

**MAHATMA GANDHI UNIVERSITY  
KOTTAYAM, KERALA**



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

**CREDIT AND SEMESTER SYSTEM WITH GRADING**

**BOARD OF STUDIES IN EDUCATION (UG)  
MAHATMA GANDHI UNIVERSITY  
2015**

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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**

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

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

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

## **3. DEFINITIONS**

**3.1 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.

**3.2 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.

**3.3 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.

**3.4 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.

- 3.5 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.
- 3.6 Core course:** Core course means a course that comes under the category of courses which is compulsory for all students undergoing B. Ed. Programme.
- 3.7 Pedagogic Course:** - Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.
- 3.8 Associate Course:** Associate Course means a course which would enrich B.Ed. Programme.
- 3.9 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.
- 3.10 Course coordinator:** Course coordinator is a teacher nominated by the college to coordinate the continuous evaluation undertaken in that course.
- 3.11 Staff Council:** Staff Council means the body of all teachers of the college.
- 3.12 Faculty Advisor:** Faculty Advisor means a teacher from the college nominated by the staff council who will advise the students in the academic matters.
- 3.13 Grace Marks:** Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.
- 3.14 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.
- 3.15 Grade Point:** Grade point is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.16** 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:**
- 4.1** 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**
- 5.1** Duration of B.Ed. programme shall be 4 semesters spread over two years.

- 5.2** 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.
- 5.3** 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.
- 5.4 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.
- 5.5 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**

- 6.1** The strength of students for the programme shall be in accordance with the NCTE Regulations, Government rules and orders and University rules
- 6.2** 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.
- 6.3** 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.
- 6.4** 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.
- 6.5** 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**

**8.1** 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.

**8.2** 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.

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

**8.4** 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.

**8.5** 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.

**8.6** 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**

**9.1** The evaluation of each theory course shall contain two parts.

(a) Internal or In Semester Assessment (ISA)

(b) External or End Semester Assessment (ESA)

- 9.2** 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.
- 9.3** There will be no supplementary examinations. For reappearance / improvement, the students can reappear along with the next batch.
- 9.4** 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.
- 9.5** 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.
- 9.6** 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.
- 9.7** 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.
- 9.8** 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**

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

$$\text{CP} = \text{C} \times \text{GP}, \text{ Where C= Credit, G P = Grade Point}$$

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

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

TC = Total Credit

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

**10.4** 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

**10.5** 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

**10.6** 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 1a : 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 (UA)	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 1c : 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 (UA)	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  
 $CP = C \times GP$ , where C = Credit, GP = Grade Point

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

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

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 Internship-Phase I)</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	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU107.1	Core :	Survey on a social issue (EDU 101)	Community	Set criteria	Report of survey	10	40	2
		SUPW- Campus cleaning/Biofarming /Ecofriendly activities (EDU 101)	College	Set criteria	Report of proceedings	5		
		Psychology test-administration @ 1 tool (Institution shall take care to adopt different tools for different groups of student teachers) (EDU 102)	College	Set criteria	Report	5		
		Preparation and uploading of e-learning material in the blog@1 (EDU 103)	College	Set criteria	Report and material(hard and soft copy)	10		
	Core : ( Associate: Elective)	Package for Awareness Class- Preparation and administration(on any theme of social relevance. Group or Individual) (EDU 106)	College	Set criteria	Package and Report	10		

EDU 107.2	Pedagogic :	Micro teaching lesson plans-3 skills for each student	College	Set criteria	record	10	80	4
		Micro teaching class – 1 skill by each student	College	Peer observation Rating scale	Record and preferably Video record	10		
		Link Practice- lesson plan and class@ 1	College	Peer observation Rating scale	Record and preferably Video record	10		
		ICT enabled skills- Plan and class @ 1	College	Peer observation Rating scale	Record and preferably Video record	10		
		Reflective Journal on micro teaching (Institution shall design a format or model for journaling)	College	Rubric	Reflective Journal	10		
		Project or Educational Survey @1 event	Community	Rubric	Report	30		
EDU107.3	Health and Physical Education	Demonstration of various Yogic Asanas/Meditation by Student	College	Task performance indicator	Record (Procedure of any two asanas)	10	20	1
		Survey on Health practices/issues (Group/Individual)	Community	Set criteria	Report	10		
EDU107.4	Drama and Art in Education(E PC2)	Theatre Practice Participation in Workshop/training	College	Task performance indicator	Report and script	10	20	1
		Designing and Performance of different art/ Creative	College	Set criteria	Report and product	5		

		writing @1						
		SUPW: Handwork- Jewellery making, Embroidery, Painting and the like - Two products.	College	Set criteria	Report and Products	5		
<b>Semester Total</b>						<b>160</b>	<b>160</b>	<b>8</b>

## SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU206.1	Core :	School Profile and practices (Shall include all the activities of the student support systems like P.T.A., Alumni, various forums and Clubs, School Assembly and the like)( <b>EDU 201</b> )	School	Set criteria	Report	25	80	4
		Critical evaluation of time table/text book in any one of the schools . ( <b>EDU 201</b> )	School	Set criteria	Report	5		
		Sociogram( <b>EDU 202</b> )	School	Set criteria	Report	10		
		Psychology test administration @1 ( <b>EDU 202</b> )	School	Set criteria	Report	10		

		Learning disability survey/project (May be pertaining to any issue/challenge in the domain of learning disability) ( <b>EDU 202</b> )	School/Community	Set criteria	Report	20		
		Analysis of prevailing assessment practices ( <b>EDU 203</b> )	School	Rubric	Report	10		
EDU206.2	Pedagogic :	Discussion lesson plans-5	College	Rating scale	Record	10	100	5
		Demonstration class observation -5 (classes shall be in different methods including ICT enabled class)	College	Rating scale	Record	10		
		Criticism Lesson Plans-5	College	Rating scale	Record	10		
		Criticism class and evaluation :Preferably Video recording of the class and evaluation @ 1	College	Set criteria	Record	10		
		Class room teaching during school induction@ 5 classes	School	Set criteria	Record and supervision diary	50		
		Reflective Journaling on school induction( Institution shall design a format or model for journaling)	College	Rubric	Reflective Journal	10		
EDU206.3	Health and Physical Education	Participation in 1 outdoor and 1 indoor / minor games.	College	Set criteria	Report	10	20	1
		Conduct sports meet	College	Set criteria	Record	10		

		(Awareness and participation in athletic events – running events, throwing events, jumping events )						
EDU206.4	Drama and Art in Education (EPC2)	Report on the Cultural Heritage of India.	Community	Rating scale	Record/Report	10	20	1
		Preparation of criteria for evaluating different art forms–Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2 )	College	Set criteria	Record/Report	10		
<b>Semester total</b>						<b>220</b>	<b>220</b>	<b>11</b>

### SEMESTER III

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU302.1	Core :	Value education class @2 (EDU 101, 201)	School	Rating scale	Report	10	80	4
		Action research @1 (EDU 203)	School	Set criteria	Report	20		
		Case study (EDU 202)	School	Set criteria	Record	20		
		Project on problems of learning –(Based on Psychological variable) (EDU 202)	School	Set criteria	Report	30		
EDU302.2	Pedagogic :	50 classes – Teaching competence	School	Set criteria	Supervision Diary	100	360	18
		50 lesson plans	School	Set criteria	Record	100		

		Lesson plan and Classes based on Innovative methods -teaching competence@5	School	Set criteria	Supervision Diary	40		
		Club/Forum activities	School	Rating scale	Report	10		
		Learning materials- Innovative charts and models @2 each (Institution shall conduct workshop for the preparation of the materials)	College	Set criteria	Report	20		
		Self Assessment Tool: Preparation and practice (Target group is school pupils)	School	Set criteria	Report	10		
		Peer evaluation of classes @ 2	School/College	Rating scale	Peer review report	10		
		Diagnostic test and Remedial Programme- Preparation and administration	School	Set criteria	Record	20		
		Achievement test and analysis and interpretation @ 1	School	Rating scale	Record	20		
		Unit plan and Unit test @ 1	School	Rating scale	Record	10		
		Reflective journaling on school internship(	School	Rubric	Reflective Journal	20		

		Institution shall design a format or model for journaling)						
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EDU302.3	Health and Physical Education	Physical Education Lesson Plan and class @ 3	School	Rating scale	Record	15	40	2
		Health Education Lesson Plan and class@2	School	Rating scale	Record	10		
		Yoga Lesson Plan and Class@ 3	School	Rating scale	Record	15		
EDU302.4	Drama and Art in Education (EPC2)	Evaluate the Artistic talents of the students@2 forms	School	Rating scale	Record	10	20	1
		Class on different Art forms in India	School	Rating scale	Record	5		
		Organize an activity to conscientise aboutthe cultural heritage of India	School	Rating scale	Report	5		
	Viva-voce	Valedictory presentation and viva voce	College	Rubric	Student teacher portfolio and PowerPointPre sentation	30	40	2
		Documents verification	College	Set criteria	All documents as per student teacher portfolio	10		
<b>Semester total</b>						<b>540</b>	<b>540</b>	<b>27</b>

**SEMESTER IV**

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>NAME OF PRACTICAL</b>	<b>FIELD</b>	<b>NAME OF TOOL FOR ASSESSMENT</b>	<b>DOCUMENTS TO BE MAINTAINED</b>	<b>MARK DISTRIBUTION</b>	<b>TOTAL MARKS</b>	<b>CREDIT</b>
EDU404.1	Core	Community camp for minimum 5 days <b>(EDU 401)</b>	College /other premise	Set criteria	Report	50	140	7
		Documentary/short film presentation/project related to any social issue <b>(EDU 401)</b>	Community	Set criteria	Report and product	20		
		Study tour <b>(EDU 402)</b>	Community	Set criteria	Report	20		
		Extension Activities (Social Service) @2 <b>(EDU 402)</b>	Community	Set criteria	Report	50		
EDU404.2	Pedagogic	Developing vision and mission as a teacher-SWOT Analysis	College	Set criteria	Report	20	120	6
		Student Teacher Portfolio	College	Rubric	portfolio	20		
		Reflective journal presentation and discussion.(Entries made during all semesters shall be presented and discussed)	College	Rubric	Reflective journal and report	30		
		Educational journal review @1 each	College	Set criteria	Report	20		
		Preparation and Uploading of journal	College	Set criteria	Report and Article	30		

		article in the blog (Article may be based on the survey/ psychology test or any other activity undertaken by the student teachers )						
EDU404.3	Health and Physical Education	Credible Participation in games (major/minor) and sports -minimum 2 events	College	Set criteria	Report	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Set criteria	Record	10		
EDU404.4	Drama and Art in Education( EPC 2)	Organize a cultural event	College	Set criteria	Report	5	20	1
		Credible Participation in Art fest	College	Task performance indicator	Report	10		
		Script on Street Play /Educational Documentary/Film review	College	Task performance indicator	Report	5		
EDU404.5	Communicative English	Internal test – Oral /Written / Online	College	Set criteria	Test Result	20	40	
		Practical in accordance with the syllabus @ 2 items	College	Set criteria	Report	20		
<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.

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# **SEMESTER I**

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## **CORE COURSES**

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

<b>NO. OF CREDITS</b>	<b>:</b>	<b>5</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>100</b>
<b>MARKS</b>	<b>:</b>	<b>100</b> (External 80 + Internal 20)
<b>DURATION OF EXAMINATION</b>	<b>:</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.
- examine issues related to interdisciplinary nature of education.
- comprehend the values, aims and ideals of society enshrined in the Constitution of India.
- 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 kind of concerns the NCF (2005) and NCFTE (2009) have raised.
- 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-Traditional values of India.

- 1.3 Western system of education in India with special reference to Macaulay's Minutes and Wood's Despatch
- 1.4 Education system in India
- 1.5 Types of Education–Formal, informal, and non-formal
- 1.6 Education as Investment – Human Resource Development
- 1.7 Interdisciplinary approach in education – correlation with different disciplines and its implications

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

- 2.1 Indian Constitution – Preamble-Fundamental Rights and Directive principles
- 2.2 Constitutional values -Duties of citizens
- 2.3 Right to Education and its implications

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

- 3.1 Multiculturalism-Unity in diversity
- 3.2 Inequality and marginalisation
- 3.3 Universalisation and Democratisation of Education
- 3.4 Impact of Liberalisation, Privatisation and Globalisation on Indian Society
- 3.5 Role of Education in compacting Social evils- Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism
- 3.6 Educational Problems of Contemporary India-Population Education, Peace Education and Inclusive Education
- 3.7 Educated unemployment, wastage and stagnation, women empowerment
- 3.8 Human rights Education-meaning and significance

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

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

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

- 5.1 Critical Pedagogy

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

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

1. Conduct a study on the Mid day meal Programme in developing health index and social values.
2. Conduct a debate or panel discussion on recent trends and initiatives in education
3. Dramatisation of role of education in eradicating social evils

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

<b>NO. OF CREDITS</b>	<b>:</b>	<b>5</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>100</b>
<b>MARKS</b>	<b>:</b>	<b>100(External 80 + Internal 20)</b>
<b>DURATION OF EXAMINATION</b>	<b>:</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 adolescent 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
- provide guidance and counselling services to adolescents
- help learners to develop proper mental health and hygiene
- understand various adjustment mechanisms and help learners for better adjustment and development
- 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 Meaning, nature and functions of educational psychology

- 1.2 Relevance of educational psychology to teachers, learners, teaching and learning
- 1.3 Schools of Psychology – Behaviorism, Structuralism, functionalism, psycho-analysis, Humanism, Gestalt psychology, Nativism, Constructivism, Cognitive Neuro Science, and Positive Psychology.
- 1.4 Concepts, Principles and Stages of Growth and development
- 1.5 Dimensions of growth and development-Physical, cognitive, social, moral and emotional
- 1.6 Psychological needs of children
- 1.7 Erickson’s view of psycho social development - Kohlberg’s view of moral development

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

- 2.1 Characteristics of adolescents
- 2.2 Needs of Adolescence
- 2.3. Problems of adolescents (Information overloading, substance abuse, suicidal tendencies, depression, psycho-somatic diseases, sex abuse etc)
- 2.4 Management of adolescent problems – role of teacher
- 2.5 Helping adolescents for better adjustment

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

- 3.1 Concepts of sensation, perception, attention, concept formation and problem solving
- 3.2 Thinking – types and assessment. Convergent thinking, divergent thinking, creative thinking (steps) – developing creative thinking in learners, Metacognition
- 3.3 Memory – Information processing –Atkinson-shriffrin model of information processing-Assessment of memory
- 3.4 Strategies for improving effective memorization

**Module 4 - Motivating the learner (15 hours)**

- 4.1 Motivation – meaning and significance
- 4.2 Types of motivation,Achievement motivation
- 4.3 Strategies for enhancing motivation in learners
- 4.4 Maslow’s theory of motivation

**Module 5 -Mental health & Adjustment (20 hours)**

- 5.1 Mental health & mental hygiene

- 5.2 Adjustment and maladjustment
- 5.3 Behavioural problems in children
- 5.4 Adjustment /Defence mechanisms
- 5.5 Stress and coping strategies

**PRACTICUM (any one )**

1. Visit Anganwadi /Primary / Secondary Schools and prepare a report on the pupil characteristics and diversity among children, with special reference to developmental stages.
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: DEVELOPMENT AND RESOURCES IN EDUCATIONAL TECHNOLOGY**

<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

- 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 Education 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

### **Module 1 - Educational Technology- Concept, Approach and Scope (10hrs)**

- 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 centres for Educational Technology, CIET, UGC, IGNOU, NOS, SIET, AVRC, EMRC, NIST, SITE, UGC-CEC, C-DIT, EDUSAT, IT@SCHOOL ,

VICTERS channel, AKSHAYA, GYAN DARSHAN, INFLIB NET- their role in the improvement of teaching 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, CD/DVD's, internet, social networking sites

### **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 behaviour, Flanders' interaction analysis category system (FIACS) - categories, procedures and interpretation.

### **Module 4: Instructional Technology- Principles and Approaches (12 hrs)**

- 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
- 4.4 Team Teaching, reflective teaching, differential teaching-conceptual overview

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

- 5.1 ICT in education – meaning, scope and role of ICT in education, Digital Divide, Concept of Digital Immigrants and Digital Natives, 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 GNU/Linux, Ubuntu, Educational Softwares: GeoGebra, Stellarium – conceptual overview
- 5.4 E-learning : concept, nature, definition, meaning, modes, characteristics and benefits- e-resources, m-learning, e-learning materials: e-textbooks, e-journals, digital library, e-Governance, e-content development-fundamentals

- 5.5 Web based learning, online learning, virtual learning, massive open online course (MOOC), audio and video conferencing. e-communication: Forums, blogs, bulletin boards, social networks, Webinar – brief outline.
- 5.6 Learning Management Systems (LMS) and Course Management Systems (CMS): LMS/CMS Software : Blackboard, Moodle, Desire2Learn - brief outline.
- 5.7 Flipped Classrooms, Augmented Reality-pedagogical potentials, Techno pedagogical content knowledge (TPACK) - conceptual overview
- 5.8 Cyber crime and Cyber ethics

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

1. Create a blog
2. Set up a power point/prezis presentation
3. Conduct a debate or panel discussion on the influence of social media among school pupils

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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>: 2 hours</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.
- understand the role of English language teaching in Educational Reports based on KCF AND NCF.

### 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 – Conceptual Background of English (10 hrs)

- 1.1 Importance of English Language (International language, window to the world, library language, link language, language of scientific research, trade & commerce)
- 1.2 Historical development of English in India during the pre-& post-colonial periods (Charter Act, East-West controversy, Macaulay's Minutes, Downward Filtration Theory, Three-language Formula)

- 1.3 Present Status of English in India (Medium of instruction, Associate Official Language, NCF & KCF reports on English Language)
- 1.4 General Aims of teaching English in India (cultural, literary, utility-based)
- 1.5 Conditions under which English is taught in schools today.

### **Module 2 - Psychological Bases of English Teaching (15 hrs)**

- 2.1 Linguistic principles, psycho-linguistic principles
- 2.2 Implications of theories related to language development- Behaviourism, Cognitivism, Constructivism, Critical Pedagogy, Gardner's Multiple Intelligence
- 2.3 Chomskyan theory of language learning -Language Acquisition Device (LAD), Universal Grammar (UG)
- 2.4 Learner factors in second language acquisition (age, gender, intelligence, aptitude, attitude, cognitive style, motivation)
- 2.5 CREDE Model of Instruction (Joint productive activity, Language development, Contextualization, Challenging activities, Instructional conversation)

### **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, mechanics of reading, reading problems & their solutions, 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, types of punctuation marks, and types of composition (free & guided)
- 3.5 Integration of language skills through Task-based instruction.
- 3.6 Evaluating the four-fold skills (Analytical & Global impression scheme).

### **Module 4 - Vocabulary and Grammar in Language Teaching (10 hours)**

- 4.1 Importance of vocabulary & grammar in language learning
- 4.2 Principles of selection and gradation of vocabulary & grammar
- 4.3 Different types of vocabulary (active, passive, content and structural)
- 4.4 Different types of grammar (prescriptive, descriptive, formal and functional)

- 4.5 Techniques of presenting vocabulary
- 4.6 Methods of teaching grammar (Inductive and deductive).

### **Module 5 - Developing Study Skills (10 hrs)**

- 5.1. Importance of developing study skills
- 5.2 Locating & gathering information (skimming & scanning)
- 5.3. Storing Information (note-taking, note-making, summarizing)
- 5.4 Developing reference skills (using the Dictionary & Thesaurus)
- 5.5. Retrieving information using technology & computers .

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

- 1. Summarize a Journal article on any education-related topic.
- 2. 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.
- 3. Identify five activities that can help integrate the language skills.

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techniques. Cambridge: Cambridge University press.

## **EDU 105.11: LEARNING TO FUNCTION AS AN ENGLISH 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>2 hours</b>

### **OBJECTIVES**

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

1. use appropriate strategies to develop the target skills or sub-skills.
2. understand the important contribution of the various methods in enriching language.
3. create a positive learning environment by ensuring involvement of all the learners.
4. apply relevant strategies to develop the target language.
5. use English appropriately when explaining, instructing, prompting, eliciting, conveying meaning, and motivating learners.
6. 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: Approaches and Methods in Teaching English (15 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, Community Language Learning, Suggestopedia).
- 1.3. Methods of teaching English (Grammar Translation, Direct, Bilingual)

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

- 2.1. Techniques and devices: Questioning, brain-storming, seminar, workshop, symposia, role-play, debate, self-directed learning (SDL)
- 2.2 Language Games: vocabulary games, spelling games
- 2.3 Reflective Journaling as a technique

## **Module 3: Innovative Strategies of teaching English (10hrs)**

- 3.1 Collaborative learning, co-operative learning, Think-Pair-Share strategy
- 3.2 Mapping Strategies: concept-mapping, mind-mapping
- 3.3 SOAP strategy in Language learning

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

- 4.1. Micro-teaching: Objectives, and Phases of teaching
- 4.2. Micro-teaching skills- Skill of reinforcement, skill of fluency in questioning, skill of stimulus variation
- 4.3. Link Practice: its meaning and significance

## **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. Multiple Learning Styles of Students (Kolb and VAK)-Implications in classroom
- 5.4. Evaluation of Student's writings-Diagnosis&Remediation

## **Practicum (any one)**

1. Conduct a debate /workshop/symposium based on any relevant topic of social concern by following the rules and regulations.
2. Administer a tool to identify the learning styles of students.
3. Make any three language games to teach spelling/vocabulary.

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**EDU 104.12 : UNDERSTANDING THE DISCIPLINE OF MALAYALAM  
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 {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 Malayalam
- examine how the language skills can be practiced in an effective way in different levels of schooling
- apply the theory and innovative methods in transacting prose and poetry
- analyse importance of learning grammar in language classes and ways to transact the same
- examine the contributions of psychological theories in Malayalam language learning

**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, dialogue. ICT based teaching and learning

**COURSE OUTLINE**

**Module 1- Evolution of the subject(10hrs)**

- 1.1. Historical development of Malayalam language, mother tongue as the medium instruction, Influence of mother tongue in the formation of culture, Malayalam and other language
- 1.2. Aims and objective of teaching Malayalam, Maxims of teaching Malayalam , Principles, Gradation and Motivational Factors of teaching Malayalam.
- 1.3. Correlation with other disciplines (other Languages, ICT and Performing Arts- Drama and Theatre)

## **Module2 - Language Skills (10hrs)**

- 2.1 Basic language skills (Listening, Speaking, Reading and Writing)
- 2.2. Practising LSRW at different levels of schooling
- 2.3. Classroom Communication (factors and barriers)
- 2.4. Different methods for vocabulary development (Dictation, Reference, Frayar model, Semantic map etc.)

## **Module 3- Teaching of Prose and Poetry(15hrs)**

- 3.1. Teaching of prose and poetry
- 3.2. Aims and objectives of teaching poetry and prose
- 3.3. Traditional and new methods for teaching prose and poetry
- 3.4. Approaches of teaching prose and poetry at different levels of schooling
- 3.5. Creativity in language classroom

## **Module 4 - Teaching Grammar and Composition (10hrs)**

- 4.1. Importance of grammar in language learning, methods of learning grammar (inductive and deductive)
- 4.2. Method of teaching composition at different levels, forms of composition
- 4.3. New trends in teaching grammar and composition,

## **Module 5 –Contributions of Psychology (15 hours)**

- 5.1. Behaviorism in Teaching Malayalam
- 5.2 Constructivism as a Theoretical Backing for Malayalam Education
- 5.3. Implications of the Theory of Multiple Intelligence (Howard Gardner)
- 5.4. Critical Pedagogy as an approach to address Social Issues
- 5.5 Choamskian theory of language acquisition ( LAD and Universal Grammar)
- 5.6 Incorporating these theories in Malayalam language learning.

## **PRACTICUM (any one)**

- 1) Develop a manuscript of journal/special issue based on any one social theme
- 2) Prepare any two lesson plans for practicing composition at secondary level
- 3) Prepare your own pattern/ steps for teaching prose /poetry at secondary level

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- Malayala Sahithya Charithram, Dr. Kalpatta Blakrishnan, Kerala Bhasha Institute
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Kottayam
- Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekkode, DC Books, Kottayam
- Mumbilulla Jeevitham, J Krishnamoorthi, DC Books, Kottayam
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## **EDU 105.12: LEARNING TO FUNCTION AS MALAYALAM 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 {External 50 + Internal 10}</b>
<b>DURATION OF EXAMINATION</b>	<b>:</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-Approaches and Methods in Teaching Malayalam (10 hrs)**

1.1.New Trends and Development in teaching Malayalam

1.2.Direct method – play way method – Dalton plan – project method – Dramatisation –  
Lecture method.

1.3. Buzz session ,Brain Storming

1.4. Discourse oriented pedagogy – importance of discourses in Malayalam language teaching – Debate, Drama, Seminars, Posters, Narratives, Screen play, Editorials, Travelogues etc. (Construction and Functions)

### **Module 2- Innovative Strategies for teaching Malayalam (15hrs)**

2.1. Co-Operative Learning- Basic Elements-Specific Strategies-implementation in classroom

2.2. Collaborative Learning-Meaning-strategies-implementation in classroom

2.3. Team Teaching-meaning-Significance-Types –advantages-planning and implementation

2.4. Peer tutoring-Elements-Benefits-Implementation in classroom

2.5. Language Games, Role Play

### **Module 3-Brain Based Learning (10hrs)**

3.1 History-Definition-Meaning –significance-Impacts on Education

3.2 Instructional Techniques-Core Principles and Twelve Design Principles

3.3 Using Brain Based learning in Classroom

3.4 Mapping Strategies-Graphic Organizer-Concept Mapping-Mind Mapping

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

4.1. Introduction to Core Teaching Skills and Micro Teaching

4.2. Micro Teaching (Skills -Stimulus Variation, Questioning, using Black Board/White Board)-Link Practice-Integration of skills

4.3. Development of ICT enabled 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. Multiple Learning Styles of Students, Kolb’s learning style -Implications in classroom

5.4. Evaluation of Student’s writings and Student examinations- Diagnosis-Remediation and Motivational Techniques

## **PRACTICUM (any one)**

1. Develop a tool to evaluate your performance in classroom teaching (EPC4).
2. Develop a lesson transcript based on any one of Brain Based Technique
3. Prepare any two discourses for teaching Malayalam at secondary level

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- 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**

<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 {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:

- understand different roles of language in human life
- understand the aims and objectives of language learning and develop skill in language learning
- understand different registers of languages
- analyse 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
- analyse the modern principles of language teaching, the psychological principles of language learning, the implications of psycho linguistic principles of language teaching and the implications of psychological theories in language teaching
- understand the meaning and importance of Teaching, the importance of Hindi language teaching
- identify individual differences in the classroom and cater to the needs of gifted, creative learners, slow learners, underachievers and learning disabled

### **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-Conceptual Background of Hindi (20 hrs)**

- 1.1 Language and its importance
- 1.2 Aims of teaching languages
- 1.3 Place of language in Education
- 1.4 Different forms of languages
- 1.5 Historical development of Hindi
- 1.6 Characteristic features of Hindi language and literature
- 1.7 Status of Hindi in India and in foreign countries
- 1.8. Constitutional provisions and policies of language education: Position of Languages in India; Articles 343-351
- 1.9 Importance of Three language formula

### **Module 2 – Importance of Hindi language (10 hrs)**

- 2.1 Importance of Hindi as National, Official and Link language
- 2.2 Place of Hindi in the Secondary and Higher secondary curriculum of Kerala
- 2.3 Role of Hindi in the social realm
- 2.4 Relationship of Hindi with other languages

### **Module 3 -Contributions of Psychology to teaching of languages (15 hrs)**

- 3.1 Principles of teaching languages
- 3.2 Maxims of teaching languages
- 3.3 Psychology of language learning-interest, impression, expression, habit formation, concreteness
- 3.4 Psycho linguistic principles- Behaviorism, Constructivism, Critical Pedagogy
- 3.5 Implication of the theories of Bruner, J. Piaget, Howard Gardner and L, Vygotsky in language education
- 3.6 Learner factors in Second language acquisition (Age, Sex, Intelligence, Aptitude, Motivation, Personality disposition, Cognitive style and Attitude)
- 3.7 Transfer of learning

#### **Module 4 - Teaching (10 hrs)**

- 4.1 Teaching- meaning –significance-Role of teacher in language education
- 4.2 Variables of teaching

#### **Module 5 - Enhancing Language Proficiency in Hindi (5 hrs)**

- 5.1 Acquisition of language skills: Listening, Speaking, Reading and Writing.
- 5.2 Listening and Speaking - Sub skills of listening: Tasks - Resources for developing listening and speaking skills - Storytelling, dialogues, situational conversations, role plays, simulations, games and language laboratory.
- 5.3 Reading - Sub skills of 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.
- 5.4 Writing- Stages of writing - Process of writing – Techniques of developing writing skills – Methods of teaching writing – Peculiarities of Devanagiri scripts – 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.

#### **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. Visit five schools in the neighbourhood and prepare a report on three language formula, being implemented in those schools.
- 3. Prepare four activities based on Constructivism in Hindi classroom

#### **REFERENCES**

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- Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
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- Jeeth, Yogendra, B. (2005). *Hindi Shikshan*. Agra: Vinod Pustak Mandir.
- Kumar, Vijendra Varisht. (2004). *Shiksha Mano Vigyan*. New Delhi: Arjun Publishing House.
- Lal, Raman Bihari. *Hindi Shikshan*. Meerut: Rastogi Publications.
- Mangal, Uma. (1991). *Hindi Shikshan*. New Delhi: Arya Book Depot.
- Pande, K.P. (1988). *Advanced Educational Psychology (2nd ed.)* Delhi. Konark Publishers Pvt.Ltd.aur Pad Niyojan. Agra: Vinod Pustak Mandir.
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- Tiwari, Bholanadh. (1974). *Bhasha Vigyan*. Allahabad: Kitab Mahal.

## **EDU105.13 : LEARNING TO FUNCTION AS HINDI TEACHER**

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

### **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 Micro teaching
- develop the criteria for teacher evaluation
- effectively teach prose, poetry, short story and drama
- evaluate the importance of teaching vocabulary and grammar
- understand the different methods of teaching vocabulary and grammar
- understand the importance of language skills and develop the skills of listening, speaking, reading and writing
- develop the techniques of locating, gathering, storing and retrieving of information

### **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-Approaches and Methods of teaching Hindi (15 hrs)**

1.1 Approaches-Teacher centred – Learner centred, Inductive – Deductive, Inquiry – Discovery

1.2 Methods and Strategies- Grammar translation method, Structural approach, Lecture method , Direct method, Dalton plan, Project method, Dramatization, Play- way method, Mastery learning

- 1.3. Techniques of teaching - Panel discussion - Symposium - Seminar – Workshop - Debate - Role playing – Questioning - Brainstorming – Buzz session
- 1.4. Innovative 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 2 - Brain Based Learning (10 hrs)**

- 2.1 Instructional Techniques-Core Principles and Twelve Design Principles
- 2.2. Mapping Strategies- Graphic Organizer, Concept Mapping, Mind Mapping

### **Module 3-Training in teaching skills (10 hrs)**

- 3.1 Introduction to core teaching skills and Micro teaching
- 3.2 Micro teaching skills (Set induction, Questioning, Using black/white board, Stimulus variation)- Link practice – Integration of skills
- 3.3. Development of ICT enabled skills-

### **Module 4-Teaching of Literature (15hrs)**

- 4.1 Aims of Teaching Literature
- 4.2 Teaching of Different genres of Literature: Prose, Poetry, Drama, Short story, Composition etc.
- 4.3 Developing discourses (notice, invitations, speeches, essays, letter writing etc.) prescribed for secondary and Higher secondary level.
- 4.4. Vocabulary and Grammar
- 4.5. Enhancing Language Proficiency in Hindi
- 4.6. Vocabulary- selection and gradation- Techniques of presenting vocabulary- Vocabulary expansion techniques
- 4.7. Spelling –reasons causing spelling mistakes, Grammar-types (formal and functional)
- 4.8. Grammar Parts of speech – Tense – Gender – Number – Case – Sentence structures
- 4.9. Aims and Methods of teaching grammar

## **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. Multiple learning styles of students - Kolb
- 5.4. Catering the needs of gifted, creative learners, slow learners, under achievers and learning disabled
- 5.5. Evaluation of students' writing
- 5.6. Diagnosis – Remediation and motivational techniques.

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

1. Write a one-act play based on a prose lesson prescribed for students at the Secondary school level.
2. Prepare a self-appraisal for evaluating one self's role as a Hindi teacher
3. Identify five activities that can help in developing language skills

### **REFERENCES**

- Agnihotri, R.K. and Khanna, A.L. (2002). *Second Language Acquisition*. New Delhi: Sage Publications.
- Anderson, J.B. (1980). *Cognitive Psychology and its Implications*. San Francisco: H. Freeman and Company.
- Gagne, R.M. (1985). *The Cognitive Psychology of School Learning*. Boston: Little.
- Heck, S.E; and Williams, C.R. (1984). *The Complex Roles of the Teacher*. New York: Teachers College, Columbia University.
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- Narang, Bhatia. (1995). AdhunikShikshanVidhiyam.Ludhiyana: Prakash Brothers PublishingndThyagi. (1996). SikshaKeSamanyaSiddhant. Agra: Vinod Pustak Mandir.
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- Sinha, P.K. (1992). Computer Fundamentals: Concepts, Systems and Applications. NewDelhi: BPB Publications.

## **EDU 104.14 : UNDERSTANDING THE DISCIPLINE OF SANSKRIT 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 {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:

- understand the importance of including Sanskrit as a language in the curriculum
- improve the power of expression both oral and written in Sanskrit.
- understand the importance of Practical grammar in language learning
- understand the importance of communicative approach in Sanskrit teaching
- understand the characteristics of Sanskrit language and its role in the modern society
- acquire competence in using modern psychological theories in teaching learning process
- understand the importance of communicative approach in Sanskrit teaching
- understand the characteristics of Sanskrit language and its role in the modern society
- understand the modern principles of language teaching
- understand the psychological principles of language learning
- understand the implications of psycho linguistic principles of language teaching
- understand the implications of psychological theories in language teaching
- identify individual differences in the classroom

## **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 - Conceptual Background of Sanskrit (15hrs)**

- 1.1. Historical development of Sanskrit
- 1.2. Characteristics of Sanskrit language and literature
- 1.3. The place and functions of Sanskrit in this technological era.
- 1.4. Status of Sanskrit in India and in foreign countries.
- 1.5. Contributions of Sanskrit to the different areas of knowledge.
- 1.6. Influence of Sanskrit on other Indian languages with special reference to Mother tongue.

### **Module2 -Psychological Bases of Sanskrit teaching. (20hrs)**

- 2.1. Linguistic Principles, Psycho-linguistic principles
- 2.2. Implications of theories on language development – Behaviorism, Cognitivism, Constructivism and the theory of Multiple intelligence, Critical Pedagogy.
- 2.3. Chomskyan theory of language learning-(LAD and universal grammar)
- 2.4. Individual differences in learning of Sanskrit -identifying, catering the needs of gifted,slow learners, low achievers and under achievers.
- 2.5. Motivational techniques in teaching of Sanskrit. Learner centered approach.
- 2.6. Learner factors in second language acquisition (age, sex, intelligence, aptitude,motivation, personality disposition, cognitive style and attitude)

### **Module 3 - Teaching (10 hrs)**

- 3.1. Teaching- meaning –significance-Role of teacher in language education
- 3.2. Variables of teaching

#### **Module 4 - Enhancing Language Proficiency in Sanskrit (10hrs)**

- 4.1 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.
- 4.2 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.
- 4.3 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 5 - Individual differences – Diagnosis and Remediation (5 hrs)**

- 5.1 Identifying individual differences
- 5.2 Catering the needs of gifted, creative learners, slow learners, under achievers and learning disabled
- 5.3 Diagnosis – Remediation and motivational techniques

#### **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

- 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 - Das R.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 - PRD Sarma
- First Book of Sanskrit and Second Book of Sanskrit - Bhandarkar
- A Sanskrit Grammar for students - A Macdovel
- KeraleeyaSamskrutadhyapanavidhaya – Dr. K. R. Harinarayanan
- Laghusidhantakaumudi - VaradarajaPanditan
- Rasa and Dhvani - Dr. A. Sankaran
- History of Sanskrit Literature - Keith
- Sahityadarpana - Viswanadha
- Vritaratnakara - Kedarabhattacha
- Sabdasodhini - A. R. RajarajaVarma
- Vritamanjari - Pingala muni

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

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

- understand the various techniques, devices and innovative strategies of teaching Sanskrit
- critically analyze the various approaches and methods of teaching Sanskrit
- understand the importance of Micro teaching
- understand about different skills related with Micro teaching
- able to link different teaching skills
- understand the criteria for teacher evaluation
- understand the importance of language skills
- understand how to develop the skills of listening, speaking, reading and writing
- effectively teach prose, poetry, short story and drama
- understand the importance of teaching vocabulary and grammar
- understand the different methods 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 I-Approaches, Methods and techniques of teaching Sanskrit (15hrs)**

- 1.1 Approaches-Teacher centred – Learner centred, Inductive – Deductive, Inquiry Discovery
- 1.2 Methods and Strategies - Grammar translation method or Bhandarkar method, Structural approach, Lecture method, Direct method, Dalton plan, Project method, Dramatization, Play- way method, Mastery learning
- 1.3 Techniques of Teaching- Panel discussion - Symposium - Seminar – Workshop - Debate - Role playing – Brainstorming – Buzz session - Questioning – Assignment
- 1.5. Innovative strategies - Communicative language teaching, Co-operative learning, Team teaching, M-learning, Peer tutoring, Brain based learning, Computer-assisted instruction, Web based learning

### **Module 2-Brain Based Learning (10 hrs)**

- 2.1 Instructional Techniques-Core Principles and Twelve Design Principles
- 2.2. Mapping Strategies- Graphic Organizer, Concept Mapping, Mind Mapping

### **Module 3 - Training in Teaching skills (10 hrs)**

- 3.1. Introduction to core teaching skills and Micro teaching
- 3.2. Micro teaching skills (Set induction, Questioning, Using black/white board, Stimulus variation)
- 3.3. Link practice – Integration of skills
- 3.4. Development of ICT enabled skills

### **Module 4 - Teaching of Literature and Grammar (15 hrs)**

- 4.1. Aims of Teaching Literature
- 4.2. Teaching of Different genres of Literature: Prose, Poetry, Drama, Short story, Composition etc.
- 4.3. Developing discourses (notice, invitations, speeches, essays, letter writing etc.) prescribed for Secondary and Higher secondary level.
- 4.4. Vocabulary - selection and gradation- Techniques of presenting vocabulary- Vocabulary expansion techniques
- 4.5. Spelling –reasons causing spelling mistakes

- 4.6. Grammar-types (formal and functional)
- 4.7. Grammar Parts of speech – Tense – Gender – Number – Case – Sentence structures
- 4.8. Aims of teaching grammar at different levels
- 4.9. Methods of teaching grammar.

### **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. Multiple learning styles of students – Kolb.
- 5.4. Catering the needs of gifted, creative learners, slow learners, under achievers and learning disabled
- 5.5. Evaluation of students' writing
- 5.5. Diagnosis – Remediation and motivational techniques.

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

1. Write an one- act play based on a prose lesson prescribed for students at the Secondary level
2. Prepare a lesson plan on an innovative strategy for teaching 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 - Das R.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 n Edkkidath
- Practical Sanskrit Grammar - PRD Sarma
- First Book of Sanskrit and Second Book of Sanskrit - Bhandarkar
- A Sanskrit Grammar for students - A Macdovel
- 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 - Pingala muni

**EDU 104.15 : UNDERSTANDING THE DISCIPLINE OF ARABIC  
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>2 hours</b>

**OBJECTIVES**

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

- acquaint the student teacher meaning, nature and characteristics of languages.
- grasp knowledge about the nature and scope of Arabic language in present day
- understand the discipline and scope of the subject in school curriculum
- develop knowledge of acquisition of basic language skills
- familiarize with the techniques of teaching language
- familiarize the student teacher with the nature and purpose of language teaching
- evaluate the aims of teaching Arabic
- understand the relationship of Arabic to other languages.
- understand the implications of psycho linguistic principles of language teaching

**MODE OF TRANSACTION**

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

**COURSE OUTLINE**

**Module 1 - Evolution of the Arabic Language (10hrs)**

- 1.1 Place and Importance Arabic Language
- 1.2 Characteristics of Arabic Language
- 1.3 Morphology, Phonology, Syntax
- 1.4 Nature And Scope of Arabic Language

- 1.5 Scope of Arabic Language in New Set Up
- 1.6 Importance of Arabic as a Foreign Language

### **Module 2 - Understanding the Arabic Language (10hrs)**

- 2.1 Aims and Objectives of Arabic Language
- 2.2 Place and Scope Arabic Language in School Curriculum
- 2.3 Need and Importance of Arabic Language-Teaching and Learning as a Second Language
- 2.4 Problems and Difficulties of Arabic Language Teaching and Learning
- 2.5 Role of Arabic Language in Social Realm

### **Module 3 - Theoretical Bases of Language Learning (15hrs)**

- 3.1 General Principles of Language Learning
- 3.2 Language Learning Theories : Behaviorism-Cognitivism, Constructivism, Critical Pedagogy, Chomskyan Concept: LAD & Universal Grammar, Neuro Linguistic Theories
- 3.3 Language Skills – LSRW
  - **Acquisition of Skills** :Listening Skill , Reading Skill -Significance ,Techniques & Advantages of these skills, Types of Reading, methods of teaching to read, importance of pronunciation sounds etc
  - **Productive Skills**: Speaking & Writing Skill -Importance, Techniques & Advantages of these Skills, Pronunciation, Organs of Speech Techniques of Developing Speaking Skill, Causes of Bad Pronunciation, Types of Writing, Characteristics of Good Handwriting, Dictation & Creative Writing etc
- 3.4 Stages of Language Development

### **Module 4 - Aims and Objectives of teaching the Arabic Language (15hrs)**

- 4.1 Meaning and Definition of Teaching-Nature, Language and Maxims of Teaching
- 4.2 Role of Teacher in transacting Arabic Language-
- 4.3 Role Linguistics in Language Teaching
- 4.3 Linguistic Aim, Literary & Cultural Aim & Integration Aim
- 4.4 Principles of Language Teaching-
- 4.5 Ways of Language Teaching - Competency Based Language Teaching

- 4.6 Inter dependence of teaching and learning in classroom, teacher, learner, teaching learning process
- 4.7 Motivational Techniques in Teaching Arabic

### **Module 5 - Inter Disciplinary Nature of the Arabic Language (10hrs)**

- 5.1 Influence of Arabic Language on other Languages
- 5.2 Interrelationship between Arabic, Urdu, English and Malayalam
- 5.3 Impact of Arabic Language on social / moral / intellectual/ cultural/emotional/ educational development of the society

### **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 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
- Mushkilatthaa'leem al lugha al Arabiyya; Abbas Mahmood, dar al ssaqfa, Qatar.
- TharaiqThadreeswastatheejiyyathuhu” Dr.MuhammedMahmood al haila , Dar al kitab al jamie'I, Al Ain , UAE
- “Tha'leem al lugha al arabiyyabaina al nadriyyawathatbeeq” Dr.HasanShahata, 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.

## **EDU105.15 : 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</b> {External 50 + Internal 10}
<b>DURATION OF EXAMINATION :</b>		<b>2 hours</b>

### **OBJECTIVES**

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

- familiarizes with Approaches, Methods & Techniques of Language Teaching
- understand the methods of Teaching Different discourses in Arabic Language
- understand the Scope & Importance Brain Based Learning
- understand the Role of Teacher
- understand the individual Differences of students
- develop an understanding of testing mechanism & and its Application in teaching learning Process

### **MODE OF TRANSACTION**

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

### **COURSE OUTLINE**

#### **Module 1 - Approaches, Methods, Techniques and Innovative strategies of Teaching Arabic Language(15 hrs)**

##### 1.1 Approaches

Teacher centred – Learner centred, Inductive – Deductive, Inquiry – Discovery

##### 1.2 Methods

Grammar translation method, Structural approach, Lecture method Direct method, Dalton plan, Project method, Dramatization, Play- way method, Mastery learning

##### 1.3. Techniques of teaching

Panel discussion - Symposium - Seminar – Workshop - Debate - Role playing –  
Questioning - Brainstorming – Buzz session

1.4. Innovative 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 2-Brain Based Learning (10 hrs)**

2.1 Instructional Techniques-Core Principles and Twelve Design Principles

2.2. Mapping Strategies- Graphic Organizer, Concept Mapping, Mind Mapping

**Module3 -Training in teaching skills (10 hrs)**

3.1 Introduction to core teaching skills and Micro teaching

3.2 Micro teaching skills (Set induction, Questioning, Using black/white board,  
Stimulus variation)

3.3 Link practice – Integration of skills

3.4 Development of ICT enabled skills

**Module 4 - Teaching of Literature and Grammar (15hrs)**

4.1. Aims of Teaching Literature

4.2. Teaching of Different genres of Literature: Prose, Poetry, Drama, Short story,  
Composition etc.

4.3. 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

4.4. Spelling –reasons causing spelling mistakes

4.5. Grammar-types (formal and functional)

4.6. Grammar Parts of speech – Tense – Gender – Number – Case – Sentence structures

4.7. Aims of teaching grammar at different levels

4.8. Methods of teaching grammar.

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

- 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 Multiple learning styles of students - Kolb
- 5.4 Catering the needs of gifted, creative learners, slow learners, under achievers and learning disabled
- 5.5. Evaluation of students’ writing
- 5.6. Diagnosis – Remediation and motivational 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. Prepare a tool for self-evaluation of prospective teachers.
3. Observe a class based on a Model of teaching and provide evaluation from the part of peers.

### **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>:</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>2 hours</b>

### **OBJECTIVES**

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

- acquaint with the evolution of Mathematics as a discipline
- inquire into the contribution of eminent mathematicians
- appreciate the conception and 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
- conceptualize the ideology of Behaviorism, Constructivism in Mathematics teaching

### **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 Evolution of Mathematics as a discipline- origin and recent developments
- 1.2 Branches of Mathematics- New Math movement
- 1.3 Contribution of Mathematicians - Indian and western Aryabhata, Bhaskaracharya, Brahmagupta, Ramanujan, Pythagorus, Rene Descarte, Bertrand Russel, Euclid
- 1.4 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 – role in the social realm –A vehicle for Nation Building in the 21<sup>st</sup> century

## **Module 3 - Aims and objectives of Teaching mathematics(15 hours)**

- 3.1 Aims and Values- Utilitarian, Disciplinary, Cultural, Vocational, Aesthetic
- 3.2 Mathematical Thinking as a goal of mathematics education.
- 3.3 General Objectives of teaching mathematics at different stages-Primary, Secondary, Higher secondary
- 3.4 Mathematical creativity.

## **Module 4 - Inter and Intra disciplinary nature of Mathematics Education (10 hours)**

- 4.1 Correlation with Life
- 4.2 Correlation with different subjects-Science, Social sciences, I C T, Languages, Arts, Music,
- 4.3. Correlation with Different branches and topics

## **Module 5 - Theoretical bases of Mathematics education(15 hours)**

Conceptual analysis of:

- 5.1 Behaviorism
- 5.2 Constructivism – cognitive, social
- 5.3 Theory of Multiple Intelligence
- 5.4 Experiential learning

## **PRACTICUM (any one)**

1. Prepare an artistic document on values of teaching mathematics
2. Present a digital album on contributions of mathematicians EPC3?
3. Prepare a critical report on evolutionary aspect of symbols in mathematics. EPCI?

## **REFERENCES**

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- Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.
- Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
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- Mangal, S.K. (1984). *The teaching of Mathematics*, Ludhiana: R.P. Fadon Prakash brothers.
- Merrilyn goods, Gloria Stillman and Colleen vale .*Teaching secondary school mathematics-Researches and practices for the 21<sup>st</sup> century*
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- Paul Chambers .*Teaching mathematics-developing as a reflective secondary teacher*
- Rai, B.C. *Methods of Teaching Mathematics*.
- Schultze, A. *The Teaching of Arithmetics in Secondary School*.
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- Soman, K (1988). *Ganitha Sasthra Bodhanam*, Trivandrum: State Institute of Language (Kerala).
- Sumner, W.L. *The Teaching of Arithmetic & Elementary Mathematics*.
- Sundarajan. S. *Theory and Practice of Teaching School Mathematics*.

## **EDU 105.16 : LEARNING TO FUNCTION AS MATHEMATICS 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 EXAM</b>	<b>:</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.
- develop an understanding about individual difference and its remediation.
- outfit prospective teachers in up surging skills for effectual teaching in Mathematics

### **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 for productive learning of Mathematics(10 hrs)**

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

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

- 2.1 Techniques and Devices: Ability grouping, Gradation, Questioning, Brain storming, Drill work, Seminar, Simulation, Assignment, Supervised study.
- 2.2 Motivational Techniques in teaching of Mathematics

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

- 3.1 Innovative Strategies: Peer tutoring, Team teaching, Co-operative learning, Problem based learning
- 3.2 Mapping strategies – Principles and characteristics -concept mapping, graphic organizers, and brain based learning,
- 3.3 Reflective Journaling: -Brief out line
- 3.4 Web quest model of Inquiry-conceptual view
- 3.5 Differentiated strategies for inclusiveness: Think pair, Flexible Grouping.

## **Module 4 - Pedagogical Skills Development (15 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
- 4.3 Multiple Learning Styles of Students (Kolb and VAK)-Implications in classroom
- 4.4 Diagnosis-Remediation
- 4.5 Catering to the needs of the gifted, slow learners, under achievers, Learning disabled.

## **Module 5- Teaching Skills. (10 hrs)**

- 5.1 Teaching skills- Micro teaching procedure
- 5.2 Skills and its components. -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction, Reinforcement
- 5.3 Link Practice-Integration of skills
- 5.4 Development of ICT Enabled Skills

## **PRACTICUM (any one)**

1. Prepare concept map/graphic organiser on any unit of Mathematics
2. Conduct a survey on the learning styles of peers. EPC4
3. Prepare a digital programme for motivating learners at secondary/Hr. secondary level EPC3.

## **REFERENCES**

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- Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
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- Merrilyn goods, Gloria Stillman and Colleen vale .Teaching secondary school mathematics-Researches and practices for the 21<sup>st</sup> century
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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 EXAM</b>	<b>:</b>	<b>2 hours</b>

**OBJECTIVES**

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

- acquaint with the evolution 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.

**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 Evolution of Science as a discipline- Development of Science in Ancient, medieval and Modern Periods- Landmarks in the development of Science Education in India
- 1.2 Branches of Science-Fundamental and New branches- Emergence of interdisciplinary subjects

- 1.3. Contribution of Eminent Scientists- Indian and western – Einstein, Newton, Madam Curie, Mendeleev, Rutherford, Stephen Hawking, C. V. Raman, M.N. Saha, Subrahmanyan Chandrasekhar, Homi Jehangir Bhabha, A.P.J. Abdul Kalam,
- 1.4. Relevance of learning History of Science

## **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
  - Rationale for inclusion of Science in the Core curriculum- Intellectual,Disciplinary, Utilitarian, Cultural, Vocational, Recreational, Aesthetic, Moral, Social, Integrating Life Skills in Science Teaching.

## **Module 3 - Aims and objectives of Teaching Physical Science (10hrs)**

- 3.1 Aims and Objectives- Meaning and Differences
- 3.2 Objectives and specifications-Objective based instruction and evaluation
- 3.3 General Aims of teaching Physical science
- 3.4 Anticipated outcomes of teaching Physical Science –Developing Scientific Attitude – Scientific Temper-Scientific Literacy
- 3.5 Scientific Creativity

## **Module 4 - Inter and Intra disciplinary nature of Physical science Education (15)**

- 4.1 Concept of Correlation-Incidental and Systematic
- 4.2 Correlation with different Branches of Physical science
- 4.3 Correlation with other disciplines
- 4.4 Correlation with Life Situation

## **Module 5 - Psychological bases of Physical Science education (15)**

- 5.1 Behaviorism-Implications
- 5.2 Constructivism – cognitive and social

### 5.3 Critical Pedagogy as an approach to address social issue

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

- 1 Apply scientific method in a specific problem situation and present the report on it.
- 2 Prepare of a digital album or short film on the life and contributions of a scientist.
3. Prepare an artistic document on 'Science in Life'

#### **REFERENCES**

- Arons, A.B. (1983) Achieving wider scientific literacy. *Daedalus*, 112, 91-122.
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## **EDU 105.17 LEARNING TO FUNCTION AS PHYSICAL 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 (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

- 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 for productive learning of 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 -Investigative (Inquiry,Discovery)

- 1.3 Methods-Lecture method- Lecture-Cum-Demonstration Method-Heuristic method - Problem Solving method--Project Method-Historical Method-The Dalton Plan-Role Play
- 1.4 Scientific Method-Steps-Elements of Scientific method: Logical and Technical- Mill's Canon of Induction.

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

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

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

- 3.1 Innovative Strategies: Peer tutoring, Team teaching  
Co-operative learning, Problem based learning
- 3.2 Mapping strategies – principles and characteristics -concept mapping, graphic organizers, Brain based learning
- 3.3 Reflective Journaling: Brief outline
- 3.4. Differentiated strategies for inclusiveness: Think pair, Flexible Grouping.

### **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
- 4.3 Multiple Learning Styles of Students (Kolb and VAK)-Implications in classroom
- 4.4 Diagnosis-Remediation
- 4.5 Motivational Techniques
- 4.6 Catering to the needs of the gifted, slow learners, under achievers ,Learning disabled

### **Module 5– Training Procedures in Teaching Skills (15 hrs )**

- 5.1 Micro Teaching – Characteristics, Phases
- 5.2 Micro Teaching skills - Stimulus variation, questioning, black board writing
- 5.3 Integration of skills- link practice
- 5.4 Development of ICT Enabled Skills

## **PRACTICUM** (any one)

1. Prepare concept map/graphic organizer/mind map on any unit of Physical Science
2. Conduct a survey on the learning styles of peers
3. Prepare a digital programme for motivating learners at Secondary/Hr. secondary level

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**EDU 104.18 : UNDERSTANDING THE DISCIPLINE OF  
NATURAL 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 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
- conceptualize the ideology of Behaviorism, Constructivism in Natural 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, educational survey and dialogue, ICT based teaching and learning

**COURSE OUTLINE**

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

- 1.1 Evolution of Life Science as a Discipline, origin and recent developments.
- 1.2 Applied Branches of Natural Science
- 1.3 Contributions of Eminent Scientists leading to social change –Luis Pasture, Alexander Fleming, Ronald Ross, Gregor Mendel M S Swaminathan,H G Khorana, J C Bose,Salim Ali,Birbal Sahni

1.4 Relevance of learning the history of LifeScience.

**Module 2 - Understanding the Discipline of Natural Science (10hrs)**

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 - Aims and Objectives of Teaching Natural Science (10hrs)**

3.1 Aims and Objectives -Meaning

3.2 General Objectives of Teaching Natural Science at Primary Secondary and Higher Secondary school level.

3.3 Anticipated outcomes of Teaching Natural Science - Developing Scientific Literacy, Scientific attitude and Scientific temper- nurture the natural curiosity, aesthetic senses and creativity in biology, acquire skills to understand the methods and process that lead to exploration.

**Module 4 - Inter and Intra Disciplinary Nature of Natural Science (15hrs)**

4.1 Correlation with different branches of biological science and topics

4.2 Correlation with other Disciplines – Languages, General Science, Mathematics, ICT, Social Sciences, Performing Arts -Theatre and Drama.

4.3 Correlation with life situations –wise use of natural resources preservation of environment, solving problems of everyday life.-pollution-waste disposal-health problems-energy conservation etc

**Module 5 - Contributions of Psychology (15hrs)**

5.1 Implications of Behaviorism in Learning Natural Science

5.2 Constructivism as a Theoretical backing for Natural Science Education

5.3 Implications of the Theory of Multiple Intelligence – Howard Gardner.

5.4 Critical Pedagogy as an Approach to address social issues

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

1. Conduct any three scientific experiments and evaluate your experience .(EPC 4)
2. Prepare a digital album on any one theme depicting contribution of Natural Science to society
3. Prepare an e- document on Life and contribution of an eminent scientist (EPC3)

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## **EDU 105.18 – LEARNING TO FUNCTION AS 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>: 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 - Approaches, Maxims, and Methods of Teaching Natural science(10 hrs )**

- 1.1 Approaches - Teacher Centred-Learner- Centred, Inductive-Deductive, Product - Process, Conceptual-Factual, Inquiry-Discovery
- 1.2 Maxims of Teaching –Applicable to classroom Science Teaching

- 1.3 Methods – Lecture, Lecture cum Demonstration, Project Method, Problem Solving, Heuristic, Biographical, Dalton Plan.

### **Module 2 - Techniques and Devices of teaching Natural Science (10hrs)**

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

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

- 3.1 Co-Operative Learning –Jigsaw-Think Pair and Share, Team Teaching-Differential teaching, Peer tutoring
- 3.2 Concept Mapping, Brain based learning, Project Based Learning
- 3.3 Reflective Writing
- 3.4 Learning packages – characteristics

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

- 4.1 Pedagogy-Pedagogical Knowledge- Pedagogical Skills - Pedagogical Competence-meaning and significance.
- 4.2 Identifying Individual Differences - Catering to the needs of Gifted, Creative Learners, Under Achievers and Learning Disabled
- 4.3 Multiple Learning Styles of Students –Kolb and VAK Models – Implications in classroom
- 4.4 Diagnosis, Remediation and Motivational Techniques

### **Module 5 - Training in Teaching Skills (15 hrs)**

- 5.1 Introduction to Core Teaching Skills and Micro Teaching
- 5.2 Micro Teaching (Skills -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction)
- 5.3 Link Practice-Integration of skills
- 5.4. Development of ICT Enabled Skills

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

1. Write a Drama/Theatre script on a relevant social issue connected with the Secondary School Biology Syllabus (EPC2).
2. Prepare an e-assignment on the relevance of Learner Centred Approach in Natural Science (EPC3)
3. Prepare a Concept Map /Mind Map on any topic in Natural Science.

### **REFERENCES**

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## **EDU 104.19: UNDERSTANDING THE DISCIPLINE OF SOCIAL 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 {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 Disciplines and School Subjects which are products of History and Geography that emerged in particular Social, Political and Intellectual contexts and evaluate the drastic changes in Social Science.
- 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.

### **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 Development in Social Science (10 hours)**

- 1.1 Early Development in Social Science
- 1.2. Development in 20<sup>th</sup> Century
- 1.3. Modern Trends in Social Science

### **Module 2 – Social Science as a Core Subject (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 - Aims and Objectives of Teaching Social Science (10 hours)**

- 3.1. Aims and Objectives- Meaning and Differences
- 3.2. General aims of Teaching Social Science
- 3.3. Values of Teaching Social Science
- 3.4. Anticipated outcomes of teaching Social Science

### **Module 4-Inter and Intra Disciplinary Nature of Social Science (15 hours)**

- 4.1. Correlation with different Branches (Political Science, Geography, History, Economics, Sociology and Psychology)
- 4.2. Correlation with other Disciplines (General Sciences, Languages, Mathematics, ICT and Fine Arts and Performing Arts -Drama and Theatre –Impact on Creative Learning)

### **Module 5 –Contributions of Psychology (15 hours)**

- 5.1. Behaviourism in Teaching Social Science
- 5.2 Constructivism as a Theoretical Backing for Social Science Education
- 5.3. Implications of the Theory of Multiple Intelligence
- 5.4. Critical Pedagogy as an approach to address Social Issues

## **PRACTICUM (any one)**

1. Prepare a digital album/PPT on Historical developments in Social Science (EPC 3).
2. Read and Reflect on any one Secondary School Social Science Textbooks to find out to what extent they satisfy the National and Global requirements (EPC1).
3. Prepare a script to explore the possibilities of drama / theatre to promote creative learning (EPC2).

## **REFERENCES**

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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.
- 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-Approaches, Maxims, Devices and Methods in Teaching Social Science (10 hrs)**

##### **1.1. Approaches**

Teacher Centred - Learner- Centred, Inductive-Deductive, Conceptual-Factual,

Inquiry-Discovery

1.2. Maxims and Devices

Maxims-Known to Unknown, Simple to Complex, Concrete to Abstract, Empirical to Rational.

Devices - Questioning-Assignment

1.3 Methods of Teaching Social Science

Lecture Method, Source method, Heuristic Method, Project Method and Problem Solving Method

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

2.1 Panel Discussion-Symposium-Seminar-Workshop-Debate-Simulation

Brain Storming and Buzz session

2.2 Dramatization and Role play

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

3.1 Co-operative Learning

3.2. Team Teaching -Peer tutoring

3.3. Brain based Learning-Instructional Techniques- Principles

Mapping Strategies- Graphic Organizer, Concept Mapping, Mind Mapping

3.4. Reflective Journaling

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

4.1. Introduction to Core Teaching Skills and Micro Teaching

4.2. Micro Teaching (Skills -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction)-Link Practice-Integration of skills-

4.3. Devices for developing Time sense– Chronology charts, Time lines, Progressive, Regressive, Pictorial and Comparative charts

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

4.5 ICT enabled Skills

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

5.1. Pedagogy-Pedagogical Knowledge-Pedagogical Competence

- 5.2. Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment
- 5.3. Evaluation of Student's writings
- 5.4. Diagnosis-Remediation and Motivational Techniques

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

1. Develop a tool to evaluate your performance in peer tutoring (EPC4).
2. Read and Reflect on the Uniqueness of Ancient Indian Education System (EPC1).
3. Prepare a Concept Map /Mind Map on any topic in Social Science.

### **REFERENCES**

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## **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 ideology of Behaviorism, Constructivism in Commerce 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- Conceptual Background of Commerce (10hrs)**

- 1.1 Meaning-Definition - Scope of Commerce in Higher Secondary curriculum.
- 1.2 Nature of Commerce as a discipline.
- 1.3 Paradigm shift in the nature of discipline.
- 1.4 Role of commerce in the technological era
- 1.5 Scope of Commerce – role in the social realm –A vehicle for Nation Building in the 21st century.

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

- 2.1 Evolution of commerce education-Meaning-definition -Objectives.
- 2.2 Historical advancement of commerce education.

**Module 3 - Aims and objectives of Teaching Commerce (15hrs)**

- 3.1 Aims and Objectives-Meaning and Distinction.
- 3.2 Aims and Values of teaching Commerce.-Practical, social, utilitarian, disciplinary
- 3.3 Objectives of teaching Commerce at Higher Secondary Level-Accountancy and Business Studies.
- 3.4 Entrepreneurship education.

**Module 4 - Interdisciplinary Nature of Commerce. (10hrs)**

- 4.1 Correlation with Life
- 4.2 Interdisciplinary approach- Relation of Commerce with other subjects- Economics- Geography - Mathematics- Statistics - International Relations- Management Information system- Management.

**Module 5 - Theoretical bases of Commerce Education(15hrs)**

Conceptual analysis of:

- 5.1 Behaviourism
- 5.2 Constructivism-Implications of theories of Constructivism
- 5.3 Theories of Multiple Intelligence and Emotional Intelligence in Commerce Education.

**PRACTICUM (any one)**

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

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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.
- develop an understanding about individual difference and its remediation.
- outfit prospective teachers 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 for productive learning of Commerce (10 hrs)**

- 1.1 Maxims of learning-simple to complex-Known to unknown-Particular to general-concrete to abstract-whole to part
- 1.2 Creating a conducive classroom environment

- 1.3 Approaches of teaching Accountancy -Journal approach, Ledger approach, Balance sheet approach, Equation approach, Spiral development approach, Complete cycle approach
- 1.4 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, and Devices of Teaching Commerce (10hrs)**

- 2.1 Techniques and Devices 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 Innovative Strategies: Peer tutoring, Team teaching  
Co-operative learning, Problem based learning
- 3.2 Mapping strategies – principles and characteristics -concept mapping, graphic organizers, Brain based learning,
- 3.3 Reflective Journaling: Brief outline
- 3.4 Differentiated strategies for inclusiveness: Think pair, Flexible Grouping.

**Module 4 -Pedagogical Skills Development (15hrs)**

- 4.1 Pedagogy-Pedagogical Knowledge-Pedagogical Competence-meaning and significance
- 4.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment
- 4.3 Multiple Learning Styles of Students (Kolb and VAK)-Implications in classroom
- 4.4 Catering to the needs of the gifted, slow learners, under achievers, Learning disabled.
- 4.5 Motivational Techniques in teaching of Commerce.

**Module 5- Teaching Skills (10 hrs)**

- 5.1 Teaching skills- Micro teaching procedure
- 5.2 Skills and its components - Stimulus Variation, Questioning, Introduction, using Black Board/White Board

5.3 Link Practice-Integration of skills

5.4 Linking ICT enabled skills.

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

1. Prepare concept map/graphic organizer on any unit of Commerce
2. Draft a plan of an enrichment programme for Gifted Children in Commerce.
3. Conduct a case study in Commerce and prepare a report.

### **REFERENCES**

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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.

**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 - History 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 - Understanding the Discipline 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 - Aims and Objectives of Teaching IT & Computer Science (10 hours)**

- 3.1. Aims and Objectives- Meaning and Differences
- 3.2 Objectives of teaching IT and Computer Science in schools
- 3.3 Issues faced in the teaching of IT & Computer Science in our school system

**Module 4-Inter and Intra Disciplinary Nature of IT & Computer Science (15 hours)**

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

**Module 5 -Psychological Bases of IT & Computer Science Education (15 hours)**

- 5.1. Implications of Behaviorism in Teaching IT & Computer Science
- 5.2 Constructivism as a Theoretical Backing for IT & Computer Science Education (Cognitive Development-Piaget, Bruner and Gagne and Social Development- L. Vygotsky)
- 5.3. Implications of the theory of Multiple Intelligence (Howard Gardner)
- 5.4. Critical Pedagogy as an approach to address Social Issues

**PRACTICUM (any one)**

1. Prepare an e-assignment on the contemporary developments in the field of IT & Computer Science (EPC 3).
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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Alexis Leon and Mathews Leon, Fundamentals of information Technology, New Delhi: Vikas Publishing House.

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

Internet for Everyone (15th Anniversary Edition), 2/e Alexis Leon & Mathews Leon

Introduction to Computers - Leon, 1/e Alexis Leon & Mathews Leon

Introduction to Information Technology, 1/e Sanjay Saxena

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*Pedagogy of Freedom: Ethics, Democracy, and Civic Courage* by Paulo Freire

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*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>: 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 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-Approaches and Methods in 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 and devices

Maxims: Known to Unknown, Simple to Complex, Concrete to Abstract, General-Particular

Devices: Questioning, assignment

**Module 2- Techniques and Innovative Strategies (15 hrs)**

2.1. Techniques

Panel Discussion, seminar, workshop, debate, simulation, Brain Storming-Buzz session - Quiz-Puzzle-Educational Games.

2.2. Innovative Strategies

Discovery Learning, Co-Operative Learning- Team Teaching, Concept Mapping- Peer tutoring

**Module 3- Individual differences – Diagnosis and Remediation (10hrs)**

3.1 Identifying Individual Differences

3.2 Catering to the needs of Gifted, Creative Learners, Under Achievers and Learning Disabled

3.3 Multiple Learning Styles of Students –Kolb and VAK Models – Implications in classroom

3.4. Diagnosis, Remediation and Motivational Techniques

**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

4.3 Multiple Learning Styles of Students (Kolb and VAK)-Implications in classroom

4.4 Diagnosis-Remediation and Motivational Techniques

4.5 Catering to the needs of the gifted, slow learners, under achievers, Learning disabled.

### **Module 5 - Teaching Skills. (15 hrs)**

- 5.1 Teaching skills- Micro teaching procedure
- 5.2 Skills and its components. -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction
- 5.3 Link Practice-Integration of skills
- 5.4 Development of IT enabled skills-criteria for evaluating IT enabled skills – script writing for e-content preparation –preparation of e-content- use of smart boards.
- 5.5 Linking ICT enabled skills.

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

- 1. Conduct a survey on the learning styles of peers
- 2. Prepare an e-assignment on the relevance of learner centered Approach in IT and Computer Science (EPC3).
- 3. Prepare a self evaluation tool as an IT and Computer Science teacher

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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
- 3.2 Vitamins – Deficiency Diseases – Sources
- 3.3 Balanced Diet
- 3.4 First Aid-Meaning, Definition, Aims, Basic Principles and Procedures of FIRST AID
- 3.5. First-Aid for Sprain- Strain – Cramp – Fainting – Dislocation – Fracture
- 3.6. Artificial Respiration – Cardio Pulmonary Resuscitation – Basic Procedures of CPR

## **Module 4 – Tournamentsand 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
- 5.2 Ashtanga Yoga
- 5.3 Meditative Asanas - Sukhasana - Vajrasana –Padmasana
- 5.4 Therapeutic Asanas – Padahasthasana – Trikonasana – Paschimottanasana – Halasana – Sarvangasana – Salabhasana – Dhanurasana – Bhujangasana
- 5.5 Physical fitness – Meaning and definition – Components of Health Related Physical Fitness.
- 5.6 Wellness – Meaning – Definition
- 5.7. 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

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- Thomas, J. R., & Nelson, J. K. (1996). *Research methods in physical activity*. Champaign: Human Kinetics.
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## **EDU 106.12 : GUIDANCE AND COUNSELLING**

<b>CORE COURSE</b>	<b>:</b>	<b>EDU 106.2</b>
<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 (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 counselling process
- develop the skills and qualities needed for a counsellor
- develop the ability to provide counselling to children and adolescents

### **MODE OF TRANSACTION**

Lecture-cum-discussion, Guidance and counselling, 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 -

Objectives at various levels. Individual and group guidance.

- 2.2 Teacher as a guidance worker and career master.
- 2.3 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 behaviour 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 behaviour problems.

**PRACTICUM (any one)**

1. Prepare your own plan to organise guidance bureau in schools and also its activities
2. Design an individualised guidance procedure for a high school student.
3. Conduct a peer counselling and submit the report

**REFERENCES**

- Anand, S. P.(1998). ABCs of Guidance in Education: (III rd Edition) Bhubaneswar: New Delhi: Unique Publication.
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## **EDU 106.13 : ELEMENTARY 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:

- 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 Framework of Elementary Education (15hours)**

- 1.1 Concept, meaning, scope, historical perspectives, issues and its present status - Elementary Education in India

- 1.2 Constitutional provision for elementary education in India -86<sup>th</sup> Constitutional Amendment-Right to Education
- 1.3 The right of children to free and compulsory education Kerala Rule 2010
- 1.4 Development of elementary education in India.

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

- 2.1 Views of education commissions on elementary education-Kothari Commission,NPE1986, Revised NPE1992, National Curriculum Framework 2005, Kerala Curriculum Frame Work 2007
- 2.2 Educational Planning at District level and Panchayati Raj Institutions
- 2.3 Microplanning

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

- 3.1 Multigrade and Multilevel teaching learning process
- 3.2. Strategies for Universal provision and access, enrolment and retention - Quality for elementary education
- 3.3 Education for all-Operation Blackboard
- 3.4 District Primary Education Programme (DPEP)
- 3.5 Sarva Shiksha Abhiyan (SSA)
- 3.6 National Programme for Education of Girls at Elementary Level (NPEGEL)
- 3.7 Kasturba Gandhi Balika Vidyalaya (KGBV)
- 3.8 Lok Jumbish
- 3.9 Shiksha Karmi Project
- 3.10 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 learner 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 centres, 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.
4. A study on the evaluation patterns and assessment tools which are used in primary schools and its use in any one local school.

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## **EDU 106.14 : ENVIRONMENTAL 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:

- 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 favourable 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 Role of national and international organizations in the promotion of environmental education.
- 1.3 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.
- 1.4 Environmental Impact Assessment
- 1.5 Legislative measures for environmental protection at national and international level.
- 1.6 Methods and Strategies for Environmental Education at Primary, Secondary and Higher secondary Level
- 1.7 Cultivating Eco literacy through activities – Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment days, Use of prompts ,broachers, pamphlets and booklets etc. Practical measurers - saving energy, hygiene and sanitation programmes, eco-friendly behaviour, organic farming, 'clean and green campus' programme.
- 1.8 Measures to ensure public participation- Role of Media, Governmental and Non- governmental agencies.
- 1.9 Environmental Citizenship – Importance. Environmental ethics and Environmental Accountability

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

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

## **Module3 – Challenges of Environment (15 hours)**

- 3.1 Environmental Pollution- Causes, effects and remedial measures  
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 Role of individuals in preventing the degradation of the quality of Environment.
- 3.5 Waste management - Role and Responsibility of Individuals and Institutions in the management of E waste, Nuclear waste, Medical Waste, Plastic Waste. Zero waste management.
- 3.6 Concept of Environmental Sensitivity Index Mapping
- 3.7 Disasters: Their impact on the environment.
  - (a) Natural – Epidemics, Forest fire, Floods, Earth quakes, Droughts, cyclones, landslides, tsunami
  - (b) Man made - Technological and industrial
- 3.8 Need and importance of Disaster management training. Role of teachers and educational Institutions in Disaster Management

**Module 4 – Education for Sustainable Development (ESD)(20rs)**

- 4.1 Sustainable Development- Meaning and Importance .Concept of Education for sustainable development – ESD
- 4.2 Conservation of renewable and non renewable resources.
- 4.3 Natural resources and associated problems
  - (a) Forest resources: use and over exploitation and deforestation
  - (b) Water resources: use and over utilization of surface and ground water, floods, drought, 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, fertilizer- pesticide problems,
  - (e) Energy resources: Growing energy needs, renewable and non renewable energy sources and use of alternate energy source.
  - (f) Land resources: Land as a resource, Land degradation, man induced landslides, soil erosion and desertification, Role of an individual in conservation of natural resources
- 4.4 Bio-diversity and its conservation:
  - (a) Definition- 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; wildlife and Biosphere Reserves in India.

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

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

**PRACTICUM (any one)**

1. Prepare an E - Document on an environmental problem in your locality and suggest possible remedial measures. (EPC3)
2. Read and Reflect on any one Environmental Education Article in an online textbook and find out to what extent it satisfy the National and Global requirements (EPC1).
3. Prepare any five eco friendly products and evaluate how it helps you in developing environmental accountability (EPC4).

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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 – Inclusion and Special Education: Conceptual Analysis (10 Hours )**

- 1.1. Concept of Inclusion.
- 1.2. Philosophy of inclusive education.
- 1.3. Inclusive Practices in Kerala

- 1.4. Definition and Meaning of Special Education
- 1.5. Need and Importance of Special Education In India

### **Module 2 – Defining Special Needs (20 hours)**

- 2.1 Understanding diversities–concepts, characteristics, classification of children with diversities
- 2.2 Mental Retardation and Mental Illness , Blindness and Low Vision, Hearing Impairment, Speech Disorders, Loco motor disabilities, Neurological - Neuro - developmental Disorders, Cerebral Palsy, Autism, ADD/ADHD, Leprosy Cured
- 2.3 Learning Disabilities: Dyslexia, Dysgraphia, Dyscalculia-Multiple Disabilities-Early Detection-diagnosis and Classification-Intervention
- 2.4 Home Based Management, Facility Based Management , Specialized Interventions at tertiary centers.
- 2.5. Gifted and Creative Children: Definition, Characteristics, Identification, Curriculum Strategies and Enrichment Programmes

### **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-Community-based education. Community linkages and partnership of inclusion
- 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 and Policy Perspectives: Important International Declarations/Conventions/Proclamations-Constitutional Provisions-National Policy- Programmes and Schemes of Education of Children with Disabilities: Institutions 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 Legal Rights - social security-Different provisions, concessions etc.- 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. Visit a school and prepare a report on the inclusive practices of that institution. identify the barriers and facilities to learning and participation.
2. Visit a special school and prepare a report on educational strategies used.
3. Design an Individualized Educational Plan for a special learner.
4. Prepare a report on the causes and preventive measures of disabilities.

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## **SEMESTER II**

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## CORE COURSES

### EDU 201: KNOWLEDGE AND CURRICULUM

<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:

- 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 in the sociological perspectives.
- critically evaluate the practices of paedocentric and activity centered education
- 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 (30 hours)**

- 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, Sree Sankaracharya ,Dr S.Radhakrishnan, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, Dr. A.P.J. Abdul Kalam (A brief account of their contributions) .

- 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 Skill, Teaching and Learning, Knowledge and Information, Reason and Belief.

**Module 2 - Paedocentric Education (15 hours)**

- 2.1 Concept of Paedocentric education
- 2.2 Activity centered education – John Dewey
- 2.3 Discovery learning - Plato
- 2.4 Dialogue - Paulo Friere and Martin Buber
- 2.5 Basic Education –Mahatma Gandhi

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

- 3.1 Sociology and Education
- 3.2 Meaning of Society, Culture and Modernity
- 3.3 Social and national values: Equality, Equity, Individual opportunity and Social justice and Dignity – Contributions of Dr B .R . Ambedker
- 3.4 Nationalism, Universalism and Secularism - their relationship with education – Contributions of Rabindranath Tagore and Jiddu Krishnamurti
- 3.5 Major social changes occurred in Indian society- Contributions of Social Reformers- Raja Ram Mohan Roy, Chattampi Swamikal, Sreenarayana Guru.
- 3.6 Functions of education with regard to culture preservation- Transformation and Transmission-Teacher as a social reformer

**Module 4 - Curriculum and Schools of Philosophy (10hrs)**

- 4.1 Curriculum - Meaning and scope
- 4.2 Influence of various schools of philosophy in the construction 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 - Hidden curriculum

## **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 - Utilization of community resources
- 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. Practice of Schools of philosophy. (It may be dramatic presentation /artistic imprints etc.)
2. Identify /appraise the hidden curriculum in any one schools in the state
3. Organise a debate and prepare a report of the Paedeocentric education Vs teacher centered education.

## **REFERENCES**

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

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

### **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 basic principles and techniques of guidance and counselling
- develop skills in guidance and counselling
- 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 –Principles of learning
- 1.2 Factors affecting learning – Nature of the learner, nature of the learning material and nature of learning situation.
- 1.3 Learning styles-KOLB and VAK

- 1.4 Principles of learning
- 1.5 Learning curves & learning plateaus
- 1.6 Transfer of learning – types of transfer – teaching for positive transfer

**Module 2 - Approaches to Learning (20 hours)**

- 2.1 Behaviourism – 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
- 2.6 Experiential 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 Exceptional learners – concept, catering to the needs
- 3.5 Characteristics 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) Delinquency
- 3.6 Tools and techniques for collecting data - Interview, observation, case study, sociometry, checklist, rating scale, anecdotal record, cumulative record.

**Module 4 - Psychology of the Group (25 hrs)**

- 4.1 Psychological group- meaning and characteristics
- 4.2 Group Dynamics – meaning and scope
- 4.3 Group cohesion and group Communication

- 4.4 Social relationship in the classroom – sociometry- application of Social Psychology in Education
- 4.5 Skill Development - study skill development - oral, written, presentation skill - positive thinking skill
- 4.6 Classroom Psychology - classroom behaviour in school settings - class control and management-
- 4.7 Leadership – concept- types /styles of leadership in the classroom - qualities of a leader - inculcating leadership qualities in the learner

#### **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 Types of Counselling – Directive, Non-directive, and Eclectic
- 5.4 Counselling skills – qualities of a counsellor
- 5.5 Counselling with reference to gender needs –Peer counselling
- 5.6 Significance of guidance bureau in schools.

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

1. Prepare a report on any three school practices which foster the mental health of students in their practising schools.
2. Prepare a report on the learning difficulties faced by students in the school classrooms
3. Conduct a survey on the leadership styles of select leaders in your neighbourhood

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## **EDU 203 : ASSESSMENT FOR LEARNING**

<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:

- 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 teacher made and standardized test
- evaluation of cognitive, affective and psychomotor domains
- Characteristics of good evaluation instrument

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-Design, Implementation and scope
- 1.5 Differentiated assessment-Meaning and significance
- 1.6 Testing accommodations-identification and implementation

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

- 2.1 Achievement test - characteristics, steps in construction (blue print) and standardization, types of test items - its merits and demerits.
- 2.2 Steps in the construction of diagnostic test and remedial instruction.
- 2.3 Uses of evaluation - placement, promotion, grouping, diagnosis and remediation.

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

- 3.1 Critical review of the prevailing assessment practices
- 3.2 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
- 3.3 Culturally responsive assessment-Meaning and importance.
- 3.4 Continuous and comprehensive evaluation
  - Credit and semester system.
  - Scholastic, co-scholastic, non-scholastic evaluation
  - Internal assessment.
  - Grading - direct and indirect.
- 3.5 Dynamics of feedback mechanism-making pedagogic decisions
- 3.6 Issues in qualitative assessment

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

- 4.1 Meaning, need & significance, characteristics, types and scope of research.
- 4.2 Action Research-conceptual view-phases
- 4.3 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, mean deviation and standard deviation -
- Measures of relationship - concept of correlation, types of correlation, coefficient of correlation, Spearman's rank order correlation. Percentile and percentile ranks.
- Normal distribution - normal probability curve and its characteristics.

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

1. Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards (EPC1).
2. Prepare any 2 project proposals on any relevant themes
3. Prepare and conduct a peer assessment instrument (EPC4 ).

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## **PEDAGOGIC COURSES**

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

<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:

- 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–Educational Objectives of teaching English**

- 1.1 Aims & objectives of teaching English at different school levels.
- 1.2 Curricular objectives, Instructional objectives, specifications & Competencies
- 1.3 Learning Taxonomy- B. S. Bloom, Dave & Simpson (revised taxonomy)- Implications in classroom.
- 1.4 Objective-based instruction & objective based evaluation
- 1.5 Competency-based instruction & competency-based evaluation
- 1.6 Tri-polar relationship- Objective, Learning Activity, Evaluation

## **Module 2: Planning for Instruction (20 hrs)**

- 2.1 Planning: Meaning, Importance & Objectives
- 2.2 Different types of planning: Year plan, Unit Plan, Lesson plan
- 2.3 Approaches in Lesson Planning- Herbartian & Constructivism
- 2.4 Lesson planning for teaching Prose & Poetry

## **Module 3 - Pedagogic Analysis of English (10hrs)**

- 3.1 Content analysis of prescribed Coursebooks at school level (6- ) of state syllabus.

## **Module 4-Evaluation in English Language teaching (15 hrs)**

- 4.1 Construction of Achievement test- Design, Blueprint, writing test items
- 4.2 Relevance of diagnostic test.
- 4.3 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

## **Module 5 – Techno-pedagogical content knowledge (15hrs)**

- 5.1 Ways to link technology to Pedagogical content knowledge
- 5.2 Innovative ways of teaching – web-based learning, virtual classroom, blog-creation, use of smart boards.

## **PRACTICUM (any one)**

1. Critically analyse any prescribed Course book from secondary level for 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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**EDU 205.11 : CURRICULUM AND RESOURCE DEVELOPMENT IN  
ENGLISH 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>2 hrs</b>

**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 evaluating a curriculum and its elements
- use the resources and instructional support effectively to transact the curriculum
- frame a curriculum based on relevant factors.

**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 Development (15 hrs)**

- 1.1. Meaning –Definition-foundation
- 1.2. Curriculum Planning--Phases
- 1.3. Curriculum and Syllabus
- 1.4. Principles of Curriculum Development

**Module 2-Curriculum Organization (15 hrs)**

- 2.1. Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral, Progressive

2.2. Curriculum Transaction-Operationalizing Curriculum into Learning Situations

2.3. Curriculum Mapping- Role of Teacher.

### **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- Giftedness- Creative Learners-Slow Learners- -Under Achievers-Learning Disabled

3.3 Curriculum Reforms and Revisions with reference to NCF/KCF, NCERT

3.4 Critical Evaluation of New Curriculum at Secondary School Level.

### **Module 4 - Learning Resources in English (10 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

### **Module 5 - Instructional Support (10 hrs)**

5.1 Course books/ Text books & its characteristics

5.2 Handbooks & Student workbooks – a comparison

5.3 Resource Unit& its importance

5.4 Periodicals& Journals in the teaching of English

5.5 Audio-visual aids & improvised aids in the teaching of English

5.6 Manuscript magazine

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

1. Arrange a visit to a special school and prepare a report based on their communicative abilities.
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.

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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</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 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- Educational Objectives (15 hours)**

- 1.1 Aims and Objectives-Meaning-Distinction
- 1.2 Learning Taxonomy – B S .Bloom, Dave and Simpson(revised taxonomy)-  
Implications in Classroom
- 1.3 Implications of Psychological theories - Piaget, Bruner, Vygotsky

- 1.4 Curricular Objectives, Instructional Objectives, Specifications and Competencies
- 1.5 Tri-polar relation- Objectives-Learning Experience -Evaluation,
- 1.6 Objective based instruction-Objective based evaluation, Competence based instruction- Competence based evaluation

**Module 2- Planning for Instruction (10 hrs)**

- 2.1 Need and Significance
- 2.2 Levels of Planning- Year plan- Unit plan-Lesson Plan, Teaching Manual- Modules
- 2.3 Approaches in Lesson Planning-Herbartian-Constructivist-Innovative – Implications in Classroom

**Module 3 - Techno Pedagogical Content Knowledge (15 hrs)**

- 3.1 Technology-Pedagogy-Content
- 3.2 Techno Pedagogical Content Knowledge -Ways to link Technology to Pedagogical Content Knowledge
- 3.3 Multimedia Learning in Malayalam -Multimedia Equipments and Uses
- 3.4 Web based learning – Significance and Utilization
- 3.5 Edublog --Meaning, Significance, Steps for Blog Creation,Ways to use blogs in classroom
- 3.6 E-content development in language education Education-meaning, significance

**Module 4- Pedagogic Analysis of Malayalam (10 hrs)**

- 4.1 Content-Analysis of Prescribed Malayalam readers from VI-X for State.
- 4.2Language curriculum approach in secondary schools

**Module 5-Evaluation (10 hrs)**

- 5.1 Construction of an Achievement test and Diagnostic test
- 5.2 Data Analysis and Interpretation with Graphical representation (Mean, Median, Mode, and SD)
- 5.3 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

**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(EPC1)

2. Publish an article on creative writing in your Blog (**EPC 3**)
3. Conduct a survey on the use of technology for teaching Malayalam in Your practice teaching schools

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## **EDU 205.12 : CURRICULUM AND RESOURCE DEVELOPMENT IN MALAYALAM 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(External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:</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 Development (15 hrs)**

- 1.1 Meaning –Definition-foundation
- 1.2 Curriculum Planning-Factors-Phases
- 1.3 Curriculum and Syllabus
- 1.4 Principles of Curriculum Development
- 1.5 Approaches to Curriculum Development

## **Module 2-Curriculum Organization (15 hrs)**

- 2.1 Principles of Curriculum Organization
- 2.2 Factors contributing to Curriculum Organisation
- 2.3 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral  
Curriculum Transaction-Operationalizing Curriculum into Learning Situations

## **Module 3 - Types of Curriculum (10 hrs)**

- 3.1 Activity Based-Child Centred -Subject Centred-Community Based-Core-  
Hidden Differentiated Curriculum to meet Individual Differences- Giftedness-  
Creative Learners-Slow Learners- -Under Achievers-Learning Disabled
- 3.2 Curriculum Reforms and Revisions with reference to NCF/KCF, NCERT
- 3.3 Critical Evaluation of New Curriculum at Secondary School Level

## **Module 4 - Resources of Learning /Teaching (10 hrs)**

- 4.1 Library and its organization
- 4.2 Virtual Classroom, Smart Classroom
- 4.3 Community Resources –Significance, Types, Role of teacher in enhancing PTA  
and in utilizing community resources
- 4.4 Field trip-importance, organization
- 4.5 Supplementary learning materials-Meaning-Objectives and Types
- 4.6. e- Resources for learning Malayalam

## **Module 5- Instructional support (10hrs)**

- 5.1 Text Book-General references-Workbook- Teacher’s Handbook-Journals and  
Periodicals
- 5.2 Audio Visual Aids-Improvised Teaching aids

## **PRACTICUM (any one)**

1. Make a script for short film on current issues with live, real models (Epc2).
2. Prepare a report on field trip organized by your class.
3. Prepare a workbook/handbook based on any unit of Malayalam text books at  
secondary level

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## **EDU 204.13 : PEDAGOGICAL DIMENSIONS OF HINDI**

<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 aims and objectives of teaching Hindi
- understand Bloom's Taxonomy of Educational objectives
- differentiate Curricular objectives and Instructional objectives
- explore pedagogical approaches for the teaching of the subject
- analyse the importance of Objective based and Competency based instruction
- 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 - Educational Objectives (15 hrs)**

- 1.1 Aims and objectives – Meaning – Definition
- 1.2 Blooms Taxonomy of Educational objectives
- 1.3 Curricular objectives, Instructional objectives, Specifications and competencies
- 1.4 Objective based instruction and objective based evaluation
- 1.5 Competency based instruction and Competency based evaluation
- 1.6 Tri-polar relationship – Objectives, Learning activity and evaluation

### **Module 2- Planning of Instruction in Hindi (15 hrs)**

- 2.1 Meaning and importance of Planning
- 2.2 Different types of planning-Year plan, Unit plan and Lesson plan
- 2.3 Approaches in lesson planning- Herbartian , Constructivist

### **Module 3 - Techno-pedagogical content knowledge (10 hrs)**

- 3.1 Pedagogical content knowledge
- 3.2 Techno-pedagogical content knowledge
- 3.3 Ways to link technology to pedagogical content knowledge
- 3.4 Web based learning – Blog creation
- 3.5 Need of e- content development in education- meaning and significance

### **Module 4 - Pedagogic Analysis of Content (10 hrs)**

- 4.1 Meaning and purpose of Content analysis
- 4.2 Content analysis of Hindi text books (Standard VI-X State syllabus)
- 4.3 Linguistic content-Ideational content- Linguistic content-Vocabulary- Synonyms, Antonyms-Gender-Singular and Plural words-Idioms and Phrases.

### **Module 5 - Evaluation (10 hrs)**

- 5.1 Construction of Achievement test – Design – Blueprint – Writing of test items
- 5.2 Diagnostic tests – construction.

### 5.3 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

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

1. Report on innovative strategies adopted in neighbouring schools
2. Content analysis of Hindi text books prescribed for STATE syllabus , CBSE and ICSE
3. Develop e-content based on any lesson in the textbooks prescribed for secondary level

#### **REFERENCES**

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## **EDU 205.13: CURRICULUM AND RESOURCE DEVELOPMENT IN HINDI 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:

- 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 development (15 hrs)**

- 1.1 Meaning- Definition and foundations
- 1.2 Curriculum planning – factors – Phases
- 1.3 Curriculum and Syllabus
- 1.4 Principles of curriculum development
- 1.5 Approaches to curriculum development

## **Module 2 - Curriculum organization (15 hrs)**

- 2.1 Principles of curriculum organization
- 2.2 Approaches to curriculum organization (Topical, Concentric, Spiral, Progressive and Regressive)
- 2.3 Curriculum transaction – operationalizing curriculum in to learning Situations – Curriculum mapping – Role of the teacher

## **Module 3 - Types of Curriculum (10 hrs)**

- 3.1 Activity oriented, Child centred, Subject centred, 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, KCF and NCERT
- 3.4 Critical analysis of the existing curriculum

## **Module 4 - Resources of Learning and Teaching (10 hrs)**

- 4.1 Library and its organisation
- 4.2 Language laboratory and its organisation
- 4.3 CD's, Websites, Blogs, On-line library
- 4.4 Virtual classroom
- 4.5 Social media , Mass Media
- 4.6 Field trips, Study tours

## **Module 5 Instructional support (10 hrs)**

- 5.1 Textbooks, Reference books, Teachers' handbooks, Journals
- 5.2 Improvised teaching aids
- 5.3 Audio-visual aids

## **PRACTICUM (any one)**

1. Prepare a digital and multimedia material for teaching Hindi
2. Create a blog and publish an article in it.

3. Prepare a report regarding the use of language laboratory in developing language skills in students
4. Analyse of the Hindi textbooks prepared by NCERT for CBSE classes (Secondary level)

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- Anderson, J.B. (1980). *Cognitive Psychology and its Implications*. San Francisco: W.H. Freeman and Company.
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## **EDU204.14: PEDAGOGICAL DIMENSIONS OF SANSKRIT**

<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 (External 50 + Internal 10)</b>
<b>DURATION OF EXAM</b>	<b>:</b>	<b>2 hours</b>

### **OBJECTIVES**

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

- acquaint with aims and objectives of teaching Sanskrit
- understand Bloom's Taxonomy of Educational objectives
- differentiate Curricular objectives and Instructional objectives
- analyse the importance of Objective based and Competency based instruction
- understand the need and importance of instructional planning
- make the student-teacher competent to prepare unit plan , year plan and teaching manuals
- understand the meaning, scope and importance of content analysis.
- make student teachers understand both pedagogical and techno-pedagogical content knowledge
- understand ways to link technology to pedagogic content knowledge
- develop e- contents in Sanskrit
- develop competency to analyse the Sanskrit text books prescribed for standard VII to XII to make the student-teacher competent to develop discourses prescribed for Secondary and Higher secondary level
- acquire deeper insight about scope and functions of evaluation and different types of evaluation
- construct an achievement test

## **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 - Educational Objectives (15 hrs)**

- 1.1 Aims and objectives – Meaning – Definition
- 1.2 Blooms Taxonomy of Educational objectives
- 1.3 Curricular objectives, Instructional objectives, Specifications and competencies
- 1.4 Objective based instruction and objective based evaluation
- 1.5 Competency based instruction and Competency based evaluation
- 1.6 Tri-polar relationship – Objectives, Learning activity and evaluation

### **Module 2 - Planning of Instruction in Sanskrit (15 hrs)**

- 2.1 Meaning and importance of planning
- 2.2 Different types of planning- Year plan, Unit plan and Lesson plan
- 2.3 Approaches in lesson planning- Herbartian ,Constructivist

### **Module 3 - Techno-pedagogical content knowledge (10 hrs)**

- 3.1 Pedagogical content knowledge
- 3.2 Techno-pedagogical content knowledge
- 3.3 Ways to link technology to pedagogical content knowledge
- 3.4 Web based learning – Blog creation
- 3.5 Need of e- content development in education

### **Module 5 - Pedagogic Analysis of Content (10 hrs)**

- 4.1 Meaning and purpose of Content analysis
- 4.2 Content analysis of Sanskrit text books VI-X State syllabus
- 4.3 Linguistic content-Ideational content
- 4.4 Techno pedagogic content knowledge –Web Based Learning

## **Module 5 – Evaluation (10 hrs)**

- 5.1 Scope and functions of evaluation
- 5.2 Types of test items – Merits and demerits
- 5.3 Construction of an Achievement test and Diagnostic test
- 5.4 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

## **PRACTICUM (any one)**

1. Prepare a remedial teaching package for secondary school students
2. Prepare a self-study material for learning Sanskrit
3. Prepare an innovative study materials for teaching Sanskrit at high school level

## **REFERENCES**

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- 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 - Das R.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 n Edkkidath

- Practical Sanskrit Grammar - PRD Sarma
- First Book of Sanskrit and Second Book of Sanskrit – Bhandarkar
- A Sanskrit Grammar for students - A Macdovel
- 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 - Pingala muni

**EDU 205.14 : CURRICULUM AND RESOURCE DEVELOPMENT IN  
SANSKRIT 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 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:</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 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 on-line 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, 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 development (15 hrs)**

- 1.1 Meaning- Definition and foundations
- 1.2 Curriculum planning – factors – Phases
- 1.3 Curriculum and Syllabus
- 1.4 Principles of curriculum development
- 1.5 Approaches to curriculum development

### **Module 2 - Curriculum Organization (15 hrs)**

- 2.1 Principles of curriculum organization
- 2.2 Approaches to curriculum organization (Topical, Concentric, Spiral, Progressive and Regressive
- 2.3 Curriculum transaction – Operationalizing curriculum into learning situations – Curriculum mapping , Role of the teacher.

### **Module 3 - Types of Curriculum (10 hrs)**

- 3.1 Activity oriented, Child centred, Subject centred, 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, KCF and NCERT
- 3.4 Critical analysis of the existing Sanskrit curriculum of Secondary and Higher secondary schools

### **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 CD's, Websites, Blogs, On-line library
- 4.4 Virtual classroom
- 4.5 Social media ,Television, Radio, Newspaper
- 4.6 Field trips, Study tours

## **Module 5 - Instructional support (10 hrs)**

- 5.1 Textbooks, Reference books, Teachers' handbooks, Journals
- 5.2 Improvised teaching aids
- 5.3 Audio-visual aids

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

1. Prepare digital and multimedia materials for teaching Sanskrit ( H.S, H.S.S)
2. Principles and approaches to curriculum organization, CBSE and STATE.
3. Comparison of 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 - Das R.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 n Edkkidath
- Practical Sanskrit Grammar - PRD Sarma
- First Book of Sanskrit and Second Book of Sanskrit – Bhandarkar

- A Sanskrit Grammar for students - A Macdovel
- 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 - Pingala muni

## **EDU 204.15: PEDAGOGICAL DIMENSIONS OF ARABIC LANGUAGE**

<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 aims and objectives of teaching Arabic
- understand Bloom's Taxonomy of Educational objectives
- differentiate Curricular objectives and Instructional objectives
- analyse the importance of Objective based and Competency based instruction
- understand the need and importance of instructional planning
- make the student-teacher competent to prepare unit plan , year plan and teaching manuals
- understand the meaning, scope and importance of content analysis.
- make student teachers understand both pedagogical and techno-pedagogical content knowledge
- understand ways to link technology to pedagogic content knowledge
- understand and do the Pedagogic Analysis of Arabic Text Book of 8<sup>th</sup> Standard To 12<sup>th</sup> Standard
- familiarizes with the Concept of Techno Pedagogue

### **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 - Educational Objectives (15 hrs)**

##### 1.1 Aims and objectives - Meaning

1.2 Concept of objective- based teaching - Objective Based Instruction

1.3 Bloom's Taxonomy of educational objectives

1.4 Objectives and Specifications of teaching Arabic

1.5 Objective based instruction and Objective based evaluation

### **Module 2 - Planning of Instruction in Arabic (20 hrs)**

2.1 Planning- Meaning, Importance and Objectives

2.2 Different Levels of Planning

2.3 Year Plan, Unit Plan & Lesson Plan

2.4 Different Steps of Lesson Planning

2.5 Approaches in Lesson Planning-Herbartian, Constructivist Approaches

### **Module 3 - Techno pedagogical content knowledge (5hrs)**

3.1. Pedagogical content knowledge

3.2. Techno pedagogical content knowledge

3.3. Ways to link technology to pedagogical content knowledge

3.4. Multimedia learning in Arabic – Multimedia equipments and uses

3.5. Web based learning – Blog creation

3.6. Need of e- content development in education – Meaning and significance

### **Module 4 - Pedagogic Analysis of Content (10 hrs)**

4.1. Meaning and purpose of Content analysis

4.2. Content analysis of Arabic text books from VI-X State syllabus

4.3. Linguistic content-Ideational content Linguistic content-Vocabulary-Synonyms, Antonyms-Gender-Singular and Plural words-Idioms and Phrases

### **Module 5 - Evaluation (10 hrs)**

5.1. Construction of Achievement test – Design – Blueprint – Writing of test items

5.2. Diagnostic tests – Construction

5.3 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

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

1. Prepare assignment about the interrelationship of Arabic to other languages

2. Power Point presentation to Develop the ability of communication skill in Arabic Language

3. Prepare a pictorial representation of instructional objectives to Arabic Education

## REFERENCES

- “Tharaiq Thadrees wa statheejjiyathuhu” 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 statheejjiyathuhu” 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**

<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:

- understand meaning, definition and foundations of curriculum
- understand the various dimensions of curriculum and its relationship with the aims of education
- understand the principles and approaches to curriculum organization
- identify the curriculum best suited to address students' need and changes in the society
- understand different types of curriculum
- utilize the various resources and activities to promote effective teaching and learning
- utilise the Recourses materials in Teaching & Learning Arabic language

### **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 (10hrs)**

- 1.1 Curriculum – meaning, scope & importance
- 1.2 Curriculum and Syllabus
- 1.3 Factors Effecting Curricular Changes
- 1.4 Curriculum in Primary, Secondary & Higher Secondary Level

**Module 2: Curriculum Development and Organization (15hrs)**

- 2.1 General Principles of Curriculum Development
- 2.2 Different Approaches to Curriculum Development & Organization
- 2.3 Approaches is using organization of Arabic Language Curriculum
- 2.4 A critical study of Arabic Curriculum for all classes from 8 to 12.

**Module 3: Types of Curriculum (10hrs)**

- 3.1 Community Based Curriculum , Differentiated Curriculum & Creativity Oriented Curriculum
- 3.2 Curriculum for Gifted, Slow Learners, Under Achievers
- 3.3 Curriculum for Disabled & Curriculum for Deaf and Dump
- 3.4 Hidden Curriculum, National Curriculum, Spiral Curriculum

**Module 4 - Resources of Learning and Teaching Arabic (15hrs)**

- 4.1 Library and its organization
- 4.2 Language laboratory and its organization
- 4.3 CD's, Websites, Blogs, On-line library
- 4.4 Virtual classroom
- 4.5 Social media ,Television, Radio, Newspaper
- 4.6 Field trips, Study tours, Club Activities
- 4.7 Co-curricular Activities related with Arabic language

**Module 5 - Instructional support (10 hrs)**

- 5.1 Textbooks, Reference books, Teachers' handbooks, Journals and Periodicals
- 5.2 Improvised teaching aids
- 5.3 Audio-visual aids

**PRACTICUM (any one)**

1. Make a sample Question paper for Achievement Test with Blue print
2. Arrange a visit to a special school and prepare a report.
3. Prepare an e-learning resource to teach any lesson from the Arabic Course book.

## REFERENCES

- Tha'leem al lugha al arabiyya baina al nadriyya wa thatbeeq" Dr. Hasan Shahata, al dar misriyya al lubnaniyya
- "Tharaiq Thadrees wa statheejjyathuhu" 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'arif, 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>:</b>	<b>3</b>
<b>CONTACT HOURS</b>	<b>:</b>	<b>60</b>
<b>MARKS</b>	<b>:</b>	<b>60 (External 50 + Internal 10)</b>
<b>DURATION OF EXAMINATION</b>	<b>:</b>	<b>2 hours</b>

### **OBJECTIVES**

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

- endow with the significance of Taxonomy of instructional objectives of teaching Mathematics
- capacitate systematic planning of instruction and develop skill in charting lesson designs
- apprehend the pedagogy of Mathematics 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 - Educational Objectives (15 hours)**

- 1.1 Aims and objectives-meaning and distinction
- 1.2 Blooms Taxonomy of Educational objectives. Revised Bloom's taxonomy-conceptual overview.

- 1.3 Objective Based Instruction and Objective based evaluation – based on Bloom’s Taxonomy (cognitive, affective, psychomotor domain)
- 1.4 Competence Based Instruction and Competence based evaluation
- 1.5 Tripolar relation - Objective, Learning experience, Evaluation  
- Competence, Learning Activity, Evaluation
- 1.6 Development of skills-Computational skills, Geometrical skills, Drawing and interpreting graphs and charts.
- 1.7 Importance and techniques of developing speed and accuracy-role of drill mental calculations.
- 1.8 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 – Assessment in mathematics learning (10 hours)**

- 3.1 Types of test items-merits and demerits
- 3.2 Construction of Achievement test and Diagnostic test
- 3.3 Teacher Evaluation –Criteria for evaluating teaching competence, self assessment

**Module 4 -Techno pedagogic Content Knowledge (10 hours)**

- 4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge
- 4.2 Ways and means to link Technology to Pedagogic Content Knowledge.
- 4.3 Web based learning –Blog Creation, Designing virtual class room, Use of smart board
- 4.4 Teacher as a techno-pedagogue

**Module 5 - Pedagogic Analysis (10 hours)**

- 5.1 Content analysis of Mathematics curriculum from standard VI 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. Up load a self designed innovative lesson design of your choice (EPC 3)
3. Prepare a drama script on any topic of your choice to enrich Mathematics learning (EPC 2)

### **REFERENCES**

- Aiyankar, Kuppuswami. The Teaching of Mathematics.
- Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.
- Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
- Andrews, J.J.W, Saktofski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.
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- Cooney, T.J. and Other (1975). *Dynamics of Teaching Secondary School Mathematics*, Deepka,E.(2007).*Designing assessment for mathematics*.(2<sup>nd</sup>Ed).Thousand Oaks,CA: Corwin Press.
- Godfrey, C & A, W. Siddons. *The Teaching of Elementary Mathematics*.
- Iglewicz, Boris and Stoye, Judith (1973). *An Introduction to Mathematical Reasoning*, New York; The Mac Millan Co.
- Malhotra,V (2007). *Encyclopaedia of Modern Methods of Teaching Science*. New Delhi: Crescent Publishing Corporation.
- Malhotra,V. (2006). *Methods of Teaching Mathematics*, New Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (1984). *The teaching of Mathematics*, Ludhiana: R.P. Fadon Prakash brothers.
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- NCERT. *A Text Book of content – cum – methodology of Teaching Mathematics*, New Delhi: NCERT.
- NCERT. *Improving Instruction in Mathematics*
- NRC, (2001) National Research Council. *Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics*. Edited by J. Kilpatrick et al., Washington, DC: National Academy Pre<http://www.edel.edu/pbl>
- Pandey,S,K and Sharma, R.S (2008 ). *Encyclopaedia of Modern Techniques of Teaching*, New Delhi: Commonwealth Publishers.
- Paul Chambers .*Teaching mathematics-developing as a reflective secondary teacher*
- Rai, B.C. *Methods of Teaching Mathematics*.
- Schultze, A. *The Teaching of Arithematics in Secondary School*.
- Servas, Wand T. Varga. *Teaching School Mathematics – UNESCO Service Book*.

Shah, G. B., New Dimensions in the Teaching of Mathematics.

Sharma. R. A. Teaching Learning Strategies and Mathematical Creativity.

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Sundarajan. S. Theory and Practice of Teaching School Mathematics.

Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi: Commonwealth Publishers.

## **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 EXAMINATIO</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.
- become proficient in analyzing Mathematics 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 (20 hours)**

- 1.1 Meaning, definition and foundations. Curriculum Planning, Phases.-distinction from syllabus
- 1.2 Modern trends in the construction of curriculum- Objective Based, Child centered, Activity based, Correlated, Overcoming Individual differences, fulfilling the requirements of Higher Education, Flexible and Feasible.
- 1.3 Curriculum implementation and revision –critical evaluation of a curriculum— process

## **Module 2 - Principles of Curriculum Organization (10 hours)**

- 2.1 Logical and Psychological
- 2.2 Approaches to curriculum organization- Spiral, Topical, Concentric, Unitary, and Integrated.
- 2.3 Curriculum transaction-conceptual view-Curriculum mapping -Operationalising curriculum into learning situations-teacher's role

## **Module 3 - Types of Curriculum (10 hours)**

- 3.1 Community Based, Core, Hidden, Explicit, Implicit, Null
- 3.2 Differentiated Curriculum to meet individual differences
- 3.3 Mathematics Education- major highlights in NCF/KCF

## **Module 4 - Learning Resources in Mathematics (10 hours)**

- 4.1 Selection and development of resources
- 4.2 Mathematics Library and its function
- 4.3 Mathematics Laboratory and its function
- 4.4 e-learning resources, online resources ,Websites, C.D's, Blogs,
- 4.5 Virtual classroom-role in mathematics learning
- 4.6 Managing group and individual work- effective class management strategies in mathematics learning

## **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-concept and types
- 5.5 Technological Aids-brief outline and their uses
- 5.6 Activity Aids,Hands on Experiences -significance
- 5.7 Mathematical Journal

## **PRACTICUM (any one)**

1. Prepare a video/drama script for motivating learners from any one unit of mathematics (EPC 3)
2. Prepare a digital Question Bank on any one Unit at Secondary school level (EPC3)
3. Prepare a report on the major highlights of mathematics education in NCF/KCF

## REFERENCES

- Aiyankar, Kuppuswami. The Teaching of Mathematics.
- Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
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- 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.
- Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi: Commonwealth Publishers.

## **EDU 204.17 : PEDAGOGICAL DIMENSIONS OF PHYSICAL SCIENCE**

<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(External 50 + Internal 10 )</b>
<b>DURATION OF EXAMINATION</b>	<b>:</b>	<b>2 hours</b>

### **OBJECTIVES**

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

- endow with the significance of Taxonomy of instructional objectives of teaching Physical Science
- 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 - Educational Objectives (15hrs)**

- 1.1 Aims and objectives-meaning and distinction
- 1.2 Blooms Taxonomy of Educational objectives.revised Bloom's taxonomy-conceptual overview-.

- 1.3 Objective Based Instruction and Objective based evaluation – based on Bloom’s Taxonomy (cognitive, affective, psychomotor domain)
- 1.4 Competence Based Instruction and Competence based evaluation
- 1.5 Tripolar relation- Objective, Learning experience, Evaluation, Competence, Learning Activity, Evaluation
- 1.6 Development of Science Process skills -Yager and Mc Cormak classification of curricular objectives

**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 – Assessment in Physical Science learning (10hrs)**

- 3.1 Construction of Achievement test and Diagnostic test
- 3.2 Teacher Evaluation–Criteria for evaluating teaching competence , self assessment.

**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 Web based learning –Blog Creation, Designing virtual class room, Use of smart board
- 4.4 Teacher as a techno-pedagogue

**Module 5 - Pedagogic Analysis (10hrs)**

- 5.1 Content analysis of Physical Science curriculum from standard VI-X State syllabus and selected topics from plus 2 (Current electricity, Wave and ray optics-Atoms, nuclear energy, Mechanical and thermal properties of matter- Thermo dynamics- kinetic energy and oscillation, Redox reactions, solutions and colloids, electrochemistry, Surface chemistry, Chemical bonding and molecular structure- states of matter- Hydrocarbons)

**PRACTICUM (any one)**

1. Analyse the content of any one unit of Std. VIII/IX/X/XI/XII of CBSE/ICSE/STATE syllabus
2. Up load a self designed innovative lesson design of your choice

3. Prepare an e-learning material based on any topic in Physical Science at Secondary School Level

## 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 Meaning, definitions and foundations. Curriculum Planning ,Phases.- distinction from syllabus
- 1.2 Modern trends in the construction of curriculum- Objective Based, Child centered, Activity based, Correlated, Overcoming Individual differences, Fulfilling the requirements of Higher Education, Flexible and Feasible.
- 1.3 Curriculum implementation and revision –critical evaluation of a curriculum—process

**Module 2 - Curriculum Organization (10hrs)**

- 2.1 Principles of Curriculum organization
- 2.2 Approaches to curriculum organization- spiral, Concentric, Movement down a long Road, The swing of a Pendulum, Historical , Topical,
- 2.3 Curriculum transaction-conceptual view-Curriculum mapping - Operationalising curriculum into learning situations-teachers role.

**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
- 3.3 Major highlights of Physical Science education in NCF/KCF.

**Module 4 - Learning Resources in Physical Science (10hrs)**

- 4.1 Selection and development of resources
- 4.2 Library and its functions
- 4.3 Laboratory and its functions
- 4.4 e-learning resources-websites, CD's, Blogs,
- 4.5 Virtual classroom-role in Physical Science learning
- 4.6 Managing group and individual work- effective class management strategies in Physical Science learning.

**Module 5 – Instructional supports- Traditional and Modern (10hrs)**

- 5.1 Text Book and reference Books
- 5.2 Work Book
- 5.3 Teachers Hand Book
- 5.4 Improvised Aids- Concept and Types
- 5.5 Technological Aids-brief outline and their uses
- 5.6 Activity Aids,Hands on Experiences -significance
- 5.7. Science Journal

## **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 critical evaluation of any one curriculum of your choice

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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 - Educational Objectives (15 hrs )**

- 1.1 Aims and Objectives-Meaning-Distinction
- 1.2 Bloom's Taxonomy of Educational Objectives-Revised Bloom's Taxonomy-Conceptual overview-Dimensions.

- 1.3 Curricular Objectives, Instructional Objectives, Specifications and Competencies
- 1.4 Tri-polar relation - Objectives- Learning Experience - Evaluation, Competence-Learning Activity-Evaluation
- 1.5 Objective based instruction-Objective based evaluation - based on Bloom's Taxonomy (cognitive, affective, psychomotor domain)
- 1.6 Competence based instruction- Competence based evaluation
- 1.7 Science Domain - Mc Cormack and Yager's Classification

**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-Constructivist-Innovative

**Module 3 - Techno Pedagogical Content Knowledge (10 hrs)**

- 3.1 Pedagogical Content Knowledge
- 3.2 Techno Pedagogical Content Knowledge – Scope and Challenges
- 3.3 Ways and means to link Technology to Pedagogical Content Knowledge
- 3.4 Web based learning - Blog creation, Designing virtual classroom, Smart Board
- 3.5 Teacher as a Techno - Pedagogue

**Module 4 - Pedagogic Analysis of Natural Science (10hrs)**

- 4.1 Content-Analysis of prescribed Biology textbooks from VI-X State syllabus

**Module 5 - Assessment and Evaluation (15hrs)**

- 5.1 Construction of Achievement Test and Diagnostic Test
- 5.2 Self assessment practices –Designing and Implementation of tools
- 5.3 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

**PRACTICUM (any one)**

1. Prepare an e-learning material based on any topic in Biology at Secondary School Level (EPC 3).
2. Prepare an e-Question Bank on any one Unit at Secondary school level (EPC3)

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 (EPC1).

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## **EDU 205.18 : CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL 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:

- 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, buzz Session and co-operative learning, ICT based teaching and learning

### **COURSE OUTLINE**

#### **Module 1 - Curriculum Development (15 hrs)**

- 1.1 Curriculum -meaning –definition -foundation
- 1.2 Curriculum Planning--Phases
- 1.3 Curriculum and Syllabus
- 1.4 Principles of Curriculum Development
- 1.5 Approaches to Curriculum Development

**Module 2 - Curriculum Organisation (15hrs)**

- 2.1 Principles of Curriculum Organization
- 2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral, Progressive and Regressive- Interdisciplinary
- 2.3 Curriculum Transaction- Operationalizing Curriculum into Learning Situations
- 2.4 Curriculum Mapping- Role of Teacher

**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 – Giftedness - Creative Learners - Slow Learners - Under Achievers - Learning Disabled
- 3.3 Curriculum Reforms and Revisions with reference to NCF/KCF, NCERT
- 3.4 Critical Evaluation of Curriculum at Secondary School Level

**Module 4 - Resources of Learning /Teaching (10hrs)**

- 4.1 Library and its organization
- 4.2 Laboratory and its organization
- 4.3 e-learning resources (CD's, Websites, Online Library)
- 4.4 Virtual Classroom
- 4.5 Community Resources
- 4.6 Social Media

**Module 5 - Instructional support (10hrs)**

- 5.1. Text Book - Reference books, Resource unit, Supplementary Reading materials, Students Workbook - Teacher's Handbook - Journals and Periodicals
- 5.2. Audio Visual Aids - Improvised Teaching aids
- 5.3. Technological Devices
- 5.4 Activity Aids – Direct experience –Significance
- 5.5 Field trip – Science Museum - Science Fairs - Science clubs - Nature calendar - Nature rambling

### **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 (EPC3)
3. Conduct a Debate on a life science based issue and prepare a self evaluation report (EPC4)

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## **EDU 204.19: PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE**

<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:

- 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- Educational Objectives (15 hours)**

- 1.1.General Objectives
- 1.2. Learning Taxonomy – B. S.Bloom (Revised), krathwohl and Dave
- 1.3.InstructionalObjectives and specifications
- 1.4. Tri-polar relation- Objectives-Learning Experience-Evaluation

- 1.5. Objective based instruction-Objective based evaluation
- 1.6. Competence based instruction- Competence based evaluation

**Module 2- Planning for Instruction (10 hrs)**

- 2.1. Need and Significance of planning
- 2.2. Levels of Planning- Year plan- Unit plan-Lesson plan
- 2.3. Approaches in Lesson Planning- Herbartian- Constructivist and Innovative

**Module 3 - Techno Pedagogical Content Knowledge (15 hrs)**

- 3.1. Technology-Pedagogy-Content
- 3.2. Techno Pedagogical Content Knowledge
- 3.3. Teacher as a techno pedagogue
- 3.4. Multimedia Learning in Social Science -Multimedia Equipments and Uses
- 3.5. E-content development in Education-meaning, significance

**Module 4- Pedagogic Analysis of Social Science (10 hrs)**

- 4.1. Content-Analysis of Prescribed Textbooks from VI –X for State syllabus

**Module 5 - Evaluation (10 hrs)**

- 5.1 Construction of an Achievement Test and Diagnostic test
- 5.2 Self assessment practices-Designing and Implementation of tools
- 5.3 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

**PRACTICUM (any one)**

1. Prepare an e-learning material based on any topic in Social Science at Secondary School Level (EPC 3).
2. Prepare a report on the existing evaluation system in the schools following Kerala State Syllabus
3. Develop an innovative lesson plan in Social Science and evaluate your teaching performance by peer group (EPC4).

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## **EDU 205.19 : CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL 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:

- 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 Development (10 hrs)**

- 1.1. Meaning -Definition
- 1.2. Curriculum and syllabus
- 1.3. Functions and foundations of curriculum
- 1.4. Principles of Curriculum Development
- 1.5. Approaches to Curriculum Development

## **Module 2-Curriculum Organization (15 hrs)**

- 2.1. Factors contributing to Curriculum Organization
- 2.2. Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral, Progressive and Regressive
- 2.3. Curriculum Mapping- Role of Teacher

## **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- Creative  
Learners-Slow Learners- -Under Achievers-Learning Disabled
- 3.3. Curriculum Reforms and Revisions with reference to NCF/KCF, NCERT
- 3.4. Critical Evaluation of New Curriculum at Secondary School Level

## **Module 4 - Resources of Learning /Teaching (15 hrs)**

- 4.1. Library and its organization
- 4.2. Laboratory and its organisation
- 4.3. Community Resources –Significance, Types, Role of teacher in enhancing  
PTA and in utilizing community resources
- 4.4. Archaeological Sources-Significance of ARPA of 1979
- 4.5. Field trip-Museum-Social Science club
- 4.6. E- learning Resources in Social Science-Smart Classroom, Virtual  
Classroom Web- based learning, Edublog

## **Module 5- Instructional Support (10hrs)**

- 5.1. Text Book-significance-criteria of a good social science textbook-  
Workbook
- 5.2. Teacher's Handbook-Journals and Periodicals
- 5.4. Supplementary Reading materials
- 5.3. Audio Visual Aids-Improvised Teaching aids

## **PRACTICUM (any one)**

1. Make a Short film on current issues with live, real models (EPC2).
2. Critically analyze the role of technology in teaching and learning of Social  
Science (EPC3).
3. Create a blog and publish your article in it (EPC3).

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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 of Taxonomy of instructional objectives of teaching Commerce
- 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 - Educational Objectives (15hrs)**

- 1.1 Aims and objectives-meaning and distinction
- 1.2 Blooms Taxonomy of Educational objectives. revised Bloom's taxonomy-conceptual overview

- 1.3 Objective Based Instruction and Objective based evaluation – based on Bloom’s Taxonomy (cognitive, affective, psychomotor domain)
- 1.4 Competence Based Instruction and Competence based evaluation
- 1.5 Tripolar relation -Objective, Learning experience, Evaluation

**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, RCEM, Constructivist approach

**Module - Assessment in Commerce learning (10hrs)**

- 3.1 Types of test items-merits and demerits
- 3.2 Construction of Achievement test
- 3.3 Self assessment practices –Designing and Implementation of tools
- 3.4 Teacher Evaluation –Criteria for evaluating teaching competence

**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 Web based learning –Blog Creation, Designing virtual class room, Use of smart board
- 4.4 Teacher as a techno-pedagogue

**Module 5 - Pedagogic Analysis (10hrs)**

- 5.1 Content analysis of Commerce curriculum of standard +1 and +2 (State/ CBSE/ICSE)

**PRACTICUM (any one)**

1. Analyze the content of any one unit from business studies or Accountancy of Std. /XI/XII of CBSE/ICSE/STATE syllabus
2. Upload a self designed innovative lesson design of your choice
3. Prepare an online test material in Commerce

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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 (20hrs)**

- 1.1 Meaning, definitions of Curriculum. Distinction from syllabus
- 1.2 Modern trends in the construction of curriculum- Objective Based, Child centered, Activity based, Correlated, Overcoming Individual differences, Fulfilling the requirements of Higher Education, Flexible and Feasible.
- 1.3 Curriculum implementation and renewal –critical evaluation of the present Higher Secondary Commerce Curriculum

**Module 2 - Principles of Curriculum organization (10hrs)**

- 2.1 Foundations of curriculum Development –Philosophical-Sociological-Psychological
- 2.2 Principles of Curriculum Construction
- 2.3 Approaches to curriculum organization- Concentric, spiral, Topical, unit, psychological and logical.
- 2.4 Curriculum transaction-A conceptual view-Curriculum mapping

**Module 3 - Types of Curriculum (10hrs)**

- 3.1 Subject Centered-Community Based, Core, Hidden, Explicit, Implicit curriculum
- 3.2 Differentiated Curriculum to meet individual differences
- 3.3 Major highlights in NCF/KCF in respect of commerce education

**Module 4 - Learning Resources in Commerce (10hrs)**

- 4.1 Selection and development of resources
- 4.1 Library and its organization
- 4.2 IT Enabled Instructional Resources- Concept of e-learning , need and importance, m-learning, educational blogs, e-journals, you tube , C.D's
- 4.3 Virtual classroom-role in Commerce learning

**Module 5 – Instructional supports- Traditional and Modern (10hrs)**

- 5.1 Text Book- Criteria for selection and reference Books-characteristics
- 5.2 Resource unit
- 5.3 Teachers Hand Book /Sourcebook,
- 5.4 Improvised Aids
- 5.5 Technological Aids-brief outline and their uses
- 5.6 Activity Aids in commerce : Hands on Experiences - significance

**PRACTICUM (any one)**

1. Prepare a video script for motivating learners from any one unit of Commerce
2. Prepare a report on the critical evaluation of any one text book in commerce at Higher Secondary level of your choice
3. Prepare an article on management for a journal and upload in the blog

## **REFERENCES**

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

Kumar, Mahesh (2004). Modern teaching of commerce. New Delhi: Anmol Publications Ltd.

Raj, Rani Bansal (1999).New trends in teaching of commerce: Models of teaching and concept of learning. New Delhi: Anmol Publications.

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## **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

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

##### **1.1 Aims and Objectives-Meaning-Distinction**

- 1.2 Bloom's Taxonomy of Educational Objectives-Revised Bloom's Taxonomy-a conceptual overview-Dimensions
- 1.3 Yager's Taxonomy of Educational Objectives
- 1.4 Simpson's Taxonomy of Educational Objectives
- 1.5 Implications of psychological theories-Piaget, Bruner, Vygotsky
- 1.6 Curricular Objectives, Instructional Objectives, Specifications and Competencies
- 1.7 Tri-polar relation- Objectives-LE-Evaluation, Competence-LA-Evaluation
- 1.8 Objective based instruction-Objective based evaluation
- 1.9 Competence based instruction- Competence based evaluation

### **Module 2- Planning for Instruction (10 hrs)**

- 2.1 Need and Significance
- 2.2 Levels of Planning- Year plan- Unit plan-Lesson plan
- 2.3. Approaches in Lesson Planning-Herbartian-Constructivist-Innovative

### **Module 3 - Techno Pedagogical Content Knowledge (15 hrs)**

- 3.1. Pedagogical Content Knowledge
- 3.2 IT enabled pedagogy - Introduction
- 3.3 Web based learning - Blog creation - Web-designing- Virtual learning-Virtual laboratory
- 3.4 Instructional design models – ADDIE model, ASSURE model
- 3.5 E-learning-offline and online-Tele conferencing-video conferencing-audio conferencing-Preparation and practice of e-learning materials
- 3.6 CAI-Methods of CAI
- 3.7 Social Networking Sites- News groups - Education Forums- Interactive softwares.
- 3.8 Assistive Technology for differently abled students.

### **Module 4 - Pedagogic Analysis of IT and Computer Science (10 hrs)**

- 4.1. Content-Analysis of prescribed textbooks of IT & Computer Science from VIII-XII of State syllabus

## **Module 5 - Evaluation (10 hrs)**

- 5.1 Scope and Functions
- 5.2 Types of test items- Merits and Demerits
- 5.3 Construction of Achievement test and Diagnostic test.
- 5.4 Teacher evaluation-criteria for evaluation, preparation of self evaluation tools

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

1. Prepare an e-learning material based on any topic in IT and computer science at Secondary School Level (EPC 3).
2. Create a blog and publish your article in it (EPC3).
3. Critically analyze the role of Social Networking Sites in the present scenario- Comparative study of any two Social Networking Sites.

### **REFERENCES**

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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 Development (15 hrs)**

- 1.1 Meaning –Definition-foundations
- 1.2 Curriculum Planning-Factors-Phases
- 1.3 Curriculum and Syllabus
- 1.4 Principles of Curriculum Development

### 1.5 Approaches to Curriculum Development

#### **Module 2-Curriculum Organization (15 hrs)**

- 2.1. Principles of Curriculum Organization, factors contributing to curriculum organization
- 2.2. Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral, Progressive and Regressive
- 2.3. Curriculum Transaction-Operationalizing Curriculum into Learning Situations
- 2.4. Curriculum Mapping- Role of Teacher

#### **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- Giftedness- Creative Learners-Slow Learners- -Under Achievers-Learning Disabled
- 3.3. Curriculum Reforms and Revisions with reference to NCF/KCF, NCERT
- 3.4. Critical Evaluation of New Curriculum at Secondary School Level

#### **Module 4 - Resources of Learning /Teaching (10 hrs)**

- 4.1. Library and its organization
- 4.2. Laboratory and its organization
- 4.3. e-learning resources (CD's, Websites, Online Library), Short Learning Objects (SLO), Educational software, online resource materials.
- 4.4. Virtual Classroom, smart class room
- 4.5. Community Resources and its utilization
- 4.6. Social Media
- 4.7 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-Improvised 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/CBSE/ICSE

- 3 A comparative study on different e-learning resources in IT and Computer Science Education.

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DETAILS OF PRACTICAL COURSES ARE DESCRIBED IN CLAUSE VI

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## **SEMESTER III**

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## **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 – Language Across the Curriculum: Conceptual Analysis (10 Hours)**

- 1.1 Language Across the Curriculum (LAC): Concept
- 1.2 Origins of the LAC concept
- 1.3 Language and Thinking

1.4 Basic Tenets of LAC

1.5 Multilingualism: Understanding the language background of students, first or second language users of the language used in teaching the subject. multilingualism in the classroom home language and school language, power dynamics of the 'standard' language as the school language vs home language, dialects, Deficit theory (Eller, 1989); Discontinuity theory.

**Module 2 – Models of Language learning (10 hours)**

2.1 Content and Language Integrated Learning (CLIL)

2.2 Bilingual teaching

2.3 LSP/ESP (Language/English for Specific Purposes)

2.4 Academic Language Teaching

**Module 3 – Features and issues of Content and Language Integrated Learning (CLIL) (10 hours)**

3.1 Definition and Rationale

3.2 Need and Scope

3.3 CLIL – content-subject methodology

3.4 The Advantages and Limitations of CLIL

3.5 Educational Implications of CLIL in Kerala context

**Module 4 – Pedagogy of reading and writing across the curriculum (20hrs)**

4.1 Classroom discourse: Oral and Written- nature, strategies for promoting learning in the subject area

4.2 Oral language: discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

4.3 Written language: reading comprehension in the content areas (informational reading). Writing in specific content areas with familiarity of different registers

4.4 Reading in the content areas – social sciences, science, mathematics; Nature of expository texts vs. narrative texts; transactional vs. reflexive texts

4.5 Schema theory , text structures

4.6 Study Skills: Examining content area textbooks; reading strategies for children – note-making, summarizing; making reading-writing connections; process

writing; analyzing children's writings to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

### **Module 5 – Teaching units in Language across the Curriculum (10 hours)**

- 5.1 Planning Lessons
- 5.2 Implementation
- 5.3 Assessment

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

1. Prepare a Teaching Manual for Teaching Language Across the Curriculum.
2. Prepare an achievement test/assessment tool for a unit in Language Across the Curriculum.
3. Prepare an Year Plan and a Unit Plan for a grade in your subject for Language Across the Curriculum.

### **REFERENCES**

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**DETAILS OF PRACTICAL COURSES ARE DESCRIBED IN CLAUSE VI**

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## **SEMESTER IV**

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## **CORE COURSES**

### **EDU 401: GENDER, SCHOOL AND SOCIETY**

<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:

- 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 how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

#### **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 and Education - Socialisation theory, Gender difference, 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 change
- 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 Areas of conflict: Social and emotional
- 5.3 Impact of social media on the life of students
- 5.4 Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- 5.5 Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- 5.6 Institutions redressing sexual harassment and abuse – National, State and School levels- Child Protection -Right to Protection
- 5.7 Gender and ethics.

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

1. Prepare a report on any of the government initiatives for care and security of women in our society.
2. Organise and prepare a report of a debate on Equity and Equality cutting across Gender.
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
- acquaint with psychological tests for measuring human behaviour
- understand the concept of intelligence
- acquainted with various tests related to intelligence, attitude and aptitude
- 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 - Cognitive Variables in Learning (25 hours)

- 1.1 Intelligence – meaning and definition –Emotional Intelligence and spiritual intelligence
- 1.2 Concept of IQ, EQ and SQ. Strategies for promoting EQ and SQ

- 1.3 Brief description of theories of intelligence – Two factor theory (Spearman), Structure of Intellect (Guilford) and Multiple Intelligence (Howard Gardner).
- 1.4 Categories of Intelligence tests – uses and limitations of intelligence testing
- 1.5 Meaning ,nature and difference between Attitude, Aptitude and Interest
- 1.6 Testing of Attitude, Aptitude and Interest- Attitude scales, GATB &DAT, Interest Inventories
- 1.7 Significance and implications of attitude scales, aptitude tests and inventories in class room teaching and learning

### **Module 2 - Personality of the Learner (20 hrs)**

- 2.1 Personality – definition, meaning and nature
- 2.2 Mature /Integrated personality – characteristics
- 2.3 Assessment of personality – objective, subjective and projective techniques
- 2.4 A brief description of Personality disorders
- 2.5 Theories of personality – Psychoanalytic theory (Freud), Lewin’s concept on personality, Introversion/extroversion by Jung

### **Module 3 - Identifying the Self (20 hrs)**

- 3.1 Self concept- meaning and concept
- 3.2 Developing self-concept, self esteem, self confidence and self efficacy in learners
- 3.3 Carl Roger’s theory of self-actualizing tendency
- 3.4 Concept and significance of Life skills education

### **Module 4 - Nurturing through Nature (10 hrs)**

- 4.1 Role of Experiential learning and Outdoor education
- 4.2 Role of nature in nurturing personality of learners
- 4.3 Eco-psychology

### **Module 5 - Inclusive Education (25 hrs)**

- 5.1 Definition, concept and significance of Inclusive education
- 5.2 Education of children with special needs(CWSN)
- 5.3 Difference between special education, integrated education and inclusive education

- 5.4 Significance of inclusive education for the education of all children in the context of right to education
- 5.5 Issues and problems in Inclusive education
- 5.6 Teacher preparation for Inclusive education – developing attitudes and competencies for inclusion.

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

1. Conduct a survey on attitude towards inclusive education among peers and report it.
2. Documentation of psychological articles in journals, news papers, magazines etc
3. Field visit to a place of environmental importance to develop eco-psychological awareness and submission of 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 + Internal 10)</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.
- handle classes effectively as a techno- pedagogue.
- understand the challenges in teaching English with reference to political, social, cultural and linguistic factors.

#### **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 Vision and Mission of a Language Teacher
- 1.2 Essential qualities, duties & responsibilities of an English Teacher in the emerging society.
- 1.3 Professional ethics of a teacher- need for accountability

1.4 Teacher competencies- their importance

**Module 2- Professional Development of an English teacher (10 hrs.)**

2.1 Professional development- meaning & significance

2.2 Ways and means of developing professional competencies –in-service programmes – participation in seminars and workshops

2.3. Role of professional organizations – online teacher networks

2.4. E-twinning

**Module 3- Teacher as a Reflective Practitioner (10 hrs)**

3.1 Reflective Practice: Definition, significance and implications.

3.2 Reflective practices in instruction, assessment and class-management

**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 Building a humane & value-oriented society

4.3 Need for enhancing global language competencies in teachers.

**Module 5- Research Perspectives (10 hours)**

5.1 Recent research trends in English language education,

5.2 New trends in teaching students with diverse learning needs & talents

**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.

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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 Mothertongue 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-Vision and Mission (15 hrs)**

- 1.1 Vision and Mission as a Teacher - Preparation of Teacher Portfolio
- 1.2 Qualities , Competencies and Professional ethics of a Teacher
- 1.3 Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management ( Institution, Classroom, Resources, Co-Curricular Activities) Parental Contact and Co-operation and Community Extension

#### **Module 2 -.Professional Development (15 hrs)**

- 2.1. Meaning-Significance

- 2.2. Continuous Professional Development-Need, Effects and Stages (Reflection, Identification of Needs, Learning Activity and Change in Practice)
- 2.3. Teacher as a Reflective Practitioner
- 2.4. Ways and means of developing Professionalism
- 2.5. Agencies for Professional development of teachers
- 2.6. Professional Ethics of a Teacher –Obligation towards Students, Parents, Community and Society ,Profession and Colleagues

**Module 3- Teacher and Society (10hrs)**

- 3.1. Agent of Social Change
- 3.2. The Teacher and Modernisation
- 3.3. Science, Technology, Values and the New Role of the Teacher

**Module 4 - 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

**Module 5 – Challenges in Classroom (10 hrs)**

- 5.1. Promoting of Culturally Inclusive Classroom Environment
- 5.2. Implementation of Teacher Competence to Optimizing Learners Development of intellectual, Emotional and Moral Aspects

**PRACTICUM (any one)**

1. Formulate your own vision and mission as a Malayalam teacher (EPC4)
2. Construct a tool for continuous self evaluation for understanding yourself as a teacher (EPC4)
3. Prepare a lesson plan which promote nationalism among secondary school students

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## **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 + 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:

- 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 Essential qualities, competencies and professional ethics of a teacher
- 1.2 Teacher competencies – their importance
- 1.3 Vision and mission as a teacher

## **Module 2 - Professional development of Hindi teachers (10 hrs)**

- 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
- 2.6 Professional ethics of a teacher
- 2.7 Teacher evaluation – criteria for evaluation – self reflection

## **Module 3 – Multifaceted Role of teachers (10 hrs)**

- 3.1 Building a humane and caring society
- 3.2 Agent of social change
- 3.3 Teacher and Modernization
- 3.4 Science, Technology values and the new roles of the teachers

## **Module 4 - Dealing with special issues and concerns (15 hrs)**

- 4.1 Factors affecting language transaction in classrooms – Political, Social, Cultural, Linguistic in relation to changing needs of the society

## **Module 5 - Research in Hindi (10 hrs)**

- 5.1 Research – Meaning – Significance
- 5.2 Types of research in Hindi
- 5.3 Areas of research in Hindi

## **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.

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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 + 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:

- develop professional and personal self
- make aware about the role of agencies and resources for professionalism
- understand about essential qualities, competencies and professional ethics of a teacher
- understand about modern technological devices of teaching
- acquaint with importance of techno-pedagogical content knowledge about e-resources in teaching and learning Sanskrit
- about challenges faced by teachers in the classroom
- develop research attitude to promote an in-depth study on the different areas of the subject
- understand vision and mission as a teacher and the importance of teacher professionalism
- understand the importance of research in the subject area

### **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 Essential qualities, competencies and professional ethics of a teacher

- 1.2 Teacher competencies – their importance
- 1.3 Vision and mission as a teacher

### **Module 2 - Professional development of Sanskrit teachers (10 hrs)**

- 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
- 2.6 Professional ethics of a teacher
- 2.7 Teacher evaluation – criteria for evaluation – self reflection

### **Module 3 - Multifaceted Role of teachers (10hrs)**

- 3.1 Building a humane and caring society
- 3.2 Agent of social change
- 3.3 Teacher and Modernization
- 3.4 Science, Technology, values and the new roles of the teachers

### **Module 4 - Dealing with special issues and concerns (15 hrs)**

- 4.1 Factors affecting language transaction in classrooms – Political, Social, Cultural, Linguistic in relation to changing needs of the society

### **Module 5 - Research in Sanskrit (10hrs)**

- 5.1 Research – Meaning – Significance
- 5.2 Types of research in Sanskrit
- 5.3 Areas of research in Sanskrit

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

1. Trends in Sanskrit teaching/learning in schools – India and abroad
2. Sanskrit teacher in the techno-pedagogic scenario
3. Impact of Sanskrit on different areas of Knowledge

## REFERENCES

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- SamskrithaBhashadhyapanam - Prof. Sahadevan
- Methods of Teaching Sanskrit - Prof. Ramavarma
- History of Sanskrit teaching - Macdonell
- Teaching techniques - Das R.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 n Edkkidath
- Practical Sanskrit Grammar - PRD Sarma
- First Book of Sanskrit and Second Book of Sanskrit - Bhandarkar
- A Sanskrit Grammar for students - A Macdovel
- 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 - Pingala muni

## **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-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 Essential qualities, competencies and professional ethics of a teacher
- 1.2 Teacher competencies – their importance
- 1.3 Vision and mission as a teacher

## **Module 2 - Professional development of Arabic teachers (10 hrs)**

- 2.1 Professional development – Meaning and significance
- 2.2 Ways and means of developing professional competency-Pre-service and In-service 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
- 2.6 Professional ethics of a teacher
- 2.7 Teacher evaluation – criteria for evaluation – self reflection

## **Module 3 - Multifaceted Role of teachers (10hrs)**

- 3.1 Building a humane and caring society
- 3.2 Agent of social change
- 3.3 Teacher and Modernization
- 3.4 Science, Technology , values and the new roles of the teachers

## **Module 4 - Dealing with special issues and concerns (15 hrs)**

- 4.1 Factors affecting language transaction in classrooms – Political, Social, Cultural and Linguistic in relation to changing needs of the society

## **Module 5 - Research in Arabic language (10hrs)**

- 5.1 Research – Meaning – Significance
- 5.2 Types of research in Arabic
- 5.3 Areas of research in Arabic

## **PRACTICUM (any one)**

1. Conducting an Action research on any relevant problem related to Arabic teaching and learning in the schools of Kerala
2. Conduct of a study regarding the status of in-service programmes conducted for Arabic Teachers at Secondary level.
3. Writing a report about the role of teachers in the emerging society

## 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 Kerala.
- Al muallim al Najih” : Dr. Abdullah al Amiri, dar usama linnashri wa thaouzee’a

## **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 :

- cognicize with the essential qualities, duties and responsibilities of Mathematics 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 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 - The Mathematics Teacher (15 hours)**

- 1.1 Vision and Mission as a Mathematics Teacher
- 1.2 Essential qualities, Duties and responsibilities.
- 1.3 Teacher accountability-need for professionalism
- 1.4 Teacher as facilitator, researcher, and social resource-conceptual view
- 1.5 Teacher competencies –contextual, conceptual, curricular, transactional, assessment, management, extension

## **Module 2 - Professional Growth of Mathematics Teacher(10 hours)**

- 2.1 Teacher as a professional- Characteristics,Ethics
- 2.2 Professional development – Needs ,Effects -Continuous professional development
- 2.3 Ways and Means of Developing Professionalism
  - In service Programme
  - Professional Organisation
  - Participation in Seminars and workshop
  - Published Work
  - Peer networking
  - E-twinning
- 2.4 Soft skills development –role in professionalism

## **Module 3 - Teacher as a Reflective Practitioner(10 hours)**

- 3.1 Reflective Teaching-conceptual Overview, cycle, models
- 3.2 Reflective Practices in instruction, assessment, class management-significance
- 3.3 Meeting the challenges in mathematics teaching- role of reflection

## **Module 4 – Research trends in mathematics education (15 hours)**

- 4.1 Recent researches in mathematics learning with special emphasis to instructional strategies and assessment practices.
- 4.2 New Trends in teaching students with diverse learning needs and talents.
- 4.3 Social and Cultural Issues in Mathematics Education-brief overview

## **Module 5 – Mathematics for All (15 hours)**

- 5.1 Activities enriching Mathematics learning
  - Mathematics Club
  - Mathematics Contests and Fares, Mathematical Olympiad, Field trip
- 5.2 Recreational Mathematics
  - Games, Puzzles and riddles

## **PRACTICUM (any one)**

1. Reflect on any one article in the domain of mathematics teaching and learning (EPC1).

2. Reflect on your experiences as a Mathematics teacher during internship and post it in e-platform (EPC3).
3. Prepare a drama script on any topic of your choice to enrich mathematics learning (EPC2).

## **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 - The Physical Science Teacher (15 hours)**

- 1.1 Vision and Mission as a Teacher
- 1.2 Essential qualities, Duties and responsibilities.
- 1.3 Teacher accountability-need for professionalism
- 1.4 Teacher competencies –contextual,conceptual,curricular,and context,transactional,assessment,management, extension
- 1.5 Teacher as a facilitator, researcher and social resource- Conceptual View

## **Module 2 - Professional Growth of Physical Science Teacher(10 hours)**

- 2.1 Teacher as a professional- Characteristics,Ethics
- 2.2 Professional development – Needs ,Effects -Continuous professional development
- 2.3 Ways and Means of Developing Professionalism
  - In service Programme
  - Professional Organisation
  - Participation in Seminars and workshop
  - Published Work
  - Peer networking
  - E-twinning
- 2.4 Soft skills development –role in professionalism

## **Module 3 - Teacher as a Reflective Practitioner(10 hours)**

- 3.1 Reflective Teaching-conceptual Overview.
- 3.2 Reflective Practices in instruction,assessment,Class management-significance
- 3.3 Meeting the challenges in Science teaching- role of reflection

## **Module 4 – Research trends in Science education (15 hours)**

- 4.1 Recent researches in Science learning with special emphasis to instructional strategies and assessment practices.
- 4.2. Teaching students with diverse learning needs and talents-New trends
- 4.3 Capacitating on Technology in Science teaching: ways and means
- 4.4 Social and Cultural Issues in Science Education-conceptual overview

## **Module 5 – Physical Science for All ( 10 hours)**

- 5.1 Activities enriching Physical Science learning
  - Physical Science Club
  - Physical Science Contests and Fares, Science Olympiad, Field trip
- 5.2 Recreational Physical Science
  - Games, Puzzles and riddles

## **PRACTICUM (any one)**

1. Reflect on any one article in the domain of Science teaching and learning (EPC1).

2. Reflect on your experiences as a Physical Science teacher during internship and post it in e-platform (EPC3).
3. Prepare a drama script on any topic of your choice to enrich Science learning (EPC2).

## REFERENCES

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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 - Natural Science Teacher (15 hrs)**

- 1.1 Vision and Mission as a Natural Science Teacher
- 1.2 Teacher accountability-need for professionalism
- 1.3 Qualities, Responsibilities and Duties
- 1.4 Teacher Competencies –Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management (Institution,

Classroom, Resources, Co Curricular Activities) Parental contact and Co operation and Community Extension.

**Module 2 - Professional Development (15hrs)**

- 2.1 Professional Development – Meaning and Significance – Continuous professional development – Need , Effects and Stages (Reflection, Identification of needs, Learning activity, Change in practice)
- 2.2 Reflective Teaching – Meaning and Conceptual overview
- 2.3 Teacher as a Reflective Practitioner
- 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
- 2.6 Professional Ethics of a Teacher –Obligation towards Students, Parents, Community and Society , Profession and Colleagues

**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, Values 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 Promoting Attitudes and Values among the learners
- 5.4 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 (EPC3).
3. Conduct a Quiz Programme and prepare a self evaluation report (EPC4).

## **REFERENCES**

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**EDU 403.19 : PROFESSIONAL DEVELOPMENT OF  
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>: 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 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 Competency (10 hrs)**

- 1.1. Essential Qualities, Duties and Responsibilities
- 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 Teacher - Preparation of Teacher Portfolio

### **Module 2 -.Professional Development (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. Teacher as a Reflective Practitioner
- 2.4. Soft skills development and Professionalism
- 2.5. Ways and means of developing Professionalism
- 2.6. Agencies for Professional development of teachers
- 2.7. Professional Ethics of a Teacher

### **Module 3- Multifaceted Role of Teacher (10hrs)**

- 3.1. Agent of Social Change
- 3.2. Teacher and Modernisation
- 3.3. Science, Technology, Values and the New Role of the Teacher

### **Module 4 – Dealing with Special Issues and Concerns (15hrs)**

- 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. Indian Architecture-Protection and Preservation of National Heritage
- 4.7. International Understanding

### **Module 5 - Research in Social Science (10)**

- 5.1. Research-Meaning-Significance
- 5.2. Types of research in Social Science-Basic Research-Applied Research-Action Research
- 5.3. Paradigms in Research- Quantitative Research and Qualitative Research
- 5.4. Recent Research Trends in Social Science Education

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

1. Relate a topic to current day social issues like Gender Sensitivity/ Child Abuse, Cyber Crime etc., and Prepare a Drama/ ‘street play ‘script (EPC 2).

2. Get involved with a mentor teacher programme or a teacher on special assignment programme to get your performance and professionalism evaluated on the 360 degree evaluation scale. (EPC4).
3. Conduct a case study based on a monument in your locality and submit a report on its protection and preservation.

## REFERENCES

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## **EDU 403.20: PROFESSIONAL DEVELOPMENT OF 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>: 2 hours</b>

### **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 Commerce Teacher (15hrs)**

- 1.1 Vision and Mission as a Teacher
- 1.2 Essential qualities, Duties and responsibilities.
- 1.3 Teacher accountability-need for professionalism
- 1.4 Teacher as a scaffolder, facilitator, researcher -conceptual view
- 1.5 Teacher competencies – contextual, conceptual, curricular, and context, transactional, assessment, management, community extension

**Module 2- Professional Growth of Commerce Teacher (10hrs)**

- 2.1 Teacher as a professional- Characteristics, Ethics
- 2.2 Professional development – Needs ,Effects -Continuous professional development
- 2.3 Ways and Means of Developing Professionalism
  - In service Programme
  - Professional Organization
  - Participation in Seminars and workshop
  - Published Work
  - Peer networking
  - E-twinning
- 2.4 Soft skills development –role in professionalism

**Module 3 - Teacher as a Reflective Practitioner (10hrs)**

- 3.1 Reflective Teaching-conceptual Overview.
- 3.2 Reflective Practices in instruction, assessment,
- 3.3 Class management-significance

**Module 4 – Research trends in Commerce education (15hrs)**

- 4.1 Recent researches in Commerce learning with special emphasis to instructional strategies and assessment practices.
- 4.2. Teaching students with diverse learning needs and talents-New trends
- 4.3 Social and Cultural Issues in Commerce Education-conceptual overview

**Module 5 –Educational enterprise and community resources-changing role of teacher (10hrs)**

- 5.1 Activities enriching Commerce learning
  - Commerce Club- Puzzles and riddles
- 5.2 School and community based teaching -Community Resources and its utilization.
- 5.3 Current affairs and scope in commerce

**PRACTICUM (any one)**

- 1 Reflect on your experiences as a Commerce teacher during internship and post it in e- platform (EPC 3).

- 2 Prepare a drama script on any topic of your choice to enrich Commerce learning (EPC 2).
- 3 Conduct any community based activity related to commerce .

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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-Vision and Mission (15 hrs)**

- 2.1 Vision and Mission as a Teacher
- 2.2 Qualities , Competencies and Professional ethics of a Teacher
- 2.3 Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management ( Institution, Classroom, Resources, Co-Curricular Activities) Parental Contact and Co-operation and Community Extension

## **Module 2 -.Professional Development (15 hrs)**

- 2.1 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 Teacher Professionalism- Agencies and resources imparting professionalism- MHRD ,NCERT, SCERT, NCTE.

## **Module 3 -Computer Literacy Programs (10 hours)**

- 3.1 IT@school - Akshaya-Edusat - VICTERS- C-DIT-e-governance- INFLIBNET- e-Padasala

## **Module 4 –Ethics of a IT and Computer Science Teacher (15 hours)**

- 4.1 Cyber Security
- 4.2 Cyber Ethics
- 4.3 Computer Virus-Worms-Trojan
- 4.4 Phishing-Hacking-Spoofing-spamming

## **Module 5- Teacher as a Reflective Practitioner (10hrs)**

- 5.1 Reflective Teaching-conceptual Overview.
- 5.2 Reflective Practices in Instruction, Assessment, Class management significance.
- 5.3 Meeting the Challenges in Teaching IT and Computer Science - role of reflection

## **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.

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## **EDU 404.5 : COMMUNICATIVE ENGLISH**

<b>NO. OF CREDITS</b>	:	<b>2</b>
<b>CONTACT HOURS</b>	:	<b>40</b>
<b>MARKS</b>	:	<b>50</b> (Internal Assessment)

### **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 20 Marks)**

**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
- 1.2. Extramural competition-Definition-Objectives
- 1.3. Organizing and Conducting a sports meet- Pre Meet work- Meet work- Post meet work
- 1.4 Track and Field events -Long jump - Rules and Regulation - Shot put - Rules and Regulation
- 1.5 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**

- 1.1 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)
- 1.2 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**

**TOTAL MARKS: 20**

**CONTACT HOURS: 20**

### MODULE I

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**

**TOTAL MARKS: 20**

**CONTACT HOURS: 20**

#### MODULE 1

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

**NO. OF CREDITS: 1**

**TOTAL MARKS: 20**

**CONTACT HOURS: 20**

#### 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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Ravindranath, Dhakshinendhian Sangeetham

DETAILS OF PRACTICAL COURSES ARE DESCRIBED IN CLAUSE VI

## **Appendix I**

### **REFLECTIVE JOURNAL**

Reflective journal provides a platform for personal as well as professional development of student teachers by exploring the school practices. It is a space where they can record and reflect upon their experiences which can then be used to track the progress they've made, and to notice the gaps in their knowledge and skills. It acts as an invaluable means of expression, communication and enlightenment

- Each student teacher shall keep reflective journal in respect of microteaching and two phases of school internship.
- Student teachers shall make journal entries regarding all the activities undertaken during the two phases of school internship.
- Each activity may be treated as a separate event.
- Journal entries of class room teaching may be done periodically, the period being a maximum of three days during induction and one week during school internship.
- Institution shall design a format for the journal as the student teachers are novice in this matter
- A sample format is provided below.

### SAMPLE FORMAT OF REFLECTIVE JOURNAL

<b>Date</b>	<b>Events</b>	<b>Levels Of Reflection</b>	<b>Journal Entry</b>	<b>Journaling Prompts</b>
01-08-2015	Micro teaching-class and link practice	Description		What happened?
		Feelings		What were your thoughts and feelings?
		Evaluation		What was good and bad about the experience?
		Analysis		What sense can you make of the situation?
		Conclusion		What else could you have done?
		Action plan		If it happens again what would you do?
01- 12- 2015	Psychology test	Description		What happened?
		Feelings		What were your thoughts and feelings?
		Evaluation		What was good and bad about the experience?
		Analysis		What sense can you make of the situation?
		Conclusion		What else could you have done?
		Action plan		If it happens again what would you do?



**Appendix III**

**SAMPLE CRITERIA FOR EVALUATING SURVEY/PROJECT**

NAME OF SURVEY	CRITERIA	RATING					SCORE
		VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR	
		Above 90%	80-89%	70-79%	50-69%	Below 50%	
	RELEVANCE OF ISSUE						
	PROCEDURE ADOPTED						
	INSTRUMENTS AND TECHNIQUES USED						
	RICHNESS OF STUDY						
	PRESENTATION OF REPORT						
	TOTAL SCORE						

## Appendix IV

### REFLECTION JOURNAL RUBRIC

Criteria	Proficient	Advanced	Established	Novice
Prompt / Completion	The entry answers the assigned prompt with specific details, is complete and turned in on time. Reflections at varied levels are portrayed	The entry answers the assigned prompt with specific details, is complete and turned in on time.	The entry answers most of the assigned prompt in a general way, or is incomplete or late.	The entry answers only part of the prompt or is LATE
Feelings & Thoughts	Feelings and thoughts are revealed in the journal entry .Reflects indepth analysis of the situation	Feelings and thoughts are revealed in the journal entry	Some feelings and thoughts are revealed in most of the journal entry.	Feelings and thoughts are not evident in the entry.
Format	The proper format has been followed for the entry. Highly appreciable format is followed	The proper format has been followed for the entry.	The entry is missing only one of the following: name, date and journal number at the top of the paper in typed font.	The entry is missing more than one of the following: name,
Mechanics	Entry uses correct spelling and grammar. Excellent language is used.	Entry uses correct spelling and grammar.	Most of my entries use correct spelling and grammar.	Few of my entries use correct spelling and grammar.

