

UNIVERSITY OF KERALA



Two Year B. Ed. Curriculum - 2019

Credit and Semester System with Grading

FACULTY OF EDUCATION

&

BOARD OF STUDIES IN EDUCATION (Pass)

Preface

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

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

Teacher is the most accountable and responsible person of the society. It is the sole responsibility of the teachers to carry out the expectations of home, society, community and nation . This focuses on the crucial role, the teaching community is expected to play in making education qualitative. It is now well-recognized that the most important single factor for the quality of education and thus for the efficiency and quality of the pupils’ learning is the quality of the teachers’ training. This requires an education system that adopts a holistic approach to develop the whole person and his or her full potential. To ensure quality in a changing scenario and to keep at par with national and global requirements and to keep in pace with national norms, a revision of the current B.Ed. curriculum became imperative. Educational experts says that the university should update the syllabi on a fairly regular basis to ensure that students are kept abreast with the latest developments all over the world.

Teachers also believe that a revamped syllabus will allow them to better cater to the needs of different kinds of students. The prime objective of this revision was to a mould curriculum to equip prospective teacher's knowledge, skills, attitude, competence and commitment to face the challenges of the 21st century. New trends in the field of Educational Technology, the concept of Pedagogic & Techno-pedagogic Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of teacher competencies, Entrepreneurship in education, development of professionalism, Outcome Based Education etc are incorporated in the curriculum revision. Special care has been taken in the present revision to retain the best practices of the earlier curriculum and to observe fully the NCTE new regulations. A need analysis study was conducted by including the stakeholders: Principals, teachers and students. The result of the study showed the need for certain changes in the existing curriculum. Multi level discussions and workshops were conducted with subject experts and teacher educators and thus the new curriculum evolved.

The Board of studies would like to place on record our sincere gratitude to Dr G R Santhosh Kumar (Former Chairman Bo S –Pass), Prof. Dr. Theresa Susan (Dean), faculty members, Board of Studies members, Subject Convenors and Teacher educators for their continuous support through out the period of this work. Hope this syllabus will convey necessary information about the course to teacher educators and prospective teachers.

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INTRODUCTION

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

--Helen Caldicott

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

– Prof. Linda Darling – Hammond.

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

The teacher of today is not just one who can teach a specific subject, but one who possess the skills and competencies needed for the 21st century to transact the content and teaching not just a local student but even to a student residing in the remotest corner of the world with widely varying interests and abilities. In short, teacher education has to function as a professional learning under a global canvas.

Guiding Principles

The University of Kerala has drafted and implemented its two year B. Ed. curriculum in 2015 to equip the prospective teachers to cope up with the needs of the educational community of the 21st century. A new thrust in the field of Educational Technology, introduction of the concept of Pedagogic & Techno-pedagogic Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of Teacher competencies, Entrepreneurship in education, Development of professionalism ... are a few novel aspects that were incorporated in the curriculum revision. Moreover the need to lessen the burden of an over loaded curriculum, the lack of sufficient practical orientation, reducing the gap between theory and practice, the inclusion of obsolete content and a failure to be in touch with the realities existing in schools and the requirements of the community, the quite often heard limitations were also given special care while moulding the curriculum. Quite significantly, all these had been addressed and taken into consideration in the present revision also. The practical difficulties experienced while transacting the curriculum were collected, consolidated and addressed in the present revision. The frame work of the existing two year B Ed curriculum 2015 has been retained with minor modifications incorporating the view points of different stakeholders. Special care has been taken in the present revision also to retain the best practices of the earlier curriculum and to observe fully the NCTE New Regulations 2014. In fact, this curriculum revision was also successful in bringing together the expertise of several practicing teachers at different stages in identifying appropriate content and also in choosing popular instructional strategies to transact the curriculum.

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

Curriculum Vision

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

Vision Highlights: The curriculum gives emphasis for:

- Meeting the challenges of education in a knowledge society
- Development of Teacher Competencies among student-teachers
- Development of Professionalism among prospective teachers
- Capacity building of prospective teachers
- Moulding techno-pedagogically competent teachers
- Entrepreneurship in education
- Teacher as a Relationship Manager
- Evidence-based performance assessment in education.
- Development of Aesthetic qualities among the prospective teachers
- Health and fitness for future of the younger generation.

General Objectives/Course Outcomes

The curriculum is designed to enable the student-teacher:

1. To equip the prospective teachers capable to meet the challenges of education in a knowledge society.
2. To acquire and practice various teacher competencies through qualitative multi-level strategies and practices and the development of professionalism among them.
3. To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.
4. To develop a proper value system based on the cultural, social, political and moral bases of Indian society.
5. To develop teacher-identity required of a professional through theoretical discourses, college- school – community based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.
6. To understand the central concepts, tools of inquiry, and structures of individual disciplines in the course and develop the ability to evolve meaningful learning experiences.
7. To imbibe knowledge and develop understanding of the various psychological, sociological, philosophical, environmental and technological principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.
8. To make use of the pedagogical knowledge for effective verbal, nonverbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.
10. To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
11. To develop his/her managerial capacities in human relations for promoting human resources for national development.

12. To internalize appropriate theoretical and practical inputs in order to render an integrated- holistic understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for current and future lifestyles among student teachers.
13. To develop the aesthetic quality of the prospective teachers through Art Education, theatre practices...

Regulations for the B Ed Degree Course

1. The B. Ed. program proposed is based on Credit and Semester System with Grading. The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Kerala and the Kerala University Colleges of Teacher Education directly run by the University with effect from 2019-2020 admissions.
2. The course is of two year duration. Semester system is followed in the course. There will be four semesters, with 100 working days each for Semester I and II, 120 working days for Semester III and 80 working days for Semester IV. excluding admissions, University examination and preparatory holidays.
3. The course consists of three components Theory, CE and other related practical work. Course content is divided into three areas Perspectives in Education (core papers), Curriculum and Pedagogic courses(optional papers) and Related Practical work. B. Ed offers specialization in 13 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce and Home Science Education.
4. There shall be a basic unit of 50 students, with a maximum of two units as intake for the course. There shall not be more than twenty five students per teacher for a school subject for method courses and other practical activities of the program to facilitate participatory teaching and learning.
5. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam for all papers except language papers. The Optional papers for 'Languages' shall be written in the same language itself.

6. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the Government of Kerala and approved by the University from time to time.
7. “A candidate will be considered to have satisfactory attendance if he/she earns not less than 75% attendance for theory classes and 90% for school internship. Six point grade system is followed in rating attendance. Attendance will be noted in letter grades in the mark list. The attendance range and respective grades are as follows: Gr : A+ (95-100%), Gr : A(90 to-<95%) , Gr :B+ (85 to-<90%), Gr: B(80to-<85%), Gr : C+ (75 to <80%),Gr : C (below 75). (For calculating percentage of attendance decimals will be rounded to the nearest whole number) “.

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

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

8. Readmission: - Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over, candidates have to join the course as a fresh entrant, if otherwise eligible.
9. Transitory regulations: - Whenever a Course/Scheme of instruction is changed in a particular year, three more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course, according to the changed Syllabus/regulations.
10. All the program/courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.
 - (i) Candidates who have completed the requirements of practical work related to theory (CE) and other practical courses of a Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.
 - (ii) The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed.(hard and soft copy)

- (iii) School Induction Program (school initiatory experience) is for a period of one week during Semester I. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of twelve weeks during Semester III and Phase II arranged for another eight weeks during Semester IV.
 - (iv) Assessment of School induction Program of Semester I will be done (jointly by the General and Optional teachers) by the Colleges of Teacher Education internally. There will be no external evaluation. School internship Phase I of semester III shall be evaluated both internally by the colleges and externally by the external examination team appointed by the University, as per the guidelines in the curriculum. School internship Phase II of Semester IV shall be evaluated internally (jointly by the colleges & practice-teaching schools) and all the requirements/records there to have to be submitted before the external practical board of Semester IV for verification.
 - (v) Practical work (CE) related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) of all semesters shall be assessed internally by the colleges themselves. Other practical works viz, College based, School based and Community based of Semester I and II will be assessed internally by concerned colleges and those of Semester III will be assessed internally and externally and subjected to standardization. The practical records of Discussion lessons, Demonstration lessons and Criticism lessons have to be presented before the external practical board of semester III for verification. The practicals namely CE of EDU 14, report of Minor Project of Semester IV will be assessed internally and externally. The practicals under Curriculum and Pedagogic courses; College based, School based and Community based of Semester IV and CE of EDU 15 have to be submitted before the External Practical Board of Semester IV for verification. Marks and respective grades of internal assessment have to be forwarded to the University within one week after the closing of the semester (Both hard and soft copy)
 - (vi) The total number of lessons required to be completed during Internship in Phase I is 40 and Phase II, 30. Practical works related to School Internship Phase I, practical work related to School Internship of Phase II and Minor project /Action Research/Case Study have to be compulsorily completed by all the student-teachers to be eligible for appearing for the External Practical Examinations of Semester III and IV respectively. Candidates who have completed practical courses and eligible for presentation to the Practical Examination of the External Practical Board of Semester III and IV, alone be permitted to register for the End Semester Examination of respective semesters. Physical attendance of the candidate during the practical examination and viva-voce is mandatory.
11. Candidates who have completed the requirements of a semester (attendance, CE and other practical courses) alone will be eligible for appearing for the End semester University examination and promotion to the next semester. Those who have satisfactorily completed the course requirements and uploaded the internal marks to the university by the colleges concerned, and fail to appear for the university examination alone can appear in

supplementary examinations. Those who fail to comply with the course requirements have to redo the semester and get promotion to the next semester.

12. For a pass in the examination, a candidate should secure a minimum of 50% marks (C+ Grade) in aggregate with a minimum of 40% (C Grade) in each Theory Paper in the External Examination of the University, 50% for theory and CE put together and 50% (C+ Grade) for Practice Teaching/School internship in teaching. There is no separate minimum for CE & other practical courses in all the semesters. Marks/grades for CE and Practical courses have to be given to various categories on the basis of proper guidelines and criteria. Detail records have to be maintained by institutions in each case.
13. All the theory papers of all semesters will be assessed through external examination of the University.
14. In case a candidate gets minimum for all papers but fails to get semester minimum, she/he has to re-appear the papers with less than 50% of marks to secure a pass in that semester.
15. “If a candidate wants to improve his/her grade he/she can appear for the Theory Examination and improve the grades for the first and second semesters in the next immediate chance, if the same scheme exists.”
16. “Improvement is limited to theory paper alone. For improvement in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e., marks before betterment and after betterment whichever is higher will be considered “
17. There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% (C+ Grade). Three chances will be given for reappearance as long as the same scheme exists.
18. Even if a candidate fails to secure the required minimum marks/grades for a pass in Theory during a semester but has completed the Practical Courses/Engagement with field he/she shall be allowed entry to the next Semester.
19. If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects. There is no provision for reassessment of Internship in teaching.
20. Re-admission and college transfers are as per University rules.

Definition of Terms

- **Semester system:** The semester system is a proactive system with program designed to be completed gradually within a period covering multiples of half an academic year. It is a pattern of the course in which the whole program is divided into different parts and each part is intended for a specified period of time, called semesters. The present B.Ed. program involves four semesters.
- **Credit:** Credit refers to the unit of value awarded for the successful completion of specific courses, intended to indicate the quality of the course instruction in relation to the total requirements for a course. Credit is a unit of input measured in terms of 'Study Hours'. It represents the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching-learning process such as attending classes, engaging in assignments, projects, community activities, gathering information from library and internet sources and other Practical Courses required by the course. Here, one credit for the B.Ed. program is considered equivalent to 30 Study Hours and one credit carries 25 marks (**1 credit-30 hours/25 marks**). All the tasks that carry credit are compulsory.
- **Grading:** Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. Seven Point Scale is suggested for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded are converted into letter grades as per the weightage assigned. Marks will be converted to respective Grades for whole programmes and courses only and not to each and every component. (e.g. EDU 0I – total marks earned for Theory & CE is converted to Grade)
- **Grade Point Average (GPA):** The means of grades obtained on a number of subjects/tasks for a specified period is the GPA. GPA is calculated by dividing *the sum of the weighted grade points obtained by a student in various subjects in a semester* by *the total number of credits taken by him/her in the semester*. The value shall be rounded off to two decimal places.
- **Cumulative Grade Point Average (CGPA):** CGPA is the value obtained by dividing *the total Credits for a Semester X Sum of GPA for all the semesters* by *the total credits for the entire course*. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for final results.
- **Perspectives in Education (core papers) :** Indicates the subjects of study under theoretical discourses which are compulsory for all the students undergoing the course (EDU 01 to 03, 06 to 08 , 11 to 12, and 14)
- **Curriculum and Pedagogic Courses (optional subjects) :** Indicates the subject which the student-teacher specializes in the course (EDU 04,05 ,09, 10, 13 & 15).

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

Course Outline

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

Structure of B.Ed. Course

A. Theoretical Discourses-Subject codes			B. Practical Courses	
Semester	Perspectives in Education	Curriculum and Pedagogic Courses	Nature of Practical - Subject code	
Semester I	EDU 01 EDU 02 EDU 03	EDU 04 EDU 05	College Based. School Based. Community Based	EDU-101(101.1-101.3) EDU-102 (102.1) EDU-103 (103.1)

Semester II	EDU 06 EDU 07 EDU 08	EDU 09 EDU 10	College Based. School Based Community Based	EDU-201(201.1-201.3) EDU-202 (-) EDU-203 (-)
Semester III	EDU 11 EDU 12	EDU 13	College Based School Based Community Based	EDU-301(303.1-301.2) EDU-302(302.1) EDU-303(303.1)
Semester IV	EDU-14	EDU-15	College, School & Community Based	EDU-401(401.1, 402.1)

Two year B. Ed Curriculum Framework.

Semester – I (June – October) -- one credit = 30 hours: 1 credit carries 25 marks.					
Theory – Perspectives in Education (core papers)					
Subject code	Subject Title	External	Internal	Total	Credits (1credit = 30 hours)
EDU-01	Knowledge and Curriculum: Philosophical and sociological Perspectives.	50	25	75	3
EDU-02	Developmental Perspectives of the Learner.	50	25	75	3
EDU-03	Technology and Communication in Education.	50	25	75	3
Theory – Curriculum and Pedagogic Courses. (optional subjects)					
EDU-04 (1-13)	Theoretical Base ofEducation.	50	25	75	3
EDU-05 (1-13)	Pedagogic Content Knowledge Analysis :	50	25	75	3
Engagement with the Field/Practical Courses: EDU – 101 & 103.					
EDU – 101: College Based					
EDU 101.1	Discussion, Demonstration lessons		-	-	-
	Micro-teaching – one skill		-		
101.2	Yoga, Health & Physical Education		50	50	2
101.3	Art & Aesthetics Education		25	25	1
EDU 102 - School Based					

102.1	School Induction Programme		15	25	1
	Observation of model lessons(2 nos.) and reporting.		10		
EDU – 103: Community Based					
103.1	Vocational/Work Education		15	25	1
	Field Trip – optional-wise		10		
	Total Marks & Credits	250	250	500	20
	Total Days, Hours & Credits	100 days X 6 hrs : 20 credits X 30 hrs=600 hrs			
Note : CE of theory papers and other practicals of Semester I assessed internally.					

Semester – II (November – March) – one credit = 30 hours : one credit carries 25 marks.					
Theory – Perspectives in Education.(core papers)					
Subject Code	Subject Title	External	Internal	Total	Credits(1credit = 30hours)
EDU-06	Education in Indian Society.	50	25	75	3
EDU-07	Perspectives of Learning and Teaching.	50	25	75	3
EDU-08	Assessment in Education .	50	25	75	3
Theory- Curriculum and Pedagogic Courses.(optional subjects)					
EDU-09 (1-13)	Curriculum and Resources in Digital Era : Education	50	25	75	3
EDU-10(1-13)	Techno-Pedagogic Content Knowledge Analysis:.....	50	25	75	3
Engagement with the Field/Practical Courses : EDU – 201.1, 201.2 & 201.3					
EDU – 201 : College Based					
201.1	Discussion-10 lessons, Demonstration -5 lessons(5 marks each)(Sem I & II) & 10 Criticism Lessons(2 marks each)		30	50	2
	Field Trip / Education Tour		10		
	Micro-teaching (one skill)		10		
201.2	Health & Physical Education		50	50	2
201.3	Art Education & Theatre Practice		25	25	1
	Total Marks & Credits	250	250	500	20
	Total Days, Hours & Credits	100 days X 6 hrs : 20 credits X 30 hrs=600 hrs			
Note : CE of theory papers and other practicals of Semester II assessed internally.					

Semester – III (June – November) : one credit = 30 hours. One credit carries 25 marks.					
Theory – Perspectives in Education(core papers)					
Subject code	Subject Title	External	Internal	Total	Credits
EDU-11	*Developmental Perspectives in Education.	50	25	75	3
EDU-12	Learner in the Educational Perspective.	50	25	75	3
* Educational Management, Environmental education, Health education & Entrepreneurship Education.					
Theory- Curriculum and Pedagogic Courses(optional subjects)					
EDU-13 (1-13)	Emerging Trends and Practices in Education.	50	25	75	3
Engagement with the Field/Practical Courses : EDU – 301, 302 & 303.					
EDU – 301 : College Based					
301.1	Art & Aesthetics Education.		25	25	1
301.2	Health and Physical Education		25	25	1
EDU – 302 : School Based					
302.1	School Internship-Phase I (12 weeks) 1. Optionals (curriculum & pedagogic courses) *(40 lessons/120 marks+Record-10 marks+viva-20 marks) Achievement test & analysis. Diagnostic test and remediation Reading and Reflection on a text Updating blog Multiple choice test battery Semester I to III (20 items from each paper) Reflective Journal 2. Health & Physical Education (2 lessons each)		150 15 10 10 10 20 10 50	275	11 Internal & External.

EDU – 303 : Community Based					
303.1	Community Living Camp (Program of Understanding the self)		50	50	2
	Total Marks & Credits	150	450	600	24
	Total Days, Hours & Credits	120 days X 6 hrs : 24 credits X 30 hrs=720 hrs			
Note : Records/products of 301.1, 301.2, 302.1 and 303.1 have to be submitted for scrutiny/evaluation before external practical board of Semester III.					
*Teaching 40 lessons : 120 marks (Optional teacher-80 + general teacher-20 + school supervisor-20)					
Semester – IV (November – March) : one credit = 30 hours. One credit carries 25 marks.					
Theory – Perspectives in Education.(core papers)					
EDU-14	Advanced Studies : Perspectives in Education.	50	25	75	3
Theory – Curriculum and Pedagogic courses (optional subjects)					
EDU-15 (1-13)	Advanced Studies : Curriculum and Pedagogic Courses inEducation	50	25	75	3
Practical Courses/Engagement with the Field – EDU – 401.					
EDU 401.1	Minor Project / Action Research / Case Study – (30-50 pages) Viva-voce.		40 10	50	2 Internal and external
402.1	School Internship Phase II (8 weeks)		120	200	8 Internal & verification by external board.
	1. Optional (cu & pedagogic courses)				
	* (Teaching-30lessons-90 marks + Record-10 marks+ viva-20 marks)				
	Achievement test & Analysis		15		
	Diagnostic Test& Remediation		10		

	Reading and Reflecting on a text.		10		
	Reflective Journal		10		
	Updating blog		10		
	Exposure to curriculum development. (Preparation of a sample unit of textual material)		25		
	Total	100	300	400	16
	Total Days, Hours & Credits	80 days X 6 hrs : 16 credits X 30 hrs=480 hrs			
<p>Note : Records/products of 401.1, 402.1, CE of EDU-14 & 15 (MCQ test batteries) have to be submitted for scrutiny/verification before external practical board of Semester IV.</p> <p>*Teaching 30 lessons : 90 marks (Optional teacher-60 + general teacher-15 + school supervisor-15)</p>					

Credit details of the Course

Semester	Subject Code	Papers	Credits		Total Credits 1 credit=30hrs
			Theory	CE	
Sem. I	EDU 01	Core paper I	2 credits	1 credit	3 credits
	EDU 02	Core paper II	2 credits	1 credit	3 credits
	EDU 03	Core paper III	2 credits	1 credit	3 credits
	EDU 04.1-04.13	Optional I	2 credits	1 credit	3 credits
	EDU 05.1-05.13	Optional II	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU 101) School Based (EDU 102) Community Based(EDU 103)		3 credits 1 credits 1 credits	5 credits
	Total			10 credits	10 credits
Sem. II	EDU 06	Core paper V	2 credits	1 credit	3 credits
	EDU 07	Core paper VI	2 credits	1 credit	3 credits
	EDU 08	Core paper VII	2credits	1 credit	3 credits
	EDU 09.1-09.13	Optional III	2 credits	1 credit	3 credits
	EDU10.1-10.13	Optional IV	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU201) School Based (EDU202) Community Based (EDU203)		5 credits 0 credit 0 credit	5 credits
	Total			10 credits	10 credits
Sem. III	EDU 11	Core Paper VIII	2 credits	1 credit	3 credits
	EDU 12	Core Paper IX	2 credits	1 credit	3 credits
	EDU 13.1-13.13	Optional V	2 credits	1 credit	3 credits

	Practical Courses	College Based(EDU 301) School Based (EDU 302) Community Based(EDU 303)	2 credits 11 credits 2 credits	15 credits
	Total		6 credits	18 credits
Sem. IV	EDU 14	Core Paper X	2 credits	1 credit
	EDU-15	Optional VI	2 credits	1 credit
	Practical Courses	College, School & Community Based (EDU 401.1 – 402.1)	10 credits	10 credits
	Total		4 credits	12 credits
Grand total				80 credits

Details of Theory Courses -- Semester I

Code	Title	Instructional hours/credits	Related Practical work-CE-Hours/credits
EDU 01	Knowledge and Curriculum: Philosophical and Sociological Perspectives.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 02	Developmental Perspectives of the Learner.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 03	Technology and Communication in Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.1	Theoretical Base of Malayalam Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.2	Theoretical Base of English Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.3	Theoretical Base of Hindi Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.4	Theoretical Base of Sanskrit Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.5	Theoretical Base of Arabic Language Education	60 hrs / 2 credits	30 hrs / 1 credit

EDU 04.6	Theoretical Base of Tamil Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.7	Theoretical Base of Mathematics Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.8	Theoretical Base of Physical Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.9	Theoretical Base of Natural Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU04.10	Theoretical Base of Social Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.11	Theoretical Base of Geography Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.12	Theoretical Base of Commerce Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.13	Theoretical Base of Home Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.1	Pedagogic Content Knowledge Analysis-Malayalam	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.2	Pedagogic Content Knowledge Analysis-English	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.3	Pedagogic Content Knowledge Analysis-Hindi	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.4	Pedagogic Content Knowledge Analysis-Sanskrit	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.5	Pedagogic Content Knowledge Analysis-Arabic	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.6	Pedagogic Content Knowledge Analysis-Tamil	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.7	Pedagogic Content Knowledge Analysis-Mathematics	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.8	Pedagogic Content Knowledge Analysis-Physical Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.9	Pedagogic Content Knowledge Analysis-Natural Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.10	Pedagogic Content Knowledge Analysis-Social Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.11	Pedagogic Content Knowledge Analysis-Geography	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.12 EDU 05.13	Pedagogic Content Knowledge Analysis-Commerce Pedagogic Content Knowledge Analysis-Home Science	60 hrs / 2 credits 60 hrs/2 credits	30 hrs / 1 credit 30 hrs / 1 credit

Details of Theory Courses - Semester II

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

EDU 09.13	Curriculum & Resources in digital Era : Home Science Education	60 hrs/ 2 credits	30 hrs / 1 credit
EDU10.1	Techno-Pedagogic Content Knowledge Analysis- Malayalam	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.2	Techno-Pedagogic Content Knowledge Analysis- English	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.3	Techno-Pedagogic Content Knowledge Analysis- Hindi	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.4	Techno-Pedagogic Content Knowledge Analysis- Sanskrit	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.5	Techno-Pedagogic Content Knowledge Analysis- Arabic	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.6	Techno-Pedagogic Content Knowledge Analysis- Tamil	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.7	Techno-Pedagogic Content Knowledge Analysis- Mathematics	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.8	Techno-Pedagogic Content Knowledge Analysis- Physical Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.9	Techno-Pedagogic Content Knowledge Analysis- Natural Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.10	Techno-Pedagogic Content Knowledge Analysis- Social Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.11	Techno-Pedagogic Content Knowledge Analysis- Geography	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.12	Techno-Pedagogic Content Knowledge Analysis- Commerce	60 hrs / 2 credits	30 hrs / 1 credit
EDU 10.13	Techno-Pedagogic Content Knowledge Analysis- Home Science	60 hrs / 2 credits	30 hrs / 1 credit.

Details of Theory Courses - Semester III

Code	Title	Instructional hours/credits	Related Practical work Hours/credits
EDU 11	Developmental Perspectives in Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 12	Learner in the Educational Perspective	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.1	Emerging Trends & Practices in Malayalam Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.2	Emerging Trends & Practices in English Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.3	Emerging Trends & Practices in Hindi Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.4	Emerging Trends & Practices in Sanskrit Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.5	Emerging Trends & Practices in Arabic Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.6	Emerging Trends & Practices in Tamil Language Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.7	Emerging Trends & Practices in Mathematics Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.8	Emerging Trends & Practices in Physical Science Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.9	Emerging Trends & Practices in Natural science Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.10	Emerging Trends & Practices in Social Science Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.11	Emerging Trends & Practices in	60 hrs / 2 credits	30 hrs / 1 credit

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

Details of Theory Courses - Semester IV

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

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

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

Details of Practical Work Associated with Theory: CE (25 marks/1 credit)

(a) Perspectives in Education (Core papers)

Sem.	Sub. Code	Nature of practicum.....	Marks	Credits	Assessment
I	EDU-01	<ol style="list-style-type: none"> 1. Seminar/presentation-1 (5 marks) 2. Assignment-1 (5 marks) 3. Test-mid semester (5 marks) 4. Capacity Building Program (leadership building) -10 marks 	25	One	Internal
	EDU-02	<ol style="list-style-type: none"> 1. Seminar/presentation- 1 (5 marks) 2. Assignment- 1 (5 marks) 3. Test –mid semester (5 marks) 4. Capacity building Activity-1 (10 marks) 	25	One	Internal
	EDU-03	<ol style="list-style-type: none"> 1. Seminar/presentation-1 (5 marks) 2. Test-mid semester exam (5 marks) 3. Blog Creation (10 marks) (Blog creation workshop and posting of materials) 4. Online Assignment -1 (5 marks) 	25	One	Internal
II	EDU-06	<ol style="list-style-type: none"> 1. Group Seminar/group discussion/brain storming-1 (5 marks) 2. Practicum-1 (5 marks) 3. Test-mid semester exam (5 marks) 4. Capacity Building Program(workshop for life skill development-one skill) (10 marks) 	25	One	Internal
	EDU-07	<ol style="list-style-type: none"> 1. Practicum - 1 (5 marks) 2. Practical - 1 (5 marks) (paper pencil/ group/ digital) 3. Test-mid semester exam 1 (5 marks) 4. Capacity building-workshop for stress 	25	One	Internal

		management - Activity -1 (10 mark)			
	EDU-08	<ol style="list-style-type: none"> 1. Group Seminar/group presentation /group discussion/brain storming -1 (5 marks) 2. Test-mid exam (5 marks) 3. Practicum- no.1 (5 marks) 4. Development of any one tool.(10 marks) 	25	One	Internal
III	EDU-11	<ol style="list-style-type: none"> 1. Test – mid semester exam. (5 marks) 2. Practicum-1 (10 marks) 3. Field study(conscientization progrm)-1 (10 mark) 	25	One	Internal
	EDU-12	<ol style="list-style-type: none"> 1. School based activity -1 (10 marks) 2. Practical-1 (10 marks) Individual/Group 3. Test-mid semester exam (5 marks) 	25	One	Internal
IV	EDU-14	MCQ Test battery-with college level testing for internal and viva-voce for external (consolidation from Semester I to IV, 20 items per paper.)	25	25	Internal & External

(b) Curriculum and Pedagogic Courses (Optional Papers)

Sem.	Sub. Code	Nature of Practicum.....	Marks	Credits	Assessment
I	EDU-04	<ol style="list-style-type: none"> 1. Assignment -1 (5 marks) 2. Seminar/presentation-1 (5 marks) 3. Reading & reflecting on texts (10mks) 4. Mid semester exam – (5 marks) 	25	One	Internal
	EDU-05	<ol style="list-style-type: none"> 1. Observation of model video lessons & reporting(2nos.) (teacher monitored) – (10 marks) 2. Test-mid semester exam (5 marks) 3. Subject Association activity- (5 marks) 4. Online Assignment – 1 (5 marks) 	25	One	

II	EDU-09	1. Mid semester exam (5 marks). 2. Reading and Reflecting on text -1(10marks) 3. Seminar/presentation-1 (5 marks) 4. Practicum – 1 (5 marks)	25	One	Internal
	EDU-10	1. Digital profile making/digital album(10 marks) 2. Test-mid semester (5 marks) 3. Video scripting, shooting, editing and uploading in blog/you tube-5 to 10 minutes-(10 marks.)			
III	EDU-13	1. Innovative work-1 (10 marks) 2. Reading and Reflecting on text-1 (10 marks) 3. mid semester exam (5 marks)	25	One	Internal
IV	EDU-15	1.MCQ Test battery-30 items from EDU 15. 2. Cognitive maps on one unit each from +1 and +2 curriculum.	15 10	One	Internal assessment & Verification by External board.

- Practicum: systematic study of problems from subject areas through collection of information from different sources. Records/short reports not exceeding 5 to 6 pages have to be maintained.
- Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. In this connection workshops for development of leadership quality EDU-01, any one life skill development for EDU-06 and workshop for stress management for EDU-07 have been proposed.
- Practicum-video script: Based on a single theme developing, Video scripting, shooting, editing and uploading in blog/you tube for 5 to 10 minutes duration.
- Field study(conscientization program): A conscientization has to be undertaken by every student on a selected theme and records to be maintained. The student-teacher has to undertake any one conscientization program in the school/community during practice-teaching and has to prepare a written report. (gender sensitivity, inclusive education, social evils around, media abuse, and the like.....)

- Seminar-individual/group: The student-teacher has to take up either a seminar individual/group to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self-developed. .
- Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly by optional groups.
- Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.
- Reading and reflecting on text: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings interactively-individually and in small groups. Each student-teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. preferably in the optional subject area and to prepare reflective notes.
- Exposure to curriculum development. (Preparation of a sample unit of textual material). The aim of this section is to develop the capacity of student-teachers in preparing textual materials for Class VIII/IX/X in their optional subject based on a suitable content. The format of the text books in their subject can be followed in the preparation of text. A unit has to be prepared.
- MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question test batteries at three stages: with college level testing for internal and viva-voce for external.
 1. MCQ test battery in the concerned optional subject(content cum pedagogic courses) with 20 items each from the optional paper/papers of Semester I, II and III.
 2. MCQ test battery from the area Perspectives in Education with 10 items each from papers of Semester I, II, III and IV as a part of EDU-14.
 3. MCQ test battery with 30 items from EDU-15 in the concerned optional subject.

It is better to start the preparation of MCQ test battery from Semester I itself and have to be completed and consolidated by semester III and IV. MCQ test batteries have to be presented before the External Evaluation Board along with the other requirements.
- Mid Semester Examination: A college level examination for all papers - of one hour duration and 25 marks with multiple choice items, very short answer and short answer questions. The marks earned in the examination has to be converted to 5.

Details of Practical Courses : (Related practical work)

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

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

(b) School Based

Code EDU	Title	Task to be carried out	Marks/ Credits	Assessment
102.1	Initiatory School Experiences/school induction program.(5 days)	3 periods teaching / shared practice without formal lesson plans	10	Internal
		preparation of diary /repot.	10	

		observation of lessons(2 nos.) and reporting	5/1 credit	
302.1	School Internship Phase – I (12 weeks)			Internal & external
	1. Curriculum & Pedagogic Courses	40 lessons and associated work	225/9 credits.	
	2. Health Education and Physical Education	2 lessons each and associated work	50/2 credits	

(c) Community Based

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

Semester - IV

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

Guidelines for Related Practical Work/Practical Courses.

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

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

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

EDU 102.1 – School Induction Program. The sole purpose of Initiatory school experience is to provide the student-teacher an opportunity to have primary experiences with the functioning of the school. This school attachment program is for a period of five continuous working days giving them an opportunity to acquaint with the school environment and their day-to- day functioning. Observation of lessons of senior teachers individually or in small groups (2 nos.) , meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons individually or as Shared Practice. In Shared Practice, student-teachers will be in small groups of three members. The lessons will be divided into three parts and each student teacher will practice one of the parts by rotation in the natural classroom situation. Lesson plans need not be written with the rigidity employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as record of the visit.

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

EDU 201.1 –Field Trip/ Study Tour: It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field work and understanding the environment around. A report of tour has to be prepared by all student-teachers. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The Study tour can be organized by the institution at

their convenience as a general program/Optional requirement, for a duration not exceeding 5 working days, and will be counted as an activity of Semester II. In case any student fails to attend the study tour/field work due to genuine reasons they have to compensate it by undertaking a minor community work suggested by the institution and have to submit a report.

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

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

Internship in Teaching/School Internship is for a period of 20 weeks divided into two Phases of 12 and 8 weeks, to be organized during the Third and Fourth Semesters of the Course. For school internship, the Colleges of Teacher Education and the participating Schools shall set up a mutually agreed mechanism for organizing, monitoring, supervising, tracking of internship and assessing the student - teachers. Make arrangement with at least five practicing schools for the internship as well as other school based activities of the course. These schools shall form basic contact point for all other practicum activities and related practical work during the course of the program. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

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

EDU-302.1 : School Internship Phase I.

School Internship/Teaching Practice for Semester III shall be arranged as a single block program for a duration of 12 weeks (one week preparatory work at school/college, 10 weeks of teaching in schools, one week post practice-teaching practical work at school/college) . Student-teachers have to complete 40 Practice Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and 2 lessons each for Health Education & Physical Education during this period and to actively participate in all activities of the practicing school. Graduate students can be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal, MCQ battery, Reading and reflecting on text, blog updation (*1. Bi-Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-1 nos.*), are mandatory. Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures. This phase of internship will be assessed both internally by colleges concerned and externally by the external practical board of the university.

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

School Internship cum apprenticeship /Teaching Practice for Semester IV may be arranged as a single block program for a duration of 8 weeks (one week preparatory work at school/college, 6 weeks of teaching in schools, one week post practice-teaching practical work at school/college). Student-teachers have to complete 30 Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and to actively participate in all the activities of the school during this period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. *Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal, updating blog (1.Bi- Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-1 nos.), Reading and reflecting on a text in the concerned optional, Preparation of textual material and Field work (Minor Project/Action Research/Case Study) have to be undertaken/completed/reported during this period.* Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures.

Supervision of School Internship: - The supervision of Practice Teaching is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. The subject teachers of the school have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of three lessons

(probably at the beginning, middle and at the end of Practice Teaching) by the Optional teacher and one lesson by the General teacher is mandatory. The Principals of Colleges have to visit the practicing schools, observe lessons and monitor Practice Teaching. Assessment of Practice Teaching will be done on the basis of the Performa for assessment of teaching (see appendix). Assessment of Practice Teaching will be done jointly by the General and Optional Teachers , and School supervisors.

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

EDU 303.1 – Community Living Camp:

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

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

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

Themes for a Community Living Camp (decide the theme to suit the location)

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

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

EDU 401.1 – Minor Project/Action Research/Case Study

The student-teacher has to take up a minor research project/Action Research/Case Study during the course. The fundamentals and modalities of this systematic study are well discussed in EDU – 08 of Semester II. The task/theme selected should be relevant socially, academically and contextually and has to be undertaken in a phased manner as per the schedule under the guidance of a supervisor (General/Optional Teacher Educator). The task has to be initiated during the 1st Phase of School internship and to be completed during the 2nd Phase and credited with Semester IV. Selection of a relevant topic/problem/case, review of available literature in the area, preparation/adoption of simple tools to collect facts/data regarding the issue, analysis of the data either qualitatively or quantitatively(using simple statistics), reporting the findings are the stages to be followed. The report has to be typed/neatly handwritten, consolidated to a document of 30-50 pages. (format of the report is given as appendix) . Assessment of the report will be done internally by the Supervising Teacher Educator and externally by the external practical board. **Assessment of Report : Internal/External – 40 marks, viva-voce-10 marks(internal & external)**

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

ASSESSMENT : The academic growth of the student-teacher is assessed using various assessment devices. For the theory courses, the proficiency of the student-teacher is evaluated through continuous evaluation of the candidates progress and through the semester end examination. To make continuous

evaluation transparent, student-teachers should be made aware of the modus operandi of the evaluation process and the assessment criteria. The level of performance of the student-teachers is to be published periodically. The internal marks of

1. Theory Courses-both Core and Optional papers (CE) of Semester I, II, III and IV (EDU-15),

2. Practical courses viz. College based, School based and Community based of Semester I and II ,

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

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

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

Course Evaluation/Assessment

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

- *** Online examination of EDU-14 & EDU-15:** The online examination shall be conducted by the university at the end of Semester IV in respective Colleges of Teacher Education/selected centres. The duration of the examination will be one hour fifteen minutes (75 minutes) with 50 multiple choice question items. There will be four distracters to each question item and the students have to select the most appropriate choice. All the rules with respect to online examination will be applicable here also. A question bank with sufficient multiple choice items shall be created separately for EDU-14 & EDU-15 as per the respective curriculum requirements/components and uploaded in the web site. Students have to answer 50 items in 75 minutes in both the examinations.

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

Modes of Assessment :

- A. Theory:** (50 marks each)-Theoretical discourses of Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) for all semesters will be assessed externally through end semester examinations of the University.

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

B. Practical Courses:-

1. Practical Courses for Internal assessment.

Continuous and comprehensive assessment of the College, School & Community Based Practical for EDU 101 to EDU 103 of Semester I , EDU 201 of semester II will be done by the teacher educators concerned internally on the basis of the criteria fixed for the purpose. The internal examiner will assess the performance of the student-teachers and award marks and respective grades. EDU 301, EDU 302 & EDU 303 of Semester III and EDU 401 and 402 of semester IV will be assessed both internally and externally.

2. *Practical Courses for External Assessment*

Practical work related to EDU 301, 302, 303 of Semester III and EDU 401.1, & EDU 402.1 of Semester IV will be subjected to external assessment by an External Examination Board constituted by the University. The external examiner for Physical Education will assess the Records related to Physical and Health Education. There will be no external assessment of Physical and Health Education classes by the external examiner. The present practice of appointing Zonal Boards will be continued. The board members will be appointed by the University on the basis of existing norms.

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

- **Phase I – Practical Examination of Curriculum and Pedagogic courses (optional), Art Education and theatre practice and Health and Physical Education of Semester III(during October-November).**
- **Phase II – Evaluation of Minor Project work/Action Research/Case study and viva-voce , CE of EDU-14, and scrutiny/verification of Teaching records/products of Internship II-(during March). Phase II teaching will be assessed internally but the records/products of internship will be verified by the board.**

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

Semester III

Code	Item for assessment.	Marks.	Mode of assessment
301.1	Art and Aesthetic Education	25	Internal and External
301.2	Health and Physical Education	25	
302.1	Teaching – Content & Pedagogic courses	150	
	Achievement test and Analysis	15	
	Diagnostic test and remediation	10	
	Reading and reflecting on a text	10	
	Updating blog	10	
	MCQ test battery (semester I to III)	20	
	Reflective journal	10	
	Health and Physical Education-teaching records and viva-voce	50	
303.1	Community Living Camp	50	
Records of Discussion, Demonstration and Criticism lessons of semester II to be submitted for verification before the External Practical Board.			

Semester IV

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

External Practical Board

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

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

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

Duties of Practical Board: The marks and respective grades of internal assessment of Practical Courses of Semester III and IV will be handed over to the Chairman, External Practical Board at the time of Practical Examination by the Colleges concerned. The members of the External Practical Board will assess/verify the Records and performance of all the student-teachers in their concerned subject using the assessment criteria followed in internal assessment and hand over the marks and respective grades to the Chairman of the Board. The average of the internal and external assessment has to be taken as the final score. In case, the total marks awarded by the internal and external examiner for a subject (Minor Project/Action Research/Case Study, Physical Education, and Practice Teaching and related activities) has a difference more than 20% of the total marks, the Chairman will examine the case and settle the variation. In such cases the decision of the Chairman will be final. The Chairman will check randomly/verify any case, if discrepancies are noted. All the Examiners, appointed by the University including the Chairman have to be present in the centre on all the days on which Practical Examination is conducted.

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

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

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

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

Scheme of Assessment: Theory

Semester I (Semester-end examination)

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

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

Scheme of Assessment – Semester II (end Semester examination)

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

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

Semester III (Semester-end examination)

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

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

Semester IV (Semester-end examination : online examination)

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

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

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

Pattern of Question Paper – Semester IV (online examination)

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

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

Intervals of marks in %	Grade	Grade Range
90 and above	A+	9 to 10

80 to < 90	A	8 to < 9
70 to < 80	B+	7 to < 8
60 to < 70	B	6 to < 7
50 to < 60	C+	5 to < 6
40 to < 50	C	4 to < 5
Below 40	D	< 4

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

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

Cumulative Grade Point Average (CGPA)

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

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

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

Curriculum Transaction

Strategies to be adopted

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

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

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

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

10. Judges / appraises/ evaluates the merits or demerits of an idea/ develops own solutions to a problem

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

Orientation of the Curriculum

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

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

1. General Orientation :

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

2. About the B. Ed. Program

- a) **Theoretical Discourses and Related Practical Work (CE)**
- b) **School internship /Practice Teaching**
- c) **Practical Courses / Practicum (College/School/Community Based)**
- d) **Assessment and Evaluation (both Internal and External)**
- e) **Curricular and Co curricular Activities in the Institution.**

Composition of the Curriculum

The curriculum of various subjects for B Ed are presented in the order Semester I, Semester II, Semester III & Semester IV. Perspectives in Education (**EDU 01-03, 06-08, 11 & 12, 14**) are Core papers & Curriculum and Pedagogic Courses (**EDU 04 –05, 09-10, 13, 15**) are Optional subjects. The components of the curriculum have been presented in the following order.

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

The syllabus Grid contains four columns

1. **Learning Outcomes – what the student-teacher may achieve.**
2. **Contents/Concepts and allied matters – concepts and knowledge of functional dimensions of concepts.**
3. **Strategies/Approaches recommended for transaction – Initiated by the mentor.**
4. **Assessment and Evaluation – to assess the progress of the novices.**

Perspectives of Education (core Papers).

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

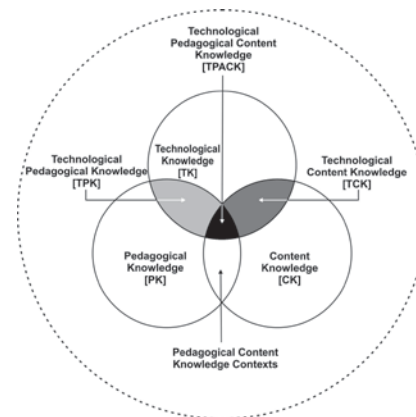
The prospective teacher

- Understands the meaning, significance and perspectives of education in the socio-cultural context.
- Understands the history, current issues and challenges of Indian Education and becomes capable of solving various problems of the society.
- Understands the developmental processes and needs of children and adolescents, the role of teacher in facilitating them.

- Acquaints with prominent Psychological principles, theories of development and learning, and allied matters and make use of them in educational contexts.
- Understands the assumptions of ICT, Assessment and Evaluation, Management, Environment etc and makes use of them in practical life and classroom instruction.
- Acquires democratic and social values of an ideal teacher and develops skills and competencies in teaching and classroom management.

Curriculum and Pedagogic Courses (Optional subjects)

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



The objectives of optional education include:

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

SEMESTER – I

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

Perspectives in Education/Core Subjects:

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

Curriculum and Pedagogic Courses/Optional subjects:

- EDU-04. 1-13 : Theoretical Base ofEducation.**
- EDU-05. 1-13 : Pedagogic Content Knowledge Analysis :**

EDU - 01: KNOWLEDGE AND CURRICULUM: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES

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

Course Outcome (CO):

- CO 1 To recognise broad functions of education and role of teacher as a leader
- CO2 To develop personal philosophy of teaching
- CO3 To synthesise eclectic tendencies in teaching
- CO4 To understand the sociological functions of education
- CO5 To synthesise the role of teacher as a change agent and nation builder
- CO6 To synthesise the role education in promoting national integration and peaceful coexistence

Contents:

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

UNIT I : TEACHER AND EDUCATION (15 hrs)

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

REFERENCES :

- Agarwal. J.C (2008). Education in the emerging Indian Society. Shipra Publications

- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Sharma R.A. (1993). Teacher Education: Theory, Practice and Research. Meerut : International Publishing House
- Zhijian, L.The multirole of Teacher: Retrived July 10, 2012, fromWuhan university of science and engineering:
<http://www.seiofbluemoutain.com>
- <http://www.ncert.nic.in/>
- <http://teaching.about.com>
- <http://www.ncte-india.org>.

UNIT II: PHILOSOPHICAL PERSPECTIVES OF EDUCATION(30 hrs)

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

REFERENCES :

- Brubacher John. S (1962). Modern Philosophies of Education. New Delhi: Tata McGraw,
- Butter J. Donald (1951). Four Philosophies and Their Practice in Education and Religion New York: Harper and Brothers Publishers
- Chatterjee.S (2012). Principles and practices of modern Education. Arunabha sen book(p) ltd. Kolkatta.

- Dewey John (1938). Experience and Education. New York: Macmillan.
- Gandhi m.k. (19037). basic education, navajivan publishing house, Ahmedbad
- Gupta, B. (1998). The Disinterested Witness: A Fragment of Advaita Vedanta Phenomenology. Evanston, IL: Northwestern University Press.
- Mohanty, J. N. (1992). Reason and Tradition in Indian Thought. Oxford: Oxford University Press.
- Narmadeshwar Jha, 1994, "Rabindranath Tagore", Prospects: the quarterly review of education, vol 24, no 3/4, pp 603-619
- Perters, R. S., (1973). Authority, Responsibility & Education (3rd Ed). London: George, Allen & Unwin
- Rai B.C (1997), Theory of education,. Prakasan Kendra. Lucknow
- Siegel, Harvey, ed. *The Oxford Handbook of Philosophy of Education*. Oxford: Oxford University Press, 2009.
- Swami Vivekananda, India and Her People, Pub. : Vedanta Math, Calcutta, 1940
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- <http://www.unesco.org/>
- Basics in Education Textbook for B. Ed. Course(http://www.ncert.nic.in/pdf_files/basic_in_education.pdf)
- "Full text of "The Dewey School The Laboratory School Of The University Of Chicago 1896-1903"". www.archive.org. Retrieved 2017-06-17.

UNIT III: SOCIOLOGICAL PERSPECTIVES OF EDUCATION (30 hrs)

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

REFERENCES:

- Agarwal J.C.(19991). Theory and [practices of education. Vikas publishing house Pvt Ltd. New delhi.
- Dash BN(2002). Teacher and education in the emerging Indian Society. Vol.2. Neelkamal publication. Hyderabad.

- Arora G.L & Pranati Panda. Fifty Years of Teacher Education in India (Post Independence Developments):NCERT
- Chinara B.(1997). Education and Democracy, APH. New Delhi.
- John, Zeepa Sara. (2012) Philosophical and Sociological Foundations of Education. Chennai: Almighty Book Company,
- Mukherji SM.(1966). History of education in india, charya book depot, baroda..

UNIT IV: EDUCATION AND SOCIAL CHANGE (20 hrs)

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

REFERENCES :

- Elder, Joseph W. (2006), "Caste System", Encyclopedia of India (vol. 1) edited by Stanley Wolpert, 223–229, Thomson Gale: ISBN 0-684-31350-
- Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin
- Saraswathi, B(1998). The cultural dimension of education. New delhi, indira Gandhi national center for the arts

SEMESTER 1

EDU - 02: DEVELOPMENTAL PERSPECTIVES OF THE LEARNER

Course Outcome(CO):

To enable the student teacher:

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

Contents:**UNIT I : FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY****UNIT II : DEVELOPMENT OF THE LEARNER****UNIT III : LEARNER DIFFERENCES IN INTELLIGENCE AND CREATIVITY****UNIT IV : PERSONALITY OF THE LEARNER****UNIT I FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY (15 hours (10 T+ 5 P))**

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop an awareness about the need for educational psychology for a teacher 2. To develop an understanding of the nature, scope and methods of Educational psychology. 3. To understand various approaches to study Psychology. 4. To familiarise the different schools of Psychology 5. To familiarise the various branches of psychology	1. Educational Psychology- Meaning, Scope, Limitations and relevance in classrooms 2. Schools of Psychology- Structuralism, Functionalism, Behaviourism, Cognitive, Humanistic and Gestalt Schools 3. Scientific method of studying behavior, Methods of studying Educational Psychology- Introspection, Observation, Experimental method and Case Study	Lectures Group discussion on Critical analysis of application of psychology Comparison of different schools of psychology Case study Self analysis	<ul style="list-style-type: none"> • Reflective practices • Assignments • Seminar presentation • Test paper • Performance in discussions

Reference

- Chauhan, S.S (2006) Advanced Educational Psychology New Delhi :Vikas Publishing House.
- Woolfolk, Anita (2004), Educational Psychology (9th ed.) India: Pearson Education
- Mangal, S.K (1997) Advanced Educational Psychology New Delhi Prentice Hall of India

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To develop an understanding of the concept, principles and theories of Growth and development. 2. To familiarise the different aspects of development and developmental tasks and developmental hazards 3. To understand the developmental characteristics of Childhood and Adolescence. 4. To critically evaluate the contributions of various theories of development 5. To conceptualise the role of teacher in facilitating development of the learner 	<ul style="list-style-type: none"> • Growth and Development: Principles, Developmental tasks and Developmental hazards • Theories of development- Piaget’s theory , Erickson’s theory of Psycho social development and Kohlberg’s theory of Moral development • Developmental characteristics with special reference to childhood and adolescence <ul style="list-style-type: none"> ▪ Physical and motor development ▪ Cognitive development ▪ Language development(Noam Chomsky, Vygotsky) ▪ Emotional development ▪ Moral& social development- • Role of teacher in fostering the above developments of the learner. 	<p>Group discussion to compare the characteristics of childhood and adolescence</p> <p>Seminars on the highlights of various theories</p> <p>Lecturing</p> <p>Child study</p> <p>Application of different methods for understanding adolescent problems</p> <p>Analysis of theory and its application in different contexts</p>	<ul style="list-style-type: none"> • Reflective practices • Performance in group discussions • Assignments • Seminar presentation • Test paper • Child study reports • Communicative skills • Self study reports

Reference

- Hurlock, B. Elizabeth(2003)., Developmental Psychology New Delhi: McGraw-Hill
- Berk, L.E (2012) Child Development (6th Ed .)New Delhi: Prentice Hall of India, Witting A F,(2001) Developmental Psychology, A life span Approach, New Delhi: Mc. Graw Hill
- Pennington, D, et.al (2010) Advanced Psychology: Child Development, Perspectives and Methods, London: Hodder &Stoughton

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To conceptualise the individual difference among the learners on the basis of intelligence and creativity 2. To develop an understanding of the concept, nature and various theories of intelligence 3. To understand the meaning, nature, process of creativity development and the strategies for fostering creativity. 4. To familiarise the measurement of intelligence and creativity 	<ul style="list-style-type: none"> • Meaning and nature of intelligence • Theories of Intelligence – two factor, group factor, • , Guilford’s structure of intellect model - Multiple intelligence etc. • Measurement of Intelligence –verbal, nonverbal and performance tests • Emotional intelligence, Social Intelligence, Spiritual Intelligence- Meaning and Scope • Creativity- meaning and nature - Identification of Creative Learner - Process of Creativity , Teacher’s role in fostering Creativity. 	<p>Lectures ,Group discussion</p> <p>Administer any one intelligence test and familiarize the procedure.</p> <p>Prepare activities based on the multiple intelligence theory</p> <p>Prepare sample items for verbal creativity tests (minimum 4 items)</p> <p>Develop an activity to foster creativity in the classroom</p> <p>Design of Strategies for promoting emotional, social and spiritual intelligence among students</p>	<ul style="list-style-type: none"> • Practical work • Assignments • Seminar presentation • Test paper • Performance based assessment

Reference

- Dwyer, D. & Scampion, J (1995): Psychology A- Level: Great Britain: Mcmillan.
- Barochisky, G.B Poeytes Book (1984) Intelligence Procedures in Psychology, Philadelphia
- Gates, A.S and Jersild, A.T (1970) Educational Psychology, New York : Macmillian
- Teele, Sue (2000), Rainbow of Intelligence: Exploring how students Learn, California: Corwin Press Inc.

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To conceptualise the individual difference among the learners on the basis of Personality 2. To develop an understanding of the concept of adjustment 3. To understand the factors causing maladjustment 4. To familiarise the personality tests 5. To conceptualise mental health and mental hygiene 	<ul style="list-style-type: none"> • Concept of Personality- • Approaches to study personality - Psycho analytic theory (Freud), - Type theory, Trait Theory (Allport) • Characteristics of mature personality. • Assessment of personality- techniques and methods- projective techniques • Adjustment and Maladjustment, Adjustment mechanisms. 	<p>Lectures</p> <p>Case study of unique personalities</p> <p>Group discussion to identify the characteristics of mature personality</p> <p>Administer any one personality test and familiarize the procedure</p> <p>Conduct a discussion on teacher's role in identifying and managing maladjusted learner</p> <p>Discussion on mental health programmes</p> <p>7.Action research on adjustment patterns</p>	<ul style="list-style-type: none"> • Reflective practices • Assignments • Seminar presentation • Test paper • Practical works

Reference

- Allport, G.W (1937) Personality: A Psychological Interpretation Hentry Holt & Co. NewYork.
- Cattell, R.B (1959) Personality and Motivation : Structure and Measurement, M.B. Graw Book Company, New York
- Guilford JP (2007) Personality, : New Delhi: Surjeet
- Dash, M. & Dash, N. (2006) Fundamental of Educational Psychology: New Delhi: Atlantic Publishers and Distributors
- Aggarwal, J.C (1994) Essentials of Educational Psychology New Delhi :Vikas Publishing House
- Berk,Laura E, (2003). Child Development (6th ed). New Delhi :PrenticeHall of India.
- Craig J Grace (1983) Human Development Prentice Hall, INC, Eagle Wood Cliffe, New Jersey.
- Crow, L.A and Crow A Educational Psychology (1973) New Delhi : Eurasia Publishing House.
- Devas, R.P., Jaya N. (1984). A Text Book on Child Development. Bombay :McMillan India Ltd.
- Dinkmeyer.C.D(1967) Child Development,. New Delhi, Prentice Hall of India Pvt.Ltd.
- Dunn,R.,&Dunn,K.(1978).Teaching students through their individual learning styles. Reston,V.A.: Reston Publishing Company,Inc.
- Duric, L (1990)Educational Psychology New Delhi : Sterling Publishers.
- Elliott, A.J (1981) Child Language Cambridge University Press
- Entwistle,N.J.(1981). Styles of learning and teaching.NewYork:John Wiley.
- Entwistle,N.J.(1987). Understanding classroom learning. London:Hodder&Straughton.
- Hilgard, E.R. And Bower, G.H., (1977). Theories of Learning. New Delhi :Prentice Hall of India Ltd.
- Hurlock E.B (1995) Development Psychology A Life Span Approach. New Delhi : Tata Mc Grow Hill Publishing Co.
- Jangira, N.K., etal (1991). Functional Assessment Guide. New Delhi : NCERT.
- Musser, P.H, Conger, S and Kagar, P (1964) Child Development and Personality, New York : Harper Row
- Nisha, Maimun (2006); Milestones of Child Development; New Delhi: Kalpaz Publications
- Reilly, P.R & Levis, E (1983) Educational Psychology New York :Macmillian Publishing Co Ltd.
- Schunk, D.H(2011)Learning Theories an Educational Perspective, New Delhi, Pearson Education.
- Skinner .E.C(2003) Educational Psychology, New Delhi, Prentice Hall of India Pvt.Ltd.
- Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore, Sathkruthi Publications
- Wolman, P.B (Ed) (1982) Hand Book of Developmental Psychology Prentice Hall : Engle Wood Cliffs, New Jersey

EDU -03 TECHNOLOGY AND COMMUNICATION IN EDUCATION

(Theory 60 hours+ Practical 30 hours)

Course Outcome(CO):

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

Contents :

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
A. Educational Technology			
1. To provide a smooth entry into the field of educational technology	<ul style="list-style-type: none"> Educational technology- concept, objectives and scope. 	Narrative session	<ul style="list-style-type: none"> Evaluation based on documentation
2. To differentiate between teaching and instructional technology	<ul style="list-style-type: none"> Difference between technology in education (Instructional technology) and technology of education (teaching technology) 	Direct instruction Verbal interaction	<ul style="list-style-type: none"> Participant observation
3. To set a perspective on different approaches of technology	<ul style="list-style-type: none"> Approaches of educational technology – Hardware Software and Systems approach 	Interactive session Meaningful verbal expression	<ul style="list-style-type: none"> Evaluating the level of participation
4. To familiarize with various agencies and services in the in the field of educational technology	<ul style="list-style-type: none"> Resource centres and services in educational technology: CIET (NCERT), SIET, UGC-CEC, EDUSAT, NME-ICT, NPTEL, KITE, VICTERS CHANNEL, AKSHAYA PROJECT, GYAN DARSAN, INFLIBNET 	Viewing programmes Class discussion Class seminar Assignment	<ul style="list-style-type: none"> Assessing students report Participation in the seminar Evaluating the assignments
B. Media in Education			
1. Creating awareness provision for effective use of aids in teaching	<ul style="list-style-type: none"> Print media- Newspapers 	Group discussion	<ul style="list-style-type: none"> Participation in group discussion

and learning	Books Journals Magazines	Small group session	<ul style="list-style-type: none"> • Role performance analysis
2. To realize the relevance of mass media in education	<ul style="list-style-type: none"> • Non print media- mass media(radio, T.V., Films in education) 	Group discussion General discussion Seminar	<ul style="list-style-type: none"> • Participation in group discussion • Presentation skill
3. Develops the ability to choose the most suitable learning aid while preparing the teaching lesson	<ul style="list-style-type: none"> • A-V aids: definition, types audio aids visual aids A-V aids. 	Group discussion Narrative expression Seminar	<ul style="list-style-type: none"> • On task behaviour in class • Participation in group • Presentation skill
4. To differentiate between multimedia and multisensory approach	<ul style="list-style-type: none"> • Meaning & concept of Multimedia and Multi sensory approach- 	Meaningful verbal expression	<ul style="list-style-type: none"> • Participatory behaviour
5. To familiarize with the classification of A-V aids	<ul style="list-style-type: none"> • Dales cone of experience 	Meaningful verbal expression	<ul style="list-style-type: none"> • Participation in class activity
6. To familiarize with teleconferencing and its application in classroom	<ul style="list-style-type: none"> • Teleconferencing- Audio , video 	Techno-lab activity Demonstration Meaningful verbal expression	<ul style="list-style-type: none"> • Participation in the learning process • Involvement in class activity
7. To familiarize with the strategy for digital education in classrooms	<ul style="list-style-type: none"> • Smart Classrooms • Interactive white board- uses & advantages 	Class discussion	<ul style="list-style-type: none"> • Participation in the class activity

Unit II. Communication Technology (Theory 7 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To introduce the concept of communication 2. To familiarize with the various types of communication	<ul style="list-style-type: none"> • Communication-:concept, scope types – verbal, non verbal. Style purpose- face to face, formal and informal, one way- two way. 	Group discussion Documentation	<ul style="list-style-type: none"> • Role performance analysis in group discussion • Evaluation of documentation
3. To identify different components of classroom communication	<ul style="list-style-type: none"> • Communication cycle- components of classroom communication 	Group discussion Preparing an assignment	<ul style="list-style-type: none"> • Role performance assessment in group discussion • Examine the assignment

4. To develop the ability to become an effective classroom communicator.	<ul style="list-style-type: none"> Classroom as a communication system: components of effective classroom communication 	Meaningful verbal expression	<ul style="list-style-type: none"> Role performance analysis
5. To plan an effective communication process during the classroom teaching		Group discussion	

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

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

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

	MOOCS,SWAYAM,COURSERA	Online resources	
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Unit IV. Students Safety on the net (Theory 10hours & Practical 3 hours)

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

resources	<ul style="list-style-type: none"> • Child abuse over the net • Misuse of internet (morphing, pornography) • Health hazards of using computer 	activities Techno lab activities Peer tutoring Individual assignment	<ul style="list-style-type: none"> • Participation in lab activities • Evaluating assignments
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Suggested Readings

- Parker, JessicaK.(2012). Teaching Tech-Savvy Kids- Bringing Digital Media into the Classroom, Grade 5-12. New Delhi: SAGE Publications.Pvt.Ltd.
- Kist, William(2012). The Socially Networked Classroom- Teaching in the New Media Age. New Delhi: SAGE Publications Pvt Ltd.
- Jimoyiannis, Athanassios(2012). Research on E-learning & ICT in Education. New York: Springer.
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Web Resources

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

Sem I EDU-04.1: THEORETICAL BASE OF MALAYALAM LANGUAGE EDUCATION

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

Course Outcome (CO):

CO 1:To get familiarised with the functional plane of teaching, learning and the divergent roles expected to be played as a teacher.

CO 2 :To understand the importance, nature and functions of Mother tongue.

CO 3:To understand the importance, nature and functions of Mother tongue.

CO 4 :To get familiarised with the aims and objectives of teaching Malayalam, Taxonomy of educational objectives etc.

CO 5 :To understand the modern educational theories and concepts.

Contents :

- Unit 1 : Introduction to teaching and Learning**
- Unit 2 : Nature and Development of Malayalam**
- Unit 3 : Aims and Objectives of Teaching Malayalam**
- Unit 4 : New Educational Theories and Concepts**

Unit 1: Introduction to teaching and Learning

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
<p>To get familiarised with the functional plane of teaching, learning and the divergent roles expected to be played as a teacher.</p>	<ul style="list-style-type: none"> • Inter dependence of teaching and learning- class room, teacher, learner, teaching learning process, • Learning Environment, Learning activities, Learning Styles, • Definition of learning from different point of view • Maxims of teaching • Principles of teaching language • Teacher competencies and roles - mentor, facilitator, reflective practitioner, scaffolder, Social Engineer. • Language Teacher 	<p>Group discussion</p> <p>Assignment</p> <p>Seminar</p> <p>film show of Educational films</p> <p>Appreciation sessions based on educational books like Toto Chan,</p> <p>Divaswapna, Teacher,</p>	<p>Assignment Paper</p> <p>presentation</p> <p>CE - Test (MCQ Test + Model Examination)</p> <p>Participatory Discussions</p>

		Parivarthanommuga Vidhyaabyasam, Vidyabyasathil Viplavam etc.	
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Unit 2: Nature and Development of Malayalam

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
<p>To understand the importance, nature and functions of Mother tongue</p> <p>To understand the importance, nature and functions of Mother tongue</p>	<ul style="list-style-type: none"> • Functions of Language • Impact of language on social, intellectual, cultural, educational development • Importance of Mother tongue • Mother tongue and medium of instruction • Malayalam as an official language 	<p>Assignments</p> <p>Debates</p> <p>Seminar/Symposium</p>	<p>Assignment Paper,</p> <p>Seminar presentation</p> <p>Test</p> <p>Participation in Debate & Symposium</p> <p>CE - Seminar with slide Presentation</p>

Unit 3: Aims and Objectives of Teaching Malayalam

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
To get familiarised with the aims and objectives of teaching Malayalam, Taxonomy of educational objectives etc.	<ul style="list-style-type: none"> • Aims and Objectives of teaching Malayalam at different levels of schooling with special emphasis to Secondary and Higher secondary levels • Curricular objectives of Secondary and Higher Secondary classes suggested in KCF. • Taxonomy of Educational objectives – Benjamin Bloom 	<p>Debate on recent changes practiced in the state schools</p> <p>Discussion on the relevance of Blooms Taxonomy</p>	Participation in debate/discussion etc.

Unit 4 : New Educational Theories and Concepts

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
To understand the modern educational theories and concepts.	<ul style="list-style-type: none"> • Cognitive Constructivism – Piaget and Bruner • Social Constructivism – Vygotsky • Multiple Intelligence Theory- Howard Gardner • Emotional Intelligence Theory – Daniel Goleman • Critical Pedagogy - Paulo Freire 	<p>Project</p> <p>Short essay</p> <p>Open discussion</p> <p>Comparative note</p>	<p>Project paper</p> <p>Essay</p> <p>Participation in discussion</p> <p>Action research findings</p> <p>CE - Practicum</p>

Sem I EDU-05.1: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – MALAYALAM

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

Course Outcome (CO)

- **CO 1:** To understand the meaning and practice pedagogic content knowledge analysis.
- **CO 2:** To understand the need and significance of instructional planning.
- **CO 3 :** To understand, practice and master basic language teaching skills.
- **CO 4 :** To develop an understanding of the basic concepts of micro teaching.

Contents :

- Unit 1 : Introduction to Pedagogic Content Knowledge analysis**
- Unit 2 : Planning and Designing of Lesson Templates**
- Unit 3 : Acquisition of Language Skills**
- Unit 4 : Micro Teaching**

Unit 1 : Introduction to Pedagogic Content Knowledge analysis

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
To understand the meaning and practice pedagogic content knowledge analysis	<ul style="list-style-type: none"> • Meaning, features and principles of pedagogic content knowledge analysis • Pedagogic content knowledge analysis of Secondary and Higher Secondary level Malayalam text books. 	Preparation of a comparative description on pedagogic content knowledge analysis of secondary/higher secondary level text books	<p>Content analysis of High School readers.</p> <p>CE - Test</p>

Unit 2 : Planning and Designing of Lesson Templates

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
To understand the need and significance of instructional planning	<ul style="list-style-type: none"> • Need and significance of instructional planning. • Year Plan, • Unit Plan, • Lesson Plan 	<p>Preparation of year plan/unit plan etc.</p> <p>Workshop on lesson planning.</p>	<p>Innovations in planning year plan/unit plan etc.</p> <p>Originality of ideas/practices</p> <p>In the workshop</p> <p>CE - Practicum</p>

Unit 3: Acquisition of Language Skills

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
	<ul style="list-style-type: none"> • Scope and application of basic language skills • Listening • Speaking • Reading and writing 		

<p>To understand, practice and master basic language teaching skills.</p>	<p>(in different levels of schooling with special emphasis to Secondary and Higher Secondary levels.)</p>	<p>Preparation of lessons based on basic skills</p> <p>Familiarization of assessment criteria</p> <p>Workshop for practicing language skills</p>	<p>CE-Practicum</p> <p>Skills during practice sessions</p>
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Unit 4 : Micro Teaching

<p>Course Specific Outcome (CSO)</p>	<p>Major Concepts</p>	<p>Strategies & Approaches</p>	<p>Assessment</p>
<p>To understand, basic concepts of micro teaching.</p>	<ul style="list-style-type: none"> • Development of teaching skills through micro teaching • Definition and Mechanics • Micro Teaching cycle • Core Skills <ul style="list-style-type: none"> ▪ Introduction ▪ Illustrating with examples ▪ Explaining ▪ Questioning ▪ Stimulus Variation ▪ Reinforcement ▪ Using Blackboard ▪ Using teaching aids ▪ Reading , Recitation 	<p>Practice sessions of major teaching skills</p>	<p>Participation of students.</p> <p>Micro teaching lesson plans.</p>

References: for all Semesters.

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

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

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

Dr. KN Anandan
Dr.VRPrabodhachandran
Osho

DC Books Kottayam
DC Books Kottayam
National Book Trust
DC Books, Kottayam
Kerala Bhasha Institute
Kerala Bhasha Institute
DC Books, Kottayam
DC Books, Kottayam
Kerala Bhasha Institute
Calicut University
Mathrubhoomi Books
Kerala Bhasha Institute
Sahithya Academy
Current Books, Kottayam
DC Books, Kottayam

Adison Wesley, London
DC Books, Kottayam
DC Books, Kottayam
Kerala Bhasha Institute
Kerala Bhasha Institute
NarayanaGurukulam, Varkala
Scorpio, Calicut

Kerala ShaasthrasaahityaParishad
DC Books, Kottayam
Current Books, Kottayam
National Book Trust, Kerala

Transcend, Malappuram
Kerala Bhasha Institute
Silence, Kozhikkode

Vidyabhyaasachinthakal
VidyabhyasaParivarthanattinoruAmugham
VyakaranaMitham

AsisTharuvana
SheshgiriPrabhu

Olive, Kozhikkode
Kerala ShaasthrasaahityaParishad

Online Resources

<http://ml.wikipedia.org>

<https://www.facebook.com/groups/144983732246185>

<https://www.facebook.com/groups/paribhasha>

<http://www.keralasahityaakademi.org/>

<http://malayalambloghelp.blogspot.com/>

<http://www.topsite.com/best/malayalam>

<http://malayalam.kerala.gov.in/index.php>

http://malayalaaikyavedi.blogspot.in/2015/04/blog-post_61.html

<http://www.facebook.com/pages/മലയാളപഠനബോധന-സഹായി/628705850559130?ref=hl>

<http://bloghelpline.cyberjalakam.com/>

<http://blogsahayi.blogspot.in/>

EDU –04.2 : THEORETICAL BASE OF ENGLISH LANGUAGE EDUCATION.

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

Course Outcome (CO):

The student teacher :

- CO 1 Familiarizes with the nature and purpose of language teaching.
- CO 2 Grasps problems related to learning a Second Language.
- CO 3 Draws implications of different theories of learning for Second Language instruction.
- CO 4 Gets an awareness of Approaches, Methods and Instructional Strategies for teaching English.

Contents

Unit 1:General Introduction to English Language Teaching and Learning

Unit 2:Nature and Development of English Language

Unit 3:Aims and Objectives of Teaching English

Unit 4: Methods and Strategies of Teaching English

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Student teacher familiarizes with functional plane of teaching and learning and the divergent roles expected to be played as Language Teacher</p> <p>2. Grasps the current status of English in India and its</p>	<ul style="list-style-type: none"> • Perspectives of English Studies -Significance in the Global context -English as a skill subject • Teaching ESL, EFL, First Language [L₁] and Second Language [L₂] -Bilingualism -Code switching • Teaching of English in India 	<p>Intro lectures on ELT in India</p> <p>Makes student recall qualities of teachers whom they admire/remember</p> <p>Narration, anecdotes</p>	<ul style="list-style-type: none"> • Contribution in debate on need of English as an International Language • Performance in classroom discussions regarding teacher role • Entry recorded in Reflective

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Gathers knowledge about meaning, nature and characteristics of language and select theories of language teaching and learning	Language and culture, Language and society, Language and media(print and digital) Basic concepts in Linguistics- Morphology, Seminar Phonology, Syntax, Semantics Psycho-linguistic Theories	Brain storming Presentations Quiz	Examine level of participation Role performance analysis Evaluation based on documentation

	<ul style="list-style-type: none">• Behaviourism- imitation, repetition, reinforcement• Cognitivism –Schema• Constructivism-ZPD- Scaffolding, Mental Processes• Chomsky-LAD- Universal Grammar• Krashen’s Hypotheses • Multiple Intelligence	<ul style="list-style-type: none">• Peer Tutorial • Discussion • Invited Talks	
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Unit 3:Aims and Objectives of Teaching English (20 hrs)

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Familiarizes with traditional approaches and methods of language teaching</p> <p>2. Updates Knowledge of current approaches and methods</p> <p>3. Develops the ability to choose the most suitable method for a given content or group of learners</p>	<p>Approach, Method, Technique</p> <p>Grammar Trans. Method, Bilingual Method,</p> <p>Direct Method.</p> <p>SOS Approach,</p> <p>Communicative Approach</p> <p>Humanistic approaches—TPR, Silent Way,</p> <p>CLL, Suggestopaedia</p> <p>Task Based Language Teaching</p>	<p>Demonstration of steps followed in different methods</p> <p>Watching video recordings -</p> <p>Accessing Online</p> <p>Co-relating class room activities</p>	<p>Evaluate the competence to compare and contrast</p> <p>Monitor the ability to distinguish between similar concepts, phases</p>

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Norton, Donna E (et al.) (1999). *Language Arts Activities for Children*. Prentice Hall, New Jersey.

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Seeley, John (2003) *The Oxford Guide to Writing and Speaking*. Oxford University Press.

Wallace, Michael J. (2006) Study Skills in English. Cambridge University Press.

Current Perspectives in Teaching the Four Skills: by ELI HINKEL Seattle University Seattle, Washington, United States TESOL QUARTERLY P 110-131

Activities for developing skills <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106> Current trends in Teaching Listening and Speaking by Jack. C. Richards www.oup.com/elt Learning Brain-based way <http://languagelab.com.sg/faq.php>

The Essentials of Language Teaching <http://www.nclrc.org/essentials/index.htm>

Teaching English to Speakers of Other Languages by M.S.

Thirumalai. <http://www.languageinindia.com/april2002/tesolbook.html> Task-Based Language Teaching and Learning: An Overview http://www.asian-efl-journal.com/Sept_06_ro.php

BBC World Service: Learning English

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml> Dave Sperling's ESL Café

<http://www.eslcafe.com/>

FRET (Free Resources for English Teaching) <http://www.english->

[teaching.co.uk/](http://www.english-teaching.co.uk/) Web English Teacher <http://www.webenglishteacher.com/>

EDU. 05.2 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: ENGLISH
(Theoretical Discourses – 60 hours & CE – 30 hours)

Course Outcome (CO):

The student teacher:

- CO 1 Familiarizes with the different dimensions of Pedagogic Content Knowledge.
- CO 2 Develops an understanding of objectives and specifications for teaching English as a Second Language.
- CO 3 Familiarizes the procedure and steps for planning different kinds of lesson.
- CO 4 Analyzes Secondary Course Books and identifies suitable strategies for transacting content.
- CO 5 Explores ways of designing appropriate learning aids.
- CO 6 Identifies suitable strategies for assessment.

Contents :

Unit I : Introduction to Pedagogic Content Knowledge (PCK)

Unit II: Planning and Designing of Lesson Templates

Unit III: Essential Requirements for Teaching of English

Unit IV: Resources in Teaching and Learning of English

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Develops an understanding of pedagogy and its principles</p> <p>2. Familiarizes with Taxonomy of Educational Objectives</p> <p>3. Develops an understanding of</p>	<ul style="list-style-type: none"> • Pedagogic Analysis Scope, Principles and Objectives • Pedagogic Content Knowledge Scope in teaching and learning • Objective-based Instruction 	<p>Direct instruction</p> <p>Engaging in Group discussion</p> <p>Individual and collaborative tasks</p>	<p>Participation in task.</p> <p>Peer assessment of presentations</p>

<p>types of thinking</p> <p>4. Familiarizes with the nature</p>	<p>Bloom's Taxonomy: Specifications,</p> <ul style="list-style-type: none"> • Process skills & Thinking Skills (Critical and Problem Solving • Content Analysis of State Syllabus - Themes, Language elements, Sequencing of content, Deficiency in content • Discourses- slogans, placards, notices, reports, diary entry, messages -script of a speech, letter, posters, advertisement, write up, conversation, profile etc 	<p>Critique of different</p> <p>Course Books</p>	
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Unit 2: Planning and design of lesson templates (25 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Familiarizes the procedure and steps for planning different kinds of lesson.</p> <p>2. Analyzes Secondary Course Books and identifies suitable strategies for transacting content.</p>	<p>Planning- Relevance, mode and Design-Year</p> <p>Plan-Unit Plan - Lesson Templates</p> <p>Components and Strategies for teaching:</p> <p>Prose- Intensive and Extensive reading; Skimming and Scanning, Silent and Oral reading, Pre-reading and Post-reading</p> <p>Poetry- Appreciation, Deviant language of Poetry</p> <p>Grammar- Formal and Functional, Inductive and Deductive methods, Use of Substitution</p>	<p>Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms</p> <p>Critiquing Syllabus Grids in Course</p> <p>Books</p> <p>Intro. lectures on thinking skills</p>	<p>Ability to develop suitable Lesson Plan/ Teaching Manual for different content</p> <p>Phased monitoring</p> <p>Performance in Workshop</p> <p>Checking ability to frame appropriate Objectives and Specifications</p>

	<p>Tables</p> <p>Vocabulary - Content and Function words,</p> <p>Active and passive vocabulary, Techniques</p> <p>and Strategies for enriching vocabulary</p> <p>Composition-different types</p>	<p>Demo. by expert</p> <p>Preparation of Group</p> <p>Lesson</p> <p>Plan/Teaching</p> <p>Manual</p>	
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		Practice under supervised guidance. Task-directed discussion and Applied exercises	
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Unit 3: Essential requirements for teaching of English

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with different teaching skills	Analysis and Practice of Language Skills- LSRW-Identification and Practice of Language Elementsstructure, vocabularyetc Core Skills of Teaching- Introduction Illustrating with examples	Peer observation using Schedule Videography for Reflection	Use of Observation schedule Reflection write- up submitted following viewing ofvideo recordingof own teaching

	<ul style="list-style-type: none">- Reinforcement-Explaining, Stimulus variation-Classroom Management -Reading - Recitation -ICT skills <p>Micro Teaching – Concept, Phases and cycle</p>		
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Unit 4: Resources in teaching and learning of English (20 hrs)

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

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Classroom Management : <http://www.teachingideas.co.uk/more/management/contents.htm>,
http://www.educationworld.com/a_curr/curr155.shtml

Language skills:

http://www.apsacsectt.edu.pk/download%20material/training%20deptt/workshop%20material/four_skills_of_language.pdf

Learning Support Centres in Higher Education (LSCHE): http://www.lsche.net/?page_id=608

Microteaching: <https://uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students/fundamentals-university-teaching/microteaching-details>

Pedagogical Content Knowledge: <http://mkoehler.educ.msu.edu/tpack/pedagogical-content-knowledge-pck/>

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

Structure (function) words versus content words: <http://homepage.ntlworld.com/vivian.c/Words/ContentStructure.ht>

EDU - 04.3: THEORETICAL BASE OF HINDI LANGUAGE EDUCATION

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

Course Outcome(CO):

- CO 1 To mould the prospective teacher with an outlook of teaching profession
- CO 2 To equip the prospective teacher to uphold the professional spirit in diverse angles
- CO 3 To familiarize with the features of Hindi education, its aim, objectives and different
- CO 4 instructional methods and techniques suited for teaching Hindi
- CO 5 To acquire effective instructional practices of Hindi education
- CO 6 Draws implications of different theories of learning Hindi

CONTENTS

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Student teachers acquaint with the importance and bases of language 2. Grasp the process of teaching-learning and gain an outlook of teaching profession 3. Analyze learning	<ul style="list-style-type: none"> • Importance of language – Definition – Philosophical, Psychological, Sociological bases of language--Language and human, language and society, language and gender, Universal Grammar—Noam Chomsky, Neuro- linguistic programming, Importance of Hindi language, Hindi language and its practice • Teaching and learning-Definition-Teaching profession and service, Principles and Maxims of teaching-- Factors determine effective instruction, Classroom Interactions: Teacher-pupil, Pupil-pupil, Pupil- society, Pupil-learning resources, learning experience, Interdependence of 	Meaningful verbal presentation Brain storming Makes student recall qualities of teachers whom they admire Narration, anecdotes of lives of teachers who served as role	<ul style="list-style-type: none"> • Case analysis presentation • Contribution in debate on qualities of teacher and Hindi as second language • Performance in classroom discussions

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

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Generate knowledge about the aims and objectives of teaching Hindi</p> <p>2. Endow with the significance of taxonomy of instructional objectives in Hindi education</p> <p>3. Familiarize with varied psychological and learning theories</p>	<ul style="list-style-type: none"> • Aims of Teaching Hindi: linguistic, literary ,utilitarian and socio-cultural • General objectives of teaching Hindi, Objectives of teaching Hindi at different levels(primary, secondary and higher secondary) • Objectives of NCERT, NCTE • Framing curricular objectives in teaching Hindi • Role of Information and Communication Technology (ICT) in Hindi learning • Bloom’s taxonomy of Instructional objectives - Revised form: – (Anderson & Krathwohl) with special reference to ‘Create’ objective -Technology integrated taxonomy – Collins et al.- Higher Order Skills---Analysis, Synthesis, Evaluation and its applications • Concepts of Bruner, Piaget, Howard Gardner, and Vygotsky--- Theories, Implications of Constructivism, Social Constructivism, Problem Based Instruction, Mental Process, Multiple Intelligence, Emotional Intelligence, Holistic Approach, Motivation in learning, Brain Based Learning, Critical pedagogy , Issue Based Instruction 	<p>General discussion</p> <p>Demonstration</p> <p>Analytical study</p> <p>Group investigation</p> <p>Focus group discussion</p>	<ul style="list-style-type: none"> • Assessing the level of involvement in class activities • Comparative analysis - Bloom’s taxonomy of Instructional objectives traditional with revised one • Monitor the ability to compare & study critically on various theories, methods and approaches

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Compete with different instructional methods suited for teaching Hindi</p> <p>2. Become proficient in selecting most appropriate teaching methods, techniques and strategies in varied context and content</p> <p>3. Familiarize with various forms of discourses for language learning</p>	<ul style="list-style-type: none"> • Phases of teaching ,Teaching tactics, Techniques of teaching – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session • Different methods and approaches – Direct method, Indirect method (grammar - translation), Structural method, Inductive-deductive method, Play way method, Activity method, Project method, Heuristic method, Montessori method, Kindergarten method, Basic Education, Dalton plan, Integrated Approach, Interactive approach, Lecture Method, Socialized methods : Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case study, Analytical and Synthetic method, Humanistic Approaches, Task based language teaching, Language games, computer-assisted instruction, programmed instruction, instructional module, simulated teaching, audio-video lessons, use of audio-visual aids, Edusat, video conferencing, online resources--- Importance of Language lab in Hindi Instruction • Instructional strategies – Co-operative and Collaborative learning strategies • A critical study of these methods for teaching Hindi • Discourse oriented learning: Aims and different methods of teaching various discourses: Prose, Poetry , grammar, letters , poster, write-ups, reports, etc, • Communicative Approach: Creative Writing 	<p>Dramatization</p> <p>Debate</p> <p>Role Play</p> <p>Buzz session</p> <p>Quiz session</p> <p>Problem solving method</p> <p>Project method</p> <p>Comparative & critical study on various methods and approaches</p> <p>Learning through various discourses</p>	<ul style="list-style-type: none"> • Report presentation & verification • Monitor the ability to distinguish between similar concepts, phases

References – for all Semesters.

- Acharya Chatursen, Hindi Sahitya Ka Parichay
- Acharya Nandu Dulare BajPeyi, Hindi Sahitya Ka Samshiptha Ithihas
- Acharya Sitharan Chaturvedi, Bhasha Ki Shiksha
- Dr.G.C.Bhattacharya, Adhyapak Shiksha, Vinod Pustak Mandir, Agra

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

- Report of the Official Language Commission

Online Resources :

- <http://ask.metafilter.com/149992/What-are-the-best-resources-for-learning-Hindi>
- <http://www.ala.org/aasl/standards-guidelines/best-websites/2014s>
- <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>
- <http://www.topedusites.com/>
- <http://esl.fis.edu/teachers/support/teach.htm>
- Koehler, M. J., & Mishra, P. (2009), Contemporary Issues in Technology and Teacher Education. 9(1), 60-70
- <http://www.citejournal.org/articles/v9i1general1.pdf>
- Guidelines for e-content development. (2007-2012) UGC, New Delhi
- <http://www.transparent.com/learn-hindi/>
- <http://learnelearning.com>

EDU – 05.3 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HINDI.

(Theoretical discourses-60 & CE – 30 hours)

Course Outcome(CO)

- CO 1 To understand the key aspects involved in systematic PCK analysis
- CO 2 Equip to plan the instruction effectively and to design suitable lesson templates, teaching-learning materials and instructional resources
- CO 3 Attain the ability to develop and practice different teaching skills
- CO 4 Achieve the ability to develop a pedagogic view point

Contents

Unit : 1 Nature and Scope of Pedagogical content knowledge analysis

Unit: 2 Instructional Planning and Designing Lesson Templates

Unit: 3 Essential Requirements of Teaching Hindi Education

Unit : 4 Instructional Resources in Teaching and Learning of Hindi

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

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

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

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

	Hindi and other resources to be used in classroom practice	various Lesson Plan/Teaching Manual in small groups	
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Unit: 3 Essential Requirements of Teaching Hindi Education (14 Hrs + 7 Hrs)

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

	<p>theory, micro teaching cycle, limitations,– designing lesson templates for Micro teaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice and assessment mechanisms <input type="checkbox"/> Link practice : Developing classroom management skill, Recording at least 10 skills or classes and assessment of micro teaching skills by using ICT 	<p>method Analysis of video performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reflection of <input type="checkbox"/> video recording of own <input type="checkbox"/> teaching <input type="checkbox"/> Performance in skill presentation
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Unit : 4 Instructional Resources in Teaching and Learning of Hindi (15 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Understand the inevitable role of instructional support for effective instructional practices</p> <p>2. Generate skills in constructing and using different instructional aids</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning aids---Preparation of learning aids-- -make use of different types of audio-visual aids--- scope of audio-visual aids for Hindi Instruction 	<p>Guided observation Illustration Demonstration General discussion Workshop</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Text book analysis <input type="checkbox"/> Workbook preparation <input type="checkbox"/> Handling of various instructional aids <input type="checkbox"/> Guided supervision

<p>and resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Resources: textbook, workbook, handbook, source book <input type="checkbox"/> Resource Mapping <input type="checkbox"/> Instructional aids: classification of learning aids: projected, Non-projected and activity aids. <input type="checkbox"/> Hands on experience: Computer, LCD Projector, Interactive white board and multi media 	<p>Displays Demonstration</p>	
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SEMESTER 1

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

COURSE OUTCOME (CO)

CO 1 To develop perspectives on the study of Sanskrit in the global context

CO 2 To acquire theoretical knowledge and skills in the learning of Sanskrit language

CO 3 To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background

CO 4 To analyze and prepare a report on the learning of Sanskrit at school level

CO 5 To familiarize with the psychological theories and its application of teaching Sanskrit

CO 6 To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit

CO 7 To understand the aims and objectives of Sanskrit language teaching

CO 8 To compare the curriculum of NCERT with SCERT

CO 9 To understand about the methods and strategies of teaching Sanskrit and to understand the theoretical bases of major approaches

CONTENTS

UNIT I: GENERAL INTRODUCTION TO SANSKRIT LANGUAGE TEACHING AND LEARNING.

UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE.

UNIT III: AIMS AND OBJECTIVES OF TEACHING SANSKRIT.

UNIT IV: METHODS AND STRATEGIES OF TEACHING SANSKRIT

UNIT I GENERAL INTRODUCTION TO SANSKRIT LANGUAGE TEACHING AND LEARNING[14Hours+6Hours]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/ APPROACHES	ASSESSMENT AND EVALUATION
<p>To develop perspectives on the study of Sanskrit in the global context.</p> <p>To acquire theoretical knowledge and skills in the learning of Sanskrit language.</p>	<p>-Perspectives of Sanskrit studies-Significance in the Global context. Sanskrit as a skill subject. Development of Sanskrit Education in India. Reports of First Sanskrit Commission, Krishnawarrier committee, Second Sanskrit Commission.</p>	<p>Meaningful Verbal expression.</p> <p>CAI</p> <p>Explanations and Narrative Demonstrations etc. Develop suitable environment for communication. Supply materials for loud reading.</p> <p>Comprehensions and paragraphs. Written competitions. Listening stories and poems, summarise and recite.</p> <p>Comparisons with the learning of English as second language, Malayalam as first</p>	<p>-Portfolio and performance.</p> <p>-Analyze the performances-</p> <p>-Participant observation-</p>

	<p>Teaching SSL, SFL. Language Teacher Competencies-Ability to develop skills-Teaching its nature-Learning its nature- Teaching as a Profession, Teacher as a Professional-Guide, Friend, Knowledge worker-Facilitator- Scaffolder-Mentor- Motivator-Social Engineer-Reflective Practitioner etc.</p>	<p>language. Presentation. Lecture method. Explanation. Narration. Group discussion and Presentation.</p>	<p>Individual assessment-Prepare power point presentation in the given topic. -Participant observation. Observation.</p>
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UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE[12Hours+7Hours]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
<p>To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background.</p> <p>To analyze and prepare a report on the learning of Sanskrit at school level.</p> <p>To familiarize with the psychological theories and its application of teaching Sanskrit.</p>	<p>The importance of Sanskrit language and literature. Sanskrit literature an embodiment of high intellect. Sanskrit the language of Indian culture. Sanskrit the speech celestial-Historical- Archeological- and anthropological research- Contribution of Sanskrit to various subjects. Bases of modern vocations-Learning Sanskrit –Its significance-Historical background-World language- Cultural language-Link with other languages. Problems related to Sanskrit teaching at School level. Psycho linguistic theories and its principles in teaching Sanskrit with special reference to Behaviourism – imitation, repetition, re-inforcement- [Skinner-Pavlov-Thorndike]-</p> <p>Cognitivism-Schema- [Bruner-Piaget] –Constructivism ZPD- Scaffolding, Mental processes [Vygotsky –Gardener]-Chomsky-LAD-Universal grammar -Krashens</p>	<p>Meaningful verbal expressions. Lecture cum discussions.</p> <p>Narrative expressions. Collection of Literature.</p> <p>Questionnaire to teachers and students.</p> <p>Lecture cum discussions.</p> <p>-Presentation-</p>	<p>Role performance.</p> <p>Individual assessment.</p> <p>References.</p> <p>Presentation of report and Participant observation.</p>

	Hypotheses-Multiple intelligence- Neuro- linguistic programming.	Meaningful verbal expressions. Group Discussions.	Observations. -Analyze the performance-Power point presentation. -Participant observation-
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UNIT III AIMS AND OBJECTIVES OF TEACHING SANSKRIT[14HOURS+10HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit. To understand the aims and objectives of Sanskrit language teaching.	Blooms taxonomy of educational objectives [revised] with special reference to Sanskrit	-Discussions-Lecturing. CAI cum Discussion.	Analyze the Group discussion and Participant observation. Participant observation.

<p>To compare the curriculum of NCERT with SCERT.</p>	<p>.Aims and objectives of Sanskrit language teaching at different levels-Academic schools- Oriental Sanskrit schools-Higher secondary-Second language and optional Sanskrit- [Primary Secondary, and High school levels].Quality of Sanskrit teaching Pre-class, In class, and after class. Comparison of the objectives and learning of Sanskrit in NCERT Curriculum with SCERT..</p>	<p>Lecture method and Collaborative learning- Assignment and Discussion.</p> <p>-Analyze the peer instruction-</p> <p>Narrative expression and self experience-</p>	<p>Role performance.</p> <p>Participant observation.</p> <p>Oral assessment.</p> <p>Discussion Lesson Templates-</p> <p>Demonstration-</p> <p>Criticism</p> <p>Observation of model video Lessons- 2-and reporting-</p>
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UNIT IV METHODS AND STRATEGIES OF TEACHING SANSKRIT[20HOURS+7HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND AND EVALUATION
<p>To understand about the methods and strategies of teaching Sanskrit and to understand the theoretical bases of major approaches.</p>	<p>General principles of language teaching. Maxims of teaching.</p> <p>Approach, Method, Technique-</p> <p>-SOS Approach, Communicative approach.</p> <p>Methods of teaching Sanskrit. Traditional method. Bhandarkar method etc. Methods of teaching Prose, Poetry, Grammar and Drama. Modern methods such as Bilingual method ,New method or Text book method, Substitution method, Army method, Audio lingual method, Interactive methods/strategies such as Tutorial, Seminar ,Role-play, Group discussion-Brain storming, Buzz-group, Mind mapping. Visual teaching strategy, Computer assisted teaching and learning, Case-study .</p>	<p>-Meaning full verbal expressions-</p> <p>Lecture method.</p> <p>Group Discussions.</p> <p>Presentation.</p>	<p>Role performances.</p> <p>Observation.</p> <p>-Participant observation</p> <p>Roll performance.</p>

SEM-I EDU-05.4: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-SANSKRIT[60HOURS+30HOURS]

COURSE OUTCOME (CO)

CO 1 To acquire knowledge in analysing the pedagogic and the linguistic content of Sanskrit Text Books.

CO 2 To prepare and design lesson templates of sanskrit prose poetry, drama. Alenkara and vretta based on the curriculum and text books of Sanskrit .[8-12].

CO 3 To develop essential skills in LSRW and core skills based on micro Teaching.

CO 4 To appreciate the use of audio-visual aids, ICT, internet and Technology

CONTENTS

UNIT-I INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE [PCK]

UNIT-II PLANNING AND DESIGNING OF LESSON TEMPLATES.

UNIT-III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT

UNIT-IV RESOURCES IN TEACHING AND LEARNING OF SANSKRIT

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

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT/EVALUATION
<p>To acquire knowledge in analysing the pedagogic and the linguistic content of Sanskrit Text Books.</p> <p>Familiarizes with Taxonomy of Educational objectives.</p>	<p>*Pedagogic Analysis-scope, Principles and objectives.</p> <p>*Pedagogic content knowledge-Scope in teaching and learning.</p> <p>Content analysis on the basis of Blooms taxonomy.</p> <p>Concept of objective based instruction and Evaluation.</p> <p>Instructional objectives ,specification, Issue based learning and Outcome based Learning in Sanskrit.</p>	<p>-Presentation-</p> <p>-Meaning full verbal expression-</p> <p>Group discussions.</p>	<p>-Role performance-</p> <p>Role performance-</p> <p>Analyze and Participant observation</p>

	<p>Analysis of Linguistic content[vocabulary, synonymous, Anonymous, Gender, Singular, Plural words, ideoms, and phrases]</p> <p>Grammar ,Subanthas Thinganthas-Cases-Tenses-and moodes [प्रकारIs].</p> <p>Comparative study of Structure of sentences, in Hindi and Malayalam with Sanskrit.</p>	<p>-Presentation-</p> <p>-Presentation-</p> <p>Grammar Translation method.</p>	<p>Observation.</p> <p>Observation.</p> <p>Role performance.</p>
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UNIT-II PLANNING AND DESIGNING OF LESSON TEMPLATES[20HOURS+12HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
<p>1. To prepare and design lesson templates of sanskrit prose poetry, drama. Alenkara and vretta based on the curriculum and text books of Sanskrit .[8-12].</p>	<p>. pedagogic analysis of lesson – meaning and principles of content analysis – subject matter and language learning experiences – evaluation – Importance of planning in Education. Different approaches in Lesson planning. [Herbartian, Constructivistic, Issue based,Out- come based]- lesson planning-objective based and outcome based Lesson plans – Year plan- unit-plan-Daily Lesson plan-</p> <p>Lesson Templates [Prose [Stories, drama. Essays, Conversations, Narrations, etc. Poetry, Grammar, Alenkara , and Vretta.]</p> <p>- model class-</p>	<p>Lecture cum discussion.-meaning full verbal expression -</p> <p>- group discussion – presentation –</p> <p>- Document analysis and peer instruction –</p> <p>-makes trainee recall the method of teaching –</p> <p>Presentation of model lesson plans.</p> <p>Discussion.</p> <p>Demonstration class.</p>	<p>. Observation. analysis in group discussion-</p> <p>. participant observations –</p> <p>. optional level focused group discussion –</p> <p>. examining the level of participation-</p> <p>Performance in class room discussions teaching performance in classroom discussion teaching performance entry recorded –in reflective journal-</p>

		Expert Lessons-Video observation and reporting.	<ul style="list-style-type: none"> • discussion lessons • demonstrations • Criticism lessons • observation of video lesson and reporting
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UNIT III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT [16HOURS+6HOURS]

Course Specific Outcome (CSO)	contents	Strategies , Approaches	Assessment
1. To develop essential skills in LSRW and core skills based on micro Teaching.	Observation and practice of Listening s LSRW. . Meaning of micro teaching – objectives of micro teaching – Meaning and concept. Concept-Phases and Circles - skill based practice – 7 skills	- Lecture method demonstration and practice. Group discussion-observations- presentation – narrative expression session in small groups – Makes trainee recall the art of	<ul style="list-style-type: none"> • Performance in group discussion • participation - • Observation- • -optional level focused groups discussion – • entry recorded in reflective

	<p>[core skills.]</p> <ol style="list-style-type: none"> 1. stimulus variation 2. questioning 3. re-inforcement 4. Using blackboard. 5. Introduction. 6. Explaining. 7. Using teaching aids. and Three any other skills. One skill per student, include skills for modern classrooms. 	<p>teaching – use film related teaching skills ,web based resources –</p> <p>Individual Performance.</p> <p>Recording.</p>	<p>journals –</p> <p>Micro teaching</p> <p>observation of recorded performance of individual students.</p>
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UNIT IV :RESOURCES IN TEACHING AND LEARNING OF SANSKRIT[13HOURS+6HOURS]

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

- REFERENCES

- Teaching and learning English as a source book for Teaching and Teacher training, Orient Longman, Hyderabad.
- An introduction to Language and Communication, Publisher Prentice Hall.
- Active Listening building skills Marc Helgesen And Steven Brown Cambridge.
- Linguistics –An introduction to language and Communication, Advian Adkajian and others New Delhi.
- The teaching of language a practical approach, B.N. Safaya.
- The principle and methods of teaching, Bhatia and Bhatia.
- Technology of teaching, R.A. Sharma.
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EDU. 04.5: THEORETICAL BASE OF ARABIC LANGUAGE EDUCATION

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

Course Outcome (CO)

- CO 1 On completion of the course the student teacher will be able to :
- CO 2 Familiarize with the functional aspects of teaching and learning and the divergent roles expected to be an Ideal Teacher
- CO 3 Acquaint with the meaning, nature and characteristics of language
- CO 4 Grasp knowledge about the nature and scope Arabic Language
- CO 5 Familiarize with the aims and objectives of Arabic Language teaching and learning
- CO 6 acquaint with the Taxonomy of Educational Objectives
- CO 7 Develop the ability to apply theories related to Language teaching
- CO 8 Develop Knowledge of acquisition of basic language skills
- CO 9 Familiarize with traditional and modern methods, approaches& strategies of language teaching
- CO 10 Update Knowledge of current approaches and methods& techniques of teaching
- CO 11 Develops the ability to choose the effective Methods, Approaches, strategies techniques for classroom teaching
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Contents

UNIT 1: GENERAL INTRODUCTION TO TEACHING AND LEARNING:

UNIT II: NATURE AND DEVELOPMENT OF ARABIC LANGUAGE

UNIT III: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE

UNIT IV: METHODS AND STRATEGIES OF TEACHING ARABIC LANGUAGE :

UNIT 1: General Introduction to Teaching and Learning

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. The student teacher will be able to familiarize with the functional aspects of teaching and learning and the diverse roles expected to be an Ideal Teacher	<ul style="list-style-type: none"> • Language Learning : Perspectives • Teaching and Learning : its Nature and significance • Maxims of Teaching • Learner and Teacher • Inter dependence of Teaching & Learning. • Changing concept of Teaching, learning , classroom environment; • CWW (classroom without walls), • Language teacher competencies 	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> • CE • Assignments • TE

UNIT II: NATURE AND DEVELOPMENT OF ARABIC LANGUAGE

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

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

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

UNIT IV: METHODS AND STRATEGIES OF TEACHING ARABIC LANGUAGE

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

<p>most suitable methods, Approaches, strategies and techniques in Arabic language teaching and learning</p>	<ul style="list-style-type: none"> • Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach, • Communicative Approach, Play way Method, Project Method • Role play, Dramatization, Narrative strategies • Discourse based language learning, Learning by doing, Activity Based Teaching and Learning • Approaches/ Methods of teaching Language elements: • Inductive and deductive methods, Functional and formal grammar • Approaches, Methods & Techniques of teaching Language skills : • Listening Skill, Speaking skill developing speaking & Listening Skills, • Causes of bad pronunciation, Techniques of teaching good pronunciation • Methods and techniques of teaching Reading skill • Methods and techniques of teaching Writing skill: Dictation, Creative writing, Editing Process • Critical Evaluation of the Methods of Teaching 		
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- Thareeqathu Thadreesi Wa stratejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
- Al Mawajjah Al Fanni LiMudarrisee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
- Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
- Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiyya
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- Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi lilmashri wa thouzeea
- Providing teachers effective strategies for using technology techrends: Brown B& Henscheid
- The systematic Design for Instruction: Dick,W& L(1990)
- Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilthibaa
- Wasaail al lthisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
- Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
- Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thatbbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
- Madkhal Ila Tharbiya al muthamayyizeena wal Mauhooben, Dar al fikar lial thibaa wa Nashr
- Thaqniyyath al thaaleem(Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaallum: Badar Salih
- Al tharbiya wa thuruqu thadrees: Salih Abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
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- Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
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EDU. 05.5 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-ARABIC.

(Theoretical Discourses. 60hours and CE.

30 hours) Course Outcome(CO)

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

- CO 1 Acquaint with an understanding of pedagogic content knowledge analysis
- CO 2 Familiarize with the nature of the content /text book and analyze it pedagogically
- CO 3 Develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching
- CO 4 Develop knowledge of the importance of planning in teaching
- CO 5 Develop the ability to design lesson templates incorporating the relevant objectives and activities
- CO 6 Acquire the ability to plan lessons and use in classroom teaching
- CO 7 Develop the ability to apply suitable Teaching Aids in classroom teaching

Contents

UNIT I : INTRODUCTION TO PEDAGOGI CONTENT KNOWLEDGE(PCK) :

UNIT II: PLANNING & DESIGNING OF LESSON TEMPLATES

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

RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. The student teacher will be able to develop an understanding of pedagogic content knowledge Analysis</p> <p>2. Familiarizes with the nature of text book and analyses pedagogically</p>	<ul style="list-style-type: none"> • Content Knowledge and Pedagogic Knowledge • Pedagogic Content Knowledge • Pedagogic Content Knowledge analysis: scope, principles and objectives • Steps involved in pedagogic content knowledge analysis 	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p>	<ul style="list-style-type: none"> • CE • Assignments • project • TE
	<ul style="list-style-type: none"> • Pedagogic Analysis of language discourses :Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, write-up, profile, biography, essay, story, Quran & Hadith, narration etc. • Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc. • Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala from 6th std to 12th std • Critical Analysis of Arabic H B& TB for VIII to X std of the state schools 	<p>Observation</p> <p>Narration</p>	

UNIT II: Planning and Designing of Lesson Templates

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

UNIT III: ESSENTIAL REQUIREMENTS OF TEACHING ARABIC LANGUAGE

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

UNIT IV: RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE

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

	<ul style="list-style-type: none"> • Activity Aids: Jamaiyathul Arabiyya al adabiyya, nadiyathu lluga, majallathul arabiyya wal jidariyya • wa nuskhiiyya, idaathul arabIyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleef wa thasdeer • Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyathul qiraa etc. • Teaching Learning Resources:TB & HB, its characteristics and qualities • Other resources: Supplementary Readers, Teacher’s Handbook & other Online resources 		
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- Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
- Thuruqu thadrees al lugha al Arabiyya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA
- Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya
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- Thareeqathu Thadreesi Wa strateejiiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
- Al Mawajjah Al Fanni LiMudarirsee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
- Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
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- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaaluum: Dr. Muhammed Assam Tharbay , Dar Hammurabi lilmashri wa thouzeea
- Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi lilmashri wa thouzeea
- Providing teachers effective strategies for using technology techrends: Brown B& Henscheid
- Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilmashri
- Wasaail al lthisal wa thaknologia fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar

- Al thadrees wa ladad al Muallim: Dr.S Abdulrahman qindeel Dar al Nashr al Duwali
- Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
- Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
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- Thaqniyyath al thaaleem(Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaallum: Badar Salih
- Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilbuhuzu thabaviyya wathadreeb
- Al tharbiya wa thuruqu thadrees: Salih Abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
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EDU- 04.6 : THEORETICAL BASE OF TAMIL LANGUAGE EDUCATION

(Theoretical Discourses- 60 & CE – 30 hours)

Objectives:

The student teacher :

1. Familiarizes with the nature and purpose of language teaching.
2. Grasps problems related to learning a Second Language.
3. Draws implications of different theories of learning for Second Language instruction.
4. Gets an awareness of Approaches, Methods and Instructional Strategies for teaching Tamil.

Contents :

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with functional plane of teaching and learning and the divergent roles expected to be played as Language Teacher 2. Grasps the current status of Tamil and its importance	<ul style="list-style-type: none"> • Perspectives of Tamil Studies • Significance in the Global context • Tamil – Classical Language • Tamil as a skill subject • Teaching Tamil as a First Language [L1] Second Language [L2] and Third Language [L3] • Bilingualism • Three Language Formulae – Mother tongue Interference • Tamil as a Link Language 	Makes student recall qualities of teachers whom they admire/remember Narration, anecdotes of lives of teachers who served as role models Views films related to	<ul style="list-style-type: none"> • Contribution in debate on need of Tamil as an Classical Language • Performance in classroom discussions regarding teacher role • Entry recorded in Reflective journal

	<ul style="list-style-type: none"> • Language teacher competencies • Roles and Responsibilities of Tamil Teacher-mentor, facilitator, scaffolder, reflective practitioner 	<p>teachers/teaching</p> <p>Reads stories about lives of great teachers</p> <p>Web-based resources</p>	
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Unit 2:Nature and Development of Tamil Language(20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Gathers knowledge about meaning, nature and characteristics of language and select theories of language teaching and learning	<ul style="list-style-type: none"> • Language and culture , Language and society, Language and media(print and digital) • Behaviourism- imitation, repetition, reinforcement • Multiple Intelligence 	<p>Brain storming</p> <p>Seminar</p> <p>Presentations</p> <p>Quiz</p> <p>Peer Tutorial</p> <p>Discussion</p> <p>Invited Talks</p>	<ul style="list-style-type: none"> • Examine level of participation • Role performance analysis • Evaluation based on documentation

Unit 3:Aims and Objectives of Teaching Tamil (20 hours)

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with traditional approaches and methods of language teaching 2. Updates Knowledge of current approaches and methods 3. Develops the ability to choose the most suitable method for a given content or group of learners	<ul style="list-style-type: none"> • Approach, Method, Technique • Teaching Methods –Grammar, Prose, Poetry • Student Centered Method and Teacher Centered Method • Inductive and Deductive Method 	Demonstration of steps followed in different methods Watching video recordings Accessing Online input on the topic Co-relating class room activities	<ul style="list-style-type: none"> • Evaluate the competence to compare and contrast • Monitor the ability to distinguish between similar concepts, phases

References (for EDU – 04, 05, 09, 10, 13 & 15)

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EDU- 05.6 : Pedagogic Content Knowledge Analysis : Tamil.

(Theoretical discourses -60 & CE – 30 hours)

Objectives:

The student teacher:

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

Contents ;

Unit I: Introduction to Pedagogic Content Knowledge (PCK)

Unit II: Planning and Designing of Lesson Templates

Unit III: Essential Requirements for Teaching of Tamil

Unit IV: Resources in Teaching and Learning of Tamil

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ul style="list-style-type: none"> • Develops an understanding of pedagogy and its principles • Familiarizes with Taxonomy of Educational Objectives • Develops an understanding of types of thinking 	<ul style="list-style-type: none"> • Pedagogic Analysis - Scope, Principles and Objectives • Pedagogic Content Knowledge- Scope in teaching and learning • -Objective-based Instruction - Bloom's 	<ul style="list-style-type: none"> Direct instruction Engaging in Group discussion 	<ul style="list-style-type: none"> • Participation in task. • Peer • assessment of • presentations

<ul style="list-style-type: none"> Familiarizes with the nature of a Course Book 	<p>Taxonomy: Specifications, -Process skills & Thinking Skills (Critical and Creative), Problem Solving</p> <ul style="list-style-type: none"> Content Analysis - Themes, Language elements, Sequencing of content, Deficiency in content-Discourses- slogans, placards, notices, reports, diary entry, messages script of a speech, letter, posters, advertisement, write up, conversation, profile etc. 	<p>Individual and collaborative tasks</p> <p>Critique of different Course Books</p>	
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Unit 2: Planning and design of lesson templates (25 hours)

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

		Lesson Plan/Teaching Manual Practice under supervised guidance Task-directed discussion and Applied exercises	
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Unit 3: Essential requirements for teaching of Tamil (20 hours)

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

Unit 4: Resources in teaching and learning of Tamil (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Familiarizes with ways of employing different aids for teaching different content</p> <p>2. Explores ways of designing appropriate learning aids.</p>	<ul style="list-style-type: none"> • Teaching aids- design and development -Learning support resources -Pictures-Charts-Flash Card-Models-News paper and Journals-Documentary • Audio-Video Clips-Interactive Board-LCD Projector-Internet-Language Lab 	<p>Display of specimen aids</p> <p>Guidance for preparation of aids for different content in workshop mode</p>	<ul style="list-style-type: none"> • Peer comment • Guided supervision

EDU 04.7 : THEORETICAL BASE OF MATHEMATICS EDUCATION

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

Course Outcome (CO):

- **CO 1 To make the novice student teachers understand the scope and nature of Mathematics teaching at different levels of learning**
- **CO 2 To introduce Mathematics teacher with a futuristic perspective as an agent of social change**
- **CO 3 To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Mathematics**
- **CO 4 To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Mathematics**

Contents:

Unit I: Nature and Development of Mathematics Education

Unit II: Introduction to teaching and learning

Unit III: Aims and Objectives of Teaching Mathematics

Unit IV: Methods and strategies of teaching Mathematics

Unit I: Nature and Development of Mathematics

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To familiarise with various definitions of Mathematics</p> <p>2. To understand the nature and scope and characteristics of Mathematics</p> <p>3. To acquaint with development of Mathematics</p> <p>4. To inquire into the Contributions of great Mathematicians</p>	<p>*Meaning and Definition of Mathematics</p> <ul style="list-style-type: none"> _ Nature and scope of Mathematics _ Characteristics of Mathematics - Language of Mathematics - Role intuition - inductive and deductive reasoning <p>*Development of Mathematics</p> <ul style="list-style-type: none"> - Human needs as the basis of growth of Mathematics. -as a structured science-undefined terms, postulates, axioms and theorems -pure and applied mathematics -Euclidian and non-Euclidean Geometry <p>*Values of learning Mathematics</p> <ul style="list-style-type: none"> - Utilitarian, - Disciplinary, -Cultural, Aesthetic, Social, 	<p>Meaningful Verbal Explanation</p> <p>Group Discussion</p> <p>Peer tutoring</p> <p>reflective dairy</p> <p>Collaborative Interaction and Role Play</p> <p>Power point Presentation</p>	<p>Analysis of students Performance</p> <p>_ Peer Evaluation</p> <p>_ Poster Presentation</p> <p>Evaluation of reflective dairy</p> <p>Questioning</p>

<p>5. To understand the values of learning Mathematics</p> <p>6. To identify different types of correlation of Mathematics</p>	<p>Moral, International etc.</p> <p>*Correlation of Mathematics with</p> <p>– life, other subjects and different branches of the same subject</p> <p>*Contributions of great Mathematicians-</p> <p>-Pythagoras, -Rene Descartes, - C.F.Gauss, - Aryabhata, -Bhaskaracharya, -Brahmagupta, -SreenivasaRamanujam and SangamagramaMadhavan</p>	<p>Assignments</p> <p>Brain storming</p> <p>Group discussions</p> <p>Seminar</p>	<p>Class tests</p>
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Unit II: Introduction to teaching and Learning

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1.To Know how children learn mathematics</p> <p>2.To understand the various roles of mathematics teacher</p> <p>3.. To generate a knowledge of phases of teaching</p> <p>4.. To understand the qualities of a good mathematics teacher</p> <p>5.. To acquaint with the oncept of classroom</p>	<p>Learning</p> <ul style="list-style-type: none"> • Learning process of Mathematics • Stages of learning <ul style="list-style-type: none"> -Experience with physical objects(E) - Language that describes experience (L) - Pictures that represent experience (P) -Written symbols that generalise experience(S) • Role of mental math <p>Teacher</p> <p>Role-*Knowledge worker</p> <p style="padding-left: 40px;">*Facilitator</p> <p>* Mentor</p> <p style="padding-left: 40px;">*Social Engineer</p> <p>Qualities of a good Mathematics teacher</p> <p>Teaching</p> <p>*Phases of teaching</p> <p style="padding-left: 40px;">- (Pre-active,Interactive and</p>	<p>Meaningful Verbal</p> <p>Explanation</p> <p>Group Discussion</p> <p>Peer tutoring</p> <p>Power point presentation</p> <p>Assignments</p>	<p>Performance assessment in group discussion</p> <p>_ Tests</p> <p>_ Peer evaluation</p> <p>_ Evaluation of assignments</p>

without walls	Post- active teaching) * Maxims of Teaching /Learning Class Room <ul style="list-style-type: none"> • Changing concept of classroom environment (changes in approaches and role of teacher) 		
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Unit III: Aims and Objectives of Teaching Mathematics

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1.To understand the aims and objectives of teaching mathematics 2. To introduce the Bloomstaxonomy of educationalobjectives	<ul style="list-style-type: none"> *Aims of teaching Mathematics *Meaning of objectives. * Instructional objectives and Specifications *Concept of Objective based instruction * Blooms taxonomy of educational objectives Cognitive 	Meaningful verbal presentation Power point presentations	Performance analysis in groupdiscussions _ Observation _ Participation in the

<p>under three domains</p> <p>2. To familiarise with the revised version of Bloom's taxonomy of educational objectives</p> <p>3. To compare and contrast the objectives of teaching mathematics listed in NCF and KCF</p>	<p>domain, Affective domain, and Psychomotor domain</p> <p>* A conceptual overview of revised Bloom's taxonomy of objectives of teaching/ learning (Anderson and Krawthwohl), 1990.</p> <ul style="list-style-type: none"> • Bloom's digital taxonomy • Objectives of teaching mathematics as enumerated by NCF(2005) and KCF(2007) 	<p>Illustrations</p> <p>Seminars</p> <p>Role play</p> <p>Collaborative and Cooperative learning strategies</p>	<p>Seminarsessions</p> <p>_ Examples cited in their lecture note</p> <p>_ Questioning</p> <p>_ Summative evaluation</p> <p>_ Participation in the Seminarsessions</p>
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Unit IV: Methods and strategies of teaching Mathematics

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To understand various methods and approaches, useful for effective transaction of mathematics</p> <p>2. To familiarise with various techniques useful for individualising Mathematics instruction</p>	<p>*Methods and approaches</p> <p>Procedure, merits & demerits of:</p> <ul style="list-style-type: none"> - Lecture method - Inductive Deductive method - Analytic -Synthetic method - Laboratory method - Heuristic approach <p>Concept of Questioning</p> <p>Features of good questions and Good questioning</p> <p>*Techniques for individualising instruction</p> <ul style="list-style-type: none"> - Assignments - Supervised study - Drill work - Dalton plan 	<p>Group discussions</p> <p>Role play</p> <p>Meaningful verbal presentation</p> <p>Collaborative and Cooperative learning strategies</p> <p>Power point presentations</p>	<p>Participant observation</p> <p>Performance assessment in classroom activities</p> <p>–</p> <p>Individual work and in Group work.</p> <p>Summative evaluation</p>

Suggested references books :

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

_ Rao, D.B. &Pushpalatha, D.(1995). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.

_ Soman, K. *Ganithasasthrabodhanam*.Thiruvananthapuram: Kerala Bhasha Institute.

EDU 05.7 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: MATHEMATICS

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

Course Outcome (CO):

- **CO 1 To develop practical field based skill and experience in resource development and learning experience designing while transacting the mathematics curriculum**
- **CO 2 To infuse an attitude for undertaking the contextual challenges as a Mathematics Education Professional**
- **CO 3 To enrich the capabilities of Mathematics teachers during and after the pre service education**
- **CO 4 To inculcate the theoretical and practical wisdom of mathematics classroom and its associated units' design, management and innovation**

Contents:

Unit 1: Introduction to Pedagogic Content Knowledge

Unit 2: Planning and Designing of Lesson Templates

Unit 3: Essential Requirements of Teaching Mathematics

Unit 4: Resources in Teaching and Learning Mathematics

Unit I: Introduction to Pedagogic Content Knowledge

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

Unit II: Planning and Designing of Lesson Templates

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To understand need, importance and stages of planning instructions in mathematics</p> <p>2. To develop the ability to plan and design year, unit and lesson plans</p>	<p>Planning instruction</p> <ul style="list-style-type: none"> • Need and Importance of planning, • Stages of planning <p>-Year plan, Unit plan and Lesson plan</p> <p>Transition of behaviouristic approach to constructivist approach in lesson planning</p> <ul style="list-style-type: none"> • Preparation of lesson templates in Behaviourist and Constructivist formats 	<p>Meaningful verbal Presentation</p> <p>Collaboration/Cooperative Learning session,</p> <p>Group discussion</p>	<p>_ Questioning</p> <p>_ Performance analysis in group discussions</p> <p>Assessment of practical records on Discussion, demonstration, criticism lessons.</p>

		Reviewing previous lesson plans	Practicals o Discussion lessons o Observation of video lessons o Demonstration lessons
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Unit III: Essential Requirements for Teaching Mathematics

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To understand the basic skills needed for effective teaching 2. To develop the	Mathematical Skills Arithmetic skills Geometric Skills Drawing and interpreting graphs and charts HOT skills		_ Assessment of reflective diary _ Performance analysis while practising

<p>ability to make use of teaching skills by the practice of microteaching</p> <p>3. To understand and practice digital skills.</p>	<ul style="list-style-type: none"> • Microteaching Skills (set induction, questioning, reinforcement, stimulus variation, using black board, explanation etc) Microteaching lessons- Planning and preparation of <ul style="list-style-type: none"> - Microteaching lesson plans _ Practicing Microteaching skills • Link Practice Digital skills <ul style="list-style-type: none"> -identify and practice digital skills for teaching 	<p>Meaningful verbal presentation</p> <p>Group discussion</p> <p>Brain storming</p> <p>Illustration of skills</p> <p>Simulation</p> <p>Video clippings/video lessons</p>	<p>Microteaching skill discussions</p> <p>_ Observation</p> <p>Practicals</p> <p>o Practice of skills</p>
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Unit IV: Resources in Teaching and Learning Mathematics

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To understand	*concretisation of abstract ideas in mathematics,	Meaningful verbal	

<p>different methods for concretising abstract ideas</p> <p>2. To understand the need, importance and different types of learning aids in mathematics</p> <p>3. To provide hands on experience on modern learning supporting gadgets for each student</p>	<p>*Different types of learning aids,</p> <p>*Improvised aids</p> <p>* modern learning supporting gadgets like PPT, Interactive white Board etc</p> <p>* Hands on experience on the modern learning supporting gadgets.</p>	<p>presentation</p> <p>Group activities</p> <p>Sessions in small or medium groups</p> <p>-Video clippings</p> <p>You tube resource tapping</p> <p>Drill and Practice</p> <p>Lab sessions</p>	<p>_ Performance analysis in individual and in group</p> <p>discussions/tasks</p> <p>_ Questioning</p> <p>_ Practical tests</p>
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Suggested references books :

_ Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.

_ Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.

- _ James, A.(2005). *Teaching of Mathematics*. New Delhi: NeelkamalPublications,Pvt. Ltd.
- _ James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- _ Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching (8th ed.)*.New Delhi: PHI Learning Private Limited.
- _ Mustafa, M.(2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- _ Orton, A. (2007).*Learning Mathematics.(3rd ed.)*. London: Continuum
- _ Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- _ Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- _ Wadhwa, S. (2000). *Modern Methods of Teaching Mathematics*. New Delhi: Sarup& Sons.
- _ Rao, D.B. &Pushpalatha, D.(1995). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.
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EDU- 04.8: THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION

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

Course Outcome (CO):

- **CO 1** To make the novice student teachers understand the nature and scope of Science education
- **CO 2** To introduce the challenging career of Science teacher with a futuristic perspective as an agent of social change
- **CO 3** To understand the aims and objectives of learning science in the developmental age
- **CO 4** To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Physical Science
- **CO 5** To apply suitable methods, strategies and techniques in teaching and learning of Physical Science

Contents:

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

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

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

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

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

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

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

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

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

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- Aggarwal, J.C. (1997). *Essentials of Educational Technology: Teaching Learning Innovations in Education*. Vikas Publishing House Pvt. Ltd.: New Delhi.
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- Tony Liversidge, Matt Cochrane, Bernard Kerfoot & Judith Thomas (2009). Teaching Science. Sage Publications India Pvt Ltd.: New Delhi

EDU - 05.8 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : PHYSICAL SCIENCE

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

Course Outcome (CO):

- **CO 1** To develop practical field based skill and experience in resource development and learning experience designing while transacting the science curriculum
- **CO 2** To infuse an attitude for undertaking the contextual challenges as a Science Education Professional
- **CO 3** To enrich the capabilities of prospective science teachers during and after the pre-service education
- **CO 4** To inculcate the theoretical and practical wisdom of science classroom and its associated units' design, management and innovation

Contents:

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

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

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To acquaint with the planning of instruction 2. To develop understanding of different types of planning 3. To design lesson templates based on different formats	<ul style="list-style-type: none"> • Teacher Competencies-Subject competencies, Pedagogical competencies, Technological competencies • Teaching skills • Microteaching - Definitions and meaning, principles, steps, microteaching cycle • Development of selected teaching skills- Set induction, Reinforcement, Explaining, Illustrating with examples, Probing questions, Using chalk board, Stimulus variation, Using audio-visual aids, discussion, promoting pupil participation, Classroom management. • Link Practice 	Meaningful verbal Expression Group discussion Explicit teaching Peer tutoring	<ul style="list-style-type: none"> • Performance assessment in group discussion • Assessment of optional note book entries

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

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

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

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

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EDU – 04.9 : THEORETICAL BASE OF NATURAL SCIENCE EDUCATION

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

Course Outcome (CO):

Enable the student teacher:

- CO 1 To understand the scope and nature of Natural Science Teaching at different levels of learning.
- CO 2 To acquire the fundamentals of theory and practice of principles and procedures of Teaching and Learning of Natural Science.
- CO 3 To understand the concept of teaching- learning process.
- CO 4 To introduce the challenging career of science teacher with a futuristic perspective as an agent of social change.
- CO 5 To understand and develop skill in selecting appropriate aims and objectives for teaching Natural Science.
- CO 6 To familiarize and apply the instructional management strategies of teaching Natural Science.

CONTENTS

- Unit – I : Nature and Development of Science Education**
- Unit – II : Introduction to Teaching and Learning**
- Unit – III : Aims and Objectives of Teaching Natural Science**
- Unit – IV : Methods and Strategies for Teaching Natural Science**

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

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

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

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

	<ul style="list-style-type: none"> • Taxonomy of Instructional Objectives-Origin, Bloom's Taxonomy of Instructional Objectives (1956) , Mc Cormack and Yager's Classification, Revised Blooms Taxonomy by Anderson and Krathwohl (2001), Bloom's Digital Taxonomy. 	<p>Team teaching.</p> <p>Peer tutoring</p>	
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UNIT IV METHODS AND STRATEGIES FOR TEACHING NATURAL SCIENCE (20+6=26 hours)

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

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EDU- 05.9: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - NATURAL SCIENCE

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

Course Outcome (CO):

Enable the student teachers:

- **CO 1** To comprehend the dimensions of pedagogical analysis
- **CO 2** To critically analyze the Secondary School Biology Syllabus based on pedagogical Content Knowledge.
- **CO 3** To understand and apply the different skills for teaching Natural Science.
- **CO 4** To understand and prepare teaching manuals based on different instructional strategies.
- **CO 5** To understand the different teaching learning resources for teaching Natural Science.
- **CO 6** To prepare and use suitable learning aids for Natural Science teaching.

CONTENTS

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

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

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

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

UNIT I –INTRODUCTION TO PEDAGOGIC CONTERNT KNOWLEDGE ANALYSIS : TEACHING NATURAL SCIENCE (Theory hours -15)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning. 2. To understand the steps involved in PCK analysis. 3. To apply the principles of pedagogic analysis. 4. To make Pedagogic content knowledge analysis of secondary school Biology syllabus. 	<ul style="list-style-type: none"> • Content analysis- meaning, steps • Pedagogy - meaning and scope • Pedagogic Content Knowledge (PCK) – PCK Analysis – steps, (Content analysis, Learning outcomes ,Pre requisites, Teaching –Learning processes ,Enrichment Activities, Assessment techniques, Assignments.)Meaning, objectives, scope, principles and dimensions. • Pedagogic content analysis of secondary school syllabus prescribed by SCERT. 	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Narrative expression sessions in small or medium groups</p> <p>Text Book analysis and peer instruction</p>	<ul style="list-style-type: none"> • Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Student’s portfolio

UNIT II - PLANNING AND DESIGNING OF LESSON TEMPLATES (20 hours)

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

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

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

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

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

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EDU – 04.10 – THEORETICAL BASE OF SOCIAL SCIENCE EDUCATION

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

Objectives:

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

Contents:

Unit: 1 Introduction to Teaching and Learning

Unit: 2 Nature, Scope and Development of Social Science Education

Unit: 3 Aims and objectives of Teaching Social Science

Unit: 4 Instructional Methods, Techniques and strategies in Social Science Teaching

Unit : 1 Introduction to Teaching and Learning

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with the conceptualized version of components required to enter in teaching profession 2. To mould the prospective teacher educators to uphold the	<ul style="list-style-type: none"> • Teaching - profession and service, Principles and Maxims of teaching, Instruction, Factors determine effective instruction, classroom Interactions, Learner, Learning, Learning environment, classroom as a social laboratory. 	Meaningful verbal presentation Brain storming Case analysis of 2/3 famous teachers Buzz session to	<ul style="list-style-type: none"> • Report writing and verification • Case analysis presentation

professional spirit in diverse angles	<ul style="list-style-type: none"> Teacher, Teacher as professional; Continuing Professional Development (CPD), Qualities and competencies of Social Science Teachers, Teacher responsibilities; multifarious roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counselor, reflective practitioner and digital migrant. 	generate varied roles of an ideal teacher	
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Unit: 2 Nature, Scope and Development of Social Science Education. (10 Hrs + 4 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To acquaint with the basic concepts of Social Science as a discipline 2. To identify subject matter organization process in Social Science- Fusion, Integration &	<ul style="list-style-type: none"> Conceptual background of Social Science, Meaning and Scope, Need and significance Content organization treatment of Social Science- Fusion, Integration and Correlation within Social Science- Understanding about Primary, Secondary and Higher Secondary 	Meaningful verbal learning Participatory approach Co-operative learning	<ul style="list-style-type: none"> Preparation of report on teacher Presentation

Correlation	levels (Social Studies, Social Science and Humanities)	Discussion	
3. To analyze the relationship of Social Science with other subjects	<ul style="list-style-type: none"> Correlation of Social science with other subjects- Language & Science 		

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UNIT : 3 Aims and objectives of Teaching Social Science

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To identify and analyze the aims and objectives of teaching Social Science 2. To endow with the significance of Taxonomy of	<ul style="list-style-type: none"> Aims, objectives and values of teaching Social Science Individual, Social, Cultural, National and International considerations of Social 	General discussion Analytical study Focus group discussion	<ul style="list-style-type: none"> Comparison chart on Basic concepts of Behaviorism, constructivism and cognitivism and its analysis Seminar with Slide

<p>instructional objectives in Social Science education</p> <p>3. To gain an outlook of approaches in behaviorism, constructivism and cognitivism in Social Science education</p>	<p>Science</p> <ul style="list-style-type: none"> • Bloom's taxonomy of Instructional objectives (Revised)- Instructional objectives and specifications. • Behaviorism, Cognitivism and Constructivism- approach & practice in classroom- Comparison • Learning objectives and Learning Outcomes 	<p>Prepare a seminar paper with PPT support on the psychological implications in the pedagogical practices of Social Science.</p>	<p>presentation (CE item for Edu. 04)</p> <ul style="list-style-type: none"> • Test (CE Edu.4)
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- Anderson,W,L and Krathwohl,D,R, A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon: Boston.

UNIT 4: Instructional Methods, Techniques and Strategies

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

References

- www.books.google.co.in
- www.flipkart.com
- <http://www.celt.iastate.edu/creativity/techniques.html>
- Aggarwal, J.C. (1996) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.
- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Kumar, S.P.K & Noushad,P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
- Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research. California: Corwin Press, Inc.
- Dash, B. N.(1998). Content cum Methods of Teaching Social Studies. Ludhiana: Kalyani Publishers.
- Ehman & Patrick (1974). Towards Effective Instruction in Social Studies. USA: Houghton Miffln.
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- Atkins N.J and Atkins J.N, Practical Guide to Audio Visual Technique in Education
- Hoole H.S. Ratnajeevan & Hoole Dushyanthi. (2005). Information and communication technology. New Delhi: Foundation Books PVT. LTD.
- Entwistle,N.J.(1981). Style of learning and teaching. London: John Wiley & Sons Fosnot,C.(1996).Constructivism: theory,perspectives and practice.Newyork:Teachers College Press

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

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

Objectives

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

Contents

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

Unit : 1 Nature and Scope of Pedagogical content knowledge analysis

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand the key aspects involved in systematic PCK analysis 2. To establish relationship between pedagogic knowledge with	<ul style="list-style-type: none"> • Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Social Science. • Relationship between pedagogic analysis with content analysis Content Analysis – 	Narrative expression session Text book analysis Collaborative learning	<ul style="list-style-type: none"> • Content analysis presentation • Brief report on text book analysis

<p>content analysis</p> <p>3. To develop skill in analyzing the content of secondary level Social Science text books</p>	<p>Procedure, facts, concepts, principles.</p> <ul style="list-style-type: none"> Content analysis of secondary Social Science text books-(History, Geography, Political Science, Economics, Sociology areas) 	<p>Discussion- Prepare content analysis of two units by each student teacher after discussion.</p>	
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References

- <http://www.csun.edu/science/ref/pedagogy/pck/>
- http://en.wikipedia.org/wiki/Technological_Pedagogical
- Aggarwal, J.C. (1996) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.
- Kumar, S.P.K & Noushad,P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- Kochhar, S.K. (2002). The Teaching of Social Studies. New Delhi: Sterling.
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- Pathak R.P.(2012).Teaching of social studies. Pearson, Delhi
- Edigar, M. & Rao, B. (2003).Teaching Social Studies Successfully. New Delhi: Discovery Pub.House
- Social Science text book of standard 8,9 & 10 of Kerala
- Teachers' Hand book in Social Science for standard 8,9 &10
- Varma, O. P. & Vedanayagam, E. G. (1993). Geography Teaching. N. Delhi: Sterling.
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- Joshi, P. S., Gholkar S.V. (1983). History of Modern India. N. Delhi: S.Chand & Company Ltd.
- Kaur, Dhian & Chandana, R. C. (ed.) (2006). The Earth: Ludhiana: Kalyani Publishers.
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Unit: 2 Instructional Planning and Designing Lesson Templates

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

References

- <http://answers.yahoo.com/question/>
- http://www.ierg.net/lessonplans/unit_plans.php
- Green, G.H. (1987). Planning the Lesson. London: Longman
- <http://en.wikipedia.org/wiki/Wiki>
- Kumar, S.P.K & Noushad,P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- Bining, A.C & Bining, D.H. (1952) Teaching Social Studies in Secondary Schools. New York: McGraw Hill
- Clark, L.H.(1973). Teaching Social Studies in Secondary Schools.(2nd Ed.)New York: McMillan.
- Green, G.H. (1987). Planning the Lesson. London: Longman
- <http://en.wikipedia.org/wiki/Wiki>

Unit: 2 Instructional Planning and Designing Lesson Templates

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

References

- <http://answers.yahoo.com/question/>
- http://www.ierg.net/lessonplans/unit_plans.php
- Green, G.H. (1987). Planning the Lesson. London: Longman
- <http://en.wikipedia.org/wiki/Wiki>
- Kumar, S.P.K & Noushad,P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- Bining, A.C & Bining, D.H. (1952) Teaching Social Studies in Secondary Schools. New York: McGraw Hill
- Clark, L.H.(1973). Teaching Social Studies in Secondary Schools.(2nd Ed.)New York: McMillan.
- Green, G.H. (1987). Planning the Lesson. London: Longman
- <http://en.wikipedia.org/wiki/Wiki>

Unit: 3 Essential Requirements of Teaching Social Science Education

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

References

- <http://www.scribd.com/doc/24590843/Micro-Teaching-Skills>
- Allen, D & Ryan, K (1969). Micro teaching. London: Addison Wesley
- Aggarwal, J.C. (1996) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.
- Dave, Pushkin (2001) Teacher Training. California : ABC CLIO
- Kochhar, S.K. (1985). Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.,
- Cooper, James M(1990) Classroom teaching skills. US: DC Health & Co

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

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

References

- Skinner, B. F. (1968). The Technology of Teaching. New Jersey: Prentice Hall.
 - Kilpatrick, W. H. (1969). The Project Method. New York: Teachers' College Press
 - Aggarwal, J.C. (2003). Teaching of Social Studies: A Practical Approach. Mumbai: Vikas Publishing House.
 - Kumar, S.P.K & Noushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods.
 - Pathak R.P. (2012). Teaching of social studies. Pearson, Delhi
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 - Skinner, B. F. (1968). The Technology of Teaching. New Jersey: Prentice Hall.
 - http://religionmanuals.tpub.com/14229/css/14229_322.htm .
- <http://en.wikipedia.org/wiki/Wiki>

EDU – 04.11 : THEORETICAL BASE OF GEOGRAPHY EDUCATION

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

Course Outcome (CO):

- CO 1 To familiarize with the conceptualized version of components require to enter in teaching profession
- CO 2 To mould the prospective teacher educators to uphold the professional spirit
- CO 3 To acquaint with the nature, scope and modern concepts of Geography
- CO 4 To understand the new perspectives of Geography along with its correlative and nationalistic views
- CO 5 To identify and analyze the aims objectives and values of teaching Geography
- CO 6 To identify the need of objective based instruction
- CO 7 To analyze the unique features of different instructional methods, suited for teaching Geography instruction
- CO 8 To identify and select the most appropriate teaching- learning methods and strategies in varied context and content.

Contents :

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with the conceptualized version of components required to enter in teaching profession 2. To mould the prospective teacher	<ul style="list-style-type: none"> • Teaching – nature, significance, principles • Learning – as a process, features, laws and learning environment • Students in a class- nature, role and mind set of learners 	Meaningful verbal presentation Brain storming Case analysis of 2 or 3 famous teachers	<ul style="list-style-type: none"> • Report writing and verification • Case analysis • Identification and presentation • Assessment and reflection

<p>educators to uphold the professional spirit</p> <p>3. To develop professionalism and professional ethics among Geography teachers.</p>	<ul style="list-style-type: none"> • Constructivist teaching and learning • Geography Teacher • Personal qualities and different roles • Professional qualities and competencies • Professional ethics • Programmes for improving professional efficiency 	<p>Buzz session to generate varied role of an ideal teacher</p> <p>Lecture</p> <p>Discussion</p> <p>Online learning</p> <p>Internet access</p>	
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Reference

- <http://www.wikihow.com/Be-a-Professional-Teacher>
- <http://www.ed.policythoughts.com>
- Edigar, M and Rao. B (2003). Teaching Social studies successfully. New Delhi: Discovery Publishing House
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Gopill G.H (1966) Teaching of Geography, Macmillan, London
- Verma O.P , Vedanayagam E.G (1987) Teaching of Geography, Sterling Publishers Pvt Ltd. New Delhi
- Gardner.H (1983) Frames of Mind. The Theory of Multiple Intelligences. New York. Basic Books
- Kincheloe. J (2008) Critical Pedagogy. 2nd Edition. New York Peter lang.
- Fosnot. C(1996) Constructivism; Theory perspectives and Practices. New York; Teachers college Press
- Roblyer. M.D. (2008) Integrating Educational Technology into Teaching: New Delhi; Pearson.
- Elizabeth Perrot (1982), Effective Teaching Singapore: Longman
- Donald. P.K & Paul D.E (2007) Learning and Teaching USA: Pearson Education

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

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

Reference

- [www. empowering vision.org](http://www.empowering vision.org)
- <http://serc.carleton.edu>
- <http://www.ecosensorium.org>
- AroraM.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Gopill G.H (1966) Teaching of Geography, Macmillan, London
- Garnett, Olive (1967) Fundamentals in school Geography. Harrap and Company, London
- VermaO.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi

- UNESCO Source Book for Geography Teaching (1982), London. Logman’s Green and Company
- Prasad Jagdish (1982), Teaching of Geography, Vinod Pustak Mandir, Agra
- Singh H.W (1985) Teaching of Geography, Vinod Pustak Mandir, Agra
- Secondary and Higher Secondary Textbooks of SCERT/ NCERT

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

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

Reference

- <http://www.unco.edu/cetl/sir//statingoutcome/document>
 - Bloom, B.S (1956), "Taxonomy of Educational objectives" Cognitive Domain. New York: David Mckay.Co.
 - Krathwohl.et.al., Taxonomy of Educational objectives, Hand book II: Affective Domain: Mckay: New York
- Anderson, W.L and Krathwohl., D , R, A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational objectives, Allyn & Bacon: Boston.*
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 - NCERT (1989). Instructional objectives of school subjects. New Delhi : NCERT
 - Aggarwal. J.C (1996) Teaching of Social Science A practical Approach: New Delhi, Vikas Publishing house Pvt. Ltd.
 - Chauhan.S.S. (2006) Advanced Educational Psychology, New Delhi
 - Mangal S.K (2007) Human Development and Learning Crow. L.D and Crow Alice
 - Entwistle N.J (1987) Understanding classrrom Learning London: John Wiley
 - Freire, Paulo (1998) Pedagogy of the oppressed, USA : continuum pub. Com
 - Gardner.H (1983) Frame of Mind: The Theory of Multiple Intelligence. New York: Basic Books
 - Goleman, D (1995) Emotional Intelligence. New York: Mcgraw Hill
 - Kincheloe.J (2008) Critical Pedagogy (2nd Edition) New York: Peter Lang
 - NCF (2005), KCF (2007)

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To analyze the unique features of different methods suited for Geography instruction 2. To develop proficiency in selecting suited methods and strategies in varied contest and content in Geography education	<ul style="list-style-type: none"> • Methods of teaching Geography -Need, significance, importance -Lecture. Discussion/ Project, Source, story- telling , Regional method Debate, seminar - Instructional strategies in Geography - Meaning, purpose characteristics. • Strategies based on NCF/KCF • Various techniques of instruction in 	Discussion Seminar Buzz session Verbal learning Debate Collaborative learning Comparing different method & strategies <ul style="list-style-type: none"> • Group 	<ul style="list-style-type: none"> • Report presentation and verification • Seminar preparation presentation and report • CE.2 • Assessment/ reflection

3. To differentiate methods strategies and techniques of Geography instruction	geography- Observation/Narration/Dramatization/Cooperative/Collaborative learning/Brain storming and Peer tutoring. !	discussion and prepare notes Present assignments Internet access Web search	
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Reference

- [www. books google.co.in](http://www.books.google.co.in)
- www.flipkart.com
- <http://www.celt.iastate.edu/creativity/techniques.html>
- Alexey Semenov, UNESCO (2005) Information and Communication Technologies in Schools: A hand book for Teachers.
- Roblyer M.D (2008) Integrating Educational Technology into Teaching. New Delhi: Pearson
- Fitchman & Silva (2003) The Reflective Educator’s Guide to classroom Research. California: corwin Press, Inc
- Entwistle N.J (1981) Style of Learning and Teaching London: John Wiley and sors
- Fosnot. C (1998) Constructivism: Theory Perspective and Practice. New York: Teacher’s college Press

EDU – 05.11 : Pedagogical Content Knowledge Analysis- Geography

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

Course Outcome (CO):

- CO 1 To understand the key aspects involved in systematic PCK analysis
- CO 2 To develop skills in analyzing the content of Secondary level Geographic content materials
- CO 3 To justify the importance and phases of instructional planning in Geography
- CO 4 To equip prospective teacher educands in developing teaching skills through micro- teaching practices
- CO 5 To conscientize the inevitable role of various instructional support in effective instructional practices.
- CO 6 To become competent in developing suitable testing mechanisms

CONTENTS :

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

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

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

Reference

- [www. Moodle.org](http://www.moodle.org)
- <http://www.csun.edu/Science/ref/pedagogy/pck>
- [http://en.wikipedia.org/wiki/technological pedagogical](http://en.wikipedia.org/wiki/technological_pedagogical)
- Barnard.H.C (1963) Principles and Practices of Teaching Geography, Bihar Hind Grandh Academy, Patna
- Prasad Jagdish (1982). Teaching of Geography, Vinod Pustak Mandir, Agra
- Singh.H.W (1985). Teaching of Geography, Vinod Pustak Mandir, Agra

- Robin Alexander (2008) Essay on Pedagogy. USA: Routledge
- Arora M.L (1970). Teaching of Geography, Prakash Brothers, Ludhiana
- Social science II textbook of std. 8, 9 & 10 of Kerala
- Kaur, Dhian & Chandana; P.C (2006). The Earth: Ludhiana: Kalyani Publishers
- Singh R.L, Singh, Rana, P.B (2002). Elements of Practical Geography. New Delhi: Kalyan Publishers
- Philp. M Anderson (2009) Pedagogy. New York: Peter Lang Publishing, Inc.

Unit 2. Instructional Planning and Designing Lesson Templates (19 Hours + 8 Hours)

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

Reference

- [http://answers . yahoo.com/question](http://answers.yahoo.com/question)
- http://www.ierg.net/lessonplans/unit_plans.php
- Geography textbook of standard 8-10th of Kerala state /Teachers Hand book in Geography for standards 8, 9 & 10
- Green. G.H (1978) Planning the lesson, London; Longman
- <http://en.wikipedia.org/wiki/wiki>
- Sigh. R.L, Singh, Rana, P.B (2002) Elements of Practical Geography: New Delhi, Kalyan Publications
- NCERT: Standard 11th 12th Geography textbook
- NCERT: Geography practical text book
- Verma. P.O and Vedanayagam, E.G. (1987), Teaching of Geography Sterling publishers private limited, New Delhi

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

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

Reference

- [http://www.scribd.com/doc/24590843/micro-teaching skills](http://www.scribd.com/doc/24590843/micro-teaching-skills)
- Allen, D and Ryan. K(1969) Micro teaching. London. Adison Wesley
- Kochhar. S.K (1985). Methods and Techniques of Teaching New Delhi: Sterling publishers PVt. Ltd
- Varma. O.P & Vedanayagam E.G, (1993), Geography teaching, New Delhi, sterling Publishers
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- Dave, Pushkin (2001). Teacher Training California: ABC CL 10
- Cooper, James. M (1990). Classroom Teaching Skills. US: DC Health. Co

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
11. To conscientize the inevitable role of various instructional support in effective instructional practices 12. To acquire skills in constructing and using different instructional aids 13. To familiarize with the basic resources for teaching Geography	<ul style="list-style-type: none"> • Instructional Resources- need, significance, values and types • Local resources and its importance in Geography • Text book – importance, characteristics and criterion for selection • Hand books, Sourcebooks, Workbooks, Reference books • Graphic aids – charts graphs, picture, maps, atlas 3D- aids –globe, models, relics • Audio/ A V aids- Radio, TV, film, computers • Display boards- chalkboard, bulletin boards, Interactive board • Projected aids- OHP, LCD, Video • Activity aids – Excursion , field trips 	Demonstration Illustration General discussion Workshop Displays Lecture Observation Preparing assignments Internet access Web search	<ul style="list-style-type: none"> • Handling of various instructional aids • Seminar (preparation presentation and report) • CE-2 • Observe and practice usage of learning aids during school induction programme and practice teaching • Working for preparation of innovative learning aids/ instructional resources

Reference

- <http://e.wikipedia.org/wiki/wiki> Anora. M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Gopill. G.H (1966) Teaching of Geography, Macmillan, London
- Varma O.P & Vedanayagam, E.G (1993) Geography Teaching, New Delhi, Sterling Publishers
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- Singh. EW (1985) Teaching of Geography, Vinod Pustak Mandir, Agra
- Skinner, B.F (1998). The Technology of Teaching New Jerse, Prentice Hall
- Entwistle. N.J (1982) Understanding classroom learning London: John Wiley

COMMERCE EDUCATION

SEMESTER 1

EDU 04.12 – THEORETICAL BASE OF COMMERCE EDUCATION (60 Hrs + 30 Hours)

Course Outcome (CO):

CO 1 To familiarize with the conceptualized version of components required to enter in teaching profession

CO 2 To mould the prospective teacher educators to uphold the professional spirit in diverse angles

CO 3 To equip with varied dimensions of commerce education strands

CO 4 To compete with constructs aims and objectives of teaching commerce

CO 5 To gain an outlook of key ideology in the psychological bases in commerce education

CO 6 To analyze the unique features of different instructional methods suited for teaching commerce

CO 7 To proficient in select most appropriate teaching methods in varied context and content

CO 8 To opt and practice apposite techniques to extract process and product in commerce teaching

Contents

Unit: 1 Introduction to Teaching and Learning

Unit: 2 Natures, Scope and Development of Commerce Education

Unit: 3 Aims and objectives of teaching Commerce

Unit: 4 Instructional Techniques and Methods in Commerce Teaching

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

Course Specific Outcome (CSO)	Concepts	Strategies/Processes	Evaluation
<ul style="list-style-type: none"> To familiarize with the conceptualized version of components required to enter in teaching profession To mould the prospective teacher educators to uphold the professional spirit in diverse angles 	<ul style="list-style-type: none"> Teaching - profession and service, Principles and Maxims of teaching, Instruction, Factors determine effective instruction, classroom Interactions, Learner, Learning, Learning environment, classroom as a social laboratory. Teacher, Teacher as professional; Continuing Professional Development (CPD), Teacher responsibilities; multifarious roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counsellor, reflective practitioner and digital migrant. 	<ul style="list-style-type: none"> Meaningful verbal presentation Brain storming Case analysis of 2/3 famous teachers Buzz session to generate varied roles of an ideal teacher 	<ul style="list-style-type: none"> Idea generating exercises Case analysis presentation

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

Course Specific Outcome (CSO)	Concepts	Strategies/processes	Evaluation
<ul style="list-style-type: none"> To acquaint with the basic concepts of commerce as a discipline To equip with varied dimensions of commerce education strands. 	<ul style="list-style-type: none"> Commerce as a distinctive discipline, Scope of commerce in nation's prosperity, Modernization of commerce through technological advancement and LPG. Commerce education: Meaning, 	<ul style="list-style-type: none"> Meaningful verbal learning Participatory approach Open forum discussion 	<ul style="list-style-type: none"> Preparation of report on teacher Presentation Comparison grid preparation - Correlation of Commerce education with other subjects

<ul style="list-style-type: none"> To integrate essential inter disciplinary attributes in commerce education. 	<p>Definitions and Nature – Academic and Vocational.</p> <ul style="list-style-type: none"> Significance and Historical development of Commerce education. Values attained through commerce education. Interdisciplinary approach in Commerce Education Correlation of Commerce education with other subjects – Geography, Mathematics, Economics, management, international relations, political science and Statistics. 	<ul style="list-style-type: none"> Co- operative learning Discussion 	
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UNIT: 3 Aims and objectives of teaching Commerce (14 Hrs + 10 Hrs)

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

UNIT 4: Instructional Methods and Techniques in Commerce Teaching (20 Hrs + 7 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation								
<ul style="list-style-type: none"> • To analyze the unique features of different instructional methods suited for teaching commerce • To proficient in select most appropriate teaching methods in varied context and content. • To opt and practice apposite techniques to extract process and product in commerce teaching. 	<ul style="list-style-type: none"> • Methods of teaching – criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods – Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case study, Source method, Inductive and Deductive, Analytical and Synthetic method. • Techniques of Teaching – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session. 	<ul style="list-style-type: none"> • Seminar • Debate • Buzz session • Quiz session • Problem solving method • Project method 	<ul style="list-style-type: none"> • Report presentation & verification 								
<p>Continuous Evaluation (CE) = 25 Marks</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>1. Practicum -1</td> <td>: 5 marks</td> </tr> <tr> <td>2.Seminar/presentation -1</td> <td>: 5 marks</td> </tr> <tr> <td>3. Reading & reflecting on any text</td> <td>: 10marks</td> </tr> <tr> <td>4. Mid semester I exam</td> <td>: 5 marks</td> </tr> </table>				1. Practicum -1	: 5 marks	2.Seminar/presentation -1	: 5 marks	3. Reading & reflecting on any text	: 10marks	4. Mid semester I exam	: 5 marks
1. Practicum -1	: 5 marks										
2.Seminar/presentation -1	: 5 marks										
3. Reading & reflecting on any text	: 10marks										
4. Mid semester I exam	: 5 marks										

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SEMESTER 1

EDU 05 .12: PEDAGOGICAL CONTENT KNOWLEDGE ANALYSIS – COMMERCE (60 Hrs + 30 Hrs)

Course Outcome (CO):

- CO 1 To understand the key aspects involved in systematic PCK analysis
- CO 2 To develop skill and competencies in analyzing the content of higher secondary commerce text book
- CO 3 To justify the importance and phases of instructional planning in commerce discipline
- CO 4 To analyze the essential pre requisites/requirements for teaching commerce education
- CO 5 To capacitate systematic planning and to develop skills in designing lesson templates
- CO 6 To equip prospective teacher educands in developing teaching skills through micro teaching practices
- CO 7 To conscientize the inevitable role of various instructional resources in effective instructional practices.

SEMESTER 1

Contents

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

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

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

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

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> To justify the importance and phases of instructional planning in commerce discipline To capacitate systematic planning and designs lesson templates 	<ul style="list-style-type: none"> Instructional planning –Importance, Phases, Types - Year plan, Unit plan, Lesson plan, Resource unit Procedure for the Preparation of year plan, unit plan and lesson plan Designing Lesson Templates – Business Studies and Accountancy. 224 	<ul style="list-style-type: none"> Descriptive method Group discussion Demonstration method Co-operative learning Meaningful verbal learning 	<ol style="list-style-type: none"> 1. Discussion lessons (5 Nos) 2. Video observation (2 Nos) 3. Script for video lesson (1 No) 4. ICT enabled lesson plan (1 No)

<ul style="list-style-type: none"> To develop skills in preparing lesson plan 			5. Demonstration lessons (3 Nos) 6. Criticism lessons (5 Nos)
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Unit: 3 Essential Requirements of Teaching Commerce Education (16 Hrs + 6 Hrs)

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

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

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation										
<ul style="list-style-type: none"> To conscientize the inevitable role of various instructional support in effective instructional practices. To acquire skills in constructing and using different instructional aids. 	<ul style="list-style-type: none"> Instructional Resources: textbook, workbook, handbook, source book. Resource Mapping Instructional aids: Importance, educational values, classification of learning aids: projected, Non-projected, activity aids and ICT based aids. Hands on experience: Computer, LCD Projector, Interactive white board and multi media 	<ul style="list-style-type: none"> Illustration Demonstration General discussion Workshop Displays Demonstration 	<ul style="list-style-type: none"> Text book analysis Workbook preparation Handling of various instructional aids 										
<p align="center">Continuous Evaluation (CE) = 25 Marks</p> <table border="0"> <tr> <td>1. Observation of model video lessons & reporting (2nos.) (Teacher monitored)</td> <td align="right">: 5 marks</td> </tr> <tr> <td>2. Practical -1</td> <td align="right">: 5 marks</td> </tr> <tr> <td>3. Test-mid semester exam</td> <td align="right">: 5 marks</td> </tr> <tr> <td>4. subject Association activity</td> <td align="right">: 5 marks</td> </tr> <tr> <td>5. Practicum – 1</td> <td align="right">: 5 marks</td> </tr> </table>				1. Observation of model video lessons & reporting (2nos.) (Teacher monitored)	: 5 marks	2. Practical -1	: 5 marks	3. Test-mid semester exam	: 5 marks	4. subject Association activity	: 5 marks	5. Practicum – 1	: 5 marks
1. Observation of model video lessons & reporting (2nos.) (Teacher monitored)	: 5 marks												
2. Practical -1	: 5 marks												
3. Test-mid semester exam	: 5 marks												
4. subject Association activity	: 5 marks												
5. Practicum – 1	: 5 marks												

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Sivarajan, K; Paul, Issac and Lal, E.K (2017). Commerce Education: Methodology of Teaching and Pedagogic Content Knowledge Analysis, Calicut

<p>the changing scenario</p> <ol style="list-style-type: none"> 2. To familiarize with the maxims of teaching 3. To understand the concept of learning given by behaviourists, cognitivists and constructivists 4. To familiarize with the changing classroom environment 5. To develop understanding in Continuing Professional Development 6. To acquaint with the qualities, duties and responsibilities of science teacher 7. To understand the changing roles of teacher in the present scenario 	<p>different point of view (behaviouristic, cognitive and constructivist), Interdependence of Teaching-Learning process.</p> <ul style="list-style-type: none"> • Changing concept of classroom environment- classroom climate- An introduction to conducive, learner friendly, inclusive, Virtual learning environment (VLE) and Classroom without walls (CWW). • Teacher as a professional- Teacher qualities, competencies and responsibilities. Role of Teacher as manager, leader, knowledge worker, guide, supervisor, mentor, scaffolder, social engineer, reflective practitioner in teaching-learning process. • Maxims of teaching. • Continuing professional development (CPD)-conceptual Analysis. 	<p>Group discussion Narrative expression sessions in small or medium groups PBL Video streaming</p>	<ul style="list-style-type: none"> • Tests • Peer evaluation
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Unit 2: Home Science – A conceptual Analysis (10+5=15 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To comprehend the nature and scope of Home Science 2. To identify concepts in Home Science related to science and art 3. To familiarize the development of science in India 	<ul style="list-style-type: none"> • Nature of Home science- Home Science- Science as well as art, Areas of Home science • Significance of Home Science education in school curriculum. • Development of science education in India. 	<p>Group discussion Seminar Workshop symposium</p>	<ul style="list-style-type: none"> • Document analysis • Online assessment • Quiz programme

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand methods, strategies and techniques of teaching Home Science 2. To distinguish between teacher initiated and learner initiated methods 3. To identify and comprehend the different strategies, methods and approaches and techniques in teaching Home Science	<ul style="list-style-type: none"> • An introduction - Meaning and Definition of Strategies, Methods, Techniques and Approaches • Teacher initiated methods- Lecture method and Lecture demonstration method. • Learner initiated methods- Laboratory method, assignment method, Project method, Inductive method, Problem Solving method, Supervised Study • Approaches- Inductive, Deductive, Constructivist, Modular, Multimedia, Interdisciplinary approaches • Techniques- Debate, Seminar, Symposium, Discussion, Discussion 66, Buzz session, Brain storming, Simulation, Role play, Field trip, Panel discussion, Colloquium. • Self instruction strategies- programmed instruction- CAI, CMI • Cooperative /collaborative strategies of learning for less able, able and more able (Differential Teaching) 	Meaningful verbal expression Group discussion Peer instruction Brain storming Debate Symposium Small group projects Explicit teaching	<ul style="list-style-type: none"> • Analysis in group discussion. • Participant observation. • MCQ based discussion. • Project evaluation

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

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

Objectives:

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

Contents:

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

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

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

	resources, Enrichment Activities, Assessment techniques, Assignments.	Net surfing	
	<ul style="list-style-type: none"> • PCK Analysis of Home Science content from Higher Secondary/Vocational Higher Secondary school syllabus prescribed by SCERT 		

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

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> To identify competencies required for a teacher to be professional. To develop understanding of various teaching skills To understand microteaching and its relevance in the development of teaching skills To design, practice and document micro lessons in Home Science 	<ul style="list-style-type: none"> Teacher Competencies-Subject competencies, Pedagogical competencies, Technological competencies. Teaching skills- definition, core teaching skills, components of teaching skills Microteaching - Definitions and meaning, objectives, principles, steps, microteaching cycle Development of selected teaching skills- Set induction, Reinforcement, Explaining, Illustrating with examples, Probing questions, Using chalk board, Stimulus variation, Using audio-visual aids, discussion, promoting pupil participation, Classroom management. Link Practice 	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Document analysis and</p> <p>Peer evaluation</p> <p>Document analysis</p> <p>Video observation</p> <p>Reflective practices</p> <p>-</p>	<ul style="list-style-type: none"> Analysis in group discussion Lesson segment preparation Observation schedule designing Think, Pair and Share sessions Recording and evaluation of Micro Teaching Lessons (10 skills / one skill per student) Criticism lessons (5)

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> To understand the importance of learning aids and improvised aids in learning Home Science To acquire hands-on experience in 	<ul style="list-style-type: none"> Design and development of Learning aids and improvised aids for effective learning, significance of audio-visual aids in teaching learning of home science. Text book- Qualities, how to evaluate a good 	<p>Narrative expression sessions in small or medium groups</p> <p>Document analysis</p>	<ul style="list-style-type: none"> Participant observation Analysis in group discussion Class test Material Development Circles Practicals

designing and developing suitable learning aids for classroom instruction 3. To develop understanding in resource mapping	text book in Home Science <ul style="list-style-type: none"> • Hand book, Source book, Work book, Reference book, Supplementary reading materials • Resource Mapping 	You tube resource tapping Drill and Practice Lab sessions	<ul style="list-style-type: none"> • Involvement in subject association activity
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EDU – 101.2 : Yoga, Health and Physical Education

(2 credits – 60 hours & 50 marks)

Objectives Outcome

- CO 1 To get acquainted with the meaning, aims and objectives of Physical Education
- CO 2 To understand the concept of Physical fitness and chalk out physical fitness workout plans
- CO 3 To get acquainted with type of exercises and understand the health benefits of physical exercises
- CO 4 To get acquainted with the Yoga techniques (Pranayamas)
- CO 5 To understand the Holistic and curative aspects of yoga
- CO 6 To practice of Yoga & recreational activities

Contents

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To get acquainted with the meaning, aim and objectives of Physical Education	<ul style="list-style-type: none"> • Physical Education – 8 hours • Definition • Meaning, need and importance • Aims and objectives • Dimensions • General health of Students 	Verbal Expression	1. Written test

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. To familiarize the physical fitness components and the modes of developing them.</p>	<ul style="list-style-type: none"> ● Physical Fitness – 12 hours <ul style="list-style-type: none"> ▪ Definition ● Components of Physical Fitness ● Health related Physical Fitness ● Activities for developing Physical Fitness components ● Practice 	<p>Theoretical orientation Fitness centre work out sessions Group activity</p>	<ul style="list-style-type: none"> ● Projects ● (work out plans) ● Performance analysis

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

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

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

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

Guidelines for Practical Work

Prepare a personal health chart	- 5 marks	Physical Education Record	- 15 marks
Practice of Yoga	- 10 marks	Internal written examination	- 10 marks
Initiative, effort and participation in games	- 10 marks		

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

Contents :

Introduction to Art and Culture.

- Importance of art and art forms in Educational context.
- The need of aesthetic sense for teacher and learner

Fine arts.

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

Art and culture.

- Cultural depiction in Monuments of India and Kerala, ritual arts, Folk arts, Regional arts forms in Kerala.

Practicals:

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

SEMESTER – II

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

Perspectives in Education/Core Subjects:

EDU-06 : Education in Indian Society

EDU-07 : Perspectives of Learning and Teaching

EDU-08 : Assessment in Education

Curriculum and Pedagogic courses/Optional subjects:

EDU-09. 1-13 : Curriculum and Resources in Digital Era:Education

EDU-10. 1-13 : Techno-Pedagogic Content Knowledge Analysis:

SEMESTER II

EDU - 06: EDUCATION IN INDIAN SOCIETY

COURSE OUTCOMES

- CO 1: To Develop an understanding of the evolution of education in Indian society**
- CO 2: To identify the role education in national development**
- CO 3: To recognize initiatives in modern Indian education**
- CO 4: To analyse the challenges in Indian education and the role of teacher in the changing scenario**
- CO 5: To familiarise with the emerging trends of education**

Hours to transact: 90 hrs

UNIT 1: MILESTONES IN INDIAN EDUCATION (35hrs)

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

UNIT III : INITIATIVES IN INDIAN EDUCATION (20hrs)

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

UNIT 1: MILESTONES IN INDIAN EDUCATION (35 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies AndApproaches	Assessment
<p>1.To develop an understanding of the evolution of education in Indian society</p> <p>2. To acquaint with existing educational policies commissions in India</p> <p>3.To understand changes of education system in Kerala</p>	<ul style="list-style-type: none"> • Dravidian education- social structure- literature-Institutions for scholastic, recreational and legal functions- role of ‘salai ‘in higher education • Vedic education-characteristics and curriculum- significance of Upanishad in maintaining world peace and sustainable development, Vidya and Vaidya as two pillars of a civilized society • Buddhist education- aim of education and curriculum, Significance of non violence and attitude against materialistic life style. • A brief account on history of Indian education during British period Education in post independent India: • Radhakrishnan Commission(1948) • Secondary Education Commission(1952-54) • Kothari Commission report(1964-66) • New Education Policy 1986 	<p>Historical method</p> <p>Integrating ICT</p> <p>Lecture-discussion</p> <p>e- learning</p> <p>Document analysis</p> <p>Historical method and document analysis</p>	<p>Role Performance Analysis in group Discussion</p> <p>Involvement in Debates</p> <p>Seminar Presentations</p> <p>Assignments</p> <p>Internal Test</p>

REFERENCE -

- Naik, J.P. (1998). The Education Commission and After. New Delhi: Publishing Corporation.
- Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): 148–158, Oxford University Press
- Report of Secondary Education Commission. Kothari D.S. (1965). New Delhi: Ministry of Education.

- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- National Curricular Framework-2005 , 2009
- Right to Education Act -2009
- Knowledge Commission reports 2006, 2007, 2009
- UNESCO reports on Teacher education
- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- <http://www.gktoday.in/rashtriya-ucchar-shiksha-abhiyan>
- UNESCO reports on Teacher education
- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- <http://www.gktoday.in/rashtriya-ucchar-shiksha-abhiyan>
- <https://mhrd.gov.in/>
- <https://www.indiaculture.nic.in/>
- <https://innovate.mygov.in/wp-content/uploads/2019/06/mygov15596510111.pdf>

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

Course Specific Outcome (CSO)	Major concepts	Strategies And Approaches	Assessment
<p>1. To identify the relationship between education and national development</p> <p>2. To understand the role of IPR in national development</p>	<ul style="list-style-type: none"> • Social Indices of National Development • Education as an investment- Share of GDP to Education • ‘Educated unemployment’- Causes and Remedies • Education an instrument for intellectual property and inventions and discoveries for the welfare of the society- (IPR)- Industrial property rights- copy rights and related rights 	<p>Meaningful verbal expression</p> <p>Document analysis</p> <p>Panel Discussion</p> <p>Debates</p> <p>Seminar</p>	<p>Role Performance Analysis in group Discussion</p> <p>Extent of awareness on contemporary educational events</p>
<p>REFERENCE -</p> <ul style="list-style-type: none"> • Amirish Kumar Ahuja. (2007).Economics of education. Authors Press • Jagannath Mohanty (1998). Modern Trends in Indian Education. New Delhi: Deep and Deep publications • Humayun Kabir (1951). Education in New India. London: George Allen and Unwin Ltd. • Subash Chandra Roy.(2009) Lecture on Intellectual property law. Chandigarh National university, Patna • Sharma. R.A. (2007). Economics of education. Surya Publication • https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS 			

UNIT 3 : INITIATIVES IN INDIAN EDUCATION(20 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies /Approaches	Assessment
<p>1. To familiarize with the functions of state and central Apex bodies of education</p> <p>2. To familiarize constitutional goals pertaining to education</p>	<ul style="list-style-type: none"> • Programmes and Schemes -DPEP,SSA,RMSA, RUSA • Apex bodies- CABE,NCERT,SCERT, DIET, UGC, NCTE, NAAC, NUEPA • Constitutional Goals - Articles of Indian Constitution Pertaining to Education –Preamble. • Article 21 A, Article 14, Article15, ,Article 30,Article 45, Article 46, Article 41, Article 51 A, Article 350A, Article 351 • Right to Education Act 2009 	<p>Debates</p> <p>Lecture discussion</p> <p>Documentation and discussion</p>	<p>Performance in debates</p> <p>Seminar presentations</p> <p>An extension activity related to the field of reference may be conducted</p>
<p>REFERENECEES -</p> <ul style="list-style-type: none"> • Entwistle, N.(1990). Hand book of educational ideas and practices. London: Roputledge • Mukopadhyaya et.al.(2008). Globalization and challenges for education. NIEPA. Shipra Publication • Kohli, V.K. (1987). Indian Education and Its Problems. Haryana: Vivek Publishers. • NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi. • http://www.indiaeducation.net/apexbodies/nuepa/ • http://www.naac.gov.in/ • https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf 			

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

Course Specific Outcome (CSO)	Major concepts	Strategies /Approaches	Assessment
1. To analyze the challenges of Indian Education 2. To synthesis the significance of human rights education and peace education 3. To keep awareness on futurology of education	<ul style="list-style-type: none"> • Current Problems of Indian education – Primary- secondary- higher education • Population Education – Need, Trends in Demography, Population explosion and adverse effects • Human Rights education- Meaning and significance 	Brain storming Debates Lecture-discussion ICT	Analysis in group Discussion Extent of awareness on contemporary educational events
<p>REFERENECEES -</p> <ul style="list-style-type: none"> • Agarwal. J.C. (2006). Education for values, Environment and Human Rights. Shipra publications. New Delhi • Dyakara Reddy. D. & Rau.(2007). Value education. Discovery publishing House. New delhi • Dhananjaya Joshi.(2006). Value education in global perspectives, Lotus Press • Yogendra Singh.(2007). Modernisation of Indian tradition. Rawat publication. New Delhi • http://nhrc.nic.in/press-release/human-rights-education • https://ncertbooks.ncert.gov.in/login • NCTE : National Council For Teacher Education". <i>www.ncte-india.org</i>. Retrieved 8 April 2018. 			

List of Activities for Core Paper :

EDU VI: EDUCATION IN INDIAN SOCIETY

Units	ICT	Debate/ Seminar	Field Work	Group Discussion	Others
Unit I <u>MILESTONES IN INDIAN EDUCATION</u>	Prepare e-content on various Education Commissions	Merits and Limitations of British system of education	Survey on the implementation aspects of Right to Education Act 2009	Discussion on the significance of DPEP, SSA, RMSA Evolution of education in Kerala	Documentation on The functions of state and central administrative bodies related with education
Unit II <u>EDUCATION FOR ECONOMIC AND NATIONAL DEVELOPMENT</u>	Create Virtual Tour- future scenario of education			Social Indices of National Development Share of GDP to Education, Role of NKC ,	Panel Discussion Education an instrument for IPR
Unit III <u>INITIATIVES IN INDIAN EDUCATION</u>	Create Virtual Tour on Indian Constitution pertaining to education-	Apex bodies		Constitutional provisions -Articles of Indian Constitution Pertaining to Education.	

<p style="text-align: center;">Unit IV</p> <p style="text-align: center;"><u>CHALLENGES AND TRENDS IN INDIAN EDUCATION</u></p>		<p style="text-align: center;">Problems of Indian education – Primary- secondary - higher education</p>	<p style="text-align: center;">Special School Inclusive Education – Meaning, Relevance and Practices</p>	<p style="text-align: center;">Significance of human rights education Education</p>	<ul style="list-style-type: none"> • Census Analysis - Population Education. • Mass media analysis- Human Rights education <ul style="list-style-type: none"> • Brain Storming- Gender issues in education
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EDU - 07 : PERSPECTIVES OF LEARNING AND TEACHING

(Theoretical Discourses – 60 & CE – 30 hours)

COURSE OUTCOMES (C O) To enable the student teacher to:

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

Contents :

UNIT I NATURE OF LEARNING

UNIT II COGNITIVE PROCESSES IN LEARNING

UNIT III THEORIES OF LEARNING

UNIT IV INDIVIDUAL DIFFERENCES IN LEARNING

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To understand the concept, nature and factors influencing learning.</p> <p>2. To develop an understanding of the process of learning.</p> <p>3. To conceptualise the role of motivation in learning</p> <p>4. To familiarise the concept of achievement motivation</p>	<p>□ Meaning, Definition & Characteristics of learning, Factors affecting learning - learner, Method and Task variables, Learning curve, Plateau in learning,</p> <p>□ Study habits- Concept and methods, Transfer of Learning.</p> <p>□ Motivation- Concept, Types, strategies Theories - Abraham Maslow, Achievement motivation</p>	<p>Lecturing</p> <p>Group discussion on factors affecting learning</p> <p>Brainstorming on method and task variables of learning</p> <p>Field study on intrinsic and extrinsic</p> <p>Motivation, Construction of learning curve</p>	<p>Test paper</p> <p>Assignments</p> <p>Practicum</p> <p>Presentation in seminars</p> <p>Performance based assessment</p>

Reference

- Gates, A.S and Jersild, A.T, (1970) Educational Psychology, New York :Macmillan.
- Aggarwal, J.C (1994) Essentials of Educational Psychology New Delhi :Vikas Publishing House
- Dandapani, S. (2007), A Text Book of Advanced Educational Psychology; New Delhi: Anmol Publications Pvt. Ltd.

UNIT II : COGNITIVE PROCESSES IN LEARNING 20hours (15 T+ 5 P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To familiarise the cognitive processes</p> <p>2 .To conceptualise cognitive capacities</p> <p>3 .To understand the relevance of Cognitive processes</p> <p>4. To familiarise the concept of</p>	<p><input type="checkbox"/> Sensation and Perception- factors, laws, Concept formation, Illusion cognitive functions -Thinking,</p> <p><input type="checkbox"/> Reasoning- Problem solving and Meta cognition</p>	<p>Lectures</p> <p>Preparation of a Concept map</p>	<p><input type="checkbox"/> Test paper</p> <p><input type="checkbox"/> Performance based assessment</p> <p><input type="checkbox"/> Practical work</p>

<p>memory and forgetting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Memory- Concept; Types & Strategies to develop memory, Forgetting- causes , -Interference <input type="checkbox"/> theory and problems 	<p>Group discussion on strategies for improving Memory, Reasoning and Problem solving Seminars</p>	
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Reference

- Hughes, A.G & Hughes, E.H(2005) Learning and Teaching , New Delhi, Sonali Publications
- Hunt, R. Reed & Ellis, Henry C.(2007) Fundamentals of Cognitive Psychology, New Delhi, Tata McGraw-Hill Publishing Company
- Skinner .E.C(2003) Educational Psychology, New Delhi, Prentice Hall of India Pvt.Ltd.

UNIT III THEORIES OF LEARNING 20 hours (12T+8P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To develop an understanding of the process of learning through various theoretical perspectives.</p> <p>2. To familiarize behaviorist, constructivist and information processing approaches in learning</p> <p>3. To compare the different approaches in learning</p> <p>4. To develop learning strategies based on different perspectives</p>	<ul style="list-style-type: none"> • Behaviorist approach- Thorndike, Pavlov and Skinner. • Cognitive approach- Gestalt • Constructivist approach- Individual and Social- Piaget, Bruner &, Vygotsky. • Gagne’s hierarchy of learning. • Expository learning- Ausubel 	<p>Lectures</p> <p>Critical evaluation of different approaches - Use peer tutoring technique</p> <p>List suitable learning activities based on constructivist Approach Cooperative and Collaborative Learning activities Debate on behaviourism vs constructivism Psychology Lab experiments (any two)</p>	<p>Performance in activities Test paper Group discussion Assignments</p>

Reference

- Mathur.S.S(2007) Educational Psychology, Agra-2, VinodPustakMandir
- Schunk, D.H (2011); Learning Theories: An Educational Perspective, India: Pearson
- Sternberg, R.J.(2006), Cognitive Psychology (4th ed.) U.K.: Thomson Wardsworth

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To develop an understanding of the concept and areas of Individual Difference.</p> <p>2 To equip the teacher for understanding the learner in the context of their socio cultural and</p>	<p><input type="checkbox"/> Concept of Individual Differences- Areas of individual Differences - Interest, Attitude and Aptitude.</p> <p><input type="checkbox"/> Persons with disability- Types of disability – congenital, acquired, multiple disabilities.</p> <p><input type="checkbox"/> Education for children with Special needs: Special Schools, Integrated Education</p> <p><input type="checkbox"/> Understanding the educational needs of</p>	<p>Lectures</p> <p>Field visits</p> <p>Institutional survey</p> <p>Identification of exceptional categories</p> <p>Design of learning strategies for</p> <p>Seminars/Discussions</p> <p>First hand experience with exceptional learners and learning disabled children</p>	<p><input type="checkbox"/> <input type="checkbox"/> test papers</p> <p><input type="checkbox"/> Assignments</p> <p><input type="checkbox"/> <input type="checkbox"/> Practical</p> <p>Activities</p> <p><input type="checkbox"/> field Visit Report</p> <p><input type="checkbox"/> Performance assessment</p> <p><input type="checkbox"/> Observation</p>

educational background	Exceptional learners - Gifted and Slow Learners,	Direct experience inspecial schools	reports
3 To familiarize the specific factors leading to individual difference.	Underachiever, Mentally Challenged, ADHD, Learning Disability-Dyslexia, Dysgraphia, Dyscalculia and Dyspraxia, Autism, Deafness,	Screening of movies that have first hand educationalexperiences.	<input type="checkbox"/> Intervention activities
4 To develop skills to educate students with special needs.	Blindness, Deaf-blindness <input type="checkbox"/> Inclusive education- National Policy and Acts RCI(1992),PWD (1995), NTA (1999),RTE(2012)		<input type="checkbox"/> Practicum

Reference

- Ker. C (1998) Exceptional Children, New Delhi, Sterling Publishers.
- Rao KS, Rao DB (2005) Gifted and Talented Education, Sonali, New Delhi
- Sharma P.L (1988), A Teachers Hand Book on IED Helping Children with Special Needs NCERT, New Delhi.
- **Balsara, Maitreya (2011) Inclusive Education for Special Children: New Delhi: Kanishka Publishers and distributors**
- Allport, G.W, (1960). Personality: A psychological Interpretation .NewYork: Henry Holt and Company .
- Anastasia, Anne (1982). Psychological Testing NewYork: Mc Millan Publishing Company.
- Baron, Robert A, (2003). Social psychology (10th ed). New Delhi :Prentice Hall of India
- Baron, Robert A, (2003). Psychological (3rd ed). New Delhi, 110092 :Prentice Hall of India.
- Benjamin, W.B., (1985). Hand book of Human Intelligence:Theories, Measurement and Application John, London : Wiley of Sons Inc.
- Beveridge, WIB, (1980). Seeds of Creativity London : Heinemann Educational Book Ltd.
- Carroll, H.A (1984) Mental Hygeine New York, Prentica Hall Publishing Co.
- Crow, L.A and Crow A Educational Psychology (1973) New Delhi : Eurasia Publishing House.
- Duric, L (1990)Educational Psychology New Delhi : Sterling Publishers.
- Entwistle,N.J.(1990). Handbook of educational ideas and practices.London:Routledge
- Ewen, R.B (1980)An Introduction to theories of Personality New York : Academic Press.
- Fisher, Ronald j. (1982). Social Psychology, An Applied Approach. New York : St. Martins Press.
- Hartney, Elizabeth (2008): Stress Management for teachers; U.K: Continuum

- Jangira, N.K., etal (1991). Functional Assessment Guide. New Delhi : NCERT.
- Kinchelore, J.L., & Horn, R.A (Eds.) (2007) The Praeger Handbook of Education and Psychology; India: Praeger (vol. 1,2,3,&4)
- Kochar, S.K (1993), Educational and Vocational Guidance in Secondary Schools. New York : Sterling Publishers.
- Kuppuswami, B. (1967). An Introduction to Social Psychology. Bombay :AsiaPublishing House.
- Martin, garry and Pear, Joseph (2003) .Behaviourmodification : what it is and How to do it (7th Ed.). New Delhi: Prentice Hall of India . 110 092.
- Moghaddam, F.M. (2007) Great Ideas in Psychology: A Cultural and Historical Introduction; India: Oxford; One World.
- Musser, P.H, Conger, S and Kagar, P (1964) Child Development and Personality, New York : Harper Row
- Personality Classic Theories & Modern Research.New Delhi, Pearson Education
- Reilly, P.R &Levis, E (1983) Educational Psychology New York :Macmillian Publishing Co Ltd.
- Sindhu, I.S., (2013); Educational Psychology: India
- Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore, Sathkruthi Publication

Websites

- <http://www.libraries.psu.edu/>
- <http://www.teacher.net>
- www.moodle.org
- <http://teamwork.sg/teamwork/schoolportal.aspx>
- <http://www.enhancelearning.co.in/SitePages/Index.aspx>
- <http://www.e-learningforkids.org/courses.html>
- <http://en.wikipedia.org/wiki/Wiki>
- <http://www.webopedia.com/welcomead/>
- <http://www.filehippo.com/>
- <http://www.padtube.com/Windows>

SEMESTER II

EDU - 08 : ASSESSMENT IN EDUCATION. (Theoretical Discourses – 60 & CE – 30 hours)

Course outcome (CO):

The student teachers will be able to:

- CO 1 Understand the concept and nature of Assessment and Evaluation in education
- CO 2 Understand the role of Assessment and Evaluation in teaching-learning process
- CO 3 Examine the contextual roles of different forms of assessment in schools
- CO 4 Acquaint with the new evaluation practices in education
- CO 5 Realize different dimensions of learning
- CO 6 Familiarize with various assessment procedures, tools and techniques
- CO 7 Develop an investigatory attitude through a proper understanding of the paradigms of research
- CO 8 Develop the capability for research embedded instruction
- CO 9 Integrate action research practices in the teaching-learning context
- CO 10 Develop ability in analyzing and interpreting assessment data
- CO 11 Understand the methods of finding important statistical measures and representing data using graphs

Contents

- UNIT I: Perspectives on Assessment and Evaluation (25 hrs)**
UNIT II: Tools and Techniques to assess Learner's performance (20 hrs)
UNIT III: Basic Statistics for Analysis and Interpretation of Assessment data (25 hrs)
UNIT IV: Introduction to Research in Education (20 hrs)

UNIT I :Perspectives on Assessment and Evaluation(25 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To Distinguish clearly between assessment and evaluation</p> <p>1. To state the purposes of evaluation and to enlist various types of evaluation</p> <p>2. To acquaint the students with taxonomy of instructional objectives</p> <p>3. To identify the factors to be considered for successful assessment</p> <p>4. To familiar with the Current practices in evaluation</p>	<ul style="list-style-type: none"> • Assessment and Evaluation in Education - Purposes of Evaluation • Types of evaluation-Formative and Summative, Outcome Evaluation, Process Evaluation, Self Evaluation, Peer Evaluation, Product Evaluation, External Evaluation, Internal Evaluation and Objective based Evaluation. • Brief introduction to Instructional objectives as the basis of scientific evaluation-Bloom’s taxonomy of educational objectives; Domains of learning – cognitive, affective and Psycho motor. • Factors to be considered for successful assessment • Current practices in assessment and evaluation –CCE-concept, need and relevance, Grading system- concept, types-absolute grading, direct grading and relative grading, merits and demerits. Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point. Classification of learners according to their level of performance in Grading system (By giving letter grades such as: A+, A, B+,B etc.) 	<p>ICT enabled group discussion Lecture-discussion Group Discussion</p> <p>Meaningful verbal Expression</p> <p>Collaborative interaction</p> <p>Lecture and Discussion</p>	<ul style="list-style-type: none"> • Document Analysis • Field visit reports • Class test • Role Performance • Analysis in group Discussion • Seminar Presentations

UNIT II: Tools and Techniques to assess Learner’s Performance (20 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To understand different techniques of assessment like interview, self-reporting and testing and their applications in the field of education. 2. To familiarize with various tools of assessment and develops skill in applying in the field of research 3. To understand the qualities of a good evaluation tool 4. To understand Norm Referenced and Criterion referenced Evaluation 5. To develop the ability to construct the tools such as Diagnostic Test and Achievement Test 6. To familiarize with the relevance of online 	<ul style="list-style-type: none"> • General Techniques of Assessment- Observation, projects, assignments, worksheets, practical work, seminars and reports, Interview, Self reporting. • Tools of Assessment- tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record- concept, merits, demerits - relevance in the field of research • Characteristics of a good evaluation tool- validity , reliability, objectivity and practicability • Norm-referenced tests and Criterion-referenced tests. • Diagnostic Test and Achievement Test- Concept, Purpose and Distinction between the two tests, Steps involved in the construction of an Achievement test and Diagnostic test, Types of items-Objective type, Short answer type and Essay type, Item analysis-concept, Teacher made and Standardized Achievement tests. 	<p>Lecture Cooperative Learning</p> <p>Discussion</p> <p>Collaborative Interaction in Debates</p> <p>Working on online Resources Group discussion and Presentation</p> <p>Discussion & Presentation</p>	<ul style="list-style-type: none"> • Initiation and performance in dramatization • Role Performance Analysis in group Discussion • Involvement in Debates • Seminar Presentations • Class test • (Practicum- Development of any one Evaluation tool)

Examination, portfolio and rubric assessment	<ul style="list-style-type: none"> • Online examination/Computer based Examination, Portfolio assessment and Evaluation based on Rubrics 		
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UNIT III: Basic Statistics for Analysis and Interpretation of Assessment data (25 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the need, importance and meaning of Statistics 2. To familiarize the relevance of statistics in analyzing data 3. To understand the meaning and nature of data 4. To tabulate the data in a meaningful and systematic way 5. To appreciate the	<ul style="list-style-type: none"> • Role and importance of statistics in analyzing assessment data, Population and Sample • Data, Types of Data- Primary & Secondary, Quantitative & Qualitative • Classification of Data, Frequency Table (Grouped & Ungrouped) • Graphical Representation of Data- need and importance, Representing data using Bar Diagram and Pie Diagram, Histogram, Frequency Polygon, Frequency Curve and Ogives, Interpretation of graphical representations. 	Narrative expression in small group Group Discussion Meaningful verbal Expression Active learning process, Advance organizer Approach Techno- lab	<ul style="list-style-type: none"> • Evaluation based on documentation. • Role performance analysis in group discussion • Participant observation • (Practicum - on Graphical Representation of any Data)

<p>importance of the organization of data</p> <p>6. To understand the advantages of graphical representation of data</p> <p>7. To represent data using appropriate graphic representation and interpret accordingly</p>		<p>activities & Individual assignments</p>	
<p>8. To find out different measures of central tendency</p> <p>9. To select the most appropriate measures of central tendency for the treatment of data</p> <p>10. To find out different measures of Dispersion</p> <p>11. To select the most appropriate</p>	<ul style="list-style-type: none"> • Descriptive Statistical Measures : Measures of Central Tendency- Mean, Median, Mode- concept and methods of finding each measure and when to use each measure. Measures of Variability/Dispersion- Range, Mean Deviation, Quartile Deviation, Standard Deviation-concepts and methods of finding each measure and When to use each measure. 	<p>Active learning Process</p> <p>Computation</p> <p>Mathematical problem solving</p> <p>Class wise discussion through Lecture.</p> <p>Presentation</p> <p>Narrative expression in small group</p> <p>Problem solving</p>	<ul style="list-style-type: none"> • Evaluating the product and • process

<p>measures of dispersion for the treatment of data</p> <p>12. To familiarize with the use of correlation for data analysis</p> <p>13. To understand the method of calculating correlation coefficient using rank difference method</p>	<ul style="list-style-type: none"> Correlation-meaning and importance, Concept of Coefficient of correlation, Types of Correlation- Positive, Negative, Zero and Perfect Correlation, Rank Difference Method of calculating Coefficient of correlation, interpretation of correlation. 		
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UNIT IV: Introduction to Research in Education (20 hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To understand the need and importance of research in general and educational research in particular</p> <p>2. To realize the relevance of</p>	<ul style="list-style-type: none"> Research- meaning, characteristics, functions of research ,characteristics of a good researcher, Teacher as a researcher, need and importance of Educational research. 	<p>Lecture-discussion ICT enabled class wise discussion</p> <p>Collaborative</p>	<ul style="list-style-type: none"> Role Performance Analysis in group Discussion Class test Seminar Presentations

<p>hypothesis formation and the skill to form different forms of hypothesis</p> <ol style="list-style-type: none"> 3. To understand the nature of different types of research and their applications 4. To familiarize with various types of research and their applications 5. To get acquainted with planning and developing of action research 6. To understand how to carry out action researches and prepare the reports 7. To familiarize with planning and developing projects 8. To understand how to carry out Projects and prepare the reports 	<ul style="list-style-type: none"> • Hypothesis- meaning, relevance/role/functions, forms of hypothesis-directional and non directional . Types of research (based on purpose only)- basic/fundamental research, applied research and action research. • Action research- Need, scope, characteristics, Steps involved:- Problem identification, Defining and Analyzing the problem, Formulating and Testing action hypotheses and Preparing the report - and Advantages and Limitations of action research, Integrating action research practices -need and scope, Preparation of Action research reports. • Research Projects – Definition of a project & Steps 	<p>interaction</p> <p>Group Discussion</p> <p>Critical evaluation of need for educational research</p> <p>Lectures</p> <p>Group discussion</p> <p>Meaningful verbal Discourse</p> <p>Lectures</p> <p>Group discussion</p> <p>Collaborative Interaction</p>	<ul style="list-style-type: none"> • Analysis in group Discussion • Class test
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- www.researchphilosophy.blogspot.com/
- www.katho3.people.wm.edu/

SEMESTER II

EDU-09.1: CURRICULUM AND RESOURCES IN A DIGITAL ERA : MALAYALAM EDUCATION

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

Objectives

- C O 1 To get acquainted with principles/concepts of curriculum construction, Kerala curriculum frameworks and different types of curriculum etc.
- C O 2 To understand the Methods, approaches, strategies of teaching Malayalam language and literature.
- C O 3 To get familiarized with the e- resources for teaching/learning Malayalam.
- C O 4 To incorporate e-resources in the pedagogic content knowledge analysis of Malayalam.
- C O 5 To understand the basic theories/concepts/perspectives of language acquisition, Chomsky's conceptions on language, the whole language approach etc.

Contents :

- Unit 1 : Curriculum design in Malayalam education**
- Unit 2 : Methods and strategies in Malayalam teaching**
- Unit 3 : E-Resources in teaching & learning of Malayalam**
- Unit 4 : Research inputs in language learning**

Unit 1: Curriculum Design in Malayalam Education

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get acquainted with principles/concepts of curriculum construction, Kerala curriculum frameworks and different types of curriculum etc	<ul style="list-style-type: none"> • Definitions for 'Curriculum' • Principles of curriculum construction • Curriculum and Syllabus • Different types of curriculum • Kerala Curriculum Framework(KCF) 	<p>Open discussion on the suitability of present day school curriculum</p> <p>Preparation of an essay on general approach on language learning in National/Kerala curriculum frameworks</p>	<p>Participation in discussion/Relevance of ideas</p> <p>Essay</p> <p>CE – Practicum</p>

Unit 2: Methods and Strategies in Malayalam Teaching

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To understand the Methods, approaches, strategies of teaching Malayalam language and literature	<ul style="list-style-type: none"> • Lecture method • Project method • Play way method • Dramatization • Dalton Plan • Inductive and deductive methods • Role play • Problem solving method 	Project Short essay Open discussion Comparative note Action research Seminar on the significance of new educational theories	Project paper Essay Participation in discussion Action research findings

Unit 3 : E-Resources in teaching & learning of Malayalam

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
<p>To get familiarized with the e- resources for teaching/learning Malayalam</p> <p>To incorporate e-resources in the pedagogic content knowledge analysis of Malayalam</p>	<ul style="list-style-type: none"> • Design and development of Malayalam blogs. • Major useful sites for teaching and learning Malayalam. • Use of Social Networking sites in teaching and learning Malayalam language and literature • Wikipedia – English and Malayalam • E- resources for teaching and learning Malayalam language and literature. • E- Books • E-content design and development • Preparation of PPTs, documentaries, short films etc. • Tools, techniques and applications for video making and editing. 	<p>Familiarization session on applications/software/sites suitable for Malayalam teaching and learning</p> <p>Design and development of a blog for Malayalam class</p> <p>(group activity)</p> <p>Practicum</p>	<p>Participation of students</p> <p>innovative ideas</p>

Unit 4 : Research inputs in language learning

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
<p>To understand the basic theories/ concepts/ perspectives of language acquisition, Chomsky’s conceptions on language, the whole language approach etc.</p>	<p>Research contributions of Noam Chomsky to the field of language and cognitive psychology</p> <ul style="list-style-type: none"> • Language acquisition and language learning. • Language acquisition and cognitive development • Chomsky on language and thought • The parameters of LAD and Universal Grammar • The whole language approach 	<p>Seminar on conventional and new perspectives in learning language</p> <p>Preparation of short notes on LAD, universal Grammar</p> <p>Discussion on supplied reading materials.</p>	<p>Seminar paper/participation</p> <p>Student participation</p> <p>CE - Test</p>

SEMESTER II

EDU-10.1: Techno Pedagogic Content Knowledge Analysis– MALAYALAM

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

Objectives

- To get familiarized with the concept of Techno Pedagogic Content Knowledge Analysis.
- To understand the concepts related to integrated approach in teaching Malayalam.
- To understand concepts related to community based teaching and learning.
- To get acquainted with principles/concepts of teaching prose, poetry, grammar and composition.
- To understand the concept ‘models of teaching, and to practice various models.

Contents :

- Unit 1 : Techno Pedagogic Content Knowledge analysis (TPCK)**
- Unit 2 : Community based teaching and learning of Malayalam**
- Unit 3 : Teaching of prose, poetry, grammar and composition**
- Unit 4 : Models of Teaching**

Unit 1: Techno Pedagogic Content Knowledge analysis (TPCK)

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
<p>To get familiarized with the concept of Techno Pedagogic Content Knowledge Analysis</p> <p>To understand the concepts related to integrated approach in teaching Malayalam</p>	<ul style="list-style-type: none"> • Need and significance • Effective use of technology in the transaction of content <p>Integrated Approach in Teaching Malayalam</p> <ul style="list-style-type: none"> • Significance • Different types • Interdisciplinary Approach • Stages of application • Integrated learning activities 	<p>Discussion on given reading materials</p> <p>Preparation of modules</p> <p>Group discussion</p>	<p>Participation in discussions</p> <p>Completeness and clarity</p> <p>CE – Test</p>

Unit 2: Community based teaching and learning of Malayalam

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
<p>To understand concepts related to community based teaching and learning</p>	<ul style="list-style-type: none"> • Library – as a community resource centre <ul style="list-style-type: none"> ❖ Different types of School library- General/Class/Subject libraries ❖ Reading corner • Online libraries /publications/ book stores • Importance of agencies like Kerala Sahitya Academy, Kerala Bhasha Institute, Bala Sahithya Institute, Kerala Kalamandalam etc. • Major Malayalam book stores and publishers - Kerala Bhasha Institute, DC Books, NBS, Mathrubhoomi Books etc. 	<p>Assignments</p> <p>Preparation of short notes</p> <p>Seminar presentations</p>	<p>Assignment papers</p> <p>CE – Seminar</p> <p>Appropriateness of presentations, Variety and suitability</p>

Unit 3 : Teaching of prose, poetry, grammar and composition

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
<p>To get acquainted with principles/concepts of teaching prose, poetry, grammar and composition.</p>	<p>Teaching of,</p> <ul style="list-style-type: none"> • Prose, • Poetry, • Grammar • Group activities, Grouping techniques • Learning aids for teaching Malayalam language and literature 	<p>Preparation of lesson plans</p> <p>Discussions on new trends in teaching prose. poetry and grammar.</p>	<p>Lesson plans</p> <p>CE - Practicum</p>

Unit 4 : Models of Teaching

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
<p>To understand the concept ‘models of teaching’ and to practice various models</p>	<ul style="list-style-type: none"> • Basic concepts • Concept attainment model. • Role play model • Advance organizer model 	<p>Practical sessions based on varied models</p> <p>Demonstrations on models of teaching</p>	<p>Lesson plans</p> <p>Performance of the students</p> <p>CE - Subject Associated Activities</p>

EDU - 09.2: Curriculum and Resources in Digital Era: English Education.

(Theoretical Discourses – 60 & CE – 30 hours)

Objectives :

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

Contents:

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarize student teacher with the principles of curriculum construction and organization 2. Grasp the relationship between curriculum and Syllabus	<ul style="list-style-type: none"> <input type="checkbox"/> Principles of Curriculum construction and organization <input type="checkbox"/> NCF 2005, 2009, KCF 2007 <input type="checkbox"/> Critical Pedagogy <input type="checkbox"/> Social constructivism <input type="checkbox"/> Curriculum and Syllabus, Curriculum-Types <input type="checkbox"/> Language Curriculum <input type="checkbox"/> Philosophical and Sociological 	<p>Direct instruction</p> <p>Intro talk on the different Frame work available</p> <p>Verbal interaction</p> <p>Preparation of Check list and group</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation of entry made in Reflective Journal

	<p>perspectives, Psychological and Linguistic Foundations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Criteria for Selection of content <input type="checkbox"/> Course book, Sourcebook 	analysis of CB	
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Unit II: Community Based Teaching and Learning of English (Duration :20 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Acquaint with teaching and learning resources available in formal and informal contexts	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching and learning resources <input type="checkbox"/> Formal & Informal learning contexts <input type="checkbox"/> Role of Language Institutes and Local Library for learning English <input type="checkbox"/> Society as Language Lab – FilmTheatre <input type="checkbox"/> Literary clubs, Language forums <input type="checkbox"/> Interview and Talk by experts <input type="checkbox"/> <input type="checkbox"/> Inclusive Education- Concept, Need and significance; Ways of dealing with learners with LD/ Children with Special needs 	<p>Field visit</p> <p>Hands-on experience</p> <p>Group discussion</p> <p>Sharing of learning experience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Surveying <input type="checkbox"/> Checklist <input type="checkbox"/> Presentation of Field visit reports

Unit III: E-Resources in Teaching & Learning of English (Duration :25 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To analyze instructional materials in print and digital form for effective transaction	<ul style="list-style-type: none"> <input type="checkbox"/> Educational Websites <input type="checkbox"/> Virtual Classrooms <input type="checkbox"/> On line language games- vocabulary, grammar, spelling etc. <input type="checkbox"/> E-Library <input type="checkbox"/> E-resources for Prose <input type="checkbox"/> Film adaptations - literature and social issues <input type="checkbox"/> Audio podcasts <input type="checkbox"/> Speeches <input type="checkbox"/> Pronunciation and Conversation practice Online <input type="checkbox"/> E-resources for Poems <input type="checkbox"/> Critique of poems on websites <input type="checkbox"/> Exploring text types Online <input type="checkbox"/> Descriptive – Narrative- Expository-Argumentative <input type="checkbox"/> Recitation 	<p>Presentation of specimen digital resources followed by critique on effectiveness</p> <p>Individual /Pair work</p> <p>Exploring online resources and preparing report</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performance evaluation <input type="checkbox"/> Participant observation

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To enable student teachers to promote student effort in learning	<ul style="list-style-type: none"> <input type="checkbox"/> Research in English Language Education and Second Language Pedagogy <input type="checkbox"/> Identifying and locating significant concerns related to language learning 	<p>Intro lecture</p> <p>Enquiry centred discussion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Style of presentation <input type="checkbox"/> Performance <input type="checkbox"/> Examine communicative competence

	<input type="checkbox"/> Action Research <input type="checkbox"/> Investigating any one learner issue <input type="checkbox"/> Review of Recent Research Studies in English Language <input type="checkbox"/>	Group tasks by assigning specific roles	
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Reference

Books:

- Aggrawal, J.C. (2002). Educational Research –An Introduction. New Delhi, Arya Book Depot.
- Borg, Simon and Hugo Santiago Sanchez. (2015). International Perspectives on Teacher Research. Palgrave. ISBN 9781137376206.
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- Ellis, Rod. (2011). Language Teaching Research and Language Pedagogy. Wiley-Blackwell ISBN: 978-1-4443-3610-8
- Howatt, A. (1984) A History Of English Language Teaching. Oxford University Press.

Journals:

- Interdisciplinary Strategies for English and Social Studies http://apcentral.collegeboard.com/apc/public/repository/ap04_preap_1_inter_st_35891.pdf
- Issue Theme: Interdisciplinary Synergy: Teaching and Learning in Collaboration. English Journal, Vol 103.No. 3 January 2014 <http://www.ncte.org/journals/ej/issues/v103-3>
- The sociology of language teaching and learning. Ravi Bhushan, Theory and Practice in Language Studies, Vol. 1, No. 3, pp. 309-311, March 2011.

Select Online resources:

- Characteristics of a virtual classroom <http://www.learndash.com/characteristics-of-a-virtual-classroom/>

Curriculum

- <http://www.preservearticles.com/2012010920286/the-main-principles-of-curriculum-construction-may-be-mentioned-as-under.html>
- <http://www.differencebetween.info/difference-between-syllabus-and-curriculum>

How to Critique Poetry

- <http://www.wikihow.com/Critique-Poetry>
- http://www.writingroom.com/viewwriting/wr_how_to/How-To-Critique-A-Poem
- Four Types of Writing: <http://hunbbel-meer.hubpages.com/hub/Four-Types-of-Writing>
- Free-ENGLISH.com: <http://www.free-english.com/english/Home.aspx>

Film adaptations

- Adaptation- novel to film: http://www.pbs.org/wgbh/masterpiece/learningresources/fic_adaptation.html
- Adaptation: From novel to film: http://d2buyft38glmwk.cloudfront.net/media/cms_page_media/11/FITC_Adaptation_1.pdf
- Masterpiece theatre: http://www.pbs.org/wgbh/masterpiece/learningresources/fic_about.html
- Inclusive education: <http://nvpie.org/inclusive.html>
- Internet TESL Journal, The <http://iteslj.org/>

Language forums

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

Online Language Games

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

Mobile learning

- A beginner' s guide to mobile learning in ELT: <http://englishagenda.britishcouncil.org/seminars/beginners-guide-mobile-learning-elt>
- Mobile Learning in ELT: Survey 2013: <http://nikpeachey.blogspot.in/2012/12/mobile-learning-in-elt-survey-2013.html>
- Online forums: <http://www.studentpulse.com/articles/414/3/using-online-forums-in-language-learning-and-education>
- English Conversation Exercise - Trip to FL - American English Pronunciation: <https://www.youtube.com/watch?v=4ogrBNpHPos>

Pronunciation practice online

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

Podcasts

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

ELT Research

- Action research: <https://www.teachingenglish.org.uk/article/action-research>
- Directory of UK ELT Research 2005-12: <https://www.teachingenglish.org.uk/elt-research>
- Nellie's English Projects: http://www.nelliemuller.com/Action_Research_Projects.htm

- The State of ELT Research in the UK:
http://resig.weebly.com/uploads/8/1/4/0/8140071/panel_discussion_report_part_1_--_the_state_of_uk_elt_research.pdf
- Online research: <http://tewt.org/index.php/research>
- National Curriculum Framework 2005: <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- The Speech Site: <http://thespeechsite.com/en/index.shtml>
- Tips on Reciting: <http://www.poetryoutloud.org/poems-and-performance/tips-on-reciting>
- 8 Current trends in teaching and learning EFL/ESL: <http://blog.tesol.org/8-current-trends-in-teaching-and-learning-efles/>

Useful sites

- Best Websites for teaching and learning 2014: <http://www.ala.org/aasl/standards-guidelines/best-websites/2014>
- Cambridge ELT: <http://uk.cambridge.org/elt/>
- CILT (Centre for Information on Language Teaching and Research) : <http://www.cilt.org.uk/infos/index.htm>

e-Library

- Hathi Trust's digital library: <http://www.hathitrust.org/>
- Open eBooks Directory: <http://e-library.net/>
- ProQuest eLibrary: [http://www.proquest.com/products-](http://www.proquest.com/products-services/elibrary.html)

e-Resources for prose

- Early English Prose Fiction (ProQuest): <https://library.rice.edu/collections/eresources/early-english-prose-fiction-proquest>
- e-Resources for poem: <http://www.poetryfoundation.org/learning/resources>
- New E-Resources: http://hul.harvard.edu/ois/news/2014/html/2014-12-01_1049_system.html
- Resources for English and American Literature: <http://www.lib.cam.ac.uk/eresources/subjectresources.php?subjectId=36>
- Education sites: <http://www.topedusites.com/>
- ESLflow : <http://www.eslflow.com/>
- Learn English Central (British Council): <http://www.learnenglish.org.uk/>
- One Stop English Magazine: <http://www.onestopenglish.com/>
- TEFL.NET : <http://www.tefl.net/index.html>

EDU - 10.2:Techno Pedagogic Content Knowledge Analysis: English

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

Objectives

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

Contents

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with the concept of teacher as Techno-pedagogue 2. Identifies the inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge	<input type="checkbox"/> Techno-Pedagogy <input type="checkbox"/> Content Knowledge <input type="checkbox"/> Pedagogic Knowledge <input type="checkbox"/> Technology Knowledge <input type="checkbox"/> Teacher as a Techno-Pedagogue <input type="checkbox"/> Nature and scope of Self instructional Strategies <input type="checkbox"/> Programmed Instruction - Linear-Branching <input type="checkbox"/> Self Instructional modules <input type="checkbox"/> Computer Assisted Instruction(CAI) <input type="checkbox"/> Computer Based Instruction (CBI) <input type="checkbox"/> Computer Assisted Language Learning (CALL)	Comparison of same content available in different digital formats Group task to identify effectiveness of different digital content in realizing proposed learning objectives. Demonstration of teaching content with	<input type="checkbox"/> Preparation of computer-based instructional material

		computer as aid and exclusively using computer Pair and group work to prepare computer-based instructional materials	
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Unit II: Networking in language learning (Duration :20 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with ways of exploiting Internet resources for both knowledge enrichment and instruction 2. Develops necessary skills for transmission of information and content using websites	<input type="checkbox"/> Networking: <input type="checkbox"/> Teacher –Teacher; Teacher-Institution; Teacher-Student <input type="checkbox"/> Forum , Wiki, Blog <input type="checkbox"/> Video Conferencing <input type="checkbox"/> Professional communities -English <input type="checkbox"/> Teacher Blogs <input type="checkbox"/> Teacher Tube <input type="checkbox"/> ESL Café <input type="checkbox"/> LinkedIn <input type="checkbox"/> Content writing <input type="checkbox"/> Copy Writing <input type="checkbox"/> Outsourcing <input type="checkbox"/> Transcription <input type="checkbox"/> Learning Management System <input type="checkbox"/> Scope <input type="checkbox"/> Storage <input type="checkbox"/> Collaboration	Introductory talk Demo in Smart Classroom Pair-share Collaborative tasks	<input type="checkbox"/> Group presentation <input type="checkbox"/> Monitoring of activities in virtual world <input type="checkbox"/> Checking Popularity on Web

Unit III: Models of Teaching in Language Practice (Duration :25 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with Models of Teaching as an instructional design and identifies ways of employing them for teaching Prose, Poetry, Vocabulary and Grammar	<ul style="list-style-type: none"> <input type="checkbox"/> *Dimensions of a Model- Syntax, Social System, Principles of Reaction, Support System Instructional and nurturant effects <input type="checkbox"/> -Direct Instruction Model <input type="checkbox"/> -Concept Attainment Model <input type="checkbox"/> -Advance Organizer Model <input type="checkbox"/> <input type="checkbox"/> 	<p>Distribution of Specimen Lessons based on specific Models</p> <p>Group tasks for preparing lessons based on specific Models</p> <p>Assimilation and accommodation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to transact the content/ realize objectives in the plans prepared <input type="checkbox"/> Checking effectiveness of Lesson Plans based on specific Models for chosen content

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with global trends in Language education 2. Familiarizes with aspects related to translation 3. Gets an awareness of digital resources for Online tutoring	<ul style="list-style-type: none"> <input type="checkbox"/> Exercises and pedagogic practices in countries where English is treated as L₁ <input type="checkbox"/> Exercises and pedagogic practices in Asian countries as ESL <input type="checkbox"/> Literary Translation as a language exercise. <input type="checkbox"/> Journal Clubs – Review and discussion of studies and articles in Journals 	<p>Lecture-cum-discussion on different pedagogical practices.</p> <p>Close reading of literary texts followed by group translation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepares samples <input type="checkbox"/> Peer evaluation <input type="checkbox"/> Performance in tests

	<input type="checkbox"/> Production of digital resources for Online tutoring	<p>Comparison of articles in journals and magazines to identify form and style required for journal articles followed by critique of articles written by peers</p> <p>Critique of specimen digital resources followed by design and preparation of digital resources for Online tutoring</p>	
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Books:

- Lesley, Farrel (etal.) Eds.) **English Language Education in SouthAsia: From Policy to Pedagogy**. Cambridge University Press.
- Joyce, Bruce and Marsha Weil.(1972) **Models of Teaching**. Prentice Hall Inc. ; Englewood Cliffs.
- Lockwood, Fred. (1998). **The Design and Production ofSelf-instructional Materials**. Psychology Press.
- Sperling, Dave. (1997). **The Internet Guide for English LanguageTeachers** Prentice-Hall Regents. (1998 edition also available).
- Warschauer, Mark (etal.) (2000) **Internet for English Teaching** TESOL.

Journals:

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- **Critical ELT Practices in Asia Key Issues, Practices, and Possibilities.**: Kiwan Sung and Rod Pederson (Eds.) Transgressions: Cultural Studies and Education Volume 82. Sense Publishers <https://www.sensepublishers.com/media/209-critical-elt-practices-in-asia.pdf>
- **Educational Blogging:** <http://tewt.org/index.php/discussion-collaboration/blogs>
- **E-tivities with a Wiki: Innovative Teaching of English as a Foreign Language:** <http://eunis.dk/papers/p87.pdf>
- **How to Write and Publish an Academic Research Paper:**
http://www.journalprep.com/FILES/How_to_Write_and_Publish_an_Academic_Research_Paper.pdf
- Online reading material**
- http://www.gutenberg.org/wiki/Main_Page
- <http://onlinebooks.library.upenn.edu/archives.html>
- Online tutoring platforms**
- <https://buddyschool.com/>
- <http://www.tutorvista.co.in/index.php>
- <https://www.smarthinking.com/services-and-subjects/services/live-online-tutoring/>
- **Rubrics for Web Lessons:** <http://webquest.sdsu.edu/rubrics/weblessons.htm>
- **Select Podcasting Sites:** English as a Second Language Podcast: <http://www.eslpod.com>
- **Specimen Linear Programme for teaching Grammar:** <http://programmedinstruction.tiddlyspot.com/#Nouns-17>
- **Teaching English in the Digital Age:** <http://digitalenglish.weebly.com/>
- **Translation activities in the language classroom:** <https://www.teachingenglish.org.uk/article/translation-activities-language-classroom>
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- **Using Videoconferencing to Facilitate Various Perspectives on the Teaching and Learning Process** Farren, M. (2002) <http://www.computing.dcu.ie/~mfarren/perspectives.htm>
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EDU - 09.3. : CURRICULUM AND RESOURCES IN DIGITAL ERA: HINDI EDUCATION

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

Course Outcome (CO):

- CO 1 To be conversant with modern principles and trends in the construction and transaction of Hindi curriculum
- CO 2 To develop experience to systematically correlate instructional practices with the community
- CO 3 To attain proficiency in transacting the Hindi curriculum from a digital migrant outlook

- CO 4 To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting Hindi curriculum through e-resources
- CO 5 To develop a positive attitude towards research to develop inquiry skills and scientific investigation

CONTENTS :

Unit 1 Curriculum Designing in Hindi Education

Unit 2 School and Community Based Instructional Resources in Teaching Hindi

Unit 3 E-Resources in Teaching and Learning of Hindi

Unit 4 Research Trends in Hindi Education

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Get acquainted with the modern principles and trends in curriculum construction and designing of instructional materials for curriculum transaction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum – Concepts and principles of curriculum construction <input type="checkbox"/> Approaches, types of curriculum <input type="checkbox"/> Curriculum and Syllabus. <input type="checkbox"/> Preparation and designing of curriculum transaction material for Hindi language instruction: Designing of student-teacher generated Digital texts, adapting free downloadable digital resource in Hindi, Familiarising with the use of basic tools and software in Hindi -Google transliteration (for Hindi typing), Hindi online dictionaries – 	<p>Analytical approach</p> <p>Seminar</p> <p>Lecture</p> <p>Co-operative learning</p> <p>Workshop</p> <p>Library works</p> <p>Utilisation of web resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Group investigation summary reports <input type="checkbox"/> Authenticating the trustworthiness of the networking resources – by peers and mentor

	<p>www.shabdkosh.com, Collection of Hindi sites - http://dir.hinkhoj.com</p> <p>Searching Wikis for collecting materials for classroom instruction</p>		
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Unit 2 : School and Community Based Instructional Resources in Teaching Hindi (18 Hrs + 7 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Develop a desire to take active involvement in social and community affairs and develop skills in public relation</p> <p>2. Acquaint with teaching and learning resources available in formal and informal contexts</p> <p>3. Equip to systematically correlate instructional practices with the society</p>	<p><input type="checkbox"/> School and community based instructional resources, school to the community and community to the school, social and community involvement activities</p> <p><input type="checkbox"/> Formal and Informal learning contexts</p> <p><input type="checkbox"/> Role of PTA. MPTA</p> <p><input type="checkbox"/> Society as language lab: Film, Theatre</p>	<p>Discussion</p> <p>Field visit</p> <p>Hands-on experience</p> <p>Project method</p> <p>Visit to institutions</p>	<p><input type="checkbox"/> Prepare a list of community resources- discuss and present the ways to utilize the community resources</p> <p><input type="checkbox"/> Report on field study</p> <p><input type="checkbox"/> Surveying</p>

	<ul style="list-style-type: none"> <li data-bbox="779 220 1272 715"> <input type="checkbox"/> Field visit, visit to central Govt institutions, interaction with native Hindi speakers, visiting institutions that promote Hindi language namely Kerala Hindi Pracharsabha, Dakshin Bharat Hindi Prachar Sabha, Regional Hindi Directorates etc., visit to SCERT, NCERT <li data-bbox="779 754 1272 906"> <input type="checkbox"/> Organizing co-curricular activities: language forums, Hindi literary clubs and day celebrations <li data-bbox="779 946 1272 1034"> <input type="checkbox"/> Need and importance of library in Hindi education, developing library skills 		
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Unit 3: E-Resources in Teaching and Learning of Hindi (12 Hrs + 8 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. Analyze Hindi e-resources in instructional practices 2. Familiarize with on- line resources, softwares and social networking 3. Explore and practice infotainment 	<ul style="list-style-type: none"> • E-resources: utilization of e- resources, web resources, need for Hindi e-resource pooling and development of e-portfolio, M-learning as a pervasive method for effective Hindi instruction,e-learning,web based learning • Learning management system (LMS) in teaching learning of Hindi education • Formation of Hindi Net groups/online communities, e-content in Hindi for enhancing students language attainment- social networking, developing Blogs and posts in blogs, e-journals, pod casting, IT enabled instructional resources: On line resources, videos, YouTube , animations, film clippings, online Hindi lessons 	<p>Online learning</p> <p>Demonstration</p> <p>Individual/ group work</p> <p>Web search</p>	<ul style="list-style-type: none"> • Assessing the preparation of e-learning material • Preparing report on online resources

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Grasp the need and scope of research in Hindi instruction</p> <p>2. Develop research aptitude, and inquiry skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An introduction to Research in Education- Need and scope of research in teaching-learning Hindi, need for developing innovative techniques and strategies <input type="checkbox"/> Hindi teacher as a researcher <input type="checkbox"/> Analysis of Research outcomes in Hindi education with respect to teaching and learning <input type="checkbox"/> Action Research 	<p>Group Discussion</p> <p>Prepare a note/paper (utilizing internet) on the latest research findings on pedagogical aspects in Hindi</p> <p>Group Seminar</p> <p>Action Research Project</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation of seminar presentation skill <input type="checkbox"/> Performance assessment <input type="checkbox"/> Examine communicative competence

EDU- 10.3 : TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HINDI

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

COURSE OUTCOME (CO):

- CO 1 To prepare the prospective teachers to be techno- pedagogue and become aware of the concept TPCK
- CO 2 To develop the skill of inculcating technology assisted Hindi learning
- CO 3 To familiarize with the networking system for institutional and professional growth
- CO 4 To empower in surfing digital resources for Hindi instruction
- CO 5 To get acquainted with the importance of learning Hindi in a global perspective.

Contents :

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies

Unit 2 Networking in Hindi Learning

Unit 3 Models of Teaching in Hindi

Unit 4 Global Trends in Education

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Acquire the concept of teacher as techno- pedagogue and become aware of the concept TPCKA</p> <p>2. Become conversant with technology enhanced learning</p> <p>3. Get acquainted with the self instructional strategies and need of creating e-mail and blogs for pedagogical analysis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue <input type="checkbox"/> Scope of Techno-Pedagogic Content Knowledge Analysis <input type="checkbox"/> TPCK based content analysis of text books in Hindi from std V11 to X11 <input type="checkbox"/> Collections of links to websites in Hindi, e- Newspapers and e-journals . Self instructional Strategies ; Digital Portfolio , Online Collaboration , use of Multimedia , Webportal , E- Learning , Technology integrated problem solving learning , Computer assisted learning Packages , 	<p>TPCK based content analysis through peer discussion and teacher intervention</p> <p>Demonstration</p> <p>On line and off line learning</p> <p>Group discussion Power point presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare a self explanatory note on ‘Teacher as a Techno-Pedagogue’ <input type="checkbox"/> Document analysis

	<p>Preparation of self instructional Modules , Creation of Email ID and Blogs , preparation of powerpoint presentation</p> <p>Internet as a Research and Communication Tool , Using search Engine , Chatrooms Blogs to encourage peer interaction / expert consultation /Collaboration Projects</p>		
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Unit 2 Networking in Hindi Learning

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Develop the ability to acquaint with the various modes of networking for effective language instruction</p> <p>2. Equip to generate avenues for networking as a means to enhance Hindi language learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> e-twinning <input type="checkbox"/> Online learning: concept and system of online learning, virtual learning, creating social online groups for promoting teaching-learning of Hindi, Hindi language translation sites and softwares-Translation Buddy.com/Hindi <input type="checkbox"/> Applications of Social Networking systems, online reflection using blogs, online forums and Hindi communities, communication 	<p>Utilising e-learning resources</p> <p>Virtual tour to digital learning platforms</p> <p>Downloading / pooling competency enhancement packages/ resources</p> <p>Workshop</p> <p>Postings in blogs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performance assessment and feedback <input type="checkbox"/> Evaluation of Online Assignments

	sites, preparation of online notes <input type="checkbox"/> Awareness of student safety on the Internet, Copyright Issues and International Copyright laws regarding computer technology and Internet		
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Unit 3 Models of Teaching

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with different types of Models of Teaching as an instructional design	<input type="checkbox"/> Models of Teaching – Introduction and definition, dimensions of a model, classification of models ,types and families <input type="checkbox"/> Designing of effective Models for Hindi language learning – Concept Attainment Model, Inductive –	Demonstration of models of teaching Preparation of lessons based on models of teaching	<input type="checkbox"/> Experience sharing <input type="checkbox"/> Assessment of lesson plans <input type="checkbox"/> using different models of teaching <input type="checkbox"/> Peer assessment <input type="checkbox"/> Examine the level

	Deductive Thinking Model, Advance Organizer Model, Synectics Model – theory and classroom practices, preparation of lesson templates for each model	Simulation	of participation
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Unit 4 Global Trends in Hindi Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with global trends in language education 2. Analyze the scope of Hindi language in the global context	<input type="checkbox"/> Importance of Hindi as link language in the global context <input type="checkbox"/> Hindi education and job opportunities in the global context <input type="checkbox"/> Global trends in Hindi education <input type="checkbox"/> Hindi language education in India and Gulf countries	<input type="checkbox"/> Discussion <input type="checkbox"/> Brain storming <input type="checkbox"/> Problem solving <input type="checkbox"/> Concept maps <input type="checkbox"/> Online learning <input type="checkbox"/> Assignment <input type="checkbox"/> Report	<input type="checkbox"/> Presentation <input type="checkbox"/> Assessment of assignment/report

SEMESTER II EDU: 0.9. 4

CURRICULUM AND RESOURCES IN A DIGITAL ERA: SANSKRIT EDUCATION[60HOURS+30HOURS]

COURSE OUTCOME(CO):

- CO 1 To understand and analyse the curriculum and text books of Sanskrit from std 7-12 prepared by SCERT based on the theoretical principles of curriculum construction.
- CO 2 To identify and to understand the Community based teaching learning resources in Sanskrit.
- CO 3 To familiarize and practice e-resources in teaching and learning of Sanskrit.
- CO 4 To conduct action researches based on classroom practices.

CONTENTS

UNIT -1 CURRICULUM DESIGNING IN SANSKRIT EDUCATION

UNIT II- COMMUNITY BASED TEACHING AND LEARNING OF SANSKRIT

UNIT III- E- RESOURCES IN TEACHING AND LEARNING OF SANSKRIT

UNIT IV- RESEARCH INPUT IN SANSKRIT LEARNING

UNIT-1 CURRICULUM DESIGNING IN SANSKRIT EDUCATION[15HOURS+6HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESMENT AND EVALUATION
<p>To understand and analyse the curriculum and text books of Sanskrit from std 7-12 prepared by SCERT based on the theoretical principles of curriculum construction.</p>	<p>Principles of Curriculum construction and organization- General principles of curriculum construction.-Concentric and spiral approaches. Psychological and logical approaches.Modern trends in curriculum. Review of NCF2005,2009,KCF 2007, Theoretical base of kerala Curriculum framework.- critical pedagogy, issue based – curriculum-social constructivism-Outcome based Learning. curriculum- and Syllabus -Curriculum-Types -Importance of Curriculum-Present position of Sanskrit in school Curriculum. Approach to language syllabus design-First language –second language- issue based Inclusion of classical and vedic literature-treatment of grammar alenkara and vretta. Time allotted to various stages -. Critical study of Sanskrit syllabus.</p>	<p>Discussion. Lecture method. Meaningful verbal expression. Review. Presentation. Brain storming.</p>	<p>Optional level focused group discussion. -Participant observation- Observation. Examine the level of participation</p>

		<p>Discussion lessons-Designing templates and recording-5-and models of teaching-3 out of 5.- 15 marks.</p> <p>Demonstration [observation and recording]-2.</p> <p>Criticism- performance,observation,and recording-5 and models of teaching-3 out of 5.</p> <p>Critical analysis.</p>	<p>Participant observation.</p> <p>Participation.</p> <p>Observation.</p> <p>Observation and Criticism.</p> <p>*Test-5Marks.</p>
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UNIT- II: COMMUNITY BASED TEACHING AND LEARNING OF SANSKRIT[13HOURS+7HOURS]

Course Specific Outcome	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND
(CSO)			EVALUATION
To identify and to understand the Community based teaching learning resources in Sanskrit.	Teaching and Learning resources. School, Library,Literary clubs, Language lab,Community-Formal and Informal Learning. Role of Language Institutes and Local Library for Learning Sanskrit. Society as Language Lab. –Film Theatre- Language Forums-Interview and talks by experts. Exposure to events of national importance.Sanskritotsava-Sanskrit day celebrations-Observation of kalidasa and vyasajayanthi.Visit to various historical places and importance of sanskrit - archeology museum , mural paintings, sanskrit universities, kalamandalams,panmanaasramam, Rashtreeyasamskritasamstanpuranattukara etc. Inclusive Education-Concept, Need and Significance, Ways of dealing with learners with LD/Children with special needs.	Discussion. School induction programme. Buzz session. Mind mapping. Presentation.	Role performance. Based on report and participant observation. Participant observation. Analysis and mapping. Observation. Analysis the group discussion.

		<p>Narrative expression session in small or medium groups.</p> <p>Community living camps.</p> <p>Visits.</p> <p>Interview.</p>	<p>Participant observation.</p> <p>*Practicum-10 Marks.</p>
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UNIT-III-E-RESOURCES IN TEACHING AND LEARNING OF SANSKRIT[18HOURS+10HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To familiarize and practice e-resources in teaching and learning of Sanskrit.	Definition-Identification of e-resources. M-Learning in SLT-Sanskrit related Websites.—Virtual Classrooms- E-Library. E-Resources for Prose and Poems.	<p>Demonstration and lecturing.</p> <p>Assaigments for preparing lessonplans based on E resources.</p> <p>Meaning full verbal expression.</p>	Observation.

		<p>Video script-Developing, enacting, recording and uploading-1- 10 marks.</p> <p>Or</p> <p>ICT based Lesson designing and uploading in Blog-1</p> <p>Presentation.</p>	<p>Participant observation.</p> <p>Role performance.</p> <p>Participant observation.</p>
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UNIT IV- RESEARCH INPUTS IN SANSKRIT LEARNING[14 HOURS+7HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To Conduct action researches based on classroom practices.	The importance of Research-Scope- Identifying and locating significant concerns related to the learning of the Sanskrit language learning-Action Research- Meaning and scope of action research. Investigating any one learner issue-Review of recent Research studies in Sanskrit language. Current trends.	Lecture cum discussion. Demonstration. Lecture method. Group discussion. Data collection .Preparation of tools. Report writing. Document analysis and Presentation.	Observation. Written test. Valuation of reports. Role performance. Evaluation of daily reflective journals. Participant observation. *Seminar/Presentation.-5-Marks.

1.Practicum-1 =5Marks

2.Seminar/Presentation-1=5Marks

3.Reading and Reflecting on any text=10Marks

4.Mid Semester Exam=5Marks.

SEMESTER II EDU-10.4 :
TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS :SANSKRIT[60HOURS+30HOURS]

COURSE OUTCOME(CO):

- CO 1 To develop teacher as a Techno- pedagogue
- CO 2 To practice networking activities and related resources
- CO 3 To practice networking activities and related resources
- CO 4 To understand the Global trends in Sa nskrit Education.

CONTENTS

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

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

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To develop teacher as a Techno-pedagogue.	Techno-Pedagogy, Content knowledge, Pedagogic Knowledge, Technological Knowledge-Teacher as a Techno-Pedagogue, Nature and scope of self instructional strategies. Programmed instruction-Linear-Branching-Self instructional Modules- Computer Assisted instruction CAI-Computer based instruction CBI-Computer Assisted Language Learning CALL.	Lecture cum Demonstration. ICT based Lesson Template. Group discussions. Preparation of programmed instructional materials. Presentation. School induction programe for one week.-15 marks. Observation of model lessons-2 nos-and reporting during school induction-10 marks.	Participant observation. Discussion and Participant observation. Analysis the role performance. Performance. Role performance. *Test- 5 Marks.

UNIT II NETWORKING IN LANGUAGE LEARNING[13HOURS+7HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To practice networking activities and related resources.	Net Working:-Teacher-Teacher; Teacher-Institution; Teacher-Student. Forum-Wiki-Blog-Video Conferencing. Professional Communities-Sanskrit teacher Blogs-Teacher Tube--. Content Writing-Copy Writing-Out sourcing-Transcription. Learning Management system-Scope-Storage-Collaboration.	Lecturing and Demonstration.Group discussion about the possibilities of Net working in language learning. Presentation.	Observation. Role performance. Participant observation. Performance. *Association activity-5Marks.

UNIT III MODELS OF TEACHING IN LANGUAGE PRACTICE.[18HOURS+8HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To prepare different types of Models of Teaching.	Dimension of a Model-Syntax, Social System, Principles of Reaction, Support system, Instructional and Nurturant effects. . Concept attainment model, Enquiry Training Model, Advance Organizer Model, Synectics Model, Role play Model	Lecture cum Demonstration. Group discussion. Narrative expression. Lesson plan and demonstration class. Criticism Lessons. Presentation.	Observation. Role performance. Participant observation. Role performance Performance observation and recordings. Performance.

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

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To understand the Global trends in Sanskrit Education.	<p>Global trends-Its Meaning-Scope-Significance. Learning of Sanskrit in different Countries- Switzerland, Germany Austrelia, Arjentina, Britain, Thailand, United States, France, Japan, Nepal . Curriculum of Sanskrit in different Countries [-School-Higher Education-Research.</p> <p>Non formal way of Learning Sanskrit in these countries-Spiritual learning in schools.Practice of Yogasanas, Pranayama , Dhyana etc.Influnce of Sanskrit literature on spirituality and existing spiritual practices like Art of living,IshaYoga,Sahajamargam ,Reiki etc.Daily reading of Ramayana,Bhagavadgita,Bhagavata .Stotrautras.Daily prayers of all religions.</p> <p>Spiritual leaders contribution to Sanskrit- Chattambiswamikal,Sivagiri,sreenarayanaguru,s ankaracharya. Swami Vivekananda.</p>	<p>Demonstration.</p> <p>Group discussion.</p> <p>References/Internet.</p> <p>Collect resources.</p>	<p>Observation.</p> <p>Role performance.</p> <p>Individual assessment.</p> <p>Presentation.</p>

	<p>Influence of Sanskrit to various cultures- Thailand,Indonesia,etc.</p> <p>Comparative Education asa new Subject- Comparison with other languages[English ,Malayalam ,Hindi]</p> <p>Contribution of Sanskrit other deciplines, Medicine, Ayurveda, Music, Agriculture,Law etc.</p>	<p>Collection of knowledge.</p> <p>Group Discussion.</p> <p>Collect resources.</p> <p>Discussions.</p> <p>Meaning full verbal expressions</p> <p>Presentation.</p>	<p>Presentation.</p> <p>Participant observation.</p> <p>Assignment.</p> <p>Role performance.</p> <p>Peer instruction.</p> <p>Performance.</p> <p>Practicals-10- Marks.</p>
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Continuous Evaluation (CE)

1.Practical-1=5Marks

2.Test-Mid semester=5Marks

3.Subject association activity=5Marks

4.Group Practicum (Video scripting,recording and uploading)=10marks

EDU.09.5 : CURRICULUM AND RESOURCES IN DIGITAL ERA – ARABIC EDUCATION

[Transactional hours -60+ CE – 30 hours]

COURSE OUTCOME(CO):

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

- CO 1 Familiarize with the principles of curriculum construction and organization
- CO 2 Acquaint with teaching and learning resources available in the formal and informal contexts
- CO 3 Develop the ability to prepare instructional materials in various forms for effective transaction
- CO 4 Explore and practice in fun activities in language
- CO 5 Enable to promote student effort in learning
- CO 6 Equip to manage diverse learner needs in language classes
- CO 7 Develop interest in innovative practices in the field of Arabic Language Teaching and learning

Contents

UNIT I: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION

UNIT II: COMMUNITY BASED TEACHING & LEARNING OF ARABIC LANGUAGE

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

UNIT IV: RESEARCH INPUTS IN ARABIC LANGUAGE LEARNING

UNIT I: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Familiarizes with the principles of curriculum construction and organization</p> <p>2. Acquaints with various trends in modern language curriculum</p>	<ul style="list-style-type: none"> • Curriculum: Meaning, Definition & Principles • Approaches to curriculum construction • Curriculum and syllabus, Types of Curriculum, language curriculum • Criteria for selecting curriculum content • Modern Trends in Curriculum Construction: • Life Centered- Learner Centered,- Activity Centered, Issue Based. <ul style="list-style-type: none"> • NCF(2005), KCF(2007) <p>A critical review of Arabic Curriculum of state schools of Kerala</p>	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion Observation Narration</p>	<ul style="list-style-type: none"> • CE • Assignments • Discussion reports • Debate • Class test • TE

UNIT II: COMMUNITY BASED TEACHING & LEARNING OF ARABIC LANGUAGE

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Acquaints with teaching and learning resources available in the formal and informal contexts 2. Develops the skill of applying community based learning resources in teaching and learning	<ul style="list-style-type: none"> • Community Based Teaching and Learning Resources: Formal & Informal learning contexts • Role of University Departments, Arabic Colleges, Darssystem, Religious madrasas • Society as Language Lab • Language forums,; Celebration of International Arabic Day 	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> • CE • Observation • Discussion report • Assignments • TE

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Explores and practice in fun activities in language teaching 2. Develops interest in innovative practices in the field of Arabic Language Teaching and learning	<ul style="list-style-type: none"> • E-learning and Eteaching: • Digital textbooks/E-book, Digital library & other online resources • Designing of Digital textbooks, e-books and its application • Adopting downloaded resources for teaching Arabic • M-learning: Smartphones as Learning Devices and its scope 	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> • TE

UNIT IV: RESEARCH INPUTS IN ARABIC LANGUAGE LEARNING

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To review and disseminate the recent researches in the field of Arabic language 2. Equips to manage diverse learner needs by conducting actions Research in Arabic Language Education	<ul style="list-style-type: none"> • Researches in Arabic Language Education and Second Language Pedagogy • Identifying and locating significant concerns related to Arabic language learning • Action Research – Investigating learner issues • Review of Recent Research Studies in Arabic Language Education • Place of Arabic language as a source of knowledge 	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> • CE • Reports • Assignments • TE

References:

- Thatweeru Adai-al Muallim; kifayathuthaaleem wathahleelalmuthawasila: Hashim Uwaidha, Dar al Imal Malayeen, Labanan
- Thaaleemuallughaal arabiyyabainanadriyyawathathbeeq: Dr Hasan Al Shahatha, Dar Misriyyawallubnaniya
- Thareeqathu Thadreesi Wastrateejiyyathuhu: Dr Muhammed Mahmood al Haila, Dar Al Kitab Al Jamia, Al Ain, UAE
- Thaaleemuallughaal Arabiyalighairialnathiqeenabiha: Makthab al tharbiyyaal Arabiliduwal al Khaleej
- Thuruquthadreesallughaal Arabiyyalilmadarisal muthawassithawathana iyya: Hasan Mulla Uthman; Dar alamal Kuthub lithbaawannashshrwathouze ea, Riyadh, KSA
- Tha qnolojiyyaal Thaaleem; Alwasailthaaleemiyyawathaqniyyathalthaaluum: Dr. Muhammed Assam Tharbay, Dar Hammurabilinashriwathouze ea
- Asaleeb Wa Thuruqal-Thadreesal Hadeesa: Dr. Muhammed Assam Tharbay; Dar Hammurabilinashriwathouze ea
- Providing teachers effective strategies for using technology tech trends: Brown B & Henscheid
- The systematic Design for Instruction: Dick, W & L (1990)

EDU.10.5 : TECHNO- PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – ARABIC

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

COURSE OUTCOME (CO):

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

- CO 1 Develop an understanding of techno- pedagogy and its principles
- CO 2 Familiarize with the ways and importance of networking for professional and institutional growth
- CO 3 Develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching
- CO 4 Develop the skill of enhancing web based resources in teaching
- CO 5 Familiarize with basic concept of model of teaching and apply in classroom teaching
- CO 6 Acquire the ability to design lesson templates based on selected Models of teaching
- CO 7 Familiarize with the global trends and developments in pedagogic practices of Arabic language Education

Contents

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

UNIT I: TPCK AND SELF INSTRUCTIONAL STRATEGIES

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Develop an understanding of Techno- pedagogic content knowledge Analysis</p> <p>2. Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching</p>	<ul style="list-style-type: none"> • Techno Pedagogic Content Knowledge Analysis(TCPKA) • InterrelationshipofContentKnowledge, PedagogicalKnowledge&Technological Knowledge • ScopeandchallengesofTPCKAinArabic languageTeaching • Teacher as a TechnoPedagogue • Knowledge generation/production • Use of web based resources ofTPCK • TPCKbasedcontentAnalysisofselected units of TB of Secondaryschools • ProgrammedInstructionandSelf instructionalmodules 	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p> <p>Observation Narration</p>	<ul style="list-style-type: none"> • CE • Report • Workshop-products • TE

UNIT II: NETWORKING IN ARABIC LANGUAGE LEARNING

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with the ways and importance of networking for professional and individual growth	<ul style="list-style-type: none"> • Networking in Teaching and learning • Networking for professional growth • Forming forum of online learning: Emails, blogs, teachertube, for promoting teaching and learning of Arabic 	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> • CE • Observation • Online-Assignments • TE

UNIT III: MODELS OF TEACHING IN PRACTICE

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. Familiarize with basic concept of models of teaching, ways of employing in teaching</p> <p>2. Acquire the ability to design lesson templates based of selected models and apply in classroom teaching</p>	<p>Models of Teaching: Basic Concepts and Properties: Syntax, Social System, support system, principles of reaction ,Instructional & nurturing effects</p> <ul style="list-style-type: none"> • Designs based on selected models of teaching: • Concept Attainment Model, Advance Organizer Model . 	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p> <p>Observation</p> <p>Narration</p>	<p>CE</p> <p>Assignments</p> <p>Discussion report</p> <p>TE</p>

UNIT IV: GLOBAL TRENDS IN ARABIC LANGUAGE EDUCATION

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with the global trends and developments in pedagogic practices of Arabic language education	<ul style="list-style-type: none"> • Position of Arabic Language in the Modern World • Arabic language education in Kerala • Pedagogic practices of Arabic Language in speaking / non speaking countries • Critical Analysis of teaching and learning of Arabic Language in Kerala 	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> • CE • Discussion • Seminar reports • TE

References:

- Models of Teaching: Bruce Joyce & Marshaweil
- ThareeqathuThadreesiWastrateejjiyyathuhu:DrMuhammedMahmmodalHaila, Dar AlKitabAlJamia,Alain,UAE
- Al Mawajjah Al FanniLi Mudarirsee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Alqahira
- ThaaleemallughaalArabiyalighairialnathiqeenabiha:MakthabaltharbiyyaalArabiduwalalKhaleej
- ThuruquthadreesallughaalArabiyyalilmadarisalmuthawassithawathanaiyya:HasanMullaUthman;DaralamalKuthublithbaawannashshrwathouzeea, Riyadh,KSA
- ThaqnolojiyyaalThaaleem;Alwasailalthaaleemiyyawathaqniyyathalthaaluum:Dr.MuhammedAssamTharbay,DarHammurabilinashriwathouzeA

EDU- 09.6 : CURRICULUM AND RESOURCES IN DIGITAL ERA: TAMIL EDUCATION

(Theoretical Discourses – 60 & CE – 30 hours)

Course Outcome :

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

Contents

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarize student teacher with the principles of curriculum construction and organization 2. Grasp the relationship between curriculum and Syllabus	<ul style="list-style-type: none"> • Principles of Curriculum construction and organization • NCF 2005, 2009, KCF 2007 • Critical Pedagogy • Issue-based curriculum • Social constructivism • Curriculum and Syllabus, Curriculum-Types • Language Curriculum • Philosophical and Sociological perspectives, Psychological and Linguistic Foundations • Criteria for Selection of content • Course book, Sourcebook 	Direct instruction Intro talk on the different Frame work available Verbal interaction Preparation of Check list and group analysis of CB	<ul style="list-style-type: none"> • Evaluation • of entry made • in Reflective • Journal

Unit II: Community Based Teaching and Learning of Tamil (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
3. Acquaint with teaching and learning resources available in formal and informal contexts	<ul style="list-style-type: none"> • Teaching and learning resources • Formal & Informal learning contexts • Role of Language Institutes and Local Library for learning Tamil • Society as Language Lab - Film 	Field visit Hands-on experience	<ul style="list-style-type: none"> • Surveying • Checklist • Presentation of Field visit reports

	<ul style="list-style-type: none"> • Theatre • Literary clubs, Language forums • Interview and Talk by experts • Exposure to events of national importance • Inclusive Education- Concept, Need and significance; Ways of dealing with learners with LD/ Children with Special needs 	<p>Group discussion</p> <p>Sharing of learning experience</p>	
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Unit III: E-Resources in Teaching & Learning of Tamil (25 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>4. To analyze instructional materials in print and digital form for effective transaction</p> <p>5. To explore and practice infotainment activities in language</p>	<ul style="list-style-type: none"> • Educational Websites • Tamil Virtual University • Virtual Classrooms • Online language games- vocabulary, grammar, spelling etc. • E-Library • E-resources for Prose • Film adaptations - literature and social issues • Audio podcasts • Speeches • E-resources for Poems • Critique of poems on websites Recitation 	<p>Presentation of specimen digital resources followed by critique on effectiveness</p> <p>Individual /Pair work</p> <p>Exploring online resources and preparing report</p>	<ul style="list-style-type: none"> • Performance evaluation • Participant observation

Unit IV: Research Inputs in Tamil Learning (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
6. To enable student teachers to promote student effort in learning	<ul style="list-style-type: none"> • Research in Tamil Language Education and Second Language Pedagogy • Identifying and locating significant concerns related to language learning • Action Research • Investigating any one learner issue • Review of Recent Research Studies in Tamil Language • Place of Tamil in Inter disciplinary studies • Current trends 	<p>Intro lecture</p> <p>Enquiry centred discussion</p> <p>Group tasks by assigning specific roles</p>	<ul style="list-style-type: none"> • Style of presentation • Performance • Examine communicative competence

EDU -10.6 : TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : TAMIL.

(Theoretical Discourses – 60 & CE – 30 hours)

Objectives :

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

Contents :

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>Familiarizes with the concept of teacher as Techno-pedagogue</p> <p>Identifies the inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge</p>	<ul style="list-style-type: none"> • TCPK. • Techno-Pedagogy • Content Knowledge • Pedagogic Knowledge • Technology Knowledge • Teacher as a Techno-Pedagogue • Nature and scope of Self instructional Strategies • Programmed Instruction - Linear-Branching • Self Instructional modules • Computer Assisted Instruction(CAI) 	<p>Comparison of same content available in different digital formats</p> <p>Group task to identify effectiveness of different digital content in realizing proposed learning</p>	<ul style="list-style-type: none"> • Preparation of computer-based instructional material

	<ul style="list-style-type: none"> • Computer Based Instruction (CBI) • Computer Assisted Language Learning (CALL) 	<p>objectives.</p> <p>Demonstration of teaching content with computer as aid and exclusively using computer</p> <p>Pair and group work to prepare computer-based instructional materials</p>	
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Unit II: Networking in language learning (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>Familiarizes with ways of exploiting Internet resources for both knowledge enrichment and instruction</p> <p>Develops necessary skills for transmission of information and content using websites</p>	<ul style="list-style-type: none"> • Networking:-Teacher –Teacher; Teacher-Institution; Teacher-Student • Forum-Wiki- Blog-Video Conferencing • Professional communities -Tamil Teacher Blogs-Teacher Tube -TSL -LinkedIn • Content writing-Copy Writing-Outsourcing- Transcription 	<p>Introductory talk</p> <p>Demo in Smart Classroom</p> <p>Pair-share</p> <p>Collaborative tasks</p>	<ul style="list-style-type: none"> • Group presentation • Monitoring of activities in virtual world • Checking Popularity on Web

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>Familiarizes with Models of Teaching as an instructional design and identifies ways of</p>	<ul style="list-style-type: none"> • Dimensions of a Model- Syntax, Social System, Principles of Reaction, Support System Instructional and nurturing effects 	<p>Distribution of Specimen Lessons based on specific</p>	<ul style="list-style-type: none"> • Ability to transact the content/ realize objectives in the plans prepared

employing them for teaching Prose, Poetry, Vocabulary and Grammar	<ul style="list-style-type: none"> • Direct Instruction Model • Concept Attainment Model • Advance Organizer Model • Synectics Model • Role Play Model 	<p>Models</p> <p>Group tasks for preparing lessons based on specific Models</p> <p>Assimilation and accommodation</p>	<ul style="list-style-type: none"> • Checking effectiveness of Lesson Plans based on specific Models for chosen content
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Unit IV: Global Trends in Tamil Language Education (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>Familiarizes with global trends in Language education</p> <p>Familiarizes with aspects related to translation</p> <p>Gets an awareness of digital resources for Online tutoring</p>	<ul style="list-style-type: none"> • Advanced Trends in Tamil Language Education • Exercises and pedagogic practices in Tamil language • Literary Translation as an exercise- poetry, fiction, prose, world classics from India, translation from English Literature, critical essays etc. • Journal Clubs – Review and discussion of studies and articles in Journals • Advanced Production of digital resources for Online tutoring 	<p>Lecture-cum-discussion on different pedagogical practices.</p> <p>Close reading of literary texts followed by group translation</p> <p>Comparison of articles in journals and magazines to identify form and style required for journal articles followed by critique of articles written by peers</p> <p>Critique of specimen digital resources followed by design and preparation of digital resources for Online tutoring</p>	<ul style="list-style-type: none"> • Prepares samples • Peer evaluation • Performance in tests

EDU 09 . 7 : CURRICULUM AND RESOURCES IN DIGITAL ERA: MATHEMATICS EDUCATION

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

COURSE OUTCOME (CO):

- **CO 1 To strengthen the experience of the promising student teachers as Mathematics curriculum designers, transmitters and assessors**
- **CO 2 To develop a neo humanistic attitude among the student teachers in the light of Mathematics-Technology-Society-Environment paradigm**
- **CO 3 To undertake a self empowerment initiative in transacting the Mathematics Curriculum from a digital outlook**
- **CO 4 To provide the required research based Mathematics learning experiences so as to undertake a habit of self development through inquiry and investigation**

Contents:

Unit 1: Curriculum Designing in Mathematics Education

Unit 2: Formal and Informal Contexts in Teaching and Learning Mathematics

Unit 3i: E- Resources in Teaching and Learning Mathematics

Unit 4: Research Trends in Mathematics Education

Unit I: Curriculum Designing in Mathematics Education

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1.To understand curriculum and modern approaches in curriculum construction</p> <p>2. To understand the modern trends in curriculum construction</p> <p>3. To familiarise with the principles of Curriculum organisation,</p> <p>4.Tto familiarise various curriculum study groups in India and abroad</p>	<p>* Concept of Curriculum</p> <p>* New approaches to curriculum Construction</p> <ul style="list-style-type: none"> -Critical Pedagogy, - Problem Based Learning, -Constructivist Learning -Reflective learning - Experiential learning <p>*Modern trends in curriculum construction</p> <ul style="list-style-type: none"> -objective based <ul style="list-style-type: none"> -child centred -correlation _ help for higher education -Reflect as a unified discipline -practicable etc 	<ul style="list-style-type: none"> - Meaningful verbal expression - Buzz session - PBL - Peer instruction - Seminar - Web Streaming -Blog reading 	<ul style="list-style-type: none"> _ Performance analysis in group discussions _ Observation _ Seminar reports _ Participation in the Seminar sessions _ Assessment of daily reflections / Assignment

	<p>* Principles of Curriculum organisation –</p> <ul style="list-style-type: none"> -Topical and Spiral, -Logical and Psychological, _Correlation_ <p>* Curriculum Study Groups - SMP SMSG, NMP</p> <p>* Agencies of Curriculum Development - NCERT and SCERT</p>		
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Unit II: FORMAL AND INFORMAL CONTEXTS IN TEACHING AND LEARNING MATHEMATICS

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1.To make the student teachers understand the need and importance of community based resources in the present scenario</p> <p>2. To understand the man maderesources in the</p>	<p>*Concept of community based resources- Meaning , need and significance</p> <p>* Human resources</p> <p>*Natural resources- Mathematical aspects found in Environmental phenomena (congruence, similarity, ratio and proportion, geometric shapes,</p>	<p>-Group discussions</p> <p>-Meaningful verbal Presentation</p> <p>-Power point presentations</p>	<p>-Performance analysis in group discussions</p> <p>_ Observation</p> <p>_ Seminar reports</p>

present context	symmetry etc.)	-Assignments	_ Participation in the
3. To make familiarise with informallearning contexts	<ul style="list-style-type: none"> * Man made resources -Mathematics laboratory -Mathematics library - Mathematics Club * Informal learning contexts such as Mathematics exhibitions, Fair, Field Trip etc. 	<ul style="list-style-type: none"> -Seminar -Field trip -Community resource mobilization / Contextual analysis 	Seminar

Unit III: E- RESOURCES IN TEACHING AND LEARNING MATHEMATICS

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To familiarise with the role ofmodern technology in the teaching and learning ofMathematics	<ul style="list-style-type: none"> • Digital resources-CD, DVD, Websites, digital text books *Learning management system(LMS)- definition and Significance *Identification of E-resources(Web 2.0 tools: - Hot Potatoes, Teacher Tube, Edublog, * m-learning-Nature and scope 	<ul style="list-style-type: none"> - PowerPoint Presentations - Extension talks - On line learning - Web Streaming - Explicit teaching - Peer instruction 	<ul style="list-style-type: none"> - Documentation - Assessment of individual performance - Think Aloud Sessions

	*Online Resources *Today's teacher – a digital native– challenges		
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Unit IV: RESEARCH TRENDS IN MATHEMATICS EDUCATION

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1.To understand the need and importance of research in Mathematics education 2.To familiarise the different types of research 3.To identify major thrust areas of research in Mathematics Education	* Research in Mathematics Education- Need and importance *Types of Research -Qualitative & Quantitative -Historical, Fundamental - Action Research *Thrust areas of researches in mathematics education	- Net surfing - Blog reading - Action research - Invited lectures	- Blog posting - Project report - Documentation

Suggested references books :

- _ Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- _ Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- _ James, A.(2005). *Teaching of Mathematics*. New Delhi: NeelkamalPublications,Pvt. Ltd.
- _ James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- _ Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching (8th ed.)*.New Delhi: PHI Learning Private Limited.

- _Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- Kumar,S.&Ratnalikar,D.N.(2003). *Teaching of Mathematics*. New Delhi: Anmol Publications Pvt. Ltd.
- _ Mangal, S.K. *Teaching of Mathematics*. Ludhiana: Prakash Brothers Educational Publishers.
- _ Mustafa, M.(2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- _ Orton, A. (2007). *Learning Mathematics.(3rd ed.)*. London: Continuum
- _ Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- _ Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- _ Wadhwa, S. (2000). *Modern Methods of Teaching Mathematics*. New Delhi: Sarup& Sons.
- _ Rao, D.B. &Pushpalatha, D.(1995). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.
- _ Soman, K. *Ganithasasthrabodhanam*.Thiruvananthapuram: Kerala Bhasha Institute.

EDU 10.7: TECHNO- PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: MATHEMATICS

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

COURSE OUTCOME (CO):

- **CO1: To undertake a self-empowerment initiative in transacting the Mathematics curriculum from a Techno-**
- CO2: Pedagogical Content Knowledge perspective**
- **CO3: To get acquainted with different aspects of collaborative use of information communication technology**
- **CO4: To gain a perspective of basic theories and guiding plans for effective transaction of Mathematics.**
- **CO5: To understand the nature and importance of Mathematics from a global perspective**

Contents:

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies

Unit 2: Networking in Mathematics Learning

Unit 3: Models of Teaching in Practice

Unit 4: Global Trends in Mathematics Education

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To acquaint with the concept, meaning and scope of techno-pedagogic Content knowledge	Techno-pedagogue -Concept, meaning and scope _ Role of teacher as a techno-pedagogue _ Concept of TPCK _ Interrelationship of Content knowledge,	Group discussions Seminars Meaningful verbal presentation	_ Summative evaluation _ Performance analysis in group discussions
2. To understand the			

<p>role of the teacher as a techno-pedagogue</p> <p>3. To enable the student teacher to generate and transact TPCK based content analysis of Secondary school text books and CD resources to help students to practice self-instructional strategies</p>	<p>pedagogic knowledge and technological knowledge</p> <ul style="list-style-type: none"> _ Scope and challenges of TPCK _ Generation and transaction of TPCK based content analysis of secondary school textbooks and CD sources 	<p>Power point presentations</p> <p>Illustrations</p> <p>Online assignment</p> <p>Using the possibilities of blogs in networking</p> <p>Video clippings</p>	<ul style="list-style-type: none"> _ Observation _ Participation in the Seminar Sessions _ Examples cited in their lecture note _ dramatisation
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Unit II: Networking in Mathematics Learning

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To familiarise the student teachers with net working as a means of personal and professional growth</p>	<ul style="list-style-type: none"> • Networking - Meaning and scope <p>*Networking in learning Mathematics</p>	<p>Demonstrations</p> <p>Illustrations</p> <p>Video clippings</p> <p>Debating</p>	<ul style="list-style-type: none"> _ Document analysis _ Student reports - Digital document analysis - Blog posting

of teachers 2. To provide hands on experience in online learning	*Concept of E-twinning for institutional/professional growth *creation of personal e-mail ID and BLOGS with a minimum of 5 posts for promoting the teaching and learning of Mathematics	Web based illustrations Power point presentations	(Practicals) o Creation of blog and posting
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Unit III: Models of Teaching in Practice

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To understand models of teaching 2. To understand the application of major psychological theories	Concept of a model of teaching _ - Components of a teaching model _ - Families of teaching models _ Detailed study and practice on Concept of Attainment Model , Inquiry Training Model and constructivist model	- Meaningful verbal expression - Group discussion - Peer tutoring - Observation - Brain storming - Video analysis	Performance analysis in group discussion Class test Observation Preparation of lesson templates using Models of Teaching (Discussion, Demonstration & criticism lessons)

Unit IV: Global Trends in Mathematics Education

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1.To compare mathematics education across the world</p> <p>2.To identify recent projects in science teaching in India</p>	<ul style="list-style-type: none"> • Comparison of Mathematics Education in World Wide <ul style="list-style-type: none"> –Mathematics teaching Japan, USA UK and India <p>Recent projects in Mathematics teaching in India- it@school,Samagra, OFSET,</p>	<ul style="list-style-type: none"> - Web streaming - Documentation - Invited lectures - Seminar 	<ul style="list-style-type: none"> - Document analysis - Blog posting

Suggested references books :

- _ Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bode, H. B. (1927). *Modern educational theories*. New York: Macmillan.
- _ Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- _ James, A.(2005). *Teaching of Mathematics*. New Delhi: NeelkamalPublications,Pvt. Ltd.
- _ James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- _ Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching (8th ed.)*.New Delhi: PHI Learning Private Limited.
- _ Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- _ Mustafa, M.(2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- _ Orton, A. (2007). *Learning Mathematics.(3rd ed.)*. London: Continuum
- _ Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- _ Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.

EDU- 09.8: CURRICULUM AND RESOURCES IN DIGITAL ERA: PHYSICAL SCIENCE EDUCATION

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

COURSE OUTCOME (CO):

- CO 1 To strengthen the experience of the promising student teachers as Science curriculum designers, transmitters and assessors
- CO 2 To develop a humanistic attitude among the student teachers in the light of Science-Technology-Society-Environment paradigm
- CO 3 To undertake a self-empowerment initiative in transacting the Physical Science Curriculum from a digital migrant outlook
- CO 4 To provide the required research based science learning experiences so as to undertake a habit of self-development through inquiry and investigation

Contents:

Unit 1: Curriculum Designing in Physical Science Education

Unit2: Formal and Informal Contexts in teaching and learning of Physical Science

Unit 3: E-Resources in Teaching and Learning of Physical Science

Unit 4: Research in Physical ScienceEducation

Unit 1: Curriculum Designing in Physical Science Education (20+2=22 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To acquaint with the concepts of curriculum and syllabus 2. To understand and apply the principles of curriculum construction 3. To familiarize with the curriculum organization 4. To familiarize with the recent trends in curriculum construction in state, national and international level 5. To understand correlation of Physical Science within the subject as well as with other subjects. 	<ol style="list-style-type: none"> 1. Curriculum and syllabus-Meaning. 2. Principles of curriculum construction. 3. Types of curriculum-subject centred, activity centred, core curriculum 4. Approaches to curriculum organisation-Concentric approach, Spiral approach, Type study, Topical approach, Historical approach, General science and disciplinary approach 5. Hidden curriculum 6. Trends in curriculum construction-NCERT (NCF)- science basic criteria of validity of science curriculum and science curriculum at different stages-outlook-and SCERT curriculum (KCF)-major criticisms leveled against the prevailing science education and aims of education (5 domains), Issue based curriculum, Critical Pedagogy 7. Critical analysis of secondary school curriculum in Physical Science prescribed by SCERT. 8. Science-A Process Approach (SAPA), Cognitive Acceleration Through Science Education (CASE) / 'Let's 	<p>Meaningful verbal expression</p> <p>Buzz session</p> <p>PBL</p> <p>Peer instruction</p> <p>Seminar</p> <p>Web</p> <p>Streaming</p> <p>Document analysis</p> <p>Blog reading</p>	<ul style="list-style-type: none"> • Questioning • Role performance analysis in Buzz discussion • Concept mapping • Open book analysis

	<p>Think through Science'-</p> <p>9. Correlation- Incidental and systematic, Correlation within the subject, Correlation of Physical science with other subjects such as biology, mathematics, language, geography, history, earth science, music, art and craft, life and environment</p>		
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Unit 2: Formal and Informal Contexts in Teaching and Learning of Physical Science (20+10=30 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To acquaint with the concept and significance of community based resources</p> <p>2. To familiarize various formal and informal learning contexts</p> <p>3. To identify the contributions of human resources in local community</p> <p>4. To identify governmental and non-governmental movements for popularizing science</p>	<p>a. Community based resources- Meaning , need and significance</p> <p>b. Formal science learning contexts–</p> <ul style="list-style-type: none"> • Science library-importance and organisation, web resources – • Science laboratory- Importance and organisation, Registers, Rules, Accidents and First aid • Field trips and excursions- Need and importance • Science fairs and exhibition-Significance, organisation and evaluation • Science club- Significance, organization and activities <p>c. Informal learning contexts: Science Park , museum, historical monuments, play grounds, music room, planetarium, ANERT, - Human resources-Scientists and eminent personalities in local community.</p> <p>d. Governmental and non-governmental movements and organizations for popularising science-Science Talent Search Programme, Science Olympiad (HBCSE), KVPY, Sasthraphoshini scheme, Kerala Shastra Sahitya Parishad</p>	<p>Narrative expression sessions in small or medium groups</p> <p>Assignment</p> <p>Seminar</p> <p>Field trip</p> <p>Community resource mobilization / Contextual analysis</p>	<ul style="list-style-type: none"> • Performance analysis • Quiz programme • K-W-L charting • Profile presentation • Blog posting

Unit 3: E-Resources in Teaching and Learning of Physical Science (15+5=20 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To identify various digital resources in learning of Physical Science 2. To understand the significance of Learning Management System 3. To familiarize various resources 4. To identify the challenges and means of rescue a teacher should possess in this digital era 	<ol style="list-style-type: none"> 1. Digital resources-CD, DVD, Websites – 2. Learning Management System (LMS)-definition and significance-MOODLE 3. Identification and use of e-resources: 4. Web 2.0 tools: - Hot Potatoes, Ptable (Dynamic periodic table), Edmodo, Teacher Tube, Edublog, Chem Collective 5. Today's teacher – a digital native–challenges 	<p>Web</p> <p>Streaming</p> <p>Explicit</p> <p>teaching Peer instruction</p>	<ul style="list-style-type: none"> • Documentation • Assessment of individual performance • Think Aloud Sessions

Unit 4: Research in Physical Science Education (5+3=8 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the concept and scope of research in science education 2. To identify the role of science teacher as a researcher 3. To identify the recent research areas in Physical Science education	<ul style="list-style-type: none"> • Research - meaning and scope • Science teacher as a researcher • Recent research in Physical Science education – An Overview 	Net surfing Blog reading Action research Invited lectures	<ul style="list-style-type: none"> • Blog posting • Project report • Documentation

Reference

- David Heywood, Joan parker (2010): The Pedagogy of Physical Science: London, Springer.
- FundaOrnek, IssaM.Saleh (Eds.) (2012): Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science: USA, Information Age Publishing Group.
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- JohnWallace, William Loudon (2002): Dilemmas of Science Teaching [electronic resource]: perspectives on problems of practice: New York, Routledge.
- Mariamma Mathew (2014): Teaching science for biological and physical sciences: NAS Publishers: Kerala
- Radha Mohan (2007): Innovative Science Teaching: New Delhi, Prentice Hall of India Pvt Ltd.

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

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

COURSE OUTCOME (CO):

- CO 1 To undertake a self-empowerment initiative in transacting the Physical Science curriculum from a Techno-Pedagogical Content Knowledge perspective
- CO 2 To get acquainted with different aspects of collaborative use of information communication technology
- CO 3 To gain a perspective of basic theories and guiding plans for effective transaction of physical science
- CO 4 To understand the nature and importance of physical science from a global perspective

Contents:

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies

Unit 2: Models of Teaching in Practice

Unit 3: Networking in Physical Science Learning

Unit 4: Global Trends in Physical Science Education

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To conceptualize the basic principles of Techno-Pedagogic Content Knowledge Analysis in Physical Science Teaching and Learning</p> <p>2. To identify the role of science teacher as a techno-pedagogue</p> <p>3. To understand various Self Instructional Strategies</p>	<ul style="list-style-type: none"> • Techno-Pedagogic Content Knowledge Paradigm- Interrelationship of Content Knowledge, Pedagogic Knowledge and Technological Knowledge, • TPCK based content analysis of selected units of the secondary readers in Physical Science. • Science teacher as a techno-pedagogue. • Techno - pedagogic competencies- identification and use of various technological resources and devices for teaching-learning • Self Instructional Strategies- Meaning, Types- Programmed Instruction (Linear, branching), Modular Instruction, Personalized System of Instruction, CAI and CMI 	<p>Small group discussion</p> <p>Documentation</p> <p>Web searching</p> <p>Self-study</p> <p>Power Point Presentations</p> <p>Seminar</p> <p>Didactic Questioning</p>	<ul style="list-style-type: none"> • Participant observation • Documentanalysis • On-task behaviour in class • Reflective journal

Unit 2: Models of Teaching in Practice (25 +20 = 45 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the applications of major psychological theories 2. To familiarize with various thinking skills 3. To understand the models of teaching	<ul style="list-style-type: none"> • Application of Psychological theories of Piaget, Bruner, Gagne, Vygotsky and Ausubel, and Gardner • Thinking skills – logical thinking, critical thinking, creative thinking, reflective thinking • Models of teaching-Concept Attainment Model, Inquiry Training Model, Advance Organiser Model, and 5E model 	<ul style="list-style-type: none"> • Meaningful verbal expression • Group discussion • Peer tutoring • Observation • Brain storming • Video Analysis 	<ul style="list-style-type: none"> • Analysis in group discussion • Class test

Unit3: Networking in Physical Science Learning (14 +10 = 24 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the role and purposes of networking in learning physical science	<ul style="list-style-type: none"> • Networking - Meaning and scope • Networking in learning of Physical Science-Purposes Types- Technical, Personal and Institutional 	Net surfing Blog reading Invited lectures Digital Modular Expositions	<ul style="list-style-type: none"> • Digital document analysis • Blog posting • Debate • Online test

Unit 4: Global Trends in Physical Science Education (18 +10 = 28hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To compare science education across the world 2. To identify recent projects in science teaching in India	1. Comparative Science Education World Wide with special emphasis to secondary science curriculum approaches, transactional strategies and learning outcomes - Science teaching in Finland and Canada. 2. Recent projects in science teaching in India –KITE (IT@School project) – objectives and scope – samagra-VICTERS	Web streaming Documentati on Invited Lectures	<ul style="list-style-type: none"> • Document analysis • Blog posting

Reference:

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Bhattacharya S.P. (1994): Model of Teaching: New Delhi, Regency Publications.
- Bruce R. Joyce, Marsha Weiland Emily Calhoun (2011): Model of Teaching (7th Ed.): USA, Pearson Education
- Frank Rennie & Tara Morrison (2013): E-Learning and Social Networking Handbook (Second Edition): New York, Routledge.
- Frank Rennie, Tara Morrison (2013): e-Learning and Social Networking Handbook: Resources for Higher Education: New York, Taylor & Francis.
- Janie Gross Stein, Richard Stein (Ed.) (2001): Network of Knowledge: Collaborative Innovation in International Learning: Toronto, Canada, University of Toronto Press Incorporated
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- WasaailalIthisalwathaknologyafithaaleem:DrAbdalhafizmuhammedsalama,DaralFjkar
- Al thadreeswaladad al Muallim: Dr.S Abdulrahman qindeel Dar al Nashr alDuwali
- Murshid al Muallim: Richard D. C ; Aalam al Kutub alQahira
- AlThadreesAhdafuhuwasasuhuwaAsaleebuhuThaqweemuNathaijuhuwaThathbeeqathuhu:DrFikriHasanRayan,Aalmalkutub ,alqahira
- MadkhalIlaTharbiyaalmuthamayyizeenawalMauhoobeen,DaralfikarIalthibaawaNashr
- Kuthub al Mudariseenilmadaris al thanawiyya: Majli al wilayalilbuhuzuthabaviyyawathadreeb
- Altharbiyawathuruquthadrees:SalihabdulAzeez& AbdulAzeezAbdulMajeed; DaralMaarif,AlQahira
- KaifaThulqiDarsak:Yabhasufiusoolialtharbiyathwathadrees,DaralImlilMalayeen,Bairut.
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- National Curriculum Frame work 2005 , NCERT , NewDelhi
- Teaching Strategies: A guide to better instructions, HMCo. NewYork
- Research in Education; Best J W, & Kahn J.V, prentice hall India PvtLtd.

EDU – 09 . 9 : CURRICULUM AND RESOURCES IN DIGITAL ERA : NATURAL SCIENCE EDUCATION

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

COURSE OUTCOME (CO):

Enable the student teachers:

- CO 1 To understand the different types of resources for teaching Natural Science.
- CO 2 To locate different reference materials related with Biological Science.
- CO 3 To identify the school and community resources for better Biological Science learning.
- CO 4 To familiarize and understand the natural resources, man-made resources in teaching Natural Science.
- CO 5 To familiarize the different club activities related with Natural Science.
- CO 6 To understand the steps of organizing field trip, excursion, science fair & exhibition.
- CO 7 To understand the different approaches of organizing Biological Science curriculum.
- CO 8 To familiarize the modern trends in curriculum movements in India and abroad.
- CO 9 To familiarize and understand the e-learning resources for teaching Natural Science.
- CO 10 To identify research inputs in genetic engineering, medical field & environmental issues.

CONTENTS :

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>15. To understand different types of resources.</p> <p>16. To understand the relevance & scope of different types of resources.</p> <p>17. To understand, and utilize school based resources in formal and informal learning.</p> <p>18. To develop skill in designing a high school biology laboratory.</p> <p>19. To organize different extra-curricular activities related to science teaching.</p> <p>20. To identify, and utilize different community resources for science learning.</p>	<ul style="list-style-type: none"> • Different types of resources. • Relevance & scope of different types of resources. • School based Resources For Science Learning: • a. Library –School and Class library-importance and its organization, Types of resources for accessing information-book, non book and web resources. • b. Science laboratory- significance and organization –Designing a high school biology laboratory. • c. Club activities - Science club, Science fair, Exhibition, Manuscript magazine, Field trip & Excursion, Community awareness programme • d. Living corners-Aquarium, Terrarium and Vivarium • e. Different types of garden-Vegetable, Ornamental and Herbal. • f. Text books- qualities of good science text book, Text book analysis. Supplementary reader. • g. Hand book for teachers and Work book for learner. • h. Reference material-encyclopedia, newsletters, magazines, journals. • Community Based Resources For effective Science Learning: • Community resources for science learning- relevance and scope. • Identification of Community resources 	<p>Group discussion</p> <p>Seminar</p> <p>PBL</p> <p>Multimedia and interdisciplinary approach.</p> <p>Team teaching.</p> <p>Peer tutoring.</p> <p>Meaningful verbal expression.</p> <p>Organizing & designing science library, science laboratory.</p>	<ul style="list-style-type: none"> • Quiz programme. • Participation in group discussion. • Questioning. • On-task behavior • Field trip report. • Assignments • Seminar presentation.

	<p>for better science teaching and learning.</p> <ul style="list-style-type: none">• Human resources- e.g. Resource persons/ eminent teachers/ personalities/ scientists in the local community.• Natural Resources- e.g. pond /lake/river/sea/ forest/ wet land/ sacred grooves etc.• Man made Resources- e.g. Museum/ Zoo/ Botanical garden/ Agrifarms / hospital, Krishi VignjanKendrum /Research Center under State & Central government.		
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UNIT II .CURRICULUM TRENDS IN BIOLOGICAL SCIENCE (Theory hours-18)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To understand the Meaning-functions and Principles of curriculum construction. 2. To familiarize different types of curriculum. 3. To understand and apply the principles of curriculum construction. 4. To understand and compare the curricular movements in national and international level. 5. To understand the types of correlation in the teaching learning process. 6. To understand the importance of correlation in the teaching learning process. 7. To make a Critical analysis of the prevailing secondary school biology syllabus. 	<ul style="list-style-type: none"> • Curriculum-Meaning-functions and, Principles of curriculum construction, • Types of curriculum- subject centered, activity centered, integrated ,core and hidden curriculum. • Approaches to curriculum organization- Topical, Subject, Concentric, Spiral and Integrated/ Correlation approach (Incidental & Systematic correlation). • Factors affecting curriculum organization. • Criteria of a good Natural science curriculum. • Critical analysis of the prevailing secondary school biology syllabus. • Trend in curriculum construction- NCERT(NCF) -Relevant sections of NCF ,Science-basic criteria of validity of a science curriculum, and science curriculum at different stages-outlook and SCERT Curriculum (KCF). • Curriculum reforms in India(NCERT) & abroad (BSCS). 	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Small group sessions</p> <p>Peer instruction</p> <p>Narrative expression sessions in small or medium groups.</p> <p>Brain storming.</p> <p>Seminar.</p> <p>PBL.</p> <p>Modular approach.</p> <p>Multimedia and interdisciplinary approach.</p> <p>Team teaching.</p> <p>Peer tutoring</p>	<ul style="list-style-type: none"> • Participation in group discussion. • Questioning. • On-task behavior in class. • Tests. • Science dairy. • Daily reflective journal. • Participant observation.

UNIT III E-RESOURCES IN TEACHING LEARNING OF NATURAL SCIENCE (ICT Materials) (Theory hours-11)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To understand and compare the Educational CDs developed by SIET, NCERT, IT@ school for the learning of biology at secondary level. 2. To familiarize Web tools related with HS Biology. 3. To familiarize e-journals, e-books related with Biology. 4. To understand about the use of e-resources. 5. To develop a skill in using e-resources. 6. To understand the meaning-relevance & scope of virtual laboratory & virtual dissection. 7. To identify & use virtual laboratory & virtual dissection related with HS Biology. 	<ul style="list-style-type: none"> • An introduction to the contribution of e-learning materials developed by SIET, NCERT ,SAMAGRA, IT@ school& VICTERS for the learning of biology at secondary level. • Web 2.0 tools: Hot Potatoes , Edublog. • An introduction to e-journals, e-books related with Biology • Meaning-relevance & scope of virtual laboratory & virtual dissection. 	<p>Modular approach.</p> <p>Multimedia and inter disciplinary approach.</p> <p>Team teaching.</p> <p>Peer tutoring</p> <p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Using internet effectively for collecting information.</p>	<ul style="list-style-type: none"> • Participation in group discussion. • Questioning. • On-task behavior • Report of video analysis. • Involvement in using e-journals, e-books related with Biology. • Involvement in using virtual laboratory & virtual dissection.

UNIT-IV AN INTRODUCTION TO RESEARCH IN BIOLOGICAL SCIENCES(Theory hours-11,)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand research inputs in genetic engineering, medical sciences & Environmental issues. 2. To understand the emerging challenges related with organ transplantation. 3. To get an idea about the importance of family farming. 4. To get an idea about the existing waste disposal measures in a scientific way. 5. To suggest innovative measures to waste disposal.	<ul style="list-style-type: none"> • 4.1 Research inputs in genetic engineering (Give brief introduction about Human Genome Project, Tissue culture). • 4.2 Research inputs in medical sciences (Meaning and scope of Organ transplantation- a new hope for life, Nano-technological applications in medical field) • 4.3 Research inputs in Environmental issues (Family farming, waste disposal). 	Multimedia and inter disciplinary approach. Team teaching. Peer tutoring Meaningful verbal expression Group discussion Assignment Seminar	<ul style="list-style-type: none"> • Peer tutoring • Meaningful verbal expression • Group discussion • Assignment • Seminar presentation.

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EDU – 10. 9 : TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS -NATURAL SCIENCE.

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

COURSE OUTCOME (CO):

Enable the student teacher:

- CO 1 To develop understanding and application of Techno-Pedagogic Content Knowledge Analysis
- CO 2 To develop skill in preparation and practice of Technology Enhanced Learning Materials.
- CO 3 To understand and apply Online Assessment and Competency Enhancement Avenues.
- CO 4 To identify Net Working as a means of Personal and Professional Growth
- CO 5 To understand Classroom Management Principles Essential for Effective Pedagogic Transaction.
- CO 6 To get an idea about Global Trends in Science Education.
- CO 7 To familiarize The Modern Trends in Science Education at Global Level.
- CO 8 To get an idea about Self Instructional Strategies.
- CO 9 To understand about Self Instructional Strategies.
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CONTENTS :

Unit – I : Techno - Pedagogic Content Knowledge (TPCK) .

Unit – II : Networking in Natural Science Learning.

Unit – III : Models of Teaching & Self-instructional Strategies.

Unit – IV : Global Trends in Natural Science Education.

UNIT. I TECHNO PEDAGOGIC CONTENT KNOWLEDGE (TPCK) :A CONCEPTUAL ANALYSIS.
(Hours-22)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand about the conceptual analysis of Technological Pedagogical Content Knowledge (TPCK) 2. To understand and find interrelationships of different areas of TPCK 3. To develop skill in Technological Pedagogical Analysis of Content Knowledge (TPCK) of Secondary School Biology.	<ul style="list-style-type: none"> • Technological Pedagogical Analysis of Content Knowledge (TPCK)-meaning and scope. Different knowledge areas of TPCK- • Content Knowledge (CK), • Pedagogical Knowledge (PK), • Technology Knowledge (TK) • Pedagogical Content Knowledge (PCK), • Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and • Technological Pedagogical Content Knowledge (TPCK). • Interrelationships of different areas of TPCK • Science teacher as a techno-pedagogue • Technological Pedagogical Content Knowledge Analysis of Secondary School Biology. 	Meaningful verbal expression. Group discussion. Narrative expression sessions in small or medium groups. Multimedia and interdisciplinary approach. Team teaching. Peer tutoring	<ul style="list-style-type: none"> • Participation in group discussion. • Questioning. • On-task behavior in class. • Tests. • Science diary. • Daily reflective journal • Participant observation • Report of Technological Pedagogical Content Knowledge Analysis of Secondary School Biology.

UNIT-II NETWORKING IN NATURAL SCIENCE LEARNING (Hours-18)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To understand the meaning & scope of networking in science teaching. 2. To develop skill in Networking through different ways. 3. To develop skill in the preparation and practice of ICT and Multimedia based materials in the teaching learning process of science 4. To develop skill in the preparation and practice of online assessment tools in science teaching learning process. 5. To understand different competitive examinations for teachers. 6. To understand the Educational entrepreneurship - Career possibilities for trained graduate and post graduate science students 	<ul style="list-style-type: none"> • Networking- meaning and scope of Net working in science learning. • Development of one Blog for Natural science class and 5 postings by each student for promoting teaching learning/social issues/challenges etc. • e-twinning- means for institutional and professional growth. • ICT and Multimedia as technology enhanced communication devises in the teaching of life science- Collection/ Preparation of e-materials for pedagogic transaction of secondary school biology syllabus including environmental issues affecting local community(Power points, video clippings, pictures, instructional materials) • Online assessment- -meaning and scope, down load an Online quiz maker and use it during practice teaching. • Competitive examinations for secondary school students – Science Talent Search Scheme, Science Olympiad, Google science fair. • Competitive Examinations for teachers - KTET,CTET , SET,CSIR & 	<p>Group discussion</p> <p>Seminar</p> <p>Personality profile presentation</p> <p>Reflective practices.</p> <p>PBL</p> <p>Multimedia and interdisciplinary approach.</p> <p>Team teaching.</p> <p>Peer tutoring</p> <p>Net working</p> <p>e-twinning</p> <p>Blog posting</p>	<ul style="list-style-type: none"> • Online assessment • Quiz programme. • Participation in group discussion. • Questioning. • On-task behavior. • Student’s portfolio. • Blog posting • Net working • e-twinning • Preparation of e-materials • Online Assessment

	UGC NET. <ul style="list-style-type: none"> • Educational entrepreneurship - Career possibilities for trained graduate and post graduate science students. 		
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UNIT-III MODELS OF TEACHING & SELF INSTRUCTIONAL STRATEGIES (Hours-15)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the basic elements in the models of teaching 2. To develop skill in selecting suitable models of teaching for transacting pedagogy. 3. To develop and design lesson plans based on Concept Attainment Model(CAM), Inquiry Training Model(ITM), 5E Model of BSCS, & Inductive Thinking Model.. 4. To develop skill in selecting suitable self-instructional strategies for transacting pedagogy. 5. To understand about Computer Assisted Instruction (CAI).Its advantages & disadvantages. 6. To understand &prepare Modules.	<ul style="list-style-type: none"> • Models of teaching: Introduction, Elements and Families of models of teaching. • Concept Attainment Model(CAM), • Inquiry Training Model(ITM), • 5E Model of BSCS, • Inductive Thinking Model • Self Instructional Strategies- An overview about Self Instructional Strategies, advantages & disadvantages. • An introduction to Computer Assisted Instruction(CAI), its advantages & disadvantages. • Modules, its advantages & disadvantages. 	Meaningful verbal expression Group discussion Small group sessions Peer instruction Narrative expression sessions in small or medium groups. Brain storming. PBL. Modular approach. Multimedia and interdisciplinary approach. Concept Attainment	<ul style="list-style-type: none"> • Participation in group discussion. • Questioning. • On-task behavior in class. • Tests. • Science dairy. • Daily reflective journal • Lesson plans based on models of teaching. • Module preparation

		Model(CAM) Inquiry Training Model(ITM) 5E Model of BSCS Inductive Thinking Model	
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UNIT-IV GLOBAL TRENDS IN NATURAL SCIENCE EDUCATION. Hours-5)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarize & understand about the global trends in education.	<ul style="list-style-type: none"> • An introduction to global trends in education • University & Career readiness • Individualized learning 	Narrative expression sessions in small or medium groups. Meaningful verbal expression Multimedia approach Discussion	<ul style="list-style-type: none"> • Participation in group discussion. • Questioning. • On-task behavior in class. • Tests. • Science dairy.

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- <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.91....>
- http://en.wikipedia.org/wiki/Technological_Pedagogical_Conte...
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- <http://ictevangelist.com/technological-pedagogical-and-conte>

EDU - 09.10 : CURRICULUM AND RESOURCES IN DIGITAL ERA: SOCIAL SCIENCE EDUCATION
(Theoretical Discourses -50 Marks/60 hours & CE-25 Marks /30 hours)

COURSE OUTCOME (CO):

- CO 1 To get acquainted with modern principles and trends in the construction and organization of Social Science curriculum
- CO 2 To become equipped in retrieving suitable teaching learning resources
- CO 3 To attain proficiency in IT enabled instructional resources and to become talented in applying innovative strategies and approaches for instructional effectiveness.
- CO 4 To generate a broad perspective of e-resources in instructional practices and to develop skill in retrieving and transacting Social Science curriculum through e-resources.
- CO 5 To develop a positive attitude towards research for curriculum development and to adopt & develop innovative teaching learning strategies.

Contents :

Unit 1	Curriculum Designing in Social Science Education
Unit 2	School and Community Based Instructional Resources in Teaching Social Science
Unit 3	Resource Mapping in Social Science.
Unit 4	Research Trends in Social Science Education

Unit 1: Curriculum Designing in Social Science Education (7 Hours + 4 Hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
2. To get acquainted with modern principles and trends in the construction and organization of Social Science curriculum 3. To become conversant with NCF and KCF to develop approaches to Social Science Education	<ul style="list-style-type: none"> • Curriculum – Concept, Principles of designing Social Science curriculum • Approaches, types of curriculum, Modern trends in designing Social Science curriculum. • Brief outline about NCF (2005) KCF (2007) and its approaches in Social science curriculum formation. 	Analytical approach Seminar Co-operative learning Prepare a paper on NCF and KCF and its approaches to Social Science curriculum.	<ul style="list-style-type: none"> • Seminar with slide presentation (CE- Edu. 09)

References

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- http://www.ssamis.com/web/downloads/KCF_2007.pdf
- <http://www.case.edu/artsci/engl/emmons/writing/pedagogy>
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- NCF (2005) and KCF (2007)

Unit 2 : School and Community Based Instructional Resources in Teaching Social Science (8 Hrs + 4 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ul style="list-style-type: none"> To identify and to utilize community resources for the effective transaction of Social Science Curriculum 	<ul style="list-style-type: none"> Community Resources- meaning, nature, need and scope in Social Science. School to community and community to school- Resources- Historical- Palace, museum, caves, forts, archives etc, Geographical- Planetarium, Mountains, seashore, rift valley etc, Political- Gramasabha, Panchayat, Legislative assembly, memorials etc, Economical- market, bank, stores etc. 	<p>Discussion</p> <p>Prepare a list of community recourses- discuss and present the ways to utilize the community recourses</p> <p>Visit to any one of the community resources.</p>	<ul style="list-style-type: none"> Field trip to any one site with action plan and report (Practical Sem.2)

References

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- <http://www.ehow.com/>
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- Edigar, M. & Rao, B. (2003). Teaching Social Studies Successfully. New Delhi: Discovery Pub.House. [http://Aggarwal, J.C. \(1996\) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.](http://Aggarwal, J.C. (1996) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.)
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Raj, Rani Bansal (1999). Models of teaching and concepts of learning. New Delhi: Anmol Publications.
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- Dash, B. N.(1998). Content en.wikipedia.org/wiki/Wiki

Unit 3: Resource Mapping in Social Science

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>4. To generate a broad perspectives of different - resources in instructional practices</p> <p>5. To develop skill in retrieving and transacting Social Science curriculum through different resources</p>	<ul style="list-style-type: none"> • Effective use of Print Media in Social Science learning • Need for Social Science Laboratory Concept of Time sense and place sense in Social Science learning. • Role of Library in Social Science Education • The need and role of Social Science clubs in community related curricular programme 	<p>Discussion</p> <p>Developing social science laboratory</p> <p>Preparation of catalogue for Social Science Library</p>	<ul style="list-style-type: none"> • Use e-resources to prepare any 4 learning materials • Test for units 1,2 & 3 (CE-Edu. 09)

Reference

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- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
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- Ehman & Patrick (1974). Towards Effective Instruction in Social Studies. USA: Houghton Mifflin.

4. Research Trends in Social Science Education

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
6. To develop a positive attitude towards research in the curriculum development process and to utilize the research findings in the teaching learning process.	<ul style="list-style-type: none"> • An introduction to Research in Social science Education- Need and importance • Teacher as a researcher in Social science • Analysis of Research outcomes in the teaching and learning of Social Science education. 	<p>Group Discussion</p> <p>Prepare a paper (utilizing internet) on the latest research findings on pedagogical aspects in Social science education and conduct a seminar.</p>	<ul style="list-style-type: none"> • Observe the participation of student teachers in the learning process

Reference

- <http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm>
- Best, John.W& Kahn, James.V. (1999). *Research in Education*. Boston: Allyn and Bacon.
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- www.moodle.org

EDU – 10.10 : TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – SOCIAL SCIENCE

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

COURSE OUTCOME (CO):

- CO 1 To conscientize the prospective teachers become a techno- pedagogue and become aware of the concept TPCK
- CO 2 To grow to be competitive in designing digital texts and e-content in Social Science
- CO 3 To familiarize with the networking system for institutional and professional growth.
- CO 4 To get acquainted with the need of creating e-mail and blogs for pedagogical analysis.
- CO 5 To prepare the prospective teachers as reflective practitioners

Contents :

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies

Unit 2 Networking in Social Science Learning

Unit 3 Models of Teaching in Social Science.

Unit 4 Global Trends in Social Science Education

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
7. To conscientize the prospective teachers become a techno-pedagogue 8. To become aware of the concept TPCK 9. To become capable of analyzing content based on technology 10. To get aware on self instructional strategies.	<ul style="list-style-type: none"> • Inter relationship between Technology, Pedagogy and Content. • Teacher as Techno-Pedagogue in Social Science • Scope and purpose of Techno-Pedagogic Content Knowledge Analysis. • Self Instructional Strategies: Importance • Programmed instruction • CAI and CMI • Instructional modules 	Meaningful verbal learning On line learning Group discussion TPCK based content analysis (Selected units of secondary/ higher secondary text books)	<ul style="list-style-type: none"> • Prepare a self explanatory note on ‘Teacher as a Techno-Pedagogue’ • TPCK based Content analysis on any one unit. • Video script developing & recording & uploading • (CE- Edu.10)

References

- http://en.wikipedia.org/wiki/Technological_Pedagogical_Content
- Refernces:
- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Atkins N.J and Atkins J.N, Practical Guide to Audio Visual Technique in Education,
- BattacharjeeShymali, (2007). Media and Mass communication. An introduction. New Delhi: Kanishka Publishers.
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- Madhukumar Indira. (2005). Internet based distance learning . New Delhi: Global Network.
- Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK. McDonald &Evans Ltd. 1975
- Social Science text book of standard 8,9 & 10 of Kerala
- Teachers’ Hand book in Social Science for standard 8,9 &10

- Varma, O. P. & Vedanayagam, E. G. (1993). Geography Teaching. N. Delhi: Sterling.
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- Singh R. L., Singh, Rana, P. B. (2002). Elements of Practical Geography. N. Delhi: Kalyan Publishers.

Unit 2 Networking in Social Science Learning

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
11. To grow to be competitive in designing digital texts and e-content in Social science. 12. To become empower in surfing digital resource for transacting Social science curriculum.	<ul style="list-style-type: none"> • Applications of Social Networking systems Professional and Institutional growth: Through network-twinning • Concept of e- resources, Web resources, social networking, Educational blogs, e-journals, e-learning, m- learning, web based learning. virtual learning. • Learning Management System (LMS) in the teaching- learning of Social science. IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings. 	Discussion Online learning Demonstration Workshop	<ul style="list-style-type: none"> • Observation • Report verification

Reference

- <http://teachinghistory.org/issues-and-research/roundtable>
- www.5learn.co/e-content-development
- www.aptaracorp.com/digital-content-production/econtent-development
- www.ntu.edu.sg/home/sfoo/publications/2002/02ecdl_fmt.pdf

- www.net-security.org
- blog.ebayclassifieds.com
- cybercoyote.org/security/safe-web.html
- <http://www.bbk.ac.uk/linkinglondon/resources/>
- http://en.wikipedia.org/wiki/Learn_management_system<https://www.itschool.gov.in>
- www.youtube.com/user/itsvicters
- en.wikipedia.org/wiki/IT@School_Project
- victers.itschool.gov.in/
- www.youtube.com/user/itsvicters
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- Sagar Krishna, (2005). ICT Teacher training. New Delhi : Global Network
- Kumar, S.P.K &Noushad,P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- <http://blog.efrontlearning.net>
- <http://www.e-learningforkids.org/courses.html>
- <http://www.teacher.ne>

Unit 3 Models of Teaching Social Science

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
13. To acquaint with the concept, families and selected items of Models of Teaching 14. To acquaint with practice of developing lesson transcripts based on selected Models of Teaching.	<ul style="list-style-type: none"> Models of teaching – Introduction, Operational Heart, Different families Concept Attainment Model with lesson transcripts Advance Organizer Model with lesson transcripts Group Investigation Model with lesson transcripts. Jurisprudential model & Inquiry Training Model 	Scaffolding strategies Demonstration Simulation Online learning	<ul style="list-style-type: none"> Discussion lesson-5(ICT-1, activity based-1, Models-3) Demonstration- 2 (Models) Criticism (5) (Practicals – sem-2)

References

- <http://www.guardian.co.uk/higher-education-network/>
- Kumar, S.P.K & Noushad, P.P. (2009). *Social Studies in the Classroom: Trends and Methods*.
- Joyce, B & Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*.

Unit 4 Global Trends in Social Science Education

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
15. To help the prospective teachers for comparative study of social science education in a global perspective.	<ul style="list-style-type: none"> Global trends in Social Science education Social Science education in other states and other Nations. 	Discussion – Web searching. Seminar- compare SS	<ul style="list-style-type: none"> Assignment & seminar report

	<ul style="list-style-type: none"> • Role of Social Science in inculcating Democracy Socialism & Secularism National Brotherhood and International Understanding 	curriculum & Text books of SCERT, NCERT and any one advanced nations. With reference to the presentation of content on these aspects	
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- **References**

- http://en.wikipedia.org/wiki/Reflective_practice
- <http://tep.uoregon.edu/showcase/crmodel/strategies>
- Borich, Gary D (2012). Effective teaching methods: Research based practice. New Delhi: Pearson Education
- Social Science text book of standard 8,9 & 10 of Kerala
- Teachers' Hand book in Social Science for standard 8,9 &10 -- NCERT Text Books.Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Raj, Rani Bansal (1999). Models of teaching and concepts of learning. New Delhi: Anmol Publications.
- Aggarwal, J.C. (2003). Teaching of Social Studies: A Practical Approach. Mumbai:Vikas Publishing House.
- Kumar, S.P.K &Noushad,P.P.(2009). Social Studies in the Classroom: Trends and Methods.

EDU- 09.11 : CURRICULUM AND RESOURCES IN DIGITAL ERA - GEOGRAPHY EDUCATION

Hours of interaction: 60 (Instructional) +30 (Activities / Processes)

COURSE OUTCOME (CO):

- CO 1 To get acquainted with modern principles and trends in the construction and organization of Geography curriculum
- CO 2 To become equipped in retrieving suitable teaching – learning resources
- CO 3 To attain proficiency in IT enabled instructional resources and to become talented in applying innovative strategies and approaches for instructional effectiveness
- CO 4 To generate a broad perspectives of e- resources in instructional practices and to develop skill in retrieving and transacting Geography Curriculum through- e- resources
- CO 5 To develop a positive attitude towards research for curriculum development and to adopt and develop innovative teaching- learning strategies

CONTENTS :

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

Unit 1 Curriculum Designing in Geography Education (16 hours + 6 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
16. To get acquainted with concepts, principles and modern trends in the construction and organisation of Geography Curriculum 17. To become conversant with NCF and KCF to develop approaches to Geography Education	<ul style="list-style-type: none"> • Importance and place of Geography in the curriculum • Curriculum – concepts determinants, patterns types, principles and modern trends • Curriculum organisational approaches – spiral /concentric/ topical • An outline of trends, patterns and approaches as suggested in NCF (2005) and KCF (2007) in Geography curriculum formation • Critical analysis of existing HS/HSS Geography curriculum 	Analytical approach Debate Seminar Co-operative learning Web Search Lecture cum discussion Prepare reports on NCF/ KCF	<ul style="list-style-type: none"> • Assessment of learning process and reflections • Prepare a brief sketch of NCF and KCF on Geography curriculum • Seminars • Assignments

Reference

- <http://www.ncert.nic.in/html/pdf/schoolcurriculum/framework>
- http://www.ssamis.com/web/downloads/KCF_2007.pdf
- <http://www.case.edu/artsci/engl/emmons/writing/pedagogy>
- Rao, Bhaskara (2005) Curriculum for Learning to Live Together New Delhi: Discover, Publishing House
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing corporation
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- Verma O.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

Unit 2: School and Community Based Instructional Resources in Teaching Geography (18 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>18. To identify and to utilize community resources for the effective transaction of Geography curriculum</p> <p>19. To develop an understanding about the significance of Geography room, library, club, museum, excursion and field visits</p>	<ul style="list-style-type: none"> • Community resources- meaning nature need significance and methods of utilization • Natural and man- made resources in Geography • Relationship between school and community- bringing them together • Features significance and way of organizing • Geography room, library, club, museum • Exhibition halls • Exhibitions/ Fairs • Excursion /field visits 	<p>Lecture cum discussion</p> <p>Meaningful Verbal learning</p> <p>Online learning</p> <p>Visit to any one of the community resource centres</p> <p>Planetarium</p> <p>Archaeological sites CESS, IMD, SOI, Land USE/ Soil Survey Departments etc</p> <p>Prepare a list of community resources</p> <p>Discuss and present the ways to utilize the community resources</p>	<ul style="list-style-type: none"> • Field visit /study report • Assignments on utilisation of community resources in teaching- learning of Geography

Reference

- <http://wikipedia.org/wiki/wiki>
- <http://cricap.org>
- <http://www.ehow.com>
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APtt Publishing Corporation
- Raj, Rani Bansal (1999) Models of teaching and concepts of learning. New Delhi: Anmol Publications
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Gopill G.H (1966) Teaching of Geography, Macmillan, London
- Verma O.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi

Unit 3: E- resources in Teaching and Learning of Geography (16 hours + 6 Hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
20. To generate a broad perspective of e- resources in Geography instructional practices 21. To develop skill in- retrieving and transacting Geography curriculum through e- resources 22. To identify the use of ICT in the teaching- learning of Geography	<ul style="list-style-type: none"> • Concept and importance of e- resources, web resources, social networking, Blogs, e- learning, m- learning and web- based learning in Geography • Learning Management systems (LMS virtual library • Virtual library • Application of IT enables instructional resources in Geography online resources, Internet resources video conferencing etc 	Online learning Demonstration Narrative expression Web search Internet access Blogging and submission of online assignments	<ul style="list-style-type: none"> • Use of 4 e-resource to prepare for learning materials • Internal test for units, 1, 2 and 3 CE-I, EDU-09

Reference

- <http://www.e-learningfokids.org/courses.html>
- <http://www.bbk.aciuk/linkinglondon/tesources>
- [http://en.wikipedia.org/wiki/learning management system](http://en.wikipedia.org/wiki/learning_management_system)
- <https://www.itschool.gov.in>
- www.youtube.com/user/itsvicters
- victors.itschool.gov.in
- Roblyer, M.D (2008) Integrating Educational Technology into Teaching. New Delhi. Pearson Publications
- Rajasekharan.S (2007) computer Education. New Delhi: Neel Kamal Publishers Pvt. Ltd
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- Alexey Semenov, UNESCO(2005), Information and Communication Technologies in Schools: A Handbook for Teachers
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- Khan (1977) web based Instruction. Englewood Cliffs: Educational Technology publications
- Madhukumar, Indira (2005). Internet based distance learning. New Delhi: Global Network
- Sagar Krishna (2005). ICT Teacher Training. New Delhi: Global Network

Unit 4 : Research Trends in Geography Education (10 Hrs + 5 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
23. To develop a positive attitude towards research in the curriculum development process and to utilize the research findings in the teaching learning of Geography	<ul style="list-style-type: none"> • Need and significance of research in teaching – learning of Geography • Need for developing innovative techniques and strategies in pedagogy and evaluation in Geography • Teacher as a researcher in geography • Action research in Geography need and significance 	<p>Group discussion</p> <p>Online learning</p> <p>Group discussion</p> <p>Prepare a paper on research in pedagogical aspects</p> <p>Conduct seminar</p>	<ul style="list-style-type: none"> • Online assignment (Practical evaluation) • Assignment preparation • Reflections

Reference

- [http://en. Wikipedia.org/wiki/wiki](http://en.wikipedia.org/wiki/wiki)
- [http://www.edn.playmonth .ac.uk/resined/action research/arhome.htm](http://www.edn.playmonth.ac.uk/resined/action_research/arhome.htm)
- Best,John.w.and Kahn, James.V(1999) Research in Education. Boston: Allyn and Bacon
- Leary/ Zina.O (2010) Doing Your Research Report New Delhi: SAGE Publications
- Crowder N.A (1959) Action Research to Improve School Practices. New York: Columbia
- Alan Holmeister& Margaret Lake (1990) Research into Practice USA: Allyn & Bacon
- AroraM.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane
- Gopill G.H (1966) Teaching of Geography, Macmillan, London
- VermaO.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- [www. Moodle/org](http://www.moodle.org)
- <http://www.cet.nic.in/>
- <http://www.ncert.nic.in>

EDU - 10.11 : Techno Pedagogic Content Knowledge Analysis – Geography

Hours of interactions- 60 (instruction) +30 (Activities /Process)

COURSE OUTCOME (CO):

- CO 1 To conscientize the prospective teachers become a techno pedagogue and become aware of the concept TPCK
- CO 2 To grow to be competitive in designing digital texts and e-content in Geography
- CO 3 To familiarise with the networking system for intuitional and professional growth
- CO 4 To get acquainted with the need of creating e- mail and blogs for pedagogical analysis
- CO 5 To prepare the prospective teachers as reflective practitioners

Contents :

Unit 1 Techno- Pedagogic content Knowledge Analysis (TPCK) and self- Instructional Strategies

Unit 2 Net working in Geography Learning

Unit 3 Models of Teaching in Geography

Unit 4 Global Trends in Geography Education

Unit I. Techno-Pedagogic Content knowledge Analysis (TPCK) and self instructional strategies. (16 Hrs +8 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>To conscientize the prospective teachers become a techno pedagogue</p> <p>To become aware of the concept of TPCK</p> <p>To become capable of analysing contents based on technology</p> <p>To get an awareness on self – instructional strategies</p>	<ul style="list-style-type: none"> • TPCK- concept, scope, challenges • Inter- relationship with content, pedagogic and technological knowledge • Technological knowledge required for a Geography teachers • Self- instructional strategies Need & Importance CAI & Modular approach 	<p>Meaningful verbal learning</p> <p>On-line learning</p> <p>Group discussion</p> <p>TPCK based content analysis</p> <p>Internet access</p>	<ul style="list-style-type: none"> • Preparing notes • Analysing content based on TPCK • Assignments • Video script developing and uploading

Reference

- [http://en.wikipedia.org/wiki/Technological Pedagogical content](http://en.wikipedia.org/wiki/Technological_Pedagogical_content)
- Alexey Semenov, UNESCO, (2005) Information and Communication Technologies in schools: A Hand book for teachers
- Atkins N.J and Atkins. J.S Practical guide to Audio Visual Technologies in Education
- Battacharjeeshymali (2007) Media and Mass communication: An introduction. New Delhi: Kanishka publishers
- Khan, (1997) Web Based instruction, Englewood Cliffs Educational Technology publications
- Madhukumar, Indira (2005) Internet based learning. New Delhi: global Network
- Mayer Richard (2001) Multimedia learning Cambridge University press, UK
- Social Science II text books a std. VIII, IX & X of Kerala
- Techer’s Handbook of Std VIII, IX & X Kerala
- Verma O.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

Unit 2 Networking in Geography Learning (12 Hrs + 6 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>To be aware of designing digital texts and e-content in Geography</p> <p>To familiarise with networking system for institutional & Professional growth</p>	<ul style="list-style-type: none"> • Institutional networking and professional growth • Current high-tech classroom techniques • Creation of email ID/Blogs • Concept of on-line learning and virtual learning • E- twinning 	<p>Discussion</p> <p>Online learning</p> <p>Demonstration</p> <p>Internet access</p> <p>Workshop</p>	<ul style="list-style-type: none"> • Observation • Report verification • Internal test for units 1 and 2 (EC- EDU.10) • ICT based lesson and uploading as practical works • Internal test for units 1 & 2 (CE-EDU.10)

Reference

- [http:// teaching history.org/issues-and research/round table](http://teachinghistory.org/issues-and-research/round-table)
- [www.aptara corp.com/digital-content-problem/e-content development](http://www.aptara.com/digital-content-problem/e-content-development)
- [www.net.security .org](http://www.net.security.org)

- cybercoyote.org/security/sage-web.html
- <http://en.wikipedia.org/wiki/Technological> Pedagogical content
- Alexey Semenov, UNESCO, (2005) Information and Communication Technologies in schools: A Hand book for teachers
- Atkins N.J and Atkins. J.S Practical guide to Audio Visual Technologies in Education
- Battacharjeeshymali (2007) Media and Mass communication: An introduction. New Delhi: Kanishka publishers
- Khan, (1997) Web Based instruction, Englewood Cliffs Educational Technology publications
- Madhukumar, Indira (2005) Internet based learning. New Delhi: global Network
- Mayer Richard (2001) Multimedia learning Cambridge University press, UK
- Social Science II text books a std. VIII, IX & X of Kerala
- Techer's Handbook of Std VIII, IX & X Kerala
- Verma O.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

Unit 3 Models of Teaching in Geography (16 Hrs +8 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>To acquaint with the concept, families and selected items of models of teaching</p> <p>To acquaint with developing lesson transcripts based on selected models of teaching</p>	<ul style="list-style-type: none"> • Models of teaching- definition, concept, significance, essential elements • Families of models of teaching • Ausubel's meaningful verbal learning • Advance organiser, Inquiry training, Jurisprudential and role playing models 	<p>Demonstration</p> <p>Online learning</p> <p>Simulation</p> <p>Scaffolding strategies</p> <p>Lesson transcript preparation</p> <p>Web search</p>	<ul style="list-style-type: none"> • Discussion lesson • Demonstration lesson • Criticism • (Any 3 lessons on models of teaching) • Practical • Assignments

Reference

- <http://www.guardian.c.uh.edu/higher-education-network/>
- Joyce, B & Weil, M. (2003) Models of teaching (5th Edition) New Delhi: Pentic Hall
- <http://tep.uoregon.edu/showcase/crmodel/strategies>
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

Unit 4 Global Trends in Geography Education (17 Hrs + 7 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>To help the prospective teachers for comparative study of Geography education in a global perspective</p> <p>To be aware the techniques of education for children with special needs</p>	<ul style="list-style-type: none"> • Geography Education global trends in the 21st century in the developed and developing countries in south –East Asia • Quantitative revolution in Geography • Geography education for children with special needs gifted/ slow learners/culturally- deprived- nature, characteristics and activities 	<p>Discussion</p> <p>Web searching</p> <p>Seminars</p> <p>Internet access</p> <p>NCERT Text books</p> <p>Online learning</p>	<ul style="list-style-type: none"> • Seminars • Reporting • Assignment

Reference

- <http://tep.Uorgegon.edu/Showcase/crmodel/strategies>
- borich, gary.D(2012).Effective teaching methods: Research based practice. New Delhi Pearson Education
- NCERT Testbooks
- Teachers handbook in social science for Std.VIII, IX & X of Kerala

- Providing teachers effective strategies for using technology tech trends: Brown B&Henscheid
- IstheeratheejjiyyathwaMaharah al Tharees :Kamal al Jundi; Dar al Jumhooriyalilthibaa
- Wasaail al Ithisalwathaknologiyafithaaleem :Dr Abd al hafiz muhammedsalama,Dar al Fjkar
- Murshid al Muallim: Richard D. C ; Aalam al Kutub alQahira
- AlThadreesAhdafuhuwausasuwaAsaleebuhuThaqweemuNathaijuhuwaThathbeeqathuhu:DrFikriHasanRayan,Aalmalkutub,alqahira
- Thaqniyyathal thaaleem(Mafhoomuhawadouruhafithahseeniamaliyyathalthaaleemwathaallum:BadarSalih
- Kithab al Muallim : Majlis al wilayalibuhuzuthabaviyyawathadreeb(SCERT)
- Altharbiyawathuruquthadrees:SalihabdulAzeez& AbdulAzeezAbdulMajeed; DaralMaarif,AlQahira
- KaifaThulqiDarsak:Yabhasufiusoolialtharbiyathwathadrees,DaralImliMalayeen,Bairut.
- AlMuwajjahalAmaliliMudarriseal LughalArabiyya:AbidThoufeeqaHashmi; AlRisalapublishingHouse,Bairoot

SEMESTER II

EDU 09.12 CURRICULUM AND RESOURCES IN A DIGITAL ERA: COMMERCE EDUCATION (60 Hrs + 30 Hrs)

COURSE OUTCOME (CO):

- CO 1 To get acquainted with modern principles and trends in the construction and organization of commerce curriculum
- CO 2 To become systematically correlate instructional practices with life of the community to develop better public relations.
- CO 3 To become equipped in retrieving suitable teaching learning resources
- CO 4 To attain proficiency in IT enabled instructional resources for preparing text book, work book, handbook, source book etc in commerce.
- CO 5 To become talented in applying innovative strategies and approaches for instructional effectiveness.
- CO 6 To develop capability in managing heterogeneous learning set up.
- CO 7 To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting commerce curriculum through e-resources
- CO 8 To develop a positive attitude towards research to develop inquiry skills and scientific investigation
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Contents

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

Unit 1: Curriculum Designing in Commerce Education (15 Hrs + 6 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> • To get acquainted with modern principles in the construction and designing of commerce curriculum • To become conversant with NCF and KCF 	<ul style="list-style-type: none"> • Curriculum – Concept, Principles of designing commerce curriculum • Approaches, types of curriculum, Modern trends in designing commerce curriculum. • Brief outline about NCF (2005) KCF (2007) with special reference to vocational education. 	<ul style="list-style-type: none"> • Analytical approach • Debate • Seminar • Co-operative learning 	<ul style="list-style-type: none"> • Group investigation summary reports • Prepare a brief sketch of NCF and KCF

Unit 2 : School and Community Based Instructional Resources in Teaching Commerce (13 Hrs + 7 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> To develop a desire to take active involvement in community affairs To become systematically correlate instructional practices with life of the community; thereby develop better public relations. 	<ul style="list-style-type: none"> School and community based teaching – learning resources: school to the community and community to the school. Co-curricular activities-school bank, commerce club, commerce library, commerce laboratory, commerce room etc. 	<ul style="list-style-type: none"> Discussion Project method Visit to commercial institutions/ industries 	<ul style="list-style-type: none"> Prepare a list of community recourses-discuss and present the ways to utilize the community recourses Conduct a field study to any one of the resource centers.

Unit 3: e- Resources in Teaching and Learning of Commerce (18 Hrs + 10 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> To generate a broad perspectives of e-resources in instructional practices 	<ul style="list-style-type: none"> Concept of e- resources, Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, m - learning, web based learning. Learning management system (LMS) in teaching learning of 	<ul style="list-style-type: none"> Online learning Demonstration Narrative expression Web search 	<ul style="list-style-type: none"> Use any e-resources to prepare any 4 learning materials.

<ul style="list-style-type: none"> To develop skill in retrieving and transacting commerce curriculum through e-resources 	<p>commerce education.</p> <ul style="list-style-type: none"> IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings. 		
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Unit 4 Research Trends in Commerce Education (14 Hrs +7 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation								
<ul style="list-style-type: none"> To develop a positive attitude towards research To develop inquiry skills and scientific investigation 	<ul style="list-style-type: none"> An introduction to Research in Commerce Education- Need and importance Commerce Teacher as a researcher Strategies and techniques for developing research culture through Commerce education. 	<ul style="list-style-type: none"> Group Discussion Brain storming Education Journal analysis 	<ul style="list-style-type: none"> Prepare a paper (utilizing internet) on the latest research findings on pedagogical aspects in Commerce and conduct a seminar. 								
<p>Continuous Evaluation (CE) = 25 Marks</p>											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Practicum – 1</td> <td style="width: 50%; text-align: right;">: 5 marks</td> </tr> <tr> <td>2. Reading and Reflecting on texts</td> <td style="text-align: right;">: 10marks</td> </tr> <tr> <td>3. Seminar/presentation-1</td> <td style="text-align: right;">: 5 marks</td> </tr> <tr> <td>4. Mid semester exam</td> <td style="text-align: right;">: 5 marks</td> </tr> </table>				1. Practicum – 1	: 5 marks	2. Reading and Reflecting on texts	: 10marks	3. Seminar/presentation-1	: 5 marks	4. Mid semester exam	: 5 marks
1. Practicum – 1	: 5 marks										
2. Reading and Reflecting on texts	: 10marks										
3. Seminar/presentation-1	: 5 marks										
4. Mid semester exam	: 5 marks										

References

- Aggarwal, J.C. (1996) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.
- Best, John.W& Kahn, James.V. (1999). *Research in Education*. Boston: Allyn and Bacon.
- Borich, Gary D (2012). Effective teaching methods: Research based practice. New Delhi: Pearson Education
- Leary, Zina O((2010). Doing your research project. New Delhi. SAGE
- Obul, Reddy D. (2000). *Re-designing of commerce education in India in the context of changing business environment*, The Journal of Commerce; Vol. 36(3).
- Raj, Rani Bansal (1999). Models of teaching and concepts of learning. New Delhi: Anmol Publications.
- Rao, Bhaskara (2005) Curriculum for Learning to Live Together. New Delhi: Discovery Publishing House.
- Seema Rao (1995). Teaching of Commerce. New Delhi: Anmol Publications.
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Singh, Y.K. (2007). Teaching of Commerce. New Delhi: APH Publishing Corporation.
- Sivarajan, K; Paul, Issac and Lal, E.K (2017). Commerce Education: Methodology of Teaching and Pedagogic Content Knowledge Analysis, Calicut University.
- Sue, Cowley (2006) A – Z of Teaching. New York: Brij basi Art Press Ltd. Raj, Rani Bansal (1999). New trends in teaching of Commerce: Models of teaching and concepts of learning. New Delhi: Anmol Publications.

SEMESTER II

EDU 10 .12: TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – COMMERCE (60 Hrs + 30 Hrs)

COURSE OUTCOME (CO):

- CO 1 To conscientize the prospective teachers become a techno- pedagogue and become aware of the concept TPCK
- CO 2 To grow to be competitive in designing digital texts and e-content in commerce disciplines
- CO 3 To become empower in surfing digital resource for transacting commerce curriculum.
- CO 4 To familiarize with the networking system for institutional and professional growth.
- CO 5 To get acquainted with the need of creating e-mail and blogs for pedagogical analysis.
- CO 6 To prepare the prospective teachers as reflective practitioner
- CO 7 To get acquaint with the principles and designing of assessment mechanisms and capable of implement it.
- CO 8 To generate a professional aspiration among young world by preparing for competitive / placement exams
- CO 9 To inculcate a broad perspectives of individualized institution

CONTENTS

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies

Unit 2 Networking in Commerce Learning

Unit 3 Models of Teaching in Commerce

Unit 4 Global Trends in Commerce Education.

Unit 1 Techno Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies (15 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> To conscientize the prospective teachers become a techno- pedagogue To become aware of the concept TPCK To become capable of analyzing content based on technology 	<ul style="list-style-type: none"> Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue. Scope and purpose of Techno-Pedagogic Content Knowledge Analysis. TPCK based content analysis (Selected units of higher secondary commerce text book) Developing digital lesson plan and digital magazines. 	<ul style="list-style-type: none"> Meaningful verbal learning Demonstration On line learning Group discussion 	<ul style="list-style-type: none"> Prepare a self explanatory note on ‘Teacher as a Techno-Pedagogue’ TPCK based Content analysis on any one unit.

Unit 2 Networking in Commerce Learning (13 Hrs + 7 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> To become competent to analyze the ways in which Professional and Institutional growth established through network twinning. To become skillful while creating e-mail ID and blogs. 	<ul style="list-style-type: none"> Professional and Institutional growth: Through network-twinning - Student and Institution Networking Online learning: Concept and system of online learning, virtual learning. Creation of e-mail ID and blogs Applications of Social Networking systems 	<ul style="list-style-type: none"> Discussion Online learning Demonstration Workshop Group investigation 	<ul style="list-style-type: none"> Concept maps Observation Product presentation Report verification

Unit 3 Models of Teaching in Commerce (18 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> To interlock ‘models of teaching’ in effective instructional practices of commerce education. To categorize, analyzes and applied the varied instructional models in commerce discipline. 	<ul style="list-style-type: none"> Models of teaching – Introduction, Operational Heart, Different families Concept Attainment Model with lesson templates Inquiry Training Model with lesson templates Advance organizer model with lesson templates Cognitive Apprenticeship Model 	<ul style="list-style-type: none"> Demonstration Group discussion Co-operative learning 	<ul style="list-style-type: none"> Discussion lesson (5- three out of five should be Models of Teaching) Demonstration (2) Criticism (5/ 3models of teaching)

Unit 4 Global Trends in Commerce Education (14 Hrs + 7 Hrs)

Course Specific Outcome (CSO)	Content		Evaluation
<ul style="list-style-type: none"> To analyze the global trends in commerce education through comparison between India with other countries. To evaluate the significance of Entrepreneurship Education, Business Education and Accounting Education in modern era. 	<ul style="list-style-type: none"> Global trends in commerce education – opportunities and challenges Technological developments in Commerce – e commerce, e banking, online trade and market, digital market, e governance, Mobile Commerce, Augmented Reality for Product Visualization. Recent developments in computerized Accounting - cloud accounting, automation of accounting, collaborative accounting. 	<ul style="list-style-type: none"> Discussion Brain storming Inductive strategies Thinking strategies 	<ul style="list-style-type: none"> Idea presentation grid Assignment and seminar reports

Continuous Evaluation (CE) = 25 Marks

- | | |
|---|------------------|
| 1. Practical -1 | : 5 marks |
| 2. Test-mid semester | : 5 marks |
| 3. Subject Association activity | : 5 marks |
| 4. Group Practicum (video scripting, recording & uploading): | 10 marks. |

References

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

Best, John.W& Kahn, James.V. (1999). *Research in Education*. Boston: Allyn and Bacon.

Borich, Gary D (2012). *Effective teaching methods: Research based practice*. New Delhi: Pearson Education

Leary, Zina O((2010). *Doing your research project*. New Delhi. SAGE

Obul, Reddy D. (2000). *Re-designing of commerce education in India in the context of changing business environment*, The Journal of Commerce; Vol. 36(3).

Raj, Rani Bansal (1999). *Models of teaching and concepts of learning*. New Delhi: Anmol Publications.

Rao, Bhaskara (2005) *Curriculum for Learning to Live Together*. New Delhi: Discovery Publishing House.

Seema Rao (1995). *Teaching of Commerce*. New Delhi: Anmol Publications.

Singh and Gopal (2004) *Teaching Strategies*. New Delhi: APH Publishing Corporation.

Singh, Y.K. (2007). *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

Sivarajan, K; Paul, Issac and Lal, E.K (2017). *Commerce Education: Methodology of Teaching and Pedagogic Content Knowledge Analysis*, Calicut University.

Sue, Cowley (2006) *A – Z of Teaching*. New York: Brij basi Art Press Ltd. Raj, Rani Bansal (1999). *New trends in teaching of Commerce: Models of teaching and concepts of learning*. New Delhi: Anmol Publications.

EDU-0 9.13 : CURRICULUM AND RESOURCES IN DIGITAL ERA- HOME SCIENCE EDUCATION

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

COURSE OUTCOME (CO):

- CO 1 To strengthen the experience of the promising student teachers as curriculum designers, transmitters and assessors
- CO 2 To attain proficiency in IT enabled instructional resources for preparing teaching learning materials in Home Science.
- CO 3 To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting Home Science curriculum through e-resources
- CO 4 To undertake a self empowerment initiative in transacting the Home Science Curriculum from a digital migrant outlook
- CO 5 To provide the required research based science learning experiences so as to undertake a habit of self development through inquiry and investigation

Contents:

Unit 1: Curriculum Designing in Home Science Education

Unit 2: School and Community Based Teaching and Learning of Home Science

Unit 3: E-Resources in Teaching and Learning of Home Science

Unit 4: Research Trends in Home Science Education

Unit 1: Curriculum Designing in Home Science Education (20+4=24 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>34. To acquaint with the concepts of curriculum and syllabus</p> <p>35. To understand and apply the principles of curriculum construction</p> <p>36. To familiarize with the curriculum organization</p> <p>37. To familiarize with the recent trends in curriculum construction in state, national and international level</p> <p>38. To understand correlation of Home Science within the subject as well as with other subjects.</p>	<ul style="list-style-type: none"> • Curriculum and syllabus-Meaning, Definition, Nature • Principles of curriculum construction. • Types of curriculum-subject centred, activity centred, core curriculum, hidden curriculum • Approaches to curriculum organisation-Concentric approach, Spiral approach, Topical approach, General science and disciplinary approach • Critical analysis of Higher Secondary /Vocational Higher Secondary school curriculum in Home Science prescribed by SCERT. • Trends in curriculum construction- SCERT and curriculum, Critical Pedagogy, Issue based curriculum, Problem Based Learning- Main features. • Correlation- Incidental and systematic, Correlation within the subject, Correlation of Home Science with other subjects such as Biology, Physiology, History, Chemistry, Economics, Commerce, Management studies, and Environmental Education. 	<p>Meaningful verbal expression</p> <p>Buzz session</p> <p>PBL</p> <p>Co-operative learning</p> <p>Seminar</p> <p>Group discussion</p> <p>Web Streaming</p> <p>Blog reading</p>	<ul style="list-style-type: none"> • Questioning • Role performance analysis in Buzz discussion • Concept mapping • Open book analysis

References

- Higher secondary Home Science text book (Plus 1 & Plus 2) prescribed by SCERT, KERALA

- Teacher's source book of Clothing and embroidery text book (Vocational Higher Secondary-Fist & Second year). SCERT, KERALA
- Bunnie Othanel Smith (1950): Fundamentals of Curriculum Development: California, World Book Company.
- Rao, Bhaskara (2005) Curriculum for Learning to Live Together. New Delhi: Discovery Publishing House.
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Nibedita,D.(2004). Teaching of Home Science. Dominant publishers and Distributors
- <http://www.ncert.nic.in/html/pdf/schoolcurriculum/framework>
- <http://www.ssamis.com/web/downloads/KCF 2007.pdf>
- <http://www.case.edu/artsci/engl/emmons/writing/pedagogy>

Unit 2: School and Community Based Teaching and Learning of Home Science (22+10=32 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
39. To acquaint with the concept and significance of community based resources 40. To familiarize various formal and informal learning contexts 41. To identify the contributions of human resources in local community 42. To identify the material supports in learning Home Science	<ul style="list-style-type: none"> • Community based resources- Meaning , need and significance • Human Resources- resource persons/ eminent persons and teachers from different fields of Home Science • Man made resources- Home science Library- importance and organisation, web resources, Home Science laboratory- Importance and organisation, Registers • Community Resources/ Informal learning contexts- Food Processing Units, Social welfare department, ICDS- Balwadi/Anganwadi, Creche and preschool, Institution for special education, Rehabilitation centres, Textile units, Small scale industries and cottage 	Narrative expression sessions in small or medium groups Assignment Project Seminar Field trip Organization of Home science Expo Community	<ul style="list-style-type: none"> • Performance analysis in various participatory activities. • Quiz programme • presentation • Blog posting • Field trip

	<p>industries.</p> <ul style="list-style-type: none"> • Material supports- Text book reader, work book, handbook, source book, Reference materials- Encyclopedia, Newsletters, Journals, Learning module • Field trips and excursions- Need and importance • Home Science fairs and exhibition- Significance, organisation and evaluation • Home Science club- Significance, organisation and activities 	<p>resource mobilization / Contextual analysis</p>	
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References

- Yadav, S. (1994) *Teaching of Home Science*, New Delhi: Anmol Publications
- Begum, F. (2004) *Modern Teaching of Home Science*. New Delhi: Anmol Publications
- Nibedita, D. (2004). *Teaching of Home Science*. Dominant publishers and Distributors
- Singh and Gopal (2004) *Teaching Strategies*. New Delhi: APH Publishing Corporation.

Unit 3: E-Resources in Teaching and Learning of Home Science (15+7=22 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
43. To generate a broad perspectives of e-resources in instructional practices 44. To develop skill in retrieving and transacting Home Science curriculum through e-resources	<ul style="list-style-type: none"> • Concept of e- resources, Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, m-learning, and web based learning. • Learning management system (LMS) in teaching learning of Home Science education. • IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings. 	Web Streaming Explicit teaching On line learning	<ul style="list-style-type: none"> • Documentation • Assessment of individual performance • Use of e-resources in preparing learning materials

References

- <http://www.bbk.ac.uk/linkinglondon/resources/>
- http://en.wikipedia.org/wiki/Learn_management_system<https://www.itschool.gov.in>
- www.youtube.com/user/itsvicters
- en.wikipedia.org/wiki/IT@School_Project
- victers.itschool.gov.in/
- www.youtube.com/user/itsvicters

Unit 4: Research Trends in Home Science Education (8+4=12 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
45. To develop a positive attitude towards research 46. To develop inquiry skills and scientific investigation 47. To understand the wide scope of	<ul style="list-style-type: none"> • An introduction to Research in Home Science Education- Need and importance • Home Science Teacher as a researcher 	Group discussion on current researches in Home science education	<ul style="list-style-type: none"> • Performance assessment • On line assignment

employability of Home science learning	<ul style="list-style-type: none"> • Analysis of Research outcomes in Home Science education both teaching and learning. 	Action research Seminar	
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Reference

- Bunnie Othanel Smith (1950): *Fundamentals of Curriculum Development*: California, World Book Company.
- Dimitris Psillos & Hans Niedderer (2002): *Teaching and Learning in the Science Laboratory*: Netherlands, Kluwer Academic Publishers.
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EDU- 10.13 : TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HOME SCIENCE

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

COURSE OUTCOME (CO):

- CO 1 To undertake a self-empowerment initiative in transacting the Home Science curriculum from a Techno-Pedagogical Content Knowledge perspective
- CO 2 To get acquainted with different aspects of collaborative use of information and communication technology
- CO 3 To gain a perspective of basic theories and guiding plans for effective transaction of Home Science
- CO 4 To understand the nature and importance of Home Science from a global perspective

Contents:

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies

Unit 2: Networking in Home Science Learning

Unit 3: Models of Teaching in Home Science

Unit 4: Global Trends in Home Science Education

Unit 1: Techno-Pedagogic Content Knowledge and Self Instructional Strategies (11 +6 =17 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
48. To conceptualize the basic principles of Techno-Pedagogic Content Knowledge Analysis in Home Science Teaching and Learning 49. To identify the role of science teacher as a techno-pedagogue 50. To understand various Self Instructional Strategies	<ul style="list-style-type: none"> • Techno-Pedagogic Content Knowledge Paradigm-Interrelationship of Content Knowledge, Pedagogic Knowledge and Technological Knowledge, scope and purpose • TPCKA based content analysis- Higher Secondary /Vocational Higher Secondary Home Science text book • Science teacher as a techno-pedagogue. • Techno-pedagogic competencies, • Self Instructional Strategies- Meaning, Types- Programmed Instruction ,Modular Instruction, Personalized System of Instruction, CAI and CMI 	Small group discussion Web searching demonstration Power Point Presentations Seminar On line learning	<ul style="list-style-type: none"> • Participant observation • Development of video script • On-task behaviour in class • Reflective journal • (Technological skill practice in classrooms)

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- MangalS.K.&UmaMangal(2009): Essentialsof EducationalTechnology:NewDelhi,PHILearningPvtLtd.
- http://en.wikipedia.org/wiki/Technological_Pedagogical_Content

Unit 2: Networking in Home Science Learning (15+11 = 26 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
51. To grow to be competitive in designing digital texts and e-content in Home science Education 52. To become empower in surfing digital resource for transacting Home Science curriculum.	<ul style="list-style-type: none"> • Professional and Institutional growth: Through network-twinning • Student and Institution Networking • Online learning: Concept and system of online learning, virtual learning. • Creation of blogs. • Applications of Social Networking systems 	Discussion Online learning Demonstration Workshop Group investigation	<ul style="list-style-type: none"> • Digital document analysis • Blog posting • Debate • Online test • ICT based lesson designing and uploading in blog (1)

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- www.net-security.org

Unit 3: Models of Teaching in Home Science (18 +10 =28 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
53. To understand the application of major psychological theories in learning. 54. To understand various models of teaching and their practice.	<ul style="list-style-type: none"> Psychological theories for learning science- A brief introduction of Piaget, Bruner, Gagne, Vygotsky and Ausubel, Gardener’s Multiple Intelligence Theory Models of teaching – Introduction, definition, elements and families of models of teaching Concept attainment model Inquiry training model Constructivist learning model Advance organizer model Group investigation model 	Meaningful verbal expression Group discussion Peer tutoring Observation Brain storming Video analysis	<ul style="list-style-type: none"> Analysis in group discussion Class test Discussion lessons (5, Three lessons out of five based on models of teaching) Demonstration lessons (2) Criticism lessons (5, Three lessons out of five based on models of teaching) - Performance, observation and recording

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Unit 4: Global Trends in Home Science Education (12 +8 = 20hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
55. To understand Global trends in relation to House Science Education	<ul style="list-style-type: none"> Home Science education in the global scenario Home Science towards community Science- women entrepreneurships, 	Web streaming Documentation	<ul style="list-style-type: none"> Document analysis Blog posting Involvement in subject association activity

	<p>Gender equality, extension and communication management system of selected developed and developing countries (USA,China, Japan) with special reference to</p> <ul style="list-style-type: none"> • Brief history, approaches, organizational structure, linkage to research extension methods used and its comparative analysis with Indian system. 	Invited lectures	<ul style="list-style-type: none"> • Video script: Development, enacting, recording and uploading) • Script writing for radio talk on a topic in home Science
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- JanieGrossStein,RichardStein(Ed.)(2001):NetworkofKnowledge:CollaborativeInnovationinInternationalLearning:Toronto,Canada,UniversityofTorontoPressIncorporated
- MangalS.K.&UmaMangal(2009):Essentialsof EducationalTechnology:NewDelhi,PHILearningPvtLtd.

EDU – 201.2 : Health and Physical education

(2 credits – 60 hours & 50 marks)

COURSE OUTCOME (CO):

- CO 1 To acquire knowledge about the Track and Field events.
- CO 2 To become familiar with major and minor games and to develop interest in sports and games
- CO 3 To understand the ability to organize and conduct sports and games
- CO 4 To understand the importance and values of recreational activities in the modern society
- CO 5 To understanding of the psychological, sociological, and physiological significance of play & recreation.

Contents

- Unit – 1 Track & Field or Athletic events – general awareness, rules and regulations, organization.
- Unit – 2 Major and minor games – types, rules and regulations
- Unit – 3 Tournaments – knock out and league, fixtures for tournaments
- Unit - 4 Play & Recreation – need and importance, leisure time management, practice.
- Unit – 5 Mental Health – meaning, problems and techniques.
- Unit – 6 Practice of yoga-surya namaskar.

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

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

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

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

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

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

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
60. Understand the importance and values of recreational activities in the modern society 61. Understanding of the psychological, sociological, and physiological significance of play & recreation 62. Practice recreational games	Play & Recreation – 10 hours <ul style="list-style-type: none"> • Need & Importance of Play & Recreation • Play theories • Values associated with practice of play & Recreation • Leisure time Management • Recreational Games • Practice of Recreational activities 	Theoretical orientation Demonstration Group activity	<ul style="list-style-type: none"> • Group assessment

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
63. Understanding the importance of mental health and normal mental health problems to be addressed in general population 64. Get acquainted with the relaxation techniques to overcome mental health problems	Mental Health – 8 hours <ul style="list-style-type: none"> • Introduction and overview of mental health • Mental health problems • Techniques to improve mental health 	Narrative expressions Demonstration Practical sessions	

Unit – 6: Practice of yoga-surya namaskar.

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

Guidelines for Practical work

- Physical Education Record - 10 marks
- Winning prizes in sports and games - 5 marks
- Participation in sports and Games - 10 marks
- Initiative and Effort in organizing sports and games - 5 marks
- Internal written examination - 10 marks
- Practice of Yoga - 10 marks

EDU – 201.3: ART EDUCATION AND THEATRE PRACTICE

(Credit – 1, carries 25 marks/30 hours)

Contents:

Theatre practice in curriculum transaction-

- Workshop to develop simple drama/ skit -Discussion about script writing on selected topic in the optional subject-theatre practice.
- Puppetry –types - use in classroom transaction – demonstration/video presentation.
- Role plays/ Mono act for transaction of different subjects-discussion and presentation.

Practicals:

- Prepare report on the importance of theatre practice in Education with selected examples. (maximum 15 pages) – 10 marks.
- Writing of script for a small drama/ skit by selecting a topic in your subject (individual/group) - 15 marks.

SEMESTER III

SEMESTER – III

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

Perspectives in Education/Core Subjects:

EDU - 11 : Developmental Perspectives of Education.

EDU - 12 :Learner in the Educational Perspective.

Curriculum and Pedagogic courses/Optional subjects:

EDU - 13. 1-13 : Emerging Trends and Practices inEducation.

EDU - 11: Developmental Perspectives in Education.

(Educational Management, Environmental Education, Health Education and Entrepreneurship Education)

(Theoretical discourse 60 and CE - 30 hrs)

Course Objective(CO):

- CO 1 To develop an understanding of the concept of Management and Educational management.
- CO 2 To discuss the contribution which management theory can make to understanding management practices
- CO 3 To explain the meaning of the terms: management and leadership in education
- CO 4 To develop an understanding of how to apply knowledge, skills and attitudes in educational management to enable more effective resource planning, organization and co-ordination of school programmes and activities, and directing, controlling and evaluating of the teaching and learning processes in school.
- CO 5 To familiarize with the Total Quality Management in Education
- CO 6 To develop entrepreneur interests and skills in students enabling them to explore career prospects.
- CO 7 To develop an understanding of Environmental Education
- CO 8 To create an awareness of environmental movements, laws and rights and to practice eco friendly life style.
- CO 9 To sensitize towards disaster management
- CO 10 To sensitize towards the concept of sustainable development.
- CO 11 To develop knowledge of the fundamentals of Health, Health Education and Physical fitness.
- CO 12 To Guide the next generation to live with social commitment and obligations.
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Contents :

A. Educational management and Entrepreneur education

Unit 1: Introduction to Educational management (8hrs)

Unit 2: Aspects of school management (18 hrs)

B. Environmental and Health Education

Unit 3: Environmental awareness and importance of Environmental Education (16 hrs)

Unit 4: Disaster management (10hrs)

Unit 5: Health Education (8 hrs)

Unit 1: Introduction to Educational Management (8 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with the concept, meaning and characteristics of management. 2. To enable the student teacher to understand the functions of management 3. To familiarize with modern theories of management 4. To acquaint with concept, principles, importance and components of educational management 5. To enable the student to understand the structure of management at different levels	<ul style="list-style-type: none"> • Concept, Meaning and Characteristics of Management. • Functions of Management. • Concept, Scope, Principles and Importance of Educational Management • Components of management of Educational system. • Structure of Educational management in Kerala at Central, State and Local level 	Verbal discourse Group discussion Narrative expression in small groups Brain storming Collaborative interaction Meaningful verbal Learning Verbal interaction	<ul style="list-style-type: none"> • Reflection • Oral questions • Role performance assessment • Quizzes • Observation of involvement in interaction • Journal writing

Unit 2 Aspects of school management (18 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To know about the importance and concept of institutional planning and make the students realise the role of HM in the planning 2. To acquaint with various resource management at school	<ul style="list-style-type: none"> • Institutional Planning- Concept, Importance, Steps and role of HM in institutional planning. • Resource Management • Time Management- concept of time management. 	School visit and Collaborative discussion Practical experience Active class room	<ul style="list-style-type: none"> • Report writing • Participant observation • Performance assessment • Document reporting • Preparation of learning materials • Observation of involvement

<ol style="list-style-type: none"> 3. To familiarize with importance and types of time table and understand the principles of framing it. 4. To develop the skill in organizing a school plant and maintaining the school records and registers 5. To develop a clear perception about the human resources and their duties. 6. To understand the concept of leadership and various styles of leadership. 7. To get a clear idea about the roles and responsibilities of the head of the institution 8. To gain an overview on the roles of teacher as learning facilitator and classroom manager 9. To explore the importance of entrepreneurship education its phases and the major entrepreneurship skills that can be developed in a learner 10. To reinforce entrepreneurial education for teacher trainers 11. To explore the avenues as entrepreneurs in educational field 12. To acquaint with various academic supports in school management activities 13. To familiarize the importance of PTA ,Staff Council and Student 	<ul style="list-style-type: none"> • Timetable- Importance, Principles of framing Time Table and Types of Time Table • Material Resource Management • Organization of School Plant- school site, building, infrastructure • School records and registers- Types and maintenance. • Human Resource Management • Headmaster- Qualities, Roles, Duties and responsibilities, Concept of Leadership, Styles of leadership. • Teacher- Qualities and Roles of Teacher as learning facilitator and classroom manager – planning and providing learner friendly learning experiences and innovative learning strategies, meeting the needs of heterogeneous learners. • Learner- Education for trained manpower - Entrepreneurship Education, Concept, functions, need and importance and Process of entrepreneurship • Phases of entrepreneurship- sensitizing, training, qualification and coaching. • Entrepreneurial skills-Goal setting, Planning , Creative thinking, Research, Decision making, Risk bearing, problem solving. • Evolving career prospects of teachers- • Content writers, e-content developers, content editors, translators, educational software developers, publishers, career 	<p>learning</p> <p>During school induction and practice teaching</p> <p>Discussion in small groups</p> <p>Peer tutoring</p> <p>Seminar and discussion</p> <p>Reflective practices</p> <p>Visit to institutions</p> <p>Interactive session</p> <p>Discussion</p> <p>Role play</p> <p>Workshops</p> <p>Project method</p> <p>Participant observation</p> <p>Student led enquiry and discovery</p> <p>Active learner centered learning activities</p> <p>Library reference and observation</p> <p>Collaborative discussion</p>	<ul style="list-style-type: none"> • Analysis of reports • Tests • Assessment of tour report • Observation of involvement in interactions. • Performance Assessment • Performance Assessment • Assessment of reports • Discussion • Observing the interactions • Tests • Rubrics • Assessment of learner involvement and creativity • Assignment assessment • Evaluation of project • Teacher observation • Performance assessment in group discussion • Peer evaluation • C E • Evaluation based on umentation • Assignment evaluation • Evaluation of Practicum
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<p>Council To realize the importance of co-curricular activities in the personality development of a learner</p> <p>14. To develop an awareness about the need of professional growth of teachers and familiarizing different programmes and organizations to attain professional development</p> <p>15. To get a clear idea about Total Quality Management and Quality Indicators</p> <p>16. To acquaint with the concept and applications of SWOC analysis</p>	<p>counselors ,education journalists, start up initiatives etc.</p> <ul style="list-style-type: none"> • Academic support systems • Library (school information system), Laboratory, Museum. • PTA, Staff Council, student council-organizational structure and functions • Co-scholastic activities- organizing co-curricular activities, Morning Assembly, various clubs-science, mathematics and literary club, Sports and Games, Celebrations of days of national importance, Field trips. • Professional growth of teachers-need, programmes, and organizations • Total Quality Management- Concept and importance, Quality Indicators, SWOC analysis-concepts and steps 	<p>Projects</p> <p>Seminar</p> <p>Participant observation</p> <p>Participation in school activities</p> <p>Involvement in activities</p> <p>Small group discussion</p> <p>Brain storming</p> <p>Institutional visit</p> <p>Participation in school activities</p>	
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Unit 3 Environmental awareness and importance of Environmental Education (16hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To understand the concept and components of environment</p> <p>2. To identify the types of environmental resources</p> <p>3. To realize the significance the biodiversity in protecting the environment</p> <p>4. To understand the concept, and importance of environmental</p>	<ul style="list-style-type: none"> • Concept and components of Environment, Natural and Manmade Environment • Environmental resources- types, Biodiversity-types and significance • Environmental education-concept and importance • Need of incorporating EE at various levels- Primary, Secondary and Tertiary level 	<p>Observation</p> <p>Video Presentation</p> <p>Hands on experience</p> <p>Field study</p> <p>Project method</p>	<ul style="list-style-type: none"> • Report writing • Work book analysis • Project analysis • Participation of students • Assignments • Diary writing • Practicum • Performance based assessment

<p>education.</p> <ol style="list-style-type: none"> 5. To understand the importance of studying environmental education at various levels 6. To realize the impact of human interventions on environment 7. To realize the consequences of human actions on the environment 8. To acquaint with various types of pollution 9. To develop a positive attitude towards the need for reducing global warming and related consequences 10. To practice environment protection measures in personal life. 11. To conduct conscientization programme on reducing the environmental pollution 12. To gain knowledge about the various environmental laws and rights 13. To familiarise with the constitutional provisions regarding the environmental protection 14. To apply the environmental laws and principles when need arises 15. To familiarise with the international efforts on environmental protection 	<ul style="list-style-type: none"> • Objectives and Principles of EE • Human interventions , its impact on Environment and measures of Environmental protection • Deforestation, Quarrying and Mining, Destruction of mangroves, sacred groves and wetlands, Population Explosion, Pollution-types, causes and effects. Depletion of Biodiversity, Extinction of species- • Climate change, water scarcity, loss of arable soil, global warming, ozone depletion, greenhouse effect. • Waste management, wildlife and forest conservation, water conservation, green culture, alternative sources of energy, organic farming, vermi composting. • 3. B) Education for sustainable development- Concept and significance (6 hrs) • Sustainable practices and role of students . • Role of Governmental agencies and NGO s in environmental protection. • Environmental laws and rights- Air act, Water act, Wildlife Protection act, Forest Conservation act , Articles 48 A, 51 A(g), International Protocols- Earth Summit, Kyoto Protocol, Montreal Protocol, Stockholm Conference. 	<p>Group tasks</p> <p>Small group discussion</p> <p>Field trip and observation</p> <p>Project method</p> <p>Workshops</p> <p>Poster presentation</p> <p>Action research</p> <p>Individual and group projects</p> <p>Problem bases learning</p> <p>Work shops</p> <p>Projects</p> <p>Lecture method</p> <p>Internet based learning</p>	<ul style="list-style-type: none"> • Role assessment • Analysis of problem solving • Assessment of innovative ideas • Class Test • Individual assessment
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Unit 4 Disaster management (10 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To familiarise the concept of disaster management 2. To familiarize with the phases of disaster management 3. To familiarise with the mentioned disasters 4. To prepare an action plan for disaster prevention and preparedness 	<ul style="list-style-type: none"> • Meaning and concept of disaster management • Phases of disaster management – Steps and brief description only • Prevention and preparedness for Flood, Land slide, Fire and Earthquake 	Small group discussion Action plan preparation Expert talk Role play Power point presentation	<ul style="list-style-type: none"> • Participation in discussion • Role assessment • Documentation analysis

Unit 5 Health Education (8 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness. 	<ul style="list-style-type: none"> • Health & Health Education • Meaning, importance and factors affecting Health 	Meaningful verbal presentation	<ul style="list-style-type: none"> • Test
<ol style="list-style-type: none"> 2. To impart knowledge regarding food and nutrition, first aid and the importance of posture. 3. Develop awareness about various lifestyle diseases and their prevention. 	<ul style="list-style-type: none"> • Understanding Nutrition • - Macro and Micro Nutrients • First Aid - Definition • Posture - Congenital and acquired postural deformities • Remedial measures for acquired postural problems 	Narrative expressions Group activity Personal profiles Verbal orientation Demonstration Group activity Verbal presentation Preparation of database	<ul style="list-style-type: none"> • Debating and discussions • Test • Survey reports • Group presentation • Posture assessment Grid

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EDU – 12 : LEARNER IN THE EDUCATIONAL PERSPECTIVE

(Theoretical Discourses – 45 hours & CE – 25 hours)

COURSE OUTCOME

- CO 1:** To integrate the values among learners
- CO 2:** To synthesis the role of learning for meaningful existence
- CO 3:** To understand rights and duties of an Indian citizen
- CO 4:** To develop an attitude to eliminate gender bias in educational institutions and society
- CO 5:** To familiarise the life skills among the learners
- CO 6:** To practice and enhance the mental and physical strength among students
- CO 7:** To acquaint with the guidance and counselling procedures
- CO 8:** To understand professional ethics
- CO 9:** To equip student teachers professionally competent for inclusive classrooms.

Contents :

UNIT I: LEARNER AND MEANINGFUL EXISTENCE

UNIT II: GENDER, SCHOOL AND SOCIETY

UNIT III: DEVELOPING AN INTEGRATED LEARNER

UNIT IV CLASSROOM AND BEHAVIOUR MANAGEMENT

UNIT I: LEARNER AND MEANINGFUL EXISTENCE

20hours (15T+5P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To integrate learner with learning in a holistic manner 2. To understand Duties and Rights of Indian Citizens 3. To inculcate values in the changing social scenario 4. To understand professional ethics of teachers	<ul style="list-style-type: none"> ○ Four pillars of education suggested by UNESCO ○ Citizenship Training- Duties and Rights of Indian Citizens ○ Peaceful coexistence and need for peace Education ○ Prohibition of Child Labour ○ Value integration- Concept of Purusharthas- National values- Values laid down in Indian constitution ○ Professional Ethics Of teachers 	Lecture discussion The Stage Specific Focus Group activities Organised discussion and reflective exercises Workshop Debates Role plays	Response analysis Performance based assessment Internal Test

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- Dyakara Reddy D. & Rau.(2007). Value education. Discovery publishing House. New delhi
- Dhananjaya Joshi.(2006). Value education in global perspectives, Lotus Press
- Tony Grundy(Author), Laura Brown(Author).Value-based Human Resource Strategy: Developing your HR Consultancy RolePaperback– Import, 4 Sep 2003

UNIT II:GENDER, SCHOOL AND SOCIETY (25Hrs 15 T+10 P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To analyse the historical perspectives of gender bias</p> <p>2. To adopt strategies to address gender issues in education</p>	<ul style="list-style-type: none"> ○ Gender bias in India- Historical and Socio-cultural perspectives and gender specific roles- Gender equity and significant role of women during Dravidian and Vedic culture ○ Situations of gender differences, Educational, Social, Political, Economical, Gender bias in educational institutions and in the development of curriculum and textbooks, in the management of the school, Strategies for addressing gender issues in education ○ Empowerment of girls as empowerment of society and role of teacher to develop attitude of equity-policy and management-women's action groups 	<p>Lecture discussion</p> <p>Workshop</p> <p>Debates</p> <p>Symposium</p> <p>Multimedia</p> <p>Presentation</p>	<p>Response analysis</p> <p>Extension activity with a motive of Value inculcation.</p>

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UNIT III DEVELOPING AN INTEGRATED LEARNER 15 hours (10 T+5P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To familiarise the life skills among the learners.</p> <p>2. To practice and enhance the mental and physical strength among students.</p> <p>3. To acquaint with the guidance and counselling procedures</p>	<ul style="list-style-type: none"> • Meaning and scope of Life skill education- WHO classification of life skills-strategies for applying life skills for capacity development. • Guidance and Counselling- Meaning, scope, types, procedure and organisation of guidance cell- Application in inclusive classrooms. • Counselling- meaning and nature of Counselling Skills and procedure. - adolescent issues and their management- Sexual harassment, Substance abuse-- Impact of media/ Internet/ mobile - Geriatrics - challenges and care Depression and suicide- causes and remedies. 	<p>Lectures</p> <p>Interview</p> <p>Puppetry</p> <p>Life skill Camps</p> <p>Prepare activities based on Life skills.</p> <p>Prepare sample script for role play.</p> <p>Develop an activity to foster life skills in the class room.</p> <p>Conduct mock counselling sessions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Field visit <input type="checkbox"/> Role Play <input type="checkbox"/> Practical works <input type="checkbox"/> Assignments <input type="checkbox"/> Seminar presentation <input type="checkbox"/> Test Paper <input type="checkbox"/> Performance Based <input type="checkbox"/> Assessment

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

UNIT IV : Classroom and Behaviour Management 10 hours(5T+5P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>1. To familiarise the trends and practices of classroom management.</p> <p>2. To practice and enhance the behavior management strategies.</p> <p>3. To acquaint with the behavioural changes occur within a social group or between social groups.</p>	<p><input type="checkbox"/> Classroom Management-trends, practices and strategies, Behaviour management.</p> <p><input type="checkbox"/> Group Dynamics- Sociometry and types of leadership.</p>	<p>Open meeting of parents.</p> <p>Construction of Sociometry in a group</p> <p>Interviews</p>	<p><input type="checkbox"/> Field visit</p> <p><input type="checkbox"/> Role Play</p> <p><input type="checkbox"/> Practical work</p> <p><input type="checkbox"/> Assignments</p> <p><input type="checkbox"/> Seminar presentation</p> <p><input type="checkbox"/> Test paper</p> <p><input type="checkbox"/> Performance based</p> <p><input type="checkbox"/> Assessment</p>

References

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Sem III EDU-13.1: Emerging Trends and Practices in Malayalam Education

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

Course Outcome (CO)

- CO 1 To get familiarized with the modern instructional management and self-instructional methods and strategies.
- CO 2 To get acquainted with assessment strategies of Malayalam education.
- CO 3 To understand the importance of resources in teaching and learning Malayalam.
- CO 4 To get familiarized with the theory and practice of different language discourses.

Contents:

- Unit 1 : Modern instructional management and strategies in Malayalam education**
- Unit 2 : Strategies of assessment in Malayalam education**
- Unit 3 : Resources in teaching and learning of Malayalam**
- Unit 4 : Discourse oriented pedagogy**

Unit 1 : Modern instructional management and strategies in Malayalam education

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get familiarized with the modern instructional management and self-instructional methods and strategies.	<ul style="list-style-type: none"> Workshop, Seminar, Symposia, Debates e-learning, m-learning, e-tutoring, web based learning Online courses – Coursera and Udemy (Apps) LMS – Learning Management System- Moodle, Google Classroom etc. MOOC courses. <p>Personalized Instruction</p> <ul style="list-style-type: none"> Programmed instruction – Linear and Branched Instructional Modules Computer Assisted Instruction- CAI Computer Managed Instruction- CMI 	<p>Discussion on given reading materials.</p> <p>Preparation of modules</p> <p>Invited talk on LMS and MOOC</p>	<p>Participation in discussion</p> <p>Involvement in the workshop</p> <p>CE - Test</p>

Unit 2 : Strategies of assessment in Malayalam education

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get acquainted with assessment strategies of Malayalam Education	<ul style="list-style-type: none"> Different Types of evaluation. Objective based evaluation Continuous and comprehensive Evaluation-CCE Importance of Rubrics Evidence based performance assessment through ‘Portfolios’ Construction and administration of achievement test and 	<p>Discussion on various assessment strategies.</p> <p>Practical sessions on preparation of rubrics</p> <p>Preparation of portfolios , Collection of evidences</p>	<p>CE - Innovative Work</p> <p>Participation in discussion</p> <p>Manner of presentation</p>

	diagnostic test <ul style="list-style-type: none"> • Significance of grading system in schools • Feedback - importance, different types. • Reflective practice • Reflective Journal 	Practice sessions on achievement/diagnostic test construction Debate on grading system prevailing in school education	
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Unit 3 : Resources in teaching and learning of Malayalam

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To understand the importance of resources in Teaching and Learning of Malayalam	Text Book: <ul style="list-style-type: none"> • Characteristics of a good text book • Teacher's Handbook • Resource Units • Dictionaries, Thesaurus, Encyclopedias 	Discussion on the characteristics of a good text book practice sessions on resource unit design and development Assignments	Participation of students Performance of students in the practical sessions

Unit 4 : Discourse oriented pedagogy

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get familiarized with the theory and practice of different language discourses	<ul style="list-style-type: none"> • Importance of discourse in language learning and teaching • The salient features of Discourse Oriented Pedagogy • Functions of: Debate, Drama Seminars, Discussions, Conversations, Diary, Posters, Narratives, Screen Play, Editorials, and Travelogues etc. 	Preparation of discourse oriented activities for high school classes Discussion on the suitability and adaptability of discourse oriented pedagogy Preparation of discourse like narratives/ travelogues/ editorials/ posters etc.	Prepared activities Active Participation in discussion Written documents

EDU 13.2 : Emerging Trends and Practices in English Education

(Theoretical discourses – 60 & CE – 30 hours)

Course Outcome (CO)

- CO 1 To familiarize with emerging trends in English language education
- CO 2 Develop an awareness of strategies for assessment in English
- CO 3 Explore possibilities of ICT- based material design for curriculum transaction.
- CO 4 Identify ways of professionalizing Language Education in a
- CO 5 Techno-pedagogic scenario.

Content

Unit I: Modern Instructional Strategies in English Education

Unit II : Strategies of Assessment in English Education

Unit III: Material Design for Curriculum Transaction in e-platform

Unit IV: Reflective Practices

Unit 1 : Modern Instructional strategies in English education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with evolving instructional strategies 2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning	<input type="checkbox"/> Collaborative Learning and Co-operative Learning <input type="checkbox"/> Connectivism-learning through Aggregation, Remixing, Repurposing and Feeding forward <input type="checkbox"/> Metacognitive strategies in language learning <input type="checkbox"/> Webinars <input type="checkbox"/> Video conferencing <input type="checkbox"/> e-learning, Blended Learning, Virtual Learning <input type="checkbox"/> e-tutoring, Massive Open Online Courses	Tasks involving cooperation and collaboration Knowledge analysis Re-creation Textual reading and reflection	<input type="checkbox"/> Completion and submission of tasks <input type="checkbox"/> Sharing/recreating resources <input type="checkbox"/> Improvement in performance <input type="checkbox"/> Compilation of knowledge garnered from Internet <input type="checkbox"/> Trainee created digital aids for online teaching <input type="checkbox"/> Participation in online learning <input type="checkbox"/> Submission of Lesson Plans that

	(MOOC) <input type="checkbox"/> Lesson Planning for modern instructional strategies	Online access and participation Explores online sources Identification/preparation and use of digital resources for online learning Task completion Reflection and collaboration with peers Specimen Lesson Plan writing	fulfils essential criteria
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Unit II : Strategies of Assessment in English Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers are introduced to assessment techniques and practices	<input type="checkbox"/> Self-Reflection and Peer-Evaluation <input type="checkbox"/> Continuous and Comprehensive Evaluation (CCE)	Construction of test types Preparation of Question Paper	<input type="checkbox"/> Course Book content-based test construction

	<input type="checkbox"/> Different types of tests-Purpose and mechanism <input type="checkbox"/> Criteria of a good test in English <input type="checkbox"/> Question forms- LOT & HOT questions <input type="checkbox"/> Test types for LSRW <input type="checkbox"/> Construction and administration of:- Achievement & Diagnostic Tests <input type="checkbox"/> Remedial Teaching <input type="checkbox"/> Formative and Summative Assessment <input type="checkbox"/> ICT integrated Assessment practices ; Assessment Rubrics in language testing;e-Portfolio	Group and Pair work	
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Unit III: Material Design for Curriculum Transaction in e-platform

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers familiarizes with design and development of e-content materials	<input type="checkbox"/> e-content design and development <input type="checkbox"/> e-content authoring <input type="checkbox"/> e-Padasala and Brihaspathi <input type="checkbox"/> NMEICT <input type="checkbox"/> Short Learning Objects (SLOs) and Reusable Learning Objects (RLOs)	Intro lecture-cum demonstration on Creation of e-content	<input type="checkbox"/> Rubrics to check e-learning materials produced

Unit IV: Reflective practices

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with ways of improving performance through reflection 2. Develop ability to apply TQM strategies	<input type="checkbox"/> -Teacher Performance Standards <input type="checkbox"/> -Rubrics for self assessment <input type="checkbox"/> -Self reflection <input type="checkbox"/> -Total Quality Management for Language Teachers	Intro lecture on standards of achievement and performance Self assessment Reflects on own ability and skills Preparation of plan of action for improving own performance	<input type="checkbox"/> Pre and Post test during Practice Teaching aimed at improving performance based on standards

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- Useful sites for teachers:
- 55 Cloud Based eLearning Authoring Tools : <http://elearningindustry.com/the-ultimate-list-of-cloud-based-authoring-tools>
- The MOOC Guide: <https://sites.google.com/site/themoocguide/>

EDU – 13.3 : EMERGING TRENDS AND PRACTICES IN HINDI EDUCATION

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

Course Outcome (CO)

- CO 1 To make the prospective teachers competent in understanding and applying various instructional strategies
- CO 2 To get acquainted with the principles and practices of developing suitable testing mechanisms and feedback mechanisms
- CO 3 To understand the diverse aspects of digital texts and e-content for transacting Hindi
- CO 4 To become capable of designing and implementing online assessment tools and techniques
- CO 5 To prepare the prospective teachers as reflective practitioner
- CO 6 To generate a professional aspiration among prospective teachers by preparing for competitive / placement exams

CONTENTS :

Unit 1: Modern Instructional Strategies in Hindi Education

Unit 2: Strategies of Assessment in Hindi Education

Unit 3: Material Design for curriculum Transaction in E– platform

Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Hindi Education(16Hrs + 8 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Evolve modern instructional strategies 2. Evolve and utilize appropriate instructional strategies to satisfy the needs of different categories 3. Equip Student teachers to address the special needs of differently	<input type="checkbox"/> Evolving instructional strategies for collaborative & co-operative learning in small and medium groups, peer tutoring , experiential learning, blended learning, self study, teaching thinking skills, process skills and digital skill <input type="checkbox"/> Meta cognitive strategies, Webinars, Learning on the cloud platform	Collaborative learning Co-operative learning Constructivist approach of knowledge	<input type="checkbox"/> Assessment of learning process and reflections <input type="checkbox"/> Assessment of students' progress <input type="checkbox"/> Assessment of learning materials prepared for differently abled students

<p>abled children in Hindi language classroom</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evolving instructional strategies for- High, Average and Low achievers in the heterogeneous classroom <input type="checkbox"/> Instructional strategies and teaching learning materials to address the special needs of differently abled children (CSWN-Children with special needs) in the language classroom 	<p>generation</p> <p>Comparative & critical study on various methods and strategies</p> <p>Online learning</p> <p>Narrative expression</p> <p>Web search</p> <p>Adopting different strategies according to the level of students</p> <p>Developing different strategies for differently abled students</p>	
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Unit 2 Strategies of Assessment in Hindi Education (18 Hrs + 7 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Get acquainted with different types of evaluation and assessment techniques</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quantitative V/S Qualitative Assessment <input type="checkbox"/> Formative and Summative Evaluation, Scheme of Grading, Continuous and 	<p>Brain storming</p> <p>Meaningful verbal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz session <input type="checkbox"/> Portfolio Assessment <input type="checkbox"/> Rubrics

<p>2. Become capable of designing and implementing various performance tests</p> <p>3. Familiarize with online assessment tools and techniques</p> <p>4. Get acquainted with the practices of feedback mechanisms</p> <p>5. Develop a professional aspiration for competitive / placement exams</p>	<p>Comprehensive Evaluation, different types of tests---Norm referenced test, Criterion referenced test</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic test, Achievement test: Design of the test/Blue Print <input type="checkbox"/> Performance test : assessment based on process indicators like listening comprehension, pronunciation, vocabulary test, reading test, handwriting assessment, creative writing, communication skill assessment <input type="checkbox"/> Portfolio Assessment, Rubrics <input type="checkbox"/> Self reflection, Peer evaluation and teacher evaluation <input type="checkbox"/> Assessing student performance as feedback for Students progress --- Teacher’s proficiency --- Parents <input type="checkbox"/> Opportunity for self reflection---Self Evaluation, Peer Evaluation and Teacher Evaluation of classroom practices, <input type="checkbox"/> preparation and application of context based data sheets <input type="checkbox"/> Competitive exams- Basic ideas of NET, SET, K-TET, Proficiency courses offered by Kerala Hindi PracharaSabha and Dakshin Bharath Hindi PracharaSabha ,Translation courses in Hindi 	<p>expression</p> <p>Activities for the development of language skills ,communication skills</p> <p>Drill and Practise</p> <p>Projects</p> <p>Online learning</p> <p>Construction of test types</p> <p>Preparation of Question Paper</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Self reflection <input type="checkbox"/> Peer evaluation <input type="checkbox"/> Preparation of achievement and diagnostic test <input type="checkbox"/> Preparation of different types of tests <input type="checkbox"/> Diagnostic Test & Achievement test
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Unit 3 Material Design for Curriculum Transaction in E- Platform (12 Hrs + 8 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Generate curriculum transaction modes in teaching Hindi 2. Familiarizes with ways of designing digital texts and e-content 3. Develop skills in using websites,digital basic tools and softwares for modern instructional practices in Hindi	<input type="checkbox"/> Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode <input type="checkbox"/> Experience with curriculum designs- designing of student-teacher generated digital texts,and e-content <input type="checkbox"/> Adapting free downloadable digital resources in Hindi <input type="checkbox"/> Use of basic tools and softwares in Hindi - Google transliteration (for Hindi typing), using Hindi online dictionaries – www.shabdkosh.com, collection of Hindi sites - http://dir.hinkhoj.com , searching Wikis for collecting materials for classroom instruction	Discussion Demonstration Self study Supervised study Self evaluation Observation Use of web-resources Creating Digital learning platforms	<input type="checkbox"/> Analysis of performance <input type="checkbox"/> Evaluation of various curriculum designs <input type="checkbox"/> Assessment of e-content script in Hindi

Unit 4 Teacher as a reflective practitioner (14 Hrs+ 6 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Capacitate the concept of teacher as a reflective practitioner 2. Become competent in practicing reflective strategies in instructional process	<input type="checkbox"/> Teacher as a reflective practitioner – concept--modes and means of reflective practices in Hindi- designing and developing tools for reflection in Hindi <input type="checkbox"/> Reflective strategies – concept map, brain storming, portfolio writing, problem solving, blogs, online forums, Rubrics for self assessment, Self reflection .	Brain storming Self Assessment Online learning Group investigation Problem solving	<input type="checkbox"/> Pre and post tests of practice teaching <input type="checkbox"/> Online assessment <input type="checkbox"/> Concept maps <input type="checkbox"/> Portfolio writing <input type="checkbox"/> Rubrics for self assessment

SEMESTER III

EDU 13 .4 : EMERGING TRENDS AND PRACTICES IN SANSKRIT EDUCATION. [60HOURS+30HOURS]

Course Objective (CO):

CO 1 To familiarize and apply vocationally with Modern Instructional strategies in Sanskrit education

CO 2 To apply suitable strategies of assessment in Sanskrit Learning

CO 3 To design the material for curriculum transaction in E-platform

CO 4 To develop CPD

CONTENTS

UNIT I: MODERN INSTRUCTIONAL STRATEGIES IN SANSKRIT EDUCATION.

UNIT II STRATEGIES OF ASSESMENT IN SANSKRIT EDUCATION.

UNIT III MATERIAL DESIGN FOR CURRICULAM TRANSACTION IN E-PLATFORM.

UNIT IV CPD AND REFLECTIVE PRACTICES

UNIT I: MODERN INSTRUCTIONAL STRATEGIES IN SANSKRIT EDUCATION.[15HOURS+7HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION.
To familiarize and apply vocationally with Modern Instructional strategies in Sanskrit education.	<p>Collaborative learning and co-operative learning. Connectivism-Learning through Aggregation, Remixing, Repurposing, and feeding forward. Metacognitive strategies in language learning. Web seminars. Video conferencing. E-learning, Blended learning, Virtual learning. E-tutoring, Massive Open online courses[MOOC]</p> <p>Learning on the Cloud Platform. Lesson planning for the modern instructional strategies.</p>	<p>Demonstration.</p> <p>Lecture method.</p> <p>Group discussions.</p> <p>Debate.</p> <p>Demonstration.</p> <p>Presentation.</p>	<p>Observation.</p> <p>Observation.</p> <p>Role performance.</p> <p>Participant observation.</p> <p>Observation.</p> <p>Performance.</p>

UNIT II STRATEGIES OF ASSESMENT IN SANSKRIT EDUCATION[14HOURS+9HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To apply suitable strategies of assessment in Sanskrit Learning.	<p>Self-Reflection and Peer-Evaluation. Continous and comprehensive Evaluation[CCE] .Different types of tests- Purpose and mechanism.</p> <p>Criteria of a good test in Sanskrit. Question forms: - LOT and HOT question s. Test types of LSRW. Construction and</p> <p>Administration of : Achievement and Diagnostic Tests. Remedial teaching. Formative and summative assessment.ICT Integrated Assesment Practices: Assesment Rubrics in language testing.E-Portfolio.</p>	<p>Demonstration.</p> <p>Lecture method.</p> <p>Discussions.</p> <p>Narrative expressions.</p> <p>Meaningful verbal expressions.</p> <p>Achievement test .</p> <p>Diagnostic test.</p> <p>Lecture method.</p> <p>Peer evaluation of classes.[five]</p> <p>Discussions.</p> <p>School internship-phase-1-10weeks.</p>	<p>Observation.</p> <p>Participant observation.</p> <p>Individual Performance.</p> <p>Observation and analysis.</p> <p>Discuss and construct and finally evaluate.</p> <p>Listening.</p> <p>Observation.</p> <p>Participant observation.</p> <p>Individual assesment.</p>

UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM.[18HOURS+8HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To design the material for curriculum transaction in E-platform.	E-content design and development. E-content authoring. E-Padasala and Brihaspathi. NMEICT.Short learning Objects [SLOs] and Reusable Learning Objects[RLOs]	Meaningful verbal expressions. Peer instruction.	Participant observation. Observation.

UNIT IV: CPD AND REFLECTIVE PRACTICES[13HOURS+6HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To develop CPD.	Continuing Professional development[CPD].Teacher performance standards. Rubrics for self assessment.Self reflection.Total quality management for Language Teachers.	Lecture cum Discussion. Demonstration. Discussions. Presentation.	Observation. Participant observation. Individual assessment. * Test -5 marks.

Continuous Evaluation (CE) = 25 Marks

1. Innovative work-1 = 10 Marks

2. Reading and reflecting on text = 5 Marks.

3. Peer evaluation = 5 Marks

4. Mid semester exam = 5 Marks.

(Both internal and external assessment)

EDU 13.5 EMERGING TRENDS AND PRACTICES IN ARABIC EDUCATION

(Theoretical Discourses. 60 hours. CE 30 hours)

Course Outcome (CO)

- CO 1 *Familiarize with the practices in modern instructional strategies*
- CO 2 *Acquaint with the modern Assessment and evaluation strategies*
- CO 3 *Acquire the ability to develop various assessment tools and apply it*
- CO 4 *Explore the practices of curriculum transaction by applying eplatforms*
- CO 5 *Familiarizes with the modern trends and developments in Arabic language Education*
- CO 6 *Equip and develop interest in teaching profession*

Contents

UNIT I : MODERN INSTRUCTIONAL STRATEGIES IN ARABIC EDUCATION

UNIT II : STRATEGIES OF ASSESSMENT IN ARABIC LANGUAGE EDUCATION

UNIT III : MATERIAL DESIGN FOR CURRICULUM TRASACTION IN E-PLATFORM

UNIT IV : TEACHER AS A REFLECTIVE PRACTITIONER

UNIT I : MODERN INSTRUCTIONAL STRATEGIES IN ARABIC EDUCATION

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with the practices in Modern instructional strategies	<ul style="list-style-type: none"> • Modern Strategies in language teaching & learning: • Collaborative Learning & Co-operative Learning • Workshop, Seminar, Symposia, Debate, • Video conferencing, • e-learning, Blended Learning, Virtual 	Introductory Lecture Discussion Group Discussion Observation	<ul style="list-style-type: none"> • CE • Assignment • Seminar report • Class test • TE
	Learning, <ul style="list-style-type: none"> • Multiple level learning, Learning disabilities • Inclusive education : concept, need & importance • CWSN(Children With Special Needs), Strategies of Teaching CWSN 	Narration	

UNIT II : STRATEGIES OF ASSESSMENT IN ARABIC LANGUAGE EDUCATION

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Acquaints with modern Assessment and evaluation strategies</p> <p>2. Acquire the ability to develop various assessment tools and apply it</p>	<ul style="list-style-type: none"> • Assessment / evaluation in teaching and learning : • Assessment of learner achievements • Objectives of assessment, Tools& Types ; formative and summative evaluation • Continuous Evaluation, comprehensives evaluation, Continuous and comprehensive evaluation • Construction and administration of achievement tests • Diagnostic tests and Remedial teaching • Marking and grading, Grading indicators 	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p> <p>Observation</p> <p>Narration</p>	<ul style="list-style-type: none"> • CE • Class Test • Assignments • Reports • TE

	<ul style="list-style-type: none"> • Preparation and use online tests and its application • Student evaluation: Self evaluation, Peer evaluation • Preparation of scoring indicators for CE and CCE • Assessment Rubrics 		
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UNIT III : MATERIAL DESIGN FOR CURRICULUM TRASACTION IN E-PLATFORM

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. <i>Explores the practices of curriculum transaction by applying e -platforms</i>	<ul style="list-style-type: none"> • ICT enabled Language Teaching : • E-content design and development • E-content authoring • Online language teaching and learning • Online Language learning materials: language games, Online vocabulary games • Online grammar games 	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> • CE • Reports • Workshop products • Assignment: • Soft copy • TE

UNIT IV: TEACHER AS A REFLECTIVE PRACTITIONER

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Equips the teacher and develop interest in teaching profession	<ul style="list-style-type: none"> • Teacher ; Teaching Profession: • Professional Traits and competencies, • Professional Ethics. • Arabic Language Teacher : His varying roles, Qualities & qualifications • Humanistic teacher attributes : • Temperance, Empathy, Academic Aristocracy, Commitment, Humor, Ethics, Reflection • Knowledge worker, Facilitator, Mentor, Social Engineer, & guide • Reflective Practitioner, • <i>Teacher Development,</i> • <i>Professional Development,</i> • <i>Continuing professional Development</i> • <i>Teacher Accountability</i> • Rubrics for self assessment 	<p>Introductory</p> <p>Lecture</p> <p>Discussion</p> <p>Group</p> <p>Discussion</p> <p>Observation</p> <p>Narration</p>	<ul style="list-style-type: none"> • CE • Assignment • Reports • TE

References:

- Al Mawajjah Al FanniLiMudarrisee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Daral maarif, Al qahira
- Thaaaleem al lughal al Arabiyya lighairi al nathiqeenabiha : Makthab al tharbiyya al Arabiliduwal al Khaleej
- Thuruquthadreesal lughaal Arabiyyalilmadarisal muthawassithawathanaiyya : HasanMullaUthman; Daralamal Kuthublithbaawannashshrwathouzeea, Riyadh, KSA
- Thaqnolojiya al Thaaaleem; Al wasail al thaaaleemiyyawathaqaqniyyath al thaaluum: Dr. Muhammed Assam Tharbay, Dar Hammurabi llnashriwathouzeea
- AsaleebWaThuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi llnashriwathouzeea
- Providing teachers effective strategies for using technology techtrends: Brown B&Henscheid
- IstheeratheejiyyathwaMaharah al Tharees :Kamal al Jundi; Dar al Jumhooriyalilthibaa
- Wasaail al Ithisalwathaknologyafithaaleem :DrAbd al hafiz muhammedsalama ,Dar al Fjkar
- Al thadreeswaIadad al Muallim: Dr.SAbdulrahmanqindeel Dar al Nashr al Duwali
- Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
- Al ThadreesAhdafuhuwasasuhuwaAsaleebuhuThaqweemuNathaijuhuwaThathbeeqathuhu: DrFikriHasanRayan, Aalm al kutub , al qahira
- MadkhallaTharbiya al muthamayyizeenawalMauhooben, Dar al fikaralithibaawaNashr
- Thaqniyyath al thaaaleem(Mafhoomuhawadouruha fi thahseeniamaliyyath al thaaaleemwathaallum: BadarSalih
- Al tharbiyawathuruquthadrees: SalihabdulAzeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
- KaifaThulqiDarsak: Yabhasu fi usooli al tharbiyathwathadrees, Dar al ImlilMalayeen ,Bairut.
- Al Muwajjah al Amali li Mudarrisee al Lughal Al Arabiyya: AbidThoufeeq al Hashmi; Al Risala publishing House, Bairut
- Journal of Teacher Education, NCTE
- Open and Distance Learning-Global Challenge: TaloeseraHemalatha, New Delhi
- Computer Based Instruction; Methods & Development & Stanly R ; Prentice Hall
- Introduction to Educational Technology : Kulkarni S

EDU – 13.6 : Emerging Trends and Practices in Tamil Education.

(Theoretical Discourses – 60 & CE – 30 hours)

Course Outcome (CO)

- CO 1 To familiarize with emerging trends in Tamil language education
- CO 2 Develop an awareness of strategies for assessment in Tamil
- CO 3 Explore possibilities of ICT- based material design for curriculum transaction.
- CO 4 Identify ways of professionalizing Language Education in a Techno-pedagogic scenario.

Contents:

Unit I: Modern Instructional Strategies in Tamil Education

Unit II : Strategies of Assessment in Tamil Education

Unit III: Material Design for Curriculum Transaction in e-platform

Unit IV: Reflective Practices

Unit 1 : Modern Instructional strategies in Tamil education (25 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Student teacher familiarizes with evolving instructional strategies</p> <p>2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning</p>	<ul style="list-style-type: none"> • Collaborative Learning and Co-operative Learning • Connectivism-learning through Aggregation, Remixing, Repurposing and Feeding forward • Metacognitive strategies in language learning • Webinars • Video conferencing • e-learning, Blended Learning, Virtual Learning • e-tutoring, Massive Open Online Courses (MOOC) • Lesson Planning for modern instructional strategies 	<p>Tasks involving cooperation and collaboration</p> <p>Knowledge analysis Re-creation</p> <p>Textual reading and reflection Online access and participation</p> <p>Explores online sources</p> <p>Identification/preparation and use of digital resources for online learning</p> <p>Task completion</p> <p>Reflection and collaboration with peers</p> <p>Specimen Lesson Plan writing</p>	<ul style="list-style-type: none"> • Completion and submission of tasks • Sharing/recreating resources • Improvement in performance • Compilation of knowledge garnered from Internet • Trainee created digital aids for online teaching • Participation in online learning • Submission of Lesson Plans that fulfils essential criteria

Unit II : Strategies of Assessment in Tamil Education (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
3. Student teachers are introduced to assessment techniques and practices	<ul style="list-style-type: none"> • Self-Reflection and Peer-Evaluation • Continuous and Comprehensive Evaluation (CCE) • Different types of tests-Purpose and mechanism • -Criteria of a good test in Tamil • -Question forms- LOT & HOT questions • - Test types for LSRW • -Construction and administration of:- Achievement & Diagnostic Tests • -Remedial Teaching • -Formative and Summative Assessment • ICT integrated Assessment practices ; 	Construction of test types -Preparation of Question Paper -Group and Pair work	<ul style="list-style-type: none"> • Course Bookcontent-based test construction

Unit III - Material Design for Curriculum Transaction in E- Platform (25 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
4. Generate curriculum transaction modes in teaching Tamil. 5. Familiarizes with ways of designing digital texts and e-content	<ul style="list-style-type: none"> • Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode • Experience with curriculum designs- designing of student-teacher generated digital texts, and e-content 	Discussion Demonstration Self study Supervised study	<ul style="list-style-type: none"> • Analysis of performance • Evaluation of various curriculum designs • Assessment of e-content script in Hindi

<p>6. Develop skills in using websites,digital basic tools and softwares for modern instructional practices in Tamil.</p> <p>7. Student teachers familiarizes with design and development of e-content materials</p>	<ul style="list-style-type: none"> • Adapting free downloadable digital resources in Tamil • Use of basic tools and softwares in Tamil - Google transliteration, using Tamil online dictionaries –searching Wikis for collecting materials for classroom instruction • e-content design and development • e-content authoring • e-Padasala and Brihaspathi • NMEICT 	<p>Self evaluation</p> <p>Observation</p> <p>Use of web-resources</p> <p>Creating Digital learning platforms</p>	
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Unit IV: Reflective practices (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>8. Student teacher familiarizes with ways of improving performance through reflection</p> <p>9. Develop ability to apply TQM strategies</p>	<ul style="list-style-type: none"> • Teacher Performance Standards • Rubrics for self assessment • Self reflection • Total Quality Management for Language Teachers 	<p>Intro lecture on standards of achievement and performance</p> <p>Self assessment</p> <p>Reflects on own ability and skills</p> <p>Preparation of plan of action for improving own performance</p>	<ul style="list-style-type: none"> • Pre and Post test during Practice Teaching aimed at improving performance based on standards

EDU 13 .7: EMERGING TRENDS AND PRACTICES IN MATHEMATICS EDUCATION
(Theoretical Discourse - 60 hrs, CE - 30 hrs)

Course Outcome (CO)

- CO1: To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Mathematics Education professional**
- CO2: To get a field based understanding of theories and principles of pupil assessment and evaluation**
- CO3: To identify the Entrepreneurial opportunities of futuristic significance associated with the Mathematics Education.**
- CO4: To enrich the vision and capabilities of prospective mathematics teachers as reflective practitioners during and after the pre-service education.**

Contents:

- Unit 1: Modern Instructional Strategies in Mathematics Education**
- Unit 2: Strategies of Assessment in Mathematics Education**
- Unit 3: Material Design for Curriculum Transaction in e-platform**
- Uni 4: Teacher as a Reflective Practitioner**

Unit I: MODERN INSTRUCTIONAL STRATEGIES IN MATHEMATICS EDUCATION

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1.To familiarize modern instructional approaches for classroom learning</p> <p>2.To acquaint with the concept of online learning and blended learning</p> <p>3.To identify special education needs of slow learners, gifted and creative learners</p>	<ul style="list-style-type: none"> • Modern instructional approaches for learning- Jigsaw technique, circle learning, concept mapping, think-pair andshare * Online learning, blended learning 	<ul style="list-style-type: none"> - Meaningful verbal expression - Group discussion - Brain storming - Peer tutoring - Seminar 	<ul style="list-style-type: none"> - Questioning - On-task behaviour in class - Participant observation

Unit II:STRATEGIES OF ASSESSMENT IN MATHEMATICS EDUCATION

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<p>1. To make the learners</p>	<ul style="list-style-type: none"> • Concept of Self Reflection and peer evaluation • Concept of CCE • Concept of Educational Evaluation • Different types of Evaluation <ul style="list-style-type: none"> _ Concepts of Placement, formative Vs 	<ul style="list-style-type: none"> -Discussions - Meaningful verbal expression 	<ul style="list-style-type: none"> _ Document analysis _ Student reports - _ Questioning - Class test

<p>aware of the importance of providing feedback</p> <p>2. To acquaint with the competitive tests in Mathematics at various levels</p> <p>3. To understand the construction of achievement and diagnostic test</p> <p>4. To familiarize with continuous and comprehensive evaluation and grading system</p> <p>5. To develop rubrics for CCE assessment, self reflection and peer evaluation</p> <p>6. To understand the concept of self reflection and peer evaluation</p>	<p>summative, product vs process, internal Vs external, diagnosis, Objective based evaluation,</p> <ul style="list-style-type: none"> • Assessment -of learning <ul style="list-style-type: none"> -for learning - as learning • Concept of Educational Diagnosis- _ Diagnostic test – Concept, steps of construction and Remedial teaching • Type of test items – Objective type, short answer type and Essay type • _ Concept of Achievement Test, purpose, steps of construction • _ Distinction between Achievement and Diagnostic Test • _ characteristics of a good evaluation tool • Online assessment-meaning <ul style="list-style-type: none"> -Practicing of online tools. 	<ul style="list-style-type: none"> - Group discussion - Preparation of rubrics - Buzzer sessions - Seminar 	<ul style="list-style-type: none"> - Assessment of rubrics - Participant observation - Concept paper preparation
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7.To acquaint with online assessment and experience different practices			
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Unit III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN e-PLATFORM

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
<ol style="list-style-type: none"> 1. To understand the concept of curriculum transaction material design 2. To familiarize with various curriculum transaction materials using techno pedagogy 3. To design and develop techno pedagogic curriculum transaction materials for learning Mathematics 4. to understand and develop e- content for teaching various topics of Mathematics 	<ul style="list-style-type: none"> • Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digitaltexts • E content development-steps • Development of e-content material on any topic in Mathematics 	<p>Demonstrations</p> <p>Illustrations</p> <p>Video clippings</p> <p>Web basedillustrations</p> <p>Power pointPresentations</p> <p>Assigned readings of</p> <p>e-text</p>	<p>E-Lesson Assessment</p>

Unit IV:TEACHER AS A REFLECTIVE PRACTITIONER

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1.To understand the meaning of reflective practices 2. To prepare tools for evaluation of reflective practices 3. To make the students familiar with postings in blogs	_ Concept of reflective practices Teacher as a reflective Practitioner _ Designing and development of tools for reflection by student teacher _ Posting of reflections during practice teaching in Blogs.	<ul style="list-style-type: none"> - Narrative expression in small or medium groups - Document analysis - Debate - Think Aloud 	_ Online Evaluation of postings in blogs <ul style="list-style-type: none"> - Reflective Journal Analysis - Participant observation <p style="text-align: center;">Test</p>

Suggested reference books :

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

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

EDU – 13.8: EMERGING TRENDS AND PRACTICES IN PHYSICAL SCIENCE EDUCATION

(Theory - 60 hrs, CE - 30 hrs)

Course Outcome (CO)

- CO 1 To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Science Education professional
- CO 2 To get a field based understanding of theories and principles of pupil assessment and evaluation
- CO 3 To familiarize with various curriculum transaction materials using techno-pedagogy
- CO 4 To enrich the vision and capabilities of prospective science teachers as reflective practitioners during and after the pre-service education.

Contents:

Unit 1: Modern Instructional Strategies in Physical Science Education

Unit 2: Strategies of Assessment in Physical Science Education

Unit 3: Material Design for Curriculum Transaction in e-platform

Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Physical Science (20 + 6= 26 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarize modern instructional approaches for classroom learning 2. To acquaint with the concept of online learning and blended learning 3. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners	<ul style="list-style-type: none"> • Online learning, blended learning-Meaning and purpose • Brain based learning strategies • Experiential learning approach • Modern instructional approaches for learning- Jigsaw technique, circle learning, concept mapping, think-pair and share • Science education for students with special education needs- slow learners, fastlearners, scientifically gifted and creative learners 	Meaningful verbal expression Group discussion Brain storming Experiential learning Peer tutoring Material development Seminar	<ul style="list-style-type: none"> • Questioning • On-task behavior in class • Participant observation

Unit 2: Strategies of Assessment in Physical Science Education (30 +6 =36hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the construction of achievement and diagnostic test 2. To familiarize with continuous and comprehensive evaluation and grading system 3. To develop rubrics for CCE assessment, self reflection and peer evaluation 4. To understand the concept of self reflection and peer evaluation	<ul style="list-style-type: none"> • Continuous and Comprehensive Evaluation, Grading system • Achievement test-construction • Diagnostic test-construction, remedial instruction • Assessment of thinking skills- critical and creative thinking- assessment of process skills in Physical Science • Concept of self reflection and peer evaluation-development and practice of rubrics • Rubrics for assessment of assignments, projects, debates, seminars, discussion 	Meaningful verbal expression Group discussion Preparation of rubrics Buzzer sessions Seminar	<ul style="list-style-type: none"> • Questioning • Class test • Read Aloud • Assessment of rubrics • Participant observation • Concept paper preparation

Unit 3: Material Design for Curriculum Transaction in e-platform (15 + 4 = 19hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To understand nature and scope of e-learning 2. To understand the concept of curriculum transaction material design 3. To design and develop techno pedagogic curriculum transaction materials for learning physical science 4. To understand and develop e-content for teaching various topics of physical science 	<ul style="list-style-type: none"> • E-learning-Nature and scope • Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation- designing of digital texts • E content development-steps • Development of e-content material on any topic in Physical Science 	Digital Modular Exposition Explicit teaching Collaborative designing sessions Individual / group presentation Debate Think Aloud	<ul style="list-style-type: none"> • Rubric based assessment of individual performance • Think Aloud Sessions

Unit 4: Teacher as a Reflective Practitioner (15 + 4 = 19 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To familiarize with reflective practices 2. To be a reflective practitioner 	<ul style="list-style-type: none"> • Reflective practitioner-Meaning, modes and means of reflective practices- Models of reflective practices – Schon and Kolb 	Narrative expression in small or medium groups Document analysis	<ul style="list-style-type: none"> • Reflective Journal Analysis • Participant observation • Localised designing and development of tools of reflection by the student teacher, postings of reflection in blogs and forums

Reference:

- Brown S. & Smith B. (1997): *Getting to Grips with Assessment.*, Birmingham, SEDA.
- Funda Ornek, Issa M. Saleh (Eds.) (2012): *Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science*: USA, Information Age Publishing Group.
- Germaine L. Taggart (1998): *Rubrics: A Handbook for Construction and Use*: Virginia, Rowman & Littlefield Education.
- Mariamma Mathew (2014): *Teaching science for biological and physical sciences*: NAS Publishers: Kerala
- Radha Mohan (2007): *Innovative Science Teaching*: New Delhi, Prentice Hall of India Pvt Ltd.
- Rena M. Palloff & Keith Pratt (2009): *Assessing the Online Learner*: San Francisco, Jossey-Bass.
- Tony Ghaye (2011): *Teaching and Learning Through Reflective Practice (Second Edition)*: New York, Routledge.
- Brown G. (2001): *Assessment: A Guide for Lecturers. Assessment Series*: York, LTSN.

EDU - 13. 9 : EMERGING TRENDS & PRACTICES IN NATURAL SCIENCE EDUCATION

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

Course Outcome (CO)

- CO 1 Prepare different types of assessment and evaluation tools in classroom teaching
- CO 2 Familiarize latest teaching-learning techniques like jig-saw learning, m-learning, circle learning, etc.
- CO 3 Equip in using online resources in teaching learning process.
- CO 4 Observe the various aspects associated with teaching-learning process
- CO 5 Identify the learning facilities especially in the smart class room, in the school & its implementation
- CO 6 Observe online resources in teaching learning process individually or in small groups
- CO 7 Meet the student's digital need and their interest in learning through multi-media
- CO 8 Swot analysis through self reflection, peer evaluation & supervising teacher about their performance.
- CO 9 Reflect the different views about the curriculum transaction
- CO 10 Understand about advantages & disadvantages of reflective learning.

CONTENTS

Unit 1: Modern Instructional Strategies in Natural Science Education

Unit 2: Strategies of Assessment in Natural Science Education

Unit 3: Material Design for Curriculum Transaction in e- platform

Unit 4: Teacher as a Reflective Practitioner

UNIT I - Modern Instructional Strategies in Natural Science Education. (Theory Hours-14)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>10. To understand various Modern instructional approaches / technique for Cooperative and Collaborative learning.</p> <p>11. To understand about the concept of online learning and blended learning</p> <p>12. To acquaint with the Cooperative, Collaborative learning strategies</p> <p>13. To understand the concept of Issue based learning, Problem based learning and Critical pedagogy.</p> <p>14. To develop skill in selecting appropriate instructional strategies to transact the content.</p> <p>15. To identify educational needs of slow learners, scientifically gifted learners and creative learners.</p>	<ul style="list-style-type: none"> • An introduction to Modern instructional approaches / technique • Cooperative and Collaborative learning. • Issue based learning • Problem based learning. • Critical pedagogy • Conceptual analysis of Modern instructional approaches / technique for Cooperative and Collaborative learning. • Jigsaw Technique • Circle Learning • Think-Pair Share. • Online learning, Blended Learning/ Hybrid learning. • Brain Based Learning. • Science education for students with special needs-slow learners, scientifically gifted and creative learners 	<p>Meaningful verbal Expression.</p> <p>Group discussion.</p> <p>Narrative expression.</p> <p>Discussion sessions in small or Medium groups.</p> <p>Brain storming.</p> <p>Seminar.</p> <p>Reflective practices</p>	<ul style="list-style-type: none"> • Participation in group • Discussion. • Questioning. • On-task behavior in class. • Tests. • Science dairy. • Daily reflective journal • Participant observation

UNIT II STRATEGIES OF ASSESMENT IN NATURAL SCIENCE EDUCATION (Theory hours-18)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the different types of Evaluation and Assessment tools. 2. To develop skill in the preparation of different types of schedules and matrix for assessing performance. 3. To prepare different types of test items. 4. To administer oral and open book examination. 5. To develop a skill in constructing and administering Achievement test & Diagnostic tests. 6. To familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation& Rubrics designing.	<ul style="list-style-type: none"> • Objective based evaluation. • Preparation and practice of Assessment &Evaluation tools: • A. Preparation of Question Bank with different types of test items (HOT, LOT Questions), • B. Preparation & implementation of Achievement Test. • C. Preparation & implementation of Diagnostic tests&Remedial Teaching. • Modern Trends in Evaluation: • A. Continuous comprehensive evaluation. • B. Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions. • C. Reflection and feedback- Assessment of student's performance. 	Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Multimedia and interdisciplinary approach. Peer tutoring Assignments Rubrics designing. Question Bank.	<ul style="list-style-type: none"> • Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Portfolio assessment. • Different types of Schedules and matrix developed by student teachers for assessing performance. • Construction and administration of Achievement test & Diagnostic tests. • Rubrics designing. • Question Bank.

UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM (Theory Hours-18)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> 1. To develop a digital skills in compiling of online resources like ppt, video, broadcast for transacting High School Biology. 2. To equipping them in using online resources in teaching learning process. 3. To keep abreast with online resources in teaching learning process. 4. To develop a skill in script writing. 5. To understand about steps for E content generation. 	<ul style="list-style-type: none"> • Compiling of online resources like ppt, video, broadcast for transacting High School Biology. • Digital texts- brief explanation • An introduction to E content generation &Steps for E content generation. • E content generation for the select topics of high school Biology. 	<p>Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Multimedia and interdisciplinary approach. Team teaching. Peer tutoring</p>	<ul style="list-style-type: none"> • Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Evaluating the script.

UNIT IV TEACHER AS A REFLECTIVE PRACTITIONER (Theory Hours-10)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand about definition & meaning of reflective practices in learning. 2. To understand about modes and means of reflective learning. 3. To suggest measures for modifying behaviours of student teachers 4. To get a feedback through the analytical review of peer teaching. 5. To understand about advantages & disadvantages of reflective learning.	<ul style="list-style-type: none"> • Reflective practices – Definition & Meaning of reflective practices in learning. • Modes and means of reflective learning • Reflective learning journals • Critical incident diaries • Personal development planners • Portfolio development • Collaborative inquiry • Problem based learning • Advantages & disadvantages of reflective learning 	Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Debate. PBL. Multimedia and interdisciplinary approach. Peer tutoring	<ul style="list-style-type: none"> • Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Portfolio assessment.

References

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- Jahitha Begum, Natesan, G, Sampath, (2011). *ICT in Teaching Learning*, Balaji offset, Delhi.
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EDU - 13.10 : EMERGING TRENDS AND PRACTICES IN SOCIAL SCIENCE EDUCATION

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

Course Outcome (CO)

CO 1 To identify and practice modern instructional strategies in Social Science.

CO 2 To get acquainted with the principles and practices of feedback mechanisms.

CO 3 To become capable of designing and implementing various performance tests.

CO 4 To inculcate a broad perspective of individualized instruction

CO 5 To develop skills in preparing programmed instruction materials and modules

CO 6 To prepare the prospective teachers as reflective practitioners

CONTENTS :

Unit 1: Modern Instructional Strategies in Social Science Education

Unit 2: Strategies of Assessment in Social Science Education

Unit 3: Material Design for curriculum Transaction in e - platform

Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Social Science Education

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
6. To identify and practice modern instructional strategies in Social Science.	<ul style="list-style-type: none"> Peer tutoring, multimedia and multi methodology strategies, Critical pedagogy, metacognition. Experiential learning, blended learning, self study, problem based learning, teaching thinking skills. 	<ul style="list-style-type: none"> Online learning Demonstration Narrative expression Web search 	<ul style="list-style-type: none"> Use any e-resources to prepare any 4 learning materials

References

- <http://www.bbk.ac.uk/linkinglondon/resources/>
- http://en.wikipedia.org/wiki/Learn_management_system<https://www.itschool.gov.in>
- www.youtube.com/user/itsvicters
- en.wikipedia.org/wiki/IT@School_Project
- victers.itschool.gov.in/
- www.youtube.com/user/itsvicters
- Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*. Mumbai: Vikas Publishing House.
- Kumar, S.P.K & Noushad, P.P. (2009). *Social Studies in the Classroom: Trends and Methods*.
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Unit 2 Strategies of Assessment in Social Science Education (8 Hrs + 4 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
7. To get acquainted with the principles and practices of feedback mechanisms. 8. To become capable of designing and implementing various performance tests.	<ul style="list-style-type: none"> • Concept of Educational Evaluation • Quantitative V/S Qualitative Assessment • Diagnostic test & Achievement test. • Portfolio Assessment, Rubrics • Self reflection, Peer evaluation - Assessing student performance as feedback for - Students progress -Teacher's proficiency – Parental involvement. 	<ul style="list-style-type: none"> • Brain storming • Meaningful verbal expression • Online learning 	<ul style="list-style-type: none"> • Peer evaluation during Practice teaching (CE- Edu.13)

References

- <http://www.ero.govt.nz/National-Reports/The-Quality-of-Teach>
- <http://www.novisystems.com/Assessment-Software.aspx>
- <https://www.assessment.gatech.edu/wp-content/uploads/slides>
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Sue, Cowley (2006) A – Z of Teaching. New York: Brij basi Art Press Ltd.
- Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*. Mumbai: Vikas Publishing House.
- Kumar, S.P.K & Noushad, P.P. (2009). *Social Studies in the Classroom: Trends and Methods*.
- Pathak R.P. (2012). Teaching of social studies. Pearson, Delhi
- Ehman & Patrick (1974). *Towards Effective Instruction in Social Studies*. USA: Houghton Mifflin.
- Dash, B. N. (1998). *Content cum Methods of Teaching Social Studies*. Ludhiana: Kalyani Publishers

Unit 3 Material Design for Curriculum Transaction in E- Platform (8 Hrs + 4 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
<p>9. To inculcate a broad perspectives of individualized instruction</p> <p>10. To develop skills in preparing programmed instruction materials and modules</p>	<ul style="list-style-type: none"> • Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode • Experience with curriculum designs-Design digital texts and e-content • Adapting free downloadable digital resources in Social Science • Websites surfing practices 	<p>Discussion</p> <p>Develop a e learning module/ e lesson to transact any one of the curricular aspect of Social Science</p>	<ul style="list-style-type: none"> • Assessment of e lesson.

References

- <http://www.airpower.au.af.mil/airchronicles/aureview/1975/se>
- Differentiating instruction: Collaborative planning and teaching for universally designed learning. SAGE: Thousand Oaks.Pvt. Ltd.
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
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Unit 4 - Teacher as a reflective practitioner

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
11. To prepare the prospective teachers as reflective practitioner	<ul style="list-style-type: none"> • Social Science Teacher as a reflective practitioner – Concept • Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving. 	Brain storming Meaningful verbal expression Arrange a reflective session after teaching practice or field visit or Camp activities	<ul style="list-style-type: none"> • Reflective Journal (Practical) • Observing feedback session

References

- <http://www.ero.govt.nz/National-Reports/The-Quality-of-Teach>
- <http://www.novisystems.com/Assessment-Software.aspx>
- <https://www.assessment.gatech.edu/wp-content/uploads/slides>
- Fitchman& Silva (2003). The Reflective Educators’ Guide to Classroom Research. California:Corwin Press, Inc.
- Ehman& Patrick (1974). Towards Effective Instruction in Social Studies. USA: Houghton Miffln.
- Edigar, M. & Rao, B. (2003).Teaching Social Studies Successfully. New Delhi: Discovery Pub.House.
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Sue, Cowley (2006) A – Z of Teaching. New York: Brij basi Art Press Ltd.
- Innovative work: (CE- Edu.13) : Suggested programmes (Prepare any one):
- Develop a programmed learning material for learning any one of the units in Social Science
- Prepare a multimedia package comprising PPTs and video clippings including animations (downloadable from net), to transact any one unit in Social Science.

- Prepare a module to develop creativity and divergent thinking through the learning activities of a unit of your choice.
- Develop a script and prepare a short film on any one of the themes/ events selected from Social Science School curriculum.
- Reading and reflecting:(CE Edu.13)
- Read a book related to the teaching of Social Science in technological era and prepare a review.
- School internship: Phase 1- Practice teaching for 10 weeks (40 lessons)
- Suggested Readings
- Theodore Kaltsounis, (1979).Teaching Social Studies in Elementary School. USA: Prentice hall, Inc.
- Elizabeth Perrot, (1982). Effective Teaching. Singapore: Longman
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- Don Skinner. (2010). Effective Teaching and Learning in Practice. London: Continuum International Publishing group.
- ValsaKoshy. (2011). Action Research. New Delhi: Sage Publications.
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EDU- 13.11 : Emerging Trends and Practices in Geography Education

(Theoretical discourses – 60 & CE - 30 hours)

Course Outcome (CO)

- CO 1 To identify and practice modern instructional strategies in Geography
- CO 2 To get acquaint with the principles and practices of feed back mechanisms
- CO 3 To aware of the designs and practical analysis of the modern evaluation techniques and strategies
- CO 4 To inculcate a broad perspectives if individualised instructional skills and practices
- CO 5 To prepare prospective teachers as reflective practitioners

Contents :

Unit I. Modern Instructional Strategies in Geography Education

Unit 2 : Strategies of Assessment in Geography Education

Unit 3: Material Design for Curriculum transaction in e-platform

Unit 4: Teacher as a Reflective Practitioner

Unit I – Modern Instructional Strategies in Geography Education (14 hrs + 6 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
12. To identify and practice modern instructional strategies in Geography 13. To identify various modern instructional strategies for Geography education	<ul style="list-style-type: none"> • Problem solving- steps, skills strategies • Problem based learning • Guided discovery / inquiry • Exploratory / Investigatory • Inductive/ Deductive • Multi-media/ Multi- methodology 	Discussion Demonstration Online learning Web search Internet Access	<ul style="list-style-type: none"> • Use any e-resources to prepare four learning materials • Learning materials • Assignments • Reflections

Reference

- <http://www.bbk.ac.uk/inkinglondon/resurces/>
- http://en.wikipedia.org/wiki/learning_management_systems

- <http://www.itschool.gov.in>
- en.wikipedia.org/wiki/IT@school-Project
- victersitschool.gov.in
- www.youtude.com/user/itsvicters.
- Fitchman& Silva (2003) The Reflective Educator's Guide to Classroom Research California
- AroraM.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane
- VermaO.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing corporation
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- Pathak.R.P (2012) Teaching of social studies. Pearson New Delhi
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Unit 2 Strategies of Assessment in Geography Education (17 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
14. To get acquainted with the principles and practices of feedback mechanisms 15. To become capable of designing and implementing various performance tests 16. To acquaint with modern evaluation techniques in geography	<ul style="list-style-type: none"> • Evaluation- concept, purpose, techniques & tools • Modern evaluation techniques CCE/ Grading • Self- reflection & peer –evaluation and mental processes in learning • Achievement test and Diagnostic test- characteristics purpose, steps in construction, analysis of results & remedial measures • Qualities of a good test • Types of Questions- merits/ demerits • Assessing students performance – purpose & techniques • Classroom assessment- principles of feedback 	Discussion Demonstration Online learning Brian storming Meaningful verbal learning Preparing achievement and diagnostic tests	<ul style="list-style-type: none"> • Analysis of diagnostic and achievement tests (practical) • Peer evaluation (during practice teaching at least 10 lessons) • (CE-Edu.13)

Reference

- http://www.ero.govt.nz/national_Reports/ The quality of teaching
- <http://www.novisystems.com/assessment-software.aspx>
- Singh & Gopal (2004) Teaching strategies. New Delhi: APH Publishing corporation
- Sue, Cowley (2006) A- Z of teachin. New York: Brijibasi Art Press ltd
- Verma O.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane
- Gopill G.H (1966) Teaching of Geography, Macmillan, London

Unit 3 Material Design for curriculum transaction in e- plat from (17 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
17. To inculcate a broad perspective of individualised instruction 18. To develop skills in preparing instructional materials and modules	<ul style="list-style-type: none"> • Curriculum transaction –meaning and various modes • Curriculum design – Digital texts and e-content • Virtual learning environment • Adapting free down loadable digital resources in Geography 	Discussion Online learning Develop a e- learning module or e-lesson in Geography Web search	<ul style="list-style-type: none"> • Assessment • Internal test for units 1, 2, & 3 (CE.Edu.13)

Reference

- <http://www.airpower.au.af.mil/airchronicles/aureview/1975/se>.
- Singh & Gopal (2004) Teaching strategies. New Delhi : APH Publishing Corporation
- Ehman& Patrick (1974) Towards Effective Instruction in Social Studies. USA : Houghton Miffln.
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- Patricia.L, Smith &Tillman.J.Ragan,(1999) Instructional Design. Newyork : Johmwiley&Sons.Inc.
- George.W. Gagnon and Michelle colly (2001) Designing for Learning. California : Corwin Press.
- Susan Udelhofen (2005) Key to Curriculum mapping, California : Corwin Press.
- Verma O.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
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- Gopill G.H (1966) Teaching of Geography, Macmillan, London

Unit 4 Teacher as a Reflective Practitioner (14 hrs +6 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
19. To prepare the prospective teachers as reflective practitioners	<ul style="list-style-type: none"> • Reflection in teaching and learning • Teachers as a reflective practitioner • Modes and means of reflective practices • Reflective strategies- portfolio writing, Brain storming, journaling etc 	Brainstorming Meaningful verbal learning Arranging reflective session during teaching practice/ field visits	<ul style="list-style-type: none"> • Reflective journal (practical) • Observing reflective sessions • Collecting feed back

Reference

- <http://www.assessment.gatech.edu/up-contnet/uploads.slides>
- Fitchman& Silva (2003). The Refleactive Educators' Guide to classroom Research. California: Corwin Press, Inc.
- Singh & Gopal (2004) Teaching Strategies. New Delhi: APH Publishing corporation
- Verma O.P, and Vedanayagam. E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane
- Gopill G.H (1966) Teaching of Geography, Macmillan, London
- Tony Ghaye (2011) Teaching and Learning Through Reflective practice. London: Routeledge

SEMESTER III

EDU 13.12 : EMERGING TRENDS AND PRACTICES IN COMMERCE EDUCATION (60 Hrs +30 Hrs)

Course Outcome (CO)

- CO 1 To familiarize with the modern instructional strategies pertaining to teaching of commerce.
- CO 2 To make the prospective teachers competent in applying various instructional strategies.
- CO 3 To analyze the strategies in teaching book keeping and accountancy.
- CO 4 To acquaint the trainees with the various assessment techniques.
- CO 5 To become competent in developing suitable testing mechanisms.
- CO 6 To develop the ability to use rubrics for quality assessment and become equipped for self and peer assessment.
- CO 7 To become capable of designing and implementing various performance test.
- CO 8 To get acquainted with the principles and practices of feedback mechanism.
- CO 9 To create awareness about various competitive exams concerned with commerce and management.
- CO 10 To understand the diverse aspects of digital texts and e-content in commerce fields.
- CO 11 To prepare the prospective teachers as reflective practitioner.

CONTENTS

Unit 1: Modern Instructional Strategies in Commerce Education

Unit 2: Strategies of Assessment in Commerce Education

Unit 3: Material Design for curriculum Transaction in e – platform

Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Commerce Education (15 Hrs + 7 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
<ul style="list-style-type: none"> • To identify and practice modern instructional strategies in Commerce education. • To analyse the ways and strategies in which a teacher educand deals Children with Special Needs. 	<ul style="list-style-type: none"> • Co operative learning strategies, Collaborative learning strategies, Experiential learning, blended learning, problem based learning, teaching thinking skills, graphic organizers. • Strategies in teaching book keeping and accountancy • Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in higher secondary classroom. 	<ul style="list-style-type: none"> • Online learning • Demonstration • Narrative expression • Web search 	<p>Assessment of learning process and reflections</p> <p>Graphic organizers preparation and analysis.</p>

Unit 2 Strategies of Assessment in Commerce Education (14 Hrs + 9 Hrs)

Course Specific Outcome (CSO)	Content	Strategies	Evaluation
<ul style="list-style-type: none"> • To get acquainted with the principles and practices of feedback mechanisms. • To become capable of designing and implementing various assessment tools and techniques. • To generate a professional aspiration among young world by preparing for competitive / placement exams. 	<ul style="list-style-type: none"> • Quantitative V/S Qualitative Assessment • Diagnostic test, Achievement test, Performance test. • Portfolio Assessment, Rubrics • Self reflection, Peer evaluation • Assessing student performance as feedback for <ul style="list-style-type: none"> ○ Students progress ○ Teacher's proficiency ○ Parents 	<ul style="list-style-type: none"> • Brain storming • Meaningful verbal expression • Online learning • Group investigation 	<ul style="list-style-type: none"> • Quiz session • Portfolio Assessment • Rubrics • Self reflection • Diagnostic & Achievement test (Practical)

Unit 3 Material Design for Curriculum Transaction in E- Platform (18 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Content	Strategies	Evaluation
<ul style="list-style-type: none"> • To generate a curriculum transaction modes in teaching commerce. • To develop skills in using websites for analyzing modern instructional practices in commerce. 	<ul style="list-style-type: none"> • Curriculum transaction: meaning and modes – Face to face mode, ICT enabled mode and blended mode • Experience with curriculum designs-Design digital texts • e-content – types and steps • E portfolios – scope and functions 	<ul style="list-style-type: none"> • Discussion • Demonstration • Self study • Supervised study • Self evaluation • Observation 	<ul style="list-style-type: none"> • Evaluation of various curriculum designs • Assessment of e content script • Analyzing educational blogs • Assessment of e lesson.

Unit 4

Teacher as a reflective practitioner (13 Hrs + 6 Hrs)

Course Specific Outcome (CSO)	Content	Strategies	Evaluation								
<ul style="list-style-type: none"> • To capacitate the spirit of teacher as a reflective practitioner. • To become competent in practicing reflective strategies in instructional process 	<ul style="list-style-type: none"> • Commerce Teacher as a reflective practitioner – Concept • Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving, self questioning. 	<ul style="list-style-type: none"> • Brain storming • Meaningful verbal expression • Online learning • Group investigation 	<ul style="list-style-type: none"> • Online assessment • Concept maps • Portfolio writing • Reflective Journal (Practical)} 								
<p>Continuous Evaluation (CE) = 25 Marks</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 20px;">1. Innovative work-1</td> <td style="padding: 0 20px;">: 10 marks</td> </tr> <tr> <td style="padding: 0 20px;">2. Reading and Reflecting on text</td> <td style="padding: 0 20px;">: 5 marks</td> </tr> <tr> <td style="padding: 0 20px;">3. Peer evaluation</td> <td style="padding: 0 20px;">: 5 marks.</td> </tr> <tr> <td style="padding: 0 20px;">4. mid semester exam</td> <td style="padding: 0 20px;">: 5 marks.</td> </tr> </table> <p style="text-align: center;">(Both internal and external assessment)</p> <p>References</p> <p>Aggarwal, J.C. (1996) A Practical Approach. New Delhi : Vikas Publishing House Pvt. Ltd.</p>				1. Innovative work-1	: 10 marks	2. Reading and Reflecting on text	: 5 marks	3. Peer evaluation	: 5 marks.	4. mid semester exam	: 5 marks.
1. Innovative work-1	: 10 marks										
2. Reading and Reflecting on text	: 5 marks										
3. Peer evaluation	: 5 marks.										
4. mid semester exam	: 5 marks.										

Best, John.W& Kahn, James.V. (1999). *Research in Education*. Boston: Allyn and Bacon.

Borich, Gary D (2012). *Effective teaching methods: Research based practice*. New Delhi: Pearson Education

Leary, Zina O((2010). *Doing your research project*. New Delhi. SAGE

Obul, Reddy D. (2000). *Re-designing of commerce education in India in the context of changing business environment*, The Journal of Commerce; Vol. 36(3).

Raj, Rani Bansal (1999). *Models of teaching and concepts of learning*. New Delhi: Anmol Publications.

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EDU – 13.13 : EMERGING TRENDS AND PRACTICES IN HOME SCIENCE EDUCATION

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

Course Outcome (CO)

- CO 1** To strengthen the experience of adopting modern strategies and to undertake contextual challenges in Home Science education
- CO 2** To get a field based understanding of theories and principles of pupil assessment and evaluation
- CO 3** To identify the Entrepreneurial opportunities of futuristic significance associated with the Home Science education.
- CO 4** To enrich the vision and capabilities of prospective science teachers as reflective practitioners during and after the pre-service education.

Contents :

Unit 1: Modern Instructional Strategies in Home Science Education

Unit 2: Strategies of Assessment in Home Science Education

Unit 3: Material Design for Curriculum Transaction in e-platform

Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Home Science (16 +8= 24 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize modern instructional approaches for classroom learning 2. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners	<ul style="list-style-type: none"> • Online learning, blended learning-Meaning and purpose • Brain based learning strategy • Experiential learning approach, self study, Problem based learning, • Strategies for teaching entrepreneurship among Home science students • Strategies to deal with Children with Special Needs(CWSN) - differently able, slow learner, gifted students in heterogeneous classroom 	Group discussion Brain storming On line learning Web search	<ul style="list-style-type: none"> • On-task behaviour in class • Participant observation • Innovative work

References

- <http://www.bbk.ac.uk/linkinglondon/resources/>
- http://en.wikipedia.org/wiki/Learn_management_system<https://www.itschool.gov.in>

Unit 2: Strategies of Assessment in Home Science Education (22 +10 =32hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with continuous and comprehensive evaluation and grading system 2. To develop rubrics for CCE assessment, self reflection and peer evaluation 3. To understand the concept of self reflection and peer evaluation 4. To acquaint with online assessment and experience different practices	<ul style="list-style-type: none"> • Quantitative and qualitative assessment • Continuous and Comprehensive Evaluation, Grading system • Achievement test-construction • Diagnostic test-construction, remedial instruction • Assessment of thinking skills- critical and creative thinking- assessment of process skills in Home Science • Concept of self reflection and peer evaluation-development and practice of rubrics • Rubrics for assessment of assignments, projects, debates, seminars, discussion • Online assessment-meaning • Practicing of online tools. Downloading of online tools-online quiz maker 	Group discussion Preparation of rubrics Buzzer sessions Seminar Collaborative learning	<ul style="list-style-type: none"> • Questioning • Class test • Assessment of rubrics • Participant observation • Portfolio assessment • Peer evaluation (10 classes)

Reference

- Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nded.). New Delhi: Vikas Publishing House Pvt. Ltd.
- <http://www.ero.govt.nz/National-Reports/The-Quality-of-Teach>
- <http://www.novisystems.com/Assessment-Software.aspx>
- <https://www.assessment.gatech.edu/wp-content/uploads/slides>

Unit 3: Material Design for Curriculum Transaction in e-platform (12 + 6 = 18hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand the concept of curriculum transaction material design 2. To familiarize with various curriculum transaction materials using techno pedagogy 3. To design and develop techno pedagogic curriculum transaction materials for learning Home science 4. to explore the ways to develop an educational entrepreneur	<ul style="list-style-type: none"> • Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digital texts • E content development- steps • Development of e-content material on any topic in Home Science • Educational entrepreneurship-career possibilities for trained graduate and post graduate students 	Digital Modular Exposition Explicit teaching Collaborative designing sessions Individual / group presentation Supervised study	<ul style="list-style-type: none"> • Rubric based assessment of individual performance

References

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Unit 4: Teacher as a Reflective Practitioner (10 + 6 = 16 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with reflective practices 2. To be a reflective practitioner	<ul style="list-style-type: none"> • Reflective practitioner-Meaning, modes and means of reflective practices • designing and development of tools of reflection by the student teacher, postings of reflection in blogs and forums 	Narrative expression in small or medium groups Online learning Debate Brain storming	<ul style="list-style-type: none"> • Reflective Journal Analysis • Online assessment • Participant observation

Reference:

- Brown S. & Smith B. (1997): Getting to Grips with Assessment.: , Birmingham, SEDA.
- Funda Ornek, Issa M. Saleh (Eds.) (2012): Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science: USA, Information Age Publishing Group.
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- Rena M. Palloff& Keith Pratt (2009): Assessing the Online Learner: San Francisco, Jossey- Bass.
- Tony Ghaye (2011): Teaching and Learning Through Reflective Practice (Second Edition): New York, Rutledge. Brown G. (2001): Assessment: A Guide for Lecturers. Assessment Series:, York, LTSN.

EDU – 301.2 : Health and Physical Education.

(1credits – 30 hours & 25 marks)

Course Outcome (CO)

- CO 1** Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.
- CO 2** Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity.
- CO 3** Develop right attitudes and habits for a healthy living in personal and community life.
- CO 4** To impart knowledge regarding food and nutrition, first aid and the importance of posture.
- CO 5** Develop awareness about various diseases and their prevention.
- CO 6** Guiding the next generation to live with social commitment and obligations.

Contents

- Unit – 1 Health & Health Education : meaning, scope and aims
- Unit – 2 Hygiene & Health Hazards
- Unit – 3 Food and Nutrition, Lifestyle Diseases, First aid and Posture
- Unit – 4 Yoga in schools.

Unit 1: Health & Health Education : meaning, scope and aims

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

Unit 2: Hygiene & Health Hazards

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

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To impart knowledge regarding food and nutrition, first aid and the importance of posture. 2. Develop awareness about various lifestyle diseases and their prevention.	<ul style="list-style-type: none"> • Food and Nutrition – 15 hours • Macro and Micro Nutrients • Balanced diet • Vitamin deficiency and related diseases • Mal nutrition • Diseases • Hypo kinetic /Lifestyle diseases and it's management • First Aid • Definition • Aims and Principles • Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, 	Narrative expressions Practical sessions Group activity Dramatization Personal profiles Preparation of database Social survey	<ul style="list-style-type: none"> • Debating and discussions • Test • Survey reports • Group presentation • Posture assessment Grid

	Burns, etc. <ul style="list-style-type: none"> • Posture • Congenital and acquired postural deformities • Remedial measures for acquired postural problems 		
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Unit 4: Yoga in schools.

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

Guidelines for Practical work :

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

EDU – 301.3 : Art and Aesthetics Education.

(Credit – 1, carries 25 marks/30 hours)

Contents :

- Musical awareness-discussions- Folk songs, regional songs, national integration songs- (collection and practice)
- Indian classical music- awareness of Musical instruments-Expert classes & Practice.
- Performing arts - Mudras and their meanings -of any one performing arts of Kerala, conducting demonstration classes-general Famous dance forms of India and their peculiarities and dancers.
- Familiarization of CCRT Cultural kit.

Practicals:

- Prepare a report of music /performing arts/folk songs and patriotic songs/cultural tradition of India / Kerala, including collections. (Maximum 10 pages) – 10 marks
- Practice individual and group songs/ compose songs to teach the subject matter concerned - in a novel way. (5 marks)
- Preparation of an album on Art Education.(10 marks)

SEMESTER – IV

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

Perspectives in Education/Core Subjects:

EDU-14 : Advanced Studies : Perspectives in Education.

Curriculum and Pedagogic courses/Optional subjects:

EDU-15. 1-13 : Advanced Studies : Curriculum and Pedagogic Courses inEducation.

CE – Preparation of MCQ test battery.

EDU – 14 : ADVANCED STUDIES: PERSPECTIVES IN EDUCATION

Course Outcome (CO)

- CO 1 To synthesise acquired knowledge and skills for professional competency
- CO 2 To equip student teachers to meet the challenges in classrooms
- CO 3 To preserve the culture and values of nation
- CO 4 To develop managerial skills to maintain an effective institutional climate
- CO 5 To apply the modern trends in assessment and evaluation in education
- CO 6 To integrate the knowledge of ICT in curriculum transaction

Contents

- Classification values- Human Values- Social Values-biological values- Aesthetic values- Universal values- Strategies for inculcating values
Futurology of education
- Transactional Analysis – Basic Concept , Ego states Ego gram , Role of T A in Education, Personality, Adjustment, Individual Differences
- Commissions and reports in Education- University education commission 1948, Kothari commission, NEP 1986
- Professional ethics of teacher – with respect to students, institution and society
- Eclectic tendencies in education with special reference to idealistic, naturalistic, realistic and pragmatic views in contemporary education system
- Education and social institutions – Major social institutions, Role of various social institutions to inculcate values connected with Democracy and Secularism, National Integration, Concept of global village, Peaceful coexistence and need for peace education
- Culture- Explicit and Implicit, functions of culture with regard to education

- Processes of Social Change, Social issues, Strategies to curb them with special reference to corruption, terrorism, violence against women and drug abuse- Significance of conscientisation programme, Peaceful coexistence and need for peace education
- Constitutional provisions related with education - Right to education act 2009.
- Institutions of Higher Learning and Research
- Value integration- - Significance value education- National values- values laid down in Indian constitution- Strategies for inculcating values
- Inclusive class room, challenges with special reference to child in need and care of protection and child in conflict law.
- Adolescent issues- developmental needs and characteristics- psychosocial problems of secondary school students and remedial measures- guidance and counselling for adolescents- teacher as a counsellor, Life Skill Education, Guidance and Counselling
- Theories of learning- Behaviourist, Cognitivist, Constructivist theories.
- Memory- concept, types and strategies to develop
- Classroom management- role of Psychology, Philosophy and Technology in Assessment and evaluation in education- Current practices in assessment and evaluation –CCE- concept, need and relevance, Grading system- concept, types-absolute grading, direct grading and relative grading, merits and demerits. Tools of Assessment- Projective tests, checklist, rating scale, cumulative record, questionnaire, inventory, interview schedule, anecdotal record- concept, merits, demerits - relevance in the field of research. Characteristics of a good evaluation tool, Norm-referenced tests and Criterion-referenced tests.
- Basic statistics for analyzing/ assessment of data- Role and importance of statistics in analyzing assessment data, Population and Sample, Data, Types of Data- Primary & Secondary, Quantitative & Qualitative, Scales of Measurement-Nominal, Ordinal, Interval and Ratio scales. Classification of Data, Graphical Representation of Data- need and importance, Representing data using Graphs and Diagrams, Interpretation of graphical representations.
- Action Research- Need, scope, nature, characteristics, steps involved, advantages and limitations of action research, Integrating action research practices in different areas.

- Research hypothesis - Meaning, relevance, role/functions and types. Stating the research hypotheses, forms of hypothesis- null form, prediction form, question form and statement form.
- Sustainable development : Concept and meaning, need for sustainable development, measures to achieve sustainable development, role of teachers in creating awareness about sustainable development.
- Environmental ethics- Environmental laws and rights , articles related to environmental protection
- Eco-friendly life style – Changing life style and its impact on environment, measures of eco friendly living.
- Disaster management- Concept, steps and phases
- Entrepreneurial Education- Entrepreneurial opportunities for students
- First Aid –Definition, Aims and Principles, Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp,Fainting, Burns, Bleeding through nose, etc.
- Understanding Nutrition - -Macro and Micro Nutrients , Carbohydrates, Protein, Fat, Vitamins (Fat soluble and water soluble) , Minerals,Water & Fibre ,Balanced diet, Vitamin deficiency diseases
- Virtual classroom &E-learning- computer simulation, web based classrooms. Cloud computing. E-learning- concept, types- synchronous, asynchronous –merits, demerits. Learning management system.

EDU 15 .1 : ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN MALAYALAM EDUCATION

Unit I: Malayalam Language : Origin, History and Development

- Language – Origin and Functions
- Impact of language on social, intellectual, cultural, educational development
- Importance of Mother tongue -
- Mother tongue and medium of instruction
- Malayalam as an official language

Unit II: Trends and Practices in Malayalam Language Teaching, Learning and Evaluation

- Aims, Objectives
- Teacher- qualities, skills and competencies
- Micro Teaching – Cycle, Core Skills
- Scope and purpose of Techno- Pedagogic Content Knowledge Analysis
- Teacher as a Techno Pedagogue
- Language skills
- Teaching of Malayalam language - Prose, Poetry, Grammar,
- Qualities of a good test
- Objective based evaluation
- CCE
- Diagnostic test, Achievement test
- Modern trends in evaluation – Portfolio, Rubrics

Unit III: Curriculum and Learning Resources in Malayalam Language Teaching

- Curriculum – Definition, Principles of curriculum construction, Syllabus
- Brief outline of NCF (2005) and KCF (2007)
- Community Resources
- Digital Resources- Blogs, e-learning, m-learning, Web-based learning
- LMS, MOOC, etc.

Unit IV: Global Trends in Malayalam Language

- Global advancement of online Malayalam
- Impact of new TV/Radio Malayalam channels in the advancement of Malayalam language
- Online Encyclopedias and Libraries
- Online books and periodicals

EDU 15 .2: ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN ENGLISH EDUCATION

Unit I: English Language: Origin, History and Development

- Language – Origin and Functions
- English Language – Historical, Philosophical and Socio-Cultural Background.
- English Language – Structure
- Linguistic Concepts – Morphology, Phonology, Syntax, Semantics

Unit II: Trends and Practices in English Language Teaching, Learning and Evaluation

- Aims, Objectives, taxonomies
- Teacher- qualities, skills and competencies
- Micro Teaching – Cycle, Core Skills
- Scope and purpose of Techno- Pedagogic Content Knowledge Analysis.
- Teacher as a Techno Pedagogue
- Psycho-linguistic theories in English language teaching
- Techniques- Methods -Strategies- Approaches- Models
- Development of language skills.
- Teaching of English language elements – Prose, Poetry, Grammar, Vocabulary, Spelling, Composition...
- Research in English Language Teaching-Learning

- Qualities of a good test
- Different test types
- Objective based evaluation
- CCE
- Diagnostic test, Achievement test
- Question bank with different test items- LOT & HOT questions
- Modern trends in evaluation – Reflective Assessment, Portfolio, Rubrics

Unit III: Curriculum and Learning Resources in English Language Teaching

- Curriculum – Definition, Principles in the Construction of English Language Curriculum, Syllabus
- Brief outline of NCF (2005) and KCF (2007)
- Formal, Informal and Non-formal learning contexts
- Community Resources
- Instructional Materials, Language lab.
- Digital Resources- Blogs, e-journals, podcasts, e-learning, m-learning, Web-based learning
- Resources for students with Learning Difficulties
- MOOC, Virtual learning
- Learning Management System

Unit IV: Global Trends in English Language Education

- Importance of English Language in the present day world.
- Global advancement of English Language in the ICT world.
- Worldwide opportunities for English language and literature experts/professionals in the field of ICT oriented jobs.

EDU-15. 3: ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN HINDI EDUCATION

Unit I: Nature, Scope and historical development of Hindi Language Learning

- Importance , nature and characteristics of Hindi Language
- Hindi as Lingua Franca of India, Three Language Formula
- Place of Hindi in schools and colleges of Kerala
- Aims and objectives of teaching Hindi
- Taxonomy of educational objectives, Revised Taxonomy
- Role of a Teacher in language learning- personal & professional qualities, professional ethics - faculty development programmes for teachers
- Brief history of Hindi Literature with special reference to Modern Period.
- Research developments in Hindi Language and Hindi Education

Unit II: Instructional Practices in Hindi Education: Traditional to Digital

- Scope and purpose of Techno-Pedagogic Content Knowledge Analysis
- Traditional methods and strategies of language learning- Direct, Indirect Method, Structural method, inductive and deductive method
- Modern Instructional strategies- co operative& collaborative learning, virtual learning, M- learning, online tutoring, Computer Assisted Instruction, Web based learning, Blended Learning, Experiential Learning, Constructivist Strategies, concept mapping
- Models of Teaching – Concept Attainment Model , Advance Organizer Model, Inductive Thinking Model
- Concept of e- resources and e- resources in Hindi – educational blogs, podcasting, online communities & forums, e journals, e newspapers, web tools2.0, JIGSAW technique

Unit III: Curriculum and Modern Instructional Resources in Hindi Education

- Curriculum – Definition, Concept, Principles of curriculum construction
- Brief outline about NCF(2005), KCF (2007)
- Features of present school curriculum
- Strategies in curriculum to deal with children with special needs (CWSN)-Gifted, slow learners, children belonging to marginalized group
- E resources like KITE Samagra, VICTERS , Swayam platform for higher education, MOOC
- Principles of text book preparation, Types and Qualities of a text book
- Experience with curriculum designs-Design digital texts and e-content development.
- Community resources

Unit: IV: Modern Developments and Assessment in Hindi Education

- Quantitative and Qualitative Assessment
- Objective based evaluation, outcome based evaluation
- Criteria for a good test
- Types of test- Achievement test , diagnostic test , remedial teaching, teacher made test, standardized test, Performance test, Language Proficiency Tests
- Modern Trends in Evaluation- Formative, Summative , CCE, Grading system, Rubrics, online test, Open book Examination
- Question Bank with different test items (HOT, LOT Questions)
- Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation.

SEMESTER IV

EDU-15. 4: ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN SANSKRIT EDUCATION

Course Outcome (CO)

- To understand and develop the advanced studies in curriculum and pedagogic courses.
- To familiarize with emerging areas in teaching and learning.
- To develop an awareness of modern assessment strategies for Sanskrit.
- To identify the avenues available for own Professional Development.

CONTENTS

Unit I: Nature and Scope of Teaching and Learning in Sanskrit Education

Unit II: Instructional Practices in Sanskrit Education: Traditional to Digital

Unit III: Curriculum and Modern Instructional Resources in Sanskrit Education

Unit: IV: Modern Developments and Assessment in Sanskrit Education

Unit I: Nature and Scope of Teaching and Learning in Sanskrit Education

- Interdependence of teaching and learning – learning environment – learning process
- Teacher – qualities, skills and competencies
- Aims and objectives, taxonomies
- Nature, Scope, Values of Sanskrit education
- Interdisciplinary approach
- Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue, Scope and purpose of Techno-Pedagogic Content Knowledge Analysis.

Unit II: Instructional Practices in Sanskrit Education: Traditional to Digital

- Techniques
- Methods
- Strategies

- Models
- Approaches

Unit III: Curriculum and Modern Instructional Resources in Sanskrit Education

- Curriculum – Concept, Principles of designing sanskrit curriculum
- Global trends in designing sanskrit curriculum
- Brief outline about NCF(2005) KCF (2007)
- Curriculum transaction and its modes
- Experience with curriculum designs-Design digital texts and e-content development.
- Community resources
- e- resources and IT enabled instructional resources, Educational blogs, e-journals, pod casting, e-learning, m- learning, web based learning, learning management system (LMS)

Unit: IV: Modern Developments and Assessment in Sanskrit Education

- Quantitative and Qualitative Assessment in Sanskrit education
- Objective based evaluation.
- Assessment &Evaluation tools
- Modern Trends in Evaluation
- Continuous and comprehensive evaluation.
- Diagnostic test, Achievement test, Performance test
- Question Bank with different test items (HOT, LOT Questions)
- Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation.

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EDU-15. 5: ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN ARABIC EDUCATION

Course Outcome (CO)

To understand and develop the advanced studies in curriculum and pedagogic courses.

To familiarize with emerging areas in teaching and learning.

To develop an awareness of modern assessment strategies for Sanskrit.

To identify the avenues available for Professional Development.

CONTENTS

Unit I: Arabic Language: Origin, History and Development

Unit II: Trends and Practice in Arabic Language Teaching, Learning and Evaluation

Unit III: Curriculum and Learning Resources in Arabic Language Teaching

Unit: IV: Global Trends in Arabic Language Education

Unit 1. Arabic Language: Origin, History and Development

- Language - Origin and Functions
- Arabic language - Historical, Philosophical and Socio-Cultural Background
- Arabic language - Structure
- Linguistic concepts - Morphology, Phonology, Syntax, Semantics

Unit 2. Trends and Practice in Arabic Language Teaching, Learning and Evaluation

- Aims, Objectives, taxonomies
- Teacher qualities, skills and competencies
- Micro teaching- Cycle, Core Skills
- Scope and purpose of Techno-Pedagogic content knowledge analysis
- Teacher as a Techno Pedagogue
- Psycho-linguistic theories in Arabic language teaching
- Techniques-Methods-Strategies-Approaches-Models
- Development of language skills
- Teaching of Arabic language elements- Prose, Poetry, Grammar, Vocabulary, Spelling, Composition
- Research in Arabic language Teaching-Learning

- Qualities of a good test
- Different test types
- Objective based evaluation
- CCE
- Diagnostic test, Achievement test
- Question bank with different test items- LOT & HOT questions
- Modern trends in evaluation - Reflective Assessment, Portfolio, Rubrics

Unit 3. Curriculum and Learning Resources in Arabic Language Teaching

- Curriculum definition, principles in the construction of Arabic Language curriculum, syllabus
- Brief outline of NCF (2005) and KCF (2007)
- Formal, informal and non-formal learning contexts
- Community resources
- Instructional materials, language lab
- Digital resources-Blogs, e-journals, Podcasts, e-learning, m-learning, web-based leaning.
- Resources for students with learning difficulties
- MOOC, Virtual Learning
- Learning Management System

Unit 4. Global Trends in Arabic Language Education

- Position of Arabic language in the present day world.
- Place of Arabic language as a source of knowledge.
- Role of Arabic language in communication-Global Vision: means of international understanding
- Arabic language education in India and Kerala - non formal and formal agencies.
- Arabic language resources (teachers handbook, textbook, supplementary readers)

EDU-15. 6 : ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN TAMIL EDUCATION

Unit I: Nature and Scope of Teaching and Learning in Tamil Education

- Interdependence of teaching and learning – learning environment – learning process
- Teacher – qualities, skills and competencies
- Aims and objectives, taxonomies
- Nature, Scope, Values of Tamil education
- Interdisciplinary approach
- Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue, Scope and purpose of Techno-Pedagogic Content Knowledge Analysis.

Unit II: Instructional Practices in Tamil Education: Traditional to Digital

- Techniques
- Methods
- Strategies
- Models
- Approaches

Unit III: Curriculum and Modern Instructional Resources in Tamil Education

- Curriculum – Concept, Principles of designing Tamil curriculum
- Global trends in designing Tamil curriculum
- Brief outline about NCF(2005) KCF (2007)
- Curriculum transaction and its modes
- Experience with curriculum designs-Design digital texts and e-content development.
- Community resources
- e- resources and IT enabled instructional resources, Educational blogs, e-journals, pod casting, e-learning, m- learning, web based learning, learning management system (LMS).

Unit: IV: Modern Developments and Assessment in Tamil Education

- Quantitative and Qualitative Assessment in Tamil education
- Objective based evaluation.
- Assessment & Evaluation tools
- Modern Trends in Evaluation
- Continuous comprehensive evaluation.
- Diagnostic test, Achievement test, Performance test
- Question Bank with different test items (HOT, LOT Questions)
- Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation.

SEMESTER IV

EDU – 15.7 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN MATHEMATICS EDUCATION

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

Course Outcome (CO)

CO 1 understand the concept of teaching- learning process.

CO 2 understand and develop skill in selecting appropriate aims and objectives for teaching Mathematics.

CO 3 To identify the changing roles of the teacher

CO 4 familiarize and apply the instructional management strategies of teaching Mathematics.

CO 5 understand and apply online assessment and competency enhancement avenues.

CO 6 identify net working as a means of personal and professional growth

CO 7 develop skill in the preparation of different types of schedules and matrix for assessing performance.

CO 8 To understand and practice various models of teaching in classrooms

CO 9 prepare different types of test items for assessment.

CO 10 To understand and practice modern methods of assessment

CO 11 Develop skill in constructing and administering Achievement test & Diagnostic tests.

CO 12 familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation& Rubrics designing

CO 13 To understand the meaning of reflective practices to prepare tools for evaluation of reflective practices

CONTENT

Unit 1: Exploring Content and Pedagogic Knowledge

- Content knowledge and Pedagogic content knowledge of secondary school Mathematics syllabus prescribed by SCERT
- Mathematical skills, Micro teaching skills and thinking skills
- Advanced learning in different levels of planning

Unit 2: Inquiring into Approaches, Methods, Strategies, and Techniques for Lifelong Learning of Mathematics

- Behaviourist approach - constructivist approach - process approach-Cognitive approach – Personalized - Cooperative – Collaborative (Jigsaw technique/ circle learning/ think-pair and share) - participatory approaches, team teaching approach, mastery learning.
- Project method, problem solving method, Analytic-synthetic method and heuristic Approach
- Models of teaching : Cam, ITM, mastery learning model and discovery model
- Techniques, strategies and activities needed for stimulating creativity and inventiveness in science for lifelong learning - Buzz section, Brain storming, Simulation, role play, discussion, debate, concept mapping , Mathematics club activities
- Motivation, types of motivation, methods of motivating students.
- **Self Instructional Strategies-** Programmed Instruction (Linear, branching), Modular Instruction and CMI
- Education for students with special education needs-slow learners, deprived learners, gifted and creative learners
- Enhanced lifelong learning in Mathematics through Web based learning, E-earning, M-learning, Brain based learning, Experiential learning
- Measures needed for students with special needs

Unit 3: Enriching Assessment in teaching Mathematics

- Taxonomies of Educational Objectives needed for teaching and assessing Mathematics - Bloom's taxonomy, Revised Bloom's taxonomy (2001) and its implications for assessment and stating the objectives – knowledge and cognitive process dimensions, Bloom's digital taxonomy
- Objective based evaluation
- Construction of different types of test items
- Construction of achievement test, and diagnostic test Evaluation
- Recent trends in evaluation – CCE, assessment of student's performance - portfolio - e-portfolio, development of Rubrics for assessing student's performance - online assessment -tools for online assessment - Grading – meaning, types and uses of grading,
- Competitive examinations for students Olympiad, National Talent Search Examination by NCERT
- Competitive/placement examinations for graduates. and post graduates

Unit 4: Professionalizing Mathematics teaching:

- Roles of teacher – teacher as a lifelong learner, teacher as a researcher, teacher as a reflective practitioner, teacher as an educational entrepreneur
- Teacher competencies needed for a Mathematics teacher
- Professionalism-Traits of professionalism required for a teacher - Professional ethics
- Professional growth of teachers - Relevance and scope of Reflective practices in professional development - Continuing Professional Development (CPD) – e-twinning, webinar, video conference, research, summer courses, inservice training and Online Courses (MOOC based and Swayam Platform by UGC)

SEMESTER IV

EDU – 15.8: ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN PHYSICAL SCIENCE EDUCATION

Course Outcome (CO)

- CO 1 Enrich subject competencies in teaching Physical Science
- CO 2 Integrate various approaches, strategies and techniques in teaching Physical Science
- CO 3 Update the different modern trends in assessment in teaching
- CO 4 Equip with web based teaching and learning
- CO 5 Deal children with special needs
- CO 6 Evaluate students objectively and also objective based
- CO 7 Construct test items to assess different levels of thinking in three domains
- CO 8 Familiarize various competitive/placement examinations for secondary and higher secondary school students, graduates and post graduates
- CO 9 Professionalize teaching through understanding various roles of teacher
- CO 10 Understand various means of professionalization

CONTENT:

Unit 1: Exploring Content Knowledge

- a. **Physics:**
 - i. **Sound and Light** –Mechanical and electromagnetic waves – Wave motion – Transverse and longitudinal waves –Characteristics of waves – sound wave- speed of sound – resonance – reflection of sound – reverberation - Doppler effect, reverberation, SONAR- Reflection and refraction of light - Optical density, total internal reflection and applications- colour of sky, cloud, snow. Primary colours, secondary colours - complementary colours - Dispersion of light –Scattering of light
 - ii. **Heat &Electricity** Temperature and temperature scales, modes of heat transmission, boiling, melting, Specific heat capacity, latent heat, regulation- electromagnetic induction, AC, DC Generators, electric motors, transmission of AC, self induction, mutual induction, transformers, moving coil microphones, loud speaker - Static electric properties, electroscopes, electro static induction, Joule’s law of heating

- iii. **Gravitation** : Mass and weight, universal law of gravitation, acceleration due to gravity and factors affecting it, Solar system, orbits, planets, satellite, escape velocity, space exploration and weightlessness in space. Galaxies, stars, big bang, clusters, nebula, Super Nova, solar and lunar eclipse.
- iv. **Electronics**: Conductors, insulators, semi conductors, doping, different types of diodes and applications, transistor and its applications, ICs.

b. Chemistry:

- i. **Atomic structure**: History of atomic structure, Bohr model of atom, electron shell model, stability and electronic configuration
- ii. **Corrosion of metals** - factors responsible for corrosion, prevention of corrosion, reactions of metals with water, air and acids, Displacement reactions of metals, reactivity series
- iii. **Separation of Mixtures** - distillation, fractional distillation, differential extraction using separating funnel, chromatography
- iv. **Periodic table and chemical bonding** - Moseley's periodic law, nature of elements and electronic structure, valency and electro negativity, representative elements, transition elements, sub shell electronic configuration, classification of elements into blocks (s, p, d & f) and their characteristics - ionic bond and covalent bond, , difference in the formation of compounds, comparison of the properties of ionic compounds and covalent compounds,
- v. **Carbon** - Unique nature, allotropes, carbon cycle, green house effect, global warming Organic compounds Classification, catenation, tetra covalency of carbon
- vi. **Chemical kinetics**: Factors influencing rate of reaction - concentration, surface area, temperature and presence of catalyst. **Mole Concept** - Atomic mass and molecular mass, Avogadro's law and mole concept, gram atom and gram molecule, mole concept and balanced chemical equations

Unit 2: Inquiring into Approaches, Methods, Strategies, and Techniques for Lifelong Learning of Physical Science

- Behaviourist approach - constructivist approach - process approach-Cognitive approach – Personalized - Cooperative – Collaborative (Jigsaw technique/ circle learning/ think-pair and share) - participatory approaches
- Issue based and problem based approaches
- Project method, problem solving method, guided discovery method
- Techniques, strategies and activities needed for stimulating creativity and inventiveness in science for lifelong learning - Buzz section, Brain storming, Simulation, role play, discussion, debate, concept mapping , Mind mapping, science club activities, field visit, science exhibition

- Enhanced lifelong learning in Physical Science through Web based learning, E-learning, M-learning, Brain based learning, Experiential learning
- Measures needed for students with special needs

Unit 3: Enriching Assessment in teaching Physical Science

- Taxonomies of Educational Objectives needed for teaching and assessing Physical Science - Bloom's taxonomy, Revised Bloom's taxonomy (2001) and its implications for assessment and stating the objectives – knowledge and cognitive process dimensions, Bloom's digital taxonomy
- Objective based evaluation and objective evaluation
- Construction of different types of test items - (HOT and LOT questions)
- Construction of achievement test, and diagnostic test Evaluation of non-cognitive areas like creativity, skill, and attitude in science learning contexts
- Recent trends in evaluation – CCE, assessment of student's performance - portfolio - e-portfolio, development of Rubrics for assessing student's performance - online assessment -tools for online assessment - Grading – meaning, types and uses of grading,
- Competitive examinations for students NTSE Olympiad (National Talent Search Examination by NCERT), Science Olympiad by Homi Bhabha Centre for Science Education (HBCSE), KVPY (by the Department of Science and Technology). Intel Science Programme, Google Science fair
- Competitive/placement examinations for graduates and post graduates
GATE, GRE, KTET (by Pareekshabhavan), CTET(by CBSE), and SET exam (by LBS)CSIR & UGC NET exam for Junior Research Fellowship and Eligibility for Lectureship (by CSIR & National Testing Agency)

Unit 4: Professionalizing Physical Science teaching:

- Roles of teacher – teacher as a lifelong learner, teacher as a researcher, teacher as a reflective practitioner, teacher as an educational entrepreneur
- Teacher competencies needed for a science teacher-NCTFE
- Professionalism- Traits of professionalism required for a teacher - Professional ethics
- Professional growth of teachers - Relevance and scope of Reflective practices in professional development - Continuing Professional Development (CPD) – e-twinning, webinar, video conference, research, summer courses, in-service training and Online Courses in Science (MOOC based and Swayam Platform by UGC)

EDU – 15. 9 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN NATURAL SCIENCE EDUCATION

Course Outcome (CO)

- CO 1 Enrich subject competencies in teaching Natural Science
- CO 2 Understand the concept of teaching- learning process.
- CO 3 Understand and develop skill in selecting appropriate aims and objectives for teaching natural science.
- CO 4 Develop skill in the preparation of various instructional materials for enhancing the effectiveness of instruction and remediation.
- CO 5 Familiarize and apply the instructional management strategies of teaching natural science
- CO 6 Professionalize teaching through understanding various roles of teacher
- CO 7 Develop a skill in constructing and administering achievement test & diagnostic tests.
- CO 8 Familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation& Rubrics designing.

CONTENTS:

Unit I : Exploring Content Knowledge

- 1 .Biological classification- 5 Kingdom Classification- Monera ,Protista, Fungi, Plantae, Animalia.
2. Cell : The unit of life- Cell Theory , Cell organelles
3. Principles of inheritance and variation: Mendel's Law of Inheritance – Law of Dominance, Law of Segregation, Law of Independent Assortment
4. Genetic disorders- Mendelian disorders- Hemophilia, Sickle cell anemia, Phenylketonuria, Chromosomal disorders- Down Syndrome ,Klinefelter Syndrome, Turner Syndrome
- 5 .Bio technological applications: in agriculture- BT Cotton, Pest resistant plants
 - : in medicine- genetically engineered insulin, gene therapy, molecular diagnosis (ELISA Test)
 - : Transgenic animals- benefits- biological products, vaccines, chemical safety testing
 - : Ethical issues- bio piracy

Unit II. Instructional Management : Traditional to Digital

- Teacher initiated methods- Lecture method, Lecture cum Demonstration, Biographical
- Student initiated methods- Problem solving, Project method, Guided discovery, Experimental and heuristic method.
- Approaches- Inductive-Deductive, Multimedia, Interdisciplinary and Constructivist approaches.
- Techniques- Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping.
- ICT and Multimedia as technology enhanced communication devices in the teaching of life science
- Networking- meaning and scope of Net working in science learning.
- Meaning and importance of planning, Types of planning – Year plan, Unit plan, lesson plan and Resource Unit
- lesson plans based on following approaches and Models of teaching- Herbartian Approach, Constructivist Approach, Concept attainment model(CAM), Inquiry Training Model(ITM), 5E Model
- Teaching skills –Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology teacher.
- Curriculum-Meaning-functions and, Principles of curriculum construction,
- Approaches to curriculum organization'
- Critical analysis of the prevailing secondary school biology syllabus.
- Curriculum reforms in India(NCERT) & abroad (BSCS).

Unit II. Enriching Assessment in Teaching

- Taxonomies of Educational Objectives needed for teaching and assessing Natural Science-Bloom's Taxonomy. Revised Bloom's Taxonomy, McCormack and Yager's Classification, Bloom's Digital Taxonomy.
- Reflection and feedback- Assessment of student's performance.
- Objective based evaluation.
- Assessment & Evaluation tools
- Question Bank with different test items (HOT, LOT Questions),
- Achievement Test.
- Diagnostic tests & Remedial Teaching.
- Modern Trends in Evaluation.
- Continuous comprehensive evaluation.
- Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions.

- Grading- meaning ,types and uses.
- Competitive examinations for students- NTSE, Science Olympiad, Google Science Fair.
- Competitive/ placement examination for graduates & post graduates- KTET(by Pareekshabhavan),CTET (by CBSE),SET(by LBS),CSIR& UGC NET EXAM for Junior Research Fellowship & Eligibility for Lectureship(by CSIR & National Testing Agency).

Unit IV. Professionalizing Natural Science Teaching

- Relevance and scope of Reflective practices in professional development
- Role of teacher- as a lifelong learner, as a researcher, as a reflective practitioner and educational entrepreneur.
- Teacher competencies for Science teaching
- Professionalism- Traits of professionalism required for a science teacher- Professional ethics
- Relevance and scope of Reflective practices in professional development- Continuing Professional Development (CPD) –research-Swayam Platform by UGC.

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EDU – 15.10 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN SOCIAL SCIENCE EDUCATION.

Course Outcome (CO)

- CO 1 To develop an insight about the world and society we live
- CO 2 To identify and practice modern instructional strategies in Social Science.
- CO 3 To get acquainted with the principles and practices of curricular transactions in the digital era. .
- CO 4 To develop necessary skills and competencies for a teacher in digital era.
- CO 5 To prepare the prospective teachers as reflective practitioner
- CO 6 To inculcate a broad perspectives of social science education from a global perspective

CONTENTS:

Unit 1: Exploring the Content

Unit 2: Revamping Social Science Curriculum

Unit 3: Equipping Social Science Teacher

Unit 4: International Considerations of Social Science Education

UNIT 1 EXPLORING THE CONTENT

Ancient Civilisations of the World- Greek Civilization, Roman Civilization Egyptian Civilisationan , Mesopotamian Civilisation Harappan Civilisation Chinese Civilisation

Revolutions of the World- American Revolution, Glorious Revolution, French Revolution Russian Revolution Chinese Revolution

India and Freedom Movement - First War of Indian Independence- India's struggle towards Freedom. Transfer of power, Post Independent period.

Economic Systems of the World - Capitalism, Socialiosm, Mixed Economy ,Five year planning in India, Sectors of Indian Economy ,

India and its geography- Geographical position of India ,India and its natural Resources Major landforms of the Country.

The Universe - Solar System, Atmosphere , Interior of the Earth

Civics- Constitution of India-Fundamental Rights, Legislature ,Executive and Judiciary.

UNIT II REVAMPING SOCIAL SCIENCE CURRICULUM

- **Social Science teaching in digital era-** need and significance of technological changes in teaching learning process
- **Virtual learning and Blended learning in Social Science-** Scope of virtual learning in Social science and the nature and scope of Blended learning in the present learning environment
- **Behaviourist and constructivist approaches in teaching Social Science-** how the approaches differ in planning and transactional modalities.
- **Global trends in curriculum construction-** recent changes in curriculum construction, learner centered & participatory approaches.
- **Innovative techniques and strategies of teaching Social Science-** modern instructional strategies with constructivist approaches and technological advancement
- **Resource Mapping in Social Science –** Print Vs Non Print Media , Utilisation of Library Laboratory and Clubs in Social Science Education
- **Time sense and Place sense-** Concept , Importance ,Tools for Developing Time sense and Place sense
- **Comparison of Community resources and e-resources-** important community resource items and e-resources, comparison of its availability and utilization in class room situation

UNIT III -EQUIPPING SOCIAL SCIENCE TEACHER

- **Professionalism -** Continuous Professional Development , teacher as a Reflective Practitioner , Competencies and Skills
- **Need of research in teaching learning process-** Action research and its outcomes, recent research findings in the teaching learning process of Social Science

UNIT IV INTERNATIONAL CONSIDERATIONS OF SOCIAL SCIENCE EDUCATION

- **Role of Social science in National and international perspective-** Challenges to Nationalism, need and significance of international understandings, role of Social Science teaching to promote National and International perspectives.
- **Trends and developments in Evaluation-** modern trends in evaluation, CCE, fixing of rubrics and the scope of grading.

EDU – 15.11 : Advanced Studies : Curriculum and Pedagogic Courses in Geography Education.

Course Outcome (CO)

Understand the concept of teaching- learning process.

Develop skill in the preparation of various instructional materials for enhancing the effectiveness of instruction and remediation.

Understand and develop skill in selecting appropriate aims and objectives for teaching the subject.

Familiarize and apply the instructional management strategies of teaching geography.

Understand and apply online assessment and competency enhancement avenues.

Identify net working as a means of personal and professional growth.

Develop skill in the preparation of different types of schedules and matrix for assessing performance.

Develop a skill in constructing and administering achievement test & diagnostic tests.

Familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation& Rubrics designing

Unit1. Exploring content knowledge

- Global warming and climate change
- Disaster management
- Urbanization and related environmental problems
- Resource management
- Pollution and health hazards
- Marine pollution

Unit 2. Inquiring into approaches, methods, strategies and techniques for lifelong learning of Geography

- Behaviourist, constructivist and process oriented approaches.
- Issue based and problem based approaches.
- Project and problem solving methods.
- Techniques and strategies in teaching Geography for lifelong learning.
- Buzzsession, brainstorming, conceptmapping, mindmapping, clubactivities, fieldvisits, exhibitions in teaching and learning of Geography.
- Enhanced lifelong learning in Geography-e-learning, m-learning, webbased learning, brainbased learning, experimental learning.
- Measures needed for students with special needs

Unit 3. Enriching assessment in teaching Geography

- Taxonomy of educational objectives for teaching Geography.
- Objective and objective based evaluation.
- Construction of different types of test items.
- Construction of achievement and diagnostic test.
- Evaluating attitudes, skills and creativity.
- Classroom assessment and feedback and their principles.
- Recent trends in evaluation-CCE, Rubrics, assessment of students performances, Portfolio, Online assessment and its tools.
- Competitive tests and Geography- NTSE, CTET, SET, TTET, NET, UPSC Tests.

Unit 4. Professionalizing Geography Teaching

- Role of teacher-as a lifelong learner, as an entertainer, as a researcher, as a reflective practitioner, as an educational entrepreneur, as a digital migrant.
- Teacher competencies needed for a Geography teacher.
- Professionalism–Traits, professional ethics.
- Professional growth of teachers- relevance and scope of reflective practices in professional development, continuing professional development, e-twinning, webinar, video conference, research summer courses, inservice training and online courses

SEMESTER IV

EDU – 15.12 ADVANCED STUDIES: CURRICULUM AND PEDAGOGIC COURSES IN COMMERCE EDUCATION.

Course Outcome (CO)

- CO 1 To mould the prospective teacher educators to uphold the professional spirit in diverse angles.
- CO 2 To familiarize with the modern instructional strategies pertaining to teaching of commerce.
- CO 3 To make the prospective teachers in commerce as competent in applying various instructional strategies and approaches.
- CO 4 To get acquainted with modern principles and trends in the designing and organization of commerce curriculum.
- CO 5 To generate a broad perspectives of e-resources in instructional practices and to develop skill in retrieving and transacting commerce curriculum through e-resources.
- CO 6 To get acquainted with the principles and practices of feedback mechanisms and to become capable of designing and implementing various assessment tools and techniques.

CONTENTS

Unit I : Exploring pedagogic content knowledge analysis in commerce

- Pedagogical content knowledge analysis (PCK) - Scope, Features of PCK analysis, significance of PCK analysis in commerce discipline - Relationship between pedagogic with content analysis Content Analysis
- Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue - Scope and purpose of Techno-Pedagogic Content Knowledge Analysis.
- Essential Requirements of Teaching Commerce Education - Teaching Competencies and Skills - Micro teaching - Meaning, Phases, steps.
- Continuing Professional Development (CPD), Teacher responsibilities; multifarious roles: facilitator, scaffolder, mentor, social engineer, counsellor, reflective practitioner and digital migrant

Unit II: Instructional Practices in Commerce Education: Traditional to Digital

- Techniques - Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.
- Methods of teaching – Lecture Method, Project method, socialized methods, Problem solving method, Case study, Source method, Inductive and Deductive, Analytical and Synthetic method.
- Instructional strategies – Co operative learning strategies, Collaborative learning strategies, Virtual learning and Blended learning, Experiential learning, blended learning, contract learning, problem based learning, Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in higher secondary classroom.
- Models of teaching – Introduction, Different families - Group Investigation Model, Cognitive Apprenticeship Model, 5 E Model, ASSURE instructional design model.

Unit III: Curriculum and Modern Instructional Resources in Commerce Education

- Curriculum – Concept, Principles of designing commerce curriculum, Global trends in designing commerce curriculum, Curriculum transaction and its modes
- Experience with curriculum designs-Design digital texts and e-content development.
- e- resources and IT enabled instructional resources, Educational blogs, e-journals, pod casting, e-learning, m- learning, web based learning, learning management system (LMS)
- e-twinning, webinar, video conference, research, summer courses, in service training and Online Courses in Science (MOOC based and Swayam Platform by UGC, Samagra portal.

Unit: IV: Modern Developments and Assessment in Commerce Education

- Taxonomies of Educational Objectives needed for teaching and assessing Commerce education - Bloom's taxonomy, Revised Bloom's taxonomy (2001) and its implications for assessment and stating the objectives, Bloom's digital taxonomy.

- Quantitative and Qualitative Assessment in commerce education, Assessment & Evaluation tools, Modern Trends in Evaluation, Continuous comprehensive evaluation, Diagnostic test, Achievement test, Performance test, different test items (HOT, LOT Questions)
- Reflective assessment - Portfolio Assessment, Rubrics, Self reflection, Peer evaluation.

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EDU – 15.13 :ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN HOME SCIENCE EDUCATION

Course Outcome (CO)

- CO 1 Understand the concept of teaching- learning process.
- CO 2 Understand and develop skill in selecting appropriate aims and objectives for teaching natural science.
- CO 3 Familiarize and apply the instructional management strategies of teaching natural science.
- CO 4 Understand and apply online assessment and competency enhancement avenues.
- CO 5 Identify net working as a means of personal and professional growth
- CO 6 Develop skill in the preparation of different types of schedules and matrix for assessing performance.
- CO 7 Develop a skill in constructing and administering achievement test & diagnostic tests.
- CO 8 Familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation& Rubrics designing

CONTENTS :

Multiple taxonomies of Instructional objectives

- Origin, Bloom's Taxonomy of Instructional Objectives (1956) ,
- Classification by NCERT,
- Mc Cormack and Yagar's classification,
- Technology Integrated Taxonomy –Peck & Wilson (1999) ,
- Revised Blooms Taxonomy by Anderson and Krathwohl (2001).

Instructional Management: Traditional to Digital

- Teacher initiated methods- Lecture method, Lecture cum Demonstration, Biographical
- Student initiated methods- Problem solving, Project method, Guided discovery, Experimental and heuristic method.
- Approaches- Inductive-Deductive, Multimedia, Interdisciplinary and Constructivist approaches.
- Techniques- Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping.
- ICT and Multimedia as technology enhanced communication devises in the teaching of life science
- Web 2.0 tools
- Networking- meaning and scope of Net working in science learning.
- M. learning
- Meaning and importance of planning, Types of planning – Year plan, Unit plan, lesson plan and Resource Unit

- lesson plans based on following approaches and Models of teaching- Herbartian Approach, Constructivist Approach, Concept attainment model(CAM), Inquiry Training Model(ITM), 5E Model
- Teaching skills –Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology/Home Science teacher.
- Curriculum-Meaning-functions and, Principles of curriculum construction,
- Approaches to curriculum organization’
- Critical analysis of the prevailing secondary school biology syllabus.
- Curriculum reforms in India(NCERT) & abroad (BSCS).

Evolving Assessment Practices in Home Sciences

- Reflection and feedback- Assessment of student’s performance.
- Objective based evaluation.
- Assessment &Evaluation tools
- Question Bank with different testitems (HOT, LOT Questions),
- Achievement Test.
- Diagnostic tests &Remedial Teaching.
- Modern Trends in Evaluation.
- Continuous comprehensive evaluation.
- Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions.

Reflective Reading and Teacher competencies.

- Relevance and scope of Reflective reading.
- Teacher competencies for Science learning
- Standards for Teacher Competence in Educational Assessment of Students.

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APPENDIX

CORE PAPERS

Seminar

Any presentation by the student teacher in eight to ten minutes based on the theoretical components. The assessment can be on the following criteria.

- ◆ Preparation
- ◆ Content competency
- ◆ Report
- ◆ Presentation
- ◆ Originality

Practical

The aim is to familiarize the design, administration and scoring of psychological tools/Technological Tools . Any practical experience in the use of tools and techniques should be given. Lab experience is an essential component for all student teachers. At least two practical in each semester should be done and a record must be kept for assessment. The criteria for assessment include:

- ◆ Attendance in the Psychology lab / Technology lab
- ◆ Genuine involvement of the subject
- ◆ Recording
- ◆ Speed and accuracy of the administration of tool
- ◆ Nature of the tool(standardized or not)

Tests

Periodical tests of short duration can be conducted and the average of test scores can be calculated for internal assessment. The tests should include all types of questions and one or two tests must of MCQs. It is also advised to conduct a college level mid semester examination for 25 marks including all types of questions other than essay question as part of internal assessment.

Capacity building Activities

The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken and a report of the activity should be maintained for assessment. The programmes can be planned based on the following themes.

- ◆ Communication skills
- ◆ Decision making
- ◆ Remediation/ Intervention
- ◆ Incorporating creative expressions in teaching
- ◆ Innovations in teaching
- ◆ Problem solving
- ◆ Self awareness and empowerment
- ◆ Extension programmes
- ◆ Exploiting community resources
- ◆ Entrepreneurship

The assessment criteria include:

- ◆ Proficiency in the activity
- ◆ Applicability in profession
- ◆ Recording
- ◆ Individual effort
- ◆ Challenges overcome

School based activity

The aim of the activity is to equip student teachers proficient in initiation, organization and management of student centered programmes considering the demands of the group. Student teachers can conduct any activity/ programme in connection with the theoretical transaction of Educational Psychology in classroom in order to help school students for meaningful learning. The activity must be conducted during the practice teaching period and a brief report of the work with necessary evidences should be submitted for internal assessment.

N.B. All the reports that come under internal assessment must be clear, short and specific with supporting evidences and not exceeding 10 pages. Hand written documents must be submitted by student teachers.

EDU 401.1 Research Project

A. Tentative Schedule for Minor Project/Action Research/Case Study

Phase I of school internship – Semester - III

- Identification and Selection of the issue/theme
- Searching available information/related studies
- Selection/Adoption/Preparation of tool for data collection/collection of evidences.

Phase II of school internship – Semester - IV

- Selection of sample
- Finalization of the tool and data collection
- Analysis of the data and reporting.

B. Format of the Report of Minor Project/Case Study/Action Research

- Introduction
- Significance of the Study, Objectives of the study, Hypotheses , Related Studies
- Method of Study , Sample selection, Tools used in the study, Data collection, Measures adopted for calculation
- Analysis of the data, findings of the study, implications.

C. Evaluation of the Report

- The problem and Title. (5 marks)
- Statement of Objectives and Hypotheses/research questions (10 marks)
- Sample and Tools for the study including data collection (10 marks)
- Analysis of data-procedures adopted and clarity (10 marks)
- Findings of the study(5 marks)
- Viva-voce (10 marks)- (external assessment only).

D. Viva-voce : 10 marks (viva – voce criteria)

- Thoroughness of the study
- Novelty/originality of the study
- Initiative of the researcher
- Presentation of the study
- Capacity to Substantiate / (2 marks each).

EVALUATION SHEET

(Teaching practice)

Name of the student:

Co-operating /practicing school:

Subject:

Standard:

Date:

Criteria	Max. Score	Scores Secured					Average Score
		Observation of lessons					
		1	2	3	4	5	
1. Lesson template	10						
2. Set induction(Introduction of the lesson)	10						
3. Development of the Lesson	10						
4. Learning Experiences (Activities)	10						
5. Learner Involvement	10						
6. Use of Audio-Visual Aids & Technology Integration	10						
7. Mastery of the subject matter	10						
8. Classroom management	10						
9. Closure of the lesson	10						
10. Assessment and evaluation	10						
Total	100						

Overall impression about teaching: Excellent / Very good/Good /Satisfactory/Needs improvement

(90%or above) (80-89%) (60-79%) (50-59%) (below 50%)

Place:

Name and Signature of the observer:

Date:

RATING SCALE

(Pre-practice Teaching)

Name of the student:

Co-operating /Practicing school:

Subject:

Topic :

Standard:

Date:

Sl. No	Criteria	Excellent (90% and Above)	Very Good (80-89%)	Good (60-79%)	Satisfactory (50-59%)	Needs Improvement (Below 50%)
		A	B	C	D	E
1.	Lesson template					
2.	Set induction (Introduction of the lesson)					
3.	Development of the Lesson					
4.	Learning Experiences (Activities)					
5.	Learner Involvement					
6.	Use of Audio-Visual Aids & Technology Integration					
7.	Mastery of the subject matter					
8.	Classroom management					
9.	Closure of the lesson					
10.	Assessment and evaluation					
	Total					

Place:

Name and Signature of the observer:

Date:

Teacher Observation Standards Rubric- Assessment Tool

Sl. No	Level/ Criteria	Excellent	Very good	Good	Satisfactory	Needs improvement
1	Lesson Template	All components of lesson plan including targeted learning objectives are clearly defined. Reflects all important concepts. Prerequisites are well accommodated. Interdisciplinary connections Clear and accurate class room interaction procedures. Self explanatory to a great extent	All most all components of lesson plan are clearly defined. Reflects all most all important concepts. Prerequisites are accommodated. Attempted for Interdisciplinary connections Clear Class room interaction procedures . Self explanatory	Some components of lesson plan need improvement. Reflects the essential concepts P prerequisites accommodated. More class room interaction procedures are given , but not clear self explanatory to a some extent level.	Some components of the lesson plan need improvement. Pre-requisites included are not properly accommodated. The strategies adopted needs improvement Not self explanatory	Teacher makes content errors. Teacher does not consider prerequisite relationships Teacher plans to use inappropriate strategies Most of the components were not properly defined
2	Set Induction (introduction of the lesson)	Sets a conducive environment Intellectual curiosity of the child is very well aroused. Very well refreshes the pre-requisites needed. Very interesting and most relevant introduction	Sets a suitable environment Intellectual curiosity is aroused. Pre-requisites are checked Interesting and relevant introduction	Sets a suitable environment Only a few Pre-requisites refreshed. Interesting Sets a satisfactory environments	Introduction does not suit to the lesson Prerequisites were not appropriate Learning environment needs improvement.	Introduction to the lesson is not at all appropriate Prerequisites not at all considered

3	Development of the Lesson	<p>Sets a conducive environment Intellectual curiosity of the child is very well aroused. Very well refreshes the pre-requisites needed. Very interesting and most relevant introduction Uses very appropriate learning experiences Eliciting student responses to carry/drive the lesson forward Encouraging student enquiry by asking thought provoking open ended questions (brainstorming). Asking multi-level (lower, middle/higher order) questions. Providing scaffolds in constructing knowledge. Providing real world problem based learning environment. Creating situations for the development of values. Focusing on knowledge</p>	<p>Goals were set and defined. Sequenced the content through elaborating student initiated responses. skilled in directing and/supervising learner activities. Creates and sustains interest among students throughout the class. Uses reinforcers (both positive and negative) for recognition and approval. Skilled in identifying learner needs and learning difficulties. Uses appropriate learning experiences Tries to elicit student responses to carry/drive the lesson forward Asking thought provoking open ended questions. Students are encouraged to construct/generate knowledge. Providing life related problems.</p>	<p>Tries to sequence the content through elaborating student initiated responses. Directing and/supervising learner activities. develops interest among students . Uses reinforcers (both positive and negative) for recognition and approval. Identifies learner needs and learning difficulties. Sets a satisfactory environments Learning experience provided needs improvement Teacher tries to elicit knowledge. Asking different types of question Chances for construction/generation of knowledge. Offers some accommodation to support different levels of learners.</p>	<p>Student initiated responses for developing the content needs improvement Involvement in learner activities is essential. More reinforcers (both positive and negative)are required for recognition and approval. . Learning environment needs improvement. Learning experience provided not at all appropriate. Teacher domination in learning activities Questions asked are not serving the purpose Offers minimum accommodation to support different levels of learners. .</p>	<p>Students not participated in content development. No reinforcement(both positive and negative) Teacher does not recognise the role of student in teaching learning process Learning environment developed is not suitable to the lesson Learning experience needs change No student participation Only a very few questions were asked. Most of the questions asked are leading . .</p>
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		<p>construction/generation .</p> <p>Relates present learning with previous and future learning.(opportunity for applying knowledge)</p> <p>Accommodation to support different levels of learners.</p>	<p>Tries to individualise instruction.</p> <p>Accommodation to support different levels of learners.</p>			
4	Learning Experiences (Activities)	<p>Life related to the maximum, variety of activities used, interesting</p> <p>Relevant</p> <p>Child friendly</p> <p>Participatory</p> <p>Satisfying all levels of learners</p> <p>Adequate number of activities</p>	<p>Life related</p> <p>Variety of activities were included, interesting</p> <p>Participatory</p> <p>Considered the different levels of learners</p> <p>Adequate number of activities included</p>	<p>Life related</p> <p>Participation of some learners, interesting to some extent</p> <p>Satisfies some learners only</p> <p>Minimum number of activities were included</p>	<p>Not directly related to life</p> <p>Minimum activities used</p> <p>Does not consider the different levels of learners</p>	<p>Not related to life</p> <p>Activities used are not appropriate and child friendly</p>
5	Learner Involvement	<p>Learners are actively constructing relationships and create metaphors.</p> <p>Learners are actively engaged in dialogue both with the teacher and one another.</p> <p>Learner autonomy and initiative is well appreciated.</p>	<p>Learners are constructing relationships and create metaphors.</p> <p>Encourages learners to engage in dialogue both with the teacher and one another.</p> <p>Learner autonomy and initiative are good.</p>	<p>Learners are actively constructing relationships and create metaphors.</p> <p>Learners are engaged in dialogue both with the teacher and one another.</p> <p>Encourage and accept learner autonomy</p>	<p>More Learners involvement in constructing knowledge is expected.</p> <p>Learners are expected to have more dialogue both with the teacher and one another</p>	<p>No learner involvement in knowledge construction.</p> <p>Teacher-learner interaction and learner-learner interaction is very poor</p>

		All learners are participating in the teaching learning process		and initiative.		
6	Use of Audio-Visual Aids & Technology Integration	Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of higher level thinking skills. Writings in the Board – well planned, neat and legible. Technology is integrated to the success of the lesson plan A clear relationship between use of technology and student learning Selects and uses appropriate audio-visual aids.	Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of certain higher level thinking skills. Writings were planned Selects and uses appropriate audio-visual aids.	Proposed technology use is engaging and, age appropriate, but not clear how it enhances student learning Selects and uses appropriate audio-visual aids some times. Black board was used to the minimum	Proposed technology use is age appropriate and Audio visual aids are used to the minimum	Proposed technology use is not engaging, not age appropriate, not beneficial to learning and not at all supportive of certain higher level thinking skills. No use of Audio visual aids .
7	Mastery of the subject matter	Clear understanding of the objectives and how it to be delivered. Current research and data includes in the lesson. Thorough and deep content knowledge Knowledge of accurate	Clear understanding of the objectives and how it to be delivered Deep content knowledge Necessary content is known to the teacher Content knowledge is accurate	Content knowledge is the minimum Knowledge of supplementary materials to some extent level	More content knowledge is a must Knowledge of supplementary materials to minimum	Teacher is not clear about the objectives and how to deliver it. Poor content knowledge Teacher makes errors in content

		and updated content Vast knowledge of the supplementary materials.	Necessary supplementary materials were clear to the teacher			
8	Class Management	Develops good rapport with learners Names of all learners are known to the teacher Deals with misconduct very effectively Learners are self disciplined. Recognises attending and non attending behaviours Keeps learners in eye span Learners do group works very systematic	Teacher has a command on students Calls pupils/groups by their names Stops misconduct Learners acts according to the direction of teachers. Learners acts according to the direction of the teacher Learner Manages group activities.	Teacher doesn't give much importance to discipline Learners are restless during group work	Learners are not at all disciplined Difficult to control in group work	Learners are wandering/playing in the class Learners are forced to do group work Teacher punishes for their misbehave
9	Closure of the Lesson	Summarised the lesson with respect to each learning point effectively Provides situations for reflective practice after each class. Provides appropriate feedback. Provides remedial measures daily. Provides enrichment activities for reinforcing the constructed knowledge.	Reviews major points in the lesson Provide reflective practice as a means of evaluation Provides remedial measures on alternate days	Repeats the main points of the lesson After each class student is advised to reflect on the class.	Summarises some points of the lesson Teacher does not insist on reflection	No review of the content is done Reflection is not a matter of the teacher

10	Assessment and evaluation	<p>Questions for authentic assessment of all targeted objectives are included</p> <p>A clear relationship is evident between learning objectives and assessment of learning.</p> <p>Assessment tools contain topic specific criteria to serve as a helpful scaffold for learners</p> <p>Provision for formative evaluation through out the session</p>	<p>Questions for authentic assessment of all most all targeted objectives are included</p> <p>A clear relationship is evident between learning objectives and assessment of learning.</p> <p>Assessment tools contain majority topic specific criteria to serve as a helpful scaffold for learners</p> <p>Provision for formative evaluation to a greater extent</p>	<p>Questions for authentic assessment of some targeted objectives are included</p> <p>A clear relationship is evident between some learning objectives and assessment of learning.</p> <p>Assessment tools contain some topic specific criteria to serve as a helpful scaffold for learners</p> <p>Provision for formative evaluation to some extent</p>	<p>Questions for authentic assessment of few targeted objectives are included</p> <p>A clear relationship is evident between few learning objectives and assessment of learning.</p> <p>Assessment tools contain few topic specific criteria to serve as a helpful scaffold for learners</p> <p>Minimum provision for formative evaluation</p>	<p>Questions for authentic assessment of all targeted objectives are not included</p> <p>No clear relationship is evident between learning objectives and assessment of learning.</p> <p>Assessment tools do not contain topic specific criteria to serve as a helpful scaffold for learners</p> <p>No provision for formative evaluation .</p>
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CRITERIA FOR AWARDING SCORES IN COMMUNITY LIVING CAMP

Criteria	Very good	Good	Satisfactory	Need improvement
Participation in planning and implementing educational activities during the camp	4	3	2	1
Participation in the creative/ expressive/ demonstrative/ presentation aspects of different sections	4	3	2	1
Leadership quality/ Democratic culture/ Social accommodation & adaptability/ Group working skill	4	3	2	1
Participation in the community related programmes/ activities	4	3	2	1
Comprehensiveness of report (Record)	4	3	2	1

Structure of a Report (Record) of Community Living Camp

- Community Living Camp- Introduction (need and significance)
 - Main theme of the camp during the academic year
 - Objectives
 - Module
 - Session wise details (objective of the session, programme/ activity, consolidation/ outcome with self assessment)
 - Conclusion
 - Appendix
 - Organising committee
 - List of groups/ members
 - Responsibilities (group wise)
- (Maximum 10 page)

SAMPLE QUESTION PAPERS

Name of the Candidate:

Reg.No :

UNIVERSITY OF KERALA

BEd DEGREE MODEL EXAMINATION- Semester 1. 2019

EDU 1: THEORETICAL PERSPECTIVES OF KNOWLEDGE AND CURRICULUM

Time: 2 Hours

Max. Marks: 50

A . Answer all questions. One Mark Each

1. Play way method of teaching is suggested by -----
a) Idealism b) Humanism c) Pragmatism d) Naturalism
2. “ Life is an extra ordinary mystery. Not the mystery that is in the book, not mystery that people talk about, but a mystery that one has to solve for oneself”. This statement was made by-----
a)Gandhiji b) S.Radhakrishnan c)Vivekanda d) Jiddu Krishnamurthy
4. Which school of philosophy suggested maxims of teaching?
a) Idealism b) Humanism c) Pragmatism d) Realism
5. Cultural lag means-----
a) The tendency of material culture to evolve and change rapidly while non-material culture tends to resist change
b) sharing of a cultural trait from one society of people to another
c) Tendency to adopt materialistic life style
d) None
5. ”Socio centric discipline” is suggested by-----
a) Idealism b) Humanism c) Pragmatism d) Naturalism
(5 x1 = 5 Marks)

A . Answer all questions. One Mark Each

6. “Take risk in your life .If you win you can lead, if you lose you can guide.”
Who suggested this?
7. Which school of philosophy emphasis personality development of the child?
8. Who wrote the book ‘the secret of childhood?

9. Who wrote the book 'Geetanjali? (5 x 1 = 5 Marks)
10. Define educational sociology? (5 x 1 = 5 Marks)
- B. Answer all questions (Very Short Answer). Two Marks Each.**
11. Explain the concept of secularism
12. Elucidate the concept of cultural diffusion
13. What is eclectic tendencies in education
14. Mention any two competencies required for a teacher. (5 x 2 = 10 Marks)
15. What is transmission of Culture? (5 x 2 = 10 Marks)

C. Answer any four questions in about a page. 5 Marks Each.

16. Describe the contributions of Maria Montessori to the field of primary education
17. Describe the methods of teaching suggested by Naturalism
18. Explain the role of education to curb social evils with special reference to antinational activities
19. Describe the contributions of Swami Vivekanda to the field of philosophy.
20. Violence against women is a social evil. As a teacher how can you conscientize the public on this issue.
21. Define social change and identify factors preventing it.

(4 x 5 = 20 Marks)

- D. Answer any one question in about three pages.**
22. Compare idealism and pragmatism .
23. Describe Professional ethics of Teachers. (1 x 10 = 10 Marks)

FIRST SEMESTER B.Ed. DEGREE MODEL EXAMINATION
Edu 02 : PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Duration: 2 Hours

Maximum : 50 Marks

PART – A

Select the most appropriate answer from the choices given

1. Who is considered as the chief exponent of Psycho Analytic Theory
A) William Wundt B) J Carl Roger
C) Sigmund Freud D) N.C.Mann
2. A person who can easily interact in a social context possesses:
A) Intrapersonal intelligence B) Spatial intelligence
C) Interpersonal intelligence D) Naturalistic intelligence
3. When the goal is too high to reach or unattainable the mental state occurs
A) Frustration B) Conflict
C) Defense Mechanism D) Maladjustment
4. The chief exponent of “Developmental Task”
A) Gustav Fetchner B) Havinghurst
C) Alfred Adler D) Sigmund Freud
5. Who among the following belongs to Humanist Psychology?
a) J. B. Watson
c) B.F. Skinner
b) Kurt Lewin
d) Abraham Maslow

(5 x 1 = 5)

PART – B

Answer all the Questions; One Mark Each

6. What do you mean by maladjustment ?
7. Define Proximo distal direction ?
8. Who is the chief exponent of multiple Intelligence theory ?
9. Name the defense mechanism which is referred as ‘Selective Forgetting’.
10. Name the components referred in Spearman's two factor Theory?

(5 x 1 = 5)

PART C

Answer all questions in a paragraph

11. How the knowledge of Educational Psychology helps teaching process?
12. Define personality .What are the characteristics of mature personality?
13. Differentiate the personality characteristics of an introvert and an extrovert.
14. How we can promote creativity in the classroom?
15. Outline the merits and demerits of Introspection method

(5 x 2 = 10)

PART D

Answer any four questions in about a page each

16. Explain the Trait Theory of Allport.
17. What are the principles of development? Briefly outline different aspects of development?
18. Elucidate the features of any two Schools of Psychology.
19. Explain the stages of Cognitive development according to Piaget.
20. Explain any three methods of Educational Psychology.
21. Describe Guilford's Model of Intellect.
22. Explain the Kohlbergs theory of Moral development.

(5 x 4 = 20)

PART E

Answer any one of the following Questions in about three pages

23. Describe the tools and techniques used for assessing personality.
24. Adolescence is a period of stress and strain, storm and strife. Explain.

(1 x 10 = 10)

B.Ed. DEGREE MODEL EXAMINATION

EDU 03: TECHNOLOGY & COMMUNICATION IN EDUCATION

Time: 2 Hours

Maximum: 50 Marks

Part A

Answer all questions.

a. Choose the correct answer. Each question carries 1 mark

1. Which of the following is an example for hardware approach in education?
a. PSI b. Programmed instruction c. Microphone d. Software
2. Choose the correct expansion of SIET.
a. State Institute of Educational Technology b. State Institute for Educational Technology c. Satellite Instructional Television Experiment d. Society for Institute of Educational Technology
3. Which of the following is an example for learning management system?
a. Chat b. e-mail c. Wikipediad. MOODLE
4. Online forums are also known as
a. E-mail b. discussion boards c. blog d. wiki
5. Which of the following is an example for projected aid?
a. Slide projector b. charts c. models d. field trip
(5X1= 5 Marks)

b. Answer the following questions in one sentence. Each question carries 1 mark.

6. What is Infliibnet?
7. What is contrived experience?
8. Give two examples of web applications for development of test.
9. What is communication cycle?
10. What is LOR?
(5X1= 5 Marks)

Part B

Answer all questions. Each question carries 2 marks

11. What is Plagiarism?
12. Suggest the uses of blog for a classroom teacher.
13. What is multisensory approach?
14. Differentiate between web 1 and web 2.
15. What is video teleconferencing? Mention any two advantages.
(5X2= 10 Marks)

Part C

Answer any four questions. Each question carries 5 marks

16. What is educational podcasts? Mention the advantages.
17. Briefly explain the factors affecting classroom communication.
18. What is Dale's cone of experience?
19. Differentiate between hardware and software approach .
20. What are the objectives of UGC- CEC?
21. Differentiate between computer assisted instruction and computer mediated communication.
(4X5= 20 Marks)

Part D

Answer any One questions. The question carries 10 marks

22. What is communication cycle? Briefly explain the different types of classroom communication.
23. What is e-learning? Explain the features of e-content.
(1X10= 10 Marks)

EDU 04.1 THEORETICAL BASE OF MALAYALAM EDUCATION

ആകെ സമയം: 2 മണിക്കൂർ

ആകെ മാർക്ക്: 50

I ശരിയായ ഉത്തരം തിരഞ്ഞെടുത്തെഴുതുക

1. നിലവിലുള്ള സ്കൂൾ കരിക്കുലത്തിന്റെ പ്രധാനസവിശേഷതകളിൽ ഒന്നാണ് (അധ്യാപകകേന്ദ്രിതം, വിദ്യാർഥികേന്ദ്രിതം, രണ്ടുകൂട്ടർക്കും തുല്യപ്രാധാന്യം, മാനേജ്മെന്റ് പ്രാധാന്യം)
 2. 'കാഴ്ചക്ക് മുൻപ് കേൾവി ഒരു (അനുക്രമീകരണത്തോ, അധ്യാപന പ്രമാണം, ഗദ്യ അധ്യാപന ലക്ഷ്യം, ഭാഷാ നൈപുണി)
 3. കെ.സി.എഫ്. നിലവിൽ വന്നതെന്ന് (2009, 2011, 2007, 2005)
 4. ഭാഷയുടെ ധർമ്മങ്ങൾ അല്ലാത്തത് ഏത്? (സംസ്കരപരിരക്ഷണം, സംസ്കര സംചാലനം, സംസ്കരണവീകരണം, സംസ്കര പഠനം)
 5. വിട്ടുപോയത് കണ്ടെത്തൂ: ശ്രവണം, ഭാഷണം, ലേഖനം (പഠനം, വായന, സമാഹരണം, സങ്കലനം)
- 5x1=5
6. ഒറ്റ വാക്കിലോ വാചകത്തിലോ ഉത്തരം എഴുതുക.
 7. വൈകാരിക ബുദ്ധി സിദ്ധാന്തത്തിന്റെ ഉപജ്ഞാതാവ്?
 8. വിദ്യാഭ്യാസ ഉദ്ദേശ്യങ്ങളെ വർഗ്ഗീകരിച്ചത് ആര്?
 9. "മനുഷ്യനിൽ സഹജമായുള്ള പൂർണ്ണതയുടെ മുർത്തീകരണം ആണ് വിദ്യാഭ്യാസം" എന്ന് അഭിപ്രായപ്പെട്ടത് ആര്?
 10. പ്രൈമറി തലത്തിലേക്ക് അനുയോജ്യമായ രണ്ട് കവിതകൾ നിദ്ദേശിക്കുക.
 11. മർദ്ദിതരുടെ ബോധനശാസ്ത്രം ആരുടെകൃതി?

III അരപ്പുറത്തിൽ കവിയാതെ വിവരിക്കുക

11. നാല് അധ്യാപനപ്രമാണങ്ങൾ എഴുതുക
 12. 'മലയാള ഭാഷയും പഠനമായുമവ്യം' എന്നവിഷയം ചർച്ചചെയ്യുന്നതിനുള്ള നാല് സൂചകങ്ങൾ എഴുതുക.
 13. വിവരിക്കുക:
 14. ചെറുകുറിപ്പ് തയ്യാറാക്കുക: പഠനാന്തരീക്ഷം.
 15. ഏതെങ്കിലും നാല് അധ്യാപനപ്രമാണങ്ങൾ സംക്ഷിപ്തമായി വിവരിക്കുക.
- 5x1=5

IV നാല് ചോദ്യത്തിന് ഒന്നര പുറത്തിൽ കവിയാതെ ഉത്തരം എഴുതുക

16. അനുക്രമീകരണതത്വങ്ങൾ ഏവ? വിവരിക്കുക.
 17. ഭാഷാധ്യാപകന്റെ പ്രധാന കർത്തവ്യങ്ങൾ എന്തെല്ലാം?
 18. കുറിപ്പ് തയ്യാറാക്കുക; അധ്യാപകൻ ഒരു സോഷ്യൽ എൻജിനിയർ എന്ന നിലയിൽ.
 19. വിവരിക്കുക: മാതൃഭാഷയും ബോധന മാധ്യമവും.
 20. കേരള പാഠ്യപദ്ധതി ചട്ടക്കൂട് നിർദ്ദേശിക്കുന്ന അഞ്ച് പാഠ്യപദ്ധതി ഉദ്ദേശ്യങ്ങൾ കുറിക്കുക.
 21. കുറിപ്പ് എഴുതുക: ബഞ്ചമിൻ റ്റേബിന്റെ 50 ക്സോണമി
- 4x5=20

V ഒരു ചോദ്യത്തിന് മൂന്ന് പുറത്തിൽ കവിയാതെ ഉപന്യസിക്കുക.

22. ജ്ഞാനനിർമ്മിതിവാദത്തെ അടിസ്ഥാനമാക്കിയ പഠനവും പരമ്പരാഗതപഠനവും എങ്ങനെ വ്യത്യസ്തമായിരിക്കുന്നു? ജ്ഞാനനിർമ്മിതിവാദം ക്ലാസ് മുറിയിൽ എങ്ങനെ പ്രയുക്തമാക്കാം? വിവരിക്കുക.
 23. വിമർശനാത്മക ബോധനശാസ്ത്രം എന്നാലെന്ത്? ക്ലാസ് മുറി ജനാധിപത്യവൽക്കരണം നടപ്പിലാക്കുവാൻ ഒരു അധ്യാപകൻ ശ്രദ്ധ വയ്ക്കേണ്ട പ്രാധാനകാര്യങ്ങൾ എന്തെല്ലാം?
- 1x10=10

മാതൃകാപരീക്ഷ

EDU05.1 PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - MALAYALAM

ആകെ സമയം: 2 മണിക്കൂർ

ആകെ മാർക്ക്: 50

I ശരിയായ ഉത്തരം തിരഞ്ഞെടുക്കുക

1. ഭൂരുഹം എന്ന പദത്തിന്റെ അർത്ഥമെന്ത്? (ഭൂമി,നക്ഷത്രം, നദി, വൃക്ഷം)
2. എണ്ണനിറച്ച കരണ്ടി' എന്ന പാഠഭാഗഭാഗം ഏതു പ്രഖ്യാത നോവലിന്റെ വിവർത്തനത്തിൽ നിന്നും എടുത്തതാണ്? (ആലക്സെന്ദ്രിസ്, പ്രവാചകൻ, ഗോദായെ കാത്ത്, തകരച്ചെണ്ട)
3. അധ്യാപനം-പ്രതിപുഷ്ടി-പുനരാസൂത്രണം-പുനരധ്യാപനം-പുനഃപ്രതിപുഷ്ടി സൂക്ഷ്മാധ്യാപന ചക്രത്തിൽ വിട്ടുപോയതെന്ത്? (ആസൂത്രണം, സൂക്ഷ്മാധ്യാപനം, സംയോജനം, സമാർജ്ജനം)
4. ഹരിതവിദ്യാലയം ആരുടെ കൃതി? (വിജയലക്ഷ്മി, പി.സുരേന്ദ്രൻ, കെ. സുരേന്ദ്രൻ, എം.ടി.)
5. എട്ടാം തരം അടിസ്ഥാനപാഠവിലിയിലെ 'നനയാത്ത മഴ' എന്ന പാഠത്തിന്റെ, രചയിതാവ് (ഉറൂബ്, പ്രിയ. എ.എസ്., രാഘവൻ പത്മനാഭ്, വിഷ്ണു നമ്പൂതിരി)

5x1=5

II ഒറ്റ വാക്കിലോ വാചകത്തിലോ ഉത്തരം എഴുതുക.

6. വിജയലക്ഷ്മിയുടെ ഏതെങ്കിലും ഒരു സമാഹാരത്തിന്റെ പേരെഴുതുക
7. എട്ടാംതരം അടിസ്ഥാന പാഠവിലിയിലെ 'കണ്ണുവേണമിരുപുറമെപ്പൊഴും' എന്ന ഏകകത്തിന് നൽകാവുന്ന ഒരു പ്രൊജക്റ്റ് നിർദ്ദേശിക്കുക?
8. കവിതാസാഹിത്യചരിത്രം ആരുടെ കൃതി?
9. സി.എൻ. ശ്രീകണ്ഠൻ നായരുടെ നാടകത്രയ കൃതികൾ ഏതെല്ലാം?
10. അടൂർ ഗോപാലകൃഷ്ണന്റെ രണ്ട് സിനിമകളുടെ പേരെഴുതുക.

5x1=5

III അർപ്പാത്തിൽ കവിയായെ വിവരിക്കുക

11. കുറിപ്പെഴുതുക: വാർഷികാസൂത്രണം
12. നാല് ആധുനികാനന്തര കവിതാസമാഹാരങ്ങളുടെ പേർ എഴുതുക
13. വിവരിക്കുക: ലിങ്ക്പ്രാക്ടീസ്
14. മലയാളത്തിലെ നാല് വിമർശന ഗ്രന്ഥങ്ങളുടെയും രചയിതാക്കളുടെയും പേരെഴുതുക
15. വിവരണം തയ്യാറാക്കുക : അധ്യാപക സഹായി, റിസോഴ്സ് യൂണിറ്റ്

5x2=10

IV നാല് ചോദ്യത്തിന് ഒന്നര പുറത്തിൽകവിയായെ ഉത്തരം എഴുതുക

16. വായനാപരിശീലനം തുടങ്ങേണ്ടത് എപ്പോൾ? പ്രധാന വായനാപരിശീലന രീതികൾ വിശദീകരിക്കുക.
17. വിവരിക്കുക.: വാർഷിക ആസൂത്രണം, ഏകക ആസൂത്രണം, പാഠാസൂത്രണം.
18. മൈക്രോടീച്ചിംഗ് എന്നാലെന്ത്? അധ്യാപക പരിശീലനത്തിൽ ഇതിന്റെ ആവശ്യകത എന്ത്?
19. കുറിപ്പ് തയ്യാറാക്കുക : ദൈനംദിന ആസൂത്രണം
20. 'കിട്ടും പണമെങ്കിലിപ്പോൾ' എന്ന പാഠത്തിന്റെ പാഠപ്രഥാനം തയ്യാറാക്കുക
21. എട്ടാംതരം കേരള പാഠവിലിയിലെ അമ്മമ്മ എന്ന പാഠത്തിന്റെ ഉള്ളടക്കം ചുരുക്കി എഴുതുക. ഈ പാഠത്തിന് നൽകാവുന്ന അഞ്ച് പ്രവർത്തനങ്ങൾ നിർദ്ദേശിക്കുക.

4x5=20

V ഒരു ചോദ്യത്തിന് മൂന്ന് പുറത്തിൽ കവിയായെ ഉപന്യസിക്കുക.

22. എട്ടാം തരത്തിലെ കേരള പാഠവിലിയിലെ ഏതെങ്കിലും രണ്ട് യൂണിറ്റിന്റെ ഉള്ളടക്കം അപ്രഥാനം തയ്യാറാക്കുക.
23. ബോധാനോന്മുഖ അപ്രഥാനം എന്നാലെന്ത്? ഭാഷാധ്യാപനത്തിൽ ഇതിന്റെ പ്രാധാന്യം എന്ത്? ഉദാഹരണ സഹിതം വിവരിക്കുക?

1x10=10

First Semester Model Question Paper : English

EDU 4:2 Theoretical Base of English Education

Time : 2 hrs

Max Marks :50

Part A

I. Answer all questions choosing the answer from the alternatives. One mark each.

1. Suggestopedia was put forth by.....
 - a) James Asher
 - b) Piaget
 - c) Vygotsky
 - d) George Lozanov
2. Theoretical Grammar is otherwise called.....
 - a) Descriptive Grammar
 - b) Functional Grammar
 - c) Prescriptive Grammar
 - d) None
3.is the proponent of Social Constructivism.
 - a) Kittson
 - b) James Asher
 - c) Piaget
 - d) Vygotsky
4. intervenes the process of learning.
 - a) Skills
 - b) stress
 - c) Ability
 - d) content
5. The structure to hold and organize knowledge in
 - a) Brain
 - b) schemas
 - c) domain
 - d) none

(5x1=5 marks)

Part B

II Answer all questions in one word / sentence. One mark each.

6. Name any two teaching methods of ELT that is based on Behavioristic Approach?
7. Name two non-conscious factors that influences learning according to Suggestopedia?
8. Expand TPR. Who suggested TPR?
9. Write the basic principle of Direct Method?
10. Which method is both the combination and improvement of Direct Method and Grammar Translation Method?

(5x1=5 marks)

Part C

III Answer all questions in two or three sentences. Two marks each

11. Explain Pseudopassiveness
12. What is Language Acquisition Device?
13. What is Infantilisation?
14. Give two strategies to develop creativity among students?
15. Which are the Skills of Reception and the Skills of Production?

(5x2=10 marks)

Part D

IV Answer any four questions not exceeding a page and a half. Five marks each.

16. Give the features of Cognitivism?
17. What do you mean by Assimilation and Accommodation?
18. Give the features of Krashen's Monitor theory?
19. Explain any one language game?
20. Explain Suggestopaedia?
21. What are the key factors of TPR? Give its relevance in ELT

(4x5=20 marks)

Part E

V. Answer any one of the questions. It carries 10 marks

22. Discuss the different teaching aids that can facilitate ELT?
- OR
23. Bring out the salient features of Constructivism

(1x10=10marks)

First Semester Model Question Paper : English

EDU 5:2 Pedagogical Content Knowledge Analysis

Time : 2 hrs

Max Marks :50

Part A

I Answer all questions choosing the answer from the alternatives. One mark each.

1. The habit of reading can be cultivated by
a) Loud reading b) silent reading c) intensive reading d) Extensive reading
2. method of teaching grammar is followed in ELT.
a) Inductive b) deductive c) translation method d) bilingual method
3. Micro teaching is aprocess.
a) Teaching b) skill developing c) scale down d) learning
4. All conjunctions are words.
a) Content words b) meaningless words c) functional words d) borrowed words
5. Productive skills are skills of
a) Comprehension b) expression c) expansion d) explanation

(5x1=5 marks)

Part B

II Answer all questions in one word / sentence. One mark each.

6. Expand SOS Approach
7. Give two examples of Extensive readers
8. Suggest two activities to enhance speaking skill among students
9. What is multi-skill approach?
10. Give the benefits of Entry Activity

(5x1=5 marks)

Part C

III Answer all questions in two or three sentences. Two marks each

11. Give two benefits of Loud Reading
12. What is Passive Vocabulary?
13. What is Formal Grammar?
14. What is the significance of Discourse Construction?
15. What is the role of Lesson planning in an ELT class?

(5x2=10 marks)

Part D

IV Answer any four questions not exceeding a page and a half. Five marks each.

16. Differentiate Skimming and Scanning
17. What are Content Words and Function Words? Illustrate

18. Briefly explain the different techniques of teaching Vocabulary
19. Give any five psychological language learning principles
20. Mention the Objectives of a Prose lesson
21. For a teaching skill you select, write the sub-skills

(4x5=20 marks)

Part E

V. Answer any one of the questions. It carries 10 marks

22. Select any one poem from Course Book and construct a lesson plan to teach Std. VIII students

OR

23. Select any one prose lesson from Course Book and construct a lesson plan to teach Std. VIII students

(1x10=10marks)

Second Semester Model Question Paper : English

EDU 09.2: Curriculum and Resources in Digital Era Education

Time : 2 hrs.

Max Marks:50

Answer **all** questions choosing the correct answer from the alternatives. One mark each
Part A

1. NCF was published by
 - a. SCERT
 - b. MHRD
 - c. NCERT
 - d. UGC
2. A good Curriculum should be
 - a. flexible
 - b. Forward looking
 - c. comprehensive
 - d. All the above
3. Source Book is for
 - a. Teachers
 - b. Heads
 - c. Students
 - d. Trainers
4. Dysgraphia is adisorder.
 - a. writing
 - b. spelling
 - c. reading
 - d. drawing
5.learning has no set objectives in terms of learning outcomes.
 - a. Formal
 - b. Non -Formal
 - c. Informal
 - d. Experiential

(1x5=5Marks)

Part B

Answer **all** questions in one word / sentence. One mark each

6. is a website that helps in teaching- learning English poetry.
7. On-line language games help English teachers to teach
8.can benefit auditory learners and help them in their language learning.
9. research is initiated to solve an immediate problem.
10. On-line access of books is facilitated by.....

(1x5=5Marks)

Part C

Answer **all** questions (Very Short Answers)

11. Write the benefits of Virtual learning?
12. What are the advantages of local library?
13. What is Syllabus?
14. What is the relevance of Film Adaptations in an English class?

15. What are language forums?

(2x5=10Marks)

Part D

Answer any **four** questions. (Short Answer)

16. Comment on the Principles of Curriculum construction in English
17. What criteria you would consider while assessing an English text book?
18. Explain the role of Society in the acquisition of English Language
19. Write the need and significance of Inclusive education
20. Explain the steps of Action Research

(5x4=20 Marks)

Part E

Answer any **one** question (Essay)

22. Make a report of the review of a research study you have done in English Language teaching

OR

23. Write a detailed account of the e-resources in ELT with illustrations
(10x1=10 Marks)

Second Semester Model Question Paper : English

EDU 10.2: Techno-Pedagogic Content Knowledge Analysis

Time : 2 hrs.

Max Marks:50

Answer **all** questions choosing the correct answer from the alternatives. One mark each
Part A

1. Analogy is a term associated with
 - a. Synectics Model
 - b. Direct Instruction Model
 - c. CAM
 - d. AOM
2. CALL is astrategy
 - a. Mastery Learning
 - b. Networking
 - c. self instructional
 - d. proficiency attaining
3. Blogs help in.....
 - a. Networking, sharing resources
 - b. attaining expertise
 - d. All the above
4. helps English Language cope with global trends.
 - a. networking
 - b. literary translation
 - c. programmed learning
 - d. video conferencing
5. Modules are.....
 - a. programmed
 - c. branched
 - d. linear
- b. self- instructional

(1x5=5Marks)

Part B

Answer **all** questions in one word / sentence. One mark each

6. AOM is based on which theory?
7. Which Model helps to enhance creativity of students?
8. Write about Programmed Learning
9. Expand CBI
10. Mention two types of interaction in an English class

(1x5=5Marks)

Part C

Answer **all** questions (Very Short Answers)

11. Which are the merits of Content Writing?
12. Write on Learning Management System
13. Differentiate Linear and Branched Programming
14. Give the merits of literary translation
15. What is Copy Writing?

(2x5=10Marks)

Part D

Answer any **four** questions. (Short Answer)

16. Explain the Syntax of AOM
17. What are the merits of CALL?
18. Write the Principles involved in Programmed Instruction
19. Bring out the importance of On-line Networking
20. Explain TCPK
21. Mention and explain how Role-Play helps an English class

(5x4=20 Marks)

Part E

Answer any **one** question (Essay)

22. Select an appropriate area from English language and write a lesson plan based on CAM
- OR
23. Select an appropriate area from English language and write a lesson plan based on AOM

(10x1=10 Marks)

Third Semester Model Question Paper- English

EDU 0.13 Emerging Trends and Practices in English Education

Time: 2 hrs.

Max Marks: 50

Part A

II. Answer all questions choosing the answer from the alternatives. One mark each.

1. The concept of Blended learning was first developed in
a. 1950s b. 1960s c. 1970s d. 1990s
2.helps to identify slow learners.
a. digital learning b. video -conferencing c. remedial teaching d. online learning
3. e- padasala is developed by
a. UGC b. MHRD c. SIET d. NCERT
4.serves as an educational evidence of a student.
a. life-long learning b. online learning c. portfolio d. rubrics
5. NMEICT expects to enhance
a. GER b. TQM c. VLE d. RLO

(5x1=5 marks)

Part B

II Answer all questions in one word / sentence. One mark each.

6. SLO is
- 7.....helps students understand the way they learn.
- 8 is a software application used to create multimedia content for www.
9. Rubrics evaluation is both and
- 10 question helps to capture the attention of the students.

(5x1=5 marks)

Part C

III Answer all questions in two or three sentences. Two marks each

11. Give two advantages of Video conferencing
12. Write one technique each for assessing LSRW
13. What are the merits of Peer Evaluation?
14. Give any two benefits of Connectivism
15. Write four merits of Virtual Learning

(5x2=10 marks)

Part D

IV Answer any four questions not exceeding a page and a half. Five marks each.

16. Explain the various criteria of a good test
17. Differentiate Collaborative and Cooperative learning
18. Mention and explain the different steps in e-content design and development
19. Select any one language task and construct a Rubric with apt criteria for assessing that task?
20. Write a short account of Meta cognitive strategies in language learning
21. Explain Total Quality Management in language education

(4x5=20 marks)

Part E

V. Answer any one of the questions. It carries 10 marks

22. Explain the different strategies of assessment adopted in English Education today?

OR

23. Write an essay on the different modern instructional strategies in English Education?

(1x10=10marks)

s)

FIRST SEMESTER B.Ed DEGREE MODEL QUESTION PAPER
EDU 04.3: THEORETICAL BASE OF HINDI EDUCATION

TIME: 2HOURS

MARKS: 50

PART A

- सभी प्रश्नों के उत्तर कोष्ठक से चुनकर लिखिए।
- 1. एक भाषा को उसी भाषा में पढ़ना ----- है।
(क) परोक्ष विधि (ख) प्रत्यक्ष विधि
(ग) प्रोजेक्ट विधि (घ) आगमन विधि
- 2. सार्वभौमिक व्याकरण (UNIVERSAL GRAMMAR) किसकी देन है
(क) टी स एलियट (ख) मॉटेसरी
(ग) नोम चोम्स्की (घ) हर्बर्ट स्पेन्सर
- 3. वैगोत्सकी किस सिधांत से सम्बंधित हैं
(क) सामाजिक ज्ञाननिर्मितिवाद (ख) सार्वभौमिक व्याकरण
(ग) बहुआयामी बुद्धि (घ) माइक्रो टीचिंग
- 4. राष्ट्रीय पाठ्यर्या रूपरेखा ----- वर्ष में लागू हुई
(क) 2000 (ख) 2007
(ग) 2010 (घ) 2005
- 5. पुनःस्मरण करना किस पक्ष के अंतर्गत आता है
(क) भावात्मक पक्ष (ख) मनोगत्यात्मक पक्ष
(ग) ज्ञानात्मक पक्ष (घ) क और ग के अंतर्गत

(1 × 5 = 5)

PART B

- एक शब्द या वाक्य में उत्तर लिखिए।
- 6. कविता शिक्षण के दो उद्देश्य लिखिए
- 7. **अक्षर** हिंदी रूप दीजिये
- 8. आगमन विधि माने क्या है ?
- 9. ज्ञानात्मक पक्ष के अंतर्गत आने वाले उद्देश्यों की सूची बनाएं
- 10. देवनागरी लिपि की विशेषताये बताएं

(1 × 5 = 5)C

- सभी प्रश्नों के उत्तर लिखिए।
- 11. किंडरगार्टन पद्धति की विशेषताये बताइये।
- 12. **अच्छतरस्यो** पर प्रकाश डालिए
- 13. भाषा और समाज का अंतर सम्बंध स्पष्ट कीजिए
- 14. हिंदी शिक्षण में सूचना , संचार और तकनीकी का क्या महत्व है?
- 15. आलोचनात्मक शिक्षण शास्त्र माने क्या है?

(2 X 5 =10)

PART D

- किन्हीं चार प्रश्नों के उत्तर लिखिए।
- 16. ब्लूम के शैक्षिक वर्गीकरण और उसके संशोधित रूप का विवरण प्रस्तुत कीजिए
- 17. भाषा शिक्षण में दृश्य श्रव्य उपकरणों का क्या महत्व है? किन्हीं चार दृश्य उपकरणों के नाम बताये।
- 18. ब्रूनर के सामाजिक ज्ञान निर्मित्तिवाद को स्पष्ट कीजिए।
- 19. राष्ट्रीय पाठ्यर्या रूपरेखा और कोठारी कमीशन के सुझावों पर प्रकाश डालिए
- 20. सहयोगी अधिगम और सहवर्ती अधिगम हिंदी शिक्षण में कैसे सहायक है?
- 21. व्याकरण शिक्षण के उद्देश्य क्या है? किन्हीं तीन विधियों के बारे में लिखिए

(4 X 5 =20)

PART E

- किसी एक प्रश्न का उत्तर लिखिए।
- 22. हिंदी शिक्षण की प्रमुख विधियों का परिचय दीजिये।माध्यमिक स्तर पर उपयुक्त पांच विधियों का गुण-दोष पूर्णविवरण दीजिये।
- 23. भाषा शिक्षण में कविता शिक्षण के महत्व और उद्देश्यो पर प्रकाश डालिए। किन्हीं तीन कविता शिक्षण की प्रविधियों का परिचय दें।

(1 X 10=10)

PART A

- सभी प्रश्नों के उत्तर कोष्ठक से चुनकर लिखिए।
 - 1. सूक्ष्म शिक्षण का आविष्कार किसने किया ?
(क) गार्डनर (ख) डी डब्लू एलन
(ग) मॉटेसरी (घ) पियाजे
 - 2. पाठ पुस्तक की समग्र योजना किससे मिलती है
(क) पाठयोजना से (ख) परियोजना कार्य से
(ग) सूक्ष्म योजना से (घ) वार्षिक योजना से
 - 3. उद्दीपन परिवर्तन कौशल का मुख्य घटक
(क) उचित हाव भाव (ख) समाप्ति
(ग) सुंदर लेखन (घ) प्रश्न पूछने का ढंग
 - 4. केरल के स्कूलों का पाठ्यक्रम किस सिद्धांत पर आधारित है
(क) खेल विधि (ख) व्यवहार विधि
(ग) निगमन विधि (घ) ज्ञाननिर्मितिवाद
 - 5. पाठयोजना की पंचपदिया योजना किसकी है
(क) ब्लूम पाठयोजना (ख) क्रियात्मक अनुसंधान
(ग) हर्बर्ट पाठयोजना (घ) मूल्यांकन योजना
- (1 X 5 = 5)

PART B

- एक शब्द या वाक्य में उत्तर लिखिए।
 - 6. शिक्षण कौशल का उदाहरण----- है।
 - 7. अधिगम उपलब्धि परिमये और ----- है।
 - 8. ----- एक मल्टीमीडिया उपकरण है।
 - 9. राष्ट्रीय शिक्षा अधिकार अधिनियम अध्यापक को ----- मानता है।
 - 10. ज्ञानमार्ग पाठ की प्रोक्ति ----- है।
- (1 X 5 = 5)

PART C

- सभी प्रश्नों के उत्तर लिखिए।
- 11. वार्षिक योजना और इकाई योजना में अंतर स्पष्ट कीजिए।
- 12. भाषाई कौशल कौन से हैं?
- 13. प्रस्तावना कौशल के घटक लिखिए
- 14. जल बैंक पाठ के लिए उपयुक्त सहायक सामगियाँ बताए।
- 15. कक्षा पाठयोजना की विशेषताएँ लिखिए

(2 × 5 = 10)

PART D

- किन्हीं चार प्रश्नों के उत्तर लिखिए।
- 16. सूक्ष्म शिक्षण चक्र विशेषताएँ बताएं श्यामपट कौशल के घटक कौन से हैं?
- 17. नई पाठ्यपद्धती पर आधारित पाठ्यपुस्तकों की विशेषता क्या क्या हैं?
- 18. वार्षिक योजना के क्या गुण हैं? नवीं कक्षा के लिए वार्षिक योजना का एक प्रारूप तैयार कीजिए।
- 19. शिक्षण की अवस्थाये कौन सी हैं?
- 20. पखी और दीमख पाठ के लिए प्रस्तावना तैयार कीजिए और उस पाठ में व्यक्त मूल्य-मनोभाव पर टिपण्णी कीजिए।
- 21. शिक्षक साथी किसे कहते हैं? इसकी उपयोगिता व्यक्त कीजिए।

(4 × 5 = 20)

PART E

- किसी एक प्रश्न का उत्तर लिखिए
- 22. भाषा शिक्षण में दृश्य - श्रव्य उपकरणों का क्या महत्व है? किन्हीं पांच उपकरणों का विवरण दीजिए।
- 23. सूक्ष्म शिक्षण की विशेषतायें बताएँ और किसी एक सूक्ष्म कौशल पर आधारित पाठयोजना तैयार कीजिए।

(1 × 10 = 10)

First Semester B.Ed Degree Model Question Paper
EDU 04.6 : THEORETICAL BASE OF TAMIL EDUCATION

Time : 2 Hours

Max. Marks : 50

PART – A

I. அனைத்து வினாக்களுக்கும் விடை தருக. கொடுக்கப்பட்டுள்ள விடைகளில் மிகச்சரியானதை எடுத்தெழுதுக.

1) ஓயை அடிப்படையாகக் கொண்ட திறன்

- A) கேட்டல் பேசுதல்
B) படித்தல் எழுதுதல்
C) உணர்வுத்திறன்
D) எழுதுதல் கேட்டல்

2) சுடுசோறு இலக்கணக் குறிப்பு

- A) பண்புத்தொகை
B) பெயரெச்சம்
C) வினைத்தொகை
D) வினையெச்சம்

3) இந்திய அரசு தமிழைச் செம்மொழி என மனிதவள மேம்பாட்டுத் துறையின் ஆணையின் மூலம் அறிவித்த ஆண்டு எது?

- A) அக்டோபர் 12 - 2004
B) அக்டோபர் 12 - 2005
C) அக்டோபர் 12 - 2006
D) அக்டோபர் 12 - 2007

4) 'கல்வி என்பது இயற்கையான மனிதனுள்ளே புதைந்துள்ள தெய்வீகமானப் பூரணத்தை வெளிக்கொணர்வதாகும்' என்று கூறியவர்

- A) டாக்டர் எஸ். ராதாகிருஷ்ணன்
B) ரூசோ
C) சுவாமி விவேகானந்தர்
D) காந்தியடிகள்

5) பொது விதியைக் கூறி எடுத்துக்காட்டுகளை விளக்குவது

- A) விதி வருமுறை
B) விரிவுரை முறை
C) விதி விளக்கமுறை
D) விளையாட்டு முறை

(1 x 5 = 5 Marks)

UNIVERSITY OF KERALA
MODEL QUESTION PAPER

I semester B.Ed Degree Examination

EDU 05.7 Pedagogic Content Knowledge Analysis : Mathematics

Time : 2 hrs

Max Marks : 50

I. Select the most appropriate answer from bracket. Question. (1-5)

1. The word Pedagogue means
(a) Teacher (b) Science of teaching
(c) Art of teaching (d) Method of teaching
2. The affective domain objectives were classified by
A) Bloom B) Krathwohl C) Schulman D) Simpson
3. An example of an improvised aid
A) interactive white board B) a computer C) OHP D) a rectangular prism
in cardboard
4. ‘Which is not a component of pedagogic analysis?’
A. Objective formulation B) Analysis of the content
B. Selection of learning experiences Writing the year plan
5. Which of the following is not the components of Reinforcement skill
(a) Variety (b) Proximity (c) Contact (d) Verbal and nonverbal gestures

II. Answer all questions in one word or sentence (Question 5-10)

6. What is meant by Link practice ?
7. The most difficult mental function in the revised taxonomy is
8. To ‘Predict’ is an action verb of which objective.
9. which is known as Ramanujan’s number?
10. A scaled down technique in teaching process is
A) Peer teaching B) Micro teaching C) Team teaching Co-operative learning
(10 x1= 10 marks)

III Answer all the Questions in two or three sentences each (Question 11-15)

11. Explain the characteristics of heuristic questions.
12. What are the pre-requisites are essential to teach the 'Area of a rhombus'.
13. Write any four uses of Interactive White Board.
14. Write any four points to be kept in mind while preparing the 'Year Plan'.
15. Differentiate learning Activity and learning Experience with suitable example.

(5x2= 10 marks)

IV Answer any four questions(Question 16-21). Each question carries 5 marks.

16. List the curricular objectives of the content 'tangents' in Std X.
17. What learning experience will you provide to your students to teach the concept area of a parallelogram.
18. What learning Aids would you use in the teaching of Mathematics to secondary level of Students. Explain by selecting any topic of your choice.
19. Suggest some recent techniques for improving teaching skills. Explain any teaching skill that can be practised and evaluated.
20. Write the objectives of Pedagogical Analysis.
21. Write the graded step in marking points on a graph paper.

(5x4= 20 marks)

V_Answer any one from the following

22. Prepare a lesson templates for a period of 45 minutes duration in behaviouristic approach in a topic of your choice.
23. Prepare a lesson templates for a period of 45 minutes duration in constructivist approach in the topic 'T.S.A of a cylinder'.

(10x1=10 marks)

**FIRST SEMESTER B.Ed DEGREE EXAMINATION
MODEL QUESTION PAPER**

(2019 Admission)

EDU 04.8: THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION

Max Marks: 50

Time: 2 Hrs

PART A

I. Answer all questions by selecting the most appropriate one from the options given.

1. Which among the following process skill is not a basic skill?
 - a. experimenting
 - b. communicating
 - c. classifying
 - d. measuring
2. Which of the following technique is used for promoting creative thinking?
 - a. Buzz session
 - b. Brain storming
 - c. Role play
 - d. Simulation
3. Admiration for scientists comes under-----
 - a. scientific interest
 - b. scientific attitude
 - c. Scientific appreciation
 - d. scientific literacy
4. Science provides opportunity to find ways to maintain energy resources. This is due to the value of.....
 - a. Intellectual
 - b. Social
 - c. Utilitarian
 - d. Moral
5. The scientific method implies.....
 - a. inductive reasoning
 - b. deductive reasoning
 - c. both inductive and deductive reasoning
 - d. logical reasoning

(5 × 1 = 5marks)

PART B

II. Answer all questions in one word or one phrase.

6. Write the concept of learning according to behaviourism.
7. Define instructional objective.
8. Write the specifications of Knowledge.
9. Write any one contribution of P C Ray.
10. Define scientific temper.

(5 × 1 = 5marks)

PART C

III. Answer all questions in not exceeding one paragraph.

11. Differentiate between product and process aspect of science
12. Explain the phases of teaching
13. Describe cognitive domain of Bloom's taxonomy.

14. Discuss the applications of Geoinformatics

15. Explain Bloom's digital Taxonomy. (5 × 2 = 10 marks)

PART D

IV. Answer **any 4** questions in not exceeding one and half pages. Each question carries 5 marks.

16. Explain why problem-solving approach is considered superior to conventional methods.

17. Discuss the roles of science teacher in the present scenario.

18. Write a short note on Virtual Learning Environment..

19. Critically analyze Revised Bloom's Taxonomy of educational objectives. How is it helpful for a science teacher?

20. Describe the values of science.

21. List out some of the techniques used for the teaching of Physical Science. Explain any one of them.

(4 × 5 = 20 marks)

PART E

V. Answer **any one** question in not exceeding three pages.

22. Describe the steps involved in Project method. Discuss with suitable examples from Physical science.

23. Explain taxonomy of science education formulated by Mc Cormack and Yager emphasizing various domains and important components of each domain.

(1 × 10 = 10 marks)

FIRST SEMESTER B.Ed DEGREE EXAMINATION

MODEL QUESTION PAPER

(2019 Admission)

EDU 05.8: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: PHYSICAL SCIENCE

Time: 2 Hrs

Max Marks: 50

PART A

- I.** Answer **all** questions by selecting the most appropriate one from the options given.
1. Which of the following is **not** a graphic aid?
 - a. flash card
 - b. photograph
 - c. graph
 - d. peg board
 2. Constructivist approach in science refers to
 - a. Providing additional academic help to weak students
 - b. Applying different rules in solving problems
 - c. Providing experiential learning to students
 - d. Providing more and more reading materials to students
 3. The tool with which we can collaboratively record, track, and analyze resources at a glance is known as
 - a. Topographic map
 - b. Resource map
 - c. Thematic map
 - d. Google map
 4. Which of the following is **not** a component of the skill, set induction?
 - a. capability of making inferences
 - b. Linking with past experience
 - c. proper sequence and continuity
 - d. use of appropriate devices
 5. Attributes are elements of.....
 - a. Facts
 - b. Principles
 - c. Skills
 - d. Concepts

(5× 1 = 5marks)

PART B

- II.** Answer **all** questions in one word or one phrase.
6. Define pedagogical knowledge
 7. Define micro cycle.
 8. Write the meaning of the term ‘Pedagogue’
 9. Write any one purpose of source book.
 10. Write the components of the skill of set induction

(5× 1 = 5marks)

PART C

- III.** Answer **all** questions in not exceeding one paragraph.
11. Differentiate between content analysis and pedagogic content analysis.
 12. Write any two reference books in Science.
 13. Differentiate between unit plan and lesson plan.
 14. Write the importance of improvised aids.
 15. Describe Fog index. (5 × 2 = 10 marks)

PART D

- IV.** Answer **any 4** questions in not exceeding one and half pages. Each question carries 5 marks.
16. Describe resource mapping
 17. Describe the need for planning the instruction.
 18. Write a micro lesson plan on the skill of using black board.
 19. Explain subject competencies, pedagogical competencies and technological competencies. Illustrate.
 20. Write any five learning outcomes for the topic “surface tension”
 21. Prepare an introduction for the topic “Chemical bond”. (4 × 5 = 20 marks)

PART E

- VI.** Answer **any one** question in not exceeding three pages.
22. Prepare a lesson plan for a period of 30mts for any topic in Physics or Chemistry.
 23. Explain the steps involved in the Pedagogic Content Knowledge Analysis of Physical science. (1 × 10 = 10 marks)

**FIRST SEMESTER B.Ed. DEGREE EXAMINATION MODEL QUESTION PAPER
EDU 05.9 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - NATURALSCIENCE**

(2019 Admn.Onwards)

Time : 2 Hours

Max. Marks: 50

PART A

Answer **all** questions.

1. Attributes are related with
a) Facts b) Theory c) Concept d) Principle
2. An example for neurotransmitter is
a) Chortisol b) Secretin c) Synapse d) Dopamin
3. The conceptual framework of pedagogic analysis lies in the work of
a) Edgar Dale b) Jean Piaget c) Joseph D. Novak d) Anderson & Krathwohl
4. The cell organelles that are engaged in protein synthesis
a) Mitochondria b) Ribosomes c) Golgi bodies d) Endoplasmic reticulum
5. Educational programmes broadcasted by All India Radio is an example of
a) Verbal symbol b) Activity aid c) Human interaction aid d) Audio instructional aid

(5x1=5 Marks)

PART B

Answer in **one or two** sentences and **all** questions to be answered.

6. What is **ZPD**?
7. Suggest two activities that can be done using nature calendar.
8. Expand **IUCN**.
9. What are pre requisites?
10. What is resource unit?

(5x1=5 Marks)

PART C

Answer **all** questions.

11. What do you mean by teaching competencies? Mention the different teaching competencies required by a biology teacher.
12. What are the sub skills of stimulus variation?
13. Why should you give assignments after teaching each unit?
14. Suggest any two topics in Biology that can be effectively taught by utilizing local resources.
15. Define Pedagogy.

(5x2= 10 Marks)

PART D

Answer **any four** questions.

16. Describe the procedure of link practice in microteaching.
17. Give an interesting introduction to teaching the topic 'neuron'.
18. Explain briefly the Herbartian steps in lesson planning.
19. Analyse the content of the topic 'Nutrition in amoeba'.
20. What are the objectives of microteaching? Explain the relevance of microteaching in the teacher training programme.
21. Explain briefly the procedure for preservation of specimens.

(4x5=20 Marks)

PART E

Answer **any one** question.

22. a) Give a detailed account of various audio visual aids for teaching secondary school Biology.
b) Suggest a suitable learning aid for any one topic of your choice in Std IX .Describe the procedure of its preparation and effective use in classroom teaching.
23. Justify the need for planning in teaching Biology. Explain the objectives and types of planning.

(1x10= 10 Marks)

UNIVERSITY OF KERALA
MODEL QUESTION PAPER
FIRST SEMESTER B.ED. DEGREE EXAMINATION
PAPER IV: EDU 04.12 THEORETICAL BASE OF COMMERCE EDUCATION

Duration: 2 Hours

Maximum: 50 Marks

[Instruction: Answer any all questions from Part A, Part B and Part C, four questions from Part D and one question from Part E.]

PART – A

(Select the most appropriate option from those given in the brackets)

1. The technique used for enhancing divergent thinking is
(drill, review, brain storming, simulation)
2. Ability to develop inter relationship with concept is the category of
(linguistic intelligence, logical intelligence, intra personal intelligence, spatial intelligence)
3. Preparation of a good business letter is an example of
(social value, cultural value, disciplinary value, democratic value)
4. Ability to develop new products is belonging to the category under revised Bloom's taxonomy is
(analyzing, remembering, creating, evaluating)
5. The unique aspects derived through commerce education is
(academic strength, vocational nature, social obligations, economic consciousness)

(1x5=5 marks)

PART – B

(Answer all Questions in a sentence)

6. What is meant by project method?
7. Specify the key components involved in framing curricular objectives.
8. Write a situation when commerce is related with economics.
9. Specify the role of teacher in creating a learning environment.
10. Why classroom is called as a social laboratory?

(1x5=5 marks)

PART – C

(Answer all Questions in a paragraph)

11. What are the factors considered while selecting suitable instructional method?
12. Why commerce is called as a distinctive discipline?
13. Write down the factors determine effective instruction?
14. Differentiate between group discussions and buzz session.
15. How Analytical and Synthetic method is suited for solving accounting problems?

(5x2=10 marks)

PART – D

(Answer any four Questions in 1½ page)

16. ‘Induction is the making of tools and deduction is the using of tool’. Justify this statement with suitable examples.
17. With the help of an illustration to differentiate analytical method with synthetic method.
18. Explain the significance of entrepreneurship education in this advanced era.
19. Describe the revised taxonomy of instructional objectives by Benjamin S. Bloom
20. Discuss the steps involved in problem solving method
21. How modernization of commerce can be possible through technological advancement and LPG

(4 x 5 = 20 Marks)

PART – E

(Answer any one Question in 3 pages)

22. Describe the aims and general objectives of teaching commerce at higher secondary level. How it can be attained?
23. Explain the significance of different instructional methods and techniques in teaching commerce subjects at higher secondary level.

(1 x 10 = 10 Marks)

UNIVERSITY OF KERALA
MODEL QUESTION PAPER
FIRST SEMESTER B.Ed. DEGREE EXAMINATION

**PAPER V: EDU 05.12 - PEDAGOGICAL CONTENT KNOWLEDGE ANALYSIS -
COMMERCE**

Duration: 2 Hours

Maximum: 50 Marks

[Instruction: Answer any all questions from Part A, Part B and Part C, four questions from Part D and one question from Part E.]

PART – A

(Select the most appropriate option from those given in the brackets)

1. The universally accepted truth denotes a
(Concept, fact, process, rule)
2. TAS denotes
(Teacher- Ability- Skill, Tutor- Aptitude- Scale, Technique- Accuracy- Speed, Think- Attitude- Share)
3. Pedagogical analysis is the thorough analysis of
(curriculum, content, learning environment, student)
4. Preparation of a good lesson plan reveals
(teaching skills, competency, mastery of subject, professional expertise)
5. Need for analyzing a topic pedagogically before taking a class is
(for assigning group activities, for evaluating the learners at the end of the year, for giving assignments, for planning the learning activities appropriately)

(1x5=5 marks)

PART – B

(Answer all Questions in a sentence)

6. What is meant by link practice?
7. Why teachers prepare unit plan?
8. What is meant by principle?
9. Specify the role of LCD projector in teaching commerce.

10. What are activity aids?

(1x5=5 marks)

PART – C

(Answer all Questions in a paragraph)

11. How will you create interest among students while learning the topic “rectification of errors”?
12. With the help of an example to describe “ploughing back of profits”.
13. Point out the salient features of preparing ICT enabled lesson plans.
14. Explain the various educational values attained while interact with instructional aids.
15. Explain the sub skills of introducing a lesson

(5x2=10 marks)

PART – D

(Answer any four Questions in 1½ page)

16. Prepare a draft micro teaching lesson plan on skill of stimulus variation.
17. What are the different kinds of answers expected by a teacher and what ways to deal that answers?
18. What is meant by resource unit? How will you develop it?
19. Explain the modern technological devices used for teaching accountancy at higher secondary level.
20. What is meant by resource mapping? What are factors considered while developing resource maps?
21. Explain the significance and scope of pedagogical content knowledge analysis in commerce. How it is related with content analysis?

(4 x 5 = 20 Marks)

PART – E

(Answer any one Question in 3 pages)

22. Describe the Scope, Features and significance of Pedagogical content knowledge analysis (PCK) in commerce discipline.
23. Make an analysis of the content of the topic external trade. Also prepare its curricular objectives, learning materials, instructional activities and evaluation modes.

(1 x 10 = 10 Marks)

