

**MAHATMA GANDHI UNIVERSITY  
KOTTAYAM, KERALA**



**TWO YEAR  
BACHELOR OF EDUCATION (B.Ed.)  
REVIEWED DEGREE PROGRAMME**

**CREDIT AND SEMESTER SYSTEM WITH GRADING**  
**Reviewed w. e. f July2018**

**BOARD OF STUDIES IN EDUCATION (UG)**  
**MAHATMA GANDHI UNIVERSITY**  
**2018**

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## **PREFACE**

Teacher Education is broad and comprehensive. It is ever evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the changing society, teacher education has to keep abreast of recent developments and trends. India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. At the same time, the demand for quality secondary education is steadily increasing. The student teacher has to critically examine the conditions of the school, reflect and have the potential to perform the desired role even in conditions of scarcity and deficiency of various kinds which a large number of schools face in our country. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is a common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals.

The student teacher has not only to re organize his/her understanding of the subject specialization learnt previously, but also has to be well equipped with the essentials of pedagogy, competencies and skills required to create a conducive learning environment in schools for each and every learner. The two year B.Ed. programme aims at a complete development of the student teacher particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. Over the last two decades, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention.

In the process of constructing curriculum for two year B.Ed. programme by the Board of Studies in Education (UG) we received inputs from educationists and experts in teacher education of long standing and experience. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes as well as the extent of its appropriateness. A framework was formulated in the workshop conducted from 4<sup>th</sup>-7<sup>th</sup> May 2015. The draft curriculum was developed based

on the ideas generated in series of intensive deliberation by the members of the board of studies, eminent scholars and teacher educators. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this framework. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, ICT as well as e-learning become the centre-stage in the frame work. Transaction of the curriculum and evaluating the developing teacher determine the extent to which the ideas conceptualized are put into practice. The frame work is visualized to act as a catalyst to change the profile of teacher education so that the teacher education institutions become active centres not only of research but also of practical experiments directed to the improvement of education methods and curricula. Group reflection, critical thinking and meaning-making have been encouraged. The maturity of student teachers has been kept in mind while visualizing modes of learning engagements, instead of continuous teacher monitoring and giving greater autonomy to learners.

We are grateful for the constructive suggestions, inspiring guidance and patronage extended by the Honorable Vice Chancellor Dr. Babu Sebastian, the BOS places on record its deep gratitude to Dr. Sheena Shukkur the Pro Vice Chancellor who supported us always wholeheartedly. We thankfully acknowledge Prof. (Dr.) A. Sukumaran Nair, the former Vice Chancellor and International Teacher Educator for his creative suggestions and proper guidance. We take this opportunity to thank one and all who were involved in the process of development of two year B Ed Curriculum.

Kottayam  
16/06/2015

**Dr. Sreelatha Amma R.**  
**Chairperson**  
Board of Studies in Education (UG)  
Mahatma Gandhi University

## **CURRICULUM VISION**

Enrichment of the new generation teachers with values and life skills, equip them to be professionally competent, adaptable and socially committed to meet the challenges of tomorrow and to become the transmitters, inspirers and promoters of children's eternal quest for knowledge

### **The Vision Highlights**

- Facing the challenges of Education in the modern world.
- Development of Teacher Competence, Sensitivity and Teacher Motivation.
- Laying importance on professional preparation.
- Making conformity with the values enshrined in the constitution.
- Moulding teachers to be technologically competent.
- Knowing of ICT enabled curriculum and e-learning.
- Realizing the importance of inclusive education and gender issues.
- Imbibing Yoga, Health and Physical Education for future life styles.
- Knowing about the 'nature' and measures for environmental sustainability.
- Nurturing children's creativity and aesthetic sensibilities.
- Realizing the importance of evidence based performance assessment.
- Experiencing life skill training.

## **GENERAL OBJECTIVES**

Structuring of the curriculum for two year B Ed programme is designed to enable the student teacher to:

1. uphold the value system based on the cultural, social, political and moral bases of Indian society.
2. identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges.
3. develop teacher competence, sensitivity and teacher motivation.
4. get ready for professional preparation.
5. become technologically competent and realize the importance of ICT and e-learning.
6. apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future.
7. imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
8. focus on communicative English which will help the student teachers to communicate well in diverse settings and groups.
9. conceptualize different formal and informal evidence based performance assessment strategies and develop ability to evaluate the continuous intellectual, social and physical development of the learners.
10. enhance drama and art education to nurture children's creativity and aesthetic sensibilities.
11. enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms.
12. acquire the right attitude with qualitative commitment using multiple levels of tools and techniques.

# **CURRICULUM REGULATIONS, 2015**

(WITH EFFECT FROM 2015 ADMISSIONS)

## **1. TITLE**

These regulations shall be called “Regulations for the Two Year B.Ed. Programme” under Credit and Semester System with Indirect Grading, 2015.

## **2. SCOPE**

Applicable to Regular B.Ed. programme conducted by Mahatma Gandhi University, Kottayam with effect from 2015-2017 Admissions.

The Programme conducted in distance /off campus and private registration shall not come under the purview of this regulation.

The provisions herein supersede all the existing regulations for the regular B.Ed. programme to the extent herein prescribed.

## **3. DEFINITIONS**

**Programme:** - Programme means a patterned combination and sequences of courses in the discipline education spreading over four semesters, according to the regulations, the successful completion of which would lead to the award of the degree.

**Semester:** Semester means a term consisting of a minimum of 600 contact hours distributed over 100 working days exclusive of admission and examination days within 20 academic weeks.

**Academic week:** Academic week is a unit of five working days in which distribution of work is organized from day one to day five, with six contact hours on each day. A sequence of 20 such academic weeks constitutes a semester.

**Credit:** Credit is a unit of input measured in terms of student’s study hours devoted to various aspects of the teaching-learning process. One credit for the B.Ed. programme is deemed equivalent to 20 study hours. Students can earn and accumulate credits on the basis of the number and types of tasks, they have successfully completed. All the tasks that carry credits are compulsory.

**Course:** Course means a complete integrated series of instructional content/lessons which are identified by a common title and will be taught and evaluated within a semester.

**Core course:** Core course means a course that comes under the category of courses which is compulsory for all students undergoing B. Ed. Programme.

**Pedagogic Course:** - Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.

**Associate Course:** Associate Course means a course which would enrich B.Ed. Programme.

**College Coordinator:** College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college. He/ She shall be nominated to the college level monitoring committee.

**Course coordinator:** Course coordinator is a teacher nominated by the college to coordinate the continuous evaluation undertaken in that course.

**Staff Council:** Staff Council means the body of all teachers of the college.

**Faculty Advisor:** Faculty Advisor means a teacher from the college nominated by the staff council who will advise the students in the academic matters.

**Grace Marks:** Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.

**Grade:** Grade means a letter symbol (eg: A, B, C, etc.) which indicates the broad level of performance of a student in a Course/ Semester/ Programme.

**Grade Point:** Grade point is the numerical indicator of the percentage of marks awarded to a student in a course.

Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the University Act and Statutes.

#### **4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS:**

Eligibility for admission, Norms for admission and Reservation of seats for B.Ed. Programme shall be according to the rules framed by the University and Government from time to time.

#### **5. DURATION**

Duration of B.Ed. programme shall be 4 semesters spread over two years.



The duration of odd semester shall be from June to October and that of even semesters from November to March. There shall be three days semester break after each semester and two months vacation during April and May in every academic year.

A student may be permitted to complete the programme, on valid reasons within a period of three years from the date of admission to the programme.

**Re-admission:** Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. If there is a change in the scheme any time later, candidate will have to join the course as a fresh entrant, if otherwise eligible.

**Transitory regulations:** Whenever a course/ scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ scheme. 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.

## 6. REGISTRATION

The strength of students for the programme shall be in accordance with the NCTE Regulations, Government rules and orders and University rules

Each student shall register for the course in the prescribed registration form in consultation with the faculty advisor within two weeks from the commencement of each semester. Faculty adviser shall permit registration on the basis of the preferences of the students and availability of seats.

The number of courses/ credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.

A student can opt out of a course/ courses registered subject to the minimum credits requirement within seven days from the commencement of the semester.

The college shall send a list of students registered for B.Ed. Programme in each semester giving the details of courses registered including repeat course to the University in the prescribed form within 20 days from the commencement of the semester.

## **7. MEDIUM OF INSTRUCTION**

The medium of instruction shall be English for all courses. However, in case of Languages, instruction may be given partly in the language concerned. Medium of examination shall be English/ Malayalam.

## **8. ATTENDANCE**

A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the working days for all the theory courses and practicum and 90% of the working days for 20 weeks (4+16) School Internship. Condonation of shortage of attendance shall be as per existing University statutes and rules. Candidates with shortage of attendance beyond the condonable limit will not be eligible to register for End Semester University Examination. In such cases the candidate has to repeat the programme/course by taking re-admission with the concurrence of the University. Condonation of attendance shall be limited to once during the entire programme.

All the courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the programme. Only such candidates are permitted to register for the End Semester University Examination.

Candidates who register his/her name for the End Semester University Examination for a semester will be eligible for promotion to the next semester.

A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally for getting eligibility for promotion to the next semester subject to the concurrence of University.

All the practical works (Engagement with the field) related to all the courses have to be compulsorily completed by all the students to be eligible for appearing for the practical examination of the External Practical Board.

Students who are eligible/have attended the practical examinations of the External Practical Board, alone will be permitted to register for theory examinations.

## **9. EXAMINATION**

The evaluation of each theory course shall contain two parts.

(a) Internal or In Semester Assessment (ISA)

(b) External or End Semester Assessment (ESA)

The evaluation of practical course shall be conducted by internal or In Semester Assessment. Standardization of the assessment shall be done by external examination board constituted by the University.

There will be no supplementary examinations. For reappearance / improvement, the students can reappear along with the next batch.

A candidate who has not secured minimum marks/ credit in internal examinations can re-do the same in concurrence with the University. They should register and reappear for external examination along with the subsequent batch.

A candidate who has not secured minimum marks/ grades in external examinations in any of the course/ courses can reappear for the same within the specified period mentioned in 5.3.

A candidate who has secured minimum marks/ grades in external examinations in all the courses and fails to get semester minimum has to reappear for all the courses within the specified period mentioned in 5.3.

A candidate who failed to secure minimum grade points in any of the courses of B.Ed. programme, can re-do the same with the ensuing batch in concurrence with the University.

All courses shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this number is to be attached with the codes of the courses for which he/she can perform examination duty.

## 10. CREDIT POINT AND CREDIT POINT AVERAGE

Credit Point (CP) of a course is calculated using the formula,

**CP = C x GP**, Where C= Credit, G P = Grade Point

Credit Point Average (CPA) of a Semester / Programme is calculated using the formula,

**CPA =  $\frac{\text{TCP}}{\text{TC}}$** , Where TCP = Total Credit Point  
TC = Total Credit

Semester Credit Point Average shall be denoted as SCPA and Cumulative Credit Point Average as CCPA.

Cumulative Credit point Average (CCPA)

$$= \frac{\text{SCPA I} + \text{SCPA II} + \text{SCPA III} + \text{SCPA IV}}{4}$$

where, SCPA is Credit Point Average (CPA) of a Semester

For all courses (Theory and Practical), grades are given on a 7 point scale based on the total percentage of marks as given below. For theory courses total mark is calculated by adding internal and external marks. For practical courses total mark is calculated by considering the internal assessment of each component during 1<sup>st</sup> semester and that of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semesters are calculated by considering internal marks and the standardization procedure executed by the respective external examination boards.

<b>Percentage of Marks</b>	<b>Grade</b>	<b>Grade Point</b>
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimals are to be rounded to the next whole number

Overall grade and Semester grade for the B. Ed. Programme is calculated on a 7 point scale. Grades for the different semesters and overall programme are given based on the corresponding **CPA** as shown below.

**Grades for the different semesters and overall programme based on the corresponding CPA**

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B -Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D – Satisfactory
Above or equal to 5, but below 6	E –Adequate
Below 5	F – Failure

For a pass in the examination of B.Ed. programme, a candidate should secure a minimum of E Grade (CPA= 5) in aggregate for each semester with a minimum of E Grade (40% marks) in each theory course and D Grade (50% marks) for each practical course (Engagement with the field) and viva-voce. A separate minimum of 30% marks each for internal and external assessment of all individual theory courses is required for pass for a course.

#### **11. GRIEVANCE REDRESSAL MECHANISM**

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

**Level 1: Dept. Level:** The department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members.

**Level 2: College Level:** A committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members.

**Level 3: University Level:** A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub-

committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examinations as member-secretary.

## **12. INTERNAL ASSESSMENT**

The internal assessment of all components of theory courses are to be published before the University Examinations and are to be acknowledged by the candidates. All the details of internal assessment are to be kept in the college for two years after the end of the programme and shall be made available for verification by the University if needed. All the documents and records pertaining to the practical courses shall be made available before the External Examination Board constituted by the University. The responsibility of internal assessment is vested on the course coordinator. If any irregularities are found in the matter of examination, it shall be reported to the University.

## **13. MARK CUM GRADE CARD**

The University under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each semester, which shall contain the following information:

- (a) Name of the University
- (b) Name of the College
- (c) Title of the Programme
- (d) Name of the Semester
- (e) Name and Register Number of the student
- (f) Code, Title, Credits and Max. Marks (Int., Ext. & Total) of each course opted in the semester.
- (g) Internal, External and Total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester
- (h) University Average of the External Exam in each course.
- (i) The total credits, total marks (Max. & Awarded) and total credit points in the semester
- (j) Semester Credit Point Average (SCPA) and corresponding Grade.
- (k) Cumulative Credit Point Average (CCPA) corresponding to Core courses, Pedagogic Courses and Associate Courses (separately and together) and whole programme, as the case may be.

- (l) The final Mark Cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final grade/marks scored by the candidate from **I to III** Semesters, as the case may be, and the overall grade/marks for the total programme.

**14.** There shall be **3 level monitoring committees** for the successful conduct of the Programme. They are:

**Level 1: Dept. Level:** The department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members.

**Level 2: College Level:** A committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members.

**Level 3: University Level:** A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub-committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examinations as member-secretary.

#### **15. TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

#### **16. PROVISION**

The CBCSS Regulations 2014, now in force are applicable to programme offered by the University to admissions made up to and including the academic year 2014-2015.

**Annexure Ia : Model Mark Cum Grade Card (I Sem)**  
**MAHATMA GANDHI UNIVERSITY**  
Priyadarshni Hills P.O.

Section:  
Student ID:

Kottayam  
Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
Name of the College :  
Permanent Register Number (PRN) : Degree : Bachelor of Education  
Programme : B.Ed  
Stream : English Education  
Name of Examination : First Semester Examination November 2015

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average	Result
			External		Internal		Total							
			Awarded (E)	Max	Awarded (I)	Max	Awarded (E+I)	Max						
<b>CORE COURSES</b>														
EDU 101	Contemporary India and Education	5	62	80	15	20	77	100	B	8	40	34.32	28.48	Pass
EDU 102	Childhood and Growing up	5	46	80	16	20	62	100	C	7	35	29.34	27.89	Pass
EDU 103	Development and Resources in Educational Technology.	3	37	50	6	10	43	60	B	8	24	18.09	12.34	Pass
<b>PEDAGOGIC COURSES</b>														
EDU 104.11	Understanding the Discipline of English	3	46	50	6	10	52	60	A	9	27	22.46	20.45	Pass
EDU 105.11	Learning to function as English teacher	3	48	50	7	10	55	60	A+	10	30	26.89	20.34	Pass
<b>ASSOCIATE COURSES</b>														
EDU 106	Elective	3	38	50	8	10	46	60	B	8	24	16.90	21.98	Pass
<b>PRACTICAL COURSES</b>														
EDU 107.1	Core	2	-	-	30	40	30	40	B	8	16	12	13	Pass
EDU 107.2	Pedagogic	4	-	-	70	80	70	80	B	8	32	30	29	Pass
EDU 107.3	Health & Physical Education	1	-	-	15	20	15	20	B	8	8	6	5	Pass
EDU 107.4	Drama & Art in Education	1	-	-	15	20	15	20	B	8	8	6	5	Pass
	<b>TOTAL</b>	30						600			244			Pass
<b>SCPA I : 8.06; SG : B</b>														



**Annexure 1b : Model Mark Cum Grade Card (IISem)**  
**MAHATMA GANDHI UNIVERSITY**

Section: Priyadarshni Hills P.O.

Student ID:

Kottayam  
Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
 Name of the College :  
 Permanent Register Number (PRN) : Degree : Bachelor of Education  
 Programme : B.Ed  
 Stream : English Education  
 Name of Examination : Second Semester Examination November 2015

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Max	Awarded (I)	Max	Awarded (E+I)	Max						
	<b>CORE COURSES</b>													
EDU 201	Knowledge and Curriculum	5	62	80	15	20	77	100	B	8	40	34.32	28.48	Pass
EDU 202	Learning and Teaching	5	60	80	16	20	76	100	B	8	40	39.34	37.89	Pass
EDU 203	Assessment for Learning	3	40	50	6	10	46	60	B	8	24	18.09	22.34	Pass
	<b>PEDAGOGIC COURSES</b>													
EDU 204.11	Pedagogical Dimensions of English	3	46	50	6	10	52	60	A	9	27	22.46	20.45	Pass
EDU 205.11	Curriculum and Resource Development in English Education	3	48	50	7	10	55	60	A+	10	30	26.89	30.34	Pass
	<b>PRACTICAL COURSES</b>													
EDU 206.1	Core	4	-	-	75	80	75	80	B	8	32	30.9	31.98	Pass
EDU 206.2	Pedagogic	5	-	-	91	100	91	100	A+	10	50	42.90	40	Pass
EDU 206.3	Health & Physical Education	1	-	-	15	20	15	20	B	8	8	7	6	Pass
EDU 206.4	Drama & Art in Education	1	-	-	15	20	15	20	B	8	8	7	5	Pass
	<b>TOTAL</b>	30						600		259				Pass
	<b>SCPA II 8.63; SG : B</b>													

**Annexure Ic : Model Mark Cum Grade Card (III Sem)**  
**MAHATMA GANDHI UNIVERSITY**

Section: Priyadarshni Hills P.O.

Student ID:

Kottayam

Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
 Name of the College :  
 Permanent Register Number (PRN) : Degree : Bachelor of Education  
 Programme : B.Ed  
 Stream : English Education  
 Name of Examination : Third Semester Examination November 2015

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average	Result
			External		Internal		Total							
			Awarded (E)	Max	Awarded (I)	Max	Awarded (E+I)	Max						
	<b>ASSOCIATE COURSE</b>													
EDU 301	Language Across the Curriculum	3	42	50	8	10	50	60	A	9	27	24.3	18.48	Pass
	<b>PRACTICAL COURSES</b>													
EDU 302.1	Core	4	-	-	72	80	72	80	A	9	36	34.5	27.89	Pass
EDU 302.2	Pedagogic	18	-	-	300	360	300	360	B	8	144	133.13	123.34	Pass
EDU 302.3	Health & Physical Education	2	-	-	36	40	36	40	A	9	18	18.017	10.45	Pass
EDU 302.4	Drama & Art in Education	1	-	-	17	20	17	20	A	9	9	9.1	8.6	Pass
	Viva-voce	2	-	-	35	40	35	40	A+	10	20	18	17	Pass
	<b>TOTAL</b>	30						600			254			
	<b>SCPA III : 9; SG : A</b>													

**Annexure Id : Model Mark Cum Grade Card (IVSem)**  
**MAHATMA GANDHI UNIVERSITY**

Section: Priyadarshni Hills P.O.

Student ID: Kottayam  
 Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
 Name of the College :  
 Permanent Register Number (PRN) : Degree : Bachelor of Education  
 Programme : B.Ed  
 Stream : English Education  
 Name of Examination : Fourth Semester Examination November 2015

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average (UA)	Result
			External		Internal		Total							
			Awarded (E)	Max	Awarded (I)	Max	Awarded (E+I)	Max						
<b>CORE COURSES</b>														
EDU 401	Gender, School and Society	5	62	80	15	20	77	100	B	8	40	54.32	48.48	Pass
EDU 402	Personality Dynamics in Education	5	46	80	16	20	62	100	C	7	35	49.34	47.89	Pass
<b>PEDAGOGIC COURSE</b>														
EDU 403	Professional Development of English teacher	3	41	50	6	10	47	60	B	8	24	58.09	52.34	Pass
<b>PRACTICAL COURSES</b>														
EDU 404.1	Core	7	-	-	130	140	130	140	A	9	63	62	53	Pass
EDU 404.2	Pedagogic	6	-	-	110	120	110	120	A	9	54	30	29	Pass
EDU 404.3	Health & Physical Education	1	-	-	15	20	15	20	B	8	8	6	5	Pass
EDU 404.4	Drama and Art in Education	1	-	-	10	20	15	20	B	8	8	6	5	Pass
EDU 404.5	Communicative English	2	-	-	30	40	30	40	B	9	18	17	16	Pass
<b>TOTAL</b>		30						600			250			

SCPA IV : 8.16, SG : B SCPA III :9, SG :A SCPA II :8.63, SG :B SCPA I :8.06, SG :A														
<b>CCPA OF PROGRAMME</b>	8.46	G:B												

**Annexure - Reverse side of the Mark Cum Grade Card (common to all semesters)**

**Description of the Evaluation Process**

**Grade and Grade Point**

Grades and Grade Points are given on a 7-point Scale based on the percentage of Total Marks as given in Table 1

**Table 1**

<b>%Marks</b>	<b>Grade</b>	<b>Grade Point</b>
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Overall grade and Semester grade for the B. Ed. Programme is calculated on a 7 point scale. Grades for the different semesters and overall programme are given based on the corresponding **CPA** as shown below.

<b>CPA</b>	<b>Grade</b>
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B -Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D – Satisfactory
Above or equal to 5, but below 6	E –Adequate
Below 5	F – Failure

Credit point (**CP**) of a Course is calculated using the formula  
**CP = C x GP** , where **C = Credit, GP = Grade Point**

Credit Point Average (**CPA**) of a **Semester** is calculated using the formula

$$\text{SCPA} = \frac{\text{TCP}}{\text{TC}}$$

Where **TCP = Total Credit Point;**  
**TC = Total Credit**

## MAHATHMA GANDHI UNIVERSITY, KOTTAYAM

### CURRICULUM DESIGN OF TWO YEAR B.Ed. PROGRAMME- 2015

The Board of Studies in Education (U.G.) proposed the Curriculum Design of Two Year B.Ed. programme in tune with the guidelines of NCFTE (2009), NCTE (2014), and NCERT. The restructured programme shall be implemented with effect from 2015-17 academic year. The layout of the new programme is conceived as comprising of three broader areas as follows:

**A.PERSPECTIVES IN EDUCATION** - Learner Studies, Contemporary Studies, Educational Studies

**B.CURRICULUM AND PEDAGOGIC STUDIES** - Curriculum Studies and Pedagogic Studies

**C. ENGAGEMENT WITH THE FIELD** - Professional capacities, Teacher sensibilities and skills. (School Internship)

#### I. PROGRAMME FRAMEWORK

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Marks	Credit
I	100	600	440	160	22	8	600	30
II	100	600	380	220	19	11	600	30
III	100	600	60	540	3	27	600	30
IV	100	600	260	340	13	17	600	30
<b>Total</b>	<b>400</b>	<b>2400</b>	<b>1140</b>	<b>1260</b>	<b>57</b>	<b>63</b>	<b>2400</b>	<b>120</b>

#### II. COURSE STRUCTURE OF THE PROGRAMME

##### A. Theory Courses :

Courses	Sem I	Sem II	Sem III	Sem IV
Core Courses	EDU 101 EDU 102 EDU 103	EDU 201 EDU 202 EDU 203		EDU 401 EDU 402
Pedagogic Courses	EDU 104 EDU 105	EDU 204 EDU 205	-----	EDU 403
Associate Courses	EDU 106	----	EDU 301	

**B. Engagement with the field (Practical): Comprised of College Based, School Based and Community Based Practicals**

Courses	Semester I	Semester II	Semester III	Semester IV
Core- EPC1,EPC2,EPC3,EPC4	EDU 107.1	EDU 206.1	EDU 302.1	EDU 404.1
Pedagogic- EPC1,EPC2EPC3,EPC4	EDU 107.2	EDU 206.2	EDU 302.2	EDU 404.2
Health & Physical Education, EPC4	EDU 107.3	EDU 206.3	EDU 302.3	EDU 404.3
Drama and Art in Education-EPC2	EDU 107.4	EDU 206.4	EDU 302.4	EDU 404.4
Communicative English- EPC 1	-----	-----	-----	EDU 404.5

**NB: EPC-Enhancing Professional Capacities**

- EPC 1-Reading and Reflecting on Texts
- EPC 2-Drama and Art in Education
- EPC 3-Critical Understanding of ICT
- EPC 4- Understanding the Self

**III.SEMESTER WISE PROGRAMME FRAME**

**Semester 1**

Category	Course Code	Course Name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU101	Contemporary India and Education	100	80	20	100	5
	Core EDU102	Childhood and Growing Up	100	80	20	100	5
	Core EDU103	Development and Resources in Educational Technology	60	50	10	60	3
	Pedagogic EDU104	Understanding the Discipline of ----- Education	60	50	10	60	3
	Pedagogic EDU105	Learning to function as.....teacher	60	50	10	60	3

	Associate- EDU 106	Elective	60	50	10	60	3
<b>Practical/ Engagem ent with the field</b>	EDU 107.1	Core- <b>EPC1, EPC2, EPC3, EPC4</b>	40	--	40	40	2
	EDU 107.2	Pedagogic- <b>EPC1, EPC2, EPC3, EPC4</b>	80	--	80	80	4
	EDU 107.3	Health& Physical Education- <b>EPC4</b>	20	--	20	20	1
	EDU 107.4	Drama and Art in Education- <b>EPC2</b>	20	--	20	20	1
<b>Semester Total</b>			<b>600</b>	<b>360</b>	<b>240</b>	<b>600</b>	<b>30</b>

## Semester II

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
<b>Theory</b>	Core EDU201	Knowledge and Curriculum	100	80	20	100	5
	Core EDU202	Learning and Teaching	100	80	20	100	5
	Core EDU203	Assessment for learning	60	50	10	60	3
	Pedagogic EDU204	Pedagogical Dimensions of... ..	60	50	10	60	3
	Pedagogic EDU205	Curriculum and Resource Development in....Education	60	50	10	60	3
<b>Practical/ Engagement with the field (Includes School</b>	EDU206.1	Core- <b>EPC1,EPC2,EPC3,E PC4</b>	80	--	80	80	4
	EDU206.2	Pedagogic- <b>EPC1,EPC2, EPC3,EPC4</b>	100	--	100	100	5
	EDU206.3	Health& Physical Education- <b>EPC4</b>	20	--	20	20	1
	EDU206.4	Drama and Art in Education- <b>EPC2</b>	20	--	20	20	1
<b>Semester Total</b>			<b>600</b>	<b>310</b>	<b>290</b>	<b>600</b>	<b>30</b>

### Semester III

Category	Course Code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	EDU 301	Language Across the Curriculum	60	50	10	60	3
Practical/ Engagement with the field(Includes School Internship- Phase II)	EDU302.1	Core- <b>EPC1,EPC2,EPC3,EPC4</b>	80		80	80	4
	EDU302.2	Pedagogic- <b>EPC1,EPC2, EPC3,EPC4,</b>	360		360	360	18
	EDU302.3	Health& Physical Education, <b>EPC4</b>	40		40	40	2
	EDU302.4	Drama and Art in Education- <b>EPC2</b>	20		20	20	1
		Viva-voce	40	40	----	40	2
<b>Semester Total</b>			<b>600</b>	<b>90</b>	<b>510</b>	<b>600</b>	<b>30</b>

### Semester IV

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU401	Gender, School and Society	100	80	20	100	5
	Core EDU402	Personality Dynamics in Education	100	80	20	100	5
	Pedagogic EDU403	Professional Development of..... Teacher	60	50	10	60	3
Practical/ Engagement with the field	EDU404.1	Core- <b>EPC1,EPC2, EPC3,EPC4</b>	140	--	140	140	7
	EDU404.2	Pedagogic- <b>EPC1,EPC2, EPC3,EPC4,</b>	120	--	120	120	6
	EDU404.3	Health& Physical Education- <b>EPC4.</b>	20	--	20	20	1
	EDU404.4	Drama and Art in Education- <b>EPC2</b>	20	--	20	20	1
	EDU404.5	Communicative English- <b>EPC 1</b>	40		40	40	2
<b>Semester Total</b>			<b>600</b>	<b>210</b>	<b>390</b>	<b>600</b>	<b>30</b>
<b>Programme Total</b>			<b>2400</b>	<b>970</b>	<b>1430</b>	<b>2400</b>	<b>120</b>



#### IV. SCHEME OF ASSESSMENT

##### A . Internal evaluation of theory courses

###### a. Theory Courses with Credit 5

Title	No of Tasks @ course	Marks	Total Marks
Internal Test	2	10	20
Practicum	1	10	

###### b. Theory Courses with Credit 3

Title	No. of Tasks @ course	Marks	Total marks
Internal Test	2	5	10
Practicum	1	5	

**NB: A detailed report of the Practicum is to be prepared by each student teacher for each course.**

##### B. External evaluation of Theory Courses

###### Semester 1

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 101	Contemporary India and Education	3	80	20	100
Core EDU 102	Childhood and Growing up	3	80	20	100
Core EDU 103	Development and Resources in Educational Technology	2	50	10	60
Pedagogic EDU 104	Understanding the Discipline of ----- Education	2	50	10	60
Pedagogic EDU 105	Learning to function as ----- Teacher	2	50	10	60
Associate EDU 106	Elective	2	50	10	60

## Semester II

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 201	Knowledge and Curriculum	3	80	20	100
Core EDU 202	Learning and Teaching	3	80	20	100
Core EDU 203	Assessment for Learning	2	50	10	60
Pedagogic EDU 204	Pedagogical Dimensions of .....Education	2	50	10	60
Pedagogic EDU 205	Curriculum and Resource Development in.....Education	2	50	10	60

## Semester III

Course code	Course title	Hours	External marks	Internal marks	Total marks
Associate Course EDU 301	Language Across the Curriculum	2 hours	50	10	60

## Semester IV

Course code	Course name	Duration of examination- External (Hrs)	Marks		
			External	Internal	Total
Core EDU 401	Gender, School and Society	3	80	20	100
Core EDU 402	Personality Dynamics in Education	3	80	20	100
Pedagogic EDU 403	Professional Development of .....Teacher	2	50	10	60

### C. Pattern of Questions

Form of questions	Number of questions		Total marks	
	Courses with Credit 5	Courses with Credit 3	Courses with Credit 5	Courses with Credit 3
Very short answer	10	10	10	10
Short answer	8/12	5/6	16	10
Short Essay/Problem Solving	6/9	5/7	24	20
Essay/Higher Order Thinking	2/4	1/2	30	10
<b>Total</b>	<b>35</b>	<b>25</b>	<b>80</b>	<b>50</b>

### V. LIST OF COURSES

#### A.CORE COURSES

**EDU 101 Contemporary India and Education**

**EDU 102 Childhood and Growing up**

**EDU 103 Development and Resources in Educational Technology**

**EDU 201 Knowledge and Curriculum**

**EDU 202 Learning and Teaching**

**EDU 203 Assessment for Learning**

**EDU301 Language Across the Curriculum**

**EDU401 Gender, School and Society**

**EDU402 Personality Dynamics in Education**

## **B. PEDAGOGIC COURSES**

**EDU 104.1 1 Understanding the Discipline of English Education**

**EDU 104.1 2 Understanding the Discipline of Malayalam Education**

**EDU 104.1 3 Understanding the Discipline of Hindi Education**

**EDU 104.1 4 Understanding the Discipline of Sanskrit Education**

**EDU 104.1 5 Understanding the Discipline of Arabic Education**

**EDU 104.1 6 Understanding the Discipline of Mathematics Education**

**EDU 104.1 7 Understanding the Discipline of Physical Science education**

**EDU 104.1 8 Understanding the Discipline of Natural Science Education**

**EDU 104.1 9 Understanding the Discipline of Social Science Education**

**EDU 104.20 Understanding the Discipline of Commerce Education**

**EDU 104.21 Understanding the Discipline of IT and Computer Science  
Education**

**EDU 105.11 Learning to function as English teacher**

**EDU 105.1 2 Learning to function as Malayalam teacher**

**EDU 105.1 3 Learning to function as Hindi teacher**

**EDU 105.1 4 Learning to function as Sanskrit teacher**

**EDU 105.15 Learning to function as Arabic teacher**

**EDU 105.1 6 Learning to function as Mathematics teacher**

**EDU 105.1 7 Learning to function as Physical Science teacher**

**EDU 105.1 8 Learning to function as Natural Science teacher**

**EDU 105.1 9 Learning to function as Social Science teacher**

**EDU 105.20 Learning to function as Commerce teacher**

**EDU 105.21 Learning to function as IT and Computer Science teacher**

**EDU 204.11 Pedagogical Dimensions of English**  
**EDU 204.12 Pedagogical Dimensions of Malayalam**  
**EDU 204.13 Pedagogical Dimensions of Hindi**  
**EDU 204.14 Pedagogical Dimensions of Sanskrit**  
**EDU 204.15 Pedagogical Dimensions of Arabic**  
**EDU 204.16 Pedagogical Dimensions of Mathematics**  
**EDU 204.17 Pedagogical Dimensions of Physical Science**  
**EDU 204.18 Pedagogical Dimensions of Natural Science**  
**EDU 204.19 Pedagogical Dimensions of Social Science**  
**EDU 204.20 Pedagogical Dimensions of Commerce**  
**EDU 204.21 Pedagogical Dimensions of IT and Computer Science**

**EDU 205.11 Curriculum and Resource Development in English Education**  
**EDU 205.12 Curriculum and Resource Development in Malayalam Education**  
**EDU 205.13 Curriculum and Resource Development in Hindi Education**  
**EDU 205.14 Curriculum and Resource Development in Sanskrit Education**  
**EDU 205.15 Curriculum and Resource Development in Arabic Education**  
**EDU 205.16 Curriculum and Resource Development in Mathematics  
Education**  
**EDU 205.17 Curriculum and Resource Development in Physical Science  
Education**  
**EDU 205.18 Curriculum and Resource Development in Natural Science  
Education**  
**EDU 205.19 Curriculum and Resource Development in Social Science  
Education**  
**EDU 205.20 Curriculum and Resource Development in Commerce Education**

**EDU 205.21 Curriculum and Resource Development in IT and Computer  
Science Education**

**EDU 403.11 Professional Development of an English teacher**

**EDU 403.12 Professional Development of Malayalam teacher**

**EDU 403.13 Professional Development of Hindi teacher**

**EDU 403.14 Professional Development of Sanskrit teacher**

**EDU 403.15 Professional Development of Arabic teacher**

**EDU 403.16 Professional Development of Mathematics teacher**

**EDU 403.17 Professional Development of Physical Science teacher**

**EDU 403.18 Professional Development of Natural Science teacher**

**EDU 403.19 Professional Development of Social Science teacher**

**EDU 403.20 Professional Development of Commerce teacher**

**EDU 403.21 Professional Development of IT and Computer Science teacher**

**C. ASSOCIATE COURSE –ELECTIVE**

**EDU 106.11 Health and Physical Education**

**EDU 106.12 Guidance and Counselling**

**EDU 106.13 Elementary Education**

**EDU 106.14 Environmental Education**

**EDU 106.15 Special Education**

**VI . PROCEDURE OF ASSESSMENT**

The performance of student teachers shall be evaluated by both external and internal assessment mechanisms. A student teacher portfolio showcasing all practical and practicum and its internal assessment shall be maintained by every student teacher. It shall be duly signed by course coordinator, college coordinator, and the principal and shall be made available for verification. A separate certificate for Competency Profile together with a college certified digital copy of the best class presented by the student teacher shall be given to him/her along with the University Certificate.

Competency Profile shall be prepared by the institution. The following competencies may be considered for preparing competency profile.

- Knowledge management
- Communication
- Instructional Designing
- Class room Management
- Instructional Management
- Student Assessment
- Student Diagnosis
- Professionalism

**A. EXTERNAL EVALUATION:**

**i. External evaluation of all theory courses** shall be done by End Semester Examinations conducted by the university.

**ii. External evaluation of practical courses** in the III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no external examination for practical courses in the I and II semesters. The present practice of appointing Zonal Examination Boards on the basis of existing norms shall be continued. In addition, each Zonal Examination Board shall have one expert from the stream of core or associate courses. The examination board of the IV semester shall comprise of the Zonal chairperson and one expert from the stream of Core or Pedagogic courses. The examination board of the III semester shall comprise of the Zonal chairperson and experts from the stream of Pedagogic Courses and Health and Physical Education. The examination board shall evaluate the teaching competence of each student teacher by observing the classroom teaching in the III semester. The examination board shall evaluate all the documentary evidences in the form of records, reports, materials and soft copies in respect of the student teacher portfolio in the respective semesters. The standardization process of internal assessment shall be done by estimating the average of internal and external assessment marks assigned by the Institution and External Board respectively. The institution shall hand over the internal assessment marks only to the Zonal Chairperson/Coordinating Chairperson. It is the duty of the Zonal Chairperson to

compile the internal assessment and external assessment marks. If there exists a difference of 20% or above between internal and external assessment, a third evaluation by the Zonal chairperson shall be done. The decision of the Zonal chairperson shall be the final. If any discrepancies are observed in the matter of documental evidences, it shall be reported to the University. A minimum of 16 school students are to be present for conducting classes for practical examination.

## **B. INTERNAL EVALUATION**

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



## SEMESTER I

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 107.1	Core:	Project on socially/educationally relevant issue (Edu 101)	Community	Project report	<b>Report writing (10 pages) -9 Marks</b> <ul style="list-style-type: none"> <li>• Relevance of the topic -2Marks</li> <li>• Creativity /Novelty -4 Marks</li> <li>• Procedure adopted -3 Marks</li> </ul> <b>Timely Submission -1 Mark</b>	10	40	2
		Preparation of a material for a theme on any one adolescent problem (Edu102)	College	Record & Evidence	<b>Theme - 2 Marks</b> <b>Learning Material - 5 Marks</b> <b>Report - 2 Marks</b> <b>Timely Submission - 1 Mark</b>	10		
		Creation of blog and uploading of any learning material in the blog (Edu 103)	College	Report & Hard copy of the blog page	<b>Creation of blog - 6 marks</b> <b>Learning material - 2 Marks</b> <b>Hard Copy -1 Mark</b> <b>Timely Submission - 1 Mark</b>	10		
	Associate: Elective	Study on prevailing practices of respective elective course in schools/community	College	Report	<b>Report writing (10-15 pages)- 9 Marks</b> <ul style="list-style-type: none"> <li>• Identification of Essential Components /Prevailing practices in school/community - 4 Marks</li> <li>• Depth of analysis -3 Marks</li> <li>• Suggestions/recommendations -2 Marks</li> </ul> <b>Timely Submission - 1 Mark</b>	10		
EDU 107.2	Pedagogic :	Micro teaching lesson plans-3 skills for each student	College	Record	<b>Lesson Plan - 2 Marks</b> <b>Skill components -3 Marks</b> <b>Total - 5x3 (skills) =15Marks</b>	15		

		Micro teaching class – 1 skill by each student complete cycle(preferably video record)	College	Record & Reflective journal	<b>Lesson plan -3 Marks</b> <b>Incorporation of skill components -5 Marks</b> <b>Completion of cycle -2 Marks</b> <b>Teaching Competence - 3 Marks</b> <b>Reflective journal -2 Marks</b>	15	80	4
		Link Practice- lesson plan and class@1	College	Record	<b>Lesson Plan - 5Marks</b> <b>Integration of skills -5 Marks</b> <b>Teaching Competence - 5 Marks</b>	15		
		Development of resource materials for school pupils-ICT supported materials(school based topic) - Extension Activity	College	Report and evidence	<b>Relevance of the resource material -5 Marks</b> <b>Quality of the resource material -10Marks</b> <b>Innovation and creativity - 5 Marks</b> <b>Report - 4 Marks</b> <b>Timely Submission - 1 Mark</b>	25		
		Student teacher Portfolio(Practical and Practicum of all courses)	College	Portfolio	<b>Experiences with report and evidence -4 Marks</b> <b>Meaningful reflection - 2 Marks</b> <b>Comprehensiveness and neatness -3 Marks</b> <b>Timely Submission - 1 Mark</b>	10		
EDU10 7.3	Health and Physical Education	Demonstration of various Yogic Asanas/Meditation by Student (Any two asanas)	College	Record	<b>Demonstration of asanas - 6Marks</b> <b>Record with evidence - 3 Marks</b> <b>Timely Submission -1 Mark</b>	10	20	1
		Demonstration of first aid (any two)	College	Record	<b>Demonstration of first aid - 6Marks</b> <b>Report with evidence - 3 Marks</b> <b>Timely Submission -1 Mark</b>	10		

EDU10 7.4	Drama and Art in Education(E PC2)	Theatre Practice - Participation in workshop/training	College	Record & Evidence	<b>Attendance</b> - 1Mark <b>Script writing</b> -2 Marks <b>Performance</b> - 3 Marks <b>Report writing</b> -3 Marks <b>Timely Submission</b> - 1 Mark	10	2 0	1
		SUPW- Service-1 & Product -1	College	Record & Evidence	<b>Involvement in service</b> - 3 Marks <b>Quality of the product</b> - 3 Marks <b>Report</b> - 3 Marks <b>Timely Submission</b> -1 Marks	10		
<b>Semester Total</b>						<b>160</b>	<b>160</b>	<b>8</b>

## SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 206.1	Core :	School Profile and practices (student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly and the like) ( <b>Edu 201</b> )	School	Record & Reflective journal	<b>Report Writing(10-15pages)- 25 Marks</b> <ul style="list-style-type: none"> <li>• Details of School profile and practices -10 marks</li> <li>• Description of all practices -10 Marks</li> <li>• Concluding remarks - 3Marks</li> <li>• -Presentation style - 2Marks</li> </ul> <b>Reflective Journal Writing -4 Marks</b> <b>Timely Submission - 1 mark</b>	<b>30</b>		

	Awareness class on adolescent problems ( based on the learning material prepared in first semester) ( <b>Edu 202</b> )	School	Record & Supervision diary cum Reflective journal	<b>Lesson Plan -5Marks</b> <b>Report -2Marks</b> <b>Supervision diary cum Reflective Journal -2Marks</b> <b>Timely Submission -1Mark</b>	10	80	4
Supervision Dairy	Critical Analysis of the status of exceptional children in the school (Statistics of Children with special needs and their characteristics) ( <b>Edu 202</b> )	School	Record & Reflective journal	<b>Report Writing(10-15 pages) -15Marks</b> <ul style="list-style-type: none"> <li>• Identifying the exceptional children using appropriate psychological test - 5Marks</li> <li>• Analysis and Interpretation of the test -7Marks</li> <li>• Sociogram -3 Marks</li> </ul> <b>Reflective Journal -4Marks</b> <b>Timely Submission -1 Mark</b>	20		
	Analysis of prevailing assessment practices in schools ( <b>Edu 203</b> )	School	Record & Reflective journal	<b>Report writing (5-10 pages) - 7 Marks</b> <ul style="list-style-type: none"> <li>• Identifying the prevailing assessment practices in school 2Marks</li> <li>• Analysis and interpretation -3 Marks</li> <li>• Comprehensiveness of the report - 2Marks</li> <li>• <b>Reflective journal - 2 Marks</b></li> </ul> <b>Timely submission -1 Mark</b>	10		

		Student teacher portfolio (practical and practicum of all courses) <b>(Edu 201, 202 &amp; 203)</b>	College	Portfolio	<b>Experiences with report and evidence</b> -4 Marks <b>Meaningful reflection</b> - 2 Marks <b>Comprehensiveness and neatness</b> -3 Marks <b>Timely submission</b> -1 Mark	10		
EDU 206.2	Pedagogic :	Discussion lesson plans -5	College	Record	<b>Attendance</b> - 2 Marks <b>Involvement in discussion</b> -2 marks <b>Lesson plan</b> - 5 Marks <b>Timely submission</b> -1 Mark	10	100	5
		Demonstration class observation -5	College	Record	<b>Attendance</b> - 2 Marks <b>Observation report</b> -2 marks <b>Lesson Plans</b> - 5 Marks <b>Timely Submission</b> -1 mark	10		
		Criticism Lesson Plans, class observation and evaluation -5 Criticism class@1	College	Record	<b>Attendance</b> - 2 Marks <b>Criticism Class observation and Report</b> -10 Marks <b>Lesson Plan</b> - 5 Marks <b>Teaching Competence</b> -2 Marks <b>Timely Submission</b> -1 Mark	20		
		Class room teaching during school induction@ 5 classes	School	Record and Supervision diary cum reflective journal (as per format attached)	<b>Lesson Plan</b> - 25 Marks <b>Teaching competency</b> -25 Marks <b>Supervision Diary cum Reflective journal(one journal entry for five classes)</b> - 10 Marks	60		

EDU 206.3	Health and Physical Education	Credible participation in games and sports	College	Record and Certificate of the events participated	<b>Participation Prize Report</b>	<b>-5 Marks - 2Marks -2 Marks</b>	10	20	1
		Organising sports meet and rules and regulations of long jump and shot put	College	Record & Evidence	<b>Timely Submission</b>	<b>-1 Mark</b>			
					<b>Role in committee</b>	<b>-2 Marks</b>	10		
					<b>Report on sports meet</b>	<b>-3 marks</b>			
					<b>Record on rules, regulations and diagrams</b>	<b>-4 Marks</b>			
					<b>Timely submission</b>	<b>-1 mark</b>			

EDU 206.4	Drama and Art in Education (EPC2)	Interview a local folk artist and prepare a report on the local community art forms	Community	Record & Evidence	<b>Preparation of interview schedule</b>	<b>-2Marks</b>	10	20	1
					<b>Conducting Interview</b>	<b>- 2 Marks</b>			
					<b>Report on the interview</b>	<b>-2Marks</b>			
					<b>Report on local community art form</b>	<b>-3 Marks</b>			
					<b>Timely Submission</b>	<b>-1 Mark</b>			
		Preparation of criteria for evaluating different art forms–Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2 )	College	Record	<b>Description of criteria of any two art forms</b>	<b>- 5 Marks</b>	10		
					<b>Report writing</b>	<b>- 4 Marks</b>			
					<b>Timely submission</b>	<b>- 1 Mark</b>			
<b>Semester total</b>							<b>220</b>	<b>220</b>	<b>11</b>

**SEMESTER III**

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 302.1	Core :	Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.) (Edu 101 & 201)	School	Record & supervision diary cum reflective journal(as per format attached)	<b>Relevance of value selected-4 Marks</b> <b>Lesson Plans - 5 Marks</b> <b>Resources used - 4 Marks</b> <b>Transmission of value - 4 Marks</b> <b>Reflective Journal (one journal entry for two class - 2 Marks</b> <b>Timely Submission -1 Mark</b>	20	80	4
		Case study based on learning problems of school pupils (Edu 102 & 202)	School	Report and reflective journal	<b>Report Writing(15 to 20 pages) -25 Marks</b> Identification of the case - 5 Marks <ul style="list-style-type: none"> <li>• Characteristics of the case -5 Marks</li> <li>• Tools and techniques used -5 Marks</li> <li>• Analysis and interpretation -5 Marks</li> <li>• Suggestions and recommendatio-5 Marks</li> </ul> <b>Reflective Journal - 4 Marks</b> <b>Timely Submission -1 Mark</b>	30		
		Action research @1 (Edu 203)	School	Report and reflective journal	<b>Report Writing (15 to 20 pages)- 25 Marks</b> <ul style="list-style-type: none"> <li>• Relevance of the problem - 5 Marks</li> <li>• Action Hypothesis - 5 Marks</li> <li>• Action plan - 5</li> </ul>	30		

					Marks <ul style="list-style-type: none"> <li>• Analysis and Interpretation - 5</li> </ul> Marks <ul style="list-style-type: none"> <li>• Suggestions and recommendation -5</li> </ul> Marks <b>Reflective Journal - 4</b> <b>Marks</b> <b>Timely Submission -1</b> <b>Marks</b>			
EDU 302.2	Pedagogic :	Unit Plan @1	College	Record	<b>Steps -4 Marks</b> <b>Originality -2 Marks</b> <b>Comprehensiveness -2 Marks</b> <b>Neatness -1 Mark</b> <b>Timely Submission -1 Mark</b>	10		
		50 Lesson plans 50 classes – Teaching competence	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans -100 Marks</b> <b>Teaching competency -100 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for five classes) - 50 Marks</b>	250		
		Lesson plan and Classes Based on language Across the Curriculum @2	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans - 4Marks</b> <b>Teaching competency -4 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for two classes) - 2 Marks</b>	10		
				Record &	<b>Club formation -1 Mark</b>			
						360	18	



		Subject Club/Forum activities	School	Reflective journal	<b>Activities</b> -2 Marks <b>Evidences</b> -2 Marks <b>Report Writing</b> -2 Marks <b>Reflective Journal</b> -2 Marks <b>Timely Submission</b> -1 Mark	10		
		Improvised teaching aids-charts and models @2each (Institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	<b>Participation in workshop</b> -3 Marks <b>Preparation of Aids</b> -12 Marks <b>Report Writing with evidence</b> - 5Marks <b>Timely Submission</b> - 2 Marks	20		
		Self Assessment Tool among the school pupils to assess learning performance in the subject Preparation and administration	School	Record & Evidence	<b>Self Assessment Tool</b> -2 Marks <b>Analysis and Interpretation</b> -3 Marks <b>Report</b> -2 Marks <b>Evidence</b> -2 Marks <b>Timely Submission</b> -1 Mark	10		
		Peer evaluation of classes @ 2 any subject	School/college	Record - Peer review report	<b>Observation and Analysis of Peer Class</b> -2 Marks <b>Observation Report</b> - 2 Marks <b>Timely Submission</b> -1 Mark <b>Total</b> -5x2 =10 Marks	10		
		Achievement test and analysis and interpretation @ 1	School	Record	<b>Design of the test</b> - 5 Marks <b>Question Paper and marking Scheme</b> - 6 Marks <b>Test Analysis and Interpretation</b> - 4 Marks <b>Comprehensiveness of the Record</b> -4 Marks <b>Timely Submission</b> -1 Mark	20		

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		Diagnostic test analysis and interpretation @ 1 Remedial Programme- Preparation and administration	School	Record	<b>Diagnosis of problem area -2 Marks</b> <b>preparation of test items -6 Marks</b> <b>Analysis of the result -3 Marks</b> <b>Remedial teaching -6 Marks</b> <b>Comprehensiveness of the Record - 2 Marks</b> <b>Timely Submission -1 Mark</b>	20		
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EDU 302.3	Health and Physical Education	Physical Education Lesson Plan and class @ 3	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans - 6Marks</b> <b>Teaching competency -6 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for three classes) - 3 Marks</b>	15	40	2
		Health Education Lesson Plan and class@2	School	Record Supervision diary cum reflective journal(as per format attached)	<b>Lesson Plans - 4Marks</b> <b>Teaching competency -4 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for two classes) - 2 Marks</b>	10		
		Yoga Lesson Plan and Class@ 3	School	Record Supervision diary cum	<b>Lesson Plans - 6Marks</b> <b>Teaching competency -6 Marks</b>	15		

				reflective journal(as per format attached)	<b>Supervision Diary cum Reflective journal(one journal entry for three classes) - 3 Marks</b>			
Edu 302.4	Drama and Art in education	Class on different Art Forms and cultural heritage of India	School	Record and evidence	<b>Learning materials used - 3 Marks</b> <b>Class - 4 Marks</b> <b>Comprehensiveness of the record - 3 Marks</b>	10	20	1
		Organize an activity among students to conscientise National integration/ patriotism/ universal brotherhood etc.(Quiz/competition/seminar/ exhibition etc.)	School	Record and evidence	<b>Relevance of the activity - 2 Marks</b> <b>Organization Skill - 4 Marks</b> <b>Report with evidence -3 Marks</b> <b>Timely Submission -1 Mark</b>	10		
	Viva-voce& Student teacher Portfolio	Student teacher portfolio (Practical and Practicum of all courses)	College	Portfolio (sem1 to sem 3)	<b>Experiences with report and evidence -6 Marks</b> <b>Meaningful reflection - 4 Marks</b> <b>Comprehensiveness and neatness -4 Marks</b> <b>Oral presentation -6 Marks</b>	20	40	2
		Viva -voce	College	Work done in 3 <sup>rd</sup> semester	<b>Subject competence -5 Marks</b> <b>Communication skill -5 Marks</b> <b>Genuinity of evidences -10 Marks</b>	20		
<b>Semester total</b>						<b>540</b>	<b>540</b>	<b>27</b>

**SEMESTER IV**

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 404.1	Core	Community citizenship training camp (Edu 401)	College /other premise	Record and evidence	<b>Attendance -5 Marks</b> <b>Group Coordination -4 Marks</b> <b>Involvement in various committees -10 Marks</b> <b>Initiative Ability - 5 Marks</b> <b>Comprehensiveness of the report with evidence - 25 Marks</b> <b>Timely Submission -1 Mark</b>	50	140	7
		Conduct an interview with an eminent teacher or educationist of your locality on the vision & mission of education (Edu 401)	Community/school	Record and evidence	<b>Preparation of Interview Schedule -7 Marks</b> <b>Report with evidence - 12 Marks</b> <b>Timely Submission -1 Mark</b>	20		
		Documentary/short film presentation on student abuse in school campus and pocso rules (Edu 402)	Community	Record and evidence	<b>Relevance of the theme -3 Marks</b> <b>Script -10 Marks</b> <b>Creativity -3 Marks</b> <b>Message to the society -3 Marks</b> <b>Timely Submission -1 Mark</b>	20		
		Study tour (Edu 402)	Community	Record and evidence	<b>Attendance -3 Marks</b> <b>Group Coordination -2 Marks</b> <b>Involvement in various Phases of the tour -5Marks</b> <b>Initiative Ability -3 Marks</b> <b>Comprehensiveness of the report with evidence -6 Marks</b> <b>Timely Submission -1 Mark</b>	20		

		Extension Activities @ 2 (Edu 402)	Community	Record and evidence	<b>Attendance -2 Marks</b> <b>Group Coordination -2 Marks</b> <b>Involvement in activities -6 Marks</b> <b>Initiative Ability -3 Marks</b> <b>Comprehensiveness of the report with evidence - 6 Marks</b> <b>Timely Submission -1 Mark</b>	20		
		Student teacher portfolio (Practical & Practicum of all courses) EDU 401, 402	College	Portfolio	<b>Experiences with report and evidence -4 Marks</b> <b>Meaningful reflection - 2 Marks</b> <b>Comprehensiveness and neatness -3 Marks</b> <b>Timely submission -1 Mark</b>	10		
EDU 404.2	Pedagogic	Developing vision and mission as a teacher- SWOT Analysis	College	Record	<b>Identification of SWOT -12 Marks</b> <b>Preparation of template -8 Marks</b> <b>Vision Mission Statement -7 Marks</b> <b>Comprehensiveness of the report -12 Marks</b> <b>Timely Submission -1 Mark</b>	40		
		Educational journal review ( 5 research article)	College	Record and evidence	<b>Report Writing (15-20 pages) -29 Marks</b> <ul style="list-style-type: none"> <li>• Need and Significance -5Marks</li> <li>• Brief Overview of the journal -5Marks</li> <li>• Review of articles -15 Marks</li> <li>• Comprehensiveness of the report-4 Marks</li> <li>• <b>Timely submission - 1Mark</b></li> </ul>	30	120	6

		Project on any topic of pedagogic relevance	College	Project Report	<b>Report Writing(15to 20 pages)- 29 Marks</b> <ul style="list-style-type: none"> <li>• Relevance of the topic - 4 Marks</li> <li>• Procedure adopted -10 Marks</li> <li>• Analysis and interpretation - 6Marks</li> <li>• Summary and conclusion -5 Marks</li> <li>• Comprehensiveness of the report-4Marks</li> </ul> <b>Timely Submission -1 Marks</b>	30		
		Preparation and Uploading of self designed article of pedagogic relevance in the Blog	College	Record and evidence	<b>Preparation of article -10 Marks</b> <b>Uploading of article -2 Marks</b> <b>Comprehensiveness of the report - 5 Marks</b> <b>Hard copy of the material uploaded - 2 Marks</b> <b>Timely Submission - 1 Mark</b>	20		
EDU 404.3	Health and Physical Education	Credible Participation in games and sports -minimum 2 events	College	Record and Certificate of the events participated	<b>Participation -5 Marks</b> <b>Prize -2Marks</b> <b>Report -2 Marks</b> <b>Timely Submission -1 Mark</b>	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Record	<b>Comprehensiveness of the report -9 Marks</b> <b>Timely Submission -1 Mark</b>	10		
EDU	Drama and	Film review			<b>Relevance of the film selected -</b>	5		

404.4	Art in Education( EPC 2)		College	Record	<b>Comprehensiveness of the report – -2 Marks</b> <b>Timely Submission -2 Marks</b> <b>-1 Mark</b>		20	1
		Credible Participation in Arts fest minimum 2 events	College	Record and Certificate of the events participated	<b>Participation Prize Report -5 Marks</b> <b>- 2Marks</b> <b>-2 Marks</b> <b>Timely Submission -1 Mark</b>	10		
		Script on Street Play	College	Record	<b>Relevance of the theme -1 Marks</b> <b>Script - 3Marks</b> <b>Timely Submission -1 Mark</b>	5		
EDU 404.5	Communica tive English	Internal test – Written	College	Answer Script	<b>Written Examination</b>	20	40	2
		Oral	College	Score sheet	<b>Oral Examination</b>	10		
		Practical in accordance with the syllabus @1 item	College	Report and evidence	<b>Comprehensiveness of the report – 4 Marks</b> <b>Evidence –5 Marks</b> <b>Timely Submission -1 Mark</b>	10		
<b>Semester total</b>						<b>340</b>	<b>340</b>	<b>17</b>
<b>Programme total</b>						<b>1260</b>	<b>1260</b>	<b>63</b>

## **VII SCHOOL INTERNSHIP**

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. It shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities teacher sensibilities and skills among the prospective teachers. In the first phase, there shall be four week of school engagement. In the second phase, there shall be a minimum of 16 weeks intensive school internship and one week observation of a regular class room with a regular teacher. During the internship student teachers shall work as a regular teacher and participate in all school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. School internship shall be undertaken in the schools within the purview of 30 kilometers from the Institution and shall be with the concurrence of the institution.

## **VIII SUPERVISION OF SCHOOL INTERNSHIP**

The supervision of Practice Teaching is a joint responsibility of the Training Colleges and Practice-Teaching Schools. Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers 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 one lesson during the first phase of internship and three lessons (probably at the beginning, middle and at the end of Practice Teaching) during the second phase of internship by the Pedagogic course coordinators is mandatory. The course coordinators of all courses shall evaluate the respective practical courses during the period of induction and internship. Assessment of Practice Teaching shall be done on the basis of the proforma for assessment of teaching.

## **IX COMMUNITY LIVING CAMP/CITIZENSHIP TRAINING CAMP**

The camp shall be organized with a view to sensitize the participants on ‘Civic sense and social skills’ prescribed in the Indian constitution and to be more aware of the rights and duties of a good citizen.



All the colleges have to organize a residential Community Living Camp/Citizenship Training Camp in a convenient location of their choice or in institution for minimum of 5 days. The major goals are:

- i. developing social responsibility.
- ii. imbibing social, moral and cultural values.
- iii. learning to plan and execute community service.
- iv. learning to live together, sharing duties and responsibilities.
- v. developing personal and social skills.
- vi. practising democratic living and managing events.
- vii. practising division of labour, dignity of labour, community work.

A 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 in a convenient location or in the institution, keeping certain formalities and following a well planned time table.

**Organization of the camp:** Select a main theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp. The common objectives of the camp shall be in tune with the common goals of the camp.

**Programme suggested for community living camp:**

1. Speeches in Social and Educational issues
2. Introduction of writers, actors, artists, film directors etc.
3. Visit to social institutions to study their functioning
4. Visit to culturally important places
5. Visit to schools and residence of differentially abled children
6. Visit to old age homes, orphanages and hospitals
7. Social services like constructing roads and buildings
8. Taking part in cooking, serving and cleaning
9. Experiencing the life in a different community - SES

**Assessment of participation in Community Living Camp** has to be done on the basis of the Assessment Schedule prepared by the institution. The schedule shall include the following criteria viz.

1. Attendance
2. Active participation

3. Responsibility
4. Teamwork
5. Discipline

## **X STUDY TOUR**

It is a trip to a place of educational or historical importance. The expected outcome includes:

- i. providing a platform for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field work.
- ii. getting an understanding about 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 programme/Optional requirement, for duration of minimum 3 working days.

## **SEMESTER I**



## **CORE COURSES**

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

<b>NO.OFCREDITS</b>	<b>:5</b>
<b>CONTACT HOURS</b>	<b>:100</b>
<b>MARKS</b>	<b>:100 (External 80 + Internal20)</b>
<b>DURATION OF EXAMINATION</b>	<b>:3 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Education (30 hours)**

- 1.1 Indian and Western Concept of Education - Aims - Functions of Education in Individual, Social, National, and global levels.
- 1.2 Educational heritage of India with special reference to Vedic, Buddhist and Medieval periods-Significance of Upanishad in maintaining world peace and sustainable development –Educational Implications of Bhagavad Gita.
- 1.3 Western system of education in India with special reference to Macaulay's Minutes and Wood's Despatch
- 1.4 Elementary education system in India
- 1.5 Types of Education–Formal, informal, and non-formal
- 1.6 Education as Investment – Human Resource Development
- 1.7 Education as a discipline – Its correlation with other disciplines–History, Philosophy, Psychology, Sociology and Science.

## **Module 2 – Indian Constitution and Education (10 hours)**

- 2.1 Indian Constitution – Preamble- Fundamental Rights and Directive principles
- 2.2 Duties of citizens
- 2.3 Universalisation of Elementary Education-Right to Education Act 2009.

## **Module 3 – Features and Issues of Indian Society (30 hours)**

- 3.1 Multiculturalism-Unity in diversity
- 3.2 Inequality and marginalization
- 3.3 Impact of Liberalisation, Privatisation and Globalisation on Indian Society
- 3.4 Educational Problems of Contemporary India-wastage and stagnation, Educated unemployment
- 3.5 Population Education and Inclusive Education

## **Module 4 -Education Commissions in India (10 hrs)**

- 4.1 Radhakrishnan Commission (1949)
- 4.2 Mudaliyar Commission (1953)
- 4.3 Kothari Commission (1966)
- 4.4 National Policy on Education (1986&1992)
- 4.5 National Curriculum Framework for Secondary Education (NCFSE) 2005
- 4.6 National Curriculum Framework for Teacher Education (NCFTE) 2009

## **Module 5 – Recent Trends/Initiatives in Indian Education (20 hours)**

- 5.1 District Primary Education Programme (DPEP)
- 5.2 Sarva Shiksha Abhiyan (SSA)
- 5.3 Rashtriya Madhyamic Shiksha Abhiyan (RMSA)
- 5.4 Rashtriya Uchathar Shiksha Abhiyan(RUSA)
- 5.5 Role of various organisations/Agencies in Education - UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET, General Awareness on KER and KSR
- 5.6 Professional Growth of Teachers – Pre-service and In-service Teacher Education

## **PRACTICUM (any one)**

1. Documentation on current challenges of Indian education based on Newspaper, Journals and Magazine.
2. Critical analyses of education policies of central and state government.
3. Prepare a dramatic script for eradicating various inequalities of Indian society

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

<b>NO. OF CREDITS</b>	<b>: 5</b>
<b>CONTACT HOUR</b>	<b>: 100</b>
<b>MARKS</b>	<b>: 100 (External 80 + Internal 20)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 3 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to

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

### **MODE OF TRANSACTION**

Lecture –cum-demonstrations, Seminars, Assignments, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method. ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Psychology, Education and Emerging Learner (25 hours)**

- 1.1 Psychology- General and Applied- Definitions
- 1.2 Schools of Psychology – Brief description of Behaviorism, Structuralism, Functionalism, Psycho- analysis, Humanism, Gestalt Psychology, Nativism, Constructivism, Cognitive Neuro Science and Positive Psychology.
- 1.3 Meaning, nature and functions of educational psychology, Relevance of educational psychology to teachers, learners, teaching and learning
- 1.4 Methods and tools of Educational Psychology-Introspection, Observation, Interview, Questionnaire, Case study, Survey, Sociometry, Checklist, Rating scale, Cumulative record and Anecdotal record
- 1.5 Concepts, Principles and Stages of Growth and development
- 1.6 Dimensions of Growth and Development-Physical, Intellectual, Social, Emotional and Language Development.
- 1.7 Erickson's view of Psycho Social Development - Kohlberg's view of Moral Development
- 1.8 Psychological needs and Behavioral problems of children.

#### **Module 2 - Complexities in Adolescence (20 hours)**

- 2.1 Characteristics of adolescents

- 2.2 Needs of Adolescents
- 2.3 Problems of adolescents (Information overloading, substance abuse, suicidal tendencies, depression, sex abuse etc)
- 2.3 Management of adolescent problems – role of teacher
- 2.4 Helping adolescents for better adjustment
- 2.5 Stress and coping Strategies

### **Module 3 - Cognitive Processes (20 hours)**

- 3.1 Concepts of sensation, perception, attention, concept formation and problem solving
- 3.2 Thinking – types- Convergent thinking, Divergent thinking and Creative thinking (steps) – Developing creative thinking in learners, Meta-cognition
- 3.3 Forgetting- Causes of forgetting
- 3.4 Memory – Information processing – Atkinson-shriffrin model of information processing
- 3.5 Strategies for improving effective memorization

### **Module 4 – Intelligence as a Cognitive Variable in Learning (20hours)**

- 4.1 Intelligence – meaning and definition –Emotional Intelligence and spiritual intelligence. Concept of IQ, EQ and SQ. Strategies for promoting EQ and SQ.
- 4.2 Brief description of theories of intelligence – Two factor theory (Spearman), Primary Mental Abilities (Thurston) Structure of Intellect (Guilford) and Multiple Intelligence (Howard Gardner).
- 4.3 Categories of Intelligence tests – uses and limitations of intelligence testing

### **Module 5 - Motivating the learner (15 hours)**

- 5.1 Motivation – meaning and significance
- 5.2 Types of motivation, Achievement motivation
- 5.3 Strategies for enhancing motivation in learners
- 5.4 Maslow's theory of motivation

### **PRACTICUM (any one )**

1. Visit an Anganwadi or a Primary School and prepare a report on the facilities provided and strategies adopted for the progress of the society.
2. Prepare a report on the current issues of Indian Adolescents.
3. Conduct a survey on stress and coping strategies among peers.

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

<b>NO.OF CREDIT</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- understand the nature, scope and various forms of educational technology.
- know the modes of development of self learning material
- develop the ability for critical appraisal of the audio-visual media
- develop basic skills in the production of different types of instructional material
- know the recent innovations and future perspectives of Educational Technology
- blend the merits of multimedia in the process of teaching and learning
- develop an awareness about the application of information technology in the process of learning
- recognize the importance of effective communication and interaction in classroom
- apply appropriate instructional approaches in teaching and learning

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

#### **Module 1 - Educational Technology- Concept, Approach and Scope (12 Hrs)**

- 1.1 Concept, meaning, definition, significance and approaches of educational technology-hardware, software and systems approaches. Multi sensory and Multimedia approach.
- 1.2 Audio-visual aids: Educational significance of audio-visual aids, its merits and demerits, classifications and Edgar Dale's cone of experience
- 1.3 Resource centers for Educational Technology, CIET, SIET, AVRC, EMRC, SITE, CEC, EDUSAT, IT@SCHOOL- their role in the improvement of teaching and learning.

#### **Module 2 - Individualized and Mass Instructional Strategies (10 hrs)**

- 2.1 Individualised instruction, Individualised instructional strategies: programmed instruction, personalized system of instruction (PSI), modular instruction, language laboratory.- brief outline
- 2.2 Mass media in education - ETV, radio, news papers, journals, movies, internet, social media

#### **Module 3: Communication and Classroom Interaction (8 hrs)**

- 3.1 Communication - concept, components, types of communication, steps in communication, communication cycle, factors affecting communication, barriers of communication
- 3.2 Classroom climate - teacher behavior, Flanders' Interaction Analysis Category System (FIACS) - categories, procedures and interpretation.

#### **Module 4: Instructional Technology- Principles and Approaches (10hrs)**

- 4.1 Instructional technology- meaning, principles and maxims of teaching, phases and levels of teaching.
- 4.2 Micro teaching - teaching skills, micro teaching cycle, micro teaching steps, phases in micro teaching, link practices, simulation
- 4.3 Models of teaching – meaning, basic elements of a model and families of models

#### **Module 5: ICT in Education (20 hrs)**

- 5.1 ICT in education – meaning, scope and role of ICT in education, Blended Learning - Role of Teacher and learner.
- 5.2 Education through ICT: Computer assisted instruction (CAI), Power point - presentation, prezi presentations.
- 5.3 Free and Open source software – Introduction to Linux and Ubuntu Educational Software – conceptual overview
- 5.4 E-learning : concept, modes, characteristics and benefits, e-learning materials: e-textbooks, e-journals; Digital library, e-content - fundamentals
- 5.5 Web based learning, online learning, virtual learning, online labs, massive open online course (MOOC) - SWAYAM, e-communication: Internet Forums, blogs, bulletin boards, Webinar – brief outline.
- 5.6 Flipped Classrooms, Learning Management Systems (LMS) and Moodle – brief outline
- 5.7 Cyber crime and Cyber ethics

#### **PRACTICUM ( any one)**

1. Prepare a script for an educational video.
2. Construct an interaction matrix of a class and analyse the classroom events using FIACS
3. Prepare a programmed instructional material using branching programme

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## PEDAGOGIC COURSES

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

<b>NO.OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2hours</b>

#### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

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

#### MODE OF TRANSACTION

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue and ICT based teaching and learning.

#### COURSE OUTLINE

##### **Module I – Historical background of English Education in India (10 hrs)**

- 1.1 Historical development of English in India (Charter Act, East-West controversy, Macaulay's Minutes, Downward Filtration Theory, Three-language Formula)
- 1.2 General aims of teaching English in India (cultural, literary, and utility-based)
- 1.3 Present Status of English in India (Medium of instruction, Associate Official Language)

##### **Module 2 – Conceptual background of English (10 hrs)**

- 2.1 Language: relevance and linguistic principles
- 2.2 Nature and scope of English language
- 2.3 Importance of English language( International language, link language, library language, language of scientific research)
- 2.4 Conditions under which English is taught in schools today.

##### **Module 3 - Development of Language Skills (15 hrs)**

- 3.1 Listening skill -sub-skills, developmental activities, types of listening (casual, focused, intensive, extensive)
- 3.2 Speaking skill- sub-skills, developmental activities

- 3.3 Reading skill– sub-skills, developmental activities, types of reading (intensive, extensive, loud, silent, individual, choral, literal, interpretive, critical, creative)
- 3.4 Writing skill– sub-skills, developmental activities, characteristics of good handwriting, Capitalization and punctuation.
- 3.5 Evaluating the four-fold skills (Analytical & Holistic marking scheme).

#### **Module 4 - Developing Study Skills (10 hrs)**

- 4.1. Importance of developing study skills
- 4.2 Locating & gathering information (skimming & scanning)
- 4.3. Storing Information (note-taking, note-making, summarizing)
- 4.4 Developing reference skills (using the Dictionary & Thesaurus)
- 4.5 Retrieving information using technology & computers.

#### **Module 5-Educational Objectives of teaching English (15hrs)**

- 5.1 Aims & objectives of teaching English at elementary, secondary and higher secondary levels
- 5.2 Bloom's taxonomy of Educational objectives-Revised Taxonomy and its implications
- 5.3 Objective-based instruction & objective based evaluation
- 5.4 Competency-based instruction & competency-based evaluation
- 5.5 Tri-polar relationship- Objective, Learning Activity, Evaluation

#### **PRACTICUM (any one)**

- 1. Summarize a Journal article on any education-related topic.
- 2. Identify five activities that can help to integrate the language skills.
- 3. Prepare a report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus

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

**NO.OFCREDITS** : 3

**CONTACT HOURS** : 60

**MARKS** : 60 (External 50 + Internal 10)

**DURATION OF EXAMINATION** : 2 hours

### **OBJECTIVES**

On completion of the Course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1: Maxims, Approaches and Methods of Teaching English (10 hrs)**

- 1.1. Maxims of teaching English (simple to complex, known to unknown, particular to general, concrete to abstract)
- 1.2. Approaches in teaching English (Structural-oral-situational, Communicative, Suggestopedia, Discourse-oriented pedagogy).
- 1.3. Methods of teaching English (Grammar Translation, Direct, Bilingual)

#### **Module 2: Techniques and strategies of teaching English (15hrs)**

- 2.1. Techniques: Questioning, brain-storming, seminar, workshop, symposium, role-play, debate, self-directed learning (SDL)
- 2.2. Strategies: Team teaching, peer-tutoring, co-operative learning, collaborative

learning, brain-based learning, mapping strategies (concept mapping & mind mapping)

- 2.3 Language Games: importance and types (vocabulary games, spelling games)

### **Module 3: Training in Teaching Skills (15hrs)**

- 3.1 Micro-teaching: characteristics and phases of teaching
- 3.2 Micro-teaching skills: Skill of reinforcement, skill of fluency in questioning, skill of stimulus variation
- 3.3 Link Practice: Integration of skills

### **Module 4-Pedagogical Skills Development (10 hrs)**

- 4.1 Meaning and significance of: Pedagogy, Pedagogical Knowledge and Pedagogical Competence
- 4.2 Pedagogical Skills: Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

### **Module 5- Teaching literature, vocabulary and grammar (10 hrs)**

- 5.1 Aims of teaching literature
- 5.2 Vocabulary and grammar: importance, types, principles of selection and gradation
- 5.3 Techniques of presenting vocabulary
- 5.4 Different methods of teaching grammar - inductive and deductive methods

### **Practicum (any one)**

1. Conduct a debate /workshop/symposium based on any relevant topic of social concern by following the rules and regulations.
2. Make any three language games to teach spelling/vocabulary.
3. Create a Dictionary of 50 words selected from the English textbook prescribed for upper-primary students and specify the meaning, form, pronunciation, synonyms and antonyms.

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

<b>NO. OF CREDITS</b>	:	<b>3</b>
<b>CONTACT HOURS</b>	:	<b>60</b>
<b>MARKS</b>	:	<b>60</b> {External 50 + Internal 10}
<b>DURATION OF EXAMINATION</b>	:	<b>2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and dialogue. ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1- Historical Development of Malayalam Education (10hrs)**

- 1.1 Historical development of Malayalam language
- 1.2 Influence of mother tongue in the formation of culture
- 1.3 Malayalam and other languages

#### **Module 2- Conceptual background of Malayalam (10hrs)**

- 2.1 Malayalam Language and its importance
- 2.2 Correlation with other disciplines (other Languages, ICT and Performing Arts- Drama and Theatre)
- 2.3 Mother tongue as the medium of Instruction

#### **Module 3 – Development of Language Skills (15 hrs)**

- 3.1 Basic language skills (Listening, Speaking, Reading and Writing)
- 3.2 Practicing LSRW at different levels of schooling



- 3.3 Classroom Communication (factors and barriers)
- 3.4 Different methods for vocabulary development (Dictation, Reference, Frayar model, Semantic map etc.)

#### **Module 4- Teaching Prose and Poetry (10 hrs)**

- 4.1 Aims and objectives of teaching Prose and Poetry
- 4.2 Traditional and new methods for teaching Prose and Poetry
- 4.3 Approaches of teaching Prose and Poetry at different levels of schooling.
- 4.4 Creativity in language classrooms.

#### **Module 5- Educational Objectives of teaching Malayalam (15hrs)**

- 5.1 Aims and Objectives – Meaning - Distinction
- 5.2 Aims & objectives of teaching Malayalam Language and Literature at different school levels.
- 5.3 Learning Taxonomy – B S .Bloom, Dave and Simpson (revised taxonomy)- Implications in Classroom
- 5.4 Curricular objectives, Instructional objectives, specifications & Competencies
- 5.5 Tri-polar relation- Objectives-Learning Experience -Evaluation,
- 5.6 Objective based instruction-Objective based evaluation, Competence based instruction- Competence based evaluation

#### **PRACTICUM (any one)**

- 1) Develop a manuscript of journal/special issue based on any one social theme
- 2) Prepare semantic map for language development
- 3) Collect five language games that can help to integrate the language skills.

#### **REFERENCES**

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Malayala Bhasha Bodhanam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute  
Malayala Kavithapadhanamgal, K Sachidanandan, Mathrubhoomi Books Malayala Sahithya  
Charithram,  
Malayala Sahithya Charithram, PK Parameswaran Nair, Sahithya Academy  
Malayala Sahithya Niroopanam, Dr. Panmana Ramachandran Nair, Current Books, Kottayam  
Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekkode, DC Books, Kottayam Mumbilulla  
Jeevitham, J Krishnamoorthi, DC Books, Kottayam  
Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books,  
Kottayam Nammude Bhasha, EMS Namboothiripad, Kerala Bhasha Institute  
Padhana Projectukalkku oru Kaippustakam, Prof. MK Prasad, Kerala, Shaasthrasaahitya  
Parishad  
Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaithanya Yathi, Narayana Gurukulam,  
Varkala  
Prayogika Vyakaranam, Irinjayam Ravi  
Purogamana Vidyabhyaasa chinthakal, PV Purushothaman, Kerala  
Shaasthrasaahitya Parishad  
Thettillatta Malayalam, Prof. Panmana Ramachandran Nair, DC Books, Kottayam  
Tirakkadha Rachana – Kalayum Sidhanthvum, Jose K Manuel, Current Books, Kottayam.

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

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1-Maxims Approaches and Methods in Teaching Malayalam (10 hrs)**

- 1.1. Maxims of teaching. Gradations in teaching Malayalam
- 1.2. Trends and Development in teaching Malayalam. Direct method – Play way method – Dalton plan – Project method – Dramatisation – Lecture method.
- 1.3 Discourse- oriented pedagogy – importance of discourses in Malayalam language teaching – Debate, Drama, , Posters, Narratives, Screen play, Editorials, Travelogues etc. (Construction and Functions)

#### **Module 2: Techniques and Strategies of teaching Malayalam (15 hrs)**

- 2.1 Techniques: Buzz session, Questioning, brain-storming, seminar, workshop, role-play, debate, Language games
- 2.2 Reflective Journaling as a technique
- 2.3 Co-operative Learning-Basic Elements-Specific Strategies-implementation in classroom
- 2.4 Collaborative Learning – Meaning – strategies - implementation in classroom  
Team Teaching - meaning-Significance -Types –advantages - planning and

- implementation
- 2.5 Peer tutoring – Elements – Benefits - Implementation in classroom
  - 2.6 Brain Based learning - characteristics and principles
  - 2.7 Mapping Strategies - Graphic Organizer-Concept Mapping-Mind Mapping

### **Module 3 -Training in Teaching Skills (15 hrs)**

- 3.1 Introduction to Core Teaching Skills and Micro Teaching-characteristics and phases
- 3.2 Micro Teaching (Skills -Stimulus Variation, Questioning, using Black Board/White Board)- Development of ICT enabled skills
- 3.3 Link Practice - Integration of skills

### **Module 4-Pedagogical Skill Development (10 hrs)**

- 4.1. Meaning and significance of : Pedagogy, Pedagogical Knowledge, Pedagogical Competence.
- 4.2. Pedagogical Skills- Content related skills, Classroom Management
- 4.3 Promoting Culturally Inclusive Classroom Environment
- 4.4 Motivational techniques in teaching Malayalam

### **Module 5- Teaching Grammar and Composition (10 hrs)**

- 5.1 Importance of grammar in language learning, methods of learning grammar (inductive and deductive)
- 5.2 Method of teaching composition at different levels, forms of composition
- 5.3 New trends in teaching grammar and composition

### **PRACTICUM (any one)**

1. Develop a tool to evaluate your performance in classroom teaching
2. Develop a Mind Map for language teaching
3. Prepare any two discourses for teaching Malayalam at secondary level

### **REFERENCES**

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- Malayala Kavithapadhanamgal, K Sachidanandan, Mathrubhoomi Books

Malayala Sahithya Charithram, Dr. Kalpatta Blakrishnan, Kerala Bhasha Institute  
Malayala Sahithya Charithram, PK Parameswaran Nair, Sahithya Academy  
Malayala Sahithya Niroopanam, Dr. Panmana Ramachandran Nair, Current Books, Kottayam  
Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekode, DC Books, Kottayam  
Mathrubhashabhodhanam: Pravanathakalum Reethikalum, Bindhu,C.M., Scorpio,Calicut  
Micro teaching, Allen,D & Ryan, K, Adison Wesley,London  
Mumbilulla Jeevitham, J Krishnamoorthi, DC Books, Kottayam  
Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books, Kottayam Nammude Bhasha, EMS  
Namboothiripad, Kerala Bhasha Institute  
Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaithanya Yathi, Narayana Gurukulam,  
Varkala  
Prayogika Vyakaranam, Irinjayam Ravi Purogamana Vidyabhyaasa chinthakal, PV  
Purushothaman, Kerala Shaasthrasaahitya Parishad  
Thettillatta Malayalam, Prof. Panmana Ramachandran Nair, DC Books, Kottayam Tirakkadha  
Rachana – Kalayum Sidhanthvum, Jose K Manuel, Current Books,Kottayam  
Toto Chan, Tetsuko Koriyo Nagi, Kerala Shaasthrasaahitya Parishad Tuition to Intuition, Dr.  
KN Anandan, Transcend, Malappuram  
Ucharanam nannavan, Dr.VR Prabodhachandran, Kerala Bhasha Institute Vidhyabhyasathil  
Viplavam, Osho, Silence, Kozhikkode  
Vidyabhyaasa chinthakal, Asis Tharuvana, Olive, Kozhikkode  
Vidyabhyasa Parivarthanattinoru Amugham, Kerala Shaasthrasaahitya Parishad Vyakarana  
Mitham, Sheshgiri Prabhu

## **EDU 104.13: UNDERSTANDING THE DISCIPLINE OF HINDI EDUCATION**

**NO.OF CREDITS** : 3

**CONTACT HOURS** : 60

**MARKS** : 60 {External 50 + Internal10}

**DURATION OF EXAMINATION** : 2 hours

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- analyze the scope and importance of learning Hindi
- evaluate the importance of three language formula
- understand the importance of Hindi as National and Official language, the place of Hindi in the Secondary schools of Kerala and the role of Hindi in the social system of India
- examine how language skills can be practiced effectively at different levels of schooling
- Understand the importance of study skills
- understand the aims and objectives of language learning and develop skill in language learning

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Brain storming, Problem solving, Group work, Video presentations, Case study, Assignment, Seminar, Project ,ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1- Historical Background of Hindi (10 hrs)**

- 1.1 Historical development of Hindi
- 1.2 Characteristic features of Hindi language
- 1.3 Status of Hindi in India and foreign countries

#### **Module 2 – Conceptual background of Hindi (10 hrs)**

- 2.1 Importance of Hindi
- 2.2 Scope of Hindi
- 2.3 Place of Hindi in the Secondary and Higher secondary curriculum of Kerala
- 2.4 Three language formula
- 2.5 Principles of teaching Hindi

#### **Module 3 – Development of language skills (15hrs)**

- 3.1 Acquisition of language skills: Listening, Speaking, Reading and Writing.
- 3.2 Listening and Speaking - Resources for developing listening and speaking skills – Story telling, dialogues, situational conversations, role plays, simulations, games and language laboratory.

- 3.3 Reading - Importance of understanding the development of reading skills - Reading aloud and silent reading – Reading in groups - Extensive and intensive reading – Methods of teaching reading
- 3.4 Writing- Stages of writing - Process of writing – Techniques of developing writing skills – Methods of teaching writing – Peculiarities of Devanagiri script – Characteristics of good hand writing – legibility, beauty, spacing and speed – Training in acquiring them – Importance of dictation – Training in correcting mistakes – Use of charts, blackboard etc.

#### **Module 4-Developing study skills (10 hrs)**

- 4.1 Importance of developing study skills
- 4.2 Locating and gathering information (skimming and scanning)
- 4.3 Storing of information ( note-taking, note- making and summarizing)
- 4.4 Developing reference skills ( using Dictionary and Thesaurus)

#### **Module 5 - Educational Objectives of teaching Hindi (15hrs)**

- 5.1 Aims and objectives – Meaning –Definition
- 5.2 Bloom’s Taxonomy of Educational objectives
- 5.3 Curricular objectives, Instructional objectives and Specifications
- 5.4 Objective based instruction and Objective based evaluation
- 5.5 Competency based instruction and Competency based evaluation
- 5.6 Tri-polar relationship – Objectives, Learning activity and Evaluation

#### **PRACTICUM (any one)**

- 1 Prepare a dictionary of 50 words selected from the Hindi textbook prescribed for Std. VIII and specify the meaning, form, synonyms and antonyms.
- 2 Preparation of journal article on any topic related to Hindi education.
- 3 Identify five activities that can help in developing language skills.

#### **REFERENCES**

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## **EDU 105.13: LEARNING TO FUNCTION AS HINDI TEACHER**

<b>NO.OF CREDITS</b>	:	<b>3</b>
<b>CONTACT HOURS</b>	:	<b>60</b>
<b>DURATION OF EXAMINATION</b>	:	<b>2 hours</b>
<b>MARKS</b>	:	<b>60</b> {External 50 + Internal10}

### **OBJECTIVES**

On completion of this course, the prospective teachers would be able to:

- Critically analyse the various approaches and methods of teaching Hindi
- understand the various techniques, devices and innovative strategies of teaching Hindi
- understand the importance of Microteaching
- understand different methods of teaching literature
- develop the criteria for teacher evaluation
- understand the importance of pedagogical skill development

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Brain storming, Problem solving, Group work, Video presentations, Case study, Assignment, Seminar, Project, ICT based teaching and learning

### **Module I- Maxims, Approaches and Methods of teaching Hindi (10hrs)**

- 1.1 Maxims of teaching Hindi (simple to complex, known to unknown, concrete to abstract)
- 1.2 Approaches-Teacher centered – Learner centered, Inductive – Deductive
- 1.3 Methods and Strategies Grammar translation method, Structural approach, lecture method Direct method, Dalton plan, Project method, Dramatization, Play- way method

### **Module 2–Techniques and strategies of teaching Hindi(10 hrs)**

- 2.1 Panel discussion - Symposium - Seminar – Workshop - Debate - Role playing – Questioning - Brainstorming – Buzz session.
- 2.2 Language games – vocabulary games
- 2.3 Developing discourses
- 2.4 Communicative language teaching, Co-operative learning, Collaborative learning, Team teaching, m-learning, Peer tutoring, Brain based learning, Web based learning
- 2.5 Mapping strategies – Concept mapping – Mind mapping

### **Module 3-Training in teaching skills (15hrs)**

- 3.1 Introduction to core teaching skills and Microteaching
- 3.2 Micro teaching skills (Questioning, Stimulus variation and Reinforcement) - Link practice – Integration of teaching skills

3.3. Development of ICT enabled skills

#### **Module 4 - Pedagogical skills development (10 hrs)**

- 4.1 Pedagogy – Pedagogical knowledge – Pedagogical competence – Meaning and significance
- 4.2 Pedagogical skills –Content related skills, Classroom management, Promoting culturally inclusive classroom environment

#### **Module 5 – Teaching Literature, Vocabulary and Grammar(15 hrs)**

- 5.1 Aims of teaching Literature
- 5.2 Teaching of different genres of literature – Prose, Poetry, Drama, Short story, Composition etc.
- 5.3 Techniques of presenting vocabulary –Vocabulary expansion techniques
- 5.4 Importance of grammar – Types of grammar
- 5.5 Objectives and methods of teaching grammar

#### **PRACTICUM (anyone)**

- 1 Make any five language games to teach vocabulary at secondary level.
- 2 Select topics for brainstorming from the IX standard Hindi reader and mention the important steps involved in brainstorming.
- 3 Prepare a Radio lesson plan based on any lesson from the school text.

#### **REFERENCES**

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#### **EDU104.14 : UNDERSTANDING THE DISCIPLINE OF SANSKRIT EDUCATION**

**NO.OF CREDITS : 3**

**CONTACT HOURS : 60**

**MARKS : 60 (External 50 + Internal10)**

**DURATION OF EXAMINATION : 2 hours**

#### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand the historical background of Sanskrit as a language
- understand the characteristics of Sanskrit language and its role in the modern society
- improve the power of expression both oral and written in Sanskrit.
- apply an integrated approach in developing the four-fold language skills
- identify individual differences in the class room
- acquaint with the aims and objectives of teaching Sanskrit
- understand Bloom's Taxonomy of Educational Objectives
- understand the concepts of Objective based and Competency based instruction

#### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Power point presentation, Video Presentation, Interview, Guest Lecture, General Discussion, Group Discussion, Brain storming, Problem solving, Assignment, seminar, Project work , Case study, Group work, Creative work shop, Resource centre visit , Video conferencing, Voice/ Video Chatting with Scholars, Visiting Sanskrit villages and interacting with Sanskrit Speaking people, ICT based teaching and learning

#### **COURSE OUTLINE**

##### **Module 1 - Historical Background of Sanskrit Education (10hrs)**

- 1.1. Historical development of Sanskrit
- 1.2. Characteristics of Sanskrit language and literature
- 1.3 Contributions of Sanskrit to different areas of knowledge.
- 1.4 Influence of Sanskrit on other Indian languages with special reference to mother tongue.

##### **Module2 – Conceptual Background of Sanskrit (10 hrs)**

- 2.1 Language and its importance, Linguistic Principles
- 2.2 Nature and scope of Sanskrit
- 2.3 Present status of Sanskrit in India and abroad

##### **Module 3 Development of Language Skills (15 hrs)**

- 3.1 Pronunciation - Importance of pronunciation – Sounds in Sanskrit – Organs of speech – training correct pronunciation – use of lingua phone, tape recorder etc.- comparison of Sanskrit sounds with mother tongue, English and Hindi – Individual and group drill – causes of defective pronunciation and faulty speech – remedial measures –exercises in pronouncing letters
- 3.2 Reading - Developing comprehension skill – techniques and materials for developing listening and reading skills – techniques of reading – reading for comprehension – different methods of teaching to read – Alphabetical look and say, word method, sentence method, phrase method – story telling method – use of pictures, flash cards etc. Different types of reading – aloud and silent reading.
- 3.3 Writing- Stages of writing - Process of writing – Techniques of developing writing skills – Methods of teaching writing – Peculiarities of Devanagari scripts– Characteristics of good hand writing – legibility, beauty, spacing and speed – Training in acquiring them – Importance of dictation – Graphic devices in writing transcription and dictation – correct posture – Causes of bad spelling – Training in correcting spelling mistakes – Use of charts, black board etc.

#### **Module 4-Developing study skills (10 hrs)**

- 4.1 Importance of developing study skills
- 4.2 Locating and gathering information (skimming and scanning)
- 4.3 Storing of information ( note-taking, note- making and summarizing)
- 4.4 Developing reference skills ( using Dictionary and Thesaurus)

#### **Module 5 Educational Objectives of Teaching Sanskrit (15 hrs)**

- 5.1 Aims and objectives – Meaning –Definition
- 5.2 Blooms Taxonomy of Educational objectives
- 5.3 Curricular objectives, Instructional objectives, Specifications and competencies
- 5.4 Objective based instruction and objective based evaluation
- 5.5 Competency based instruction and Competency based evaluation
- 5.6 Tri-polar relationship – Objectives, Learning activity and evaluation

#### **PRACTICUM (any one)**

1. Analyse the effect of interacting with people in Sanskrit villages in enhancing communication skills among Sanskrit teachers.
2. Evaluate the Problems in learning Sanskrit and suggest remedial measures
3. Prepare a dictionary of 50 words selected from the Sanskrit textbook prescribed for Std. VIII and specify the meaning, form, synonyms and antonyms.

#### **REFERENCES**

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SamskrithaSiksha -Ramasuklapandya  
The teaching of Sanskrit - D.G.Apte  
SamskrithaSikshanaVidi -RaghunathaSaphaya  
SamskrithaBhashadhyapanam - Prof.Sahadevan

Methods of Teaching Sanskrit - Prof.Ramavarma  
History of Sanskrit teaching -Macdonell  
Teaching techniques - DasR.C.  
Language in Education - Omkar N.Koul  
Sanskrit and Science - S.S.JanakiKupu  
The problems of Sanskrit teaching:Hupanikar  
SamskritaSahityaVimarsanam:Dr.N.V.P.Unithi  
Practical Sanskrit Grammar - PRDSarma  
First Book of Sanskrit and Second Book of Sanskrit -Bhandarkar  
A Sanskrit Grammar for students - AMacdovel  
KeraleeyaSamskrutadhyapanavidhaya – Dr. K. R. Harinarayanan  
Laghusidhantakaumudi - VaradarajaPanditan  
Rasa and Dhvani - Dr. A.Sankaran  
History of Sanskrit Literature -Keith  
Sahityadarpana -Viswanadha  
Vritaratnakara -Kedarabhattaha  
Sabdasondhi - A. R.RajarajaVarma  
Vritamanjari - Pingalamuni

## **EDU105.14 : LEARNING TO FUNCTION AS A SANSKRIT TEACHER**

**NO.OF CREDITS** : 3

**CONTACT HOURS** : 60

**MARKS** : 60 (External 50 + Internal10)

**DURATION OF EXAMINATION** : 2 hours

### **OBJECTIVES**

On the completion of the course, the prospective teachers would be able to

- critically analyze the various approaches and methods of teaching Sanskrit
- understand the various techniques and strategies of teaching Sanskrit
- understand about different skills related with Microteaching
- link different teaching skills
- understand the nature of different pedagogical skills
- Effectively teach different genres in Sanskrit
- understand the methods and techniques of teaching vocabulary and grammar

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Power point presentation, Video Presentation, Interview, General Discussion, Group Discussion, Brain storming, Problem solving, Assignment, seminar, Project work , Case study, Group work, Creative work shop, Resource centre visit, Video conferencing, Voice/ Video Chatting with Scholars, Visiting Sanskrit villages and interacting with Sanskrit Speaking people, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Maxims, Approaches and Methods of teaching Sanskrit (10hrs)**

- 1.1. Maxims of Teaching Sanskrit ( simple to complex, known to unknown, particular to general, concrete to abstract)
- 1.2 Approaches-Teacher centered, Learner centered, Structural, Inductive – Deductive, Inquiry, Discovery, Communicative Language Teaching, Discourse Oriented pedagogy (Developing discourses prescribed for Secondary and Higher Secondary level- notice, invitations, speeches, essays and letter writing)
- 1.3. Methods - Grammar translation method or Bhandarkar method, Lecture method, Direct method, Dalton plan, Project method, Play- way method

#### **Module 2 Techniques and Strategies of Teaching Sanskrit (10hrs)**

- 2.1 Techniques – Dramatisation, Panel discussion - Seminar – Workshop - Debate - Role playing – Brainstorming – Buzz session - Questioning –Assignment
- 2.2 Strategies - Co-operative learning, Team teaching, M-learning, Peer tutoring, Brain based learning, Computer-assisted instruction, Web based learning, Mapping Strategies (Concept Mapping, Mind Mapping)

#### **Module 3 - Training in Teaching skills (15hrs)**

- 3.1 Micro teaching: Characteristics and Phases of teaching Microteaching Skills

- 3.2 Microteaching Skills: (Set induction, Questioning, Using black/white board, Stimulus variation)
- 3.3 Link practice – Integration of skills

#### **Module 4 - Pedagogical Skill Development (10 hrs)**

- 4.1 Meaning and Significance of: Pedagogy, Pedagogical knowledge, Pedagogical competence
- 4.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

#### **Module 5 - Teaching Literature, Vocabulary and Grammar (15 hrs)**

- 5.1 Aims of Teaching Literature
- 5.2 Teaching of Different genres of Literature: Prose, Poetry, Drama, Short story, Composition etc.
- 5.3 Vocabulary - selection and gradation- Techniques of presenting vocabulary- Vocabulary expansion techniques
- 5.4 Grammar-types (formal and functional) - Aims of teaching grammar at different levels - Methods of teaching grammar

#### **PRACTICUM (Any one)**

1. Write a one- act play based on a prose lesson prescribed for students at the Secondary level
2. Illustrate five activities for teaching vocabulary in Sanskrit
3. Critical report on the development of language skills through different teaching methods

#### **REFERENCES**

On teaching poetry -Haddon  
SamskrithaAdhipana -ViswanathaSarma  
SamskrithaSiksha -Ramasuklapandya  
The teaching of Sanskrit - D.G.Apte  
SamskrithaSikshanaVidi -RaghunathaSaphaya  
SamskrithaBhashadhyapanam - Prof.Sahadevan  
Methods of Teaching Sanskrit - Prof.Ramavarma  
History of Sanskrit teaching -Macdonell  
Teaching techniques - DasR.C.  
Language in Education - Omkar N.Koul  
Sanskrit and Science - S.S.JanakiKupu  
The problems of Sanskrit teaching:Hupanikar  
SamskritaSahityaVimarsanam:Dr.N.V.P.Unithiri  
Upanishads in education : V. Surendran nEdkkidath  
Practical Sanskrit Grammar - PRDSarma  
First Book of Sanskrit and Second Book of Sanskrit -Bhandarkar

A Sanskrit Grammar for students - AMacdovel  
Kupalayanadam -AppayaDikshidar  
KeraleeyaSamskrutadhyapanavidhaya – Dr. K. R. Harinarayanan  
Laghusidhantakaumudi –VaradarajaPanditan  
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Rasa and Dhvani - Dr. A.Sankaran  
History of Sanskrit Literature -Keith  
Sahityadarpana -Viswanadha  
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Sabdasodhini - A. R.RajarajaVarma  
Vritamanjari - Pingalamuni



## **EDU 104.15: UNDERSTANDING THE DISCIPLINE OF ARABIC EDUCATION**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 {External 50 + Internal 10}</b>
<b>DURATION OF EXAMINATION</b>	<b>:2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- analyze the interrelationships of Disciplines like ICT, Theatre, Drama and other languages in teaching Arabic
- examine how the language skills can be practiced in an effective way in different levels of schooling
- analyse the importance of Objective based and Competency based instruction
- acquaint with aims and objectives of teaching Arabic
- understand Bloom's Taxonomy of Educational objectives
- differentiate Curricular objectives and Instructional objectives
- analyze importance of learning grammar in language classes and ways to transact the same

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and dialogue. ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1- Historical Development of Arabic Education (10hrs)**

- 1.1 Historical development of Arabic language
- 1.2 Characteristics of Arabic Language and literature
- 1.3 Importance of Arabic on Indian language with reference to Hindi and Malayalam

#### **Module 2- Conceptual background of Arabic (10hrs)**

- 2.1 Arabic Language and its importance
- 2.2 Nature and scope of Arabic language
- 2.3 Correlation with other disciplines (other Languages, ICT and Performing Arts- Drama and Theatre)
- 2.4 Present status of Arabic in Indian and abroad

#### **Module 3 – Development of Language Skills (15 hrs)**

- 3.1 Basic language skills (Listening, Speaking, Reading and Writing)
- 3.2 Practicing LSRW at different levels of schooling

### 3.3 Classroom Communication (factors and barriers)

#### **Module 4 - Developing Study Skills (10 hrs)**

- 4.1. Importance of developing study skills
- 4.2 Locating & gathering information (skimming & scanning)
- 4.3. Storing Information (note-taking, note-making, summarizing)
- 4.4 Developing reference skills (using the Dictionary & Thesaurus)

#### **Module 5 - Educational Objectives of teaching Arabic (15hrs)**

- 5.1 Aims and Objectives-Meaning-Distinction
- 5.2 Aims & objectives of teaching Arabic Language and Literature at different school levels.
- 5.3 Learning Taxonomy – B S .Bloom, (revised taxonomy)- Implications in Classroom
- 5.4 Tri-polar relation- Objectives-Learning Experience -Evaluation,
- 5.5 Objective based instruction and Competency based instruction

#### **PRACTICUM**

1. Write a one-act play based on a prose lesson prescribed for students at the Secondary school level.
2. Create a Dictionary of 50 words selected from the Arabic textbook prescribed for Upper-primary Students and specify the meaning, form, pronunciation, synonyms and antonyms.
3. Identify five activities that can help to integrate the language skills.

#### **REFERENCES**

- Al Muwajjah al fanni li mudarrisee al lugha al Arabiyya: Abdul al Aleem Ibrahim; Dar al Maa'rif, al Qaahira
- Mushkilattha'leem al lugha al Arabiyya; Abbas Mahmood, dar al ssaqfa, Qatar.
- Tharaiq Thadrees wastatheejiyyathuhu" Dr.Muhammed Mahmood al haila , Dar al kitab al jamie'l, Al Ain , UAE
- "Tha'leem al lugha al arabiyyabaina al nadriyyawathatbeeq" Dr.Hasan Shahata, al darmisriyya al lubnaniyya.
- " Al muallim al Najih" : Dr. Abdullah al Amiri, darusamalinnashriwathaouzee'a
- "Asaleebwathuruquthadrees al hadeesa" :Dr.Muhammedussamtharbiya, Dar Hammurabi linnashriwaTahouzee'a., Amman, Al Ardan.

## **EDU 105.15: LEARNING TO FUNCTION AS ARABIC TEACHER**

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1-Maxims Approaches and Methods in Teaching Arabic (10 hrs)**

- 1.1 Maxims of teaching Arabic (simple to complex, known to unknown, particular to general, concrete to abstract)
- 1.2 Approaches: Teacher centered – Learner centered, Inductive – Deductive, Inquiry – Discovery
- 1.3 Methods : Grammar translation method, Structural approach, Lecture method Direct method, Dalton plan, Project method, Dramatization, Play-way method, Mastery learning

#### **Module 2: Techniques and Strategies of teaching Arabic (15 hrs)**

- 2.1. Techniques: Buzz session ,Questioning, brain-storming, seminar, workshop, , role-play, debate, Language games
- 2.2 Strategies : Communicative language teaching, Co-operative learning, Collaborative learning, Team teaching, M-learning, Peer tutoring, Brain based learning, Computer- assisted instruction, Web based learning

### **Module 3 -Training in Teaching Skills (15 hrs)**

- 3.1 Micro Teaching-characteristics and phases
- 3.2 Micro Teaching (Skills -Stimulus Variation, Questioning, using Black Board/White Board)
- 3.3 Link Practice - Integration of skills

### **Module 4-Pedagogical Skill Development (10 hrs)**

- 4.1. Meaning and significance of : Pedagogy, Pedagogical Knowledge, Pedagogical Competence.
- 4.2. Pedagogical Skills- Content related skills, Classroom Management
- 4.3 Promoting Culturally Inclusive Classroom Environment
- 4.4 Motivational techniques in teaching Arabic.

### **Module 5- Teaching literature, vocabulary and grammar (10 hrs)**

- 5.1 Aims of teaching Arabic literature
- 5.2 Grammar:, types (Formal and Functional) Methods of teaching grammar
- 5.3 Aims of teaching grammar at different level
- 5.4 Strategies to teach different discourses in Arabic language (Poems, Stories, Narration, Quran & Hadith, Speeches, Essays, Correspondence (Murasalath), Notices and Proverbs. Techniques of presenting vocabulary – Vocabulary expansion techniques

### **PRACTICUM (any one)**

1. Conduct a debate /workshop/symposium based on any one relevant topic of social concern by following the rules and regulations.
2. Make any five language game to teach vocabulary at secondary level.
3. Select topics for brainstorming from the IX standard Arabic reader and mention the important steps involved in brainstorming.

### **REFERENCES**

- “Tha’leem al lugha al arabiyya baina? al nadriyya wa thatbeeq” Dr. Hasan Shahata, al dar misriyya al lubnaniyya
- “Thatweeru Adae’l Muallim: Kifayathu? tha’aleem wa tha’heel al muthawasil wal ishraf, hashim Uwadha, Dar al ilm lil malayeen, labnan
- Kitab? al Muallim, lissaffil ashir, Govt. of Kerala, ( 2004)

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On the completion of this course, the prospective teachers would be able to

- inquire into the contribution of eminent mathematicians
- appreciate the significance of Mathematics as a Discipline.
- get a perspective on scope of Mathematics
- make sense of the, aims, objectives and skills of teaching Mathematics.
- internalize the values of teaching mathematics
- gain an insight of the Interdisciplinary Nature of Mathematics
- endow with the significance of Taxonomy of instructional objectives of teaching Mathematics

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 - Historical Background of Mathematics(10 hours)**

- 1.1 Contribution of Mathematicians - Indian and western- Aryabhata, Bhaskaracharya, Brahmagupta, Ramanujan, Pythagorus, Rene Descarte, , Euclid
- 1.2 New Math movement
- 1.3 Relevance of learning History of mathematics-

#### **Module 2 - Conceptual Background of Mathematics (10 hours)**

- 2.1 Nature of Mathematics - Meaning and Characteristics .
- 2.2 Language and Symbols of Mathematics
- 2.3 Paradigm shift in the nature
  - Pure and applied
  - Empirical to rational
  - Induction, Intuition, and logical
- 2.4 Scope of mathematics in the 21<sup>st</sup> century

#### **Module -3 - Inter and Intra disciplinary nature of Mathematics Education (10 hours)**

- 3.1 Correlation with Life
- 3.2 Correlation with different subjects-Science, Social sciences, I C T, Languages,

- Arts, Music,  
3.3 Correlation with Different branches and topics

#### **Module 4- Aims and values of Teaching mathematics(15 hours)**

- 4.1 Aims and Values- Utilitarian, Disciplinary, Cultural, Vocational, Aesthetic  
4.2 General Objectives of teaching mathematics at different stages- Primary, Secondary, Higher secondary

#### **Module 5 - Educational Objectives (15 hours)**

- 5.1 Aims and objectives-meaning and distinction  
5.2 Blooms Taxonomy of Educational objectives. Revised Bloom's taxonomy- conceptual overview.  
5.3 Objective Based Instruction and Objective based evaluation – based on Bloom's Taxonomy (cognitive, affective, psychomotor domain)  
5.4 Competence Based Instruction and Competence based evaluation  
5.5 Tri polar relation - Objective, Learning experience, Evaluation - Competence, Learning Activity, Evaluation

#### **PRACTICUM (any one)**

1. Prepare a document based on any one value of teaching mathematics
2. Present an album on contributions of mathematicians
3. Prepare a report on ancient mathematical numerals

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAM</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- explore the distinctive features of varied instructional approaches, techniques and methods of teaching Mathematics
- equip with innovative strategies of mathematics teaching
- entwine models of differentiated teaching in effectual instructional practices of Mathematics education.
- fine-tune themselves as innovative pedagogic practitioner.

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Maxims, Approaches and Methods of Teaching Mathematics (15 hrs)**

- 1.1 Maxims of learning-simple to complex-Known to unknown-Particular to general-concrete to abstract
- 1.2 Approaches-Teacher centered vs Learner centered,
- 1.3 Methods- Heuristic Method-Lecture method-Inductive Deductive method-Analytic and synthetic method -Problem Solving method-Project method

#### **Module 2 - Techniques of Developing Mathematical skills (10 hrs)**

- 2.1 Development of Mathematical skills: Computational skills, Geometrical skills, Drawing and interpretation of Graphs and Charts
- 2.2 Mathematical creativity
- 2.3 Techniques of developing Speed and accuracy in mathematics
- 2.4 Techniques of teaching Mathematics: Ability grouping, Gradation, Questioning, Brain storming, Seminar, Simulation, Assignment, Supervised study.
- 2.5 Motivational Techniques in teaching of Mathematics

#### **Module 3- Innovative Strategies (12 hours)**

- 3.1 Peer tutoring, Team teaching, Co-operative learning, Problem based learning



- 3.2 Differentiated strategies for inclusiveness: Think pair share, Flexible Grouping.
- 3.3 Brain based learning- Characteristics and principles
- 3.4 Concept mapping- Characteristics
- 3.5 Reflective Journaling – Gibb’s Model

**Module 4 - Training in Teaching Skills (15 hrs)**

- 4.1 Micro teaching: Characteristics and phases
- 4.2 Skills and its components. -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction, Reinforcement
- 4.3 Link Practice-Integration of skills

**Module 5- Pedagogical Skill Development (8 hrs)**

- 5.1 Pedagogy-Pedagogical Knowledge-Pedagogical Competence-meaning and significance
- 5.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

**PRACTICUM (any one)**

- 1. Prepare concept map on any unit of Mathematics
- 2. Prepare a report on any mathematical game that fosters mathematical creativity among learners
- 3. Prepare a digital programme for motivating learners at secondary/Hr. secondary level

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

<b>No. OF CREDITS</b>	<b>:</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>60</b>
<b>MARKS</b>	<b>:</b>	<b>60</b> (External 50 + Internal 10)
<b>DURATION OF EXAMINATION</b>	<b>:</b>	<b>2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- acquaint with the history of Science as a discipline
- inquire into the contribution of eminent Scientists
- appreciate the conception and significance of Science as a Discipline.
- get a perspective on scope of Science
- make sense of the, aims, objectives and skills of teaching Physical Science in order to adopt a holistic Approach at Primary, Secondary and Higher Secondary levels.
- internalize the values of teaching Physical Science
- gain an insight of the Interdisciplinary Nature of Physical Science and Correlate it with other subjects for effective classroom teaching.
- endow the significance of taxonomy of instructional objectives of teaching physical science.

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Historical Background of Science (10hrs)**

- 1.1 History of Science - origin, recent developments- relevance
- 1.2 Branches of Science-Fundamental and New branches- Interdisciplinary subjects
- 1.3 Contribution of Eminent Scientists- Indian and western – C. V. Raman, Subrahmanyan Chandrasekhar, Homi Jehangir Bhabha, A.P.J. Abdul Kalam, Einstein, Newton, Madam Curie, Mendeleev, Stephen Hawking

#### **Module 2 - Conceptual Background of Science (10hrs)**

- 2.1 Nature of Science- Meaning, Definitions and Characteristics.
- 2.2 Paradigm shift - Product to Process- Interdependency of Product and Process
- 2.3 Scope of Science
  - Science as a social endeavor

- Science for sustainable Development

### **Module 3 - Inter and Intra disciplinary nature of Physical science Education (10)**

- 3.1 Concept of Correlation-Incidental and Systematic
- 3.2 Correlation with different Branches of Physical science
- 3.3 Correlation with other disciplines
- 3.4 Correlation with Life Situation

### **Module 4 - Aims and Values of Teaching Physical Science (10hrs)**

- 4.1 Aims and Values- Meaning and Differences
- 4.2 General Aims of teaching Physical science at primary. Secondary and higher secondary level
- 4.3 Anticipated outcomes of teaching Physical Science –Scientific Attitude, Scientific Temper, Scientific Literacy, Scientific Creativity

### **Module 5 - Educational Objectives (20hrs)**

- 5.1 Aims and objectives-meaning and distinction
- 5.2 Blooms Taxonomy of Educational objectives. revised Bloom's taxonomy- conceptual overview.
- 5.3 Objectives and specifications-Objective Based Instruction and Objective based evaluation, Tripolar relation- Objective, Learning experience, Evaluation,
- 5.4 Competence Based Instruction and Competence based evaluation, Tripolar relation- Competence, Learning Activity, Evaluation
- 5.5 Classification of educational objectives -Yager and Mc Cormak

### **PRACTICUM (any one)**

- 1 Prepare of a digital album or short film on the life and contributions of a scientist.
- 2. Prepare an artistic document on 'Science in Life'
- 3. prepare a report on evolutionary aspect of science.

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

**NO. OF CREDITS : 3**

**CONTACT HOURS : 60**

**MARKS : 60 (External 50 + Internal 10)**

**DURATION OF EXAMINATION : 2 hours**

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- explore the distinctive features of varied instructional approaches, techniques and methods of teaching Physical Science
- equip with innovative strategies of Physical Science teaching
- interweave models of differentiated teaching in effectual instructional practices of Physical Science education.
- fine-tune themselves as innovative pedagogic practitioner.
- develop an understanding about individual difference and its remediation.
- outfit prospective teachers in up surging skills for effectual teaching in Physical Science

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 –Maxims, Approaches and Methods of teaching Physical Science (10hrs)**

- 1.1 Maxims of learning-simple to complex-Known to unknown-Particular to general-Concrete to Abstract
- 1.2 Approaches-Teacher centered vs Learner centered, Inductive and Deductive, Analytic and synthetic , Process and Product, Inquiry-Discovery
- 1.3 Methods-Lecture method, Lecture-Cum-Demonstration Method, Heuristic method, Problem Solving method, Project Method, Scientific Method- Steps- Elements of Scientific method: Logical and Technical

#### **Module 2 - Techniques of Teaching Physical Science (10 hrs)**

- 2.1 Techniques: Questioning ,Brain storming, Drill work, Seminar, Debate, Simulation, Assignment, Supervised study

#### **Module 3 - Innovative Strategies of Teaching Physical Science (15 hrs)**

- 3.1 Peer tutoring, Team teaching, Co-operative learning, Problem based learning, Brain based learning
- 3.2 Concept mapping, – characteristics
- 3.3 Reflective Journaling: Brief outline

- 3.4. Differentiated strategies for inclusiveness: Think pair, Flexible Grouping.

#### **Module 4– Training in Teaching Skills (15 hrs )**

- 4.1 Micro Teaching – Characteristics, Phases
- 4.2 Micro Teaching skills - Stimulus variation, questioning, Set Induction
- 4.3 Link practice - Integration of skills

#### **Module 5 - Pedagogical Skills Development (10 hrs)**

- 5.1 Pedagogy-Pedagogical Knowledge-Pedagogical Competence-meaning and significance
- 5.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment
- 5.3 Motivational Techniques in teaching Physical Science

#### **PRACTICUM (any one)**

1. Prepare concept map on any unit of Physical Science
2. Prepare a digital programme for motivating learners at Secondary/Hr. secondary level
3. Prepare a report on Brainstorming/Debate activity on any topic in physical science

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## **EDU 104 . 18: UNDERSTANDING THE DISCIPLINE OF NATURAL SCIENCE EDUCATION**

**NO. OF CREDITS : 3**

**CONTACT HOURS : 60**

**MARKS : 60 (External 50 + Internal 10)**

**DURATION OF EXAMINATION : 2hrs**

### **OBJECTIVES**

On the completion of the course, the prospective teachers would be able to

- acquaint with the evolution of Natural science as a discipline
- understand the psychological bases of Natural science education
- identify the role of Natural science in the social realm
- apply the theoretical background of Natural Science in teaching
- internalise the values of teaching Natural science
- gain an insight of the interdisciplinary nature of Natural Science and Correlate it with other subjects for effective classroom teaching.
- appreciate that science is a dynamic and expanding body of knowledge

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions and peer group discussion, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Historical Background of Natural science (10 hrs )**

- 1.1 History of learning Life Sciences- Origin, Recent Developments and Relevance.
- 1.2 Applied Branches of Natural Science.
- 1.3 Contributions of Eminent Scientists leading to social change –Luis Pasture, Alexander Fleming, Gregor Mendel, M S Swaminathan and Salim Ali.

#### **Module 2 – Conceptual background of Natural Science(15hrs)**

- 2.1 Meaning, nature and scope of Natural science - as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge.
- 2.2 Paradigm shift in the nature of life science – product to process, inter dependency of product and process.-scientific method.
- 2.3 Natural sciences and society- Natural Science for environment, health and hygiene, raising the standard of living. (Population control, effecting social changes, removal of superstitions, agriculture).

#### **Module 3 - Inter and Intra Disciplinary Nature of Natural Science (10hrs)**

- 3.1 Correlation with different branches of biological science and topics.

- 3.2 Correlation with other Disciplines – Languages, General Science, Mathematics, ICT and Performing Arts- Theater and Drama.
- 3.3 Correlation with life.

#### **Module 4 - Aims and Values of Teaching Natural Science (5hrs)**

- 4.1 Aims and values of teaching Natural science.
- 4.2 Anticipated outcomes of Teaching Natural Science - Developing Scientific Literacy, Scientific attitude, Scientific temper and Scientific creativity.
- 4.3 General Objectives of Teaching Natural Science at Primary, Secondary and Higher Secondary school level.

#### **Module 5 - Educational Objectives of Teaching Natural Science (20hrs)**

- 5.1 Aims and Objectives –Meaning- Distinction.
- 5.2 Bloom's Taxonomy of Educational Objectives-Revised Bloom's Taxonomy- Conceptual overview.
- 5.3 Objectives and specifications- Objective based instruction and evaluation, Tri-polar relation- Objectives-Learning Experience-Evaluation.
- 5.4 Competence based instruction and evaluation.
- 5.5 Classification of educational objectives- Mc Cormack and Yager.

#### **PRACTICUM (any one)**

1. Conduct any three scientific experiments and evaluate your experience
2. Write a Drama/Theatre script on a relevant social issue connected with the Secondary School Biology Syllabus
3. Prepare an e- document on Life and contribution of an eminent scientist

#### **REFERENCES**

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

<b>NO. OF CREDITS</b>	<b>:</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>60</b>
<b>MARKS</b>	<b>:</b>	<b>60</b> (External 50 + Internal 10)
<b>DURATION OF EXAMINATION</b>	<b>:</b>	<b>2hrs</b>

### **OBJECTIVES**

On the completion of the course, the prospective teachers would be able to

- explore the distinctive features of various approaches, techniques, methods and devises of teaching natural science
- critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development ,activity based learning etc. within the classroom
- develop the lesson plans based on the Models of Teaching
- develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning.
- understand the concept, tools and techniques of evaluation
- explore diverse methods and tools for assessing an array of learning/performance outcomes of diverse learners.

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey

### **COURSE OUTLINE**

#### **Module 1 – Maxims, Approaches and Methods of Teaching Natural Science (15 hrs)**

- 1.1 Maxims of teaching- (Simple -Complex, Known – Unknown, Particular – General, Concrete - Abstract).
- 1.2 Approaches - Teacher Centered-Learner- Centered, Inductive-Deductive, Product - Process, Inquiry-Discovery.
- 1.3 Methods – Lecture cum Demonstration, Project Method, Problem Solving, Heuristic and Biographical

#### **Module 2 - Techniques of Teaching Natural Science (5hrs)**

- 2.1 Techniques-Role Play, Buzz Session, Brain Storming, Seminar, Symposium, Debate. Supervised Study, Assignment, Questioning and Simulation.

#### **Module 3 -Innovative Strategies (15hrs)**

- 3.1 Peer tutoring, Team Teaching, Co-Operative Learning, Brain based learning.
- 3.2 Concept Mapping, Mind Mapping- characteristics.
- 3.3 Reflective Journaling- Brief outline.

3.4 Differential Strategies of inclusiveness-Think Pair and Share.

**Module 4 - Training in Teaching Skills (15 hrs)**

- 4.1 Micro Teaching- characteristics and phases
- 4.2 Micro Teaching Skills- Stimulus Variation, Questioning, using Black Board /White Board.
- 4.3 Link Practice-Integration of skills.

**Module 5 - Pedagogical Skill Development (10hrs)**

- 5.1 Pedagogy-Pedagogical Knowledge- Pedagogical Competence- meaning and significance.
- 5.2 Pedagogical Skills-Content related skills, Classroom management skills.
- 5.3 Motivational Techniques in teaching natural science.

**PRACTICUM (any one)**

- 1. Prepare a digital album on any one theme depicting contribution of Natural Science to society
- 2. Prepare an e-assignment on the relevance of Learner Centered Approach in Natural Science
- 3. Prepare a Concept Map /Mind Map on any topic in Natural Science

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

**NO. OF CREDITS** : 3

**CONTACT HOURS** : 60

**MARKS** : 60 {External 50 + Internal 10 }

**DURATION OF EXAMINATION** : 2 hours

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, visits to tribal areas, brain storming sessions, and peer group discussion, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Historical Background of Social Science (10 hours)**

- 1.1 Historical Development of Social Science
- 1.2 Contribution of Social Scientists – Auguste Comte, Max Weber, Karl Max, William Thompson
- 1.3 Branches of Social Science – History, Economics, Geography, Political Science, Sociology, Philosophy, Anthropology

#### **Module 2 – Conceptual Background of Social Science (10 hours)**

- 2.1 Meaning and Definition of Social Science and Social Studies
- 2.2. Comparison between Social Science and Social Studies
- 2.3 Nature and Scope of Social Science
- 2.4. Rationale for inclusion of Social Science in the Core – curriculum



### **Module 3-Inter and Intra Disciplinary Nature of Social Science (15 hours)**

- 3.1 Relationship between various Social Sciences (Political Science, Geography, History and Economics)
- 3.2 Correlation of Social Science with other Disciplines (General Sciences, Languages, Mathematics, ICT and Arts)

### **Module 4 - Aims and Values of Teaching Social Science (10 hours)**

- 4.1 General aims of Teaching Social Science
- 4.2 Values of Teaching Social Science
- 4.3 Anticipated outcomes of teaching Social Science
- 4.4 Objectives of Teaching Social Science at Primary, Secondary and Higher secondary Level

### **Module 5 - Educational Objectives of Teaching Social Science (15 hours)**

- 5.1 Aims and Objectives – Meaning and Differences
- 5.2 Instructional Objectives - B. S. Bloom Taxonomy of Educational Objectives and Revised Bloom Taxonomy
- 5.3 Tri-polar relation- Objectives-Learning Experience-Evaluation (Furst's Paradigm)
- 5.4 Objective Based Instruction and Competency Based Instruction

### **PRACTICUM (any one)**

1. Prepare a digital album/picture album on prominent Social Scientists
2. Read and Reflect on any one Secondary School Social Science Textbooks to find out to what extent they satisfy the objectives of teaching social science
3. Prepare a script to explore the possibilities of drama / theatre to promote creative learning

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Maxims, Approaches and Methods of Teaching Social Science (10 hrs)**

- 1.1 Maxims-Known to Unknown, Particular to General, Simple to Complex, Concrete to Abstract, Empirical to Rational.
- 1.2 Approaches - Teacher Centered, Learner- Centered, Inductive-Deductive and Conceptual-Factual
- 1.3 Methods of Teaching Social Science - Lecture Method, Source method, Story Telling method, Project Method and Problem Solving Method

#### **Module 2-Techniques and Devices of Teaching Social Science (10hrs)**

- 2.1 Techniques - Panel Discussion-Symposium-Seminar-Workshop- Debate, Questioning, Assignment, Brain Storming, Buzz session, Dramatization and Role play
- 2.2 Devices for developing Time sense– Chronology charts, Time lines - Progressive, Regressive, Pictorial and Comparative charts

- 2.3 Devices for developing Space sense- globe, maps and atlas

### **Module 3- Innovative Strategies (10hrs)**

- 3.1 Co-operative Learning, Team Teaching, Peer tutoring
- 3.2 Brain based Learning-Characteristics- Principles
- 3.3 Characteristics of Concept Mapping
- 3.4 Reflective Journaling – Brief outline

### **Module 4 – Training in Teaching Skills (15 hrs)**

- 4.1 Micro Teaching – Characteristics and phases
- 4.2 Micro Teaching (Skills -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction)
- 4.3 Link Practice-Integration of skills

### **Module 5-Pedagogical Skills Development (15 hrs)**

- 5.1 Pedagogy - Pedagogical Knowledge-Pedagogical Competence- Meaning and Significance
- 5.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment
- 5.2 Motivational Techniques in Teaching Social Science

### **PRACTICUM (any one)**

- 1. Draw a political map of the world and locate the countries
- 2. Prepare four different types of timeline based on any topic from secondary school social science textbook
- 3. Prepare a Concept Map /Mind Map on any topic in Social Science.

### **REFERENCES**

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- Micro-teaching – Theory and Practice.

## **EDU 104.20: UNDERSTANDING THE DISCIPLINE OF COMMERCE EDUCATION**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>: 60 (external 50 + internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- acquaint with the evolution of Commerce as a discipline
- appreciate the conception and significance of Commerce as a Discipline.
- gain a perspective about the scope of Commerce
- make sense of the, aims, objectives and skills of teaching Commerce.
- internalize the values of teaching Commerce
- gain an insight of the interdisciplinary nature of Commerce
- conceptualize the educational objectives of teaching Commerce Education

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, peer tutoring, project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 - Historical Background of Commerce (10hrs)**

- 1.1 Historical advancement of commerce education.
- 1.2 Branches of commerce- Banking, Marketing, Finance, cost accounting
- 1.3 Contributions of commerce thinkers- luca pacioli, Philip kotler, Marry parker follet and Hentry Fayol

#### **Module 2- Conceptual Background of Commerce education (10hrs)**

- 2.1 Meaning-Definition - Scope of Commerce education
- 2.2 Nature of Commerce education as a discipline.
- 2.3 Role of commerce Education in the technological era
- 2.4 Scope of Commerce education in the 21st century.

#### **Module 3 - Inter and intra disciplinary Nature of Commerce. (10hrs)**

- 3.1 Correlation with Life
- 3.2 Interdisciplinary approach - Relation of Commerce with other subjects- Economics-Geography - Mathematics- Statistics - International Relations- Management Information system-Management- Technology

#### **Module 4- Aims and values of Teaching Commerce (15hrs)**

- 4.1 Aims and objectives-meaning and distinction
- 4.2 Values of teaching Commerce.- social, utilitarian, disciplinary, Vocational
- 4.3 Objectives of teaching Commerce at Higher Secondary Level-Accountancy and Business Studies
- 4.4 Entrepreneurship education

#### **Module 5 -Educational Objectives of teaching commerce education (15hrs)**

- 5.1 Blooms Taxonomy of Educational objectives. revised Bloom's taxonomy- conceptual overview
- 5.2 Objective Based Instruction– based on Bloom's Taxonomy (cognitive, affective, psychomotor domain)
- 5.3 Competence Based Instruction
- 5.4 Tripolar relation - Objective, Learning experience, Evaluation

#### **PRACTICUM (any one)**

- 1. Prepare a digital album related to any topic in commerce.
- 2. Documentation of source documents in commerce.
- 3. Conduct a debate on any topic in commerce.

#### **REFERENCES**

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## **EDU 105.20: LEARNING TO FUNCTION AS COMMERCE TEACHER**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- explore the distinctive features of varied instructional approaches, techniques and methods of teaching Commerce
- equip with innovative strategies of Commerce teaching
- entwine models of differentiated teaching in effectual instructional practices of Commerce education.
- fine-tune themselves as innovative pedagogic practitioner.
- outfit prospective teacher in up surging skills for effectual teaching in Commerce

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue.

### **COURSE OUTLINE**

#### **Module 1 - Maxims, Approaches and Methods of Teaching Commerce (10 hrs)**

- 1.1 Maxims of learning-simple to complex-Known to unknown-Particular to general-concrete to abstract
- 1.2 Approaches of teaching Accountancy -Journal approach, Ledger approach, Balance sheet approach, Equation approach, Spiral development approach, Complete cycle approach
- 1.3 Methods of Teaching-lecture method, inductive and deductive method, analytic and synthetic method, project method, case study, source method and market study

#### **Module 2 - Techniques of Teaching Commerce (10hrs)**

- 2.1 Techniques of teaching-drill, review, exposition, Narration, Quiz, Buzz, Brainstorming, Role play, simulation, supervised study, Assignment.
- 2.2. Questioning-purpose, characteristics and art of Questioning

#### **Module 3 - Innovative Strategies (15hrs)**

- 3.1 Peer tutoring, Team teaching Co-operative learning, Problem based learning



- 3.2 Brain based learning- principles and characteristics
- 3.3 Concept mapping- characteristics
- 3.4 Reflective Journaling: Brief outline
- 3.5 Differentiated strategies for inclusiveness: Think pair, Flexible Grouping.

#### **Module 4- Training in Teaching Skills (10 hrs)**

- 4.1 Micro teaching- characteristics and Phases
- 4.2 Skills and its components - Stimulus Variation, Questioning, Introduction, using Black Board/White Board
- 4.3 Link Practice-Integration of skills

#### **Module 5 -Pedagogical Skills Development (15hrs)**

- 5.1 Pedagogy-Pedagogical Knowledge-Pedagogical Competence-meaning and significance
- 5.2 Pedagogical Skills- Content related skills, Classroom Management,
- 5.3 Promoting Culturally Inclusive Classroom Environment
- 5.4 Motivational Techniques in teaching.

#### **PRACTICUM (any one)**

- 1. Prepare concept map on any unit of Commerce
- 2. Prepare a digital programme at higher secondary level
- 3. Conduct a case study in Commerce and prepare a report

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Crescent Publishing Corporation

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## **EDU 104.21: UNDERSTANDING THE DISCIPLINE OF IT AND COMPUTER SCIENCE EDUCATION**

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- acquaint with the importance and concept of IT and Computer Science Education
- conceptualize the background of IT and Computer Science and evaluate its Practicability.
- identify the scope and limitations of IT & Computer Science Education
- recognize Teaching as a profession and to understand the multifaceted role of an IT & Computer Science teacher
- relate IT & Computer Science with other subjects
- identify and compare various approaches of teaching IT & Computer Science
- apply the theoretical background of IT & Computer Science to teaching
- internalize the aims and objectives of teaching IT & Computer Science in order to adopt a holistic approach at primary, secondary and higher secondary levels.
- conceptualize the educational objectives of teaching commerce education

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, holding camps, field trip, brain storming sessions, peer group discussion, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module I - Historical Background of IT & Computer Science (10 hrs)**

- 1.1 Evolution of computers
- 1.2 Generations of computers
- 1.3 Significance of learning IT in the present scenario
- 1.4 Relevance of learning history of computer
- 1.5 Contributions of IT and Computer Science to the society

#### **Module 2 - Conceptual Background of IT & Computer Science (10 hours)**

- 2.1 Meaning, Definition, Nature and Scope of IT & Computer Science
- 2.2 Rationale for inclusion of IT & Computer Science in the Core – curriculum
- 2.3 Role of IT & Computer Science in the present Scenario.
- 2.4. Comparison of IT and ICT

2.5 Paradigm shift in the nature of IT & Computer Science

**Module 3-Inter and Intra Disciplinary Nature of IT & Computer Science (15 hours)**

- 3.1 Correlation with Life Situation
- 3.2 Correlation with different subjects (Sciences, Languages, Mathematics, Social studies, and Performing Arts-Drama and Theatre)

**Module 4- Aims and values of Teaching IT & Computer Science (10 hours)**

- 4.1. Aims and Objectives- Meaning and Differences
- 4.2 Values of teaching IT and Computer Science
- 4.3 Objectives of teaching IT and Computer Science in schools

**Module 5- Educational Objectives of Teaching IT & Computer Science (15 hours)**

- 5.1 Bloom's Taxonomy of Educational Objectives-Revised Bloom's Taxonomy-conceptual overview
- 5.2 Curricular Objectives, Instructional Objectives and Competencies
- 5.3 Tri-polar relation- Objectives-LE-Evaluation, Competence-LA-Evaluation
- 5.4 Objective based instruction
- 5.5 Competence based instruction

**PRACTICUM (any one)**

- 1. Prepare an e-assignment on the contemporary developments in the field of IT & Computer Science
- 2. Comparison of the past and present teaching - learning process with special reference to IT and Computer Science.
- 3. Conduct a study and prepare a detailed report on the issues faced in the teaching of IT& Computer Science in our school system.

**REFERENCES**

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- Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.

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IGCSE Information and Communication Technology (Book & CD Rom) By Graham Brown, David Watson

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Pedagogy of Freedom: Ethics, Democracy, and Civic Courage by Paulo Freire Sanjay Saxena (2002) First course in computers-2000 Edition. New Delhi: Vikas Publishing House.

Teaching Critical Thinking: Practical Wisdom by Bell Hooks

## **EDU 105. 21 : LEARNING TO FUNCTION AS IT AND COMPUTER SCIENCE TEACHER**

<b>NO. OF CREDITS</b>	<b>:</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>60</b>
<b>MARKS</b>	<b>:</b>	<b>60</b> (External 50 + Internal 10)
<b>DURATION OF EXAMINATION</b>	<b>:</b>	<b>2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- acquaint with different methods, approaches and maxims of teaching
- critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development, activity based learning and brain based learning etc. within the classroom
- relate the understanding of the concepts acquired with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning.
- explore diverse methods and tools for assessing an array of learning/performance outcomes of diverse learners.

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study educational survey, dialogue, ICT enabled teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Maxims, Approaches and Methods of Teaching IT and Computer Science (10 hrs)**

- 1.1 Approaches Teacher Centered-Learner- Centered, Conceptual-Factual, Inquiry-Discovery
- 1.2 Methods: Problem Solving Method – Heuristic Approach- Project Method- Demonstration- Inductive& Deductive - Analytic & Synthetic
- 1.3 Maxims: Known to Unknown, Simple to Complex, Concrete to Abstract, General-Particular

#### **Module 2- Techniques of Teaching IT and Computer Science (10 hrs)**

- 2.1 Techniques: Panel Discussion, seminar, workshop, debate, simulation, Brain Storming-Buzz session - Quiz-Puzzle-Educational Games, Questioning and Assignment

#### **Module 3- Innovative Strategies (10hrs)**

- 3.1 Peer tutoring, Team teaching Co-operative learning Problem based learning

- 3.2 Brain based learning- principles and characteristic
- 3.3 concept mapping- characteristics
- 3.4 Reflective Journaling: Brief outline

#### **Module 4- Training in Teaching Skills (15 hrs)**

- 4.1 Micro teaching procedure- characteristics and Phases
- 4.2 Skills and its components. -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction
- 4.3 Link Practice-Integration of skills

#### **Module 5 -Pedagogical Skills Development (10 hrs)**

- 5.1 Pedagogy-Pedagogical Knowledge-Pedagogical Competence-meaning and significance
- 5.2 Pedagogical Skills- Content related skills, Classroom Management,
- 5.3 Promoting Culturally Inclusive Classroom Environment
- 5.4 Motivational Techniques in Teaching

#### **PRACTICUM (any one)**

- 1. Prepare a concept map for any topic of your choice
- 2. Prepare an e-assignment on the relevance of learner centered Approach in IT and Computer Science
- 3. Prepare a digital programme for Secondary/Higher Secondary level

#### **REFERENCES**

- Berk, E.L. (2003). Child Development. New Delhi: Pearson Education
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## **ASSOCIATE COURSE-ELECTIVE**

### **EDU 106.11 HEALTH AND PHYSICAL EDUCATION**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2hrs</b>

#### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

#### **MODE OF TRANSACTION**

Lecture cum Discussion, Demonstration, Use of Audio- Video , Field Trips and Practical, ICT based teaching and learning.

#### **Module 1 - Concept of Health and Physical Education (10 Hrs)**

- 1.1 Health – Meaning – Definition
- 1.2 Dimensions of health –Physical, Mental, Social and Spiritual
- 1.3 Health Education- Definition – Aims and Objectives
- 1.4 Importance of Health Education
- 1.5 Health hazards: Alcoholism – Smoking
- 1.6 Physical Education – Definition – Aims and Objectives
- 1.7 Importance of Physical Education

#### **Module 2 -Hypo-Kinetic and Communicable Diseases (10 Hrs)**

- 2.1 Hypo-kinetic diseases – causes
- 2.2 Diabetes – Obesity
- 2.3 Body Mass Index (BMI)
- 2.4 Causes and prevention of HIV/ AIDS – Hepatitis A & B – Dengue Fever – Leptospirosis

#### **Module 3 -Nutrition, Health and First Aid (10 Hrs)**

- 3.1 Components of Food and Nutrition - Vitamins – Deficiency Diseases – Sources  
Balanced Diet



- 3.2 First Aid-Meaning, Definition, Aims, Basic Principles and Procedures of FIRST AID
- 3.3 First-Aid for Sprain- Strain – Cramp – Fainting – Dislocation – Fracture
- 3.4 Artificial Respiration – Cardio Pulmonary Resuscitation – Basic Procedures of CPR

#### **Module 4 – Tournaments and Fixtures (10hrs)**

- 4.1 Tournaments — Types of Tournaments – Knock – Out / Elimination – League / Round Robin – Single League – Double League – Combination
- 4.2 Byes and Seeding
- 4.3 Methods of drawing fixtures under each type

#### **Module 5- Yogic Practices, Physical Fitness And Wellness (20 Hrs)**

- 5.1 Yoga – Introduction – Meaning – Need and Importance Ashtanga Yoga
- 5.2 Meditative Asanas - Sukhasana - Vajrasana –Padmasana Therapeutic Asanas – Padahasthasana – Trikonasana – Paschimottanasana – Halasana – Sarvangasana – Salabhasana – Dhanurasana – Bhujangasana
- 5.3 Physical fitness – Meaning and definition – Components of Health Related Physical Fitness.
- 5.4 Wellness – Meaning – Definition
- 5.5 Effect of exercise on Circulatory system and Respiratory system

#### **PRACTICUM (any one)**

1. Conduct a survey on ‘Lifestyle Diseases’ in your locality
2. Design a recreational game and upload in your Blog
3. Prepare a report on Contemporary National / International Sports Event

#### **REFERENCES**

- Ajmer, S. et al. (2004). *Essentials of Physical Education*. New Delhi: Kalyani Publishers.
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<b>EDU106.12</b>	:	<b>GUIDANCE AND COUNSELLING</b>
<b>CORE COURSE</b>	:	<b>EDU 106.2</b>
<b>No. Of CREDITS</b>	:	<b>3</b>
<b>CONTACT HOURS</b>	:	<b>60</b>
<b>MARKS</b>	:	<b>60 (External 50 + Internal 10)</b>

## **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

## **MODE OF TRANSACTION**

Lecture-cum-discussion, Guidance and counseling, Case studies, Use of video-clips and transcripts of classroom teaching, Project reviews, Use of narratives based on research and documentation, Observations, Interviews, Recording of observations and experiences, Panel or group discussion on psychosocial issues, Individual projects, Using library, Laboratory and ICT based teaching and learning, Psychological tests.

## **COURSE OUTLINE**

### **Module 1- Guidance and Counselling - a Conceptual Analysis (8 Hours)**

- 1.1 Meaning, need and significance of guidance and counselling in schools.
- 1.2 Objectives of guidance and counselling at various levels- primary, secondary and higher secondary.
- 1.3 Organisation of a guidance bureau in schools - installation and activities

### **Module 2 - Guidance in Schools (10 Hours)**

- 2.1 Types of guidance: educational, personal, vocational and career guidance-
- 2.2 Objectives at various levels. Individual and group guidance.
- 2.3 Teacher as a guidance worker and career master.
- 2.4 Career Guidance. Career information- components and sources. Job analysis. Organizing career guidance - career corner, career talk, career conference, career bulletin. Role of parents in career decision making

### **Module 3 - Process of Counselling (16 Hours)**

- 3.1 Type of counselling: Directive, Non-directive and Eclectic (based on role of counsellor); Crisis, Preventive and Facilitative (based on purpose); Individual and group counselling (based on number of clients)
- 3.2 Psychology in counselling - counselling procedures according to Behaviouristic, Psychoanalytic and Humanistic schools, Gestalt Therapy, Transactional

Analysis.

- 3.3 Stages in counselling - functions of various stages - establishing rapport, deciding plan of action, integrative understanding, facilitating development, etc.

#### **Module 4 - Skills and Qualities of Counsellor (10 Hours)**

- 4.1 Counselling skills- Attending skills, Responding skills, Skill of personalizing and Initiating skills.
- 4.2 Qualities of a counsellor - Well adjusted personality, empathy, sincere interest, knowledge, professional competence, availability, confidentiality.
- 4.3 Essential communication skills - Non-verbal communication, Active listening, Selective perception, Effective questioning, Reflecting feelings.

#### **Module 5 - Teacher as Counsellor {16 Hours}**

- 5.1 Class as a heterogeneous group - concept of individual difference
- 5.2 Tools and techniques for collecting data - Interview, observation, case study, sociometry, checklist, rating scale, anecdotal record, cumulative record.
- 5.3 Problems related with various aspects physical, mental, social, emotional, etc. (general description)
- 5.4 Common behavior problems of children and adolescents - aggression and hostility, attention seeking, lying, stealing, sex problems, shyness and withdrawal, learning disability, examination anxiety, alcoholism and drug abuse, juvenile delinquency, cybercrimes, truancy.
- 5.5 Role of teacher in dealing with the heterogeneous class - Identifying probable causes and suggesting remedial measures for behavior problems.

#### **PRACTICUM (any one)**

1. Prepare your own plan to organize guidance bureau in schools and also its activities
2. Identify any one behavioral problem among adolescent, causes and remedial measures
3. Conduct a peer counselling and submit the report

#### **REFERENCES**

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## **EDU 106.13: ELEMENTARY EDUCATION**

<b>NO.OFCREDITS</b>	<b>: 3</b>
<b>CONTACTHOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>: 2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand the need, concept, and scope of elementary education in historical perspectives.
- enable the prospective teachers to understand the development of elementary education in India and about the different constitutional provisions related to education
- acquaint the prospective teachers with different educational reports and policies on elementary education.
- acquaint the prospective teachers with the programmes for achieving UEE
- understand the recent changes in curriculum structuring and the mode of curriculum transaction at elementary level
- gain insight into the role of various organisation in the quality improvement of elementary education

### **MODE OF TRANSACTION**

Lecture cum demonstration, discussion, group work, case study, problem-solving sessions, seminars, debates, assignments, brain storming sessions, panel discussions, peer learning, community visits, survey and dialogue mode, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module I - Conceptual Frame work of Elementary Education (15hours)**

- 1.1 Concept, meaning, scope and historical perspectives.
- 1.2 Development of elementary education during Vedic, Buddhist, Medieval and British period.
- 1.3 Constitutional provision for elementary education in India( Article21(A)) -Right to Education Act 2009.
- 1.4 The right of children to free and compulsory education KeralaRule2010

#### **Module 2- Reports and Policies on Elementary Education (10 hours)**

- 2.1 Kothari Commission 1964
- 2.2 National Policy on Education1986
- 2.3 Revised National Policy1992
- 2.4 Yespal Committee Report 1993

## 2.5 National Curriculum Framework 2009

### **Module 3-Challenges and Programmes for achieving UEE (20Hours)**

- 3.1 Issues and Challenges of elementary education in India
- 3.2 Multi grade and Multilevel teaching learning process
- 3.3 Strategies for Universal provision and access, enrolment and retention - Quality for elementary education
  - Education for all-Operation Blackboard
  - District Primary Education Programme (DPEP)
  - Sarva Shiksha Abhiyan (SSA)
  - National Programme for Education of Girls at Elementary Level (NPEGEL)
  - Kasturba Gandhi Balika Vidyalaya (KGBV)
  - Lok Jumbish
  - Shiksha Karmi Project
  - Early Childhood Care and Education

### **Module 4- Curriculum and its transaction at elementary level (10hours)**

- 4.1 Curriculum for elementary education-meaning, principles and relevance
- 4.2 Nature of curriculum: experience centred, activity centred and child centred.
- 4.3 Competency based education-meaning and principles, Minimum level of learning and Mastery learning.
- 4.4 Multiple modes of learning-play-way, joyful learning, group learning and teacher guided learning.

### **Module 5- Role of various organisations in the quality improvement of elementary education (5 hours)**

- 5.1 Role of NGOs towards Universalisation of elementary education
- 5.2 Role of DIET, resource centers, SCERT, NCERT, NEEM and NCTE in the quality improvement of elementary education.

### **PRACTICUM (any one)**

- 1. Design an ICT oriented instructional plan of a unit in a subject at elementary level
- 2. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- 3. Prepare a report based on discussion with teachers/parents/students about the existing elementary school system.

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The Right of Children to Free and Compulsory Education Kerala R



## **EDU 106.14 : ENVIRONMENTAL EDUCATION**

**NO. OF CREDITS : 3**

**CONTACT HOURS : 60**

**MARKS : 60 (External 50 + Internal 10)**

**DURATION OF EXAMINATION : 2hrs**

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum demonstration, panel discussion, brain storming sessions, peer group discussion, survey, field trip, debate, project work, survey, assignments, seminars, dramatization, exhibition, film show, video show, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module1 –Environmental Education (15 Hours)**

- 1.1 Meaning, Nature, Objectives and Psychological Perspectives of Environmental Education.
- 1.2 National Movements to protect the environment - Western Ghats: It's relevance as UNESCO world heritage site. Bio diversity of Western Ghats. Its role in controlling climate of Kerala. Threats to Western Ghats.
- 1.3 Environmental Impact Assessment
- 1.4 Legislative measures for environmental protection at national and international level.
- 1.5 Methods and Strategies for cultivating eco literacy at Primary, Secondary and Higher secondary Level
  - (a) Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment days.
  - (b) Practical measurers - saving energy, hygiene and sanitation programmes,

- eco-friendly behavior, organic farming, 'clean and green campus' programme.
- 1.6 Environmental Citizenship – Importance, Environmental ethics and Environmental Accountability.

## **Module 2 – Our Environment (6 hours)**

- 2.1 Concept of an ecosystem
- 2.2 Characteristic features, structure and functions of land and aquatic ecosystems
- 2.3 Energy flow in the eco system, Ecological succession, Ecological Pyramids
- 2.4 Bio-geo chemical cycles
- 2.5 Carrying capacity and Ecological balance

## **Module 3 – Challenges of Environment (15 hours)**

- 3.1 Environmental Pollution- Causes, effects and remedial measures  
(a) Air Pollution (b) Water Pollution (c) Soil Pollution (d) Thermal Pollution (e) Radio Active Pollution (f) Noise Pollution (g) E-waste pollution
- 3.2 Deforestation, Soil erosion, Climate change, Green house effect, Global warming, Ozone depletion, Acid rain, Bio-magnification, Eutrophication.
- 3.3 Population explosion – Urbanization
- 3.4 Waste management - Role and Responsibility of Individuals and Institutions in the management of E-waste, Nuclear waste, Medical Waste, Plastic Waste and Zero waste management.
- 3.5 Disasters: Their impact on the environment. Need and importance of Disaster management training. Role of teachers and educational Institutions in Disaster Management  
(a) Natural – Epidemics, Forest fire, Floods, Earth quakes, Droughts, cyclones, landslides and tsunamis.  
(b) Man made - Technological and industrial

## **Module 4– Education for Sustainable Development (20hours)**

- 4.1 Sustainable Development Meaning and Importance .Concept of Education for sustainable development (ESD)
- 4.2 Natural resources: its Conservation, Role of individual  
(a) Forest resources: use and over exploitation and reforestation  
(b) Water resources: use and over utilization of surface and ground water, conflicts over water. Water conservation-dams, rain water harvesting, water shed management.  
(c) Mineral Resources: use and exploitation  
(d) Food resources: World food problems, changes caused due to agriculture, effects of modern agriculture.  
(e) Energy resources: Growing energy needs, renewable and non renewable energy sources and use of alternate energy source.
- 4.3 Bio-diversity and its conservation:-  
a) genetic, species and ecosystem diversity.

- (b) Threats to biodiversity: habitat loss, poaching of wild life, man-wild life conflicts  
(c) Conservation of biodiversity: In-situ and ex-situ conservation.

**Module 5 – Environment and Behavior (4 hours)**

- 5.1 Environmental Sensitivity and Environmental stress  
5.2 Stressors: Natural disasters, Pollution and Overcrowding  
5.3 Effect of stressors on health and behavior – Morbidity, respiratory problems, skin problems, nervous system diseases, hypertension, aggression, performance impairment.

**PRACTICUM (any one)**

1. Construct a medicinal plant garden in your campus and prepare a report on it.
2. Conduct a seminar in your institution on any one of the environmental issues and prepare a report on it.
3. Prepare any Three eco friendly products and evaluate how it helps you in developing environmental accountability.

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## **EDU 106.15: SPECIAL EDUCATION**

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- critically analyse the concept of 'disability' and 'inclusion' and develop a dynamic approach to pupil diversity and individual differences identify needs of children with diversities.
- get acquainted with the cultures, policies and educational practices and equipped with inclusive practices.
- incorporate multidisciplinary approach and innovative practices in inclusive set up.
- use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms.

### **MODE OF TRANSACTION**

Lecture-cum-discussion, Use of narratives based on research and documentation, Project reviews, Case studies, Use of video-clips and transcripts of classroom teaching, Success stories/ innovations, Observation in special schools and other field sites, Recording of observations and experiences, Interviews with special school personnel, Panel or group discussion on psychosocial issues ,Individual projects, Using library , laboratory and ICT resources, Guidance and Counselling, Psychological Tests, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 – Special Education (20 Hours )**

- 1.1 Definition and Meaning of Special Education
- 1.2 Need and Importance of Special Education In India
- 1.3 Exceptional Children – Concept
- 1.4 Mentally Challenged, Learning Disabled, Gifted and Creative – Definition, Characteristics, Causes, Identification and Educational Provisions.
- 1.5 Visual, Auditory and Speech Impairment – Functional limitations and Educational Needs
- 1.6 Brief Description of Locomotor disabilities, Cerebral Palsy, Autism, ADD/ADHD, Leprosy Cured

## **Module 2 – Inclusive Education (10 hours)**

- 2.1 Concept of Inclusion
- 2.2 Philosophy of inclusive education
- 2.3 Inclusive Practices in Kerala
- 2.4 Difference between Special Education and Inclusive Education

## **Module 3 – Inclusive Practices and Psycho-social Issues (10 hours)**

- 3.1 Creating an Inclusive School-Concept of an inclusive school – infrastructure and accessibility, culture , policies and practices, human resources, attitudes towards disability - School's readiness for addressing learning difficulties
- 3.2 Inclusive Practices in Classroom- Assessment of children to know their profile- Classroom management and organisation-developing strategies for differentiating content, curricular adaptations, lesson planning and Individualised Educational Plan (IEP)-Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.- Development and application of learner -friendly evaluation procedures- Documentation, record keeping and maintenance.
- 3.3 Psycho-social Issues -Problem behaviour and parental empowerment-Role of Family in raising children with disability.
- 3.4 Legal Rights, Important International Declarations, National Policies and Programmes for the Education of Children with Disabilities
- 3.5 Equipping Teacher Trainees for Inclusive Education

## **Module 4 – Multidisciplinary Approach (10hrs)**

- 4.1 Multidisciplinary Approach - Concept -Individual professionals involved-Need and relevance of multidisciplinary approach in India-Developing positive relationships between school and home. - Involving community resources as source of support to teachers.
- 4.2 Developing support Networks - Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist and counsellor-Addressing social climate of the classroom- Child to child programme-Developing partnerships in teaching : Teacher and special teacher; teacher and co-teaching personnel ;parents as partners
- 4.3 Inclusive Education a rights based model.

## **Module 5 – Research Perspectives and Assistive Technology (10 hours)**

- 5.1 Assistive and adaptive technology - Concept, Need and Scope
- 5.2. Assistive Technology Devices: Mobility impairment and wheelchairs-Mobility impairment and walkers, Personal emergency response systems-Accessibility software-Assistive technology for visual impairment-Augmentative and alternative communication-Assistive technology for cognition-Prosthesis-Assistive technology in sport-Assistive technology in education-Computer accessibility-Home automation

5.3 Choosing the right Assistive Technology Devices.

5.4 School's infrastructural facilities for addressing learning difficulties

### **PRACTICUM (any one)**

1. Interview with a special child and prepare a report
2. Prepare a review on a film about exceptional learners
3. Design an Individualized Educational Plan for a special learner.

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**SEMESTER II**



## **CORE COURSES**

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

<b>NO.OFCREDITS</b>	<b>:5</b>
<b>CONTACTHOURS</b>	<b>:100</b>
<b>MARKS</b>	<b>:100 (External 80 + Internal20)</b>
<b>DURATION OFEXAMINATION</b>	<b>:3hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 - Introduction to Philosophy (30hours)**

- 1.1 Philosophy - Meaning and branches
- 1.2 Indian schools of philosophy- Orthodox and Heterodox-significance of vedanta-sankhya and lokayata
- 1.3 Indian philosophers-Swami Vivekananda, DrS.Radhakrishnan, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo.
- 1.4 Major Schools of Philosophy with reference to aims ,curriculum, method of teaching, role of teacher and discipline-Idealism, Naturalism -Pragmatism-Realism, Humanism -Importance of eclectic approach
- 1.5 Conceptual analysis of the distinction between Knowledge and Information.

#### **Module 2 - Paedocentric Education (10hours)**

- 2.1 Concept of Paedocentric education
- 2.2 Activity centered education – John Dewey
- 2.3 Critical Pedagogy-Paulo Friere

### **Module 3 - Sociological Bases of Education (30 hours)**

- 3.1 Sociology and Education
- 3.2 Meaning of Society, Culture and Modernity
- 3.3 Contributions of Dr B .R .Ambedker with respect to equality, equity, individual opportunity and social justice
- 3.4 Contributions of Rabindranath Tagore with respect to Nationalism, Universalism and Secularism.
- 3.5 Social and cultural change-Meaning and features
- 3.6 Contributions of Social Reformers- Raja Ram Mohan Roy, Chattambi Swamikal, Sreenarayana Guru.
- 3.7 Teacher as a social reformer

### **Module 4 - Curriculum and Values (15hrs)**

- 4.1 Curriculum - Meaning and scope
- 4.2 Philosophy of Nation as a foundation of curriculum
- 4.3 Role of state in curriculum construction
- 4.4 Thrust areas of Curriculum for School Education
- 4.5 Value Education – Aims and strategies
- 4.6 Traditional Indian values and Constitutional values.
- 4.7 Role of Education in compacting Social evils- Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism
- 4.8 Peace Education and Human rights Education

### **Module 5 - School Administration and Management (15 hours)**

- 5.1 Effective Management – Role and functions of the Head of the institution
- 5.2 Administrative frame work of schools in Kerala-
- 5.3 Headmaster – qualities and responsibilities
- 5.4 Importance of Co-curricular Activities
- 5.5 Management of time and resources - School time table – need and importance
- 5.6 Staff council—PTA- School records -kinds
- 5.7 School Parliament -Organisation of Grievance Redressal cell

### **PRACTICUM (any one)**

1. Prepare a Master timetable for a school
2. Conduct a mock parliament on any relevant social issue and submit a report
3. Prepare an album on educational quotes of western and Indian Philosophers.

### **REFERENCES**

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

**NO. OF CREDITS** :5

**CONTACT HOURS** :100

**MARKS** :100 (External 80 + Internal 20)

**DURATION OF EXAMINATION** :3hrs

### **OBJECTIVES**

- On completion of the course, the prospective teachers would be able to :
- understand the process of learning and different approaches to the teaching learning process
- understand different perspectives of schools of psychology on learning
- get acquainted with the individual differences among and within the individual
- identify and cater to the educational needs of various types of children
- help student teachers to develop leadership skills
- understand the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
- acquaint student teachers with group dynamics
- understand the concept of transfer of learning and apply the principles to foster maximum positive transfer

### **MODE OF TRANSACTION**

Lecture cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brainstorming, Debate, Group discussion, Problem- solving, Scenario-based learning strategies and survey method. ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Learner in Action (20 hours)**

- 1.1 Process of Learning
- 1.2 Factors affecting learning – Nature of the learner, nature of the learning material and nature of learning situation.
- 1.3 Learning curves & learning plateaus
- 1.4 Transfer of learning – types of transfer – teaching for positive transfer
- 1.5 Experiential Learning
- 1.6 Learning styles-KOLB and VAK

#### **Module 2 - Approaches to Learning (25 hours)**

- 2.1 Behaviorism – Theories of Thorndike, Skinner and Pavlov
- 2.2 Constructivism – Social constructivism (Vygotsky) and Cognitive constructivism (Piaget and Bruner) – Constructivist methods of teaching and learning
- 2.3 Social cognitive learning – Bandura

- 2.4 Cognitive theory -Insight learning –Gestalt school
- 2.5 Gagne’s hierarchy of learning – Eight types of learning

### **Module 3 Differences among learners (20 hours)**

- 3.1 Areas of Individual differences
- 3.2 Factors causing individual differences – Heredity and environment
- 3.3 General provisions for fostering individual differences in the classroom
- 3.4 Meaning, nature and difference between Attitude, Aptitude and Interest
- 3.5 Testing of Attitude, Aptitude and Interest- Attitude scales, GATB, &DATB, Interest Inventories.
- 3.6 Significance and implications of attitude scales, aptitude tests and inventories in class room teaching and learning.

### **Module 4 Exceptional learners – (15 hours)**

- 4.1 Concept
- 4.2 Characteristics and catering to the needs of:
  - a) Creative learners
  - b) Gifted
  - c) Underachiever
  - d) Slow learner
  - e) Learning disabled
  - f) Mentally challenged
  - g) physically disabled
  - h) Socially & Culturally disadvantaged
  - i) Delinquent

### **Module 5 - Psychology of the Group (20 hrs)**

- 5.1 Psychological group- meaning and characteristics
- 5.2 Group Dynamics and Group cohesion
- 5.3 Classroom Psychology - classroom behavior in school settings - class control and management-Social relationship in the class room.
- 5.4 Leadership – concept- types /styles of leadership in the classroom - qualities of a leader - inculcating leadership qualities in the learner

### **PRACTICUM (any one)**

- 1. Prepare a report on any three school practices which foster the mental health of students in their practicing schools.
- 2. Prepare a report on the learning difficulties faced by students in the school classrooms
- 3. Conduct interview with any two people of different leadership styles in your neighborhood ad prepare report.

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## EDU 203 : ASSESSMENT FOR LEARNING

<b>NO.OFCREDITS</b>	<b>: 3</b>
<b>CONTACTHOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>: 2hrs</b>

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

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

### MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

### COURSE OUTLINE

#### Module 1 - Assessment and Evaluation (10 hrs)

- 1.1 Conceptual overview of Assessment and Evaluation – classification- oral, written and performance evaluation - formative and summative, objective based and competency based, norm and criterion referenced, product and process evaluation
- 1.2 Functions of Assessment-assessment for learning and assessment of learning.
- 1.3 Qualitative and quantitative aspects of evaluation
- 1.4 Technology enabled Testing- conceptual overview
- 1.5 Differentiated assessment-Meaning and significance

#### Module 2 - Tools and Techniques of evaluation (10 hrs)

- 2.1 Achievement test-Teacher made test and standardized test - characteristics, steps in construction (blueprint) and standardization, types of test items – objective, short answer and long answer- its merits and demerits.
- 2.2 Characteristics of good evaluation instrument – validity, reliability, objectivity, practicability, comprehensiveness, objective basedness and discriminating power.
- 2.3 Educational Diagnosis- concept, Steps in the construction of diagnostic test and remedial instruction.
- 2.4 Uses of evaluation - placement, promotion, grouping, diagnosis and remediation.

### **Module 3 - Reforms in Evaluation (15 hrs)**

- 3.1 Recent trends and practices in assessment and evaluation - assignments, projects, seminars, group discussion, portfolios, rubrics, student profile, Poster assessment, open book exam, participatory assessment, peer assessment
- 3.2 Continuous and comprehensive evaluation - Credit and semester system - Scholastic, co-scholastic, non-scholastic evaluation - -Internal assessment -- Grading - direct and indirect.

### **Module 4 - Introduction to Research (5 hrs)**

- 4.1 Meaning, need & significance, characteristics and scope of research
- 4.2 Types of research- fundamental, applied
- 4.3 Action Research-conceptual view-steps
- 4.4 Teacher as a researcher – action research and research projects.

### **Module 5: Statistics in Education (20 hrs)**

- 5.1 Need and importance of statistics in education
- 5.2 Classification and tabulation of data –need and procedure- Graphical representation of data - bar diagram, histogram, pie diagram, frequency polygon, frequency curve, cumulative frequency curve.
- 5.3 Statistical methods of analysis: - Measures of central tendency - mean, median and mode.- Measures of variability–range and standard deviation
- 5.4 Measures of relationship - concept of correlation, types of correlation, coefficient of correlation, Spearman's rank order correlation. Percentile and percentile ranks
- 5.5 Normal distribution - normal probability curve and its characteristics, Skewness, Kurtosis.

### **PRACTICUM (any one)**

1. Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards
2. Prepare any 2 project proposals on any relevant themes
3. Prepare and conduct a peer assessment instrument

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## **PEDAGOGIC COURSES**

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

<b>NO.OFCREDITS</b>	<b>:3</b>
<b>CONTACTHOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:2 hours</b>

## **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

## **MODE OF TRANSACTION**

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue, ICT based teaching and learning.

## **COURSE OUTLINE**

### **Module 1–Psychological dimensions of English Teaching (15 hrs)**

- 1.1 Psycho-linguistic principles
- 1.2 Implications of theories related to language development- Behaviourism, Constructivism, and Gardner's Multiple Intelligence
- 1.3 Chomsky's theory of language development (Language Acquisition Device (LAD), Universal Grammar(UG))
- 1.4 Learner factors in second language acquisition (age, gender, intelligence, aptitude, attitude, cognitive style, motivation)

### **Module 2:Planning for Instruction (15 hrs)**

- 2.1 Meaning and importance of planning
- 2.2 Types of planning: Year plan, Unit Plan, Lesson plan
- 2.3 Approaches in Lesson Planning- Herbartian &Constructivism

### **Module3-Evaluation in English Language Teaching and Learning (10 hrs)**

- 3.1 Construction of Achievement test and diagnostic test-remediation

- 3.2 Types of test items: merits and demerits.
- 3.3 Teacher evaluation: criteria for evaluating teacher competency
- 3.4 Student self-evaluation: preparation of self-evaluation tools

#### **Module 4 – Techno-pedagogical content knowledge(10hrs)**

- 4.1 Techno-pedagogical content knowledge: meaning and scope
- 4.2 Innovative ways of teaching – web-based learning, virtual classroom, edu blog, smart classrooms and e-content

#### **Module5 - Content Analysis in English(10hrs)**

- 5.1 Content analysis: meaning and purpose
- 5.2 Content analysis of English textbooks of standards VIII to X of State Syllabus.

#### **PRACTICUM (any one)**

1. Critically analyse any prescribed Course book at the secondary level of State syllabus.
2. Administer an online test in order to evaluate students.
3. Prepare a write-up on how secondary students of State syllabus are graded according to Continuous and Comprehensive Evaluation.

#### **REFERENCES**

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

**NO.OFCREDITS :3**

**CONTACTHOURS :60**

**MARKS :60 (External 50 + Internal 10)**

**DURATION OFEXAMINATION :2 hrs**

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Curriculum (10 hrs)**

- 1.1 Meaning, Definition, and foundation
- 1.2 Curriculum Planning- factors and phases
- 1.3 Curriculum and Syllabus

#### **Module 2-Curriculum Organization (10 hrs)**

- 2.1 Principles of curriculum organization
- 2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral
- 2.3 Curriculum Transaction in classrooms

#### **Module 3 - Types of Curriculum (15 hrs)**

- 3.1 Activity –oriented, child-centred, Subject-centred, Community-based, Core and Hidden curriculum
- 3.2. Differentiated Curriculum for: Gifted learners, Creative Learners, Slow Learners, Under Achievers, Learning Disabled  
Curriculum Reforms and Revisions with reference to NCF and KCF.

#### **Module 4 – Resources of learning and teaching English (15 hrs)**

- 4.1 Library & its organisation



- 4.2 Language Lab & its organisation
- 4.3 English club & its activities
- 4.4 e-resources for learning English
- 4.5 community resources: significance, types and role of teacher in utilizing them

### **Module 5 - Instructional Support (10 hrs)**

- 5.1 Course books/ Text books
- 5.2 Teacher Text/Handbook
- 5.3 Reference Books, Periodicals & Journals
- 5.4 Teaching-learning materials: improvised teaching aids, Manuscript magazine

### **PRACTICUM (any one)**

1. Prepare an enrichment activity for gifted students in your class
2. Make use of an e-learning resource to teach any lesson from the English course book
3. Suggest activities to develop communicative skills through the English club

### **REFERENCES**

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## **EDU 204.12 : PEDAGOGICAL DIMENSIONS OF MALAYALAM**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, Buzz Session and Co-operative learning , interaction with community, case study, and Educational survey, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Psychological Dimensions of Malayalam Education (15 hours)**

- 1.1. Behaviorism in Teaching Malayalam
- 1.2. Constructivism as a Theoretical Backing for Malayalam Education  
Implications of the Theory of Multiple Intelligence (Howard Gardner)
- 1.3. Critical Pedagogy as an approach to address Social Issues
- 1.4. Chomskian theory of Language Acquisition ( LAD and Universal Grammar)
- 1.5. Incorporating these theories in Malayalam language learning.

#### **Module 2- Planning for Instruction (15 hrs)**

- 2.1. Meaning and Importance of Instructional Planning
- 2.2. Types of Planning- Year plan- Unit plan-Lesson Plan
- 2.3. Approaches in Lesson Planning- Herbartian-Constructivist-Implications

in Classroom

### **Module 3-Evaluation in Malayalam Language Teaching and Learning (10 hrs)**

- 3.1. Construction of Achievement test and Diagnostic test-Remediation.
- 3.2. Types of Test Items-Merits and Demerits.
- 3.3. Teacher evaluation-criteria for evaluating teaching competence.
- 3.4. Student self evaluation, preparation of self evaluation tools.

### **Module 4 – Techno Pedagogical Content Knowledge (10 hrs)**

- 4.1. Techno Pedagogical Content Knowledge – Meaning and Scope.
- 4.2. Multimedia Learning in Malayalam -Multimedia Equipments and Uses
- 4.3. Innovative ways of teaching – web-based learning, virtual classroom, Edublog, Smart Classrooms and e-content.

### **Module 5- Content Analysis in Malayalam (10 hrs)**

- 5.1 Content-Analysis-Meaning and Purpose.
- 5.2 Content Analysis of Prescribed Malayalam Readers from Std. VIII-X of Kerala State School Syllabus.

### **PRACTICUM (any one)**

1. Find out any one prose or poetry through which hidden aspects of values can be easily transacted and prepare lesson plans for the same
2. Publish an article on creative writing in your Blog
3. Critically analyse any prescribed text book from secondary level from State syllabus

### **REFERENCES**

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

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60(External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1- Curriculum (10 hrs)**

- 1.1. Meaning, Definition and Foundation.
- 1.2. Curriculum Planning: Factors and Phases.
- 1.3. Curriculum and Syllabus

#### **Module 2-Curriculum Organization (10 hrs)**

- 2.1 .Principles of Curriculum Construction
- 2.2. Approaches to Curriculum Organization-Topical, Unit, Concentric and Spiral
- 2.3. Curriculum Transaction in Classrooms.

#### **Module 3 - Types of Curriculum (15 hrs)**

- 3.1. Activity-oriented-Child Centered –Subject Centered-Community Based-Core-Hidden.
- 3.2. Differentiated Curriculum- Giftedness- Creative Learners-Slow Learners- - Under Achievers-Learning Disabled
- 3.3. Curriculum Reforms and Revisions with reference to NCF/KCF.

#### **Module 4 - Resources of Learning and Teaching Malayalam (15 hrs)**

- 4.1. Library and its organization
- 4.2. Language Lab and its Organization.
- 4.3 Malayalam Club- Activities.
- 4.4. Community Resources –Significance, Types, Role of teacher in utilizing them.
- 4.5. e- Resources for learning Malayalam.

#### **Module 5- Instructional support (10hrs)**

- 5.1. Course Book/Text Book.
- 5.2. Teacher Text/Handbook
- 5.3. Reference Books, Periodicals and Journals.
- 5.4 Teaching Learning Materials. Improvised Teaching Aids. Manuscript Magazines.

#### **PRACTICUM (any one)**

1. Make a script for short film on current issues with live, real models.
2. Prepare an article on critical evaluation of current secondary school curriculum.
3. Identify and Prepare a list of community recourses of the nearby school.

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## **EDU 204.13 : PEDAGOGICAL DIMENSIONS OF HINDI**

<b>NO.OFCREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (external 50 + internal10)</b>
<b>DURATIONOFEXAMINATION</b>	<b>:2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand the implications of psycho linguistic principles in teaching Hindi
- explore pedagogical approaches for the teaching of the subject
- make the student-teacher understand the need and importance of instructional planning
- make the student-teacher competent to prepare unit plan , year plan and teaching manuals
- make the student teacher understand the meaning, scope and importance of content analysis.
- develop competency to analyse the Hindi text books prescribed for standard VII to XII to make the student-teacher competent to develop discourses prescribed for Secondary and Higher secondary level
- make student teachers understand about techno- pedagogic content knowledge
- acquire deeper insight about scope and functions of evaluation and different types of evaluation
- construct an achievement test

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Brain storming, Problem solving, Group work, Video presentations, Case study, Assignment, Seminar, Project, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Psychological Dimensions of Hindi Teaching (15 hrs)**

- 1.1 Psycho linguistic principles- Behaviorism, Constructivism
- 1.2 Implication of the theory of Multiple intelligence by Howard Gardner
- 1.3 Noam Chomsky's theory of language development
- 1.4 Learner factors in second language acquisition (Age, Sex, Intelligence, Aptitude, Motivation, Personality disposition, Cognitive style and Attitude)

#### **Module 2- Planning for Instruction (15 hrs)**

- 2.1 Meaning and importance of Planning
- 2.2 Types of planning-Year plan, Unit plan and Lesson plan



2.3 Approaches in lesson planning- Herbartian , Constructivist

### **Module 3 – Evaluation in Hindi Language Teaching and Learning (10 hrs)**

- 3.1 Construction of Achievement test and Diagnostic test - remediation
- 3.2 Types of test items – merits and demerits
- 3.3 Teacher evaluation – criteria for evaluating teaching
- 3.4 Students’ self-evaluation – Preparation of tools.

### **Module 4 - Techno-Pedagogical Content Knowledge (10 hrs)**

- 4.1 Techno-pedagogical content knowledge – Meaning and scope
- 4.2 Ways to link technology with pedagogical content knowledge

### **Module 5 - Pedagogic Analysis in Hindi (10 hrs)**

- 5.1 Meaning and purpose of Content analysis
- 5.2 Content analysis of Hindi text books (Standard VIII-X State syllabus)  
Linguistic content-Ideational content- Linguistic content-Vocabulary- Synonyms,  
Antonyms-Gender-Singular and Plural words-Idioms and Phrases.

### **PRACTICUM (Any one)**

- 1 Prepare an article on e- resources in teaching Hindi
- 2 Content analysis of Hindi text books prescribed for State syllabus for any one class (Secondary level)
- 3 Critically analyse any prescribed course book from secondary level for state syllabus

### **REFERENCES**

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York: Basic Books.

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Jeeth, Yogendra, B. (1986). ShikshaMemAdhunikPravrithiyam. Agra: VinodPustakMahal.

Jeeth, Yogendra, B. (2005). Hindi Shikshan. Agra: VinodPustakMandir.

## **EDU 205.13: CURRICULUM AND RESOURCE DEVELOPMENT IN HINDI EDUCATION**

**NO.OFCREDITS** :3

**CONTACTHOURS** :60

**MARKS** :60 (external 50 + internal10)

**DURATION OFEXAMINATION** :2hours

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand meaning, definition and foundations of curriculum
- understand the difference between Curriculum and Syllabus
- critically analyse the principles and approaches to curriculum development, curriculum organization and curriculum mapping.
- differentiate different types of curriculum and Curriculum reforms and revisions
- acquaint with differentiated curriculum
- understand about library and its organization and online learning
- examine the importance of textbooks and reference books and the role social media in learning Hindi
- develop competency in evaluating the importance of teaching-learning aids

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Brain storming, Problem solving, Group work, Video presentations, Case study, Assignment, Seminar, Project, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 - Curriculum (15 hrs)**

- 1.1 Meaning- Definition and foundations
- 1.2 Curriculum planning factors and phases
- 1.3 Curriculum and Syllabus

#### **Module 2 - Curriculum organization (15 hrs)**

- 2.1 Principles of curriculum organization
- 2.2 Approaches to curriculum organization (Topical, Concentric, Spiral)
- 2.3 Curriculum transaction

#### **Module 3 - Types of Curriculum (10 hrs)**

- 3.1 Activity oriented, Child centered, Subject centered, Community based, Core and Hidden curriculum

- 3.2 Differentiated curriculum to meet individual differences (catering the needs of gifted, creative and slow learners)
- 3.3 Curricular reforms and revisions with reference to NCF and KCF

#### **Module 4 - Resources of Learning and Teaching (10 hrs)**

- 4.1 Library and its organisation
- 4.2 Language laboratory and its organization
- 4.3 Hindi club and its activities
- 4.4 e- resources for learning Hindi
- 4.5 Community resources – significance – types and role of teachers in utilizing them

#### **Module 5 Instructional support (10 hrs)**

- 5.1 Course books / Textbooks
- 5.2 Teachers' hand book / Teacher text
- 5.3 Reference books periodicals and journals
- 5.4 Teaching-learning materials – Improvised teaching aids – Manuscript magazines

#### **PRACTICUM (any one)**

1. Prepare a hand book based on any unit of Hindi text book at Secondary level
2. Suggest activities to develop communicative skills through the Hindi club
3. Prepare a report on the major highlights on language education in NCF/KCF

#### **REFERENCES**

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- Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Francisco: W.H. Freeman and Company.
- Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.
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## **EDU204.14: PEDAGOGICAL DIMENSIONS OF SANSKRIT**

<b>NO.OFCREDITS</b>	<b>:3</b>
<b>CONTACTHOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal10)</b>
<b>DURATIONOFEXAM</b>	<b>:2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand the psychological principles of language teaching
- understand the need and importance of instructional planning
- make the student-teacher competent to prepare unit plan , year plan and teaching manuals
- acquire deeper insight about scope and functions of evaluation and different types of evaluation
- make student teachers understand techno-pedagogical content knowledge
- understand innovative ways of teaching
- understand the meaning, scope and importance of content analysis.
- develop competency to analyse the Sanskrit text books prescribed for standard VIII to X to teach the language effectively

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Power point presentation, Video Presentation, Interview, General Discussion, Group Discussion, Brain storming, Problem solving, Assignment, seminar, Project work, Case study, Group work, Creative work shop, Resource centre visit, Video conferencing, Voice/ Video Chatting with Scholars, Visiting Sanskrit villages and interacting with Sanskrit Speaking people, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 - Psychological Dimensions of Sanskrit teaching. (15hrs)**

- 2.1 Psycho-linguistic principles
- 2.2 Implications of theories on language development – Behaviorism, Constructivism and Gardner's theory of Multiple intelligence
- 2.3 Chomsky's theory of language development -(LAD and Universal Grammar)
- 2.4 Learner factors in second language acquisition (age, gender, intelligence, aptitude, motivation, personality disposition, cognitive style and attitude)

#### **Module 2 - Planning for Instruction (15hrs)**

- 2.1 Meaning and importance of planning
- 2.2 Types of planning-Year plan, Unit plan and Lesson plan

2.3 Approaches in lesson planning- Herbartian, Constructivist

**Module 3 –Evaluation in Sanskrit Language Teaching and Learning (10 hrs)**

- 3.1 Construction of Achievement test and Diagnostic test – Remediation
- 3.2 Types of test items – Merits and demerits
- 3.3 Teacher evaluation-criteria for evaluating teacher competence
- 3.4 Student Self Evaluation – preparation of self-evaluation tools

**Module 4 - Techno-pedagogical content knowledge (10 hrs)**

- 4.1 Techno-pedagogical content knowledge: Meaning and Scope
- 4.2 Innovative Ways of teaching : Web based learning – Virtual classrooms - Edu blogs, Smart classrooms and e- content

**Module 5 - Content Analysis in Sanskrit (10 hrs)**

- 5.1 Content analysis: Meaning and purpose
- 5.2 Content analysis of Sanskrit text books of VIII -X of State syllabus

**PRACTICUM (anyone)**

1. Prepare a remedial teaching package for secondary school students
2. Prepare a self-study material for learning Sanskrit
3. Prepare an innovative study material for teaching Sanskrit at high school level

**REFERENCES**

- On teaching poetry –Haddon
- SamskrithaAdhipana – ViswanathaSarma
- SamskrithaSiksha –Ramasuklapandya
- The teaching of Sanskrit - D.G.Apte
- SamskrithaSikshanaVidi –RaghunathaSaphaya
- SamskrithaBhashadhyapanam - Prof.Sahadevan
- Methods of Teaching Sanskrit - Prof.Ramavarma
- History of Sanskrit teaching –Macdonell
- Teaching techniques - DasR.C.
- Language in Education - Omkar N.Koul
- Sanskrit and Science - S.S.JanakiKupu
- The problems of Sanskrit teaching:Hupanikar
- SamskritaSahityaVimarsanam:Dr.N.V.P.Unithiri
- Upanishads in education : V. Surendran nEdkkidath
- Practical Sanskrit Grammar - PRDSarma
- First Book of Sanskrit and Second Book of Sanskrit –Bhandarkar
- A Sanskrit Grammar for students - AMacdovel

- Kuvalayanadam –AppayaDikshidar
- KeraleeyaSamskrutadhyapanavidhaya – Dr. K. R. Harinarayanan
- Laghusidhantakaumudi –VaradarajaPanditan
- Sidharupa
- Rasa and Dhvani - Dr. A.Sankaran
- History of Sanskrit Literature –Keith
- Sahityadarpana – Viswanadha
- Vritaratnakara – Kedarabhattacha
- Sabdasodhini - A. R.RajarajaVarma
- Vritamanjari - Pingalamuni



## **EDU 205.14 : CURRICULUM AND RESOURCE DEVELOPMENT IN SANSKRIT EDUCATION**

<b>NO.OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- understand meaning, definition and foundations of curriculum
- understand the difference between Curriculum and Syllabus
- critically analyse the principles and approaches to curriculum organization
- differentiate different types of curriculum and Curriculum reforms and revisions
- acquaint with differentiated curriculum
- understand about various resources of learning and teaching Sanskrit
- examine the importance of textbooks, teacher text and reference materials in learning Sanskrit
- understand the importance of and develop competency in utilizing teaching-learning aids in teaching Sanskrit

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Power point presentation, Video Presentation, Interview, General Discussion, Group Discussion, Brain storming, Problem solving, Assignment, seminar, Project work , Case study, Group work, Creative work shop, Resource centre visit , Video conferencing, Voice/ Video Chatting with Scholars, Visiting Sanskrit villages and interacting with Sanskrit Speaking people, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Curriculum (10hrs)**

- 1.1 Meaning- Definition and foundations
- 1.2 Curriculum planning – Factors and Phases
- 1.3 Curriculum and Syllabus

#### **Module 2 - Curriculum Organization (10hrs)**

- 2.1 Principles of curriculum organization
- 2.2 Approaches to curriculum organization (Topical, Concentric, Spiral)
- 2.3 Curriculum transaction in Classrooms

#### **Module 3 - Types of Curriculum (15hrs)**

- 3.1 Activity oriented, Child centred, Subject centred, Community based, Core and Hidden curriculum

- 3.2 Differentiated curriculum (gifted, creative, slow learners, under achievers and learning disabled)
- 3.3. Curricular reforms and revisions with reference to NCF and KCF

**Module 4 - Resources of Learning and Teaching Sanskrit (10 hrs)**

- 4.1 Library and its organization
- 4.2 Language laboratory and its organization
- 4.3 Sanskrit Club and its activities
- 4.4 e-resources for learning Sanskrit
- 4.5 Community resources : Significance, Types, and role of teacher in utilizing them

**Module 5 -Instructional support (10 hrs)**

- 5.1 Course books/ Textbooks,
- 5.2 Teachers' handbooks/Teacher text
- 5.3 Reference books, Periodicals, Journals
- 5.4 Teaching learning materials ,Improved teaching aids, manuscript magazine

**PRACTICUM ( any one)**

1. Prepare digital and multimedia materials for teaching Sanskrit (H.S, H.S.S)
2. Analyse the principles and approaches to curriculum organization of CBSE and STATE syllabi.
3. Write a comparative note on Sanskrit grammar with that of other languages.

**REFERENCES**

- On teaching poetry –Haddon
- SamskrithaAdhipana – ViswanathaSarma
- SamskrithaSiksha –Ramasuklapandya
- The teaching of Sanskrit - D.G.Apte
- SamskrithaSikshanaVidi –RaghunathaSaphaya
- SamskrithaBhashadhyapanam - Prof.Sahadevan
- Methods of Teaching Sanskrit - Prof.Ramavarma
- History of Sanskrit teaching –Macdonell
- Teaching techniques - DasR.C.
- Language in Education - Omkar N.Koul
- Sanskrit and Science - S.S.JanakiKupu
- The problems of Sanskrit teaching:Hupanikar
- SamskritaSahityaVimarsanam:Dr.N.V.P.Unithiri
- Upanishads in education : V. Surendran nEdkkidath
- Practical Sanskrit Grammar - PRDSarma
- First Book of Sanskrit and Second Book of Sanskrit –Bhandarkar
- Sanskrit Grammar for students - AMacdovel

- Kuvalayanadam –AppayaDikshidar
- KeraleeyaSamskrutadhyapanavidhaya – Dr. K. R. Harinarayanan
- Laghusidhantakaumudi –VaradarajaPanditan
- Sidharupa
- Rasa and Dhvani - Dr. A.Sankaran
- History of Sanskrit Literature –Keith
- Sahityadarpana – Viswanadha
- Vritaratnakara – Kedarabhattacha
- Sabdasodhini - A. R.RajarajaVarma
- Vritamanjari – Pingalamuni

## **EDU 204.15 : PEDAGOGICAL DIMENSIONS OF ARABIC**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, Buzz Session and Co-operative learning , interaction with community, case study, and Educational survey, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Psychological Dimensions of Arabic Education (15 hours)**

- 1.1. Behaviorism in Teaching Arabic
- 1.2. Constructivism as a Theoretical Backing for Arabic Education
- 1.3. Implications of the Theory of Multiple Intelligence (Howard Gardner)
- 1.4. Critical Pedagogy as an approach to address Social Issues
- 1.5. Chomskian theory of Language Acquisition ( LAD and Universal Grammar)
- 1.6. Incorporating these theories in Arabic language learning.

#### **Module 2- Planning for Instruction (15 hrs)**

- 2.1. Meaning and Importance of Instructional Planning
- 2.2. Types of Planning- Year plan- Unit plan-Lesson Plan
- 2.3. Approaches in Lesson Planning- Herbartian-Constructivist-Implications in Classroom

### **Module 3-Evaluation in Arabic Language Teaching and Learning (10 hrs)**

- 3.1. Construction of Achievement test and Diagnostic test-Remediation.
- 3.2. Types of Test Items-Merits and Demerits.
- 3.3. Teacher evaluation-criteria for evaluating teaching competence.
- 3.4. Student self evaluation, preparation of self evaluation tools.

### **Module 4 – Techno Pedagogical Content Knowledge (10 hrs)**

- 4.1 Techno Pedagogical Content Knowledge – Meaning and Scope.
- 4.2 Multimedia Learning in Arabic -Multimedia Equipments and Uses
- 4.3 Innovative ways of teaching – web-based learning, virtual classroom, Edublog, Smart Classrooms and e-content.

### **Module 5- Content Analysis in Arabic (10 hrs)**

- 5.1 Content-Analysis-Meaning and Purpose.
- 5.2 Content Analysis of Prescribed Arabic Readers from Std. VIII-X of Kerala State School Syllabus.

### **PRACTICUM (any one)**

1. Power Point presentation to Develop the ability of communication skill in Arabic Language
2. Prepare assignment about the interrelationship of Arabic to other languages
3. Prepare a self-study material for learning Arabic

### **REFERENCES**

- “Tharaiq Thadrees wa statheejyathuhu” Dr. Muhammed Mahmood al haila , Dar al kitab al jamie’I, Al Ain , UAE
- “Tha’leem al lugha al arabiyya baina al nadriyya wa thatbeeq” Dr. Hasan Shahata, al dar misriyya al lubnaniyya
- Al muallim al Najih” : Dr. Abdullah al Amiri, dar usama linnashri wa thaouzee’a Mushkilat thaa’leem al lugha al Arabiyya; Abbas mahmood, dar al ssaqfa, Qatar.
- “Tharaiq Thadrees wa statheejyathuhu” Dr. Muhammed Mahmood al haila , Dar al kitab al jamie’I, Al Ain , UAE
- Mushkilat thaa’leem al lugha al Arabiyya; Abbas mahmood, dar al ssaqfa, Qatar.
- Al muallim al Najih” : Dr. Abdullah al Amiri, dar usama linnashri wa thaouzee’a

## **EDU 205.15 : CURRICULUM AND RESOURCE DEVELOPMENT IN ARABIC EDUCATION**

**NO. OF CREDITS** : 3

**CONTACT HOURS** : 60

**MARKS** : 60(External 50 + Internal 10)

**DURATION OF EXAMINATION** : 2 hours

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1- Curriculum (10 hrs)**

- 1.1. Meaning, Definition and Foundation.
- 1.2. Curriculum Planning: Factors and Phases.
- 1.3. Curriculum and Syllabus

#### **Module 2-Curriculum Organization (10 hrs)**

- 2.1 .Principles of Curriculum Organization
- 2.2. Approaches to Curriculum Organization-Topical, Unit, Concentric and Spiral
- 2.3. Curriculum Transaction in Classrooms.

#### **Module 3 - Types of Curriculum (15 hrs)**

- 3.1. Activity oriented-Child Centred –Subject Centred-Community Based and Core.
- 3.2. Differentiated Curriculum- Gifted Learners - Creative Learners-Slow Learners- - Under Achievers-Learning Disabled
- 3.3. Curriculum Reforms and Revisions with reference to NCF and KCF.

#### **Module 4 - Resources of Learning and Teaching Arabic (15 hrs)**

- 4.1. Library and its organization
- 4.2. Language Lab and its Organization.
- 4.3 Arabic Club- Activities.
- 4.4. Community Resources –Significance, Types, Role of teacher in utilizing them.
- 4.5. e- Resources for learning Arabic.

#### **Module 5- Instructional support (10hrs)**

- 5.1. Course Book/Text Book.
- 5.2. Teacher Text/Handbook
- 5.3. Reference Books, Periodicals and Journals.
- 5.4 Teaching Learning Materials. Improvised Teaching Aids. Manuscript Magazines.

#### **PRACTICUM (any one)**

1. Prepare an enrichment activity for gifted students in your class.
2. Prepare an e-learning resource to teach any lesson from the Arabic Course book.
3. Prepare a report on the major high lights of language education in NCF and KCF

#### **REFERENCES**

- Tha'leem al lugha al arabiyya baina al nadriyya wa thatbeeq” Dr. Hasan Shahata, al dar misriyya al lubnaniyya
- “ Tharaiq Thadrees wa statheejiyyathuhu” Dr. Muhammed Mahmood al haila , Dar al kitab al jamie’I, Al Ain , UAE)
- “Tha’leem al lugha al arabiyya baina al nadriyya wa thatbeeq” Dr. Hasan Shahata, al dar misriyya al lubnaniyya
- Al Muwajjah al fanni li mudarrisee al lugha al Arabiyya: Abdul al Aleem Ibrahim; Dar al Maa’rif, al Qaahira
- Altharbiya wa thuruqu thadrees,Salih Abdul Azeez & Abul aziz Abdul Majeed , Dar al Ma’arif, Al Qahira .

## **EDU 204.16 : PEDAGOGICAL DIMENSIONS OF MATHEMATICS**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Psychological Dimensions of Mathematics Teaching(15 Hours)**

- 1.1 Conceptual analysis of : constructivism - cognitive, social; Theory of multiple Intelligence ; Experiential learning
- 1.2 Implications of learning theories of Piaget, Bruner, Gagne, Vygotsky in learning Mathematics

#### **Module 2 - Planning of instruction (15 hours)**

- 2.1 Meaning, importance and purpose of lesson planning
- 2.2 Different types of Plans- Year Plan, Unit Plan, Lesson Plan
- 2.3 Approaches in Lesson planning - Herbartian, Constructivist approaches

#### **Module 3 – Evaluation in mathematics Teaching and Learning (12 hours)**

- 3.1 Construction of Achievement test and Diagnostic test and remediation
- 3.2 Types of test items-merits and demerits
- 3.3 Teacher Evaluation –Criteria for evaluating teaching competence
- 3.4 Student self evaluation- Preparation of tools



## **Module 4 -Techno pedagogic Content Knowledge (8 hours)**

- 4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge
- 4.2 Ways and means to link Technology to Pedagogic Content Knowledge.
- 4.3 Teacher as a techno-pedagogue

## **Module 5 - Content analysis in Mathematics (10 hours)**

Content analysis of Mathematics curriculum from standard VIII to X (State syllabus)

## **PRACTICUM (any one)**

1. Analyse the content of any one unit of Std. VIII/IX/X/XI/XII of CBSE/ICSE/STATE syllabus
2. Prepare a self designed innovative lesson of your choice
3. Prepare a unit test on any topic of your choice in Mathematics

## **REFERENCES**

- Aiyankar, Kuppuswami. The Teaching of Mathematics.
- Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.
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Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.

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Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan. S. Theory and Practice of Teaching School Mathematics.

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

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- acquaint with the concept and functions of curriculum.
- gain a perspective on the principles and approaches of curriculum construction.
- identify different types of curriculum.
- familiarize the nature and functions of various learning resources
- get acquainted with online resources to uphill the level of teaching performance

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Curriculum (10 hours)**

- 1.1 Meaning, definition and foundations
- 1.2 Curriculum Planning factors and Phases
- 1.3 Distinction of curriculum from syllabus

#### **Module 2 - Curriculum Organization (20 hours)**

- 2.1 Principles of curriculum construction- Objective Based, Child centered, Activity based, Correlated, Overcoming Individual differences, fulfilling the requirements of Higher Education, Flexible and Feasible.
- 2.2 Principles of Curriculum construction  
-Logical and Psychological
- 2.3 Approaches to curriculum organization- Spiral, Topical, Concentric, and integrated.

#### **Module 3 - Types of Curriculum(12 hours)**

- 3.1 Community Based, Core, , Explicit, Hidden/ Implicit,
- 3.2 Differentiated Curriculum to meet individual differences of gifted, slow learners, under achievers, learning disabled
- 3.3 Mathematics Education- major highlights in NCF&KCF

#### **Module 4 - Learning Resources in Mathematics (10 hours)**

- 4.1 Mathematics Library and its function
- 4.2 Mathematics Laboratory and its function
- 4.3 Online resources – online library, online laboratory, online journals
- 4.4 Mathematics journal

#### **Module 5 – Instructional supports (10 hours)**

- 5.1 Text Book and reference Books-characteristics
- 5.2 Work Book
- 5.3 Teachers' Hand Book
- 5.4 Improvised Aids
- 5.5 Virtual class room
- 5.6 Smart classroom

#### **PRACTICUM (any one)**

1. Prepare a digital Question Bank on any one Unit at Secondary school level
2. Prepare a report on the major high lights of mathematics education in NCF
3. Prepare a report on various online mathematical journals

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- Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.
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- Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi: Commonwealth Publishers.

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

**NO. OF CREDITS : 3**

**CONTACT HOURS : 60**

**MARKS : 60(External 50 + Internal 10)**

**DURATION OF EXAMINATION : 2 hours**

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- capacitate systematic planning of instruction and develop skill in charting lesson designs
- apprehend the pedagogy of Physical Science of Higher Secondary and Secondary level
- acquaint with practices of feedback mechanisms and online assessment tools and techniques
- acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- augment the levels of teaching competence by synchronizing IT in teaching

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue ,ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 -Psychological Dimensions of Physical Science Teaching (15)**

- 1.1 Behaviorism-Implications
- 1.2 Theory of Multiple Intelligence-Implications
- 1.3 Constructivism – cognitive and social- Implication
- 1.4 Critical Pedagogy as an approach to address social issue

#### **Module 2 - Planning of instruction (15hrs)**

- 2.1 Meaning, importance and purpose of lesson planning
- 2.2 Different types of Plans- Year Plan, Unit Plan, Lesson Plan
- 2.3 Approaches in Lesson planning - Herbartian, Constructivist approaches

#### **Module 3 – Evaluation in Physical Science Teaching and Learning (10hrs)**

- 3.1 Construction of Achievement test, Diagnostic test- remediation
- 3.2 Types of Test items – Merits and Demerits
- 3.3 Teacher Evaluation–Criteria for evaluating teaching competence
- 3.4 Student self evaluation - preparation of tools

#### **Module 4 - Techno pedagogic Content Knowledge (10hrs)**

- 4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge
- 4.2 Ways and means to link Technology to Pedagogic Content Knowledge.
- 4.3 Teacher as a techno-pedagogue

#### **Module 5 – Content Analysis in Physical Science (10hrs)**

Content analysis of Physical Science curriculum from standard VIII-X State syllabus and selected topics from plus 2 (Current electricity, Ray optic, Magnetism and Matter, Thermo dynamics, Redox reactions and Surface chemistry)

#### **PRACTICUM (any one)**

1. Analyse the content of any one unit of Std. VIII/IX/X/XI/XII of CBSE/ICSE/STATE syllabus
2. Prepare an e-learning material based on any topic in Physical Science at Secondary School Level
3. Prepare a self designed innovative lesson design of your choice

#### **REFERENCES**

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2hrs</b>

### **OBJECTIVES**

On the completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 – Curriculum (20hrs)**

- 1.1 Curriculum- Meaning, definitions and foundations.
- 1.2 Curriculum and syllabus
- 1.3 Curriculum Planning : Factors and Phases

#### **Module 2 - Curriculum Organization (10hrs)**

- 2.1 Principles of Curriculum construction
- 2.2 Approaches to curriculum organization- spiral, Concentric, Movement down a long Road, The swing of a Pendulum, Historical , Topical,

#### **Module 3 - Types of Curriculum(10hrs)**

- 3.1 Activity Based-Child Centered-Subject Centered -Community Based, core and hidden Curriculum
- 3.2 Differentiated Curriculum to meet individual differences - gifted, slow learners, under achievers ,Learning disabled
- 3.3 Major highlights of Physical Science education in NCF and KCF.

## **Module 4 - Learning Resources in Physical Science (10hrs)**

- 4.1 Library and its functions
- 4.2 Laboratory and its functions
- 4.3 Online learning resources-online library, online laboratory, online journals
- 4.4 Science Journal

## **Module 5 – Instructional supports- Traditional and Modern(10hrs)**

- 5.1 Text Book and reference Books
- 5.2 Work Book
- 5.3 Teachers Text Book
- 5.4 Improvised Aids
- 5.5 Virtual classroom-role in Physical Science learning
- 5.6 Smart board - uses

## **PRACTICUM (any one)**

1. Prepare a manual to use 5 equipments in a Physical Science Laboratory or a work book for learning any one unit of Physical Science
2. Construction of an improvised aid for the teaching of any topic in Physical science up to plus two level.
3. Prepare a report on the major highlights of Science education in NCF/KCF.

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, buzz Session and co-operative learning, interaction with community, case study, educational survey, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 Psychological Dimensions of Natural Science Teaching (15 hrs)**

- 1.1 Implication of behaviorism in learning natural science.
- 1.2 Constructivism as a Theoretical backing for Natural Science Education
- 1.3 Implications of the theory of Multiple Intelligence- Howard Gardner
- 1.4 Critical Pedagogy as an approach to address social issues

#### **Module2 - Planning for Instruction (10hrs)**

- 2.1 Need and Significance
- 2.2 Levels of Planning- Year plan- Unit plan-Lesson plan
- 2.3 Approaches in Lesson Planning- Herbartian and Constructivism-Innovative

#### **Module 3 - Evaluation in Natural Science Teaching and Learning (15hrs)**

- 3.1 Construction of Achievement Test, Diagnostic Test – Remediation

- 3.2 Types of Test items – Merits and Demerits
- 3.3 Teacher evaluation- Criteria for evaluating teaching competence.
- 3.4 Student self evaluation- preparation of tools

#### **Module 4- Techno Pedagogic Content Knowledge (10 hrs)**

- 4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge.
- 4.2 Ways and means to link Technology to Pedagogic Content Knowledge.
- 4.3 Teacher as a Techno – Pedagogue.

#### **Module 5 - Content Analysis in Natural Science(10hrs)**

Content-Analysis of prescribed Biology textbooks from Std. VIII-X State syllabus.

#### **PRACTICUM (any one)**

1. Prepare an e-learning material based on any topic in Biology at Secondary School Level
2. Prepare an e -Question Bank on any one Unit at Secondary school level
3. Read and Reflect on any one Secondary School Biological Science textbook and find out to what extent they satisfy the National and Global requirements

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

<b>NO. OF CREDITS</b>	<b>:</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>60</b>
<b>MARKS</b>	<b>:</b>	<b>60</b> (External 50 + Internal 10)
<b>DURATION OF EXAMINATION</b>	<b>:</b>	<b>2hrs</b>

### **OBJECTIVES**

On the completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, buzz Session and co-operative learning, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Curriculum (15hrs)**

- 1.1 Curriculum -meaning –definition –foundations.
- 1.2 Curriculum Planning – Factors and Phases
- 1.3 Curriculum and Syllabus

#### **Module 2- Curriculum Organization (15hrs)**

- 2.1 Principles of curriculum construction
- 2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral, Progressive and Regressive- Interdisciplinary.

#### **Module 3 -Types of Curriculum (10hrs)**

- 3.1 Activity Based-Child Centred-Subject Centred-Community Based, Core-Hidden Curriculum.
- 3.2 Differentiated Curriculum to meet Individual Differences–Gifted, Slow Learners, Under Achievers and Learning Disabled.
- 3.3 Curriculum Reforms and Revisions with reference to NCF and KCF

#### **.Module 4 - Learning Resources in Natural Science (10hrs)**

- 4.1 Library and its organization.

- 4.2 Laboratory and its organization.
- 4.3 Online resources- (Online Library, Online laboratory, Online journals).
- 4.4 Science Journal.
- 4.5 Field Trip

### **Module 5 - Instructional support (10hrs)**

- 5.1 Text book and Reference books.
- 5.2 Workbook.
- 5.4 Teacher's Handbook.
- 5.4 Improvised Teaching aids.
- 5.5 Virtual Classroom.
- 5.6 Smart classroom.

### **PRACTICUM (any one)**

1. Prepare a report on field trip organized by Natural Science class.
2. Prepare an e-Work book on any one Unit at Secondary school level
3. Conduct a Debate on a life science based issue and prepare a self evaluation report

### **REFERENCES**

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

<b>NO. OF CREDITS</b>	:	<b>3</b>
<b>CONTACT HOURS</b>	:	<b>60</b>
<b>MARKS</b>	:	<b>60</b> (External 50 + Internal 10)
<b>DURATION OF EXAMINATION</b>	:	<b>2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, Buzz Session and Co-operative learning , interaction with the community, case study, and educational survey ,ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Psychological Dimensions of Social Science Teaching (15 hours)**

- 1.1. Behaviorism in Teaching Social Science
- 1.2 Constructivism as a Theoretical Backing for Social Science Education
- 1.3 Implications of the Theory of Multiple Intelligence
- 1.4 Critical Pedagogy as an approach to address Social Issues

#### **Module 2- Planning for Instruction (10 hrs)**

- 2.1 Need and Significance of planning
- 2.2 Types of Planning- Year plan- Unit plan-Lesson plan
- 2.3 Approaches in Lesson Planning- Herbartian- Constructivist

#### **Module 3 – Evaluation in Social Science Teaching and Learning (10 hrs)**

- 3.1 Construction of Achievement Test, Diagnostic test and Remediation

- 3.2 Types of Test items – Merits and Demerits
- 3.3 Teacher evaluation –criteria for evaluating teaching competence
- 3.4 Students self evaluation- preparation of tool

#### **Module 4 - Techno Pedagogical Content Knowledge (15 hrs)**

- 4.1 Pedagogic Content Knowledge- Techno Pedagogical Content Knowledge
- 4.2 Ways and Means to Link Technology to Pedagogic Content Knowledge
- 4.3 Teacher as a Techno Pedagogue

#### **Module 5- Content Analysis in Social Science (10 hrs)**

Content-Analysis of Prescribed Textbooks from standard VIII –X for State syllabus

#### **PRACTICUM (any one)**

1. Prepare a question bank containing various types of questions for any one unit in social science at secondary school level.
2. Prepare an Year Plan for Social Science in any one standard at secondary school level.
3. Prepare a teacher evaluation Performa for evaluating teaching competency

#### **REFERENCES**

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- Bloom, B. S. (1956). Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay Co.
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- Fenton, E. (1966). Teaching Social Studies in Secondary Schools. London: Holt, Rinehart & Winston, Inc.
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## **EDU 205.19 : CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION**

<b>NO. OF CREDITS</b>	:	<b>3</b>
<b>CONTACT HOURS</b>	:	<b>60</b>
<b>MARKS</b>	:	<b>60</b> (External 50 + Internal 10)
<b>DURATION OF EXAMINATION</b>	:	<b>2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Curriculum (10 hrs)**

- 1.1 Curriculum- Meaning –Definition – Foundations
- 1.2 Curriculum and syllabus
- 1.3 Curriculum planning- factors and phases

#### **Module 2-Curriculum Organization (15 hrs)**

- 2.1 Principles of Curriculum Construction
- 2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral and chronological

#### **Module 3 - Types of Curriculum (10 hrs)**

- 3.1 Activity Based-Child Centred-Subject Centred-Community Based-Core- Hidden
- 3.2 Differentiated Curriculum to meet Individual Differences- Gifted Learners-Slow Learners- -Under Achievers-Learning Disabled
- 3.3 Major highlight in NCF and KCF in respect of Social Science

#### **Module 4 – Learning Resources of Social Science (15 hrs)**

- 4.1 Library and its organization, Laboratory and its organization
- 4.2 Community Resources –Significance, Types, methods of utilization – role of teacher
- 4.3 Field trip-Museum-Social Science club
- 4.4 E- learning Resources in Social Science-Smart Classroom, Virtual Classroom  
Web- based learning, Edu-blog
- 4.5 Online Resources- Online library, online journals

#### **Module 5- Instructional Support (10hrs)**

- 5.1 Text Book-significance-criteria of a good Social Science textbook
- 5.2 Workbook and Teacher’s Handbook
- 5.3 Supplementary Reading materials
- 5.4 Improvised Teaching Aids

#### **PRACTICUM (any one)**

- 1 Critically analyze the role of technology in teaching and learning of Social Science
- 2 Critically evaluate the existing social science curriculum at secondary school level
- 3 Prepare an e –learning material on any one topic in social science

#### **REFERENCES**

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- Edigar, M. & Rao, B. (2003). Teaching Social Studies Successfully. New Delhi: Discovery Pub. House.
- Passi, B. K. (Ed) (1976). Becoming Better Teacher: A Micro Teaching Approach. Ahamadabad: Sahithya Mudranalaya.
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## **EDU 204.20 : PEDAGOGICAL DIMENSIONS OF COMMERCE**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- endow with the significance Psychological bases of Commerce Education
- capacitate systematic planning of instruction and develop skill in charting lesson designs
- apprehend the pedagogy of Commerce of Higher Secondary level
- acquaint with practices of feedback mechanisms and online assessment tools and techniques
- acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- boost up the levels of teaching competence by synchronizing IT in teaching

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Psychological dimension of Commerce Teaching(15hrs)**

Conceptual analysis of:

- 1.1 Behaviorism- Implications
- 1.2 Constructivism- cognitive and social- Implications
- 1.3 Theories of Multiple Intelligence -. Implications

#### **Module 2 - Planning for instruction (15hrs)**

- 2.1 Meaning, Need and Significance of planning
- 2.2 Different types of Plans- Year Plan, Unit Plan, Lesson Plan
- 2.3 Approaches in Lesson planning - Herbartian, RCEM, Constructivist approach

#### **Module -3 Evaluation in Commerce Teaching and Learning (10hrs)**

- 3.1 Construction of Achievement test , Diagnostic Test and Remediation
- 3.2 Types of test items-merits and demerits
- 3.3 Student self Evaluation-Preparation of Tool

### 3.4 Teacher Evaluation –Criteria for evaluating teaching competence

#### **Module 4 - Techno pedagogical Content Knowledge (10hrs)**

- 4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge
- 4.2 Ways and means to link Technology to Pedagogic Content Knowledge
- 4.3 Teacher as a techno-pedagogue

#### **Module 5 - Content Analysis in Commerce (10hrs)**

Content analysis of Commerce curriculum of standard +1 and +2 (State)

#### **PRACTICUM (any one)**

1. Analyze the content of any one unit from business studies or Accountancy of Std. /XI/XII of State syllabus
2. Prepare an online test material in Commerce
3. Prepare a year plan for commerce in any one standard at Higher Secondary Level

#### **REFERENCES**

- Aggarwal, J.C. (1996) A Practical Approach. New Delhi: Vikas Publishing House Pvt.Ltd.
- Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman.
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## **EDU 205.20 : CURRICULUM AND RESOURCE DEVELOPMENT IN COMMERCE EDUCATION**

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2hrs</b>

### **OBJECTIVES**

On completion of this course, the prospective teachers would be able to:

- acquaint with the concept and functions of curriculum.
- gain a perspective on the principles and approaches of curriculum construction.
- identify different types of curriculum.
- become proficient in analyzing Commerce Curriculum.
- familiarize the nature and functions of various instructional resources
- explore e- resources to escalating the level of teaching performance.

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 –Curriculum (15hrs)**

- 1.1 Curriculum- Meaning, definitions and Foundations
- 1.2 Curriculum and syllabus
- 1.3 Curriculum planning factors and Phases

#### **Module 2 - Curriculum organization (15hrs)**

- 2.1 Principles of Curriculum Construction
- 2.2 Approaches to curriculum organization- Concentric, spiral, Topical, unit, psychological and logical.

#### **Module 3 - Types of Curriculum (10hrs)**

- 3.1 Subject Centered-Community Based, Core, Explicit, Implicit curriculum
- 3.2 Differentiated Curriculum to meet individual differences- gifted ,slow learners, under achievers and learning disabled
- 3.3 Major highlights in NCF and KCF in respect of commerce education

#### **Module 4 - Learning Resources in Commerce (10hrs)**



- 4.1 Library and its organization
- 4.2 Community Resources –Significance, Types, Methods of utilization, Role of teacher
- 4.3 Concept of e-learning , need and importance, m-learning, , e-journals, you tube

### **Module 5 – Instructional supports (10hrs)**

- 5.1 Text Book- Criteria for selection -characteristics
- 5.2 Teachers Hand Book /Sourcebook,
- 5.3 Improvised Aids
- 5.4 Smart board and their uses
- 5.5 Virtual classroom-role in Commerce learning

### **PRACTICUM (any one)**

1. Prepare an e-learning material based on any topic in commerce at higher secondary Level.
2. Prepare a video script for motivating learners from any one unit of Commerce
3. Construction of an improvised aid for the teaching of any topic in commerce at plus two level

### **REFERENCES**

- Aggarwal, J.C. (1996) A Practical Approach. New Delhi: Vikas Publishing House Pvt.Ltd.
- Chapman, F. N. (1967). Forest Types of India. Dehra Dun: Indian Forest Records. Cornwell, R. D. (1985). World History in the Twentieth Century. England: Longman. Das, P. K. (1968). The Monsoons. New Delhi: National Book Trust of India.
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- Singh, V.K (2006). Teaching of commerce. New Delhi: A.P.H. Publishing corporations

## **EDU 204.21 : PEDAGOGICAL DIMENSIONS OF IT & COMPUTER SCIENCE**

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- analyze the nature of the school subject, its relation to disciplinary knowledge and its social history as a subject in the school curriculum.
- explore pedagogical approaches for the teaching of the subject at different stages of school
- develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
- apply Innovative teaching-learning strategies and acquaint oneself with ICT enabled Teaching
- analyze the content areas of IT & Computer Science Textbooks for standard VIII- XII
- practice diverse methods and prepare tools for assessing an array of learning performance outcome of diverse learners
- apply Psychological Bases of IT & Computer Science Education

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, Buzz Session and Co-Operative learning , interaction with community, case study, educational survey, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module -Psychological Dimensions of IT & Computer Science Teaching (15 hours)**

- 1.1. Implications of Behaviorism in Teaching IT & Computer Science
- 1.2 Constructivism as a Theoretical Backing for IT & Computer Science Education (Cognitive Development-Piaget, Bruner and Gagne and Social Development- L. Vygotsky)
- 1.3 Implications of the theory of Multiple Intelligence (Howard Gardner)

#### **Module 2- Planning for Instruction (10 hrs)**

- 2.1 Need and Significance of planning
- 2.2 Different types of Plans- Year Plan, Unit Plan, Lesson Plan
- 2.3. Approaches in Lesson Planning-Herbartian-Constructivist

#### **Module - 3 Evaluation of IT & Computer Science Teaching and Learning (10hrs)**

3. 1 Construction of Achievement test and Diagnostic Test and Remediation

- 3.2 Types of test items-merits and demerits
- 3.3 Teacher Evaluation –Criteria for evaluating teaching competence
- 3.4 Student self Evaluation-Preparation of Tool

#### **Module 4 - Techno Pedagogical Content Knowledge (15 hrs)**

- 4.1. Pedagogical Content Knowledge
- 4.2 IT enabled pedagogy - Introduction
- 4.3 Instructional design models – ADDIE model, ASSURE model
- 4.4 E-learning-offline and online-Tele conferencing-video conferencing-audio conferencing-Preparation and practice of e-learning materials
- 4.5 CAI-Methods of CAI
- 4.6 Social Networking Sites- News groups - Education Forums- Interactive softwares.
- 4.7 Assistive Technology for differently abled students.

#### **Module 5 - Content Analysis of IT and Computer Science (10 hrs)**

Content-Analysis of prescribed textbooks of IT & Computer Science from VIII- XII of State syllabus

#### **PRACTICUM (any one)**

- 1. Prepare an e-learning material based on any topic in IT and computer science at Secondary School Level
- 2. Create a blog and publish your article in it
- 3. Critically analyze the role of Social Networking Sites in the present scenario- Comparative study of any two Social Networking Sites.

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## **EDU 205.21: CURRICULUM AND RESOURCE DEVELOPMENT IN IT AND COMPUTER SCIENCE EDUCATION**

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey and dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1- Curriculum (15 hrs)**

- 1.1 Curriculum -Meaning –Definition-foundations
- 1.2 Curriculum Planning-Factors and Phases
- 1.3 Curriculum and Syllabus

#### **Module 2-Curriculum Organization (15 hrs)**

- 2.1 Principles of Curriculum Construction
- 2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral, Progressive and Regressive

#### **Module 3 - Types of Curriculum (10 hrs)**

- 3.1 Activity Based-Child Centred-Subject Centred-Community Based-Core-Hidden
- 3.2 Differentiated Curriculum to meet Individual Differences- Gifted- -Slow Learners- -Under Achievers-Learning Disabled
- 3.3 Major highlights in NCF and KCF in respect of Computer science

#### **Module 4 - Learning Resources in Computer science (10 hrs)**

- 4.1 Library and its organization
- 4.2 Laboratory and its organization
- 4.3 Community Resources and its utilization
- 4.4 Social Media
- 4.5 Field trip-importance, organization

#### **Module 5- Instructional support (10hrs)**

- 5.1 Text Book-Workbook-Teacher's Handbook-Journals and Periodicals
- 5.2 Audio Visual Aids-Improved Teaching aids
- 5.3 Technological Devices –LCD, Smart board, computers etc

#### **PRACTICUM (any one)**

- 1 Prepare a detailed report on the importance of Inclusive education in the present IT and Computer Science curriculum
- 2 Analyse the present IT & Computer Science curriculum of Kerala State
- 3 A comparative study on different e-learning resources in IT and Computer Science Education.

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## **SEMESTER III**



## **ASSOCIATE COURSE**

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

<b>NO. OF CREDITS</b>	<b>:3</b>
<b>CONTACT HOURS</b>	<b>:60</b>
<b>MARKS</b>	<b>:60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:2 hours</b>

### **OBJECTIVES**

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

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

### **MODE OF TRANSACTION**

Lecture cum demonstration, problem solving, brain- storming session, group discussion, case-study, interaction with community, projects and power point presentations, language lab sessions, micro teaching, test construction case study, survey and dialogue ,ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 – Principles, functions of Language (5 Hours)**

- 1.1 Language – Principles and Functions
- 1.2 Language and Cognition; Role of Language in Cognitive development and learning needs of children

#### **Module 2- Language Diversity in the Classroom (15 Hours)**

- 2.1 Multilingualism; Meaning, Nature and Scope : Deficit Theory, Discontinuity Theory
- 2.2 Socio cultural Variants with special focus to Dialect and Register
- 2.3 Understanding the Language background of the students: Home language vs School Language; First or second language Learners and the language used in teaching the subject - issues and Challenges.

### **Module 3 – Language Across the Curriculum: Conceptual Analysis (10 Hours)**

- 3.1 Language Across the Curriculum (LAC): Concept
- 3.2 Origins of the LAC
- 3.3 Basic Tenets of LAC
- 3.4 Need and Scope, Advantage and Limitations of LAC

### **Module 4- Models of Language Across the Curriculum (10 Hours)**

- 4.1 Content and Language Integrated Learning CLIL
- 4.2 Bilingual Teaching
- 4.3 Language for Specific Purposes (LSP) and Academic Language Teaching (ALT)

### **Module 5 – Operationalising Language Across Curriculum in Classroom(20 Hours)**

- 5.1 Academic language across Subjects – Components (vocabulary, grammatical structures, Functions, Text structures)
- 5.2 Informational Reading and Writing across Subjects.
- 5.3 Nature of Classroom discourse: Oral language; Discussion as a tool for learning; Nature of questioning in the classroom- Types of questions and teachers role.
- 5.4 Designing Teaching Manual for LAC: Aligning learning Objectives, Learning Experience and Assessment Techniques (Focusing on both Content and Language)

### **PRACTICUM (any one)**

1. Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words)
2. Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school
3. Prepare a brief synopsis on any article from newspaper

### **REFERENCES**

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## **SEMESTER IV**

## CORE COURSES

### EDU 401: GENDER, SCHOOL AND SOCIETY

NO.OFCREDITS	:5
CONTACTHOURS	:100
MARKS	:100 (External 80 + Internal20)
DURATION OFEXAMINATION	:3hrs

### OBJECTIVES

On completion of the course, the prospective teachers would be able to:

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

### MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

### COURSE OUTLINE

#### Module 1 - Gender Issues: Key Concepts (15 hours)

- 1.1 Concepts and terms related to gender - sex, gender, sexuality, patriarchy, masculinity and feminism.
- 1.2 Gender bias, gender stereotyping, and empowerment.
- 1.3 Equity and equality in relation with caste, class, religion, culture, ethnicity.
- 1.4 Role of family, caste, religion, culture and media in equipping the pupil and their respective gender roles in society.

#### Module 2 - Gender Studies: Paradigm Shift (15 hours)

- 2.1 Paradigm shift from women’s studies to gender studies
- 2.2 Status of women – Historical perspective - Social reform movements - Ethnicity disability, and marginalization of women in India – Highlights to Kerala context.
- 2.3 Important constitutional and legal provisions for women in India
- 2.4 Contemporary period: Recommendations of policy initiatives - commissions and committees, schemes, programmes and plans.

### **Module 3 - Gender and Education (25 hours)**

- 3.1 Theories on Gender development - Socialisation theory, Structural theory and Deconstructive theory
- 3.2 Gender Identity and Socialisation Practices: Role of Family, Schools, peer group, community and other formal and informal organisation.
- 3.3 Schooling of Girls: Inequalities and resistances in education of the girl child. Government initiatives for promoting education of girls.

### **Module 4 - Gender Issues in Curriculum (20 hours)**

- 4.1 Gender, culture and institution: Interrelation of class, caste, religion and region
- 4.2 Curriculum and the gender issues
- 4.3 Gender and the hidden curriculum
- 4.4 Teacher as an agent of positive change in gender perspective.
- 4.5 Gender and family life education

### **Module 5- Gender Issues in the Society (25 hours)**

- 5.1 Linkages and differences between reproductive rights and sexual rights
- 5.2 Positive and negative gender notions in social media and advertisement
- 5.3 Institutions redressing sexual harassment and violence in family, neighbourhood, institutions and workplace – National, State and School levels.
- 5.4 Child Rights and Protection-Institutions redressing child abuse
- 5.5 Gender ethics.

### **PRACTICUM (any one)**

1. Prepare a report on any of the government initiatives for care and security of women in our society.
2. Documentation on various new initiatives of women empowerment based on Newspaper, Magazine and journals.
3. Conduct a news paper analysis on atrocities against women and girl children.

### **REFERENCES**

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

<b>NO. OF CREDITS</b>	<b>:5</b>
<b>CONTACT HOURS</b>	<b>:100</b>
<b>MARKS</b>	<b>:100</b> (External 80 + Internal 20)
<b>DURATION OF EXAMINATION</b>	<b>:3hrs</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

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

### **MODE OF TRANSACTION**

Lecture –cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Personality of the Learner (25 hrs)**

- 1.1 Personality – definition, meaning and nature, Types - Introversion/extroversion by Jung
- 1.2 Mature and Integrated personality – characteristics
- 1.3 Assessment of personality – objective, subjective and projective techniques
- 1.4 A brief description of Personality disorders
- 1.5 Theories of personality – Psychoanalytic theory (Freud), Lewin's concept of personality

#### **Module 2 - Identifying the Self (20 hrs)**

- 2.1 Meaning, Concept and Development of Self-concept, Self esteem, Self confidence and self efficacy in learners
- 2.2 Carl Roger's theory of self-actualizing tendency
- 2.3 Concept and significance of Life skills education



### **Module 3 -Mental health & Adjustment (20 hours)**

- 3.1 Mental health & mental hygiene
- 3.2 Adjustment, maladjustment and Defense mechanisms
- 3.3 Eco psychology
- 3.4 Outdoor Education-Nurturing through Nature-Role of nature in nurturing personality of learners

### **Module 4 - Inclusive Education (20hrs)**

- 4.1 Education of children with special needs (CWSN)- Special education and Integrated education
- 4.2 Definition, concept and significance of Inclusive education Significance of inclusive education for the education of all children in the context of right to education
- 4.3 Issues and problems in Inclusive education
- 4.4 Teacher preparation for Inclusive education – developing attitudes and competencies for inclusion.

### **Module 5 - Teacher as Guide and Counsellor (15 hrs)**

- 5.1 Concept of Guidance and counselling
- 5.2 Types of Guidance – Educational, Vocational, Personal and Group guidance
- 5.3 Significance of guidance bureau in schools
- 5.4 Types of Counselling – Directive, Non-directive, and Eclectic
- 5.5 Counselling skills – qualities of a counsellor
- 5.6 Counselling with reference to gender needs –Peer Counselling

### **PRACTICUM (any one)**

- 1. Documentation of psychological articles in journals, news papers, magazines etc
- 2. Prepare a Report on various Life skills that school students should possess for the successful completion of education
- 3. Conduct Peer Counselling among B.Ed. students and prepare a report.

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## PEDAGOGIC COURSES

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

<b>NO.OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

#### OBJECTIVES

On completion of the course, the prospective teachers will be able to:

- develop personal and professional competencies as a teacher.
- handle challenges in language education with responsibility.
- direct the mode of teaching in a professional manner.
- reflect on practices in promoting values and humane attitudes.
- Participate in professional development activities.
- understand the challenges in teaching English with reference to recent trends.

#### MODE OF TRANSACTION

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue, ICT based teaching and learning.

#### COURSE OUTLINE

##### **Module I – Teacher Qualities& Competencies (15hrs)**

- 1.1 Essential qualities, duties & responsibilities of an English Teacher
- 1.2 Teacher competencies with reference to English language teaching [contextual, conceptual, curricular and content, transactional, assessment, management (institution, classroom, resources, co-curricular activities), parental contact and co-operation and community extension]
- 1.3 Teacher accountability-professional ethics of a teacher
- 1.4 Vision and Mission of a Language Teacher

##### **Module 2- Professional Development of an English teacher (10 hrs.)**

- 2.1 Professional development- meaning &significance
- 2.2 Continuous professional development: need
- 2.3 Teacher as a professional: characteristics
- 2.4 Teacher as a Reflective practitioner
- 2.5 Agencies for professional development of teachers

### **Module 3- Teacher and society (10 hrs)**

- 3.1 English teacher and modernization
- 3.2 Changing roles of an English teacher in society
- 3.3 Building a humane & value-oriented society

### **Module 4- Dealing with special issues & concerns (15hrs)**

- 4.1 Factors affecting language transaction in classrooms(political, social, cultural, linguistic) in relation to changing needs of society
- 4.2 Need for enhancing global language competencies in teachers.

### **Module 5- Research Perspectives in English Education (10 hours)**

- 5.1 Areas of Research in English Education
- 5.2 Research trends in English language education,

### **PRACTICUM (any one)**

1. Conduct a survey to assess the problems faced by English teachers in schools.
2. Prepare a report on the instructional practices followed in teaching English at the State & CBSE schools.
3. Prepare your personal mission and vision statements as a teacher.

### **REFERENCES**

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- develop Professional and Personal self as a Malayalam teacher
- create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc
- develop the special concern of Mother tongue as a unique means to Promote Nationalism, Universalism and Secularism
- identify and resolve the major challenges faced by our Mother tongue And make use of the knowledge in nurturing/equipping the learner to face those challenges

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational Survey and Dialogue, Theatre techniques, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1-Teacher qualities and competencies. (15 hrs)**

- 1.1. Qualities ,duties and responsibilities of Malayalam Teacher
- 1.2. Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management ( Institution, Classroom, Resources, Co-Curricular Activities) Parental Contact and Co-operation and Community Extension with reference to Malayalam Teacher.
- 1.3 Teacher Accountability- Professional Ethics of a Teacher –Obligation towards Students, Parents, Community and Society ,Profession and Colleagues.
- 1.4 Vision and Mission as a Teacher.

#### **Module 2 -.Professional Development of Malayalam teacher (15 hrs)**

- 2.1 .Meaning-Significance
- 2.2. Continuous Professional Development
- 2.3. Teacher as a Profession
- 2.4. Teacher as a Reflective Practitioner
- 2.5. Agencies for Professional Development of teachers.

### **Module 3- Teacher and Society (10hrs)**

- 3.1. Malayalam Teacher and Modernisation.
- 3.2. Building a humane and value-oriented society, role of Malayalam Teacher.

### **Module 4 – Dealing with Special Issues and Concerns (10 hrs)**

- 4.1 Challenges of learning Malayalam
- 4.2 .Malayalam as its classical position
- 4.3 .Social Media in the Classroom
- 4.4. Role of mother tongue in promoting nationalism and internationalism
- 4.5. Teacher Competence to optimize learner's intellectual, emotional and moral development.

### **Module 5 – Research Perspectives in Malayalam Education (10 hrs)**

- 5.1. Areas of Research in Malayalam Education.
- 5.2. Research Trends in Malayalam Education.

### **PRACTICUM (any one)**

1. Formulate your own vision and mission as a Malayalam teacher
2. Construct a tool for continuous self evaluation for understanding yourself as a teacher
3. Prepare a lesson plan which promote nationalism among secondary school students

### **REFERENCES**

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Woods, P. R., Barker, M. C., & Daly, A. (2004). *Teaching intercultural skills in the multicultural classroom*. Paper presented at the 4th Annual International Conference on Business, Honolulu, June 21-24.

## **EDU403.13 : PROFESSIONAL DEVELOPMENT OF HINDI TEACHER**

<b>NO.OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

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

- understand teacher vision and mission
- develop professional and personal self
- understand how to conduct co- curricular activities effectively
- understand the importance of teacher professionalism
- make aware about the role of agencies and resources for professionalism
- acquire teaching competencies
- make the student-teachers understand the ethics and values of teachers
- make the student-teachers aware of techno-pedagogical skills
- make the student-teachers capable of preparing e-learning materials
- make the student-teachers understand the fundamentals of action research
- understand about modern technological devices of teaching
- understand the changing needs of the society

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Brain storming, Problem solving, Group work, Video presentations, Case study, Assignment, Seminar, Project, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 - Teacher Qualities and Competencies (15 hrs)**

- 1.1 Qualities, duties and responsibilities of Hindi teachers
- 1.2 Teacher competencies with reference to Hindi language teaching ( Contextual, Conceptual, Curricular and content, Transactional, Assessment, Management (Institutional – Class room resources – co curricular activities) Parental contact and Co-operation and community extension)
- 1.3 Teacher accountability – Professional ethics of a teacher
- 1.4 Vision and Mission as a teacher

#### **Module 2 - Professional development of Hindi teachers (15hrs)**

- 2.1 Professional development – Meaning and significance
- 2.2 Ways and means of developing professional competency-Pre-service and In-

service courses

- 2.3 Continuous professional development – Need, effectiveness and stages
- 2.4 Teacher as a Reflective practitioner
- 2.5 Agencies for professional development of teachers

### **Module 3 – Teacher and Society (10 hrs)**

- 3.1 Building a humane and caring society
- 3.2 Agent of social change

### **Module 4 - Dealing with special issues and concerns (10hrs)**

- 4.1 Factors affecting language transaction in classrooms – Political, Social, Cultural, Linguistic in relation to changing needs of the society

### **Module 5 – Research perspectives (10 hrs)**

- 5.1 Research trends in Hindi language education
- 5.2 Areas of research in Hindi – Qualitative and Quantitative

### **PRACTICUM (any one)**

- 1. Conduct an Action research on any relevant problem related to Hindi teaching and learning in the schools of Kerala
- 2. Conduct of a study regarding the status of in-service programmes conducted for Hindi Teachers.
- 3. Write a report about the role of teachers in the emerging society.

### **REFERENCES**

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## **EDU403.14: PROFESSIONAL DEVELOPMENT OF SANSKRIT TEACHER**

<b>NO.OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

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

- understand about essential qualities, duties and responsibilities of a Sanskrit teacher
- develop an understanding of essential teacher competencies and teacher accountability
- develop an understanding of continuous professional development in teaching
- develop awareness about the role of agencies and resources for professionalism
- understand the role of a Sanskrit teacher in the modern society
- understand about factors affecting language transactions in classrooms
- understand the areas of research in Sanskrit education
- develop an understanding of recent research trends in Sanskrit Education

### **MODE OF TRANSACTION**

Lecture-cum-demonstration, Power point presentation, Video Presentation, Interview, General Discussion, Group Discussion, Brain storming, Problem solving, Assignment, seminar, Project work , Case study, Group work, Creative work shop, Resource centre visit , Video conferencing, Voice/ Video Chatting with Scholars, Visiting Sanskrit villages and interacting with Sanskrit Speaking people, ICT based teaching and learning.

### **Module I - Teacher Qualities and Competencies (15 hrs)**

- 1.1 Qualities, duties and responsibilities of a Sanskrit teacher
- 1.2 Teacher competencies with reference to Sanskrit language teaching (Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management (Institution, classroom, resources, co-curricular) Parental Contact and Co-operation, and Community Extension
- 1.3 Teacher Accountability- professional ethics of a teacher

### **Module 2 - Professional development of a Sanskrit teacher (15hrs)**

- 2.1 Professional development – Meaning and significance
- 2.2 Continuous professional development – Need, effectiveness and stages
- 2.3 Teacher as a Professional: characteristics
- 2.4 Teacher as a Reflective Practitioner
- 2.5 Agencies for professional development of teachers

### **Module 3 –Teacher and Society(10hrs)**

- 3.1 Sanskrit Teacher and Modernisation
- 3.2 Building a humane and a value oriented society- Role of a Sanskrit teacher

### **Module 4 - Dealing with special issues and concerns (10hrs)**

- 4.1 Factors affecting language transaction in classrooms – Political, Social, Cultural, Linguistic in relation to changing needs of the society
- 4.2 Need for enhancing language competencies in teachers

### **Module 5 – Research Perspectives in Sanskrit Education (10hrs)**

- 5.1 Major Areas of Research in Sanskrit Education
- 5.2 Research Trends in Sanskrit Education

### **PRACTICUM (any one)**

1. Analyse the trends in Sanskrit teaching/learning in schools across India and abroad
2. Evaluate the role of a Sanskrit teacher in the techno-pedagogic scenario
3. Analyse the Impact of Sanskrit on different areas of Knowledge

### **REFERENCES**

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- SamskrithaSiksha -Ramasuklapandya
- The teaching of Sanskrit - D.G.Apte
- SamskrithaSikshanaVidi -RaghunathaSaphaya
- SamskrithaBhashadhyapanam - Prof.Sahadevan
- Methods of Teaching Sanskrit - Prof.Ramavarma
- History of Sanskrit teaching -Macdonell
- Teaching techniques - DasR.C.
- Language in Education - Omkar N.Koul
- Sanskrit and Science - S.S.JanakiKupu
- The problems of Sanskrit teaching:Hupanikar
- SamskritaSahityaVimarsanam:Dr.N.V.P.Unithiri
- Upanishads in education : V. Surendran nEdkkidath
- Practical Sanskrit Grammar - PRDSarma
- First Book of Sanskrit and Second Book of Sanskrit -Bhandarkar
- A Sanskrit Grammar for students - AMacdovel
- Kuvalayanadam -AppayaDikshidar
- KeraleeyaSamskrutadhyapanavidhaya – Dr. K. R. Harinarayanan
- Laghusidhantakaumudi - VaradarajaPanditan
- Sidharupa
- Rasa and Dhvani - Dr. A.Sankaran

- History of Sanskrit Literature -Keith
- Sahityadarpana -Viswanadha
- Vritaratnakara -Kedarabhattaha
- Sabdasodhini - A. R.RajarajaVarma
- Vritamanjari - Pingalamuni

## **EDU 403.15 : PROFESSIONAL DEVELOPMENT OF ARABIC TEACHER**

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

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

- familiarize with the duties and qualities of the Arabic Language Teacher
- become a professional Arabic Teacher
- synthesize the role of teachers as a change agent and nation builder
- familiarizes with the concept of Teacher as a Techno pedagogue
- develop professional and personal self
- develop research attitude to promote an in-depth study on the different areas of the subject
- understand about essential qualities, competencies and professional ethics of a teacher
- understand about teacher competencies – their importance
- understand vision and mission of teaching
- understand the role of agencies and resources for teacher professionalism

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational Survey and Dialogue, Theatre techniques, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1-Teacher qualities and competencies. (15 hrs)**

- 1.1. Qualities , duties and responsibilities of Arabic Teacher
- 1.2. Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management ( Institution, Classroom, Resources, Co-Curricular Activities) Parental Contact and Co-operation and Community Extension with reference to Arabic Teacher.
- 1.5 Teacher Accountability- Professional Ethics of a Teacher –Obligation towards Students, Parents, Community and Society , Profession and Colleagues.
- 1.6 Vision and Mission as a Teacher.

#### **Module 2 -.Professional Development of Arabic teacher (15 hrs)**

- 2.1. Meaning-Significance
- 2.2. Continuous Professional Development



- 2.3. Teacher as a Professional
- 2.4. Teacher as a Reflective Practitioner.
- 2.5. Agencies for Professional Development of teachers.

### **Module 3- Teacher and Society (10hrs)**

- 3.1. Arabic Teacher and Modernisation.
- 3.2. Building a humane and value-oriented society, role of Arabic Teacher.

### **Module 4 – Dealing with Special Issues and Concerns (10 hrs)**

- 4.1 Factors affecting language transaction in classrooms – Political, Social, Cultural, Linguistic in relation to changing needs of the society
- 4.2 Need for enhancing language competencies in teachers

### **Module 5 – Research Perspectives in Arabic Education (10 hrs)**

- 5.1. Areas of Research in Arabic Education.
- 5.2. Research Trends in Arabic Education

### **PRACTICUM (any one)**

1. Formulate your own vision and mission as a Arabic teacher
2. Construct a tool for continuous self evaluation for understanding yourself as a teacher
3. Conduct a study regarding the status of the in-service programme conducted for Arabic teachers at Secondary level.

### **REFERENCES**

- “Thuruqu thadrees al llugha al arabiyya, fil madarisi al muthawassi ta wa ssanawiyya” : hasan Mulla Uthman, Dar Alam al kutub lithibaa’ wa nnashrwathouzeea’ , Riyadh, KSA
- “Tha’leem al lugathul araiyya ligairi nnathiqeena biha” , maktaab al tharbiya al arabi liduwali al khaleej, Riyadh, KSA
- Kitab al Mudarris lissafi thasia’, Idarath tharbiya wa tha’aleem, 2010, Govt of KeralaAl muallim al Najih” : Dr. Abdullah al

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

<b>No. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course the prospective teacher would be able to :

- cognize with the essential qualities, duties and responsibilities of Mathematics Teacher.
- develop personal and professional competencies as a teacher.
- Familiarize with the reflective practices for nurturing professionalism
- conscientize with the recent research trends in Mathematics education
- inculcate a broader perspective on the varied activities enriching Mathematics Teaching and learning.
- shape their vision and mission as a professional

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 – Teacher Qualities and Competencies (15 hours)**

- 1.1 Essential qualities, Duties and responsibilities of a mathematics teacher
- 1.2 Teacher as facilitator, researcher, and social resource-conceptual view
- 1.3 Teacher competencies –contextual, conceptual, curricular, transactional, assessment, management, extension
- 1.4 Teacher accountability- Professional ethics of a teacher
- 1.5 Vision and Mission as a Mathematics Teacher

#### **Module 2 - Professional Development of Mathematics Teacher(10 hours)**

- 2.1 Professional development- meaning& significance
- 2.2 Teacher as a professional- Characteristics,
- 2.3 Need for Continuous professional development
- 2.4 Ways and Means of Developing Professionalism
  - In service Programme
  - Professional Organisation

- Participation in Seminars and workshop
- Published Work
- E-twinning

#### 2.5 Soft skills for a Mathematics teacher

### **Module 3 - Teacher as a Reflective Practitioner(10 hours)**

- 3.1 Reflective Teaching-conceptual Overview
- 3.2 Reflective Practices in instruction and assessment significance
- 3.3 Meeting the challenges in mathematics teaching- role of reflection

### **Module 4 — Mathematics for All (10 hours)**

- 4.1 Activities enriching Mathematics learning - Mathematics Club
- 4.2 Mathematics Contests and Fares, Mathematical Olympiad,-levels
- 4.3 Recreational Mathematics - Games and Puzzles

### **Module 5 - Research perspectives in Mathematics education (15 hours)**

- 5.1 Research in Mathematics -its significance
- 5.2 Major areas of research in mathematics education.
- 5.3 Social and Cultural Issues in Mathematics Education- Socio economic status, language and culture of learners

### **PRACTICUM (any one)**

1. Prepare a report on the recent researches (three to five) in Mathematics Education
2. Reflect on your experiences as a Mathematics teacher during internship and post it in e-platform
3. Prepare a drama script on any topic of your choice to enrich mathematics learning

### **REFERENCES**

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

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

- cognize with the essential qualities, duties and responsibilities of Physical Science Teacher.
- mould to endorse the professional spirit in diverse angles.
- tone up with the rudiments of reflective practices for nurturing professionalism
- conscientize with the recent research trends in Science education
- Inculcate a broader perspective on the varied activities enriching science Teaching and learning.
- shape their vision and mission as a professional

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue., ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Teacher Qualities and Competencies (15 hours)**

- 1.1 Essential qualities, Duties and responsibilities of a Physical Science Teacher - Teacher as a facilitator, researcher and social resource- Conceptual View
- 1.2 Teacher competencies –contextual, conceptual, curricular and content, transactional, assessment, management, extension
- 1.3 Teacher accountability- Professional ethics of a teacher
- 1.4 Vision and Mission as a Teacher

#### **Module 2 - Professional Development of Physical Science Teacher(10 hours)**

- 2.1 Professional development – meaning and significance
- 2.2 Teacher as a professional- characteristics
- 2.3 Continuous professional development
- 2.4 Ways and Means of Developing Professionalism
  - In service Programme
  - Professional Organisation

- Participation in Seminars and workshop
  - Published Work
  - E-twinning
- 2.5 Soft skills development for a Physical Science Teacher

### **Module 3 - Teacher as a Reflective Practitioner (10 hours)**

- 3.1 Reflective Teaching-conceptual Overview.
- 3.2 Reflective Practices in instruction, assessment - significance
- 3.3 Role of reflection in meeting the challenges in Science teaching

### **Module 4 – Physical Science for All (10 hours)**

- 4.1 Activities enriching Physical Science learning  
Physical Science Club  
Physical Science Contests and Fares, Science Olympiad, Field trip
- 4.2 Recreational Physical Science  
Games, Puzzles and riddles

### **Module 5 – Research trends in Science education (15 hours)**

- 5.1 Recent research trend in Science learning with special emphasis to instructional strategies and assessment practices.
- 5.2. Teaching students with diverse learning needs and talents-New trends
- 5.3 Social and Cultural Issues in Science Education – conceptual overview

### **PRACTICUM (any one)**

1. Reflect on any one article in the domain of Science teaching and learning
2. Reflect on your experiences as a Physical Science teacher during internship and post it in e-platform
3. Prepare a drama report on any one topic of your choice to enrich science learning.

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

<b>NO. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On the completion of the course, the prospective teachers would be able to:

- develop professional and personal self
- inculcate the essential qualities, duties and responsibilities of a Natural Science Teacher
- create and widen the base for human values, namely freedom, trust, mutual respect, respect for diversity, etc
- develop the special concern of Science as a means to Promote Nationalism, Universalism and Secularism
- analyse different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and in the learners
- identify and resolve the major challenges faced by our society and make use of the scientific knowledge in nurturing/equipping the learner to face those challenges

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, buzz Session and co-operative learning , ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 – Teacher Qualities and Competencies (15 hrs)**

- 1.1 Teacher Qualities, Responsibilities and Duties, Duties and Responsibilities of Natural Science Teacher
- 1.2 Teacher Competencies –Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management(Institution, Classroom, Resources, Co-Curricular Activities) Parental contact and Co operation and Community Extension.
- 1.3 Vision and Mission as a Natural Science Teacher.
- 1.4 Teacher accountability- professional ethics of a teacher. Vision and Mission as a Natural Science Teacher.

#### **Module 2 - Professional Development of Natural Science Teacher (15hrs)**

- 2.1 Professional Development – Meaning and Significance.
- 2.2 Teacher as a professional- Characteristics.
- 2.3 Need for continuous professional development.



- 2.4 Ways and Means of Developing Professionalism.
- 2.5 Agencies for Professional Development- In service Programmes- Professional Organisations - Participation in Seminars and workshops - Published Work - Peer networking – soft skill development.

### **Module 3 - Natural Science Teacher and Society (10hrs)**

- 3.1 Agent of Social Change
- 3.2 Role in Socialization - Promotion of Culturally inclusive classroom environment.
- 3.3 Science, Technology and the New Role of the Teacher.

### **Module 4 - Special Issues and Concerns( 10hrs)**

- 4.1 Green Genetic Engineering.
- 4.2 Food safety.
- 4.3 Personalised Medicines - 3D Bioprinting
- 4.4 Bioterrorism.

### **Module 5 - Challenges in Teaching (10hrs)**

- 5.1. Recent Research Trends in Science teaching and learning in schools – Content, Techniques, Strategies, Assessment.
- 5.2 Teaching students with diverse learning needs and talents-New trends.
- 5.3 Implementation of Teacher Competence to Optimizing learners' development of Intellectual, Emotional and Moral aspects.

### **PRACTICUM (any one)**

- 1. Prepare a personalized report on a news bulletin connected with life science.
- 2. Create a blog and publish your article on any one of social issues you have noticed
- 3. Conduct a Quiz Programme and prepare a self evaluation report

### **REFERENCES**

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

**NO. OF CREDITS : 3**

**CONTACT HOURS : 60**

**MARKS : 60 (External 50 + Internal 10)**

**DURATION OF EXAMINATION : 2 hours**

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- develop Professional and Personal self
- create and widen the popular base for human values, namely freedom, trust, mutual respect and respect for diversity
- develop the special concern of Social Science as a unique means to Promote Nationalism, Universalism and Secularism
- analyze different dimensions of social reality in the class, and work towards creating increase of self-awareness amongst themselves and in the learners.
- identify and resolve the major challenges faced by our society and make use of the knowledge in nurturing/equipping the learner to face those challenges
- appreciate the rich cultural heritage of India
- develop Research Aptitude to promote an in-depth study on the different areas of the Subject

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational Survey and Dialogue, Theatre techniques, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1-Teacher Qualities and Competencies (15 hrs)**

- 1.1 Essential Qualities, Duties and Responsibilities of Social Science Teacher
- 1.2 Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Curricular and Co-Curricular Activities, Developing teaching learning materials, Evaluation, Management (Institution, Classroom, Resources) , Parental Contact and Co-operation with Community and other agencies.
- 1.3 Teacher Accountability- Professional ethics of a teacher
- 1.4 Vision and Mission of a Teacher

#### **Module 2 -.Professional Development of a Social Science Teacher (10 hrs)**

- 2.1 Professional Development-Meaning-Significance
- 2.3 Need for Continuous Professional Development
- 2.3 Ways and means for professional development of teachers

- 2.4 Soft skills development and Professionalism
- 2.5 Teacher as a reflective practitioner

### **Module 3- Multifaceted Role of Teacher (5 hrs)**

- 3.1. Role of teacher in the conservation, transmission and transformation of culture
- 3.2 Role of teacher in Social Change and Modernisation

### **Module 4 – Dealing with Special Issues and Concerns (20 hrs)**

- 4.1 Controversial issues in Social Science
- 4.2 Current Events
- 4.3 Consumer Education
- 4.4 Right to Information Act-meaning and significance
- 4.5 National Integration
- 4.6 International Understanding

### **Module 5 - Research Perspectives in Social Science (10)**

- 5.1 Research in Social Science- Significance
- 5.2 Major areas of research in Social Science
- 5.3 Recent Research Trends in Social Science

### **PRACTICUM (any one)**

1. Prepare a list of topics suitable for social science research
2. Prepare a report on the procedure to be followed to submit RTI based on any social issue
3. Write an assignment on the recent challenges to national integration in india

### **REFERENCES**

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**EDU 403.20: PROFESSIONAL DEVELOPMENT OF COMMERCE TEACHER**

**No. OF CREDITS : 3**

**CONTACT HOURS : 60**

**MARKS : 60 (External 50 + Internal 10)**

**DURATION OF EXAMINATION : 2 hours**

**OBJECTIVES**

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

- cognicize with the essential qualities, duties and responsibilities of Commerce Teacher.
- mould to endorse the professional spirit in diverse angles.
- tone up with the rudiments of reflective practices for nurturing professionalism
- conscientize with the recent research trends in Commerce education
- inculcate a broader perspective on the varied activities enriching Commerce Teaching and learning.
- shape their vision and mission as a professional

**MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

**COURSE OUTLINE**

**Module 1 – The Teacher Qualities and Competencies (15hrs)**

- 1.1 Essential qualities, Duties and responsibilities- Teacher as a scaffolder, facilitator, researcher
- 1.2 Teacher competencies – contextual, conceptual, curricular and context, transactional, assessment, management, community extension
- 1.3 Teacher accountability- professional ethics of a teacher
- 1.4 Vision and Mission as a Teacher

**Module 2- Professional Development of Commerce Teacher (10hrs)**

- 2.1 Professional development – meaning significance
- 2.2 Teacher as a professional- Characteristics
- 2.3 Need for Continuous professional development
- 2.4 Ways and Means of Developing Professionalism
  - In service Programme
  - Professional Organization
  - Participation in Seminars and workshop
  - E-twinning
- 2.5 Soft skills development for a Commerce Teacher

### **Module 3 - Teacher as a Reflective Practitioner (10hrs)**

- 3.1 Reflective Teaching-conceptual Overview.
- 3.2 Reflective Practices in instruction, assessment - significance

### **Module 4–Commerce for All (10hrs)**

- 4.1 Activities enriching Commerce learning- Commerce Club- Puzzles and riddles
- 4.2 Field Trip, Trade Fairs, Exhibition
- 4.3 Current affairs and scope in commerce

### **Module 5 – Research trends in Commerce education (15hrs)**

- 5.1 Researches in Commerce – Meaning and significance
- 5.2 Major areas of research in commerce
- 5.3 Resent research trends in commerce education

### **PRACTICUM (any one)**

1. Prepare a personalized report on a news bulletin connected with commerce.
2. Prepare a list of topics suitable for commerce research
3. Reflect on your experiences as a Commerce teacher during internship and post it in e-platform

### **REFERENCES**

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## **EDU 403.21 PROFESSIONAL DEVELOPMENTS OF IT AND COMPUTER SCIENCE TEACHER**

<b>No. OF CREDITS</b>	<b>: 3</b>
<b>CONTACT HOURS</b>	<b>: 60</b>
<b>MARKS</b>	<b>: 60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>: 2 hours</b>

### **OBJECTIVES**

On completion of the course , the prospective teachers would be able to:

- develop professional and personal self
- create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc
- develop the special concern of IT and Computer Science as a unique means to Promote Nationalism, Universalism and Secularism
- analyse different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and in the learners
- identify and resolve the major challenges faced by our society and make use of the knowledge in nurturing/equipping the learner to face those challenges

### **MODE OF TRANSACTION**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational Survey and Dialogue, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1-Teacher Qualities and Competencies (15 hrs)**

- 1.1 Essential qualities, Duties and responsibilities- Teacher as a scaffolder, facilitator, researcher
- 1.2 Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management ( Institution, Classroom, Resources, Co-Curricular Activities) Parental Contact and Co-operation and Community Extension
- 1.3 Teacher accountability- professional ethics of a teacher
- 1.4 Vision and Mission as a Teacher

#### **Module 2 -.Professional Development of Computer Science Teacher(15 hrs)**

- 2.1 Professional Development -Meaning-Significance
- 2.2 Continuous Professional Development-Need, Effects and Stages (Reflection, Identification of Needs, Learning Activity and Change in Practice)
- 2.3 Ways and means of developing Professionalism.
- 2.4 Soft skills for a Computer Teacher



### **Module 3- Teacher as a Reflective Practitioner (10hrs)**

- 3.1 Reflective Teaching-conceptual Overview.
- 3.2 Reflective Practices in Instruction, Assessment

### **Module 4 –Computer science for All (10 hours)**

- 4.1 IT@school Akshaya-Edusat - VICTERS- C-DIT-e-governance-  
INFLIBNET- e-Padasala
- 4.2 Cyber Security
- 4.3 Cyber Ethics
- 4.4 Computer Virus-Worms-Trojan
- 4.5 Phishing-Hacking-Spoofing-spamming

### **Module 5 – Research trends in IT and Computer Science (15hrs)**

- 5.1 Researches in IT and Computer Science – Meaning and significance
- 5.2 Major areas of research in IT and Computer Science
- 5.3 Resent research trends in IT and Computer Science

### **PRACTICUM (any one)**

- 1. Conduct a study on the issues in the cyber - world
- 2. Comparative study on IT enabled education in India and Abroad.
- 3. Prepare a self evaluation report as a teacher after the practice teaching.

### **REFERENCES**

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## **EDU 404.5 : COMMUNICATIVE ENGLISH**

<b>NO. OF CREDITS</b>	<b>:</b>	<b>2</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>40</b>
<b>MARKS</b>	<b>:</b>	<b>50 (Internal Assessment)</b>

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to:

- work with a set of materials to provide them with the necessary skills to comprehend and produce written and oral 'texts,'
- build on active knowledge of lexical resources and grammar in English
- enhance the latent vocational skills through intensive training in developing proficiency in English language .
- develop communicative skills in various contexts.
- contribute to the personal social and professional development.

### **MODE OF TRANSACTION**

Discussions, seminars, debates, co-operative learning, brain-storming, dumb charades, role play, Just-a-minute, drama, writing tasks including letter-writing, preparation of resumes, group discussion, case- study, interaction with community, projects and power point presentations, language lab sessions, micro teaching, test construction case study, survey and dialogue, ICT based teaching and learning.

### **COURSE OUTLINE**

#### **Module 1 – Orientation to English language (8 hrs)**

- 1.1 Understanding the spirit of English Language
- 1.2 Remedial Grammar and Applied Phonetics

#### **Module 2- Oral Communication ( 8hrs)**

- 2.1 **Listening Skill** : Listening Comprehension of discourses like Conversation
- 2.2 **Speaking Skill** : Oral Training for classroom communication

#### **Module 3- Written Communication (8hrs)**

- 3.1 **Reading Skill**: Reading Comprehension of discourses, Paragraph, Letter, Essay , Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.
- 3.2 **Writing skill**: Mechanics of writing, Copy writing , Creative Writing: Paragraph, Letter, Essay, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.

#### **Module 4 - Functional Writing (8 hrs)**

- 4.1 **English For Teachers**: Reflective journal writing, reporting, writing reviews, logs.
- 4.2 **For Placement** : Preparation of resumes, job applications, Self- introduction,

Facing an interview, Telephonic conversations, e-mail transactions.

- 4.3 **At Work** : Preparation of projects reports, thesis and research papers and presentations: text organisation, point of view, register and style, editing skills, paraphrasing, summarising, descriptive composition and argumentative composition

### **Module 5 - Soft Skills and Social Skills (8hrs)**

- 5.1 **Interpersonal skills** : Exposure to Public Speaking, Event Management and Language related Computer Skills , Print Media, Advertisements , Translations, Mass Communication and Broadcasts (Radio, T.V. & Cinema,) web materials, telecasts, blogs podcasts and vodcasts.
- 5.2 **Travel English Language Skills** : Communication in a variety of social situations like restaurant, at the airport, In the market etc.
- 5.3 **Public Relations:** Business Communication , Office Communication for business, dealing with Clients and Customers, Public Interaction and Business reports.

### **PRACTICALS (any Two)**

1. Prepare a script for compeering a formal school function.
2. Draft a resume for the purpose of employment.
3. Conduct a debate based on a relevant topic.
4. Prepare a reflective journal entry based on one's own experience.
5. Collect a list of terminology related to other disciplines other than one's own.

### **REFERENCES**

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## **COURSE : HEALTH AND PHYSICAL EDUCATION**

**COURSE CODE: EDU107.3-  
Semester I EDU206.3 –  
Semester II**

**EDU302.3 -Semester III**

**EDU404.3 -Semester IV**

**TOTAL CREDITS: 5**

**TOTAL MARKS: 100 (Internal 100)**

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals
- demonstrate understanding of how individuals learn and develop and can provide opportunities that support students' physical, cognitive, social, and emotional development.
- develop and reinforce cooperative behaviour
- establish lifelong fitness goals

**SEMESTER 1**

**EDU107.3**

**No. of CREDITS : 1**

**TOTAL MARKS: 20**

**CONTACT HOURS : 20**

**PRACTICAL (Internal 20Marks)**

**College Based Activities**

- Demonstration of various Yogic Asanas/Meditation  
- (Procedure of any two Asanas) - Record - 10 marks
- Survey on health practices/ issues (Group/Individual) - Report -10 marks

**SEMESTER II**  
**EDU206.3**

**No. of CREDITS: 1**

**TOTAL MARKS: 20**

**CONTACT HOURS: 20**

**Module –1**

1.1 Intramural Competition-Definition-Objectives

Extramural competition-Definition-Objectives

Organizing and Conducting a sports meet- Pre Meet work- Meet work-  
Post meet work

Track and Field events -Long jump - Rules and Regulation - Shot put  
- Rules and Regulation

Recreational Games: Aims and objectives – Recreation

**PRACTICAL (Internal 20**

**Marks) College Based**

**Activities**

- Particiaption one outdoor and one indoor / Minor games - Report - 10 marks
- Module I - Record - 10 marks

**SEMESTER III**

**EDU302.3**

**No. of CREDITS: 2**

**TOTAL MARKS: 40**

**CONTACT HOURS: 40**

**PRACTICAL (Internal 40 Marks) -School Based Activities**

- Physical Education-Lesson Plan and class @ 3- 15 Marks (5 each)
- Health Education Lesson Plan and class @2- 10 Marks (5 each)
- Yoga Lesson Plan and Class@ 3- 15 marks (5 each)



## SEMESTER IV

EDU404.3

No. of CREDITS: 1

TOTAL MARKS: 20

CONTACT HOURS: 20

### Module 1

First Aid- significance- First Aid for Burns- Electric shock- Snake bites-  
Wounds - Drowning – Sprain – Strain - Cramp - Fainting - Dislocation,  
Fracture - Artificial Respiration - Cardio Pulmonary Resuscitation  
(CPR)

Major games – Volleyball - Rules and Regulations with Diagram -  
Shuttle Badminton- Rules and Regulations with Diagram

### **PRACTICAL (Internal 20 Marks) - College Based Activities**

- Credible participation in games (Major/Minor) and Sports -  
Minimum Two events - Report 10 marks
- Module I - Record 10 marks

## **COURSE : DRAMA AND ART IN EDUCATION (EPC2)**

### **COURSE CODE:**

**EDU107.4-Semester I EDU206.4 -Semester II EDU302.4 -Semester III EDU404.4 -  
Semester IV  
TOTAL CREDITS: 4**

**TOTAL MARKS: 80 (Internal 80) TOTAL CONTACT HOURS: 80**

### **OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- appreciate India' s largest collections of songs, music, dance, theatre, folk traditions, performing arts, rites and rituals, paintings and writings, literature that are known, as the 'Intangible Cultural Heritage' (ICH) of humanity.
- integrate the school curriculum with various domains of knowledge as envisaged by NCF 2005
- evaluate significant role of Art, Music ,Drama and Theatre in Education
- Interlink education with culture and nurture children's creativity and aesthetic sensibilities
- move beyond the classroom and involve the community to participate in educational and social change
- expand the landscapes of children's art, perceive their world and explore ways to assess their work.
- Internalize the understanding generated in a group and is carried forward by the individual in diverse personal and social contexts

### **MODE OF TRANSACTION**

- Lecture method and Practices in classroom and outside-Individual and group work
- Visit places of art, exhibitions and cultural festivals
- Classroom interactions with Art teachers and Performing artists
- Hot Seating
- Use community resources -Artists, craftsmen, performers may be invited to speak about different art forms and to conduct demonstration classes
- Interpret art works, movies and other media
- Workshops on art and crafts, theatre, music, musical instrument making, pottery, leatherwork, dance, animation, puppetry etc.
- Conduct exhibition on Art
- Any other activities that build trust and co operation, the sense of responsibility and team spirit.

## **SEMESTER 1**

**NO. OF CREDITS : 1**

**TOTAL MARKS: 20**

**CONTACT HOURS : 20**

### **MODULE I**

1. Introduction to Art and Art forms of India and Kerala
2. Significance of visual arts in Education- painting, drawing ,sculpture, architecture ,craft, photography, video, film making, graphic design and decorative art
3. Performing Arts in Education -Music ,Dance ,Drama and Theatre- Practice and apply the techniques of performing arts to enhance classroom teaching
4. SUPW-meaning and significance
5. Role of teacher in promoting aesthetic sense in students

### **College Based Activities**

1. Theatre Practice - Participation in Workshop/training - Report and script- 10 marks
2. Designing and Performance of different art/ Creative writing @1 -- Report /product -5 marks
3. SUPW: Handwork-Jewellery making, Embroidery, Painting- fabric painting, glass painting and the like - Two products. 5 marks

**(20 hours)**

**Note; The prospective teacher will prepare a script using Drama/theatre as teaching technique. The content will be from or based on the lesson to teach the school students.**

## SEMESTER II

**NO. OF CREDITS: 1**

**HOURS: 20**

**MODULE I**

**TOTAL MARKS: 20 CONTACT**

1. The Cultural Heritage of India with special reference to :
  - a. significance of Indian Literature, aims and objectives of performing arts and their development through various stages
  - b. utility of performing arts during the ancient and the medieval period
  - c. contribution of Sufi and Bhakti saints to music
  - d. distinguish between Hindustani classical music and Carnatic music
  - e. contributions (Trinities, purandaradasa, Maharaja Swathithirunal ) to classical music , classical dances, folk music as well as folk dances in Indian culture
  - f. the development of drama through various phases in India and the contribution of folk theatre
  - g. the present scenario of music, dance and drama and its' role in promoting the rich heritage of India
  - h. Role of performing arts to provide balance of mind, self-restraint, and love for all and also to build self-confidence and capability of adapting in all circumstances
2. Significance of National Anthem, National Song and Patriotic Songs in promoting National Integration-Practice songs
3. Role of Teacher in inculcating cultural values in students
4. Setting criteria for evaluating performances on art forms

### **College Based Activities**

- Documentation on the Cultural Heritage of India, with special reference to India' s collections of songs, music, dance, theatre, folk traditions, performing arts, martial arts, rites and rituals, paintings and writings -Record/Report (10 marks)- REFER MODULE
- Preparation of criteria for evaluating different art forms –Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2) -Record/Report -10(**20 hours**)

## SEMESTER III

**NO. OF CREDITS: 1**  
**HOURS: 20**  
**MODULE 1**

**TOTAL MARKS: 20 CONTACT**

1. Preparation for conducting classes on art forms and evaluating the talents of the school students **(20 hours)**

### **School Based Activities**

- Evaluate the Artistic talents of the students-@2 –Report - (10Marks)
- Awareness Class on different Art forms of India–Report - (5Marks)
- Organise a conscientious activity to appreciate the rich Cultural Heritage of India –Report-(5Marks)

## SEMESTER IV

<b>NO. OF CREDITS</b>	<b>: 1</b>
<b>TOTAL MARKS</b>	<b>: 20</b>
<b>CONTACT HOURS</b>	<b>: 20</b>

### MODULE 1

1. Interlink Education with culture
2. Significance of conducting art/ cultural fest at school and college levels
3. Significance of street theatre to address social issues
4. Educational Documentary/Film Review-significance

#### College Based Activities

- Organize a cultural event- report- 5 marks
- Credible Participation in Art fest -10 marks
  - Individual-10 marks
  - Group (any two)-5 marks each
- Script on Street Play /Documentary/Film review –(5 Marks- Group/ Individual )  
**(20 hours)**

**Note: Evaluation should be based on the Practical done and the criteria developed by the Institution.**

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- Dewey, John. (1938). *Logic: The Theory of Inquiry*. Henry Holt. <http://theatreineducation.org/>
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DETAILS OF PRACTICAL COURSES ARE DESCRIBED IN CLAUSE VI

**Appendix I**

Supervision Diary cum Reflective Journal

Name of the Student.....		Subject.....		
Name of the school.....		Unit.....		
Sl. No.	Date	Content Outline	Learning Strategy Adopted	Remarks of the Supervising/Mentor teacher
1				
2				
3				
4				
5				
Reflective Journal				
Decription of Events				
Feeling				
Evaluation				
Analysis				
Action Plan				