aids.</li> <li>• Hands on experience: Computer, LCD Projector, Interactive white board and multi media</li> </ul>	General discussion Workshop  Displays  Prepare resource map for effective utilization in Social Science	<ul style="list-style-type: none"> <li>• Handling of various instructional aids.</li> <li>• <b>Social Science club activity-</b> Workshop to prepare a source book or innovative instructional aid/ Resource map (<b>CE-Edu.05</b>)</li> </ul>

#### References

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- Kilpatrick, W. H. (1969). *The Project Method*. New York: Teachers' College Press
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## EDU – 04.11 : Theoretical Base of Geography Education

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

### Course Outcomes :

- CO1 To familiarize with the conceptualized version of components require to enter in teaching profession
- CO2 To mould the prospective teacher educators to uphold the professional spirit
- CO3 To acquaint with the nature, scope and modern concepts of Geography
- CO4 To understand the new perspectives of Geography along with its correlative and nationalistic views
- CO5 To identify and analyze the aims objectives and values of teaching Geography
- CO6 To identify the need of objective based instruction
- CO7 To analyze the unique features of different instructional methods, suited for teaching Geography instruction
- CO8 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)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with the conceptualized version of components required to enter in teaching profession	<ul style="list-style-type: none"> <li>• Teaching – nature, significance, principles</li> <li>• Learning – as a process, features, laws and learning environment</li> </ul>	Meaningful verbal presentation  Brain storming  Case analysis of 2 or 3 famous teachers <sup>154</sup>	<ul style="list-style-type: none"> <li>• Report writing and verification</li> <li>• Case analysis</li> </ul>
2. To mould the prospective teacher educators to uphold the professional spirit	<ul style="list-style-type: none"> <li>• Students in a class- nature, role and mind set of learners</li> </ul>	Buzz session to generate varied role of an ideal teacher	<ul style="list-style-type: none"> <li>• Identification and presentation</li> </ul>
3. To develop professionalism and professional ethics among Geography teachers.	<ul style="list-style-type: none"> <li>• Constructivist teaching and learning</li> <li>• <b>Geography Teacher</b></li> <li>• Personal qualities and different roles</li> <li>• Professional qualities and</li> </ul>	Lecture  Discussion  Online learning	<ul style="list-style-type: none"> <li>• Assessment and reflection</li> </ul>



	<p>competencies</p> <ul style="list-style-type: none"> <li>• Professional ethics</li> <li>• Programmes for improving professional efficiency</li> <li>• As Continuing Professional Development (CPD) and reflective practitioner and digital migrant</li> </ul>	Internet access	
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### Reference

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**Unit. 2 Nature, Scope and Development of Geography Education ( 11 Hours + 6 Hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To acquaint with the meaning, nature, scope and modern concepts of Geography	<ul style="list-style-type: none"> <li>• Meaning, definition, nature and scope of Geography</li> </ul>	Meaningful verbal learning	<ul style="list-style-type: none"> <li>• Preparation of report on teacher presentation</li> </ul>
2. To identify the subject matter organization process in social science	<ul style="list-style-type: none"> <li>• Need, significance and modern concepts of Geography</li> </ul>	Participatory approach	<ul style="list-style-type: none"> <li>• <b>Internal tests for Unit 1&amp; 2 ( CE-1)</b></li> </ul>
3. To analyze the correlation of Geography with other subjects	<ul style="list-style-type: none"> <li>• Geography as a fused, integrated and correlated discipline</li> </ul>	Co-operative learning	<ul style="list-style-type: none"> <li>• Assessment /reflection</li> </ul>
4. To understand the correlation of Geography with other subjects	<ul style="list-style-type: none"> <li>• Correlation of Geography with other social sciences, sciences, languages and life situations</li> </ul>	Discussion	
4. To understand the new perspectives of Geography and its nationalistic views	<ul style="list-style-type: none"> <li>• Geography and, National Integration and International Understanding</li> </ul>	Lecture	
	<ul style="list-style-type: none"> <li>• New perspectives in Geography</li> </ul>	Web search	
	<ul style="list-style-type: none"> <li>• Systematic/ scientific Geography</li> </ul>	Online learning	
	<ul style="list-style-type: none"> <li>• Earth science/ Environmental science</li> </ul>		
	<ul style="list-style-type: none"> <li>• Science of Aerial / Spatial / Regional differentiation</li> </ul>		

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- AroraM.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
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- Secondary and Higher Secondary Textbooks of SCERT/ NCERT

**Unit. 3 Aims and Objectives of Teaching Geography ( 18 Hours + 9 Hours)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To identify and analyze the aims objectives and values of teaching Geography	<ul style="list-style-type: none"> <li>• Aims, objectives, values- definition and meaning</li> <li>• Objectives based instruction and its need</li> </ul>	Meaningful verbal learning	<ul style="list-style-type: none"> <li>• Report presentation and verification</li> </ul>
2. To identify the need of objectives based instruction	<ul style="list-style-type: none"> <li>• Learning objectives and learning outcomes</li> </ul>	Discussion Brainstorming	<ul style="list-style-type: none"> <li>• Assessment/ reflection</li> </ul>
3. To familiarize with the taxonomy of instructional objectives in Geography Education	<ul style="list-style-type: none"> <li>• Aims, objectives and values of teaching Geography</li> </ul>	Analytical study	
4. To gain an outlook of constructivist, and behaviourist approaches in Geography Education and their implications	<ul style="list-style-type: none"> <li>• Bloom's Taxonomy of Educational objectives old and revised patterns- instructional objectives and specifications</li> <li>• Behaviourism cognitivism and constructivism</li> <li>• Implications of theories of Piaget, Bruner, Vygotsky and Howard Gardner in Geography teaching and learning</li> </ul>	Group investigation Present Assignments and prepare notes Lecture 157 Web search Internet access	

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- NCF (2005), KCF (2007)

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To analyze the unique features of different methods suited for Geography instruction	<ul style="list-style-type: none"> <li>• Methods of teaching Geography</li> <li>• Need, significance, importance</li> </ul>	Discussion Seminar Buzz session Verbal learning Debate Collaborative learning Comparing 158 different method & strategies	<ul style="list-style-type: none"> <li>• Report presentation and verification</li> <li>• Seminar preparation presentation and report</li> </ul>
2. To develop proficiency in selecting suited methods and strategies in varied context and content in Geography education	<ul style="list-style-type: none"> <li>• Lecture. Discussion/ Project, Source, story-telling , Regional method Debate, seminar</li> <li>• Instructional strategies in Geography</li> <li>• Meaning, purpose characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion and prepare notes</li> <li>Present assignments</li> <li>Internet access</li> <li>Web search</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CE.2</b></li> <li>• Assessment/ reflection</li> </ul>
3. To differentiate methods strategies and techniques of Geography	<ul style="list-style-type: none"> <li>• Strategies based on NCF/ KCF</li> </ul>		

instruction	<ul style="list-style-type: none"> <li>• Various techniques of instruction in Geography</li> <li>• Observation/ Narration/ Dramatization</li> <li>• Co-operative/ collaborative learning</li> <li>• Brainstorming and Peer-tutoring</li> </ul>		
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- [www.flipkart.com](http://www.flipkart.com)
- <http://www.celt.iastate.edu/creativity/techniques.html>
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**EDU – 05.11 : Pedagogical Content Knowledge Analysis- Geography  
/Hours of Interaction –60 (Instructional) +30 (activities/Process)**

**Course 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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To understand the key aspect involved in systematic PCK analysis  2. To establish relationship between Pedagogic knowledge with content analysis  3. To develop skill in analyzing the content of secondary level Geography and Economics content materials	<ul style="list-style-type: none"> <li>• Pedagogic content Knowledge (PCK) analysis – Meaning, definition, objectives scope, Significance and dimensions</li> <li>• Relationship between PCK and Content analysis identifying facts, concepts, principles etc.</li> <li>• Content analysis of secondary level Geography and Economic content materials</li> </ul>	Narrative expression  Assignment  Meaningful verbal learning  Textbook analysis  Collaborative learning 160  Group discussion  Prepare content analysis of a unit by each student after discussion  Web search  Internet access	<ul style="list-style-type: none"> <li>• Assessment of learning process and reflections</li> <li>• Brief report on text book analysis</li> <li>• Content analysis presentation</li> </ul>

## Reference

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- <http://www.csun.edu/Science/ref/pedagogy/pck>
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### Unit 2. Instructional Planning and Designing Lesson Templates (19 Hours + 8 Hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To justify the importance and phases of Instructional Planning in Geography	<ul style="list-style-type: none"> <li>• Planning for instruction – need and importance</li> <li>• Types of plan – Year Plan, unit plan/ Syllabus grid, Resource Plan- their need, significance steps and procedure for preparation</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Co- operative learning</li> <li>Meaningful verbal learning</li> <li>Prepare model year plan/ unit plan</li> <li>Prepare script for video lesson</li> <li>Prepare ICT enabled lesson</li> <li>Video lesson / 161</li> <li>demonstration classes</li> <li>-observation</li> <li>Online learning</li> <li>Web search</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion lesson</li> <li>• Videos observation</li> <li>• Script for video lesson</li> <li>• ICT enabled lesson plans</li> <li>• Demonstration lesson</li> <li>• Criticism lesson (practical evaluation)</li> <li>• <b>Internal Test ( Unit 1 &amp; 2) CE-1</b></li> </ul>
2. To capacitate systematic planning and designs of lesson templates	<ul style="list-style-type: none"> <li>• Lesson templates/ Teaching Manuals –</li> <li>• Need characteristics, principles, values and advantages</li> </ul>		
3. To develop skills in preparing lesson templates	<ul style="list-style-type: none"> <li>• Designing / format and steps in criticism</li> </ul>		

## Reference

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- [http://www.ierg.net/lessonplans/unit\\_plans.php](http://www.ierg.net/lessonplans/unit_plans.php)
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- <http://en.wikipedia.org/wiki/wiki>
- Sigh. R.L, Singh, Rana, P.B (2002) Elements of Practical Geography: New Delhi, Kalyan Publications
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- NCERT: Geography practical text book
- Verma. P.O and Vedanayagam, E.G. (1987), Teaching of Geography Sterling publishers private limited, New Delhi

### Unit 3. Essential Requirements for Teaching Geography (14 Hours + 6 Hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To equip prospective teacher educators in developing teaching skills through micro-teaching practices  2. To generate skill orientation among prospective teacher educators through practical experiences  3. To familiarise with the basic requirements for learning	<ul style="list-style-type: none"> <li>• Requirements for learning –process skills and pre-requisites</li> <li>• Student skills and student efforts in learning</li> <li>• Teaching- learning skills and competencies</li> <li>• Skills in using ICT</li> <li>• Micro- teaching</li> <li>• Meaning, concepts, principles</li> <li>• Phases, steps, skills</li> <li>• Link practices</li> <li>• Lesson templates, practice and assessment mechanisms</li> </ul>	Demonstration  Reflective practices  General discussion  Analysis of video performance  Experimental learning  Web search  Online learning	<ul style="list-style-type: none"> <li>• Micro- teaching lesson notes/ plans (Ten skills) one skill per student</li> <li>• Performance in skill presentation (practical evaluation)</li> <li>• Assignments</li> </ul>



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- Kochhar. S.K (1985). Methods and Techniques of Teaching New Delhi: Sterling publishers Pvt. Ltd
- Varma. O.P & Vedanayagam E.G, (1993), Geography teaching, New Delhi, sterling Publishers
- Edgar. M & Rao. B (2003) Teaching social studies successfully, New Delhi: Discovery Publishing House
- Dave, Pushkin (2001). Teacher Training California: ABC CL 10
- Cooper, James. M (1990). Classroom Teaching Skills. US: DC Health. Co

**Unit 4. Instructional Resources in Teaching and Learning of Geography (14 Hours + 6 Hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To conscientize the inevitable role of various instructional support in effective instructional practices</p> <p>2. To acquire skills in constructing and using different instructional aids</p> <p>3. To familiarize with the basic resources for teaching Geography</p>	<ul style="list-style-type: none"> <li>• Instructional Resources- need, significance, values and types</li> <li>• Local resources and its importance in Geography</li> <li>• Text book – importance, characteristics and criterion for selection</li> <li>• Hand books, Sourcebooks, Workbooks, Reference books</li> <li>• Graphic aids – charts graphs, picture, maps, atlas 3D- aids –globe, models, relics</li> <li>• Audio/ A V aids- Radio, TV, film, computers</li> <li>• Display boards- chalkboard, bulletin boards, Interactive board</li> <li>• Projected aids- OHP, LCD, Video</li> <li>• Activity aids – Excursion , field trips</li> </ul>	<p>Demonstration</p> <p>Illustration</p> <p>General discussion</p> <p>Workshop</p> <p>Displays</p> <p>Lecture</p> <p>Observation</p> <p>Preparing assignments</p> <p>Internet access</p> <p>Web search</p>	<ul style="list-style-type: none"> <li>• Handling of various instructional aids</li> <li>• Seminar (preparation presentation and report)</li> <li>• <b>CE-2</b></li> <li>• Observe and practice usage of learning aids during school induction programme and practice teaching</li> <li>• Working for preparation of innovative learning aids/ instructional resources</li> </ul> <p style="text-align: center;">164</p>

## Reference

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- Entwistle. N.J (1982) Understanding classroom learning London: John Wiley
- Sivarajan, K: Issac Paul & Lal, EK (2019) "The Methodology of Teaching Commerce" : Calicut University

# **COMMERCE EDUCATION**

## **SEMESTER 1**

### **EDU 04 – THEORETICAL BASE OF COMMERCE EDUCATION ( 60 Hrs + 30 Hours)**

#### **Course Objectives**

1. To familiarize with the conceptualized version of components required to enter in teaching profession
2. To mould the prospective teacher educators to uphold the professional spirit in diverse angles
3. To equip with varied dimensions of commerce education strands
4. To compete with constructs aims and objectives of teaching commerce
5. To gain an outlook of key ideology in the psychological bases in commerce education
6. To analyze the unique features of different instructional methods suited for teaching commerce
7. To proficient in select most appropriate teaching methods in varied context and content
8. To opt and practice apposite techniques to extract process and product in commerce teaching

#### **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 Techniques and Methods in Commerce Teaching**

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

<b>Learning Outcomes</b>	<b>Concepts</b>	<b>Strategies/Processes</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>To familiarize with the conceptualized version of components required to enter in teaching profession</li> <li>To mould the prospective teacher educators to uphold the professional spirit in diverse angles</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Teacher, Teacher as professional; Continuing Professional Development (CPD), Teacher responsibilities; multifarious roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counsellor, reflective practitioner and digital imigrant.</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful verbal presentation</li> <li>Brain storming</li> <li>Case analysis of 2/3 famous teachers</li> <li>Buzz session to generate varied roles of an ideal teacher</li> </ul>	<ul style="list-style-type: none"> <li>Idea generating exercises</li> <li>Case analysis presentation</li> </ul>

**Unit: 2 Nature, Scope and Development of Commerce Education. (12 Hrs + 7 Hrs)**

<b>Learning Outcomes</b>	<b>Concepts</b>	<b>Strategies/processes</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>To acquaint with the basic concepts of commerce as a discipline</li> <li>To equip with varied dimensions of commerce education strands.</li> <li>To</li> </ul>	<ul style="list-style-type: none"> <li>Commerce as a distinctive discipline, Scope of commerce in nation's prosperity, Modernization of commerce through technological advancement and LPG.</li> <li>Commerce education: Meaning, Definitions and Nature – Academic and Vocational.</li> <li>Significance and Historical development of Commerce education.</li> <li>Values attained through</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful verbal learning</li> <li>Participatory approach 167</li> <li>Open forum discussion</li> <li>Co- operative learning</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of report on teacher Presentation</li> <li>Comparison grid preparation - Correlation of Commerce education with other subjects</li> </ul>

integrate essential interdisciplinary attributes in commerce education.	<p>commerce education.</p> <ul style="list-style-type: none"> <li>• Interdisciplinary approach in Commerce Education</li> <li>• Correlation of Commerce education with other subjects – Geography, Mathematics, Economics, management, international relations, political science and Statistics.</li> </ul>		
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**UNIT: 3 Aims and objectives of Teaching Commerce (14 Hrs + 10 Hrs)**

Learning outcome	Concepts	Strategies/processes	Evaluation
<ul style="list-style-type: none"> <li>• To compete with constructs aims and objectives of teaching commerce</li> <li>• To endow with the significance of Taxonomy of instructional objectives in commerce education.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims of Teaching Commerce</li> <li>• General objectives of teaching commerce</li> <li>• Bloom's taxonomy of Instructional objectives (Revised )</li> <li>• Objectives –NCERT</li> <li>• Curricular objectives and Principles of framing curricular objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• General discussion</li> <li>• Analytical study</li> <li>• Group investigation</li> <li>• Focus group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative analysis - Bloom's taxonomy of Instructional objectives traditional with Revised one</li> </ul>

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**UNIT 4: Instructional Methods and Techniques (20 Hrs + 7 Hrs)**

Learning Outcome	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> <li>• To analyze the unique features of different instructional methods suited for</li> </ul>	<ul style="list-style-type: none"> <li>• Methods of teaching – criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Debate</li> <li>• Buzz session</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Report presentation &amp; verification</li> </ul>

<p>teaching commerce</p> <ul style="list-style-type: none"> <li>To proficient in select most appropriate teaching methods in varied context and content.</li> <li>To opt and practice apposite techniques to extract process and product in commerce teaching.</li> </ul>	<p>methods – Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case study, Source method, Inductive and Deductive, Analytical and Synthetic method.</p> <ul style="list-style-type: none"> <li>Techniques of Teaching – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.</li> </ul>	<p>session</p> <ul style="list-style-type: none"> <li>Problem solving method</li> <li>Project method</li> </ul>	
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**Continuous Evaluation (CE) = 25 Marks**

- 1. Practicum -1 : 5 marks**
- 2.Seminar/presentation -1 : 5 marks**
- 3. Reading & reflecting on any text : 10marks**
- 4. Mid semester I exam : 5 marks**

**References**

Aggarwal, J.C. (1996) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.

Anderson,W. L and Krathwohl,D,R, A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon: Boston.

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**SEMESTER 1**  
**EDU 05: PEDAGOGICAL CONTENT KNOWLEDGE ANALYSIS –**  
**COMMERCE (60 Hrs + 30 Hrs)**

**Course Outcomes**

- CO1 To understand the key aspects involved in systematic PCK analysis
- CO2 To develop skill and competencies in analyzing the content of higher secondary commerce text book
- CO3 To justify the importance and phases of instructional planning in commerce discipline
- CO4 To analyze the essential pre requisites/requirements for teaching commerce education
- CO5 To capacitate systematic planning and to develop skills in designing lesson templates
- CO6 To equip prospective teacher educands in developing teaching skills through micro teaching practices
- CO7 To conscientize the inevitable role of various instructional resources in effective instructional practices.

**SEMESTER 1**

**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)**

<b>Learning Outcome</b>	<b>Concepts</b>	<b>Strategies</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• To understand the key aspects involved in systematic PCK analysis</li> <li>• To be capable of establishing relationship between pedagogic with content</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogical content knowledge analysis (PCK) - Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce discipline.</li> <li>• Relationship between pedagogic with content analysis Content Analysis – Procedure, facts, concepts, principles, process, rules, equations.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative expression 170 session</li> <li>• Text book analysis</li> <li>• Collaborative learning</li> <li>• Discussion</li> <li>• Self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogic Content Knowledge analysis presentation</li> <li>• Brief report on higher secondary text book analysis</li> </ul>



analysis <ul style="list-style-type: none"> <li>To develop skill in analyzing the content of higher secondary commerce text book</li> </ul>	<ul style="list-style-type: none"> <li>Content analysis of higher secondary business studies, accountancy and computerized accounting text book.</li> </ul>		
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### Unit: 2 Instructional Planning and Designing Lesson Templates (20 Hrs + 12 Hrs)

Learning outcome	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> <li>To justify the importance and phases of instructional planning in commerce discipline</li> <li>To capacitate systematic planning and designs lesson templates</li> <li>To develop skills in preparing lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Instructional planning –Importance, Phases, Types - Year plan, Unit plan, Lesson plan, Resource unit</li> <li>Procedure for the Preparation of year plan, unit plan and lesson plan</li> <li>Designing Lesson Templates – Business Studies and Accountancy.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive method</li> <li>Group discussion</li> <li>Demonstration method</li> <li>Co-operative learning</li> <li>Meaningful verbal learning</li> </ul>	<ol style="list-style-type: none"> <li>Discussion lessons (5 Nos)</li> <li>Video observation (2 Nos)</li> <li>Script for video lesson (1 No)</li> <li>ICT enabled lesson plan (1 No)</li> <li>Demonstration lessons (3 Nos)</li> <li>Criticism lessons (5 Nos)</li> </ol>

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

Learning outcome	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> <li>To equip prospective teacher educands in developing teaching skills through micro teaching practices</li> <li>To generate skill orientation among prospective teacher educands through practical experiences</li> </ul>	<ul style="list-style-type: none"> <li>Essential requirements – Teaching Competencies and Skills.</li> <li>Micro teaching - Meaning, Phases, steps.</li> <li>Micro teaching – Lesson templates, Practice and assessment mechanisms.</li> <li>Skills in using ICT</li> <li>Link practice.</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning<sup>171</sup></li> <li>Demonstration</li> <li>Reflective practices</li> <li>General discussion</li> <li>Demonstration method</li> <li>Analysis of video records</li> </ul>	<ul style="list-style-type: none"> <li>Micro teaching lesson notes/plans (Ten skills/1 skill per student )</li> <li><b>Performance in skill presentation</b></li> </ul>

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

<b>Learning outcome</b>	<b>Concepts</b>	<b>Strategies</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>To conscientize the inevitable role of various instructional support in effective instructional practices.</li> <li>To acquire skills in constructing and using different instructional aids.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Resources: textbook, workbook, handbook, source book.</li> <li>Resource Mapping</li> <li>Instructional aids: Importance, educational values, classification of learning aids: projected, Non-projected, activity aids and ICT based aids.</li> <li>Hands on experience: Computer, LCD Projector, Interactive white board and multi media</li> </ul>	<ul style="list-style-type: none"> <li>Illustration</li> <li>Demonstration</li> <li>General discussion</li> <li>Workshop</li> <li>Displays</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Text book analysis</li> <li>Workbook preparation</li> <li>Handling of various instructional aids</li> </ul>

**Continuous Evaluation (CE) = 25 Marks**

- 1. Observation of model video lessons & reporting (2nos.) (Teacher monitored ) : 5 marks**
- 2. Practical -1 : 5 marks**
- 3. Test-mid semester exam : 5 marks**
- 4. subject Association activity : 5 marks**
- 5. Practicum – 1 : 5 marks**

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## EDU - 04.13 :THEORETICAL BASE OF HOME SCIENCE EDUCATION

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

### Course Outcomes:

- CO1 To make the prospective teachers understand the scope and nature of Home Science teaching at different levels of learning
- CO2 To get acquainted with the aims and objectives of teaching and learning Home Science
- CO3 To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Home Science
- CO4 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)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To acquaint student teachers with the process of teaching learning in the changing scenario	<ul style="list-style-type: none"> <li>• Classroom as an organization-Teacher and Learner, Definitions of learning from different point of view (behaviouristic, cognitive and constructivist), Interdependence of Teaching-Learning process.</li> </ul>	Meaningful verbal expression Group discussion Narrative expression sessions in small 174 or medium groups PBL Video streaming	<ul style="list-style-type: none"> <li>• Performance Assessment in group discussion</li> <li>• Tests</li> <li>• Peer evaluation</li> </ul>
2. To familiarize with the maxims of teaching	<ul style="list-style-type: none"> <li>• Changing concept of classroom environment- classroom climate- An introduction to conducive, learner friendly, inclusive, Virtual learning environment (VLE) and Classroom without walls (CWW).</li> </ul>		
3. To understand the concept of learning given by behaviourists, cognitivists and constructivists	<ul style="list-style-type: none"> <li>• Teacher as a professional- Teacher qualities, competencies and responsibilities. Role of Teacher as manager, leader, knowledge worker, guide, supervisor, mentor, scaffolder, social engineer, reflective practitioner in</li> </ul>		
4. To familiarize with the changing classroom			

environment	teaching-learning process.		
5. To develop understanding in Continuing Professional Development	<ul style="list-style-type: none"> <li>• Maxims of teaching.</li> <li>• Continuing professional development (CPD)-conceptual Analysis.</li> </ul>		
6. To acquaint with the qualities, duties and responsibilities of science teacher			
7. To understand the changing roles of teacher in the present scenario			

**Unit 2: Home Science – A conceptual Analysis (10+5=15 hours)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To comprehend the nature and scope of Home Science 2. To identify concepts in Home Science related to science and art 3. To familiarize the development of science in India 4. To familiarize the related branches of Home science	<ul style="list-style-type: none"> <li>• Nature of Home science- Home Science- Science as well as art, Areas of Home science</li> <li>• Significance of Home Science education in school curriculum.</li> <li>• Development of science education in India. An introduction to National Scientific Policy Resolution of 1958, Indian Parliamentary and Scientific Committee &amp; Role of NCERT in science education.</li> <li>• Related Branches of Home science- Physiology, Microbiology, Biochemistry, Information Technology.</li> </ul>	Group discussion Seminar Workshop symposium 175	<ul style="list-style-type: none"> <li>• Document analysis</li> <li>• Online assessment</li> <li>• Quiz programme</li> </ul>

**Unit 3: Aims and Objectives of Teaching Home Science (25+4=29 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1 To acquaint with the aims and objectives of teaching Home science</p> <p>2 To understand the different taxonomies of instructional objectives</p> <p>3 To identify the importance of objective based instruction</p>	<ul style="list-style-type: none"> <li>• Broad aims of teaching Home science to fulfill the national goals of education with special reference to</li> <li>• Population control</li> <li>• Increase in food production</li> <li>• Eradication of diseases</li> <li>• Better nutrition</li> <li>• Conservation of natural resources</li> <li>• Scientific attitude</li> <li>• Objective based instruction- Instructional objectives, Specific objectives, learning experience, Evaluation</li> <li>• Taxonomy:</li> <li>• Bloom's Taxonomy,1956.</li> <li>• Revised Bloom's Taxonomy(Anderson and Krawthwohl),1990.</li> <li>• Mc Cormack and Yager Taxonomy of Science Education, 1989</li> <li>• Technology Integrated Taxonomy- Aims and Objectives of teaching Home science with respect to NCF(2005), KCF(2007)</li> </ul>	<p>Meaningful verbal expression</p> <p>Narrative expression sessions in small or medium groups</p> <p>Lecture cum discussion</p> <p>-Digital presentation</p> <p>Blog searching</p> <p>Reflective practices</p> <p>Assignment</p> <p align="center">176</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Participation in group discussions</li> <li>• Participant observation</li> <li>• Tests</li> <li>• Blog posting</li> </ul>

**Unit 4: Methods and Strategies for Home Science Teaching (25+6=31 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>To understand methods, strategies and techniques of teaching Home Science</p> <p>To distinguish between teacher initiated and learner initiated methods</p> <p>To identify and comprehend the different strategies, methods and approaches and techniques in teaching Home Science</p>	<p>An introduction - Meaning and Definition of Strategies, Methods, Techniques and Approaches</p> <p>Teacher initiated methods- Lecture method and Lecture demonstration method.</p> <p>Learner initiated methods- Laboratory method, assignment method, Project method, Inductive method, Problem Solving method, Supervised Study</p> <p>Approaches - Inductive, Deductive, Constructivist, Modular, Multimedia, Interdisciplinary approaches</p> <p>Techniques - Debate, Seminar, Symposium, Discussion, Discussion 66, Buzz session, Brain storming, Simulation, Role play, Field trip, Panel discussion, Colloquium.</p> <p>Self instruction strategies- programmed instruction- CAI, CMI</p> <p>Cooperative /collaborative strategies of learning for less able, able and more able (Differential Teaching)</p>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Peer instruction</p> <p>Brain storming</p> <p>Debate</p> <p>Symposium</p> <p>Small group projects</p> <p>Explicit teaching</p> <p align="center">177</p>	<ul style="list-style-type: none"> <li>• Analysis in group discussion.</li> <li>• Participant observation.</li> <li>• MCQ based discussion.</li> <li>• Project evaluation</li> </ul>

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## **EDU- 05. 13 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - HOME SCIENCE**

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

### **Course Outcomes:**

- CO1 To develop practical field based skill and experience in resource development and learning experience designing while transacting the Home Science curriculum
- CO2 To comprehend the dimensions of pedagogic analysis
- CO3 To analyze the Higher Secondary / Vocational Higher Secondary School Home Science Syllabus based on pedagogical Content Knowledge.
- CO4 To identify and develop teaching skills specially required for teaching Home Science
- CO5 To understand and prepare teaching manuals based on different instructional strategies.
- CO6 To prepare and use suitable learning aids for Home Science teaching.
- CO7 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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning</p> <p>2. To understand the steps involved in PCK analysis</p> <p>3. To apply the principles of pedagogic analysis.</p>	<ul style="list-style-type: none"> <li>• Pedagogic Content Knowledge (PCK)-Meaning and Scope.</li> <li>• Content analysis- Meaning, Purpose and steps.</li> <li>• PCK Analysis - Content Analysis, Learning outcomes, Pre requisites, Inputs that enrich learning(Teaching-learning resources, Environmental inputs), Community resources, Enrichment Activities, Assessment techniques, Assignments.</li> <li>• PCK Analysis of Home Science content from Higher Secondary/Vocational Higher Secondary school syllabus prescribed by SCERT</li> </ul>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Document writing</p> <p>workshop</p> <p>Net surfing</p>	<ul style="list-style-type: none"> <li>• Analysis in group discussion</li> <li>• Report on Higher Secondary / Vocational Higher Secondary text book analysis</li> <li>• Peer evaluation</li> </ul>

**Unit 2: Instructional Planning for Teaching Home science (14+8=22 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To acquaint with the planning of instruction  2. To develop understanding of different types of planning  3. To design lesson templates based on different formats	<ul style="list-style-type: none"> <li>• Planning- Need and Importance.</li> <li>• Different types of planning- Purposes and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Herbartian steps Behaviourist and Constructivist formats</li> </ul>	Meaningful verbal expression  Group discussion  Explicit teaching  seminar  co-operative learning	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Assessment of optional notebook entries</li> <li>• Discussion lesson template preparation (5)</li> <li>• Observation and analysis of video of sample classes (2)</li> <li>• Demonstration lessons (3)</li> <li>• Blog creation</li> </ul>

**Unit 3: Essential Requirements of Teaching Home Science (18+10=28 hours)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1 To identify competencies required for a teacher to be professional.</p> <p>2 To develop understanding of various teaching skills</p> <p>3 To understand microteaching and its relevance in the development of teaching skills</p> <p>4 To design, practice and document micro lessons in Home Science</p>	<ul style="list-style-type: none"> <li>Teacher Competencies-Subject competencies, Pedagogical competencies, Technological competencies.</li> <li>Teaching skills- definition, core teaching skills, components of teaching skills</li> <li>Microteaching - Definitions and meaning, objectives, principles, steps, microteaching cycle</li> <li>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.</li> <li>Link Practice</li> </ul>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Document analysis and</p> <p>Peer evaluation</p> <p>Document analysis</p> <p>Video observation</p> <p>Reflective practices</p> <p>-</p>	<p>Analysis in group discussion</p> <p>Lesson segment preparation</p> <p>Observation schedule designing</p> <p>Think, Pair and Share sessions</p> <p>Recording and evaluation of Micro Teaching Lessons(10 skills / one skill per student)</p> <p>Criticism lessons (5)</p>

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

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<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1 To understand the importance of learning aids and improvised aids in learning</p>	<p>Design and development of Learning aids and improvised aids for effective learning, significance of</p>	<p>Narrative expression sessions in small or medium groups</p> <p>Document analysis</p>	<p>Participant observation</p> <p>Analysis in group discussion</p> <p>Class test</p> <p>Material Development Circles</p> <p>Practicals</p>

<p>Home Science</p> <p>2 To acquire hands-on experience in designing and developing suitable learning aids for classroom instruction</p> <p>3 To develop understanding in resource mapping</p>	<p>audio-visual aids in teaching learning of home science.</p> <p>Text book- Qualities, how to evaluate a good text book in Home Science</p> <p>Hand book, Source book, Work book, Reference book, Supplementary reading materials</p> <p>Resource Mapping</p>	<p>You tube resource tapping</p> <p>Drill and Practice</p> <p>Lab sessions</p>	<p>Involvement in subject association activity</p>
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	<ul style="list-style-type: none"> <li>• Components of Physical Fitness</li> <li>• Health related Physical Fitness</li> <li>• Activities for developing Physical Fitness components</li> <li>• Practice</li> </ul>	Fitness centre work out sessions Group activity	<ul style="list-style-type: none"> <li>• Performance analysis</li> </ul>
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**Unit – 3 :Types of Exercises – Health benefits, effect on physiological systems**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity. 2. To have a practical knowledge on physical workout plans	<ul style="list-style-type: none"> <li>• <b>Types of Exercises – 15 hours</b></li> <li>• Aerobic and Anaerobic Exercises</li> <li>• Isotonic ,Isometric and Isokinetic Exercises</li> <li>• Health benefits of Physical Exercises</li> <li>• Effect of exercise on Circulatory, Respiratory and Muscular Systems</li> <li>• Practice of exercises</li> </ul>	Theoretical orientation Fitness centre work out sessions Group activity  186	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Group projects</li> </ul>



## Unit- 4 : Concept, principles and practice of Yoga.

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To get acquainted with the concept and techniques of Yoga (Pranayamas).</p> <p>2. Holistic and curative aspects of Yoga.</p> <p>3. Practice of Yoga</p>	<ul style="list-style-type: none"> <li>● <b>Yoga – 25 hours</b></li> <li>- Meaning, Concept, history, need and importance of yoga.</li> <li>● -Principles of Yoga</li> <li>● -Elements of Yoga</li> <li>● -Holistic and curative aspects of Yoga</li> <li>- Science of Yoga - Yoga and memory</li> <li>● -Components that improve memory ; Asanas, Pranayama, Meditation.</li> <li>● -Pranayama (breathing techniques)</li> <li>● -Relaxation techniques : Asanas(steps to follow and benefits).-practice of yoga.</li> <li>● Padmasana</li> <li>● Siddhasana</li> <li>● Vajrasana</li> <li>● Dhanurasana</li> <li>● Bhujangasana</li> <li>● Halasana</li> <li>● Shalabhasana</li> <li>● Yogamudra</li> <li>● Naukasan</li> </ul>	<p><b>Theoretical presentation</b></p> <p><b>Demonstration</b></p> <p><b>Group activity</b></p> <p><b>Partner practice forms.</b></p>	<ul style="list-style-type: none"> <li>● Group assessment</li> <li>● Participation</li> <li>● Practicing yoga</li> <li>● Demonstration</li> <li>● Partner assessment</li> <li>● Individual assessment</li> </ul>

### Guidelines for Practical Work

Prepare a personal health chart - 5 marks  
 Practice of Yoga - 10 marks  
 Initiative, effort and participation in games - 10 marks

Physical Education Record  
 Internal written examination

## **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 )

## **EDU – 201.2 : Health and Physical education**

( 2 credits – 60 hours & 50 marks )

### **Course Outcomes :**

- CO1 To acquire knowledge about the Track and Field events.
- CO2 To become familiar with major and minor games and to develop interest in sports and games
- CO3 To understand the ability to organize and conduct sports and games
- CO4 To understand the importance and values of recreational activities in the modern society
- CO5 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 – 6	Practice of yoga-surya namaskar.

**Unit – 1: Track & Field or Athletic events – general awareness, rules and regulations, organization.**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Acquire knowledge about the track and Field events	<b>Track and field or Athletic events.- 8 hours</b> <ul style="list-style-type: none"> <li>• General awareness on athletics</li> <li>• Rules and regulations of any one event in detail</li> </ul>	Oral presentation Group activity Participation	<ul style="list-style-type: none"> <li>• Group assessment</li> <li>• Organizing sports meet</li> <li>• Participation</li> </ul>

## Unit – 2: Major and minor games – types, rules and regulations

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Become familiar with major and minor games and to develop interest in sports and games	<b>Major and Minor games – 8 hours</b> <ul style="list-style-type: none"> <li>Understanding major and minor games</li> <li>rules and regulations of any one major game in detail</li> </ul>	Theoretical orientation Virtual learning platforms	<ul style="list-style-type: none"> <li>Group assessment</li> <li>Intramural competitions</li> </ul>

## Unit – 3: Tournaments – knock out and league, fixtures for tournaments

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Understand the ability to organize and participate in the conduct of sports and games	<b>Tournaments – 6 hours</b> <ul style="list-style-type: none"> <li>Knock out, league and combination tournaments</li> <li>Method of drawing fixtures under knock out and league tournaments</li> </ul>	Meaningful verbal expression Group activity sessions in small and medium group	<ul style="list-style-type: none"> <li>Group assessment</li> <li>Assignments</li> </ul>
2. To familiarize the ways and measures to draw a standard athletic track.	<b>Track and field marking – 8 hours</b> <ul style="list-style-type: none"> <li>standard 400 mts/200 mts Track marking</li> <li>Field marking</li> </ul>	Verbal presentation Group activity Field work	<ul style="list-style-type: none"> <li>Field analysis through group performance.</li> </ul>

**Unit – 4: Play & Recreation – need and importance, leisure time management, practice.**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. Understand the importance and values of recreational activities in the modern society</li> <li>2. Understanding of the psychological, sociological, and physiological significance of play &amp; recreation</li> <li>3. Practice recreational games</li> </ol>	<p><b>Play &amp; Recreation – 10 hours</b></p> <ul style="list-style-type: none"> <li>• Need &amp; Importance of Play &amp; Recreation</li> <li>• Play theories</li> <li>• Values associated with practice of play &amp; Recreation</li> <li>• Leisure time Management</li> <li>• Recreational Games</li> <li>• Practice of Recreational activities</li> </ul>	<p>Theoretical orientation</p> <p>Demonstration</p> <p>Group activity</p>	<ul style="list-style-type: none"> <li>• Group assessment</li> </ul>

**Unit – 5: Mental Health – meaning, problems and techniques.**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. Understanding the importance of mental health and normal mental health problems to be addressed in general population</li> <li>2. Get acquaint with the relaxation techniques to overcome mental health problems</li> </ol>	<p><b>Mental Health – 8 hours</b></p> <ul style="list-style-type: none"> <li>• Introduction and overview of mental health</li> <li>• Mental health problems</li> <li>• Techniques to improve mental health</li> </ul>	<p>Narrative expressions</p> <p>Demonstration</p> <p>Practical sessions</p> <p>191</p>	

## Unit – 6: Practice of yoga-surya namaskar.

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Understands the importance of surya namaskar as an exercise and practices.	<b>Practice of Yoga.- 12 hours.</b> <ul style="list-style-type: none"> <li>• Surya Namaskar – Sun Salutation for mental, emotional, physical and spiritual well being.-significance in education.</li> <li>• Meaning – Steps of Surya Namaskar.</li> <li>• Pranamasan</li> <li>• Hasta uttanasana</li> <li>• Pada hasthasana</li> <li>• Ashwa-sanchalan-asana</li> <li>• Parvatasana</li> <li>• Ashtanga namaskar</li> <li>• Bhujangasana</li> <li>• Parvathasana</li> <li>• Ashwa-sanchalan-asana</li> <li>• Pada hastasana</li> <li>• Hasta uttanasana</li> <li>• Pranamasan.</li> </ul>	Narrative expressions Demonstration Practical sessions	<ul style="list-style-type: none"> <li>• Practice.</li> <li>• Individual performance assessment.</li> </ul>

### 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.
- Puppety –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.

## **EDU – 301.2 : Health and Physical Education.**

(1credits – 30 hours & 25 marks )

### **Course 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.

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### **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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.	<ul style="list-style-type: none"> <li>• Health &amp; Health Education – 4 hours</li> <li>• Meaning, importance and factors affecting Health</li> <li>• Significance, scope ,aims and objectives of Health Education</li> </ul>	Meaningful verbal presentation	<ul style="list-style-type: none"> <li>• Test</li> </ul>

### Unit 2: Hygiene & Health Hazards

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Develop right attitudes and habits for a healthy living in personal and community life. 2. Guiding the next generation to live with social commitment and obligations.	<ul style="list-style-type: none"> <li>• <b>Hygiene &amp; Health Hazards</b> – 6 hours</li> <li>• Personal and Community Hygiene</li> <li>• Smoking ,Alcoholism and Abuse of drugs</li> </ul>	Dramatization Presentations in small/medium groups	<ul style="list-style-type: none"> <li>• Evaluation of daily reflective behaviour</li> <li>• Test</li> </ul>

### Unit 3: Food and Nutrition, Lifestyle Diseases, First aid and Posture

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To impart knowledge regarding food and nutrition, first aid and the importance of posture.	<ul style="list-style-type: none"> <li>• Food and Nutrition – 15 hours</li> <li>• Macro and Micro Nutrients</li> <li>• Balanced diet</li> <li>• Vitamin deficiency and related</li> </ul>	Narrative expressions  Practical	<ul style="list-style-type: none"> <li>• Debating and discussions</li> <li>• Test</li> </ul>



2. Develop awareness about various lifestyle diseases and their prevention.	diseases <ul style="list-style-type: none"> <li>• Mal nutrition</li> <li>• Diseases</li> <li>• Hypo kinetic /Lifestyle diseases and it's management</li> <li>• First Aid</li> <li>• Definition</li> <li>• Aims and Principles</li> <li>• Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc.</li> <li>• Posture</li> <li>• Congenital and acquired postural deformities</li> <li>• Remedial measures for acquired postural problems</li> </ul>	sessions  Group activity  Dramatization  Personal profiles  Preparation of database Social survey	<ul style="list-style-type: none"> <li>• Survey reports</li> <li>• Group presentation</li> <li>• Posture assessment Grid</li> </ul>
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**Unit 4: Yoga in schools.**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Understands the significance of yoga in school.	<ul style="list-style-type: none"> <li>• Yoga in Schools – 5 hours.</li> <li>• Catch them young and watch them grow.</li> <li>• Empowering children with yoga:</li> <li>• Need for practicing yoga</li> <li>• Diet and Hygiene</li> <li>• Pranayama (breath awareness)</li> <li>• Visualization developing positive thoughts and building self-esteem.</li> <li>• Meditation.</li> </ul>	Narrative expressions  Practical sessions  Group activity  Dramatization  Personal profiles	<ul style="list-style-type: none"> <li>• Practice of yoga</li> <li>• Practical classes in schools</li> <li>• Discussions</li> <li>• Tests</li> <li>• Awareness campaign.</li> </ul>

**Guidelines for Practical work :**

- Personal Health & Nutrition Chart - 5 marks
- Record of Health Education -10 marks
- Practice of Yoga - 10 marks
- Practice teaching - 50 marks (conduct two classes each in PE and HE in schools during practice-teaching by preparing teaching-learning resources)

## **EDU – 301.1 : 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)