

UNIVERSITY OF KERALA



Two Year B. Ed. Curriculum - 2019

Credit and Semester System with Grading

FACULTY OF EDUCATION

&

BOARD OF STUDIES IN EDUCATION (P&SS)

Preface

"The 21st Century functions as a major communication device that provides results of how student learning will be carried out, assessed and about the role of both student and teachers in the learning – assessment process." – Holbrook

Arnold and Curran stress that "The primary purpose of a syllabus is to communicate, what the course is about, what the course is taught, what is going on, 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 denotes to the overall 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 people' learning is the quality of the teachers' training. This requires an education system, that envisage a holistic approach to seeking the whole person and let it act to potential. To ensure quality in a changing scenario and to keep it par with national and global requirements and to keep in pace with national norms, revision of the current B Ed curriculum became imperative. Educational experts say that the currently curricula ignore the syllabus as a fairly regular tool 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 kind of students. The prime objective of this revision was to a small contribution to equip prospective teacher's knowledge, skills, attitude, competencies 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, Active Evidence-based Performance Evaluation, Development of teacher competencies, Entrepreneurship in education, development of professional Common Based Education are all 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 enhance fully the NCERT's own regulations. A good syllabus draft was mediated by including the stakeholders Principles, teachers and students. The result of the study showed the need for course change in the existing curriculum. Multi level discussions and workshops were conducted with subject experts and teacher educators and then the new curriculum evolved.

The Board of studies would like to place its sincere and warm gratitude to Dr. D. K. Barikata Kumar (Former Chairman, B. Ed –BHU), Prof. Dr. Thomas Kumar Dasgupta, faculty members, Board of Studies members, Subject Educators and Teacher educators for their continuous support through out the period of this work. Hope this syllabus will provide necessary information about the course to teacher educators and prospective teachers.

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CONTENTS

Sl. No.	Sections	Page No.
1	Introduction	9
2	Guiding Principles	9
3	Curriculum Vision	10
4	Vision Highlights	10
5	Program specific outcomes (PSO) of B Ed Course	11
6	Regulations for the B Ed Course	12
7	Definition of Terms	14
8	Course Outline	17
9	Structure of the B Ed Course	17
10	Curriculum Framework	19
11	Credit details of the Course	22
12	Details of theory courses, Semester - I	26
13	Details of theory courses, Semester - II	28
14	Details of theory courses, Semester - III	30
15	Details of theory courses, Semester - IV	31
16	Details of Practical work associated with theory - CE	32
17	Details of Practical Courses Related Practical work	36
18	Guidelines for Practical work	38
19	Strategies of Learner Assessment	42
20	Grading System	56
21	Modes of Curriculum Transaction	52
22	Curriculum Orientation	53
23	Composition of the Curriculum	54
24	Curriculum - Semester I	57
25	Curriculum - Semester II	259
26	Curriculum - Semester III	408
27	Curriculum - Semester IV	490
28	Appendix	551

APPENDICES

Sl No.	Content	Page No.
1	Seminar Criteria	531
2	Practical Assessment	531
3	Periodical Tests and MCQs	531
4	Capacity Building Activities	531
5	Research Project	533
6	Teaching Practice Evaluation Sheet	534
7	Pre-Practice Rating Scale	535
8	Teacher Observation Rubric Assessment Tool	536
9	Community Living Camp - Score	542
10	Structure of a Report (Record) of Community Living Camp	542
11	Sample Question Papers	543-577

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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 world."

–Mike Wallace

"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 teacher of the 21st century is being shaped in her classroom's own classroom. This focuses on the transformation the teaching community is undergoing to place in making education qualitative. It is now well-recognized that the most important single factor for the quality of education and first for the efficiency and quality of the pupils' learning is the quality of the teachers' training. Hence considerable thought and resources have been given to teacher education by all countries throughout the world. Besides age, developing subject matter competency and gaining teaching skills is a specific subject into 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 the new landscape.

The teacher of today is not just one who can teach a specific subject, but one who provides the skills and competencies needed for the 21st century to connect the teacher and teaching not just a local teacher but across a student teaching in the national corner of the world with widely varying resources and policies. In short, teacher education has to function as a professional learning under a global manner.

Guiding Principles

The University of Manila has drafted and implemented in the year B.E. memorandum in 2000 to apply the prescriptive manner in order to make the system of the educational curriculum of the 21st century. A new thrust in the field of Educational Technology, incorporation of the concept of Pedagogical & Teacher-pedagogical Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of Teacher competencies, Entrepreneurship in education, Development of professionalism..... are a few more subjects that were incorporated in the curriculum pattern. Likewise the need to lower the burden of an over loaded curriculum, the lack of sufficient practical resources, reducing the gap between theory and practice, the inclusion of ethical content and a desire to be in touch with the latest writing in journals and the requirements of the community, the gaps often being mentioned were the great special care while creating the curriculum. Quite significantly, all these had been addressed and taken into consideration in the present revision also. The greatest difficulties experienced while traversing the curriculum were collected, noted, listed and addressed in the present revision. The frame work of the existing two year B.E. curriculum 2012 has been retained, with minor modifications incorporating the very points of different stakeholders. Special care has been taken in the present revision to increase the best practices of the entire institution and to thoroughly the UTM Policy Regulation 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 sharing people's instrumental strategies to traverse the curriculum.

As a guiding principle the National Council for Teacher Education itself has identified the nature and content of the Two Year B.Ed. curriculum through NCTE Regulation 2014¹ and associated publications. The 3-54 Curriculum shall be designed to integrate the study of subject knowledge, domain development, pedagogical knowledge and communication skills. The program shall comprise three broad institutional areas: Perspectives in Education and work, Curriculum and Pedagogic studies/Cybernetic systems, and Engagement with the Real/Physical world. Information and Communication Technology(ICT), gender, yoga education, and disability-inclusive education shall form an integral part of B. Ed curriculum (NCTE Regulation 2014). A pattern of the reports of various commissions and committees like NCERT, drawings from GOI, observation of Justice Verma Commission Report, NCERT(2018), the recommendations and observations in the report of various committees at the National, State and District levels has guided the present attempt in a large extent. The academic discourse revolved in 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 ICT century skills into classroom practices, provide access to quality learning tools, technologies and resources leading to an expression of the learning environment to the community and an international setting. Both face-to-face as well as online.

Curriculum Values

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.

Value Highlights: The curriculum gives emphasis to

- 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
- Producing teacher 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 generations

General Objective: Future Outcomes

The curriculum is designed to assist 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 professional mindframes
3. To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluricultural society and make use of the knowledge in nurturing equipping the classroom learner to face these challenges
4. To develop a progressive system based on the cultural, social, political and moral values of Indian society
5. To develop teacher-identity required of a professional through theoretical discourses, college-school – community based experiences and reflective practices that continuously evaluate the effects of one's choices and actions
6. To understand the central concepts, tools of inquiry, and structures of selected disciplines in the course and develop the ability to write meaningful learning experiences
7. To achieve 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, non-verbal and multi-modal information and communication technologies in all forms of learning to foster active inquiry, collaboration, and supportive participation in the classroom
9. To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate continuously the individualized development of the learner
10. To generate adequate professional inquiry for performing strategic roles entrusted as teacher, working not just to respond to the national and international systems
11. To develop his/her managerial capacities in human relations for promoting human resources for national development

12. To assimilate 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 regulations 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 examinations, 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 parts: Perspectives in Education (core papers), Curriculum and Pedagogic courses (special papers) and School Practical work. B. Ed offers specialisation in 12 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 30 students, with a maximum of five 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. Admissions 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 attains 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 entered in letter grades in the mark list. The attendance ranges and respective grades are as follows: Gr. A+ (85-100%), Gr. A (90 to <95%), Gr. B+ (75 to <80%), Gr. B (80 to <85%), Gr. C+ (70 to <75%), Gr. C (Below 70). (For calculating percentages of attendance decimals will be rounded to the nearest whole number)."
8. Candidates with shortage of attendance shall be a per sitting University rules. Candidates with shortage of attendance beyond continuous 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.
9. 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.
10. **Examinations** - Every candidate who discontinues the course may be given the provision of re-examination if otherwise eligible as long as the session exists. If the session is over, candidates have to join the course as a fresh student, if otherwise eligible.
11. **Transfer regulations** - Whenever a Course Scheme of Instruction is changed in a particular year, those more examinations immediately following transfer 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.
12. All the progress/travel carrying credit grades should be comprehensively awarded by all the institutions for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.
 - (a) 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 shall be allowed entry in the next Semester.
 - (b) 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 the month after closing of the semester, both Online and offline (physical files and soft copy).

100. School Induction Program (school induction experience) is for a period of one week during Semester I. School Induction will be for a period of 10 weeks divided into two phases. Phase I will be for a period of four (4) weeks during Semester II and Phase II arranged for another eight weeks during Semester III.
101. Assessment of School induction Program of Semester I will be done jointly by the District and District members by the College of Teacher Education separately. There will be no external activities. School Induction Phase I of Semester III will 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 Induction Phase II of Semester IV will be evaluated internally jointly by the colleges & participating schools and all the representative members have to be situated before the external projects board of Semester IV for evaluation.
102. Practical work (IE) related to Perspectives in Education (Theory) and Curriculum and Pedagogical Content/Optional papers, of all semesters will be assessed internally by the colleges themselves. Other practical work viz. College visit, School visit and Community visit of Semesters I and II will be assessed internally by concerned colleges and board of Semester III will assess internally and externally and subjected to externalization. The practical records of Semesters, Semesters, Semesters and Optional Semesters have to be presented before the external practical board of Semester III for evaluation. The practical records IE of EDU (4, report of School Visit of Semester II will be assessed internally and externally. The practical records Curriculum and Pedagogical Semesters, College visit, School visit and Community visit of Semester IV and IE of EDU (4) have to be submitted before the External Practical Board of Semester IV for evaluation. Marks and respective grades of internal assessment have to be forwarded to the University within one week after the closing of the semester (Mark sheet and self report).
103. The evaluation of Semesters required to be completed during Semesters in Phase I, II and Phase II, 10. Practical work related to School Induction Phase I, practical work related to School Induction of Phase II and Minor paper (Minor Semesters) have to be completed by all the students within to be eligible for appearing for the External Practical Examinations of Semesters III and IV respectively. Candidates who have completed practical Semesters and eligible for presentation in the External Examinations of the External Practical Board of Semesters (II and IV), none or presented in regard for the External Examinations of respective Semesters. External questions of the candidates holding the practical attendance and character is available).

11. Candidates who have completed the requirements of a semester (Semesters III and other practical Semesters) will be eligible for appearing for the External University examination and presentation in the same semester. Those who have externally completed the course requirements and submitted the internal records to the authority by the colleges concerned, and had to appear for the university examination about one appear in

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

12. For a pass in the semester, 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 Internal Examinations of the University. 50% for theory and CE put together and 30% (C+ Grade) for Practical Testing/Work/ internship is needed. There is no separate minimum for CE & other practical course in all the semesters. Minimum grades for CE and Practical courses have to be given in terms of marks against the basis of paper guidelines and scheme. Data records have to be maintained by institutions with care.
13. All the theory papers of all semesters will be assessed through external examinations of the University.
14. If pass a candidate gets minimum for all papers but fails to get semester minimum, she/he has to reappear 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 in the 1st appear for the Theory Examinations 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 only. 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 Examinations. Failed candidates have to reappear for the paper/papers for which they have failed with the regular candidates. On securing the required minimum in these paper/papers the candidate will be declared to have passed the examination provided he/she secure an aggregate of 50% (C+ Grade). These students will be given for reappearances as long as the same scheme exists.
18. Even if a candidate fails to secure the required minimum marks/grade for a part in Theory during a semester but has completed the Practical/Work/Engagement with field in the said or offered entry to the next Semester.
19. If under any circumstances, a candidate fails in Testing/Practical/Intern/ Learning, 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 shall be provision for reassessment of Learning in testing.
20. Re-admission and college transfer are as per University rules.

Definition of Terms

- Semester system:** The semester system is a provision system with program designed to be completed gradually within a period covering multiple 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 semester. 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 degree. Credit is a unit of value measured in terms of Study Hours. It represents the number of Study Hours in a particular period of time allocated 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 Pedagogical Courses required by the course. Here, one credit for the B.Ed. program is considered equivalent to 40 Study Hours and one credit carries 12 units (1 credit=40 hours/12 units). All the tasks that carry credit are compulsory.
- Grading:** Grading is the process of applying standardized measurements of learning levels of competencies within a subject area. Grading refers to indicating the performance of students in each year/term by giving the weights according to the scale assigned. Letter-Point Scale is suggested for the grading purpose and Letter-Grading shall be used. In Letter-Grading the students are assessed using conventional writing mode and the marks awarded are converted into letter grades to put the weights assigned. Marks will be converted to respective Grades for each program/unit and involve only and not to each and every component. (e.g. EDU II - oral mathematics for Theory & CE is converted to Grade)
- Grade Point Average (GPA):** The sum of grades obtained in a semester of subjects/terms 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 student in the semester. The value shall be rounded off to two decimal places.
- Calculator 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 degree. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for final result.
- Perspectives in Education (core paper):** Indicates the subjects of study under theoretical disciplines which are compulsory for all the students undergoing the course (EDU I to III, EDU IV, II to III, and IV).
- Curriculum and Pedagogic Content (optional subjects):** Indicates the subject which the student/teacher specializes in the course (EDU IV, II, III, II & IV).

- **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 tests 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 EDC-101, 302, 303, 304, 305, 306, 307, 308 & 406 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	300	400	600	
IV	80	480/16	100	300	400	

Structure of B.Ed. Course

A. Theoretical Courses (Subject code)			B. Practical Courses	
Semester	Perspectives in Education	Curriculum and Pedagogic Courses	Nature of Practical – Subject code	
Semester I	EDC-01	EDC-04	College Based	EDC-101/101.1/101.2
	EDC-01	EDC-04	School Based	EDC-102 / 102.1 /
	EDC-01		Community Based	EDC-103 / 103.1 /

Semester II	EDU 86 EDU 87 EDU 88	EDU 89 EDU 90	College Based, School Based, Community Based	EDU-001(001.0-001.2) EDU-002 (-) EDU-003 (-)
Semester III	EDU 10 EDU 11	EDU 12	College Based, School Based, Community Based	EDU-001(001.3-001.7) EDU-002(002.0) EDU-003(003.0)
Semester IV	EDU-14	EDU-15	College, School & Community Based	EDU-401(401.0, 401.1)

This year B Ed Curriculum Framework

Semester - I (Open + Closed) – one credit = 20 hours/ 1 credit carries 10 marks					
Theory – Perspectives in Education (open subject)					
Subject Code	Subject Title	External	Internal	Total	Credits (Weightage of 10 hours)
BDC-01	Knowledge and Curriculum: Philosophical and sociological Perspectives	10	10	20	2
BDC-02	Developmental Perspectives of the Learner	10	10	20	2
BDC-03	Technology and Communication in Education	10	10	20	2
Theory – Curriculum and Pedagogic Courses (optional subjects)					
BDC-04 (B-10)	Theoretical Base of Education	10	10	20	2
BDC-05 (B-10)	Pedagogic Content Knowledge analysis	10	10	20	2
Engagement with the Field Practical Courses: BDC – (10) & (10)					
BDC – 100: College Based					
BDC-101.1	Observation, Demonstrated Skills		10	10	2
	Micro-teaching – one skill		10		
BDC-101.2	Yoga, Health & Physical Education		20	20	2
BDC-101.3	Art & Aesthetic Education		20	20	2
BDC-102 – School Based					

102.1	School Induction Programme		10	20	9
	Observation of model lessons(1 day) and reporting		10		
EDC – 103: Community Based					
103.1	Vocational/Work Education		10	20	4
	Field Trip – optional-one		10		
	Total Marks & Credits	200	200	500	28
	Total Days, Hours & Credits	100 days X 4 hrs = 400 credits X 50 hrs=400 hrs.			
Note : CE of theory papers and other practicals of Semester I assessed internally.					

Semester = II (December + March) = one credit = 20 hours ; one credit carries 10 marks.

Theory – Perspectives in Education (core paper)

Subject Code	Subject Title	External	Internal	Total	Credits/Credits = 20 hours
EDC-04	Education in India (Part)	10	10	20	2
EDC-07	Perspectives of Learning and Teaching	10	10	20	2
EDC-08	Assessment in Education	10	10	20	2

Theory- Curriculum and Pedagogic Studies (optional subject)

EDC-09 (D-12)	Curriculum and Resources in Higher Education	10	10	20	2
EDC-10 (D-12)	Theory-Pedagogic Content Knowledge Analysis	10	10	20	2

Engagement with the Field/Practical Courses : EDC – 101.1, 101.2 & 101.3

EDC – 101 : College Based

101.1	Discussion: 10 lessons, Demonstration : 5 sessions (max 15 each) (Sem I & II) & 10 Written Assignments (10 marks each)		10	10	2
	Field Trip : Educational Visit		10		
	Work-teaching (10 hrs)		10		
101.2	Health & Physical Education		10	10	2
101.3	Art Education & Visual Practice		10	10	2
	Total Marks & Credits	100	100	200	10
	Total Days, Hours & Credits	120 days X 4 hrs : 10 credits X 10 hrs = 200 hrs			

Note : CE of theory papers and other portfolio of Examiners II assessed internally.

EDU – III : Community Based					
EDU-III-1	Community Living Camp (Exposure of Understanding the self)		20	20	2
	Total Marks & Credits	100	40	60	1*
	Total Exam, Work & Credits	120 marks & 4 hrs : 10 credits & 10 hrs=10 hrs			
Note : Records produced of EDU-1, EDU-2, EDU-3 and EDU-4 have to be submitted for scrutiny or external before external practical exam. at Semester III.					
*Fulfilling of criteria / 120 marks (Optional subject-10 + general module-10 + school signature-10)					
Semester – IV (November – March) : six credit = 30 hours. One credit carries 10 marks.					
Theory – Perspectives in Education (core paper)					
EDU-IV-1	Advanced Studies : Perspectives in Education	30	20	70	3
Theory – Curriculum and Pedagogic studies (optional subject)					
EDU-IV-2 (A-10)	Advanced Studies : Curriculum and Pedagogic Courses in Education	30	20	70	3
Practical Courses Engagement with the Field – EDU – 40.					
EDU-40-1	Minor Project / Action Research / Case Study + (10-15 pages) Viva-voce		40	20	2 Internal and external
40-2	School Internship Phase II (10 weeks) 1. Optional (10 & pedagogic courses) *Teaching-Element-10 marks + Record-Element-10 marks 2. Submission test & address 3. Diagnostic Test & Remediation	100	10	100	5 Internal & verification by external board

	Reading and Reflecting on a text:		10		
	Reflective Journal		10		
	Updating blog		10		
	Exposure to curriculum development: (Preparation of a sample unit of formal material)		20		
	Total	100	300	400	14
	Total Days, Hours & Credits:	30 days X 8 hrs / 10 credits X 30 hrs=480 hrs			

Note : Records/products of *GIL, 400 L, CE of EDU-14 & 15 (300) text booklet) have to be submitted for scrutiny/verification before external practical board of Semester IV.

*Teaching 20 lessons / 30 marks (Optional module-40 + generalisation-15 + school experience-15)

Credit details of the Course

Semester	Subject Code	Subject	Credits		Total Credits (Credit+GEs)
			Theory	CE	
Sem. I	SDC 01	Class paper I	2 credits	1 credit	3 credits
	SDC 02	Class paper II	2 credits	1 credit	3 credits
	SDC 03	Class paper III	2 credits	1 credit	3 credits
	SDC 04-04-12	Spoken T.	2 credits	1 credit	3 credits
	SDC 05-05-12	Spoken W.	2 credits	1 credit	3 credits
	Practical Course	Debate Round (SDC 101) Speech Round (SDC 102) Community Round (SDC 103)		3 credits 1 credit 2 credits	6 credits
	Total		12 credits	18 credits	30 credits
Sem. II	SDC 04	Class paper IV	2 credits	1 credit	3 credits
	SDC 07	Class paper VI	2 credits	1 credit	3 credits
	SDC 08	Class paper VII	2 credits	1 credit	3 credits
	SDC 09-09-12	Spoken W.	2 credits	1 credit	3 credits
	SDC10-1-12-12	Spoken T.	2 credits	1 credit	3 credits
	Practical Course	Debate Round (SDC101) Speech Round (SDC102) Community Round (SDC103)		3 credits 1 credit 2 credits	6 credits
	Total		14 credits	13 credits	27 credits
Sem. III	SDC 11	Class Paper VIII	2 credits	1 credit	3 credits
	SDC 12	Class Paper IX	2 credits	1 credit	3 credits
	SDC 13-13-12	Spoken T.	2 credits	1 credit	3 credits

	Practical Courses	College Based (EDC 101)	3 credits	10 credits	
		School Based (EDC 102)	0 credits		
		Community Based (EDC 103)	2 credits		
	Total		5 credits	10 credits	10 credits
Sem. IV	EDC 14	Class Paper II	1 credits	1 credit	1 credits
	EDC 15	Classical II	1 credits	1 credit	1 credits
	Practical Courses	College, School & Community Based (EDC 101.1 – EDC 103.1)	10 credits		10 credits
	Total		3 credits	10 credits	14 credits
Grand total					24 credits

Details of Theory Courses – Semester I

Code	Title	Instructional hours/credits	Related Practical work/credits
EDC 01	Knowledge and Comprehension: Psychological and Sociological Perspectives	40 hrs / 2 credits	40 hrs / 1 credit
EDC 02	Developmental Perspectives of the Learner	40 hrs / 2 credits	40 hrs / 1 credit
EDC 03	Technology and Communication in Education	40 hrs / 2 credits	40 hrs / 1 credit
EDC 04.1	Theoretical Base of Indian Language Education	40 hrs / 2 credits	40 hrs / 1 credit
EDC 04.2	Theoretical Base of English Language Education	40 hrs / 2 credits	40 hrs / 1 credit
EDC 04.3	Theoretical Base of Hindi Language Education	40 hrs / 2 credits	40 hrs / 1 credit
EDC 04.4	Theoretical Base of Assamese Language Education	40 hrs / 2 credits	40 hrs / 1 credit
EDC 04.5	Theoretical Base of Oriya Language Education	40 hrs / 2 credits	40 hrs / 1 credit

EEU 34.4	Thematic Site of Tamil Language Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 34.7	Thematic Site of Mathematics Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 34.8	Thematic Site of Physical Science Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 34.9	Thematic Site of Social Science Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 34.10	Thematic Site of Health Science Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 34.11	Thematic Site of Geography Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 34.12	Thematic Site of Commerce Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 34.13	Thematic Site of Home Science Education	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.1	Foreign Language Learning - French/Italian/Spanish	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.2	Foreign Language Learning - Arabic/Urdu/Hindi	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.3	Foreign Language Learning - German/Hebrew	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.4	Foreign Language Learning - Japanese/Chinese	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.5	Foreign Language Learning - Korean/English	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.6	Foreign Language Learning - Russian/Thai	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.7	Foreign Language Learning - Bengali/Malayalam	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.8	Foreign Language Learning - Nepali/Sinhala/Tamil	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.9	Foreign Language Learning - Assamese/Punjabi/Urdu	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.10	Foreign Language Learning - Assamese/Bengali/Urdu	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.11	Foreign Language Learning - Assamese/Gujarati/Hindi	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.12	Foreign Language Learning - Assamese/Chinese/Urdu	48 hrs - 1 credit	30 hrs - 1 credit
EEU 35.13	Foreign Language Learning - Assamese/Malayalam/Urdu	48 hrs - 1 credit	30 hrs - 1 credit

Details of Theory Courses - Semester II

Code	Title	Instructional hours/credits	Related Practical work/ Micro-credits
EDC 94	Education in India Today	60 hrs / 2 credits	20 hrs / 1 credits
EDC 97	Psychology of Learning and Teaching	60 hrs / 2 credits	20 hrs / 1 credits
EDC 98	Measurement in Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.1	Curriculum & Assessment in Digital Era - Indian Languages Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.2	Curriculum & Assessment in Digital Era - English Language Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.3	Curriculum & Assessment in Digital Era - Other Language Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.4	Curriculum & Assessment in Digital Era - Second Language Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.5	Curriculum & Assessment in Digital Era - Arabic Language Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.6	Curriculum & Assessment in Digital Era - Tamil Language Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.7	Curriculum & Assessment in Digital Era - International Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.8	Curriculum & Assessment in Digital Era - Physical Science Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.9	Curriculum & Assessment in Digital Era - Chemical Science Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.10	Curriculum & Assessment in Digital Era - Earth Science Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.11	Curriculum & Assessment in Digital Era - Geography Education	60 hrs / 2 credits	20 hrs / 1 credits
EDC 99.12	Curriculum & Assessment in Digital Era - Computer Education	60 hrs / 2 credits	20 hrs / 1 credits

EDC 18.11	Discussion & Evaluation in English: Basic Writing Systems	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.1	Tuition-Pedagogy Content Knowledge Analysis- Idioms	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.2	Tuition-Pedagogy Content Knowledge Analysis- English	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.3	Tuition-Pedagogy Content Knowledge Analysis- Math	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.4	Tuition-Pedagogy Content Knowledge Analysis- Science	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.5	Tuition-Pedagogy Content Knowledge Analysis- Arabic	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.6	Tuition-Pedagogy Content Knowledge Analysis- Tamil	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.7	Tuition-Pedagogy Content Knowledge Analysis- Sanskrit	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.8	Tuition-Pedagogy Content Knowledge Analysis- Practical Science	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.9	Tuition-Pedagogy Content Knowledge Analysis- Current Science	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.10	Tuition-Pedagogy Content Knowledge Analysis- Basic Science	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.11	Tuition-Pedagogy Content Knowledge Analysis- Geography	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.12	Tuition-Pedagogy Content Knowledge Analysis- Environment	60 hrs / 2 credits	30 hrs / 1 credit
EDC 18.13	Tuition-Pedagogy Content Knowledge Analysis- Basic Science	60 hrs / 2 credits	30 hrs / 1 credit

Details of Theory Courses - Semester III:

Code	Title	Theoretical Course Credits	Required Practical course Hours/Credits
EDC-11	Developmental Psychology in Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-12	Learning in the Educational Psychology	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.1	Emerging Trends & Practices in Instruction: Language Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.2	Emerging Trends & Practices in Bilingual Language Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.3	Emerging Trends & Practices in Second Language Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.4	Emerging Trends & Practices in Distance Language Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.5	Emerging Trends & Practices in Adult Language Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.6	Emerging Trends & Practices in Tamil Language Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.7	Emerging Trends & Practices in Hindustani Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.8	Emerging Trends & Practices in Physical Science Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.9	Emerging Trends & Practices in Computer Science Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.10	Emerging Trends & Practices in Social Science Education	48 hrs / 2 credits	24 hrs / 1 credit
EDC-11.11	Emerging Trends & Practices in	48 hrs / 2 credits	24 hrs / 1 credit

	Geography Education		
EDU-11.12	Emerging Trends & Frontiers in Commons Education	20 hrs / 2 credits	20 hrs / 2 credits
EDU-12.12	Emerging Trends & Frontiers in Adult Learning Education	20 hrs / 2 credits	20 hrs / 2 credits

Details of Theory Courses - Semester IV

Code	Title	Instructional hours/credits	Assess. Periodical work/Max. credit
EDU-14	Advanced Studies: Perspectives in Education	20 hrs / 2 credits	20 hrs / 2 credits
EDU-15	Advanced Studies: Curriculum and Pedagogic Courses – Education	20 hrs / 2 credits	20 hrs / 2 credits

- **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 trainees during the entire course remain as the base of this course. The mode of learning proposed is classroom instruction formal or guided self-study. The study has to be initiated/proposed 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 (15 marks/1 credit)

(a) Perspectives in Education (Core paper)

Sem.	Sub-Code	Nature of practicals	Mark	Credit	Assessment
I	EDC-01	1. Seminar presentation-I (2 marks) 2. Assignment-I (2 marks) 3. Test-mid semester (2 marks) 4. Capacity Building Program (peer-teaching building) (8 marks)	14	One	Internal
	EDC-02	1. Seminar presentation-I (2 marks) 2. Assignment-I (2 marks) 3. Test-mid semester (2 marks) 4. Capacity building Activity-I (8 marks)	14	One	Internal
	EDC-03	1. Seminar presentation-I (2 marks) 2. Test-mid semester exam (2 marks) 3. Blog Creation (8 marks) (Blog creation involving and posting of material) 4. Online assignment-I (2 marks)	14	One	Internal
II	EDC-04	1. Group Seminar group discussion/brain storming-I (2 marks) 2. Practicum-I (2 marks) 3. Test-mid semester exam (2 marks) 4. Capacity Building Program/workshop for life skill development/role play (8 marks)	14	One	Internal
	EDC-05	1. Practicum-I (5 marks) 2. Practicum-I (2 marks) (paper-pencil group activity) 3. Test-mid semester exam-I (2 marks) 4. Capacity building-workshop for exam	14	One	Internal

		management- activity -1 (10 marks)			
	ESC-08	1. Group Seminar group presentation group discussion brain storming -1 (2 marks) 2. Two mid exam - (5 marks) 3. Practicum- as a - (5 marks) 4. Development of an case study (10 marks)	10	One	Internal
II	ESC-09	1. Two mid semester exam - (5 marks) 2. Practicum-1 (10 marks) 3. Field study (consultative program)-1 (10 marks)	10	One	Internal
	ESC-10	1. School based activity -1 (10 marks) 2. Practicum-1 (10 marks) Individual Group 3. Two mid semester exam - (5 marks)	10	One	Internal
III	ESC-104	100% Test battery with college level testing for internal and viva voce for external (contribution from Semesters I to IV, 10 marks per paper.)	10	10	Internal & External

(X) Curriculum and Pedagogic Courses (Optional Papers)

Sem.	Sub. Code	Nature of Practicum	Marks	Credits	Assessment
I	ESC-04	1. Assignment -1 (2 marks) 2. Seminar presentation-1 (2 marks) 3. Reading & reflecting on texts (10marks) 4. Mid semester exam - (5 marks)	10	One	Internal
	ESC-06	1. Observation of model video lecture & reporting (100%) (teacher monitored) - (10 marks) 2. Two mid semester exam (2 marks) 3. School based activity- (5 marks) 4. Online assignment -1 (2 marks)	10	One	

26	EDU-05	1. 100 sentence story (5 marks) 2. Reading and Rethinking to text-1(10 marks) 3. Fiction presentation-1 (5 marks) 4. Prose poem-1 (5 marks)	12	One	Internal
	EDU-06	1. Digital profile making digital story(10 marks) 2. Two and a half minutes (5 marks) 3. Video writing, shooting, editing and uploading in blog/you tube-2 to 10 minutes(10 marks)			
28	EDU-03	1. Descriptive work-1 (10 marks) 2. Reading and Rethinking to text-1 (10 marks) 3. self narrative work (5 marks)	12	One	Internal
27	EDU-07	A. 1000 Two poems-10 marks from EDU-04 C. Creative story or one act play from A and C of curriculum.	10 10	One	Internal assessment & Teacher to Student Award

- **Portfolio:** systematic study of problems from subject areas through collection of information from different sources. Records about reports are extending 7 to 8 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-04, any one life skill development for EDU-06 and writing for stress management for EDU-07 have been proposed.
- **Practice-based work:** Based on a single theme developing, Video writing, shooting, editing and uploading in blog/you tube for 7 to 10 minutes duration.
- **Field study/professionalization program:** A professionalization has to be undertaken by every student on a selected theme and records to be maintained. The student-teacher has to undertake any two professionalization program in the school community during practice-teaching and has to prepare a written report. (gender sensitivity, inclusive education, social skills ground, media ethics, and the like.....)

- **Teacher-individual group:** The student-teacher has to take up either a teacher-individual group to share his entire involvement in the classroom experience. The participative 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 subject 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.
- **Learning and reflecting on text:** The aim of this course is to enable student-teachers to address their emotional 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-teacher in preparing textual materials for Class VIII/IX/X as their optional subject based on a suitable content. The theme of the text books in that subject can be followed in the preparation of unit. A unit has to be prepared.
- **MCQ Test Battery:** The student-teacher has to prepare Multiple Choice Question test batteries at three stages with village level using the material and this view for onward.
 1. MCQ test battery in the concerned optional subject/course (one paragraph course) 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 30 items each from papers of Semester I, II, III and IV as a part of EICP-14.
 3. MCQ test battery with 30 items from EIPU-15 in the concerned optional subject.

It is better to start the preparation of MCQ test battery from Semester I, II and III have to be completed and consolidated by semester III and IV. MCQ test batteries have to be prepared before the Internal Evaluation Board along with the other representations.

- **500 Sentence Translation:** A village level examination for all papers - of one hour duration and 10 marks with multiple choice items, very short answer and short answer questions. The notification in the examination has to be circulated in 2.

Details of Practical Courses : (Related practical work)

(x) College based (EDU-181,181,181)

Code EDU	Title	Task to be carried out	Hours/ Credits	Assessment
181.1	Discussion Lecture	2 hrs	-	Internal
	Demonstration Lecture	2 hrs	-	
	Home-working practice	one skill/training	-	
181.2	Tags, Weights & Physical Education	Refer Co Sem. I	10 C credits	Internal
181.3	Art & Aesthetic Education	Refer Co Sem. I	12 C credits	Internal
181.4	Discussion lecture(EDU-4, activity based-2, Model based-2)	5 hrs	2 (Sem I & II)	Internal
	Demonstration lecture	2 hrs (model of teaching)	2 (Sem I & II)	
	Criticism Lecture	18 topics	18	
	Home working practice	one skill/training	18	
	Field Trip Education task	Participation & report	18	
181.5	Weights & Physical Education	Refer Co Sem. II	10 C credits	Internal
181.6	Art Education and Visualisation	Refer Co Sem. II	12 C credits	Internal
181.7	Art & Aesthetic Education	Refer Co Sem. II	12 C credits	Internal
181.8	Tags, Weights & Physical Education	Refer Co Sem. II	10 C credits	Internal and External

(xi) School Based

Code EDU	Title	Task to be carried out	Hours/ Credits	Assessment
181.9	Institute School Experimental school teaching program (1 day)	1 period working / shared practice without formal lesson plan	18	Internal
		preparation of diary report	18	

		observation of lesson(s) not.) and reporting	0.5 credit	
100.1	School Internship Phase - I (50 weeks)			Internal & external
	1. Curriculum & Pedagogic Course	48 lessons and associated work	110.8 credits	
	2. Health Education and Physical Education	2 lessons each and associated work	00.2 credits	

100 Community Based

Code 200	Title	Task to be carried out	Mark/crédit	Assessment
100.1	Field Visit (optional)	Field visit related to the subject -	10	Internal
	Vocational Work Education (group)	work - service & production work - community work & report	10.5 credit	
100.2	Community Living Camp	Participation in 3 days camp	00.1 credit	Internal & external

1000000 - (V)

Code 200	Title	Task to be carried out	Mark/crédit	Assessment
400.1	Minor Project/Action Research Case Study	Completion of project & reporting in 30 to 35 pages	40	Internal & External
		Viva-voce	00.2 credits	
400.2	School Internship Phase - II (3 weeks)			Internal & External validation
	1. Curriculum and Pedagogic Course	30 lessons and associated work	100.8 credits	

Guidelines for External Practical Work/Training Courses:

EDU 100.1 – Field Trip/ Visit associated with the Curriculum and Pedagogy Courses (optional): Field visit appropriate in the context may have to be selected. The opportunity to be evaluated on the basis of criteria developed by the relevant institution.

EDU 105.1 – Vocational Work Education (NITE Community Work): The objectives of the program include planning and executing productive work, develop social awareness, seek support from the locality, exercise self dignity of labour, etc. The Community based program – Socially Useful Productive Work (SUPW) has to be organized by the college or their community at the specified time. The work includes the various (Participation in social activities, social services, social projects, social train etc) and submission of one product (e.g. - book binding, craftwork, work, tape making, aprons, paper bag, bagging and making garments, fabric, needle making, Car making, pot making, technology, improvement, ...). Assessment has to be made on the basis of proper format of work using feedback for assessment suggested by the institution.

EDU 105.2 – Art Education and Theatre Practice: The aim of theatre practice is to help the students/teachers realize the role of dramatization and other activities in transactional strategies in classroom instruction for enhancing learning and creativity. It involves visualization and writing of scripts related to themes from national content areas, literature, newspaper and magazines, etc., drawing of scenes, making arrangements individually and with group members.

EDU 105.3 – School Behaviour Program: The main purpose of in-school school experience is to provide the students/teachers an opportunity to have primary experience with the functioning of the school. The school experience program is for a period of five stations/ working days giving them an opportunity to experience with the school environment and their duties (e.g. lesson planning, Observation of lessons of senior teachers individually or in small groups (2 hrs), meeting the students individually to learn their conceptual and interest in learning, to use the learning facilities in the school, observing the social nature of the school, etc. as some of the activities to be undertaken during the period. Each student/teacher has to prepare 7 lessons individually or in Small Groups. In Small Groups, student teachers will be in small groups of three members. The teacher will be divided into three parts and each student teacher will practice one of the parts in relation to the actual classroom situation. Lesson plans need not be written with the rigidity required for Practice Teaching lesson. The student-teacher have to maintain a detailed diary as record of the work.

After the in-school school experience, a reflection course should be organized in the college. Assessment of student-teacher performance during the period will be done jointly and co-operatively by the General and Cynical teachers. Institutions can depend either the Cynical teacher or the General teacher for organizing and assessment of school in-school experience.

EDU 105.4 –Field Trip/ Study Tour: It is an exposure trip or a place of educational or historical importance. The suggested activities include providing information for the student-teacher to learn and get acquainted with the process of organizing, conducting a study, and field work and understanding the socioeconomic aspect. A report of not less than 10 pages to be prepared by all student teachers. The report should highlight the objectives of the tour, identification of the spot, detailed plan, operations of the plan, benefits derived from the tour, problems faced and suggestions. The Study tour can be supported by the institution or

their involvement in a possible program. Optional requirement, for a duration not exceeding 2 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 curriculum 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 their supervision.
- learn to set realistic goals in terms of learning, curriculum content and pedagogic practices.
- observe, design, organize and conduct meaningful classroom activities.
- participate in school, social and community activities in the vicinity associated with the school.
- observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies.
- surveying, inventing, collect and analyze teaching-learning resources.

Internship in Teaching: School Internship is for a period of 22 weeks divided into two Phases of 12 and 10 weeks, to be organized during the Third and Fourth Semesters of the Course. For school internship, the College 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. Close arrangement with at least five practicing schools for the internship as well as other school based activities of the course. These schools shall form a network 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 to justify its overall effectiveness in the program. School education program, Phase I & II of School Internship have to be organized as three experiences of the colleges with effective co-operation from practicing schools. After the completion of each program colleges should arrange reflective sessions in the college so that the trainees can benefit by sharing experiences and can plan and modify/regulate his/her teaching and classroom activities in the next school 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 levels.

EDC-III.1: School Internship Phase I

School Internship Teaching Practice for Semester III shall be arranged as a single block program for a duration of 11 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 30 Practice Lessons spread over 10 months VI to XII in the Primary-Secundary Higher Secondary Subjects (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 students VI to X and the post graduates from VI to XII increasingly. Only those students having Five Certificate degree in the concerned Optional Subject are permitted to undertake Teaching Practice at Higher Secondary School level. Lesson plan/Record card to be submitted by all student-teachers. Preparation of *Diary/Note Book, Achievement Test, Internship diary/Reflective Journal, teaching log (LE: Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-I week), Reading and reflecting on a case in the concerned optional, Preparation of lesson material and Field work (After: Project/Action Research-Case Study)* have to be submitted/compiled/reported during this period. Appropriate record/notes have to be compiled on the basis of the entries of the Diary/note book. The notes of the three-week test should be submitted both internally by college concerned and externally by the relevant postal bond of the university.

EDC-III.2: School Internship case appreciation in Teaching-Internship Phase II

School Internship case appreciation Teaching Practice for Semester IV can be arranged as a single block program for a duration of 8 weeks (one week preparatory work at school college, 4 weeks of teaching in schools, one week post practice-teaching practical work at school college). Student-teachers have to complete 30 Lessons spread over 10 months VI to XII in the Primary-Secundary Higher Secondary Subjects (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 students VI to X and the post graduates from VI to XII increasingly. Only those students having Five Certificate degree in the concerned Optional Subject are permitted to undertake Teaching Practice at Higher Secondary School level. Lesson plan/Record card to be submitted by all student-teachers. Preparation of *Diary/Note Book, Achievement Test, Internship diary/Reflective Journal, teaching log (LE: Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-I week), Reading and reflecting on a case in the concerned optional, Preparation of lesson material and Field work (After: Project/Action Research-Case Study)* have to be submitted/compiled/reported during this period. Appropriate record/notes have to be compiled on the basis of the entries of the Diary/note book. The notes of the three-week test should be submitted both internally and externally-supervising university concerned.

Supervision of School Internship: - The supervision of Practice Teaching is a joint responsibility of the Colleges of Teacher Education and Practice Teaching Schools. Classroom observation and visiting is essential for improving the teaching skill of the novice teacher and for expertise building. The relevant teachers of the school have to observe all the lessons of student-teachers and submit their suggestions to the supervisor (not mentioned by the student-teacher). The Teacher Educators have to observe the autonomous teacher of practice lessons of the student-teacher. Observation of these lessons

(j) before, at the beginning, middle and at the end of Practice Teaching by the Cynical teacher and one lesson by the Student teacher is essential. The Principles of Dialogue have to meet the preceding criteria, otherwise lesson and teacher become Teaching. Assessment of Practice Teaching will be done on the basis of the Rubrics for assessment of teaching (see appendix). Assessment of Practice Teaching will be done jointly by the General and Cynical Teacher, and School supervisor.

Assessment of School Internship/Teaching Practice: School Internship and associated activities of Phase I (Semester II) will be assessed jointly by the General and Cynical Teacher Examiners 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 III will be assessed jointly by the General and Cynical Teacher Examiners and the School Supervisors internally. There will be an external practical examination for Phase II. However, all the scholarly records/papers associated with school internship during Phase I have to be submitted for scrutiny verification by the external practical board.

EDU JKS 1 – Community Living Camp

Community Living Camp: All the colleges have to organize a five day residential Community Living Camp. Community Living Camp is a common feature of most colleges. It is a joint camp of Student-Teacher and teacher-Examiner is a common feature, keeping certain formalities and following a pre-set planned time table. Learning to live together or collectively, participation in programs for development of personal and social skills, to develop interpersonal, social-relational, leadership and effective communication skills, practicing citizenship living, promoting discipline for benefits of whole community work etc. are the major objectives stipulated of the program. Based on learning of the activities have to be proposed and selected by each Student-Teacher. Community Living Camp can be organized by the Institution at their convenience either during Semester II or during holidays after the Semester II University examinations. The camp will be credited with Semester III. Assessment of participation in Community Living Camp has to be done on the basis of the Assessment Rubrics.

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

- To promote social awareness and to create the aware attitudes of the student-teachers.
- To promote the awareness and involvement of the student-families in planning and implementing educational activities.
- To develop critical thinking about the issues related to the political system in education.
- To focus on to the cultural, social, scientific, educational and environmental aspects of a community.
- To develop an interest to view the body and mind as a well balanced personality.

Thrusts for a Community-Living Camp: decide the theme to run the thrusts:

- Education and Social Change
- Education: its quality and social aspects
- Health, agriculture, culture and education
- Education, environment and development/empowerment etc.

Programs suggested for Community-Living Camp: Social and educational surveys (not by school institutions) to study their functioning, undertaking community-productive work, campus cleaning, hand-digging, undertaking action in the camp including preparation of food, attending classes, seminars, camps etc., participation in games and recreational activities, music, Pictogram activities etc.

EDU 4011 – Master 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 modules of this systematic study are well discussed in EDU – 08 of Semester II. The topic/theme selected should be relevant socially, academically and contextually and has to be validated in a panel meeting to put the candidate under the protection of a supervisor (General Optimal Teacher Educator). The task has to be entered during the 1st Phase of school internship and to be completed during the 2nd Phase and evaluated with Semester IV. Selection of a relevant topic/problems area, review of available literature in the area, preparation/selection of sample tools to collect facts/data regarding the same, analysis of the data either qualitatively or quantitatively using sample statistical, reporting the findings are the steps to be followed. The report has to be typewritten/ handwritten, consolidated in a document of 10-12 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 project panel. *Assessment of Report: Journal/Workshop – 10 marks, viva-voce/10 marks/overall 20 external/*

Reflective Journal: A student-teacher generated locally standardized daily log book maintained under the supervision of the student is validated as a Reflective Journal (RJ). The RJ can act as a structured free format or analytical format of the daily observations of student-teachers during school internship. The major purpose of the RJ is reflective observation. During the problem-solving the RJ depicts how different aspects of teaching are interconnected. Analysis and comments on their practical integration, the success and extent of support system utilization, process analysis of success and failure, management, confidence and projection of future course of correction and development/ action 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 candidate's progress and through the semester-end examination. To some institutions

evaluative transparency, student feedback should be made source of the major inputs of the evaluation process and the assessment criteria. The level of performance of the student members 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 candidates 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 Curriculum-and-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 Semesters 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 101.2; 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 irrespective of the collapse of Teacher Education-related courses. The duration of the examination will be one hour fifteen minutes (75 minutes) with 30 multiple choice questions. There will be four districts in each question stem and the student has 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 stipulated and uploaded in the web site. Students have to answer 30 items in 75 minutes in both the examinations.

Task for Assessment: For assessing student performance Criteria – Performance based minimum have to be developed for each task by the Teacher Educators to make assessment objective. A **score** 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 personal 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 their are listed, usually followed by a Rating Scale.

Mode of Assessment:

- Theory:** 05 marks each; Theoretical discussion of Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) for all sections will be assessed externally through end semester examination of the University.

Practical work related to theory paper-1E: 05 marks each ; (EDU-04 to 10) Common to all papers (05) of Practical Work related to theory paper will be done by the teacher education concerned internally as per the guidelines in each case. The Practical Work (05) coming under Theoretical Discussion EDU-01 to 02 of Semester I, EDU-04 to 10 of Semester II and EDU-11 to 13 of Semester III will be subjected to external assessment only where as 1E 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-105 of Semester I, EDU-201 of semester II will be done by the teacher education concerned internally as per the guidelines in each case. The internal assessment will assess the performance of the students/teachers and award marks and respective grades. EDU-101, EDU-102 & EDU-103 of Semester II 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 501, 502, 505 of Semester III and EDU 401.1 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 an external assessment of Physical and Health Education classes by the external examiner. The present practice of appointing Jural Board will be continued. The Jural 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 dance practice and Health and Physical Education of Semester III during Course/Workshop.**
- **Phase II – Evaluation of Intern Project work/Action Research/Case study and viva-voce, CE of EDU-14, and recording/verification of Teaching records/production of Internship II-C during March.** Phase II marking will be marked internally but the records/production 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
501.1	Art and Aesthetic Education	20	Internal and External
501.2	Health and Physical Education	20	
502.1	Teaching – Content & Pedagogic sources	100	
	Achievement test and Analysis	20	
	Diagnostic test and remediation	20	
	Reading and reflecting on a text	10	
	Updating blog	10	
	MCQ test battery (Semester I to III)	20	
	Reflective journal	20	
	Health and Physical Education-teaching records and viva-voce	20	
502.1	Community Living Camp	20	
Records of Discussion, Demonstration and Criticism (score of semester II) to be submitted for verification before the External Practical Board.			

Semester III

Code	Item for assessment	Marks	Mode of assessment
401.1	Minor Project/Action Research/Case study	20	Internal and
	EDU-14 (CB)	20	External
402.1	Teaching - Semester A Pedagogic course:	120	Internal as per rubric for verification before External Practical Examination Board
	Assessment test and Analysis	10	
	Diagnostic Test and re-assessment	10	
	Reading and Reflecting on a case	10	
	Reflective Journal	10	
	Openning blog	10	
	Preparation of Curriculum/teaching material	10	
	CB ✓EDU-14	20	Examination Board

External Practical Board

Exam Board - The Exam 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 exam board will schedule its examinations in two phases.

During Phase I (Semester III), the team members consisting of the Chairman, assessors 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 assessor 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 assessment marks specified. Exam Board will visit minimum 3 to 4 institutions.

During Phase II (Session II) the main training of the Chairman and the examinee (Respectively in administrative paper/Computer and Pedagogical paper/Optional) will schedule external examination and will cover the project work base study action research and conduct a viva voce at the project. Moreover the board will examine half the internal projects of Phase I practice teaching laboratory or actual teaching in the institution.

Review of Practical Board: The marks and respective grades of internal assessment of Practical Formals of Session II and III will be shared with the Chairman, External Practical Board at the time of Practical Examination by the College concerned. The members of the External Practical Board will assess/verify the marks 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 storage of the internal and external assessment has to be taken in the first week. In case, the total marks awarded by the internal and external assessment for a subject (Main Project Action Research/Case Study, Pedagogical Examination 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 case the decision of the Chairman will be final. The Chairman will check randomly half the case, if discrepancies are found. All the Examiners, appointed by the University including the Chairman have to be present at the centre on all the days for which Practical Examination is conducted.

Compilation of marks : The average marks and respective grades of the internal and external assessment have to be compiled by the Chairman of the Board and forwarded to the Co-ordinating Chairman along with internal marks handed over to the colleges and external marks awarded 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 the exam boards. The Co-ordinating chairman has to maintain check for assessment of Final Exams and paper construction, 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 Exam boards:- The University will constitute the required number of Exam Boards to complete the Practical Examination in the regulated time (total duration of 15 to 17 days). All qualified teacher education have to compulsorily take up appointment in External Examinee.

Timing of Practical Examination:- Practical examination will be scheduled and carried out simultaneously in all the colleges in a period of 15 to 17 days. The Dates I has to be scheduled during mid October-November. Phase II has to be scheduled during February-March. The duration of the Practical Examination is as follows will be two days for a strength of 19 students/one unit for Phase I & Phase II. Additional days will be provided depending on the strength of the institution.

Scheme of Assessment: Theory

Semester I (Semester-end examination)

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

04.1-13 & 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 04	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 Content - Education.	75 minutes	50
Total			100

Pattern of Question Paper: (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	20 minutes
Total	20	50	110 minutes

Pattern of Question Paper - Semester IV (value examination)

Type of Question	Number	Marks	Time
Multiple Choice	20	20 (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 was 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 weightage assigned. Marks for each Theory Course (EDU-01 to 15) and Selected Practical Work (PE), Practical Courses (EDU-101, 102, 103, 202, 301, 331, 303 & 401) will be assessed and the marks will be converted into letter grades in a seven point scale. Thus 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 the CGPA into letter grades following the grade range in the seven point scale.

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

90 to = 90	A	5 to = 5
75 to < 90	B+	7 to < 5
60 to < 75	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.

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

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,

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

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, 30% when theory and CE are taken together and 20% for School Internship of Semester III, IV and 30% 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 E. Ed. curriculum include Lecture cum Discussion/Narrative, Co-operative and Collaborative Learning, Fieldwork Finding and Reflection/Inferential Discussion, Observation-Demonstration-Analysis, ICT Enabled Learning/Virtual Tools, Requirement Based Learning / Individualized Learning, Multi-Disciplinary Learning, Meaningful Verbal Expression, Lectures, Case Studies, Workshop-Demonstration / Siming, Self Learning, Problem Based Learning, etc. With a view to move away from theoretical Exercises through lectures alone, the student teachers will be required to be engaged in these various kinds of learning experiences/modes of learning engagement. 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 contextualized examples have been included with each content in the curriculum, and the teacher educators have to adapt the same suitable ones to make the instruction effective.

Mental Process – the sequence of mental experiences/pedagogical/interactional-experiential content prescribed/undergone by the student teacher during as a result of various interactions viz. Intellectual dilemma, Cognitive challenge, Controlled Learning, Disqualification and accommodation, Reflective intellectual discussion, Contemplative self-expression, Verbal and conflict management, Narrative expression of self-experiences, Field-based mental imagery/formation, Collective expression of a common 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. Recovers/realizes/retrieves 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. Transfers/carrys knowledge or understanding and applies them in new situations
6. Establishes cause-effect relationship
7. Makes predictions: relates prior knowledge to new information/ applies reasoning and draws inferences
8. Communicates knowledge/understanding through different media
9. Imagines/formulates/depicts problem based on relevant information

16. *Judge/ appraise/ evaluates the merits or demerits of an idea/ develops own solutions to a problem*

The list of strategies, learning processes etc. are illustrative. 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.

Orientations 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 / Practicums (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
- Objective 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 dimension of concepts.
3. Strategies/Approaches recommended for transaction – Initiated by the course.
4. Assessment and Evaluation – to assess the progress of the student.

Perspectives in Education (Core Papers):

Nine core papers (EDU – 01, 02, 03, 04, 07, 08, 11, 12 and 14) have been included under this heading in order to develop among the student-teachers a holistic outlook about education and teacher in the Indian context. The objectives of this program include:

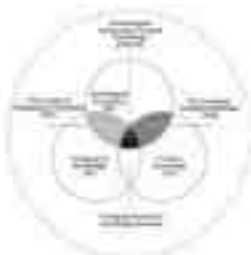
The prospective teacher

- 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.

- Acquires with precision Psychological principles, theories of development and learning, and allied matters and makes use of them in educational settings.
- Understands the conceptions 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 Content (Optional subject)

Theoretical Base of the optimal subject, (Tachni) Pedagogy, Content Knowledge Analysis, Curriculum and Resources is given for Elementary Teachers and Practitioners. Advanced Studies in the subject area use the Optimal Paper entitled under Curriculum and Pedagogical Journal. The consideration has been given to incorporate the latest trends in learning and pedagogical theories that teacher cannot ignore of the subject concerned. Keeping in mind the local, national, economic, 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 optimal paper. A clear demarcation of the methodology and the corresponding pedagogical analysis paper with respect to the respective optimal subjects have been marked not that help for meaningful transaction of the optimal curriculum. Renaming the concept of Pedagogical analysis to Pedagogical Content Knowledge (PCK) and its complementary variants of Tachni-Pedagogical Content Knowledge (TPCK) Analysis have been recommended to give a practical flow to the curriculum. The following charters may make them 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, e-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-improvement initiative in transacting the curriculum from a Teacher-Pedagogic content Knowledge perspective.
- To identify the Extracurricular opportunities of futuristic significance associated with the subject.
- To develop a neo-humanistic attitude among the student-teachers in the light of Science-Technology-Humanity-Culture-Environment interaction paradigm.

SEMESTER – I

Instructional hours per Subject : 90 (Theoretical Discourses – 40 & 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 of Education.
- EDU-05, 1-13** : Pedagogic Content Knowledge Analysis :

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

Hours in transaction: 08 (Theoretical discourse) & CE - 24 hrs (Activities/Process)

Course Outcome (CO) :-

- > CO1 To recognize broad functions of education and role of teacher as a leader
- > CO2 To develop personal philosophy of teaching
- > CO3 To synthesize selectiv modules in teaching
- > CO4 To understand the sociological functions of education
- > CO5 To synthesize the role of teacher as a change agent and nation builder
- > CO6 To synthesize the role education in promoting national integration and peaceful coexistence.

Contents :-

- UNIT I : TEACHER AND EDUCATION (15 hrs)
- UNIT II : PHILOSOPHICAL PERSPECTIVES OF EDUCATION (20 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 concepts of education 2. To understand Meaning, definitions, and Aims of education 3. To develop awareness on types and spaces of education 4. To realize qualities and competencies and professional Ethics of teachers	- 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	- Role Performance Analysis in group Discussion - Involve ment in Debate - Seminar Presentation - Assignments - Class test

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UNIT II: PHILOSOPHICAL PERSPECTIVES OF EDUCATION (30 hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop personal philosophy of teaching 2. To develop an awareness and attitude towards societal/academic in education 3. To analyse the contributions of thinkers towards education	• Relationship between Philosophy and Education • Thoughts on Education : Indian - Naiyayites-Pragmatism, Western - Rationalism - Humanism and educational implications • Contributions of thinkers towards curriculum -Methods of teaching by Froebel and Montessori -Stage wise curriculum suggested by Piase -Adults concept of curriculum suggested by living organisms -Project method and experimental school suggested by Dewey • Indian Thinkers- Vivekananda, S. Radhakrishnan, Gandhi - Tagore, Ambedkar • Technical education in India	Meaningful verbal expression Lecture discussion ICT Seminar Debate	• Participation and Performance • Quiz Competition • Seminar Presentation • Class test • projects

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- "History of The Bombay School: The Leharbhai School (I) The History" (1913-1917), www.aashirwad.org/Archives/30/30.

ON 17.

UNIT III: SOCIOLOGICAL PERSPECTIVES OF EDUCATION (10 MARKS)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To identify the sensitive role of education and society.	• Perspective view of education and society. • Functions of education with regard to Culture, Power, Status, Transformation and Tradition.	IC3 student group discussion Field trip Lecture discussion	• Discussion Analysis • Field visit reports • Check list • Role Performance
2. To develop an understanding about the role of education with regard to culture.	• Socialization and Transformation Cultural lag, cultural inertia, Cultural diffusion		• Analysis in group Discussion
3. To understand role of education in national integration and communal understanding	• Role of education in national values, communal unity, Democracy and nationalism • National Integration • International Understanding		• National Presentation

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- Chomsky B.(1997). Education and Democracy, APH, New Delhi.
- John, Zepher, Sam, (2022) Philosophical and Sociological Foundations of Education, Chennai: Alimighty Book Company.
- Mukherji NM (1966). History of education in India, charge book depot, Varanasi.

UNIT IV: EDUCATION AND SOCIAL CHANGE (20 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To analyse and synthesise the sociological functions of education 2. To develop essays about the characteristics of Indian society. 3. To synthesise the significance of education as an agent of social change	• Characteristics of Indian Society – class, religious, ethnicity, language. • Social Change – Factors influencing social changes- Role of Education • Major changes occurred in Indian society • Consumerism – Areas where consumerism is visible • Role of education in such social evils like Corruption, Terrorism, Antisocial activities, Violence against women, Drug abuse and Alcoholism etc. • Teacher as a Change agent and Nation builder	Lecture, Cooperative Learning Discussion Social Constructivism	• Initiation and performance in identification • Field visit reports • Role Performance Analysis in group Discussion • Involvement in Debates • Seminars/ Presentations • Class test • Project/term

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- Sarin, S. (1998). *The cultural dimension of education*. New Delhi, when Gandhi returned come for the first.

SEMESTER I

EDU - 02: DEVELOPMENTAL PERSPECTIVES OF THE LEARNER

Course Outcome(CO):-

To enable the student teacher:-

1. CO 1 To conceptualize the nature, scope and methods of Educational psychology.
2. CO 2 To familiarize 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 familiarize 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	1. Educational Psychology- Meaning, Scope, Limitations and relevance in classrooms	Lectures	• Reflective practice
2. To develop an understanding of the nature, scope and methods of Educational psychology.	2. Schools of Psychology- Behaviourism, Functionalism, Behaviourism, Cognitivism, Humanistic and Gestalt Schools	Group discussion on Critical analysis of application of psychology	• Assignments
3. To understand various approaches in study Psychology.	3. Scientific method of studying behaviour: Methods of studying Educational Psychology- Interpretation, Observation, Experimental method and Case study	Comparison of different schools of psychology	• Seminar presentation
4. To investigate the different schools of Psychology		Case study	• Test paper
5. To familiarise the various branches of psychology		Self analysis	• Performance in discussion

Reference:

- Chaudhri, S.K. (2006) *Advanced Educational Psychology* New Delhi: Vikas Publishing House.
- Woodfolk, Anna (2004). *Educational Psychology* (9th ed.) India: Pearson Education
- Margul, S.K (1997) *Advanced Educational Psychology* New Delhi: Prentice Hall of India

UNIT II: DEVELOPMENT OF THE LEARNER (34 hours) (20 T + 14 P)

Course Specific Outcome (CSOs)	Major concepts	Strategies & Approaches	Assessment
1. To develop an understanding of the concepts, principles and factors of Growth and development. 2. To familiarise the different aspects of development and developmental tasks and developmental factors. 3. To understand the developmental characteristics of Childhood and Adolescence. 4. To critically evaluate the contribution of various theories of development. 5. To conceptualise the role of teacher in facilitating development of the learner.	• Growth and Development: Principles, Developmental tasks and Developmental factors. • 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. • Physical and motor development • Cognitive development • Language development/verbal Chemistry, Typology • Emotional development • Moral, social development • Role of teacher in fostering the above development of the learner.	Group discussion is compares the characteristics of childhood and adolescence. Seminar on the Highlights of western theories. Learning Child study Application of different methods for understanding adolescent problems. Analysis of theory and its application in different contexts.	• Reflective practices • Performance in group discussion • Assignment • Seminar presentation • Test paper • Child study report • Communication skills • Self study report

Reference

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- Berk, L. E. (2012) Child Development (6th Ed.), New Delhi: Prentice Hall of India, Waring A. J. (2001) Developmental Psychology: A life span Approach, New Delhi: Mc, Graw Hill
- Pennington, B. et al. (2010) Advances in Psychology: Child Development, Perspectives and Methods, London: Hodder & Stoughton

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To conceptualize the individual difference among the learners on the basis of intelligence and creativity 2. To develop an understanding of the concepts, nature and various theories of intelligence 3. To understand the meaning, nature, process of creativity development and the strategies for fostering creativity 4. To familiarize the measurement of intelligence and creativity	• 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 form • 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.	Lecture, Group discussion Assign any two intelligence test and familiarize the procedures Prepare activities based on the multiple intelligence theory Prepare sample items for verbal creativity test (minimum 4 items) Develop an activity to foster creativity in the classroom Design of Strategies for promoting emotional, social and spiritual intelligence among students	• Practical work • Assignments • Seminar presentation • Test paper • Performance based assessment

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- Hecachsky, A.B Psychology (1994) Intelligence Procedures in Psychology, Philadelphia
- Gove, A.S and Jorill, A.T (1979) Educational Psychology, New York : Macmillan
- Telfe, Sue (2000), Rethinking of Intelligence: Exploring how students Learn, California : Corwin Press Inc.

Unit IV – Personality of The Learner (20 Hours) (13+ 7 Ps)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To conceptualise the individual differences 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	• 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	Lecture Case study of unique personalities Group discussion to identify the characteristics of mature personality Administer one-one personality test and familiarise the procedure Conduct a discussion on teacher's role in identifying and managing maladjusted learner Discussion on mental health programmes ? Action research on adjustment problem	• Reflective practices • Assignments • Seminar presentation • Test paper • Practical works

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- Allport, G.W. (1959) *Personality and Motivation: Structure and Measurement* M.D. Centa Book Company, New York.
- Allport, G. (2007) *Personality*. New Delhi: Sarvag.
- Asch, M. & Das, N. (2006) *Fundamentals of Educational Psychology* New Delhi: Atlantic Publishers and Distributors.
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- Bailey, P.B. & Lewis, E. (1987) *Educational Psychology* New York: Macmillan Publishing Co Ltd.
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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 zone with man, machine and material with regard to technological resources.

Contents :

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

UNIT 1 : 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	Educational technology- concept, objectives and scope.	Narrative content	Explanatory brochure documentation
2. To differentiate between teaching and instructional technology	Difference between technology in education (Instructional technology) and technology of education (teaching technology)	Direct instruction Verbal interaction	Participant observation
3. To set a perspective on different approaches of technology	Approaches of educational technology – hardware, software and Systems approach.	Interactive session Meaningful verbal expression	Evaluating the level of participation
4. To familiarize with various agencies and journals in the field of educational technology	Resource centres and software in educational technology- CBET (NCERT), MET, UGC-CET, EDUNAL, NME-RT, NPTEL, KITE, VEDARS CHANNEL, AASHA VA PROJECT, CYAN DARSHAN, INFLIBNET	Viewing programmes Class discussion Case seminar Assignment	- Assessing students report - Participation in the seminar - Evaluating the assignments
B. Media in Education			
1. Creating awareness, provision for effective use of such in teaching	Print media- Newspapers	Group discussion	Participation in group discussion

and learning	Review Assess Map/merge	Small group activity	• Role performance analysis
2. To analyze the relevance of mass media in education	• Not just media: mass media: radio, T.V., Films in education	Group discussion General discussion Seminar	• Participation in group discussion • Presentation skill
3. To develop the ability to choose the most suitable learning aid while preparing the teaching lesson	• A/V aids: definition, types audio aids visual aids A/V aids	Group discussion Narrative expression Seminar	• On task behaviour in class • Participation in group • Presentation skill
4. To differentiate between multimedia and multimodal approach	• Meaning & concept of Multimedia and Multimodal approach	Meaningful verbal expression	• Participatory behaviour
5. To familiarize with the classification of A/V aids	• Different uses of equipment	Meaningful verbal expression	• Participation in class activity
6. To familiarize with information and its application in classroom	• Information Age: Audio, video	Lecture/didactic by Discussion Meaningful verbal expression	• Participation in the learning process • Involvement in class activity
7. To familiarize with the strategy for digital education in classrooms	• Smart Classrooms • Interactive white board & use of software	Class discussion	• Participation in the class activity

Unit II: Communication Technology (Theory 7 hours)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To introduce the concept of communication	• Communication: concept, scope, types – verbal, non-verbal, Aids purpose: face to face, formal and informal, one way, two way	Group discussion	• Role performance analysis in group discussion
2. To familiarize with the various types of communication		Documentation	• Evaluation of documentation
3. To identify different components of classroom communication	• Communication cycle: components of classroom communication	Group discussion Preparing an assignment	• Role performance assessment in group discussion • Evaluate the assignment

4. To develop the ability to become an effective classroom communication. 5. To plan an effective communication process during the classroom teaching.	- Character as a communication system. - Components of effective classroom communication.	Meaningful verbal expression Group Discussion	Role performance analysis

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

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
A. Introduction to ICT in education			
1. To familiarize with the role of ICT in education	Concept and importance of ICT in education	Verbal expression General discussion Self-journal	Evaluation based on documentation
2. To explore applications of ICT in various field of education	Scope of ICT in Education	Group Discussion	Role performance analysis
3. To familiarize with advantages in world wide web	- Types and advantages in www - Web 1.0 - Web 2.0 - Web 3.0 - Web 4.0	Collaborative learning	Level of participation in group activity
4. To understand the role of teacher in a digital era	- Teacher as a digital era - Changing roles and competencies	Meaningful verbal expression Active learning activities Brainstorming	- Assessing 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	- Concept, meaning and merits of - Computer Assisted Instruction (CAI) - Computer Managed Instruction (CMI)	Meaningful verbal expression	- Participation in class activity - Observation - Observation

person	Computer Mediated Communication (CMC) in Education - Computer simulation - Blended learning - Flipped classroom - Educational portals - e-learning - Web-based learning - Cloud computing	Practical scenarios Conferences Facilitate lab activities Online resources Asynchronous reading	On task behaviour
2. To familiarise with the web resources	Web services: e-mail, chat, online forum, Blog, wiki, e-library	Conferences Online resources Hands-on experience Facilitate lab activities Online resources	- Participation in activities - Skill development - On task behaviour
3. To develop the ability to use the web resources	Academic web resources: e-journals, online dictionary	Dissemination	
4. To familiarise with various open educational resources	Open Educational Resources (OER) – including & importance. Various OER initiative	Conferences Facilitate lab activities Hands-on experience Peer group interaction	- Performance assessment in activities - On task behaviour
5. To develop skill in using software's for facilitating classroom activity	Web applications for development of tests: Hotpotatoes, Online quiz maker, Online survey tools such as survey Monkey, Lime survey & and Zooming & online polling.		
6. To explore creative resources of ICT in education	- e-learning – concept, types – synchronous and asynchronous, merits and demerits. - Learning Management Systems & Content Management System - Learning Object Repository (LOR)	Share/teach verbal expression Discussion Reflective resources Online resources	- Participation in the classroom activity - High performance analysis
7. To familiarise with content development process and platforms available	- e-content formats- concept and scope - e-content script writing- steps - e-content script writing- steps - Online e-learning platforms-	Practical scenarios Reflective practices	- Participation in class activity - On task behaviour

	MOCKS, SWAYAM, COURTES	Online resources	

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with computer safety on the net	Computer virus (malware, spyware, Trojan- prevention measures- (Firewall, antivirus software)	Introductory lecture Techno lab activities Peer learning	Performance in techno lab activities
2. To create an awareness about personal safety on the net	Cyber privacy and password protection	Demonstration Hands on experience Techno lab activities Peer learning	- Participatory observation - Skill assessment - Performance assessment
3. To familiarize with the legal and ethical issues	Legal and ethical issues- Copyright, Creative Commons License, Plagiarism, Hacking, Netiquette, Phishing, Software piracy	e- resource demonstration Group discussion	- Participatory observation - Performance in classroom discussion
4. To develop a sense of intellectual property right			
5. To know about cyber laws	Cyber law- IT Act 2008, IT Act 2008.	Class discussion Primal study such as newspaper and magazines Home assignment	- Participation in class discussion - Locating resources related to content - Evaluating the assignment
6. To practice wise use of web	Role of teacher in conscientizing about	Internet based	Skill development assessment

activities	• Child abuse over the net • Misuse of internet (sexploitation, pornography) • Health hazards of using computers	activities	• Participation in life activities • Evaluating assignments
		Teachers' role: monitor Peer tutoring Individual assignment	

Suggested Readings

- Parker, AnandK.(2012). Teaching Technology Skills: Integrating Digital Media into the Classroom, Grade 5-12. New Delhi: SAGE Publications Pvt. Ltd.
- Kim, William(2012). The Socially Networked Classroom: Teaching in the New Media Age. New Delhi: SAGE Publications Pvt. Ltd.
- Jomantas, Alimantas(2012). E-learning & ICT in Education. New York: Springer
- Anne M.Bissman, L.D.(2009). Cyber Law: Maximizing Safety and Minimizing risk in classrooms. New Delhi: SAGE Publications India Pvt. Ltd.
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- Wright, Robert J. (2008). Educational Assessment: Tests & Measurements in the Age of Accountability. New Delhi: SAGE Publications Pvt. Ltd.
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- Sorin, Chris Wynn & Sienowski, Valentin (2012). Assessment for Education: Standards, Judgement & Moderation. New Delhi: SAGE Publications Pvt. Ltd.
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- Chaudhry, Jagdish & Puri, R.P. (2012). Educational Technology: Concepts, Design & Implementation. Indian PCL Pvt. Ltd., New Delhi
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Web Resources

- www.avandiovisualaids.blogspot.com/2010/10/av-aids-to-teaching.html
- www.slideshare.net/print7/audio-visual-aids
- www.tqweb.org/oddevd/edtech/teleconf.html
- www.slideshare.net/diputt/flacs-flanders-interaction
- <http://moodle.org/>
- www.ehow.com/list_7640133_jepni-ethical-issues-technology.html
- www.rugardarlington.co.uk/internetethics.html
- www.theevolutionary.com/computer+simulation
- www.jne.org/documents/Vol2/v2p001-013-59.pdf
- www.e-learningconsulting.com/consulting/what-e-learning.html
- www.cemra.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	1	Introduction to teaching and Learning
Unit 2	1	Nature and Development of Malayalam
Unit 3	1	Aims and Objectives of Teaching Malayalam
Unit 4	1	New Educational Theories and Concepts

Unit 1: Introduction to teaching and Learning

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
To get familiarised with the functional plane of teaching, learning and the divergent roles expected to be played as a teacher.	• Inter dependence of teaching and learning- class room, teacher, learner, teaching learning process. • Learning Environment, Learning activities, Learning Styles. • 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	Group discussion Assignment Seminar film show of Educational films Appreciation sessions based on educational books like Totu Chan, Divanwama, Teacher,	Assignment Paper presentation CE - Test (MCQ Test - Model Examination) Participatory Discussion

		Periyartharantanthu Vidhyarthysam, Vidhyarthul Viprayam etc.	

Unit 2: Nature and Development of Malayalam

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
To understand the importance, nature and functions of Mother tongue. To understand the importance, nature and functions of Mother tongue.	• 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	Assignments Debates Seminar-Symposium	Assignment Paper. Seminar presentation Test Participation in Debate & Symposium CE - Seminar with slide Presentation

Unit 1: 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.	- 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.	Debate on recent changes practical in the state schools Discussion on the relevance of Bloom's Taxonomy	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.	• Cognitive Constructivism - Piaget and Bruner • Social Constructivism - Vygotsky • Multiple Intelligence Theory- Howard Gardner • Emotional Intelligence Theory - Daniel Coleman • Critical Pedagogy - Paulo Freire	Project Short essay Open discussion Comparative note	Project paper Essay Participation in discussion Action research findings CE - Practicum

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 I : 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	- 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	Content analysis of High School readers. CE - Test

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	• Need and significance of instructional planning. • Year Plan, • Unit Plan, • Lesson Plan	Preparation of year plan/unit plan etc. Workshop on lesson planning	Innovations in planning year plan/unit plan etc. Originality of ideas/practices In the workshop CE - Practicum

Unit 3: Acquisition of Language Skills

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
	• Scope and application of basic language skills • Listening • Speaking • Reading and writing		

To understand, practice and master basic language teaching skills.	(in different levels of schooling with special emphasis on Secondary and Higher Secondary levels.)	Preparation of lessons based on basic skills. Facilitation of assessment criteria Workshop for practising language skills.	CE-Practicum <i>Skills during practice session</i>

Unit 4 : Micro Teaching

Course Specific Outcome (CSO)	Major Concepts	Strategies & Approaches	Assessment
To understand, basic concepts of micro teaching	• Development of teaching skills through micro teaching • Definition and Mechanics • Micro Teaching cycle • Core Skills • Introduction • Illustrating with examples • Explaining • Questioning • Stimulus Variation • Reinforcement • Using Blackboard • Using teaching aids • Ranking / Recitation	Practice sessions of major teaching skills	Participation of students. Micro teaching lesson plans.

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Dwarapada

Engana Malayalamillagan

Gadyaacharya

Gadyacharya

Kerala Panchayam

Kuthala Padamathalathayikam

Malayalam Bhasha Chintanam

Malayalam Bhasha Chintanam

Malayalam Chintanamangal

Malayalam Chintanamangal

Malayalam Chintanamangal

Malayalam Chintanamangal

Malayalam Chintanamangal

Malayalam Chintanamangal

Malayalam Chintanamangal

More teaching

Murugan Chintanam

Nalla Malayalam

Namunathalath

Padyaacharya Chintanam

Padyaacharya Chintanamangal

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DC Books, Kottayam

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Vidyabhyasuchinthaikal
VidyabhyasaParivarathanattinoruAmugham
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SheshugiriPrabhu

Olive, Kozhikkode
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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 Graps 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
1. Student teacher familiarises with functional plane of teaching and learning and the divergent roles expected to be played as Language Teacher 2. Grasp the current status of English in India and its	• 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	Intro lectures on ELT in India Makes student recall qualities of teachers whom they admire remember Narration, anecdotes	• Contribution in defining the role of English as an International Language • Performance in classroom discussions regarding teacher's role • Entry recorded in Reflective

importance	-Three Language Formulae – Mother tongue Interference -English as a Link Language • Language teacher competencies- Roles and responsibilities of English Teacher-mentor, facilitator, scaffolder, reflective practitioner	of lives of teachers who served as role models Views films related to teachers/ teaching Reads stories about lives of great teachers Web-based resources	journal

	• Behaviourism- imitation, repetition, reinforcement • Cognitivism -Schema • Constructivism-ZPD- Scaffolding, Mental Processes • Chomsky-LAD- Universal Grammar • Krashen's Hypotheses • Multiple Intelligence	• Peer Tutorial • Discussion • Invited Talks	

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

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

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

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

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- Jack C. Richards, and Theodore S. Rodgers. (1986) *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Jack C. Richards, and Anne Burns. (2009) *The Cambridge Guide to Second Language Teacher Education*. Cambridge University Press.
- Norton, Donna E. (et al.) (1999). *Language Arts Activities for Children*. Prentice Hall, New Jersey.
- Reyes, Sharon Alekman. (et al.) *Constructivist Strategies for Teaching English Language Learners*. Corwin Press.
- Sockey, John. (2005) *The Oxford Guide to Writing and Speaking*. Oxford University Press.

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Thurman <http://www.languageinusa.com/april2002/newBook.html> Task-Based Language Teaching and Learning: An Overview http://www.aclt.org/journal/Sept_06_10.php

BBC World Service: Learning English

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml> Drive Spelling's ESL, Curb <http://www.aslcafe.com/>

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

Web English Teacher <http://www.webenglishteacher.com/>

EDU. 05.2 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: ENGLISH

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

Course 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 I: Introduction to Pedagogic Content Knowledge(PCK) (25 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Develops an understanding of pedagogy and its principles 2. Familiarizes with Taxonomy of Educational Objectives 3. Develops an understanding of	• Pedagogic Analysis Scope, Principles and Objectives • Pedagogic Content Knowledge Scope in teaching and learning • Objective-based Instruction	Direct instruction Engaging in Group discussion Individual and collaborative tasks	Participation in task Peer assessment of presentations

types of thinking	Bloom's Taxonomy; Specifications,		
4. Familiarizes with the nature	• 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, poems, advertisement, write up, conversation, profile etc	Critique of different Course Books :	

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

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

	Tables Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and Strategies for enriching vocabulary Composition-different types	Demo. by expert Preparation of Group Lesson Plan/Teaching Manual	

		Practice- under supervised guidance. Task-directed discussion and Applied exercises	

Unit 5: 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 Elements:structure, vocabulary etc 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 of video recording of own teaching

	- Reinforcement - Explaining, Stimulus variation - Classroom Management - Reading - Recitation - ICT skills - Micro Teaching - Concept, Phases and cycle		

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

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

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http://www.educationworld.com/a_curr/curr155.shtml

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http://www.apsaesecit.edu.pk/download%20material/training%20dept/workshop%20material/four_skills_of_language.pdf

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

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

Pedagogical Content Knowledge: <http://nikoehler.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/Works/ContentStructure.htm>

EDU - B4.3: THEORETICAL BASE OF HINDI LANGUAGE EDUCATION

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

Course Outcome(CO)

- CO 1 To mould the prospective teacher with an outlook of teaching profession
- CO 2 To apply the prospective teacher to uphold the professional spirit in diverse angle
- CO 3 To harness with the features of Hindi education, its aim, objectives and demand.
- CO 4 Instructional methods and techniques, suited for teaching Hindi
- CO 5 To acquire effective instructional practices of Hindi education
- CO 6 Grasp 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 : I General Introduction to Hindi Teaching and Learning (12 Hrs + 6Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approach	Assessment
1. Student teachers acquaint with the importance and basis of language	• Importance of language – Definition – Philosophical, Psychological, Sociological basis of language–Language and human, language and society, language and gender, Universal Grammar – Noam Chomsky, Neurolinguistics programming, Importance of Hindi language, Hindi language and its practice.	Meaningful verbal presentation Brain storming	• Case analysis presentation • Contribution to debate on quality of teacher and Hindi as second language
2. Grasp the process of teaching-learning and gain an outlook of teaching profession	• Teaching and learning-Definition-Teaching profession and service, Principles and Maxims of teaching- Factors determine effective instruction, Classroom interaction: Teacher-pupil, Pupil-pupil, Pupil- society, Pupil-learning resources, learning experience, Interdependence of	Makes student recall qualities of teachers whom they admire Narration, anecdotes of lives of teachers who served as role	• Participation in classroom discussions
3. Analyse learning			

environment for Hindi instruction 4. Adapt the changing structure of the concept of classroom instruction	teaching-learning, Teaching-learning process - Continuing Professional Development (CPD): Teacher as professional– Duties and responsibilities; various roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counselor, techno pedagogues, 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)	models Views films related to teachers	

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. Compare with other Indian languages 3. Facilitate with different aspects and controversies 4. Understand the scope, changes and developments of Hindi education 5. Equip to integrate essential inter disciplinary attributes in Hindi education	• Special features and characteristics of Hindi language and its script Devanagari script is standardized form MANAK LIPi—Hindi as national, official and link language • Developing constitutionalist citizenship • Hindi language family, Regions and communities— • Kothari commission, NPE 1986, • NCF 2001, NCF 2007, PISA 1997 • Hindi in national integration, values derived 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: Motoring, Deficiencies and Status • 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.	Document Meaningful verbal learning Participatory Approach Classroom discussion Co-operative learning Use of web and Library resource	• Address the level of involvement in group discussion • Assessment of MANAK LIPi • Assessment of assignments, projects, seminars • Prepare a brief sketch of NCF and NCT 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
1. Generate knowledge about the aims and objectives of teaching Hindi 2. Endow with the significance of taxonomy of instructional objectives in Hindi education 3. Familiarise with varied psychological and learning theories	• 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 'Class' objectives -Technology integrated outcomes – Collins et al.- Higher Order Skills—Analysis, Synthesis, Evaluation and its applications • Concepts of Piaget, Vygotsky, Howard Gardner, and Vygotsky— Theories, Implications of Constructivism, Social Constructivism, Problem Based Instruction, Mental Process, Multiple Intelligence, Emotional Intelligence, Holistic Approach, Motivation in learning, Brain Based Learning, Critical pedagogy , Issue Based Instruction	General discussion Demonstration Analytical study Group investigation Focus group discussion	• Assessing the level of involvement in class activities • Comparative analysis - Bloom's taxonomy of Instructional objectives traditional with revised one • Monitor the ability to compare & study critically on various theories, methods and approaches

UNIT 4: Methods and Strategies of Teaching Hindi (200hrs + 10hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Compare with different instructional methods used for teaching Hindi. 2. Assessing proficiency in selecting most appropriate teaching methods, techniques and strategies in varied context and content. 3. Experiment with various forms of discourse for language learning	• Phases of teaching: Teaching series, Techniques of teaching – Drill, Brain storming, Role play, Review, Dramatisation, Brain games, simulation, Quiz version. • 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, Kellerian method, Basic Education, Dalton plan, Integrated Approach, Immersion approach, Lantier Method, Sociolind methods : Group discussion, seminar, debate, symposium, 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, simplified teaching, audio-visual lessons, use of audio-visual aids, films, video conferencing, video capsules – Importance of Language lab in Hindi Instruction. • Instructional strategies – Cooperative and Collaborative learning strategies. • A critical study of these methods for teaching Hindi. • Discourse oriented learning: Some different methods of teaching various discourses: Prose, Poetry, grammar, letters, poster, web-ups, reports, etc. • Communicative Approach: Creative Writing	Dramatisation Debate Role Play Brain games Quiz version Problem solving method Project method Comparative & critical study on various methods and approaches Learning through various discourses ---	• Report presentation & evaluation • Monitor the ability to distinguish between similar concepts, phases

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- Acharya Subhash Chandra Mishra Ki Shiksha
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Online Resources :

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EDU – 053 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HINDI

(Theoretical discourses-60 & CE – 30 hours)

Course Outcome(CO)

- I. CO-1 To understand the key aspects involved in systematic PCK analysis
- II. CO-2 Equip to plan the instruction effectively and to design suitable lesson templates, teaching-learning materials and instructional resources
- III. CO-3 Attain the ability to develop and practice different teaching skills
- IV. 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 : I Nature and Scope of Pedagogical Content Knowledge Analysis (15 Hrs +9 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Understand the key aspects involved in systematic PCK analysis. 2. Become capable of establishing relationship between pedagogic and content knowledge analysis 3. Develop skill in PCK analysis of text books and hand books	□ 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 □ Challenges of PCKA □ PCK analysis of text books and hand books in Hindi of Std VII to std XII	Text book analysis Individual and Collaborative tasks Direct instruction Critique of different Course Books	□ Pedagogic Content Knowledge analysis presentation □ Text book analysis individual/group work

Unit 2 Instructional Planning and Designing Lesson Templates (34 Hrs + 4 Hrs)

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

	Hindi and other resources to be used in classroom practice	various Lesson Plan/Teaching Manual in small groups	

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	1. Essential requirements – Teaching Competencies and teaching skills 2. Micro Teaching: Definitions, Principle and	Experiential learning Reflective practices Demonstration	Assessment of writing Micro teaching lesson notes/plan and schedule

	theory, micro-teaching cycle, limitations – designing lesson templates for Micro- teaching C Practise and assessment mechanisms i. Link practice – Developing classroom- management skill, Recording at least 10 skills or classes and assessment of micro- teaching skills, by using K.T	method Analysis of video performance	i. Reflection of ii. Video recording of ones iii. teaching iv. Performance in skill presentation

Unit : 4 Instructional Resources in Teaching and Learning of Hindi (15 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Understand the versatile role of instructional support for effective instructional practice 2. Generate skills in constructing and using different instructional aids	C Learning aids—Preparation of learning aids— make use of different types of audio-visual aids— scope of audio-visual aids for Hindi Instruction	Guided observation Illustration Demonstration Grouped discussion Workshop	C Text book analysis i. Workbook preparation ii. Handling of various instructional aids iii. Guided supervision

and resources	□ Instructional Resources: textbook, workbook, handbook, source book □ Resource Mapping □ Instructional aids: classification of learning aids: projected, Non-projected and activity aids. □ Hands on experience: Computer, LCD Projector, Interactive white board and multi media	Displays Demonstration	

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 analyse and prepare a report on the learning of Sanskrit at school level.

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

CO 6 To understand Taxonomy of educational objectives [Bloom's] 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
To develop perspectives on the study of Sanskrit in the global context.	-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, Krishnawarner committee, Second Sanskrit Commission.	Meaningful Verbal expressions. CAI Explanations and Narrative Demonstrations etc. Develop suitable environment for communication. Supply materials for loud reading. Comprehensions and paragraphs, Written competitions, listening stories and poems, summaries and notes.	-Portfolio and performance. -Analyse the performances-
To acquire theoretical knowledge and skills in the learning of Sanskrit language.		Comparisons with the learning of English as second language, Malayalam as first	-Participant observation-

	Teaching SSL SFL Language Teacher Competencies-Ability to develop skills-Teaching its nature-Learning its nature- Teaching as a Profession, Teacher as a Professional-Guide, Friend, Knowledge worker-Facilitator- Scaffold-Mentor- Motivator-Social Engineer-Reflective Practitioner etc.	language Presentation. Lecture method Explanation Narration Group discussion and Presentation.	individual assessment-Prepare power point presentation in the given topic. -Participant observation Observation

UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE(12Hours+7Hours)

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background.	The importance of Sanskrit language and literature. Sanskrit literature as embodiment of high intellect. Sanskrit the language of Indian culture. Sanskrit the speech celestial-historical. Archaeological and anthropological research. Contribution of Sanskrit to various subjects. Status of modern exoteric-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, reinforcement. (Skinner-Pavlov-Thordike).	Meaningful verbal expressions. Lecture cum discussions. Narrative expressions. Collection of literature. Questionnaire to teachers and students.	Role performance. Individual assessment. References.
To analyze and prepare a report on the learning of Sanskrit at school level.			Preparation of report and Participant observation.
To familiarize with the psychological theories and its application of teaching Sanskrit.	Cognition-Schone- (Bruner-Piaget) –Constructivism ZPD- Scaffolding. Mental processes (Vygotsky –Gardner)-Chomsky-LAD-Universal grammar -Krashen.	Lecture cum discussions. Presentation.	

	Hypotheses-Multiple intelligence- Neuro- linguistic programming	Meaningful verbal expressions. Group Discussions.	Observations. -Analyse the performance-Power point presentation. -Participant observation-

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.	Bloom's taxonomy of educational objectives (revised) with special reference to Sanskrit.	-Discussions-lecturing. CAI turn Discussion.	Analyse the Group discussion and Participant observation.
To understand the aims and objectives of Sanskrit language teaching.			Participant observation.

To compare the curriculum of NCERT with SCERT.	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..	Lecture: method and Collaborative learning- Assignment and Discussion, -Analyze the peer instruction- Narrative expression and self experience-	Role performance. Participant observation.. Oral assessment. Discussion Lesson Templates- Demonstration- Criticism- Observation of model video Lessons- 2-and reporting-

UNIT-IV METHODS AND STRATEGIES OF TEACHING SANSKRIT(20HOURS+7HOURS)

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

SEM-I EDU-05 A: 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, Alankara 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
To acquire knowledge in analysing the pedagogic and the linguistic content of Sanskrit Text books. Familiarises with Taxonomy of Educational objectives.	*Pedagogic Analysis-scope, Principles and objectives. *Pedagogic content knowledge-Scope in teaching and learning. Content analysis on the basis of Bloom's taxonomy. Concept of objective based instruction and Evaluation. Instructional objectives, specification, issue based learning, and Outcome based Learning in Sanskrit.	-Presentation- -Meaning full verbal expression- Group discussions.	-Role performance- Role performance- Analyse and Participant observation

	Analysis of linguistic content [vocabulary, synonymous, Anonymous, Gender, Singular, Plural words, Ideoms, and phrases] Grammar ,Subanthal Thinganthal-Cases-Tenses-and moods [பெயர்கள்], Comparative study of Structure of sentences, In Hindi and Malayalam with Sanskrit.	-Presentation- -Presentation- Grammar Translation method.	Observation. Observation. Role performance.

UNIT-II PLANNING AND DESIGNING OF LESSON TEMPLATES(20HOURS-12HOURS)

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
1. To prepare and design lesson templates of sundrift prose poetry, drama, Anekata and vretta based on the curriculum and text books of Sanskrit [5-12].	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. (Herbertian, Constructivist, task based, Out- come based)- lesson planning-objective based and outcome based Lesson plans – Year plan- unit-plan-Daily Lesson plan- Lesson Templates [Prose [Stories, drama, Essays, Conversations, Narrations, etc. Poetry, Grammar, Anekata , and Vretta.] -model class-	lecture cum discussion-meaning full verbal expression - - group discussion - presentation - - Document analysis and peer instruction- makes trainee recall the method of teaching - Presentation of model lesson plans. Discussion- Demonstration class.	Observation, analysis in group discussion- participant observations - optimal level focused group discussion - examining the level of participation- Performance in class room discussion teaching performance in classroom discussion teaching performance entry recorded -in reflective journal-

		Expert Lessons/video observation and reporting.	• discussion lessons • demonstrations • Criticism lessons • observation of video lesson and reporting

UNIT - III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT[18HOURS+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 & 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	• Performance in group discussion • participation - • Observations- • optional level formal group discussion - • entry recorded in reflective

	[core skills.] 1. stimulus variation 2. questioning 3. re-enforcement 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.	teaching – use film related teaching skills ,web based resources – Individual Performance Recording	journals – Micro teaching observation of recorded performance of individual students

UNIT IV :RESOURCES IN TEACHING AND LEARNING OF SANSKRIT[12HOURS+6HOURS]

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

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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 Gain 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 I: 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.	• Language Learning: Perspectives • Teaching and Learning: Its Nature and significance • Means 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	• 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	• Language: Meaning, definitions • Characteristics and functions • Language and Culture • Basic Concepts: Morphology, Phonology, Syntax, semantics • First Language, Second Language & Foreign	Lecture Discussion Debate Seminar	• CE • Assignments • Seminar reports • TE

3. To develop Knowledge of acquisition of basic language skills	language • 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	Brainstorming	

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.	- Aims and Objectives of Teaching and Learning Language - Socio-cultural & institutional aims - Principles of Language Learning - Objective Based Instruction - Bloom's Taxonomy of Educational Objectives (cognitive & affective) - Objectives and Specifications - Outcome based Learning (OBL) - Developing communicative competence	Lecture Interactive session Discussion Debate Online reference	- CE - Assignment - Project - TE

UNIT IV: METHOD 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	- Application of Psychological Principles: - Behaviourism, Cognitivism/constructivism, Social constructivism, Chomsky's Concept (LAD & Universal Grammar)	- Introductory - Lecture - Discussion - Demonstration - Debate	- CE - Assignment - TE
2. Familiarize with the traditional & modern methods, approaches, techniques of language teaching	Approaches, Methods & Techniques	Video based observation	
3. Develop the ability to choose the	Traditional and Modern Methods	Online reference	

most suitable methods, Approaches, strategies and techniques in Arabic language teaching and learning	• 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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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 Familiarise 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 PEDAGOGIC CONTENT KNOWLEDGE(PCK) :

UNIT II: PLANNING & DESIGNING OF LESSON TEMPLATES

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

RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE

UNIT I: Introduction to Pedagogic Content Knowledge (POK)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. The student teacher will be able to develop an understanding of pedagogic content knowledge Analysis 2. Familiarization with the nature of text based on analysis pedagogically	- Content Knowledge and Pedagogy Knowledge - Pedagogic Content Knowledge - Pedagogic Content Knowledge analysis: scope, principles and objectives - Steps involved in pedagogic content knowledge analysis	Introductory Lecture Discussion Group Discussion	- FD - Assignments - Project - TC
	- Pedagogic Analysis of language discourse: Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, writing up, profile, biography, story, story, Quran & Hadith, narration etc. - Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & proverbs etc. - Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala from 6th and to 12th std - Critical Analysis of Arabic H.Bk. TB for VII to X std of the state schools	Observation Simulation	

UNIT II: Planning and Designing of Lesson Templates

Course Specific Outcome (CSO)	Major concepts	Strategic & Approaches	Assessment
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	• 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	• Introductory Lecture: • Discussion • Group Discussion • Observation • Narration:	• CE: • Assignments/ project • TE:

UNIT III: ESSENTIAL REQUIREMENTS OF TEACHING ARABIC LANGUAGE

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with ways of employing teaching skills for effective teaching 2. Practice teaching skills 3. And apply it effectively	• Teaching Skills (Pre teaching skills & post teaching skills) • Core skills in teaching : analyzing varieties, introducing, exploring, questioning, material management. • Application of ICT skills : (Black Board, White Board & Interactive Board) • Practicing teaching skills : • Micro Teaching: (the concept, Micro teaching cycle, Link practice) • Planning of Micro Teaching Lesson/Plans	Introductory Lecture Discussion Group Discussion Observation Narration	• CE • Assignments • TE

UNIT IV: RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with ways of developing different teaching aids and applying in classroom Teaching 2. Acquire the skills to apply various Teaching Aids in classroom teaching	• Teaching Learning Material(TLM): Psychological Bases • Teaching aids, (re-design and development) • Audio, video, audio-visual, Graphic and computerized aids, Projected and non projected aids • Language Lab.	Introductory Lecture Discussion Group Discussion Observation Narration	• CE • Workshop products • Visualization • Reports • Exhibitions • TE

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- Murshid al Muallim; Richard D. C ; Aalam al Kutub al Qahira
- Al Thadrees Abdafuhu wa usuluhi wa Asaleebuhu Thaqweemu Nathajuhu wa Thathbeegathuhu; Dr Fikri Hasan Rayan, Aalam al kutub , al qahira
- Madkhal ila Tharbiya al muthamayyizeema wal Maushuabeen, Dar al fikir bal thibaa wa Nashr
- Thaqniyyath al thaaleem[Maftoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaakum; Bader Salih
- Kutub al Mudariseen il madaris al shahawiyya; Majli al wilaya libnufuzu thabawiyya wathadreeb
- Al tharbiya wa thuruqi thadrees; Salih Abdul Azezi& Abdul Azezi Abdul Majeed; Dar al Maarif, Al Qahira
- Kaifa Thulqi Darsak; Yabhasu fi usooli al tharbiyath wa thadrees, Dar al ilm li Malayeen , Bahrain.
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- A taxonomy of learning, teaching & assessing: A Revision of Bloem's taxonomy of educational objectives : Anderson, LW& Krathwohl, DR(2001), New York, Longman
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EDU-04.6 : THEORETICAL BASE OF TAMIL LANGUAGE EDUCATION

(Theoretical Discourse-90 & CE - 30 hours)

Objectives

The student teacher

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

Contents :

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

Table 1: General Introduction to Tamil Language Teaching and Learning (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarize with functional phase of teaching and learning, and the divergent roles expected to be played as Language Teacher. 2. Grasp the current status of Tamil and its importance.	• Perspectives of Tamil teacher • 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 • First Language Formula - Mother tongue interference • Tamil as a Link Language	Make student recall qualities of teachers when they advise/remember Narrative, recollection of facts of teachers who acted as role models Views time related to	• Contribution to debate on need of Tamil as an Classical Language • Performance in classroom discussions regarding teacher role • Entry recorded in Reflective journal

	• Language teacher competencies • Roles and Responsibilities of Tamil Teacher-mentor, facilitator, scaffolder, reflective practitioner	teachers/teaching Reads stories about lives of great teachers Web-based resources	

Unit 2:Nature and Development of Tamil Language(20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
I. 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) • Behaviourism: imitation, repetition, reinforcement • Multiple Intelligence	Brain storming Seminar Presentations Quiz Peer Tutorial Discussion Invited Talks	• Examine level of participation • Role performance analysis • Evaluation based on documentation

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Develops an understanding of the principles of language teaching	• Understanding Sociocultural aims • Objectives of Teaching Tamil • Principles of Language Learning • Ideology of teaching Tamil in classrooms; Addressing learner sensitivities and learner abilities in language learning; Developing communication competence	Brain storming Quiz Discussion Assigned readings from the works of theorists Group discussion	• Examine level of participation • Evaluation based on documentation • Examine student report • Address the level of pupil involvement in Group Discussion

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarises 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 context or group of learners	• Approach, Method, Technique • Teaching Methods - Grammar, Prose, Poetry • Student-Centered Method and Teacher-Centered Method • Inductive and Deductive Method	Demonstration of signs full and in different methods Watching video recordings Accessing Online input on the topic Co-relating class room activities	• Evaluate the competence to compare and contrast • Monitor the ability to distinguish between similar concepts, phrases

References (for EDU – 04, 05, 06, 10, 13 & 15)

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- Rajan, Govinda M, Nattham Karpithalam Marudaiam
- Perumagan P, Tamil Pandam Chidam Marudai (vol I & II)
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- Perumagan, S Tamil Kanythalam Paranjithal
- Gerny P, Teaching of Mother Tongue
- Eelham, Suggestion of Teaching of Mother Tongue
- Nathan, Mammakala et al, Tamil Grammar of old VIII & IX (NCERT)
- Tamil Nadu Test Book society Publication, Tamil Grammar for old VIII & IX
- Nattham Kanythalam Vini Perumagan Pillai Commentary
- Vinakaparam P, Arina Rakkanaram, Selva Sahasaram Publication
- Iyengar, Rajava M, Porulathakam Amelachy
- Mathasantharam, Thekkaimayilayai
- Raja Ram, Tamil Pleasure Reader, Central Institute of Languages, Mysore
- Perumagan, A, Nalla Tamil Tathitha Karutham
- Velupillai, Tamil Ilakkiala Kankannam Karutham
- Varadarajan M, Tamil Idioms Vocabulary, Sahitya Academy Publications
- Madhavaiah CM, Modern Language Teaching
- Reddyar, Subba, Tamil Karyakam Marudai.
- Govinda Rajan, M Nattham Perumagan Nockam Marugam
- Govinda Rajan, M, Pallathu Parantham, Monchisammaye Chatham
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- Bellows, The techniques of language teaching, New Delhi: Longman
- Datta J, The Language Laboratory and Language Learning, New Delhi: Longman

EDU- 05.6 : Pedagogic Content Knowledge Analysis : Tamil.

(Theoretical discourses -60 & CE - 30 hours)

Objectives:

The student teacher:

- Familiarises with the different dimensions of Pedagogic Content Knowledge.
- Develops an understanding of objectives and specifications for teaching Tamil as a Second Language.
- Familiarises the procedure and steps for planning different kinds of lesson.
- Analyzes Secondary/College Books and identifies suitable strategies for constructing 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 I: Introduction to Pedagogic Content Knowledge (PCK)- 25 hours.

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
• Develops an understanding of pedagogy and its principles. • Familiarises with Taxonomy of Educational Objectives. • Develops an understanding of types of thinking.	• Pedagogic Analysis - Steps, Principles and Objectives. • Pedagogic Content Knowledge- Scope in teaching and learning. • Objective-based Instruction - Bloom's	- Direct Instruction - Engaging in Group discussion	• Participation in task. • Peer • assessment of • presentation

Familiarization with the nature of a Course Book	Timeworty Specifications - Process skills & Thinking Skills (Critical and Creative), Problem Solving - Content Analysis - Themes, Language elements, Sequencing of content, Difficulty in content-Discourse- dialogic, placards, notices, reports, diary entry, magazine script of a speech, letter, posters, advertisements, writing up, conversation, profile etc.	Individual and collaborative tools Critique of different Course books	

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Examine the procedure and steps for planning different kinds of lesson. 2. Analyze secondary Course Books and identify suitable strategies for transacting content.	- Planning- Educators' needs and Design Your Plan-Unit Plan - Lesson Templates - Components and Strategies for teaching - Pre- lesson and Extensive reading, Skimming and Scanning - Silent and Oral reading, Pre-reading and Post-reading - Poetry- Appreciation, Deviate language of Poetry - Grammar- Formal and Functional, Inductive and Deductive methods. - Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and strategies for enriching vocabulary	Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms Outgoing fielded girls in Course Book into activities on thinking skills Done by expert Preparation of Group	- Ability to develop suitable Lesson Plan - Teaching Manual for different content - Planned monitoring - Performance in Workshop - Checking ability to have appropriate Observation and Specifications

		Lesson Plan/Teaching Manual Practice under supervised guidance Task-directed discussion and Applied exercises	

Unit 3: Essential requirements for teaching of Tamil (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with different teaching skills	• Analysis and Practice of Language Skills-LSRW • Identification and Practice of Language Elements - structure, vocabulary etc. • Core Skills of Teaching- - Introduction - Illustrating with examples - Explaining - Questioning - Stimulus Variation- Reinforcement - Using Blackboard- Using teaching aids - Response- Management-Classroom Management - Reading -Recitation • ICT skills • Micro Teaching-Concept, Phases and Cycle	Peer observation using Schedule Videography for reflection Supervised guidance	• Use of Observation schedule • *Reflection • write- up submitted following viewing of video recording of own teaching

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

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

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 historic 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
1. To familiarise with various definitions of Mathematics.	*Meaning and Definition of Mathematics - Nature and scope of Mathematics - Characteristics of Mathematics	Meaningful verbal	Analysis of students
2. To understand the nature and scope and characteristics of Mathematics	- Language of Mathematics - Role intuition - Inductive and deductive reasoning	Explanation Group Discussion	Performance
3. To acquaint with development of Mathematics	*Development of Mathematics - Human needs as the basis of growth of Mathematics. - as a structured science-undefined terms, postulates, axioms - and theorems	Peer tutoring reflective diary	Peer Evaluation
4. To inquire into the Contributions of great Mathematicians	- pure and applied mathematics - Euclidean and non-Euclidean Geometry *Values of learning Mathematics - Utilitarian, - Disciplinary, - Cultural, Aesthetic, Social,	Collaborative Interaction and Role Play Power point Presentation	- Poster - Presentation Evaluation of reflective diary Questioning

5. To understand the values of learning Mathematics	Moral, International etc. *Correlation of Mathematics with	Assignments	Class tests
6. To identify different types of correlation of Mathematics	– life, other subjects and different branches of the same subject *Contributions of great Mathematicians- -Pythagoras, -Rene Descartes, -C.F Gauss, - Aryabhata, -Bhaskaracharya, -Brahmagupta, -SreenivasaRamanujan and SangamagramaMadhavan	Brain storming Group discussions Seminar	

Unit II: Introduction to teaching and Learning

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To know how children learn mathematics. 2. To understand the various roles of mathematics teacher 3. To generate a knowledge of phases of teaching 4. To understand the qualities of a good mathematics teacher 5. To acquaint with the concept of classroom	Learning • Learning process of Mathematics • Stages of learning - Experience with physical objects (E) - Language that describes experience (L) - Pictures that represent experience (P) - Written symbols that generalize experience (S) • Role of mental math Teacher: • Role- *Knowledge worker • *Facilitator • Mentor • *Social Engineer Qualities of a good Mathematics teacher Teaching • Phases of teaching - (Pre-active, interactive and	Meaningful Verbal Explanation Group Discussion Peer tutoring Power point presentation Assignments	Performance assessment in group discussion Tests Peer evaluation Evaluation of assignments

without walls	Post- active teaching) * Maxims of Teaching /Learning Class Room • Changing concept of classroom environment (changes in approaches and role of teacher)		

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	*Aims of teaching Mathematics *Meaning of objectives.	Meaningful verbal presentation	Performance analysis in group discussions
2. To introduce the Bloomstaxonomy of educational objectives	* Instructional objectives and Specifications *Concept of Objective based instruction * Blooms taxonomy of educational objectives Cognitive	Power point presentations	Observation Participation in the

under three domains	domain, Affective domain, and Psychomotor domain	Illustrations	Seminarsessions
2. To familiarise with the revised version of Bloom's taxonomy of educational objectives	* A conceptual overview of revised Bloom's taxonomy of objectives of teaching/ learning (Anderson and Krawthwohl), 1990 • Bloom's digital taxonomy • Objectives of teaching mathematics as enumerated by NCF(2005) and KCF(2007)	Seminars Role play	_ Examples cited in their lecture note _ Questioning
3. To compare and contrast the objectives of teaching mathematics listed in NCF and KCF		Collaborative and Cooperative learning strategies	_ Summative evaluation _ Participation in the Seminarsessions

Unit IV: Methods and strategies of teaching Mathematics

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To understand various methods and approaches, useful for reflective transaction of mathematics	*Methods and approaches Procedure, merits & demerits of - Lecture method - Inductive-Deductive method - Analytic-Synthetic method - Laboratory method - Heuristic approach Concept of Questioning Features of good questions and Good questioning	Group discussions Role play Meaningful verbal presentation	Participant observation Performance assessment in classroom activities --
2. To familiarise with various techniques useful for individualising Mathematics instruction.	*Techniques for individualising instruction - Assignments - Supervised study - Drill work - Disturb plan	Collaborative and Cooperative learning strategies Power point presentations	Individual work and group work Summative evaluation

Suggested references books :

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- _Orton, A. (2007) *Learning Mathematics (3rd ed.)*. London: Continuum
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- _Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.
- _Wadhwa, S. (2000). *Modern Methods of Teaching Mathematics*. New Delhi: Sarup & Sons.
- _Rao, D.B. & Pushpalatha, D. (1995). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.
- _Soman, K. *Ganithasasthrabodhanam*, Thiruvananthapuram: Kerala Bhasha Institute.

EDU-05.7 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: MATHEMATICS

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

Course 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 1: Introduction to Pedagogic Content Knowledge

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To provide knowledge on Pedagogic Analysis 2. To identify the requirements for Pedagogic Analysis 3. To develop ability to analyze the content for locating Objectives, Curricular objectives, learning outcomes, pre-requisites, resources, teaching strategies, learning activities and evaluation strategies	- 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	Lecturing Collaborative/Cooperative Learning session Group discussion Seminars Narrative Expression Assignment	Performance analysis in group Discussions Observation Participation in the Seminar essays Assessment of assignment

Unit II: Planning and Designing of Lesson Templates

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To understand need, importance and stages of planning instructions in mathematics 2. To develop the ability to plan and design year, unit and lesson plans	Planning instruction • Need and Importance of planning. • Stages of planning –Year plan, Unit plan and Lesson plan Transition of behaviouristic approach to constructivist approach in lesson planning • Preparation of lesson templates in Behaviourist and Constructivist formats	Meaningful verbal Presentation Collaboration/Cooperative Learning session. Group discussion	Questioning Performance analysis in group discussions Assessment of practical records on Discussion, demonstration, criticism lessons

		Reviewing previous lesson plans	Practicals o Discussion lessons o Observation of video lessons o Demonstration lessons

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 HDT skills		_ Assessment of reflective diary _ Performance analysis while practising

ability to make use of teaching skills by the practice of microteaching	• Microteaching Skills (or induction, questioning, reinforcement, stimulus variation, using black board, explanation etc) Microteaching lessons- Planning and preparation of - Microteaching lesson plans - Practising Microteaching skills • Link Practice Digital skills -Identify and practice digital skills for teaching	Meaningful verbal presentation Group discussion Brain storming Illustration of skills Simulation Video clippings/video lessons	Microteaching skill discussants ... Observation Practicals • Practice of skills

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	

different methods for concretising abstract ideas 2. To understand the need importance and different types of learning aids in mathematics 3. To provide hands on experience on modern learning supporting gadgets for each student	* Different types of learning aids * Improved aids * modern learning supporting gadgets like PPT, Interactive white board etc * Hands on experience on the modern learning supporting gadgets	presentation Group activities Sessions in small or medium groups Video clippings Yog tube network tapping Drill and Practice Lab sessions	Performance analysis in individual and in group discussions/tasks Questioning Practical tests

Suggested references books :

- 1. Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- 2. Sifger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.

- _ James, A. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
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- _ Soman, K. *Ganthasathambal/Kanem Thiruvananthapuram*: Kerala Bhasha Institute.

EDU- 04.8: THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION

(Theoretical Discourse – 40 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 strategies	Strategies & Approaches	Assessment
- To understand the nature and scope of science - To familiarise with the evolution of scientific achievements - To identify and highlight the contributions of scientists in India and abroad - To appreciate the contributions given by the Indian women scientists	- 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, Epistemological and Technical aspects, NH's Cares of Induction, Transfer of training - Scope of science-Science (Intellectual, social, practical, disciplinary, recreational, moral, aesthetic)	Science Group Discussion & Just preparation Problem solving Reflective practice	- Document analysis - Poster - Online assessment - Quiz programme
- To familiarise with the evolution of teaching of science - To identify the role of science for sustainable development	- Development of science in ancient, medieval and modern periods - Contributions of scientists- Eratosthenes, Aristotle, Lavoisier, Mendeleev, Rutherford, C.V. Raman, M.N. Saha, P.C. Ray, A.P.J. Abdul Kalam, S. Madhavan Nair, JES Sudarshan, Kapana Chavala, Sumitha Williams, Tony Thomas - Evolution of science education - General science and subject specific - Emerging branches in science- Biotechnology, Bioinformatics, Information Technology, Geoinformatics - Science for sustainable development	Document analysis Personality profile presentation Content Map Trend analysis Science Media preparation	

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the aims and objectives of teaching physical science 2. To understand the different taxonomies of instructional objectives	- Aims and Objectives of teaching physical science – knowledge construction, skill acquisition and developing career interest - Objective based instruction- Instructional objectives, Specific objectives, Learning experiences, Evaluation - Taxonomy: Basic concepts of objectives of effective, psychomotor and cognitive domain - Bloom's Taxonomy, 1956 - Revised Bloom's Taxonomy (Anderson and Krathwohl), 1993 - Mc Ginnis and Yager Taxonomy of Science Education, 1989 – Process skills-based and integrated skills - Bloom's digital taxonomy Andrew Churches, 2008	Meaningful verbal expression Narrative expression sessions to small or medium groups Seminar Digital presentation Blog writing Reflective practice Peer teaching	- Questioning - Participation in group discussion - Participant observation - Tests - Blog writing

Unit 3: Introduction to Teaching and Learning (10+0=10 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To acquaint student teachers with the process of teaching learning in the changing scenario 2. To familiarize with the concepts 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 a science teacher 5. To understand the changing roles of teacher in the present scenario 6. To familiarize with the changing classroom environment	- Teaching – phases (pre-active, pre-active and post-active-Gilbert), models 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 with changes in approaches and role of teacher	Meaningful verbal expression Group discussion Narrative expressive accounts in small or medium groups Reflective thinking & Writing Video-watch Web based learning Cybernetic	- Analysis in group discussion - Participant observation - Debate - Reflective journal - Tests

Unit 4: Methods and Techniques in Physical science Teaching (30+6+36 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	• 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, Brain storming, Brain learning, Simulation, Roleplay	Illustrative/ Demonstration Group discussion Field Visit/Case Study Project Brain storming Explicit teaching	• Analysis in group discussion • Participative observation • MTQ based discussion • Synthesis (Argument Theory)

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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
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.	- 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.	Meaningful verbs Expression Group discussion Turn around K-W-L, charting Document writing Net surfing	- 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	- 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. - Unit Practice	Meaningful verbal Expression Group discussion Explicit teaching Peer tutoring	- Performance assessment in group discussion - Assessment of unit book answers (optional)

Unit 3: Planning and Designing of Lesson Templates (20+15=35 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	• Planning- Need and Importance. • Different types of planning- Purposes and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Herbartian steps Behaviourist and Constructivist formats	Meaningful verbal expression Group discussion Explicit teaching Peer tutoring	• Performance assessment in group discussion • Assessment of optional notebook entries

Unit 4: Resources in Teaching and Learning of Physical science (22+10+35 hours)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
- To understand the importance of learning aids and important role in learning Physical Science - To acquire hands-on experiences in designing and developing suitable teaching aids for classroom instruction - To develop understanding in resource mapping	- Learning aids and Importance of learning aids - Importance in science teaching - Textbook/Quizzes, Vogel's Criteria, Fog 2000 - Hand book, Source book, Work book, Reference book, Supplementary reading materials - Resource Mapping	Narrative explanation resource (small & medium groups) Document analysis Yes role playing 100% Drill and Practice Life situation	- Participant observation - Analysis in group discussion - Class test - Minimal Development/Choice

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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: 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 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.	Nature of science- • 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) • Contributions of scientists – Aristotle, Robert Hooke, Gregor Johann Mendel, Watson & Crick, Charles Darwin, Sir Galileo Galilei, Dr. Aurore A. M.S. Swaminathan, Dr. J. B. S. Haldane, Dr. Verghese Kurien, Insaki Arima. • Development of science in ancient, medieval, and modern periods • Evolution of science education • Emerging frontiers in science- Nanotechnology, Bioinformatics, Biotechnology, Geo informatics • Science for sustainable development.	Group discussion. Narrative expression, sessions in small or medium groups. Brain storming. Seminar. Personality profile presentation Multimedia approach.	• Participation in group discussion • Document analysis. • Online assessment. • Quiz programme.

UNIT-II Introduction to Teaching and Learning (10-15+ 15 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To acquaint student teachers with the process of teaching in the changing scenario. 2. To familiarise with the nature 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 familiarise with the changing classroom environment . 6. To understand the changing role of teacher in the present scenario.	• Teaching –Phases, Models of teaching. • Learning- . • Definitions based on behaviourism, cognitivism and constructivism. • Interdependence of teaching and learning. • Changing concept of classroom environment- constructivist, learner friendly atmosphere, 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).	Group discussion Seminar Meaningful verbal expression Narrative expression in small or medium group Creative blog	• Analysis in group discussion. • Participant observation. • Debriefs. • Reflective journal. • Tests

	• Taxonomy of Instructional Objectives-Origin, Bloom's Taxonomy of Instructional Objectives (1956), McCormack and Yager's Classification, Revised Blooms Taxonomy by Anderson and Krathwohl (2001), Bloom's Digital Taxonomy.	Team teaching Peer tutoring	

UNIT IV METHODS AND STRATEGIES FOR TEACHING NATURAL SCIENCE (20-40-26 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand appropriate methods, techniques and strategies of teaching Natural science. 2. To develop skill in selecting appropriate methods, techniques and strategies of teaching Natural science.	• 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 mapping, peer tutoring, team teaching, concept mapping.	Meaningful verbal expression Group discussion Peer interaction Narrative expression Brain storming Seminar Reflective practice PBL Modular approach Multimedia and interdisciplinary approach Peer tutoring	• 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 discourse-50 Marks/90 hours & C2-25 Marks/30 hours)

Course Outcome (CO)

Enable the student teachers:

- **CO 1** To comprehend the dimensions of pedagogical analysis
- **CO 2** To critically analyse 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 resource 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 Template/ 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 –text, prepared, non-prepared and activity aids

UNIT 1 – INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : TEACHING NATURAL SCIENCE (Theory hours -15)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning. To understand the steps involved in PCK analysis. To apply the principles of pedagogic analysis. To make Pedagogic content knowledge analysis of secondary school History syllabus.	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 distribution) - Pedagogic content analysis of secondary school syllabus prescribed by – SCERT.	Meaningful verbal expression Group discussion Narrative expression Lesson in small or medium groups Text book analysis and peer instruction	- Performance - assessment in group discussion - Assessment of Opened Book 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.	- o 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.	• 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
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 lesson. 5. To develop skill in practicing micro lesson.	a. Teaching competencies- Subject competencies, Pedagogical competencies, Technological competencies. b. Teaching skills- Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology teacher. c. Micro-teaching: Objectives, Micro-teaching cycle - its relevance in teacher training programme. d. Importance of ELK practice. e. Design and development of micro lesson- practice and dissemination with appraisal for real to start feedback.	Discussions in small or medium groups. Reflective practices. Multimedia and interdisciplinary approach. Team teaching. Peer tutoring. Group discussion. Narrative expression.	• Performance assessment in group discussion. • Assessment of performance in lesson planning. • Symposium. • ~~Debate~~ Debating. • Tests. • Peer evaluation. • Assessing micro-lessons. • Assessing micro-teaching.

UNIT IV – RESOURCES IN TEACHING AND LEARNING OF NATURAL SCIENCE – [18 hours]

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the meaning and definition of audio-visual aids. 2. To identify and comprehend the different types of audio-visual aids in teaching Natural Science. 3. To develop skill in representation. 4. To apply multimedia in teaching Natural Science. 5. To design and develop the teaching learning aids for Natural Science.	• Design and development of materials for effective science learning • Audio-visual aids • Significance of audio-visual aids in science learning • Designing, developing and documenting materials of aids for : -approach, Visual and graphic aids (Chart, Model, Diagram, Pictures, Poster) • Projected and non-projected aids (OHP, LCD, Bulletin Board, Flannel Board, Interactive Board etc. • Activity aids - Living organisms and Natural Calendar • Collection and preservation of specimens.	- Discussion in small or medium groups. - Seminar - Reflective practices. - Self-assessment - Drill and practice - Peer-teaching	• Performance assessment in group discussion, debate etc. • Assignment 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 cope with social 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 analyse 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 education to uphold the	• Teaching = profession and service, Principles and Maxims of teaching, Instruction, Factors determine effective instruction, classroom interactions, Lesson, Learning, Learning environment, classroom as a social laboratory	Meaningful – verbal presentation Brain storming Case analysis of 2-3 famous teachers Brain session to	• Report writing and verification • Case analysis presentation

professional start to diverse roles	Teacher, Teacher as professional: Continuing Professional Development (CPD), Qualification and competencies of Social Science Teachers, Teacher responsibilities, Institutions, roles, knowledge, workers, facilities, facilities, status, social segment, resources, reflective practitioner and digital migrant.	generate varied roles of social teacher	

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Unit- 2: Nature, Scope and Disengagement of Social Science Education. (10 hrs + 4 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To acquire with the basic concepts of Social Science as a discipline	- Conceptual background of Social Science, Meaning and Scope, Need and significance - Content organization/ treatment of Social Science- Fusion, Integration and Correlation within Social Science- Understanding about Primary, Secondary and Higher Secondary	Meaningful verbal learning Participatory approach Co-operative learning	Preparation of report on teacher presentation
2. To identify content matter organization process in Social Science- Fusion, Integrative &			

Correlation:	Isolate (Social Studies, Social Science and Humanities)	Discussion	
3. To analyse the relationship of Social Science with other subjects	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 analyse the aims and objectives of teaching Social Science.	Aims, objectives and values of teaching Social Science	General discussion Analytical study	Composition short on Basic concepts of Behaviourism, constructivism and cognitivism and its analysis
2. To analyse with the significance of Teaching of	Individual, Social, Cultural, National and International considerations of Social	Free group discussion	Worksheet with

instructional objectives in Social Science education) 2. To give an outline of approaches to behaviourism, constructivism and cognitivism in Social Science education.	Science • Bloom's taxonomy of Instructional objectives (Behavioural, Instructional) • Behaviourism, Cognitivism and Constructivism: approach & practice in classroom-Comparison • Learning objectives and Learning Outcomes	Prepare a seminar paper with PPT support on the psychological applications in the pedagogical practices of Social Science.	presentation (CE Item for Eds 04) • Test : CE Eds 04

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UNIT 4: Instructional Methods, Techniques and Strategies

Learning Outcomes	Major concepts	Strategies & Approaches	Assessment
1. To analyse the unique features of different instructional methods suited for teaching Social Science. 2. To proficient in select most appropriate teaching methods as varied content and content.	• Need and significance of methods and strategies for teaching Social Science. • Differentiated method, techniques and strategy. • Methods: Lecture, storytelling, Discussion, Socialized learning, Problem solving, Project, Source method, Socratic method. • Cooperative learning, Collaborative learning, Scaffolding, Brain storming, Peer review, Debate, Seminar.	Seminar Debate Project	• Report presentation verification

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EDU – 05_10 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – SOCIAL SCIENCE

(Theoretical classroom – 40 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 entire teaching practices
- To conceptualize 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 Template
- 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	• Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Social Science.	Narrative expression session Text book analysis	• Content analysis presentation • Brief report on text book analysis
2. To establish relationship between pedagogic knowledge with	• Relationship between pedagogic analysis with content analysis Content Analysis –	Collaborative learning	

Unit: Instructional Planning and Designing Lesson Templates

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To justify the importance and phases of instructional planning in social science discipline 2. To cascade systematic planning and design lesson transcripts 3. To develop skills in preparing lesson transcripts	• Instructional planning – Importance, Phases, Types – Year plan, Unit plan, Lesson plan • Procedures for the Preparation of year plan, unit plan and lesson plan • Designing Lesson Transcripts	Group discussion Co-operative learning Meaningful verbal learning Prepare model year plan, Unit plan & lesson transcripts Video/ Demo lesson observation	• Discussion lesson -5 • Demonstration lesson -5 • Criticism lesson -5 • (Practical evaluation) • Video lesson observation and reporting (CE- Eds III)

References

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- <http://www.teachmeanz.com/2010/09/>
- Kumar, S.P.K & Noudast, P.P. (2009). *Social Studies in the Classroom: Trends and Method*.
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- Clark, L.H. (1977). *Teaching Social Studies in Secondary Schools* (2nd Ed.) New York: McMillan
- Green, O.H. (1987). *Planning the Lesson*. London: Longman
- <http://www.teachmeanz.com/2010/09/>

Unit: 2 Instructional Planning and Designing Lesson Templates

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To justify the importance and phases of instructional planning in social science discipline 2. To capacitate systematic planning and design lesson transcripts 3. To develop skills in preparing lesson transcripts	• Instructional planning -importance, Phases, Types - Year plan, Unit plan, lesson plan • Procedure for the Preparation of year plan, unit plan and lesson plan • Designing Lesson Transcripts	Group discussion Co-operative learning Meaningful verbal learning Prepare model year plan, Unit plan & lesson transcripts. Video/ Drama lesson observation	• Discussion lesson -5 • Demonstration lesson -5 • Criticism lesson -5 • (Practical evaluation) • Video lesson observation and reporting (CG- Edu.09)

References

- <http://answers.yahoo.com/question/>
- http://www.org.net/lessonplans/unit_plans.php
- Green, G.H. (1987) Planning the Lesson. London: Longman
- <http://en.wikipedia.org/wiki/Unit>
- Kumar, S.P.K & Nandini, P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- Shetty, A.C & Shetty, D.H. (1952) Teaching Social Studies in Secondary Schools. New York: McGraw Hill
- Clark, L.H.(1971). 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/Unit>

Unit: 5 Essential Requirements of Teaching Social Science Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To equip prospective teacher students in developing teaching skills through micro teaching practice	• Essential requirements – Teaching Competencies and Skills. • Micro teaching – Meaning, Phases, steps. • Micro teaching entry – (minimum 10 entry)	• Experiential learning • Demonstration • Reflective practice	• Micro teaching lesson notes plans (Ten skills: 2 skills per student)
2. To generate skill orientation among prospective teacher students through practical experiences	• Micro teaching – Lesson templates, practice and assessment mechanisms. • Skills in using ICT • Unit practice	• General documents • Demonstration method • Analysis of video performance	• Performance in skill presentation (Practical evaluation)

References

- <https://www.ascd.org/docs/default-source/2018-2019/micro-teaching-skills>
- Allen D & Ryan, K (1989) Micro teaching. London: Addison Wesley
- Appraisal, J.C. (1994) A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
- Davis, Pauline (2001) Teacher Training. California: ASC CDIO
- Kochhar, S.K. (1981) Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Cooper, James M.(1990) Classroom teaching skills. US: DC Heath & Co.

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

Learning Outcome	Major examples	Strategies & Approaches	Assessment
- To conceptualize the inevitable role of varied instructional support in effective instructional practice. - To acquire skills in constructing and using different instructional aids.	- Instructional Resources: textbook, worksheet, handouts, source book. - Instructional aids: poster/chart, education value, classification of learning aids, selected, non-selected and activity aids. - Media: an Assistant: Computer, LCD Projector, interactive white board and multi media.	General discussion Working Display Projects resource map for effective utilization in Social Science	- Handling of various instructional aids. - Social Science club activity- Working to prepare a source book or instructive instructional aid- Resource map (CE-Edu 89)

References:

- Ginnar, B. F. (1968). *The Technology of Teaching*. New Jersey: Prentice Hall.
- Kilpatrick, W. H. (1969). *The Project Method*. New York: Teachers' College Press.
- Aggarwal, I. C. (2001). *Teaching of Social Studies: A Practical Approach*. Sharda Vides Publishing House.
- Kumar, J. P. K. & Newsham, P. P. (2009). *Social Studies in the Classroom: Trends and Methods*.
- Pothol, R. P. (2012). *Teaching of social studies*. Paterson, Delhi.
- Entwistle, N. J. (1987). *Understanding Classroom Learning*. London: John Wiley.
- Ginnar, B. F. (1968). *The Technology of Teaching*. New Jersey: Prentice Hall.
- http://edgumass.edu/~gub/edu14229/edu14229_102.htm
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EDU – 04.11 : THEORETICAL BASE OF GEOGRAPHY EDUCATION

Hours of interaction: 40 (Instruction): ~20 (activities / projects)

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 or uphold the professional spirit.
- CO-3 To acquire with the nature, scope and evolution concepts of Geography.
- CO-4 To understand the new perspectives of Geography along with its correlative and nationalistic norms.
- CO-5 To identify and analyse the aims, objectives and values of teaching Geography.
- CO-6 To identify the need of objective based instruction.
- CO-7 To analyse 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.

Content:

- 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 (18 hours ~4 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	• Teaching – nature, significance, principles • Learning – its 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	• Report writing and verification • Case analysis • Identification and presentation • Assessment and reflection
2. To mould the prospective teacher			

educators to uphold the professional spirit 1. To develop professionalism and professional ethics among Geography teachers.	• Constructivist teaching and learning • Geography Teacher • Personal qualities and different roles • Professional qualities and competencies • Professional ethics • Programmes for improving professional efficiency	Some actions to generate varied role of an ideal teacher Lecture Distance Online learning Internet Access	

Reference

- <http://www.milakem.com/Be-a-Professional--Teacher>
- <http://www.edpolicythoughts.com>
- Edgar, M and Rao, B (2005) Teaching Social studies successfully: New Delhi: Discovery Publishing House
- Arora M.L. (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Capill G.H (1998) Teaching of Geography, Macmillan, London
- Varma G.P, Vaidyanathan 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 (2005) Critical Pedagogy, 1st Edition, New York Peter lang
- Foucault, C (1996) Constructivism: Theory perspectives and Practices: New York: Teachers college Press
- Kothiyar, M.D. (2008) Integrating Educational Technology into Teaching: New Delhi: Pearson
- Elizabeth Parrot (1992), Effective Teaching Singapore: Longman
- Donald, P.K & Paul D.E (2007) Learning and Teaching U.S.A: 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 acquire with the meaning, nature, scope and student concepts of Geography	- Meaning, definition, nature and scope of Geography - Need, significance and modern concepts of Geography	Meaningful verbal learning Participatory approach Co-operative learning	- Preparation of report or teacher presentation - Formal test for Unit 1& 2 (CE-1) - Assessment reflection
2. To identify the subject matter organisation process in school science	- Geography as a fused, integrated and combined discipline - Correlation of Geography with other social sciences, sciences, languages and life sciences	Discussion Brain storming	
3. To analyse the correlation of Geography with other subjects	Geography and National Integration and International Understanding	Brain storming Lecture Web search Online learning	
4. To understand the new perspectives of Geography and its nationalistic views	- Systematic scientific Geography - Earth science- Environmental science - Science of Aerial- Spatial- Regional differentiation		

Reference

- www.sagepub.com
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- Gossell, G.M. (1968) Teaching of Geography, Macmillan, London
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- UNESCO Source Book for Geography Teaching (1962), London, Longman's Green and Company
- Prasad Jagdish (1982), Teaching of Geography, Vinod Puri's Mandir, Agra
- Singh M.V. (1982) Teaching of Geography, Vinod Puri's Mandir, Agra
- Secondary and Higher Secondary Textbooks of SCERT, NCERT

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To identify and analyse the aims, objectives and values of teaching Geography 2. To identify the need of objectives based instruction 3. To familiarise 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	• 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 Discovery Brainstorming Analytical study Group investigation Project Assignments and projects work Lecture Web search Internet access	• Report presentation and verification • Assessment/ reflection

References

- <http://www.unece.org/edu/edu2006/06060101.htm>
- 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
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- NCERT (1999). Instructional objectives of school subjects, New Delhi: NCERT
- Aggarwal, J.C. (1998). Teaching of Social Science: A practical Approach, New Delhi, Vikas Publishing house Pvt. Ltd.
- Gooden, E.B. (2000) Advanced Educational Psychology, New Delhi
- Mahajan, H.N. (2007) Human Development and Learning, New Delhi, New Age
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- Coleman, D. (1997) Emotional Intelligence, New York: Harper-IDS
- Karcheska, J. (2003) Critical Pedagogy / 2nd Edition, New York: Peter Lang
- NCF (2005), NCF (2007)

Unit 4 Methods and Strategies in Geography Instruction (18 hours – 6 Hours)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To analyse the unique features of different methods used for Geography instruction 2. To develop proficiency in selecting most suitable and strategies in real context and applied in Geography instruction	• Methods of teaching Geography: Direct, inductive, comparative, Lecture, Discussion, Project, Source, story-telling, Regional method, Forum, seminar • Instructional strategies in Geography: Skimming, purposeful observation • Strategies based on NCF NCF • Various techniques of assessment in	Discussion Seminar Story telling Visual learning Debate Collaborative learning Comparing different method & strategies	• Report presentation and clarification • Seminar presentation presentation and report • CE-2 • Assessment reflection

1. To differentiate methods, strategies and techniques of Geography instruction.	geography- Observation/ Narratives/ Dramatisation/ Cooperative/ Collaborative learning/ Brain storming and Peer tutoring.	discuss and prepare notes. Prepare assignment. Internet access W/ai vater.	

Reference

- [www. books.google.co.in](http://www.books.google.co.in)
- www.foghorn.com
- <http://www.natl.ac.uk/edu/teaching/techniques.html>
- Aleksey Samarin, UNESCO (2003) Information and Communication Technologies in Schools: A hand book for Teachers.
- Rohita MD (2008) Integrating Educational Technology into Teaching, New Delhi: Pearson.
- Finkelman & Silva (2005) The Reflective Educator's Guide to classroom Research, California: corwin Press, Inc.
- Sternberg MJ (1981) Style of Learning and Teaching, London: John Wiley and sons.
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EDU – 06.11 : Pedagogical Content Knowledge Analysis- Geography

Hours of Interaction -60 (Instructional) +30 (activities/Practical)

Course Outcome (CO):

- CO 1 To understand the key aspects involved in systematic PCK analysis
- CO 2 To develop skills in analysing the content of Secondary level Geographic content material/s
- CO 3 To justify the importance and phases of instructional planning in Geography.
- CO 4 To equip prospective teacher students in developing teaching skills through micro- teaching practices.
- CO 5 To emphasise 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 Template
- Unit 3 : Essential Requirement for Teaching Geography
- Unit 4 : Instructional Resources in Teaching and Learning of Geography

Unit 1: Introduction to Pedagogic Content Knowledge Analysis (18 Hours = 7 Hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To understand the key aspect involved in systematic PCK analysis - To establish relationship between Pedagogic knowledge with content analysis - To develop skill in analyzing the content of secondary level Geography and Economics content materials	- Pedagogic content Knowledge (PCK) analysis – Mapping, definition, objectives, scope, Significance and dimensions - Relationship between PCK and Content analysis identifying facts, concepts, principles etc. - Content analysis of secondary level Geography and Economics content materials	Written assignment Assignment Meaningful verbal writing Textbook analysis Collaborative learning Group discussion Prepare content analysis of a unit by each student after discussion Web search Internet access	- Assessment of learning process and reflection - Brief report on textbook analysis - Content analysis presentation

Reference

- www.ksars.org
- <http://www.nvsn.ala.bioscience/pedagogy/pck>
- http://www.mindgarden.org/wiki/technological_pedagogy/
- Bernard H.C (1981) Principles and Practices of Teaching Geography, Silver Bird Graphics Academy, Pune
- Prasad Jagdish (1987). Teaching of Geography, Vinod Parthi Media, Agra
- Singh H.W (1985). Teaching of Geography, Vinod Parthi Media, Agra

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- *Arora M.L. (1970) Teaching of Geography, Prakash Brothers, Lucknow*
- *Social science II textbook of vol. 8, 9 & 10 of Kerala*
- *Khan, Dilani & Chaudhry, P.C (2008) The Earth's Landscape, Kalyani Publishers*
- *Singh R.L. Singh, Rana, P.S (2002) Elements of Practical Geography, New Delhi: Kalyan Publishers*
- *Philip M.Anderson (2008) Pedagogy, New York: Peter Lang Publishing, Inc.*

Unit 1: Instructional Planning and Designing Lesson Templates (14 Hours + 6 Hours)

Course Specific Outcome (CSO):	Major concepts	Strategies & Approaches:	Assessment
1. To justify the importance and phases of Instructional Planning in Geography. 2. To operationalize systematic planning and design of lesson templates. 3. To develop skills in preparing lesson templates.	• 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 Materials -Need characteristics, principles, values and advantages • Designing - Format and steps in critical	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 class- observation Online learning Web search	• Discussion lesson • Video observation • Script for video lesson • ICT enabled lesson plan • Demonstration lesson • Criticism lesson (practical evaluation) • Internal Test (Unit 1 & 2) CE-1

Reference

- <http://www.ijerph.com/question>
- <http://www.org.net/learning/assess/plan/prepare>
- Geography: textbook of standard 8-10th of Kerala state, Teacher: Hand book in Geography for standards 8, 9 & 10
- Green, G. H. (1977) Planning the lesson, London, Longman
- <http://en.wikipedia.org/wiki/wiki>
- Singh, K. L., Singh, Rama, P. B. (2007) Elements of Practical Geography, New Delhi, Kalyan Publications
- NCERT: Standard 11th & 12th Geography textbooks
- NCERT: Geography practical text book
- Varma, P. O and Vaidyanathan, E. G. (1987), Teaching of Geography Starting 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 practice	• Requirements for learning –prerequisites skills and pre-requisites • Student skills and student efforts in learning • Teaching- learning skills and competencies • Skills in using ICT • Micro-teaching: defining, concepts, principles-Process, steps, skills-Less practice- Lesson templates, practice and assessment mechanisms	Demonstration Reflective practice General discussion Analysis of video performance Experimental learning Web search Online learning	• Micro-teaching lesson script-plan (Ten skills) one skill per student • Performance in skill presentation (practical evaluation) • Assignment
1. To generate skill orientation among prospective teacher educators through practical experience			
1. To familiarize with the basic requirements for learning			

Reference

- <http://www.scribd.com/doc/24590845/micro-teaching-skills>
- Allen, D and Ryan, K (1966) 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. (1995), Geography teaching, New Delhi, sterling Publishers
- Edgar, M & Rao, B (2005) Teaching social studies successfully, New Delhi: Discovery Publishing House
- DeWa, 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 Outcomes (CSO)	Major concepts	Strategies & Approaches	Activities
11. To comprehend the need/benefits of various instructional support in effective instructional practice 12. To acquire skills in constructing and using different instructional aids 13. To familiarise with the latest resources for teaching Geography	- Instructional Resources- need, significance, types and types - Local resources and its importance in Geography - Text book - importance, characteristics and measures for selection - Hand books, Atlases/Atlas, Workbooks, Reference books - Graphic aids - charts, graphs, pictures, maps, etc. - Audio & Video - Radio, TV, film, computer - Display boards- Blackboard, bulletin board, Interactive board - Prepared aids- OHP, LCD, Video - Active aids - Experiments, Field trips	Demonstration Illustration General discussion Workshop Experiments Lecture Observation Projecting Segments Source travel Map activity	- Handling of various instructional aids - Learner (preparation, presentation and report) - CE-2 - Observe and practice usage of learning aids during school instruction programme and practice teaching - Writing for preparation of innovative learning aids instructional response

Reference

- <http://www.geogebra.org/m/60000> Access: 31.12.1979; Teaching of Geography, Potluri Brothers, Ludhiana
- Gupta, S.M.(1999); Teaching of Geography, Macmillan, London
- Varma G.P & Vatsavayagan, K.G.(1991) Geography Teaching, New Delhi, Sterling Publishers.
- UNESCO International in Geography: Teaching (1982), London, Longman's Group and company
- Bernard H.C. (1941); Principles and Practice of Teaching Geography, Elder Hindi, Ontario Available: Penn
- Singh, B.V. (1992) Teaching of Geography, Vinod Parnik Manoir, Agra
- Kumar, S.P. (1998); The Technology of Teaching Manoj Sena, Pratima Hall
- Bernard H.C. (1942); Understanding classroom learning London, John Wiley

COMMERCE EDUCATION

SEMESTER 1

EDU 04.11 – THEORETICAL BASE OF COMMERCE EDUCATION (80 Hrs = 30 Hours)

Course Outcome (CO)

- CO-1 To familiarize with the conceptualised version of components required to enter in teaching profession
- CO-2 To instill 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 compare with constructs, aims and objectives of teaching commerce
- CO-5 To gain an outlook of key concepts in the psychological bases in commerce education
- CO-6 To analyse 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 appropriate 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
- To familiarise with the conceptualised notion of components related to enter in teaching profession - To mould the prospective teacher-educators to uphold the professional spirit in diverse angles.	- Teaching - profession and service, Principles and Maxims of teaching, Instruction, Factors determining effective instruction, classroom interactions, learner, learning, learning environment, classroom and school laboratory. - Teacher, Teacher as professional, Continuing Professional Development (CPD), Teacher responsibilities, multifarious roles, knowledge, skills, facilities, confidence, mentor, social engineer, counsellor, reflective practitioner and digital migrant.	- Meaningful verbal presentation - Brain storming - Case analysis of I/O famous teachers - Role session to generate career role of an ideal teacher	- Issue generating exercises - Case analysis presentation

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

Course Specific Outcome (CSO)	Concepts	Strategies/processes	Evaluation
- To acquaint with the basic concepts of commerce as a discipline - To acquaint with varied dimensions of commerce education strands.	- Commerce as a distinctive discipline, Scope of commerce in nation's prospects, Modernization of commerce through technological advancement and ICT. - Commerce education: Meaning,	- Meaningful verbal learning - Participatory approach - Open forum discussion	- Preparation of report on teacher Presentation - Comparison grid preparation - Correlation of Commerce education with other subjects

To integrate essential inter disciplinary attributes in commerce education.	Definitions and features – Academic and Vocational. - 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.	- Co-operative learning - Discussion	

UNIT: 3

Aims and objectives of teaching Commerce (14 Hrs + 10 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies/processes	Evaluation
- To compare with constructs aims and objectives of teaching commerce - To endow with the significance of Taxonomy of Instructional objectives in commerce education.	- 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	- General discussion - Analytical study - Group investigation - Focus group discussion	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								
- To analyse 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 appropriate techniques to attract process and product in commerce teaching.	- 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 – Oni, Brain storming, Role play, Review, Dramatization, Quiz session, simulation, Quiz session.	- Seminar - Debate - Quiz session - Quiz session - Problem solving method - Project method	Report presentation & verification.								
Continuous Evaluation (CE) = 25 Marks											
<table> <tr> <td>1. Preclum-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 / exam</td> <td>: 5 marks</td> </tr> </table>				1. Preclum-1	: 5 marks	2.Seminar/presentation-1	: 5 marks	3. Reading & reflecting on any text	: 10marks	4. Mid semester / exam	: 5 marks
1. Preclum-1	: 5 marks										
2.Seminar/presentation-1	: 5 marks										
3. Reading & reflecting on any text	: 10marks										
4. Mid semester / exam	: 5 marks										

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- Aggarwal, L.C. (1998) *A Practical Approach*, New Delhi: Vikas Publishing House Pvt. Ltd.
- Anderson, W. L and Krathwohl, D.R, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Allyn & Bacon, Boston.
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SEMESTER 1

EDU 05.12: 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 analysing 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 analyse the essential pre requisites/requirements for teaching commerce education
- CO 5 To expedite systematic planning and to develop skills in designing lesson templates
- CO 6 To equip prospective teacher educators in developing teaching skills through micro teaching practices
- CO 7 To consolidate 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
- To understand the key aspects involved in systematic PCK analysis - To be capable of establishing relationship between pedagogy with content analysis - To develop skill in analyzing the content of higher secondary commerce text book	- Pedagogical content knowledge analysis (PCK) - Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce discipline. - Relationship between pedagogy with content analysis Content Analysis - Procedure, facts, concepts, principles, process, rules, situations - Content analysis of higher secondary business studies, accounting and computerised accounting text book.	- Narrative expression session - Text book analysis - Collaborative learning - Discussion - Self directed learning	- Pedagogical Content knowledge analysis presentation - Brief report on higher secondary text book analysis

Unit: 2 Instructional Planning and Designing Lesson Templates (10 Hrs + 12 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
- To justify the importance and stages of instructional planning in commerce discipline - To demonstrate systematic planning and designs using templates	- 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 Accounting	- Descriptive method - Group discussion - Demonstration method - Co-operative learning - Meaningful verbal learning	- Discussion essays/3 hrs - Video observation (2 hrs) - Script for class lesson (1 hr) - Charted lesson plan (1 hr)

To develop skills in preparing lesson plan			5.Demonstration lessons (3 Nos) 6.Criticism lessons (3 Nos)

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

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
- To equip prospective teacher educators in developing teaching skills through micro teaching practices. - To generate skill orientation among prospective teacher educators through practical experiences	- 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.	- Experiential learning - Demonstration - Reflective practices - General discussion - Demonstration method - Analysis of video records	- 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
- To comprehend the inevitable role of various instructional support in effective instructional practices. - To acquire skills in constructing and using different instructional aids.	- 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, OHP Projector, interactive white board and multi media.	- Illustration - Demonstration - General discussion - Workshop - Displays - Demonstration	- Text book analysis - Workbook preparation - Handling of various instructional aids.
Continuous Evaluation (CE) = 25 Marks 1. Observation of model video lessons & reporting (2nos.) (Teacher monitored) : 5 marks 2. Practical -1 : 5 marks 3. Test-mid semester exam : 5 marks 4. Subject Association activity : 5 marks 5. Practicum- 1 : 5 marks			

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the changing scenario 1. To familiarise with the nature of teaching 2. To understand the concept of learning given by behaviourism, cognitivism and constructivism 3. To familiarise with the changing classroom environment 4. To develop understanding on Continuing Professional Development 5. To acquaint with the qualities, duties and responsibilities of science teacher 6. To understand the changing roles of teacher in the present scenario	different point of view (behaviouristic, cognitive and constructivist), Interdependence of Teaching-Learning process • Changing concept of classroom environment- classroom climate- An introduction to constructive 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, experiment, learner, scaffolder, social engineer, reflective practitioner in teaching-learning process. • Nature of teaching • Continuing professional development (CPD)-conceptual Analysis	Group discussion Narrative expression session in small or medium groups PBL Video strategy	• Tests • Peer evaluation

Unit 2: Home Science-- A conceptual Analysis (12+5=17 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To comprehend the nature and scope of Home Science 2. To identify concepts in Home Science related to science and art 3. To familiarise the development of science in India	• 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	Group discussion Seminar Workshop symposium	• 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	• 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 44, Brain storming, 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 (Differentiated Teaching)	Meaningful verbal expression Group discussion Peer instruction Brain storming Debate Symposium Small group projects Exhibit teaching	• Analysis in group discussion • Participant observation • MCQ based discussion • Project evaluation

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EDU- 85.13 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - HOME SCIENCE

(Theoretical Seminars: - 60 hrs, CE - 20 hrs.)

Objectives:

- To develop practical field based skill and experience in resource development and learning experience designing while transferring the Home Science curriculum
- To comprehend the dimensions of pedagogic analysis
- To analyse 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 materials based on different instructional strategies
- To prepare and use suitable learning aids for Home Science teaching
- To assess 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: Evaluation in Teaching and Learning of Home Science

Unit 1: Introduction to Pedagogic Content Knowledge (24-30 Hrs.)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning	• Pedagogic Content Knowledge (PCK)- Meaning and Scope	Meaningful verbal expression	• Analysis in group discussion
2. To understand the steps involved in PCK analysis	• Content analysis- Meaning, Purpose and steps	Group discussion	• Report on Higher Secondary Vocational/Higher Secondary level analysis
3. To apply the principles of pedagogic analysis	• PCK Analysis - Content Analysis, Learning outcomes, Pre requisites, Inputs that enrich learning/Teaching-learning resources, Environmental inputs, Community	Classroom testing writing	• Peer evaluation

	resources, Enrichment Activities, Assessment techniques, Assignment	Networking	
	• 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+6=20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To engage with the planning of instruction 2. To develop understanding of different types of planning 3. To design lesson templates based on different formats	• Planning- Need and Importance • Different types of planning- Purpose and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Marksheet steps Behavioural and Constructivist formats	Meaningful verbal expression Group discussion Explicit teaching seminar co-operative learning	• Performance assessment • group discussion • Assessment of options • notebook entries • Discussion lesson templates preparation (7) • Observation and analysis of video of sample classes (2) • Demonstration lessons (2) • Blog creation

Unit 3: Essential Requirements of Teaching Home Science (15-16/18 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
- To identify competencies required for a teacher to be performed - To develop understanding of various teaching skills - To understand microteaching and its relevance in the development of teaching skills - To design, practice and demonstrate short lessons in Home Science	- Teacher Competencies: Subject competencies, Pedagogical competencies, Technological competencies - Teaching skills: Definition, core teaching skills, components of teaching skills - Microteaching: Definition and meaning, objectives, principles, steps, microteaching cycle - Development of related teaching skills: Use induction, Reinforcement, Explaining, Illustrating with examples, Probing questions, Using class time, Monitor resources, Using audio-visual aids, Resource, promoting pupil participation, Classroom management - Unit Practice	Meaningful verbal expressions Group discussion Content analysis and Peer evaluation Content analysis Video observation Reflective practice	- Analysis in group discussion - Lesson planned presentation - Classroom activities (designing) - Video, Peer and Micro teaching - Recording and evaluation of Micro Teaching Lesson (10 skills - one skill per student) - Content lesson (2)

Unit 4: Knowledge in Teaching and Learning of Home Science (12-14/16 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
- To understand the importance of learning aids and instructional aids in learning Home Science - To analyse learning experience in	- Design and development of Learning aids and instructional aids for effective learning, significance of audio-visual aids in teaching learning of home science - Formative-Quizzes, how to conduct a good	Meaningful expressions Lesson in small or medium groups Content analysis	- Participant observation - Analysis in group discussion - Class test - Minimal Development Criteria - Practical

designing and developing suitable learning task for classroom activities	text book in Home Science	You tube resource tapping	
2. To develop understanding in resource mapping	- Hand book, Source book, Work book, Reference book, Supplementary reading materials - Resource Mapping	Drill and Practice	Involvement in subject association activity
		Lab session	

Reference

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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 (Pranayama)
- 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	• Physical Education – 5 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
1. To familiarize the physical fitness components and the modes of developing them.	- Physical Fitness – 12 hours - Definition - Components of Physical Fitness - Health related Physical Fitness - Activities for developing Physical Fitness components - Practice	Theoretical orientation Fitness centre work out sessions Group activity	- Projects (work out plans) - Performance analysis

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity. 2. To have a practical knowledge on physical workout plans.	- Types of Exercises – 15 hours - Aerobic and Anaerobic Exercises - Isometric, Isometric and Isokinetic Exercises - Health benefits of Physical Exercises - Effect of : exercises on Cardiovascular, Respiratory and Muscular Systems - Practice of exercises	Theoretical orientation Fitness centre work out sessions Group activity	- Assignments - Group projects

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

Learning Outcomes	Major concepts	Strategies & Approaches	Assessment
1. To get acquainted with the concept and techniques of Yoga (Pranayama). 2. Holistic and curative aspects of Yoga. 3. Practice of Yoga	• 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 - Asana, Pranayama, Meditation • Pranayama (breathing techniques) • Relaxation techniques - Asana(steps to follow and benefits)-practice of yoga. • Padmasana • Siddhasana • Vajrasana • Dhyanasana • Bhujangasana • Halasana • Shalabhasana • Yoganiksha • Naukasana	Theoretical presentation Demonstration Group activity Partner practice form.	• Group assessment • Participation • Practising yoga • Demonstration • Partner assessment • Individual assessment

Guidelines for Practical Work:

Prepare a personal health chart

- 2 marks

Practice of Yoga

- 10 marks

Initiative, effort and participation in games

- 10 marks

Physical Education Record

Internal teacher observation

- 15 marks

- 20 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 art-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 – 3 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 (3 marks)
- Write up on any one art form or culture of India/ Kerala -presentation not exceeding 12 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: I-13 : Curriculum and Resources in Digital Era: Education

EDU-10: I-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: 80 hrs

UNIT I: MILESTONES IN INDIAN EDUCATION (35hrs)

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

UNIT III: INITIATIVES IN INDIAN EDUCATION (20hrs)

UNIT IV: CHALLENGES AND TRENDS IN INDIAN EDUCATION (15 hrs)

UNIT 1: MILESTONES IN INDIAN EDUCATION (35 hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies And Approaches	Assessment
1. To develop an understanding of the evolution of education in Indian society 2. To augment with existing educational policies/commissions in India 3. To understand changes of education system in Kerala	• Overview education- social structure- literature- institutions for scholars, recreational and legal functions- role of 'vidya' in higher education • Vedic education- characteristics and curriculum- significance of Upanishad in establishing world peace and sustainable development, Vidyā and Vedya as two pillars of a unified 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 (1959-61) • New Education Policy- 1986	Historical method Integrating ICT Lecture-Discussion e- learning Document analysis Historical method and document analysis	Role Performance Analysis in group Discussion Involvement in Debate Seminar Presentations Assignments Internal Test

REFERENCE -

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- Right to Education Act-2009
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- <https://insavate.org.in/wp-content/uploads/2019/06/mrgov13396212111.pdf>

UNIT 2: EDUCATION FOR ECONOMIC AND NATIONAL DEVELOPMENT (18hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies And Approaches	Assessment
1. To identify the relationship between education and national development	- Social Indices of National Development - Education as an investment- Share of GDP to Education	Meaningful verbal expressions Document analysis	Role Performance Analysis in group Discussions
2. To understand the role of IPR in national development	'Educated unemployment'- Causes and Remedies - Education as instrument for intellectual property and innovations and discoveries for the welfare of the society- (IPR)- Intellectual property rights- copy rights and related rights	Panel Discussions Debates Seminar	Extent of awareness on contemporary educational systems

REFERENCE -

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USILE INITIATIVE IN INDIAN EDUCATION (2001)

Course Specific Outcome (CSO)	Major concepts:	Strategies (Approaches)	Assessment
1. To familiarize with the functions of state and central Apex bodies of education 2. To familiarize constitutional goals pertaining to education	- Programmes and Schemes - DPEP, SSA, KUSA, KUSA, Apna India- CARE, NCERT, SCERT, DIET, UGC, NCTE, NAAC, NIEPA - Constitutional Goals - Articles of Indian Constitution Pertaining to Education - Preamble - Article 21 A, Article 14, Article 15, Article 16, Article 43, Article 48, Article 41, Article 21 A, Article 55A, Article 51 - Right to Education Act 2009	Debates Lecture discussion Documentation and discussion	Performance in debates Seminar presentations An extension activity related to the field of reference may be conducted

REFERENCES -

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

Course Specific Outcome (CSO)	Major concepts:	Strategies/Approaches	Assessment
1. To analyse the challenges of Indian Education 2. To synthesize the significance of human rights education and peace education 3. To keep awareness on functioning of education	• Current Problems of Indian education - Primary- secondary- higher education • Population Education - Need, Trends in Demography, Population explosion and adverse effects • Human Rights education- Meaning and significance	Brain storming Debates Lecture- discussion ICT	Address in group Discussion Extent of awareness on contemporary educational events
REFERENCES - • Agarwal, J C. (2006). Education for values, Environment and Human Rights. Shiksha publications, New Delhi • Deydara Reddy, D. & Raj (2007). Value education, Discovery publishing House, New Delhi • Dhananjaya Joshi, (2006). Value education in global perspectives, Lotus Press • Yogendra Singh (2007). Modernization of Indian tradition, Rawat publication, New Delhi • http://nhrc.ncln.in/pdfs-relates/human-rights-education • https://wwwbooks.ncert.gov.in/login • NCTE - National Council For Teacher Education® www.ncte-india.org Retrieved 9 April 2018			

List of Activities for Core Paper :
EDC VI: EDUCATION IN INDIAN SOCIETY

Units	ICT	Debate/ Seminar	Field Work	Group Discussion	Others
Unit I <u>MILESTONES IN INDIAN EDUCATION</u>	Prepare a 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, SHA, EMIA 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 NEC , Constitutional provisions	Panel Discussion Education as instrument for SD.
Unit III <u>INITIATIVES IN INDIAN EDUCATION</u>	Create Virtual Tour on Indian Constitution pertaining to education	Aparajitha		-Articles of Indian Constitution Pertaining to Education.	

Unit IV <u>CHALLENGES AND TRENDS IN INDIAN EDUCATION</u>		Problems of Indian education - Primary- secondary - higher education	Special School Inclusive Education - Meaning, Relevance and Practices	Significance of human rights education	• Census Analysis- Population Education • Mass media analysis- Human Rights education • Brain Storming- Gender issues in education

EDU - 07 : PERSPECTIVES OF LEARNING AND TEACHING

(Theoretical Discourse – 40 & CE – 30 hours)

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

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

Content :

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 (30hours) (3ET+ 1P)

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

Reference

- Oates, A.S and Jerold, A.T. (1970) Educational Psychology, New York: Macmillan.
- Agarwal, J.C (1994) Essentials of Educational Psychology, New Delhi: Vikas Publishing House
- Dasgupta, 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
1. To familiarize the cognitive processes 2. To conceptualize cognitive capacities 3. To understand the relevance of Cognitive processes 4. To familiarize the concept of	□ Sensation and Perception- factors, laws, Concept formation, Illusions cognitive functions -Thinking, □ Reasoning- Problem solving and Meta cognition	Lectures Preparation of a Concept map	□ Test paper □ Performance based assessment □ Practical work

memory and forgetting	☐ Memory- Concept, Types & Strategies to develop memory, Forgetting- causes -Interference ☐ theory and problems	Group discussion on strategies for improving Memory, Reasoning and Problem solving Seminar	

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.(2005) Educational Psychology, New Delhi, Prentice Hall of India Pvt.Ltd.

UNIT III: THEORIES OF LEARNING 30 hours (JIT-SP)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop an understanding of the process of learning through various theoretical perspectives. 2. To familiarize behaviorist, constructivist and information processing approaches in learning. 3. To compare the different approaches in learning. 4. To develop learning strategies based on different perspectives.	- Behaviorist approach- Thorndike, Pavlov and Skinner - Cognitive approach- Gestalt - Constructivist approach- Inhelder and Piaget- Piaget, Bruner & Vigotsky - Cogan's hierarchy of learning - Expository learning- Ausubel	Lectures Critical evaluation of different approaches - Use peer tutoring technique Self reflective learning activities based on constructivist Approach Cooperative and Collaborative Learning activities. Debate on behaviorism vs constructivism. Psychology Lab experiments (any two)	Performance in activities Text paper Group discussion Assignments

Reference

- Mathew, S.S.(2007) Educational Psychology, Age-2, VisionPoint&India
- Schunk, D.H (2011), Learning Theories: An Educational Perspective, India: Pearson
- Sternberg, R.J.(2006), Cognitive Psychology (4th ed.) U.K. Thomson/Wadsworth

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

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

- Jangir, H.K., et al (1991). *Functional Assessment Guide*. New Delhi : NCERT.
- Kortholuck, J.L., & Kern, E.A (Eds.) (2007) *The Praeger Handbook of Education and Psychology*, India: Praeger (vol. 1,2,3,4&5)
- Kocher, S.K (1999). *Educational and Vocational Guidance in Secondary Schools*. New York : Starting Publishers.
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- Meron, gary and Post, Joseph (2003) *Behaviourmodification : what it is and How to do it* (7th Ed.) New Delhi: Pratima Hall of India . 110-092.
- Moghaddam, F.M. (2007) *Great Ideas in Psychology: A Cultural and Historical Introduction*, India: Oxford, One World.
- Mowrer, P.H, Cooper, S and Kazar, P (1966) *Child Development and Personality*, New York : Harper Row.
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- Kelly, P.R & Loria, E (1983) *Educational Psychology*. New York : Macmillan Publishing Co Ltd.
- Sadler, J.S., (2013). *Educational Psychology*, India.
- Umadevi, M.E., (2009) *Educational Psychology: Theories and Strategies for Learning and Instruction*, Bangalore, Srikrishna Publications.

Web sites

- <http://www.illustrates.ppt.edu/>
- <http://www.teacher.net>
- www.scribdia.org
- <http://teamwork.org/teamwork/eduportal.aspx>
- <http://www.asianlearning.co.in/EdPages/India.aspx>
- <http://www.e-learningforids.org/forums.html>
- <http://en.wikipedia.org/wiki/Wiki>
- <http://www.webopedia.com/welcomead/>
- <http://www.filehippo.com/>
- <http://www.youtube.com/Windows>

SEMESTER II

EDU - 08 : ASSESSMENT IN EDUCATION

(Theoretical Discourse – 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 Baseline different dimensions of learning
- CO 6 Familiarize with various assessment procedures, tools and techniques
- CO 7 Develop an inquisitory 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 (25 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
- To Distinguish clearly between assessment and evaluation - To state the purposes of evaluation and to enlist various types of evaluation - To acquaint the students with taxonomy of instructional objectives - To identify the factors to be considered for successful assessment - To familiar with the Current practices in evaluation	- Assessment and Evaluation in Education - Purpose of Evaluation - Types of evaluation-Formative and Summative, Optimum 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, Domain of learning - cognitive, affective and Psychomotor - Factors to be considered for successful assessment - Current practices in assessment and evaluation -OCE- concept, need and relevance, Grading system- concept, types-direct grading, linear grading and relative grading, merit and demerit, 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.)	ICT-enabled group discussion, Lecture-discussion, Group Discussion Meaningful verbal Expression Collaborative interaction Lecture and Discussion	- Document Analysis - Field visit reports - Class test - Role Performance - Analysis in group - Discussion - Seminar - Presentation

CUNIT III: Tools and Techniques to assess Learner's Performance (20 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand different techniques of assessment (the interview, self-reporting and testing and their applications in the field of education.	General Techniques of Assessment: Observation, projects, assignments, worksheets, practical work, seminars and reports, Interview, Self-reporting	Lecture- Cooperative Learning Discussion	Initiation of performance in classroom
2. To familiarize with various tools of assessment and identify skill in applying in the field of research.	Tools of Assessment: tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record, concept maps, diagrams - relevant in the field of research	Collaborative Interaction in Dyads	- Role Performance Analysis in group Discussion - Involvement in Dyads
3. To understand the qualities of a good evaluation tool.	Characteristics of a good evaluation tool: validity, reliability, objectivity and practicality	Writing on white Feedback Group	Feedback Presentation
4. To understand Formative Assessment and Criterion-referenced Evaluation	Norm-referenced tests and Criterion-referenced tests	discussion and Presentation	Class test
5. To develop the ability to construct the tools such as Diagnostic Test and Achievement Test	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 Item-Objective type, Short answer type and Essay type, Item analysis-Concept, Test-Retest scale and Standardized Achievement test	Discussion Presentation	Development of any one Evaluation tool
6. To familiarize with the relevance of online			

Examination, portfolio and critical assessment	Online examination/Computer based Examination/Portfolio assessment and Portfolio on based on Rubrics		

UNIT III: Basic Statistics for Analysis and Interpretation of Assessment data (25 Hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the need, importance and learning 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	- 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, Attractive organized Approach Tutorian- led	- Evaluation based rubrics/questionnaire - Role performance analysis in group discussion - Participant observation (Portfolio - as Graphical Representation of my Data)

importance of the organisation of data 6. To understand the advantages of graphical representation of data 7. To represent data using appropriate graphic representation and interpret accordingly		activities & Individual assignments	
8. To find out different measures of central tendency 9. To select the most appropriate measures of central tendency for the treatment of data 10. To find out different measures of Dispersion 11. To select the most appropriate	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.	Active learning Process Computation Mathematical problem solving Class wise discussion through Lecture. Presentations Narrative expression in small group Problem solving	Evaluating the product and process

measures of dispersion for the treatment of data. 12. To familiarize with the use of correlation for data analysis 13. To understand the method of calculating correlation coefficient using rank difference method	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.		

UNIT IV: Introduction to Research in Education (20 hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the need and importance of research in general and educational research in particular 2. To realize the relevance of	Research-meaning, characteristics, functions of research, characteristics of a good researcher, Teacher as a researcher, need and importance of Educational research.	Lecture-discussion ICT enabled class wise discussion Collaborative	- Role Performance Analysis in group Discussion - Class test - Seminar Presentations

hypothesis formation and the skill to form different forms of hypothesis 1. To understand the nature of different types of research and their applications 2. To familiarise with various types of research and their applications 3. To get acquainted with planning and developing of action research 4. To understand how to carry out action research and prepare the reports 5. To familiarise with planning and developing projects 6. To understand how to carry out projects and prepare the reports	• Hypothesis- meaning, reference role functions, forms of hypothesis- directional and non directional, Types of checks, (based on purpose only) basic fundamental research, applied research and action research. • Action research- What, scope, characteristics, steps involved - Problem identification, Defining and Analysing the problem, Formulating and Testing action hypothesis and Preparing the report - and Advantages and Limitations of action research, Integrating action research practices- need and steps, Preparation of Action research reports. • Research Projects - Definition of a project & Steps	interaction Group Discussions Oral evaluation of work for educational research LECTURE Group discussion Meaningful-oral Discussion Lecture Group Activities Collaborative Learning	• Addition in group Discussion • Check test

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- Ogden, P. M. et al. (1999), *Measurement and Evaluation in Education: Making*, Harlow: Publishers Long, Ltd. Essex City, Inc.
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- Zuckerman, John (2009) *The Learning Portfolio: Effective Practices for Improving Student Learning*, USA: Ashworth and Sons, Inc.
- www.springer.com/education/4277/teachings/journal/11541
- www.routledge.com/teachings/journal/11541
- www.kathal.people.siu.edu

SEMESTER II

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

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

Objective:

- 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.	• Definitions for 'Curriculum' • Principles of curriculum construction • Curriculum and Syllabus • Different types of curriculum • Kerala Curriculum Framework (KCF)	Open discussion on the suitability of present day school curriculum Preparation of an essay on general approach to language learning in National/Kerala curriculum frameworks	Participation in discussion. Relevance of ideas Essay CE – Practicum

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	- Lecture method - Project method - Play way method - Dramatization - Debate 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
To get familiarised with the e-resources for teaching learning Malayalam To incorporate e-resources in the pedagogic content knowledge analysis of Malayalam	- 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 film etc. - Tools, techniques and applications for video making and editing.	Familiarisation session on applications software sites suitable for Malayalam teaching and learning Design and development of a blog for Malayalam class (group Activity) Practicum	Participation of students corrective class

Unit 4 : Research inputs in language learning

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To understand the basic theories/concepts/ perspectives of language acquisition, Chomsky's conceptions on language, the whole language approach etc.	Research contributions of Noam Chomsky on the field of language and cognitive psychology • 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	Seminar on conventional and new perspectives in learning language Preparation of short notes on LAD, universal Grammar Discussion on supplied reading materials	Seminar paper participation Student participation OE - Test

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
To get familiarized with the concept of Techno Pedagogic Content Knowledge Analysis To understand the concepts related to integrated approach in teaching Malayalam	- Need and significance - Effective use of technology in the transaction of content Integrated Approach in Teaching Malayalam - Significance - Different types - Interdisciplinary Approach - Stages of application - Integrated learning activities	Discussion on given reading materials Preparation of modules Group discussion	Participation in discussions Completeness and clarity CE - Test

Unit 2: Community based teaching and learning of Malayalam

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To understand concepts related to community based teaching and learning	- Library – as a community resource centre ◆ Different types of School library- General/Class/Subject libraries ◆ Reading corner - Online libraries/ publications/ book stores - Importance of agencies like Kerala Sahitya Academy, Kerala Sahasra Institute, Sula Sahitya Institute, Kerala Kalamandalam etc. - Major Malayalam book stores and publishers - Kerala Sahasra Institute, DC Books, NSB, Mathrubootham Books etc.	Assignments Preparation of short notes Seminar presentations	Assignment papers CE – Seminar Appropriateness of presentations, Variety and suitability

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

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get acquainted with principles/concepts of teaching prose, poetry, grammar and composition.	Teaching of, • Prose, • Poetry, • Grammar • Group activities, Grouping techniques • Learning aids for teaching Malaysian language and literature	Preparation of lesson plans Discussions on new trends in teaching prose, poetry and grammar.	Lesson plans CE - Practicum

Unit 4 : Models of Teaching

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To understand the concept 'models of teaching' and to practice various models	• Basic concepts • Concept attainment model • Role play model • Advance organizer model	Practical sessions based on varied models Demonstrations on models of teaching	Lesson plans Performance of the students CE - Subject Associated Activities

EDU - 09.1: Curriculum and Resources in Digital Era: English Education

(Theoretical Discourse – 60 & CE – 30 hours)

Objective :

- ☐ 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 venture with ways of engaging classes in inclusive settings.
- ☐ To evolve 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 papers 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. Create the relationship between curriculum and syllabus	☐ Principles of Curriculum construction and organization ☐ NEP 2005, 2009, NCF 2007 ☐ Critical Pedagogy ☐ ☐ Social constructivism ☐ Curriculum and Syllabus, Curriculum Types ☐ Language Curriculum ☐ Philosophical and Sociological	Direct instruction Interactive on the different Forms work available Verbal interaction Preparation of Check list and group	☐ Evaluation of entry made in Reflective Journal

	perspectives, Psychological and Linguistic Foundations ☐ Criteria for Selection of content ☐ Course book, Sourcebook	analysis of CB	

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	☐ Teaching and learning resources ☐ Formal & Informal learning contexts ☐ Role of Language Institutes and Local Library for learning English ☐ Society as Language Lab – Film/Theatre ☐ Literary clubs, Language forums ☐ Interview and Talk by experts ☐ ☐ Inclusive Education- Concept, Need and significance; Ways of dealing with learners with LD/ Children with Special needs	Field visit Hands-on experience Group discussion Sharing of learning experience	☐ Surveying ☐ Checklist ☐ Presentation of Field visit reports

Unit III: E-Resources in Teaching & Learning of English (Duration :14 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To analyse instructional materials in print and digital form for effective transaction.	○ Educational Websites ○ Virtual Classrooms ○ On line language games: vocabulary, grammar, spelling etc. ○ E-Library ○ E-resources for Poems ○ Film adaptations - literature and social issues ○ Audio podcasts ○ Speeches ○ Pronunciation and Conversation practice Online ○ E-resources for Poems ○ Critique of poems on website ○ Exploring web types Online ○ Descriptive - Narrative-Expository-Argumentative ○ Revision	Presentation of open source digital resources followed by critique on effectiveness Individual / Pair work Exploring online resources and preparing report	○ Performance evaluation ○ Participant observation

Unit IV: Research Input in English Learning (Duration : 10 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To enable student teachers to promote student effort in learning	○ Research in English Language Education and Second Language Pedagogy ○ Identifying and locating significant concepts related to language learning	Interactive lecture Enquiry based discussion	○ Style of presentation ○ Performance ○ Examine communicative competence

	□ Action Research □ Investigating any one learner issue □ Journal of Marxist Research Studies in English Language □	Group tasks by comparing specific sites	

Reference

Books:

- Aggarwal, J.C. (2002). *Educational Research –An Introduction*(New Delhi: Anu Book Depot).
- Borg, Susan and Hugh Heritage (2007). *Interpretive Perspectives on Teacher Research*. Palgrave ISBN 978113774006.
- Burns, Anna (1999). *Collaborative Action Research for English Language Teachers*. Cambridge University Press.
- Ellis, Rod (2011). *Language Teaching Research and Language Pedagogy* (Wiley-Blackwell ISBN: 978-1-445-1635-8)
- Horst, A. (1996). *A History Of English Language Teaching*. Oxford University Press.

Journals:

- *Interdisciplinary Strategies for English and Social Science* http://apcentral.collegeboard.com/apc/public/apcentral/apc/apc_group_1_main_ap_2014.pdf
- *Issue Theme: Interdisciplinary Frontiers: Teaching and Learning in Collaborative English Journal*, Vol. 101 No. 3 January 2014 <http://www.atsc.org/journals/Issues/101FS>
- *The varieties of language teaching and learning* Eric. H. Stein, *Theory and Practice in Language Studies*, Vol. 1, No. 3, pp. 308-311, March 2011.

Select Online resources:

- *Characteristics of a virtual classroom* - www.learnsite.com/characteristics-of-a-virtual-classroom/

Criticisms

- <http://www.perspectiveson.com/2012/09/23/the-same-principles-of-constructivism-constructivism-be-constructed-to-construct.html>
- <http://www.differencebetween.com/difference-between/learn-and-construct/>

How to Critique Poetry

- <http://www.mindware.com/Critique-Poetry>
- http://www.writingonline.com/writing-on_line_in_Poetry-To-Critique-A-Poem
- *Four Types of Writing* <http://critical-care.europages.com/en/4-Types-of-Writing>
- *Free-English.com* <http://www.free-english.com/english/News.aspx>

File adaptation:

- Adaptation: novel to film: http://www.pia.org/teachingresources/learningresources/lt_adaptation.html
- Adaptation: From novel to film: http://clarendonpublicschools.net/wachs/pw_page_main11/FITC_Adaptation_1.pdf
- Maps/Place facts: http://www.pia.org/teachingresources/learningresources/lt_about.html
- Lesson: education: <http://pia.org/education.html>
- Lesson: TEFL lesson: <http://pia.org/teaching/>

Language forum

- <http://www.teachingenglish.com/forum>
- <http://how-to-teach-efl.com/forum>
- Learning Opportunities in the EFL Classroom: <http://efl-consult.com/learning-opportunities-efl-classroom/>

Online Language Games

- Games zone: http://www.english-tefl.com/efl_games/gameszone.html
- Quiz: <http://www.quiz.com/pages/learnfun.html>
- Vocabulary games: <http://www.vocabulary.co.uk>

Mobile learning

- «Language» + guide to mobile learning in ELT: <http://englishagenda.britain.com/articles/1097/more-guides-mobile-learning-efl>
- Mobile Learning in ELT: Survey 2012: <http://inspiration.blogspot.in/2012/11/mobile-learning-in-efl-survey-2012.html>
- Online forum: <http://www.teachingenglish.com/articles/416/using-online-forums-to-improve-learning-and-education>
- English Conversation Practice - Try to FL - American English Pronunciation: <http://www.youtube.com/watch?v=eg33p2Pn>

Pronunciation practice online

- 14 English pronunciation practice - ESL, English, English lessons - Pronunciation resources: <https://www.youtube.com/watch?v=5m5L2U7Pw>
- Pronunciation
- English Speaking Online: <http://www.englishspeakingonline.com>
- Pronunciation tips: <http://www.efl.co.uk/online/teachingenglish/grammar/grammar>
- Speaking & Pronunciation Practice: <http://efl-consult.com/practice/speaking-pronunciation.html>

Podcast

- Speaking skills for advanced learners of English: <http://englishspeakingpodcast.com/>
- The English we speak: <http://www.theweekpodcast.com/efl>
- Listen to English: <http://www.listen-to-english.com/>

ELT Research

- Article research: <https://www.teachingenglish.org.uk/article/article-research>
- Directory of UK ELT Research 2005-12: <https://www.teachingenglish.org.uk/efl-research>
- Mall's English Projects: http://www.mallsmall.com/Article_Research_Projects.htm

The State of ELT Research in the UK: http://img.weebly.com/uploads/3/1/4/0/3140071/pinal_discussion_report_part_3_-_the_state_of_elc_uk_research.pdf
 Online research: <http://www.tefl.net.uk/research>
 National Curriculum Framework 2006: <http://www.ncet.ac.uk/english/ncf/ncf-framework-english-ncf2006.pdf>
 The Speed Site: <http://thespeedsite.com/whatisthe.html>
 Tips on Reading: <http://www.postinternational.org/poems-and-performance/tips-on-reading>
 5 Current trends in teaching and learning EFL/ESL: <http://blog.tefl.net/5-current-trends-in-teaching-and-learning-efl-esl/>

Useful sites

Best Websites for teaching and learning 2014: <http://www.ala.org/ala/standards/guidelines/best-websites/2014>
 Cambridge EFL: <http://uk.cambridge.org/uk>
 CELT (Centre for Information on Language Teaching and Research): <http://www.celt.org.uk/info/index.html>

e-Library

Metis Trust's digital library: <http://www.metistrust.org/>
 Open eBooks Directory: <http://eLibrary.net>
 ProQuest eLibrary: <http://www.proquest.com/products>

Services library.html e-Resources for poems

Early English Prose Fiction (ProQuest): <http://library.oxa.oxa.information.warwick.ac.uk/early-english-prose-fiction-proquest>
 e-Resources for poems: <http://www.poetryfoundation.org/learning/resources>
 New E-Resources: <http://uk.cambridge.org/uk/news/2014.html> 2014-12-01_1049_system.html
 Resources for English and American Literature: <http://www.lib.msu.ac.uk/academic/subjectresources.php?subject=ESL>
 Education sites: <http://www.topeducation.com>
 EFLflow: <http://www.eflflow.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 - 10.1: Techno Pedagogic Content Knowledge Analysis: English

MOLES OF INTERACTIONS: 46 (Instructions) + 20 (Activities/Process) = 66 Mo

Objectives:

- 1. To familiarize with concepts of teacher as a Techno-pedagogue.
- 2. Identify ways of networking both for knowledge enrichment and instruction.
- 3. Familiarize with the scope and possibilities of Models of teaching as an instructional design.
- 4. Develop an awareness of global trends in English Language education.

Contents:

- Unit I: TPCK and Self-Instructional Strategies (Duration: 12 hrs)
- Unit II: Networking in language learning (Duration: 20 hrs)
- Unit III: Models of Teaching in Language Training (Duration: 12 hrs)
- Unit IV: Global Trends in English Language Education (Duration: 12 hrs)

Unit I: TPCK and Self-Instructional Strategies (Duration: 12 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with the concept of teacher as Techno-pedagogue. 2. Identify the interrelationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge.	1. Techno-Pedagogue 2. Content Knowledge 3. Pedagogic Knowledge 4. Technological Knowledge 5. Teacher as a Techno-Pedagogue 6. Nature and scope of Self-Instructional Strategies 7. Programmed Instruction - Linear-Broadcasting 8. Self-Instructional modules 9. Computer Assisted Instruction (CAI) 10. Computer Based Instruction (CBI) 11. Computer Assisted Language Learning (CALL)	Comparison of various content available in different digital formats. Group task to identify effectiveness of different digital content in reaching proposed learning objectives. Demonstrate of working content with	1. Preparation of concept-based instructional material.

		computer to aid and enhance using computer Pair and group work to prepare computer- based instructional materials	

Unit II: Networking in language learning (Duration :20 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with ways of exploiting Internet resources for both knowledge enrichment and instruction	○ Networking ○ Teacher –Teacher, Teacher-Institution, ○ Teacher-Student ○ Forum , Wiki, Blog ○ Video Conferencing ○ Professional communities -English ○ Teacher Blogs ○ Teacher Tools ○ EFL Cafe ○ Ludoella ○ Content writing ○ Copy Writing ○ Outwriting ○ Transcription ○ Learning Management System ○ Scope ○ Storage ○ Collaboration	○ Introductory talk ○ Demo in Smart ○ Classroom ○ Pair-share ○ Collaborative tasks	○ Group presentation ○ Monitoring of activities in ○ virtual ○ world ○ Checking fluency ○ on Web

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarise with Models of Teaching as an interactive design and identify ways of employing them for teaching Pron, Poetry, Vocabulary and Grammar	1. Classroom as a Model- Front, Social System, Principles of Function, Support System, Instrumental and integrative effects 2. Direct Instruction Model 3. Concept Attainment Model 4. Affective Experience Model 5. 6. 7.	Classification of Specimen Lessons based on specific Models Group train for preparing lessons based on specific Models Assessment and communication	1. Ability to transmit the content/ achieve objectives in the plans prepared 2. Checking effectiveness of Lesson Plans based on specific 3. Monitor for content content

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarise with global trends in Language education 2. Familiarise with aspects related to translation 3. Give an overview of digital resources for Online learning	1. Exercises and pedagogical practices in countries where English is treated as L1 2. Exercises and pedagogical practices in Asian countries as ESL 3. Literary Translation as a language studies 4. Beyond Chomsky - Factors and dimensions of studies and articles in Journals	Lecture-discussion on different pedagogical practices Care reading of literary texts followed by group discussion	1. Preposal concepts 2. Peer evaluation 3. Performance in term

	3. Evaluation of digital resources for Online tutoring	Comparison of articles in journals and magazines to identify focus and style required for journal articles followed by critique of articles written by peers. Comparison of open source digital resources followed by design and preparation of digital resources for Online tutoring.	

References

Books:

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- [2] Joyce, Bruce and Marsha Weil (1972) Models of Teaching. Prentice Hall Inc., Englewood Cliffs.
- [3] Lockwood, Paul. (1999). The Design and Production of Self-Instructional Materials. Psychology Press.
- [4] Spurling, Debra. (1997). The Internet Guide for English Language Teachers. Prentice-Hall Regents. (1999 edition also available)
- [5] Warehamar, Mark (et al.) (2005) Internet for English Teaching TESOL.

Journals:

- [6] *Information & Communication Technologies in ELT*. Abdul Mahmud Hweel, Ibrahim, Journal of Language Teaching and Research, Vol. 1, No. 1, pp. 211-214, May 2010 © 2010 Arizona Publisher ISSN 1944-769
- [7] *Models of Teaching: A relation to the teaching style learning style dilemma*. Susan E. Ellis Educational Leadership, January 1975 9274-77.

Online references:

- [8] CALL (computer assisted language learning): <https://www.lls.ac.uk/resources/gg651>
- [9] Collaborating with Wikis: http://text.org/index.php?title=collaborating_with_wikis

- 20 *Course Based Instruction in EFL Contexts*. Douglas Davies. *The Internet TESOL Journal*, Vol. IX, No. 2, February 2005. <http://web.org/Articles/Davies-CBI.html>
- 21 *Critical ELT Practices in Asia: Ideals, Practices, and Possibilities*. Kiron Song and Rod Pedersen (Eds.). *Transgression: Cultural Studies and Education Volume 17*. Sense Publishers. <https://www.sensepublishers.com/media/205-critical-el-practices-in-asia.pdf>
- 22 *Educational Blogging*: <http://www.org.uk/en/education-education-blogs>
- 23 *E-books with a Writ: Narrative Teaching of English as a Foreign Language*: <http://www.ils.papers.pl/>
- 24 *How to Write and Publish an Academic Research Paper*:
http://www.journaling.com/TLIS/How_to_Write_and_Publish_an_Academic_Research_Paper.pdf
- 25 *Online reading material*:
<http://www.gutenberg.org/ebooks/1010>
<http://mlsbooks.library.spsd.edu/mlsweb.html>
- 26 *Online training platform*:
<https://edgeworks.com/>
<http://www.humanware.co.uk/index.php>
<https://www.trainingbox.com/services-and-subjects/services/online-training/>
- 27 *Resources for Web Lessons*: <http://webquest.sdsu.edu/nations/webquest.htm>
- 28 *Second Language Acquisition: English as a Second Language Podcast*: <http://www.eslpod.com/en/>
- 29 *Specimen Direct Programme for marking Grammar*: <http://programme.directmaine.nidirect.com/#/course-17>
- 30 *Teaching English in the Digital Age*: <http://teachingenglish.reality.com>
- 31 *Translation activities in the language classroom*: <https://www.teachingenglish.org.uk/article/translation-activities-language-classroom>
- 32 *Using computers in language marking*: <http://wllfa.sdsu.edu/teachersupport/tech.htm>
- 33 *Using Videoconferencing to Facilitate Various Perspectives on the Teaching and Learning Process*. M. (2000). <http://www.computing.sdsu.edu/education/paraphrase.htm>
- 34 *What is technological pedagogical content knowledge?*. Koehler, M. J., & Mishler, P. (2009). *Contemporary Issues in Technology and Teacher Education*, 611, 60-71. <http://www.cstejournal.org/articles/031paper01.pdf>
- 35 *Writing a journal article review*: <https://academicguides.sdsu.edu/academic-handbook/writing-journal-article-review/>
- 36 *11 Common writing secrets of professional writer [The Advanced Content Marketing Guide: 1001 Proven and Killer Tips]*. Argente. <http://www.godaddy.com/1001-proven-killer-tips-to-success-marketing-content/>

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

HOUES OF INTERACTIONS: 80 (Theoretical Discourses) + 30(Audition/Practices) = 110 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 competence 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 Scenarios 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
1. Get acquainted with the modern principles and trends in curriculum construction and designing of instructional materials for curriculum transaction	- Curriculum - Concepts and principles of curriculum construction - Approaches, types of curriculum - Curriculum and Syllabus - Preparation and designing of curriculum transaction material for Hindi language instruction - Designing of student-teacher generated Digital texts, adapting for downloadable digital resources in Hindi - Familiarising with the use of basic texts and references in Hindi -Google transliteration (for Hindi typing), Hindi online dictionaries ~	- Analytical approach - Seminars - Lecture - Co-operative learning - Workshop - Library works - Utilisation of web resources	- Group investigation - summary reports - Authenticating the authenticity of the - networking resources ~ by - posts and monitor

	www.standardsnet.com , Collection of Kidskitchen.com , http://www.kidskitchen.com Searching Videos for collecting materials for classroom instruction.		

Table 1 : School and Community Based Instructional Resources in Teaching Hindi (II No + 7 Bsc)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Develop a habit to take active involvement in social and community affairs and develop skills in public relation. 2. Acquaint with teaching and learning resources available in formal and informal contexts. 3. Equip to systematically evaluate instructional practices with the action.	1. School and community based instructional resources, school to the community and community to the school, social and community involvement activities. 2. Formal and Informal learning resources 3. Role of PTA, IPTA 4. Society as language lab. Film, Theatre	Discussion Field visit Hands-on experience Project method Visit to institutions	1. Prepare a list of community resources- Museum and present the ways to utilize the community resources 2. Report on field study 3. Surveying

	C Field visit, visit to central Govt institutions, interaction with native Hindi speakers, visiting institutions that promote Hindi language namely Kerali Hindi Prasharabha, Dakshin Bharat Hindi Prachar Sabha, Regional Hindi Directorate etc., visit to SCERT, NCERT D Organising co-curricular activities: language forums, Hindi literary clubs and day celebrations E Need and importance of library in Hindi education, developing library skills		

Unit 3: E-Resources in Teaching and Learning of Hindi (12 Hrs. + 3 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Analyze Hindi e-resources in instructional practice 2. Familiarize with on-line resources, software and social networking 3. Explore and practice infotainment	• E-resources, utilization of e-resources, web resources, need for Hindi e-resource pooling and development of a portfolio, MO-learning as a pervasive method for effective Hindi instruction, e-learning web based learning • Learning management system (LMS) in teaching learning of Hindi education • Promotion 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	Online learning Demonstration Individual, group work Web search	• Assessing the preparation of e-learning material • Preparing report on online resources

Unit 4 Research Trends in Hindi Education (14 Hrs+ 3 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Grasp the need and scope of research in Hindi instruction. 2. Develop research aptitude and inquiry skills	□ An introduction to Research in Education- Need and scope of research in teaching-learning Hindi, need for developing innovative techniques and strategies □ Hindi teacher as a researcher □ Analysis of Research outcomes in Hindi education with respect to teaching and learning □ Action Research	Group Discussion Prepare a note/paper (utilizing internet) on the latest research findings on pedagogical aspects in Hindi Group Seminar Action Research Project	□ Evaluation of seminar presentation skill □ Performance assessment □ Examine communication 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 TPACK
- 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

Table 1. Teacher Pedagogic Content Knowledge Analysis (TPCK) and Self-Instructional Strategies

Learning Outcomes	Major concepts	Strategies & Approaches	Assessment
1. Augment the concepts of teacher as techno-pedagogue and become aware of the concept TPCKA	• Joint relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue	• TPCK based content analysis through peer discussion and teacher interaction	• Prepare a self-regulatory lesson on 'Teacher as a Techno-Pedagogue'
2. Become associated with technology enhanced learning	• Steps of Techno-Pedagogic Content Knowledge Analysis	• Demonstration	• Document analysis
3. Get acquainted with the self instructional strategies and work of creating content and blogs for pedagogical analysis	• TPCK based content analysis of our teacher in Hindi from old VCD or DVD	• On line and off line learning	
	• Collection of links or videos in Hindi, e-News papers and e-journals • Self instructional Strategies: Digital Portfolio, Online Collaboration, use of Multimedia, Webquest, E-Learning, Technology integrated problem solving learning, Computer assisted learning Packages,	• Group discussion, Peer-to-peer presentation	

	Preparation of self instructional Modules , Creation of Email ID and Blogs ,preparation of powerpoint presentation Internet as a Research and Communication Tool , Using search Engine , Chatrooms Blogs to encourage peer interaction , expert consultation /Collaboration Projects		

Unit 2: Networking in Hindi Learning

Learning Outcomes	Major concepts	Strategies & Approaches	Assessment
1. Develop the ability to acquiesce with the various modes of networking for effective language instruction.	□ e-learning	Utilising e-learning resources Virtual tour to digital learning platforms	□ Performance assessment and feedback □ Evaluation of Online Assignments
2. Equip to generate avenues for networking as a means to enhance Hindi language learning.	□ 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 software, Translation Buddy, eee Hindi □ Applications of Social Networking systems, online reflection using blogs, online forums and Hindi communities, communication	Downloadling gooling competency enhancement packages resources Workshop Postings in blogs	

	site, preparation of online notes □ Awareness of student safety on the Internet, Copyright Issues and International Copyright laws regarding computer technology and Internet		

Unit 3 Models of Teaching

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with different types of Models of Teaching as an Instructional Design	□ Models of Teaching - Introduction and definition, elements of a model, classification of model types and families □ 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	□ Experience sharing □ Assessment of lesson plans □ Using different models of teaching □ Peer assessment □ 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

Unit 4: Global Trends in Hindi Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with global trends in language education	□ Importance of Hindi as link language in the global context	□ Discussion □ Brain storming	□ Presentation □ Assessment of assignment/report
2. Analyse the scope of Hindi language in the global context	□ Hindi education and job opportunities in the global context □ Global trends in Hindi education □ Hindi language education in India and Gulf countries	□ Problem solving □ Concept maps □ Online learning □ Assignments □ Report	

SEMESTER II EDU- 09.4

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 -I 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+4HOURS)

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/ APPROACHES	ASSESSMENT AND EVALUATION
To understand and analyse the curriculum and text books of Sanskrit from old to 11 prepared by NCERT based on the theoretical principles of curriculum construction.	Principles of Curriculum construction and organization- General principles of curriculum construction -Cognitive and spiral approaches, Psychological and logical approaches.Modern trends in curriculum. Review of NCERT 1007,2009,NCERT 2007, Theoretical base of Kerala Curriculum framework - critical pedagogy, were based - curriculum-social constructionism-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, shlokas and veda. Time allotted to various stages - Critical study of Sanskrit syllabus	Question. Lecture method. Meaningful verbal expression. Revision. Presentation. Brain storming	Optional level focused group discussion. -Participant observation- Observation. Examine the level of participation.

		Discussion lesson-Designing templates and recording-5 and models of teaching-3 out of 5 - 15 marks. Demonstration (observation and recording)-1. Criticism- performance, observation, and recording-5 and models of teaching-3 out of 5 Critical analysis.	Participant observation. Participation. Observation. Observation and Criticism. *Test-5Marks.

UNIT- II: COMMUNITY BASED TEACHING AND LEARNING OF SANSKRIT[18HOURS-7HOURS]

Course Specific Outcomes	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, Library 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 festivals and vyasaparyants, Visit to various historical places and importance of Sanskrit - archaeology museum - mural paintings, ancient universities, Inscriptions, manuscripts, Railway, Sanskrit Museum, Vyasa Samiti etc. Inclusive Education-Concept, Need and Significance, Ways of dealing with learners with LD/Children with special needs.	Discussions. School induction programmes. Guest sessions. Mind mapping. Presentation.	Role performance. Based on report and participant observation. Participant observation. Analysis and mapping. Observation. Analysis the group discussion.

		Narrative expression session in small or medium groups. Community living camps. Visits. Interview.	Participant observation. *Practicum-10 Marks.

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

Course Specific Outcome (CSO)	CONTENT	STRATEGIES APPROACHES	ASSESSMENT AND EVALUATION
To familiarise 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.	Demonstration and lecturing. Assignments for preparing lessonplans based on E resources. Meaning full verbal expression.	Observation.

		Video script-Developing, enacting, recording and uploading-1- 10 marks. Or ICT based Lesson designing and uploading in Blog-1 Presentation.	Participant observation. Role performance. Participant observation.

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-Groups- 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.Proseminar-1 =3Marks

2.Seminar Presentation-1=3Marks

3.Reading and Reflecting on any text=10Marks

4.Mid Semester Exam=3Marks.

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 Sanskrit Education.

CONTENTS

UNIT-I TPOK AND SELF INSTRUCTIONAL STRATEGIES

UNIT-II NETWORKING 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-5HOURS)

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 programme for one week -15 marks. Observation of model lesson-2 day-and reporting during school induction-10 marks.	Participant observation. Discussion and Participant observation. Analyse the role performance. Performance. Role performance. *Test- 1 Marks.

UNIT III MODELS OF TEACHING IN LANGUAGE PRACTICE [18HOURS-1HOURS]

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. Performants.

	Influence of Sanskrit to various cultures- Thailand, Indonesia, etc. Comparative Education as a new Subject- Comparison with other languages [English, Malayalam, Hindi] Contribution of Sanskrit- other disciplines, Medicine, Ayurveda, Music, Agriculture, Law etc.	Collection of knowledge. Group Discussion. Collect resources. Discussions. Meaning full verbal expressions Presentation.	Presentation. Participant observation. Assignment. Role performance. Peer instruction. Performance. Practicals-10- Marks.

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

EDU09.3 : CURRICULUM AND RESOURCES IN DIGITAL ERA – ARABIC EDUCATION

(Transactional hours -60+ CE – 36 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 material in various forms for effective instruction
- ☐ CO-4 Explore and practice instructional activities in language
- ☐ CO-5 Enable to promote student effort in learning
- ☐ CO-6 Equip to manage diverse learner needs in language classroom
- ☐ CO-7 Develop instructional materials in practice 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	RESOURCES IN TEACHING & LEARNING OF ARABIC LANGUAGE
UNIT-IV	RESEARCH INPUTS IN ARABIC LANGUAGE LEARNING

UNIT II: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Familiarises with the principles of curriculum construction and organization 2. Acquaints with various trends in modern language curriculum	- Curriculum-Meaning, Definitions: 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. - NCF (2005), KCF (2007) - Critical review of Arabic Curriculum of state schools of Kerala	Introductory Lecture Discussion Group Discussion Observation Narration	- CE - Assignments - Discussion reports - Debate - Class test - TE

UNIT II: COMMUNITY BASED TEACHING & LEARNING OF ARABIC LANGUAGE

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Acquaintance with teaching and learning practices at school/college formal and informal contexts 2. Develops the skill of applying community based learning resources in teaching and learning	- Community Based Teaching and Learning Resources: Formal & Informal learning contexts - Role of University Departments, Arabic Colleges, Darul Uloom, Religious madrasas - Search to Language Lab - Language forums - Celebration of International Arabic Day	Introductory Lecture Discussion Group Discussion Observation Narration	• CE • Observation • Discussion paper • Assignments • TE

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

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Explore and practice different activities in language teaching 2. Develop and demonstrate skills in practice in the field of Arabic Language Teaching and learning	- E-learning and E-teaching - Digital books & E-books, Digital literacy & other e-resources - Designing Digital resources & its use in application - Adapting digital resources for teaching Arabic - M-learning: Smartphones Learning Devices and usage	Introductory Lecture Discussion Group Discussion Observation Narration	• TE

UNIT 10: RESEARCH INSIGHTS IN ARABIC LANGUAGE LEARNING

Course Specific Outcomes (CSOs)	Major concepts	Strategies & Approaches	Assessment
- To review and disseminate the recent innovations in the field of Arabic language. - Equip to identify diverse issues/needs by conducting action research in Arabic Language Education.	- Research in Arabic Language Education and Second Language Proficiency - Identifying and investigating innovations related to Arabic language learning - Action Research- Investigating innovations - Service Research Research in Arabic Language Education - Place of Arabic language as a related knowledge	- Interactive Lecture - Discussion - Group Discussion - Observation - Harvest	- CE - Exams - Assignments - TE

References:

- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon
- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon
- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon
- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon
- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon
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- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon
- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon
- The curriculum of Arabic Language Education in Arabic Language Education, Dar Al-Farooq, Lebanon

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

(Theoretical Discourses- 50 hours& OE – 50 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 acquire the teaching skills by enacting complex skills of classroom teaching
- CO 4 Develop the skill of enhancing web based resources into teaching
- CO 5 Familiarize with basic concepts of models 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:	TECH 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
1. Develop an understanding of Techno- pedagogical content knowledge Analysis 2. Develops the ability and acquires the teaching skills by practicing various tools of classroom testing	• Techno- Pedagogic Content Knowledge Analysis (TCPKA) • Interrelationship of Content Knowledge, Pedagogical Knowledge & Technological Knowledge • Scope and challenges of TPCK in Arabic language Teaching • Teacher as a TechnoPedagogue • Knowledge generation products • Use of web based resources in TPCK • TPCK based content Analysis of selected units of TB of Secondary schools • Programme of Instruction and Self instructional modules	Introductory Lecture Discussion Group discussion Observation Narration	• 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	• Networking in Teaching and learning • Networking for professional growth • Forming forum of online learning • Emails, blogs, teachers tube, for promoting teaching and learning of Arabic	Introductory Lecture Discussion Group Discussion Observation Narration	• CE • Observation • Online Assignments • TE

UNIT III: MODELS OF TEACHING IN PRACTICE

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. Familiarize with basic concept of models of teaching, ways of employing in teaching	Models of Teaching: Basic Concepts and Properties: System, Social System, support system, principles of reaction, Instructional & nurturing effects	Introductory Lecture Discussion	CE Assignments Discussion report TE
2. Acquire the ability to design lesson templates based of selected models and apply in classroom teaching	- Design based on selected models of teaching - Concept Attainment Model, Advance Organizer Model	Group Discussion Observation Narration	

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 sensitise 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. Familiarise student teacher with the principles of curriculum construction and organisation 2. Grasp the relationship between curriculum and Syllabus	- Principles of Curriculum construction and organisation - NCF 2005, 2009, KCF 2007 - Critical Pedagogy - Issue-based curriculum - Social constructionism - 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 Interactive on the different Frame work available Verbal interaction Preparation of Check list and group analysis of CB	- Evaluation - of entry mode - in Reflective - Journal

Unit II: Community Based Teaching and Learning of Tamil (10 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Acquaint with teaching and learning resources available in formal and informal contexts	- Teaching and learning resources - Formal & Informal learning contexts - Role of Language Institutes and Local Library for learning Tamil - Society as Language Lab - Film	Field visit Hands-on experience	- Surveying - Checklist - Presentation of field visit reports

	• Theatre • Literary clubs, Language forums • Interviews 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	Group discussion Sharing of learning experience	

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

Learning Outcomes	Major concepts	Strategies & Approaches	Assessment
4. To analyse instructional materials in print and digital form for effective transactions 5. To explore and practice self-instruction activities in language	• 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 • Facilitation	Presentation of specimen digital resources followed by critique on effectiveness Individual Peer work Exploring online resources and preparing report	• Performance evaluation • Participant observation

Unit IV: Research Input in Tamil Learning (10 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
6. To enable student teachers to promote student effort in learning	• 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	Intro lecture Enquiry centred discussions Group tasks by assigning specific roles	• Style of presentation • Performance • Examine communicative competence

EDU -10.6 : TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : TAMIL

(Theoretical Discourses - 60 & CE - 30 hours)

Objective:

- To familiarise with the concept of teacher as a Techno-pedagogue.
- Identify ways of accessing both for knowledge acquisition and instruction.
- Familiarise with the scope and possibilities of models of teaching with instructional design.
- Develop an awareness of global trends in Tamil Language education.

Contents:

Unit I: TPCK and Self Instructional Strategies

Unit II: Networking in Language Learning

Unit III: Model 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
Familiarise with the concept of teacher as Techno-pedagogue	• TPCK • Techno-Pedagogy • Content Knowledge • Pedagogic Knowledge • Technological Knowledge • Teacher as a Techno-Pedagogue • History and scope of Self instructional Strategies	Comparison of some content available in different digital format	• Preparation of computer-based instructional material
Identify the inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge	• Programmed Instruction - Linear, Branching • Self Instructional modules • Computer Assisted Instruction (CAI)	Group task to identify effectiveness of different digital content in realising proposed learning	

	• Computer Based Instruction (CBI) • Computer Assisted Language Learning (CALL)	Advantages Documentation of teaching content with computer as aid and structurally using computer Pair and group work to prepare computer-based instructional materials	

Unit II: Networking in language learning (10 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
Familiarises with ways of exploiting Internet resources for both knowledge acquisition and instruction Develops necessary skills for manipulation of information and content using webites	• Networking-Teacher-Teacher, Teacher-Institution, Teacher-Student • Forum-Wiki-Blog-Video Conferencing • Professional communities /Email Teacher Blogs-Teacher Tube-YUL-Listserve • Content writing-Copy Writing-Outsourcing Transcription	Introductory talk Demon in Smart Classroom Pair-work Collaborative tasks	• Onsupperventum • Monitoring of activities on virtualworld • CheckingPopularityon Web

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
Familiarises with Models of Teaching as an instructional design and identifies ways of	• Discussion of a Model- System, Social System, Principles of Exaction, Support System Instructional and monitoring efforts	Distribution of Specimen Lessons based on specific	• Ability to research the content realize objectives in the plans prepared

exploring them for teaching Prose, Poetry, Vocabulary and Grammar	• Direct Instruction Model • Concept Attainment Model • Advance Organizer Model • Synthesis Model • Role Play Model	Models Group tasks for preparing lessons based on specific Models Assimilation and accommodation	• Charting effectiveness of Lesson Plans based on specific Models for chosen content

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
Familiarizes with global trends in Language education Familiarizes with aspects related to translation Gets an awareness of digital resources for Online tutoring	• Advanced Trends in Tamil Language Education • Exercises and pedagogical practices in Tamil language • Literary Translation as an exercise- poetry, fiction, prose, world classics from India, translations 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	Lecture-conferences on different pedagogical practices. Close reading of literary texts followed by group translation Comparison of articles in journals and magazines to identify form and style required for journal articles Followed by critique of articles written by peers Critique of specimen digital resources followed by design and preparation of digital resources for Online tutoring	• Prepares samples • Peer evaluation • Performance in tests

EDU 99 : 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 new humanistic attitude among the student teachers in the light of Mathematics-Technology-Society-Environment paradigms
- 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

Unit3: E- Resources in Teaching and Learning Mathematics

Unit 4: Research Trends in Mathematics Education

Unit 1: Curriculum: Designing in Mathematics Education

Course Specific Outcomes (CSO)	Contexts/major concepts	Strategies/approaches	Assessment:
1. To understand curriculum and student approaches in curriculum construction 2. To understand the modern trends in curriculum construction 3. To familiarise with the principles of Curriculum organisation 4. To familiarise various curriculum study groups in India and abroad	* Concept of Curriculum * New approaches to curriculum Construction - Critical Pedagogy, - Problem Based Learning, - Constructivist Learning - Reflective learning - Experiential learning * Modern trends in curriculum construction - objective based - child centred - correlation - help for higher education - Reflect as a unified discipline - practicable etc	- Meaningful verbal expression - Quiz sessions - PBL - Peer instruction - Seminar - Web Streaming - Blog writing	- Performance analysis in group discussion - Observation - Seminar reports - Participation in the Seminar sessions - Assessment of daily reflections - Assignment

	* Principles of Curriculum organisation - -Topical and Spiral, -Logical and Psychological, -Correlation * Curriculum Study Groups - SMP, SMG, NMP * Agencies of Curriculum Development - NCERT and SCERT		

Unit II: FORMAL AND INFORMAL CONTENTS IN TEACHING AND LEARNING MATHEMATICS

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

present contacts 3. To make familiarise with informal learning contacts	(symmetry etc.) * Mass media resources - Mathematics laboratory - Mathematics library - Mathematics Club * Informal learning contacts such as Mathematics exhibitions, Fair, Field Trip etc.	- Assignment - Seminar - Field trip - Community resource mobilization - Contextual analysis	- Participation in the 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 of modern technology in the teaching and learning of Mathematics	• Digital resources-CD, DVD, Websites, digital text books * Learning management system(LMS)- definition and significance * Identification of E-resources(Web 2.0 tools: - Blog, Pinterest, Teacher Tube, Edublog. * e-learning- Nature and scope	- PowerPoint Presentations - Extension talks - On line learning - Web Browsing - Explicit teaching - Peer instruction	- Documentation - Assessment of individual performance - Think Aloud Sessions

	*Online Resources *Today's teacher – a digital nation- challenges		

Unit IV- RESEARCH TRENDS IN MATHEMATICS EDUCATION

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

Suggested references books :

- _ Aggarwal, I.C. (2001). *Principles, Methods & Techniques of Teaching* (2nd ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- _ Edgar, M. & Kar, D. B. (2006). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House
- _ James, A.(2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications,Pvt. Ltd.
- _ James, A. (2004). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- _ Jeyra, S., Ural, M. & Chakrav, E. (2004). *Methods of Teaching* (3rd ed.).New Delhi: PHI Learning Private Limited

- _ Kulakreshika, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- _ Kumar, S. & Ratnakhar, 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. (2003). *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.
- _ Ras, D.S. & Pushpalatha, D. (1993). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.
- _ Soman, K. *Gurukulakrishnabodhanam*. Thiruvananthapuram: Kerala Bhaskar Institute.

EDU 107: TECHNO-PEDAGOGIC CONTENT KNOWLEDGE- MATHEMATICS

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

COURSE OUTCOME (CO):

- CO1: To understand self as a pre-requisite to interacting 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 I: Techno-Pedagogic Content Knowledge and Self Instructional Strategies:

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

role of the teacher as a techno-pedagogue 3. To enable the student teacher to generate and transmit TPACK based content analysis of Secondary school text books and CD resources to help students to practice self-instructional strategies	pedagogic knowledge and technological knowledge _ Scope and challenges of TPACK _ Generation and transmission of TPACK based content analysis of secondary school textbooks and CD resources	Power point presentations Illustrations Online assignment Using the possibilities of blogs in networking Video clippings	_ Observation _ Participation in the Session Session _ Examples cited in their lecture note _ documentation

Unit II: Networking in Mathematics Learning

Course specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To familiarise the student teachers with net working as a means of personal and professional growth	• Networking • Meaning and scope *Networking in learning Mathematics	Demonstrations Illustrations Video clippings Debating	_ Document analysis _ Student reports - Digital document analysis - Blog posting

of teachers	*Concept of E-learning for instructional professional growth	Web based illustrations	
2. To provide hands on experience at online learning	*creation of personal e-mail ID and BLOGG with a minimum of 2 posts for presenting the teaching and learning of Mathematics	Power point presentations	(Practicals) o Creation of blog and posting

Unit III: Models of Teaching in Practice

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

Unit IV: Global Trends in Mathematics Education

Course Specific Outcomes (CSOs)	Contents/major concepts	Strategies/approaches	Assessment
1. To compare mathematics education across the world 2. To identify recent projects in science teaching in India	• Comparison of Mathematics Education in World Wide -Mathematics teaching Japan, USA UK and India Recent projects in Mathematics teaching in India- a)Jaisal, b)Sangra, OFSET.	- Web viewing - Documentation - Seminal lectures - Seminar	- Document analysis - Blog posting

Suggested reference books :

- Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching* (2nd ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Bode, H. B. (1977). *Modern educational theories*. New York: Macmillan.
- Edgar, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- James, A. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Joyce, B., Weil, M. & Calahan, E. (2000). *Models of Teaching* (2nd ed.). New Delhi: PHI Learning Private Limited.
- Krishnakrishna, A. K. (2008). *Teaching of Mathematics*. Meerut: R. Lall Books Depot.
- Mustafa, M. (2007). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Orton, A. (2007). *Teaching Mathematics* (3rd ed.). London: Continuum.
- Sathigal, M. E. & Kann, M. E. (2004). *Models of Teaching: Theory and Research*. New Delhi: Anshu Publishing House.
- Sathigal, M. E. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.

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

(Theoretical discourse – 80 hrs, CE – 20 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 Contents in teaching and learning of Physical Science

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

Unit 4: Research in Physical Science Education

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

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessments
- To acquire with the concepts of curriculum and syllabus - To understand and apply the principles of curriculum construction - To familiarize with the curriculum organization - To familiarize with the recent trends in curriculum construction, in state, national and international level - To understand correlation of Physical Science within the subject as well as with other subjects	- Curriculum and syllabus-making. - Principles of curriculum construction. - Types of curriculum-subject matrix, activity matrix, core curriculum - Approaches to curriculum organization-Conceptual approach, task approach, Type study, topical approach, Historical approach, General science and disciplinary approach - Indian curriculum - Trends in curriculum construction-NCERT (NCF)-science basic outline of variety of science curriculum and science curriculum at different stages-outline and NCERT curriculum (NCF)-major criticisms/revision against the operating science education and aims of education (5 domains), issue based curriculum, Critical Pedagogy - Critical analysis of secondary school curriculum in Physical Science prescribed by NCERT - Science-A Process approach (SAPA), Cognitive Acceleration Through Science Education (CAST) / SATS	Meaningful verbal expression Brain storming PBL Peer instruction Seminar TVs Brainstorming Document analysis Blog reading	- Quantifying - Flow performance analysis in Brain storming - Concept mapping - Open book analysis

	Think through Science- 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		

Unit 3: Formal and Informal Contents in Teaching and Learning of Physical Science (20+10+10 hours)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessments
1. To acquaint with the concept and significance of community based resources 2. To familiarize various Social and informal learning contexts 3. To identify the contribution of human resources in local community 4. To identify governmental and non-governmental movements for popularizing science.	a. Community based resources: Meaning, need and significance b. Formal science learning contexts- • Science theory: importance and organization, web resources • Science laboratory- importance and organization, Equipment, Fulas, Accidents and first aid • Field trips and excursion- need and importance • Science fairs and exhibition- Significance, organization and evaluation • Science club- significance, organization and activities c. Informal learning contexts: Science Park - Museum, Scientific monuments, play grounds, media room, planetarium, ASERT, - human resources- Scientists and eminent personalities in local community d. Governmental and non-governmental movements and organizations for popularizing science- Science Talent Search Programme, Science Olympiad (NATSA), CIFT, Jeevaprakshya scheme, Kavya Shree, Sahitya Akademi	Narrative expression sessions in small or medium group Assignments Seminar Field trip Community resource mobilization / Content analysis	• Performance analysis • Quiz programmes • K-M-L charting • Profile presentation • Blog posting

Unit 2: E-Resources in Teaching and Learning of Physical Science (15+5=20 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment of
1. To identify various digital resources in learning of Physical Science 2. To understand the significance of Learning Management System 3. To familiarise various resources 4. To identify the challenges and means of rescue a teacher should possess in this digital era	1. Digital resource- CO, TnD, websites - 2. Learning Management System (LMS)- definition and significance- MOODLE 3. Identification and use of e-resources 4. Web 2.0 tools - Web 2.0 resources, Moodle (Dynamic periodic table), Edmodo, Teacher Tube, Everlog, Chem Collective 5. Today's teacher - a digital native- challenges	Web Streaming Explicit teaching Peer Instruction	• Documentation • Assessment of individual performance • Think Aloud Sessions

Unit 4: Research in Physical Science Education (3+3=6 hours)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment of
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 trend in Physical Science education.	- 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	- Blog posting - Project report - Documentation

Reference

- David Heywood, Joan parker (2010): The Pedagogy of Physical Science: London, Springer.
- Funda Oezek, Inzaki Saleh (Eds.) (2012): Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science: USA, Information Age Publishing Group.
- Jeffrey Michael Keyes, Duncan Andrade, Ernest Morrell (2003): The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice: New York, PeterLang Publishing Inc.
- John Wallace, William Louden (2002): Dilemmas of Science Teaching [electronic resource] : perspectives on problems of practice: New York, Routledge.
- Miriamma Mathan (2014): Teaching science for biological and physical sciences: NAS Publisher: Kerala.
- Radhika Mathan (2007): Innovative Science Teaching: New Delhi, Practice 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 + 0 +23 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment of
1. To conceptualize the basic principles of Techno-Pedagogic Content Knowledge Analysis in Physical Science Teaching and Learning 2. To identify the role of science teacher as a techno-pedagogue 3. To understand various Self Instructional Strategies	- Techno-Pedagogic Content Knowledge Paradigm-Interrelationship of Content Knowledge, Pedagogic Knowledge and Technological Knowledge, - TPCK based content analysis of selected units of the secondary reader 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	Small group discussion Documentation Web searching Self study Poster/Pain Presentation Seminar Distance Questioning	- Participant observation - Document analysis - On task behaviour checklist - 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 familiarise with various thinking skills 3. To understand the models of teaching	- Application of Psychological theories of Piaget, Bruner, Vygotsky and Ausubel, and Gagne - Thinking skills – logical thinking, critical thinking, creative thinking, reflective thinking - Models of teaching-Concept Attainment Model, Inquiry Training Model, Advance Organizer Model, and SE model	- Meaningful verbal expressions - Group discussion - Peer learning - Observation - Brain storming - Video Analysis	- Analysis in group discussion - Class test

Unit2: Networking in Physical Science Learning (16 + 10 = 26 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the role and purposes of networking in learning physical science	- Networking – Meaning and scope - Networking in learning of Physical Science-Purposes Types- Technical, Personal and Institutional	Net surfing Blog posting Invited lectures Digital Modules Experiments	- Digital document analysis - Blog posting - Debate - Online test

Unit 4: Global Trends in Physical Science Education (18+18 = 36hrs)

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 trends across with special emphasis to secondary science curriculum, assessment, instructional strategies and learning outcomes - science teaching in Finland and Germany 2. Recent projects in science teaching in India - CTS (TTSchool project) - objectives and scope - syllabus - content	U/W streaming Documentary on - line Lecture	• Document analysis • Blog posting

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- AlThadrasAlhifafahwasasulhuwaAlfashruhuThaqasamAlsharquluwaThabbaaqruluwa DrFariHassanRayan,Aslamakutub alqadira
- MaaditafilaTharbyatilmathamyyasasurwaAlsharhuwaan,DaraAlfakarAlhifamafNashr
- Kutub al MadariswalUmatu al thasamyya: Majli al wafayalilbulumutafatariyawethadrasah
- Altharbywasilurupathadras: SalihobdulAzeezR AbdulAzeezAbdullHajeei, DaraAlsharAlQadiri
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EDU – 09 : 9 : CURRICULUM AND RESOURCES IN DIGITAL ERA : NATURAL SCIENCE EDUCATION

(Theoretical discourse: 50 Marks/50 hours & CE-25 Marks/ 00 hours)

COURSE OUTCOME (CO):

Enroll 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	Resources 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 Science.

UNIT-1 RESOURCE FOR NATURAL SCIENCE CURRICULUM TRANSACTION (Taxon level-10)

Course Specific Outcomes (CSOs)	Major concepts	Strategies & Approaches	Assessment
13. To understand different types of resources. 14. To understand the relevance & scope of different types of resources. 15. To understand, and utilize school based resources in formal and informal learning. 16. To develop skill in designing a high school biology laboratory. 17. To organize different extra-curricular activities related to science teaching. 18. To identify, and utilize different community resources for science learning.	• 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 organization, Field trip & Excursion, Community extension programmes • d. Living corner-Aquarium, Terrarium and Vivarium • e. Different types of gardens-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-encyclopaedia, encyclopaedia, magazines, journals. • Community Based Resources For effective Science Learning • Community resources for science learning- relevance and scope • Identification of Community resources	- Group discussion - Lesson - PBL - Media and technology based approach - Team teaching - Peer-teaching - Interdisciplinary method - Openness & designing science library, science laboratory.	• Quiz programme • Participation in group discussion • Questioning • Debate activities • Field trip report • Assignment • Seminar presentation

	for better science teaching and learning. • 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 Vigyan Kendra/ Research Center under State & Central government.		

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

Course Specific Outcome (CSO)	Major concepts:	Strategies & Approaches	Assessment
1. To understand the Meaning- functions and Principles of curriculum construction 2. To familiarise 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.	• Curriculum-Meaning-functions and Principles of curriculum construction. • Types of curriculum- subject centered, activity centered, integrated, state and hidden curriculum. • Approaches to curriculum organisation- Topical, Subject- Centred, Spiral and Integrated; Correlation approach (Horizontal & Systematic correlation). • Factors affecting curriculum organisation • Contents 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 various curriculum at different stages- school and NCERT Curriculum (RCP). • Curriculum reforms in India (NCERT) & abroad (IBSE).	- Meaningful verbal expressions - Group discussion - Small group sessions - Peer instruction - Stories expressing views in small or medium groups. - Role playing - Lecture - PBL - Modular approach - Multimedia and interdisciplinary approach. - Team teaching. - Peer tutoring	• Participation in group discussion. • Questioning • Conduct behavior in class. • Tests • Science diary • Daily reflective journal • Participant observation.

UNIT III: RESOURCES IN TEACHING-LEARNING OF NATURAL SCIENCE (ICT Materials) (Theory: hours:11)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand and compare the Educational CDs developed by NCERT, NCERT, IT@ school for the learning of biology at secondary level. 2. To familiarise Web tools related with HS Biology. 3. To familiarise 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, awareness & scope of virtual laboratory & virtual dissection. 7. To identify & use virtual laboratory & virtual dissection related with HS Biology.	• An introduction to the contribution of e-learning materials developed by NCERT, NCERT, SAMADRA, IT@ school & VICTED for the learning of biology at secondary level. • Web 1.0 tools: Hot Potatoes, Flashing. • An introduction to e-journals, e-books related with Biology. • Meaning, awareness & scope of virtual laboratory & virtual dissection.	Illustrative approach Multimedia and inter disciplinary approach. Team teaching Peer tutoring Meaningful verbal expressions Group discussion Using internet effectively for collecting information.	• Participation in group discussion. • Questioning. • On-task behaviour. • 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: 8 hours-11.)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand research topics in genetic engineering, medical sciences & Environmentals issues.	4.1 Research topics in genetic engineering (Gene transfer introduction crop/ Human Genetic Project, Transgenic animals)	Multimedia and other disciplinary approach.	Peer tutoring
2. To understand the emerging challenges related with organ transplantation.	4.1 Research topics in medical research (Cloning and scope of Organ Transplantation- a new hope for life, Nano-technological applications in medical field)	Team teaching.	Meaningful verbal expressions
3. To get an idea about the importance of family farming.	4.2 Research topics in Environmental issues (Family farming, waste disposal)	Peer tutoring	Group discussion
4. To get an idea about the status of special medicines in a scientific way.		Meaningful verbal expressions	Assignment
5. To suggest innovative measures to waste disposal.		Group discussion	Assignment
		Assessment:	Examination

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EDU – 10.9 : TECHNO-PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS -NATURAL SCIENCE

(Theoretical Discourses :50 Marks/40 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 Areas.
- 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-II)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To understand about the conceptual analysis of Technological Pedagogical Content Knowledge (TPCK). - To understand and find inter relationships of different areas of TPCK. - To develop skill in Technological Pedagogical Analysis of Content Knowledge (TPCK) of Secondary School Biology.	- Technological Pedagogical Analysis of Content Knowledge (TPCK)-meaning and steps. 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 expressions, activities in small or medium groups. Idioms and interdisciplinary approach. Team teaching. Peer tutoring	- Participation in group discussion. - Questioning. - Co-talk 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-12)

Course Specific Outcome (CSO)	Major concepts	Enquiries & Approaches	Assessments
- To understand the meaning & scope of networking in science teaching. - To develop skill in Networking through different ways. - To develop skill in the preparation and practice of ICT and Multimedia based materials in the training - learning process of science. - To develop skill in the preparation and practice of online assessment tools in science teaching learning process. - To understand - different competitive examinations for teachers. - To understand the Edupreneur, entrepreneurship - Career possibilities for trained graduate and post-graduate science students.	- Networking- meaning and scope of the working in science learning. - Development of one Blog for Natural science class and 7 postings by each student for promoting teaching learning and career challenges etc. - e-portfolio- means for institutional and professional growth. - ICT and Multimedia as technology enhanced contextualization devices in the teaching of life science- Collection Preparation of e-materials for yoga/yoga practices of secondary school biology syllabus including environmental issues affecting local community (Purwar, ponds, river, clippings, posters, environmental activities). - Online assessment- meaning and scope, done limit on Online quiz maker and test it during practice teaching. - Competitive examinations for secondary school teachers - Science Talent Search Scheme, Science Olympiad, Google science fair. - Entrepreneur Examination for teachers - SET, CTET, SET, CHSE.	Group discussion Lesson Formative profile presentation. Reflective practice. PBL Multimedia and interdisciplinary approach. Team teaching. Peer tutoring Self teaching e-portfolio Blog posting	- Online assessment - Quiz programme - Participation in group discussion - Questioning - Correct behavior - Teacher's portfolio - Blog posting - Self teaching - e-portfolio - Preparation of e-materials - Online Assessment

	UGC NET • Educational entrepreneurship – Career possibilities for trained graduate and post-graduate science students		

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 selecting pedagogy 3. To develop and design lesson plans based on Concept Attainment Model(CAM), Inquiry Training Model(ITM), SE Model of EBCA & Inductive Thinking Model 4. To develop skill in selecting suitable self-instructional strategies for selecting pedagogy 5. To understand about Computer Assisted Instruction (CAI) in advantages & disadvantages 6. To understand Appropriate Modules	• Models of teaching: Introduction, Elements and Families of models of teaching • Concept Attainment Model(CAM), • Inquiry Training Model(ITM), • SE Model of EBCA, • 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 expressions Group discussion Small group sessions Peer instruction Harvesta expression sessions in small or medium groups Brain storming PBL Modular approach Multimedia and interdisciplinary approach Concept Attainment	• Participation in group discussion • Questioning • Co-talk behavior in class • Tests • Science diary • Self-reflective journal • Lesson plans based on models of teaching • Module preparation

		Model(CAM) Inquiry Training Model(ITM) 3E Model of BSCS Inductive Thinking Model	

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.	- An introduction to global trends in education - University & Career readiness - Individualized learning	Narrative expression sessions in small or medium groups. Meaningful verbal expressions Multimedia approach Diagrams	- Participation in group discussion. - Questioning. - On-task behavior in class. - Tests - Science fair.

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EDU - 0910 : CURRICULUM AND RESOURCES IN DIGITAL ERA: SOCIAL SCIENCE EDUCATION
(Theoretical Discourses: 50 Marks/90 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 perspectives of e-resources in instructional practices and to develop skill in retrieving and traversing 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 (1 Hour + 4 Hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To get acquainted with various principles and trends in the construction and organisation of Social Science curriculum. - To become conversant with NCF and KCF to develop approaches to Social Science Education.	- 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.	Seminar with slide presentation (CE-Tda-19)

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Unit 2 : School and Community Based Instructional Resources in Teaching Social Science (3 Hrs + 4 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
To identify and to utilize community resources for the effective transaction of Social Science Curriculum	- Community Resource- museum, library, pond and steps in Social Science. - School to community and community to school- Kanchan- Historical- Palace, museum, river, forts, archives etc. Geographical- Pantheon, Mountains, sandara, rift valley etc. Political- Gramsabha, Panchayat, Legislative assembly, institutions etc. Economic- market, bank, stores etc.	Discussion Prepare a list of community resources- Screen and present the ways to utilize the community resources. Visit to any one of the community resources.	Field trip to any one site with action plan and report (Practical Sem. I)

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- *Engel, M. & Ran, B. (2002) Teaching Social Studies Successfully*, New Delhi: Discovery Pub House. [http://Aggarwal, J.C. \(1996\) A Practical Approach](http://Aggarwal, J.C. (1996) A Practical Approach), New Delhi- Vikas Publishing House Pvt. Ltd.
- *Singh and Goyal (2004) Teaching Strategies*, New Delhi: APH Publishing Corporation.
- *Raj, Ravi Bhand (1999) Models of teaching and concepts of learning*, New Delhi: Anand Publications.
- *Aggarwal, J.C. (2001) Teaching of Social Studies: A Practical Approach*, Mumbai: Vikas Publishing House.
- *Kumar, S.P.K & Moushal, P.P. (2009) Social Studies in the Classroom: Trends and Methods*.
- *Patilak R.P. (2012) Teaching of social studies*, Pearson, Delhi.
- *Elmesak Patrick (1974) Towards Effective Instruction in Social Studies*, USA: Houghton Mifflin.
- *Dash, B. M. (1992) Content* www.kalpana.org/wiki/wiki

Unit 3: Resource Mapping in Social Science

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
4. To generate a broad perspective of different resources in instructional practices 5. To develop skill in retrieving and extracting Social Science curriculum through different resources	- Effective use of Print Media in Social Science learning - Need for Social Science Laboratory: Concept of Time space and place cases in Social Science learning - Role of Library in Social Science Education - The need and role of Social Science club in community related curriculum programs	Discussion Developing social science laboratory Preparation of catalogue for Social Science Library	- Use a-portfolio to prepare and learning materials - Test for units 1,2 & 3 (CE-Eds. 10)

Reference

- Edgar, M. & Rao, B. (2003). Teaching Social Studies Sociocultural. New Delhi: Discovery Pub House. <http://www.discoverypubhouse.com>
- Aggarwal, J.C. (1999). A Practical Approach. New Delhi: Vikas Publishing House Pvt Ltd.
- Singh and Gupta (2004). Teaching Strategies. New Delhi: APH Publishing Corporation.
- Raj, Ravi Shankar (1999). Models of teaching and concepts of learning. New Delhi: Anand Publications.
- Aggarwal, J.C. (2003). Teaching of Social Studies: A Practical Approach. Mumbai: Vikas Publishing House.
- Kumar, S.P.K & Nandani, P.P. (2009). Social Studies in the Classroom: Trends and Methods.
- Pathak, S.P. (2012). Teaching of social studies. Pearson, Delhi.
- Elizabeth 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	- An introduction to Research in Social science Education- Need and importance - Teacher as a researcher in Social science - Analysis of Research outcomes in the teaching and learning of Social Science education	Group Discussion Prepares a paper (utilizing internet) on the latest research findings on pedagogical aspects in Social science education and conduct a seminar.	Observes the participation of student teachers in the learning process

Reference:

- <http://www.vtu-gy.purdue.ac.uk/research/actionresearch/athome.htm>
- Best, John W & Kahn, James V. (1996). *Research in Education*. Boston: Allyn and Bacon.
- Leary, Sue O (2011). *Doing your research project*. New Delhi: SAGE
- Aggarwal, J.C. (2012). *Teaching of Social Studies: A Practical Approach*. Mumbai: Vikas Publishing House.
- Kumar, G.P.K & Vinodan, P.P. (2009). *Social Studies in the Classroom: Trends and Methods*.
- Pothul, R.P. (2012). *Teaching of social studies*. Hyderabad, Delhi
- Dixit, H. (1991). *Research in Teaching Social Studies*. New Delhi: Arshik Publishing House
- Crevier, M.A. (1978). *Action Research in Japan's School Practices*. New York: Columbia University
- <http://en.wikipedia.org/wiki/Wiki>
- www.scribd.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 conscientise the prospective teachers become a techno- pedagogues and become aware of the concept TPACK
- 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 : Teacher Pedagogic Content Knowledge Analysis (TPCK) and Self Instructional Strategies

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To understand the properties teachers become a technopedagogue - To become aware of the concept TPCK - To become capable of analysing content based on technology - To get aware on self instructional strategies	- 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 - CAL and CMI - Instructional modules	- Meaningful virtual learning - On line learning - Group discussion - TPCK based content analysis (Selected units of secondary higher secondary text books)	- 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- Eds.18)

References

- http://en.wikipedia.org/wiki/Technological_Pedagogical_Content_Knowledge
- References:
- Alamy, Hassan: UNESCO, (2001). Information and Communication Technologies in Schools: A Handbook for Teachers.
- Arora N.J and Arora J.H, Practical Guide to Audio Visual Techniques in Education,
- Bhatnagar, Jaydeep, (2007). Media and Mass communication: An introduction. New Delhi: Kamalika Publishers;
- Bhole H.S, Katarjekar and Bhole Dushyanti, (2007). Information and communication technology: New Delhi: Foundation Books PVT. LTD
- Khan, B.M (1977) Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
- Madhukumar Indira, (2002). Internet based distance learning. New Delhi: Global Network.
- Meyer Richard E.(2004). Multimedia Learning. Cambridge University Press, UK. McDonald & Evans Ltd. 1972
- Social Science text book of standard IX & X of Kerala
- Teachers' Hand book in Social Science for standard IX & X

- Varma, O. P. & Vasudevarajan, E. G. (1997). Geography Teaching. H. Delhi: Sterling.
- Crowder, R. D. (1953). World History in the Twentieth Century. England: Longman.
- Joshi, P. B., Ghoshal, S. V. (1983). History of Modern India. N. Delhi: S.Chand & Company Ltd.
- Kant, Dinesh Chandra, R. C. (ed) (1998). The Earth. Lucknow: Kalyan Publishers.
- Singh R. L., Singh, Rana, P. B. (2002). Elements of Physical Geography. H. Delhi: Kalyan Publishers.

Unit 2: Networking in Social Science Learning

Course Specific Outcome (CSO):	Major concepts	Strategies & Approaches	Assessment
11. To grow to be competent in designing digital tools and e-content in Social science. 12. To become expert in curating digital resources for teaching Social science curriculum.	• Applications of Social Networking systems Professional and Institutional growth. Through network-creating. • 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) is the teaching- learning of Social science. It enriched instructional resources. On line resources, videos, YouTube resources, animations, film clipings.	Discussion Online learning Demonstration Workshop	• Observation • Report verification

Reference

- <http://teachinghistory.org/teacher-and-research-resources>
- www.21st-century-education.org/development
- www.21st-century-education.org/development
- www.21st-century-education.org/development

Unit 3 Models of Teaching Social Science

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
13. To acquaint with the concept, features and selected items of Models of Teaching 14. To acquaint with practice of developing lesson manuscripts based on selected Models of Teaching	- Models of teaching - Introduction, Operational Narr, Different families - Concept Attainment Model with lesson manuscript - Advance Organizer Model with lesson manuscript - Group Investigation Model with lesson manuscript - Prognostical model & Inquiry Training Model	Scaffolding strategies Demonstration Simulation Online learning	- Discussion lesson-SCOT-1, activity lesson-1, Models-3 - Demonstration- 2 (Models) - Criticism (2) (Pretest-1 - con-2)

References

- <http://www.guardian.co.uk/higher-education-network>
- Kumar, I.P.X & Nrusimha, P.P. (2000). *Social Studies in the Classroom: Trends and Methods*
- Jeyra, B. & Wail, M. (2003). *Models of Teaching* (3rd 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	- Global trends in Social Science education - Social Science education in other states and other Nations.	Discussion - Web reading Seminar - compare 25	Assignment & seminar report

	• Role of Social Science in inculcating Democracy, Socialism & Secularism, Nationalism, Secularism and International Understanding	curriculum & Text books of SCERT, NCERT and any one structural nation. With reference to the presentation of content on these aspects	

• **References:**

- http://en.wikipedia.org/wiki/Reflective_practice
- http://top.teagarden.edu/curriculum/curriculum_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 Gupta (2006) *Teaching Strategies*. New Delhi: APH Publishing Corporation.
- Raj, Ravi Bama (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 & Moushmi, P.P (2008). *Social Studies in the Classroom: Trends and Methods*.

EDU- 09.11 : CURRICULUM AND RESOURCES IN DIGITAL ERA - GEOGRAPHY EDUCATION

Hours of interaction: 50 (Instructional) +20 (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 perspective of e- resources in instructional practices and to develop skill in retrieving and converting 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 2: School and Community Based Instructional Resources in Teaching Geography (15 Hrs + 5 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
18. To identify and to utilize community resources for the effective transaction of Geography curriculum. 19. To develop an understanding about the significance of Geography room, library, club, museum, excursion and field trips.	- Community resources- meaning nature and 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 trips	Lecture cum discussion Meaningful Verbal learning Online learning Visit to any one of the community resource centres Flippation Archaeological sites CESS, IMD, PGI, Land Use/ Soil Survey Departments etc. Prepare a list of community resources Discuss and present the ways to utilize the community resources	- Field visit /study report - Assignments on utilization of community resources in teaching- learning of Geography

Reference

- <http://wikipedia.Wikipedia.Org/wiki>
- <http://crisp.org>
- <http://www.abook.com>
- Singh and Gopal (2004) Teaching Strategies, New Delhi: APH Publishing Corporation
- Raj, Kani Boudel (1999) Models of teaching and concepts of learning, New Delhi: Anand Publications
- Arora M.L (1979) Teaching of Geography, Prentice Hall, India
- Geyll G.H (1960) Teaching of Geography, Macmillan, London
- Verma O.P. and Vaidyanathan: E.G (1957) Teaching of Geography, Sterling Publishers Private Limited, New Delhi

Unit 3: E- resources in Teaching and Learning of Geography (16 hours = 8 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 assessing Geography- curriculum through e- resources 22. To identify the use of ICT in the teaching- learning of Geography	• Concept and importance of e- resource, web resources, social networking, Blogs, e- learning, m- learning and web- based learning in Geography • Learning Management system (LMS) virtual library • Virtual library • Application of IT enables instructional resources in Geography: online resources, Internet resources: video conferencing etc	Online learning Demonstration Narratives expression Web search Internet access Blogging and submission of online assignments	• Use of e- resource to prepare for learning materials • Internal test for units, 1,2 and 3-CE-I, EDU-09

Reference

- <http://www.e-learningbooks.org/courses.html>
- <http://www.wikisoths.in/learning/index.html>
- http://en.wikipedia.org/wiki/learning_management_system
- <https://www.school.gov.in>
- www.moodle.org/user/index.php
- victoria.school.gov.in
- Ruzhwa, M.D (2008) Integrating Educational Technology into Teaching, New Delhi: Pearson Publications
- Rajalakshmi S (2007) computer Education, New Delhi: Wal Kama Publications Pvt. Ltd
- [En.wikipedia.org/wiki/IT@School-Project](http://en.wikipedia.org/wiki/IT@School-Project)
- Alana/ Jansen, UNESCO(2005), Information and Communication Technologies in Schools: A Handbook for Teachers
- Arora, K.J and Arora, J.N Practical Guide to AV Technologies in Education
- Khan (1977) web based instruction, Englewood Cliffs: Educational Technology publications
- Madhukumar, Indira (2000), Internet based distance learning, New Delhi: Global Network
- Sagar Krishna (2003), 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	• 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	Group discussion Online learning Group discussion Prepare a paper on research in pedagogical aspects Conduct seminar	• Online assignment (Practical evaluation) • Assignment preparation • Reflections

Reference

- <http://en.Wikipedia.org/wiki/wiki>
- <http://www.edu.playmonth.ac.uk/research/action-research/arsname.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: EAGE Publications
- Crowder N.A. (1999) Action Research to Improve School Practices. New York: Columbia
- Alan Holmester & Margaret Lake (1990) Research into Practice USA: Allyn & Bacon
- Anon M.L. (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Gopill G.H. (1966) Teaching of Geography, Macmillan, London
- Verma O.P. and Vedeniyagam. E.G. (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi.
- www.Moodle.org
- <http://www.set.nic.in>
- <http://www.ncert.nic.in>

EDU - 10.11 : Techno Pedagogic Content Knowledge Analysis – Geography

Hours of interaction: 60 (Instruction): ~30 (Activities / Projects)

COURSE OUTCOME (CO):

- CO-1 To comprehend the prospective teachers become a techno pedagogical and become aware of the concept TPACK
- CO-2 To grow to be competent in designing digital term and e-content in Geography
- CO-3 To familiarise with the networking system for intellectual 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

Courseware :

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 1. Techno-Pedagogic Content knowledge Analysis (TPCK) and self-instructional strategies. (16 Hrs ~8 Hrs)

Course Specific Outcomes (CSO):	Major concepts:	Strategies & Approaches:	Assessment:
To comprehend the prospective teachers become a techno pedagogical To become aware of the concept of TPACK To become capable of analysing content based on technology To get an experience on self-instructional strategies	• TPACK- concept, scope, challenges • Inter-relationship with content, pedagogic and technological knowledge • Technological knowledge required for a Geography teachers • Self- instructional strategies • Need & Importance • CAI & Modular approach	Meaningful verbal learning On-line learning Group discussion TPCK based content analysis Internet search	• Preparing notes • Analysing content based on TPACK • Assignments • Video script developing and updating

Reference:

- http://en.wikipedia.org/wiki/Technological_Pedagogical_content
- Alker, Samson. UNESCO. (2002) Information and Communication Technologies in schools: A Road back for teachers
- Arora, N.J and Arora, J.S Practical guide to Audio Visual Technologies in Education
- Battacharyasymati. (2007) Media and Mass communication: An introduction. New Delhi: Krishna publishers
- Khan. (1997) Web Based instruction, Englewood Cliffs Educational Technology publications
- Madhukumar, Indira (2007) Internet based learning. New Delhi: global Network
- Meyer, Richard (2001) Multimedia learning Cambridge University press, UK
- Social Science II text books: std. VIII, IX & X of Kerala
- Tackar - Handbook of Std VIII, IX & X Kerala
- Verma O.P. and Vedarajagan, I.D (1987) Teaching of Geography. Training Publishers Private Limited, New Delhi
- Arora M.L. (1979) Teaching of Geography, Prentice Hall India, Lucknow

Unit 2 Networking in Geography Learning (17 Hrs + 5 Hrs)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
To be aware of changing digital texts and e-content in Geography To familiarise with networking system for institutional & Professional growth	• Institutional networking and professional growth • Convert high-tech classroom techniques • Creation of social ID Blogs • Concept of on-line learning and virtual learning • E-learning	Discussion Online learning Demonstration Internet access Workshop	• Observation • Report verification • Internal test for units 1 and 2 (EC- EDU 10) • ICT based lesson and uploading as practical work • Internal test for units 1 & 2 (CE-EDU 10)

Reference:

- <http://teaching-history.org/news-and-research/trust-table>
- www.agora.com.cem/digital-power-problems-e-content-development
- www.net-security.org

- [cybercity.org/citycity/usage-web.html](http://www.cybercity.org/citycity/usage-web.html)
- http://en.wikipedia.org/wiki/Technological_Pedagogical_content
- Alexey Samsonov, UNESCO, (2002) Information and Communication Technologies in schools: A Hand book for teachers
- Arden N.J and Arden J.S Practical guide to Audio Visual Technologies in Education
- Bhatnagar,ashish@mail (2007) Media and Mass communication: An introduction, New Delhi: Kanakia publishers
- Khan, (1997) Web Based instruction, Englewood Cliffs: Educational Technology publications
- Madhusudan, Indira (2002) Internet based learning, New Delhi: global Network
- McKeo Richard (2001) Multimedia learning Cambridge University press, UK
- Social Science II text books: i) viii, iii & iv of Kerala
- Tarter's Handbook of viii, iii & iv Kerala
- Verma C.P. and Verma-egyan, S O (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Arora M L (1979) Teaching of Geography, Prentice Brothers, Ludhiana

Unit 2 Model of Teaching in Geography (16 Hrs: +2 Hrs)

Course Specific Outcome (CSO)	Major concepts:	Strategies & Approaches:	Assessment
To acquaint with the concept, families and selected items of models of teaching To acquaint with developing lesson transcripts based on selected models of teaching	• Models of teaching: definition, concept, significance, essential elements • Families of models of teaching • Arden's meaningful verbal learning • Advance organizer, Inquiry training, Interdisciplinary and role playing models	Demonstration Online learning Simulation Scaffolding strategies Lesson transcript preparation Web search	• Discussion lesson • Demonstration lesson • Criticism • (Any 2 lessons on models of teaching) • Practical • Assignments

Reference

- <http://www.guardian.co.uk/higher-education-network>
- Jeyaraj.Edward.M.(2007) Models of teaching (3rd Edition) New Delhi: Pearson Mall
- <http://tag.ustragon.edu/shorecase/crmodel/strategies>
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Lucknow

Unit 4 Global Trends in Geography Education (17 Mar - 7 Mar)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
To help the prospective teachers for comparative study of Geography education in a global perspective To be aware the techniques of education for children with special needs	• 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	Classroom Web searching Summers Internet archive NCEAT Text books Online learning	• Seminars • Reporting • Assignment

Reference

- <http://tag.ustragon.edu/shorecase/crmodel/strategies>
- boruck, gary D(2017) Effective teaching methods: Research based practice. New Delhi: Pearson Education
- NCERT Textbooks
- Teachers' handbook in social sciences for Std.VIII, IX & X of Kerala

- Providing teachers effective strategies for using technology techtrends: Brown B&Henscheld
- IatheeratheejyathwaMaharah al Tharees- Kamal al Jundi; Dar al Jumhooriyalithibaz
- Wasail al Ithasalthaknologyafithaaleem- Dr Abd al kafir muhammedsalama Dar al Fikar
- Murehid al Muallim- Richard D. C ; Aalam al Kutub alQahira
- AlThadrees.AhdafuhuwruasulnwaAsaleebuHuThaqweemuNathajuluwaThathbeeqathuHu- DrFikriHasanRayan,Asimalkutub,alqa hira
- Thaqsiyyathal thaaleem(Mafhoomuhawadouruhafirahseenizmalryyathalthaaleentwathaalum- BadarSolih
- Kutub al Muallim - Majlis al wilayalibuhuzuthabviyyawathadrees(SCERT)
- Altharbiyawatharuquthadrees- SolihabdulAzeez& AbdulAzeezAbdulMajeed; DaralMaarif,AlQahira
- KaifaTmilqDarazk- Yabhasufiusoolhaltharbiyathwathadrees,DaralIlmiiMalayeen,Bairut
- AlMurwajjahalAmalihiMudarriseel- LughzaAl Arabiyya-AbidThoufeeqiHashmi, AlRisalapublishingHouse,Bairroot

SEMESTER II

EDU BE 12: CURRICULUM AND RESOURCES IN A DIGITAL ERA: COMMERCE EDUCATION (60 Hrs + 30 Hrs)

COURSE OUTCOME (CO):

- CO-1 To get acquaint with modern principles and trends in the construction and organization of commerce curricula
- 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

Content:

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
- To get acquainted with modern principles in the construction and designing of commerce curriculum - To become conversant with NCF and KCF	- 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.	- Analytical approach - Debate - Seminar - Co-operative learning	- Group investigation summary reports - Prepare a brief sketch of NCF and KCF

Unit 2 : School and Community Based Instructional Resources in Teaching Commerce (15 Hrs – 7 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
- To develop a desire to take active involvement in community affairs - To become systematically correlate instructional practices with life of the community, thereby deriving better public relations	- School and community based teaching - learning resources: school to the community and community to the school. - Co-curricular activities-school bank, commerce club, commerce library, commerce laboratory, commerce room etc.	- Discussion - Project method - Visit to commercial institutions industries	- Prepare a list of community resources-identify and present the ways to utilize the community resources - Conduct a field study to try out of the resource better

Unit 2 : e- Resources in Teaching and Learning of Commerce (15 Hrs + 10 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
To generate a broad perspectives of e-resources in instructional practices	- Concept of e- resources, Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, m - learning, web based learning - Learning management system (LMS) in teaching learning of	- Online learning - Demonstration - Debate expression - Web search	Use any e-resources to prepare any 4 learning materials.

To develop skill in retrieving and transacting commerce curriculum through e-resources	commerce education. IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings		

Unit 4 Research Trends in Commerce Education (14 Hrs -7 Hrs)

Course Specific Outcomes (CSO)	Concepts	Strategies	Evaluation
- To develop a positive attitude towards research - To develop inquiry skills and scientific investigation	- 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.	- Group Discussion - Brain storming - Educative Journal analysis	Prepare a paper (utilizing internet) on the latest research findings on pedagogical aspects in Commerce and conduct a seminar.

Continuous Evaluation (CE) = 25 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.
- Barr, John W.B. 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, Elizabeth (2010) *Doing your research project*. New Delhi: SAGE.
- Ovi, Paddy D. (2003). *Re-designing of commerce education in India in the context of changing business environment*. The Journal of Commerce, Vol. 36(3).
- Raj, Ram Bimal (1999) *Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
- Rao, Shankar (2003) *Curriculum for Learning to Live Together*. New Delhi: Discovery Publishing House.
- Suman Rao (1995) *Teaching of Commerce*. New Delhi: Anmol Publications.
- Singh and Gopal (2004) *Teaching Strategies*. New Delhi: APH Publishing Corporation.
- Singh, V.K. (2017) *Teaching of Commerce*. New Delhi: APH Publishing Corporation.
- Sivraj, K. Paul, Isaac and Lal, E.K. (2017). *Commerce Education: Methodology of Teaching and Pedagogic Content Knowledge Analysis*. Calicut University.
- Six, Cowley (2006) *A - Z of Teaching*. New York: Bryn Mawr Art Press Ltd. Raj, Ram Bimal (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 (90 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 tools 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 acquainted 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 (16 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
- To reconstrue the prospective teachers become a techno-pedagogue - To become aware of the concept TPCK - To become capable of analyzing content based on technology	- Inter relationship between Technology, Pedagogy and Content, Essential to Techno-Pedagogue - Scope and purpose of Techno-Pedagogic Content Knowledge Analysis - TPCK based content analysis (Selected units of higher secondary mathematics text book) - Developing digital lesson plan and digital resources	- Blended/virtual learning - Demonstration - Online learning - Group discussion	- 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 + 5 Hrs)

Course Specific Outcome (CSO)	Concepts	Strategies	Evaluation
- To become competent to analyze the ways in which Professional and Institutional growth sustained through network building - To become skillful while creating e-mail ID and blogs	- Professional and Institutional growth Through network-building - Student and Institution Networking - Online learning, Concept and system of online learning, virtual learning - Creation of e-mail ID and blogs - Applications of Social Networking systems	- Discussion - Online learning - Demonstration - Workshop - Group investigation	- Concept maps - Observation - Product presentation - Report verification

Unit 3 Model of Teaching in Commerce (18 Hrs + 8 Hrs)

Course Specific Outcomes (CSO)	Concepts	Strategies	Evaluation
- To interlock models of teaching in effective instructional practices of contemporary education. - To categorize, analyse and apply the varied instructional models in commerce discipline.	- Models of teaching - Introduction, Operational View, Different families - Concept Attainment Model with lesson templates - Inquiry Training Model with lesson templates - Advance organizer model with lesson templates - Cognitive Apprenticeship Model	- Demonstration - Group discussion - Co-operative learning	- Discussion lesson (5-6 one of five should Models of Teaching) - Demonstration (2) - Criticism (3-4 Models Teaching)

Unit 4 Global Trends in Commerce Education (14 Hrs + 7 Hrs)

Course Specific Outcomes (CSO)	Concepts	Strategies	Evaluation
- To analyse the global trends in commerce education through comparison between India with other countries - To analyse the significance of Entrepreneurship Education, Business Education and Accounting Education in modern era	- 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 computerised Accounting - cloud accounting, automation of accounting, collaborative accounting	- Discussion - Brain storming - Inductive strategies - Thinking strategies	- Class presentation grid - Assignment and case reports

Continuous Evaluation (CE) = 25 Marks

1. Practical -I	: 5 marks
2. Test mid semester	: 5 marks
3. Subject Association activity	: 5 marks
4. Group Practicum (video scripting, recording & uploading): 10 marks	

References

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Best, John W & Kahn, James V. (1999) *Research in Education*. Boston: Allyn and Bacon.

Smith, Gary D. (2012) *Effective teaching methods: Research based practice*. New Delhi: Pearson Education.

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Chel, Radhy D. (2000). *Re-designing of commerce education in India in the context of changing business environment*. The Journal of Commerce Vol. 36(2)

Raj, Ravi Bansal. (1999) *Models of teaching and concepts of learning*. New Delhi: Anmol Publications.

Rao, Shankara (2003) *Curriculum for Learning to Live Together*. New Delhi: Thakorey Publishing House.

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Sharma, K. Paul, Anir and Lal, S.K. (2017). *Commerce Education: Methodology of Teaching and Pedagogy*. Central Knowledge Ananya, Calicut University.

Sue, Cowley (2006) *A – Z of Teaching*. New York: Broj bari Art Press Ltd. Raj, Ravi Bansal (1999) *New trends in teaching of Commerce Models of teaching and concepts of learning*. New Delhi: Anmol Publications.

EDU-6 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 (35-40 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
34. To acquaint with the concepts of curriculum and syllabus 35. To understand and apply the principles of curriculum construction 36. To familiarise with the curriculum organisation 37. To familiarise with the recent trends in curriculum construction in state, national and international level 38. To understand correlation of Home Science within the subject as well as with other subjects	- 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- Consensus 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	Meaningful verbal expression Brain session PSI Co-operative learning Seminar Group discussion Web Streaming E-log reading	- Questioning - Role performance analysis in Brain discussion - Concept mapping - Open book analysis

References:

- Higher secondary Home Science text book (Part 1 & Part 2) prescribed by SCERT, KERALA

- Teacher's source book of Clothing and embroidery: text book (Vocational Higher Secondary-First & Second year), NCERT, KERALA
- Bruce Ottens Smith (1997). Fundamentals of Curriculum Development. California, World Book Company.
- Eas. Bhaskar (2007) Curriculum for Learning to Live Together. New Delhi: Discovery Publishing House.
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Nkhata, D. (2004). Teaching of Home Science. Dominant publishers and Chandlers.
- <http://www.ncert.nic.in/hta/pdf/schoolcurriculumframework>
- http://www.namc.com/web/downloads/NCF_2007.pdf
- <http://www.isee.edu.au/nci/eng/curriculum/curriculum.pdf>

Unit 2: School and Community Based Teaching and Learning of Home Science (12-18-32 hour)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
39. To identify with the content and importance of community based resources.	• Community based resources- Meaning, need and significance.	• Narrative • expression sessions in small or medium groups.	• Performance analysis in various participatory activities
40. To familiarize various formal and informal learning contents	• Home Based resources- parents, parents, parents and teachers from different fields of Home Science.	• Assignment	• Quiz/programmes
41. To identify the contributions of human resources in local community.	• Non-scale resources- Home science library- importance and organization, web resources, Home Science laboratory- importance and organization, Regional.	• Project	• presentation
42. To identify the material supports in learning Home Science	• Community Resources- Informal learning centres- Food Processing Unit, Social welfare department, ICDS- Self-help Groups, Credit and prayer hall, Institution for special education, Rehabilitation centres, Textile units, Small scale industries and cottage	• Seminar • Field trip • Organization of Home science Expo • Community	• Blog posting • Field trip

	industries • Material supports- Text book reader, work book, handbook, source book, Reference materials- Encyclopedias, 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	resource mobilization Contextual analysis	

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 II: E-Resources in Teaching and Learning of Home Science (16-24-22 hours)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
43. To generate a broad perspective of e-resources in instructional practices 44. To develop skill in selecting and transacting Home Science curriculum through e-resources	• Concept of e- resources, Web resources, social networking, Educational blogs, e-journals, podcasting, e-learning, e-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, Eln clippings	Web Browsing Explicit teaching On line learning	• Documentation • Assessment of individual performance • Use of e-resources in preparing learning materials

References:

- <http://www.ill.at/cd/teachingandlearning>
- http://en.wikipedia.org/wiki/Learning_management_systems, www.school.per.in
- www.jstor.org/stable/3111141
- en.wikipedia.org/wiki/ITQ3000/Project
- www.ill.at/cd/teachingandlearning
- www.jstor.org/stable/3111141

Unit 4: Research Trends in Home Science Education (9-4-11 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	• An introduction to Research in Home Science Education- Need and importance • Home Science Teacher as a researcher	Group discussion on current research in Home science education	• Performance assessment • On line assignment

employability of Home science learning	Analysis of Research outcomes in Home Science education both teaching and learning	Action research Seminar	

References

- Bourne Ottomar Barth (1950): *Fundamentals of Curriculum Development*: California, World Book Company
- Dijkstra Polles & Hans Nedderer (2002): *Teaching and Learning in the Science Laboratory*: Netherlands, Kluwer Academic Publishers
- Pasha Omak, Issa M. Salah (Eds.) (2012): *Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science*: USA, Information Age Publishing Group
- Jeffrey Michael Reyes, Duncan Andrade, Ernest Marcell (2008): *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice*: New York, Peter Lang Publishing Inc.
- John Wallace, William Louden (2002): *Dilemmas of Science Teaching* [electronic resource]: perspectives on problems of practice: New York, Routledge
- NCSECA (1993): *National Science Education Standards USA*: National Academic Press
- Rashi Mishra (2007): *Innovative Science Teaching*: New Delhi, Prentice Hall of India Pvt Ltd
- Yadav S (1994): *Teaching of Home Science*: New Delhi, Anmol Publications
- Sagan, F (2004): *Advances Teaching of Home Science*: New Delhi: Anmol Publications
- Nibedita D (2004): *Teaching of Home Science*: Dombivli publishers and Distributors
- Singh and Gopal (2004): *Teaching Strategies*: New Delhi: APH Publishing Corporation
- Hanna N. & Yager R. (1981): *What Research Says to the Science Teacher* (Vol. 3): USA, National Science Teachers Association

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	- 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- Mapping, 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	- Participant observation - Development of video script - On-task behaviour in class - Reflective journal (Technological skill practice in classroom)

Reference:

- AACTE Committee (2005) Handbook of Technological Pedagogical Content Knowledge (TPCK) for Education. Washington, DC, Stylized Tayl or & Francis
- Mangal S.K. & Usha Mangal (2009): Essentials of Educational Technology. New Delhi, PHI Learning Pvt. Ltd.
- 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
S1. To grow to be competitive in designing digital texts and e-content in Home science Education S2. To become empower in surfing digital resource for transacting Home Science curriculum.	- Professional and Institutional growth Through network-twining - Student and Institution Networking - Online learning: Concept and system of online learning, virtual learning - Creation of blogs - Applications of Social Networking system	Discussion Online learning Demonstration Workshop Group investigation	- Digital document analysis - Blog posting - Debate - Online test - ICT based lesson designing and uploading in blog (1)

References:

- <http://teachinghistory.org/jmes-and-research/readable>
- www.learn.co/e-content-development
- www.aprarc.org/digital-content-production/econtent-development
- www.nls.edu.sg/home/yfiro/publications/2002/2002_02nls_002.pdf
- www.nsa-security.org

Unit 3: Models of Teaching in Home Science (18 +10 =28 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
13. To understand the application of major psychological theories in learning 14. To understand various models of teaching and their practice.	- Psychological theories for learning science- A brief introduction of Piaget, Spitzer, Osgood, Vigotsky and Ausubel, Gardner'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 expressions Group Discussion Peer tutoring Observation Role playing Video analysis	- Analysis in group discussion - Class test - Discussion lessons (7, 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

References:

- Blackburn, V. P. (1994). *Models of Teaching*. New Delhi: Regency Publications.
- Brace, L. Joyce Marshall Wilson Emily Carlson (2011). *Models of Teaching*. (11th ed.). USA: Pearson Education.

Unit 4: Global Trends in Home Science Education (12 +8 = 20hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
15. To understand Global trends in relation to Home Science Education	- Home Science education in the global scenario - Home Science towards community Science, women entrepreneurship	Web streaming Documentation	- Document analysis - Blog posting - Involvement in subject transaction activity

	Gender equality, extension and communication management system of selected developed and developing countries (USA, China, Japan) with special reference to Brief history, approaches, organizational structure, linkage to research extension methods used and its comparative analysis with Indian system.	Limited lecture)	- Video script: Development, editing, recording and uploading) - Script writing for radio talk on a topic in home Science.

Reference:

- <http://it.sagepub.com/ips/cross/cr>
- www.sagepub.com/ips/cross/cr
- www.librarything.com/tag/cross-collab
- Cornes NM, Rural FA & Conner JK (Eds). 1983. Agricultural Extension by Training and visit-The Asian experience. The world bank D.C
- Dattwala ML & Barnade JN (1996). Rural Development Approaches and Issues. Indian Ag Dev: since independence. Oxford & BH
- Gupta CB & Srinivasan NP (2000). Entrepreneurship Development in India. Sultan, Chand & sons
- AACTE Committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators. Washington, DC, Routledge Taylor & Francis
- Bhartharyal P (1994). Models of Teaching. New Delhi, Ramesh Publications.
- Bruce P, Joyce M, Wainwright E, Calhoun (2011). Models of Teaching (7th Ed.). USA, Pearson Education.
- Frank Reame & Tara Sharma (2013). E-Learning and Social Networking Handbook (Second Edition). New York, Routledge.
- Frank Reame, Tara Sharma (2013). e-Learning and Social Networking Handbook: Resources for Higher Education. New York, Taylor & Francis.
- Jana George, Brian Richardson (Ed.) (2001). Networks of Knowledge: Collaborative and Social Constructivist Learning. Toronto, Canada, University of Toronto Press Incorporated.
- Mangal S K. & Umashangri (2009). Essentials of Educational Technology. New Delhi, Jyoti Learning Pvt. Ltd.

EDU – 2012 : 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-niyya muktika

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 • General awareness on athletics • Rules and regulations of any one event in detail	Oral presentation Group activity Participation	• Group assessment • Organising sports meet • Participation

Unit - 2: Major and minor games - types, rules and regulations

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
37. Become familiar with major and minor games and to develop interest in sports and games	Major and Minor games - 5 hours - Understanding major and minor games - rules and regulations of any one major game in detail	Theoretical orientation Virtual learning platforms	- Group assessment - Intramural competitions

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

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
38. Understand the ability to organise and participate in the conduct of sports and games	Tournaments - 4 hours - 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	- Group assessment - Assignments
39. To familiarize the ways and measures to draw a standard athletes track	Track and field marking - 5 hours - standard 400 mts 300 mts Track marking - Field marking	Verbal presentation Group activity Field work	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 value 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 • Need & Importance of Play & Recreation • Play theories • Values associated with practice of play & Recreation • Leisure time Management • Recreational Games • Practice of Recreational activities	Theoretical orientation Demonstration Group activity	• Group assessment

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 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 • 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	Practice of Yoga - 12 hours. • Surya Namaskar – Sun Salutation for mental, emotional, physical and spiritual well being –significance in education • Meaning – Steps of Surya Namaskar • Pranamasan • Hasta utthanana • Pada hasthasana • Ashwa-sanchalan-asana • Parvatasana • Ardhang namaskar • Bhujangasana • Parvatasana • Ashwa-sanchalan-asana • Pada hasthasana • Hasta utthanana • Pranamasan	Narrative expressions Demonstration Practical sessions	• 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 in Education.

EDU – 11: Developmental Perspectives in Education,

(Educational Management, Environmental Education, Health Education and Entrepreneurship Education)

(Theoretical discourse 40 and CE – 30 hrs)

Course Objectives (COs)

- **CO 1** To develop an understanding of the concepts of Management and Educational management.
- **CO 2** To discuss the contributions 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 coordination of school programmes and activities, and planning, monitoring 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 entrepreneurial intention and skills to evaluate enabling them to explore various programs.
- **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 orientate towards disaster management.
- **CO 10** To orientate towards the concept of sustainable development.
- **CO 11** To develop knowledge of the fundamentals of Health, Health Education and Physical fitness.
- **CO 12** To Equip the next generation to live with social consciousness and obligations.
-

Contents :

A. Educational management and Entrepreneurship education

Unit 1: Introduction to Educational management (10hrs)

Unit 2: Aspects of school management (10 hrs)

B. Environmental and Health Education

Unit 3: Environmental awareness and importance of Environmental Education (10 hrs)

Unit 4: Disaster management (05hrs)

Unit 5: Health Education (05 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.	• 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 Schools at Central, State and Local level.	- Verbal discourse - Group discussion - Narrative expression in small groups - Brain storming - Collaborative interaction - Meaningful verbal Learning - Verbal interaction	• Reflection • Oral questions • Role performance assessment • Quizzes • Observation of teacher-student 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 realize the role of HOD in the planning. 2. To acquaint with various resource management at school.	• Institutional Planning: Concept, Importance, Steps and role of HOD in institutional planning. • Resource Management • Time Management: concept of time management.	- School visit and Collaborative discussion - Practical experience - Active class room	• Report writing • Participant observation • Performance assessment • Document reporting • Presentation of learning material • Observation of institution

3. To familiarize with importance and types of time table and understand the principles of framing it. 4. To develop the skill as a secretary without phrase of contributing the school records and registers. 5. To develop a clear perception about the human resources and their duties. 6. To understand the concepts of teaching and various styles of teaching. 7. To give a clear idea about the roles and responsibilities of the staff of the institution. 8. To give an overview on the roles of teacher as learning facilitator and classroom manager. 9. To explain the importance of entrepreneurship education in schools and colleges. 10. To conduct entrepreneurial education for teacher training. 11. To explain the concept of entrepreneurship in educational field. 12. To support with various academic supplies in school management activities. 13. To familiarize the importance of PTA, NCT, Council and others.	• 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 • Teaching- Definition, basis, theory and responsibilities, Concepts of Learning, Styles of teaching. • Teacher- Qualities and Roles of Teacher as learning facilitator and classroom manager- planning and - providing, learner friendly learning experiences and innovative learning strategies, making the most of management theories. • Learner- Education for personal empowerment - Entrepreneurship Education- Concepts, benefits, need and importance and Process of entrepreneurship. • Phases of entrepreneurship- assessing, training, qualification and coaching. • Employment of the Graduates- Planning, Creating, Finding, Research, Decision making, Risk taking, problem solving. • Marketing career prospects of schools. • General matters, students development, current affairs, institutions, educational software, computer, publication, other	- Interest - During school/lectures and practice coaching. - Discussion in small groups. - Peer learning - Self-study and discussion - Reflective practice - Visit to institutions - Inspection-visit - Discussions - Role play - Workshops - Practise (module) - Participated observation - Student self study and discovery - Active learner centered learning activities - Literary references and observation - Collaborative discussion	• Analysis of reports • Lists • Development of log report • Observation of Institutional Management • Performance Assessment • Performance Assessment • Assessment of reports • Discussion • Observing the institutions • Jobs • History • Assessment of human resources and capacity • Management structure • Evaluation of projects • Teacher observation • Performance assessment in practice • Peer evaluation • CD • Literature based on • structure • Assignment evaluation • Evaluation of Projects

Council. To realize the importance of co-curricular activities to the personality development of a learner. 14. To develop awareness about the need of professional growth of teachers and familiarizing different programmes and organizations to attain professional development. 15. To get a clear idea about Total Quality Management and Quality Indicators. 16. To acquire with the concepts and applications of SWOC analysis.	conducts educational journals, and up initiatives etc. - Academic support systems - Library, school information system, Laboratory, Museum. - PTA, Staff Council, student organizations, trustee and function - Co-curricular activities organizing co-curricular activities, Morning Assembly, various club-science, mathematics and literary club, Sports and Games, Celebrations of days of national importance, Field trip. - Professional growth of teachers need, programmes, and organizations - Total Quality Management: Concept and importance, Quality indicators, SWOC analysis-concepts and steps.	Projects Seminar Participate observation Participation in school activities Involvement in activities Small group discussion Brain storming Institutional visit Participation in school activities

Unit 3: Environmental awareness and importance of Environmental Education (16hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the concept and components of environment 2. To identify the types of environmental resources 3. To realize the significance the locality is providing the environment 4. To understand the concept, and importance of environmental	- Concept and components of Environment, Natural and Manmade Environmental - Environmental resources types, biodiversity types and significance - Environmental education-concept and importance - Need of Incorporating EE at various levels-Primary, Secondary and Tertiary level	Observation Video Presentation Hands on experience Field study Project method	- Report writing - Work book analysis - Project analysis - Participation of students - Assignments - Diary writing - Projects - Performance based assessment

education. 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 recognize 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 concentration 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 where need arises. 15. To familiarise with the international efforts on environmental protection.	• Objectives and Principles of EE • Human interventions : its impact on Environment and Resources of Environmental protection. • Deforestation, Quarrying and Mining, Destruction of mangroves, wetland, grasses and wetlands, Population Explosion, Pollution types, causes and effects, Depletion of Biodiversity, Extinction of species. • Climate change, water scarcity, loss of ozone and global warming, ozone depletion, greenhouse effect. • Waste management, WILDLIFE and forest conservation, water conservation, green building, alternative sources of energy, organic farming, waste composting. • 3. B) Education for sustainable development: Concept and significance (in brief) • Sustainable practices and role of Indians • 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, Art 32, International Protocols: Earth Summit, Kyoto Protocol, Montreal Protocol, Stockholm Conference.	Group tasks Small group discussion Field trip and observation Project method Workshops Poster presentation Action research Individual and group projects Problem based learning Workshops Projects Lecture method Internet based learning	• Role assessment • Analysis of practice setting • Assessment of innovation ideas • Class Test • Individual assessment

Unit 4 Disaster management (10 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To familiarise the concept of disaster management. - To familiarise with the phases of disaster management. - To familiarise with the commonest disasters. - To prepare an action plan for disaster prevention and preparation.	- Meaning and concept of disaster management - Phases of disaster management – Steps and brief descriptions only - Prevalence and preparations for Flood, Land slide, Fire and Earthquake	Small group discussion Action plan preparation Expert talk Role play Power point presentation	- Participation in discussion - Role assessment - Documentation analysis

Unit 5 Health Education (8 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
Acquire knowledge of the determinants of health, health education and physical fitness	- Health & Health Education - Meaning, importance and factors affecting health	Meaningful verbal presentation	Test
- To impart knowledge regarding food and nutrition, first aid and the importance of poisons. - Develop awareness about various lifestyle diseases and their prevention.	- Understanding Nutrition • Macro and Micro Nutrients - First Aid - Definition - Poisoning – • Congenital and acquired poisons • Recognised measures for acquired poisons	Narrative expressions Group activity Personal profiles Verbal orientation Demonstration Group activity Verbal presentation Preparation of database	- Debating and discussion - Test - Survey reports - Group presentation - Portfolio assessment Grid

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EDU – 12 : LEARNER IN THE EDUCATIONAL PERSPECTIVE

(Theoretical Discourses – 45 hours & CL – 25 hours)

COURSE OUTCOME

- CO 1:** To integrate the values among learners
- CO 2:** To synthesise 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 (1ST-5P)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To integrate learner with learning in a holistic manner	a. Four pillars of education suggested by UNESCO	Lecture discussion	Response analysis
2. To understand Duties and Rights of Indian Citizens	a. Citizenship Training: Duties and Rights of Indian Citizens	The Stage Specific	
3. To understand values in the changing social scenario	a. Peaceful co-existence and need for peace Education	Debate Group activities	Performance Internal assessment
4. To understand professional ethics of teachers	a. Prohibition of Child Labour b. Value integration: Concept of Purusharthas- National values- Values laid down in Indian constitution c. Professional Ethics Of teachers	Organised discussion and reflective exercises Workshop Debate Role plays	Internal Test

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- Tony Grady(Author), Laura Brown(Author). Value-based Human Resource Strategy: Developing your HR Consultancy. EpubPaperback – Amazon, 4 Sep 2003

UNIT II: GENDER, SCHOOL AND SOCIETY (25Hrs 15 T+10 P)

Course Specific Outcomes (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To analyse the historical perspectives of gender bias	Gender bias in India: Historical and Socio-cultural perspectives and gender specific roles- Gender equity and significant role of women during Dravidian and Vedic culture	Lecture discussion	Rhetoric analysis
2. To adopt strategies to address gender issues in education	- 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	Workshop Debates Symposium Multimedia Presentation	Extension activity with a motive of Value inculcation.

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UNIT III DEVELOPING AN INTEGRATED LEARNER 15 hours (10-T+5P)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarise the life skills among the learners. 2. To practice and enhance the mental and physical strength among students. 3. To acquaint with the guidance and counselling procedures	• 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 cells- 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.	Lectures Interview Puppetry Life skill Camps Project activities based on Life skills. Prepare sample script for role play. Develop an activity to foster life skills in the class room. Conduct mock counselling sessions	1 Field visit 2 Role Play 3 Practical works 4 Assignments 5 Seminar presentation 6 Test Paper 7 Performance Based 8 Assessment

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10 hours (SE+SP)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarise the trends and practices of classroom management.	(Classroom Management) trends, practices and strategies.	Open meeting of parents.	(Field visit)
2. To practice and enhance the behaviour management strategies.	Behaviour management.		(Role Play)
			(Practical work)
			(Assignments)
3. To acquaint with the behavioural changes occur within a social group or between social groups.	(Group Dynamics)- Sociometry and types of leadership	Continuation of Sociometry in a group	(Seminar presentation)
		Interviews	(Test paper)
			(Performance based)
			(Assessment)

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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 Malaysian education

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get familiarized with the modern instructional management and self-instructional methods and strategies.	• Workshop, Seminar, Symposium, Debate • e-learning, m-learning, webcasting, web based learning • Online courses – Coursera and Udacity (Apple) • LMS – Learning Management System- Moodle, Google Classroom etc. • MOOC courses. • Personalized Instruction • Programmed Instruction – Linear and Branch • Instructional Modules • Computer Assisted Instruction- CAI • Computer Managed Instruction- CMI	Discussion on given reading materials Preparation of modules Invited talk on LMS and MOOC	Participation in discussion. Involvedness in the workshop CE - Test

Unit 2 : Strategies of assessment in Malaysian education

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get acquainted with assessment strategies of Malaysian Education	• Different Types of evaluation. • Objective based evaluation • Continuous and comprehensive Evaluation-CCE • Importance of Rubrics • Evidence based performance assessment through 'Portfolio' • Construction and administration of achievement test and	Discussion on various assessment strategies Practical sessions on preparation of rubrics Preparation of portfolio , Collection of evidence	CE - Interactive Work Participation in discussion Monitor of presentation

	- Diagnostic test - Significance of grading system in schools - Feedback: importance, different types - Reflective practice - Reflective Journal	Practice revision on achievement diagnostic test construction Debate on grading system prevailing in school education	

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 - Characteristics of a good text book - Teacher's Handbook - Resource Units - Dictionaries, Thesaurus, Encyclopaedia	Discussion on the characteristics of a good text book practice revision on resource unit design and development <i>Assignments</i>	Participation of students Performance of students in the practical revision

Unit 4 : Discourse oriented pedagogy

Learning Outcome	Major Concepts	Strategies & Approaches	Assessment
To get familiarised with the theory and practice of different language discourses	- Importance of discourse in language learning and teaching - The salient features of Discourse Oriented Pedagogy - Functions of Debate, Drama, Seminars, Discussions, Conversations, Diary, Poems, Narratives, Games Play, Editorial, and Paralogues 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, paralogues, editorials, games etc.	Prepared activities Active Participation in discussion Written documents

EDU 13.1 : Emerging Trends and Practices in English Education

(Theoretical discourse - 08 & 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 I : Modern Instructional strategies in English education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with evolving instructional strategies	Collaborative Learning and Co-operative Learning	Tasks involving cooperation and collaboration.	Completion and submission of tasks
2. Familiarization with teacher roles, Learner role, Instructional material and assessment practices in e-learning	Commonsense learning through Aggregation, Blending, Repurposing and Finding forward Metacognitive strategies in language learning Webinars Video conferencing e-Learning, Blended Learning, Virtual Learning e-learning, Massive Open Online Courses	Knowledge analysis Re-creation Digital teaching and reflection	Sharing/interesting resources Improvement in performance Completion of knowledge practical book/Internet Thesis created digital aids for online teaching Participation in online learning Submission of Learn Plans for

	(MOOC) ☐ 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

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	☐ Self-Reflection and Peer-Evaluation ☐ Continuous and Comprehensive Evaluation (CCE)	Construction of test types Preparation of Question Paper	Course Book student-based test construction

	□ Different types of tests-Purpose and mechanism □ Criteria of a good test in English □ Question forms- LOT & HQT questions □ Test types for LSRW □ Construction and administration of- Achievement & Diagnostic Tests □ Remedial Teaching □ Formative and Summative Assessment □ KT integrated Assessment practices : Assessment Rubrics in language testing, e-Portfolio.	Group and Pair work	

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	□ e-content design and development □ e-content authoring □ e-Platforms and Brāhmaparā □ NMEICT □ Short Learning Objects (SLOs) and Reusable Learning Objects (RLOs)	Intro lecture-cum demonstration on Creation of e-content	□ Rubrics to check e-learning materials produced

Unit IV: Reflective practice

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	1. Teacher Performance Standards 2. Rubrics for self assessment 3. Self reflection 4. Total Quality Management for Language Teachers	Intro lecture on standards of achievement and performance Self assessment Reflects on own ability and skills Preparation of plan of action for improving own performance	Pre and Post test during Practice Teaching aimed at improving performance based on standards

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EDU – 13.3 : EMERGING TRENDS AND PRACTICES IN HINDI EDUCATION

HOURS OF INTERACTIONS: 90 (Theoretical discussion) + 30 (Activities/Practicals) = 120 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 learning mechanisms and further's mechanisms
- CO-3 To understand the diverse aspects of digital tools and e-content for transacting Hindi
- CO-4 To become capable of designing and implementing various assessment tools and techniques
- CO-5 To prepare the prospective teachers as reflective practitioners
- CO-6 To generate a professional opinion 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 (10 hrs + 8 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Explain modern instructional strategies	Learning mechanism: strategies for collaborative co-operative learning in small and medium groups, peer tutoring, contextual learning, self study, teaching thinking skills.	Collaborative learning	Assessment of learning process and reflections
2. Explain and utilize appropriate instructional strategies to suit the needs of different categories	2. Non cognitive strategies, Watsonian Learning on the cloud platform	Co-operative learning Constructivist approach Knowledge	Assessment of students' progress Assessment of learning materials
3. Equip Student teachers to address the special needs of differently			prepared for differently abled students

abled children in Hindi language classroom	Evolving instructional strategies for High, Average and Low achievers in the heterogeneous classroom Instructional strategies and teaching learning materials to address the special needs of differently abled children/ CWSN/ Children with special needs in the language classroom	generation Comparative & critical study on various methods and strategies Online learning Narrative expression Web search Adopting different strategies according to the level of students Developing different strategies for differently abled students	

Unit 2: Strategies of Assessment in Hindi Education (18 Hrs + 7 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Get acquainted with different types of evaluation and assessment techniques	Quantitative VS Qualitative Assessment Formative and Summative Evaluation, Scheme of Grading, Continuous and	Single sitting Meaningful verbal	Quiz session Portfolio Assessment Rubrics

2. Become capable of designing and implementing various performance tests 3. Familiarise with online assessment tools and techniques 4. Get acquainted with the practices of feedback mechanisms 5. Develop a professional perspective for continuous placement exams	Comprehensive Evaluation, different types of tests – Norm referenced test, Criterion referenced test Diagnostic test, Achievement test/ Design of the test/Bias Free Performance test : assessment based on process indicators like listening comprehension, pronunciation, vocabulary test, reading test, handwriting assessment, creative writing, communication skill assessment Portfolio Assessment, Rubrics Self-reflection, Peer evaluation and teacher evaluation Assessing student performance as feedback for student progress – Teacher's proficiency – Parents Opportunity for self-reflection—Self-Evaluation, Peer Evaluation and Teacher Evaluation of classroom practices preparation and application of context based data sheets Competitive exams- Basic ideas of NEET, AET, KET, Proficiency courses offered by Kerala Board, Panchasabha and Odisha Board, Hindi Proficiency Test, Translation courses in Hindi	experiment Activities for the development of language skills, communication skills Drill and Practice Project Online learning Construction of test types Preparation of Question Paper	Self-reflection Peer evaluation Preparation of achievement and diagnostic test Preparation of different types of tests Diagnostic Test & Achievement test

Unit 3 Material Design for Curriculum Transaction in E-Platform (12 Hrs + 8 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Generate curriculum material from needs at teaching level 2. Familiarize with ways of designing digital tools and content 3. Develop skills in using web-based digital tools and software for modern instructional practices in Hindi	- Curriculum Innovation: emerging and modern – face-to-face mode and E-T enabled mode - Experience with curriculum design: designing of student-teacher generated digital content and content - Adapting the downloaded digital resources in Hindi - Use of Open tools and software in Hindi - Google translate, the Hindi forum, using Hindi online resources: www.dabhihi.com, collection of Hindi sites - http://it.dabhihi.com, teaching With the collecting materials for classroom transaction	- Discussion - Demonstration - Self study - Super text study - Self evaluation - Observation - Use of web resources - Creating Digital Learning Platform	- Analysis of performance - Evaluation of various curriculum designs - Assessment of content script in Hindi

Unit 4 Teacher as a reflective practitioner (14 Hrs + 4 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Capture the concept of teacher as a reflective practitioner 2. Become competent in practicing reflective strategies in instructional process	- Teacher as a reflective practitioner - concepts – modes and means of reflective practice in Hindi: designing and developing tool for reflection in Hindi - Reflective strategies - concept map, brain storming, portfolio writing, problem solving, blogs, online forum, Review the self assessment, self reflection ...	- Brain storming - Self Assessment - Online learning - Group investigation - Problem solving	- Pre and post tests of teacher teaching - Online assessment - Concept maps - Portfolio writing - Review 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.	Collaborative learning and on-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) Learning on the Cloud Platform, Lesson planning for the modern instructional strategies.	Demonstration. Lecture method. Group discussions. Debate. Demonstration. Presentation.	Observation. Observation. Role performance. Participant observation. Observation. Performance.

UNIT II STRATEGIES OF ASSESMENT IN SANSKRIT EDUCATION[10HOURS-09HOURS]

Course Specific Outcome (CSO)	CONTENT	STRATEGIES/APPROACHES	ASSESSMENT AND EVALUATION
To apply suitable strategies of assessment in Sanskrit Learning.	Self-Reflection and Peer-Evaluation. Continuous and comprehensive Evaluation[CCE]. Different types of tests- Purpose and inclusion. Criteria of a good test in Sanskrit. Question forms - LQT and HQT question s. Test types of JSRW. Construction and Administration of / Achievement and Diagnostic Tests. Remedial teaching. Formative and summative assessment ICT. Integrated Assessment Practices: Assessment Rubrics in language testing E-Portfolio.	Demonstration. Lecture method. Discussions. Narrative expressions. Meaningful verbal expressions. Achievement test. Diagnostic test. Lecture method. Peer evaluation of classes [Five] Discussions. School assignment phase-1-10 weeks.	Observation. Participant observation. Individual Performance. Observation and analysis. Discuss and construct and finally evaluate Listening. Observation. Participant observation. Individual assessment.

UNIT III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM[18HOURS-8HOURS]

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-Pedagogy and Brithaspathi, NMEICT, Short learning Objects (SLOs) and Reusable Learning Objects (RLOs)	Meaningful verbal expressions. Peer institution.	Participant observation. Observation.

UNIT IV: CPD AND REFLECTIVE PRACTICES[18HOURS-4HOURS]

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 a platform.*
- 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 TRANSACTION 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	• Modern Strategies in language teaching & learning: • Collaborative Learning & Co-operative Learning • Workshop, Seminar, Symposium, Debate, • Video conferencing, • e-learning, Blended Learning, Virtual	Introductory Lecture Discussion Group Discussion Observation	• CE • Assignment • Seminar report • Class test • TE
	Learning, • 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
1. Acquaints with modern Assessment and evaluation strategies 2. Acquire the ability to develop suitable assessment tools and apply it	- Assessment / evaluation in teaching and learning - Assessment of learner achievements - Objectives of assessment, Tools & Types : formative and summative evaluation - Continuous Evaluation, comprehensive evaluation, Continuous and comprehensive evaluation - Construction and administration of achievement tests - Diagnostic tests and Remedial teaching - Marking and grading, Grading indicators	Introductory Lecture Discussion Group Discussion Observation Session	- CE - Class Test - Assignment - Reports - TE

	• Preparation and use online tests and its application • Student evaluation: Self evaluation, Peer evaluation • Preparation of scoring indication for CE and CCI • Assessment Rubrics		

UNIT III : MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Explores the practices of curriculum transaction by applying e-platforms	• ICT enabled Language Teaching : • E-content design and development • E-content authoring • Online language teaching and learning • Online Language learning materials: language games, Online vocabulary games • Online grammar games	Introductory Lecture Discussion Group Discussion Observation Narration	• CR • 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	- Teacher : Teaching Profession. - Professional Traits and competencies. - Professional Ethics. - Arabic Language Teacher : His varying roles, Qualities & qualifications - Humanistic teacher attributes : - Temperament, Empathy, Academic Asceticism, Commitment, Humor, Ethics, Reflection - Knowledge worker, Facilitator, Mentor, Social Engineer, & guide - Reflective Practitioner. - Teacher Development, Professional Development. - Continuing professional Development - Teacher Accountability - Rubrics for self assessment	Introductory Lecture Discussion Group Document Observation Narration	- CE - Assignment - Reports - TE

PLATE 1

- [illegible]

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
1. Student teacher familiar with evolving instructional strategies 2. Familiarity with teacher role, Learner role, Instructional material and assessment practices in e-learning	• Collaborative Learning and Co-operative Learning • Connection-learning, Rough Aggregation, Revising, Repurposing and Feeding forward • Metacognitive strategies in language learning • Webinars • Video conferencing • e-learning, Blended Learning, Virtual Learning • Learning, Massive Open Online Course (MOOC) • Lesson Planning for modern instructional strategies	Tasks involving cooperation and collaboration Knowledge analysis Re-screen Textual reading and reflection Online access and participation Explores online sources Identification/propose ion and use of digital resources for online learning Task completion Reflection and collaboration with peers Specimen Lesson Plan writing	• Completion and submission of tasks • Sharing/exchanging resources • Improvement in performance • Completion of knowledge generated from Internet • Timely created digital aids for online teaching • Participation in online learning • Submission of Lesson Plans that fulfill practical criteria

Unit II : Strategies of Assessment in Tamil Education (20 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers are introduced to assessment techniques and practices	• Self-Reflection and Peer-Evaluation • Continuous and Comprehensive Evaluation (CCE) • Different types of tests-Purpose and mechanism • Criteria of a good test in Tamil • Question forms- L/O & H/O questions • Test types for LSRW • Construction and administration of Achievement & Diagnostic Tests • Remedial Teaching • Alternative and Summative Assessment • ICT integrated Assessment practices ;	Construction of test types Preparation of Question Paper Group and Pair work	• Course Achievement-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. Familiarize with ways of designing digital texts and e-content	• Curriculum transaction; meaning and modes - Face to face mode and ICT enabled mode • Experience with curriculum design- designing of student-teacher generated digital texts, and e-content	Discussion Demonstration Self study Supervised study	• Analysis of performance • Evaluation of various curriculum designs • Assessment of e-content script in Hindi

6. Develop skills in using websites, digital basic tools and softwares for modern instructional practices in Tamil.	- Adapting free downloadable digital resources in Tamil - Use of basic tools and softwares in Tamil - Google translation, using Tamil online dictionaries - searching Wikia for collecting materials for classroom instruction - e-content design and development - e-content authoring - e-Publics and Blogs/paths - NSRFCT	Self evaluation Observation Use of web-resources Creating Digital learning platforms	
7. Student Teachers familiarize with design and development of e-content materials			

Unit IV: Reflective practices (28 hours)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with ways of improving performance through reflection. 6. Developability to apply TQM strategies	- Teacher Performance Standards - Rubrics for self assessment - Self reflection - Total Quality Management for Language Teachers	Intern-Intern on standards of achievement and performance Self assessment Reflects on own ability and skills Preparation of plan of action for improving own performance	Pre and Post test during Practice Teaching aimed at improving performance based on standards

EDU 13 .7: EMERGING TRENDS AND PRACTICES IN MATHEMATICS EDUCATION (Theoretical 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
- Unit 4: Teacher as a Reflective Practitioner

Unit 1: MODERN INSTRUCTIONAL STRATEGIES IN MATHEMATICS EDUCATION

Course Specific Outcome (CSO)	Contents/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, gifted and creative learners	- Modern instructional approaches for learning: Japan's scholastic, circle learning, concept mapping, Quick-pair problem - Online learning, blended learning	- Meaningful verbal expression - Group discussion - Brain storming - Peer tutoring - Seminar	- 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
1. To make the learners	- Concept of Self Reflection and peer evaluation - Concept of GCE - Concept of Educational Evaluation - Different types of Evaluation - Concepts of Placement, formative &c	Discussions Meaningful verbal expression	- Document analysis - Student reports - Questioning - Class test

aware of the importance of providing feedback 2.To acquaint with the competitive tests in Mathematics at various levels 3.To understand the construction of achievement and diagnostic test 4.To familiarise with continuous and comprehensive evaluation and grading system 5.To develop rubrics for CCE assessment, self reflection and peer evaluation 6.To understand the concept of self reflection and peer evaluation	summative, product vs process, internal Vs external, diagnosis, Objective based evaluation. - Assessment -of learning -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 -Practicing of online tools.	- Group discussion - Preparation of rubrics - Barter sessions - Seminar	- Assessment of rubrics - Participant observation - Concept paper preparation

7.To acquaint with online assessment and experience different practices			

Unit III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN e-PLATFORM

Course Specific Outcome (CSO)	Contents/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 Mathematics 4. to understand and develop e- content for teaching various topics of Mathematics	• Techno Pedagogic curriculum transaction materials: Digital text-based explanation-designing of digitization • E content development-steps • Development of e content material on any topic in Mathematics.	Demonstrations Illustrations Video clippings Web based Illustrations Power point Presentations Assigned readings of e-text.	2-Leant Assessment

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.	- Narrative expression in small or medium groups. - Document analysis - Debate - Think Aloud	Online Evaluation of postings in Blogs - Reflective Journal Analysis - Participant observation Test

Suggested reference books :

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

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- Ottari, A. (2007). *Learning Mathematics (2nd ed.)*. London: Continuum.
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- Sandhu, K. *Ganitshiksha (Mathematics)*. Thiruvananthapuram: Kerala Bhudha Institutions.

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 technol-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	• 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, fast learners, scientifically gifted and creative learners	Meaningful verbal expression Group discussion Brain storming Experiential learning Peer tutoring Material development Seminar	• 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 familiar 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	• 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 Poster sessions Seminar	• Questioning • Class test • Road Show • Assessment of rubrics • Participant observation • Concept paper preparation

Unit 3: Material Design for Curriculum Transaction in a platform (15 + 4 = 19hr)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand ideas and scope of e-learning. 2. To understand the concept of curriculum transaction material design. 3. To design and develop technopedagogic curriculum transaction materials for learning physical science. 4. To understand and develop a content for teaching various topics of physical science.	• Learning Module and scope • Techno-Pedagogic curriculum transaction materials- Digital tests-brief explanation-designing of digital tests • Content development steps • Development of a content material on any topic in Physical Science	Digital Module Exposition Explicit teaching Collaborative designing sessions Individual / group presentation Debate Think Aloud	• Rubric based assessment of individual performance • Think Aloud Sessions

Unit 4: Teacher as a Reflective Practitioner (15 + 4 = 19 hr)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To familiarise with reflective practices 2. To be a reflective practitioner	• Reflective practitioner-Meaning, models and means of reflective practices- Models of reflective practices - Schön and Kolb	Scenario expression in small or medium groups Document analysis	• Reflective Journal Analysis • Participant observation • Co-created designing and development of tools of reflection by the student teacher, postings of reflections in blogs and forums

Reference:

- BrownS.&SmithB.(1997): GettingtoGripswithAssessment., Birmingham, SEDA.
- FundaDirrek, Issa M. Saleh (Eds.) (2012): Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science: USA, Information Age Publishing Group.
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- RoniM, Palloff&KeithPratt(2009): AssessingtheOnlineLearner: San Francisco, Jossey-Bass.
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EDU - 13.9 : EMERGING TRENDS & PRACTICES IN NATURAL SCIENCE EDUCATION

(Theoretical Discourse -50 Marks/60 hours & TE-23 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 jigsaw learning, co-learning, cross learning, etc.
- CO 3 Engage 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 Give 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 1 – Modern Instructional Strategies in Natural Science Education. (Theory Hours-18)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
10. To understand various Modern instructional approaches / technique for Cooperative and Collaborative learning. 11. To understand about the concept of online learning and Blended learning. 12. To acquaint with the Cooperative, Collaborative learning strategies 13. To understand the concept of 'Issue based learning, Problem based learning and Critical pedagogy. 14. To develop skill in selecting appropriate instructional strategies to transmit the content. 15. To identify educational needs of slow learners, scientifically gifted learners and creative learners.	• 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. • Issue Based Learning. • Science education for students with special needs-slow learners, scientifically gifted and creative learners.	Meaningful verbal Expression. Group discussion. Narrative expression. Discussion workshop in small or Medium groups. Brain storming. Seminar Reflective practices	• Participation in group • Discussion. • Questioning • On-task behavior in class. • Tests • Science diary • Daily reflective journal • Participant observation

UNIT II STRATEGIES OF ASSESSMENT IN NATURAL SCIENCE EDUCATION (Theory hours-48)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the different types of Evaluation and Assessment tools.	- Objective based evaluation. - Preparation and practice of Assessment & evaluation tools.	- Managerial verbal expression. - Group discussions.	- Performance assessment in group discussion. - Assessment of Optional Test Book status.
2. To develop skill in the preparation of different types of objectives and matrix for assessing performance.	A. Preparation of Question Bank with different types of test items (MCQ, LQ, Questions).	Narrative expression session in small or medium groups.	Questioning.
3. To prepare different types of test items.	B. Preparation & implementation of Achievement Test.	Reflective practices.	Tests.
4. To administer oral and open book examination.	C. Preparation & implementation of Diagnostic & Remedial Teaching.	Interdisciplinary approach.	- Peer evaluation. - Portfolio assessment.
5. To develop a skill in constructing and administering Achievement Test & Diagnostic tests.	- Modern Trends in Evaluation. A. Continuous comprehensive evaluation.	Peer-teaching.	Difficult types of Schedules and matrix developed by student teachers for assessing performance.
6. To familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation, Rubrics designing.	B. Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions. C. Reflection and feedback: Assessment of student's performance.	- Assignments. - Rubric designing. - Question Bank.	- 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
1. To develop a digital skills in compiling of online resources like ppt, video, broadcast for narrating 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.	• Compiling of online resources like ppt, video, broadcast for narrating High School Biology. • Digital text-brief explanation • An introduction to E content generation & Steps for E content generation. • E content generation for the select topics of high school Biology.	Meaningful verbal expression Group discussion Narrative expression seminars in small or medium groups Collaborative practices Multimedia and interdisciplinary approach Team teaching Peer tutoring	• Performance assessment in group discussion • Assessment of Original 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 teaching.	• Reflective practices – Definition & Meaning of reflective practices in teaching.	• Managerial verbal expression • Group discussion	• Performance assessment in group discussion
2. To understand about models and types of reflective learning.	• Models and means of reflective learning. • Reflective learning journals	• Narrative expression sessions in small or medium groups	• Assessment of Optional Peer Review
3. To suggest measures for modifying behaviours of student teachers.	• Critical incidents cases	• Reflective practices. • Debrief	• Questioning
4. To get a feedback through the analytical review of peer teaching.	• Personal development plans • Portfolio development • Collaborative inquiry • Problem-based learning	• PBL	• Peer evaluation
5. To understand about advantages & disadvantages of reflective learning.	• Advantages & disadvantages of reflective learning	• Multitasks and interdisciplinary approach. • Peer tutoring	• Portfolio assessment

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- Chao, Lai (ed) (2012) *Cloud Computing for Teaching and Learning: Strategies for Design and Implementation*. Hershey, PA: IGI Global.
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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 acquaint 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 perspectives of individualized instruction.
- CO 5** To develop skills in preparing programmed instruction materials and modules.
- CO 6** To prepare the prospective teachers as reflective practitioner.

CONTENTS :

- Unit 1: Modern Instructional Strategies in Social Science Education**
- Unit 2: Strategies of Assessment in Social Science Education**
- Unit 3: Material Design for curriculum Transaction in e - platform**
- Unit 4: Teacher as a reflective practitioner**

Unit 1 Modern Instructional Strategies In Social Science Education

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
A. To identify and practice modern instructional strategies in Social Science.	- Peer learning, multimedia and audio methodology strategies, Critical pedagogy, metacognition. - Experiential learning, blended learning, self study, problem based learning, teaching thinking skills.	- Online learning - Democratization - Normative expression - Web search	Use any resources to prepare any 4 learning materials.

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- www.youtube.com/user/learn4teachers
- en.wikipedia.org/wiki/IT_in_Educational_System
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- Kumar, N.P.K. & Nandha 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.	• Concepts of Educational Evaluation • Quantitative VS Qualitative Assessment • Diagnostic test & Achievement test. • Portfolio Assessment, Rubrics • Self reflection, Peer evaluation - Assessing student performance as feedback for - Students' progress -Teacher's proficiency - Parental involvement.	• Brain storming • Meaningful verbal expression • Online learning	• Peer evaluation during Practical teaching (CB- Eds.II)

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- <http://www.nuringskills.com/Assessment-Software.aspx>
- <https://www.assessment.gatech.edu/courses/assessment/q4ed/slides>
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- Sue, Crowley (2006) A – Z of Teaching, New York: Bergman Art Press Ltd.
- Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*. Mumbai:Vikas Publishing House.
- Kurup, S.P.K. &GoudaUP.P.(2008). *Social Studies in the Classroom: Theory andMethods*.
- Parikh R.P.(2012).Teaching of social studies. Pearson, Delhi.
- Elmsnak Parikh (1974). *Towards Effective Instruction in Social Studies*. USA: Houghton Mifflin.
- Dash, B. N.(1990). *Contemporary Methods of Teaching Social Studies*. Lucknow: Kalyani Publishers

Unit 3 Material Design for Curriculum Transaction in E- Platform (4 Hrs + 4 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
- To evaluate a broad perspectives of individualised instruction 10. To develop skills in preparing programmed instruction materials and modules	- Curriculum transaction: meaning and modes - Free 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 - Webchat: surfing practices	Discussion Develop a e learning module: a learner to transmit any one of the curricular aspect of Social Science	Assessment of e-learning

References

- <http://www.airpower.as.af.mil/aircraft/aircraft/1975nc>
- Differentiating instruction: Collaborative planning and teaching for individually designed learning, SAGE: Thousand Oaks, Pvc, Ltd.
- Slugh and Gupta (2004) Teaching Strategies, New Delhi: APH Publishing Corporation.
- Aggarwal, J.C. (2003). Teaching of Social Studies: A Practical Approach, Mumbai: Vikas Publishing House.
- Kumar, S.P.R. & Prasad, P.P. (2009). Social Studies in the Classroom: Trends and Methods.
- Patel, R.P. (2012). Teaching of social studies. Pearson, Delhi.
- Glenn, Pinsky (1974). Towards Effective Instruction in Social Studies, USA: Houghton Mifflin.
- Shah, H.N. (1989). Content and Methods of Teaching Social Studies, Ludhiana: Kalyan Publishers.

Unit 4 – Teacher as a reflective practitioner

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
11. To prepare the perspective teacher as a reflective practitioner	- Shared Beliefs: 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.	- Reflective Journal (Practical) - Observing feedback session

References

- <http://www.eric.gov/nc/national-reports/the-quality-of-teach>
- <http://www.assessment2000.com/Assessment-Software.aspx>
- <http://www.assessment2000.com/assessment/assessment2000.html>
- Fuchsmaek, Silia (2003). The Reflective Educators' Guide to Classroom Research, California: Corwin Press, Inc.
- Broadly, Pravek (1994). Towards Effective Instruction in Social Studies, USA, Houghton Mifflin.
- Edgar, M. & Rao, R. (2003). Teaching Social Studies Successfully, New Delhi: Discovery Pub House.
- Singh and Gupta (2004) Teaching Strategies, New Delhi: APH Publishing Corporation.
- Sue, Conoley (2000) A – Z of Teaching, New York: Broj Jost Art Press Ltd.
- Innovative work: (C.S. Edu-11) : 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 Eds. 7)
- Read a book related to the teaching of Social Science in technological age and prepare a review.
- School journey: Phase 1: Practice teaching for 10 weeks (40 lessons)
- Suggested Readings:
- Theodore Kottmann, (1970) Teaching Social Studies in Elementary School, USA: Prentice Hall, Inc.
- Elizabeth Perrow, (1962) Effective Teaching, Singapore: Longman
- Alan Haiman and Margaret Lukke, (1990) Research in to Practice, USA: Allyn and Bacon.
- Jerome Pridem, H & Arty Delmont, (1992) Unusual Teaching Strategies, USA: Allyn and Bacon.
- Harold W. Evans & David Warren, (1996), Hand book on Social issues, New York: National Council for Social Studies.
- Helen E. Rusk & Kit Marshall, (1998), Performance based Curriculum for Social studies, California: Corwin Press.
- Patricia L. Smith & Thomas J. Ragan, (1999), Instructional Design, New York: John Wiley & sons, Inc.
- George W. Gagnon & Michael C. (4), (2001) Designing for Learning: Six Elements in Constructing for Classroom, California: Corwin Press.
- Susan Udell-White, (2005), Keys to curriculum mapping, California: Corwin Press.
- Peter Taylor, (2000), How to design a Training Course, New York: V&V.
- Donald P. Kinschak & Paul B. Eggen, (2007), Learning and Teaching, USA: Pearson Education.
- Judith K. Marsh & Karen H. Peters, (2000), Designing Instruction, California: Corwin Press.
- Nelson Alexander, (2000), Frontiers in Pedagogy, USA: Routledge.
- Ian Philip, (2000), Teaching History, New Delhi: Sage Publications India Pvt. Ltd.
- Nancy Sagor, (2000), Diagnosis: Classroom Observation, California: Corwin Press.
- Philip M. Anderson, (2000), Pedagogy, New York: Peter Lang Publishing, Inc.
- Ashraf Kumar Ila, (2000), Constructivist Epistemology and Pedagogy, New Delhi: Atlantic.
- Don Stenon, (2000), Effective Teaching and Learning in Practice, London: Continuum International Publishing group.
- Valakrishny, (2011), Action Research, New Delhi: Sage Publications.
- Tony Gage, (2011), Teaching and Learning through Reflective Practice, London: Routledge.

EDU- 13.11 : Emerging Trends and Practices in Geography Education

(Theoretical discourses – 68 & CE – 38 hours)

Course Outcome (CO)

- **CO-1** To identify and practice modern instructional strategies in Geography
- **CO-2** To get acquainted 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 of individualised instructional skills and practices
- **CO-5** To prepare prospective teachers as reflective practitioners

Contents :

Unit 1: 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 1 – 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	• Pattern setting- steps, skills strategies • Pattern based learning • Guided discovery / inquiry	Discussion Demonstration Online learning Web search Internet Access	• Use any e-resources to prepare their learning materials • Learning materials • Assignments • Reflections
13. To identify various modern instructional strategies for Geography education	• Exploratory / heuristics • Inductive/ Deductive • Multimedia/ Multi- methodologies		

Reference

- <http://www.bbk.ac.uk/learningandteaching/>
- http://en.wikipedia.org/wiki/Learning_management_systems

- <http://www.ncert.nic.in>
- ncert.nic.in/ncerts/publications/teachers.htm
- ncert.nic.in/ncerts/publications/teachers.htm
- www.ncert.nic.in/ncerts/publications/teachers.htm
- Finkelman, W.A. (2003) *The Reflective Educator's Guide to Classroom Research* California
- Asmita U. (1994) *Teaching of Geography*, Prakash Brothers, Ludhiana
- Vimala P. and Vinodhagopal, R.G. (1987) *Teaching of Geography*, Sterling Publishers Private Limited, New Delhi
- Singh and Gupta (2004) *Teaching Strategies*, New Delhi: APH Publishing Corporation
- Gupta G.D. (1996) *Teaching of Geography*, Macmillan, London
- Patil, R.P. (2012) *Teaching of social studies*, Pearson New Delhi
- Gopal K.R. (2003) *Teaching social studies successfully*, New Delhi: Discovery Publishing House

Unit 1: 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 different evaluation 15. To become capable of designing and implementing various performance tests 16. To acquaint with various evaluation techniques in geography	• Evaluation: concept, purpose, techniques & tools • Modern evaluation techniques CCE, Grading • Self-reflection & peer-evaluation and external processes in learning • Achievement test and Diagnostic – non-characteristic purpose, steps in construction, analysis of results & remedial measures • Qualities of a good test • Types of Questions- marking details • Assessing students performance – purpose & techniques • Classroom assessment: principles of test bank	Discussion Demonstration Field learning Group learning Meaningful verbal learning Preparing achievement and diagnostic tests	• Analysis of diagnostic and achievement tests (practical) • Peer evaluation during practical working at least 10 students • at CSOs 14)

References

- <http://www.eric.gov/fulltext/FullTextReports/> The quality of teaching
- <http://www.assessment.com/assessmentsoftware.aspx>
- Singh & Gupta (2004) Teaching strategies. New Delhi: APH Publishing corporation
- Sue, Cowley (2006) A-Z of teaching. New York: Guilford Art Press Ltd
- Verma G.P., and Vishwanagurn, E.G (1987) Teaching of Geography, Sterling Publishers Private Limited, New Delhi
- Arora M.L. (1978) Teaching of Geography, Prakash Brothers, Ludhiana
- Gould G.H. (1986) Teaching of Geography, Macmillan, London

Unit 3 Material Design for curriculum instruction in a 60-day term: 117 Hrs @ 8 Hrs/

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
17. To facilitate a broad perspective of individualised instruction 18. To develop skills in preparing instructional materials and modules	- Curriculum framework - meaning and various modes - Curriculum design - Digital texts and e-content - Virtual learning environments - Adapting free - open - source digital resources in Geography	Discussion Online learning Develop a e - learning module or e - lesson in Geography Web search	- Assessment - Internal test for units 1, 2, & 3 (CE, Edu, IT)

The Future

- <http://www.airpower.psu.edu/articles/surveys/1975bc>
- Singh & Gupta (2004) Teaching strategies. New Delhi: APH Publishing Corporation
- Urquhart Patrick (1974) Towards effective instruction in Social studies. USA: Houghton Miffl
- Differentiating instruction: Collaborative Planning and teaching for universally designed learning. SAGE (Thousand Oaks, CA, USA)

- Patricia E. Smith and Thomas J. Ragan (1999) *Instructional Design*, New York : John Wiley & Sons Inc.
- George W. Gagne and Michael Goltz (2003) *Designing for Learning*, California : Corwin Press.
- Susan Lidelhofen (2003) *Key to Curriculum mapping*, California : Corwin Press.
- Verma G.P. and Verma Jayaram, E.G (1987) *Teaching of Geography*, Sterling Publishers Private Limited, New Delhi
- Arora M.L (1978) *Teaching of Geography*, Prakash Brothers, Ludhiana
- Gossell G.H (1988) *Teaching of Geography*, Macmillan, London

Unit 4 Teacher as a Reflective Practitioner (14 hrs = 4 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
19. To prepare the prospective teachers as reflective practitioners	• Reflection in teaching and learning • Teachers as a reflective practitioners • 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	• Reflective journal (protocol) • Observing reflective sessions • Collecting feed back

What's New

- <http://www.northeasternjournal.org/submit/submit.asp>
- Pichmans & Silva (2003). *The Reflective Educator's Guide to Classroom Research*. California: Corwin Press, Inc.
- Singh & Gupta (2004) *Teaching Strategies*. New Delhi: APS Publishing corporation
- Verma G.P. and Vermaasgiani, E.G (1987) *Teaching of Geography*. Sterling Publishers Private Limited, New Delhi
- Arora M.L. (1979) *Teaching of Geography*, Prakash Brothers, Ludhiana
- Gopill, G.H (1968) *Teaching of Geography*, Macmillan, London
- Jane Gavey (2011) *Teaching and Learning Through Reflective practice*. London: Routledge

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 analyse the strategies in teaching book keeping and accounts.
- 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 conducted with commerce and management.
- CO 10** To understand the diverse aspects of digital tools and resources in commerce fields.
- CO 11** To prepare the prospective teachers as reflective practitioners.

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
- To identify and practice modern instructional strategies in Commerce education. - To analyse the ways and strategies in which a teacher educates deals Children with Special Needs.	- 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.	- Online learning - Demonstration - Narrative expression - Web search	Assessment of learning process and reflections Graphic organizers preparation and analysis.

Unit 2: Strategies of Assessment in Commerce Education (14 Hrs + 9 Hrs)

Course Specific Outcome (CSO)	Content	Strategies	Evaluation
- 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.	- Quantitative VS Qualitative Assessment - Diagnostic test, Achievement test, Performance test. - Portfolio Assessment, Rubrics - Self-reflection, Peer evaluation - Assessing student performance on feedback. - By - Student progress - Teacher's proficiency - Parents	- Brain storming - Meaningful verbal expression - Online learning - Group investigation	- Quiz/question - Portfolio Assessment - Rubrics - Self-reflection - Diagnostic & Achievement test (Practical)

Unit 3: Material Design for Curriculum Transaction in E- Platform (14 Hrs + 8 Hrs)

Course Specific Outcome (CSO)	Content	Strategies	Evaluation
- To generate a curriculum transaction module in teaching contents. - To develop skills in using software for analysing student instructional practices in contents.	- Curriculum transaction, creating and module – Text to face mode, ICT enabled mode and blended mode - Experiment with curriculum designs/Design digital tools - e-content – types and steps 2 portfolios – scope and limitations	- Discussion - Demonstration - Self study - Hyperlocal study - Self evaluation - Observation	- Evaluation of various curriculum designs - Assessment of e-content use - Analyzing educational Design - Assessment of e-learning.

Unit 4

Teacher as a reflective practitioner (13 Hrs + 6 Hrs)

Course Specific Outcome (CSO)	Content	Strategies	Evaluation
- To capacitate the spirit of teacher as a reflective practitioner. - To become competent in practicing reflective strategies in instructional process.	- Commons Teacher as a reflective practitioner - Concept - Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving, self questioning.	- Brain storming - Meaningful verbal expression - Online learning - Group investigation	- Online assessment - Concept maps - Portfolio writing - Reflective Journal (Practical)

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. end semester exam	: 5 marks.

(Both internal and external assessment)

References

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

Brink, John, W & Kalin, James V. (1999). *Research in Education*. Boston: Allyn and Bacon.

Borich, Gary D (2012). *Effective teaching methods: Research based practice*. New Delhi: Pearson Education

Lucy, Zina O(2010). *Doing your research project*. New Delhi: SAGE

Obal, Reddy D. (2008). *Re-designing of commerce education in India in the context of changing business environment*, The Journal of Commerce, Vol. 36(7).

Raj, Ravi Bhatnag (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.

Soorma Rao (1999). *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.

Sivurajan, K. Paul, Isaac and Lal, J.K (2017). *Commerce Education: Methodology of Teaching and Pedagogic Content Knowledge Analysis*, Cal University.

Sue, Convey (2006) *A – Z of Teaching*. New York: Brij Bhasi Art Press Ltd. Raj, Ravi Bhatnag (1999). *New trends in teaching of Commerce: Models teaching and concepts of learning*. New Delhi: Anmol Publications.

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 experiences 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 Transprofessional 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 Transference in e-platform.

Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Home Science (18 ~R- 24 hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize modern instructional approaches for classroom learning.	Online learning, Blended learning, Meaning and purpose.	Course discourses	On-task behaviour in class
2. To identify special education needs of slow learners, low learners, scientifically gifted and creative learners.	- 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 learners, gifted students in heterogeneous classroom	Brain learning, On task learning Web search	- Participate observations - Innovative work

References

- <http://www.bhk.ac.uk/linkingonline/resources/>
- http://en.wikipedia.org/wiki/Learn_management_systems; <http://www.richard.gov.in>

Unit 2: Strategies of Assessment in Home Science Education (22 + 10 + 32hrs)

Learning Outcomes	Major concepts	Strategies & Approaches	Assessment
- To be familiarise with continuous and comprehensive evaluation and grading system - To develop rubrics for CCE assessment, self reflection and peer evaluation - To understand the concept of self reflection and peer evaluation - To acquaint with online assessment and experience different practices	- 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 - Processing of online tools: Downloading of online tools—setting quiz maker	- Group discussion - Preparation of rubrics - Buzzar session - Seminar - Collaborative learning	- Qualifying - Class test - Assessment of rubrics - Participation observation - Portfolio assessment - Peer evaluation (Utilization)

Reference

- Agarwal, L.C. (2011). *Principles, Methods & Techniques of Teaching* (2nd ed.). New Delhi: Vision Publishing House Pvt. Ltd.
- <http://www.unige.ch/edu/teaching/teaching/The-Quality-of-Teach>
- <http://www.universityofcalifornia.edu/assessment/assessment.aspx>
- <http://www.assessmentjournal.org/assessmentjournal/index.html>

Unit 3: Material Design for Curriculum Transaction in a platform (12 + 6 + 18hrs)

Learning Outcomes	Major concepts	Strategies & Approaches	Assessment
1. To understand the concept of curriculum transaction material design.	• Tasking Pedagogy: curriculum transaction materials: Digital text-based explanation, designing of digital text	Digital Module Expository	• Rubric based assessment of individual performance
2. To familiarise with various curriculum transaction materials using timeline pedagogy.	• E content development- steps • Development of a content material on key topics in Home Science	Explicit teaching Collaborative designing modules	
3. To design and develop teacher pedagogy curriculum transaction materials for learning Home science.	• Educational content development- content possibilities for current graduate and post graduate students	Individual / group presentation	
4. To explore the ways to develop an educational component.		Supervised study	

References

- Hakeshaw S., Gibbs G. & Hakeshaw, T. (1995). *25 Interesting Ways to Assess your Students*. Newbridge Frederick M. Rose (2000). *Educational Entrepreneurship: myths, challenges, possibilities*. Harvard, Harvard Education Press.
- Rathi/Mishra (2007). *Integrating Science Teaching*. New Delhi, Pioneer Hall of India Pvt Ltd.

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	• Reflective practitioner-blogging, 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 Online Direct learning	• Reflective Journal Analysis • Online assessment • Participant observation

References

- Brown S. & Smith R. (1997). *Getting to Grips with Assessment* ., Birmingham, SEDS.
- Finkel-Orlik, Lisa M; Salih (Eds.) (2012). *Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science*. USA, Information Age Publishing Group.
- Gernsmei, L. Tupper (1998). *Radriex: A Handbook for Construction and Use*. Virginia, Riverside & Littlefield Education.
- Wilchew S., Gibbs G. & Wilchew, T. (1997). *33 Interesting Ways to Assess your Students*. Freshbridge/Frederick M. Hess (1996). *Educational Entrepreneurship: realities, challenges, possibilities*. Harvard, Harvard Education Press.
- RaduMihnea (2007). *Innovative Science Teaching*. New Delhi, Prentice Hall of India Pvt Ltd.
- Kern M. PdfuGR, Keith Paul (2009). *Assessing the Online Learner*. San Francisco, Jossey-Boss.
- Tony Olajide (2011). *Teaching and Learning Through Reflective Practice (Second Edition)*. New York, Routledge. Brown G. (2001). *Assessment: A Guide for Lecturers*. Assessment Series, York, LTN.

EDU – 301.2 : Health and Physical Education.

(Credits – 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.	• Health & Health Education – 4 hours • Meaning, Importance and factors affecting Health • Significance, scope, aims and objectives of Health Education	Meaningful verbal presentation	• Test

Unit 2: Hygiene & Health Hazards

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.	• Hygiene & Health Hazards - 5 hours • Personal and Community Hygiene • Smoking, Alcoholism and Abuse of drugs	Oral presentation Poster making in small/medium groups	• Evaluation of daily reflective behaviour • Test

Unit 3: Food and Nutrition, Lifestyle Diseases, First aid and Poisons

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To impart knowledge regarding food and nutrition, first aid and the importance of poisons. 2. Develop awareness about various lifestyle diseases and their prevention.	• Food and Nutrition - 15 hours • Macro and Micro Nutrients • Balanced diet • Vitamin deficiency and related diseases • Mal nutrition • Diseases • <i>Hyper-ketotic Lifestyle diseases and it's management</i> • First Aid • Definition • Aims and Principles • Management of Burns, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting.	Small size expression Practical sessions Group activity Oral presentation Personal profiles Preparation of database Social survey	• Debatings and discussions • Test • Survey reports • Group presentation • Project presentation

	Births, etc. • Posture • Congenital and acquired postural deformities • Remedial measures for acquired postural problems		

Unit 4: Yoga in schools.

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Understands the significance of yoga in school.	• Yoga in Schools – 5 lessons. • 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). • Mudras.	Narrative expressions Practical sessions Group activity Demonstration Personal profiles	• Practice of yoga. • Practical classes in schools • Discussion • Tests • Awareness campaigns

Guidelines for Practical work :

- Personal Health & Nutrition Chart – 5 marks
- Record of Health Education – 10 marks
- Practice of Yoga – 10 marks
- Practical teaching – 50 marks (students have classes in schools by preparing teaching learning resources, ~~and~~ Yoga & ~~and~~ HEC)

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.

Practicale:

- 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 in Education.
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

Content:

- Civilization values- Human Values- Social Values-biological values- Aesthetic values- Charmed values- Strategies for socialising values
- Futuring of education
- Translational Analysis – Basic Concept , Ego states , Ego gram , Role of T.A in Education, Personality, Adjustment, Individual Differences
- Commission and reports in Education- University education commission 1948, Kothari commission, NEP 1986
- Professional ethics of teacher - with respect to students, institution and society
- Effects/ 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, Parents' involvement and need for parents education
- Culture- Explicit and Implicit, Aspects of culture with regard to education

- **Reforms of School Curricula**, Social issues, Strategies to work with special reference to corruption, terrorism, violence against women and drug abuse- Significance of socialisation programme, Patriotic upsurges and need for peace education
- **Constitutional provisions related with education** - Right to education act 2009
- **Institution of Higher Learning and Research**
- **Value integration** - Significance value education- Spiritual values- values laid down in Indian constitution- Strategies for inculcating values
- **Subjective area- music**, challenges with special reference to child in 1944 and role of principles and skill in music/ art
- **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, Cognitive, Constructivist theories
- **Blended**- concept, types and strategies to blend
- **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- criteria getting, after getting and relative grading, merit and demerit, Tools of Assessment- Project/ tasks, checklist, rating scale, narrative/ anecdotal, 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 hypothesis, 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, Burn, 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 classroom, Cloud computing, E-learning- concept, types- synchronous, asynchronous –synchronous, Learning management system.

EDU 14.1 : 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, Bellinis
- Brief outline of NCF (2005) and NCF (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, Instruments
- 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 & HQT 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 NEP (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 growth, professional ethics - faculty development programmes for teachers
- Brief survey 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 Teacher Pedagogy: Content Knowledge Analysis
- Traditional methods and strategies of language learning: Direct, Indirect Method, Direct method, Inductive and Deductive method
- Modern Instructional strategies- or spectrum: behaviouristic learning, virtual learning, M-learning, social learning, Computer-Assisted Instruction, Web based learning, Blended Learning, Experiential Learning, Constructivist Strategies, concept mapping
- Models of Teaching – Content Dominant Model, Advance Organizer Model, Inductive Teaching Model
- Concept of e-content and e-resources in Hindi - educational usage, publishing, online communities & forums, e-journals, e-desktopers, real-time L, MOOC techniques

Unit III: Curriculum and Modern Instructional Resources in Hindi Education

- Curriculum – Definition, Concept, Principles of curriculum construction
- Brief outline about NCF (2005), NEP (2020)
- Features of present school curriculum
- Strategies to cater children to deal with students with special needs (CWSN)-Gifted, slow learners, children belonging to underprivileged group
- Examples like NIPDE Bangalore, VU-TECH, Dronacharya platform for higher education, MOOC
- Examples of test book preparation, Types and Outline of a test book
- Experience with curriculum design-Design Right: text and e-content development
- Classroom responses

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, terminologies
- Nature, Scope, Values of Sanskrit education
- Interdisciplinary approach
- Inter relationship between Technology, Pedagogy and Content, Teacher as Techno-Pedagogue, Scope and purpose of Techno-Pedagogical 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 suitable curriculum.
- Global trends in reorganising ancient curriculum
- Brief outline about NCF(2005) & NCF (2017)
- Curriculum transaction and its modes
- Experience with curriculum design-Design digital texts and e-content development.
- Community resources
- e- resources and IT enabled instructional resources, Educational Blogs, e-journals, pod casting, e-learning, or- learning, web based learning, learning management system (LMS)

Unit IV: Modern Development 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 Banks 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 English.
- 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 - Maternal, 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, terminologies
- 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- Prosa, 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 & HQT 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 (2002) 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 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 Voice: means of international understanding
- Arabic language education in India and Kerala - non-formal and formal agencies
- Arabic language resources (teachers handbook, textbook, supplementary reader)

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, textbooks
- 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
- Experiences with curriculum design-Design digital text 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 (HOTS, LOT Questions)
- Reflective assessment - Portfolio Assessment, Rubrics, Self Reflection, Peer evaluation.

SEMESTER IV

EDU – 10.7 : ADVANCED STUDIES : CURRICULUM AND PEDAGOGIC COURSES IN MATHEMATICS EDUCATION

(Theoretical Discourse - 40 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 test.
- 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 I: Exploring Content and Pedagogic Knowledge

- Content knowledge and Pedagogic content knowledge of secondary school Mathematics syllabus prescribed by NCERT
- Mathematical skills, Major teaching skills and thinking skills
- Addressal learning in different levels of learning

Unit 2: Inquiring into Approaches, Methods, Strategies, and Techniques for Lifelong Learning of Mathematics

- Behaviourist approach - constructivist approach - problem approach-Cognitive approach - Personalised - Cooperative - Collaborative (Group techniques - cross learning - teaching and learn) - participatory approaches, team teaching approach, mastery learning
- Project method, problem solving method, Assisted-instructional method and heuristic approach
- Models of teaching - Con. ITM, mastery learning model and discovery model
- Techniques, strategies, and activities needed for monitoring creativity and innovations in science for lifelong learning - Brain storming, Brainstorming, etc. (p) discussion, where concept mapping, Mathematics club activities
- Simulation, types of simulation, methods of simulating problems
- Self-instructional strategies - Programmed Instruction (Linear, branching), Modular Instruction and CBI
- Science for students with special education (mild-severe learners), exceptional learners, gifted and creative learners
- Educational lifelong learning in Mathematics through Web based learning, E-learning, M-learning, Brain based learning, Experiential learning
- Strategies needed for students with special needs

Unit 3: Enriching Assessment in teaching Mathematics

- Taxonomy of Educational Objectives needed for teaching and assessing Mathematics - Bloom's taxonomy, Revised Bloom's taxonomy (2001) and its implications for assessment and attaining 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
- 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 - Q-rating - meaning, types and uses of grading
- Competence-based assessment for students Olympiad, National Talent Search Examination by NCERT
- Competency-based assessment for projects, self peer projects

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-learning, webinar, video conference, research, summer courses, inservice training and Online Courses (BDOC based and Swayam Platform by UGC)

- 25. **Gravitation:** Mass and weight, universal law of gravitation, acceleration due to gravity and factors affecting it, Solar system, stars, planets, satellites, escape velocity, space exploration and weightlessness in space. **Orbitals:** stars, big bang, clusters, nebulae, **Figure** Hints, solar and lunar eclipses.
- 26. **Electromagnetism:** Conductors, insulators, static electricity, charging, different types of **batteries** and applications, transformers and its applications, **EM**

1. **Chemistry:**

- 1. Atomic structure: History of atomic structure, Bohr model of atom, electron shell model, stability and electronic configurations.
- 2. Categories of elements - factors responsible for chemical properties of elements, reactions of metals with water, air and acid, displacement reactions of metals, reactivity series.
- 3. Separation of Mixtures - distillation, fractional distillation, differential extraction using separating funnel, chromatography.
- 4. Periodic table and chemical bonding - Mendeleev's periodic law, series of elements and electronic structure, valency and electron negativity, representative elements, transition elements, val 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.
- 5. Carbon - Triple carbon, allotropes, carbon cycle, green house effect, global warming - Organic compounds- Classification, nomenclature, uses and toxicity of carbon.
- 6. Chemical Kinetics: Factors influencing rate of reaction - concentration, surface area, temperature and presence of catalyst. Rate Concept - Atomic mass and molecular mass, Avogadro's law and molar concept, gram atom and gram molecular mass, molar concept and stoichiometric equation.

Unit 2: Inquiring into Approaches, Methods, Strategies, and Techniques for Lifelong Learning of Physical Science

- Behavioural approach - constructivist approach - problem approach-Constructivist approach - Personalized - Cooperative - Collaborative (Figure technique circle learning (circle-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 - Brain version, Brain storming, Brainstorm, role play, discussion, debate, concept mapping - Mind mapping, science club activities, field trip, 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

- Introduction of Educational Objectives needed for teaching and assessing Physical Science - Bloom's taxonomy, Ernest 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 - (MCQ and LOT questions)
- Construction of achievement test, and diagnostic test Evaluation of meta-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 (National Talent Search Examination by NCERT), Science Olympiad by Haryana Sahitya Akademi for Science Education (HSENE), KVPY (by the Department of Science and Technology), Intel Science Programme, Google Science fair
- Competitive placement examinations for graduates and post graduates GATE, GRE, KJET (by Paradigmshapers), CTET (by CBSE), and SET exams (by LEARNER & UGC) SET exams 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 (CITE)
- Professionalism- Traits of professionalism (required for a teacher - Professional ethics)
- Professional growth of teachers - Rationale and scope of Reflective practices in professional development - Continuing Professional Development (CPD) - e-training, webinar, video conference, research, summer courses, in-service training and Online Courses in Science (MOOC based and blended Platform by UGC)

EDU – 16.9 : 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 Facilitate 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 Facilitate & understand about Modern Trends in Evaluation like Constructive comprehensive evaluation, Rubric Designing.

CONTENTS

Unit I : Exploring Content Knowledge

- 1. Biological classification- 3 Kingdom Classification- Mammals, Pterura, Pangs, Vamora, Anomalia.
- 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- Marfan'sia, Sickle cell anemia, Phenylketonuria, Chromosomal disorders- Down Syndrome, Klinefelter Syndrome, Turner Syndrome
- 5. Bio technological applications : in agriculture- BT Cotton, Pests resistant plants
in medicine- genetically engineered insulin, gene therapy, molecular diagnosis (ELISA Test)
Transgenic animals- bioactive biological products, vaccines, chemical safety testing.
Ethical issues bio piracy

Unit II. Instructional Management: Traditional to Digital

- Teacher initiated methods- Lecture method, Lecture with Demonstration, Biographical
- Student initiated methods- Problem solving, Project method, Guided discovery, Experimental and heuristic method
- Approaches- Inductive-Deductive, Multimedial, 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 teaching in science learning.
- Meaning and importance of planning. Types of planning - Year plan, Unit plan, lesson plan and Microteach Unit.
- lesson plan- based on following approaches and Models of teaching- Behaviourist Approach, Constructivist Approach, Concept attainment model(CAM), Inquiry Training Model(ITM), IE 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 organisation
- Critical analysis of the prevailing secondary school biology syllabus.
- Curriculum reforms in India(NCERT) & abroad (IBCL).

Unit III. Enriching Assessment in Teaching

- Taxonomies of Educational Objectives needed for teaching and assessing Natural Science-Bloom's Taxonomy- Revised Bloom's Taxonomy, Miller, Cronbach and Yager's Classification, Bloom's Digital Taxonomy.
- Reflective and heuristic- Assessment of student's performance.
- Objective based evaluation.
- Assessment & Evaluation tools
- Question Bank with different questions (HOTS, LOTS Questions).
- Achievement Test.
- Diagnostic tests- Advantages Teaching.
- Modern Trends in Evaluation.
- Constructive 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 Paraskshakharan), CTET (by CBSE), SET (by LSU), CHIR & UGC NET EXAM for Junior Research Fellowship & Eligibility for Lectureship (by CHIR, & 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-Suryam Platform by UGC.

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- <http://www.ck12.org/ck12:taxonomy/1.10/1.11/>
- <http://www.ck12.org/ck12:taxonomy/1.10/1.11/>

EDU – 1510 : 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 acquaint 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 indicate 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 Civilizations of the World- Greek Civilization, Roman Civilization, Egyptian Civilization, Mesopotamian Civilization, Harappan Civilization, Chinese Civilization.

Revolution 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, Socialism, 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 Atmosphere - Solar System, Atmosphere, Interior of the Earth.

Order- Components of India's 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- Steps of virtual learning in Social science and the nature and steps of Blended learning in the present learning environment
- Behaviourist and constructivist approaches in teaching Social Science- how the approaches differ in planning and instructional materials.
- Global trends in curriculum construction- recent changes in curriculum construction, learner centered & participatory approaches
- Instructional techniques and strategies of teaching Social Science- contrast instructional strategies with constructivist approaches and technological environment
- Resource Mapping in Social Science - Print Vs Non Print Media, Utilization of Library Laboratory and Clubs in Social Science Education
- Time zone and Place zone- Concept, Importance, Tools for Developing Time zone and Place zone
- Comparison of Community resources and e-resources- important community resource tools and 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 understanding, role of Social Science teaching to promote National and International perspectives
- Trends and developments in Evaluation- modern trends in evaluation, CCE, fixing of criteria and the steps of grading

EDU – 1411 : 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 evaluation
- 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 assessment strategies
- Identify our working in a manner of personal and professional growth.
- Develop skill in the preparation of different types of activities and matrix for assessing performance
- Develop a skill in constructing and administering achievement test & diagnostic test.
- Familiarize & understand about Modern Trends in Evaluation like Constructive 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
- Discussion, brainstorming, conceptmapping, mindmapping, roleplay, roleplay, exhibitions, simulations in teaching and learning of Geography
- Enhanced lifelong learning in Geography-e-learning, on learning, multimed learning, Simulated learning, experiential learning
- Literature useful 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-COE, 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 practice, in professional development, continuing professional development, e-training, webinar, video conference, research summer courses, in-service 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 acquaint 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 instructing commerce curriculum through e-resources.
- CO-6 To get acquaint with the principles and practices of feedback mechanisms and to become capable of designing and implementing various assessment tools and techniques.

CONTENTS

Unit 1 : Exploring pedagogic content knowledge analysis in commerce

- Pedagogical content knowledge analysis (PCK) - Scope, Features of PCK analysis, significance of PCK analysis as commercial 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, facilitation roles: facilitator, scaffold, monitor, social engineer, monitorial, reflective practitioner and digital migrant

Unit II: Instructional Practices in Commerce Education: Traditional vs Digital

- Techniques – Drill, Memorizing, Recitation, Recitation, Questioning, Recitation, Questioning
- Methods of teaching – Lecture Method, Project method, individualized method, Problem solving method, Case study, Training method, Inductive and Deductive, Analytical and Synthetic method.
- Instructional strategies – Co-operative learning strategies, Collaborative learning strategies, Virtual learning and Blended learning, Experiential learning, Mixed learning, constructivist 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 – Traditional, Different function – Group Arrangement Model, Cognitive Apprenticeship Model, S.E. Model, AMO, RE instructional design model.

Unit III: Curriculum and Modern Instructional Resources in Commerce Education

- Curriculum – Concepts, Principles of designing commerce curriculum, Global trends in designing commerce curriculum, Curriculum Structure and its study.
- Experience with curriculum design-Design digital tests and e-content development.
- e-resources and IT enabled instructional resources, Educational Maps, e-content, and using e-learning, m-learning, web based learning, learning management system (LMS).
- e-learning, website, video conference, research seminar courses, in service training and Online Courses or Forum (MOOC based) and Swayam Platform by UGC, Swayam portal.

Unit IV: Modern Development and Assessment in Commerce Education

- Transformation 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 (HOTS, LOT Questions)
- Reflective questions - Portfolio Assessment, Rubrics, Self-reflection, Peer evaluation.

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EDU – 1413 -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 assessment system.
- CO-5 Identify and working as a team of personal and professional growth.
- CO-6 Develop skill in the preparation of different types of activities and worksheets for assessing performance.
- CO-7 Develop a skill in constructing and administering follow-up test & diagnostic test.
- 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 Carrock and Yager's classification.
- Technology Integrated Taxonomy -Park & Wilson (1999) .
- Revised Bloom's Taxonomy by Anderson and Krathwohl (2001)

Instructional Management: Traditional to Digital

- Teacher initiated methods- Lecture method, Lecture cum Demonstration, Biographical
- Student initiated methods- Drill and writing, Project method, Guided discovery, Experimental and heuristic method
- Approaches- Inductive-Deductive, Mahowide, Interdisciplinary and Constructivist approaches
- Techniques- Seminar, Group discussion, Debate, Brain storming, peer learning, team teaching, concept mapping
- ICT and Multimedia in technology- enhanced communication devices in the teaching of life science.
- Web 2.0 tools
- Networking- meaning and scope of .Net working in science learning
- MC learning
- Meaning and importance of planning, Types of planning – Year plan, Unit plan, lesson plan and Minimum Unit

- *Lesson plans* based on following approaches and Models of teaching: *Marbutian Approach, Constructivist Approach, Concept attainment model(CAM), Inquiry Training Model(ITM), IE Model*
- *Teaching skills* –*Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology/Home Science teacher*
- *Curriculum-Making functions and Principles of curriculum construction,*
- *Approaches to curriculum organisation*
- *Critical analysis of the prevailing secondary school biology syllabus*
- *Curriculum reforms in India(MCER) & abroad (BBCS).*

Evolving Assessment Practices in Home Sciences

- *Reflection and Self-Check- Assessment of student's performance*
- *Objective based evaluation*
- *Assessment & Evaluation tools*
- *Question Bank with different techniques (MCQ, LOT Questions),*
- *Answer sheet 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

- *Features 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 is sight to two members based on the theoretical components. The assessment can be on the following criteria

• Preparation	• Presentation
• Content competency	• Originality
• Report	

Practical

The aim is to familiarize the design, administration and scoring of psychological tests/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	• Speed and accuracy of the administration of test
• Demons involvement of the subject	• Nature of the test (standardized or not)
• Reporting	

Test

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 max. in test tests consist of MCQs. It is also advised to conduct a college level and semester examination for 25 marks including all types of questions other than essay questions 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	• Problem solving
• Decision making	• Self expression and empowerment
• Remediation Intervention	• Extension programmes
• Incorporating creative expression in teaching	• Exploiting community resources
• Innovations in teaching	• 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, organisation 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 report 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 4011 Research Project

A. Tentative Schedule for Minor Project/Action Research/Case Study

Phase I of school internship – Semester – III

- Identification and Selection of the topic/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
		1	2	3	4	5	
1. Lesson template	10						
2. Self introduction/ Introduction of the lesson	10						
3. Development of the Lesson	10						
4. Learning Experience (Activities)	10						
5. Lesson conclusion	10						
6. Use of Media/ Visual Aids etc.	10						
7. Technology Integration	10						
8. Clarity of the value function	10						
9. Classroom management	10						
10. Closure of the lesson	10						
11. Assessment and evaluation	10						
Total	100						

Overall comparison of teaching: Excellent / Very good / Good / Fair / Satisfactory / Needs improvement
(Please check) ☐ ☐ ☐ ☐ ☐ ☐ (Tick one only)

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 _____

S. No.	Criteria	Excellent (100%)	Very Good (80%)	Good (60%)	Satisfactory (40%)	Needs Improvement (Below 40%)
1.	Lesson introduction					
2.	Self introduction (Introduction of the lesson)					
3.	Development of the Lesson					
4.	Learning Experience (No. of times)					
5.	Lesson involvement					
6.	Use of Aids (Visual, Audio, etc.) Teaching by his/guidance					
7.	Monitoring of the subject matter					
8.	Classroom management					
9.	Control of the lesson					
10.	Assessment and evaluation					
	Total					

Place: _____

Date: _____

Name and Signature of the observer: _____

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 articulated. Interdisciplinary connections. Clear and accurate classroom interaction procedure. Self explanatory to a great extent	All most all components of lesson plan are clearly defined. Reflects all most all important concepts. Prerequisites are articulated. Attempted for interdisciplinary connections. Clear Classroom interaction procedure. Self explanatory	Some components of lesson plan need improvement. Reflects the essential concepts. Prerequisites articulated. More classroom interaction procedures are given, but not clear self explanatory to a great extent level.	Some components of the lesson plan need improvement. Prerequisites included are not properly articulated. 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 reflected the prerequisites needed. Very interesting and most relevant introduction.	Sets a suitable environment. Intellectual curiosity is aroused. Prerequisites are checked. Interesting and relevant introduction.	Sets a suitable environment. Only a few Prerequisites reflected. Interesting. Sets a satisfactory environment.	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 Learner	Sets a conducive environment for overall maturity of the child is very small amount. They well reflect the pre-requisite needed. Very interesting and non-relaxant combination. Use very appropriate learning experiences. Eluding student responses to contribute the lesson forward. Encouraging student equity by asking thought provoking open ended questions (formulating). Asking each and every, middle higher level questions. Providing sufficient in strengthening knowledge. Providing well worth problem based learning environment. Creating situation for the development of value. Providing to knowledge.	Skills were well defined. Sequential too, master through elaborating student related responses. Skilled in focusing and organizing learner activities. Creates and creates interest among students throughout the class. Uses reinforcement 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 contribute the lesson forward. Asking thought provoking open ended questions. Students are well equipped to construct personal knowledge. Providing life related problem.	Tries to sequence the content through elaborating student related responses. Creating and organizing learner activities. Provides interest among students. Uses reinforcement both positive and negative for recognition and approval. Identifies learner needs and learning difficulties. Sets a satisfactory environment. Learning experience provides ample opportunity. Teacher tries to elicit knowledge. Asking sufficient types of questions. Creates for constructive generation of knowledge. Offers more accommodation to support different levels of learners.	Student related responses for developing the content needs improvement. Environment in learner activities is essential. Time reinforcement both positive and negative are required for recognition and approval. Learning environment needs improvement. Learning experience provides not at all opportunity. Teacher limitation in learning activities. Questions asked are not serving the purpose of learners. Offers maximum accommodation to support different levels of learners.	Students are participated in lesson development. In reinforcement both positive and negative. Teacher does not recognize the role of student in teaching learning process. Learning environment developed is not suitable in the lesson. Learning experience needs change. No student participation. Only a very few questions were asked. Most of the questions asked are learning.

		constructive questions Salaries present learning with previous and future learning (opportunity for applying knowledge) Accommodation to support different levels of learners.	Tries to individualize instruction. Accommodation to support different levels of learners.			
4	Learning Experiences (Activities)	Life related to the maximum variety of activities used, interesting Salaries Child friendly Participatory Satisfying all levels of learners Adequate number of activities	Life related Variety of activities were included, interesting Participatory Considered the different levels of learners Adequate number of activities included	Life related Participation of some learners, interacting in some extent Satisfies some learners only Minimum number of activities were included	Not directly related to life Minimum activities used Does not consider the different levels of learners	Not related to life Activities used are not appropriate and child friendly
5	Learner Involvement	Learners are actively constructing relationships and create metaphors Learners are actively engaged in dialogue both with the teacher and one another Learner autonomy and initiative is well appreciated.	Learners are constructing relationships and create metaphors Encourages learners to engage in dialogue both with the teacher and one another Learner autonomy and initiative are good	Learners are actively constructing relationships and create metaphors Learners are engaged in dialogue both with the teacher and one another Encourage and accept learner autonomy	More Learners involvement in constructing knowledge is expected Learners are expected to have active dialogue both with the teacher and one another	No learner involvement in knowledge construction Teacher-learner interaction and learner-learner interaction is very poor

		All learners are participating in the teaching learning process		Administrative		
8	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 Smart-board planned, neat and legible. Technology is integrated to the content 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 maximum.	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.
9	Mastery of the subject matter	Clear understanding of the objectives and how it to be delivered. Current research and data included in the lesson. Thorough and deep content knowledge. Knowledge of structure	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 enhance student level.	More content knowledge is a must. Knowledge of supplementary materials is minimum.	Teacher is not clear about the objectives and how to deliver it. Poor content knowledge. Teacher makes errors in content.

1	Class Management	not organized content The knowledge of the supplementary materials. Develops good rapport with learners. Names of all learners are known to the teacher. Deals with misbehavior very effectively. Learners are self-disciplined. Recognizes strutting and are attacking behaviour. Keeps learners on eye open. Learners do group work very systematic.	Necessary supplementary materials made clear to the teacher. Teacher has a command on students. Cells pupils groups by their needs. Steps misbehavior. Learners are according to the direction of teachers. Learners are 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 activities.
2	Closure of the Lesson	Summarizes 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 key points in the lesson. Provides reflective practice as a means of evaluation. Provides remedial measures on alternate days.	Reviews the main points of the lesson. After each class student is advised to reflect on the class.	Summarizes 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	Questions for authentic assessment of all targeted objectives are included. A clear relationship is evident between learning objectives and assessment of learning. Assessment tools contain topic specific criteria to serve as a helpful scaffold for learners. Provisions for formative evaluation throughout the semester.	Questions for authentic assessment of all target all targeted objectives are included. A clear relationship is evident between learning objectives and assessment of learning. Assessment tools contain majority topic specific criteria to serve as a helpful scaffold for learners. Provisions for formative evaluation to a greater extent.	Questions for authentic assessment of some targeted objectives are included. A clear relationship is evident between some learning objectives and assessment of learning. Assessment tools contain some topic specific criteria to serve as a helpful scaffold for learners. Provisions for formative evaluation to some extent.	Questions for authentic assessment of few targeted objectives are included. A clear relationship is evident between few learning objectives and assessment of learning. Assessment tools contain few topic specific criteria to serve as a helpful scaffold for learners. Minimal provisions for formative evaluation.	Questions for authentic assessment of all targeted objectives are not included. No clear relationship is evident between learning objectives and assessment of learning. Assessment tools do not contain topic specific criteria to serve as a helpful scaffold for learners. No provisions for formative evaluation.

CRITERIA FOR AWARDING CUBS THE COMMUNITY LIVING CUBAP

Criteria	Very good	Good	Satisfactory	Need improvement
Participation in planning and implementing educational activities during the camp	4	3	2	1
Participation in the creation/development/demonstration/ presentation aspects of different sections	4	3	2	1
Leadership quality/ Democratic culture/ Social activities could be adaptable/ Group working skill	4	3	2	1
Participation in the community related programmes/ activities	4	3	2	1
Camp/mission areas of report (Record)	4	3	2	1

Structure of a Report (Records 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 (objectives of the session, programme/ activity, community outcome with self assessment)
- Conclusion
- Appendix:
 - Organizing committee
 - List of groups/ members
 - Response letters (group wise)

(Maximum 30 page)

SAMPLE QUESTION PAPERS

Name of the Candidate:
(in block letters).....

UNIVERSITY OF KERALA

BRANCH: EDUCATION, KERALA UNIVERSITY, Kottayam, September 1, 2019

BLK 1: PEDAGOGICAL EXERCISE TYPE C
KNO-06-25-16 AND CTR-01-01-01

Time: 2 Hours
Max. Marks: 40

A. Answer all questions One Mark Each.

1. Play way method of teaching is suggested by _____
a) Montessori b) Piagetism c) Freinetism d) Rousseauism
2. "Life is an endless mystery. But 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) Gandhi b) S. Radhakrishnan c) Vivekananda d) Jiddu Krishnamurti
3. Which school of philosophy suggested meaning of teaching?
a) Idealism b) Humanism c) Pragmatism d) Realism
4. Cultural lag means: _____
a) The tendency of material culture to evolve and change rapidly while non-material culture tends to remain change
b) sharing of a cultural trait from one country of people to another
c) tendency to adopt materialistic life style
d) None
5. "Close control discipline" is suggested by: _____
a) Montessori b) Humanism c) Pragmatism d) Rousseauism
(5 x 1 = 5 Marks)

A. Answer all questions One Mark Each.

6. "Take task in your life. If you see you can loaf, if you hear you can grudge".
Who suggested this?
7. Which school of philosophy explains personality development of the child?
8. Who wrote the book 'The secret of childhood'?

9. Who wrote the book *Greenfield*?

10. Define educational sociology?

(5 x 1 = 5 Marks)

11. Answer all questions (Any Three Answer, Two Marks Each)

12. Explain the concept of socialism

13. Elaborate the concept of cultural diffusion

14. What is value education in education

15. Mention any two metaphors required for a teacher

16. What is transmission of Culture?

(5 x 2 = 10 Marks)

17. Answer any four questions (in about a page, 8 Marks Each)

18. Describe the contribution of Maria Montessori in the field of primary

education

19. Describe the methods of teaching suggested by Pestalozzi

20. Explain the role of education to each social class with special reference

to educational activities

21. Describe the contribution of George Vivekananda to the field of philosophy

22. Make a critical survey of a social cell. As a teacher how can you

contribute the public on this issue

23. Define social change and identify factors preventing it

(4 x 5 = 20 Marks)

24. Answer any one question in about three pages

25. Compare idealism and pragmatism

26. Describe the fundamental factors of 'Berkeleys

(3 x 10 = 30 Marks)

FIRST SEMESTER B.A. DEGREE MODEL EXAMINATION

Edin 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 Rogers
C) Sigmund Freud
D) W.E. Murray
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 is:
A) Frustration
B) Conflict
C) Defensive Mechanism
D) Maladjustment
4. The chief exponent of "Developmental Task" is:
A) Gustav Fechner
B) Howard Gardner
C) Alfred Adler
D) Sigmund Freud
5. Who among the following belongs to Humanistic Psychology?
a) J. B. Watson
b) Kurt Lewin
c) B.F. Skinner
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 Piagetian dual 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 to 'Sigmund'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. Define the merits and demerits of introspection method.

$$(5 \times 2 = 10)$$

PART D

Answer any four questions in a brief a page each

16. Explain the Trait Theory of Allport.
17. What are the principles of development? Briefly outline different stages of development?

18. Highlight 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 Gullford's Model of Intelligence.

22. Explain the Kohlberg's theory of Moral development.

$$(5 \times 4 = 20)$$

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.

$$(1 \times 10 = 10)$$

ELSA DECEMBER MODEL EXAMINATION

SECTION: TECHNOLOGY & COMMUNICATION INFORMATION

Time: 2 hours

Maximum: 30 Marks

Part A

Answer all questions.

1. Choose the correct answer. Each question carries 1 mark.
Which of the following statements is incorrect regarding information?
a. FPI is the general framework. b. Wikipedia is a forum.
c. There are no standards and TCI.
d. This is state-of-the-art of the technology. b. This is state-of-the-art of the technology.
2. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.
3. Which of the following are the two main?
a. Text and graphics. b. Text and graphics.
c. Text and graphics. d. Text and graphics.
4. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.
5. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.
6. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.
7. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.
8. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.
9. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.
10. Which of the following is an example for information representation?
a. Chat. b. Search. c. Wikipedia. d. Google.

Part B

Answer any two questions. Each question carries 3 marks.

11. What is the meaning of information representation?
12. Suggest the use of the following technology in the field of information representation.
13. Which of the following is an example for information representation?
14. Differentiate between text and graphics.
15. Which of the following is an example for information representation?

(12 = 3 Marks)

Part C

Answer any two questions. Each question carries 3 marks.

16. Which of the following is an example for information representation?
17. Which of the following is an example for information representation?
18. Which of the following is an example for information representation?
19. Which of the following is an example for information representation?
20. Which of the following is an example for information representation?
21. Which of the following is an example for information representation?

(12 = 3 Marks)

Part D

Answer any two questions. Each question carries 3 marks.

22. Which of the following is an example for information representation?
23. Which of the following is an example for information representation?
24. Which of the following is an example for information representation?
25. Which of the following is an example for information representation?

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—biochemical monitoring requires more resources than

10-10

anesthesia produced by these alcohols always at which point symptoms such as ataxia, incoordination, blurred vision, and vomiting began. Ingestion of 100 g of 1-propanol or 1-butanol produced symptoms within 15 min, whereas 1-propanol and 1-butanol produced symptoms within 30 min. Ingestion of 100 g of 1-propanol or 1-butanol produced symptoms within 30 min, whereas 1-propanol and 1-butanol produced symptoms within 30 min.

Abstract

27

These findings have a number of policy implications. First, the results suggest that the current regulatory framework for the management of offshore wind farms is not sufficient to ensure the effective management of these facilities. Second, the results suggest that the current regulatory framework for the management of offshore wind farms is not sufficient to ensure the effective management of these facilities. Third, the results suggest that the current regulatory framework for the management of offshore wind farms is not sufficient to ensure the effective management of these facilities.

with many activities, but despite becoming a full-time professional, he has never returned to his previous work. He has been able to find a way to continue his work in a different way, and he has been able to find a way to continue his work in a different way.

44

(1) *Intentional* – the defendant intended to cause the victim to believe that the defendant was a person of a particular race, religion, or ethnicity; and
 (2) *Knowledge* – the defendant knew that the victim was a person of a particular race, religion, or ethnicity.

Abstract The purpose of this study was to determine the effect of a 12-week, supervised, low-impact aerobically and resistance training program on the physical fitness and health-related quality of life of older adults. The study was a randomized, controlled trial. The participants were 40 older adults (mean age = 70.5 years) who were randomly assigned to either a supervised exercise group or a control group. The supervised exercise group performed a 12-week, supervised, low-impact aerobically and resistance training program. The control group did not participate in any exercise program. The results of the study showed that the supervised exercise group had significantly greater improvements in physical fitness and health-related quality of life compared to the control group. The findings of this study suggest that a supervised exercise program can improve the physical fitness and health-related quality of life of older adults.

the following results:

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First Semester Model Question Paper : English
KDU 4:2 Theoretical Base of English Education

Time : 3 hrs

Max. Marks : 50

Part A

I. Answer all questions choosing the answer from the alternatives. (One mark each).

1. Sapir-Whorf's view is not fully by _____.
a) human factor b) thought c) Geography d) George Loewner
2. Theoretical Grammar is often referred to as _____.
a) Descriptive Grammar b) Functional Grammar c) Prescriptive Grammar d) None
3. _____ is the proponent of Social Constructivism.
a) Edison b) human factor c) Piaget d) Vygotsky
4. _____ refers to the process of learning.
a) Think b) think c) Study d) content
5. The structure to hold and organize knowledge is _____.
a) Memory b) schemata c) domain d) none

(2x1=5marks)

Part B

II. Answer all questions in one word / sentence. (One mark each).

6. Name any two teaching methods of FLT that is based on Ellis's triadic approach?
7. Name two test construction factors that all learners learning can easily do? (Apprehension)?
8. Expand TSY. Who suggested TSY?
9. What is the basic principle of Direct Method?
10. Which method is referred to as combination and improvement of Direct Method and Grammar Translation Method?

(10x3=30marks)

Part C

III. Answer all questions in two or three sentences. Two marks each.

11. Explain Psychopompism.
12. What is Language Acquisition Device?
13. What is Infant first cry?
14. Give two subjects to development in young students?
15. What is the Shift of Reception and the Shift of Production?

(5/2=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 Piaget's Identity theory?
19. Explain any one language game?
20. Explain Sapiotaxia?
21. What are the key factors of TPR? Give the role of in ELL?

(4/5=20 marks)

Part E

V. Answer any one of the questions. It carries 10 marks

22. Discuss the different teaching methods that facilitate ELL?
- OR
23. Bring out the salient features of Constructivism

(10=10 marks)

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 correct one from three alternatives. One is not each.

1. The field of teaching can be categorized by _____
a) local teaching b) distant teaching c) innovative teaching d) education teaching
 2. _____ is called as Teaching placement as follows in EFL
a) Inductive b) deductive c) text driven method d) bilingual method
 3. Black teaching is a _____ process.
a) Teaching b) skill developing c) back the seat d) learning
 4. All communication are _____ words.
a) Content words b) grammatical words c) functional words d) technical words
 5. Inductive think are skills of _____
a) Comprehension b) perception c) interpretation d) explanation
- (Total → 5 marks)

Part B

II. Answer all questions in one word / sentence. One is not each.

1. Explain VCE Approach
2. Give two examples of Learning material.
3. Explain how to build a culture speaking skill in a classroom.
4. What is a multi skill approach?
5. Give the benefit of Entry Activity.

(Total → 5 marks)

Part C

III. Answer all questions in two or three sentences. Two is not each.

1. Give two benefits of Local Reading
2. What is Practice Vocabulary?
3. What is Pattern Grammar?
4. What is the importance of Emotions Contribution of
5. What is the role of Teaching planning in an EFL class?

(Total → 10 marks)

Part D

IV. Answer any four questions not exceed in a page and a half. (40 marks each).

1. Define multiple Learning and Learning
2. What are Content Words and Function Words? Give two

18. Briefly explain the different techniques of teaching Vocabulary.
19. Give any five psychological language learning principles.
20. Mention the Objectives of a Page Lesson.
21. For a teaching skill you select, write the sub skills.

(4×5=20 marks)

Part E

V. Answer any one of the questions. It carries 10 marks.

22. Select any one poem from Course Book I and construct a lesson plan to teach S.W. VIII students.

OR

23. Select any one page lesson from Course Book and construct a lesson plan to teach S.W. VIII students.

(1×10=10marks)

Second Semester Model Question Paper : English

EDU 09 2: Curriculum and Resources in Digital Era Education

Time : 2 hrs.

Max. Marks : 30

Answer **all** questions choosing the correct answer from the alternatives. (One mark each)

Part A

1. HCP was established by _____
a. UNICEF
b. MHRD
c. NCERT
d. CBSE
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. Head
c. Students
d. Parents
4. Dysgraphia is a _____ disorder.
a. writing
b. spelling
c. reading
d. drawing
5. _____ learning is an objective to instill a habit of learning outdoors.
a. Informal
b. Non-Formal
c. Informal
d. Experiential
(1x5= 5Marks)

Part B

- Answer **all** questions in one word / sentence. (One mark each)
1. _____ is a website that helps in teaching learning English poetry.
 2. On-line language games help English learners to learn _____.
 3. _____ can benefit auditory learners and help them in their language learning.
 4. _____ research is intended to solve an immediate problem.
 5. On-line access of books is facilitated by _____.
- (1x5= 5Marks)

Part C

Answer **all** questions. (Very short answers.)

- 1) What are the benefits of 'Virtual' learning?
- 2) What are the advantages of local library?
- 3) What is 'Digitalis'?
- 4) What influence areas of Web adaptations in an English class?

15. What are language forums?

(2x 5= 10 Marks)

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

(3x4= 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. Analytics is a term associated with
a. Synectics Model
b. Direct Instruction Model
c. CMM
d. NIM
2. C.A.I. is a strategy
a. Mastery Learning
b. Networking
c. proficiency attaining
d. self-instructional
3. This helps in
a. Networking training resources
b. Networking
c. All the above
d. help English Language cope with global trends.
4. helps English Language cope with global trends.
a. networking
b. literary translation
c. programme learning
d. video conferencing
5. Models are
a. pre-programmed
b. self-instructional
c. branched
d. linear

(1x5=5Marks)

Part B

Answer all questions in one word / sentence. One mark each

1. A.C.M is based on which theory?
2. Which Model helps to enhance creativity of students?
3. What does the Pre-programmed Learning
4. Explain C.I.I
5. Mention two types of networks in a man-English chat

(1x5=5Marks)

Part C

Answer all questions (Very Short Answers)

1. Which are the merits of Content Writing?
2. Write on Learning Management System
3. Discuss about Librarian's role in web 2.0 learning
4. Give the merits of literary translation
5. What is Copy Writing?

(205-10 Marks)

Part D

Answer any **four** questions. (Short Answer)

16. Explain the Syntax of AOM.
17. What are the needs of C.A.L.L.?
18. What the Principles involved in Programmed Instruction.
19. Bring out the importance of On-line Networking.
20. Explain TULK.
21. Mention and explain how Role-Play helps an English class.

(5ed-20 Marks)

Part E

Answer any **one** question (Essay)

22. Select an appropriate area from English language and write a lesson plan based on C.A.M.
OR
23. Select an appropriate area from English language and write a lesson plan based on A.O.M.

(10ed-10 Marks)

Third Semester Model Question Paper- English
EDU0.13 Emerging Trends and Practices in English
Education

Time: 2hrs;

Max. Marks: 50

Part A

B. Answer all questions choosing the answer from the alternatives. One mark each.

1. The concept of blended learning was first developed in.....
a. 1970s b. 1920s c. 1990s d. 1960s
2. helps to identify slow learners.
a. digital learning b. video-conferencing c. remedial teaching d. online learning
3. e-portfolio is developed by.....
a. UGC b. MHRD c. SIET d. MCTERT
4. serves as an educational evidence of a student.
a. life long learning b. online learning c. portfolio d. rubric
5. MIBECT expects to enhance.....
a. CBR b. TOM c. VLE d. PLO

(3x1= 5 marks)

Part B

B. Answer all questions in one word / sentence. One mark each.

6. LLO is
7. helps students understand the way they learn.
8. is a software application used to create multimedia content for web.
9. Rubric evaluation is both and
10. question helps to capture the attention of the students.

(3x1=5 marks)

Part C

III. Answer all questions in two or three sentences. Two marks each.

- 1.1. Give two advantages of Video conferencing.
- 1.2. Write one technique suitable for assessing L2LW.
- 1.3. What are the merits of Peer Evaluation?
- 1.4. Give any two benefits of Gamification.
- 1.5. Write four merits of Virtual Learning.

(3x2= 10marks)

Part D

IV. Answer any four questions not exceeding a page and a half. Five marks each.

- 1.6. Explain the various criteria of a good test.
- 1.7. Differentiate Collaborative and Cooperative learning.
- 1.8. Mention and explain the different steps in content design and development.
- 1.9. Select any one language task and construct a rubric with apt criteria for assessing that task?
- 2.0. Write a short account of Meta cognitive strategies in language learning.
- 2.1. Explain Total Quality Management in language education.

(4x5= 20marks)

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 instructional strategies in English Education?

(1x10= 10marks)

8)

PART A

* सभी प्रश्नों के उत्तर संक्षेप से पुनरुक्त लिखिए।

1. एक भाषा को उसी भाषा में पढ़ना — है।

(क) परेक लिपि

(ख) प्रत्यक्ष लिपि

(ग) फोनेट लिपि

(घ) आन्वयन लिपि

2. सार्वभौमिक व्याकरण (UNIVERSAL GRAMMAR) सिद्ध की देन है।

(क) टी. स. पणिन

(ख) गोटेशरी

(ग) मोम चौमन्की

(घ) जॉर्ज स्पेन्सर

3. द्वैतवादी विद्या विषय से सम्बन्धित है।

(क) सामाजिक मानविकीलिपि

(ख) सार्वभौमिक व्याकरण

(ग) बहुअवामी बुद्धि

(घ) भाषागत टैपिन्

4. राष्ट्रीय पाठ्यपथी स्पर्धक — वर्ष में लागू हुई।

(क) 2000

(ख) 2007

(ग) 2010

(घ) 2005

5. पुनरुत्थरण काल किस पक्ष के अंतर्गत आता है।

(क) भाषादन्तक पक्ष

(ख) ज्ञानीनरचनक पक्ष

(ग) संगठनक पक्ष

(घ) सा और ग के अंतर्गत

(1×5=5)

PART B

* एक सत्य या असत्य में उत्तर लिखिए।

6. कविता विधान के दो अंगरूप लिखिए।

7. 'अक्षर' और 'वर्ण' की स्पष्ट परिभाषा दीजिए।

8. आन्वयन लिपि क्यों बनाई गई ?

9. आन्वयन पक्ष के अंतर्गत आने वाले पाठ्य उदाहरणों की सूची बनाइए।

10. द्वैतवादी विद्या की विशेषताएँ बताइए।

(1×5=5)C

• सभी पत्रों के उत्तर लिखिए।

11. मिडरराटोज पद्धति की विशेषताएँ बताइये।
12. ऑटो-बालूनी पर प्रभाव बताइये।
13. भाषा और समाज का अंतर समझ स्पष्ट कीजिए।
14. हिंदी शिक्षण में दूरभाष, संचार और तकनीकी का क्या महत्व है?
15. आधुनिक शिक्षण सामग्री का क्या है?

(2 X 5 = 10)

PART D

• हिन्दी पत्र पत्रों के उत्तर लिखिए।

16. पत्रों के शैक्षिक उपयोग और उनके संशोधित रूप का विवरण प्रस्तुत कीजिए।
17. भाषा शिक्षण में इसका क्या उपयोग है? का क्या महत्व है? हिन्दी पत्र पर उपकरणों के नाम बताइये।
18. दूरभाष के सामाजिक नाम निर्दिष्टित की स्पष्ट कीजिए।
19. राष्ट्रीय पाठ्यपत्रों को बनाएँ और कोठरी को बनाएँ के सुझावों पर प्रभाव बताइये।
20. सामाजिक अधिकार और सहायता अधिकार हिन्दी शिक्षण में कैसे महत्व है?
21. व्याकरण शिक्षण के अंदर का क्या है? हिन्दी तैम शिक्षणों के बारे में लिखिए।

(4 X 5 = 20)

PART E

• हिन्दी पत्र पत्र का उत्तर लिखिए।

22. हिन्दी शिक्षण की प्रमुख शिक्षणों का परिचय दीजिए।
23. भाषा शिक्षण में कठिनाई शिक्षण के महत्व और इसके पर प्रभाव बताइये।
24. हिन्दी तैम शिक्षण की प्रविष्टियों का परिचय दी।

(3 X 10 = 30)

PART C

- [illegible]

PART D

14. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।
15. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।
16. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।
17. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।
18. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।
19. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।
20. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।
21. ਖੁਸ਼ ਹੋਣਾ ਤੇ ਖੁਸ਼ ਰਹਿਣਾ ।

PART E

- ਕਿਸੇ ਵਾਕ ਦਾ ਧਰਾ ਕਾ ਧਰਾ ਸਿਰਿਓ
22. ਕਾਕਾ ਸਿਰਿਓ ਤੇ ਵਾਕ - ਕਾਕਾ ਤੁਹਾਡੀ ਕਾ ਕਾਕਾ ਕਾਕਾ ਤੇ: ਸਿਰਿਓ ਵਾਕ ਤੁਹਾਡੀ
ਕਾ ਸਿਰਿਓ ਧੀਰਿਓ।
23. ਕਾਕਾ ਸਿਰਿਓ ਤੇ ਸਿਰਿਓ ਕਾਕੀ ਤੇ: ਸਿਰਿਓ ਕਾ ਕਾਕਾ ਕਾਕਾ ਕਾ ਕਾਕੀ
ਕਾਕੀ ਕਾਕਾ ਸਿਰਿਓ।

First Semester B.Ed Degree Model Question Paper
PHED046 : THEORETICAL BASE OF TAMIL EDUCATION

Time : 2 Hours

Max. Marks : 50

PART - A

1. அமைப்பு அமைப்புகள் அனைத்துத் தரக் கல்வியாளர்களுக்கும் அமைக்கப்பட்டிருக்கின்றன.

It provides facilities for all levels of teachers.

A) சட்டம் கையாள்

B) கல்வித் திட்டம்

C) கல்வித் திட்டம்

D) கல்வித் திட்டம்

It provides facilities for all levels of teachers.

A) கல்வித் திட்டம்

B) கல்வித் திட்டம்

C) கல்வித் திட்டம்

D) கல்வித் திட்டம்

2. கல்வித் திட்டம் கல்வித் திட்டம் அமைக்கப்பட்டிருக்கின்றன.

A) கல்வித் திட்டம் - 2004

B) கல்வித் திட்டம் - 2005

C) கல்வித் திட்டம் - 2006

D) கல்வித் திட்டம் - 2007

3. கல்வித் திட்டம் கல்வித் திட்டம் அமைக்கப்பட்டிருக்கின்றன.

A) கல்வித் திட்டம் - 2004

B) கல்வித் திட்டம்

C) கல்வித் திட்டம்

D) கல்வித் திட்டம்

It provides facilities for all levels of teachers.

A) கல்வித் திட்டம்

B) கல்வித் திட்டம்

C) கல்வித் திட்டம்

D) கல்வித் திட்டம்

(8 x 5 = 5 Marks)

UNIVERSITY OF KERALA

MIDDLE QUESTION PAPER

Examiner B.H Degree Examination

BH065 Pedagogy Content Knowledge Analysis : Mathematics

Time : 2 hrs

Max Marks : 50

1. Select the most appropriate answer from bracket. Question (1-9)

1. The word Pedagogy 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) Arnold

C) Gagne

D) Maslow

3. Preconception of an individual is

A) An active state bond

B) A complex

C) A group

D) An exchange point

an individual

4. "Values form a component of package analysis"

A. Objective formulation

B) Analysis of the content

C. Selection of learning experience

D) Writing the year plan

5. Which of the following is not the components of Reinforcement drill

(a) Variety (b) Proximity (c) Contact

(d) Volitionalness of problems

6. Answer all questions in one word or sentence (Question 5-10)

7. What is meant by Learner practice?

8. The most difficult mental function with regard taxonomy is ____

A. To "Produce" from a set of sub- objectives

B. Which sub-areas in taxonomy are involved?

9. A model class technique which is prominent is

A) Peer teaching

B) Microteaching

C) Flinn teaching

D) Open air learning

(10=1- 10 marks)

10. Answer all the Questions in two or three sentences each (Question 11-15)

11. Explain the characteristics of formative questions.
12. What are the prerequisites are essential to teach the "Area of a trapezoid."
13. Write any four items of Instructional Media Board.
14. Write any four points to be kept in mind while preparing the "Yes Plus".
15. Differentiate learning Activity and learning Experience with suitable example.

(3x2= 10 marks)

IV. Answer any four questions/Question No 20). Each question carries 5 marks.

16. List the concrete components of the content domains in Unit X.
17. What learning experience will you provide to your students to teach the concept area of a parallelogram.
18. What learning task 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 task that can be practised and/or sketched.
20. Write the components of Psychological Analysis.
21. Write the guidelines illustrating points on a graph paper.

(4x5= 20 marks)

V. Answer any one from the following

22. Prepare a lesson plan for a period of 45 minutes duration on the topic **area of a circle** approach a topic of your choice.
23. Prepare a lesson plan for a period of 45 minutes duration on the following approach in the topic "The Area of a cylinder".

(10x3= 30 marks)

POSTERGRADUATE MA ENTRANCE EXAMINATION
MULTI-CHOICE QUESTION PAPER

(2019-2020 Session)

EDUCATION: THEORETICAL BASE, OPTIMIZATIONAL EDUCATION
Time: 2 Hrs **Max Marks: 50**

PART A

1. Answer a question by checking the most appropriate item from the options given.

1. When knowing the following technique is used for preserving sensitive thinking

- a. experimenting
- b. communicating
- c. clarifying
- d. summarizing

2. Which of the following technique is used for preserving sensitive thinking

- a. Brain storming
- b. Brainstorming
- c. Role play
- d. Brainstorm

3. Substitution in scientific communication _____

- a. scientific ideas
- 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. deductive reasoning
- b. deductive reasoning
- c. both deductive and inductive reasoning
- d. both reasoning

(10 x 1 = 10 marks)

PART B

6. Answer a question by choosing one or more than one plan.

a. While the cause of a change according to behaviorism

7. Define behaviorism as a hypothesis

b. While the specific choice of knowledge

c. While any one combination of P-C, R-P

8. Define variable groups

(10 x 1 = 10 marks)

9. Answer a question by selecting one paragraph

11. Relationship between product and process in product function

12. Implication of learning

13. Characteristic features of behaviorism

14. Discuss the implications of Gödel's Incompleteness

15. Explain Theorem's digital Technology (5 = 2 + (10 marks))

PART D

16. Discuss the implications of Gödel's Incompleteness and how it applies. Explain how it relates to the

17. Explain why Gödel's Incompleteness is considered a paradox in modern logic and methods.

18. Discuss the role of Gödel's Incompleteness in the philosophy of mathematics.

19. What is the role of Gödel's Incompleteness in the philosophy of mathematics?

20. Critically analyze the role of Gödel's Incompleteness in the philosophy of mathematics. Discuss its impact on the

21. Discuss the role of Gödel's Incompleteness in the philosophy of mathematics.

22. List and discuss the implications of the role of Gödel's Incompleteness in the philosophy of mathematics.

(4 = 3 + 20 marks)

PART E

23. Discuss the implications of Gödel's Incompleteness in the philosophy of mathematics.

24. Discuss the role of Gödel's Incompleteness in the philosophy of mathematics.

25. Explain the role of Gödel's Incompleteness in the philosophy of mathematics.

26. Discuss the implications of Gödel's Incompleteness in the philosophy of mathematics.

(1 = 10 + 10 marks)

FIRST-SEMESTER BBA DEGREE EXAMINATION

MIDDLE QUESTION PAPER

(2019 Admission)

COURSE: PROGRAM CORE COMPETENCY SKILLS COURSE ANALYSIS IN PHYSICAL COURSE

Total 2 Hrs

Max Marks: 50

PART A

1. Answer all questions by selecting the most appropriate one from the options given.
- i. Which of the following is not a graph tool?
- a. dash card
 - b. photo graph
 - c. graph
 - d. graph board
2. Constructivist approach to science refers to
- a. Providing additional academic help
 - b. Exploring experiential learning to enhance knowledge
 - c. Providing more real world learning materials to students
 - d. Applying different rules to solving problems

3. The tool with which we can collaboratively record, track, and analyse information at a glance is known as _____

- a. Topic graphic map
- b. Timeline map
- c. Timeline map
- d. Concept map

4. Which of the following is not a component of the skill set referred to?

- a. capability of using information
- b. Linking with past experiences
- c. proper ergonomics and consistency
- d. use of appropriate devices

5. All three are elements of _____

- a. Each
- b. Principles
- c. Skills
- d. Concepts

(1 × 1 = 5 marks)

PART B

6. Answer all questions in one word or two phrases:

- a. Define pedagogy and Andragogy.
- b. Define online cycle.
- c. Give the meaning of the term "hidden go".
- d. Give any one purpose of lesson plan.
- e. Give the components of the skill set of education.

(1 × 1 = 5 marks)

PART C

III. Answer all questions to not exceeding one paragraph.

11. Differentiate between a contract and a deed and give your own analysis.
12. Write any two sections under the law.
13. Differentiate between a contract and a deed.
14. Write the importance of a contract.
15. Describe the law of contract.

(5 × 2 = 10 marks)

PART D

IV. Answer any 4 questions to not exceeding one and half pages. Each question carries 3 marks.

16. Describe the law of contract.
17. Describe the law of contract.
18. Write a note on the law of contract.
19. Explain the law of contract.
20. Write any two sections under the law of contract.
21. Explain the law of contract.

(4 × 3 = 12 marks)

PART E

V. Answer any two questions to not exceeding three pages.

22. Explain the law of contract.
23. Explain the law of contract.

(1 × 10 = 10 marks)

FIRST SEMESTER B.B. BIOLOGY EXAMINATION: MODEL QUESTION PAPER
UNIT-5 : PHYSIOLOGIC CONCEPT KNOWLEDGE ANSWER : NATIONAL CURRIC

(2019 edition onwards)

Time : 2 Hours

Max. Marks : 50

PART -A

Answer **all** questions.

1. All theories are related with:
a) Facts b) Theory c) Concept d) Principle
2. An example for a paradigm shift is:
a) Chemical b) Scientific c) Geological d) Dependent
3. The conceptual framework of psychology analysis lies in the work of:
a) Edgar Lask b) Jean Piaget c) Joseph D. More d) Frederick B. Kardewell
4. The cell organelles that are engaged in protein synthesis:
a) Mitochondria b) Ribosome c) Golgi bodies d) Endoplasmic reticulum
5. Educational programme established by All India Radio is an example of:
a) Virtual school b) Faculty aid c) Human education d) Audio instructional aid

(3x1= 3 Marks)

PART -B

Answer **any one** of the questions and **all** questions to be answered.

a. What is ZPD?

7. Suggest two activities that can be done using primary microscope.

8. Explain **PICTN**.

9. What are pre requisites?

10. What is environment?

(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 a teacher's action?
13. Why should you give assignments after teaching ends and?
14. Suggest any two topics in Biology that can be effectively taught by (a) using local resources.
15. Define Pedagogy.

(5x2= 10 Marks)

PART D

Answer any four questions.

16. Describe the procedure of field practice in teaching.
17. Give an interesting introduction to teaching the topic, 'Newton'.
18. Explain based on the behaviour steps in lesson planning.
19. Analyse the content of the topic, 'Education in an era'.
20. What are the objectives of understanding? Explain the relevance of understanding in the teacher training programme.
21. Explain briefly the procedure for preparing a unit of documents.

(4x5= 20 Marks)

PART E

Answer any one question.

22. a) Give a detailed account of various media available for teaching secondary school Biology.
b) Suggest a suitable learning aid for any one topic of your choice in/old IX. Describe the procedure of its preparation and discuss its 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

MIDDLE QUESTION PAPER

FIRST SEMESTER BBA, BACHELOR OF BUSINESS ADMINISTRATION

PAPER IV - DD110412 THEORETICAL BASE OF COMMERCIAL EDUCATION

Duration : 2 Hours

Maximum: 50 Marks

Instructions: Answer any all questions from Part A, Part B and Part C. Part A questions form Part D about the questions from Part E.

PART - A

Select the most appropriate option from those given in the brackets

1. The language used for culture, eg. the word that, etc. is
(skill, review, brainstorming, mind map)
2. Ability to develop inter relationship with concept is the category of
(linguistic intelligence, logical intelligence, intra personal intelligence, spatial intelligence)
3. Representation of a good business letter is an example of
(social value, cultural value, disciplinary value, demonstrative value)
4. Ability to develop new products is belongs to the category under (a) social domain is
technology
(analyzing, team working, creating, or sharing)
5. The concept aimed at the well thought economic education is
(academic strength, vocational interest, social obligation, economic consciousness)

(1x5=5 marks)

PART - B

Answer all Questions in a sentence

- a. What is meant by project method?
- b. Specify the key components involved in forming unit in the classroom.
- c. What is a situation when commerce is related to the economics
- d. Specify the role of teacher in creating a learning environment.
- e. Why classroom is called as a social laboratory?

(1 x 5 = 5 marks)

PART - C

(Answer all Questions in a paragraph)

11. What are the factors considered while selecting suitable instructional method?
12. Why consumer is called as a distinctive discipline?
13. What do the factors define for effective instruction?
14. Differences between group discussion and lecture method.
15. How heuristic and Synthetic method is suitable for solving accounting problem?

(5 x 2 = 10 marks)

PART - D

(Answer any four Questions in 45 pages)

16. Induction is the making of truth and deduction is the making of 'not'. Justify this statement with suitable examples.
17. With the help of an illustration differentiate analytical method with synthetic method.
18. Explain the significance of subsequent development in different sciences.
19. Describe the use each economy of instruction developed by Benjamin S. Bloom.
20. Describe the steps involved in problem solving method.
21. How measurement of consumer can be possible through technology of task assessment and LPA?

(4 x 5 = 20 Marks)

PART - E

(Answer any one Question in 5 pages)

22. Describe the aims and general objectives of teaching consumer at higher secondary level. How it can be attained?
23. Explain the significance of different analytical method and techniques in teaching consumer subject at higher secondary level.

(1 x 10 = 10 Marks)

UNIVERSITY OF KERALA

MODEL QUESTION PAPER

FIRST SEMESTER BBA - HIGHER EDUCATION

PAPER V: EDUCATION - PEDAGOGICAL CONTENT KNOWLEDGE/ADVANCE

COMMERCE

Duration: 2 Hours

Maximum: 30 Marks

(Instructions: Answer any all questions from Part A, Part B and Part C. Part C has questions from Part B and one question from Part B.)

PART - A

Select the most appropriate option from those given in the brackets

1. The unprovenly accepted truth becomes a
(Concept, fact, process, rule)
2. Two theories
(Teacher - Ability, Skill, Talent - Aptitude - Scale, Techniques - Summary, Speed, Think - As - Ask - Turn)
3. Pedagogical analysis is the thorough analysis of
(curriculum, content, learning environment, student)
4. Preparation of a good lesson plan involves
(teaching skills, competency, analysis of subject, professional expertise)
5. Mendix analysing a topic pedagogically before taking a class is
for assigning group activities, for motivating 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 LAR practice?
7. Why teachers prepare and plan?
8. What is meant by principles?
9. Specify the role of ICT processor in teaching commerce.

10. What are activity tasks?

(1 x 5 = 5 marks)

PART - C

(Answer all Questions in a paragraph)

11. How will you create a stand among students while starting the topic "Identification of group"?
12. Write the help of arrangement to describe "Background of profit".
13. Point out the salient features of preparing IIT enabled lesson plan.
14. Explain the various educational values attached with structural task.
15. Explain the necessity of skills of introducing a lesson.

(5 x 2 = 10 marks)

PART - D

(Answer any four Questions in 15 pages)

16. Prepare a chart to introducing a conceptual model of stimulus variation.
17. What are the different kinds of answers expected by a teacher and in what ways to deal that answers?
18. What is meant by resource map? How will you develop it?
19. Explain the importance of pedagogical objectives in teaching secondary at higher secondary level.
20. What is meant by resource mapping? What are factors involved while developing resource maps?
21. Explain the significance and scope of pedagogical content knowledge analysis in curriculum. 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 the curriculum objectives, learning outcomes, instructional activities and evaluation modes.

(1 x 10 = 10 Marks)

